

# VALUE ORIENTED EDUCATION (VOE) IN CONTEMPORARY EDUCATIONAL SYSTEM

Dr. Sarita Narad

Assistant Professor

Shaheed Bhagat Singh College of Education  
Kairon, Patti.

Hardev Singh

Principal

Sri Guru Harkrishan Sr. Sec. Public School  
Nawan Pind, Amritsar

**ABSTRACT:** The present study was carried out on Value Oriented Education (VOE) in relation to the most critical input to a child's growth. It brings out best of the child and moves close to the achievements. Contemporary system social values, national values, ethical and aesthetic values like truth, goodness and beauty ( Satyam , Shivam, Sundaram) which are the hub of a educational system; are being eroded speedily. This is happening all over the world. Every nation is awakened to provide significant importance to Value Oriented Educational (VOE) system. Different pedagogies and methodologies are to be applied for the transmission of accumulated normative values of truth, beauty and goodness to the succeeding generation for creating a noble and healthy nation.

**INTRODUCTION:** Values are the continuous purposeful transformations from older generation to younger generation. They are the prime motivating force behind individual's thoughts, emotions and actions. They harmoniously consist of all social, cultural, physical, regional, economic, moral, aesthetic and spiritual aspects for the better prospective of human beings. In other words, values structure the integrated personality of the individuals and support them in sustaining the higher character.

With the passage of time, values are being vanishing from the realm of contemporary educational system as it appears that educational system has become a puppet in the hands of connairists, who are deeply concerned to their monetary benefits and weaving their webs around the great educationists and equalizing their thoughts like them by offering them so many handsome allurements. As the result, contemporary educational system is getting more and more ambiguous and diverging from its exact aims and ambitions. This is badly affecting the minds of the parents and the learners.

Lack of value oriented curriculum among schools affiliated to different boards is segregating innocent minds on the basis of communities esp. rich and poor. This is causing unrest among the school students as they do not feel that their future is secure and are indulging into anti social activities. According to the Monitoring the Future (MTF) U.S. survey cigarette and alcohol use among teens were at their lowest point since 1975. Teens are still abusing high levels of alternate tobacco products, marijuana, and prescription drugs, ecstasy and steroids, nicotine consumptions.

Degradation of values among younger generation especially in professional colleges is getting worse. Approximately 40% of students are involved in some kind of addiction. News of suicide by young engineering student due to humiliating ragging that is going on the campus is very common which goes above to limit to sustain. Even younger generation is not in state to see what is right or wrong for them. IIT is the biggest engineering institute in India and whole countries future depends upon their students, but when a boy from Calcutta IIT is nabbed by Delhi police for putting blue film for download on Bazzee. Com ( now ebay.in) put the whole

class to shame on . Raped by the close friends have become the common issues in the society. Therefore, healthy environment is urgently required to remove these menace from the educational institutions. Kesseret. Al (1995) stresses on the healthy environment in institutions as is believed " An environment that does not provide support for an individual's self expression and personal needs can inhibit one's tendency towards actualization, integration and growth".

According to 2010 report, Monitoring the Future Survey raises concerns about increases in drug use among the Nation's teens, particularly the youngest.

According to MTF( Monitoring The Future) , NIDA survey which was conducted by the University of Michigan's Institute for social research, 2010 among 8th, 10th & 12th graders from 2007 to 2010 ; the use of marijuana/ hashish, alcohol, smoking ,tranquilizers, smokeless tobacco, steroids & Heroin etc increased drastically :

S.No	Drug Abuse	2007	2010
1.	Marijuana/Hashish	6.1 %	21.4 %
2.	Alcohol	29.5 %	65.2 %
3.	Tranquilizers	4.4 %	8.5 %
4.	Smokeless Tobacco	9.9 %	17.6 %
5.	Steroids	1.1 %	2.0 %
6.	Heroin	1.3 %	!6 %

Fig 1.-: NIDA Survey Report on 8th, 10th & 12th graders from 2007 to 2010.

