



Value Education In The Current Post- Modern Era

Dr. Thungyani Ovung, *Assistant Professor, Don Bosco College (Autonomous), Maram*
roseyani07@gmail.com

Abstract: It is true that human beings recognize the importance and worth of life and so we prize life beyond all else. If so, the values of life are even more vital, since values are the guiding principles and standards of behaviour that are considered desirable, commendable, and highly esteemed by any community. Our connections with people from all walks of life are governed by our ideals. Knowledge, achievement, and self-preservation are all facilitated by value-based education which in supplementary expression is synonymous to quality education. In addition to providing a foundation for success, value education also imparts strength, character, illumination, and awareness of moral and social behaviour. It is the quality of life and human progress. Understanding unconditional love and a set of ideals is the best gift that education can give us. Instilling in children and young people a feeling of humanism, compassion, and a profound concern for the welfare of others and the environment is known as value education, which is an education of the heart, and an education of the soul. This is only possible if we instil in the students a strong sense of dedication to principles that will uplift everyone and restore peace and pride in the entirety of work ethics, safety, and guaranteed advancement. Hence, the paper intends to demonstrate the comprehensive necessity and significance of maintaining value education in the current post-modern era for both educational efficacy and for the enhancement of social and personal lives.

Keywords: "Valere," Worthy, Principles, Kindness, Morality, Behaviour, Contentment, Happiness, Justice, Education, Violence, Inculcation.

1. Introduction

Today's society is more susceptible to the pulls and pressures of postmodernism than it has ever been. Students' and institutions' market-oriented perspective is being strengthened by education's competitive marking system. Youngsters are being prepared to be professionals in order to get the highest-paying positions available. Value plays a significant role in determining our relationships, actions, decisions, and sense of self at this point. Our actions are more positive when our values are higher. This is one of the reasons value education is taught and included in all learning domains since it has a significant impact on students' achievement and career choices. In education, values are comparable to a person's qualities. It balances and harmonizes the requirement for students to be compassionate and tolerant of others with their need to succeed in a competitive society. Nevertheless, it is necessary for the youngster to learn that a person is defined by their values. The meaning of value the goal of education is to help a child develop his personality holistically by teaching him to balance all facets of his existence, including his spiritual, physical, emotional, intellectual, and psychological aspects:

Virtually every country in Asia has identified improving education quality as one of its highest national priorities. The objective of education in a country like India, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is indispensable to live successful life (Das, 2008).

1.2 *Value's Literal Meaning*

Value is derived from the Latin word "valere," which meaning "strong" or "worthy." Relative value, utility or relevance, degree of excellence, and anything as an essentially valuable principle or quality are all definitions provided by the dictionary. The word "value" literally means "something that has a price, something precious, dear, and worthwhile; therefore, something for which one is willing to suffer, make sacrifices, and even, if necessary, die."

To put it briefly, values are a set of norms or principles of behaviours that are valued by the society in which an individual lives and are considered desirable, significant, and highly appreciated. Failure to uphold these standards will lead to blame, criticism, or condemnation. As a result, values play a crucial role in a person's life and provide significance and strength to their character. Personal attitudes and judgments, choices and decisions, behaviour and relationships, as well as dreams and visions, are all reflected in one's values. They influence

our thoughts, feelings and actions. Values guide us to do the right things; they also help us to be morally sound. In the context of life values are the ideals which the society expects its members to seek and observe in their daily life.

Values give direction and firmness to life and they bring to life the important dimension of meaning which adds joy, and satisfaction. They have an impact on our emotions, ideas, and behaviour. Values help us be morally upright and direct us to act in the proper manner. The principles that society expects its people to pursue and uphold in their day-to-day lives are referred to as life values. Values provide life with focus and stability, as well as the crucial aspect of meaning that enhances happiness, contentment, and tranquillity. According to Ignacimuthu, “Values are like the rails that keep a train on the track and help it move smoothly, quickly and with direction. Values give motivation for a person. They identify person, giving him a name, a face and a character. Without values one would be floating like a piece of driftwood in the swirling waters of a river however exciting it may appear first. They bring quality to life” (2017 p.13,14).

