

## A STUDY OF VALUE ORIENTED EDUCATION AND PROGRAMS: ISSUES AND CHALLENGES IN PRESENT ERA

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### ABSTRACT

Today we have stepped into the 21<sup>st</sup> century. In today's materialistic era, human spiritual and moral values have become divided. Money, capital and wealth have become the deity of man, the relationship between man and woman, husband and wife, brother and brother, father and son, and between the rulers and the ruled has been broken. Under the illusion of materiality, man is deceiving not only the world but also himself. Today's man wanders directionless due to the disintegration of values. The person and the society appear to be suffering from defects, the man is scared. Every day moments, new question and new problems are arising for him. There has been decline in personal values, today in place of truth and love, there is lie and hatred in human being, they do not have patience and tolerance, but impatience and intolerance. In computer and machinery era the main objective of education is to provide such education to the children so that they can have maximum intellectual development. This mechanical era and the competition to move ahead each other has reduced the moral values of the people can be done. In today's young generation, this belief is flourishing that a person who works hard and honestly cannot reach that pinnacle of success, the peak on which people who resort to dishonest lies and deceit can reach. This notion of a person has played an important role in giving birth to indiscipline, indifference towards labor, indifference towards duties, irresponsibility etc. in the field of education.

Today it is necessary to develop value based programs to inculcate values in the society. "Education without values is like a flower without fragrance". If education becomes valueless then that education becomes lifeless. Therefore in order to keep this education alive and to make education a value education, many education programs are created time to time by the educationist and the government, through which the vanishing value education can be revived, it can be passed on to future generation with value. Keeping in view the fact that education can be imparted; the researcher has chosen the subject of her study as "A study of value oriented education and programs - Issues and challenges in present era".

**Keywords:** values, value education, value oriented programs

### INTRODUCTION

The main objectives of education are the all-round development of the child. That is to provide such type of education to the children so that they can make their fundamental contribution in human life according to their ability while adjusting with their environment. Education is considered as the base of the development of any society. The inherent abilities, skills, and value of a person can be developed through education and their abilities. Values play an important role in developing the society. Different philosophers have presented education in different forms.

**"Sa Vaidya ya Vimuktaye"**

That is, education is that which gives freedom – Shankaracharya.

Education is the creation of healthy mind in a healthy Body – Aristotle.

It is clear from the above definition that the purpose of education is the complete development of body, mind and soul. Society can be developed or achieved this objective of education only through value education, But in this materialistic society, the form of valuable education is disappearing and the young generation has the belief that the peak of success cannot be achieved by following the path of honesty and truth, Which can be achieved by following the path of fraud and dishonesty. Today only a rich person is considered as a successful person, and a person who is fully educated but not rich is compared as a failure.

Today there has been an increase in educational institutions as compared to earlier, but the level of education has declined, despite the increase in the number of educated people today. The values of the people have declined. Today to make people more and more educated. There has been an increase in efforts like open school, distance education, adult education, but there has been decrease in the number of civilized people. Today training institutions have also emerged to make people trained, yet the humanity of the people is declining, perhaps the main reason for this is the lack of value education, this is matter of concern. In order to make our Indian education a value education. Educationists and the government have created many value programs from time to time, so that education can be revised in the true sense and the real purpose of the education can be achieved. Today people are educated but the education is like a flower without fragrance. There is a need for such an education programs by which by reviving the values of human life, its life can be made fragrant and enjoyable and education can be made value oriented in true sense.

### **DEFINITION OF THE TERM USED**

**Values:** Value is the power that awakens in man, who motivates him to do a certain type of work and governs his conduct. That is value is that quality or characteristics, due to which one's own special importance or utility is determined.

**Value Education:** Value oriented education is relatively modern and widespread. It is the concept of education in which our moral, social, cultural and spiritual valuable, emphasis is laid on incorporating various values in the students, so that their balanced and all round development can take place.

**Value Oriented Programs:** For the development of the human person, value education programs is to provide and promote value education at all levels of educational system to the building of " human society" and "an independent and democratic nation" .

**Objectives of the study:** The objective of this study is , deeply study about values and use and importance of values in different field of life as well as study about the value Education and value oriented programs and social benefits of value oriented programs.

**Values:** Values is the power that awakens in man ,which motivates him to do a certain type of work and governs his conduct, that is value is that quality or reminder due to which one's own special importance or unity is determined and which is accepted by most people with one vote for a long time.

### **WESTERN CLASSIFICATION OF VALUES**

Western scholars have divided values from many points of view.

1. Western scholar Urban and Mackenzie has divided values in terms of goals.
  - a) Instrumental value
  - b) Cultivate self-goal
2. 'Everest' in his book moral values has divided values into eight categories-
  - a) Economic value

- b) Physical value
  - c) Value of entertainment
  - d) Value of companionship
  - e) Character value
  - f) Aesthetic value
  - g) Intellectual value
  - h) religious value
3. Turner has divided the value mainly into two parts-
- a) Concrete value
  - b) abstract value
4. Whether the value is creditable or not, the standard of behavior of the organism in different fields is necessary. Causality is representative of morality; from this point of view six categories of value can be done.
- a) Personal value
  - b) collective value
  - c) Spiritual value
  - d) material value
  - e) Moral values
  - f) aesthetic value

## VALUE ORIENTED EDUCATION PROGRAMS

### Value related programs in education:

If value oriented education is considered as pure moral education, it can never be successful. In value oriented education more emphasis is placed on the process of learning rather than teaching. From time to time educationist and regulators realized that if religion and morality are separated from the education than education will become lifeless. Various programs have been created for the indirect, development of these values and today the government is taking supporting new efforts.

