

Values in Education: An Astounding Wealth of a Nation in the Contemporary World

Abstract

If education is the right of every learner in equipping himself to face challenges in life, then the values are the individual principles or qualities that guide his journey through the rough and tumbles of life. The education in its full essence is the process of transmitting values in the learner and developing human personality in all its dimensions as physical, intellectual, social, ethical and moral development. Good education is inconceivable if it fails to inculcate values essential to social well-being for an honourable life. Values are the great foundations on which our society dwells and an organisational culture is constructed and a social decorum is maintained. They are the invisible wealth of a community and of a nation in determining, guiding and reforming behaviour of the citizens of the country. The history of humanity is to a large extent the history of values and where education defines the methodical unified efforts made towards learning basic facts about humanity. Any educational process devoid of such values will ultimately tarnish the glory of a nation in coming times. Exemplary citizens are made and not born. Education paves the way for captivating values. It would be rather difficult to build a dignified nation without adding values in their resources say human too. True power of value-education lies in ethical principles such as respect, honesty, empathy, equality, solidarity and critical thinking signifying quality tags that should be exemplified and dissipated at every phase during learning cycle of pupils. This research article is focused on the perspectives of value laden quality teaching that manifests intellectual depth, self-reflection, rational thinking that are fundamentals to live in harmony and sustaining overall progress. The article addresses the positive correlational approach among value education, quality education and development of human resources. It advocates to address the loopholes in education system thus, ensuring a schematic framework full of resources for building well-mannered, emotionally-balanced, scholarly-productive, ethically and spiritually value-enriched future society contributing towards morally strong and academically skilled learners beyond the surface factual learning. Hence insights of value education offer newer probes in curriculum and academic agendas of present world. Keywords: Value education, Quality education, Human resources, Organisational culture, Curriculum

Background and Rationale of the Study

Value education can contribute immensely to a culture of peace, cohesion and collaboration in the society. Society inculcates values in individuals through its various tools and institutions at each stage of life. The different aims of education are the organised efforts to transform a learner into a form of life that is

deemed fit to be called wealth in the society and a heritage of a nation to be preserved and promoted for future generation. In 1938, Murray defined values as being the cognitive representation of internal needs mediated by external pressures. Kluckhohn (1951) defined values as “a concept of desirability.” “A value is a concept, explicit or implicit of the desirable which influences the selection from available modes, means, and ends of action.”

Levy in 1993 defined values as “preference for a certain form of conduct”. In general, we can say that values are principles or rules to lead a responsible and civilised life. Value education is an interchangeable word with Moral education, Ethics Education, Character education and Life skills. Though each variant bears a specific meaning, yet they share the commonalities in a wider context. Earlier beliefs connote that the values being instilled in a child are due to the family rearing practices, the beliefs and religious deeds followed in their culture, and school functioned in value-neutral mode. But it overlooked the fact that the school is a miniature of society and it plays a major role in inculcating values in all realms of the learners, including academic achievement and advancement (Zajda, 2014 ; Mondal, 2017). Such insights promote educational system as well as teachers to disseminate the essential values as an integral part of curriculum (Yazdani et al., 2015). It is an essential component with the greatest responsibility of the education system to inculcate values in students and explore the gradual depleting values in all realms, emphasising the holistic personality development of pupil.

Recent research has unveiled the efficacy of teaching practices at different levels to provide values that enrich learning. Various studies explored what actually works in value education and highlighted that interactional-practices, professional-development, parental-involvement, role-modeling, and community service-opportunities has major importance in inculcating values among young growing lads. Effective pedagogies, and democratic classroom environment accentuate values within learners in the schools. It fosters positive, ethical, social inclinations and competencies in youth, along with academic-achievement and advancement (Berkowitz, 2011). Education is not mere a cognitive and practical skills enhancement but it is an amalgamation of the personal morality and cohesive citizenry. Essential edge in educational global

scenario is now focused on value based holistic development of children along with an academic structure. This underscores a present need to integrate ethics, civics, citizenship and value education trailed in diverse forms into mainstream curricula or can be imbibed as free standing pillar (Ledden et al., 2007; Lovat, 2005; McLean, 2012)the closest possible links need to be found between it and the world of teachers and schools. Teaching has undergone a revolution over the past decade or so. Updated research into the role of the teacher has uncovered the true potential of the teacher (and, through the teachers, the school. Transmitting value education sensitizes human wisdom to understand the different perspectives of life and to move ahead in a life with successful vision (Vijaya & Paul, 2018). It strengthens relationships and bonding in a society and makes a person a responsible citizen of nation. Education revolutionizes the way of thinking, transforms the young minds and make them to think out of the box and liberate them from mental slavery to develop a rational behaviour and all-round development (Terry Lovat & Toomey, 2009). Values in education is analogy of a gem in ornament which adorns brightly the essence of its existence.

