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The Need and Challenges of Value Based Education in Students

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Abstract:

At present, when materialism, competition and consumerism have affected every sphere of life, the need for value-based education has become all the more important. The purpose of education is not only to impart knowledge but also to enrich human beings morally, socially and spiritually. Value education plays an important role in the development of students' character, sense of co-existence, social responsibility and decision-making ability. This study elucidates the dimensions of education through which students can become a better citizen and sensitive human being. In the present educational system, value-based education has often been adopted only at the formal level. Several challenges such as inadequate training of teachers, limited presence of it in the curriculum, materialistic thinking, and difficulty in evaluation are hindering its effective implementation. At the same time, moral degradation among students, lack of social responsibility, and the ill-effects of social media are also a matter of concern. It has been suggested in this research that value education should be implemented in schools and colleges in a compulsory and practical manner. For this, it is necessary to include moral education in teacher training programmes, inclusion of value-based themes in textbooks and promotion of co-curricular activities. In addition, the active participation of parents and society in this process is also necessary. It is, therefore, clear that value-based education among students is not just an academic choice but an essential requirement for building the future of India. The findings of the research can be a guiding light for education policy makers, educators and society at large.

Introduction

The purpose of education is not only intellectual development, but also to ensure the overall development of the personality. In today's rapidly changing social, cultural and technological scenario, it has become necessary that students are not only proficient in knowledge but also imbued with moral and human values. To meet this need, the concept of value-based education has evolved. Value based education is a process in which students are made aware and responsive to moral, social, spiritual and national values so that they become aware, sensitive and responsible citizens of the society. The concept of value-based education has been present in the Indian education tradition for centuries. This system of education works to give direction to the conduct, behaviour and social participation of the individual. Under this concept, the student not only acquires bookish knowledge but also imbibes the necessary behavioural ethics for life. The definition of value education makes it clear that it is an educational

process that inculcates values such as compassion, honesty, tolerance, service-mindedness, social justice and cooperation in the student. This education strengthens the sense of discipline, co-existence and self-control in life.

If viewed from a historical perspective, value-based education was prominent in the Gurukul system of ancient India. The Gurudrishti tradition was not limited to the pursuit of knowledge, but values such as moral discipline, dutifulness, service and reverence became an integral part of the personality of the students. In the Vedas, Upanishads and the Bhagavad Gita, education has been considered not only as a means to worldly success, but also as a tool for spiritual progress and social utility. Mahatma Gandhi also considered scientific education as an essential part of life and said that the purpose of education is to create an image and not merely to get a job. Similarly, Dr. Sarvepalli Radhakrishnan had emphasised on connecting education with the highest ideals of humanity. In independent India, various education commissions like Kothari Commission (1964-66), National Education Policy (1986, 2020) have also emphasised on bringing value education into the mainstream of education.

In this research, the topic "Need and Challenges of Value Based Education in Students" has been selected keeping in mind the contemporary academic and social perspective. Today's generation may be technologically advanced, but there is a deep void in terms of values. Moral degradation, lack of social responsibility, and self-centred tendencies are on the rise among students. Problems such as suicide, depression, violence, corruption are on the rise, indicating that the purpose of education should not be limited to intellectual ability alone. In such a time, the inclusion of value-based education can not only be helpful in the overall development of the student, but it can also play an extremely important role in the healthy direction of the society. The major objective of the research is to understand how value based education can be helpful in the mental, social and moral development of students. Additionally, this research will attempt to identify the challenges that hinder the effective implementation of value education in the current education system. The study can also be useful for teachers, education policy-makers and parents who want to prioritise character building of students.

Hence, this research is required to present an analysis of why value-based education is essential for students and what are the major impediments it faces. This study can provide a direction in which the future generation can be developed not only as scholars but also as aware, ethical and responsible citizens.

