

# RELEVANCE OF VALUES AND MORAL EDUCATION IN THE PRESENT INDIAN EDUCATIONAL SYSTEM

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**Abstract-** The National Policy on Education (1986) has expressed concern over “the erosion of essential values and an increasing cynicism in society”. It advocated turning education into a “forceful tool for the cultivation of social and moral values.” Education should “foster universal and eternal values, oriented towards the unity and integration of our people”. Educational institutions have been the centers for preparing good citizens for the country both in terms of academics and inculcating moral and cultural values of the country. Moral Education and value system enriches the young minds. It gives them a way to lead a life which is happy and successful. It has been a matter of concern as the new generation of India is restless and confused at every level. This is a generation which is at the crossroads in being neither completely based on the traditional values nor the modern approach. They are in a dilemma whether to follow lifestyle which is more western or Indian. The objective of this paper is to evaluate the need to reinforce the traditional moral value system which is time-tested and beneficial for society as a whole for the present Indian education system.

**Keywords-** National Policy, Education, Morality, Indian Education System

## I. INTRODUCTION

India is an ancient civilization and carries with its development, the message of peace, non-violence, human brotherhood and such other positive values to the world at large. The history of moral education may be traced back from the Vedic Age. The Vedic Age primarily constitutes the period from 4000 B.C. to 1000 B.C. During that time, education was imparted in residential schools differently known as Hermits, Rishikulas, Gurukulas, Charans and Vedic Schools. In those educational institutions education was imparted by priests, sages, seers, religious teachers. The main task of the teacher in India during the Vedic Age was mainly to promote moral awareness of the children. Besides, children were trained to lead disciplined and spiritual life. Emphasis was laid on the character building of the students in addition to inculcation of compassion and religiousness. Students were taught to lead their lives governed by moral values in order to obtain most precious things including name, fame and prosperity. The pupils were taught to form good character. They practiced good manners

in their daily life. They properly behaved with their teachers, parents, seniors, equals and inferiors in pleasing manners. Students during those days learnt to obey discipline and paid proper homage by glorifying national heroes.

Today the widespread concern for the erosion of morality and increasing cynicism of the modern society is no more alien to people concerned. The present system of education is more concerned with the transmission of the knowledge. Education should develop a sound value system. A system that respects the individuality inherent in a man, honors others' views, respects human rights, and facilitates others to live a quality life. True education should enable the individual to understand and judiciously utilize the environment including physical, biological, social and cultural environment for harmonious relationship between nature and man. This is important for the happy, prosperous and peaceful living of the mankind.

In 1986 the Government of India decided to adopt a uniform policy on education throughout the country. Thus the **National Policy of Education 1986** came into light. The National Policy of Education has given the following justification for value education.

1. The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for a readjustment in curriculum in order to make education a forceful tool for the cultivation of social and moral values.
2. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious, fanaticism, violence, superstition and fatalism.
3. Apart from this combative role, value education has a profound positive content based on our heritage, national goals and universal perceptions. It should lay primary emphasis on this aspect.

## II. Hypothesis

1. Moral education and value based learning helps in complete personality development of a student.
2. The education without moral values is not effective.
3. A person grown up in morally rich society can face adverse situations in life with positive attitude.

## III. RESEARCH METHODOLOGY

This paper is based on case study based on secondary data collected through newspaper, books, magazines, internet searches and libraries. The two case studies were analysed and reviewed to reach conclusion.

#### IV. CASE STUDY 1

Aakash was a shy sixth class boy who recently arrived at school from a town to a city. One day as he was browsing a social media site he came across a page about the school with pictures of students, including one of his labeled “The Fat Nerd.” Upset, he posted a reply expressing his dismay. The postings became nastier and it went up to loud comments in the school and the teacher interfered into the matter. He described the social media page and the cyberbullying. Aakash had to endure many weeks of feeling humiliated and hurt before anyone realized what was going on. His parents did not even know because Aakash was too embarrassed to tell them. It will take the still-shy teen a long time to regain his confidence.

#### V. CASE STUDY 2

CHENNAI: When R Karthika, a Class 10 student of a school in Kodungaiyur complained of bullying, virtually nobody took her seriously. On Monday, when her mother stepped out of the house, Karthika ended her life in a noose.

#### VI. CASE STUDY 3

A college based study by Bhojani *et al* 2009 in Bangalore reported that the ever use of tobacco was 15.7% whereas 5.3% were current tobacco users. Their mean age for initiation of tobacco consumption was 14.7(S.D.2.05) years. Tobacco is mostly smoked in the forms of bidi and cigarettes or using devices such as chillum, hooka etc. According to them adolescents and children is the prime focus of tobacco manufacturing and marketing industries. A population study has shown that about 3% of children and adolescents of ages ranged from 12 to 18 years abused cannabis and that of only 4% of the Adolescence Drug Abuse in India abusers go for treatment of these problems. Many other studies also indicate that cannabis is a common substance of abuse during adolescence such as school and college going students, street children and working adolescents.

