



Need of Value Oriented Education

Shyam Sundar Shrivastava

Gandhi Vocational College, College of Education, Guna, M.P. India

Corresponding author: sssgvcguna@gmail.com

ABSTRACT

Values are affectively-laden thoughts about objects, ideas, behavior, etc. that guide behavior, but do not necessarily require it. We are covering values as part of the affective system. However, once they are developed they provide an important filter for selecting input and connecting thoughts and feelings to action and thus could also be included in a discussion of the regulatory system. 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. Education for peace and for a culture of peace is being globally accepted and adopted by the nations, and more so by the education systems worldwide. The implications and imperatives need to be understood in right perspectives. In India, the social cohesion, adherence to moral and ethical values and commitment to the society have been the hallmarks of socio-cultural ethos. The need to sustain this ethos in the emerging context has been highlighted in the reports of various committees and commissions on education.

Keywords: Value Education, emotions, behavior, learners, committees

Values are defined in literature as everything from eternal ideas to behavioral actions. As used here values refer to criteria for determining levels of goodness, worth or beauty. Values are affectively-laden thoughts about objects, ideas, behavior, etc. that guide behavior, but do not necessarily require it (Rokeach, 1973). The act of valuing is considered an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles. We are covering values as part of the affective system. However, once they are developed they provide an important filter for selecting input and connecting thoughts and feelings to action and thus could also be included in a discussion of the regulatory system.

Values Education

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.

Values education is an explicit attempt to teach about values and/or valuing. Superka, Ahrens, & Hedstrom (1976) state there are five basic approaches to values education: inculcation, moral development, analysis, values clarification, and action learning. This text was used as the major source for the organization of the following presentation.

Education for peace and for a culture of peace is being globally accepted and adopted by the nations, and more so by the education systems worldwide. The implications and imperatives need to be understood in right perspectives. In India, the social cohesion, adherence to moral and ethical values and commitment to the society have been the hallmarks of socio-cultural ethos. The need to sustain this ethos in the emerging context has been highlighted in the reports of various committees and commissions on education.

Need For Value Education-Why

- (i) **Value Erosion:** We are going through a crisis of values in our social and political life. Disregard shown to basic values like honesty and integrity, for example, in personal and public life, has become a matter of grave concern. Crime, violence, cruelty, greed and apathy to human suffering have spread to all aspects of our life-- political, economic and social. Pursuit of material wealth and selfish ends at any cost has become ultimate aim of life. There is great crisis in politics and crisis in colleges. Recent episode of law students fighting between them in Law College premises in Chennai is abominable. Is there any example needed to point out the value crisis of today. How are they going to save our nation with this kind of attitude? How are they going to bring justice to our nation? Is it believable when reading about a colonel who served the army for many decades has had links with terrorists in India in the News paper? Doctor who was caught by police in North India for murdering her own child recently spread shock waves. Students of Information Technology and senior executives of software industries who have links with terrorists in our country baffle our mind.
- (ii) **Education equated with Transmission of Knowledge:** Education is a process of initiating the learner to good life. But today in education primary importance is given to transmission of knowledge and cultivation of occupational skills. That is alright in one sense. Is education aimed at character-building in the learners? But in the present day system of education there seems to be a "moral vacuum". As Gandhiji pointed out, education without character, leads to criminality; educated persons have wider opportunities to indulge in crimes and that too committing them most efficiently and technically.

- (iii) **Spread of Degraded Culture:** The value of truth, selflessness and service to fellow human beings are vanishing from our life. People started believing that “might is right” and through physical force alone problems could be solved.
- (iv) **No Social Concern:** Today one sees everywhere grossness and general insensitivity to finer feelings with the sole object of life being to make oneself as comfortable materially as one can. Sensitivity to sufferings of fellow human-being is lacking in most of us and it is very rare to see people with social concern. Our physical environment – rivers, mountains, forests, plant and animal life-is getting increasingly polluted, and depleted of its resources.
- (v) **Indifference to National Welfare:** Narrow mindedness, communalist, linguistic and rationalistic outlooks have divided the people and come in the way of developing a unified national and international outlook.

All these problems cannot be effectively tackled through narrow piece meal efforts. What we need under the present circumstances is a drastic change in our very outlook on life, which could be brought about by value education, imparted systematically right from the primary level.

When Teacher themselves lack values

In today’s schools and colleges we see a large number of teachers who are more after making money by fair or foul means. Such unscrupulous teachers make a fast buck through indifference in classroom teaching and conducting mass private tuition classes. This has led to all sorts of malpractices in examinations.

