

VALUE MEANING, CONCEPT AND ITS DEFINITIONS

The word "value" is derived from the Latin word 'Valerie' meaning to be strong and vigorous. To be of value is to have a certain virtue. The sense of value is an essential attribute of the human consciousness. It is this sense that prompts and guides the unceasing quest of the common thread of goodness in the good human being, the good society and the good life. In a general way the word 'values' expresses the qualitative significance or importance we assign to ideas, feelings, activities and experiences. We experience life in innumerable ways. Our inner self sifts and analyses these experiences sometime consciously but more often unconsciously and attaches different degrees of significance to them. The basis of the evaluation process is our system of values. Our value judgments are expressed through statements like, 'she is a good person', and 'he is an honest man'. 'It is a beautiful sunset'; 'we should respect elders', 'business dealings should be fair', etc.

socially approved desire and goal which become subjective preference, standard and aspiration (Mukherjee, 1956).

Social characteristic (First, 1959).

Satisfaction of human wants (Magenta, 1959).

Social belief, ideal or norm (Kana, 1962).

Values are something that we consider good such as Love, kindness, quietness, contentment, fun, honesty, decency, relation and simplicity, (July Henry "culture again man", 1963).

Motivation justifying thereby individual's behaviour (Jones & General, 1967).

Idea, notion and articulated feeling which enable to prefer or not to prefer events or behaviours (Zilfgler, 1972).

Socially defined desires and goals that are internalized through the process of conditioning, learning and socialization (Prahallad, 2000).

A system of personality traits which are in harmony with the inner nature of an individual and which are in accordance with the values approved by the society (Adithya Shetty and K. Pushpanandan Kao, 2000).

From the above definitions, a broad and simple working concept of value can be evolved. Any human activity, thought, idea, feeling, sentiment or emotion that could promote the integrated growth of the personality of the individual could be said to constitute a value. Values also contribute to the welfare of the larger social unit such as family, the community, the nation and the world of which the individual is a member.

NEED OF VALUES

- To guide the human beings in the right path and to inculcate the concept of 'universal brotherhood' and to achieve the absolute values of Truth, Goodness and Beauty;
- To guide or give direction and firmness to life and bring joy, satisfaction and peace of life,
- To preserve our culture and heritage and to develop morality and character;
- To bring the behavioural changes towards positivism;
- To develop the peace and harmony in the individuals and in the society;
- To bring quality of life and sustainable development in the society;

CHARACTERISTICS OF VALUES

Any conception of the nature of human values should be intuitively appealing and capable of operational definition. It should certainly distinguish the value criterion with other concepts. In formulating a conception of values Rokeach (1973) makes five assumptions about the nature of human values:

Values are organized into value systems;

The total number of values that a person possesses are relatively small;

All men everywhere possess the same values in different degrees;

The antecedents of human values can be traced to human culture, society and its institutions and personality;

The consequences of human values will be manifested in virtually all phenomena that social scientists may consider worth investigating.

A value is relatively enduring. If values were completely stable, individual and social change would be impossible. If values were completely unstable, continuity of human personality and society would be impossible. Any conception of human values must be able to account for the enduring character of values as well as their changing character.

ROLE OF VALUES

Motivation:

The more long-range functions are to give expression to basic human needs. Values are in the service of what Mc. Dougall (1960) has called "the master sentiment the sentiment of self-regard."

Adjustive Function:

McLaughlin (1963) has suggested that adjustment-oriented values are really Pseudo-values because they are espoused by an individual as a way of adapting to group pressure, but the desirability of compliance to group pressures may be a genuine value in its own right, no less internalized than other values.

Knowledge Function:

Katz (1970) defines the knowledge function as involving. 'The search for meaning,' the need to understand, the trend toward better organization of perception and belief to provide clarity and consistency. Thus, people value such end-states as wisdom and a sense of accomplishment and such modes of behaviour as behaving independently, consistently and competently. It leads people to take a particular position on social issues. It enables men to favour a particular political or religious ideology over another. A man having better knowledge can by his value stance adopt them as standards to help him to project an image of himself to others. He is able to evaluate and judge, praise and fix blame on persons.

The Ego-Defensive Function:

Psycho-Analytic theory suggests that values no less than attitudes may serve as ego-defensive needs. All instrumental and terminal values may be employed to serve ego-defensive functions. Over emphasis on such modes of behaviour as cleanliness and politeness and on such end-states as family and national security may be especially helpful to ego-defense.

