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**A comparative study on
Need for Value Based Education an Opinion Survey among School Teachers
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Abstract

The word education comes from the word 'educere' which means to bring about what is already in. As Swami Vivekananda said, "Education is the manifestation of perfection, already present in man". The purpose of education is to detect talent proactively and the purpose of school education is to guide the child's discovery of himself, identify and nurture his potential to the fullest. Education is the stepping stone for high flying career. Education system in India is of dates back where the children's were taught in Gurukuls and the Guru-Shishya system was the means of education. Indian education system was improved when Universities like Nalanda, Takshashila, Ujjain and Vikramshila came into existence. Education system in India is managed and controlled government well, providing education to all without any discrimination had become the priority of the government. Education lends beauty to a man. Education is man's precious wealth. When a man travels abroad, education stands by him like a kinsman. Respected president Sri. Venkatraman in his Convocation address explained in clear terms the implication of five values of Sathya, Dharma, Santhi, Prema, and Ahinsa. These are terms like the five life breaths for man. Not only that they are also the panchabhutes (five basic elements). Without these values humanness will be destroyed. This survey was done to study the opinion of school teachers about need for value based education and to explain the pattern of existing education system. To study about the need for value based education an opinion survey among school teachers,

The researcher undertake a survey in two schools under Jorhat district, Mjuli Mahkuma

Keywords: -Guru-Shishya, Vidyahi, educere, panchabhutes, NCERT, and UGC.

1.1 What is Value Based Education? The Phrase 'Value Based Education', in wide use in present times comes closest in meaning to the Sanskrit word '**Vidya**' as it was used by the **Gurus** or preceptors of ancient India. '**Vid - ya**' means that which illumines. As such, it was identified with knowledge that illumines the mind and soul. Since the imparting of knowledge was the aim of education, over a period of time, education also came to be known as '**Vidya**'. But, the highest goal of **Vidya** as visualized by the seers and seekers was to understand the Ultimate Truth or Reality. Adisankaracharya, one of the foremost spiritual teachers that India has known, expounded "**Vidyahi - ka? Brahma Gathi Pradaya**" - what is Vidya? It is that which explains the **Brahmatatva**, the nature of the Primordialⁱ

Value based education is not a new subject to be interpreted into the curriculum, rather it is an educational philosophy, an approach to teaching and learning that underpins the way a school organize itself develops relationship and promotes positive human values. Schools that adopt such an approach report that there is a qualitative improvement in pupil's attitude and behavior.

Value based education is a tool which not only provides us a profession which we can pursue but also a purpose of life. The purpose of our life is undoubtedly to know oneself and be ourselves. We cannot do it unless we learn to identify ourselves with all that lives.ⁱⁱ

The purpose of value based education

- To help the school community think about and reflect upon positive universal values and the practical implications of expressing them in relation to themselves other the community and the world.
- To inspire individuals to choose their own positive personal, social, moral and spiritual values and be aware of ways for developing and Deeping them as would citizens.

Value based education is a threefold development of any individual of any gender and age but most importantly of a child. Education tries to develop three aspects: Physique, Mentality, and character. Even though physique and Mentality are important, they are menaces without the third because character is the greatest of these. Education plays a huge role in precisely this area. Value based education is a tool which not only provide a profession which can pursue but also a purpose of life.

1.2 Existing Education System: Education in India is provided by the public sector as well as the private sector with control and funding coming from three levels, Central, State and Local. Education in India falls under the control of both the union Government and the States with some responsibilities lying with the union and States having autonomy for othersⁱⁱⁱ. Education is designed by the state where government is responsibility for quality education. Presently India is blessed with various schools, college's universities and other institutions in India which are providing quality education to the students. From the past several years India is producing many talent professional who are best in the world and working hard for the Nations growth and are in great demand. This shows the strength of Indian education system. Indian constitution has committed to provide free and compulsory education to the children's up to the age of fourteen. Right to education is the fundamental right of the citizen where education is mandatory for the all children's of age group 6-14 years. As per the world bank report in India there are more than 7,40,000 formal schools; more than 3.6 million teachers are working on full time basis; there are more than 175 Universities offering under graduate level and post graduate courses and about 6000 colleges affiliated to these universities. India has under progress in terms of increasing primary education attendance rate expanding literacy to approximately two thirds of the population. India's education system is divided into different levels such as preprimary levels, primary levels, elementary education, secondary education, undergraduate and post graduate.