Highlights of Value Education in the Global Context

Pursuing a modest agenda, educationists argued for which factors constitutes the values and which values should be given priority to be emphasised during schooling (Yazdani et al., 2015). Major views hold a strength in following a coherent approach to value education for efficient and operative transmission and take up of values among learners (Hofer et al., 2007)students (N = 704, mean age: 13.5 years. A severe decline in ethical and moral values in many societies worldwide especially youngsters who in fancies of materialistic world has contributed towards deformities of the democratic competence and value conformity

(Stephenson & Killeavy, 1998). Throwing light over socio-global perspectives indicates values distortion and moralistic issues universally. Due to value crisis (Halstead & Taylor, 1996) education has repercussions for a civilised society in the long run. In lust of wealth for speedy monetary gain by fair-foul means, values are distorted by being driven by a self-centered attitude. Values are destroyed and deformed fully by educated technically smart minds who execute cyber-crime, financial-frauds etc. using their knowledge for wrong means in wrong way, similarly in medical field where doctors while keeping humanity aside do the black marketing of organs for transplantation. Keeping above views, here is an urgent necessity to glorify the education scenario with bright-light values (Hyttén, 2015). In this pursuit, World Education Forum in collaboration with UNESCO, UNICEF, UNDP, UN, UNHCR, World Bank and UNFPA in 2015 set a new vision for education in the next 15 years till 2030 with a promising note of quality education with improved learning outcomes (UNESCO). The mandate includes empowered teachers and Teacher Educators, who must be professionally qualified, well-trained, enthusiastic, supplied with sufficient resources, adequately recruited in a well-organised and governed education system. Forum ensured an education with quality fostering creativity, augmented knowledge and assure foundational literacy and numeric skills along with meta cognitive, interpersonal and social skills. Values based education were prioritised to enable learner's transformation into a responsible citizen to live and sustain in a cultured civilised life, and to take up the challenges through education for sustainable development (ESD) and global citizenship education (GCED). UNESCO report focuses largely upon "Learning: The treasure within" to explore how an education in 21st century shape the future of humanity and the planet. South east Asian countries like Malaysia, Indonesia, Philippines, Singapore, Japan increased their attention towards

moral based education in schools (Thomas, 1991). Each nation's motive is to improve value education through development of spiritual, social, character, cognitive and moral dimensions. An education which develops concerns and sensitivity towards environment, society and global community, and an education which promotes cultural as well as democratic values among citizens of the nation is targeted as an ultimate agenda to strive for (Thomas, 1991). These nations share common targets and are in continuing process to implement value-instructions in the schools to tackle the tremendous challenges and opportunities to bring desired changes in thought patterns and behaviour of learners, thus moving towards achievement of the predicted, possible and preferred brighter times.

A continent like Australia (Lovat, 2007; Lovat, 2005) the closest possible links need to be found between it and the world of teachers and schools. Teaching has undergone a revolution over the past decade or so. Updated research into the role of the teacher has uncovered the true potential of the teacher (and, through the teachers, the school also realised the importance of value-based education and constituted framework for a value-laden curriculum. A national value-education policy was launched by the Australian government in 2005 called the National Framework for Values Education in Australian Schools (NFVEAS) that highlights the student's centric international education movements and focused on particularly civics-citizenship education, values inculcation and character education in their national curriculum (Jones, 2009). In American public schools, significant emphasis is given to the transmission of values with upheaval in academic excellence amid some existing inner conflicts in the arena of values education. The confusing point is that which values need to be taught, focused, and prioritized more. Civic education deals with training in citizenship for responsible civilised nationals (Eskew, 2004). Education in America focuses for



moral behaviour and ethical responsibility with civic values (Bower, 1952). Teacher education development in Ireland and United Kingdom explores the attitudinal dispositions to the values dimensions of teaching and their real practice in schools and classrooms with regard to values education. The study concluded that values are remote-control, checks the evils and vices and unacceptable behaviour through the counter-productive teaching styles (Stephenson & Killeavy, 1998). A study of Sweden wherein Robert Thornberg investigated teacher's perception towards value education and highlighted their considerations that values are unplanned, integral part of habits, reflecting the pupils' behaviour and are unconsciously performed. Further professional knowledge among these teachers in the domain of values education was found missing (Thornberg, 2008).

