

## Value oriented education

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### Abstract

Value-oriented education is, in a sense, tautologies. In fact, education is a subset of a larger setting of culture, and culture consists of cultivation of faculties and powers pertaining to reason, ethics and aesthetics in the light of the pursuit of values of Truth, Beauty and Goodness (Satyam, Shivam and Sundaram). Value education refers to planned educational actions aimed at the development of proper attitudes, values, emotions and behavior patterns of the learners. Value education is the education that is concerned with the transformation of an individual's personality. Every nation is awakened to provide significant importance to value oriented educational system, different pedagogies and methodologies are to be applied transmission of accumulated normative values of truth, beauty and goodness to the succeeding generation for creating a noble and healthy nation. The programme of values oriented education can be built adopting different approaches as a separate subject, inviting eminent thinkers, organizing co-curricular activities and essential teaching of great world leaders; mass-media can also play a vital role in this direction. Educational objectives refer to explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings and their actions. Objectives whether of value education or of any other curricular area depend on a variety of factors, psychological, sociological and epistemological. It is also essential that government should take initiative for introduction of values oriented education.

**Keywords:** Values and Education

### 1. Introduction

*"The prosperity of a country depends not on the abundance of its revenues, nor on the strength of its fortification, nor on the beauty of its public building but its cultivated citizens, in its men of Education, enlightens and character."*

Martin Luther King

The new millennium has thrown up multifarious challenges to the human brain. On one hand, when we are highly progressive in the field of technology, on the other, the degradation of human values is at rapid loss. Thus, today the emerging social, individual and educational need becomes greatly diverse. Education is the divergent force to innovate the society by imparting value oriented education. There are number of committees and commissions express their thought towards Value Education in School in terms of religious education, moral education, Character formation etc. The Sargent Committee in 1944 made a statement that *"Religion in the widest sense should inspire all education and that a curriculum devoid of an ethical basis will prove barren at the end."* The famous Kothari Commission (1964-66) emphatically stresses that moral education and inculcation of a sense of social responsibility must be stressed in educational system and schools should reorganize their responsibility in facilitating the transition of youth from the world of schools to the world of work and life. The National Education policy 1986 also reflects the light on value based education.

### Meaning of Value Education

*"Do not educate your child to be rich. Educate him to*

*be happy so when he grows up, he will know the value of things, not the price".*

Nelson Mandela

Value education is education in the sense that it is education for 'becoming'. It is concerned with the development of the total personality of the individual—intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. As such the process calls into play all human faculties—knowing, feeling and doing. Not only should the learner be enabled to know the right and the good, but also to care, to feel the appropriate emotions, concern and commitment and exercise the will to do the right thing. In other words, to 'value educate' is to develop rational critical thinking, to educate the emotions, to cultivate the imagination, to strengthen will and to train character of the learner.

### Value - Oriented Education and Pedagogies

Pedagogy refers to the art and science of teaching, the way teachers accompany learners in the process of their growth and development. It is not just about teaching the subject content but the entire gamut of relationships, processes and strategies which are designed to enhance learning. The pedagogy for values is grounded on the philosophy that children construct their own theories of how the world works, though their minds are less developed than those of educated adults. According to Paulo-Freire *"The content of pedagogy*

*refers to the pedagogical knowledge, skill of teachers use to impart the specialized content of subject area. Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all students feel comfortable and make sure that they can succeed both academically and personally. This complex combination of skill and abilities is integrated in the professional teaching standards that also include essential knowledge disposition, and commitments that allow educations to practical at a high level.” Teaching for values is not like teaching any other school subject. It is about teaching the learner how to think about something, to reflect, critically evaluate, appreciate one’s own values and those of others, and develop better communication and better decision-making so that the concepts ultimately find their ways into behaviors and actions. It is not confined to the cognitive level but covers the affective and behavioral levels.*

The learner can only then take a conscious decision of practicing values, consciously and responsibly. The pedagogical demand for such a kind of learning is thus to move away from the traditional banking model to an experiential or participatory model. This model assumes that it is not what you teach but how you teach, that is important, and that is the essence of education for value. In the absence of this, value education could become just another duty, proclaimed to be done by schools, where as it has to be the adoption of different ways of interacting, relating and being with students and using ways of teaching and learning to provide concrete learning experience. One of the major factors behind the demand for value education is the increasing divide between schooling and education that we are witnessing today. Education is a value and school an instrument to realise it. Education is the norm that the school activities—curricular and co-curricular—must satisfy if their object indeed is education.

