

TEACHING VALUE EDUCATION IN SCHOOLS

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Inculcation of values has been a thrust area in all styles and mode of education from pre-primary to higher education. The aim of Education is the all round development of the personality of the Learner. to inculcate skills,attitude,values and habits conducive to an all round development of the child. The school level education put emphasis on the development of qualities that make a human being socially effective and happy in various social settings such as friendliness, cooperation, compassion, self discipline, self-criticism,self-control,honour,courage,love for social justice, patriotism etc. The teacher should develop values like honesty, truthfulness, dependability, courtesy, fearlessness etc. In order to achieve these the teachers has to take special care and effort .

According to Mahatma Gandhi, the ultimate aim of education is the overall development of the child. The education should realize the proportionate development of cognitive, psychomotor and affective domains. Edmund Holmes states that “knowledge that is real and effective is absorbed into one or more of the sub-conscious strata of the mind, from which it gradually ascends under the influence of attention and reflection towards the more conscious levels.... When knowledge after passing upwards through many subconscious strata rises to what I may call the surface level of consciousness it is ready on occasion, to give itself off as information”

Moral codes of different cultural traditions of various countries are not similar agreement in western societies regarding the fundamental elements that make up ethical behaviour, personal freedom, tolerance, mutual respect, fulfillment of civic and social values, attitudes of solidarity and responsibility. Moral education, however, cannot be presented as separate and unattached to other sphere of human development. Value education must be guided

principally toward action, but should be based on affection, empathy and reflection.

Among the four pillars of Education envisaged by UNESCO, the last one is “Learning to Be”. Accordingly more attention must be given to values/attitudinal/behavioural dimension of curricular content. Socialization of Learners to cultivate positive values and responsible social behaviours. This will lead to the formation of world out look and life out look. Teaching of shared human values made a learning area and values/ethic education to be integrated into curriculum at all levels.

Value Education in Schools

Teaching values to children first requires determining which values contribute to positive social behaviours. We cannot teach values without first creating a value based learning environment.

There is a strong need for value education at all levels of education but it cant be over emphasized, especially in the present society. According to J .E Anderson (The Individual and Environment) we have educated and treated in relation to three worlds that make up the complete environment-the natural world, the social world and the value world .Obliviously all the natural and physical sciences belong to the first, all the humanistic studies to the second and all the ethical and religious to the third. The education system of different countries spent a lot to link the curriculum between the natural and social world but very little to link with the third. Education Commission Reports of various countries recommend that value-oriented syllabus is needed for all school classes.

The major techniques to impart value education in schools are debatesworkshops, seminars, conferences, drama, discussion, songs, audio visual techniques, etc .At primary stage care should be taken to arouse interests and aptitude of children. The curriculum should be made attractive and interesting in order to attract students towards extra curricular activities of value education. At the secondary stage, the age and the intellectual

development reach a state when character formation may be started. The programme of education should be many sided so that it may help the student in future life. The objective at this stage should be to enable students to acquire as much knowledge which may give them confidence to successfully participate in various programmes.

Values and Virtues to be included.

There are many good qualities one should try to inculcate in the self. Some of them are:

Cleanliness or Purity

Humility

Honesty and Integrity

Self Respect and Politeness

Respect others

Tolerance and Patience

Contentment

Calmness and Composure of mind

Fearlessness

Worilessness

Enthusiasm and Dynamism

Clarity of thoughts and judgments

Concentration

Will power

Sweetness of speech and behaviour

Love and affection

Sympathy and Empathy

Sense of responsibility

Self control

Co-operation

Time sense

In many countries value education has been reduced to classes on Morals, Ethics or Good practices- omitting its affective and behavioural dimensions. The implicit theory that sustains this

ascertains that the sphere of morality is circumscribed by its knowledge, much as the traditional way of teaching Maths, Language or Physics. What is lacking is the integration of values education in to these great areas within which it develops the affective and social, shared reflection and action.

Value education in teaching should start from primary school. It should impregnate and transform the meaning and educational activities of schools. The teachers should care for their students' development, their experiences and their learning, self-esteem, sensibilities and creativity. Being concerned for students means helping them to assume responsibility for their own lives, for self care and that of others, for the development of attitudes of compassion and solidarity and the training of autonomous moral judgements, being able to make responsible decisions in the face of the dilemmas that life presents. In order to obtain these objectives, tutoring, educational guidance, joint reflection and discussion about situations faced by students or present in the social environment must occupy a loey place in the functioning g of schools and in the activities of teachers.

Students may be provided with opportunity to participate in socially useful projects helping the disadvantaged, working in health or environmental programme, support for younger students in need cultural initiatives or educational programmes. The inclusion of values in education through stories and history can help students to discover certain values and to intensify themselves with the protagonists. These kinds of narrations should be included in classroom time and selected appropriately. Moreover reading and listening to stories can help in knowing and respecting values and traditions of other cultures.

Objectives of value education.

The main aim of value-oriented education is to make the students good citizens who may share their responsibilities for the development of the nation. The objectives can vary from country to country; even then there are some commonalities. The general objectives can be enumerated as:

To teach the personal and civic virtues widely held in our society, such as honesty, caring, fairness and integrity

To instill in students values like independent thought, tolerance of diverse views, self respect, maturity, self reliance and logical decision making.

To teach secular values such as honesty respect for others, courage, kindness and good citizenship

To play an active role with respect to teaching civic values and virtue and the moral code that hold us together as a community.

To teach secular values which coincide with religious values

To voice endorsement of shared civic values such as honesty, respect for others, courage, kindness and good citizenship with students

To promote in students basic fundamental qualities of different types of values.