Further in Islamic countries spiritual, moral, character and religious education is transmitted for developing quality features in personality as a whole (Nuriman & Fauzan, 2017). As a matter of fact, these countries hold a base that religious and civic education has an integral linkage of spiritual and moral development. It opens up the mind to set target over being responsible citizenship, and focus on human rights, respect and duties towards each other (Farooq et al., 2015). Islamic nations seek a wider acceptability for inclusion of religious and ethics-based education in school curriculum to build socially responsible, sound and morally boosted-up behaviour to lead peace in nations and entire world (Nuriman & Fauzan, 2017). It was noted that moral values-based education has brighter implications for human existence and survival (Hyttén, 2015). It gives a glimpse of hope for positive change in society where people can live together with peace and harmony (Syarif, 2020). Considering the fact, it is of utmost importance to conjunct polar dimensions of knowledge i.e. Conceptual-framework, Techniques/Procedure, and lastly a moral insight, all three reflecting "know that, know how to, and know why". Union of these three

will give better clarification and indication of type of education to be transmitted within a society for living with harmony and peace in a state.

A Nation's Commitment Towards Values in Education

National framework enshrines a vision for value education in Indian schools and pointed out few core values that should be articulated in the curriculum framework viz. pursue excellence, care and compassionate nature, fair deal, freedom, honesty, trustworthiness, forgiveness, integrity, respect, responsibility, understanding, religious-tolerance and inclusion (NCERT, NCF 2005). Government envisages the inculcation of these values in curriculum, plans and policies to attain an explicit goal of education (Ministry of Human Resource Development, Govt. of India, 2016). Government initiatives for assimilating values in education to make human resources as potential worth will reckon on through a provision of providing a safe and optimal learning environment with positivity within and beyond the classrooms which assists in developing social, moral and civic ethical values among learners. Values instilled in learners reflects an effective pedagogy introduced within curriculum and is a mirror image of the appropriately implied quality teaching procedures by the teachers with appropriate resources during teaching learning process to monitor the values endurance (CBSE, 2012). National Policy of Education (NPE) has formulated many programmes, plans and strategies with time to empower the active participation of students to foster their local, national and global responsibilities to build resilience and civic values in them (Ministry of Human Resource Development, Govt. of India, 2020). It also addresses towards behavioural management, discipline, violence, bullying, tolerance to other religious values, humility, loyalty, justice, adjustment and compromise, health and well-being, intra and inter-personal communications and relations

and student’s personal achievement. NPE in chapter VIII, encrypted about the re-orientation of educational content and processes. NPE drew attention towards the gradual depletion of essential values from man-kind and upraising cynicism in society (MHRD, Govt. of India, 1998; 2016). It accentuates education as a powerful tool for readjustments within curriculum to cultivate ethical, social and moral values. Further NPE grows concern towards value enriched education in culturally rich Indian society which could better develop universal and eternal values orienting towards the union and national integration in citizens. Such value education eradicates obscurantism, religious fanaticism, violence, superstitions and fatalism prevailing in society. Apart from this, it prioritises the heritage, national and universal goals and perceptions (Government of India, NPE 2020).

Table 1: Value Education: The Scenario in 20th Century

Commissions / Policies / Committees	Salient Features Addressed
MUDALIAR COMMISSION (1952–1953)	<p>Figured out the defects in education system and reoriented the aims and educational objectives to develop qualities of discipline, cooperation and leadership to transform learners to useful productive citizens.</p> <p>Democratic, intellectual and aesthetic values were emphasised along with social sensitivity, and sense of global-citizenship rather than national citizenship to discharge duties of humanity.</p> <p>Emphasis laid on religious-moral instructions on a voluntary basis with parent and management consent after school hours. Character making education was targeted.</p>

SRI PRAKASA COMMITTEE (1959)	Central Advisory Board of Education organised a special committee on religious and moral instruction and focused on adoption of active measures to redirect value-orientation to education without which holistic development is not possible.
KOTHARI COMMISSION (1964–1966)	Work experience and national service programmes as an integral part of education to serve community and reconstruct nation through a sense of social commitment, self -help, and character-formation. Commission pointed towards inculcation of right values among learners for cultivating moral and spiritual values and strengthening and deepening of social concerns and responsibility.
NATIONAL POLICY ON EDUCATION (1986)	Reconstruction of national core curriculum and focus towards eroded essential values and refurbishing learning with secular, scientific, spiritual and moral values.
PROGRAMME OF ACTION (POA-NPE) (1992)	Recommended value education as a core discipline of course-curriculum with focus on values enriched learning towards observance of national goals, universal perception, ethical considerations and character building and simultaneously curbing obscurantism, religious fanaticism, exploitation and injustice. Main emphasis on education developing citizens with sound character and a healthy personality who can explore essence of dignified life with virtues, goodness, moral conduct, humanity for living in peace and harmony.



