A STUDY ON PERSPECTIVES AND MANAGEMENT OF VALUES IN EDUCATION

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Abstract
The paper attempts retrospection and introspection on various issues of values, both human values and education values, against the contemporary issues of deterioration of human life and related behaviour. An attempt to draw an understanding of value education strategies considering the relation between values and personal behaviour affecting the achievement of sustainable futures, reflecting or wishing awareness, commitment and action on the issue. It emphasizes the need to develop skills in teaching using values classification and values analysis

Key Words: Human Values, Attitudes, Behaviours, Education Skills, Educational Psychology, Pedagogy.

Introduction
Values are ever encompassing concepts and are tinged with moral flavor, involving individual's judgement of what is right, good or desirable. They are at the core of personality of an individual and, therefore, are a powerful, though silent, force affecting behaviour. Values in education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences, for students when it becomes to value questions. Value based education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic achievement and develop students' social and relationship skills that last throughout their lives. It is the process by which people give moral values to others. It can be an activity that can take place in any organisation during which people are assisted by others, who may be older, experienced in position and profession or authority, or more experienced to make explicit those values underlying their own behavior. In this process, they assist and guide to assess the effectiveness of these values and associated behaviour of their own and others' long term well-being. They also reflect on and acquire other essential values and behaviour by which they recognise as being more effective for long term well-being of self and others. Values in education can take place at any time and as well as in schools, colleges, universities, jails and voluntary youth organisations. There are two main approaches to values in education-some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where realization of what is good behaviors' for themselves and their community.

Human Values
Human values are the rules by which we make decisions about right or wrong, should or shouldn't, and good or bad. Values where there is generally an element of consensus implied as in terms, such as fair, decent and tolerant. The values and attitudes we live by affect how we relate to other people and to all our activities in the entire environment, and so are a major influence in our prospects for achieving a sustainable future. Although they cannot be separated from cognitive understanding, values and attitudes relate to the effective or emotional dimension of human behaviour. While values and attitudes are similar in this regard, they differ in several important ways.

1. Values are generally long-term standards or principles that are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong.
2. An in-built mechanism that distinguishes the right from the wrong. This should be interpreted in the context of the social environment in which person lives, moves and acts.
3. Provides us with a unique, personal and moral template that we use sub-consciously to assess and judge the intentions and actions of others and ourselves, and importance of the likely outcome of various actions and reactions.
4. Serves the process of 'becoming', in the sense of transformation of the level of consciousness to purer, higher levels. Values are subjective while skills are objective. While education is more germane to values, training relates more closely to skills.
5. These are something we qualify as 'good' and are prepared to set as our goals in life. The concept of values describes that part of our goals which is not immediately necessary for survival. When two different goals come into conflict, we call for higher goal or a value which we choose to resolve the conflict.
6. Attitudes predispose us to respond in particular ways to people or events. They are not deeply fallen as values and quite often change as a result of experience.

This paper traces the importance of human values and attitudes in shaping the future. It also provides ideas for two categories of strategies for exploring values in class room-values clarification and values analysis.

Need for Value Education
Value education should mainly aim at the development of values of scientific temper of mind, large heartedness, co-operation, tolerance and respect for the culture of other groups. These factors are most essential for the building the young new generation. The salient factors required to be considered for imparting value education are as follows:

1. Moral awareness should be endorsed to orient the progress in Science & Technology towards the welfare of mankind.
2. Common values should be re-discovered to unite human beings with the general decline of traditional values.
3. Teachers pass values to the students to both consciously and unconsciously through their conduct in and out of class rooms. Therefore, the need of consciously planned value education program is obvious to establish a formal learning.
4. The students might face more complicated decision making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations through value education.
5. Increase in juvenile delinquency is a crisis to youth who under goes the process of personal growth. In such situation value education assumes a special significance.
6. It is to be considered that value education awakens curiosity, development of proper interest, attitudes, values and capacity to think and judge about one self and promotes social and natural integration.

Review of Literature
Milton Rokeach (1973), a noted psychologist, has defined values as global beliefs that guide actions and judgements across a variety of situations. He further said, values represent basic convictions that a specific mode of conduct (or end state of existence) is personally or socially preferable to an opposite mode of conduct (or end state of existence).

