



Role of Various Values in Education

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1. Introduction

The concept of value is gaining importance because of the present unwholesome condition of society where higher values are given scant recognition. Value is associated with what fulfils or has the capacity of fulfilling the needs of man. Which might be physical, psychological or spiritual? As a chief exponent of Indian philosophy and way of living. Value Education is not altogether a new subject in education. It is deep-rooted in Indian soil with historical and cultural background; its roots can be traced out in moral ethical, spiritual and religious education. Martin Luther king well thought of the glory of a nation in the following words. "The prosperity of a country depends not on the abundance of its revenues nor on the strength of its fortification, nor on the beauty of its public buildings; but its cultivated citizens, in its men of education, enlighten and character." in India, Maharashtra government has made value education compulsory from 1997. Researches on value education is getting momentum. Here I am going to highlight some of the researches done so far.

2. Meaning of Value-Education

The very purpose and main function of education is the development of an all round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation.

3. Objectives of Value Education

Traditionally the objectives of value-education were based on religion and philosophy. There was no secular value-education; but in today's modern world, this has been taken as very much essential. Accordingly, the objectives for value-education may be taken up as Follows

1. Full development of child's personality in its physical, mental, emotional and spiritual aspects,
2. Inculcation of good manners and of responsible and cooperative citizenship.
3. Developing respect for the dignity of individual and society.
4. Inculcation of a spirit of patriotism and national integration.
5. Developing a democratic way of thinking and living.
6. Developing tolerance towards and understanding of different religious faiths.
7. Developing sense of brotherhood at social, national and international levels.
8. Helping pupils to have faith in themselves and in some supernatural power that, is supposed to control this universe and human life.
9. Enabling pupils to make decisions on the basis of sound moral principles
10. Evolving the evaluation criteria on value-education.
11. Suggesting measures for better utilisation of value-education.
12. Finding out the interests of pupils in relation to different aspects and activities of value-education.
13. Clarifying the meaning and concept of value-education.

4. Types of values

We can speak of universal values, because ever since human beings have lived in community, they have had to establish principles to guide their behaviour towards others. In this sense, honesty, responsibility,

truth, solidarity, cooperation, tolerance, respect and peace, among others, are considered universal values. However, in order to understand them better, it is useful to classify values according to the following criteria:

4.1 Personal values

These are considered essential principles on which we build our life and guide us to relate with other people. They are usually a blend of family values and social-cultural values, together with our own individual ones, according to our experiences.

4.2 Family values

These are valued in a family and are considered either good or bad. These derive from the fundamental beliefs of the parents, who use them to educate their children. They are the basic principles and guidelines of our initial behaviour in society, and are conveyed through our behaviors in the family, from the simplest to the most complex.

4.3 Social-cultural values

These are the prevailing values of our society, which change with time, and either coincide or not with our family or personal values. They constitute a complex mix of different values, and at times they contradict one another or pose a dilemma. For example, if work isn't valued socially as a means of personal fulfilment, then the society is indirectly fostering "anti-values" like dishonesty, irresponsibility, or crime. Another example of the dilemmas that social-cultural values may pose is when they promote the idea that "the end justifies the means". With this as a pretext, terrorists and arbitrary rulers justify violence, intolerance, and lies while claiming that their true goal is peace.

4.4 Material values

These values allow us to survive, and are related to our basic needs as human beings, such as food and clothing and protection from the environment. They are fundamental needs, part of the complex web that is created between personal, family and social-cultural values. If exaggerated, material values can be in contradiction with spiritual values.

4.5 Spiritual values

They refer to the importance we give to non-material aspects in our lives. They are part of our human needs and allow us to feel fulfilled. They add meaning and foundation to our life, as do religious beliefs.

4.6 Moral value

The attitudes and behaviours that a society considers essential for coexistence, order, and general well being.

