

## VALUE EDUCATION

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### **INTRODUCTION :**

Values education is term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity that can take place in any organization 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 behavior, to assess the effectiveness of these values and associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others.

This means that values education can take place at home, as well as in schools, colleges, universities, offender's institutions and voluntary youth organizations. There are two main approaches to values 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 realization of what is good behavior for themselves and their community.

### **WHAT IS VALUE EDUCATION :**

#### **R.W. Emerson has described the men of value as :**

Not gold, but only men can make  
A people great and strong men  
Who far truth and honor's sake  
Steadfast and suffer long  
Brave men, who work while others sleep  
Who dare while others fly  
They build a nation's pillars deep  
And lift them to the sky.

#### **Meaning of Term Value :**

Value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else. A value stands for ideas men live for. They are the part and parcel of the philosophy of a nation and that of its educational system. They are the guiding principles of life.

### **Various Values :**

The ideals contained in the constitution are: - socialist, secular, democratic, justice, liberty, equality, fraternity, dignity of the individual and integrity of the nation. Naturally, therefore, our values in life must draw their inspiration from these ideals. Earlier the University Education Commission 1948-49 mentioned the various aspects of morality as: loyalty, courage, discipline, self- sacrifice and spirituality.

### **WHY EDUCATION FOR VALUES ?**

A most important reason for reorienting education for values is the fact that the current model of education contributes to the lopsided development of students. This model of education puts exclusive focus on cognitive to the total neglect of the affective domain and presents an alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills. Young learners hardly understand why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is limited to learning about the subjects. They hardly know how they should live their lives, commit themselves to the welfare of the country, care about the environment and other social and moral issues. They are not clear as to what sort of persons they hope to become when they complete their school education. Education of this kind turns children into machines. Such a perspective defeats the very purpose of education - the wholesome development of personality including ethical development which is fundamental for making responsible decision making in case of moral conflicts.

### **APPROACHES AND STRATEGIES :**

There is a general acceptance that education must provide the thrust of nurturing values. It is however, not clear how this is to be achieved in schools. Some organizations/schools prefer to keep as a separate subject while others consider values to be integrated with regular school activities. The focus also varies. In majority of schools, values do not get deliberate focus in the school system. The child is seen not as a whole person but as an 'intellect' that consumes information, and at the most builds knowledge. Rigidity of procedure, mechanical adherence to schedule, syllabi and examination are the hall marks.

The center of attention is the book, the teacher and the syllabus. The spirit of values lies implicit or hidden in the textbooks. The learning process is, dominated by 'Do as you are told

to do'. The child receives information but not education. Deliberate attempts to infuse the entire atmosphere of the school with desired values are not made. On the other hand, in some schools separate time slot is allocated on all the days in a week to give values a special focus. There is a separate curriculum, grade wise textbooks, teacher's workbooks with lesson plans for teaching of values through stories, biographies, poetry, songs, drama, meditation, prayers, group activities, value clarifications etc. Value education / character education programs designed by many organizations in India and the west follow direct approach. Some of these intervention programs appearing in the literature have shown positive results about their impact on students' behavior.

### **The Whole School Approach :**

In the whole school approach, value education is woven into the totality of educational program in schools where value education does not form a mere appendage of all other subjects but would stand out as over-arching concern of basic importance. The books that students read, the school activities that are favored or not favored, the methods of teaching that are used by teachers, the role supervisors, teachers and pupils are expected to play in the maintenance of the rules and regulations of school, the manner in which particular events are celebrated and are chosen to exemplify their significance, the methods of evaluation, promotion, the way teachers are treated, the amount of freedom/initiative they enjoy, the kind of people serving on the school board and the way administrative staff functions is monitored etc., reflect and symbolize values.

### **Some General Strategies :**

As pointed out above, attitudes and values are best imbibed through experiential and participatory modes of learning. Some experiential and reflective strategies which can be used and appropriately integrated with curricular areas and activities in schools are discussed here. Some are more suitable for elementary stage and others are for secondary and senior secondary stages. In view of the complexity of the process of values development and the broad range of values to be nurtured, appropriate strategies for different stage/s need to be identified by schools.

Silent sitting has been considered an important strategy which helps in the habit of sitting quietly, strengthening the inner being or self, consolidating information received and retaining what is essential. It helps in concentration and assimilation, clear thinking, memory, health, vigour and also helps to be in tune with oneself.

Visual experiences such as symbols, drawings, poster, charts, cartoons, graphs, photographs and pictures, and auditory and kinesthetic experiences compared to verbal mode, are less abstract and more powerful for communication of attitudes and values and forming imagery at the early primary years of schooling.

