

HIGH LIGHTS ON VALUE EDUCATION

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Introduction

Axiology the third branch of philosophy deals with values. Ethics (moral behaviour) and aesthetics (appreciation of beauty) are two sub-branches of axiology in philosophy. Philosophy, education and values are intimately related to the branches of knowledge. Further, education and values seem to be the reciprocal planes of each other. To be more specific and precise in this regard, it is said that "Education is Value Enterprise." Since education is a means of value development, the end product is development of moral character, personality and good human being. The whole thrust of education is the development of values in human behaviour.

Nature of Values

Value has been defined in diverse ways. The philosopher, the educationist, the administrator, the psychologist, the sociologist all have different perspective while explaining a value. It depends upon one's mindset or orientation as per the discipline, one has studied. Different view points have been expressed with regard to concept of a value :

- (i) According to N.T. Ram, "A value is what is desired or what is sought. Values may be operationally, conceived as those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare, and adjustment and which are in tune with one's culture."
- (ii) According to Clyde Kluckhohn, "value is a conception, explicit or implicit, distinctive of an individual or characteristic of group, of the desirable which influences the selection from available means and ends."
- (iii) R.K. Mukherjee says, "values are socially approved drives and goals that are internalised through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations."
- (iv) Allport observes, "The term value means the relative prominence of the subject's interest or the dominant interest in personality."

- (v) D.H. Parker says, "values belong wholly to the inner world of mind. The satisfaction of desire is the real value, the thing that serves is only an instrument. A value is always an experience never a thing or an object."
- (vi) Edger Brighman observes, "In the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed at any time. It is the actual experience of enjoying a desired object or activity."
- (vii) Dr. Prem Kripal says, "values may be defined as –
 - What we believe professed values
 - What we practice—operational value and
 - What we learn from experience in order to adopt and renew traditions received from the past traditional values."

Basic Characteristics

- (i) A value has its worth and importance.
- (ii) A value is subject, community and national oriented.
- (iii) Value is the result of interaction between personal and impersonal elements.
- (iv) Value is means as well as an end.
- (v) Value is a desired preference.
- (vi) Value is a cherished idea.
- (vii) Value is a strong belief put to action.
- (viii) Value is an internalised idea or thought.
- (ix) Value gives direction to human action.
- (x) Value is an abstract idea which is cherished, expressed, demonstrated in behaviour and affirmed publicly.

Essential Components

A value has three pronged structure which covers all the possible aspects/dimensions of human personality.

- Cognitive Aspect (Thought) – A value is an idea abstract in nature. More is the idea clear, stronger will be the value. Therefore it is to be assumed that a value is related to mental activity and cognitive development about an idea, thought or an object.
- Affective Aspect (Emotion/Feeling) – A value possesses a strong emotional bond with idea, thought or material object. Happy association is the secret of a value. Feelings, sentiments and attitudes are involved in one's value structure. In fact, values are the cherished goals, preferences or desired things. Involvement of emotion and feeling is the secret for one's action which is pleasure giving in the long run.

- Cognitive/Psychomotor Aspect (Action/Behaviour) – A value results into an action or behaviour. This aspect is the final stage or culmination of a value. The first two aspects i.e. cognitive (idea) and affective (emotion/feeling) pave the way for action. Therefore 'action' is the acidic test of one's value in life.

Value System

Values exist or function in a system. A system is a network of certain components. In this regard, a value system is a collection of certain values or a set of values which functions as a significant or meaningful whole to realise a goal.¹ Therefore, existence of values may be described as a system of personality traits which are in harmony with the inner nature of an individual and which are also in harmony with the values approved by the society.

The process of valuing is what we go through when we make judgement about things, events and people that we encounter in our day to day life.

Values and process of valuing go hand in hand. One supports the other. Process of valuing is determined by one's internal make up of the mind and state of body and the external factors which occur in natural setting. The end product of the process is culmination of a value or new form of a value.

A value system is accepted as a system which is always in the process of change with regard to its stability and change in values. Some values can be more or less fixed whereas some values may be under the process of change in a value system.