S.B. CHAVAN COMMITTEE (1999)	In-depth analysis of value-based-education highlighted on molding of national character and multifaceted spiritual, intellectual, physical and ethical development of learners.
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Source: Compiled from existing reports of MHRD (now Ministry of Education), Govt. of India.

Heralding Value Education in the 21st Century

Education is deeply rooted within the physical, cultural and moral fabric of a society since infancy stage of the upbringing of an individual. It is not just lesson delivery but long-lasting lessons for life to lead the world for good. Post-2020, several plans and policy initiatives of government of India enunciated upon an education for real learning and a better livelihood for one rather than idealizing oneself of being educated superficially. Some of the important key policies and government led schemes of 21st century are discussed below.

National Curriculum Framework (NCF)-2005

The National Council of Educational Research and Training (NCERT) developed the National Curriculum Framework (NCF) in 2005 and sets guidelines to develop syllabus and textbooks for all grades and focus on fostering ethical values. The framework highlights the education for peace, development of life skills and ethics, inculcating values, attitudes, skills for character building, peace and harmony with the self and others. NCERT developed Value-Education-Framework called “Education for Values in Schools” which enlists the guidelines to identify the priorities of appropriate values to disseminate at different grades in schools through distinct approaches and effective pedagogy. It highlights the interplay of varied cultural environment in which the learner

is reared. It intends to prepare learners to appreciate the beauty of diversity and to live in a multi-lingual, multi-cultural and multi-religious nation with harmony and peace. This framework also designed a “Resource Book for Teachers” titled *Ways to Peace*. It opens avenues for professional development of in-service teachers through various online courses, training packages, capacity building programmes, e-content development, seminars, etc., to augment the potential of teachers as they shape the future of a young growing generation (NCERT, 2005).

National Curriculum Framework for Teacher Education (NCFTE)-2009

It proposed a process-based Teacher Education programme with emphasis on equipping individuals with content-enriched, value-oriented education. It re-organised Teacher Education curriculum highlighting the vision of education in India: its issues and concerns. It also proposed to organise workshop on issues of gender, identity, social and personal conflicts and recommended intensive internships with schools to integrate general education with professional development of teacher (NCFTE, 2009). The framework identifies the symbiotic relationship existing between the two departments of Teachers Education and School Education, as both these mutually deal with the entire spectrum of education. It was realized that success lies in strengthening these two systemic pillars, and ignoring anyone will not entail the quality product in education sector. Moreover, ICT and e-learning is a cardinal point in this framework in addition to the inclusive education, equitable and sustainable development and role of community in education (NCFTE, 2009).

Central Board of Secondary Education (CBSE)-2012

The Value Education Manual and Values Education Kits framed by CBSE contain Value Cards and a CD of songs symbolising peace, value, solidarity and respect for nature. This

is for Classes I–VIII and a Teacher’s Manual on Environmental Education and Adolescent Education has also been framed to accentuate values among learners and organise capacity building programmes in value education for teachers at frequent intervals in a year (CBSE, 2012). Considering value education as a core component of quality education, the Board issued guidelines to assess students at the summative assessment level for 5 marks in every subject through questions integrated with content and the value it shall reflect to provide a holistic education.

National Policy on Education (NPE)-2016

It recommended mandatory value education to promote equity, social justice, tolerance, social cohesion, national integration and to disseminate information, knowledge, skills and values in a way to instill social attitude for developing a good proud citizen. It further emphasised on inculcating core universal values of satya (truth), dharma (righteous-conduct), shanti (peace), prem (love) and ahimsa (non-violence). Teachers, parents and community leaders must join hands together in instilling ideal values among pupils. Owing to the demand and necessity of the present social milieu, it is an indispensable requisite for schools to inculcate not only skills but values and attitudes to live an honourable and civilised life. Schools are directed to take up the responsibility of instilling values like regularity, punctuality, cleanliness, good conduct, humility, respect for women, compassion and care for disadvantaged sections of society (Ministry of Human Resource Development, Govt. of India, NPE 2016).