1.3 Why Need For Values?

People today are confused about their ideals and value system, especially the younger generation. They are struggling with moral issues and conflicts, and they are oftentimes not certain how to handle them. We can see why they are confused and hesitant if we examine the significant and far-reaching socio-cultural and political changes that are occurring, even in a nation as traditional as any traditional society. Dark truths confront us when we examine our nation's sociocultural and political aspects. We witness social injustice, poverty and underprivileged people being oppressed, and corruption at all levels everywhere we look:

Violence, terrorism, murder, dacoity, looting and arson have become too common. Communal conflicts, religious rivalry, bonded labour, caste discrimination and dowry deaths have become the order of the day. There are scandalous inequalities in the distribution of material resources, power and responsibility. A handful of people enjoy all possible comforts in the world whereas the marginals, the undernourished, those living in subhuman dwellings, the illiterates and those deprived of political power and moral dignity are struggling to survive (Ignacimuthu, 2017 p. 14).

In addition to these, there is the disintegration of conventional values without suitable substitutes, a dearth of suitable role models, the influence of influential people who disregard established and proper norms, contradictory ideologies, and the use of double standards by

those in positions of authority. In addition to them, we are going through a stage in our lives that presents a unique risk of the deterioration of long-held beliefs. The objectives of democracy, socialism, secularism, and professional ethics are all under growing pressure. Our democratic society is being put to the ultimate test as forces of social and national disintegration have come into play. The advancement of equality is being hampered by prejudices and complexes that are spread through the social milieu. The quality of life is seriously threatened by the growing pollution and depletion of our physical environment's natural resources. People are becoming divided by narrow castes, communalist, linguistic, and rationalistic viewpoints, which are impeding the development of a unified national and global perspective.

At the same time, people are becoming more conscious of human rights and dignity and are more concerned with the elderly, the sick, and the disadvantaged. We encounter plenty of young individuals who sincerely volunteer to help the underprivileged and destitute. The fight for justice and the elimination of social injustices involves both individuals and organizations. Women and workers are standing up to demand their rights because they are more conscious of them.

It is only reasonable for people to be perplexed regarding appropriate and sound values in light of all of these. Many young people challenge doctrinaire views that have been revered for ages and publicly reject some conventional norms. Such individuals frequently fail to discover alternatives to traditional ideals, which leaves a void in their lives. This is undesirable because without values, people lack a foundation or principle upon which to base their judgments and responses to life's circumstances. A life devoid of appropriate values will devolve into chaos and catastrophe. It will resemble an un-ruddered boat.

We require values in order to steer our lives in the proper direction and to adorn our actions with admirable traits. Therefore, in order to live a happy, fruitful, and meaningful life, we must take the time to think about them, identify and define them, question, assess, affirm, or alter them. People have to be trained to take a definite stand against all forces of degradation of our times. People have to cultivate an awareness of higher and transforming values of life lest they settle down with a mediocre contribution to society.

1.4 Value Education

Values are goals set for achievements and they motivate, define and colour all our activities cognitive, affective and conative. They are described as the socially defined desires and goals that are internalized through the process of conditioning, learning and socialization.

The present education needs moral, spiritual and aesthetic values also to be included in it. The culture and traditions can be preserved and transferred to the next generation by the help of value education only. “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” (Indrani, 2012). Character is the greatest of all. In this particular field, education is crucial. Knowing and becoming oneself is without a doubt the goal of life. Value-based education is a tool that gives us a purpose in life in addition to a career that we may freely pursue.

1.5 Importance of Value Inculcation in the Present Education Scheme

All of the government's current education plans call for curriculum revisions to make education a powerful instrument for fostering moral and social values. Knowledge, skills, attitudes, values, and behavioural patterns that are desirable in an individual and as a member of society are developed through education. Therefore, society aims to uphold and advance its values through education. The social, moral, artistic, and spiritual aspects of a person—all of which are frequently undervalued in formal education—are developed through value education

Value inculcation is a training to question, explore, clarify and understand our own values, beliefs, attitudes and customs. Thus, through value education we learn to sift, understand and finally decide for ourselves the correct and noble values that should guide and shape us. Value education teaches us to preserve whatever is good and worthwhile, in what we have inherited from our culture (Ignacimuthu, 2017 p.16).