Every human being forms his own value system having 5/6 values in which one/ two values work as master values which determine his total behaviour towards others. It will be very interesting and contributive in one's life one may understand one's value system and master value(s).

"The Classification Values are of various shades and variety. They are classified differently depending upon the criteria fixed for these. Some of the workable classifications have been made by some thinkers and institutions. They are as under:

(a) Walter G. Everelt in his book 'Moral Values' classifies human values in the following groups:

- (i) Economic Values – These are indicated by market price. Economic values are instrumental (means) to realise other values.
- (ii) Bodily Values – These values relate to the health efficiency and beauty of the body and happiness in physical life.
- (iii) Recreational Values – These values are related to play, leisure and creative activities which enrich life and bring happiness.

- (iv) Values of Association – These values are related to human relations. They include numerous forms of human associations such as family life, friendship and community.
- (v) Character Values – Here we may include personal values, social virtues including justice, truthfulness, self-control, benevolence, etc.
- (vi) Aesthetic Values – Beauty of nature, works of art, manners, etiquettes are the aesthetic values.
- (vii) Intellectual Values – Values related to knowledge and quest for an attainment of truth are included in this category.
- (viii) Religious Values – These values relate to God, self and purpose of life. They include faith in God, devotion to higher reality, compassion, love for all type of life.

(b) Parker's Classification: Parker has classified values according to the interest. He has classified as under:

- (i) Biological values
- (ii) Economic values
- (iii) Affective values
- (iv) Social values
- (v) Intellectual values
- (vi) Aesthetic values
- (vii) Moral values
- (viii) Religious values
- (ix) Plato: Plato has classified values according to ultimate realities. They are:
- (x) Goodness
- (xi) Beauty
- (xii) Truth

There are some other criteria on which values can be classified. Some illustrations to this effect are:

Instrumental Values - These values refer to means in order to achieve the end point or goal.

Immediate Values - These values refer to time. Those values which help to complete the task or adjust to new situations are named as immediate values. They can be material in nature.

Ultimate/Terminal Values - These values relate to time or stage of life. There are certain values which are achieved after long time or at the end of a period.

Competent Values - These values relate to one's ability, capability and competency. Values required to complete a particular task/work are known as competent values. While

learning subjects like Mathematics, Science, Language and Social Sciences, learner develops certain powers, competencies, abilities. They are known as competent values.

Indian View

Since vedic times, Indian philosophers and rishis have developed Sanatana (eternal) values. They have been evolved while having a close interaction with society and nature having spiritual perspective in mind. The source of all values are four stages of life, four sections of society (work based) and four purusharthas (aims of life). Four purusharthas are the fountain heads of Indian values. Four purusharthas are:

(i) Dharma (duty based morals) (ii) Artha (material development based values) (iii) Karma (aesthetics related values-Creative faculties expressed in fine arts and performing arts) (iv) Moksha (Spiritual and divinity related values-God, self, purpose. Idealistic approach towards values in Indian setting of life is –Satyam (Truth), Shivam (Goodness) and Sundaram (Beauty).

There are certain institutions which have classified values based on their institutional philosophy or rationalistic basis. They are:

Sri Sathya Sai Institute of Higher Learning - Based on humanistic parameters, five values have been identified. They are:

- a - Truth
- Righteousness
- Non-violence
- Love
- Peace

National Council of Educational, Research and Training (NCERD-NCERT has worked out 84 values. These values have been identified after having discussions at the National level. These values are related to all categories of human experience at three planes– Body, Mind and Spirit.