5. National Policy on Education (NPE)-2020

This policy proposes holistic and multidisciplinary education with innovative and flexible value-laden curricula by recommending project work in the field

of community services, environmental education and value-based education so as to imbibe the values of humanity, ethics, Indian constitutionalism and universal human values, scientific temperament, life skills, moral, spiritual and citizenship values. It raises several concerns towards Global Citizenship Education (GCED) to get insights of global challenges and to promote peaceful, tolerant, inclusive, secure and sustainable societies. Teacher Education programmes with multidisciplinary perspectives, focusing on formation of dispositions and values are imperative in strengthening educational functionality. Teachers must be grounded in Indian values, ethos, traditions and cultural values, and must be well versed with latest advancement in education and pedagogy. The policy undertakes to set an agenda for sustainable development to ensure equitable quality education by 2030. It reconfigures the education system as a whole to develop and foster character, ethical, rational, compassionate and caring values among learners. It embodies a vision of India for 2040 to “Transform India into an equitable and vibrant knowledge society as a global knowledge superpower” (MHRD, Govt. of India, NPE-2020).

Societal Transformation Enunciated by Value-based Education

Education is not a destination but a lifelong journey of learning where the highway is transacted with several learning notes engraved on every milestone passed by. The quality of education that one receives is a marker of the future it can lead (Farooq Shah et al., 2015; Halstead & Taylor, 1996; Holdsworth, 2009). As Nelson Mandela put it, “Education is the most powerful weapon through which you can change the world”. He proclaimed that education can be the greatest tool to shape our thoughts. But such education should holistically be filled with an ethical education to support one in all phases of one’s later life. If a



national curriculum embodies the quality of knowledge dissipated then the values are the precious jewels that decks the education of a prosperous nation. Value-based education is a potent panacea to curb anti-social threats and evils prevalent in Indian society. Transfusing character values in learners paves the way of utilizing the knowledge for benefits to whole mankind (Adams, 2011). It provides a skeletal framework for holistic development towards moulding a child into a winning personality and cherishing everlasting attitude of victory leading the way of all human endeavours. Values entails a radical change in perception and behaviour of a child. Values in education makes the students responsible and sensible towards society and nurtures every individual as a well-balanced personality with strong values inherent in their habits and praxis (Hofer et al., 2007) students (N = 704, mean age: 13.5 years. An educated society is like a silver line in the black clouds where a socially acceptable individual immersed with moral and ethical values shall cherish and uphold the duties as a responsible citizen of a progressive country. Nothing can beat a nation and deter its essence if the education finds its roots soaked in values which enable an individual to counter forces of the outer world with an optimistic frame of mind (Terry Lovat & Toomey, 2009).

Values Education as a Hallmark of Quality Education

Scientific and technological advancement has made this world a materialistic society which is simultaneous recreation at one end while loss of immense values at the other end. A change in life style from joint to nuclear family pattern has led a drastic change in behavioural pattern of the growing chaps. Working culture of both parents in present times has brought up varying differences in inculcating values among their children as they are unable to spend a desirable optimal time with their wards. At the other

side, schools are also withering away from their missions and mottos with fragmented transactions of values among the learners. Value-crisis is now a global episode because of improper dissemination and avoidance of value-based education. Though government plans and policies has articulated many initiatives and developed mechanisms in protection to it but are been overlooked by schools competing to earn the money under business ideology and inclination for market gains. Indeed, there is an imperative need for values-based education that connotes an insignia of quality education integrated with core and peripheral values of human integrity.

Values-based education in different dimensions viz. character, ethical, moral, spiritual, aesthetic, environmental, democratic, cultural, emotional and personal values for holistic development of pupils should be focused for all round development. But the fact lies within this treasure that values are not just a content of mere delivery, taught, lectured about or professed, they are to be exemplified and demonstrated for yielding quality product. Therefore, value-oriented teacher education is the urgent necessity of the global education scenario (Ministry of Human Resource Development, Govt. of India, 2016; 2020; Mondal, 2017; NCERT, 2005). Here comes a challenge to prepare efficient teachers who can act as a role model for growing minds. The two challenges of stability and change must be concentrated upon, stability towards the preserving of cultural and ethical values and change deals with the technological advancement. To knock-off these challenges, National Council for Teacher Education (NCTE), promotes the use of ICT as a change agent in schools towards revamping the teaching learning processes alongside persistence of human values befitting to a democratic society like India.

