# UNIT 8 : VALUE EDUCATION

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## 8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- define the meaning of Value and Value Education;
- describe the objectives of Value Education;
- identify the different reasons of Value crisis;
- explain the problems of imparting Value Education; and
- discuss the role of teachers towards Value Education.

## 8.2 INTRODUCTION

'Value' is a word associated with everyone's life. In a very simple sense value means 'worth'. The things that we love or like to be associated with for longer are valued by us. Every individual differ from others in almost every sphere of his/her life. Generally we differentiate between people keeping in mind their physical structure and so on. But, actually it is not the only way of differentiation. The real thing that separates one from others is nothing but 'value'. It is the value system that a person possesses is unique

and therefore every person is different from others.

Value system plays an important role in shaping one's personality. Therefore, building a healthy and congenial value system is of utmost importance for all of us. Education is considered as the instrument that can bring about a change in our life. Thus, nothing but education can help us better in developing value system in our life. So, 'value education' is the need of the hour which can definitely infuse values in us.

Life without Value Education is considered to be incomplete. Mere teaching, learning, improving knowledge and skills without building character and mind may not contribute to the holistic development of children, which is a must for the world to become a better place. Considering the present situation of the world, it is the need of the hour to impart students with value based education. Knowledge has become multi-dimensional and people today get exposures to acquire it. With a knowledgeable and skilled people, a society can expect developments of various kinds. But against all those developments, what is that element the absence of which causes great social disintegration and disruption? It is nothing but the lack of 'value' among us. Once values become our priority in life, all the negative aspects of life will automatically turn into positive. The world needs people with high values to make it a better place to live in. This unit introduces you to learn about concept of Value education. You will also know about the various reasons for value crisis and the problems of imparting value education. Here, you will also be acquainted with the role of teachers towards Value Education.

## 8.3 MEANING OF VALUE AND VALUE EDUCATION

Value signifies those qualities or traits of an individual or thing or character of an individual which makes an individual or thing important, respectable and useful in society. Those qualities are honesty, patriotism, truth, goodness, cooperation, kindheartedness, sympathy, equality, fraternity, justice, peace and brotherhood etc. Value is considered the way of life one adopts. It is the very base of our life. We behave, develop attitude, perception etc. depending upon the value system of our life. Everyone values something which may not be the same with others. That is why, everyone is a distinct

and separate entity in this world. The difference among us is not because of our physique or something else, but it is our value system. In Philosophical terms, anything which is useful and important to an individual becomes valuable to him. The very same thing may be quite useless to another individual as it is of no value to that individual. Therefore, value is related to some idea, thought or view point.

The term value is derived from the Latin word 'Valere' meaning 'to be strong, to prevail or to be of worth.' According to Milton Rokeach, a professor of social psychology at Michigan State University defines values as 'an enduring belief about the way things should be done or about the ends we desire.' The Indian Constitution describes the values of justice, liberty, equality, fraternity within a sovereign, socialist, secularism'. Articles 14 (4) and 16 (4) aim at removing social and economic inequalities and ensure equal opportunities. Articles 14, 15, 16, 21, 38, 39 and 46 also give valuable suggestions for equalization of opportunities in the society.

John Dewey (1948) views values as, "The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and among of values as compared with something else."

M.P. Hunt (1975) defines Values "as a judgement concerning the worth of an object, person, group or situation. Value judgement contains evaluating rating term such as good, bad, moral, immoral, beautiful, ugly etc."

M. Haralambos, "A value is a belief that something is good and desirable."

R. K. Mukharjee, "Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations."

According to Zaleznik and David, "Values are the ideas in the minds of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness of activities and relationships."

According to I.J. Lehnar and N.J. Kube, "Values are an integral part

of the personal philosophy of life by which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals, and manner of thinking and the principles by which we guide our behaviour." T.W. Hippie, "Values are conscious or unconscious motivators and justifiers of the actions and judgement."

Gordon Allport has defined value as "A brief upon which a man acts by preference."

