

MEC 204 Value Education

UNIT I – Introduction to Value Education.

Values: Meaning, Definition, Concepts of Values. Value Education: Need, Importance and Objectives. Moral Values: Need and Theories of Values. Classification of Values: Basic Values of Religion, Classification of Values.

UNIT II – Value Systems

Meaning and Definition, Personal and Communal Values, Consistency, Internally consistent, internally inconsistent, Judging Value System, Commitment, Commitment to values.

UNIT – III Importance of value education

Psychological parameters of value education, social aims of values, aesthetic awareness paradigm of values, source of value fundamental duties.

UNIT – IV Classification of values

Basic values of religion-classification of values-Education committees on value education-Realms of values-citizen values and fundamental duties

UNIT – V Value education in global perspective

National integration and value education-population education and values-four pillars of education-Indian and western views- guidance programme in value education-teaching strategies-moral instruction in schools, tools, techniques for measurement- value education in present scenario.

01204 E - VALUE EDUCATION FOR PROFESSIONALS

UNIT – I : Concepts of values, Need of moral values, Theories of values, Need of Value based education, Objectives of value based education.

MEANING OF VALUE EDUCATION

Value literally means something that has a price ; Something precious and worthwhile ;Something ready to suffer and sacrifice ; Values are the set principles or standards of behavior. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values however are either innate or acquired. Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity.

Acquired values are those external values adopted at your "place of birth" or "place of growth"and are influenced by the immediate environment. Examples of acquired values are one's mode of dress, the way you dress, cultural customs, traditions, habits and tendencies.

According to John Dewey “the value means primarily to prize, to esteem, to appraise and to estimate”. Values give strength and meaning to a person’s character by occupying a central place in his life.

Values reflect one's personal attitude and judgments, decisions and choices, behaviour and relationships, dreams and vision. Values reflects our thoughts our thoughts feelings and actions. They guide us to do the right things. Values give direction and firmness to life and bring joy, satisfaction and peace to life.

WHAT IS VALUE EDUCATION?

Value education means inculcating in the children a sense of humanism , a deep concern for the well being of others and the nation. Through value education we like to develop the social , moral , aesthetic(sensitive to beautiful) and spiritual sides of a person which are often undermined in formal education

It teaches us to preserve whatever is good and worthwhile in what we have inherited from our culture. It helps us to accept, respect the attitude and behavior of those differ from us.

CONCEPTS OF VALUES

According to Prof. R.C. Das “ A value may be defined as something which you consider very dear, which you strive to acquire, preserve or protect and about which you can think and make judgement about the alternates of action available in a situation in relation to the value”.

John Dewey's (1939) concept of values include:

1. The idea of prizing , cherishing and holding dear.
2. The idea of reflection and making connections between the factors of situation in one's existence to the end that intellengence is employed and that improved judgement is concluded.
3. The idea that action in support of an approved value will be taken.

Thus a value has three aspects

1. affective or emotional aspect
2. Cognitive or thinking aspect
3. Psychomotor or doing aspect

One feels strongly about a value, can think of alternatives of action that support a value and would like to take action to uphold the value. There are different kinds of values which people acquire and support to different degrees and the value profile of one person differs from the value profile of another person.

NEED FOR MORAL VALUES

It refers to those values which are related to an individual's character and personality conforming to what is right and virtuous. They reveal a person's self-control. Ex: honesty, integrity, sense of responsibility, compassion, control of senses, charity, self-reliant and love. The moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself.

The main causes of moral degeneration are:

(1) Lack of respect for the sanctity of human life. (2) Breakdown of parental control of children in families (3) Lack of respect for authority, seen through the brazen breaking of the law and (4) Total disregard for rules and regulations (5) Crime and corruption (6) Abuse of alcohol and drugs (7) Abuse of women and children, and other vulnerable members of society. (8) Lack of respect for other people and property.

Gandhiji advised to practice the following values in their day-to-day life (1) Ahimsa (2) Non-stealing (3) Non-possession (4) Swadeshi (5) Manual work (6) Fearlessness (7) Truth (8) Chastity (9) Equality of religion (10) Removal of untouchability (11) Control of palate

Through Moral Education we can change the world.

(1) By giving a place for moral values in the curriculum. (2) Moral values can be explained through stories and illustrations. (3) Through poetry, novel and stories we can inculcate moral values in the students. (4) Role play of a good story in the lesson. (5) Educate students through posters, advertisements and dramatizations; those are all a part in the curriculum. (6) By introducing a course on moral values as a part of its Master Degree in Developmental (7) Administration. (8) Giving course training to students to develop moral values in the society. (9) By educating citizen through direct contact by setting up local offices across the region. (10) First of all educate women in the society.

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BEST OF ALL THINGS IS CHARACTER - FATHER OF INDIAN NATION
MAHATMA GANDHI

THEORIES OF VALUES

Western scholars have described several ethical theories. The main theories to judge the act of a man are as below:

1. Hedonistic Theory:

In this theory pleasure is the base. Human wants and needs are termed as good or bad on this very basis.

2. Intuitional Theory:

In this theory intuition is taken as standard instead of pleasure. Man's act is judged by intuition only.

3. Rigorist Theory:

In this theory neither pleasure nor intuition but duty is the sole standard. This theory emphasizes objectivity and rationalism and has no place for emotion. According to this theory duty is the supreme concern and no other worldly matters.

4. Legalistic Theory:

According to this theory the authority of law of the land is the supreme. Morality is equated with leading of life according to the law only.

5. Idealistic Theory:

According to this theory perfection is the only standard. Any personality or idea is termed as good, if it is perfect. There may be several measures for rating the perfection.

