

IMPORTANCE AND NEED OF VALUE EDUCATION

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ABSTRACT:

Values are characterized in writing uniquely in contrast to everlasting thoughts to behavioral methodology. Value implies essentially to prize, to regard, to assess, to gauge, it implies the demonstration of loving something, holding it dear furthermore the demonstration of condemning upon the nature and measures of Values as contrasted and something else. In present situation where we live, the general public Values material picks up and benefits most importantly. It is not an embellishment if to say that in this materialistic period of science and innovation, everything aside from ethical quality has come to its echelon. Values not at all like different viewpoints have gone into chasms where human presence and its future looks troubling and in dim. The present paper highlights need and significance of Values in Higher education.

KEYWORDS:

Values, material gains, need, importance, education, Value education.

INTRODUCTION

Values' education is a term used to name a few things, and there is much scholastic discussion encompassing it. Some see it as all parts of the procedure by which educators (and different grown-ups) transmit Values to students.

Others consider it to be an action that can occur in any association amid which individuals are helped by others, who might be more seasoned, in a position of power or are more experienced, to make express those Values basic their own particular conduct, to evaluate the adequacy of these Values and related conduct for their own particular and others' long haul prosperity and to ponder and secure different Values and conduct which they perceive as being more successful for long haul prosperity of self as well as other people.

This implies values education can occur at home, and additionally in schools, schools, colleges, guilty party establishments and willful youth associations. There are two primary ways to deal with Values

education. Some consider it to be teaching or transmitting an arrangement of Values which regularly originate from societal or religious standards or social morals.

Others consider it to be a sort of Socratic exchange where individuals are step by step conveyed to their own particular acknowledgment of what is great conduct for themselves and their group. Value education likewise prompts achievement. It has estimations of diligent work, how no one is pointless and adoring studies.



Explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions.

Implicit values education on the other hand covers those aspects of the educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum. This discussion on implicit and explicit raises the philosophical problem of whether or not an unintentional action can be called education.

Value education is the procedure by which individuals offer Values to others. It can be a movement that can occur in any association amid which individuals are helped by others, who might be more seasoned, in a position of power or are more experienced, to make unequivocal those Values basic their own conduct, to evaluate the viability of these Values and related conduct for their own and others' long haul prosperity and to consider and secure different Values and conduct which they perceive as being more viable for long haul prosperity of self as well as other people. There is a distinction amongst proficiency and education.

Values education can happen at home, and also in schools, schools, colleges, correctional facilities and intentional youth associations. There are two principle ways to deal with Values education, some consider it to be teaching or transmitting an arrangement of Values which frequently originate from societal or religious tenets or social morals while others consider it to be a kind of Socratic exchange where individuals are bit by bit conveyed to their own acknowledgment of what is great practices for themselves and their group.

Value situated education is the need of great importance to make every single conceivable endeavor to instill Value arranged education in the focuses of learning. Globalization has not just realized turmoil in the financial situation around the world, yet it has additionally impacted each part of human life and relations. Globalization has introduced market society into family life and human relations. Value education instills in a tyke higher good and social beliefs together with profound values so he can frame a solid character helpful to his own particular self and the general public of which he is a fundamental part.

The Vedas and Upanishads which are the wellspring of motivation are loaded with quality education. Value education is essential at each purpose of life. Vedas say: "Talk truth; satisfy your obligations, never remiss in self-study". The focal errand of quality based education is to create men of goodwill who don't cheat, or take, or murder; all inclusive people who Value as one both self and humanity.

R.W. Emerson says that not gold, but rather no one but men can make A people incredible and solid men Who far truth and honor's purpose Steadfast and endure long Brave men, who work while others rest Who dare while others fly They fabricate a country's columns profound and lift them to the sky.

On the off chance that human Values flourish in the educational framework, the developing people will have the accompanying properties:

- * They will need peace and equity in a world that recognizes the tenet of law and in which no country or individual need live in trepidation;
- * Freedom and independence to be accessible to all;
- * The pride and work of each individual to be perceived and defended;
- * All individuals to be given a chance to accomplish their best in life; and
- * They will look for balance under the watchful eye of the law and the correspondence of chance for all.