-To train the students to become responsible citizens in their personal and social lives.

-To enable them to understand and appreciate the national goals of socialism and democracy and to contribute to their realization.

-To create in them an awareness of the socio economic conditions and to motivate them to improve the same.

_To enable them to become open and considerate in their thought and behaviour and prejudices based on religion, language, caste, creed, sex etc.

-To help them understand and appreciate themselves and continually strive for their inner development and self-actualization

-To develop in them proper attitudes towards:

Self and fellow being

Ones own country
People of other countries, leading to international understanding
Sustainable development

Role of Teachers in Value Education

Teachers need to have the knowledge of behavioral objectives of the subject for efficient instruction. The objectives of learning outcomes of teaching of a subject should be in observation and measurable forms. The teachers' commitment to basic values is very important especially in the context of crises of values in the present century. The value system always acts as a radar and shows to the human beings the way to follow, eventhough it differs not only from country to country or community to community but also from person to person.

By way of observing values the teachers can become role models and can create a great impact on the impressionable minds of the children, who will unconsciously and gradually adopt these values as an integral part of their personality.

The teacher education (pre service and In service) system should incorporate the values in the curriculum as part of the teacher education programme. This can also be done by building value-building activities reflected in the teacher education curricula.

Values must be taught through examples

PLANNING TO TEACH VALUES THROUGH LESSONS

Values are already present in the curriculum. Values can be communicated in the class in three main ways namely Content, Process and Application.

Key Points,

The values are generally present in the curriculum. This means simply make explicit what is often implicit. Curriculum is full opportunities with many plug points o incorporate value interventions, regardless of the subject matter. Teachers can

include some aspects of values in their regular teaching activity. The purpose of planning interventions is to make the values more explicit, when they are already implicit in the scheme of work, in lesson planning and in the process of teaching. Teaching values is not necessarily about teaching different things, but teaching in a different way.

The content of the lesson can be used to draw a particular value. Here specific subject matter is used as a vehicle for emphasizing the value. Eg:

In many cases it is the actual process of the lesson that can be used to create the necessary interaction with the values in question. Eg:

In many subjects the content of the curriculum is applied to other aspects of life. Eg:

GUIDELINES

The following guidelines give an effective route to help the teacher to plan and deliver values within the subjects. The major elements are:

Awareness on values

Schemes of work

Using imagination

Identification of plug points

Developing Ideas

Strategies for inclusion

Learning objectives

Lesson plan design

Implementing the lesson

Evaluation (Reading and Assessment)

AWARENESS ON VALUES:

Some possible values that can be included are: Fairness, Justice, environment protection, Respect for others, valuing others, caring the aged, valuing self-service to others, forgiveness, Trust etc.

SCHEME OF WORK

As explained earlier, the scheme work can have the places where values can be incorporated. The more one look, and become familiar with teaching values the more opportunities one can find. Most schemes of work will include cross-curricular strands. Eg., Citizenship. Values can be incorporated in the same way by including this as an aspect of what is already taught.

Look at the scheme of work for each year and identify plug points where one or more values can be included. Decide how it can be played. It would be difficult and time consuming to teachers to cover too many interventions at a time.

USING IMAGINATION

Develop imagination to identify appropriate ways for inclusion of values. Where do values naturally occur? Where are values naturally encountered in the scheme of work? Look for lessons that will lend themselves to opening up questions, thoughts or activities that have a potential for an effective encounter with one of the values.

DEVELOP IDEAS

Decide whether the value will be included as a process, content or application with in the lesson. Look at some of the ideas already been tried.

IDENTIFY PLUG POINTS

STRATEGIES FOR INCLUSION

LEARNING OBJECTIVES

The teacher has to decide learning objectives for the lesson. This will include objectives of the lesson as well as for the incorporated values

LESSON PLAN DESIGN

IMPLEMENTATION

Implement the lesson with confidence. If possible have some one observe the planned lesson. It is usually worth the extra stress of having another teacher in the class to get useful feed back about how the lesson went.

The teaching about values through the curriculum, will help in the implementation aspects of citizenship education and spiritual, moral, social and cultural development of students. It encourages a focus on learning and on learning to learn, for both teachers and students.

VALUES

Valuing ourselves:

This includes Self-respect, own feelings, likes and dislikes, personal thinking and feelings care, continuing education, Commitment.

Valuing Others:

The major items under this are respecting others, others feelings, people's differences, taking care of others, valuing family, friends and community.

Trustworthiness

Being trusted by others, keep promises, being good to others are some of the items come under this.

Forgiveness:

This includes Being sorry and set right things.

Justice

Its Include fair in dealings, obey rules, treat all equal, respect the disadvantaged.

Stewardship

Care the environment, spending money carefully, good conversation, rewarding.

Truth

Telling truth, Find out reality, Logical thinking on complex issues, open mind. Listening

Fulfilling our potential

Finding out self-gifts and talents. Doing best. Proper planning before act. Learning how to learn

The problem with teaching values is not so much about which values are not important, but rather about the nature of values.

A teacher can't really teach values unless the teacher practices it.

There is growing pressure for all teachers to become teachers of values through modeling, discussing and critiquing values related issues. There are many opportunities to teach the principles of values education through existing subjects and topics

WHY VALUES ARE TAUGHT.

Equipping students to meet the challenges of life

Developing general knowledge and commonsense

Learning how to be discriminating in use of knowledge that is to know what knowledge is appropriate to use for what purpose

Integrating what is learned with the whole being.

Arousing attention and interest in the field of knowledge so it will be mastered in a worthy way.