Value is defined by Donald and David (1986), as a concept of the desirable behaviour, and internalized criterion or standard of evaluation a person possesses. Such concepts and standards are relatively few and determine or guide an individual's evaluation in everyday life.

According to E. R. Hilgard (1975), learning could be defined as a relatively permanent change in behaviour that occurs as a result of prior experience. Thus, it can be said that change in behaviour indicates that learning has taken place and that learning is a change in behaviour.

Attitudes constitute an important psychological attribute of individuals which shape their behaviour. Schermerhorn (1988), have defined attitude as a predisposition to respond in a positive or negative way to someone or something in one's environment. When a person says that he likes or dislikes something, an attitude is being expressed.

Definition of Values
One definition refers to it as the process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other people and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and have the settled disposition to do so. Some researchers use the concept values education as an umbrella of concepts that includes 'moral education' and 'citizenship education'. Themes that values in education can address are to varying degrees of character, moral development, citizenship education, personal development, social development, and ethical development.

Values in education as used in the area of school education, it refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. Another definition values in education is "learning about self and wisdom of life" in a self exploratory, systematic way through formal education. Brahma Kumaris world spiritual university is giving importance to Living Values Education Programme (LVEP) and incorporated most important twelve values which should be practiced and followed by everyone. These values are unity, peace, happiness, courage, hope, humility, simplicity, freedom, trust, co-operation, love and honesty. In its full range meaning values in education includes developing appropriate sensibilities, moral, cultural, spiritual and the ability to make proper value judgment and internalize them in one's life. It is an education for 'becoming' and involves the total personality of the individual. Values in education are essential "Man Making' and 'Character Building'.

Sources of Values
A culture that values diversity-the blending of different backgrounds, experiences and perspectives within a team-is the key to marking a multi generational environment of learning. This sort of culture helps to nurture innovation and teamwork and is an absolute imperative in today's world. Leadership needs to visibly support and drive this agenda and inclusion needs to be

blended into the organizational values. Parents, friends, teachers and external reference groups can influence individual values. Indeed, a person's values develop as a product of learning and experience in the cultural setting in which he lives. Although people inherit certain characteristics and tendencies, much of what we are and do can only be explained in terms of lifelong learning and socialization process.

Socialization is the process by which a person learns and acquires values, attitudes, beliefs, and accepted behaviours of a culture, society, organisation or group. Learning and socialization processes are key concepts to understanding how people acquire knowledge, attitudes and skills. They explain how people develop their unique personalities, and they are central to interpreting how people perceive and make judgments about the people, and the world they live in. As learning and experiences vary from one person to another, value differences are the inevitable result. Not only the values but also their ranking in terms of importance differs from person to person. A person learns and develops because of the following factors:

1. **Family Factors:** A significant factor influencing the process of socialization of an individual is role of the family. The child rearing practices that parents use shape the individual's personality. The learning of social behaviour, values and norms come through these practices. For example, through reward and punishment parents show love and affection to children, indicating the typical ways in which a child should behave in different conditions.
2. **Personal Factors:** Personal attributes such as intelligence, ability, appearance and educational level of person determine his development of values. For example, one's higher level of intelligence may result in faster understanding of values.
3. **Social Factors:** Of the societal factors, school has a major role to play in the development of values. Through discipline in school, a child acquires desirable behavior important in the school setting. Interactions with teachers, classmates and other staff members in the educational institutions make the child inculcate values important to the teaching-learning process. Other factors that may influence the values are religious, economic and political institutions in the society.

Importance of Education in Human Life
"Am I continuing to learn and grow?" is a question that resonates with everyone, of all generations and ages. Education plays an important role in shaping the views and also in shaping the beliefs of a person. It also equips him with technical abilities, new tools and techniques. A person's style of functioning will depend upon his education. Academic qualifications to a great extent influence the quality of work performance by every individual. When a person is more educated he will be more polished and refined in his behaviour. A person who receives technical education may be able to understand the problems on the shop floor and the employee's suggestions better than a person who has undergone general education. Even general education also may have an impact on a person's behaviour. The educational qualification of a person enhances capacity of thinking in a logical manner. It helps us to build opinions and have points of viewing things in life. People debate over the subject of whether education is the only thing that gives knowledge.