NATIONAL POLICY ON EDUCATION (1986) ON VALUE EDUCATION

Perceiving the dire requirement for worth education the National Policy on Education (1986), in its Chapter VIII watched that,

- 1.The developing worry over the disintegration of crucial Values and an expanding criticism in the public eye has conveyed to center the requirement for rearrangements in the educational programs keeping in mind the end goal to make education a commanding device for the development of social and good values.
- 2.In our socially plural society, education ought to cultivate all inclusive and everlasting Values, arranged towards the solidarity and joining of our kin. Such Value education ought to wipe out obscurantism, religious enthusiasm, viciousness, superstition and capitulation to the inevitable.
- 3.Apart from this confrontational part, Value education has a significant positive substance, in light of our legacy, national and all inclusive objectives and recognitions. It ought to lay essential accentuation on this viewpoint.

OBJECTIVES OF VALUE EDUCATION: SILLY

- 1.To improve the integral growth of human begins.
- 2.To create attitudes and improvement towards sustainable lifestyle.
- 3.To increase awareness about our national history our cultural heritage, constitutional rights, national integration, community development and environment.
- 4.To create and develop awareness about the values and their significance and role.
- 5.To know about various living and non-living organisms and their interaction with environment.

IMPORTANCE OF VALUE EDUCATION

In a Values-based school, youngsters build up a safe feeling of self. The turn out to be more enabled to assume liability for their own particular learning. Research demonstrates that youngsters create scholarly constancy when they are included with a Values-based school. They create social trust. They get to be well-spoken and ready to talk uninhibitedly and well. Through hush, quietness and reflectional methods of the Values-based system, youngsters can see considerably more profoundly their work and their lives.

From the social point of view, Values-based Education advances powerful learning and supports the consistent change of individual, social, moral and financial prosperity. It is an interest in individual ability and self-obligation and its item, in this way, guarantees noteworthy worth to society.

Value education is established in Indian rationality and culture and imbued in each convention of Indian society. Educational establishments assume a noteworthy part in the advancement of quality. The Vedas and Upanishads frame the wellspring of motivation for quality education. In the Vedic period, In Ashram education, the Guru demands his sishya to take after specific Values for the duration of his life. Communist, Secular, Democratic, Justice, Liberty Equality, Fraternity, Dignity of the people and honesty of the country are the perfect conditions in the Constitution. Our Values in life must draw their motivation from these beliefs. College education commission 1948-49 said the different parts of profound quality as:

reliability, fearlessness, train, benevolence and deep sense of being.

The Secondary Education Commission 1952-53 laid special emphasis on the following values in the formation of character of the students:

- * Efficiency
- * Good Temper
- * Cooperation
- * Integrity
- * Discipline

NEED FOR VALUE EDUCATION

In present situation where we live, the general public Values material picks up and benefits most importantly. It is not a misrepresentation if to say that in this materialistic time of science and innovation, everything aside from profound quality has come to its echelon. Values not at all like different viewpoints have gone into chasms where human presence and its future looks grim and in dull. Despite the fact that each country is agonized over the ceaseless erosion of Values yet no genuine move has been made by any of the countries for the rebuilding of Values. Indeed, even our present arrangement of education is situated towards giving learning and aptitudes that would make students saleable items and that's it. This education framework has grown just subjective part of a man and left viable and psychomotor angles starving, which results in ignoble assaults, intolerable killings, injustices, sophistries, fakes and misbehaviors. Such an arrangement of education is without the essential human estimations of solidarity, equity, uniformity, brotherlihood, fondness, liberality, sympathy and so forth. In this way the issue of worth emergencies is by all accounts inborn in the arrangement of education itself.

1. Moral mindfulness ought to be embraced to situate the advancement in science and innovation towards the welfare of humanity.
2. Common Values ought to be re-found to join individuals with the general decrease of customary Values.
3. Teachers pass Values to the students both deliberately and unknowingly through their behavior all through classrooms. In this manner the requirement for a deliberately arranged quality education project is clear to build up a formal learning.
4. The students may confront more entangled basic leadership circumstances about issues including values. They ought to be aided in building up the capacity to settle on legitimate decisions in such circumstances through quality education.
5. Increase in Juvenile misconduct is an emergency to youth who under goes the procedure of self-improvement. In such circumstance Value education expect an exceptional importance.
6. Value Education stirs interest, advancement of legitimate interests, states of mind, Values and ability to ponder oneself.
7. Value Education helps in Promoting Social and Natural Integration.

CONCLUSION

Current socio-economic forces of Liberalization, Privatization and Globalization have created a global society where the ancient values have been thrown into the winds. However the general degradation of values has led only to personal discontent and heap of social-economic problems. Hence people across the globe are looking towards the system of education to infuse human values among the students so that the world remains as a place of peace, security and prosperity.



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