

SIGNIFICANCE OF VALUES IN MODERN ERA

Rekha Yadav

Assistant Professor, RBS College of Education, Rewari

Abstract:

The basic values, attitudes and norms which after and motivate people throughout their lives are result of what people read and watch, and the kind of culture, literature, values and norms they are exposed to, through the home, education, society, television and the internet. With this we can say we get education everywhere and anywhere in life. There are two types of education. One is worldly education and the second type is referred to as Educare. Worldly Education is related to educating the Head whereas Educare is is related to education of the Heart. Both Education and Educare are necessary. However, education in human values (EHV) takes a holistic approach to educating the child and recognizes five values as an integral part of the human being. These values are love, value, truth, right conduct and non-violence. In particular Value education is an essential component of quality basic education and to create the conditions conducive to value, whether at an intrapersonal, interpersonal, inter-group, national or international level. Value Education can be inculcated among the students within the school campus by improving the school environment as well as through curriculum development and outside the school by organizing camps, sports and recreation programme, workshop for parents, training for community leaders. This paper presents pedagogical strategies which must be implemented for inculcation of values. For inculcation of these values teacher holds the pivotal place as an academician, facilitator of learning as well as motivator for students for learning and acquisition of new knowledge.

Key words: literature, values , education, society.

INTRODUCTION:

It is a well known fact that what people read and watch, and the kind of culture, literature, values and norms they are exposed to, through the home, education, society, television and the internet – provide them with basic values, attitudes and norms which affect and motivate them throughout their lives. The stories people hear and read as children and as adults, become an integral part of the core of their identities and personalities. This shows we get education everywhere and anywhere in life. Education has two aspects; the first is related to external and worldly education, which is nothing but acquiring bookish knowledge. In modern world, we find many well versed and highly qualified persons in this aspect. The second aspect known as Educare is related to human values. The word Educare means to bring out that is within. Education equips a person with knowledge that enables him/her to earn a living. Education can help a person to become great with name and fame. However, “Educare” will bring out the latent human values from within and transforms the person into a good person with character. Worldly

Education is related to educating the Head whereas Educare is related to education of the Heart. Worldly education brings out the latest knowledge pertaining to the physical world. Educare brings out the inherent divinity in man. So, both worldly Education and Educare are essential, without which the human life has no value.

Human Values are latent in every human being; one cannot acquire them from outside. They have to be elicited from within. Educare means to bring out human values. 'To bring out' means to translate them into action. Gandhiji focused more on Educare than on worldly education. According to him education is, "An all-round drawing out of the best in child and man-body, mind and spirit" (1956). In the light of above discussion the difference between Worldly Education and Educare as follows:

Human Values:-

Education is human values (EHV) takes a holistic approach to educating the child and recognizes five values as an integral part of the human being (Majumdar, 2000). These values are recognized by all major religions, adopt a multi faith approach, allow and encourage each child to follow his or her faith, and are simply conducive to application in diverse cultural conditions. These values are love, value, truth, right conduct and non-violence (Sri Sathya Sai World Foundation, 2007). These five values defines five aspects of the human personality: the intellect, the physical, the emotional, the psyche and the spiritual. Each of these five aspects corresponds to one basic human value. For instance the inteelect aspect is related to truth, the vital or emotional aspect relates to love, the psychic relates to value, physical aspect related to the right conduct and finally spiritual aspect relates to non-violence or more property non-violation.

The Universal Declaration of Human Rights states, "Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedom." According to the report of UNESCO of the International Commission on Education for the Twenty first century the Commission felt that education throughout life is based upon four pillars: **learning to know, learning to do, learning to live together and learning to be.**

According to the fourth pillar of education 'Learning to be' which includes education should contribute complete development – mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality of every individual. All people should receive in their childhood and youth an education that equips them to develop their own independent, critical way of thinking and judgement so that they can make up their own minds on the best courses of action in the different circumstances in their lives which is possible only when there is value in mind which can be inculcated among the students with the help of value education.

Value Education:-

Value education is an integral part of the work of the developing Nations. Through a humanizing process of teaching and learning, value educators facilitate human development. They strive to counteract the dehumanization of poverty, prejudice, discrimination, rape, violence and war. Originally aimed at eliminating the possibility of global extinction through nuclear war, value education currently addresses the broader objective of building a culture of value.

Value education may be defined as the process of acquiring the values, the knowledge and developing the attitudes, and skills. Ian Harris and John Synott have described value education as a series of ‘teaching encounters’ that draw from people:

- Their desire for value.
- Nonviolent alternatives for managing conflict, and
- Skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

Value education is UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict valuefully; and to create the conditions conducive to value; whether at an intrapersonal, interpersonal, inter group, national or international level.

Approaches to Transmit Value Education:-

No one approach can be universally used as no two problems are alike. Nature of the problem changes with the change in the settings. So there are various approaches to transmit value. Overviews of the approaches of value education in UNICEF are discussed below. Broadly they can be classified in two sections i.e. within school and outside schools.

