

VALUE BASED EDUCATION AND METHODS, STRATEGIES, APPROACHES TO IMPART IT IN EDUCATION

CHAITANYA M.

HIGH SCHOOL MATHEMATICS TEACHER, MATHEMATICS, NOGALES HIGH SCHOOL, ARIZONA, USA.
Email - chaitanyamekala2017@gmail.com

Abstract: *Since every person belongs to the family of humanity certain basic values which are accepted universally. Without these basic values the character would be lacking in certain primary traits. The basic values are essential to profound a character just like the foundation to the building. Without foundation the building would not stand, so also without basic values we cannot build a sound character. Education has a fundamental role to play in personal and social development. Value education should become the corner stone of the educational system and moral upliftment of younger generation. On one hand it is the need of the hour and on the other hand the edifice of educational reconstruction to build up individual personality with all good and possible values attached to it. The present paper is an attempt to state what is value education, its need, concept, approaches, strategies to impart it in education system so that the future generations will nourish high ideals and values in the development of the society and the role of teacher in imparting values.*

Key words: *Value based education and its concept, socialised techniques, social attitude, National curriculum frame work for education (2000).*

1. INTRODUCTION:

Value education is the process by which people give 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, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others.

Another definition of value education is "learning about self and wisdom of life" in a self exploratory, systematic and scientific way through formal education.

Value education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organisations. There are two main approaches to value 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 people are gradually brought to their own realisation of what is good behaviour for themselves and their community. Value education can address to varying degrees are character, moral development, Religious Education, Spiritual development, citizenship education, personal development, social development and cultural development.

2. CONCEPT OF VALUE EDUCATION:

Value education means inculcating in the children a sense of humanism, a deep concern for the well being of others and nation. Value education does not mean value imposition or value indoctrination. Value education teaches us to preserve what is good and worthwhile in what we have inherited from our culture. Value education has capacity to transform a diseased mind into a fresh, young, innocent healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception. It helps us to accept respect the attitude and behaviour of those who differ from us. The term values is often used to refer to the principles and beliefs which act as general guides to behaviour and enable the individual to judge what is desirable and what is not. It is necessary to teach values in the formative years and no child is born with such knowledge. The phrase 'Value Education' as used in the area of school education refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. In its full range of meaning, value education includes developing the 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. Value education is essentially 'Man Making' and 'Character Building'.

3. NEED FOR VALUE BASED EDUCATION:

The National Curriculum Framework for school education (2000) placed importance on the need to develop qualities as regularity, punctuality, cleanliness, self control, industriousness, sense of duty, desire to serve, responsibility,

enterprise, creativity, sensitivity to greater equality, fraternity democratic attitude and sense of obligation to environmental protection. Education that builds these fundamental values is essential. Value-based education promotes a thought provoking and interactive environment for the students through the values incorporated in the curriculum. It promotes quality education and holistic development of each child for a bright future.

Value based education instils educational and cultural values among students and aims at achieving multi-faceted development of a human being namely intellectual, physical, spiritual and ethical development. The values incorporated in a value-based curriculum may include cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility, and freedom. The main purpose of holistic education is to prepare students to meet the challenges of living as well as academics. Education can be considered as a means to impart general and specific information; teaching skills and most importantly inculcate values. Education should be a process of acquiring true knowledge. In planning for good values and objectives, the teacher and student will have to cooperate and work together. The purpose of education is to strengthen character in the younger generation which is an answer to many of the problems that face people today. It can bring about a widespread renewal of individual commitment to an active life of principle and this renewal is imperative. Values like truth, right action, love, peace and non violence include in a balanced way the profound moral insights of the great civilizations.

4. OBJECTIVES OF VALUE BASED EDUCATION:

All aims of education are invariably rooted in values.

- To provide realistic and broad based understanding of human values and educate students to become responsible citizens in their personal and social life.
- To develop and promote the values such as truth, humility, honesty, perseverance, cooperation, compassion, love etc
- To enable students understand, appreciate, uphold, protect and promote the sovereignty, unity and integrity of India.
- To develop spirit of scientific inquiry and scientific temper and capacity for original and independent thinking.
- To offer science education conducive to the development of physical, intellectual, moral, social, spiritual and economic aspects of life.
- To enable students to distinguish between good and bad, right and wrong.
- To develop respect for the dignity of the individual and society.