Primary Education: The Indian government lays emphasis to primary education up to the age of fourteen years (referred to as Elementary Education in India). The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions.

Secondary Education: The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system. Secondary education covers children 14–18 which covers 88.5 million children according to the Census, 2001.^{iv}

Higher Education: India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grant Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grant Commission. In India, education system is reformed. In future, India will be one of the largest education hubs.

Open and distance learning: At school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning

At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has a cumulative enrolment of about 15 lakhs, serviced through 53 regional centres and 1,400 study centres with 25,000 counselors.^v

The National Council for Education and Research and Training is the apex body for related matter for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies.

Some education Governing bodies in India are

- Central Board of School Education (CBSE)
- Council of Indian School Certificate Examination (CISCE)
- State Government Boards.
- International Schools in Indian.

1.3 Value Deterioration in the Present Society: Deterioration of human value has seemingly become a ubiquitous phenomenon, particularly in India. It is not to say other countries are not affected by decline in human values but situation is really getting more serious which has resulted in giving rise to lots of problems on the account of loss of human value. These trends of decline in human values are not only posing serious threat to the future course of development of the country, but even for its survival, respect and authority itself. The Indians migrating abroad are generally faced with all types of problems in each and every corner of the world. It is ill due the reasons that young generation of Indians are migrating to other countries with mentality of unwanted competition, corruption, and indiscipline and in humanity.

The value is deteriorated in the present society. Here some justification of deterioration of human value in the present society. This topic is most tremendous debating topic in now a day. About a rough of 75 % children who grow up and were born past in the year 2008 will never know what true virtue is. Virtues have decayed over the past years due to mass media. Things are not made with quality they used to be, and almost everything done is for money. People now are putting less heart into their work and more greed. The children who grow up around these lacks of virtues will never true virtues at all.

The lack of religion in our society produces an increase in pagan₁ in society. Porn, homosexuality and other such things are not the reason our society is losing its value. The reason is that it is to be touching value to humanity (religion or theology) is not being taught. Our society's value is deteriorating because it is evident which things that are happening, such as shooting, porn, everything else. Our society has been on a downward spireal when it comes to value. These are seen that all the shooting that happen everywhere, s well as places where one use o feel safe, like school campus that are now danger zones. Alsoal he issues with unlawful posting of erotic pictures and not to mention Childs pornography. Technology has played a big role in promoting these.

1.4 Need for Value Based Education: The changing scenarios of educational theories and approaches combined with the different educational philosophies and the findings of psychology influence the formulation of educational policy, curriculum and syllabi of any country. These changes have apparently impacted on the present education system of the country as well. One of the recent developments relevant to the concept of development is that the future of any society particularly in the developing world depends on their ability to preserve the value systems ingrained in their own respective cultures. This boils down to the fact that protecting and development of the values deeply rooted in the society becomes an important function of the education system of any society.

Classroom ethos: Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from values lessons. It is important that any approach to class management is in line with the values being taught. Children soon

feel secure and able to share their thoughts, feelings and experiences when they know that these are always welcomed and valued. Children also will respond quickly when the teacher is aware that he or she is an important role model as values are very much 'caught'.

Reflection (Stilling/silent sitting): Most of the enclosed lessons would have begun with a period of 'reflection'. This is a time when the children are expected to sit still and silent for anything from one to four minutes, usually with some soft music and perhaps facilitating words from the teacher. This has proved to help children in a variety of ways. It regulates breath and heartbeat and so calms and relaxes the body. It quiets the mind, focuses attention and increases concentration. It helps to develop awareness and intuition, and the children are more able to get in touch with their own feelings.

Story Telling: Using a story where possible as a stimulus for the lesson has many advantages. It can put across the value in a way that all levels of awareness can access. It generates feelings, captures attention and often inspires. The listener is able to find parallels in their own experiences which can help in future difficult situations.

Discussion: After the lesson stimulus, whole class discussion allows the value to be explored more deeply. The children gain insight from each other, especially if the teacher becomes practiced in facilitating Socratic discussion, summarizing ideas and leading the children into considering further possibilities.

