Research Article

Value Based Education in Modern Indian Education System

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ARTICLE INFO	ABSTRACT
	Education has the greatest value. All activities that are good, useful and valuable from an educational point of view are considered as educational values. The purpose of education is to change the nature of education and not just to provide a certain amount of knowledge. In present study paper, the researcher discussed involvement of values in education. The researcher discussed characteristics of value, classification of values, types of values, methods and techniques of value education and approaches of values-based education. **Key words** : value Based Education, Modern India, Activities, Knowledge, Characteristics of value, Type of Values, Education System.

Introduction

In general, value means moral thoughts, common concepts, or attitudes toward the world, or sometimes just interests, attitudes, preferences, needs, feelings, and dispositions. But sociologists use the term in a more specific sense, "generalized ending, which means truth, goodness, or natural desirability." There are important and enduring beliefs or ideals shared by members of the culture about what is good or bad and what is desirable or undesirable.

Meaning of Values

Value is a shared idea about how something is ranked in terms of desirability, value, or goodness. Sometimes, it is interpreted as meaning that the standards by which the end of an action is chosen. Sometimes, it is interpreted as meaning that the standards by which the end of an action is chosen. Thus, values are the collective concepts of what is considered good, desirable and right or bad, undesirable and unworthy in a culture. Familiar examples of values are wealth, loyalty, freedom, equality, justice, brotherhood and friendship. Familiar examples of values are wealth, loyalty, freedom, equality, justice, brotherhood and friendship. These are generalized endings that are consciously followed by individuals or held to be appropriate in them. The basic values of a given society are not easy to articulate because of their sheer breadth.

Characteristics of Value

Values are different for each person. These can be defined as ideas or beliefs that a person possesses, desirable or undesirable. The variability in that statement is, first, what a person might value, and second, to what degree they value it. Values can be specific, such as respecting one's parents or owning a home, or it can be more general, such as health, love and democracy. 'Truth triumphs', "Love your neighbor as you do," "Education is good because the end itself is just a few examples of common values. Personal achievement, personal happiness and materialism are the core values of modern industrial society. That person is defined as having a desirable, internal structure or standard of evaluation. Such concepts and norms are relatively rare and determine or guide a person's evaluation of many things that occur in everyday life.
The characteristics of values are:
• This is highly practical, and requires an understanding of not only techniques but also strategic context for evaluation.
• This can provide standards of competence and ethics.
• This can go beyond specific situations or individuals.
• Individual values can be influenced by a combination of culture, tradition and internal and external factors.
• This is relatively permanent.

- This is more central to the person's origin.
- Most of our core values are learned early in life from family, friends, neighborhood school, mass print, visual media and other sources within society.
- Values are full of effective ideas about ideas, things, behavior, etc.
- They have a decisive element in which a person has ideas about what is right, good or desirable.
- Values can vary from culture to culture and from person to person.
- Values play an important role in the unification and fulfillment of man's basic impulses and a stable and consistent desire for his life.
- They are common experiences in social action consisting of both personal and social responses and attitudes.
- They build societies, unify social relations.
- They shape the ideal dimensions of personality and the depth of culture.
- They influence people's behavior and serve as a criterion for evaluating the actions of others.
- They have a very big role to play in the conduct of social life. They help create standards to guide everyday behavior.

Culture values may vary, but most remain stable throughout a person's lifetime. Socially shared, intensely felt values are a fundamental part of our lives. These values become part of our personality. They are shared and reinforced by the people we communicate with. Values often strongly influence both attitude and behavior, so they serve as a kind of personal compass for employee behavior in the workplace. This helps determine if the employee is passionate about work and the workplace, which in turn can lead to higher-than-average returns, higher employee satisfaction, stronger team mobility and synergy.

Classification of Values

This is established as a result of the accumulation of life experiences throughout one's life and is relatively stable. Values that are important to people include the types of decisions they make, how they perceive their environment and how they affect their actual behavior. Moreover, people are more likely to accept a job offer when the company has valued that people care about. Value acquisition is one of the reasons why people stay in the company, and when an organization does not help them achieve their values, they are more likely to quit if they are dissatisfied with the job. Values are mostly classified into two as below.

1. Intrinsic Value

Intrinsic values are the most desirable for human beings. This refers to the desirable final state of existence, the goals that a person wants to achieve during his lifetime. These include happiness, self-esteem, belief, inner harmony, living a prosperous life and professional excellence.

2. Instrumental Value

Instrumental values are opinions of how human desires should be achieved. Instrumental values deal with opinions on acceptable modes of conductor media to achieve terminal values. This includes being honest, sincere, moral, and ambitious. These values are more focused on personality traits and character.

Types of Values
1. Aesthetic

Aesthetic value is the judgment of value based on the appearance of an object and the emotional responses it stimulates. While aesthetic value is difficult to evaluate objectively, it often becomes an important determining factor in overall value; Items that people find attractive are in high demand, and will cost more than comparable items without an aesthetic component.

2. Personal

Personal values are the beliefs we cherish most. It can be desirable goals that motivate our actions and guide our lives. Values often weave into our personality and define who we are. They become a part of us and influence our decisions and actions. Individual values vary from person to person and are often influenced by other factors, including a person's culture, upbringing, and life experiences. The easiest way to identify your personal values is to reflect on your personality and behavior. Some of these values are referred to as universal rules of conduct and ethics. Our lives are shaped by the values we choose to prioritize and adapt to. Values are not always visible to others; They are expressed through actions, words and behavior.

3. Social

Social value is the relatively important authentication that people place on the changes they experience in their lives. Some, but not all of these values are captured at market prices. Examples of social value may be the value we experience in building our self-confidence or living next to a community park.

