

## PRIMARY SCHOOL TEACHERS' OPINION ON VALUE EDUCATION

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### **Abstract**

*In ancient times, Krishna financially helped his childhood friend Sudama. Now day's brothers are quarrelling for money and ready to kill each other. Eklavya gave his teacher Dronacharya his thumb happily. Nowadays, a student will not hesitate even for a second before cutting his teacher's thumb. These things prove that people were really good at heart in ancient time because they were taught moral values from the very beginning. That is where present students lag in. Delivery of the knowledge, attitude and skills related to values in schools is as essential as the emphasis on education itself in 21st century. Curriculum designers in every country ought to take values into account. Values rooted deep in the history of nations are of vital importance for the future of the societies. In order to avoid interruptions of transfer of values in children, inclusion of values in school curriculums is inevitable. The present study includes opinion and suggestions of 10 purposively selected primary school teachers of Kailali district on values education, contents of school textbooks, pedagogy they exploit, challenges and policies adopted by government. The whole study depends on interviews of 10 open ended questions. The present study concludes with recommendations on school curriculums and textbooks, pedagogical aspects and ways of tackling challenges in values education. Findings of the present study indicated that values education is urgently needed in Nepal. For this purpose, school education curriculum should be revised and contents related to values should be incorporated in the existing primary education curriculum to make it more relevant from the perspectives of value based education.*

**Keywords:** Values, values based education, curriculum, pedagogy

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## 1. Introduction

Almost every education policy document has emphasized the role of education in fostering values. *Education Commission (1966)* recommended introduction of social, moral and spiritual values in the school curricula. The *National Policy of Education (1986)* also highlighted the need of education for values in removing intolerance, violence, superstition and upholding social, cultural and scientific principles to make India a secular, democratic and progressive nation taking pride in its cultural heritage. *The National Curriculum Framework for School Education (2000)* brought to focus the erosion of ethical, social and spiritual values and suggested the integration of values in the curriculum. *The National Curriculum Framework (2005)* strongly advocates values like cooperation, respect, tolerance, justice, responsible citizenship, diversity and reverence towards peaceful resolution of all conflicts. Education for values will further equip students to make sensible choices on situations based on values of equality, integrity, democracy, freedom, and human rights. Education is inherently values oriented and must develop in learners caring, cooperation and respect for others.

As a society, the concern with values education is not unique to our times but the erosion of values has forced introspection and reflection in education. Values Education is integral to education of any kind and has been focused upon in many educational committee reports in India (*Chauhan, 1999*). Most recently the National Curriculum Framework and the Framework on Values in Schools has been brought out by NCERT. The idea of imparting Values Education is also closely linked with the educational reforms that have been introduced under the scheme of Continuous and Comprehensive Evaluation (*Banktai & Sandha, 2002*). It is apparent that Values Education is an area that needs to be highlighted as it holds the key to real and meaningful education that engages students in addressing real world challenges, issues important to humanity and questions that affect them as individuals.

In present era Education peoples inclined more toward knowledge and ranks in examinations rather than applying the learning in our day today life and utilizing the knowledge for development of society, nation and ourselves in true sense (*Mishra, 1994*). Teachers are putting more and more emphasis on marks obtained by students rather than evaluating them as a whole whether they are ready to face ups and downs of life or not. Parents are choosing the schools which are advertising for better academic achievement of their student, neglecting the other aspects of education (*Moha, 1986*). Parents and Teachers wants that student should learn that type of education which can help him to get a better job and position in employment market, which will ultimately help him to accumulate lot of money and things of leisure and pleasure. Superlative purpose of Education has been completely overlooked by our policy makers and students have become machine to generate

marks and teachers as machine operator (*MHRD, 1986*). Basic purpose of education to enlighten the inner soul of an individual enabling him in understanding the life in better way has lagged behind in the race of modernization (*Government of India, 1964-66*). In near future if we failed to incorporate the essential value based Education in our children, the whole meaning of Education will be lost in this materialistic world.

