VALUES – EDUCATION

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ABSTRACT   Education in 21st century should aim at helping students and citizens to live together harmoniously irrespective of sex, caste and creed. Recently in the context of afore stated goals of education, values education has become issue of permanent importance. In other words, value-oriented and value-based education is very essential to live in the responsive society here to come. Values are defined in literatures as everything from external ideas to behavioural actions and value education is an explicit attempt to teach about values and/or valuing. The theory and researches identify the frame-work of values clarification, values identification, values analysis, value-judgment, etc. not only to cope up the value crisis and to live in a responsive society but also for the recognition of ideal beliefs, attitudes and values.

In this article, the concept of value, values education and the researches related to values education; are discussed. The dictionary meaning, verbal description and operational definition of value is merely a narrow concept. The conceptualization of value includes the bases of the axiology, act of valuing, approaches to values education, etc. Expansion of knowledge and social change are the two bases of new theory of innovation. There is philosophical, historical and sociological background behind the subject and researches related to the field. The National Resource Centre on Values Education (NRCVE) at NCERT in India and Living Values Education Program (LVEP) at international level in 74 countries, the researches/activities for values education are in progress. Value-based education has center-stage in recent efforts by the Government of India and at world level to reorient the education system.

Introduction

This article deals with the concept of value and value-education; understandings of the ways of coping with value crisis / social crisis as long-term objective and modeling one's own self as short-term objective. The article covered topics (1) The responsive society, (2) concept of values education,

(3) research fields in the area of values education and (4) researches / activities at national and international level on the subject.

The Responsive Society

Human kind is the most intelligent among living beings on the planet earth. Education has been instrumental in sharpening man's intellectual power to a greater degree. The twentieth century was fraught with rapid changes, explosion of knowledge and emergence of new dimensions in industrial, technological and information fields. These developments put us in responsive society passing through agrarian, industrial, and information society. These developments changed human thinking and the ways of life. In the latter period of the last millennium, development of information and communication technology has changed the global scenario. This scenario - the Fourth Wave suggests using the principles: (i) planetary cooperation, (ii) working with justice, equality, balance, reciprocity and sharing, (iii) revising institutions by using spiritual values, (iv) unity and diversity, from an "either-or" logic to a "both-end" logic, (v) distributed

networks of power, and (vi) multiple models of openness of learning societies. It means the Fourth Wave Education will have new foundations and a different architecture (Passi, 2004).

But if we look at the other side / our side, what is the reality? Another look at the world reveals unhealthy individual, social and political life. Political and social fabric of our country is marred with discontent, unrest, hatred, lack of patriotism, violence and crisis of trust and confidence among nations and national communities. It is regrettable to know that our philosophical, spiritual and human traditions and values are at stake. In other words, the value crisis has led to social crisis and it adversely affected our goal of harmonious living together. It is necessary now to revamp our social life and the system of education. We must not just educate our children and youth 'to know' and 'to do', we must educate them 'to be' and 'to live together' (Delors, Jacques, et. al. 1996). In other words, value-oriented society and value-based education is very essential to cope with the social crisis as long term objective and modeling one's own self as

short term objective to live in a responsive society.

Education in 21st century should aim at helping learners and citizens to live together harmoniously irrespective of sex, caste and creed. This would lead to social cohesion. Education should produce citizens who would be humane, empathetic, patriotic and committed to national solidarity. (We, in India, reshuffling our curricula at all level by introducing peace education, YOGA, lifelong education and many more participatory activities in school and society related to values education.) The NCERT took leads for this. At international level Living Values Education Program (LVEP) in 74 countries and 7,000 sites stress upon twelve values: simplicity, responsibility, happiness, humility, honesty, respect, peace, love, tolerance, cooperation, unity and freedom in this direction. Understanding others better will also go a long way through value-based education. It will not be out of place to say that value crisis could only be overcome through spirited campaign drive for value-oriented and value-based

education at all levels of learning and living.

