UNIT 7 : VALUE EDUCATION

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Meaning of Value Education

7.4 Objectives of Value Education

7.5 Value Education, its Needs and Importance

7.6 Types of Value Education

7.7 Value-oriented Activities and their Relative Advantages

7.8 Let Us Sum Up

7.9 Further Reading

7.10 Answers to Check Your Progress

7.11 Model Questions

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

the proper sense of education. This unit gives us a good idea on the value-oriented education and its activities.

7.3 MEANING OF VALUE EDUCATION

Before defining the meaning and concept of value education, let us discuss the meaning of value.

Generally speaking, values are the norms of behaviour which have been evolved during the course of time in the social, moral and spiritual fields. It refers to the ideals in various acts of behaviour. In other words, value stands for the ideals of a man/woman that he/she lives for.

Philosophically speaking, a human being is supposed to conduct himself and shape his/her life patterns by integrating his beliefs, ideas and attitudes. Values are those standards or code of moral behavior conditioned by one's cultural tenets and guided by his/her conscience. Thus, good of all qualities can be taken as the sole criterion for values.

From psychological point of view, value is associated with the ` feeling aspect of behavior. It means that receiving knowledge about the value is not enough; it is necessary that it must be integrated into the personality of an individual so that it may be characterized. Thus as the individual grows, he/she learns from his/her experiences, which may come as general guides to behaviour. These guides which tend to give direction to life, may be called 'values'.

From the above discussion, it is clear that an individual's personality is determined by a set of values that he/she adopts as personal preferences of ideals. Thus, value does not exist as objects but is estabilished by judgements that is, by judging things, qualities, events or actions from a personal point of view. Values are subjective in the sense that they exist only for those who uphold them. But it contains objective element also because different thinkers perceive values in various perspectives according to their thinking. Allport define, value as "a belief upon which a man acts by preference." In the words of eminent sociologist R K Mukherjee, "values are socially approved desires and goals that get internalized through the process

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

education is to impart knowledge, to inculcate skills for life and to help young people to develop as full human beings, equipped to lead a good life. In this task, value plays a major role. Values like truth, universal love, respect for all religion, respect for elders, dignity for manual work or service, honesty, courage, loyalty etc. can be inculcated by giving proper education. It is therefore essential that values are inculcated at all levels of education, especially in the formative years of development, i.e., primary and secondary levels.

Value education is the training of the heart and mind. It enables the children to understand by giving values and virtues. Value education has to be integrated within the school curriculum. Academic education is important indeed, but to go deeper into it, education has to produce a good human being. In this era of information, knowledge and technology, the inner refinement and growth have become imperative. Thus, when we mean value in education, we mean value education or value-oriented education. It is the deliberate effort to impart a positive and desirable value orientation through the educational process.

Educational Values are defined by the different thinkers. We can mention here a few of these to make the meaning clear.

- According to Cunninghum "Educational values become aims of education. According to these qualities, abilities and capacities are promoted in the individuals, which form inherent values of life."
- According to Brubacher "To state one's aim of education is at once to state his educational values."

Thus for the mental, physical, moral, social and spiritual development through education, value is an integrated part that can show the way or path for achieving the desired goals or aims of real education.



LET US KNOW

Values are the norms of behavior which have been evolved during the course of time. From philosophical point of view, values are standard of moral behavior,

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?

.....

.....

Q 2: Give a definition about value education

.....

.....

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

.....

.....

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

spiritual domain. The values to be pursued in the moral and spiritual realm, through the exercise of sincerity, faithfulness, and obedience to what one conceives to be the highest, gratitude, honesty, benevolent, generosity, cheerfulness and selflessness, It is expected that value education will help human beings to conduct themselves in the more desirable directions and to shape their life patterns by strengthening their beliefs and by integrating facts as well as the process to achieve them. The main objectives of value education are:

- To make the pupil understand the importance of values in human life.
- To promote basic and fundamental qualities like compassion, truthfulness, peace, justice etc. in children.
- To train them to become responsible citizens in personal as well as in social life.
- To develop proper attitude towards one's own self and fellow beings.
- To enable them to become open and considerate in thought and behaviour.
- To rise above prejudices on religion, language, sex, caste or creed.
- To appreciate the basic principles of major religions of the world.
- To acquire the knowledge of the greatness of Indian culture and significance of our national goals.
- To make the pupils understand the relevance of values advocated by the great leaders of the world.
- Finally, to develop the spirit of national identity and patriotism in children.