6. Religious Theory:

According to this theory religion is the standard, which binds a group, a community etc. Religion may be revealed or natural. Revealed religion is the one, which is governed by various supreme personalities (Christ, Lord Rama, Krishna etc). Natural religion is based on several compassions governing the human behaviour through a very broad spectrum. In the context of Value education natural religion is to be preferred as it has a secular outlook, a vital requirement of our educational system.

NEED OF VALUE BASED EDUCATION

According to Dr. J.E. Adamson the individual and the Environment, "We have education treated in relation to three world's that make up his complete environment-

1. The educational world- all the natural and physical sciences belong to this
2. The social world – all the humanist studies belong to this

3. The moral world - all the ethical and religious belong to this.

Of all three very little curriculum has been brought about for the moral world. The moral upliftment of the child has been neglected. A serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values. Truths cannot be taught through words or through books- the children can learn these truths only through daily life of the teacher. If teacher lives up to the tenets of truth and justice then only can children learn that truth and justice which are basis of all religion.

The interaction of teacher- taught does not seem to be up to the mark in the present social set up. That's why inspite of several well thought of resolutions and recommendations of so many commissions and committees we have not been able to introduce 'value based education' in our schools and colleges. It should be emphasized again and again that value education is the need of the hour.

OBJECTIVES OF VALUE EDUCATION

The main aim of value oriented education is to make the students good citizen who may share their responsibilities in the changing set-up of the society in order to give the desired shape and image to the society and the country at large.

The general objectives of moral education for the school stage:

1. To promote in children such basic and fundamental qualities as truthfulness, cooperation, love and compassion, peace and non-violence, courage equality, justice, dignity of labour, common brotherhood of man and scientific temper.
2. To train children to become responsible citizen in their personal and social lives.
3. To enable them to understand and appreciate the national goals of socialism and democracy and to contribute to their realization.
4. To create in them an awareness of the socio-economic conditions and to motivate them to improve the same.
5. To enable them to become open and considerate in their thought and behavior and rise above prejudices based on religion, language, caste or sex.
6. To help them understand and appreciate themselves and continually strive for their inner development and thus moving towards the goal of self actualization.
7. To develop in them proper attitudes:
 - a) Towards oneself and fellow beings.
 - b) Towards one's own country
 - c) Towards people of other countries leading to international understanding.
 - d) Towards life and environment and
 - e) Towards all religions.

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CLASSIFICATION OF VALUES

Values could be classified into (1) Personal Values (2) Social values (3) Moral Values (4) Spiritual Values (5) Behavioral Values.

(1) Personal Values:

It refers to those values which are desired and cherished by the individual irrespective of his or her social relationship.

Ex: Ambition, cleanliness, contentment, courage, creativity, determination, dignity of labor, diligence, excellence, honesty, hope, maturity, regularity, punctuality, self-confidence, self-motivation, simplicity etc.

(2) Social values :

It refers to those values which are other oriented. They are concerning the society. These values are cherished and practiced because of our association with others. Social values are always practiced in relation to our neighbors, community, society, nation and the world.

Ex: accountability, brotherhood, dutifulness, forgiveness, freedom, friendship, gratitude, hospitality, justice, love, patience, repentance, responsibility, service, sharing, sportsmanship, sympathy, team spirit, tolerance etc.

This may change with of social circumstances. It is the external relationship of the individual with the society.

(3) Moral Values:

It refers to those values which are related to an individual's character and personality conforming to what is right and virtuous. They reveal a person's self-control. Ex: honesty, integrity, sense of responsibility, compassion, control of senses, charity, self-reliant and love.

(4) Spiritual Values:

It arises from the inner depth of man. It sees false as false and true as true; it is the key to integration to man. The ultimate ethical value is called spiritual value. Spiritual value is the awareness itself. It is structured in consciousness. Ex: purity, contentment, austerity, scriptural study, devotion to God, spiritual wisdom, self discipline, control of senses, endurance sublimity, meditation, tranquility etc.,

(5) Behavioural Values :

It refers to all good manners that are needed to make our life successful and joyous. They are those values which we exhibit by our conduct and behaviour in our daily life. Behavioural values will adorn our life and spread cordiality, friendliness and love all around.

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Value Based Education.

The study of moral and ethical values that make us a perfect man is Value Based Education.

- Learn to accept and assimilate in one's own life, high thinking and noble thoughts from all over the world

- Make integrated individual development possible through family- social ties and also through national outlook and vision.
- Be always willing to receive the good of the modern science and technology and keep on receiving the inspiration from our scientific and cultural heritage.
- Get to know scientifically and rationally the greatness of our country's contributions in all the aspects of life.
- Discard any theory and superstition not suited to our heritage, and refine our faiths with help of good science.
- Take care not to get infected by the inferiority complex generated by the so called progressives and the so called 'radicals'/'rationalists' due to their ignorance on our heritage.
- Try to replicate a life style, based on the faiths and practices based on the cultural heritage of our motherland.
- Remember that you should never waste your precious life for the sake of the so called politicians, who want to build their image on your blood.
- Show gumption to discard the advice of politicians who act with ulterior motives, of building their party, image and making money and position, on your life.
- Nurture truth, justice, patriotism and kindness and remember that you are the citizens of the most noble free land of the world which could survive on the surface of the globe earth for the last ten millennia
- Go into the world with the aim to achieve for our country the exalted place it deserves amongst the nations of the world.