Some say education is the process gaining information about the surrounding world while knowledge is something very different. Mentoring is a great way to connect talent pools from various generations and leverage each other's strength. A striking feature of education in India is our simmering unease about values education. So, we try out various names for it, but fail to make any progress in en-livening this key component of education. Not long ago, we used to call it moral instruction. Then we christened it values education. Then, in 2005 we renamed it peace education. Names changed; the outcome did not. I have interacted with teachers across the country on this problem in detail. The one thing common to them is differences of opinion on feasibility of values in education. They feel that what they are made to do in classroom is out of tune with the warp and woof of the society. However, education brings a person to a high horizon and he is in a position to function excellently.

Education has its effect upon individual behaviour largely through the level and type of education received. Increased levels of education increase individual's expectations about positive outcomes. These outcomes are generally perceived to be a more satisfying job, higher income level and greater alternative sources for occupational choices, i.e., the "good life". Disillusionment occurs when outcomes do not match expectations. The type of education received can also affect individual behaviour. There is difference between literacy and education. Education can be "general" or "special". The former includes areas like arts, humanities and social sciences; whereas the latter covers disciplines such as engineering, medicine, computer science and the like. Generalist education tends to both attract and develop individuals differently than an education in the specialties. The interpretation on each topic by an individual with general education is in depth and unique due to the broad vision they developed. Specialist programmes tend to be relatively narrow and focused. Whereas generalist programmes expose individual's to a broad range of subjects designed to enhance an overall understanding of concepts and issues.

Teaching and Enhanced Learning
Many teachers see major difficulties in maintaining academic standards in today's larger and more diversified classes. The problem becomes more tractable in learning outcomes are seen as more a function of students activities than of their fixed characteristics. The teacher's job is then to organize the teaching/learning context so that all students are more likely to use the higher order learning processes which "academic" students are spontaneous. This may be achieved when all components are aligned, so that objectives express the kinds understanding that we want from students, the teaching context encourages students to undertake the learning activities likely to achieve those understandings, and the assessment tasks tell students what activities are required of them, and tell us how well the objectives have been met. In the course of teaching, teachers also learn from their students just as students learn from their teachers. And when teaching and learning become a shared experiences, it becomes evident that it is a two way process.

Teaching Values in Education
According to Lewis C S, "Education without values, as useful as it is, seems rather to make man a cleverer devil". Showing respect to others, for instance, or caring for the environment are just as important as they ever were-and may be even more so-but they are now applicable in a of new ways.
1. Teaching students 'to be respectful to others' can now be applied to their behaviour by online as well as off-line. Students should understand the importance of acting responsibly and respectfully when using forums, social media or mobile devices.
2. Similarly, 'good citizenship' can be equally applied to practicing good digital citizenship, where by students learn to avoid the misuse of information or to acknowledge and respect other's right to peace and privacy.
3. 'Showing tolerance and understanding' to those less fortunate. The escalating student strength crisis is challenging in both communities and schools to integrate people in a respectful and sustainable way. School is the ideal place to start teaching the correct values towards students and develop understanding of different cultures around the world.

Shelly Sanchez Terrell is having the opinion that the challenge we face worldwide is how teachers, parents, leadership, and communities will help learners design intellectually and innovate with the comparison. We desperately need citizenship back in curriculum. We also need less focus on grades and standardizing and need more focus on providing the room for experimentation and testing of ideas several times without students having to worry. It will have high stakes on their grades, admission into college, and future. A major challenge about the values in education is to teach non discrimination and respect for others. Students must learn to recognize different cultures and ways of thinking, and to understand that prejudices can hinder the ability to think and live in peace. This challenge also extends to the natural world and bio-diversity. This means considering the environment as the 'third educator' (after the family and school), whose role is to provide learning from experiences abroad, contact with natural world. It also means recognizing the abilities of children as active and informed citizens.