According to National Survey on Drug Use and Health (NSDUH) drug abuse trends & statistics at [http://www.drugabuse.gov/drug pages/stats.html](http://www.drugabuse.gov/drug_pages/stats.html) " The most commonly abused substance among teens is alcohol, followed by tobacco. The most commonly abused illegal drug is marijuana. In 2006, 16.6% 12 to 17 years olds had abused alcohol, 10.4% had abused cigarettes, and 6.8% had abused marijuana in the month prior to the survey.

Despite these, in value orientation, greening educational institutions is one of the significant aspect in the field of education. Students should be made aware to reach with respect to greening the surroundings within the areas of energy and solid waste materials. It is observed that educational institutions are rarely concerned with recycling of waste as they have excuses of budgetary constraints. But the most significant measure that needs to be undertaken to overcome barriers to greening is to raise the environmental awareness with in campus communities which results to moral duties environment around. Therefore, values should delivered in colourful healthy environment as values are best judged in 'environments' and 'situations' like in democracy, democratic values are given first importance; and communist,

nation is the first preference. Therefore, values help to become useful members of the society and nation.

Moral degradation in student-teacher relation is at peak these days. Shocking killing of teacher by the students has become common issue as is reported by The Hindu that 15 years old student stabbed teacher on 9 February, 2012 to death just for being strict and for complaining to parents. Another case of killing teacher was of Sonapat; where teacher was killed for not allowing and helping student to cheat in examination. Similarly, lust and hunger for sexual satisfaction is responsible for moral degradation. A girl working at Noida suffered a date rape by her close friends after attending a birthday party.

Even the teacher are also losing their morality and are turning to their immoral acts. For example, Times of India reported on July 2, 2012 that a minor student of IX standard was molested by teacher at Gondia, village Pipartola on June 20, 2012 when she had gone to answer nature's call at around 10.30 p.m. Delhi teacher raped 14 years old student repeatedly over a period of 4 years – July 8, 2012 Hindustan Times. A 15 years old girl was raped in the premises of Kasturba Gandhi Balika Vidyalaya several times by a teacher. The meanest act of value degradation was reported when Punita Mistri, a 10 years old Visva – Bharti student, was forced by her hostel warden to drink her urine as punishment for bed wetting. On July 10, 2012, a 22 years old student, Ajay Podole of Reva University committed suicide for not taking any action against the sexual exploitation during ragging in the 2010 in the university campus. Till date, not a single action was taken by the university administration and the police against this ragging so ultimately he was forced to commit suicide.

Such are the degradation of values in our contemporary social system which can only be removed by providing moral values to students at basic levels of the school education. So that society can be kept safe from such acts of moral degradations. Contemporary educational system is suffering from the followings drawbacks:

- \* Poor Guidance and counseling of the students.
- \* Unhealthy life skill approach to the child and adolescents.
- \* Educational Institutions have become a source of monetary benefits.
- \* Indifferent to national and international concerns, outlooks and values.
- \* Increased number of dropouts which in later life to contribute anything to themselves and society. As the results, such learners turn to be escapists, start committing suicides and even do not hesitate in thrashing & killing their teachers.
- \* Stress on the old methodologies.
- \* Curriculum lacks innovative and transformative knowledge; and very less Education and community linkages in absence of society oriented curriculum.

Therefore, value oriented education (VOE) is the most critical input to a child's growth. It brings out best of the child and moves close to the achievements. Contemporary system social values, national values, ethical and aesthetic values like truth, goodness and beauty ( Satyam, Shivam, Sundaram) which are the hub of a educational system; are being eroded speedily. This is happening all over the world. Every nation is awakened to provide significant importance to value oriented educational system. Different pedagogies and methodologies

are to be applied for the transmission of accumulated normative values of truth, beauty and goodness to the succeeding generation for creating a noble and healthy nation.