The foundations of value based education is your progress in life with the blessings of your parents and teachers and with the realization that life is a mixture of success and failure, recognition and denouncement, joy and sorrow, profit and loss, rise and fall..

Twelve values and their definitions

<p>Co-operation</p> <p>Co-operation is helping one another</p> <p>Co-operation is working together with patience</p> <p>Co-operation is collective effort to reach a goal</p>	<p>Happiness</p> <p>Happiness is knowing I am loved</p> <p>Happiness is giving everyone good wishes</p> <p>Happiness is love and peace inside</p>
<p>Responsibility</p> <p>Responsibility is being fair</p> <p>Responsibility is doing my share of the work</p> <p>Responsibility is taking care of myself and others</p>	<p>Simplicity</p> <p>Simplicity is natural and beautiful</p> <p>Simplicity is putting others first</p> <p>Simplicity is appreciating the small things in life</p>
<p>Freedom</p> <p>Freedom is choice</p> <p>Freedom is living with dignity</p> <p>Freedom is when rights are balanced with responsibilities</p>	<p>Unity</p> <p>Unity is togetherness</p> <p>Unity is collective strength and harmony</p> <p>Unity is personal commitment</p>
<p>Peace</p> <p>Peace is when we get along</p>	<p>Respect</p> <p>Respect is knowing I am unique and valuable</p>

<p>Peace is having positive thoughts for myself and others</p> <p>Peace begins within each one of us</p>	<p>Respect is liking who I am</p> <p>Respect is listening to others</p>
<p>Love</p> <p>Love is caring and sharing</p> <p>Love is feeling safe</p> <p>Love is wanting good for others</p>	<p>Tolerance</p> <p>Tolerance is accepting myself and others</p> <p>Tolerance is knowing we are all different</p> <p>Tolerance is being understanding and open-minded</p>
<p>Honesty</p> <p>Honesty is telling the truth</p> <p>Honesty is trust</p> <p>Honesty is being true to yourself and to others</p>	<p>Humility</p> <p>Humility is accepting everyone</p> <p>Humility is self-respect and self-esteem</p> <p>Humility is courag</p>

UNIT-II - PRINCIPLES OF VALUES

Modern view about values, Basics of values , secularism and values, Educational values, Nature of values.

MODERN VIEW ABOUT VALUES:

Good character is the (1) habit of knowing the good ,(2) the habit of desiring the good and (3) the habit of doing the good.

The teaching of core values of honesty , kindness, compassion, respect and responsibility by parents and schools is essential if we restore and advance our social cohesion. Education has two main goals: (1) To master the skills of literacy (2) to build good character. To create a society of good citizens, we must have education for character and intellect , for decency and literacy, and for virtue and skills and efficiency.

The New Zealand Foundation for value Education has made the following observations, which are worth noting:

In a Danish understanding of value education there are two central concepts: (1) spirits and (2) life's ability

Spirits -implies an elementary experience of life's meaning, fullness
Life's ability – implies a content of leisure ability , family ability and political ability with a definite meaning , wish and ability to take responsibility for your own life.

Longstrup (1985) coined the phrase 'life understanding' which means to give priority to children's experience of identifying building and self-esteem. Value education primarily is an ethical subject , if ethics is defined as follows:

A vision about the good life together with and for the other people. In Danish literature it is common to distinguish between morals, ethics and values.

Morals - are standards for identifying right and wrong
Ethics- is the theory about what is right and what is wrong
Value – indicates a firm conviction that a particular behaviour or kind of life is personally or socially preferred

BASICS OF VALUES

SELF DISCIPLINE

The body of modern society seems to be lacking in self-discipline. Self discipline is, in fact , the basis of all values which are not only moulds the individual 's character , but also determines his reactions and responses to other values and society at large.

Self discipline is the maintenance of orderliness and obedience with rgrd to the self and one's conscience. It takes into account various spheres of one's conduct and styline of life, like respect for values such as truth, punctuality , responsibility adjustment, devotion for duty, faith or trust in others, care and concern for others and their feelings and devotion to one's aims and objective or fulfillment of one's duty.

The crying need of the modern society is to inculcate the spirit of self discipline and values that follows from it in every individual from his childhood through proper education and training. Self discipline teaches not only to value one's rights but to respect those of others equally.

SECULARISM AND VALUES

Secularism is the concept that government or other entities should exist separately from [religion](#) and/or [religious beliefs](#). Secularism is a wider view to the world that assures the independence in connection with all its strengths, qualities, values and behavior towards all sects, religion and other spiritual actions. This is a view that requires action and not just abstract thinking. Independence in a sense that the world as true self value.

The secularism we adapt is that of the positive and non-bias that respects all religions and groups. Secularism is one of the basic elements to build a Lebanese society that is surrounded with unity. Secularism should create equality, justice, freedom, peace and democracy. It is the right road towards growing a nation that owns a base of one law taken from freedom and the declaration of human rights.

Human mind cannot remain static. Its thinking is evolutionary in character and once the thinking changes, the environment of the society changes. What is today called 'human values' incorporates all that till yesterday was termed as religious morality and ethics. It is necessary to create a new set up of human values with due regard to the present day needs and an eye towards building a glorious future for the mankind.

EDUCATIONAL VALUES

Education has always accomplished two major tasks

1. To enable the younger generation to wrest from nature and shape according to requirements that which is needed by humanity for its survival and comfort .

Here the education whether formal or informal has taught the younger generation to become useful, productive members of the society, whether it be as an agriculturist, a potter, an astronomer, a modern scientist, a technocrat or a management expert. In the modern period there has been great expansion in the educational system at all levels, particularly at the tertiary and higher tertiary level to enable the young to become useful productive members of a highly scientific and technological society.