Hill said, "Values are the priorities of individuals and society, attached to certain beliefs, experiences and objects in deciding how they shall treasure."

After going through the meaning and definitions, we can sum up the features of values as follows:

1. Values are the base of human life upon which we build up our life.
2. Values are the indicators of standards, competence and morality one possesses.
3. Values are more or less permanent in life.
4. Some values like personal values are influenced by culture, tradition and a combination of internal and external factors.
5. Individuals learn most of the core values from family, friends, neighbourhood, mass media, society etc in the early part of life.
6. Values contain judgmental element and they help individuals to know what is good, right and desirable.
7. Fulfilment of basic desires, impulses etc are possible by the help of values and it helps in leading a stable and consistent life.
8. Values build up society and integrate social relations.
9. Values influence human behaviour and help them to evaluate actions of others.
10. Values help as guides for our day-to-day life. They have a great bearing to conduct our social life.

There are different types of values, which can be classified in the following ways:

1. Physical Values
2. Mental Values

3. Economic Values
4. Social Values
5. Moral Values
6. Spiritual Values
7. Internal Values
8. External Values
9. Instrumental Values
10. Intrinsic Values
11. Aesthetic Values
12. National Values
13. International Values
14. Universal Values
15. Intellectual Values
16. Ethical Values
17. Religious Values
18. Emotional Values etc.

Some important types of values can be discussed are as follows:

**1. Moral Values:**

The value which is related to judgement of good or evil, right or wrong are called moral value. Qualities like honesty, sincerity, tolerance, loyalty, fellow feeling, truthfulness etc. indicate the morality of an individual.

According to Stemberg, “Moral value refers to concern with what is good or right in people’s relationships with each other.”

According to Corol K. Sigelman, “The term moral implies an ability they are to distinguish right from wrong, to act on his distinction and to experience pride when one does the right thing and guilt or shame when one does not.”

Moral values have its great importance from the point of personal, social and spiritual development. It allows having an overall feeling of peace and joy. It is also essential to develop some moral qualities of an individual which leads to holistic development. To develop a sense of humanity, moral values have its great importance.

**2. Social Value**

The values which can inculcate values of social responsibility in the mind of people are called social values. The different social values are- respect for human dignity, fundamental rights and duties, co-operation, equality, we feeling, discipline, social justice, social sensitiveness, social conformity. G. R. Lesile, R. F. Larson and H. L. Gorman have opined that "Social values are group conceptions of the relative desirability of thing."

**3. Religious Values**

A religious value is based on spiritual beliefs and helps in spiritual development. It helps to develop moral qualities of an individual, helps in beliefs on God, the self and the issues concerned with right and wrong. It recognises the importance of religion in society.

**4. Aesthetic Values**

Aesthetic values are those which impart pleasure and happiness to the individual. It helps in development of creative thinking in the mind of students. Aesthetic impulse can be developed through the works of art like sculpture, drawings, painting, dancing, weaving, sewing etc.

Value education is an education which leads to the realization of the importance of different types of values among people. Value education helps to understand and realize the importance of all the values for man's existence. It is a many sided endeavour and an activity during which young people are assisted by adults in schools, family, homes, clubs, religious organisations etc. It is concerned with making morality a living concern for our younger generations. It is education for developing values among people for their all-round development of personality.

The Indian Education Commission, 1964-66 has commented: "The weakening of social and moral values in the younger generation is creating many serious social and ethical conflicts in western societies and there is already a desire among some great Western thinkers to balance the knowledge and skills which science and technology bring with the values and insight associated with ethics and religion at its best..... In the situation that is developing, it is equally important for us to give a proper value-

orientation to our educational system".

Swami Vivekananda said, "We must have life-building, man-making, character-building education."

According to Rabindra Nath Tagore value education means, "Whether the teacher becomes one with his own studies, the student can have a vision of the goodness of learning. Where there is no need of external objects, there the mind also elevates and grows in to completeness."

According to C.V. Good, "Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behaviour of the positive values in the society in which he lives."