Some educationalist has suggested that moral values are developed in an individual automatically during school time and after coming in contact with the society. They try to make adjustment as per the need of the group and set of standards and norms developed and accepted by the group to which they belong (*Ruhela, 1986*). It is a continuous process during which he keeps on changing himself but this concept fails to explain why the adjustments made by two individuals are different in similar situation? Adjustments can be positive as well as negative, if changes are positive these can be called as values and if changes are negative or opportunity based then they can be termed as only adjustment (*Lovat, 2011*). So we can say that social adjustment made or experiences gained during school time are not enough to inculcate values in child because two individuals never react similarly to same situation it means that values are the thoughts which are to be introduced in child from outside (*Demirel, 2009*). Moral development includes both thinking morally and behaving morally. Moral person is not only the person who does the right things but also one who does the right thing for right reasons.

Education is not only for news but also for views; it is not only for information but also for inspiration; it is not only educating but also enlightening. It is quite an integrated process. An educated person should have all kind of qualities (*Narvaez, 2006*). Education should make every individual capable physically, mentally, intellectually, emotionally and spiritually. Therefore, some universal ideals of “love, peace, respect, tolerance, forgiveness, co-existence and non-violence” should be accepted by all the educators worldwide (*Durkheim, 1961*). These values are truly indispensable, devoid of which, our society cannot sustain itself and people will forget humanity. And, we can easily imagine the future ahead and foresee what our future will be like. No matter what our religious beliefs are, what our practices are, but there are ultimate goals which one has to achieve in life (*NCERT, 2000*). Everyone always aspires to love, peace and happiness, and that includes a spiritually balanced life. Even a person who may not be spiritual should also believe and practice the ideals of love, peace, tolerance and service.

Values education refers to stimulating awareness of values in individuals and thus enabling them to create and manifest such values (*Mainee & Mishra, Krishna, 2009*). Human beings, inherently social in nature, adapt to and internalize customs, traditions, attitudes and beliefs of the society they live in. Any belief, idea and norm that constitute the social culture are defined as values (*Regional*

*Education Institute, 2003*). Values encompass development of ethical, cultural, spiritual and social sensitivity and internalization of these values. Social and humanistic values are vital components of lives of human beings. Sympathy, affection, courage, friendship, cooperation, respect, honesty, courtesy, hygiene and many others are greatly esteemed social values. Individuals manifest these values in their actions in turn receive respect and approval by the society. Values are not only significant in terms of the principles and standards governing our daily actions and behaviours (*Svingby, 1994*). Equally, they are important in how they impact and determine the direction of our lives. Their impact is existent in every aspect of life from choosing a profession to what extent an individual will become altruistic and fruitful for his nation and humanity as a whole. Values education is the sum of actions for the purpose of transferring values that comprises the building blocks of our social lives.

Values education should not be confined to a definite period. It is of great importance that children internalise the values they acquire throughout the year (*Lovat, Dally, & Toomey, 2011*). Considering the effectiveness of learning by doing and experiencing, children should be involved in proper activities to help them internalise values. Values education is supposed to address heart, intelligence and will of individuals and its objective must be introduction, promotion and encouragement of love (*Dewey, 1916*). Values education must prioritise emotions since they are superior to reason in childhood. It should be easy to enlighten a child once his emotions are excited. Values education should also have an impact on will. Values are not innate but they are acquired through experience, observation and social interactions (*Nucci, 2006*). This fact makes values education of vital importance. Research has shown individuals with rightly developed values are more likely to be successful (*Moha, 1986*). This is an obvious indication that values education is as vital as mathematics and language classes. Children who have not acquired values are more prone to be unsuccessful in professional, family and social life (*Ruhela, 1986*). Accordingly, values education is and must be a life-long process. Values may present different characteristics in different societies. On the other hand there are universal values found in all societies. Literature shows that values such as justice, family, peace, diligence, sensitivity, solidarity, honesty, tolerance, hospitality, sympathy, respect, patriotism, benevolence are examples of highly esteemed universal values (*Tirri, 2011*).