4. Moral
Moral values are the main components of a person's character. They are personality traits that guide people to make decisions and decisions according to their own understanding of right and wrong, based on collective and individual experiences.

5. Spiritual
Spirituality is a broad concept with room for many perspectives. In general, it involves a sense of connection with something bigger than us, and it usually involves the search for meaning in life. As such, it is a universal human experience - one that touches us all. People can describe spiritual experience as sacred or transcendent or simply as a deep sense of vitality and interconnectedness.

6. Behavioural
Behavioral values are intrinsic and about how you behave as you pursue your mission and you succeeded. People are attracted to and driven by organizations because of their core behavioral values.

7. Material
Material values are defined as the tendency to place wealth and its acquisition are central to a person's life, to see wealth as a means of happiness and as an indicator of success for oneself and others.

Methods and Techniques of Value Education
The field of value education is as wide as life and touches on human life, personality and every aspect education Whether they offer specific programs or not, educational institutions offer some form of value education. In many institutions, the value education curriculum is formal and direct, while in most schools it informal and indirect. What sets the teaching and acquisition of values apart from other aspects of the school curriculum value education cannot be reduced and classroom education alone cannot be limited. Students learn values in school continue to be their learning in their family, community and through mass media. Therefore, the school should take cognizance and use all kinds of social and educational influences that affect it development of values in students for the purpose of value education.

Value teaching methods and strategies are many and varied in choice, depending heavily on selected values, sources of development of these values and many other limiting factors. The whole school curriculum value serves as an important source of education. Although sponsored by democratic practices and activities a student self-government contributes effectively to value education. There is no way that children can avoid grasping the values and attitudes of their teachers. Therefore, teaching of values in schools, real, indirect, contingent methods. Values are transmitted through both implicit or implicit and planned course. The following methods and techniques may be suggested.

1. Class learning activities
These strategies should be used with any of the following sources of value education (a) Biographies (b) Stories (c) Essays, Articles, Classic and Newspaper Extracts (d) Sayings, Sayings, Quotes and Poems (e) Value / Ethics dilemmas (f) Classroom events / jokes / conflicts.

2. Practical activities
The essence of a pragmatic approach is that it provides learners with the right opportunities to practice and live their lives. Live according to the principles and values that they have understood and understood. Accurate program of value education a combination of some or all of the following activities may be involved: (a) School campus / classroom maintenance activities (b) social forestry / community development activities (c) work experience related activities (d) organizing campaigns on community hygiene, literacy, environmental awareness, AIDS prevention awareness (e) yoga, meditation and prayer sessions (f) social evil campaign activities (gender inequality, dowry, alcoholism ...) (g) co-curriculum / self-government activities.

3. Socialized techniques
A variety of grouping techniques can be used in value education. The effectiveness of social experiences ss designed to promote healthy development in children and can be enhanced with a better understanding of society play a part. Social strategies for the purpose of value education are listed below.
a) Drama activities such as staging plays, plays, both on traditional folk and modern value topics.
b) Implementation opportunities to take on a variety of roles and study the role of epics / scriptures.
c) Modeling exercises, on the theme of ideal individuals and groups such as 1) Gender inequality 2) Problems related to the role of women and education 3) Caring for animals and humans 4) Problems related to environmental protection 5) Outcomes air water pollution

4. Incidental learning method
An event is an episode or experience in the life of an individual or a group. It contains incorrect or identified proper actions of an individual or group, either pre-planned or observed to happen accidentally, and reprimand or rewards relatives.

Approaches of Value-based Education

1. Evocation Approach

Students are encouraged to make free, non-rational choices thought or hesitation. It provides an environment that gives students maximum freedom, and a provocative situation for which spontaneous reactions are received. For example, the reaction to the picture of starvation children.

2. Inculcation Approach

Students are forced to act according to certain desired values. A positive and a negative reinforcement by the teacher helps in the expression of value. This can be done through the teacher's natural actions and responses. This time the honorable method has failed significantly.

3. Awareness Approach

This approach helps students to become aware and recognize their own values. These students are encouraged to share their experiences. The teacher represents value-filled situations or dilemmas readings, movies, role-playing, small group discussions and simulations. Thus, students engage themselves in the process guessing values from one's own and others' thoughts, feelings, beliefs, or behavior.

4. Moral Reasoning Approach

Teachers set up learning experiences that will facilitate moral development. These experiences fall into the general category called Kohlberg's role. The crucial factor in taking on the role there is empathy. By putting themselves into the role and experiencing the decision-making process, students can begin to see ethical decisions in a larger structure than their one point of view. It involves students discussing dilemmas and through logic they acquire a higher level of knowledge. This is how students are through discussion and reflection consensus is encouraged to express value rather than compromise.

5. Analysis Approach

Groups or individuals are encouraged to study social value issues. They are called clarify value questions and identify values in conflict. They are encouraged to determine the truth and the evidence approximate facts, and arrive at a value decision, apply the same case, estimate and test the value principles under the decision.

6. Value Clarification Approach

It helps students to use both rational thinking and emotional awareness examine individual behavior patterns and classify and realize values.

7. Commitment Approach

It enables students to perceive themselves only as passive reactors or as free individuals but as members of a social group and system. Helps to clarify the action project and restructuring the individual value system and ensuring the depth of commitment to the individual values.

8. The Union Approach

The purpose of this is to help students understand themselves and act not as a separate ego but as such a vast inter-related whole - the human race, the world, part of the universe.

Conclusion

In conclusion, the mere desire or aspiration to progress in life is not enough; Success is needed based on values. And for that, value-based education should be imparted in today's institutions. So that students can emerge as good leaders in their chosen fields. Incorporating value-based education into society will develop character, growth in qualities like self-control, tolerance, selfless service, prayer practice, harmony, love all people, to help them in need and to respect them.

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