It enables us to appreciate and tolerate the mindset and conduct of others who are different from us. Value education is not the same as indoctrination or value imposition. Instead, it aids in the development of moral character, appropriate values, attitudes, sentiments, and behavioural patterns. It aids in our development as whole human beings.

Value education is crucial for assisting everyone in strengthening and applying their own set of values. Everyone can analyse and manage the different decisions they make in life if they have a clear understanding of their values. One must regularly uphold a variety of values in his life, including social, cultural, universal, and personal values. Value education is therefore always necessary to mould a person's life and provide him with a chance to showcase himself on a worldwide scale. As we continue to observe an increase in violent acts, behavioural disorders, social disunity, etc., the demand for value education among parents, kids, teachers, and others is only growing.

However, dissatisfaction with the capacity of education systems endures despite advancements in addressing the call for more access to schools, creating more efficient national planning and policy frameworks, and putting in place extensive training programs for educators and administrators. Higher authorities must focus on educating the public about the value of value education. It is a systematic endeavour to acquire fundamental human knowledge. Value education's basic tenet is to instil fundamental values in students in order to support and advance the civilization that teaches us how to handle complexity. It starts at home and continues in educational institutions such as schools and colleges. Through a variety of channels, such as society or the government, everyone accepts some aspects of their lives.

2. Value Education In Contemporary Society

Every nation creates its own educational system to meet contemporary difficulties and to represent and promote its distinct sociocultural character. Although the nation has advanced quickly in a number of sectors, including economic infrastructure, scientific technology, etc., its value system has deteriorated. Thus, in the context of modern society, education in general and value education in particular hold a distinguished position. In recent years, the issue of young people's value education has gained more attention in the educational discourse. Children's values and education are important to parents, educators, and society as large. Today, the world is experiencing a massive value crisis. In today's environment, there is a widespread disregard for value and its institutions. The return of savage traits like selfishness, conflicts, and combustion is a glaring sign of how human society is degenerating. A tremendous effort is urgently needed to revitalize the foundation of civilization and to restore and reform the values of human life.

Value education has long been a cornerstone of India's family structure. However, as modernity has advanced and the role of parents has rapidly changed, it has become more difficult for parents to instil pertinent values in their children. As a result, numerous institutions now offer a range of value education programs that tackle the growing issues facing contemporary society. Children and young adults are the centre of these programs, which emphasize things like happiness, humility, cooperation, honesty, simplicity, love, unity, and peace, among other things.

2.1 Indian Education System Value Idioms

Worth since ancient times, education has been a top priority in India. From the gurukul level, the child learned more about the concept of life and its impermanence in addition to reading and archery abilities. Since its origin, value education has focused on helping children develop moral character, ethical thinking, and positive values. Though they are different, value education and quality education have the same objective: to create well-rounded people and improve society by focusing on both knowledge and character development. This is in contrast to quality education, which today strives for holistic development and gives people the abilities and information required for success in all facets of life. This idea of achieving one's experience in the absolute as a spark of the divine gave rise to education in India, and as one gains knowledge and values, they also perform their duty.

2.2 School Value Education

School is a learning temple. Therefore, learn to be diligent, behave well, be regular (punctual), be clean, be honest, have courage, be fortitude, and so on in order to build a good reputation. The best gold is not as valuable as a good reputation. Develop respect for yourself, your friends, and people in positions of power. In our behaviour toward others, respect entails being courteous and kind. It gives a person charm, attractiveness, affability, friendliness, and serenity. Always act with this regard in your public demeanour. It will bring you affection and make you a buddy. Use a soft voice when speaking. As a result, you will train to be a refined lady or gentleman. The characteristics of respectable and cultured people include a modulated voice, a distinct articulation, a controlled tone, and a clear pronunciation. When silence is required, keep it to yourself. One can accomplish tremendous things by remaining silent.

