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Development of Value - Oriented Education Among Children

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Abstract:

This study emphasis towards developing value- oriented education among different categories of children. Values norms of behaviour which have been evolved during the course of time in the social, moral and spiritual values. Values refer to the ideals in various fields of behaviour during COVID-19, which impacts on the school going children. Values point towards the best choices, the right type of choice. In the process of education, the first thing is to determine the aim of education. Human behaviour is governed by his values. It should be socially approved desires or goals, conceptions or standards by which things are approve or disapproved. It focuses on traditional values vs modern values, which has the four purusharthas or doctrines governing man's life activities. All good education is a process of developing the human personality. Value-oriented of modern educational practice is the need of the moment. It creates a strong based learning environment which enhances academic achievement and develops students' social and relationship skills that last throughout their lives.

Keywords: Approaches, Development of Values, Process, Product, VOE

Introduction:

Values are closely related with aims of education. Education formulates its aims in accordance with the prevailing philosophies of life. A 'value' is a desirable concept. Values go on developing from infancy to adulthood. Due to degeneration of socially desirable values in every sphere of field such as social, economic, moral, political, educational etc. has made it imperative for us to take stock of the values be imbibed by the growing generation of young men & women. Children learn values not only from what they see adults doing. The interaction of the child in the school constitutes what is known as the school's hidden curriculum from which the child

unknowingly learns numerous values. The educational system and institutions devoid of values are not only hollow in its content but unsustainable also. The curriculum which does not facilitate activities and experience, needs modification so as to make it befitting to the national and local concern, In this regard, teachers can play a vital role through their positive efforts during the lock down and short down period. Every student self-motivated towards education because the scenario of the school has been locked during the impact of COVID-19. They should have self-analysed by themselves.

Concept:

Value-orientation of modern educational practice is the need of the moment. One of the major crises facing education in India is that of value-orientation. It has been usually argued that the main focus during the last three decades has been on quantitative expansion and consequently adequate attention could not be paid to maintain standards and quality of education. Value-oriented education is essentially education for self-realisation. Mahatma Gandhi wanted education should be for hand, head and heart. Education for the heart was the spiritual training for him. Values are like pearls in the character and personality of an individual.

A value just like other developments is a state of human mind, a mental disposition, an attitude or an emotionalized state of the mind towards some idea or tradition carrying charges of positive and negative within itself. Its information involves a deeper layer of personality. It is always a result of one's own experience. Literally, value means something that an individual considers important. Values are transmitted from father to son and gradually permeate into the other members of family. Every individual has got certain hierarchy of values in his mind. It is the duty of parents and teacher so enable the children develop proper priorities of values suited to the needs of Indian democracy. Truth, Beauty and Goodness are the fundamentals values of the child which are eternal unchanging. They are real ideas which possess universal character. This is one set of values which always affect the development of men. The children should self-evaluate time to time in every stages. In this way, they are developed by themselves to receive the values. As a result, they will success to achieve their goal. Those fundamental values which always affect the development of men. It is from this standpoint, we see that education helps in reaching self-realization. There is always need of valuing because the process of valuing is a sort of prerequisite to accepting and abiding by values. But valuing being a process is not an end point. It is the starting point which is implicit or followed by judgement and agreement.

Traditional Values Vs Modern Values:

Traditional thoughts in India prescribed artha, kama, dharma and moksha as the four purusharthas or doctrines governing man's life activities. The first two are acceptable and valuable only in so far as they serve the third, which is instrumental to the fourth, the ultimate goal of life.

Dharma, with emphasis on right action and conduct in all situations and the proper discharge of one's duties in life, is the central doctrine of the moral code in society. It is comprehensive and flexible to suit the demands of a changing but well conceived social order.