5. TYPES OF VALUES AND ITS NATURE:

Dr Gawande (1994) tried to investigate types of value and their areas. He noticed the following types of value and their areas:

| Type of value | Area of value |
|----------------------------------|-------------------------------|
| Human value | Human behaviour |
| National or constitutional value | Constitutional rule |
| Social value | Rules about society |
| Vocational value | Ideals in various professions |
| Religious value | Ideals related to religious |
| Aesthetic value | Value in arts and literature |

6. METHODOLOGIES AND TECHNIQUES:

The field of value education is as broad as life itself and touches every aspect of human life, personality and education. Whether or not they offer specific programs, educational institutions provide some kind of value education. In many institutions, the curriculum of value education is formal and direct, while in large majority of schools it is informal and indirect. What makes learning and acquisition of values different from other aspect of school curriculum is that learning of values cannot be reduced and restricted to classroom instruction alone. The pupils learning of values in the school is a continuation of their learning in their family, community and through mass media. Therefore, the school should take into cognizance and utilize all types of social and educational influences affecting the development of values in pupils for value education purpose.

The methods and strategies of value education are many and varied the selection of, which depends much upon the values chosen, sources of development of these values and many other limiting factors. The entire school curriculum function as an important sources of value education. The democratic practice and activities sponsored through a student self government contributes effectively for value learning. There is no way in which children can avoid

catching values and attitudes from their teachers. Values education in schools, therefore, is effected through direct, indirect, incidental methods. Values get transmitted via both the implicit or hidden and planned curriculum. The following methods and techniques may be suggested.

6. 1. Classroom learning activities methods/approach

These strategies should be used with any of the following sources of value education (a) Biographies (b) Stories (c) Extracts from essays, articles, classics and news paper (d) Parables, proverbs, quotations and poems (e) value/moral dilemmas (f) classroom incidents/anecdotes/ conflicts.

6. 2. Practical activities method

The essence of practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. A sound program of value education may include a combination of a few or all activities mentioned below-

(a) School campus/classroom maintenance activities (b) Social forestry/community development activities (c) Work experience related activities (d) Organizing campaigns on community sanitation, literacy, environmental awareness, AIDS prevention awareness (e) Yoga, meditation and prayer sessions (f) eradication of social evils campaign activities (gender inequality, dowry, alcoholism...) (g) co _ curricular/self government activities

6. 3. Socialized techniques and activities

A variety of group oriented techniques may be used in value education. The effectiveness of the social experiences planned to promote healthy development among children could be increased with the better understanding of social role playing.

Socialized strategies for value education purpose are listed below-

a. Dramatization activities like staging play, dramas, both of traditional folk and modern on value themes. b. Enacting opportunities to take up and practice the role of different kinds, taking the role from epics/scriptures. c. Modeling exercise, the ideal persons and groups on themes such as 1) gender inequality 2) problems pertaining to women's role and education 3) caring animals and human beings 4) problems related to environmental protection 5) consequences of air water pollution

6. 4. Incidental learning method

An incident is an episode or experience in the life of an individual or group. It consists in identifying the wrong or right actions of an individual or group, either pre-planned to occur or observed by accident, and reprimanding or rewarding those concerned.

7. APPROACHES TO VALUE BASED EDUCATION:

Douglas Supreka (1976) outlines eight different approaches to value Education, which may be briefly stated as under:

7. 1. Evocation Approach: The students are encouraged to make spontaneously free, non-rational choices, without thought or hesitation. It provides an environment which allows maximum freedom for students, and provide a provocative situation for which spontaneous reactions are elicited . For example, The reaction to a picture of starving children.

7. 2. Inculcation Approach: Students are forced to act according to specific desired values. A positive and negative reinforcement by the teacher helps value inculcation. This can be done by a teacher's natural actions and responses. This time honored method has been notably unsuccessful.

7. 3. Awareness Approach: This approach helps students to become aware and identify their own values. The students are encouraged to share their experiences. The teacher presents value laden situations or dilemmas through readings, films, role playing, small group discussions and simulation. Students thus engage themselves in the process of making inferences about values from the thoughts, feelings, beliefs or behavior of themselves and others.

7. 4. Moral Reasoning Approach: Kohlberg's theory of six stages of moral development is the framework most frequently used in this approach. The teachers setup learning experiences which will facilitate moral development. These experiences fall under the general category of what Kohlberg calls role taking. The critical factor in role taking is empathy. Through placing themselves in a role and experiencing the process of deciding, students can begin to see moral decisions in a larger framework than their single point of view. It consists of the students discussing a dilemma and by reasoning they attain a higher level of knowledge. In this way by discussion and reflection students are encouraged to express a value position rather than compromise on a consensus.

7. 5. Analysis Approach: The group or individuals are encouraged to study social value problems. They are asked to clarify value questions, and identify values in conflict. They are encouraged to determine the truth and evidence of purported facts, and arrive at value decision, applying analogous cases, inferring and testing value principles underlying the decision.