Self-Actualization Function:

Rogers Carl (1969) says "For the creative individual what is important is whether he is living in a way which is deeply satisfying to himself." This is further stressed by Maslow's concept of self-actualized persons "who are ruled by their own characters more than by the rules of the society" People get involved in practicing values, in a cause outside of themselves, and devote their lives for the search of these intrinsic values. For a person to achieve self- actualization, it is necessary that he must experiences life fully, vividly, selflessly with full absorption. It

implies listening to one's own inner voice, rather than that of others. It requires one to be honest to him, and the ability to take responsibility for one's actions. One must begin to realize his own potentialities and exploit it to the maximum. There is a total identification of the person with the job that he is doing, involving a sense of devotion to work. This process thus leads man to enjoy peak experiences, which are the best moments of a human being. The person who is self-actualized has a very good perception of reality and truth. They are not confused and make ethical decisions more quickly and surely than average people. Thus, values have a strong motivational component as well as cognitive, affective and behavioural components.

SOURCES OF VALUES

The system of values can be treated from the following sources of understanding

Life Experience:

Many values originate out of the experiences of the individual and those of his fellow men. Men constantly keep on determining what values they must follow to find happiness and fulfil their destiny as human beings. These source orientations are conformed by Radhakrishnan (1950) who observed, "Values in education although they find their source in philosophy, have a second source in society, the people, their culture and their ideals".

Cultural background:

Our values are usually grounded in the core values of our culture, which reflect culture's orientation to five basic problems viz.,

Beliefs of child rearing and social control

The attitude to take nature as fatalistic or seeing it is as a challenge to be conquered in the interest of man's comfort.

The question whether man should live for the present or the future.

The kind of activity most valued; and the kind of inter-personal relationship whether it is competitive or cooperative.

Religious background:

In its pursuit of truth religion is also concerned with values. Many basic values are common to all religions.

Scientific background:

It helps us to make value judgments only to the extent that we relate it to value assumptions. New information on the scientific front need not pose a threat even if it requires a change in the present frame of reference.

CLASSIFICATION OF VALUES**Spranger's classification**

Theoretical values

Economic values

Aesthetic values

Social values

Political values

Religious values

Gandhi's Classification

In order to create new social order Gandhiji introduced Nai-Talim in the year 1937, which is popularly known as basic education.

Truth

Freedom

Democracy

Sarva dharma sarnabhava

Equality

Self-realization

Purity of ends and means

Self-discipline

Gail M. In-law Classification

Traditional and cultural values

Economic values

Political values

Values in science and technology

Philosophical values

Values of the new left

Values of the black community

Plato's Classification

Truth

Beauty

Goodness.

General classification

In general, values may be classified as personal, social, moral, spiritual and behavioral values.

Personal values

They refer to those, which are desired and cherished by the individual irrespective of his social relationship. The individual determines his own standards of achievement and attains these targets without explicit interaction with any other persons.

Social values

Social values refer to those, which are oriented and concerning to society. These values are practiced because of our association with others. Unlike personal values the practice of social values necessitates the interaction of two or more persons.

Moral values

Moral values related to individual's character and personality conforming to what is right and virtuous. They reveal a person's self-control.

Spiritual behaviour

Spiritual values refer to ethical values. It arises from the inner depth dimension of man. It bestows the capacity to see the false and the true was the true. It is like a key to the integration of man. The ultimate ethical value is called spiritual value. Spiritual value is the awareness of itself.

Behavioural values

Behavioral values refer to all good manners that are needed to make our life successful and joyous. These are the values, which are exhibited by our conduct

and behaviour in our daily life. Behavioral values will adorn life and spread cordially friendliness.

INCULCATION OF VALUES THROUGH CURRICULUM

"Today it is no longer desirable to undertake educational reforms in piecemeal fashion, without 'a concept of the totality of the goals and modes of the educational process. To find out how to re-shape its component parts, one must have a vision of the whole" (UNESCO, 1972).

The National policy on Education has laid considerable emphasis on value education a powerful tool for cultivation of social and moral values. Keeping in view the pluralistic base of our society, the education system besides preserving our cultural heritage has also to nurture our youth to be more adaptable to life in the changing environment. An interlinking of education and culture has also been emphasized in the programme of action for implementation of National Policy on Education. People say that Values cannot be taught but caught" Against this belief educationist strongly advocate that values could be taught with sufficient care and caution. The National Council for Educational Research and Training (NCERT) in its publication documents on Social, Moral and spiritual Values in Education (1979) has drawn up 84 values to be inculcated through education. The cultural values need to be identified for standard curricula all over the country. Respect for the old, care for poor and up privileged and tolerance should be some of the values. Value based inter-personal relations, Importance of racial and religious of harmony and concern for humanity should form the basis for friendship and co-operation amongst the people. Fine arts, music, creative writing. Puppetry and theatre are to be given due place in the curricula right from school to the university level.