The nature of value-based education

At a time when technological and economic advancements have changed the course of life at a rapid pace, education is no longer just a medium of knowledge transfer, but is emerging as a tool that can build a sense of ethics, social responsibility, national dedication and global co-existence in society. In this context, the nature of value-based education becomes very important. The task of value education is to mature the whole personality of the student, which includes his moral, social, national and global outlook. The first dimension of value based education is moral values, which give each student the power to differentiate between right and wrong. Values like truth, non-violence, empathy, honesty, forgiveness, restraint, and justice are helpful in giving direction to the student's behaviour. These values not only balance individual lives but also strengthen social relationships. Different levels of inequalities, conflicts and disintegrations in society can only be balanced by moral education.

The second important aspect is social values, which include tolerance, cooperation, co-existence, altruism, and a sense of social service. Students are socially empowered when they participate in group activities at school, feel socially responsible, and show respect for diverse cultures. These values lay the foundation within them to become a responsible citizen. The third aspect is national values, which are essential in a multi-lingual, multi-religious and diverse country like India. Patriotism, respect for the Constitution, faith in democratic values, and a sense of social justice are values that develop students not only as good citizens, but also as nation-builders. If a student imbibes these values, he is able to play a responsible and active role towards the nation.

The fourth and final aspect is global values, which have become extremely relevant in today's



globalised world. Values such as world peace, environmental protection, respect for human rights, a sense of global citizenship, and respect for cultural diversity build a global outlook in students. These values go beyond boundaries and serve to connect humanity.

Value education is closely related to character building. When students engage in continuous value based conduct, their character is developed. The meaning of character building is not limited to external behaviour, but it is also associated with internal discipline, self-control and prudent decision-making. Value education gives an individual the ability to think beyond selfishness in the interest of society and the nation. Value education has a very glorious history in Indian philosophy and tradition. Values of life are clearly described in Vedas, Upanishads and Bhagavad Gita. In the Bhagavad-gītā, the knowledge given by to Arjuna is based not only on the sense of duty, but also on the profound sense of values such as truth, renunciation and dharma. In the Upanishads, teachings such as Sathyavada, Dharma Charasa are the pillars of morality. Mahatma Gandhi had described education as a moral experiment for life. He considered education as a means of building character and said that education is that which develops body, mind and soul in a balanced manner. Swami Vivekananda had also said that "the purpose of education is to reveal the inherent divinity in man. According to him, education is incomplete if it does not produce character, strength, self-confidence and moral courage. Hence, the nature of value-based education is multifaceted and multifaceted. It gives wholeness to the personality of the student and makes him a citizen who is motivated to work for the welfare of himself as well as the society, the nation and the entire humanity.

The state of value education in the current educational system

The education system of India has always evolved keeping moral and human values at the core of education. But in modern times, rapid socio-economic changes, technological development, globalisation and competitive tendencies have limited the basic objectives of education. In this backdrop, it has become necessary to bring value education back to the centre stage in the education system, so that the students are not only proficient in knowledge but also become morally, socially and nationally responsible. It is therefore necessary to understand the actual status of value education in the present educational framework so as to identify the gaps in its inclusion and implementation. The National Education Policy 2020 is a landmark document presented by the Government of India, which not only lays emphasis on content-based reforms but also provides concrete guidance towards making education value-based. The policy clearly states that the purpose of education is not just to get employment, but to develop virtues such as morality, compassion, tolerance, integrity, and responsibility. According to the policy, education should be such that it makes students sensitive to their environment, culture, society and nation and acquaints them with the purpose of life. It proposes to inculcate moral education, environmental consciousness, civic responsibility and constitutional values in the curriculum from the elementary level. This approach is a meaningful effort to bring value-based education into the mainstream of education.