## **2. Rational of the Study**

Moral education was the important of the education in Nepal from ancient period. Social and moral ideas were the major concern of the religious education. Later, a subject named moral education was included in the school level education curriculum. This subject was removed from the school education curriculum few years ago because of the political pressure. Now there is not separate subject regarding value or moral education. All most all Education Commissions of Nepal

have more or less raised their voice regarding value based education. But government or curriculum development authorities did not take it seriously and any effort has not made in this direction till the date. Recently, National Curriculum Framework (2007) raised voice regarding the value based education. It writes:

Curriculum development will be based on Nepalese norms and values. Right from the ancient time we have our own established religion, culture, norms and values, tradition, arts, aesthetic and ideals. Special priority will be given to produce patriotic and skilled citizens who can comprehend and utilize these indigenous specialties in the personal, societal, national and international context; promote humanitarian aspects like discipline, courtesy, etiquette, peace, non-violence; safeguard nation's territory; preserve history, art and artifacts; be proud of the nation and help make these specialties known to the rest of the world ( NCFW, 2007: 46)

The realization of value based education has become quite strong in last few decades on a global level (*Yildirim, 2009*). The negative forces like selfishness, hatred, terrorism, individualism, violence, intolerance, etc. have now become day-to-day problems in Nepal. The phenomena such as family breakdown, increasing of negative attitude and spread of health hazards seem to be escalating worldwide, which have now terrified humanity. These are, of course, very threatening challenges to the peaceful existence of humankind. As *Yogi (2009)* argues: the quantity of education has considerably increased, but the quality has decreased, the number of educated people has reached at a high level, but murder, hatred, and selfishness have spread out like wildfire everywhere, many institutions are opened, but only few civilized people are produced., degrees are available for all, but the dignity has gone down., trained people are produced from many institutions, but sincere people are very few, many books are written and much research is done and professional achievements are attained, but humanity is threatened.

The present Education system of Nepal has, no doubt, produced a number of students. Similarly, many challenging and competitive subjects have been introduced that have increased the level of education. Many demanding subjects are now taught in Nepal; many good and competitive universities and colleges are now formally established in different parts of the country. This is what we can regard as good future. Nonetheless, the main question about value based education is still not addressed by any modern universities, colleges and schools. Why is such an essential and fundamental education ignored? Is it because parents are uninterested or because of unhealthy financial competition amongst academic institutions? Is it because the government does not have any policy, guidance and control? Therefore, modern education is producing more selfish youths. Brain drain is massively increasing; negativity is expressed at every level. Violence, hatred, crime

and enmity are now like common problems; civic sense is disregarded at every level; human rights are completely violated. Social and cultural values are forgotten and love for nation and nationality sounds like a joke. So the big question is - where are we heading to? Thus this study has been undertaken in order to study existing primary education curriculum from value based education perspectives.

### **3. Objectives**

The major intention of the present study is to find out the existing status of the value education in Nepal. So, in order to find out the actual status, the following research questions were formulated for the present study.

Question no. 1: Are primary level textbooks satisfactory from value based education perspectives?

Question no. 2: Are teachers qualified for delivery of value based education ?

Question no. 3: What techniques do teachers use commonly in values education?

Question no. 4: What do teachers advice regarding values education?

Question no. 5: Do teachers receive support from administrators regarding values education?

Question no. 6: What are the responsibilities of parents in values education?

Question no. 7: What environmental factors have role in values education?

Question no. 8: How do media contribute to values education?

Question no. 9: What are the challenges in teaching values?

Question no. 10: How should values education be?

### **4. Methods**

This study exploits a phenomenological approach. In phenomenological studies, the aim is generally to uncover and interpret individual perceptions or perspectives (Simsek, 2005). “In phenomenological model essence of phenomena is investigated through perceptions and emotions. In other words, the subject matter of phenomenological studies is is the phenomena of which we are aware but which we cannot fully comprehend (Can, 2008). In this study social phenomena are investigated through qualitative research method in relation to their environment. The study, within the framework of qualitative research approach that aims to investigate social phenomena in relation to their environment, includes a content analysis of elementary teachers’ perspectives on values education, methods and steps to be taken.

## 4.1 Participants

Purposive sampling method was utilized in the present study in order to select sample for the present study. Six male and four female were selected as the sample for the present study. These ten teachers of primary schools of Kailali district were selected as the samples for the study purpose. 3 teachers have 1 to 5, 2 have 6 to 10, 3 have 11 to 15 and 2 have 16 to 20 years of experiences. Among the 10 teachers, 5 teachers have completed Master's Degree and remaining 5 teachers hold bachelor's degree. A total of 10 teachers were selected from 10 schools of Dhangadhi city area. For this, the headmaster of each school was asked to give names of one experienced teachers of their school who had keen interest in the value based education and lived in the nearest area of the school. There were three reasons for the selection of interested and knowledgeable teachers only from the nearest area of school. First, they could give reliable information about the value based education and its curriculum. Second, they could give reliable suggestions regarding primary level value based education curriculum. Lastly, physical proximity of teachers was convenient to the researcher for conducting the interview.