2. To mould the consciousness of the younger generation in such a manner that they would become useful and by and large satisfy members of the society to which they belong.

Here education again both formal and informal whether it is through the magic dances, stories, mythology or through the teaching of literature, social sciences, mass media etc. is an attempt to mould the society and not revolt against it.. education system of any country , in any age, becomes a vehicle for transmission of values. These values can be values both for the preservation of an existing system or its transformation.

EDUCATIONAL VALUES

- Values are the ideals or standards that people use to direct their behavior; values are what people strive to realize in their lives.
 - Values are the standards we use in making judgments about what is important in life and what is right or wrong in human behavior. We judge ourselves and others in terms of our values.
 - We may not agree with another person's values, but everyone lives by values – everyone makes judgments about what is important in life through their values.
- Virtues are character traits or dispositions in a person that embody and express values that are judged desirable or admirable.
- A person's virtues define the ethical character of a person. Virtues are values that have become intrinsic to the personal identity and way of life of a person.
 - If a value is practiced enough, it becomes part of the personality – the character – of a person. You become what you do – what you value and aspire toward.

There are a key set of values and virtues connected with education, for example, learning, thinking, integrity, honesty, growth, and excellence. These values and virtues reflect the general goals and standards of behavior among educators and educational institutions. These values and virtues define what is judged as important in the educational process and what types of character traits are seen as reflecting these values.

Modeling and teaching these values and virtues, and helping students to embrace and practice them, enhances their overall academic performance, serving as the necessary foundation for the acquisition of factual knowledge and intellectual skills. For example, the love of learning and thinking and the pursuit of excellence, enhances student performance in all academic disciplines. And further, it helps to create educated individuals who will benefit others and society as a whole.

Essential Academic Values and Character Virtues

- The Pursuit of Excellence – The Value of Values
- Self-Responsibility and Accountability
- Justice and Fairness
- Love of Learning and Knowledge – Curiosity, Wonder, and Open-Mindedness
- Love of Thinking
- Discipline and Determination
- Growth and Optimism
- Social Conscience and Mutual Respect

Wisdom and the Ethical Application- of Knowledge to Life

Values and character education

Values and character education development usually occurs over a number of years and within a number of environments. Since family members are the first individuals with whom one comes into contact the influence of the family continues to be extremely important to a child's character and values development. This fact is particularly appropriate in the preschools and early school years.

As students progress through public schools, it is important that their education provide instructional opportunities, explicit and implicit that help them develop their beliefs about what is right and good.

The following definitions are intended to guide schools in providing the basis for the teaching of values and character education in the public schools.

Values: hold in high esteem; regard highly

Values Concepts: ideas, beliefs or understandings one has that guide and are reflected in one's behavior

Values Education: the process of providing opportunities for the continuous development in all students of the knowledge, skills and attitudes related to certain values which lead to behavior exhibiting those values

Character: attributes or features that make up and distinguish the individual; the complex of mental and ethical traits making a person, group or nation

Character Concepts: actions, attitudes and practice that characterize a person. Acting honorably under all circumstances, even when it is to the disadvantage of the self

Character Education: the proem by which positive personality traits are developed, encouraged and reinforced through example, study (history and biography of the great and good) and practice (emulation of what has been observed and learned)

CHARACTER CURRICULUM

<ul style="list-style-type: none"> • accomplishment • <u>cheerfulness</u> • <u>citizenship</u> • <u>cleanliness</u> • <u>commitment</u> • <u>compassion</u> • <u>cooperation</u> • <u>courage</u> • <u>courtesy</u> • <u>creativity</u> • <u>democracy</u> 	<ul style="list-style-type: none"> • <u>fairness</u> • <u>frugality</u> • <u>generosity</u> • <u>honesty</u> • <u>honor</u> • <u>kindness</u> • <u>knowledge</u> • <u>loyalty</u> • <u>moderation</u> • <u>patience</u> • <u>patriotism</u> 	<ul style="list-style-type: none"> • <u>respect for authority</u> • <u>respect for others</u> • <u>respect for the creator</u> • <u>respect for environment</u> • <u>respect for health</u> • <u>school pride</u> • <u>self-control</u> • <u>self-respect</u> • <u>sportsmanship</u>
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<ul style="list-style-type: none"> • <u>dependability</u> • <u>diligence</u> • <u>equality</u> 	<ul style="list-style-type: none"> • <u>perseverance</u> • <u>productivity</u> • <u>punctuality</u> 	<ul style="list-style-type: none"> • <u>trustworthiness</u> • <u>truthfulness</u> • <u>tolerance</u> • <u>virtue</u>
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CITIZENSHIP

- Democracy: government of, by and for the people, exercised through the voting process
- Respect for and acceptance of authority: the need for and primacy of authority, including the law, in given circumstances
- Equality: the right and opportunity to develop one's potential as a human being
- Freedom of conscience and expression: the right to hold beliefs, whether religious, ethical or political, and to express one's views
- Justice: equal and impartial treatment under the law
- Liberty: freedom from oppression, tyranny or the domination of government
- Tolerance: the allowable deviation from a standard. Indulgence for beliefs or practices differing from or conflicting with one's own

Patriotism: .

- Courage: willingness to face danger with determination
- Loyalty: steadfastness or faithfulness to a person, institution, custom or idea to which one is tied by duty, pledge or a promise
- Honor: a keen sense of ethical conduct one's word given as a guarantee of performance

Respect for the Natural Environment:

Care for and conservation of land, trees, clean air and pure water and of all living inhabitants of the earth .Conservation: avoiding waste and pollution of natural resources

Respect for the creator:

God, but only as an acknowledgment that the intrinsic worth of every individual derives from no government, person or group of persons, but is

something that each of us is born with and which no thing and no one can ever deprive us of.