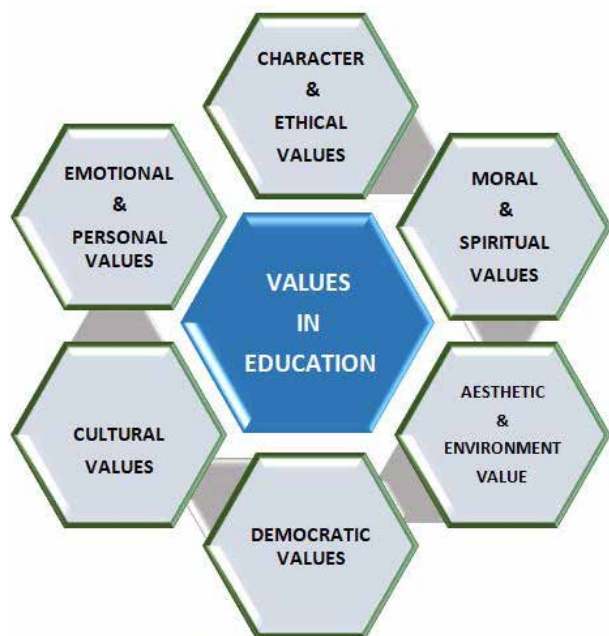


Figure 1: Dimensionality of value education

Pursuit of material wealth, self-centeredness, westernisation, lack of social concerns, moral vacuum and communalistic sensitivities all have eroded the value-enriched Indian culture. A reformation in education can pave the way for quality education. Value education and quality teachings are interwoven just like a double helix of DNA, with both strands being counterpart of each other loses their cardinal virtues if separated out—the half Helical part symbolising value education and other half the quality education (Lovat & Toomey, 2009). Technical, managerial and effective teaching strategies assist in bountiful consequences in terms of academic and personal development. Teaching with suitable pedagogies will help more. Values are laden in pupils when a quality teaching aimed for excellence in targets towards achievements are explicitly outlined. Teaching in a small heterogenous group when engaged under an energetic and inter-personal learning task with application of various skills like cooperation, discussions, discipline within classroom structure, will make learning meaningful and novel with quality adjustments and enhancements

among learners (Lovat & Schofield, 2004). Cooperative learning-based modern practices in classrooms teach students to work and learn together with inclusive and cohesive learning. Effective pedagogy escalates thoughtful knowledge, metacognition and self-discourse among learners, providing for many opportunities in value-and-goal oriented learning. Quality teaching is value-laden where dynamic interactions among contents, teacher-students and optimal learning environment stimulate affirmative learning outcomes. This transforms a man into a human entailing nobilities and gentleness with superior benchmark values (Sahin, 2019). Missing links between value education and quality education are targeted now to bridge the gap by implementing diverse teaching technologies. The idea behind this strategy is not to lose focus of peer support through which values can be better inculcated within their characters and dispositions. A positive relationship with peers, a calm and contemplative learning environment, emotional and spiritual spaces, and ethics in learning habits will significantly bestow values on them (Berkowitz, 2011; Bilgiler & Araştırmaları, 2013; Kay, 2006; Lovat & Schofield, 2004). Directive planning towards value-oriented education explores the ways for a groomed citizen in a developed society wherein values are looked upon as the gems embedded in human character and its perfection.

Bridging Gaps in Value-Oriented Education in the Indian Context

Due to globalisation of education, the world has now turned into a village where it has become very easy to gather information at the click of a mouse. Due to rapid advancement, an education system has traversed through its original approach under a business orientation. India is a land of diversity with variations in caste, creed, religious faith, traditions, rituals, festivals, languages, cultural practices etc. Because of extreme diversity the value bears many inner