The theory and researches also identified the need of values clarification, values identification, values analysis, value-judgment and so on in this context (Simon, Howe and Kirschenbaum, 1978; Gupta, 1987; Joshi & Donga, 1988; Joshi, 2002).

Values Education: The Concept

Values are defined in literature as everything from eternal ideas to behavioral actions. As used here values refer to criteria for determining levels of goodness, worth or beauty. The act of valuing is considered an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles. We are covering values as part of the affective system. However, once they are developed they provide an important filter for selecting input and connecting thoughts and feelings to action and thus could be included in a discussion of the regulatory system.

With this note of importance of the topic an effort is made here for the

conceptualization of the term value and   values education.

Content	1. Concept of Value and 2. Values Education
Units	1.1 Word-net 1.2 Meaning, 1.3 Definition, 1.4 Philosophy, 1.5 Operational Meaning, 1.6 Interpretations, 1.7 Characteristics, 1.8 Classification, 1.9 Types 1.10 Illustrations 1.11 Interrelationship between Values 1.12 Inculcation 1.13 Model 1.14 Embodiment 1.15 Data Source
1.1 Word-net	The noun value has six senses in word-net: (1) a numerical figure measured or assigned or computed, (2) the quality that renders something desirable, (3) the amount that is considered to be a fair equivalent for something else, (4) relative darkness or lightness of a color, (5) the relative time/speed/gap of a musical-tone duration and (6) an ideal accepted by some individual or group (Miller, 2003).
1.2 Meaning	Through the dictionary meaning (desirable, worth,), verbal description (value leads to self-development, self-realization, etc.) and operational definition (value is a meaning given by human being to an object) one can identify the term value (Joshi, 1998).
1.3 Definition	A person's principles or standards of behavior; one's judgment of what is important in life (Oxford English Dictionary).
1.4 Philosophy	Three main branches of Philosophy: (1) Metaphysics, (2) Epistemology and (3) Axiology. Axiology covers Ethics and Esthetics. The philosophy of desirable behavior and goodness discuss the axiology (Dave, 1992)
1.5 Operational Meaning	

Incident	Causes	Importance

	(Facts)	(Reasons)	(Values)	
				(Frankel,1977)
1.6 Interpretation	Values are priorities of individuals and societies attach to certain selections→ acceptance→ works and in deciding how they shall live and what they shell treasure in the life as a value (Huitt, 2000).			
1.7 Characteristics	* Generally values are stable. * Values are in terms of contemporary life-situations. * Values are known or unknown for men. * Values create conflicts. * There is an individual rating in the selection of values. * The pattern of value exists. * Values can be identified. (Joshi, 1975)			
1.8 Classification	(1) Universal values are accepted by all people at all times. They underlie all religious and philosophies, abstract but clearly definable. (2) Social values ensure the harmonious continuity of civilized life covers societal beliefs and individualized definition, (3) Temporal values are usually subject to rapid change, although some change quite slowly. They also vary throughout the world, related to time and space (Brahma Kumari's Educational Society, 2004)			
1.9 Types	(1.1) Aesthetic, Ethical, Spiritual, as Universal Values (2.1) Cultural, Political, Religious, Social, as Social values(1.3) Material, Economical, are Temporal values.			
1.10 Illustrations	(1)Aesthetics: Beauty, Harmony, Symmetry (2) Ethical: Courage, Equality, Freedom of Speech, Honesty (3) Spiritual: Integrity, Justice, Non-aggression, Non-violence (4) Cultural: Happiness, Honesty, Humanity (5) Political: Swadeshprem, Democracy (6) Religious: Simplicity, (7) Social: Co-operation, Responsibility, Unity (8) Material: Accuracy, Clarity, Punctuality, Communication (9) Economical: Productivity, Efficiency			