**Bullying** – sometimes with tragic consequences – is more prevalent than we think. A recent study by research agency IMRB and Parent Circle, has revealed that every third child is bullied in school. The pan-India study covered 2,700 respondents, with parents and children in equal number.

While principals of several schools acknowledged the occurrence of bullying within the institution premises, they said that the reported number could be an exaggeration. “Bullying has been prevalent in schools for several years now,” said Hindu Senior Secondary School principal J Srinivasa Raghavan. “But it is not as often as the survey shows.” Modern Senior Secondary School principal K Mohana concurred with Raghavan. Counsellors, meanwhile, did not play it down. Magdalene Jeyarathnam, of East West Centre for Counselling said she is not surprised by the survey results. “While bullying is quite common in schools, it is not addressed actively by parents and institutions,” she said. Recounting a recent incident in a Chennai school where a Class 2 girl was roughed up by a few of classmates, she said the school and other parents coerced the girl’s mother to keep silent and not initiate an active discussion in social forums.

According to Jeyarathnam and other counsellors, children who bully others in school are generally victims of bullying at home. “The environment at home tends to carry on to school and the child does not know how to deal with the pent up anger,” said Jeyarathnam. Nalina Ramalakshmi, founder, Shri Harini Media and Parent circle, expressed concern over the results. “These are problems faced by most parents. With increased migration, we are seeing changes in family structure and an accelerated trend towards nuclear families,” she said.

### **Drug abuse**

Adolescence is a crucial period for the beginning and experimentation with new things. The situation of drug abuse in adolescence is becoming a global health problem and is reaching at alarming position in India. Therefore, the researches substance abuse have also been receiving attention in developing countries like India because of changing trends in the prevalence of substance use and the rising magnitude of the problem. When the adolescents first experiment with drugs, people perceive that it has much adverse effects over their life and if continuous it may become necessity for user to feel normal. They may continue to take drugs even though it may cause tremendous problems for themselves. The drug abuse is an illness which can be characterized as destructive use of substance that causes many serious health related & social behavior problems. Lack of moral education and values has led to the adolescents to take up such steps of getting into drug abuse.

### **Relevance of moral education and values**

In recent years, the educational community has given substantial attention to excellence in our schools and colleges on moral education. It is essential that moral education is not just another education fad but it is an old and revered school mission. A society whose citizens are not morally mature and cannot trust one another resorts to external force and can even evolve into a police state. Similarly, any educational system whose students are not morally mature is tempted to create an environment of repression. Educational organizations must contribute to the development of morally mature individuals who, in turn, will help to ensure the existence of a just and caring society.

With the above case studies taken into consideration as examples- cyber bullying in schools and colleges and drug abuse among adolescent and young college students, we try to make the following recommendations to support our hypothesis.

Morals and values imbibed among students would make them more confident about themselves. This helps in development of a positive approach towards life. Values teach oneself how to treat other as themselves. As the Indian philosophical view goes,

One should never do that to another which one regards as injurious to one's own self. This, in brief, is the rule of dharma. Other behavior is due to selfish desires.

— Brihaspati, Mahabharata (*Anusasana Parva, Section CXIII, Verse 8*)

By making dharma your main focus, treat others as you treat yourself.

These age old values of our country have been time immemorial preaching the basic essence of living in harmony with everyone. Nowadays with a lack of such values, incidents such as bullying and humiliating weaker people have been on a rise. Also young people have lost the patience to look life as a gift and for very insignificant issues; they take the resort of suicides. Only a weak mind can get into easy attraction towards negative thing such as drug abuse. A strong mind equipped with values and morals from an early age would always have wisdom in deciding the right and wrong. Probably such students would take a call before getting introduced to such addictions however the environment may be distracting. We strongly feel that the root cause for erosion of such values and morals is a lack of teaching them in educational institutions as a part of the curriculum.

When we see the earlier Indian education system or the pre Maculay system of Indian education, there was a high emphasis on value based learning. However over the decades, the scenario has completely changed and just information bombardment has been in the name of education losing its very own purpose. We feel that a reestablishment of education system

with a strong base of Indian values and a modern approach would set up a healthy atmosphere for the students to learn and lead their lives better.

We consider the case studies as just representative examples of how lack of values and morals would turn young minds toward anti social activities. The responsibility strongly lies on the parents and the teaching fraternity to instill a moral confidence among the students to use their wisdom in deciding the right path.

## VII. CONCLUSION

The present study clearly emphasizes that the present education system is not very much sufficient in bringing about an overall personality development among students. Establishment of moral education and values in curriculum is having a definite and inevitable role to play in providing overall education in a multicultural society. However, the process has evolved over time and the manner in which moral education was carried out earlier has to be revisited and suitable modifications have to be made to cater the needs of the modern society and the generation. The true success of our education system lies in making our young minds understand and respect the rich cultural and moral strength of the nation and nurtures the values we have inherited from ages and also responsibly transmit this into the future generations.

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