

Value Oriented Education**Abstract**

*No great moralist was made so in a day
Nor any one of them was a born moralist,"*

Value occupy a significant role in shaping individual & social life. Values are the treasure of life, making humans wealthy & rich. Value are friends, bringing happiness in life. A life filled with values is a life of self-respect & dignity. The soul is able to come closer to God & life becomes real & meaningful. As we develop values within the self, we share the fragrances of those values with the world around us & in this way move forward to a better world.

Keywords: Wastewater treatment; Activated sludge; Mechanical systems; Membrane filtration; Advanced oxidation processes; Resource recovery.

Introduction

Value is a concept that describes the beliefs of an individual or of a culture. Value is also senses about "mulya" in this category marketing price, worth of an article, fair return of equivalent in goods etc. Basically values are guiding forces for determining directions of life & choosing desirable behavior in the society.

According to Kluckhohn a value is a "conception of the desirable" and not something "merely desired" or we can say a value is a conception of something that is personally or socially preferable value are also associated with the principles and standards of life. In the words of Charles Morris (1956) "values are a study of preferential Behavior". An overview may come out when we think the values in its holistic approach as values may be changeable and permanent. It can be eternal or man made, may be relative or absolute and most importantly it may be subjective or objective. Moore said, all men everywhere possess the same values but the degree may differ difference may occur due to difference in culture, hence it is clear that values represents the desires in the sense of what one ought to do or what he perceives is the right thing to do in any given circumstances.

Source of Values**Religion**

Different religion are known to prescribe different value pattern, Hinduism, Buddhism, Sikhism, Jainism, Islam & other religion of world have recommended of the following values. Self control, Nonviolence, social sacrifice, dignity of labour, love, high character, unity, peace etc.

Philosophy

Philosophy forms another important source of values.

Literature & Science

Literature has been regarded as important and effective source of values, literature is a social life are closely related to each other every one knows.

Science constitutes a social activity, as social institutions and an important source of values. It has played a tremendous role in our lives and has changed our entire existence in such an important aspects of health, education, production, transportation and in communication.

Among different kinds of values, morality occupies a significant position from the stand-point of its humanistic appeal. A moralist person is not only a person who does **the right** thing, but also one who does the right thing for the right reason. In the process of making right choice, the individual adopts.

Values in Education

*Devoid of Satya, Dharma, Shanli, Prema
&*

Ashinsa all education is ziro

After independence, India has progressed a lot in the field of agriculture, industries, technologies with all this progress India has lost something on the ethical front. Today number of scams and corruption is its highest peak. Every body is preferring his own will in spite of common well. In the words of Indian Education Commission "while a combination of ignorance with goodness may be futile, half of knowledge with lack of essential values may be dangerous". Educational values may be defined as those activities have been good, useful, valuable from the point of human being.

Need of value development

At the birth of new born is no different from other animal neonate, but very rapidly develops into a human being through the process of socialization and child becomes a social animal, so child should be given a better and healthy environment to

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progress, so child will possess good moral conduct and healthy thinking. Because our power of life lies in thoughts. Thought is the secret key of our mental software so our education must be as it takes our thoughts from negative to positive from untruth to truth from immorality to morality.

Importance of value in Education

Following points may clearly shows that there is high need of value in education.

1. To make right moral judgment.
2. To postpone gratification of desire.
3. To treat other human being with dignity
4. To be creative and dynamic personality
5. Promoting social efficiency
6. For National and International integration
7. For good citizenship
8. For Autonomy (freedom of will being without fearless, selfishness & Biased)
9. For Rationality - To develop the power by which person makes desire on the basis of reasons & facts.
10. Altruism- Self sacrifice
11. Education must be as to provide harmony between body and life wisdom and habits, self and society between will and nature.

Curricular issues in value education

Theoretically, every education system is value oriented. The school curriculum aims at development of proper attitudes, values and skills for holistic development of learners. However, special emphasis of value education remains on development of awareness, sensitivity, appreciation and reflective thinking about social and moral values among children, facilitation of opportunity to make judge mentis about what is good and appropriate.

It's true every component of subject - curriculum has value orientation. Science education prepares students to be committed towards free inquiry, rationality, open mindedness, objectivity etc. Social sciences throws light on development of values like universal brotherhood, environment friendliness, unity in diversity, civic sense & interdependence. Language & literature contribute towards development of asthetic sense of life, sensitivity, creative expression and appreciation. Economics give us common on how to value things. In spite all these moral education incorporates moral & spiritual values.

All curriculum follows some principles as :-

1. Value education promote unconditional striving for goodness.
2. Value education is related with overall personality development
3. Education in values involves the process of diverging thinking.
4. It explets into process of exploration, reflection & not imposition.
5. Education for values are to be integrated with the entire school system.
6. There is no, one prescriptive way to provide education for values different models can be worked out for this purpose.

The inseparable link between education and values and in evident in the nature and aim of education. Young people at their school and university should be given and understanding of moral and spiritual values. If it is the business of education to import and integrated view of life. If education has a relationship with the meaning of life, then a proper value orientation of education becomes imperative.

