

VALUE EDUCATION

INTRODUCTION—Man acts to satisfy his needs or wants. Any thing which satisfies a human need becomes thereby a thing of **Value**. It is the element of desirability and satisfaction that is common to all values, material or non material. In psychology the term value is generally employed to designate a dominant interest, motive or broad evaluative attitude. Value has been defined variously by different educationists, but on the whole it is interpreted to be either a set of feeling or an action. Human behaviour is governed by his values. These are socially approved desires or goals, conceptions or standards by which things are approved or disapproved. Value is a dynamic term used in different aspects. Indian philosophy has used it in sense of state free from pleasure and pain, psychologists in the sense of “psychic energy”, sociologists in the sense of “use of time, energy and money” for certain ends. The last theory is named as “Integral theory”.

The progress and development of a nation depends upon the quality of the values cherished by its citizens. One of the serious criticism against our educational system is that it lacks value orientation. Our 1986 National Policy on Education and its modifications have strongly advocated value education.

IMPORTANT VALUES

Important values may be described as follows—

- (i) **Religious Value** : It is defined in terms of faith in God. The outward acts of behaviour expressive of this value are going on pilgrimage, is linking in simple life, having faith in religious leaders, worshipping God and speaking the truth. Students (Higher studies) prefer least the religious value.
- (ii) **Social Value** : It is defined in terms of cherity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personnel comforts and gain to relieve the needy and affected of their misery.
- (iii) **Democratic Value** : This value is characterized by respect for individuality, absence of discrimination among persons on the basis of sex, language, religion, caste, colour, race and family status, ensuring equal social, political and religious rights to all and respect for all democratic institutions.

- (iv) **Aesthetic Value** : It is characterized by appreciation of beauty, from proportion and harmony, love for fine arts, drawing painting, music, dance, sculpture, poetry and architecture, love for literature, decoration and the surroundings. It is also the least preferred values in schools.
- (v) **Economic Value** : This value stand for desire for money and material gains. A man with high economic value is guided by consideration of money and material gain in the choice of his job.
- (vi) **Knowledge Value** : This value stand for love of knowledge or theoretical principles of an activity and love of discovery of truth. A man with this value considers a knowledge of theoretical principles underlying a work essential for success in it. He values hard work in studies.
- (vii) **Hedonistic Value** : It is the conception of desirability of loving pleasure and avoiding pain. For a hedonist the present is more important than the future. He indulges in pleasure of senses and avoids pain.
- (viii) **Power Value** : It is defined as the conception of desirability of ruling over others and also of leading others. A man with this value prefers a job where he gets opportunity to exercise authority over the others.
- (ix) **Family Prestige Value** : It is defined as the conception of desirability of such items of behaviour roles, functions and relationship as would become one's family status. It implies respect for roles which traditionally characteristic of different castes of Indian society.
- (x) **Health Value** : It is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self preservation.

AIMS AND VALUES

People all over the world are going through "Value Crisis" due to science and technology. Future India is also most likely to suffer the 'Future shock' of value crisis. Because of this space age value crisis, the need for the preservation and inculcation of moral values of human life is keenly felt with a growing sense of urgency all over the world.

It is known, that aims of life are correlated with the aims of education. But, what aims are to be cherished? The aims of education is the value theory. Aims are value commitments. Aims which arise out of values are to be justified philosophically not based on dogmatic belief. It is suggested that modern civilization can not survive unless it is inspired by ethical and spiritual values. Among these values the most important, which they stressed was love, greed, hatred, violence, exploitation of others are the order of present society.

Different educational commissions and committees appointed in India in the context of either education in general or value education in particular, have strongly recommended various direct and indirect measures, means and methods for the inculcation of human values through education.

HIERARCHY OF VALUES

Modern India is passing through a transitional period. The old values are crumbling down without being substituted by the new ones. Tradition and modernity co-exist causing a good deal of duality in the minds of old and young alike. This confusion is most likely to be filtered down to the coming generations mainly through socialization practices and child-rearing techniques of the parents and instructors of the young learners. It is apprehended, that during this crisis period, the capacity for social interaction may be affected adversely. This is high time, to consider the priorities to be taken into account while passing on the values to the next generation.