Karma is considered an important doctrine governing life. It concerns the individual's responsibility for his actions. It should help to encourage good action and right conduct, consistent with the doctrine of dharma to make amends for past misdeeds, to accept responsibility for one's actions and to create a readiness to expect and accept the consequences of one's action. It is believed that every kind of life has its own contribution to make to human welfare. This attitude helps to develop a universal outlook. For the last forty centuries or so, we have adopted ahimsa as one of the important values in our life pattern. The Indian child is brought up to respect life in every form and not to use violence towards other human beings or even animal forms.

These values have a wide range of opinions as some show this to be many different things. One shows how Modern values represent motivations to pursue one's own success and dominance over others or gratification for oneself, but this is at a personal level. Some other call modern values to be the ethical preferences of modernist groups. Modernists speak as if their values are New and replace purportedly outdated, backward values to fit in with today's society. The way that traditional values are disappearing are because of a rapidly changing society that we live in. This rapidly changing society is making it so traditional values are being pushed away by people as they are too busy to value them and therefore change value to fit it with their daily lives.

This study shows the values that people are having within their culture and how different cultures are able to have different values that are considered to be modern. The influence of cultural factors on mental health is not disputed in general – but elaborated research approaches are still lacking. We investigate cultural influences not only by nationality but also by value orientation (modern vs. traditional). Many of the traditional values are vital and dynamic as also the new values. What is needed at present is to have a selective synthesis of traditional and modern social values. This means abolishing a few traditional values as irrelevant or reinterpreting some of them and giving them acceptable content or compromising the old and the new and assimilating some new values into the total outlook.

Education as a Process and Product:

The researcher defines that education is both a process and a product. A process is a series of steps designed to lead to a particular outcome or goal. It is exploration, a journey, it is fluid, dynamic. A product is the outcome or goal of a process. ... In terms of education, you could say that process is how learning happens and product is what has been learned. Product is the final production of the project. While process is a set of sequence steps that have to be followed to create a

project. A product focuses on the final result. Whereas the process is focused on completing each step being developed.

As a product, “education” is the sum total of what is received through learning i.e. the knowledge, skills, ideals, values that are the outcomes of learning as a process. Thus ‘education’ implies that something worthwhile is being transmitted and in a way that is morally acceptable, i.e. is the content of education should be worthwhile and even the good content must be passed on in ways that cannot be objected to on moral grounds. Clearly not all learning is educational. We want our children to learn good things and things that we consider useful for the individual and the society. However, what is considered worthwhile or valuable may differ with societies and individuals. The manner of transmission of whatever is considered worthwhile must be morally unobjectionable. We cannot appreciate methods, however efficient they might otherwise be, that do not accept the dignity, individuality and autonomy of the persons that do not value the readiness, purposiveness and activation of the learners.

Education and Development of Values:

Education is a process of developing the human personality in all its dimensions such as intellectual, physical, social, moral and spiritual. But the effective dimension of personality has in recent times been seriously neglected in our education. Education today has degenerated into a process of information transmission. When we talk of developing values among our children, we wish to draw attention to the effective objectives of education i.e. the development of the social, moral aesthetic and spiritual sides of man’s personality. Education has to integrate all the dimensions of an individual’s personality by development of human values. Therefore education needs to be geared to play a variety of roles effectively such as the acculturating role combating role, liberating role, integrative role and creative role. Education is expected to (i) refine perceptions and sensitivities so as to promote cohesion among people (ii) educate learners to fight against certain destructive tendencies within the individual and within the society, (iii) liberate children from ignorance, superstitions (iv) enable children to place themselves in befitting positions in the society.

Approaches to Value Development:

The value initiative breaks new ground by basing its assessment of student learning achievement on the actual work that students produce in response to assignments from the formal instructional and co-curricular curriculum in whatever institution(s) the student attended. Rather than a standardized test divorced from the curriculum, it draws evidence from the actual courses and teachers at an institution, assessing the learning papers and assignments produced by students to demonstrate their achievement of specific learning outcomes. Finally, the value initiative utilizes the expertise of trained higher education faculty and other educators from the participating institutions to judge the quality of the student work in relation to widely accepted standards for each of the learning

outcomes.