1.11 Interrelationship between Values	An individual familiarize first with the Temporal-Individual values which leads towards Human-Social and then Universal-Global values. * The value characteristics are; productiveness, instrumental, leads thinking (Physical→ Idealistic → Spiritual) and growth to development. * Knowledge→ Knowledge as Instrument → Knowledge for the sake of knowledge is the philosophy behind interrelationship.
1.12 Inculcation	A value to be inculcated among children has four levels: (a) the level of experience, which is first, catch the domain; (b) the level of belief, which rests in the cognitive domain; (c) the level of attitude, which is accepted in the affective domain; and (d) the level of practice, which is in the act-domain. (Ruhela, 1986)
1.13 Model	Value Education, Value Judgment, Value Identification Value Consciousness
1.14 Embodiment	Any value is embodied by the child through the influence of the environment – Home, School, Teacher, Company, Society and any Media. He catch, rests, accept and value it.
1.15 Data Source	References cited here and http:// www.ncert.nic.in/valueedu.htm & http://www.livingvalues.net.htm. & http://www.valueducation.com.htm.

From the above discussion, it is easy to say that recently in the context of social unrest and for the global peace, values education has become of permanent importance. The discourses on this theme at several stages are not unknown to us and we know that now a days it has become a specific goal of education. Let us think about the subject pin-pointedly.

The noun value has six senses in word-net: (1) a numerical figure

measured or assigned or computed, (2) the quality that renders something desirable, (3) the amount that is considered to be a fair equivalent for something else, (4) relative darkness or lightness of a color, (5) the relative duration of a music duration and (6) an ideal accepted by some individual or group (Miller, 2003). Our concern is with the sixth sense, which provides an important filter for selecting input and connecting thoughts and feelings to our action. Through the dictionary meaning (desirable, worth,), verbal description (value leads to self-development, self-realization, etc.) and operational definition (value is a meaning given by human being to an action) one can define the term value. In literature there are many definitions of individual, social and global values and its sub-values. 'Values are priorities of individuals and societies attach to certain beliefs, experiences and objects in deciding how they shall live and what they shell treasure (Huitt, 2000)'. Actually this is a goal of life; living or you can say education. Thus values education has an importance because act of valuing is the main activity of human being.

The National Education Policy (1986) has drawn our attention towards several new facets of education, and values education is one of them According to World Year Book of Education: 1986, The Management of Schools (Eric & Agnes, 1986) 'expansion of knowledge' of related field-knowledge (say philosophy or axiology) and, 'social change', which demands affective and psychomotor skills among men apart from cognitive are, the two bases of new theory of innovation: theory of values education. Of late, man has become aware of the demands of idealistic, pragmatic and neo-thinker society. So, let us think about truth, pragma (work) and self-presentation according to these schools through values education. Lastly several religious trusts, NGOs, and other lay-bodies introduced attractive program for child, youth and also for family that also had fall-out for values education. All these three bases (theoretical, philosophical and operational according to Joshi, 1998) have historical background of different commissions on education. Radhakrishnan Commission (1948-49), Mudaliar Commission (1952-53), Shri Prakash Commission (1959),

Kothari Commission (1964-66), and National Education Policy (1986) had the recommendations such as religious education; cultural, moral and spiritual education; integrated education for the awareness of social; moral and spiritual values; and value education respectively (Patel, 1989).

Values education is an explicit attempt to teach about values and/or valuing. Recognition of values, ideal acts of valuing, and moral and character education is the goals to be achieved through values education at school level. While acquisition of academic freedom and rational spirits of inquiry, establishment of community of scholars and commitment to excellence, acceptance of shared governance are goals of values education of higher education / contemporary society. Theoretically there are several dimensions. According to Raths (1966) valuing is composed of seven sub-processes: (A) prizing one's beliefs and behaviors through (1) prizing and cherishing and (2) publicly affirming, when appropriate, (B) choosing one's beliefs and behaviors through (3) choosing from alternatives, (4) choosing

after consideration of consequences and (5) choosing freely and (C) acting on one's beliefs through (6) acting and (7) acting with a pattern, consistency and repetition. Thus, the values education approaches does not aim at instilling any particular set of values. Rather the goal of the values education is to help students utilize the above seven processes of valuing attitudes and to those still emerging.