Lesson format

- Each lesson has a helpful section on teacher understanding. It is important that the teacher is able to translate this understanding into the living experience of the child.
- Use a stimulus for the lesson that may be based on a story, discussion, experience or artifact, etc. The learning objective should be made clear. E.g. to understand why the value of honesty is an important guide to our behavior.
- Next is the teacher-led discussion that lies at the core of the lesson. Careful questioning leads the pupils to a deeper appreciation of meaning and helps them to translate the value into areas of their own experience. Lessons are not theoretical but should aim to help the pupils to modify and expand their own thoughts and actions.
- The next section of the lesson will be an activity that will encourage pupils to engage with the value.
- Finally, a plenary session of review to evaluate understanding and to draw out key points that aid further development.

Enjoyment should be a key characteristic of values lessons and is vitally important. Children soon begin to look forward to their values lessons. They know what to expect and participate in all its elements with enthusiasm. As you use the lessons you will soon find and substitute your own stimulus and develop your own activities. Teaching values across the curriculum then becomes automatic. Aim to make enjoyment a key element and you will see positive effects in many other areas of school life.

2. Objectives of the Study

- To study the opinion of school teachers about need for value based education
- To explain the pattern of existing education system

3. Scope of the Study

The scope of the study (need for value based education) is very wide but in our project work, the study will be confined to the both private and Government school. These schools are situated in East side of Ujani Majuli Development Block of Jorhat District. The study comprise 20 respondents (teachers) belong to the study area.

4. Methodology

Sampling Technique: Convenience sampling technique has been used for collecting the data from two schools one is Government and another is Private. The Schools are selected

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 by the convenience sampling method. The selecting of units from the population based on their easy availability and accessibility to the researcher.

Sampling Unit: The respondents, who filled up the questionnaires, are the sampling units. These comprise of school teachers from two schools i.e in Government sector and in Private sector.

5. Tools and Technique of Data Collection: In the project work special attention has been paid on collection of primary data for these purposes a Questionnaire is prepared for collection of primary data. Data investigator has visited to two schools, one is Government and another is Private school and interviewing with the respondents regarding Need for Value Based Education and filled up the questionnaire. The investigator collected data from 10 respondents of each school.

For the secondary data investigator visited libraries and internet websites.

6. Layout of Paper: The dissertation is divided into three parts. i.e. introductory, analytical and findings, suggestions and conclusion. In the introductory part what is value based education, existing education system, deterioration of human value in the present society and need for value based education, objectives of the study, methodology adopted are discussed. In the analytical part the data are comparatively analyzed and in the last part findings, suggestions and conclusions are given.

7. Limitation of the Study:

- The first limitation was the time factor. Due to time constraint it was not possible to carry out an intense in-depth study.
- The second limitation is that for the project we have considered only two schools from Government and private school. Also, we have assumed that whatever information the respondents provided is true and fair to the best of their knowledge.
- The third is that the respondents answered some questions on assumption, so in such a case it is not possible to draw the actual picture.

ANALYSIS DATA

A field survey was conducted according to the methodology mention in the design of study. A questionnaire was distributed purposively to the school of Ujani Majuli development block.

In this chapter attempt has been made to analyze the following on the basic information collected through field survey.

Description of the Study Area: To study about the need for value based education an opinion survey among school teachers, we undertake a survey in two schools under Jorhat district, Mjuli mahkuma. The geography of Majuli is as follows.

Location	Brahmaputra River
Coordinates	26°57'0"N 94°10'0"W / 26.95°N 94.166667°W
Area	1,250 km ² (483 sq mi)
Highest elevation	84.5 m (277.2 ft)
Country	
India	
State	Assam
District	Jorhat
Demographics	
Population	1, 53, 362 (as of 2001)
Density	300 /km ² (800 /sq mi)
Ethnic groups	Misings, Deoris and Sonowal Kacharis

In the survey we analysis the data from two angles, one is from government school and another is from the point of private school. The data are analyzed separately for government and private school.

The following shows the profile of respondents in government school and private school.

Table 2.1
Profile of Respondents

Particulars	Educational; qualification (% wise)				Gender (% wise)	
	Sector	H.S.L.C.	H.S.	GRADUATE	OTHER	MALE
Government	-	60	40	-	70	30
Private	-	30	70	-	50	50

Source: Field Survey N.B. (Total respondents 10 from each school)

In the survey the researcher found 70% male and 30% female out of 10 respondents in government school and in case of private school we found 50% respondents are male and others are female.

In regard to educational qualification 60% respondents were found H.S. Passed and other 40% were Graduate in case of government school. And with regard to private school 30% were H.S. Passed and 70% were graduate out of 10 respondents in each school.