RESPECT FOR OTHERS

Altruism: concern for and motivation to act for the welfare of others

- Civility and cheerfulness: courtesy and politeness in action or speech
- Compassion, kindness and generosity: concern for suffering or distress of others and response to their feelings and needs
- Courtesy and cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them

Integrity: confirmed virtue and uprightness of character, freedom from hypocrisy

- Honesty: truthfulness and sincerity
- Truth: freedom from deceit or falseness; based on fact or reality
- Trustworthiness: worthy of confidence
- Fairness and good sportsmanship: freedom from favoritism, self-interest or indulgence of one's likes and dislikes; abiding by the rules of a contest and accepts victory or defeat graciously
- Patience: not being hasty or impetuous

RESPECT FOR SELF

Accountability: responsibility for one's actions and their consequences

- Commitment: being emotionally, physically or intellectually bound to something
- Perseverance and diligence: adherence to actions and their consequences
- Self control and virtue: exercising authority over one's emotions and actions
- Frugality: effective use of resources; thrift

Self-Esteem: pride and belief in oneself and in achievement of one's potential

- Knowledge: learning, understanding, awareness
- Moderation: avoidance of unreasonably extreme views or measures

- Respect for physical, mental and fiscal health: awareness of the importance of and conscious activity toward maintaining fitness in these areas
- Cleanliness: good habits of personal hygiene and grooming

Work Ethic: belief that work is good and that everyone who can, should work

- Punctuality: being on time for attendance and tasks
- Accomplishment: appreciation for completing a task
- Cooperation: working with others for mutual benefit
- Dependability: reliability; trustworthiness
- Diligence: attentiveness; persistence; perseverance
- Pride: dignity; self-respect; doing one's best
- Productivity: supporting one's self, contributing to society
- Creativity: exhibiting an entrepreneurial spirit inventiveness; originality; not bound by the norm
- School pride: playing a contributing role in maintaining and improving all aspects of a school's environment, programs and activities within the context of contributing to the betterment of the city, county and state

Fundamental duties

The following are the Fundamental Duties prescribed by the Constitution of the nation under PART [IV-A] to its every citizen :

-
- (a) To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem.
 - (b) To cherish and follow the noble ideals which inspired our national struggle for freedom.
 - (c) To uphold and protect the sovereignty, unity and integrity of India.
 - (d) To defend the country and render national service when called upon to do so.
 - (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic

and regional or sectional diversities; to renounce practices derogatory to the dignity of women.

- (f) To value and preserve the rich heritage of our composite culture.
- To protect and improve the natural environment including
- (g) forests, lakes, rivers and wild life, and to have compassion for living creatures.
- (h) To develop the scientific temper, humanism and the spirit of inquiry and reform.
- (i) To safeguard public property and to abjure violence.
- To strive towards excellence in all spheres of individual and
- (j) collective activity so that the nation constantly rises to higher levels of endeavor and achievement.

PARADIGM OF VALUES

Old Paradigm of Protection Values	Emerging Paradigm of Growth Values
Safety: Avoiding risk. Protection via external restraints and constraints; Rules, burglar alarms, and borders to define the places safe from danger, "us" versus "them"; survival is a goal.	Spontaneity: Freedom, Willingness to risk and move into the unknown, Survival is assumed.
Comfort: Avoiding pain, threats to belief systems, or contradictions; Strive to maintain the status quo at all costs.	Meaning: Willingness to confront life as it is, including uncomfortable contradiction and/or paradox. Tolerance of ambiguity.
Image: Meeting or exceeding cultural expectations; Conforming to norms and fitting oneself to the "job description"; Status and role	Authenticity: Meeting or exceeding one's own expectations; Willingness to diverge from cultural norms out of integrity and/or curiosity.

valued.		Flexibility; Acceptance of other's nonconformity.
Self-control: Ability to restrain one's emotional responses and control of the situation. Repression of anger, fear, sexuality, sentiment. Self-indulgent, an anesthetic against fear for people.		Self-knowledge: Awareness of feelings and their role in behavior; Transformation of fear and anger thru self-understanding and trust; Inner confidence from having let go of illusions and survived fear.
Ego defenses: Protection of one's self-image by making others wrong or by rationalizing one's behaviors and beliefs. Feeling right or righteous.		Vulnerability: The "transparent self" that acknowledges its weakness and draws from its strong points. It does not identify with the ego's need to be perfect.
Permanence: Effort to memorialize or freeze the past. Longevity, preservation of traditions, long-range commitments, repeating and recalling past triumphs.		Potential: Recognition of the dynamics and flux of life, the impossibility of holding the present moment; Belief that change represents possibility, a future whose capacity to surprise is relished, not feared.
Information: Having answers, facts, training, experience, data; Being sure.		Insight: Asking the right questions, eager to learn; Acceptance of uncertainty.
Adjustment: Human beings are seen as limited in what they can accomplish; Effort if futile; Poverty, starvation and war are inevitable. Belief in human limitations, which excuses from effort.		Aspiration: Human beings have built great cathedrals, flown to the moon. Any of us might accomplish something beyond the ordinary; belief in unlimited human potential.
Power over others: Being boss, top dog, judge, authority, or being helpless, manipulative, flattering, coercive.		Power with others: Cooperation, mutual support, communications, alignment.
Feeling superior to others: More attractive, intelligent, successful and/or harder working. Protection from feeling inadequate by being		Feeling connected to others: Total acceptance of oneself; Identifying with all human traits.

special.		
Freedom from responsibility: Sense of impotence, <u>Scapegoatology</u> ; What ever happened was the fault of others, social forces, and/or fate. Feelings of <u>Woundology</u> .		Freedom in responsibility: Sense of one's personal self-empowerment. Past choices acknowledged, and sense of being able to choose in the future. Power to change based on taking responsibility.