The curriculum should strike a balance between theory and practice. Creative work in fields of music, dance, literature, drama, visual arts is essential to cultivate the inherent tolerance of children. Value/ moral education should be taught as a compulsory subject up to the high school level. It should be made an examinable subject at the school level. Evaluation of value education should be based on compassion, self-reliance, respect and honesty.

Language is an importance medium for inculcating, fostering and propagating of moral values and national cultural heritage. Education through mother tongue needs to be ensured.

INCULCATION OF VALUES THROUGH CO-CURRICULAR ACTIVITIES

Co-curricular activities play a very significant role in inculcating different values in the students. For all-round development of personalities of the student's co-

curricular activities are considered to be very important now-a-days. Previously the term "extra- curricular activities" was used for outdoor activities and other cultural programmes organized in the school. But now-a- days this term has been discarded keeping in view the importance of these activities. In many progressive schools there is an allotment of certain periods for these co-curricular activities in their regular time table.

Through these activities, many values can be inculcated profitably. Co- curricular activities form an integral part of the modern school curriculum. They should be made more and more purposive and fruitful as well as value oriented with the democratic base and purposeful pursuit. This can be done provided children have an opportunity of having living experience of moral life through these activities. In programmes of out-door activities, the children are taken out of the school to the areas of adventure, appreciation of art and culture and the places of historical values. They can be brought avenues in the training of initiative, team -work, self-discipline and learn much about our cultural heritage and historical details. Besides games and sports, there are several out-door activities, namely, NCC, Scouting & Guiding. Mountaineering, Trekking, Excursion, Field trip etc, which may serve the purpose of inculcation of desired values among the students and formation of character.

Almost in all the schools and colleges various festivals are organized at different levels. Festivals may be classified into three heads.

1. National Festivals,
2. Religious Festivals and
3. Birth/death anniversaries of great persons.

Besides these, there are so many occasions such as Sports Day, Teachers' Day, Parents' Day, Annual Day, UNO Days etc, in the school. Through these activities, the qualities of leadership, self-discipline, co-operation, team-work, etc, can be easily developed. Through these activities, new dimension can be given to the personalities of the students.

EDUCATION AND VALUES

The major purpose of education is to shape the personality of the child in such a way that the individual becomes a better learner, a better person, a better worker, not only in terms of knowledge, understanding and skills but also in terms of values and motives which give meaning and significance to one's behavior.

The aim of education is growth or development, intellectual and moral, ethical and psychological principles can aid the school in the greatest of all constructions the building of a tree and powerful character. Only knowledge of the order and connection of the stages in psychological development can ensure this. Education is the work of supplying the conditions which will ensure the psychological functions to mature in the freest and fullest manner.

According to Huxley Jullian (1964) education should be humanized to redeem our society from the evil effects of widespread corruption, selfishness, exploitation, authoritarianism and nepotism, this call for the infusion of human values in their operations.

For Dewey John (1966) the central purpose of education is to enable human beings to make the necessary adjustments to meet the constantly changing environment and the most important adjustments to be made in the ever-changing circumstance of society.

Krishna Murthy Jiddu (I 981) defines the aims of education as "To make a true and happy contended individual capable of facing the problems of life; to develop the power of critical thinking and analysis; to develop alertness by a keen sense of observation and attention; to help discover the reality i.e. "What is, and to help the child not to imitate or be guided by norms but lo learn to be himself, and realize truth and reality."

MEANING AND CONCEPT OF VALUE ORIENTED EDUCATION:

Meaning: Value education means inculcating in the children a sense of humanism, a deep concern for the wellbeing of they and the nation. This can be accomplished only when we instil in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that bring order, security and assured progress (Sandya, 1999).

Value oriented education is not authoritarian, indoctrination in the right values chosen a priori. It is a process of inducing learning. The nub of value-oriented education is to enable students to think, reason, reflect, question, feel, care, experience, will and act" (Seshadri, 2002).

A planned educational action aimed at the development at proper attitudes, emotions and characters, in the learners. May be termed as value-oriented education. It covers all aspects of personality development physical, intellectual, social, economic, political, cultural, moral and spiritual'(Chetty, 2004).