7. 6. Value Clarification Approach: It helps students to use both rational thinking and emotional awareness to examine personal behavior patterns and classify and actualize values. This approach has been detailed by Raths et al (1966) and Simon et al (1972) where the child is made to jot down a self _ analysis _ reaction work sheet, consisting of drawings, questions and activities.

7. 7. Commitment Approach: It enables the students to perceive themselves not merely as passive reactors or as free individuals but as inner-relative members of a social group and system. The Action Project helps to clarify and restructure One's value system and to ascertain the depth of commitment of one's values.

7. 8. The Union Approach: The purpose is to help students to perceive themselves and act not as separate egos but as part of a larger inter-related whole-the human race, the world, the cosmos.

8. ROLE OF TEACHERS IN IMPARTING VALUE EDUCATION:

Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. There is a saying "as the teacher, so as thought" and "as the school so the student" is some thing which cannot be disputed. Teacher responsibility in this national task is tremendous. They can make a modest beginning by helping and guiding children to keep their school premises clean, instilling them a sense of punctuality and a sense of duty. Many of these qualities can be inculcated by teachers themselves through personal examples. There is a good deal that can be done by united efforts of efforts teachers and parents. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years. Students imbibe virtues and vices knowingly and unknowingly from theses role models. Teachers demonstrate the appropriate behaviour of their students by their actions. Teachers must have healthy attitude and should possess rich values. Teaching is all about attitude positive/ negative towards their job of imparting quality education. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love her subjects and students, Students will seek inspiration from teachers who have high self-esteem. A decade back or so the role of a teacher was limited to being a source of information. But today this place is shared by books, coaching classes, multimedia technology etc. So the role of a teacher is marginalized. Role of a teacher has increased manifold. In modern times we are experiencing transition. A teacher can maintain values and nurture them. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart. Teacher can impart values in students by giving them instructions through discussion, experimentation and lectures and by the following mentioned ways: → Teachers can maintain a case-study register to closely observe the students and note down the positive and negative traits of their personality. → Teachers should also tell the students to maintain a spiritual diary in which they will surrender themselves to God and take an oath to follow the path shown by him. By organizing cultural and sports events values like team spirit, sharing, spirit of cooperation, patience, courtesy etc. can be imparted.

9. CONCLUSION:

Values education help students find their place in the world and build their self-confidence. Values in a school curriculum add a dimension to that promote holistic development of the students and benefits their academic achievement. Teachers feel a need to introduce experiential approaches to values education as a means to counter an overly cognitive national curriculum and to address issues of behavior, discipline and social attitudes. The role of teachers cannot be deemed minor in developing good character among students.

REFERENCES:

1. Ramnath Kishan N (2007). Global Trends in Teacher Education, APH publishing house. New Delhi.
2. Venkataiah N(2007).Value Education. S 3. Nangia , APH publishing corporation, New Delhi.
3. Gawande E. N (2004). Value Oriented Education. Publish by Saroop and sons, New Delhi.
4. Goel Aruna Goel S. L.(2005) Human Values and Education. Deep and Deep publication pvt ltd, New Delhi.
5. Dr Iyer Balaji Ranjani(2013). Value -Based Education: Professional Development vital towards effective integration. IOSR Journal of Research & Method in Education (IOSR-JRME), Volume 1, Issue 1 (Jan. – Feb. 2013), PP 17-20.

6. Dr. Jayalakshmi T.K (2001). Curriculum in value education, Director, R.V. Educational Consortium, Bangalore, Ramakrishna Institute of Moral and Spiritual Education Yadavagiri, Mysore in collaboration with National Council for Teacher Education (NCTE), New Delhi. Two Four-day Residential courses in Value Orientation in Teacher Education 18-21 and 26-29 December 2001.
7. Dr. Sridhar Y.N.(2001)Methodology of Value Education, Ramakrishna Institute of Moral and Spiritual Education Yadavagiri, Mysore in collaboration with National Council for Teacher Education (NCTE), New Delhi Two Four-day Residential courses in Value Orientation in Teacher Education18-21 and 26-29 December 2001.
8. Dr. Karajagi Gururaj(2001).Role of Teachers and Parents in Imparting Values, Ramakrishna Institute of Moral and Spiritual Education Yadavagiri, Mysore in collaboration with National Council for Teacher Education (NCTE), New Delhi Two Four-day Residential courses in Value Orientation in Teacher Education18-21 and 26-29 December 2001.
9. Ms. S Barahate Yogini (2014).Role of a Teacher in imparting Value, IOSR Journal of Humanities and Social Science (IOSR-JHSS) ,PP 13-15 .
10. www.wikipedia.org