CHAPTER-2

A REVIEW OF WRITINGS AND RESEARCHES ON VALUE EDUCATION

There exists a lot of literature in the form of religious scriptures, philosophical writings, discourses and sermons of spiritual personalities, socio-cultural leaders, social reformers and intellectuals, books and researchers that has a bearing on value education. It is just impossible for us to review all of these writings. We have, therefore, chosen to be selective and brief in this review venture. The relevant writings on the philosophies of the different religions and sects whose schools we have taken up for empirical study of their value education experiments, have been mentioned in the respective chapters of this study. Therefore, we are not going to include them here. We have already mentioned about the important Committees and Commissions on Indian Education having in a bearing on Value Education in the previous chapter, and so we have ommitted them herein this chapter. Countless articles by educationists, which are mostly repetitive and not so original, lie scattered in so many journals, magazines and books, and, therefore, we have ignored most of them being rather insignificant from the point of view of research.

We have restricted our review of the previous writings and researches to the most significant ones coming to light during the last 30 years or so.

(A) SIGNIFICANT WRITINGS ON VALUE EDUCATION

The writings of all ancient philosophers of Vedic India, Ancient Greece and the scriptures and other religious writings of all religions in ancient, medieval and modern times referred to the significance, contents and strategies
of value education. The writings of social anthropologists like Durkheim, Herskovits, Beals & Horzer, Malinowsky, Margaret Mead and innumerable others in the west and those of G.S. Ghurye, M.N. Srinivas, R N Saksena etc in India have focussed on the significance of values in socialisation. Among them all, the French scholar Emile Durkheim’s ‘Moral Education’ (1955)¹ ‘Education and Sociology’ (1956)² authored by him about 90 years back in France (although published in English much later in the 1950s) are the most important publications.

In the last four decades, modern sociologists like Talcott Parsons, Robert Merton, Johnson and some others, who have worked in the areas of socialisation, family, childhood and youth culture etc., have invariably touched the subject of values. In the field of sociology of education, the contributions of Willard Waller³, Margaret Cormack,⁴ Edward Shils,⁵ M.S. Gore⁶ (in their writings on the values of college students and teachers) are highly provocative and significant.

The earliest contributions on Sociology of Values were made by eminent Indian sociologist D.P. Mukherji in 1946 with the publication of his radical book ‘Problems of Indian Youth’⁷ and by R.K. Mukherji with his noted publications ‘Social Structure of Values’⁸ ‘Fundamental Unity of India’⁹ and ‘The Glimpses of Indian History’¹⁰ during 1940s--1960s.

A significant research article ‘Traditional Values of Indian Society and College Students’ (1969) by S. P. Ruhela¹¹ contained a review of the significant research writings of D.P. Mukerji,¹² I.P. Desai,¹³ R K Mukerji,¹⁴ John Useem & Ruth Hull Useem¹⁵ Margaret Cormack¹⁶, B.V. Shah¹⁷, Humayun Kabir¹⁸ Y. B. Saiyidam¹⁹, Y. B. Damle²⁰ and controversial journalists and authors like V.S. Naipal²¹, Ronald Segal²² (1965) M. Mujeeb²³, Nirad C. Chaudhuri²⁴, A. B. Shah²⁵ and some others. That brilliant review is still of much use to all researches in the area of value.
Ruhela's collected work 'Human Values and Education'\textsuperscript{26} (1986) was the first important work on the subject. It contained valuable articles by educationists like P.N. Mathur, P.S. Verma, R. Agnihotri, S.N. Saraf, I.K. Oad, V.R. Taneja, and philosophers like Kireet Joshi, and sociologists like P.N. Rastogi and scholars of religion like Majid Ali Khan and Zeba Bashiruddin.

A very significant book 'Moral Education: Theory and Practice'\textsuperscript{27} by M. Downey & A.V. Kelly (1978) comprehensively highlighted the various theoretical and empirical contributions to moral education in the west till that time.

A significant doctoral work 'Moral Development in School Children'\textsuperscript{28} (1989) by K.M. Gupta of the National Council of Educational Research and Training, New Delhi, presented a lucid review of the contributions of Blair Jones, Simson (1975), Hoffman (1970), Flugel (1955), Mowrer (1950), Peck and Havighurst (1960), Gasell (1956), Meas (1934) and Kohlberg, Piaget (1969) and Kohlberg (1969) and highlighted the process of moral development and value inculcation. He conducted the empirical part of his study on 831 boys and girls of Classes VII-IX and XI using Moral Reasoning Scale. He took three components or dimensions of morality: moral reasoning, moral judgement and reformatory zeal. He concluded that "any act motivated by fear or greed is immoral, however good the act may be in itself."