Concept: Seshadri (1984) makes clear the scope of value education: "In its full range of meaning, value education includes developing the appropriate

sensibilities-moral. Aesthetic, cultural and spiritual; the ability to make proper value judgments and choose among competing values, internalize values and realize them in one's life. It thus, spans the entire domain of learning-cognitive, affective and psychomotor and includes knowledge, understanding and appreciation of our cultural, moral, aesthetic and spiritual values. Education of the emotions and the training of the heart and the development of character".

Gupta (1988) explains that value education is wider, practicable and adaptable than religious education or moral education as no specific faith or religion is reflected through ethical, moral, social, cultural or spiritual values. This would mean that value education is instruction in the entire realm of values-physical, emotional, intellectual, imaginative, aesthetic, democratic, scientific, social, moral and spiritual for any individual.

Roy Choudhry (1989), Reddy and Reddy (1992) and Bhatt (1996) elaborate the concept of value education relevant to the elementary secondary, college and university levels. The objective being the development of an individual character building and upholding of human dignity and self - respect.

ADVANTAGES OF VALUE ORIENTED EDUCATION

The value-oriented education can help the individual and the society in the following ways:

It enables the child to earn his livelihood and to acquire materials prosperity.

It can develop a healthy and balanced personality.

Develops character and morality of the children.

Develops vocational efficiency.

Helps for the reconstruction of experiences.

Makes the children ideal citizens.

Promotes social efficiency.

Enables the child to adjust to his environment.

Develops cultural values.

Inculcate ideas about national integration.

Enables the child to use his leisure time profitably.

OBJECTIVES OF VALUE ORIENTED EDUCATION

To kindly the aesthetic sensibility of children through exposure to appropriate objects, events and experiences.

To enhance the awareness and sensitivity to moral aspects of major issues and concerns of modern life like poverty, illiteracy, human rights environment, population, peace etc.

To develop an ability to reflect with an open mind on the moral dimension of contemporary social events and incidents of everyday occurrence.

To help students understand and appreciate the value of democracy, secularism, social justice, scientific temper and other values supportive of social cohesion and national unity.

To enable students to develop a concern for and commitment of these values.

To provide appropriate opportunities for students to practice and live by these values.

To develop a dedication to uphold the integrity and honour and foster the development of the country.

To promote in children basic and fundamental qualities like truthfulness, Co-operation, love and compassion, labour, common brotherhood of man and scientific temper;

To train children to become responsible citizens in their personal and social lives;

To enable children to become responsible citizens in their personal and social lives;

To enable children to understand and appreciate the national goals of socialism and democracy and to conditions and to contribute to their realization;

To create in children an awareness of the socio-economic conditions and to motivate them to improve the same;

To enable children to become open and considerate in their thought and behavior and rise above prejudices based on religion, language, caste or sex;

To help them understand and appreciate themselves and continually strive for their inner development and becoming, thus moving towards the goal of self-actualization;

and

To develop in them proper attitudes towards (a) oneself and fellow beings, (b) one's own country, (c) people of other countries, leading to international understanding, (d) life and environment and all religions.

VALUE ORIENTED EDUCATION - TEACHER'S ROLE

The teachers must be accorded an honoured place in the society. This is quite consistent with the Upanishad Dicture: Acharya Devo Bhava. Today a teacher will not be venerated simply because of his noble profession. It is the traits of a teacher that count. Who will have regard for a teacher or lectures who demands higher fee for private tuitions during the months of February and March? Who will adore the principals who indulge in frauds and issue false certificates to youngsters? Scams in academic institutions are serious challenge to the credibility and responsibility of educational institutions. Heads of such institutions, the leaders of teachers' unions even teachers and professors and concerned members must do something to stop this riot.

The teacher has the most pivotal role to play in the pursuit and promotion of human values. According to an estimate in India, in the year 2001, the number of teachers will be around 63 lakhs. Through dynamic interaction with nearly 20 crores of students, population of 100 crores, teachers will play a dynamic role in giving shape to a vibrant India. All over the world, it is accepted that the future will be the product of what is being done in the present-day schools. This depends largely on the competence as well as dedication of teachers.

Value education starts not with the student but with the teacher. If the student has to be taught values, first the teacher has to be taught values. If the teacher is not sound in himself, how can he teach others? He would be like a blind man leading other blind man. Even academically he should have sound and correct knowledge. If a teacher, who is otherwise, gives wrong information to his students, he is spoiling the students, and these students, when they themselves become teachers, in their own turn further spoil the students. Thus, a chain reaction of wrong knowledge is established and we can see that a wrong teacher can harm not only his immediate students but he can harm. generation. So, top priority should be given to the appointment of right teachers.