Young people around the world are increasingly affected by violence, social problems and lack of respect for each other and the world around them. Parents, educators and concerned citizens in many countries are asking for help to turn around this alarming trend. Many of them believe that part of the solution is an emphasis on teaching values (Diane, 2001).

Superka, Ahrens, & Hedstrom (1976) state that there are five basic approaches to values education: inculcation, moral development, analysis, values clarification, and action learning. The methods used for above mentioned approaches are modeling, moral dilemma episode with small group discussion, analyzing analogous cases, self analysis

exercise and project within school and community respectively.

Values Education: Researches

The researches which are in progress in the area of values education are shown as below.

Construction and Standardization of Value Inventory.

Value inventory is a scale in which situations are presented with different selections and respondent has to select (or number) the choices. An analysis of the responses identifies the value selection or value pattern of the sample (Thurstone, 1959).

Value or value Pattern as a correlate. Use of value inventory for value/value pattern as a depending variable in certain co-relational studies is also a field of research adjacent to this field (Kirschenbaum, 1977).

Content analysis for Value Identification. Content analysis is a method of qualitative research. A selected content / content unit is identified with reference to particular value/s and its interpretations are presented in the format of axiology of the theme/ person (philosophical research).

Development of teaching material/package for value Education.

Designing the course is a basic idea behind this type of research. Construction, transaction and evaluation of course for the value/s using textbook or other library resources are the goals of this type of researches (Rajput, 2003)..

Value Identification to pupils. This research enhances the teaching methodology for value identification. Planned, informal and/or formal techniques are introduced in teaching learning situation for particular value/s orientation. At the end, effectiveness of the approach is also studied. This approach is further applied for value judgment, value analysis, value satisfaction, etc. Due to technological advancement, such as Models of Teaching, Instructional Technology and Experimental Orientation, the researchers are taking more interest in this area.

Humanistic Spiritual Facets of Values Education. A humanistic spiritual culture such as meditation, practice of 'OUM', pilgrims, divine words (Swami J., 2002) are put into action in these researches for fulfillment of

objectives of behavioral changes with reference to values education through this research. At present, good discourses are available in this field but researches are yet to materialize.

Values Education at National level

Value-based education has occupied focal position in recent efforts of the Government of India to reorient the education system. The National Resource Centre on Value Education (NRCVE) was set up at NCERT as an outcome of strategic planning to realize the objectives of value-based education at school stage in the country (NCERT, 1998). The action towards setting up the Centre began in September 1999. The goals and functions of the Centre are to:

- develop plans, programmes, and activities for value-orientation of school education;
- Design strategies for implementing the plans and programmes;
- develop educational materials and other aids;
- document and disseminate information;
- provide extension and consultancy services;
- serve as a treasure house cum reference library of educational materials.

Realization of these goals and functions is the joint venture of different constituents of the NCERT including the Regional Institutes of Education, Central Institute of Educational Technology and Pandit Sunder Lal Sharma Central Institute of Vocational Education.

Values Education at International level

An Educational Program (LVEP) is a comprehensive values education program at international level. This innovative global character education program offers a wide variety of experiential values activities and practical methodologies to educators, facilitators, parents and caregivers that enable children and young adults to explore and develop twelve universal values. In addition to the programmes for classrooms and parent groups, LVEP offers special materials for street children, children affected by war, and children affected by earthquakes. This programme is implemented in 74 countries at over 7,000 sites, educators implementing LVEP report positive changes in teacher-student relationships and in student-student relationships both inside and outside the classroom. Educators note an increase in respect,

caring, cooperation, motivation, and the ability to solve peer conflicts on the part of the students. Aggressive behaviors decline as positive social skills and respect increase. LVEP helps educators create safe, caring values-based atmospheres for quality learning

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