Prior to National Policy on Education, 1986, the terms like Religious education, Moral education, Character education were used. But after implementation of NPE, 1986, for the first time advocated the term value education giving its extensive meaning as a moral education. Moreover, Value education generally divided into different categories like-

- Moral education
- Spiritual education
- Aesthetic education
- Environmental education
- Population education
- Human rights and duties
- Health education
- Physical education
- Yoga education
- Indian cultural education
- History of Indian freedom movement.

### 8.3.1 Objectives of Value Education

Traditionally, the objectives of value education were framed from religious and philosophical viewpoints. There was no provision for providing secular value-education. But, as the society becomes modern, these viewpoints are considered as very much essential.

Accordingly, the objectives of value education may be taken up as follows:

- To enlighten the people about the need of value education.
- To develop healthy and balanced personality of student and its all-round development
- To develop democratic outlook among the members of the society.
- To develop secular outlook towards different religious faiths, tolerance towards different languages, caste, creed etc.
- To develop good moral conduct among the children, inculcating good manners and building responsible and co-operative citizenship.
- To make the children good and responsible citizen.
- To develop the sense of brotherhood at national and international levels.
- To encourage the children to develop their cultural, aesthetic, spiritual, physical values with their moral codes such as honesty, truthfulness, tolerance, sympathy, courage, justice etc.
- To preserve the cultural heritage of our country.
- To inculcate a spirit of patriotism and national integration.
- To develop respect for the dignity of individuals and society.
- To develop tolerance towards and understanding different religious faiths.
- To develop an attitude among pupils to have faith in themselves and in some supernatural powers which are believed to control this universe and human life.
- To enable the pupils to make decisions on the basis of sound moral principles.

### 8.3.2 Importance of Value Education

Again and again, like a boomerang the question that bursts out in our minds is “where have the values gone?” A wide range of

values of moral, aesthetic and social nature that evolved during the marathon march of human civilisation is posing before us a crisis of priorities i.e., which of these values are to be cultivated and what is the appropriate stage to develop these? Consequently a question that arises is "who is to inculcate these values- parents, teachers, business tycoons, political leaders, social leaders etc?" Whatever may be the answer, students who are the future citizens have to inculcate values for adjusting properly in this world.

We, the people of present age, live in a very complex world which is full of tension, corruption, prejudice of class and caste, divisions that create social chaos and break up family relationship. The members of the family, members of the society have become narrow minded and they think only for his own good and purpose. No one is interested to do good for others which results in the erosion of human values. Therefore, to advance the position of our country a programme of value education is very much essential.

Firstly, in today's society, there is great influence of mass media upon the child. By watching violence, sex alcoholism and drug addiction shown in cinema or any kind of programme, the children are beginning to choose wrong path for their ideals. Therefore, value education is needed to guide them against getting wrong ideas from the mass media and to lead them to higher value. Secondly, the present age may be called the age of science and technology. People have become dependent on machinery functions. But our young generation, under the negative influence of western culture, find themselves in a great conflict as to which direction to take. In order to preserve our country in the best manner, value education is a must.

Thirdly, education is the developmental process of both life and society. It can generate the values of life, society, culture and civilization. Value education helps to realize the value of humanism related to moral value, ethical value etc. so, value education, both formal and informal, can help to develop the codes of conduct of

student such as honesty, truthfulness, beauty, highest gratitude, benevolence, generosity, cheerfulness, selflessness, freedom from egoism, sincerity, justice and help them make socially responsible person who can provide moral justification in their social action. Therefore, for the progress and the rise of humanism, value education is the need for hour.

Fourthly, the aim of value education is to enable the student to become a truly Indian person, a really modern human. It should help to eliminate obscurantism, religious fundamentalism, violence, superstitious and fatalism.

Fifthly, education is the only means by the help of which different types of values i.e. instrumental, intrinsic, contextual, primary, moral, aesthetic and universal etc. may be well developed. All these values have the greatest significance for the welfare, progress and prosperity of individual life, social life and civilization of mankind as a whole. So, value has its own significance.

