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## An Approach to Value Oriented Education

Mujeeb Rahiman Kattali

Assistant Professor In Commerce

PMS CUC Androth, U T of Lakshadweep.

### *Abstract*

*This paper addresses the issue of value oriented education.. The term value education as education itself, the author advocates the need for the preparation of a teacher as an agent for social change, to equip him or her to deliver the quality of values as per the situation and explore the process by which children develop values essential for living in the society. Teachers need to be trained to create situations and be imaginative to reflect on that situation by making students aware of values and highlighting its need. Besides this, the author is of the opinion that we are faced at present with the challenge of erosion of human values and it is high time to rise to the occasion and make conscious efforts to improve the situation. This will also help clarify their aims in life as well as processes to achieve them. This paper emphasizes that value orientation in modern context is considered much wider, transcending the boundaries of religions and encompassing ethical, social, aesthetic, cultural and spiritual values. Value oriented education needs to be realistically achievable in consonance with the academic framework of a school. The author advocates that a judicious combination of academics, culture and value education will be an ideal approach to education and value education needs to be integrated within the school curriculum.*

### **Aim of Education**

Education is a continuous and creative process. Its aim is to develop the capacities latent in human nature and to co-ordinate their expression for the enrichment and progress of the society by equipping children with spiritual, moral and material knowledge. The teachers need

to practise the patterns of behaviour that create a climate of value encouragement in the classroom.

The school is indeed one of the vital and essential institutions which support an all-round development among the student. The teacher and the taught share a very unique relationship, which is like a strong spiritual bond. This unique relationship elevates the teachers to lofty heights of being real planners and builders of the future of mankind. In our schools and classrooms we must painstakingly shape the personalities of our students for future growth and prepare them to shoulder social responsibilities as ideal future world citizens. Teachers must relinquish the idea that they are the fountains of knowledge and wisdom; rather they must form a partnership with their students in a shared learning process, demonstrating by their example that they too are learners. Education aims at giving freedom to understand, comprehend, analyse and then come to a conclusion; it also enables a child to understand the environment or nature, and how to respect it and be a part of it. On top of it the aim is to give joy to a child. Children's literature when used for classroom activities aims, first, to give pleasure and entertainment to a child and, then indirectly to give instructions. The most important part of education is to develop catholicity of mind to move from a micro- to a macro-world and ultimately to teach the norm of universality, which is a very important factor of Indian culture. The founded pillars upon which our education system is based are knowledge, wisdom, spiritual perception and eloquent speech.

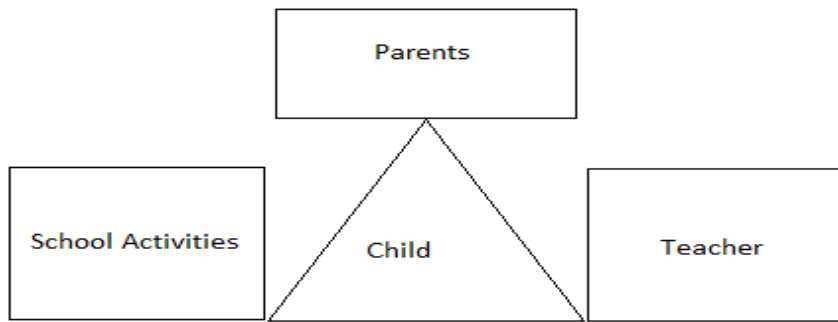
## **Value Education**

Value education is not a new or something extra, it is building upon what already exists.

It is on both national and state agendas and can be personalised, politicised and contested. It strengthens students self esteem, optimism and help students to exercise ethical judgement and social responsibility. In the words of Adams "*Value education is the dynamic side of philosophy. It is the active aspects of philosophical belief*". The first step in the direction of changing the world is to take the needed steps for radical change in the human consciousness. One of the most important means to achieve this end is value orientation of education. This 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, ideas, attitudes and actions. This will also help clarify their aims in life as well as the process to achieve them. In the modern context of our commitment to secularism and other such related Constitutional provisions.