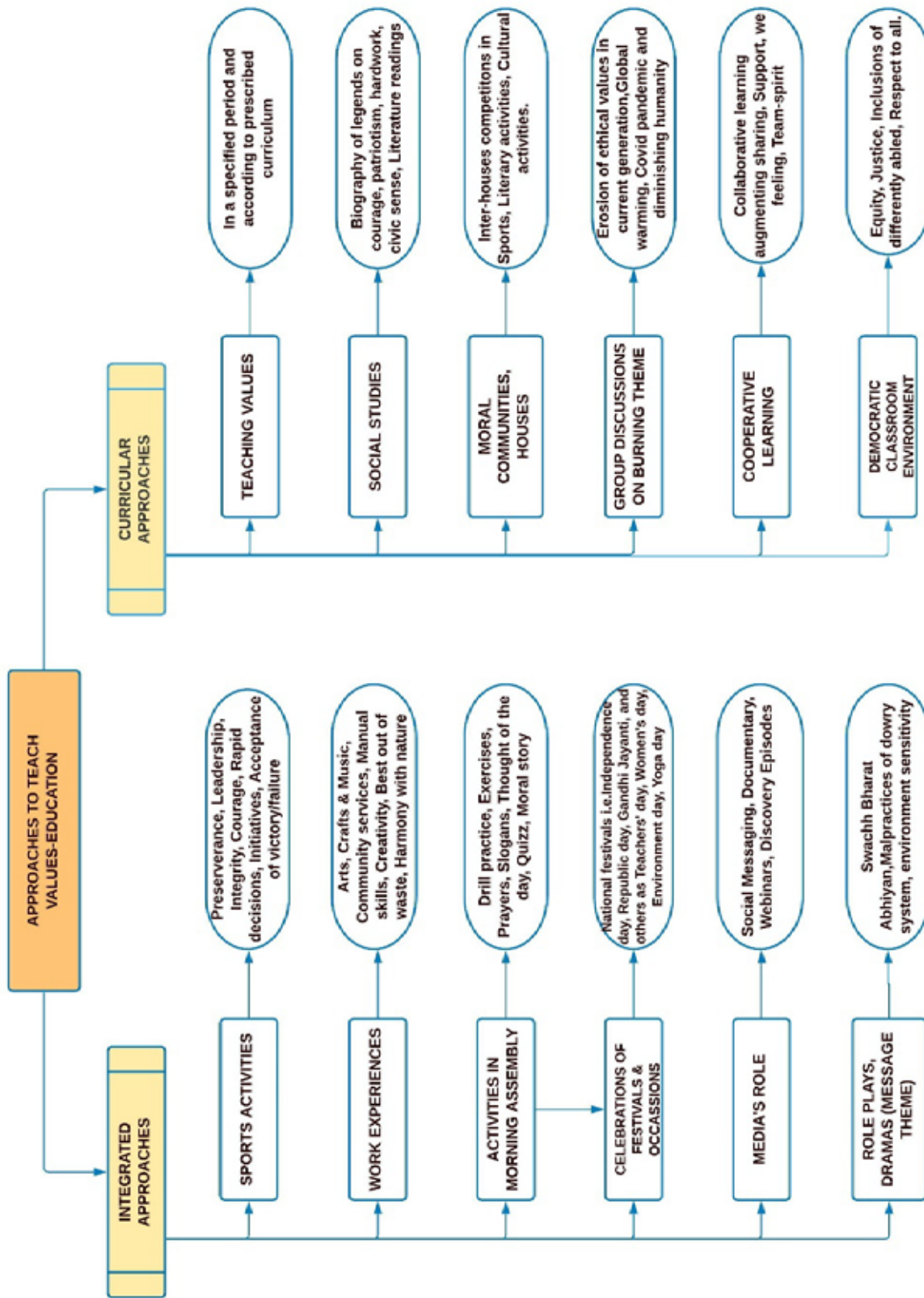


Figure 2: Distinctive approaches to foster values among learners

conflicts within society, and so our country is struggling hard to get control of fractured moral landscape. Here lies an urgent need to nurture a mindset which is self-introspective, self-critical, self-decisive for right or wrong, one with zeal, a strong craving for knowing the truth, one with respect for diversity of societies and the ability to accept unity in diversity.

Values are the determinants of educational objectives where Bloom's taxonomy involving cognitive, psychomotor and affective domains are the targets to achieve. An effective pedagogical approach has to acquire through which values can be inherent to the students. Foremost thing is to give due weightage for opening up new ways to make teachers resourceful so that they can critically reflect their roles as a value educator (NCERT, 2005). For this, Teacher Educators, in-service teachers should be provided structured and reflective curriculum having incorporation of subject matter with varied dimensions for teaching values. Strategies which are found more suitable and appropriate should be involved in renewal of pedagogical processes in schools (NCTE, 2009). It calls upon an emergent need to train teachers by equipping them with skills needful for value-based teachings. Teacher Educators are ensured towards a binding commitment that they pass these values in the generations ahead during their professionalism.