In the observation in regard to deterioration of human value in the present society the researcher found 30% out of 10 respondents in government school said that they does not feel that the human value have been deteriorated in the present society but only the values are changed and 70% out of 10 respondents feel that human values have been deteriorated.

But in case of private sector school under the study the researcher found 90% out of 10 respondents feel that human values have been deteriorated, but 10% only says that human have not been deteriorated.

Following table clearly shows the opinion regarding deterioration of human value.

Table 2.2
Opinion regarding deterioration of human value

Sector	Deteriorated (% wise)	Doesn't deteriorated (% wise)
Government	70	30
Private	90	10

Source: Field Survey N.B. (Total respondents 10 of each school)

Justifications given by respondents regarding the above table are given from the govt and private schools are summed up as follows:-

- **Unknown youths-** the virtue has decayed over the past years due to mass media. Things are not made with quality like they used to be and almost everything done is for money, people now are putting less heart in their work and more greed.
- **The lack of religion in society produces an increase in pagan activity in society.** Porn, homosexuality and other, such things are not the reasons of losing values. The reasons are that he teaching value to humanity (religion or theology) is not being taught.
- **Moral values are most definitely declining in today's society.** There used to be a time when the majority of people would have had nothing to do with such things as abortion and gay marriage, many people in high school and college are dishonest in their schooling, this effect all society because they gain degrees and jobs aed on falsified education.
- **The value of society is definitely deteriorating as there is a lack of respect for one other.** The value of society has deteriorated as there is lack of respect for one another.

From the respondents who were doesn't feel the deterioration of human values, they state that-

- **Value does not deteriorate, they only change-** Fifty years ago values are made to grandparents, honesty and character. Now value made to the celebrities the right to have built blue hair and develop into nothing as a person.

With regard to the role of education to inculcate between values to the students from the Government school along with private school they all gives response **yes**, that education have active role to inculcate between values to the students.

With regard to the Teaching Value to the students we take opinion from two angles such as Government sector as well as Private sector.

Here the researcher find from the survey as follows from the table

Table 2.3

Value Teaching Chart (% wise)

Sector	Impact of Teaching Technique (% wise)		Enjoyed by the students (% wise)		Role of teacher in teaching value to students (% wise)		
	Sufficient	Not sufficient	Enjoyed	Not enjoyed	Active	Neutral	Inactive
Government	90	10	80	20	100	-	-
Private	80	20	90	10	100	-	-

Source: Field Survey N.B. (Total respondents 10 from each school)

From the table the researcher find that 90% of the respondent says the teaching methods are sufficient to impart values to the students and only 10 % of the respondents are not agree with the present teaching methods and says that these are not sufficient in case of Government school survey.

With regard to teaching methods used in private school 80% of the respondents out of 10 respondents agree with the present teaching methods and 20% of the respondents were not agree with the present teaching methods of teaching value that these are not sufficient.

In respect to the students' participants in the teaching activities the researcher find from the survey and it is clear from the above table that in the opinion of the respondents of Government School, 80% of the respondents find students participants and 20% of the respondents do not find students fully participants. But in the private sector 90% of the respondents find students participation and only 10% do not find students participation fully. In regarding the technique used by teachers in teaching value to the students the researcher find following information.

From the survey in the Government sector it is clear that 40% of the respondents use two techniques i.e. storytelling and performing activities and sports. 60% of the respondents use techniques i.e., storytelling and stating examples.20% of the respondents use only one technique of teaching is stating examples. In the private sector 70% use mostly performing activities and sports and storytelling, and other used stating examples.

Moral is an important subject in education. Moral is a mental condition or attitude of individual and groups which determine their willingness to co-operate. Regarding moral in teaching values to students the opinion of respondents clearly shows in the following table

Table 2.4

Opinion regarding moral values is it part of teaching programme (% wise)

Particulars	Government school		Private school	
	Respondents	Remarks	Respondents	Remarks
Part of teaching programme	70	Yes	90	Yes
Not a part of teaching programme	30	No	10	No

Source: Field Survey N.B. (Total respondents 10 from each school)

Under the survey the researcher find in government sector 70% respondents hardly says the moral values must be and should be the part of teaching programme because, how moral attitude are applied to the society, it is fully responsible for the school teachers and 30% of respondents says this is not a part of teaching programme, because the parents of the students able to provide the moral values at home. Because the parents always facing their society's values.