Value education is considered much wider so as to transcend the boundaries of religions and encompass ethical, social, aesthetic, cultural and spiritual values. This broadened concept has many implications for value education programmes at the school stage. Unfortunately value education has received merely lip service so far, though without an effective value-oriented education the country will face crisis of character, adversely affecting the quality of life and relationship, in turn leading to tensions and strifes. The economy and development of the country also stand to lose. With a view to equipping children of today, who will be the citizens of tomorrow, education has to be reoriented and revamped altogether. What a sculptor is to a block of marble, education is to the human soul. The philosopher, the saint, the hero, the wise and the good or the great, very often lie hidden and concealed in the sand of anonymity, which a proper education might have brought to life. The present era of education is very significant and crucial in terms of changes as well as quality. On the one hand, there has been an unprecedented expansion of education at all levels, and on the other there are insurmountable obstacles to value improvement. New hopes and aspirations in the minds of people have emerged. This has posed new challenges and new problems in re-orientation and re-energisation of education in values at all stages.

The main aim of value education in schools should be to make the students good citizens so that they may share their responsibilities for the development of the country. Students should also be able to understand the national goals of democracy and secularism. They could develop themselves to be useful fellow citizens and continuously strive for their inner development. Teachers committed and dedicated to the cause of value-oriented education play a vital role in the portals of formal or non-formal channels of education. They have to develop a zeal, a love for learning and an aspiration of doing something good for the society. The true teacher is a gardener under whose care a thousand trees blossom and grow. He may contribute nothing to their actual growth; the principle of growth lies in the tree itself. He plants and waters. So is with the educator. He only watches lest any force from outside should injure or disturb. He only facilitates and takes care that growth and development run their course in accordance with own laws. The parents and the teachers have to work in close contact and coordination, the school has to be an extension of the home. Influences that create a strong backbone for the child's growth.



From the values of education we can conclude that;

- Any human being should be judged on the basis of his qualities and not on the basis of his social status.
- The education system does not have all the ingredients for all-round development of a student.
- A teacher should have the ability to mingle with the students, so that the students feel free to ask any question, any number of questions. Thus the learning becomes a joyful experience for the students.
- A teacher is responsible not only to the extent of imparting education from books; he is also responsible to teach the students the basic values and ethics in life. Most importantly, he himself should be a role model of values.

### **Importance of Value oriented education**

In the contemporary educational scenario values have undertaken its own role and significance. Following are the major importance of value oriented education.

- Development of healthy and balanced personality.
- Capacity to earn livelihood and acquired material prosperity.
- Development of vocational efficiency.
- Creation of good citizenship.
- Adjustment with the environment and its modification fulfillment of the needs of man.
- Development of character.
- National integration and national development.
- Promotion of social efficiency, etc.

## Value added and value oriented education

Value education has to be integrated within the school curriculum. Academic education is important indeed, but to go deeper into it the education has to produce a fine human being. Thus in this area of information, knowledge and technology, “transformation”, the inner refinement and growth, become imperative. Value education is the “value-add” education for the complete man.

The whole education has to be value added and value-oriented in the following manner,

- To promote basic and fundamental qualities like compassion, truthfulness, peace, justice etc. in the children.
- To train them to become responsible citizens in personal as well as social life.
- To enable them to become open and considerate in thought and behaviour.
- To rise above prejudices on religion, language, sex, caste or creed.
- To develop proper attitudes towards one’s own self and fellow beings.

## Educational values

Education is inculcation of various values. Following are the important ones.

- Aesthetic: arts, dancing, painting, dramatisation, music etc.
- Spiritual: spirit (as opposed to matter), divine matter and soul.
- Moral: relating to ethics.
- Social: concerning society and its well-being.
- Value for life: Values to be inculcated at each levels of our life are courage, truth, universal love, respect for all religions, respect for elders, dignity of manual work, service, purity, peace, joy etc.

### **National Flag**

Saffron colour: Valour, sacrifice and patriotism

White colour: Truth, purity and simplicity

Green colour: Faith and prosperity

Ashok chakra: Righteousness and progress

## Conclusion

Education is important from various points of view. Its field of activity is so wide that all activities and experiences are embraced in its sphere of work. It sublimates the animal basic instincts in a child to socially useful activities, habits of thinking and behaving. It inculcates in a child higher moral and social ideals together with spiritual values, so that he is able to form a strong character useful to his own self and the society of which he is an integral part. Further, education meets the immediate needs of a child and also prepares him for his future life. It develops the social qualities of service tolerance, co-operation, fellow-feeling and promotes other social values. From this value education can empower a child the spirit of dynamic citizenship which eggs him on and on in the service of his nation keeping in consideration the international understanding and well being of humanity as a whole.

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