Because to develop the spirit of national identity and the feelings of patriotism among children, are the two relative aspects of value education programme in all countries of the world in .



CHECK YOUR PROGRESS

Q 4: What are the two aspects of traditional objectives of value education?

.....

.....

.....

Q 5: Identify the five dimensions of value education

.....

.....

.....

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

.....

.....

.....

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

education, which is facing the crisis of character in different spheres of life. University Education Commission of 1949 held the view that in addition to the search for truth through scientific and scholarly pursuits, an important task of education is a concern with values. National Education Commission of 1964-66 with emphasis on education's role in national development includes among the functions of higher education, cultivation of right interests, attitudes and moral and intellectual values. In 1986 National Policy on Education observes that "the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education as a forceful tool for the cultivation of social and moral values." The programme of Action (POA) suggests a workable line of action to achieve an interlinking of education and culture in order "to promote the process of child's personality development, particularly in terms of discovering the inherent potentialities of all the children." Thus, value oriented education is the need of the time and it is justified on the following grounds:

- **Development of positive social attitudes**: Valuables based education will help in developing positive social attitudes. Through value based education, the students will be aware of many evils of the society, such as, corruption, nepotism, favoritism, riots, merciless killing of the innocents, dowry etc. which are hampering the progress of the nation. They will be able to realize their voice against these evils.
- **Development of moral qualities:** Value based education is needed for developing moral qualities among the students. Qualities like truthfulness, honesty, respect for elders, spirit of service, tolerance, sympathy, sacrifices are the basis of character and personality development. Value based education will help in developing these qualities.
- **Counters materialistic attitudes:** Modern world is in the grip of materialistic values like money, property, land or other kind of wealth etc. Value education is an effective tool to fight against materialistic attitudes. It creates respect for moral or human values without which one can not lead a good life.

- **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?

.....

.....

.....

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

.....

.....

.....

Q 9: Give a brief statement on the importance of value education asserted by NEC 1964-66 and NPE 1986.

.....

.....

.....

7.6 TYPES OF VALUES

Values are of various kinds according to their specifications; they are briefly divided into:

- Aesthetics values in accordance with arts, dancing, painting, dramatization, music etc.
- Spiritual values concerning spirit as opposed to matter and relating to the concept of the divine and soul.
- Moral values relating to ethics.
- Social values concerning society and its well being.

To be more specific, aesthetic values are related to perception of an object or action to which the adjectives ugly and beautiful are relevant. The observer, when exposed to an aesthetic experience can feel the beauty or lack of it. Aesthetic values, thus, are the important part of value education. Spiritual values are related to the concept of ultimate reality of this universe, i.e., behind the universe lies a divine spirit and all the universe is simply a manifestation of that spirit. Therefore,spiritual values make us aware of the spiritiual nature of the universe. Moral values is concerned with and individual's sense of right and worng. Every individual is expected to make the right choice. Social values are the satisfaction that we get from friendship, family etc.. These values are related to the socity where we live in.

Brubacher has also attempted to divide values in the two categories.They are :

- 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.

.....

.....

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

.....

.....

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

.....

.....

7.7 VALUE ORIENTED ACTIVITIES AND THEIR RELATIVE ADVANTAGES

From the above discussion, we have come to know that value education has great importance in the social situation to live as a human being. To develop the values in the mind of young learners, we must go through some value oriented activities in the following ways-

- **Activity programme to develop values in school situation**
  - Community prayer in the educational institution
  - Community performance in the school situation
  - Community service programme
  - Social service programme in fairs and festivals
  - First aid programmes
  - Celebration of National festivals and national and international days.
  - Organising and practicing the different Plays and Athletics activities
  - Organisation of school Panchayat, Union Society, Co-operative etc.
- **Talks, Debates and Symposium etc.**
  - Emphasis should be laid on unity of all religious, harmony among different communities and National Integration. Awareness can be developed through talks, debate and symposium etc.
- Classroom learning activities with the help of biographies, stories, articles, classics, news paper etc.
- Give some personal examples. Teacher should set up some examples of good conduct and behaviours through which the students can gather lessons of good values.

The most important aspect of the programme is that the teacher should set up some examples of good conduct and behaviours in front of the students so that the students are able to imitate and thus, can form their behaviour according to such behaviours.

National Council of Education Research and Training has published a list on value-oriented education for school situation. It includes the following dimensions;

- To understand the rights and duties of citizenship as envisaged in the

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.

