UNIT 7 : VALUE EDUCATION

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7.1 LEARNING OBJECTIVES

After going through this unit ,you will be able to

- define the concept and meaning of value education
- identify the needs and importance of value education
- differentiate the types of value-oriented activities in education
- describe the value activities and their relative advantages

7.2 INTRODUCTION

This unit introduces us to the concept of value education. All of us should know about the concept of value education as well as its importance in our day to day life. Value education has great necessity in our present day society. Among us, some may have the knowledge about values and its utility, but everybody may not have its ideas. However, as human beings as well as member of society, we are expected to have an overall understanding and knowledge about the terms of value education.

After getting a fair understanding of education, its meaning as well as its importance, we must have to know how value can be inculcated through

of condition, learning or socialization and that becomes subjective preferences, standards and aspirations." Thus, values are the core of one's personality. Any value needs time to take root and grow. It is purely an acquired character which needs training and guidance. Proper education and environment act simply as **catalyst** of value development. There is also the necessity for students to realize at some stage of their education that it is his or her duty to develop by consistent self effort of any value he or she desires to acquire.



Catalyst: This is a scientific definition. It can be rather explained as " somnething that causes activity between two or more persons or forces without itself being affected"

Our concept about values will be clear if we go through the characteristics values. The characteristics are:

- Values are the guiding principles of life which give directions to one's strivings.
- Values are criteria of desirability or standards of preference, judgment or choice and are not rules of conduct.
- Values are not static.
- Values occupy the central position within an individual's personality make-up and cognitive system.
- Values determine both attitudes and behaviour. Attitudes are functions of values.
- They are the results of societal demands. Values are learned and determined by culture, society, institutions and personal experiences.
- Finally, we can say that values are the key choices that shape the type of life that man builds for himself/herself and the kind of person he/she becomes and these reflects his/her basic values.

Now that we have understood the meaning of value, let us discuss about value education. We know that education is a potent force for change and human progress. Swami Vivekananda said "Education is a man making process." In fact, education is looked upon as an instrument to develop our well being and to build a society based on the value system it cherishes. Philosophers, Spiritual leaders and educationists have emphasized the role of education for character development, bringing out the latent potentialities and inherent qualities and developing integrated personality for the well being of the individual and the society at a large. Thus, the essential function of

guided by conscience. Psychologically speaking, receiving knowledge about the value is not enough; it must be integrated to personality of an individual. Values are the guiding principles of life. It evolves with experience and maturity and acquired from culture, society, institutions and personal experiences.

Education is an instrument of social change. The essential function of education is to impart knowledge but at the same time, it must help the young pupil to grow as good human beings, equipped with qualities like truth, honesty, tolerance, respect for elders, courage, loyalty etc. Value education is cultivating through education. It is a deliberate attempt to inculcate values through educational process.



CHECK YOUR PROGRESS

Q 1: What is value education?

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Q 2: Give a definition about value education

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Q 3: How does the value develop the mind of people?

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7.4 OBJECTIVES OF VALUE EDUCATION

We have developed a fair understanding on value and value education**.** Now we will discuss the objectives of value education. Traditionally, the objectives of value education were based on religion and philosophy. But with the changes of time, different aspects have come up, such as social, national, intellectual, moral etc., which has made the objectives of education wide and varied. Value oriented education has identified five dimensions on value education, that are physical education, mental education, emotional education, aesthetic development and moral and

Q 5: Identify the five dimensions of value education

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Q 6: What are the relative aspects of all the countries of the world in value education programme?

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7.5 VALUE EDUCATION, ITS NEED AND IMPORTANCE

Already we have discussed the different aspects of value. Now the question is, why are we giving importance to value education? Why is it necessary to provide value education at all levels of education? We will try to analyse these aspects in this section of the unit.

Our society has seen the erosion of social and moral values in the younger generation which has given rise to serious social and ethical conflicts in society. To counter the erosion of values, a positive intervention is the only way. Value education has become extremely necessary in the context of today. Rapid scientific growth and technological development or advancement resulting in industrialization have threatened age old moral standards. The National Policy on Education of 1986 has laid considerable emphasis on value education by highlighting the need to make education a purposeful and powerful tool for cultivation of social and moral values. It states: “In our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people.” Value education has a profound positive content based on our heritage, national goals and universal perceptions. In the context of social changes, education is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. A large number of educationists of the whole world have stressed the importance of promoting values through

- **Humanizing effect:** Value based education aims at humanizing or realizing the higher reaches of human's potential and implies the vision of good life. It prepares the individual for self development as well as for the development of the society.
- **Develops co-operation and fellow-feelings**: Value based education is needed for the development of fellow feeling and co-operation among the members of the society. We have seen wide spread sense of jealousy, non-cooperation, violence in the society. Value education is one of the means to inculcate the essential values like tolerance, sense of co-operation, respect for others, self control, emotional stability etc. which will help the students to develop a right type of behaviour.
- **Development of democratic qualities:** For developing democratic qualities, such as dignity of individual, social and individual justice, equality, brotherhood etc., value oriented education is essential. Good values and character, following good ethics, represent distinctive qualities of leadership which is very essential in a democracy. Such leadership qualities can be cultivated through value education only.