## 4.2 Research Tools

Experienced teachers can be potential evaluators for judging the content of instruction in terms of resemblance to objectives, relevance to child and his environment, content balance and organizational structure of content. Teachers observe students' activities during class periods, examine their homework, note their reaction to preparatory exercises, and also hear direct comments about their interest. A set of questionnaire was developed for teachers with a view to collect opinion of the teachers regarding the value based education. Ten questions were included in this questionnaire. These ten questions were related to the following aspects of the value based education:

- textbooks and resources
- challenges in values education
- recommendations on values education
- parents' role
- classroom environment
- teachers' qualification
- the impact of media
- techniques
- support of school administrators
- views on how to deliver values education in an effective manner

### **4.3 Data Collection**

The study is based on semi-structured interviews with 10 open-ended questions, the order of which is subject to change, in order to fully elicit teachers' feelings and perspectives on the subject matter. This method is desirable since it minimizes deviations.. Each interview is 30 to 40 minutes. Teachers were also important part of the respondents in the present study. Thus, teacher questionnaire forms were distributed to the selected teachers in the orientation meeting called by the headmaster in each school which was selected for the study. During the meeting, teachers were acquainted with the nature and importance of the survey work.

### **4.4 Data Analysis**

In the present study, data were analyzed through content analysis approach. After the analysis of the data, contextual meanings were derived and conclusion was drawn.

## **5. Findings and Comments**

### **5.1 Textbooks and Other Learning Materials**

Most of the respondents of the present study indicated that sufficient topics on values education are not incorporated in the various textbooks of primary education. According to the respondents a nominal numbers of contents related to value education are included in social studies textbooks. According to respondents, social values such as tolerance, discipline, courtesy, friendship, good manner, helpfulness, kindness and respect to others, sense of responsibility are included in the primary level social studies textbooks. Accordingly, moral values such as honesty, good character, self discipline and non-violence are also kept in the textbooks. Respondents further added that we can found some cultural, democratic and secular values in the same textbooks of primary education. But other textbooks such as textbooks of science, Nepali, mathematics and elective have not value related contents.

### **5.2 Teachers' Qualification**

Respondents of the present study agreed that teachers should be qualified, experienced and energetic to deliver value education in school level. Most of the contents of value education are incorporated in social studied curriculum of primary education. Thus, social studies teachers have more responsibility to deliver values education than other teachers. Respondents emphasized the points below regarding their qualification for values education:



- All most all teachers lacks knowledge and experiences on value education,
- Most of the teachers are not able to create favourable environment for value education,
- Lack of training to teachers on value based education
- Most of the teaches are not able to handle curriculum and teacher guides and they do not teach value education in relevant topics too,
- Most of the teachers do not emphasized on value education,
- inconsistent behaviours originating from teachers,
- inconsistency in teachers' statements and actions,
- Undesirable behaviours originating from teacher's disagreement on fashion, language and privacy

### **5.3 Teaching Techniques**

Most of the respondents replied that teachers who are aware of value education have used various techniques to deliver values education. In a very few schools, teachers invited inspiring personalities to discuss on values education. Accordingly, some teachers organized children club and appointed students leaders to instill social and cultural values in them. At the same time visuals and bulletins are also utilized as resource of teaching technique for the teaching of value education. Similarly, stories, questions, talk programs, presentation to create awareness among staffs and other several techniques have been utilizing in order to teach value education.

### **5.4 Teachers Suggestions Regarding Values Education**

Majority of participant teachers stated that a nationwide consensus over values education is indispensable. Students should be encouraged by rewards in order to help them internalize values. 3 to 5 minutes of every class should be reserved for direct or indirect values education through model lives. Most of the respondents recommended the following attitude and behaviours at the Elementary Stage:

- Good eating habits, cleanliness, avoiding indulgence,
- Experience Joy on engaging in physical activities, exercise and integration of healthy practices in the life,
- Enjoying recreational activities like, reading, singing, gardening etc. in groups,
- Engaging in meditation and other activities leading to health, fitness and right posture,
- Appreciating what is good in oneself, others and surroundings like, positive manners, curtsey, politeness,