Emphasis on moral values is as embedded in psalms of Holy Scriptures as jewels studded in a precious necklace. All Holy Books stresses on true personal development that needs an honest and compassionate acknowledgement of human limitations and a proper space to socialize them. According to The Bible, the basic cause of degradation of moral values is Temptation to achievements. (Luke 4:1-4:14) and emphasizes on "being a person of integrity." (Chronicles 29:17, proverb 11:3). Jesus metaphorically says "Your light must shine before people." That is to say, by their virtues they should be role models for the world. The Quran sermons reconciliation and removal of roots of differences among human beings, as the Creator of all that exist in this universe is One. Wakefulness, true relationship with kinfolk, and piety of heart and body are signified. Gender equality, chastity of heart and body, benevolence to others and needy are highlighted in Guru Granth Sahib Ji. In psalm 473 the Guru reprimands those who consider women as inferior...general happiness and the collective moral values of society. The chapter 18 of The Bhagavad Gita describes different aspects of process of self-transformation full of moral values. It helps to understand inner potentials, function effectively and harmoniously in the external world. It teaches that "Life comes from Life"; so any kind of exploitation should not be there. Everyone has equal right to develop himself/herself equally in the world. Therefore, the basic aim of all Holy Scriptures is to spread benevolence, charity, chastity, compassion, gentleness, humbleness, humility, love, mercy, purity, righteousness, and among all human beings. They teach that human beings must avoid arrogance which is the roots cause of all evils and immoral activities. Not a single religion encourage contempt, infidelity, mistrust, vengefulness, hatred, instead they are condemned.

So, the Contemporary Educational System requires the following aims to be fulfilled:

- \* To make learners more adjustable, more intellectual, more knowledgeable, skillful, understandable, and well prepared for attainment of their better prospects.
- \* To assist the learner in their physical growth and intellectual development. So, they can become physically fit, intellectually balanced and emotionally stable.
- \* To make the learner true democrats, national visionaries and lover of Humanity professionally proficient with clear visions and high thoughts which are full of positive choices and aspirations.
- \* To rise in the learner self-dignity, excellence, joy to life; and culturally more productive and socially accepted by being good in deeds and actions.
- \* To motivate the learner aesthetically; uplift and enrich the learner Spiritually.
- \* To establish in learner moral, cultural, humanitarian, religious, and social values in personal as well as in national life.
- \* To create in the learner love for Nature, Mother Planet and surroundings.
- \* Knowledge of values consisting of 'sense experience' which is akin to remembrance must be uncovered to the learners.

\* Significant and easily approachable methodologies should be applied for the transmission of normative values of truth, beauty and goodness among the learners.

Child literature as a part of curriculum plays a very significant role in imparting values and morality among children as it reflects values in a more gentle and propositional manner rather than being prescriptive and narrative. It is a medium that introduce children the world of words and provides them a sense of satisfaction in general and joy and fun in particular. Values are not meant to impose on the students forcibly as they lose their significance. According to Johayl Mohajer: “one of the most potent instruments for imparting value is story telling which is unfortunately almost vanished from the families because of creation / compulsion of nuclear families in society where children remain deprived of interesting and value laden stories narrated by parents and grandparents. So in this scenario role of teacher is very important.

## SUGGESTIVES ROLE OF TEACHER IN VALUE ORIENTED EDUCATION

Without any doubt, it is believed that teachers play pivotal role in the system of education and they are the pillars of any educational institution. Teachers should keep in mind some suggestive views, While teaching to the learners.

\* Nothing can be taught to the mind which is not concealed as potential knowledge in the utmost being of the learner until the teacher becomes a helper and guide to the learner rather than that of an instructor.

\* The teacher should not impose his views on the learner, but should evoke with in the learners the aspiration to learn.

\* Teaching should be limited and modest way so that leaner should not feel overburdened and get irritated.

\* Teaching should be to teach the procedures and not solutions.

\* Methodologies should be employed in such a way that learner’s mental/innate perceptions could be inspired. As Gestalt psychology stresses on the audio-visual pedagogy based on the intuitive methods of

perception.

\* Teaching should not be rigidly punctuated to continuous series of instruction like home work and tests; and should follow the mechanical adherence to schedule of time-table, syllabi and examinations.

\* Teaching should not be book, teacher and syllabus centered rather it should be child centered. So that self learning, exercise of free will, individualized pace of progress and growth (physical & mental) could be encouraged.