Perception
Perception may be defined as the process of interpreting stimuli, i.e., of finding or constructing their meanings. Sensory inputs such as light, sound and pressure must be perceived and cognitively organized into meaningful patterns before they can be acted upon. Sensations from the outside world are altered by previous learning, memories, expectations, beliefs, attitudes, values and personality beyond the pure stimuli. The integration of these perception, memories, expectations, beliefs and attitudes and so forth comprise the individual cognitive structure. Personality denotes the psychological characteristics of a person that influence his behaviour towards goal achievement. Value education steers an individual for the effective use of the parameters mentioned above and will be able to perceive correctly.

Media
Today, the media monopolizes public opinion. The overwhelming influence of the media stems, to large extent, from the decline of family traditions and the spiritual stature of religious leaders. Exposure especially to the electronic media-in particular, prime time talk shows, often rippling with violence and riddled with palpable misrepresentations-should be a cause for worry for those who care for the character formation of their children. If only the media would invest part of its huge influence capital in generating sound public opinion and fortifying the ethical outlook of students! Lawmakers comprised the second pillar of values education in Athens. In politics, envisaged as a handbook for law makers, Aristotle identifies legislators as 'doctors of the state'! A law-giver is one who has a clear idea of what ought to be done and how the society can evolve towards greater perfection. He is not one who perfects the art of capturing the helm of the state by hook or crook, but one who knows how to steer the state steadily to its destination. It would help hugely if our legislators became mindful of the harmful impact they have on our children, and the beneficial influence they can have!

Clarity

Surely, not all the schools are apathetic to values in education. No, many are struggling to do what they can. But even they seem uncertain if the character formations they impart to students endure beyond their boundaries. They know that there are parents who are anxious that their children could be handicapped in the rat race that awaits then if they are principled and idealistic. There is need, therefore, to attain clarity on why values in education remains sidelined in the architecture of education we practice. Let us begin with the cliché: values are caught, not taught. If values are caught, surely there must be a location, a source, from where they are to be caught? We catch fish from water; not from the street or sky. The case of catching values is not different. So, what is the environment from where students may 'catch' values?

Plato, in Protagoras, makes Socrates wonder why it is rare to come across teachers of values, whereas instructors in swords or equestrian skills are easy to come by. This anomaly is then explained as follows. Virtue is a quality of character that allows one to succeed at the roles and activities one undertakes. An excellence of character is not just for us, or for narrowly defined contexts, but for the larger social scheme of things. Values are pervasive traits of character that allows us to fit into a particular society. Virtues are not to be taught in classrooms. They must be taught by 'the whole community'. This is what is implied in 'catching' values. To the Greeks, the society was the pond from where values may be caught. What demoralizes teachers of value education today is the awareness that the work they do in classrooms is continually contradicted by whatever happens in the society. This explains, besides, the anxiety that parents too feel in this regard. Society has two components relevant to value education: public opinion and politics. We think of the irresistible power of public opinion as a modern phenomenon. No! It is at least three millennia old. Greek philosophers knew that formal education could not prevail against the might of public opinion.

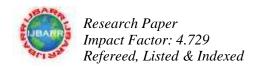## Quick Tips for Teaching Values in Education

It is clear that teachers have essential role in imparting values to students. There are many ways by which they may do so, but to help give an idea, here are three quick tips:

1. **Lead by Example:** Probably most important point of all. Leadership is the activity of influencing people to strive willingly for accomplishing group objectives. If you want your students to show solidarity, be supportive. If you want your students to respect diversity, then you have to respect diversity too. It's the teacher's responsibility to lead by example.
2. **Embrace Diversity:** Create scenarios in which students feel outside comfort zones (within reason) and are confronted that reinforce the values in education. Doing so will allow students to become familiar with examining and understanding different points of view-something that is very important to developing greater sense of maturity.
3. **Use External Resources:** External resources offer a great alternative to the above in allowing students to explore situations that might otherwise be impossible in the context of a class. These resources may include films, shorts, documentaries, news or numerous other study resources.