### **Value Oriented Education and Methodologies**

The methods of value education are many and varied the selection of, which depends much upon the values chosen, sources of development of these values and many other limiting factors. The entire school curriculum functions as an important source of value education. The democratic practice and activities sponsored through a student self-government contributes effectively for value learning. There is no way in which children can avoid catching values and attitudes from their teachers. Values education in schools, therefore, is effected through direct, indirect, incidental methods. Values get transmitted via both the implicit or hidden and planned curriculum.

The methods and activities should be free from attempt to indoctrinate the learner. Capacity for value judgment and internalization are to be achieved by exposing students to a variety of experiences and activities. This may include reading, listening, discussions, narration, direct presentation of ideas by the teacher and other strategies. These strategies should be used with any of the following sources of value education: Extracts from essays, articles, and newspaper, Stories, Biographies, quotations and poems, value/moral dilemmas and classroom incidents. These sources can be used in many different ways to involve the learner in thinking and reasoning about values. The classroom teachers can prepare

action plans/lesson plans using these sources, a few illustrations of which are discussed here.

- **Essays, Articles and Newspapers**

Non-fictional writings dealing with value themes, such as essays, articles and newspaper reports may be used for value education purpose. These may be scholarly writings on issues of social and national concern appearing in books and journals. Students may be asked to collect articles and writings from various sources, encouraged to write articles on a chosen value theme. Teachers can frame questions that provoke in the learner to think and reflect on many issues of the values covered.

- **Stories**

Stories of various kinds are attractive to students of varied age groups. Stories may be presented by the teacher or presented by students themselves, followed by discussions and on questioning and analysis. The teacher should use his direction in selecting the story appropriate to the developmental level of the learner. Simple and short stories such as fairy tales and fables are better suited to elementary level children. Stories could be used to develop value awareness of different kinds. Fables and fairy tales could be used to develop values of kindness, love for living beings, environmental awareness and courage.

- **Biographies**

A biography is a written document on the life history of an eminent personality. Biographies of scientist, social reformers and spiritual leaders acquaint one personality. Biographies of scientist, social reformers and spiritual leaders acquaint one with their life, thoughts, and actions and various forces which mould their lives as depicted by biographer. For being used as material for value education it should be condensed in such a way as to highlight the virtues and their development in the life of the eminent personality. The entire biography may be retold after rearranging the content bringing together all the related events depicting each one of the values hidden in it.

- **Value/Moral Dilemmas for Discussions**

Value or moral dilemmas may be used as an important instructional strategy in value education. They present very effective situations for learners to think, to reason and to make moral judgment and arrive at a decision after considering all issues involved in the moral dilemma. The dilemmas constructed may be on issues like environmental conservation, scientific temper, social justice and equality. A teacher can prepare a lesson or initiate discussion on a dilemma indicating all the essential steps involved. In view of the great potential of dilemmas in developing the capacity for moral judgment moral dilemmas are used as research tools in the study of moral development and judgment in children. The teacher can initiate discussion on the dilemma chosen by giving the pros and cons of the issues involved. The student may be asked to react to each issue with reason. There may be a student leader to monitor/record the proceedings of the discussion.

### **Value Education and Practical Activities**

Value education merely by cognitive precept is not enough even though it is essential. Children should engage

themselves in life related practical activities which will promote the application of principles and values in daily life. The essence of practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. Under the rubric of practical activities a wide range of activities may be organized. Practically, all subjects of school curriculum lead to project or practical work and this may be designed as to make it relevant to value education. A sound program of value education may include a combination of a few or all activities: School campus and classroom maintenance activities, Social and community development activities, Work experience related activities, Organizing campaigns on community sanitation, literacy, environmental awareness, Yoga, meditation and prayer sessions and eradication of social evils campaign activities Organizing such value related practical activities poses some practical problems to the school. Great care should be taken in planning and organizing practical activities mentioned above.

### **Conclusion**

In our presentation of values Oriented Education, we do not need to be prescriptive; we should encourage methods of explorations. As we explore deeper and deeper, we shall find that there are values which are relative and subjective; but we shall also find that there is in us a dimension of Value and that this is an undeniable objective fact. And other hand Government is spending more and more money to impart education to people. Also, crime is increasing day by day, so two contradictory things are happening. With the increase in education crime should decrease. But the scenario is totally opposite. The reason is that government is providing qualification and degrees, not the 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.

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