The importance of value education has been pointed out by different educational thinkers in the following ways:

- **Mahatma Gandhi:** Value-oriented education is essentially education for self-realization. According to Mahatma Gandhi, education should be for the hand, head and heart. Education for heart is the spiritual training for him.
- **Robindra Nath Tagore:** According to him, “The greatest use of education is not merely to collect facts, but to know man and to make oneself known to man.”
- **Aurobindo Ghosh:** According to Aurobindo Ghosh, “Value-oriented education is education for spiritual values. At the lower level, all should be educated in their values. At the higher level, only those who can pursue the spiritual values should be given spiritual education.”
- **Swami Vivekananda:** According to Swami Vivekananda, “We want the education by which character is formed, strength of mind is increased, and the intellects are expanded and by which

one can stand on one's feet."

- **Radhakrishanan's View:** "Education is not limited to the imparting of information or training in skills. It has to give the educated a proper sense of value."

From the students' point of view, needs of value education can be considered from the following angles:

1. What exactly are the undesirable things that exist in today's entire education system?
2. How can international peace and harmony be maintained?
3. How can social justice and fellow-feeling be promoted?
4. What are the factors causing all round crises in society?
5. How can mankind maintain future peace and prosperity? etc.

## 8.4 REASONS FOR VALUE CRISIS

During this period, the people live in a very complex world which is full of tension, corruption, crime, murder, violence, agitation, rape, prejudice of class and caste divisions that create social chaos by losing the social, moral and spiritual values and also break up the family relationship. The members of the family, members of the society have become narrow minded and they think only for his own purpose. Everyone is reluctant to do good for others which result in the erosion of human values and create value crisis. There are different kinds of reasons for value crisis which can be enumerated as follows:

- Lack of parent's care and guidance towards the child which causes value crisis among the students.
- Lack of proper maintenance of discipline in the school.
- Due to some social evils like drug abuse, irresponsible sexual behaviour, vandalism, stealing, cheating etc.
- Lack of practical utility of values in present curriculum.
- Lack of development of moral vision among human being with scientific and technological development.
- Imbalance between ancient and current values in the sense of explosion of knowledge.

- Lack of security in family and society.
- Injustice, wrong value judgement, selfish person creates value crisis.
- Instead of giving respect to the human kind, highest respect is placed on wealth and power.
- Some factors like prostitution, illegal marriage, broken family, divorce etc. creates value crisis.
- Challenges of accepting the traditional values especially by the younger generation also cause value crisis in the present day society.
- Rejection of the pre-existing values and not believing in formulating new ones has brought deterioration of the moral values.
- In today's world, there is the lack of leaders who are competent and inspirational enough to develop ethical values among us.
- Just getting certificates from colleges or universities remain the criteria for many of us to be called 'literate'. This undue emphasis on literacy becomes detrimental to developing values.
- The widespread impact of materialistic attitude among people, the more emphasis on money and power are also the reasons of value crisis.
- Increasing emphasis on individualism is the cause of loosing social bonding and connections, love and affection. People today have lost the sense of loyalty and sacrifice.



**ACTIVITY 8.1**

Make a group discussion among your peers on the value crisis in today's society and identify the reasons for it. Try to find out the solution for the value crisis in present society and write a report in 500 words on it.

## 8.5 PROBLEMS OF IMPARTING VALUE EDUCATION

Value education is the need of the hour in the sense that only value development can make a permanent pause to widespread disintegration and corruption in the society. But, how to impart value education to achieve its objectives remains a very challenging task for all of us as teachers or

instructors. Different problems related to imparting value education among the student can be summarized as follows:

- Lack of sufficient books, materials related to values.
- Lack of efficient teachers with high moral and ethical values.
- Widespread materialisation of the entire system of education.
- Lack of skilled and trained teachers.
- Negligence of making value education a compulsory subject at all levels of education.
- Lack of proper attitude of educational authorities to impart value education.
- Lack of infrastructural facilities of the schools.
- Lack of consciousness among parents to impart value education at homes.
- Economic Crisis.
- Lack of framing good curriculum of value education.
- Lack of co-operation of social leaders and other concerned authorities to make value education a success.
- Traditional Attitude.
- Lack of sufficient knowledge of value education in the syllabi



**CHECK YOUR PROGRESS**

**Q. 1:** What is meant by moral value?

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**Q. 2:** Define Value education.

