



HUMAN RIGHTS AND VALUES

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CONCEPT OF HUMAN VALUES AND VALUE EDUCATION

CONTENTS:

- **VALUES**
- **SIGNIFICANCE OF VALUE**
- **TYPES OF VALUES**
- **CONCEPT OF HUMAN VALUES**
- **AIM OF EDUCATION AND VALUE EDUCATION**
- **PROGRESSIVE OUTLOOK OF VALUE EDUCATION**
- **HOLISTIC EDUCATION**



VALUES

- Values are powerful mental images of **what we want to create in the future.**
- VALUES are linked to **VISION.**
- Values are the building blocks of human personality.
- Human values thus defined are **universal**: they are shared by all human beings, whatever their religion, their nationality, their culture, their personal history. By nature, they induce consideration for others.



VALUES

- **Chilana (1987)** studied Indian culture and observed that Indian culture is based on the values, viz, kind heartedness, self control, universal brotherhood, honesty, respect to others and faith. Due to deterioration of these values, new values like **indiscipline and destructive mentality** came into existence



VALUES

- Meaning of value is originally related to economic value.
- We today, use the term value as ‘Literary value,’ ‘Democratic Value’, ‘Life Value’ and ‘Education value in our day to day speaking and writing. In life process man (individual) accepts good things and avoids bad things.
- Values are established and they are practicable. They can be achieved.



VALUES

- When we think of our values, we think of what is important to us in our lives.

Example of Values:

- security, independence, wisdom, success, kindness, pleasure, civility, respect, consideration, honesty, fairness, loyalty, sharing, solidarity, openness, listening, welcoming, acceptance, recognition, appreciation, brotherhood, friendship, empathy, compassion, love.



SIGNIFICANCE OF VALUES

- Value in general is a part of philosophy.
- Philosophy is one of the basic subjects which deals with the basic problems of mankind.
- In its discourse, it deals with issues such as **existence, knowledge, values, reasons, mind, and language.**
- Basing on the parameters of value, a number of other aspects developed to regulate the behavioral patterns of man. These values such as **dignity, liberty, equality justice, ethics, and morals** et.al.,



TYPES OF VALUES

Dr. Gawande (1994) had tried to investigate types of value and their areas.

He noticed the following types of value and their areas:

- Personal Value
- Human value (Human behavior)
- National or constitutional value (Constitutional rules)
- Social value (Rules about society)
- Professional value (Ideals in various professions)
- Religious value (Ideals related to religions)
- Aesthetic value (Value in Arts and Literature)



PERSONAL VALUE

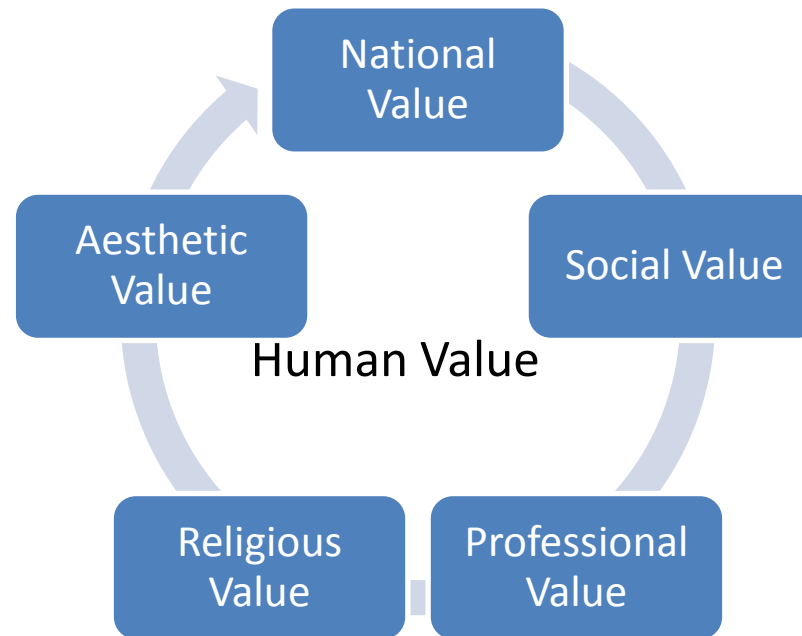
Personal values provide internal reference for - what is good, beneficial, important, useful, beautiful, desirable etc.