Inclusion of value education is not limited to textbooks but also reaches students through co-curricular activities. Prayer meetings in schools, group discussions, social service, theatrical performances, disciplinary committees, practical experiences outside the classroom, etc. are the means by which values of life are inculcated in students. Many schools have adopted activities such as 'Social Service Programme', 'Tree Plantation Campaign' and 'Cultural Tolerance Week', which not only make students aware but also inculcate in them a sense of leadership, empathy and cooperation. At the curricular level, though some subjects have incorporated elements of moral education, such as 'Moral Values', 'Social Evils', 'Rights and Duties' are discussed in social science from class 6 to 8, but it is relatively reduced in higher classes. Additionally, not teaching value education as a separate subject is often left only to ancillary activities or the individual efforts of the teacher, which limits its effectiveness. The situation in colleges and universities is no different. There is little formal place for moral education in the curriculum. Some universities have introduced courses such as 'Human Values and Professional Ethics', but these have limited reach and are also considered testable subjects. In order to give practical

shape to value education, it is necessary to make activities associated with student life in institutions such as voluntary service, group work, social service, cultural adaptation mandatory. At the same time, such teaching methods should also be developed in teacher training institutions that value education should not remain just a theoretical subject, but should be presented by connecting it with life. The status of value education in the present educational framework is mixed. On the one hand, efforts are being made to incorporate it at the policy level, on the other hand, many challenges exist in its practical implementation. Value education needs to be integrated with both curriculum and life experiences and constantly monitored, evaluated and re-evaluated. Only then education will be able to provide moral, cultured and dedicated citizens to the society and the nation.

The need for value education in students

The speed with which technological, economic and social changes are taking place in the structure of modern society, the same speed is reflected in the decline of concepts like moral values, social responsibility and self-control. In such a scenario, value education has become not just an alternative academic dimension but an essential element for the mental, moral and social development of students. Today's generation needs not only subjective knowledge but also values like decisiveness, sensitivity, tolerance and social harmony. The importance of inculcating value education in the lives of students is evident from the fact that the ideals and moral standards given to them in early childhood influence their behaviour and attitude throughout their life. If students are aware of their duties, rights, moral boundaries and social expectations from early education, they can cope with various situations in life in a balanced and positive manner. Value education not only makes them disciplined citizens but also responsible, cooperative and thoughtful human beings. Value education has been given a central place in the National Education Policy 2020. This policy clearly mentions that the purpose of education is not just to impart knowledge and skills, but to develop the individual as a whole. Emphasising the promotion of national and global values, the policy states that students should connect with ethics, co-existence, compassion, integrity, and environmental consciousness from an early stage of life. According to the policy, the curriculum has been recommended to incorporate 'constitutional values', 'civic duty', 'local culture', 'democratic ideals'. From this point of view, the policy considers value education as an essential responsibility and not merely a consultative one. Both curricular and co-curricular activities together can provide a real experience of value education in students. While values are inculcated in textbooks through moral narratives, historical personalities and social events, co-curricular activities such as social service, cultural programmes, group discussions, theatre plays give students an opportunity to put these values into practice. Thus, value education becomes experience based learning and not just theoretical knowledge. For this, it is necessary to make classroom operations, teacher-student relationship, process of discipline, and group activities value-centric in schools.

The practical form of value education in schools and colleges is not producing the desired effect. In most of the educational institutions, it has been restricted to only 'committee activity' or 'extra work'. In some schools, efforts such as prayer meetings, moral lessons, and social work are made, but their continuity and purposeful implementation are often hindered. In colleges, the situation is even more complex. There the inclusion of value education separately in the curriculum is still at an experimental stage. In some institutions, subjects like 'human values and ethics' have been introduced, but they are not taken seriously by the students, leaving their purpose unfulfilled. The real need is to make value education an integral part of student life and not just confined to speeches, programmes or formal events. This requires making the institutional environment value-centric, making moral education mandatory in teacher training programmes, and developing innovative methodologies for effective evaluation of value education. At the same time, it is also the need of the hour to make education livable, sensitive and useful to the nation by raising it above the employment-centric mindset.