Further, pre-service teachers shall be put under an obligation that they could identify the diversity among learners, pinpoint values to be instilled and focused more while they shall teach in the classroom throughout their career. Equipping pre-service teachers with quality teaching through some specified programmes shall upgrade their proficiency and competencies in an enriched and skillful teaching profession. Internship programmes during practice teaching period should be given ample timespan to firmly imbibe the values that augment intellectual thinking in trainees (Kay, 2006; NCTE, 2009; Zajda, 2014). Since last few decades,

quality teaching is given prime attention to improve students' academic as well as holistic development. Varied approaches to foster values can be represented through a flowchart (Figure 2). Value-based pedagogy creates affirmative impressions with wide implications for teacher development. Teacher Education programmes require a focus for value education through content knowledge and pedagogical knowledge inclined towards values education (NCTE, 2009). Quality teaching acts as a potential tool to integrate content, teaching strategies and value-based education for students' holistic development alongside academic advancement. An aspirational teacher having zeal to bring a genuine transformation in society will utilise the adequate teaching resources to augment learning and fostering values in learners. Developing right attitude is key factor of imbibing values for well-balanced personality development. Praise and pat over the right act strengthen the moral character with an upright morale for leading a life full of human values.

Positive reinforcement develops public relationships and societal behaviour in an individual (MHRD, Govt. of India, 1998; Sahin, 2019; Yazdani et al., 2015). Short training/certificate courses on value education must be organised in schools and higher educational institutes to help develop conscience towards morality and humanity. Also, personality development programmes can be organised in summer vacations in schools to disseminate the values among learners and transcend the ways of becoming a respectable functional member of the society. Similarly, school students may be asked to write articles based on their insights, thoughts, imaginations on some titles like "Society: A mirror image of individuals", "Vices and Virtues", "Purity of heart and soul", "Power of truth", "World as a global village" and so on. This shall illuminate their thinking to see the outer world with an eye for justice and equality, morality, values, concerns, sensitivity, respect, responsibilities towards each other.



In a similar fashion, extempore, debates, role play, drama and seminars can be organised in annual functions of the educational institutes introducing a lesson focusing on values and its essence in life. In a pluralistic society like India with diverse traditions, beliefs, cultural practices, values education is debated relentlessly as a core discipline in Indian education system. Social change with vertical mobility has led continuous depletion of values from individual's behaviour and from society as well. Therefore, personal perspectives have to be regulated and introspected. Glass half filled with water may be seen as half-filled or half-emptied, eyes are different but perception is yours. The way we look into, influences our vision, attitude, choice etc. Hence, while teaching it is focused that students must gain insights into the content being taught, maintain their conceptual clarity to finally assimilate the positive values adhered with the knowledge attained. Value education is nothing but training of heart for developing right feelings and emotions with moral behaviour and virtues. According to (UNESCO, 2015), integration of sports in curriculum can fairly improve the inculcation of values among learners. Sports activities offer a platform for learning plethora of values like camaraderie and team-union, esprit-de-corps, impartiality, equality, discipline, mutual respect, inclusion and determination, thus acting as a cornerstone of any nation at the forefront of progression in the hands of civilised countrymen. Value Education Through Sports (VETS) amid active learning fortifies concentration, participation, cognition and a better sense of responsibility. It assists students to exhibit values through their actions outside the schools reflecting their self-confidence, moral uprightness and responsible behaviour in a symbiotic society of the contemporary world (UNESCO, 2015).

Conclusion

A society that lacks values in its education of children and youth and has not adapted to such a conceptualisation, is surely on a

regressive path towards the days in dark ages of history. The cognitive domain of value education is in the training the heart rather than the mind since its core lies in developing the right feelings and emotions in morally upright atmosphere and finally, emerging out after an ideal by imitation or learning by example. After all, the values can be caught but not taught is the cardinal point envisaged in value education. The analogy is like a poet where the value of beauty of nature is caught in his eyes through the nature itself instead of enforcing it upon him. The motto behind value education lies in the cultivation of essential values of high social and spiritual significance in human beings and mobilizing a civilisation where the actions are based on moral judgements taken in the right spirit of sustained national development. Human values are closely integrated with human life and education is a means to deliver this, transmitting them over generations after generations and sustaining a life enacted with every nobility of human conscience. The perspectives of value education in the world is wholly recognized and is undisputedly the greatest instrument of transforming the youths of the country into a more organised, morally reputable dutiful citizens prepared to perform on the global stage. The imprints and impacts of it set the background of a developed society which foresees the inculcation and preservation of its cherished values. Accordingly, the paramount role of values dissipated through education is to facilitate a national transformation by placing its knowledge and expertise at the disposal of the society to be harnessed for the common good. The value education is indeed an enterprising methodology inextricably linked with the development of values deeply impacting the socio-economic fabric of the nation as a whole. Devoid of the potential to nurture values, education loses its heart and soul. The constructs of a society and the nation at the forefront lie in shatters if it has no education and if education has no values like a garden in gloom, with no flowers and bloom.

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