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**Q. 3:** Write two aims of value education?

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**Q. 4:** Write two problems of imparting value education?

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## 8.6 WAYS OF IMPARTING VALUE EDUCATION AND ROLE OF TEACHERS

There are different approaches of inculcating values among students in the educational institutions:

(i) Direct Approach and Indirect Approach

(ii) Formal Approach and Informal Approach

- **Direct Approach and Indirect Approach**

  The direct approach is a method of imparting value education which aims at teaching values directly in the classroom. The teacher can explain and discuss the values through stories, biographies of great educators, real life situation etc.

  On the other hand, the indirect approach is a method of imparting value education which aims at teaching values indirectly. It can be imparted indirectly through curricular and co-curricular activities.

- **Formal Approach and Informal Approach**

  The formal approach of inculcation of value is similar to direct approach in which student can inculcate the values through the curricular aspects.

  On the other hand, informal approach is a situational approach without any formal or conscious motive of inculcating value.

  An educational institution can adopt the following ways and means for inculcating different values among children:

  - Arrangement of morning assembly before the commencement of the teaching work.
  - By celebrating religious days in the school. This will make the children familiar with the teaching of great religious leaders.
  - By organising Mock Parliament, morning prayers, meditation, talk on moral theme.
  - By creating proper social atmosphere in the school.
  - By organising welfare activities in the school.
  - Holistic approach to personality development.
  - Self-Government in the School.

- By organising the extension programmes conducted by teachers.
- Organising group activities in the form of games and sports, intellectual, social and cultural activities like debates, drama, essay writing etc.
- By organising Parent Teacher Association meet in the school campus.
- Display Boards can be very useful in promoting values in the school in which a Values Theme can be given.
- By equalisation of educational opportunity to all irrespective of caste, colour, creed, religion etc.

**Role of Teachers towards Value Education**

From ancient period of time, whether east or west, everywhere the teacher has been respected and worshipped. He has been called the "Architect of nation", "The harbinger of the progress of culture", "The maker of man" and the "Maker of history", etc. It can be mentioned that a child receives the first birth i.e., the physical birth from the parents and second birth at the hand of the teacher because the teacher plays the most prominent role in moulding the behaviour, habits, tastes and character of students. Therefore, it is said, as the teacher, so is the child.

Teacher is the principal component of teaching learning process. He must play several roles like manager, facilitator, counsellor, philosopher, guide and friend. He has the authority, responsibility, accountability and leadership in managing classroom activity. He should also take the role in promoting respect for the cultural diversity of the students and the community. He should create an environment in which child can develop their positive value towards society.

The teacher should follow the following roles for generating value education in the mind of children:

**(i) Teachers as Value Facilitator**

It is one of the important roles of teacher to facilitate in learning i.e. to make learning process easy going. Teacher can use various techniques of teaching which makes learning easy. It is the responsibilities of the teacher to facilitate values in the mind of the student. He should impart the knowledge

of human values to the student so that they can develop their positive outlook towards the society.

**(ii) Teacher as a Mentor**

Modern education is learner-centred. One of the important duties of the teacher is to motivate the learner towards learning process. The success of developing values among the students always depends on the vision, motivation, value and behaviour of teachers. The teacher should conduct the following role in developing values in the mind of the student:

(i) To facilitate the learners' awareness for human values.

(ii) By identifying student's needs and capacities.

(iii) To provide necessary educational, vocational and personal guidance.

(iv) To help them in value crisis etc.