"Silence is essential for one whose life is an incessant search for math," Gandhiji once stated. It's a tremendous art to control one's tongue, and if you master it, it will help you avoid a lot of problems. Be composed and elegant when you move and make gestures. Be humble and straightforward. Avoid running about the hallways and verandahs. Avoid being a 'loafer' and mindlessly wandering around. Act like a professional. Don't ever make noise. The purpose of the desks is not to be used for play or jumping, nor are they intended to be damaged or soiled. When you walk along the verandah do not stare successively into every room, unless your business requires it. Don't be inquisitive. Keeping guard over your eyes is as important as keeping guard over your tongue.

As soon as the first bell rings, which is the signal for class, everyone should gather in the classroom and wait silently for the teacher to enter. When the teacher walks through the

door, stand politely until they take a seat or say, "Sit down." Always be on time and arrive at class on time. Being on time demonstrates sensitivity and an understanding of the importance of time commitments. It promotes the growth of serenity, peace, tranquillity, and self-assurance. When carefully followed, it fosters character development and garners respect from others. Do not stand or sit with your feet shuffled uncomfortably at the door if you arrive late. Go respectfully up to the teacher and say, "Good morning or good day, sir" (or "madam," "father," or "sister," in the appropriate form), and then gently and politely explain your situation. Don't make up excuses like "I had trouble with my bike, or I couldn't get the early bus," or "Please excuse me, the train was late." Never lie.

Use polite phrases like "please sir," "may I know," "Could you kindly tell me," Etc., if you have something to say to the teacher during class or if you have a query. Talking during class is not permitted. If you must talk to your neighbour, do so quietly or with a gesture, but be very direct. When the teacher isn't looking at you, don't try to cover your head or talk quietly. Pay close attention to the lessons. It will enable you to quickly understand the subject. Avoid daydreaming. Be alert in class and cultivate an inquisitive mindset.

When class is over, get up and wait quietly until the instructor leaves the room. Do not hurry to the door ahead of the teacher; instead, wait for them to go. After a meeting or other public event in a hall, the same should be observed. Wait for the VIPs to leave first and remain motionless. Clapping your hands a little, but not rhythmically (with a regular beat like a drum), is how you show your appreciation. You shouldn't stamp your feet on the floor or bang on a desk. Be quiet and quiet at all times. Don't respond in a different language when the teacher asks you a question in that language. Talk clearly. Don't only murmur. A person is made of their speech. When learning or speaking a language, take care to learn the proper pronunciation, intonation, and accent.

A youth who has been raised well will be the first to volunteer for any small task that needs to be done for the benefit of everyone, such as cleaning a space, moving a desk, or opening a window. Respect the rules set forth by the school, residence hall, library, etc. Avoid writing and painting on the walls and blackboards, throwing paper on the floor or the ground, and splattering ink all over the floor or desk. What would you say if someone did such things in your house? Avoid staring, especially at female guests. It will be disrespectful and unworthy. Keep your mouth away from the person you are speaking to. Try not to talk too much. Arrive on time for exams. All books should be left outside. It is unethical and dishonest to try to

duplicate. Pay close attention to the questions and provide concise answers. Leave a large margin on the left and write properly. Give your papers a thorough revision and tie them up at least five minutes before the conclusion. Get up and wait when you need more sheets. Don't cough, shuffle your feet, or tap the desk:

An Education of value is primarily about what goes on inside schools rather than about the activities of state and national govts. It is full of ideas that can move people who work in schools to action. But these ideas are not presented as a series of steps for improving schools to be used in cookbook fashion. Instead, they are discussed with attention to their origins and values, so that readers are given concepts to inspire action and understanding to ensure that action is based on wisdom (Lazerson, 1985 p. ix).