The value approach to assessment is the only formative and summative assessment approach based on faculty and other educational professional judgment and evaluation of quality of student work against broadly shared standards of achievement. It provides robust and actionable assessment evidence that can be used by students, faculty, programs, institutions, states and consortia to enhance student learning achievement, as well as reporting for accountability and accreditation. There are some different approaches to value development, which is discussed in below:-

A) Philosophical Approaches:

Universal principles according to the idealists exist in the nature of things and they should make the same appeal to different minds. Kant suggested the test of universality as applied to moral law when he proclaimed his categorical imperative: “so act that maxim of thy will may always hold as a principle of universal legislation”. John Dewey and William James do not accept any prior scheme of values as a goal towards which educational effort is to be directed. The most important approach of education according to these pragmatists is just to help man to seek or create new values and the main task of the educator is to provide such an environment for the educand so that he would develop values for himself. Thus the pragmatists contend that education should help develop intellectual, aesthetic, moral, religious and physical aspects and through various activities accomplished at school and outside, values are to be created or discovered by the educands themselves. John Dewey advocated a rational way of teaching values to children which emphasises providing them with factual knowledge of values issues through discussions without telling what is right and what is wrong. Children alone should draw conclusions about what is right and what is wrong using their own minds and reasoning. They should then be allowed to test these generalizations by public criteria of rationality rather than their own personal criteria.

B) Psychoanalytic approach:

Value development, according to Freud, may be considered as the process and product of the formation of ‘ego-ideal’. This development takes place as a result of child’s interaction with his environment. Freud considers this as development of ‘conscience’, the bag of child’s values which is the result of his identification with his parents and internalization of their values by him. When the child grows up and goes out of his home, he identifies with the significant people in the society and internalizes their values which when stabilized begin to control and direct behaviour even in the absence of the parents and the significant others in society. This is how values are picked up by people according to Freud’s theory of value development deals with emotional aspects of value development.

C) Cognitive development approach:

Cognitive - developmental approaches to remedial instruction are outlined. It assesses the adult

strategy for accomplishing a task and compares it with the child's strategy. One then constructs a set of curriculum units to bridge the gap between them, while keeping the working memory load to a minimum. It also assesses the conceptual understanding that children display in a particular task domain, at different stages of their intellectual development. Both two psychologists Piaget and Kohlberg held that learning of a value depends on the thought process of the child, on child's understanding of the situation to which that value relates. The value education should be based on the promotion of the pupil's ability to think for him rather than to tell him what to think and how to behave. This emphasises reason-based procedures for teaching values and ignores the role of emotional factors.

D) Learning theories approach:

According to this approach values are not ideas or mental stages. Values are acts, behaviours, responses that are considered desirable. Children absorb values from the society, the parents, the peers, mass media and other social institutions. According to learning theorists, there are three mechanisms which underlie the development of values such as reinforcement & reward, punishment & the threat and modelling or imitation. Thus all values are learned behaviours. Children learn values not only from what they are told to do by adults, but also from what they see adults doing. Symbolic models on films, television or in books or magazines have similar effects. Thus children learn values as they are observed around in the home and society as they are rewarded or punished in the society.

Conclusion:

The teachers should be oriented towards value development process. Equally important function or role is expected from parents, who really can foster value development. The various subjects of curriculum need to be viewed as the repository of values. Every subject has to be understood as a set of values, attitudes and dispositions. This calls for a correct teaching of subject and correct learning of subject, which involves not only transmission of knowledge from initiator to learner but inducing in the learner the qualities of mind and heart; that every subject is integral part of the values. Teacher's guidance should be conducive to pupils' value development as they are to think for themselves. Teachers ultimate aim should be to help pupils attain value autonomy. To ensure inculcation of values in children, teachers and parents are to play role model of living examples of high ideals of life. Parents and teachers have got primary role to shape young people's values by what they say and what they do. The school has secondary responsibility in this area. It was also reported in the study that the rise in crime during the last thirty years is primarily the fault of the during the last thirty years is primarily the fault of the home.

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