Some techniques/ strategics for values Inculcation

The development of values is not a very easy job. There is no magic formula is very complicated influenced by a variety of hereditary and environmental factors. Generally, value education programs involve indirect, direct or incidental approaches. In the direct approach deliberate, systematic instruction in specially provided periods comes in the school time table- Through indirect approaches value education is imported through regular subjects of the school curriculum and co-curricular activities. Whenever the value inculcation event or situation that actually occurs in the school, is known as incidental approach of value education! Following activities are generally, employed in value education.

1. Teaching, instruction, employed in value education.
2. Training instruction employed in value education.
3. Exposure to work of arts, beauty in nature, actions of moral worth.
4. Providing situations & opportunities to practice the value.

Teacher Education for value Education

Teacher education plays a vital role in sensitizing teachers about value education programme. It also aims at enabling teachers to initiate value education programme with commitment to guide the directions of students inquiry, to promote learner's participation in explaining values, to prefer values in solving complex problem, to

imbibe and reflect values in day to day life. The objectives of teacher education programme need to be articulated with a view to enabling teachers in :

1. Understanding the concept, principles and relevance of value education .
2. Identifying and promoting value education components hidden in subject curriculum.
3. Designing constructivist environment for learner's participation in development of social, moral & social values.
4. Conducting continuous assessment & evaluation of learner's progress in value development by means of learner- initiated assessment through self analysis of thinking, feeling and action.

Tools for value education

Number of things can be use to inculcate value education, some as hymns, proverbs, scriptures, thoughts great man to be explored by trainees through self initiatives at local level, institutional level as well as wider level.

Learning activities

Various kinds of learning activities can be explored & organized in promotion of values with emphasis on different facilities of brain. Some may include as.

1. Yoga, meditation, prayer self study of scriptures, classical stories like Pancha - Tantra.
2. Value Discussions.
3. Simulating activities in solving problems.
4. Role play, drama, poetry in virtual environment.
5. Visits to missionary organization, value education institutes and interaction with eminent personalities.

Models of Teaching for Value Education

Models of teaching are structured, logically consisted, cohesive & logically described alternative patterns of **teaching**. According to Sansanwal and sing (1990) "A model of teaching is a blue print wherein theory based, well sequenced replicable steps are given for the creation of certain instruction effects in the learner." Broadly 4 teaching models are presented with their major goals.

- (a) **Rationale Building model** :- The rationale building approach emphasizes the role of critical **reflection** on the part of the teaching and students alike in moral education.
- (b) **Value clarification model** : Value clarification model was given by Raths. Merrill Harmin & Sidney semon. This model is an attempt to help people to decrease value confusion and promote a consistent set of value through valuing process. The value clarification process is designed to promote intelligent value choices through a process of choosing, prizing & behaving. It has four key elements.
 - (a) A focus on life.
 - (b) Acceptance of what is
 - (c) In Invitation to reflect further
 - (d) Nourishment of personal powers.

This involves social discourse, sharing thoughts and feelings with other is a critical demand of the model.

(C) Role playing model

Fannie & shaflet presented this model in 1967. This model involves students in a real problem situation & provides a live sample of human behaviour that serve as a vehicles for students to : explore their feelings, gain insight into their attitudes, values & perceptions., development their problem solving skills & attitudes. The following a steps of role playing model are suggested by the shaflets(1967).

1. Warm up the group ^
2. Select participants "
3. Prepare ',-, '*
4. Set the stage T
5. Enact
6. Discuss & evaluate
7. Reenact
8. Share experience

The role playing is a moderately structure approach. The teacher is responsible for initiating the phase and guiding students through the activities with in each phase. Teacher shapes the exploration of behavior by the types of questions he or she asks and establishes the focus through questioning.

D) Value Analysis model

This analysis model was developed by Coombs (1971). This model helps student to learn a highly systematic, step by step process for making moral decisions. It

trains peoples to deal rationally with ethical problems having social issues. This value model has been steps in exercise-value analysis model in classroom situation.

1. Presenting the Dilemma
2. Identifying & clarifying value conflict
3. Asking for conceivable alternatives.
4. Asking for possible consequences of each alternative
5. Asking for evidence to support the likelihood of consequences occurring.
6. Asking for the evaluation of likely consequences.

Hence the models are fulfilling the purpose of value education that the inculcation & development of moral sensitivity, moral reasoning & moral actions in the individuals. The implementation of a model of value development in a real situation of the classroom is a challenging job and it requires a perfect understanding of the theoretical aspect as well as the competence in practical aspect of the mode.

Conclusion

All these activities are helpful for teaching as well as for educands. Firstly orient teachers on humanism, moral, social and spiritual values and propel them to create the followers. Emphasis on participatory and experimental learning can serve the purpose of value education. By this paper have tried to indulge all the possible ways to inculcate the social value inside a fresh mind and to make cleanse polluted mind.

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