Value Development

Like education, valuing is well defined process which takes into view different aspects of it such as stages of learner's growth, processes of valuing, models of value development. A brief description of these aspects is made here for better understanding:

Stages of Growth for Moral Development: Jean Piaget and later Lawrence Kohlberg studied as how children make moral judgements and found that there are distinct sequential stages of moral development. Piaget has classified them into four whereas Kohlberg classified them into three levels with two stages at each level. Kohlberg's stages of moral development are as follows:

Pre-conventional Level

- Stage 1 : Punishment and obedience orientation
(avoidance of punishment and deference to power)
- Stage 2 : Instrumental relativistic orientation (right action instrumentally satisfies one's own needs and sometimes of others)

Conventional Level

- Stage 3 Interpersonal concordance orientation (good behaviour pleases or helps others and is approved by them)
- Stage 4 Law and order orientation (Orientation towards authority, fixed rules and maintenance of social order). Post-conventional or Autonomous Level
- Stage 5 : Social contract legalistic orientation (right actions defined in terms of individual right and standards).
- Stage 6 : Universal ethical principles orientation (right action is defined by decision of conscience – principles are ethical and abstract).

Kohlberg found that these stages are quite sequential in order. Therefore, educational programmes for valuing need to be designed accordingly.

Processes of Valuing: There are seven steps/processes/ criteria involved in the development of values. They are stated as:

- (i) Choosing freely.
- (ii) Choosing from among alternatives.
- (iii) Choosing from thoughtful consideration of the consequences of each alternative.
- (iv) Prizing and Cherishing.
- (v) Affirming publicly.
- (vi) Acting upon choice.
- (vii) Repeating.

These seven processes/or criteria involve cognitive affective and conative elements. They have selective and directional quality. Educational programmes need to be designed in the background of seven criteria or processes of value development.

Rohidekar (1995) in the background of his experiences and research came out with a pyramidal structure as:

- Spontaneous
- Action with Effect
- Discrimination
- Appreciation
- Knowledge

(Sequential Stages of Valuing)

Model of Values Development: There are certain models which can be used for developing values. Some suitable and effective models are:

- (i) Value Discussion Model
- (ii) Inquiry Model
- (iii) Discovery Model

Here we shall discuss one model as an illustration. It will pave the way for designing instruction for the development of values in classroom.

Value Discussion Model: This model is conceptualised under certain steps/captions like –Effects, Requirements of Value Discussion Model (VDM), Syntax, Social System, Principle of Reaction and Support System.

Effect: VDM can give rise to two effects namely, instructional effects and nurturant effects. The instructional effects are the direct effects of value Discussion Model while the nurturant effects are the indirect effects of VDM.

Instructional Effects of VDM

- Improving value clarification
- Improving value judgement

Nurturant Effects of VDM

- Improving learning skills
- Improving self-esteem
- Improving attitude towards school/college.
- Improving adjustment
- Improving classroom climate
- Nourishment of personal power

Requirement of VDM

- Dilemma – issues in conflict (dilemmas should be simple, open ended, choice of actions)
- Discussion – free discussion and non-judgemental statements are the main requirements of VDM.
- Syntax:

It has five phases such as:

- Phase 1 : Presenting the dilemma/issue
- Phase 2 : Dividing on Action
- Phase 3 : Organizing small group discussion
- Phase 4 : Conducting a class discussion

Phase 5 : Closing the discussion.

Social System: A non-judgemental classroom is to be established that reflects trust, informality and tolerance. Students can sit in a large circle so as everyone can face and clearly hear each other.

Principle of Research: The teacher plays different roles like leader, mediator. Teacher handles responses of students very carefully and in balanced way.

Support System: To make system functional teacher needs to be trained in the application of the model. The literature in the form of dilemma, lesson planning, need to be made available. Besides, availability of Video recording of a live session, flexibility in the time-table, formation of groups, seating arrangements are other considerations under a support system.

Strategies of Value Development: The following can be profitably employed as educational strategies to inculcate, perpetuate or to modify values among children especially at the elementary and secondary stages:

Value Development Strategies

<i>Level</i>	<i>Strategy</i>	<i>Stage of Development</i>
Level-I (For Initiation)	1. Precept—Ideal Method	Mainly for initiation and introduction to value acquisition
	2. Intense Identification	
	3. Profitable Association	
	4. Ventilation	
	5. Parable or Allegory attempts	
Level-II (For stability)	6. Introjection	Value conceptualization and substance of value
	7. Conscientization	
Level-III (For Modification)	8. Role Play (Socio-drama)	Value change and modification
	9. Modelling	
	10. Sensitization and desensitization	
	11. Shaping	
	12. Token Task Technique	

Principles of Valuing: In the context of value development and education, John Wilson author of 'Introduction to Moral Education' has advocated 5 clear cut principles to be followed.