These aims can be achieved through a very sound and adaptive value oriented curriculum. Curriculum is generally concerned with objectives, content, learning experiences, tools and techniques of evaluation. In the present era, a clear vision or a cursive glance at the creation or principles of curriculum shows the “Objectives” of Value Oriented Education which are followed by the needs of the individual or the society. Basically, principles of construction of curriculum at any level of learning are based on :

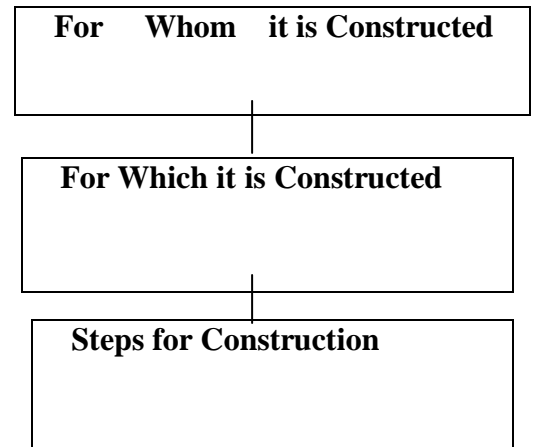


Fig 2 :- Principles for Success of Curriculum

## ROLE OF CURRICULUM IN VALUE ORIENTATION

Quality curriculum ensures value orientation by the following ways:

\* Value oriented curriculum caters creativity, originality, innovation and quest for knowledge among learners.

\* For development of self-confidence and self – reliance, curriculum should inculcate scientific temper, morality, spirituality, democratic and social values in the minds of learners.

\* Value Oriented Curriculum should be society oriented; so should be reviewed and updated at the end of academic year according to the tastes and trends of the local aspirants as well as around the world.

\* To ensure the quality of curriculum, Value oriented curriculum should have provisions for innovative and transformative knowledge; and its implementation and results should be judged through assessment and accreditations of students and institutions.

In conclusion, Contemporary System of Education requires manipulation of value oriented education i.e. spread of human “goodness” which can be attained through national goals such as: Increasing productivity, Social and emotional integration, Democratization & modernization, & Development of social, moral, aesthetic and spiritual values. Therefore, value oriented education covers all the aspects of personality – intellectual, physical, social, moral, aesthetic and spiritual. It is the preparation of how to become “good”. It aims at equipping the students to face the adversities of life, to deal with joy and sorrow effectively, maintain healthy interaction with others, bring global welfare of society and world at large.

## REFERENCES:

- [1]The National Council for Education Research and Training (N.C.E.R.T.): Program on “ National Consultation on Value Educatio in Indian Schools – Experiences and Strategies of Implementation.” August 2002.
- [2] The Parliamentary Committee, India, 81st Report on “Value Based Education”, 1999.

- [3] Buch, M.B. (1991) : Fourth Survey of Research in Education (1983- 1988), Volume 1, pg. 21, NCERT, New Delhi.
- [4] Bruce, J. & Weil, M.(2003) : Models of Teaching; Prentice Hall of India, Pvt. Ltd.
- [5] Simeon S. Simon : Value Oriented Education – Need OftheHour(November17,2008[www.indianmba.com/Faculty\\_Column/FC931/fc931.html](http://www.indianmba.com/Faculty_Column/FC931/fc931.html))
- [6] Joshi, M. Manohar : “Philosophy of Value – Oriented Education” Indian Council of Philosophical Research National Seminar, Jamia Hamdardb University, New Delhi, January 18, 2002.
- [7] NCERT, Fifth Survey Of Educational Research ( Vol. I, Trend Report), New Delhi, 1997.
- [8] Reddy, Naraginti : Value Oriented Education, Sri Venkateswara University, Tripati, India. <http://ezinearticles.com/?Value-Oriented-Education&id=393136>.
- [9] [www. Drug abuse.org/ publication/infofacts/high- school- and-youth-trends](http://www.Drugabuse.org/publication/infofacts/high-school-and-youth-trends).
- [10] [www. Esamskriti.com](http://www.Esamskriti.com) : The Bhagaved Gita And the Value of Vulnerability.
- [11] Johayl Mohajer: “ Value Education Through Comics and Short Stories”; Reproduced from the book entitled Value Education in Indian Schools:
- [12] Experiences and Strategies of Implementation, NCERT, New Delhi, 2003 ( Director, Foundation for Advancement of Science, Lucknow).