- Exploring one's strengths and reinforcing/affirming them through engagement in a variety of activities like, reading, drawing, painting, craft, gardening, singing etc.,
- Accepting failures/weaknesses and identifying ways to overcome,
- Striving for developing excellence and to compete with oneself rather than with others,
- Speaking softly politely without shouting, yelling and complaining,
- Taking responsibility for completion of assigned duties and tasks in time,
- Regularity and punctuality in doing work,
- Taking initiative in maintaining order, doing one's share of work in groups situations, completing the tasks assigned and taking pleasure in completing tasks,
- Doing one's own work and engaging in manual work as well,
- Skills of attending and listening to each other carefully,
- Skills of asking relevant questions for enhancing comprehension during sharing experiences,
- Restrain over moods, emotions and an optimistic orientation,
- Knowledge of cultural differences - different food habits, spoken languages, dresses, religions festivals etc.
- Awareness of own and others' rights and responsibilities,
- Comprehension of others' perspectives,
- Ability to express their own feelings and listen to others feelings,
- Willingness and skills to analyse causes of conflicts with others-peers, family members etc,
- Joy in giving and sharing one's belongings,
- Caring for sick, needy and other less fortunate people,
- Expression of feelings of love, and appreciation for family, friends and neighbours, and
- Acts of honesty, truthfulness, compassion.

### **5.5 Support of School Administrators to the Teachers**

Some respondents have stated that administrators welcome any constructive and feasible proposal and assist teachers. Actually, whole school environment have vital role in the development and promotion of value education. Accordingly, head teachers, parents and other personals have direct influence and important role to develop knowledge and skills related to value education. But some respondents have said that school administrators are not able to play active role in promotion of value education. Headmaster and other educational administrators could play in value education. School administrators could made contribution in the creation of favourable environment to value based education. Accordingly, curriculum designer could design value centered curriculum. But any efforts have not made in this direction in Nepal.

## **5.6 Parents' Role in Delivering Value Education**

Parents and Teachers are the two central points which makes maximum impact on personality of an individual but unfortunately parents and teachers have themselves forgotten the importance of values in life. Generally child imitates the behaviour of persons with whom they are in contact. If parents and teachers themselves demonstrate the values and its role in giving directions to life then child will automatically acquire the required values. Somebody has rightly said "that values are not taught lectured or professed, they are only demonstrated." Some of the parents are too caring and possessive while others are not much concerned about their child due their busy schedule or illiteracy. Similarly some of the parents are strict hardliners wants to grow their child in a disciplined environment while others are very reluctant. These attitudes of parents are not helpful in developing values in child. An ideal parent would be blend of all who reacts according to the situation. Extreme is never desirable.

The experience ones face in his or her early childhood remains permanent for whole life. What parents do is more important than what parents say because child learns more by observing not by listening. An alcoholic or smoker never wants his or her child to consume alcohol or smoke but he has no words to express the same. In present situation it is better for parents to become role model for their child before they adopt an inappropriate role model from their surroundings. Same is the case with the teachers. If you ask a student of age group of 5 year to 10 year what you want to be? 90 out of 100 times he will answer that he wants to be a teacher. It reflects that what a teacher means to a student. He is role model for him in his early childhood.

Teaching is not a job it is an attitude. Teacher should consider every student as his or her own child. Every teacher related to any subject should try to inculcate essential values in students through there teachings then only their teaching will be meaningful. A student who is master of his or her subject but no moral values is not a human rather he can be compared with a wise animal because these values differentiate a human from animal. Parents' role is vital in acquisition of values by children in early ages. School starts at home is a common saying among parents; however they are generally indifferent to their responsibilities. Values education starts with parents and continues with teachers. Undesirable behaviours acquired at early ages present many challenges for educators.

## **5.7 Role of Classroom Environment in the Delivery of Value Based Education**

Respondents mentioned that social, moral, cultural, democratic and secular values are only possible in appropriate environment. Students learn these values from school environment. Accordingly, all

types of media, primarily newspapers, magazines, internet and T.V. channels could play an important role in dissemination of value based education. According to the respondents, most of the schools do not have suitable environment for value based education. A few number of respondents complained that teachers do not receive any sort of training on values education. At the same time, some respondents indicated that subject matters related to values education have not included in B. Ed. and +2 Levels. All of the respondents laid more importance on the school environment for the promotion of values education.