From the above discussion on values, it may be concluded that value education is the need of the hour. All educational philosophers, therefore, essentially stress values. All Educational Commissions have also advocated inculcation of moral and spiritual values. As it has been mentioned earlier that as value is not static, for our relationship to this world is also not static. Values evolve and mature as experiences evolve and mature. Education therefore, should moderate by training the mind, the behaviour of the senses' ' and provide directions on the mode of their use. Hence, without values, life becomes a series of meaningless events.



CHECK YOUR PROGRESS

Q 7: Why is value education necessary?

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Q 8: Mention the factors of inculcating values in the context of social changes.

- Related to likes or immediate values:-These values are related to fulfill the biological and psychological needs of children. Only immediate objects are able to satisfy these values.
- Related to intelligent or remote values:- These are the values which are closely related to intelligence and rational needs. It is known that each programme of school satisfies the diverse needs of teacher and children, but only some of these needs have been important. These values are further divided in to two categories; they are Extrinsic or Instrumental and Intrinsic values.



LET US KNOW

In our human society, values are classified in various manners, such as Social values, Moral values,Cultural values and Secular values. WG Everet has classified human values in eight groups which are- Economic values, Bodily values, Recreation values, values of Association, Character values, Aesthetic values,Intellectual values and Religious values.



CHECK YOUR PROGRESS

Q 10: What are the two educational values that Brubacher had attempted? Mention.

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Q 11: Give a brief note on Extrinsic and Intrinsic values.

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Q 12: Mention the eight groups of human values as classified by W. Everet.

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Indian constitution.

- To realize the importance of morality that is essential for the stability and progress of the society. It includes the norms of conduct such as respect and obedience, affection and consideration for others, discipline and civic sense, honesty in work and dealing with others, co-operation and observance of proper manner.
- To understand the criteria which make an action moral that is related to social aspects.
- To practise values such as courage, truth, universal love, dignity of manual labour, service, cleanliness, purity, courtesy, peace and joy.

NCERT (National Council of Education Research and Training) suggested the following activities that would evoke or influence the value development among the students in school:

- Community prayer programmes
- Health and cleanliness activities
- Classroom teaching
- Productive manual work oriented programmes
- Activities for traning in citizenship and other cultural and recreational activities and social service activities.



CHECK YOUR PROGRESS

Q 13: Mention four types of activities of value education in school situation.

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Q 14: Give examples of some great personalities who taught values in life.

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Q 15: What are the activities of value-oriented education as suggested by NCERT?

- University Education Commission (1948), Kothari Education Commission (1964-66) and National Policy of Education 1986 stressed the development of value education in the minds of the students.
- Values are classified as immediate and remote values, social, moral, cultural and secular values.
- Values can be inculcated by organizing the various activities in the school or in the classroom that can influence the minds of the young learners.



7.9 FURTHER READING

1) Aggarwal, J C (2002) : *Development and Planning of Modern Education*, Vikas Publishing House

2) Sanyal, Jagadiswar (1997): *Guide to General Philosophy*, Sribhumi Publishing Company, Calcutta

3) Singh M S : *Value Education*, Adyayan publishers and distributors, New Delhi- 110002



7.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Value education is a wide gamut of learning. It includes the activities ranging from training in physical health, mental hygiene, etiquette and manners. It is essentially a matter of educating the feelings and emotions.

Ans to Q No 2: According to R.K. Mukherjee "Values are socially approved drives and goals that get internalised through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations."

an end which is valued. Money, for example, is valuable to us not for the sake of itself but for the commodities it can buy. Money, therefore, has extrinsic value while it is used for buying the commodities and its intrinsic value is related to its being valuable in itself.

Ans to Q No 12: The Human values are Economic values, Bodily or Physical values, Recreational values, Values of Association, Character values, Aesthetic values, Intellectual values and Religious values.

Ans to Q No 13: The four types of activities of value development in school situation are:

- Community prayer in the educational institution.
- Community service programme
- Social service programme in Fairs and Festivals
- First aid programme.

Ans to Q No 14: Personal examples have played a significant role for the development of values among the children in the school. The most important aspect of the programme is that the teacher should set the examples of good conduct and behaviour of great personalities which the students may imbibe in themselves.

Ans to Q No 15: NCERT has suggested the following activities:

- Community prayer programmes
- Health and cleanliness activities
- Classroom Teaching
- Productive manual work oriented programmes
- Activities for training in citizenship and other cultural and recreational activities and social service activities.



7.11 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What is value education?

Q 2: What are the objectives of value education?



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12) Tilak Raj Bharadwaj: *Education Human Values*
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15) Agrawal, D (2007): *Curriculum Development: Concepts, Method*, Satritha Publications.
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1) Govt. of India: *Mudaliar Commission Report.*
2) Govt of India : *Report of the Education Commission*.
3) Position Paper, National Focus group on Systematic Reforms for Curriculum Change, Vol.2.2, NCERT Publication, New Delhi

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