UNIT-III IMPORTANCE OF VALUE EDUCATION

Psychological parameters of value education- Social aims of values-
Aesthetic awareness - Paradigm of values - Citizen values and fundamental
duties.

PSYCHOLOGICAL PARAMETERS OF VALUE EDUCATION

Values become meaningful and purposeful in and through education. The world of psychology in value education also incorporates the world of parents and guardian of the pupils

VALUES IN EDUCATION

IMPULSES	DESIRED	HABITS	APPETITES
Inborn outward	Weak Moderate Strong		Inward thrust Outward thrust
	Good Bad	Self realization	Character
Constructive stage	Mature stage	Initial stage	Strong area Weak area
Self denial			
Emancipation of the universal man			

Impulses: (1) Inborn impulse- the teacher should identify value bases and crytallise value norms towards excellence .
 (2) Out ward impulse: It vary from time to time from positive and negative.

Appetites – in each learner are obvious and confronted with the inward and outward thrust of values.
Inward thrust- (1) is invisible and difficult to identify (2) analyse and evaluate
Outward thrust- is exposed to a great extent in all marks of qualitative and quantitive characteristics.

It is identified as

- (1) Types of values adored and welcomw
- (2) Proness to a particular trait of values
- (3) Comparative and contrastive areas
- (4) Symbolic role- is legion
- (5) Assimilation
- (6) Framing newer avenues and concepts of values.

Desires: Strong, moderate and weak desires of the learner should be well identified and delt with inside or outside the class room.

If the desires are strong , the resulting spirit of values covers a wide range of sentiment and emotions as exposures of sense and sensibility.

If the desires are weak, the influence as an outcome is more or less negligible.

Habits: Trained in process of practicing good habits and eliminating evil ones by an appropriate approach to real life situations.

Value of goodness (1) _awakening of excellence (2) awakening of mass excellence in society (3) bad or evil behaviors carefully analysed and changed

Self realization: is the key to happiness

- (1) pupil development and pupil awareness
- (2) Character among pupils in different age groups
- (3) Role of teachers in development in personality and character
- (4) Social agencies involved in education of the child and formation of character
- (5) avenues of self growth and self development

Initial stage : Kindling of values takes place . Teacher should ignite pupils in self realization so that the process of self thinking , self analysis and self appreciation goes in a normal, desirable , appropriate , scientific and interesting way. If initial stage succeeds then it ensures good foundation for constructive stage.

To be more specific in the role of psychology in education for values the following habits might reveal newer direction (1) temperance (2) silence (3) order (4) resolution (5) frugality (6) industry (7) sincerity (8) justice (9) moderation (10) cleanliness (11) tranquility (12) chastity (13) humility

SOCIAL AIMS OF VALUES

The sociological perspective of values serves the following five fold purpose

- (1) Education not only remains satisfied with advancement of learning but also positively ensures in kindling of the self for service towards others as best as possible.
- (2) Education becomes a communicated pursuit towards exploring and translating the essence of values best needed for the individual and the society
- (3) The world of the learner in terms of education for values is expanded. He enjoys freedom in negotiating and appreciating social values side by side with his own values cherished in isolation
- (4) A certain sense of heightening and enriching social sensibilities in terms of value- excellence becomes an eviable reality
- (5) Education for social ascent of man is geared through exercise of value items both individually and in groups as a common social endeavour.

The value competents in terms of practice may be identified as follows :

- (1) Mutual respectability
- (2) Admitting errors and omissions of work ethics

- (3) The right use of time
- (4) Discipline
- (5) Exercise of the appropriate sense of admiration or disapproval

The social values represented by the learners in educational institutions demand a disciplined training of the mind in terms of punctuality and a rational approach to every aspect of life. This has its three fold consequences

- (1) The learner cannot be irregular and indisciplined in any activity directly or indirectly related to education
- (2) The way of life the learner undergoes through discipline and punctuality allows him to exercise the spirit of self denial which is indeed an important parameter in the exercise of social values
- (3) The learner experiences a lot of fine and delicate social values concerned with truth , goodness and beauty in particular which mould his mind and activity in exercising the education of the heart.

PARADIGM OF VALUES

Clarification of different values at different levels for persons from different strata of the society is very essential. In the traditional terminology of virtue(dharma) and sin and through different situations these values can be well clarified. Our spiritual leaders and social reformers have been doing this through their speeches , writings etc for example we may go through the following words of Swami Vivekanand

<u>Virtue(dharma)</u>	<u>Sin</u>
Doing to good to others	Injuring others
Strength and manliness	weakness and coward ness
Independence	Dependence
Loving others	Hating others
Faith in God and one's ownself	Doubt
Knowledge of oneness	Seeing diversity

Clarity in values alone can satisfy the individuals and stand to the test of utility in their social life. For national integration , clarification of values should be as continuous programme. It should be through various extramural and intramural activities. The best of our traditional (ancient) values should be brought about and students should be exposed to them through several situations.

Therefore right or wrong action should be defined in terms of their consistence with one's cultural value tenets. As for as possible indoctrination should be avoided.