They are:

- (i) A consideration for others.
- (ii) Awareness of feeling of one's own and of others.
- (iii) Ability to take a decision in a conflicting or problematic situation demanding a moral choice.
- (iv) Ability to collect valid data regarding situations involving questions of moral choice.
- (v) A will to act on the decision taken on the basis of convincing logical thinking.

Level-I

Precept - Ideal Method - Imitation is the basis of this strategy. Quality of value development depends upon the environment created by parents, teachers and community. Overall environment stimulates the process of value development through conscious and unconscious imitation.

Intense - Identification Method - In this method, the child identifies with a person who becomes his 'ideal' or 'hero'. The child imbibes the value and attitudes as evinced by his 'hero' or the 'significant other'. He may even dedicate to propagate the values cherished by his teacher, parent, leader who has influenced his life. Story of Ekaiavya, Dhruv, John or Arc, etc. are some of the examples.

Profitable Association Method - Useful association and condition serve as the basis of this method. Child can be exposed to a group situation. These situations provide satisfaction and enjoyment. In the process of group interaction the values are translated to the child which he accepts and propagates in life. Nature study group, environmental protection forum, mercy to animals, worker's groups, science clubs, etc. are some of the examples in this regard.

Ventilation Method - The pupils are given opportunities to express their feelings and viewpoints. Teacher or the parents should form a rapport to facilitate conversation for the free flow of opinions. They should be sympathetic, analytical and objective while giving response. A healthy communication and objective evaluation can lead to form the basis of value – formation among the students.

Parable or Allegory Method - Citing instances, episodes and even the story telling can profitably be used for inculcating values among children. The parable will form the basis and shall contain the moral lessons.

Level-II

Introjection - It is the process of internalising the values and making it a part of our psyche through evolving ego ideals. In the process there should be a healthy interaction

between, the 'ego' and the environment in evolving the value –ideals. The processes of imitation, identification, internalization, sublimation, and projection may involve in the formation and substance of values through introjection.

Conscientization - Paulo Freire in his book "Pedagogy of the oppressed." suggests the steps of 'proxis' when there is 'prick' or disturbance to one's consciousness with an issue such as child labour, ragging, etc. One enters into the problem, collecting facts, analysing the causal factors related to the issue. With this, one can enter into meaningful dialogue with his peers, express and arrive at suitable solutions.

Level-III

Role Play - Role play is a process - oriented group technique. The group can take up an aspect and can be acquainted with role play technique. Students need coaching in three aspects for the role play:

- (a) Briefing (the cognitive phase)
- (b) The drama (the performance phase)
- (c) The follow-up (discussion and constructive evaluation)

Role play can be employed in any situation or related to any subject. It does portray the situation and related values.

Modelling - Refer to the chapter on Techniques of Behaviour Modification.

Sensitization and Desensitization - Refer to the chapter on Techniques of Behaviour Modification.

Shaping - 'Shaping' is more of a psychological art than a scientific technique. It is based on B.F. Skinner's principle of reinforcement. For shaping child's behaviour related to value development, reward and punishment act as reinforcers in this technique.

Token Task Method - Students are involved in some kind of planned work or activity in which each member can make significant contribution. There shall be task assigned to each and 'token' reward is expected.

The prerequisite of token task is to specify clearly the tasks to the group and state the goals. The group can be divided into sub-groups or committees and can be assigned with activities relating to values to be developed. In this case, appropriate goal setting, motivation and constant monitoring are very much required.

Conclusion

Values are the pillars of life. They are part of education. Values differ from place to place, culture to culture and time to time. Indian view with regard to values is different because of difference in perspectives of life. Here in this chapter we have discussed conceptual framework of values, process of valuing, model of value development, principles and strategies of value development.