Real, good and dedicated teachers, who are able to provide proper and overall guidance to the students, have to be identified, professionally trained, promoted and provided appropriate economic status, which will attract the best and most talented persons to the teaching profession. It is also very important that during the teacher education programme, the teachers are introduced to the concept of value development and also made aware of. The methods and techniques keeping

in view the physical and psychological development of the students to promote human values. It is important to develop the vision of the teachers and in such a way that they can incorporate suitable strategies and methods while teaching any subject are it is science or humanities.

Thus, we see that it is the true teacher who can change the students and produce right citizens. If the teacher himself is morally unsound, he cannot induct morality in his students, if the teacher does not change himself, he cannot change the students. If at present the teachers are not able to control the students, this is because of the moral and spiritual bankruptcy of the teachers.

So, the real problem is not of correcting the students but of correcting the teachers. This is an open secret of education. But how can the teacher be corrected? The teacher changes the students, but who can change the teacher himself? Nobody else can change the teacher. The teacher can change as and when he himself chooses to change himself. So, it is requirement of the teacher that he should become ideal teacher.

The following steps ought to be taken to inculcate and strengthen values among students:

Frequent workshops under the teachers training programme should be held and it should be impressed upon the teacher trainees that it is their duty to import values to the students, and that it is obligatory for them to become value conscious and practice values themselves.

Theoretical and practical courses of value education should be given to the students in creating value consciousness.

Providing interaction opportunities with persons of unimpeachable character, sacrifice, creative abilities, literacy tastes or scholarly attitudes whose mere presence motivate others.

Making the institutions responsive to emergencies like fire, floods, drought, etc. this would strengthen mutual relationship with the society.

Visits to institutions, establishments, centers of creative arts, zoos, museums and homes for the aged and handicapped not only to enhance knowledge and understanding but also to generate appreciation and empathy.

Cleanliness within the institution helps in a big way. Development of aesthetic sensibilities in a basic imperative of individual preparation.

Asking the pupils to read good literature. Reading of auto-biographies, biographies which are known as 'success literature' could pave way for the young minds to plan for their life in the right path with positive attitude.

Teach students the importance of unity among people.

Deliver a talk during the assembly on common fundamentals of all religions.

Deliver a talk on a selected value during the assembly.

Deliver a talk during the assembly on exemplary personalities, such as Mahatma Gandhi, Bhagat Singh, Subhash Chandra Bose, etc.

Each student may be encouraged to speak on selected values.

VALUE ORIENTED EDUCATION PARENT'S ROLE

Family is the first school where good habits and values are nurtured in a child. The foundation laid in the formative years of a child play a significant role in determining the personality of a child and making him a good citizen. It is in the family where a child learns different values, such as love sharing, living together, tolerance, respecting elders, obedience, discipline, sincerity, kindness etc. Therefore, parents must ensure that right values are developed in children. Parents must also volunteer themselves to initiate such efforts that could contribute to the process of inculcating values in society. The parents may do the following inculcate values among children.

Love the child to inculcate the feeling of love.

Ask the child to share things with others.

Promote the value of living together through plays. Teach the value of respecting elders.

Develop the feeling of kindness in a child through your actions. Tell stories that promote different values in children.

Develop the habits of discipline and obedience.

Promote honesty, sincerity and faithfulness through your actions.

VALUE ORIENTED EDUCATION STUDENT'S ROLE

I may permit to quote some of the preaching of Sri Satya Sai Baba in these connections.

"One should enter the society) to serve the society and to serve the nation: make your life and ideal one give up selfishness and self-interest only when the society

is happy can you be happy. All your joys and sorrows depend upon the society. If society is not happy and individual can never be happy. Therefore, you should continuously aspire for the welfare and prosperity of the society".

Students should undertake service activities which can give you self - satisfaction there is nothing greater than service. Enter in to society and undertake service activities. Do this continuously Paropakaram Idam Shareeram. When you undertake such a sacred service your education gets sanctioned.

When you (students) clamour for rights you must bend your shoulders to carry the obligations too; finish your students developed the skill to distinguish between the what is good and what is not and the means to secure the good and avoid the evil instead if you plunge into the streets behind the leaders who use you for their ends you are harming your career and harming politics too.

Students union can orient students about customs and traditions, rules and regulations and the culture of the institution. It can provide consultation regarding career development, improving classroom interaction, interview etc. it can take part in academic and non-academic activities like guidance and counselling students can easily influence their fellow-students in following values.