FUNDAMENTAL DUTIES

The following are the Fundamental Duties prescribed by the Constitution of the nation under PART [IV-A] to its every citizen :

1. To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem
2. To cherish and follow the noble ideals which inspired our national struggle for freedom.
3. To uphold and protect the sovereignty, unity and integrity of India
4. To defend the country and render national service when called upon to do so.
5. To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women
6. To value and preserve the rich heritage of our composite culture.
7. To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures
8. To develop the scientific temper, humanism and the spirit of inquiry and reform.
9. To safeguard public property and to abjure violence.
10. To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement

UNIT-IV CLASSIFICATION OF VALUES

Basic values of religion, Classification of values, Educational committees on value education, Realms of values , citizen values and fundamental duties

Basic Values of all Religions

There are certain Values common to all religions like Hinduism, Sikhism, Jainism, Buddhism etc. Forty such *values* (virtues) are enumerated below with brief explanations:-

1. **Harmlessness** (Ahimsa)- Implies refraining from Injury to anyone through mind, speech or action.
2. **Truth** (Satya)—implies representing a thing precisely as one has perceived it through the mind or the senses, and in agreeable language.
3. **Non-stealing**—implies refraining from all forms of theft or illegal possession of other's property
4. **Brahmacharya** (Abstinence)—consists of abstaining from all the eight forms of sexual gratification.
5. **Non-accumulation of things**—implies refraining from accumulation, from a sense of possession.
6. **Purity**—connotes freedom from bodily and mental impurities.
7. **Contentment**—refers to complete absence of thirst for material objects.
8. **Austerity**—implies enduring hardships for discharging one's religious obligations
9. **Scriptural Study**—includes study of sacred books, repetition of Divine Names and recounting the virtues of the lord.
10. **Devotion to God**—is expressed through faith in and attachment to God.
11. **Spiritual Wisdom**—implies discrimination between real and unreal.
12. **Dispassion**—denotes complete absence of attachment to any thing pertaining to this world or the next.
13. **Self-discipline**—means exercising control over the mind.
14. **Control of the senses**—There are five senses of perception and five organs of action. Their control means bringing them all under subjugation and using them according to one's discretion.
15. **Endurance**—is the capacity to bear heat and cold and to remain unaffected by pleasure and pain etc. that is not to be influenced by diverse experiences.
16. **Piety**—means absolute faith in the *Vedas*, the scriptures and the teaching of Mahatmas. One's preceptor truths. It may also be termed as Purity'
17. **Forgiveness**—implies entertaining no thought of inflicting punishment on one who has wronged you.

18. **Courage**—refers to boldness i.e. absence of cowardice.
19. **Compassion (Karma)**—implies melting of the heart at the sight of suffering of a creature. It is termed as ‘consideration’ for others or ‘fellow feeling’ by the psychologists.
20. **Sublimity**—‘Sublimation’ is well-known term in ‘psycho-analysis. In our scriptures it is equated with *Tef*. It is the power of superior souls under whose influence, even those who are attached to worldly enjoyments and are of a base nature, are deterred from sinful acts and take to noble pursuits including the excellence in fine arts etc.
21. **Arjava**—is the modern terminology which refers to ‘simple living’ which involves straightness of body, the senses and mind.
22. **Unselfishness**—means not seeking satisfaction of any selfish desire connected with this world or the next. It is termed as ‘common cause’ and ‘common good’.
23. **Amanitva**—This consists in not seeking honour, respect or homage for oneself and observes gentlemanliness’ or show ‘respect for others’.
24. **Freedom from hypocrisy**—Hypocrisy consists in putting up a false show of ‘piety or purity’. This should be avoided scrupulously by all because one cannot fool all the persons at all the times.
25. **Absence of the back-biting spirit**—Back-biting or slandering proceeds generally from jealousy and this should be completely avoided
26. **Straight forwardness**—It means not attempting to achieve any thing from a selfish motive
27. **Humility**—This is the antonym of ‘boasting’ meaning to have very high estimate of oneself.
28. **Fortitude**—It means not to be perturbed in the face of the greatest difficulty and danger.
29. **Spirit of Service**—implies constantly striving to the best of one’s ability through mind, speech and body and in a disinterested spirit to contribute to the happiness of all creatures according to their respective need. It indicates many values like concern for others, co-operation, compassion, fellow-feeling, helpfulness, humanism etc.
30. **Satsang (Good company)**—In its religious sense it means association with saints and holy men.

31. **Japa**—It is muttering or mental repetition of name of God or of a Mantra (sacred formula). It is different from meditation in some respects.
32. **Meditation**—It means concentration of the mind on a form of God to which one is specially attached.
33. **Freedom from malice**—It means entertaining no enmity even towards an enemy.
34. **Fearlessness (courage)**—refers to complete absence of fear.
35. **Evenmindedness (Equality) or Equanimity**— construed as looking on all as equal from the point of view of the soul even though differences may be observed in dealing with them according to the *Varna* (caste) and *Ashrama* (order) to which they belong, just as one uses the limbs of his own body differently.
36. **Absence of Egoism**—refers to absence of the feeling of 'I' in respect of the body, mind and intellect. And of the sense of doer ship in respect of actions performed by them.
37. **Friendliness (Universal Love)**—It consists in extending the feeling of love towards all creative, whether high or low.
38. **Charity**— consists in gratuitously supplying that which is needed in a particular place, at a particular time and by a particular person, gladly and respectfully, without expecting any return or reward.
39. **Devotion to Duty**—It includes values like 'sincerity' 'integrity' 'honesty', 'loyalty to duty' etc.
40. **Tranquility**—This state is attained when the mind is completely free from desires and is peaceful, contented and perspicuous.