Challenges to Value-Based Education



The purpose of value-based education is not merely to impart knowledge but to develop man morally, socially and spiritually. This education system imbues students with such human qualities that motivate them to make the right decisions in life, become sensitive to others, and make a positive contribution to society. However, effective implementation of value education in today's environment has become challenging for a number of reasons. Many obstacles like materialism prevailing in modern society, limitations of education policy, lack of trained teachers and complexity of assessment of value education are limiting its effectiveness. The biggest challenge is the deeply entrenched materialism and consumerist culture in the modern lifestyle, which measures one's success only by material achievements and ability to consume. This trend has subordinated values such as morality, empathy, sense of service and co-existence. When students prefer competition, selfishness and ostentation in society, media and even in the family, the ideas of value education become mere bookish theories for them. This consumerism leads them to consider their personal interest as paramount, thereby eroding the sense of social and moral responsibility. Another serious challenge is the lack of teacher training. Value education cannot be imparted only from textbooks, but it is inculcated in the lives of students through behaviour and conduct. For this, it is necessary for teachers to be self-aware, committed and trained in values. But most of the teacher training institutes in India do not provide systematic and practical training in moral education or value-based teaching. As a result, teachers present value education either formally or limit it according to their personal style. This situation hampers the purpose of value education and long-term values are not developed within the students.

Not getting enough space for value education in the curriculum is also a significant impediment. Although value education has been given importance in the National Education Policy 2020, it is clearly not a priority in the current educational framework. Value education is either taught as an additional subject or restricted to co-curricular activities due to the overemphasis on test subjects in schools. The curriculum of value education is often superficial, leaving no space for complexities of life, real moral dilemmas or social contexts. This neither arouses interest in the students nor do they consider it useful for life. Ultimately, the difficulty of measuring and evaluating value education also limits its effectiveness. Unlike other subjects, the results of value education are difficult to express precisely in marks, grades or report cards. This is a process that manifests itself in practice over time. It is often not tested in schools, and even if it is taken, it is limited to rote answers. No scientific and practical methodology has been developed to assess value education, so that the quality and impact of its teaching cannot be adequately assessed.

Conclusion

The importance of value-based education is not just a subject of academic discourse today, but has become a central requirement of social and national development. If depth, sensitivity, discernment and responsibility have to be inculcated in the personality of the students, it cannot be possible without making education value-based. Knowledge, skills and technical competence are essential parts of today's education, but if they are not accompanied by moral attitude and social consciousness, this development will remain lopsided and unbalanced. That is why giving value education a long-lasting and strong place in the education system has now become an imperative, not just an option. The long-term significance of value education is evident from the fact that it prepares the student for life, not just for examinations. When a student imbibes values like compassion, tolerance, honesty, cooperation, patriotism and environmental responsibility, he influences not only his personal life but also the society in a positive direction. Value education encourages self-control, co-existence and social harmony. Its effects are transferred from one generation to another, creating social culture and national character. This education paves the way for the progress of the soul and does not limit life to mere material attainments. In a multicultural, multilingual and diversity-rich country like India, the responsibility of value education increases even more. It is necessary to acquaint the students here not only with their personal progress, but also with the consciousness of social harmony, national unity and global humanity. Value education is the foundation of nation building, which develops in citizens awareness of their duties, commitment

to constitutional values and respect for democratic ideals. If students imbibe values like truth, non-violence, piety, service and sensitivity in life, they not only become a worthy citizen but also contribute to making the nation prosperous, peaceful and inclusive. The role of value education in shaping the future of India is very important in the sense that it connects the society not only with information and technology but also with sensibility and consciousness. In the present context, it has become necessary to make value education an essential part of the educational framework and not to confine it to only an elective activity or course. Value-based education can develop into a vibrant and effective process only when teachers themselves imbibe values in their lives, institutions implement these values in a practical manner, and society also gives priority to ethical behaviour. Thus, it is clearly reflected in this conclusion of the research that the need for value education in students is a long-term social and national goal, without the attainment of which neither education is complete, nor the future of the nation is secure.

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