**University Education Commission (1948-49):** This commission was appointed in 1948 under the chairmanship of Dr.Radhakrishnan. This commission considered all aspects of university education. It was said in the points of this commission that there should be love for high value in life because the greatness of the country does not depends only on the amount of wealth.

Its wide boundries, territory, long communication even the expansion of education or wealth. Distribution also does not create greatness. Greatness is due to high values there. The commission has divided the curriculum of religious education into two parts- school level and university level.

**Shri Prakash committee (1959):** In independent India, after a long gap of the above committee an effective committee was formed, which was named religious and moral education committee (1959). This committee was constituted by the Gov. of India in August 1959 under the chairmanship of Shri Prakash ji. This committee submitted its report in January 1960. In the opinion of the committee the reason for many defects of the modern Indian education world and society is that the control of religion is being removed from the public, so it is necessary that religious education should be given a place in the field of education. The committee has represented the scheme of religious education on primary level, secondary level and on university level..

**Education Commission (1964-1966):** This commission was constituted by the government of India in 1964 under the chairmanship of Dr. D.S kothari. This commission has expressed deep concern about the declining religious and cultural level of the country and stressed on the organized efforts to achieve social, moral, and spiritual value education.

**Kirat Joshi Report (1983):** In relation to prescribed education, a working group presented its report in 1983 regarding the training of teachers. This working group was appointed by the ministry of education under the chairmanship of Shri Kirat Joshi. According to this, value determined education must be understood as such education which will be towards self-advancement. It will not only inform the students about the values but also towards developing his personality and uplift him from narrow mindedness, selfishness and half-baked thoughts and attitudes.

**National Policy of Education (1986):** In the 'National or New Education Policy' values education has been widely considered in which concern has been expressed that people's faith in values is rising. Our society is culturally multi-dimensional therefore through education they should develop common and eternal values which lead our people towards unity, there is also a serious positive aspects of value education, which is based on our cultural heritage, national goals and universal vision which should be mainly emphasized.

**National Curriculum Framework for School Education (2000):** There is wonderful correlation of spiritual and education in India. It is directly social, moral, spiritual and religious. It would not be appropriate to leave it only on family and community. In the current social education of the country the attitude towards values is clearly visible, no one in the society has enough time to think about religious topics, for all these reasons the basic values in the Indian school curriculum and the various major religious of the country emphasis is being laid on inclusion of awareness as the main ingredient.

**National Policy on Education Issues and Documents (2001):** According to this at present the value system is depleting very rapidly in the country and at this time the country is passing through a period of value crisis, the erosion of values in the society is also visible at all levels of education. Values in the National Education Policy in 1986. The need to lay special emphasis on education was told because to save the nation from various social evils, morals and conduct values in life. The idea has to be included in the regular curriculum Education is three pronged, which includes acquiring information, teaching desired skills and inculcating values. Present time is the right time when values should be given on education.

## **NATIONAL CURRICULUM FRAME WORK FOR EDUCATION (2005)**

### **Subject Entry;**

1. It is the latest national document on school education so far.
2. It was brought together by educationist, scientists, subject's experts and teachers of International level have been prepared.
3. Under the chairmanship of Prof. Yash pal, on the initiative of the ministry of Human Development, selected scholars of the country saw education as a new national challenge.

### **Major Problems of Value Oriented Education in Present times**

Today many obstacles exist in the success of values and its education, due to which it is difficult to influence and upgrades it. When we discuss about value or its education, it is automatically associated with individual, family and community, but values are not just a person's heritage. They work to thread the entire human race into a special thread, but today when this thread is knotted, how can pearls of Value touch each other flawlessly will get never. Value creating in this whole concept is currently no being clear and strong due to some problem.

**Some problems which are related to the value oriented programs are-**

1. Personal ideological change
  - 1.1 Increase in greed and opportunism
  - 1.2 Freedom from duties
2. Disintegration of joint Family
3. School related problems
  - 3.1 Changes in Guru's Gur
  - 3.2 Lack of suitable curriculum
4. Limited trend of Media system
  - 4.1 Irresponsible attitude of media

## CONCLUSION AND RECOMMENDATION

Value is a desire or need or idea by which man lives his life. They are those who are acceptable by all. In earlier times, the values were imparted by the first teachers before the values of education but ever the development of science started, it has made continuous progress and pushed the values a side. After 1970 it was seen that the attention of the general public is not living on the price, they are becoming very busy in fulfilling their needs. Hence special attention needs to be paid to this.

In the society there are only biased donations of values. In this series following are some points against value oriented education.

1. When there is a defect in the seed itself ,then it is natural for the plant to have in socialism, that is every person in the society is full of immorality, depreciation, impure conduct, so whoever holds a chair or position (be it a leader, actor, officer) etc. He will try to use it to his advantage.
2. It is being said about the regulation of value oriented education that the society is rotten. If dishonest people are being born, then where there is dishonesty, greed and selfishness in everyone, no method can be successful. In conclusion mere desire or aspiration to progress in life is not enough, success should be based on values and for that values based education must be imparted in today's institutions. So that the students may merge as good leaders in the society.

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