A very important and highly useful publication during the early years of this decade has been brought out by the National Council of Educational Research & Training, New Delhi under the title 'Education in Human Values: A Source Book'\textsuperscript{29} (1992) which contains articles by philosophers like C. Seshadri, A. N. Pandya, and a number of teacher educators and other educational researchers. A book edited by P. R. Nayar et. al\textsuperscript{30} and published by the NCERT also contained a lot of valuable materials on value education.
A voluntary body Citizenship Development Society, New Delhi, under the leadership of an enlightened educationist J.N. Sharma, has been actively engaged in ideas and practices relating to Education in Human Values through its seminars and workshops in schools throughout the country. Its publications are quite enlightening, though not research-based, original or radical in any way. V.K. Gokak, contribution on the subject of well recognized.

Sri Sathya Sai Organisation, Sri Chimmaya Mission, Sri Aurirobo Mission, Sri Sadhu Vaswani Society, DAV Mission and RamaKrishna Missions have brought out a number their own text books, rapid readers and other materials highlighting the philosophical bases of their educational systems which are quite useful and impressive. A number of seminars have been organised by the Bharatiya Vidyabhusan, and other religious and educational organisations, and institutions and universities.

A number of learned professors of Philosophy like DayaKrishna of Rajasthan University, Jaipur, M.T.P. Mahadevan of Mysore University, S.R. Bhat of Delhi University, V. K. Gokak, Prof. Yamunacharya, S.L. Bhyrappa of the Regional College of Education, Mysore, and Professors of Education like V.R. Taneja, S.R. Rohidkar, R.S. Pandey, S.P. Ruhela, R.N. Safaya, T.S. Sodhi etc. have by their own contributions and through the researches guided by them contributed a lot to the emerging field of Education in Human Values.

Recently two interesting books 'Education, Science and Human Values: Essays in Honour of Prof. D. S. Kothari' (1994) edited by R.C. Mehrotra and Ramesh K. Arora, and 'Education and Values in the Mahabharata' (1996) by N.L. Gupta have been published. They have been reviewed exhaustively in the University News in its issues of April 22, 1996 and May 6, 1996.
(B) RESEARCH STUDIES

As a result of our serious search, we have discovered that till 1992 the following 58 Doctoral Studies, 10 M. Phil. studies 8 independent research studies related to Values and Value Education have so far been conducted in India:

Doctoral Research Studies on Values & Value Education conducted in India During 1985-1992

1. Chaturvedi, R.D. (1988) conducted a study of the personality factors, value orientation and age as correlates of attitudes towards social change. This was a thesis in Psychology.


3. Jain, Vidhyut (1988) conducted a study of interests and values of school students belonging to Scheduled Castes and Backward Classes. It was a thesis in Education.

4. Kundu, A. S. (1988) conducted a comparative study of modernity, locus of control and achievement values of adopters and non-adopters of family planning of the rural population. It was thesis in Psychology.

5. Mahadik, Arun Kumar (1988) studied Frustration, Value System and type of words as determinants of retention. It was a thesis in Psychology.


9. *Atreya, J.S. (1988)* conducted a study of teachers values' and job satisfaction in relation to their teaching affectiveness at degree college level. It was a thesis in Education.

10. *Usmani, Shaheen (1988)* conducted a study of Principal-effectiveness in relation to professional attainment, socio-economic back ground, values of life and attitude towards teaching. It was a thesis in Education.

11. *Bhaduri J. (1989)* studied the effect of feedback in improving personality, desirable behaviors, values and teachers' perception among secondary and senior secondary school students.

12. *Gupta, A. (1989)* studied the effect of family attatchment on personal values, creativity and educational achievement of the girls of small and big families. This was a thesis in Education.

13. *Gupta, R. (1989)* conducted a study of values and moral judgement of adolescents of two representative centres of Western and Eastern U.P. It was a thesis in Education.

14. *Sethia. P. (1989)* studied self-concept, values and adjustment of creative students (high and low) of different faculties. It was a thesis in Education.

15. *Maheshwari, P.C. (1989)* conducted a study of teaching attitudes as related to intelligence, values and sex among Scheduled Caste, Backward Classes and general category teacher trainees of Rohilkhand University, Bareilly. It was a thesis in Education.