These are traditional values inherited from past, some of these values like non-accumulation of things, contentment and dispassion are practicable for saintly persons only. We may say that they are too righteous to cultivate in the individuals of this space-age for want of sufficient exemplary situations in the present set-up of the society.

Classification of Values :

1. **Academic values**—like regularity and devotion in teaching, impartiality in assessment, honesty and integrity in research and publication, healthy competition and objectivity, search for excellence and originality.
2. **Moral values**—like honesty, integrity, sense of responsibility and compassion. The realm of moral values is rather a debatable one.

3. **Socio-political values**—like national integration and international understanding, society vs. individual, social responsibility and citizenship, democracy and humanism. These are the values required for the survival of a socio-political system. The difference between moral values and socio-political values is very subtle. Among all socio-political values national integration is of utmost importance particularly for teachers.
4. **Scientific temper**—objectivity, rationalism, fact-base and investigative approach, looking into the how and why of problems.
5. **Global values**—consist of all those values pertinent and significant for global peace and order, solidarity, freedom and justice for all, complete disarmament, abolition of all forms of slavery, torture and capital punishment etc. can be numerated under this subheading.
6. **Human rights**—consist of the rights scripted to the all citizens
7. **Environmental values**—consist of preservation of natural environment, forestation, awareness and concern towards pollution etc.

8. **Personal Values:**

It refers to those values which are desired and cherished by the individual irrespective of his or her social relationship.

Ex: Ambition, cleanliness, contentment, courage, creativity, determination, dignity of labor, diligence, excellence, honesty, hope, maturity, regularity, punctuality, self-confidence, self-motivation, simplicity etc.

9. **Social values :**

It refers to those values which are other oriented. They are concerning the society. These values are cherished and practiced because of our association with others. Social values are always practiced in relation to our neighbors, community, society, nation and the world.

Ex: accountability, brotherhood, dutifulness, forgiveness, freedom, friendship, gratitude, hospitality, justice, love, patience, repentance, responsibility, service, sharing, sportsmanship, sympathy, team spirit, tolerance etc.

This may change with of social circumstances. It is the external relationship of the individual with the society.

10. **Moral Values:**

It refers to those values which are related to an individual's character and personality conforming to what is right and virtuous. They reveal a person's self-

control. Ex: honesty, integrity, sense of responsibility, compassion, control of senses, charity, self-reliant and love.

11. **Spiritual Values:**

It arises from the inner depth of man. It sees false as false and true as true; it is the key to integration to man. The ultimate ethical value is called spiritual value. Spiritual value is the awareness itself. It is structured in consciousness. Ex: purity, contentment, austerity, scriptural study, devotion to God, spiritual wisdom, self-discipline, control of senses, endurance, sublimity, meditation, tranquility etc.,

12. **Behavioural Values :**

It refers to all good manners that are needed to make our life successful and joyous. They are those values which we exhibit by our conduct and behaviour in our daily life. Behavioural values will adorn our life and spread cordiality, friendliness and love all around.

Citizen Values And Fundamental Duties :

These fundamental duties of citizens to nation express great ideals, moral-values and value education. Justice J. S. Verma Committee which was setup for fundamental duties of the citizen expounded principles which are applicable in all aspects of public life

:

- **Selfishness:** Government officers should take decision only for the wellbeing of the people. They should not take decisions for themselves, their family or to get their friends, financial or any other material benefit.
- **Truthfulness:** Government official should not accept any type of bribery or gratitude from unknown persons or institution which affect the performance of his duties and post.
- **Objectivity:** During government service, at the time of selection of candidates, agreement and appropriate candidates on the basis of eligibility without any prejudice.
- **Accountability:** Government officials are accountable towards people for their decisions and deeds and they should accept probes regarding their post.
- **Transparency:** Decisions and work of government officers should be transparent as far as possible. They should give causes for taking decisions and any information should be hidden only when it is necessary for national interest or well-being of the people.
- **Honesty:** It is the duty of government officials that they should make declarations of their own interests regarding government work and solve the created problem in the favour of public interest.
- **Leadership:** Government officials should promote and support these principles by their leadership and become role models.

Righteousness—Abstinence, cleanliness, compassion, common cause, common good, cooperation, courage, courtesy, discipline, endurance, friendship, faithfulness, good manners, hygienic living, justice, obedience, proper utilization of time, purity, quest for knowledge, simple living, self-help, self-study, self-reliance, self-support, self-confidence, self-respect, sympathy, sense of discrimination between good and bad, truthfulness, tolerance.

Self-Discipline—Forward looking, self-control, self-restraint, punctuality, regularity, honesty, sincerity, loyalty to duty, integrity, initiative, resourcefulness

Fellow feeling— Helpfulness, concern for others, respect for others, reverence for old age.

Humanism—Consideration for others, concern *for* others, curiosity, dignity of the individual, dignity of manual work, gentlemanliness, gratitude, social-service, solidarity of mankind, sense of social responsibility, spirit of enquiry, team-work, team spirit

Democratic sense—Citizenship, democratic decision making, equality, freedom, leadership, national unity, national consciousness, patriotism, social justice, socialism, value for national and civic property.

Non-violence— Appreciation of cultural values, anti untouchability, kindness, kindness to animals, secularism and respect for all religions, universal truth, universal love. According to a section of educationists search for new human values, which would be more consonant with the global consciousness of our times and responsive to the changes brought about by science and technology and to the urgency of wide-scale problems being faced by mankind are suggested.