

## PROMOTING CHARACTER DEVELOPMENT THROUGH VALUE EDUCATION

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### ABSTRACT

Education should develop all capacities of children. Education should kindle the feeling of oneness in children. Education should inculcate in the child independent and freethinking. He should be able to understand, apply, analyze synthesis and evaluate his activities. Children should grow physically, mentally, spiritually, emotionally and socially. In the present society, there has been hugely that the present education system is producing degree holders only. Incidents of intolerance, and immorality, are growing high. Now-a-days society negative values are getting an upper hand. Now we are observing violence, terrorism, religion, acid attacks also. Recently we had observed “NIRBHAYA INCIDENT” in the incident the court punished a juvenile accused also. On the incident on **MAY 18<sup>TH</sup> 2013** the presence of India “PRANAB MUKARJEE” during his visit to Assam and Nagaland said that “There is need to identify the cause of morality, decline in our society, and our universities, academic institutions must take the lead to meet the moral challenges of our time. The new education policy also emphasized in the development and teaching of moral values at all institutes of learning. Today, many schools have been searching the reasons of depreciation in moral values and they have been working for developing good moral values among the students. However, moral values are integrated part of the education and it is greatly emphasized in almost all countries. Generally Moral Education is not a specific subject in schools, but it is taught under different subjects like languages, literature, supplementary reading books etc.

**KEYWORDS:** Oneness, Negative Values, Moral Values, Intolerance, Immorality

### INTRODUCTION

According to Father of Indian Nation **M. K. Gandhi**

“If wealth is lost, nothing is lost, If health is lost, something is lost If character is lost everything is lost”

### HISTORICAL BACKGROUND OF VALUE EDUCATION

Though the concept of value education is sponsored by national education policy of 1986, it is very necessary to find out its flowing spring in the history of Indian culture.

#### Vedic Period [4000 To 1000 B.C.]

Instructions were imparted through **gurucul** or **Rishi ashram**. The aim of Gurukul education was to inspire student for education, to inculcate spiritual values and to maintain discipline among them. In spite of this importance was also given to vocational and defense education. The important aim of education during the Vedic period was the formation and building of character.

### **Buddhist Period [600 To 1000 B.C.]**

Gautam Buddha believed in the following principles; good activities, good behavior, tolerance, non- violence. The Buddha aim of education was emancipation, character formation and dignity of labor had also an important place in the curriculum.

### **Medieval Period [1200 to 1800]**

During this period Kuran the founder of Muslim religion viz., Mohammad paigambar dominated the prevalent situation. The aim of education was developed individuals, morality and to produce men of character along with providing vocational said education were these aims. Mohammad stressed on the development of the following values. Truth, devotion to duty, love, peace, nonviolence, brotherhood, co-operation and sacrifice are the values to be inculcated for happiness in human life. He sponsored the principle of equality.

### **British Period [1600 TO 1947]**

After the establishment of British rule in India christens missionaries began to start the schools. Woods dispatch 1849 had definite objectives for the spread of education among Indians. It was its endeavor to impart instruction in useful subjects and to enlighten them in intellectual, moral and economic fields, but religion education education was deleted from the curriculum.

## **VARIOUS COMMISSIONS TAUGHT ABOUT VALUE EDUCATION**

University education commission [1948-1949] under the leadership of Dr. radhakrishnan, university education commission studied deeply the historical role and constitutional provisions, if any, in ancient, medieval and modern period of India. The commission advocated that morality is the guiding principles of life process for the development of human beings. It further opined clearly that comparative study of religion will enable us to inculcate the values. Faith, courage, discipline, sacrifices.

### **Secondary Education Commission [1952-53]**

Under the guidance of the dr.laxmanswami mudaliar, secondary education commission studied the impact of family background, school education, local situation, and public life for the development of the personality of children. It advocated moral and spiritual sanskars through prayer and biographies of great persons.

### **Education Commission [1964-1966]**

Dr Kothari commission stressed on the balanced development of human values that would come from the skills, morality and religion through the enhancement of science and technology. Along with the advancement of modernization, the inculcations of values are also important.

### **Simla Conference 1989**

Dr vidyalankar1981 made the following recommendations at a similar conference in respect of moral education.

- 1 moral education should have a place of special subject in the school curriculum
- 2 moral educations do not mean necessarily religious education.
- 3 integrated systems should be introduced.

- 4 to inculcate social responsibility should be the aim of moral education.
- 5 moral educations should necessarily be related to existing social and economical conditions.

## FACTORS EFFECTING THE VALUE EDUCATION

Primarily two factors are responsible to affect value oriented development of personality wise. 1 personal 2 environmental.

**Personal Factor** 1 age; physical development of an individual takes place in propagation with the growth of age. Thomson 1949 holds that the children at the age of eleven years try to understand the significance of human values and they try to behave according to the human values. Sinha 1964 studied the concepts of morality and immorality. It has been observed that children know what is moral and what is immoral.

**Intelligence;** in day to day practice, we do not consider a direct relation between intelligence and morality. This is in reference to the investigation done by varma 1976.in order to understand the difference between good and bad, proper and improper; it becomes necessary to give more scope to the student through the media of curriculum.

**Environmental Factor. Family;** home atmosphere is the most effective factor in the development of children. It is also important to know human values in family background. The children try to imitate the elders is copied by the youngsters Kohlberg 1981 studied the behavior of parents and its effect on moral behavior.

**School;** school extends the enrichment of home experience the experience that is difficult to be assimilated in a home atmosphere, are collected through the media of curricular, co-curricular and extracurricular activities. The effective school activities have a long standing and it becomes the part of the personality.

**Society;** society is the important tool to inculcate the various values. viz. Faith, self control, pity, devotion to duties, freedom and co-operation. in it, there is an interaction in between individual to individual to society. This results in the change of individual behavior.

**Friend Circle;** moral development takes place in friendship circle. A good moral behavior depends on the good company of friends. The presentation of values and its imitations are dependent on the values that are then preserved by ascertaining friend circle. Page 1932 states that guidance by the parents in childhood is very important.

**Social group;** an individual is affected by the ideals, customs and thoughts by the society in which he or she lives. It reflects through their behavior and speaking, students absorb the changes according to the ideas with their timely change done by the society.

**Religion;** the ideals in religion play a dominant role in individual's life. This is so because the decisions taken by individuals are in reference to the ideals so created by religions.

## THE TEACHER ROLE IN INCULCATING OF VALUE EDUCATION

If teachers impart all the knowledge in the world to their students, but inculcate not truth and purity among them, they will have betrayed them and instead of raising them, set them on the downward road to perdition –**M. K. Gandhi**.

To inculcate values among the students is the students are the joint responsibility of the all teacher. If it's treated as subject and as per the provisions of the timetable is not asked to engage the period of value oriented education, so long

as a teacher discharges his duty as a teacher he has a great concern with value oriented education. Therefore, we very sincerely presume that teachers have a very special role to play in value oriented education. The narrow concept and tendency to throw responsibility to others weakens the status of values oriented education. It also belittles the position of teachers if the unnatural division of values is done and tried to understand the concept of value oriented education in its very restricted sense.

## CONCLUSIONS

Value education in is most effective when all the teachers take their responsibility and share their impertinent role in respect of value education. It seems moral and spiritual values were in practical to produce citizens with the character during Vedic, Buddhist, medieval and British period. In in dependence period the same attempts are repeated. It is, however a question to pinpoint the concept of morality or value education in the changed circumstances.

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