The task of upgrading schools is complicated by the human aspects of education. Schools are intricate establishments. Value education was referred to as moral education or moral science in the current educational system. As teachers and students define their identities and goals, teaching and learning are demanding processes that involve a wide spectrum of emotions and relationships. Teaching and learning are closely intertwined with the hopes, anxieties, frustrations, joys, failures, and successes. Treating the challenges and opportunities of education as though they didn't exist or shouldn't be there diminishes what we should appreciate. Learning encompasses all human experiences and goes beyond simple cognitive processes. Their potential is limited by oversimplified ideas about teaching and learning. Lazerson is still of the opinion that, "Just as the human interactions in school are complex, so too is the institution itself. There is no single "problem" of schooling. The expectations we have for our schools are enormously varied. Yet education is about the things we value" (1985 p. xii).

We will have made significant progress in changing the way we approach education if we can acknowledge that schools are value-laden and that, as long as we care about them, they will influence our most profound feelings about ourselves, our kids, our history, and our future. We will be able to see that calls for quick repairs, easy fixes, and technical cure-alls are frequently misplaced and ineffective. In a democracy, education must have two objectives from which no one may stray. Schools must be outstanding and equal. The foundation of educational equality is the idea that every citizen in a democracy has a right to the knowledge and abilities needed to be an informed and engaged citizen. A dedication to learning, from the fundamentals of reading and problem-solving to critical and creative thinking to the drive to increase one's

knowledge and abilities even more, is the foundation of excellence in education. It is not necessary for everyone to acquire knowledge in precisely the same methods in order for there to be equality.

2.3 College Value Education

According to Perkin (2006), "Since ancient times, India has a strong tradition of higher education. This is evident from centres of learning like the Buddhist monasteries which existed in the 7th century BC and Nalanda which existed in the 3rd century AD" (qtd. in Bhatia & Dash, 2011 p. 157). A small number of these centres had multiple faculties and were rather substantial. The ancient Indian educational system was destroyed by invasions and chaos in the nation (British education introduced western and secular education to India with a focus on scientific inquiry). You should approach your college with respect and a genuine desire to learn since it should also be a temple of culture and knowledge for you. When you first enter a college, you are no longer a carefree, naive schoolchild. You are either a young girl or boy. You are about to go on a journey filled with obstacles in the vast planet. You have a lot of responsibility.

You play a major role in both your own and your nation's future. You're getting ready for life today more than you were in school. A lot of people rely on you. When your parents get old, they will be totally dependent on you. They might dream a lot. Then you ought to be a rock of strength! Never forget the enormous sacrifices your parents are making for you to attend college. Not everyone has luxury. Don't act carelessly; you are in a crucial stage of life and could quickly get swept away by immaturity if you aren't vigilant and focused. Neglect, laziness, and caution with character levity. The temptations of mediocrity, rebellion, dishonesty, sloth, irregularity, hostility, negligence, irresponsibility, selfishness, and betrayal are more dangerous now than ever. You will soon be searching for a job; keep in mind that many people are unemployed because they are not employable, and that this is frequently due to a lack of discipline, excellent manners, and character.

Who would want to hire a boor, even if they are intelligent and capable? Some people fail in society simply because they lack basic good manners, whereas others who may have accomplished less are highly regarded, adored, and succeed in higher places due to their manners. Develop a deep regard and affection for your superiors, including professors, vice-principals, and the principal. They replace your parents when you are a college student. Honor those who deserve it, and you will receive it in return. Treat people with kindness, and they

will return the favour. Obey those with the authority to give orders. When you have the authority or responsibility to give orders, you will know what to do. Respect women and girls; refrain from making fun of them. Steer clear of booze and drugs; they are a waste of money and harm your health. Never engage in any dishonourable behaviour or heinous act. Don't be cowardly and ruin someone's name or response. Understand how to heed the advice of your elders. Pay attention to what they have to say; take careful note of the wise counsel that your instructors offer you. Remember that your parents are the ones who care about your well-being the most. It is they who shape your thoughts. Keep their advice in mind. It will make you a saner person. Three crucial considerations when choosing a college:

(1) it would be inappropriate to treat all individuals similarly when thinking about optimal attainment decisions: individuals differ in terms of what they are likely to get out of higher education;

(2) individuals may face financial constraints that prohibit them from taking advantage of more education; and

(3) even in the absence of debt concerns, information problems and behavioural idiosyncrasies can cause individuals to behave in a manner that makes them worse off (Oreopoulos & Petronijevic, 2013. P.17).