### **5.8 Impact of Media on Teaching Learning Value Education**

According to respondents, media plays a critical role in values education. Visuals are imprinted in minds of individuals. They further added that seeing is thousand times stronger than hearing and mass media presents role models. They put examples that only a few decades ago schools were the major source of knowledge and today students acquire 80% of knowledge from peripheral resources, a powerful fact showing the impact of mass media.

### **5.9 Challenges in Values Education**

Most of the respondents mentioned that teachers lack adequate training on values education, some administrators do not appreciate values education prioritizing other subjects and students are challenged in understanding due to abstract nature of values. Accordingly, some respondents said that new generations are not encouraged to adopt and prioritize values education. At the same time, some of the participant teachers stated that parents are the key role players in values education and there are conflicts between schools and parents in terms of values. Participants also noted that conflicts regarding values are also present in schools and they are hesitant about the role of schools in values education.

### **5.10 Views on How to Deliver Values Education in an Effective Manner**

Values education (alternatively, moral education, character education) is the attempt, within schools, to craft pedagogies and supportive structures to foster the development of positive, ethical, pro-social inclinations and competencies in youth, including around strengthening their academic focus and achievement. Respondents suggested the following teaching learning strategies for the delivery of value based education in school level.

- Peer interactive strategies
- Cooperative learning

- Moral dilemma discussion
- Service to others
- Role-modeling and mentoring
- Trust and trustworthiness
- School-wide character focus
- Family/community involvement
- Teaching about character

In addition to above Methods, respondents suggested the following strategies:

- Students must be introduced to exemplary moral stories
- Proper quotes, sayings and proverbs should be exploited
- Model stories related to value education should be used to deliver contents
- Students should be advised continuously about values education
- Teachers must be role models democratic values
- Students must be advised in a timely and moderate manner
- Visuals aids should be used in teaching learning process to make it more interesting
- Students should be assigned roles in plays and shows
- Bulletin boards should be used and classrooms should be equipped with posters and other visuals
- Students should recite poems related to values in national days
- Parent awareness is vital to avoid conflicts of values

## 6. Discussion and Conclusion

Education opens up our mind, but value based education gives us purity of heart too; education provides us with skills, but value based education provides us sincerity too; education extends our relationship with the world, but value based education links us with our own family members too. Education makes our living better, but value based education makes our life better too; education teaches us to compete with others, but value based education encourages us to be complete too; education makes us a good professional, but value based education makes us a whole human too; education takes us to the top, but value based education takes the whole society to the top. Education gives us capacity of better learning, but value based education gives us the tool for a deeper understanding too; education gives us “Anna” but value based education provides us Ananda too; education may bring limitations but value based education is for liberation. Thus, we can say that value based education have great role in the life of human being.

General education can be transferred, but value based education should be transformed. Value based education is not only text books; it is more awakening, not only informing. It is life oriented, not exam oriented. Therefore, we need to create a special environment in institutions to transform value based education in students. First of all, we need trained, committed and spiritually motivated teachers for value based education. The pedagogical methods for implementing value based education may be moral stories, poems, group discussion, critical thinking, essay competitions and so on. It is apparent that all the festivals hold several values such as environmental, social, scientific and spiritual. It is, therefore, imperative to integrate festivals into teaching/learning process so as to make children realize importance and values of the festivals. The whole environment should be free from stress, fear and confusion. Extreme materialistic attachment has made our life very narrow; therefore one should be able to open up the mind and heart freely and infinitely. Actually value based education does not require any set text books; rather than that, the whole institution should be based on value based education. It should be applied through various methods in order that everyone can understand it and follow it automatically and positively.

Holiness must take root and grow in the minds and heart of youth everywhere. Government is spending more and more money to impart education to its people. But, crime is increasing day by day. So, two contradictory things are happening at same time. Actually, with the increase in education, crime should be decreased. But the scenario is totally opposite. The reason is that government is providing qualification and degrees, not the value based education. Stress should be laid down to teach moral values and ethics to students along with teaching the curriculum. To save the world, to save humanity it is essential to make the students good human beings along with making them good professionals. These measures could be useful tools for value based education at school level.

