



VALUES ORIENTED EDUCATION AN ESSENTIAL NEED

Education

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ABSTRACT

All human endeavors are directed to some end, some purpose or some goal; the goal may be to make life happier, to elevate man to intellectual heights, to pour in more and more knowledge and to lead human society to bliss. Our ancient education system catered for the fulfillment of the highest aim of life viz. self-realization for which one should have truthfulness, beauty and goodness as the values in life.

Values are cultural standards that indicate the general goals desirable for organized social life. Values are the guiding principles, criteria or norms, which determine human conduct.

Man is a valuing animal or a valuing creature. He is always interested in the relative importance of worth of a thing, of course of actions, of principles, of conduct of ideas etc.

Value means a thing, which we appreciate; each value is uniquely expressible both by individuals and by groups. All values are cultural products. We get our values from our culture.

KEYWORDS

Nature of Value

Value is changeable with time and place; it is dynamic. It is always undergoing an evolutionary process. Every person treats objects as valuable according to his own level of consciousness.

Values have qualitative and not quantitative distinctions. Values represent basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. They contain a judgmental element in that they carry an individual's ideas as to what is right, good or desirable.

Values have both content and intensity attributes. The content and intensity attribute specifies how important it is. When we rank an individual's values in terms of their intensity we obtain that person's value system. All of us have a hierarchy of values that form our value system. This system is identified by the relative importance we assign to values such as freedom, pleasure, self-respect, honesty, obedience and equality.

Need of Value-oriented Education

The development of morality is an important aspect for the formation of good character: Today there is deterioration of values in the society. The values have been neglected not only at the social level but at the national level also. In the educational programmes only mental development has been stressed. In the modern age, the aim of education is all round development of personality. In the present educational system, provision has been made for intellectual education by giving importance to intellectual development. Thus to be successful in life, important human qualities such as sympathy, love, cooperation, mercy, compassion, truth, sincerity etc. have been ignored. The development of such human qualities along with intellectual development should be the aim of Value Education. Values like love, joy, trust, dignity, respect, understanding and reverence are the keys to the survival of human beings. Teaching of values is teaching of better survival skills. Human life is more complex at present than it was in the past. Value Education is a positive effort towards bringing about a synthesis of different values in a human being. It spans the entire learning structure and is related to the general education stem. A teacher faces a challenge on how to make Value Education effective to the youth. The human race has to last for centuries. In a society, based on human values, man's precious resource is his fellow men. It is the teacher's role to foster human values through his teaching in the classroom and follow those values. To the youth the classroom messages are love, safety, security, belonging and warmth. The difficulty arises in deciding the way and content of morality to be taught to the student community. The teachers in schools, colleges and universities should be oriented and motivated by the orientation

courses, workshops, field work, seminars and extension activities for imparting Value Education to students.

Strategies in inculcating values

The following strategies can be used to inculcate values:

1. Direct Value Education: This has to be done with prescribed graded curriculum and a graded series of textbooks.

2. Incidental approach: A variety of incidents occur, both at home, at school and even in the community. The concerned students, involved in the incident, should be separately called and proper advice given. On rare occasions when the incident is of a serious nature, parents may be specially called and even doctors or psychiatrists help may be sought.

3. Routine co-curricular activities approach: Daily morning premises cleaning, participation in games and work experiences activities may be used to choose related values for instruction at appropriate moments.

4. Indirect curriculum: Teachers should go through the curriculum and textbooks of their respective subjects and find out situations, which normally evoke value questions and they should try to get across the importance of these values in life through discussions role-play, problem solving or assignment. In science for example, pursuit of truth, spirit of enquiry, cooperative efforts, logical thinking and reasoning, nearness etc can be relatively inculcated. Similarly in mathematics, neatness, precision, accuracy, thinking for problem solving, small family norm etc. can be cultivated. In language feelings like truth, beauty, goodness and human qualities should be developed. In history organizing ability, the rulers effort in maintaining peace and security in the country etc and inculcation of some of these things must be preplanned by every teacher.

5. Indirect co-curriculum: A number of co-curricular activities are normally conducted in most of the schools and colleges. But the focus is merely on conducting activities and on winning prizes, instead of value inculcation. This will lead to indiscipline, violation of sportsmanship and gives scope for individual rivalry. Hence due care should be taken while conducting such competitions.

6. Personal example: The most powerful and effective method for inculcation of values is by personal example of teachers and students in their thoughts, feelings and actions. This has been powerfully demonstrated by personalities like Jesus Christ, Buddha, Gandhiji and various renowned personalities.

Techniques of Inculcating Value Orientation

1. Reading, listening and discussion activities.

2. Enacting, modeling and role — playing type activities.
3. Visual and multi-sensory experiences.
4. Dealing with value dilemmas, value clarification.
5. Learning by living activities.

School Programmes

1. The value development should be part of the policy plan of the institution. The teachers, students, parents should be oriented as per the plan.
2. The wants, beliefs and aspirations of students of different age groups and socio-cultural settings should be considered.
3. The mental state of children under stress particularly in case of adolescents must be given due importance.
4. Techniques of Self-assessment. Student teachers should be provided with opportunities for cooperative working and living, incorporation of manual work and physical education activities; practice of yoga in the school routine developing personal qualities of self-restraint, self-confidence, self-reliance, self-discipline and celibacy; some activities with objectives of piety and righteousness should also be planned and taken up in groups by students to perform in earnestness. These are termed as obligations.

CONCLUSION

These methods are being practiced by various educational institutions but are limited to doctrine and not functional to the youngsters. Instead of theoretical values, practical aspects like cleanliness, punctuality, self-discipline, learning to live together, self-respect, patriotism and democratic values like human rights, peace etc. may be inculcated.

While imparting Value Education, its utility in the society should be kept in view. Corruption, violence, bribe and other negative behaviors need to be eliminated. For this purpose, review of Value Education imparted at school level initially and later at college level is necessary. Since education is a life long process, value-oriented education should be imparted at all levels and places i.e. parliament, workplace, public place and educational institutions.

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