Since the level of higher education differs throughout institutions, its rapid expansion in India has come at the expense of its quality. The current state of higher education in India is a matter of concern. Among these problems are:

1. Enhancement of educational infrastructure and human resources.
2. Offering better teaching-learning resources and curricula.
3. Introduce child-centred pedagogy to enhance the quality of the teaching-learning process.
4. Focus on developing teacher capacity.
5. A greater emphasis on defining and assessing student accomplishment levels.

Quality improvement in education cannot be carried out on a turn-key basis in a specified time-frame. So, moving in all fronts mentioned in the strategy will make improvements in the quality of education. Keeping this in view, a number of programmes and schemes have been initiated by the central as well as state governments” (Chapman & Adams, 2002 p.1).

3. Conclusion

Today's youth are searching for purpose in life, and in order to comprehend that purpose, they seek for role models and mentors. However, they might quickly settle down to a superficial life and seek solace in their own world if they are unable to locate somebody who can help them in their quest. Young people's lifestyles today are more shaped by the group phenomenon. Numerous societal factors contribute to this, including the declining importance of the family, the availability of mass media, the increased freedom enjoyed by youth, etc. Many of them have some sort of anxiety about the future. Questions, problems, uncertainties, disillusionments, expectations, and dreams are all new in today's world. Despite all of this, young people should receive the proper guidance as they look for purpose in life.

Human beings whether longstanding or beginning are not alone in our lives. We also cannot develop in a vacuum. We are members of a society. A person can only reach maturity by taking action and attempting to build meaningful relationships with other people. Because our success in life primarily depends on our relationships with other people, as individuals living in a society, we must learn basic principles and good manners that are necessary for a respectable and successful life.

Good values, which are based on excellent moral living principles, are the organic and spontaneous expression of good character. The source and basis of all moral principles is God. Empowering oneself with moral principles is crucial to navigating a challenging life. The pursuit of personal completeness and the development of a responsible attitude toward others are major concerns of value education. It ought to get people ready to embrace social norms and take an active part in society. A person with the right ideals won't be scared to deal with issues. They will be accepted as a natural part of life by him or her. He or she will not place undue significance on any event that occurs in life. He or she will believe in God without reservation. A person like that will serve as an example for others.

In India and elsewhere nowadays, the majority of schools provide value education. While private schools provide value education through class-specific books, other schools provide value education during designated school periods, such as assemblies and festivals, through activities cantered around particular value education themes and subjects, such as character development and national integration.

Education is a failure if all of our training and education do not result in morally upright individuals. "We pass this way but once; any good, therefore, that we can do or any kindness

that we can show to any human being or any impression we can make, let us do it now. Let us not postpone, neglect it for we shall not pass this way again (Ignacimuthu, 2017 p.11,12).

Reference

- Bhatia, K., & Dash, M. K. (2011). A demand of value based higher education system in India: A comparative study. *Journal of public Administration and policy Research*, 3(5), 156.
- Chapman, D. W., & Adams, D. K. (2002). *The quality of education: Dimensions and strategies*. Hong Kong: Asian Development Bank.
- Indrani, B. (2012). Importance of value education in modern time. *Education India Journal: A Quarterly Refereed Journal of Dialogues on Education*, 1(3), 35-42.
- Lazerson, M. (1985). *An education of value: The purposes and practices of schools*. Cambridge University Press.
- Oreopoulos, P., & Petronijevic, U. (2013). Making college worth it: A review of research on the returns to higher education.
- Ugochi, E. O. (2024). SPIRITUALITY OF THE AFRICAN WOMEN AND NATIONAL DEVELOPMENT. *OCHENDO: An African Journal of Innovative Studies*, 5(4).