Within Schools:-

Within the school campus various activities in the area of improving the school environment, curriculum development, pre-service teacher education, and in-service teacher education can take place with the theme of school-based value education programmes.

Improving the School Environment:-

Value education is most effective when the skills of value and conflict resolution are learned actively and are modeled by the school environment in which they are taught (Baldo and Furniss, 1998).

The emphasis must be placed on improving the school environment so that it becomes a model of the more valuable society that is the objective of value education. This will create a consistency between the messages of the curriculum and the school setting, between the overt and the ‘hidden’ curriculum. Training of teachers and administrators is critical to enable teachers to examine these issues from the perspective of value education.

Value Education curricula must be designed consisting of activities around themes such as communication, cooperation, and problem solving. Teachers’ manuals must be designed which demonstrate ways of integrating value education into the traditional subjects of the existing curriculum. A series of readers must be developed for primary school children and adult literacy classes with stories and poems on value themes. Sport and physical education must be included in schools as a vehicle for developing skills and attitudes of value.

Pre-service Teacher Education:-

The efforts should be made to upgrade the quality of pre service teacher education. Training should include a focus on such skills as the use of interactive and participatory teaching methods, organizing cooperative group work, and facilitating group discussions. The use of these types of teaching methods is essential to quality basic education, and enables teachers to convey values of cooperation, respect for the opinion of the child, and appreciation of differences. Participatory teaching and learning strategies must be used throughout the curriculum, and are an essential component of efforts to promote value through education.

In-service Teacher Education:-

In-service teacher education is also equally important as is the case with pre-service teacher education; in-service teacher education may focus on participatory teaching and learning methods, as well as content areas such as children's rights or conflict resolution skills. As in Sri Lanka teacher training college trains school principals in conflict resolution methods before students are placed in the schools to do their practice teaching. This helps to ensure administrative support for new teachers who are attempting to introduce value education.

Outside of Schools:-

Value education is not limited to activities that take place in schools. A number of UNICEF offices have developed after-school programmes and summer programmes with a value education focus. Workshops, training programmes, and activities for out-of school youth are to be created, along with initiatives that focus on the media, publications for youth, and community-based arts programmes. Taking together, such approaches demonstrate that learning takes place in many different contexts, all of which promotes messages of value.

Camps:-

'Solidarity Camps' for youth may be organized which will help in bringing together the young people of different ethnic groups for recreational and community service activities. Brick-making and house-building projects can be undertaken by youth in these camps. The 'Value Camps' focuses on bringing together young people together for vocational training, and study of the history and geography of the country. Summer school camps should focus on the theme 'dealing with differences', and can bring together children from different socio-economic and cultural groups.

Sports:-

Sports and recreation programmes are to be organized which focus on building teamwork, cooperation, sportsmanship, and decision-making skills which help in inculcating the value among the students.

Workshops:-

Workshops for parents on value education to be arranged by the school organization which will help the parents to gain the knowledge regarding value education.

Library:-

Library activities such as storytelling and discussions to promote tolerance and understanding should be encouraged. In libraries there should be sufficient material related to the value education through which students can gain some knowledge.

Media Training:-

Media training is one way to influence media producers to reduce violence and to increase valuable content of radio and television programmes for children. Media awareness training for parents and children may be one way to help to lessen the impact of violent media programming.

Puppetry:-

Puppetry is an ideal medium for discussing sensitive issues. Puppets draw viewers into the drama without causing them to feel threatened by the actions in the drama. The 'Kids on the Block' puppet troupe includes racially diverse puppets and disabled puppets to allow children to develop sensitivity and understanding towards others. 'Kids on the Block' performs in the United States and 25 other countries.

CONCLUSION:-

From the above discussion we may conclude that value value can be transmitted among the students not only by giving them theoretical information rather by practicing it in our daily life. The value has the path from the heart of the human being to the value in the world. According to one Chinese Proverb.

*“If there is righteousness in the heart,
There will be beauty in the character,
If there is beauty in the character,
There will be harmony in the home,
When there is harmony in the home,
There will be order in the nation,
When there is order in the nation,
There will be value in the world.”*

REFERENCES:-

1. Baba Sri Satya Sai, (1986), “Inculcation of Human Values: Educational Approaches and strategies”, Sterling Publication Pvt. Ltd., New Delhi.
2. Gupta N.L. (2000), “Human Values in Education”, Concept Publishing Company, New Delhi.
3. Jayasree P.G. & Suramya Mathai, (2009), “Effectiveness of yoga as an Educational Strategy for practicing value education among student teachers”, Edutracks, Vol8. No. 10.
4. Khanna C.P. (1993), “Value-oriented Education”, Journal of Indian Education, Vol. XVIII, No. 5
5. NCERT (2000), “National Curriculum Framework for School Education”, New Delhi.
6. Ramani S, (2004), “Fostering value through Education”, Journal of Indian Education, Vol. XXIX, No. 2
7. www.unicef.org/education/files/valueeducation.pdf.
8. www.valueeducation.org
9. www.valueworkmagazine.org