5. Importance and functions of values

Values are general principles to regulate our day-to-day behaviour. They not only give direction to our behaviour but are also ideals and objectives in themselves. Values deal not so much with what is, but with what ought to be; in other words, they express moral imperatives. They are the expression of the ultimate ends, goals or purposes of social action. Our values are the basis of our judgments about what is desirable, beautiful, proper, correct, important, worthwhile and good as well as what is undesirable, ugly, incorrect, improper and bad. Pioneer sociologist Durkheim emphasised the importance of values (though he used the term 'morals') in controlling disruptive individual passions.

He also stressed that values enable individuals to feel that they are part of something bigger than themselves. Modern sociologist E. Shils (1972) also makes the same point and calls 'the central value system' (the main values of society) are seen as essential in creating conformity and order. Indian sociologist R.K. Mukerjee (1949) writes: "By their nature, all human relations and behaviour are imbedded in values."

6. The main functions of values are as follows

1. Values play an important role in the integration and fulfilment of man's basic impulses and desires in a stable and consistent manner appropriate for his living.
2. They are generic experiences in social action made up of both individual and social responses and attitudes.
3. They build up societies, integrate social relations.
4. They mould the ideal dimensions of personality and range and depth of culture.
5. They influence people's behaviour and serve as criteria for evaluating the actions of others.
6. They have a great role to play in the conduct of social life.
7. They help in creating norms to guide day-to-day behaviour.

7. Value Education: Definition and the Concept of Value Education

Values' education is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils.

Others see it as an activity that can take place in any organization 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 recognize as being more effective for long term well-being of self and others.

This means that values education can take place at home, as well as in schools, colleges, universities, offender institutions and voluntary youth organizations. 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.

Others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaving or for themselves and their community. Value education also leads to success. It has values of hard work, how nobody is useless and loving studies.



Explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions.

Implicit values education on the other hand covers those aspects of the educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum. This discussion on implicit and explicit raises the philosophical problem of whether or not an unintentional action can be called education. The objectives are:

- a. To improve the integral growth of human beings.
- b. To create attitudes and improvement towards sustainable lifestyle.
- c. To increase awareness about our national history our cultural heritage, constitutional rights, national integration, community development and environment.
- d. To create and develop awareness about the values and their significance and role.
- e. To know about various living and non-living organisms and their interaction with environment.
- f. Value Based Environmental Education:

Let us see how environmental education be made value-oriented:

1. Human Values

Preparation of text-books and resource materials about environmental education can play an important role in building positive attitudes about environment. The basic human value 'man in nature' rather than 'nature for man' needs to be infused through the same.

2. Social Values

Love, compassion, tolerance and justice which are the basic teachings of most of our religions need to be woven into environmental education. These are the values to be nurtured so that all forms of life and the biodiversity on this earth are protected.

3. Cultural and Religious Values

These are the values enshrined in Vedas like 'Dehi me dadami te' i.e. "you give me and I give you" (Yajurveda) emphasize that man should not exploit nature without nurturing her. Our cultural customs and rituals in many ways teach us to perform such functions as would protect and nurture nature and respect every aspect of nature, treating them as sacred, are it rivers, earth, mountains or forests.

4. Ethical Values

Environmental education should encompass the ethical values of earth-centric rather than human-centric world-view. The educational system should promote the earth-citizenship thinking. Instead of considering human being as supreme we have to think of the welfare of the earth.

5. Global Values

The concept that the human civilization is a part of the planet as a whole and similarly nature and various natural phenomena over the earth are interconnected and inter-linked with special bonds of harmony. If we disturb this harmony anywhere there will be an ecological imbalance leading to catastrophic results.

6. Spiritual Values

Principles of self-restraint, self-discipline, contentment, reduction of wants, freedom from greed and austerity are some of the finest elements intricately woven into the traditional and religious fabric of our country. All these values promote conservationism and transform our consumerist approach.

8. Conclusion

From the above discussion it can be said that value can't be teach but should be used in daily life with other teachers, principal's behaviour and work. It is difficult to give value. It is gain through good habit. Education and value is link with other. Education is the necklace and value is its pearl that always move, through education, value can be gain.

Education is sweet Fruit, than value is its juice

Education is lamp, than value is its light

Education is Instrument, than value is Medium

Education is Activity, than value is result.

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