Role plays are used as a methodology for inculcating values where the emphasis is not on the acting capabilities but on the projection of ideas/values and analysis of the same. The analysis brings out why a person should or should not accept the value in question and act on all occasions upholding the same.

### **KEY DIMENSIONS FOR MAPPING VALUE CONTEXTS IN SCHOOLS :**

As discussed earlier, the curriculum - both explicit and hidden, serves as an important source of value education. The overall school climate is a reflection of all of the combined aspects of the hidden curriculum. Curriculum seeks to transmit values through school subjects, the textbooks and transaction of the subject matter. Textbooks are the repository of values – not only the conveyers of knowledge but also have lots of values hidden in them.

#### **1] Leadership :**

The critical impact that school leadership has on the effectiveness for fostering values hardly needs any explanation. Leadership, particularly the leadership coming from the school administrator, mainly the Principal is one of the important factors for success of value initiatives in schools. The first and foremost point is that the principal must have a clear understanding of his/her own value orientations. If the administrator is clear in his/her own mind about his/her own values, then decisions on specific issues automatically follow because each specific issue then fits readily into his/her schema of values. Another important characteristic is the capacity and willingness to model and live the values himself/herself.

#### **2] School ethos, policies and practices :**

The school environment/ethos represents the hidden curricula. It is determined by the school philosophy, mission, rules, procedures, relationships, working conditions, expectations etc. Education for values has no place in schools that have an environment where there is no clear vision or expectation, where there are nebulous objectives, poor communication, teacher's apathy, low productivity, complaints and complacency, little evidence of respect and trust, lack of creativity,

enthusiasm, innovation etc. Research and commonsense tell us that if values have to flourish in a school, these negative factors will counter the efforts. The values which a school decides to promote must permeate the daily life of the school through its rules, codes, curricular activities within the classroom and outside, policies and procedures, symbols, relationships and so on. The first important factor is that physical plant should be safe and clean. It does not have to be shiny and new, just a clean and safe place to work. Research suggests that working conditions that are comfortable and safe contribute to achievement and motivation of staff and students.

### **GUIDELINES FOR IMPLEMENTATION AND EVALUATION :**

We now turn our attention to the process and steps involved in planning, implementation of value education initiatives in schools. It is not our intention to endorse a particular program of value education but to help schools integrate values more explicitly and effectively in school curriculum and thus evolve and innovate their own framework in the process. It is not justifiable to propose a single framework for a multicultural society like ours, having a variety of systems, each having its own needs, priorities level of functioning, resources etc. The ‘home made’ framework, the one created by school where it will be used it is expected, will facilitate its ownership.

### **The Five Cs**

There are certain encompassing principles underlying the successful implementation of value education in schools which are discussed here. Connection ‘Connection’ is the key word for implementation of value education.

We need to connect the values prioritized for a particular school with the school’s curriculum and activities. We need to connect teachers with students, students with students and teachers and students with parents and community. We need to connect students with life with appropriate role models. We need to connect schools with the community. We need to connect value education initiatives with other school interventions. Teachers and administrators need to connect with one another in new and better ways if value education efforts are to be successful.

**Caring :**

Similarly the principle of caring has to permeate the entire school from principal to students and other staff. The underpinning of value education is that all efforts to foster values simply will not work without a caring school which comes through by developing meaningful relationships from pre-primary to higher secondary school. Student should learn and be encouraged to practice why caring, sharing, helping are good behaviors. So the important question for school is to consider: if people do no care why go through the exercise of implementing value education, why and how it cannot be done without the spirit of caring.

**Critical :**

Being critical implies making judgment based on standards or on a set of criteria. School personnel need to be critical about what they say, what they do, how they model the values that they are trying to foster. They need to make individual judgments about promises and practices. They need to be critical to find out and promote practices and strategies that work and discard those that do not work. Communication and collaboration in planning and implementing value education for values, communication is vital to build confidence, gain support and encourage participation in work. Collaboration is based on the premise that there are people in school who willingly work together to create a common bond and who willingly share the responsibility and hold themselves accountable for the result of their efforts.

**Conviction, commitment and courage :**

Any effort to implement value education will not bring fruits without conviction to change and to take risk, not knowing how things will turn out. School personnel need to develop conviction to say that we want our students to learn values and pro-social behavior. Without the conviction, commitment and courage, it is not possible for the schools to be prepared for the sacrifice, for time, energy and resources. The points discussed above are the basic principles which can serve as criteria to follow for implementation of education for values in schools. These principles are not mutually exclusive but are intertwined and are connected.

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