But in private sector 90% of the respondents says, the moral values stay, the part of teaching programme and 10% of the respondents says this is not a significant part of the teaching programme and all the private sector school respondents says same justifications with government respondents.

Based on the teaching curriculum to develop value to the students 60% of the respondents were agree with the existing curriculum and other 40% are not agree with the existing teaching curriculum in the present under Government School.

But from the observation of private school respondents the researcher found that 100% of the respondents hardly said that through the existing teaching curriculum is if properly applied to the education system then it is obviously develop values to the students.

Both government and private schools respondents says value based education can make any difference in the life of the schools. According to their views if the student knows what is their value, norms, morality in all those things are include in the value based education than they are able to run different ways as per their expectations.

From the survey it is clearly observed from the respondent of both govt. and private school that the moral science is a vital subject in any education system. All the respondents were agreeing with that moral science is sufficient to impact value based education. Without the morality nobody can take a way in his life in the society.

From the observation regarding the special classes in the school all the govt. respondents says that in government school there is no special class for value based education and in case of private schools all the respondent says there is a special class for teaching value morality to the students.

Findings, Suggestion and Conclusion

Findings: In this discussion introduction of value based education, existing education system, deteriorated of human value in the present society and need for value based education. Here the researcher find that value based education is a important topic now-a-days and the researcher find that the value based education is a philosophy of teaching activities. The present society human value has been deteriorating due to mass media. Here also discussed objective of the study, methodology, tools and technique, layout of dissertation and terms and terminology. The researcher fined that the existing education system is divided into different levels. Pre-primary levels, primary levels, elementary education, secondary education, under graduate and post graduate level.

Along with that the researcher analyzes different aspects of the need for value based education. In this section

- (1) Majority of respondent in government sector school are HS passed but in private sector schools respondents are Graduate.
- (2) Majority of respondents in both sector (govt. as well as private) they felt that the present human value in society grow worse and for removing these worrying situation. Both sectors respondents prefer teaching moral value to the students.
- (3) In govt. school for teaching moral values the still don't used the technique of special class but in private school they used special class for teaching moral values, so that the student are go in a better way in the society.

Suggestion: Values cannot be taught in isolation but the school can provide experience and situations in which the school community can consider and reflect about value and translate this reflection in to lives of its members.

Here for undertaking value based education some little suggestion we want to give the schools that we hope these help them to taught value based education.

- The value should be introduced in a programme an assembly is than devoted to explaining the value in way appropriate to the age and stage of the pupils
- Each class teachers will prepare one value lesson each month. A variety of inclusive teaching and learning styles should be used to ensure that all pupils are engaged in the thinking process. These lessons are described as philosophy for children, an opt description as pupils have to consider real life situation, reflect on their own behavior and responses, listen to those of others and learn to reflect on the reasons for their own reactions to events.
- Through newsletters to parents, explaining what the value of the month is and how they can develop them at home. Workshops for parents are also very useful way of encouraging the community.
- For imparting value based education to the students' special class for teaching them should be arranged.
- Decide in advance the range of skills, knowledge, attitude and understanding they which are wished to develop in the pupils.

Conclusions: What the world needs today is neither a new order, a new education, a new system, a new society nor a new religion. The remedy is lies in a mind, in a heart filled with holiness. Holiness must take root and grow in the minds and heart of youth everywhere. Government is spending more and more money to impart education to people. Also, crime is increasing day by day. So two contradictory things are happening. With the increase in education crime should decrease. But the scenario is totally opposite. The reason is that government is providing qualification and degrees, not the education. Stress should be laid down to teach moral values and ethics to students along with teaching the curriculum. To save the world, to save humanity it is essential to make the students good human beings along with making them good professionals.

In ancient times, Krishna financially helped his childhood friend Sudama. Now day's brothers are quarrelling for money and ready to kill each other. Eklavya gave his teacher Dronachrya his thumb happily. Nowadays, a student will not hesitate even for a second before cutting his teacher's thumb. These things prove that people were really good at heart in ancient India because they were taught moral values from the very beginning. That is where present students lag in. So the conclusion of this research is that there is a strong need of imparting value based education to students along with other subjects.

- It is vitally important that all staff members feel involved in the process of values education, so consideration must be given to in-service education. Throughout the process, share the development with parents and the wider school community.
- Finally, ensure that the process is well-planned, monitored, evaluated and celebrated in order to keep the process alive and constantly under review.

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