16. *Sambhi, Punam (1989)* conducted a study of the value patterns and some personality variables of the students studying in three institutions-Shri Sathya Sai Higher Secondary School, Missionary School and Central
School in Andhra Pradesh. The researcher found that the value patterns of the three groups of students were significantly different. She emphasised that deliberate efforts need to be made to inculcate values in students. This was a thesis in Education.

17 Zarin, Hamda (1989) made a cross-cultural comparisons of compassion, aspirations and values among students of India, Ghana and Zambia. It was a thesis in Psychology.

18 Arora, Kamla (1990) conducted a philosophical Study of Sri Sathya Sai Baba in the context of religion-philosophical milieu.

19 Gautam, R. (1990) conducted a study of creativity, values, educational achievements and attitude towards education among other caste students. This was a thesis in Education.

20 Jain, G.L. (1990) conducted a comparative study of values, level of aspirations and personality traits of rural and urban adolescent girls of Rajasthan. This was a thesis in Education.

21 Kapani, Madhu (1990) conducted a study on ‘Education in Human Values: Concept and Practical Implications’. The study related to the five values of Satya, Dharma, Shanti, Prema, Ahimsa, emphasised by Sri Sathya Sai Baba. The researcher is a lecturer in Education in Sri Sathya Sai Institute of Higher Learning, Anantapur Campus. She has concluded that these five values when put through the different educational levels, syllabus designs, methodology of teaching, human value, valuation, evaluation procedures would give education a strong base. This was a thesis in Education.

22 Kaur. M. (1990) conducted a study of university research scholars in relation to their personality, intelligence, values and socio-economic status. It was a thesis in Psychology.
23 *Sharma, P.C.* (1990)\(^{54}\) conducted a study of education and employment and the value systems with reference to family planning of unmarried boys and girls in their early twenties.

24 *Sibta, S.* (1990)\(^{55}\) studied the value patterns of children at Piagetian concrete and formal stages of developments.

25 *Singh, Sarvajit* (1990)\(^{56}\) conducted a study on the philosophy of Shri Satya Sai Baba of Puttaparthi.

26 *Srivastava, V.* (1990)\(^{57}\) conducted a study of change process and job-satisfaction among teachers with reference to teacher values.

27 *Srivastava, S.* (1990)\(^{58}\) conducted a study of value-patterning and self-esteem of the deprived and non-deprived boys and girls.

28 *Agarwal, M.* (1990)\(^{59}\) studied job satisfaction in relation to some demographic variables and values.


33. *Khandekar, M. P.* (1991)\(^{64}\) studied the educational values in the textbooks of Hindi at the graduation level in the colleges of Nagpur.
34 Lohare, S.S. (1991) conducted a study of the educational philosophy of Samarth Ramdas Swamy’s Dasbodha with reference to the values of life.


36 Sati, B.D. (1991) conducted a comparative study of needs, values, aspirations, and adjustments in relation to academic achievements of Scheduled Castes and other students of Secondary schools of Kumaon.

37 Nisha (1991) studied adolescent alienation in relation to personality, values, adjustment, self-esteem, locus of control and academic achievement.


40 Banua, K. (1991) conducted a study of values of college students in Nagaland in relation to their self-concept.

41 Chhaganlal, N.M. (1991) conducted a study of the values, adjustment, attitude towards teaching profession and academic achievement of teachers’ children as compared to non-teachers’ children.

42 Chikara, B.D. (1991) studied effects of strategies for inculcation of democratic values among adolescents in relation to introversion - extroversion and value-related behaviour types.

43 Chowhan, Sarita (1991) studied values, self-concept, creativity and anxiety among professional college students.
44. Christian, J. S. (1991) conducted a study of the preparation and try-out of value verification module for teaching of population education in Standard V.

45. Dadu, P. (1992) conducted a study of personality, values and religious attitudes of urban and rural males and females in the purview of socio-economic status.


47. Gautam, S. (1992) conducted a study of intelligence, adjustment, personal values and educational achievement of drug-takers.


49. Gupta, Alka (1992) conducted a study of students' satisfaction as related to their personality needs and personal values.

50. Nautilyal, A.K. (1992) studied the efficiency of teacher performance as related to their values, effectiveness, morale and students' perceived teacher characteristics.


52. Pradhana, S.C. (1992) conducted a study of the variables in development of moral judgment of school students in different types of schools in relation to general intelligence, personal values, SES and sex.

53. Rawat, S. (1992) conducted a study of the expectations and realities
of job, job satisfaction and value patterns of secondary school teachers in relation to their sex.