In ancient times, Krishna financially helped his childhood friend Sudama. Now day's brothers are quarrelling for money and ready to kill each other. Eklavya gave his teacher Dronachrya his thumb happily. Nowadays, a student will not hesitate even for a second before cutting his teacher's thumb. These things prove that people were really good at heart in ancient time because they were taught moral values from the very beginning. That is where present students lag in. So the conclusion of this research is that there is a strong need of imparting value based education to students along with other subjects. There is a famous saying-better late than never. So we must start now. Educators worldwide are now quite worried; therefore they have started various packages and discussions at their level. Names could be any Holistic Approach to Education, Global Education, Democratic Education and Home Schooling System, and Alternative Education etc. They are all working for value based education directly indirectly, formally or informally. So we must awake and work now. Nepal can be a good really if we can foster value based education. In fact the

bright future of our nation depends on the brighter future of the children. As there is a saying-If you plan for one year, plant rice; if you plan for ten years, plant trees; if you plan for 100 years, educate children.

From above discussion we can come to conclusion that providing value based education to our children from early childhood especially during youth age, can help us in overcoming the problem of deteriorating moral values in our youth. Parents and teachers have to rethink that which type of education they want their future generation to learn ? Collaborative efforts of parents, teachers, society and media can bring the Nepali youth on right track to live a disciplined life. So, first of all, our school level curriculum should be revised and value based education should be incorporated in the existing curriculum of school education.

## **7. Recommendations**

Here are some suggestions, which can be helpful in development of essential values in childhood if implemented with serious efforts and outmost care:

- A different subject called 'Values' can be developed and should be made compulsory in syllabus from early child hood to graduation or post graduation level.
- Design and implementation of a comprehensive values programme encompassing all grades is urgent.
- Curriculum reform is urgently needed, especially curriculum of social studies can be used for promoting value along with the learning of subject matter.
- Values education should not be confined to individual preferences. Values education must be recognized as a special education field.
- Beside the subject matter teachers should try to figure out the value based messages hidden in text and communicate it to students.
- Parents should try to invest more time with the child rather than investing their time in earning money. Half the work is done if parents decide to teach one story every day to instill values in their child.
- Parents, teachers and other eminent members of society should try to inculcate important values in child by demonstrating not through teaching it formally in classrooms.
- Teacher should understand their duty to impart value education to the child from very first day along with the formal education.
- Each class teachers should prepare one value lesson each week and deliver it in an effective manner in their classroom.

- Different type of extracurricular activities and other such program must be organized in school from time to time to promote values in students.
- Media can play an important role in providing value education in child. Especially television channels should try to avoid showing serials, program, advertisement which directly or indirectly challenges the human values. Same responsibility is expected from other form of media such as news paper, magazines etc.
- It is vitally important that all staff members feel involved in the process of values education, so consideration must be given to in-service education. Throughout the process, share the development with parents and the wider school community.
- The value should be introduced in a program an assembly is than devoted to explaining the value in way appropriate to the age and stage of the pupils
- Through newsletters to parents, explaining what the value of the month is and how they can develop them at home. Workshops for parents are also very useful way of encouraging the community.
- The text books prescribed for the students should contain stories with certain moral lessons.
- Decide in advance the range of skills, knowledge, attitude and understanding which are wished to develop in the pupils.
- Prizes may be given to the deserving students for showing honesty, bravery, gallantry, truth etc. The award of prizes be given to the students in social gathering or functions.
- Ensure that the process is well-planned, monitored, evaluated and celebrated in order to keep the process alive and constantly under review.
- Declamation contest may be organized in the institution on themes related to values of life. The contest may be intra-school and inter-school. Participation in the contest by way of speakers and also by way of audience will have a good deal of impact.
- For imparting value based education to the students' special class for teaching them should be arranged.
- Students must be provided with activities and environments to experience values. For instance, a tour to a nursing home or an orphanage and similar activities may be introduced to teach respect
- Parents must pay utmost attention to the way they use language and to all other behaviours in presence of their children.
- Children's rooms may be decorated with visuals and other materials as reminders of values
- Schools must have boards for execution and monitoring of values education activities.
- Parents must encourage children by presenting stimulating examples
- Classrooms must be equipped with visuals and materials to evoke values
- All subject teachers are supposed to present role models.



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