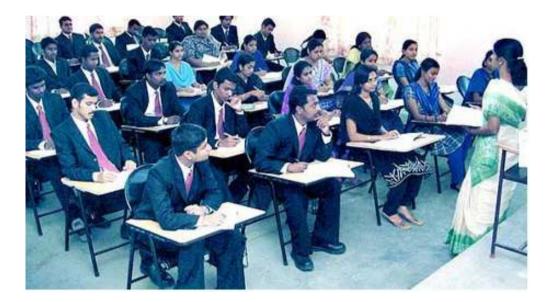# VALUE ORIENTATION OF EDUCATION

Vidyadevi Patil

Principal – Jai Ganesh College of Education, Pune.

Abstract:-In this paper we have tried to explain the importance of Value education in the development of the students and in turn the society as a whole. Teachers role in inculcating the values and ethics in Students. The growing concern over the erosion of essential values and increasing suspicion in society has brought to focus the need for readjustments in the curriculum of social and moral values. In the culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Values – moral and ethical – promote innate love for peace and reverence for truth, which are intrinsic in human life.

Keywords:Value Orientation , human life , Education , fanaticism.

INTRODUCTION :

Overview:

The Education Commission headed by Dr Radhakrishnan and Dr. Kothari recommended that values such as truth, peace, non violence, right conduct and love be induced as core values in our education system. Research studies suggest that the sense of service, responsibility and duty has almost evaporated from the conscience of majority of teachers in higher education; they prefer to spend time discussing politics and trends of stock market than meet with their classes. The youth lacks values and is undisciplined instead of inculcating finer traits of their teachers, they have begun to threaten them.

It is universally accepted that education is a liberating, enlightening and empowering force. It is vehicle for equitable growth, re engineering social transformation and inclusive development. Education is precursor of knowledge and evolves to meet contemporary needs. But without ethical morals and values, knowledge degenerates into arrogance and is of little value to the individual or of benefit to the community. It means that unless integrated with moral-spiritual values, knowledge is devoid of wisdom and it can be used to disturb equilibrium in society or the delicate balance in nature, which is so essential for sustaining all life supporting systems.

Concept of Value Education:

Values education is the process by which people transmit values to others. It can be an activity that can take place in any organisation during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others.

Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organisations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realisation of what is good behaviour for themselves and their community.

Themes addressed by value education:

Character- Character is an evaluation of a particular individual's stable moral qualities. The concept of character can imply a variety of attributes including the existence or lack of virtues such as empathy, courage, fortitude, honesty, and loyalty, or of good behaviors or habits. Moral character primarily refers to the assemblage of qualities that distinguish one individual from another — although on a cultural level, the set of moral behaviors to which a social group adheres can be said to unite and define it culturally as distinct from others.

Moral development- Moral development focuses on the emergence, change, and understanding of morality from infancy through adulthood. In order to investigate how individuals understand morality, it is essential to measure their beliefs, emotions, attitudes, and behaviors that contribute to moral understanding. The field of moral development studies the role of peers and parents in facilitating moral development, the role of conscience and values, socialization and cultural influences, empathy and altruism, and positive development.

Citizenship education - The Citizenship curriculum is based on key concepts (democracy, justice, rights and responsibilities, identities and diversity) that children need to understand and key processes and skills (critical thinking and enquiry, advocacy and representation, taking informed and responsible action) they need to develop.

Personal development - The Citizenship curriculum is based on key concepts (democracy, justice, rights and responsibilities, identities and diversity) that children need to understand and key processes and skills (critical thinking and enquiry, advocacy and representation, taking informed and responsible action) they need to develop.

Social development- Social development refers to an alteration in the social order of a society. Social change includes changes in nature, social institutions, social behaviours, or social relations. Social change

may refer to the notion of social progress or sociocultural evolution, the philosophical idea that society moves forward by dialectical or evolutionary means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism and towards capitalism. Social change may be driven by cultural, religious, economic, scientific or technological forces.

development- Social development refers to an alteration in the social order of a society. Social change includes changes in nature, social institutions, social behaviours, or social relations. Social change may refer to the notion of social progress or sociocultural evolution, the philosophical idea that society moves forward by dialectical or evolutionary means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism and towards capitalism. Social change may be driven by cultural, religious, economic, scientific or technological forces.

development- Social development refers to an alteration in the social order of a society. Social change includes changes in nature, social institutions, social behaviours, or social relations. Social change may refer to the notion of social progress or sociocultural evolution, the philosophical idea that society moves forward by dialectical or evolutionary means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism and towards capitalism. Social change may be driven by cultural, religious, economic, scientific or technological forces.

Cultural development – Cultural development is the process by which structural reorganization is affected through time, eventually producing a form or structure which is qualitatively different from the ancestral form.

Integrating Values with Education:

To integrate social-moral values with education, the education Commission (1964-66) highlightened the key role of teacher and derived its strength from the moral spiritual experiments of Gandhiji conducted at Schools established in Tolstoy Farm in South Africa in 1910-11. Gandhiji believed that a teacher should not only impart knowledge to his/her students but also inspire and motivate them through personal conduct and scholarly qualities, high moral character and sacrifice of physical comforts, love and compassion for all and intolerance and violence towards none. There were some suggestions on moral instructions made by the commission: University should engage with the ways in which values could be taught wisely and effectively and undertake preparation of special literature for use by students and teachers. We should draw freely upon our own traditions as well as the traditions of other countries and cultures. To inculcate values, we could draw upon the liberalizing forces that have arisen in the western nations and which have emphasized , among other things, the dignity of the individual, equality and social justice.

The teacher should posses certain qualities from values point of view. The teacher should be humane, committed, truthful, quality conscious, entrepreneurial, visionary, creative, pragmatic, proactive, selfless and unbiased. The teacher should observe self control, tolerant to constructive suggestions and democratic rights of teachers, officials and students. The teacher should promote and nurture talent, hard work, creativity and innovation. They are expected to observe their own codes of ethics and lead a disciplined life. They should exhibit the highest moral and ethical values, honesty, integrity, professionalism. They should resist unfair practices / actions. Hence teachers play a vital role in inculcating values and ethics in students.

CONCLUSION:

There is dire need of creative vision encompassing value orientation of education to empower our youth to inculcate values of life and virtues of humanism, harmonious living and respect for composite culture. Social traditions vitalized by universal ethical values need to be embraced by the youth. Moral and religious instructions should involve ethical and moral experimentation. It should also include social work targeted at the service of the disadvantaged. There is a need to demonstrate a lot of will, determination, entrepreneurship, innovative thinking, social ethics and moral values to leave the imprints on the sands of time.

REFERENCES:

1.www.wikipedia.com
2.Kothari, D.S. (1983). Role of Science in Promotinh Social and Moral Values, Ramakrishna Memorial Lecture delivered at IIT, New Delhi, in Atom & Self (Ed. Feroz Ahmed), New Delhi: New age International Publishers (2002).
3.Sharma, V.M. (2006). Values in the Indian Traditional Knowledge and their Implications for modern education systems, University News.
4.Sighvi, L.M. (2006),"Value –based education: A Civilizational Perspective", in Vision and Values :Essays in Honour of Prof. D.S. Kothari(Eds Kothari, L. K and Arora, R.K.)

Vidyadevi Patil
Principal – Jai Ganesh College of Education, Pune .