

Importance of Value Education in Modern Era

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Concept of Value Education

Value Education as it is generally used as a process of learning and activities running from training in physical health, mental hygiene etiquette and manners, appropriate social behavior, civic right and duties to aesthetic and even religious trainning.

To some, value education is simply a matter of habits. In opposition to such a conception habits involving inculcation of certain virtues and habits s pointed out that value education has an essentially cognitive component in it and thatto make moral judgment based on Sour should not be ignored. Actually the ability to make waning is a very important aim of value education and has to be deliberately cultivated

Moral development of a child, according to some, results automatically from the imbibes the attitudes, values and social life of the school. The child as a member of the group general behavior of the group and continually tries to mound himself according to the group norm. Such adjustment to life constitutes his moral development. Value Education is process of aiding the child in such adjustment. Such a view is contested on the ground that although children learn the rules of group living from the social life of the school, such learning does not constitute value education. For morality, it is pointed out, is not concerned so much with what is' as with what ought to be' and 'what ought to be done'.

Value Education, according to one more view, is essentially a matter of educating the feelings and emotions. It is the training of the heart and consists in developing the right feelings and emotions. It does not involve any cognitive abilities that can be trained. Like poetry, it is 'caught' rather than taught. It is essentially a matter of creating the right atmosphere, imitation and learning by example communion with nature or modelling one self after an ideal. Such a view is countered by saying that mere imitation of a good person and modelling oneself after an ideal does not confer any morality on an individual. Morality is not a thing that simply 'radiates from one person to another. Moral development includes both thinking morally and behaving morally. Moral thinking is a distinct type of thinkingcharacterised by the exercise of rational choice. A moral person is not only a person who does the 'right' thing but also one who does the right thing for the right' reason.

Objectives of Value Education

Educational objectives refer to explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings and their actions.

Objectives whether of value education or of any other curricular area depend on a variety of factors, psychological, sociological, epistemological.

Value Education in the Modern Context

Traditionally the objectives of value education were based on religion and philosophy. There was no secular value education and very little scope for the development of moral thinking and the capacity for independent moral decision. In the modern world thesevarieties of social demands made on the people. A civilized individual must possess certain minimum social skills. He has to establish decent relationship with people with whom he may come across tor a short while or for a long duration. He may have to transact business in his private or public capacity. He has to function as a citizen of his state, or his country and of the world, all at the same time same time playing appropriate roles in each of these contexts. There are also many other demands made on him that need not be enumerated. Value education should therefore, it is pointed out, prepare an individual to meet these demands. That these cannot be accomplished in the form of a few do's and don'ts of the traditional form is quite evident.

In many countries today the emphasis is on socio-economic reconstruction with the declared intention of a more equitable distribution of the benefits brought about by modernization. Traditional cultural values have had little time to adjust to certain attributes modernization. Planners of value education curriculum then are faced with the problems of identifying values and character traits that will best equip the individual to take to his place in modern society. The objectives of value education should be such that the curriculum should recognize the tensions that are brought about by the conflicts between tradition and change. The planned programme should aim at developing a critical value perspective in our pupils that will enable them to employ modern skills for the betterment of mankind while helping them renew their commitment to fundamental traditional values.

Value Education Its Content and LearningResources - Value education cannot be circumscribed by textbook material but should be left to the initiative and inspiration of the teachers in finding the learning resources. However, there are a few ways in which value education can be imparted.

- Social and ethical values, examples from day-to-day situations, extracts from sayings of great men, incidents and problems which develop value judgement among Students, dramas, dialogues, simple and scriptures from world religions could form the major part of the content along with the biographies of great men.
- Personal, neighbourly and community values should be taught in the classroom and thoroughly discussed with the students.
- A variety of learning resources can be used for value education ranging from biographies, scriptures, proverbs, hymns and sayings of great men to current social and political events, stories from religion and mythology, moral dilemmas and schools events.
- Yoga and other activities that develop self-discipline among students could be included.
- Group activities like cleaning the school camps, visiting slums, service camps, visits to hospitals, visits to places of worship of different faiths should form part of content in value education. Discourses on the lives of spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived.
- 'Personality Development Retreats' could be held to enable the students to develop self-control, punctuality, sharing and caring respect for other faiths, cooperation and the value of silence(inner peace).
- Prayer, meditation and Shramadan' could form part of the content of value education. They can help the students cultivate inner Voice and an attitudinal shift, and develop the quality of dignity of labour'.