HUMAN VALUE

- **Truthfulness:** To have constant practice to approach the reality or truthfulness.
- **Constructivity:** To help for good undertaking.
- **Sacrifice:** To help without selfish motive.
- **Sincerity:** To work in stipulated time as assigned.
- **Self control:** To have control on individual's mind for action.
- **Altruism:** To behave with others with love and to consider the wellbeing and happiness first.
- **Scientific vision:** To find out scientific reasons of a problem.

Human value is like an axle of a wheel and other types of value are around it. Therefore if an individual is educated in human values; learning of all other values becomes easier.





NATIONAL VALUE

Each country has its own independent constitution in which specific values are included. They are called national values or constitutional values, e.g. Following values are included in Indian Constitution.

- Liberty
- Order
- Equality



SOCIAL VALUE

Each country preserves some values according to its culture and these values are **preserved and protected**. Dr. Chilan has fixed the following values of Indian society viz. Pity, Self Control, Universal brotherhood, honesty, respect and faith.



PROFESSIONAL VALUE

Many professionals are in existence and each profession has got its own independent values e.g. Following are the values of the teaching profession: Knowledge thrust, Sincerity in profession, Regularity and Faith.



RELIGIOUS VALUE

Each religion has got its independent status, principles and rules e.g. **wisdom, character and pity are included in Buddhist religion.** Some values are common to all religions, whereas some values are attached to as particular religion only and they are the specialties of that particular religion.



AESTHETIC VALUE

Literature and Arts (painting, carving, drawing etc.) have got their fixed criteria and rules. They are investigated and are fixed.

CONCEPT OF HUMANVALUE

- It is very difficult to decide whether a particular human behaviour is value based or not because human behaviour is either individual phenomenon or it is ruled by the situation. The behaviour that one appreciates may not be appreciable by others.
- Dr. Gawande (1994) put forth the following four criteria to fix the value deficiency.
 - ❖ Individual progress should be achieved through expected behaviour.
 - ❖ Expected behaviour should be conducive to society.
 - ❖ Expected behaviour should be conducive to a nation.
 - ❖ Expected behaviour needs to be accepted at international level

HUMANVALUE



AIM OF EDUCATION

All round development of individuals is possible through education.

Following are the chief aims of education:

- Knowledge
- Understanding
- Application
- Skill
- Interest
- Appreciation
- Inculcation of human values



VALUE EDUCATION

- Formation of character through education had its important place in Indian education system right from the Vedic period.
- Till at the end of Sixteenth century, the place of character formation through education was unquestionable.
- The medium of character formation through education was religious and therefore religious institutions tried to educate persons in character building during their period.
- Inclusively **after the arrival of the British in India, the aim of Indian education was changed.** The aim of education to them was thus very limited. Some functional literacy including knowledge of subjects was introduced. In the Education Commission of 1882 only, moral education was recommended.



VALUE EDUCATION

- In pre-independence and after independence, several commissions and committees recommended character education, religious education and moral education.
- According to **National Education policy of 1986**, moral and religious education were broadly defined and coined into value education.
- **Value education system that aims to enrich the level of our understanding and respect for such values and aims to bring us maturity of mind is called value-based education.**
- Value education claims a vast field for its coverage to mould the behaviour and transform the right ways of action in day-to-day life activities. It is not the property of one nation, one religion, one climate and one philosophy



PROGRESSIVE OUTLOOK OF VALUE EDUCATION

- Individual's behaviour according to each religion therefore differs. Individual tries to safeguard the behaviour. We call it culture.
- The sanskars are transmitted from one generation to other generation. These are the ideal behaviour patterns of society. As there are so many religions and different casts within a religion, individuals are free to decide their ideal behaviour within religion.
- If we try to mould the public through religious and moral education, there is possibility of religious and cultural struggle in a secular country like India.
- **Religious and moral education is possible in a country where only one religion is dominant.**



HOLISTIC EDUCATION

- In traditional times man lived on the earth in small groups. Each group developed its own way of life according to the climate, available natural resources and the developed production skills.
- **There was little opportunity to spread over a wider area and encounter or adopt the cultural values of others.**
- **Such restrictions have been removed these days by rapid transportation, communication and international educational facilities. Social environments have entirely changed.**
- To fully avail of the present opportunities for a better life the modern educational system should be reformed and reoriented. This is where the need for holistic education comes in.



HOLISTIC EDUCATION

- As a result of holistic education one would know the **values of human life**, how to **respect others**, how to be **aware and avoid doing harm** and at the same time, **being ready to help others** in all possible ways.
- Through holistic education, each person should know himself as completely as possible, i.e., his body mind, knowledge, consciousness, genetic center, and brain function, including the process of storing and releasing all the experiences of life.



Thanks