54 Shah, Hansa, M. (1992) carried out an investigation into the values of higher secondary school students of Saurashtra.

55 Sharma, Manju Lata (1992) studied value-orientation, socio-economic status and culture in relation to personality needs.

56 Sharma, Meenu (1992) conducted a study of teachers' socio-economic status and values with reference to their attitude towards nation.


58 Swarnalatha, S. (1992) conducted a study of values in Shathaka literature with a view to suggest suitable value-oriented poems for inclusion in textbooks of the first language Telugu.

(B) M.Phil. Studies on Value Education


3. Clemency, S. Mary (1989) conducted a study of job satisfaction among high school women teachers by their role conflict and dimensions of values.

5. Mogagonkar, P. (1990) conducted a study of human and moral values through the Marathi textbooks of Standards VI, VII and VIII.


(c) Independent Studies


3. Das, R.C. (1991) conducted a study of the methods adopted by selected secondary schools in India for development of moral ethical values and measurement of value judgment of students of Class IX of these schools.


6. *Gupta, A. K. & Giangal, R. (1989)*\(^{105}\) conducted a study of value emphasis as perceived by pupils of primary, middle and high school stage in different institutions.

7. *Gaur, J.S. et. al. (1989)*\(^{106}\) studied values and career security of Scheduled and non-Scheduled caste high school boys.


**CONCLUSIONS**

A perusal of the above mentioned doctoral, M. Phil. level and independent research studies in the area of value education conducted between 1984 and 1992 reveals the following functional trends:

(i) Most of the studies have been done by researchers in Education taking certain samples to find out values or value orientations; many of them are rather limited or shallow studies.

(ii) Very few doctoral studies have been done on the philosophies of great philosophers, spiritualists or social and cultural reformers and leaders. There is only one study on Sri Aurobindo, and only three studies on Sri Sathya Sai Baba. The study on Aurobindo was done by a researcher in Education. Two researchers in Philosophy and one researcher in Education studied the philosophy of Sri Sathya Sai Baba.
Although there have been and still are at least 50 prominent Godmen and Godwomen, spiritualists and philosophers in contemporary India, none of them besides Sri Aurobindo and Sri Sathya Sai Baba have been studied in regard to their contributions to values or value education.

(iii) Less than half a dozen studies have been undertaken to study the value education as such its history, curricula, methods and strategies, no study has been done on the various approaches or models of value education prevalent in the country.

(vi) A number of schools run by different religions and sects are presently run in the country; none of them have been studied by researchers. Also a number of schools are being run by spiritualists, Godmen and cultural leaders, but none of them have taken up for study. A number of business houses like Birla, Tata, Ambani, Jindal, Modi etc. have started pompous modern Public Schools and many other voluntary bodies too have started residential Public Schools at hill stations to cater to the growing needs of rich parents, and their highbrow value system is often resented by people yet no research on them has so far been conducted.

(vii) Survival values, ecological values and functional social values have just been ignored by all the researchers. There are no studies on the changing values of SCs, STs, OBCs, women, religious minorities etc. and also there are few studies on the values of science and technology.

(v) There are thousands of private and aided schools, and then there are thousands of Government and Municipal schools with different brands and shades of values of their organisers, administrators and teachers and varying perceptions and programmes of value education, but none of them has been studied by researchers so far,
The above review shows that secularism, socialism, democracy, egalitarianism, social justice, which are the most prominent values of the Constitution of Independent India, have not attracted any meaningful critical studies.

The studies on value conflicts, continuities and discontinuities in values and tradition, changing values, intergenerational conflicts arising out of value clashes and various other things like dysfunctional values, pervert values etc. have not been taken up by the researchers.

Mass media, especially the T.V., video, films, are playing havoc with our value system. They are blatantly promoting sensuality, crime, vulgarity, obscenity and violence among young boys and girls and corrupting their morals and distorting our Indian cultural and niceties of the Indian traditions. Evidently, all our researchers in the area of values, even sociologists, philosophers, psychologists, not to mention educationists, have felt unconcerned with all such facets of the contemporary value crisis in our society.

This review of writings and researches prominently underlines the fact that the field of values and value education in India is still, by and large, virgin and innumerable research studies need to be undertaken by scholars in the various foundational disciplines of education.

Absence of any meaningful, comprehensive study on the different value education approaches prevailing in our country has pinched us most. This research lacuna has motivated us to undertake the present research study.
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INDEPENDENT RESEARCH STUDIES