Value Education in Schools

In today's world, where corruption, violence, unrest have become so prevalent in our society, schools have an added responsibility to ensure that value education as a subject taken seriously as part of curriculum to produce not just educated but also responsible citizens with insightful minds who believe in giving back to the society. Values should be integrated with various aspects of life. It goes without saying that values go a long way in building a person's character. Education without strong character is like an article without a caption. Good education is inconceivable if it fails to inculcate values which are indispensible for a holistic life. Qualification and skills are essential in the success of an individual but without values he is incomplete as a person. If we have to inculcate expected values in children, there is a need for adjusting skills required by life. When we teach children with love and respect, it is possible to shape their personality. For this patience and sacrifice are required from teachers. A child's personality cannot be shaped only through reading and writing. We must increase the confidence of children by making them to receive success and failure with equal spirit. Dr S Radhakrishnan brought great respect to the teaching profession. A teacher means not someone who teaches within the four walls. Even parents are also functioning like teachers.

Values are virtues that are imbibed by the children from their surroundings, the environment in which they are brought up, the environment in which they live. The people around them play a vital role in having an impression on the tender minds of these young individuals. With the increasing trend of nuclear families, parents work around the clock, absence of grandparents and elderly in the family, children end up spending a lot of time with house maids and care takers. In this scenario, the role of school particularly the teacher becomes imperative to ensure that values are interwoven in all her lessons she take with her students. Values should be a part of each lesson, each topic taken up irrespective of the subject being taught. A few ideas which can help teachers in incorporating values while designing lessons for their class are given below:

1. Languages are an integral part of any curriculum. Various skills such as reading, writing, listening and speaking require a lot of textual material. The teacher can make use of motivating excerpts from the lives of famous personalities for the same. Speeches delivered by prominent leaders can be used as audio tools. It is vital to expose the students to our rich valuable culture, ideas and vision of our great leaders who had the courage to break away from stereotypes, narrow minded thoughts of the society.

2. Dramatics are an essential part in any school curriculum nowadays. Various inspiring instances from the lives of different leaders which show their determination, courage, selflessness can be staged and narrated to the students. Even inspirational movies can be shown to leave a lasting effect on the young minds.

3. Social sciences teach as about the society. Debates, discussions, etc. are conducted frequently during these lessons. These form good tools in teaching values as inclusiveness, positive interaction, tolerance, importance of participation and being respectful towards others despite differences of opinion.

4. Circle time is important to express their feelings. During this time the teacher stir the minds of the students and give them a chance to recognize and express their thoughts. For example, for teaching truthfulness, the students can be asked how do they feel when they speak truth and how do they feel when they don't. What stops them from speaking the truth? Do they feel proud when they say- I am truthful, I am honest, etc. It is important on the teacher's part to create an affable environment where students share their ideas and thoughts freely.

5. Field visits to orphanages and old age homes present a true picture of the situation of our society. This can sensitise the students towards the less fortunate individuals of the society. Students can be encouraged to donate, may be a book, a shirt, or a toy and share their happiness with less privileged and differently able counterparts in the society. This will not just teach from sharing, helpfulness but also generate for all that possess.

6. Caring for other person, including all living beings, and sharing their sorrows and happiness in the heart of the moral life and that morality of care leads to refreshingly new picture of morality as centering on relationships, feelings and connectedness rather than impartiality, justice, and fairness. The justice-oriented person in a moral dispute will ask what the fair thing to do is and then proceed to follow that course of action, no matter what effect that has on others. The care-oriented individual, on the other hand, will try to find the course of action which best preserves the interests of all involved and which does the least amount of damage to the relationships involved.

Conclusion

Learning takes place on a continuous basis within an individual and the values gained in this process gives greater development in the behaviour. Also, it is extremely important to appreciate positive behaviour. Psychological factors include individual's mental characteristics and attributes that can affect behaviour. Though not always observable, their role in affecting individual behaviour is considerably prominent. There are several psychological factors, but the more prominent among them are personality, perception, attitudes, values and a through learning under the guidance of a learned and eminent teacher. Students respect the behaviour when they are appreciated. So, as a teacher never leave any opportunity to praise the students even for the slightest of efforts. Thus, a teacher is required to give importance for values while imparting training to the new generation and to become a role model for them. This will help the students to remain determined, have a positive outlook and a happy demeanor.

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