Some of the teachers are addicted to smoking, drinking alcohol and even gambling. How can such teachers be entrusted with teaching great values to the students who are future nation – builders?

This objection or doubt is valid; but the remedy does not lie in giving up value education. We are in a vicious circle – unless we inculcate values in school life and college life we can not get value-oriented teachers in future. On the other hand so long as teachers with bad habits are working in schools and colleges, value education cannot be effectively carried out. Since because a number of teachers are unable to speak in English, have we stopped the teaching of English in schools and colleges? Therefore the realistic solution lies in the development of appropriate curriculum in value education and the relevant training course for teachers to handle the same in a practical way.

Value orientation as the main focus of education, should regard every single teacher as a teacher of value education and all subjects should be imbibed with value inculcation.

One major development in the field of education was the Ramamurthy Commission report in 1990. This report emphasised linking Indian education system to its indigenous roots and developing curriculum around the environment of the child. It also emphasised inculcation of appreciation of India's cultural heritage and the legacy of creation of generation of knowledge and its applications for the benefit of human beings over the centuries. Emphasis on working with hands, becoming emotionally stable and developing capacities in internalising the basic appreciation towards peace, harmony and cooperation were also emphasised.

- ❖ It is necessary to liberate the child from the compulsive chains of prescribed curriculum and give the teacher and the learner freedom to evolve and develop curricula around their own situation in initial stages of school education utilising the national guidelines to maintain basic uniformity with pronounced flexibility.
- ❖ The hesitation in delineating strategies for value inculcation from religions through its various sources needs to be given up. Efforts to develop a sense of self esteem and pride in being an Indian and in the individual's own capability to respect other religions and their practices must be imbibed thoroughly and thoughtfully.
- ❖ A sense of belongingness must be developed amongst every individual learner by focussing on Indian contribution to world civilisation. It is high time that Indian contribution in areas like mathematics, sciences, maritime, medicine, trade, architecture, sculpture, establishment of institutions of learning is emphasised and made known to the learners to develop a sense of belongingness to the nation with respect and attachment to the past. That would give confidence for greater performance and achievement in future.
- ❖ Teacher preparation must ensure development of commitment amongst teachers. It is a tough proposition when most of the other sectors are influenced by self interests and material pursuits everywhere. However, teacher education needs to emphasise throughout in its programme that teachers alone can kindle the spirit of value-based growth and development and motivate other to lead their life with full commitment and adherence to common values as imbibed in the constitution of India.

CONCLUSION

In a global scenario of erosion of values, it would be difficult to have individuals in society who would strive to halt the process of value deterioration, unless and until schools produce young persons with the right aims and objectives of human life. This should also give clear indication of what should be the curriculum of education in years to come and how the same can contribute in developing the culture of peace within the communities, amongst religions, countries and eventually globally. The trend of focussing only on specified examination oriented subject areas needs to be discarded.

The focus in education must change towards the making of a person, who would contribute not only with information and knowledge but also with understanding and insight of the ever evolving processes of human growth and development. Gandhiji's efforts were not limited to the struggle for freedom from the British rule.

Even an overview of his writings would indicate that he had gone into every aspect of human life at the individual level as well as at the social, community and national level. Much before independence, he had his plans ready for an indigenous education system that would familiarise children with their surroundings, their people and then with India as a whole as their own motherland.

REFERENCES

- De Nobile, J. 2006. 'Values education and quality pedagogy: the Merrylands experience', paper presented at the NSW Board of Studies Education Forum, Sydney, 21 November.
- Department of Education, Science and Training 2005. *National Framework for values education in Australian schools*, Commonwealth of Australia, Canberra.
- Dovre, P.J. 2007. 'From Aristotle to Angelou: best practices in character education', *Education Next*, Spring 2007, 38-45.
- Hamston, J. et al. 2010. *Giving voice to the impacts of values education: The final report of the Values in action schools project*, Education Services Australia, Carlton South.
- Knight, G.R. 1998. *Philosophy & Education: An introduction in Christian perspective*, Andrews University Press, Berrien Springs, Michigan.
- Lovat, T. et al. 2011. 'Values pedagogy and teacher education: Re-conceiving the foundations', *Australian Journal of Teacher Education*, 36(7): 31-44.
- Lovat, T. & Toomey, R. 2007. 'Values education: A brief history to today', in T. Lovat & R. Toomey (eds), *Values Education and Quality Teaching: The double helix effect*, David Barlow Publishing, Terrigal NSW, xi-xix.
- Marvul, J.N. 2012. 'If you build it, they will come: A successful truancy intervention program in a small high school', *Urban Education*, 47(1): 144-169.