Moreover, the teacher should maintain the following activities:

1. A teacher must possess a good moral conduct and maintain discipline in the classroom. He should have a democratic outlook towards the students so that children feel secure and be able to share their thoughts, feelings and experiences.
2. The day or class should begin by introducing values in the class by teachers. This could be :
   (i) A talk
   (ii) Poem
   (iii) Story
   (iv) News
   (v) Instances from biographies.
   (vi) Quotations.
3. A teacher should maintain good social relationship with different people of the community.
4. He should participate in the co-curricular aspects of the school and encourage the students to participate.
5. Teacher should encourage the student to participate in the social service programmes like NCC, NSS, and Adult education programmes etc.
6. The teacher should provide such an environment in the classroom

where the student can enjoy freedom of self-expression and positive outlook.

7. Teacher should establish good relation with the parents of the child.
8. Both Teachers and Parents should see that the child selects good companion.
9. Teacher should organise certain field trips and educational excursion for the students.
10. He should take the leadership role in organisation of social service programme like cleanliness drive, anti-dowry, anti- disease campaign, smoking, gambling etc.



**CHECK YOUR PROGRESS**

**Q. 5:** What is direct approach of Value Education?

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**Q. 6:** What do you mean by Teachers as Value Facilitator?

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## 8.7 LET US SUM UP

- The term value is derived from the Latin word 'Valere' meaning 'to be strong, to prevail or to be of worth.'
- Articles 14 (4) and 16 (4) aim at removing social and economic inequalities and ensure equal opportunities. Articles 14, 15, 16, 21, 38, 39 and 46 have made valuable suggestions for equalization of opportunities in the society.
- Qualities like honesty, sincerity, tolerance, loyalty, fellow feeling, truthfulness etc. indicate the morality of an individual.
- Value education helps to understand and realize the importance of all the values for man's existence

- The importance of value education has been pointed out by different educational thinkers.
- There are different kinds of reasons for value crisis.
- There are different approaches of inculcating values among students in the educational institutions:
  - Direct Approach and Indirect Approach
  - Formal Approach and Informal Approach
- Teacher should also take the role in promoting respect for the cultural diversity of the students and the community



## 8.8 FURTHER READING


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## 8.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** The value which is related to judgement of good or evil, right or wrong is called moral value. Qualities like honesty, sincerity,

tolerance, loyalty, fellow feeling, truthfulness etc. indicate the morality of an individual.

**Ans. to Q. No. 2:** Value education is an education which leads to the realization of the importance of different types of values of people.

**Ans. to Q. No. 3:** The two aims of value education are:

(i) To develop democratic outlook among the members of the society.

(ii) To develop secular outlook towards different religious faiths, tolerance towards different languages, caste, creed etc.

**Ans. to Q. No. 4:** The two problems related to imparting value education among the student can be summarized as follows:

(i) Lack of sufficient books, materials related to religion

(ii) Lack of consciousness among parents to impart value education at homes.

**Ans. to Q. No. 5:** The direct approach is a method of imparting value education which aims at teaching values directly in the classroom. The teacher can explain and discuss the values through stories, biographies of great educators, real life situation etc.

**Ans. to Q. No. 6:** Modern education is learner-centred. One of the important duties of the teacher is to facilitate and motivate the learner towards learning process. The success of developing values among the students always depends on the vision, motivation, value and behaviour of teachers. The teacher should conduct the following role in developing values in the mind of the student:

(i) To facilitate the learners' awareness for human values.

(ii) By identifying student's needs and capacities.

(iii) To provide necessary educational, vocational and personal guidance.

(iv) To help them in value crisis etc.



## 8.10 POSSIBLE QUESTIONS

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

**Q. 1:** What is the meaning of the word “Value”?

**Q. 2:** Write the different kinds of value.

**Q. 3:** Write the aims of value education.

**Q. 4:** Highlight the importance of value education.

**B) Long Question**s (Answer each question in about 300- 500 words)

**Q. 1:** Define Value. Discuss the main features of value.

**Q. 2:** Define Value Education. Write down the objectives of Value Education.

**Q. 3:** Explain the problems faced in imparting value education.

**Q. 4:** Discuss the causes of the value crisis and role of the teacher to address it.

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