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....



7.8 LET US SUM UP

- The ideas and concept of value is the combination of both objective and subjective conditions and appreciations. Actually the judgment of value depends on thinking, feeling and willing of the human mind as well as on the human personal satisfactions. Truth, Beauty and Goodness, these three things can be considered as an ideals or values, where objects as well as human mind are concerned.
- Value education is an integrated part of learning. In the easiest way, value education indicates the activities ranging from training in physical health, mental hygiene, etiquette and manners. It also includes the appropriate social behaviors, civic rights and duties to aesthetics and religious training.
- Actually, values are the guiding principles of life which are conducive to one's physical, social and mental health.
- An important aspect of value education programmes in all countries relates to the development of the spirit of national identity and patriotism in children.
- In the context of social changes, value education not only imparts information and skills to the students but also inculcates and evokes the values of humanism, democracy, socialism, secularism and national integration.
- A large number of educationists of the world have stressed the importance of promoting values through education, which is facing crisis of character in different spheres of life.

- 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."

Ans to Q No 3: Value education should be developmental education. It does not depend on heredity. It is purely an acquired character and a life long process. Values are not only caught but should also be developed systematically through planned efforts.

Ans to Q No 4: Traditional objectives of value education are based on Religion and Philosophy.

Ans to Q No 5: The dimensions are physical education, emotional education, mental development, aesthetics development and moral and spiritual development.

Ans to Q No 6: To develop the spirit of national identity and the feelings of patriotism in children are the two relative aspects of all the countries of the world in value education programme.

Ans to Q No 7: Value education is necessary to uplift the human endeavour in general and the personality development in particular. So, it has a great importance. The objective of education in essence, is to bring out the latent faculties of a person.

Ans to Q No 8: Factors of values are humanism, values of democracy, values of socialism, values of secularism and values of national integration

Ans to Q No 9: We have seen that all committees and commissions on education in India have invariably commended value education. The National Education Commission of 1964-66 especifically stressed this aspect. The National Policy on Education 1986 also reasserts the element of value education.

Ans to Q No 10: Brubacher classified educational values as Related to likes or immediate values and Related to Intelligent likes or Remote values.

Ans to Q No 11: An intrinsic value is one which is judged to be valuable in its own right and which consequently can be said to be of absolute worth. An extrinsic value, on the other hand, is one which is judged to be valuable because of its relation to another value in respect of which it is a means. In short ,an intrinsic value is an absolute and an end in itself, while extrinsic value is a means to

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?

B) Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss the necessity of value education in our society.

Q 2: Define value education. State briefly the development of value education.

Q 3: What are the objectives of value education? Enumerate the needs and importance of value education.

C) Write Short Notes (Within 150 words)

(a) Types of value education

(b) Value oriented activities and their relative advantages.

(c) Value education in school situation.

(d) Developmental value education.

****



REFERENCES

Books:

1) Pandey R.S. : Principles of Education, Vinod Pustak Mandir. Agra.3
2) Bhatia and Bhatia : Theory and Principles of Education, DOABA House, New Delhi
3) Das. L. : A Text Book of Education, Sangam Publications. Gauhati-1
4) Mahanty. J. : Indian Education in Emerging Society, Sterling Publishers Pvt. Ltd. Delhi
5) Rusk, R.R. *Philosophical Bases of Education* University of London
6) Nunn, T.P. *Education : Its Data and First Principles*. London: Edward Arnold
7) Dewey, J. *Democracy and Education* Newyork: Macmillan & Co.
8) K.K. Bhatia : *Principles & Theories of Education*.
9) R.N. Sarma*: Principles & Techniques of Education*
10) Safaya & Shaida*: Modern Theory & Principles of Education*.
11) Chaube & Chaube : *Philosophical & Sociological Foundations of Education*
12) Tilak Raj Bharadwaj: *Education Human Values*
13) Jatin Baruah : *An Introduction to Education*
14) Hemlata Talessa & Others: Cultural Heritage & Educational Initiators
15) Agrawal, D (2007): *Curriculum Development: Concepts, Method*, Satritha Publications.
16) Kochhar, S.K. (1995) *: Method and Techniques of Teaching*, Sterling Publishers private Limited
17) Safaya, R.N. and Shaida, B.D. (1996): *Development of Educational Theory and Practice* , Dhanpat Rai & Sons, Jalandhar, Delhi

Reports:

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

****