Teaching is a value oriented activity. Teaching of value is unavoidable. All the activities in which teachers engage and governed by certain values. When we ask the students to read certain

book, when the seating arrangement is done, when the topics are chosen, when we invite certain speakers to the school, when we hold the examinations, we are governed by the values we cherish. Every individual has got certain hierarchy of values in his mind. It is the duty of the teachers to enable the children develop proper priorities of values suited to the needs of Indian democracy. Freedom, equality, justice, brotherhood and secularism are to be regarded as top most values by the younger generation.

THE CONTENT AND METHODOLOGY

After forming proper hierarchy of values, we look to the content. As far as subject matter is concerned, any subject is loaded with question and issues about values. To ignore Sanskrit, Indian culture, Indian Democracy, Indian Languages, for example, is to ignore much that is rich and vital.

Family factors and educational climate, the kind of experiences the child has had in early years and several other ingredients of the child's growth and development go a long way towards developing the values that he finally possesses. Parents and teachers need to attempt to all such aspects of the child's life.

Now comes the question of methodology. Even though many teachers have not been trained to discuss values systematically, several strategies and techniques are available for analysing and teaching values. Let us discuss the main components of approaches to the realization of values by teachers and students in the institutions.

The main components of the method of value-orientations are the following three :

1. By having formal or informal dialogue.
2. By giving some written exercises, *i.e.* values sheets.
3. By holding individual or group-discussions.

The first approach is the clarifying approach. According to Louis E. Raths and his associates (as mentioned in Value and Teaching, pp. 58-64) value should satisfy the following criteria :

1. It has been freely chosen.
2. It is chosen from one or more available alternatives.
3. It has been chosen after due reflection.
4. It is prized and cherished.
5. It has been affirmed to others.
6. It has been incorporated into actual behaviour.
7. It is repeated in one's life.

During formal and informal dialogue the values are known and the students come to know that their judgements are correct or not.

Then comes the technique of writing. At this stage value sheets are given. A value sheet consists of a provocative statement and a series of questions, e.g., why learning is said to be the best of all wealths?

Then comes the stage of holding individual or group discussions. Some problems may be given to the class, e.g., Freedom or worship may be the problem. The students may be asked to discuss this problem. Discussion on situations and solutions may also be held. Discussion on India's religions may be interesting to students.

The above three strategies are to be adopted by means of several devices, e.g., films, pictures, songs, poetry, documents, dramatization, parable, fiction, letters, diaries, interviews, socio-drama, cartoons, posters, field trips, quest speaking, or debate. The use of these devices will make the value orientation through all the three approaches more interesting.

CO-CURRICULAR ACTIVITIES

The schools should plan their co-curricular activities also from the point of view of value-education. Through these activities many values can be inculcated profitably. Co-curricular activities form an integral part of the modern school curriculum. Various games and sports not only provide the best recreation but they have profound impact on the temperament and outlook of the players. They help in the sublimation of the personality of players. Training in physical education develops the high sense of obedience which leads a person to render his services sincerely. Besides games and sports, there are several out-door activities like N.C.C., P.E.C., N.S.S., scouting and guiding, mountaineering, trekking which train individuals in team work, self discipline, courage, bravery, obedience, integrity and friendship. Students may learn how to serve others and how to respect labour through these activities.

Apart from the above activities literacy and cultural activities may be organised in the schools for inculcating certain values. Poem recitation, debate, symposium, essay competition, work parliament, science club, story competition, melo-drama, mono-acting, socio-dance, music, fancy dress show, painting competition, group dance etc. will offer opportunities to children to learn qualities of leadership, self-discipline, co-operation etc. Morning Assembly has been found to be very good tool for clarification and communication of certain values. If it is conducted properly, it may prove to be very purposive and fruitful for fostering social moral and spiritual values. The sanctity and dignity of the morning assembly should be maintained both by teachers and students and all must participate in it.

Students' sensitivity to the feelings of others are to be increased. They should be provided with the opportunities in the school campus to talk about feelings, to identify with the feelings of other people and to react emotionally themselves. In short, teachers should encourage and help students to participate in experiences that allow them to feel different kinds of emotions, to come into contact with many different people, to do different things and then to share their perception of these experiences.