

IMPARTING VALUE EDUCATION THROUGH SCHOOL CURRICULUM

Shavnam Kumari*

ABSTRACT

Today's time is the technology based and it changes very fastly. Our elder always says that new generation are lacking values and doesn't respect their elders. So it is very necessary to find out that where our education is at weak point. How to inculcate values in new generations? We all know that it can be possible through education. Education is a process of bringing about 'desirable' changes in the way one think, feels and acts in accordance with one's concept of the good life. In this sense, education necessarily involves the transmission of values. Our aims of education— development of personality, pursuit of knowledge, preservation of culture, training of character—are no more than statements of our value preferences. Value education is also education in the sense that it is education for 'becoming '. It is concerned with the development of the total personality of the individual—intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalising and realising them in thought and action. Values are integral to the process of education and inculcation of values will be possible through the curriculum that taught in the schools. So there is very urgent need to change the school curriculum or through integrating the values in the school curriculum.

Keywords: *Value Education, School Curriculum, Teaching Values, Approaches, Contents, Teachers*

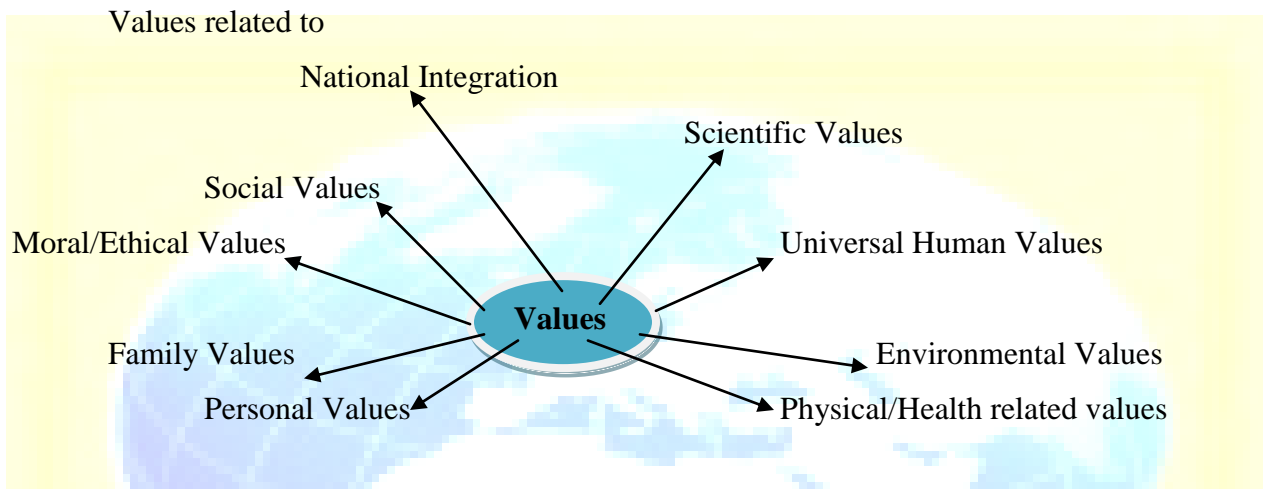
*** Research scholar, Department of Education, University of Rajasthan, Jaipur**

Education has to be directed to the full development of the human personality and to the strengthening of respect for human rights. It should promote values like understanding, tolerance and friendship. Continuous and constant attempts have to be made at all levels for universalising and reinforcing education. The youth have to be given opportunities to develop individual excellence through values and contribute to the progress of the society. Education has to be an effective means to achieve this goal. Education with this aim in view is essential in order to be a better man, to have a richer life and to have a more integrated personality. Education is the manifestation of divine perfection already existing in man. It is the realisation of the self. We must never ignore what one could call the self discovering and the self-fulfilling aspect of education. Values are the principles, fundamental convictions, ideals, standards or life stances that act as general guides to behaviour or as reference points in decision making. Values are beliefs about what is wrong and what is right and what is important in life.

The Kothari Commission has pointed out vital need for inculcation of values in education. Values give direction and firmness to life and bring the important dimensions of meaning. Values are central to one's life since they are normative in all of one's action and understanding. Values bring quality of life. The purpose of value education is to inculcate in the children a sense of humanism and a deep concern for the well being of one and all. For this purpose a deep feeling of commitment to values has to be instilled in children from their very childhood. The aim of value education is to develop social, moral, emotional, psychological, aesthetic, spiritual side of a person which are often undermined in formal education. It teaches children to preserve the worth of our culture. It can become possible only by imparting value education through curriculum in the schools.

There are different types of value like Scientific Values, Values related to National Integration, Social Values, Universal Human Values, Moral/Ethical Values, Personal Values, Family Values, Physical/Health related Values and Environmental Values. All these values can be imparted to students through the school curriculum by integrating it in the different subjects of the school. So that students can easily learn the different types of values. Teachers play a very important role in the inculcation of values in the students. They have to develop a zeal, a love for learning and an aspiration of doing something good for the society. They should acquire and utilise the strategies of education, accelerating pace of learning in curricular as well as co-curricular activities,

leading to value-based education. A teacher affects eternity. His work never stops. "A great oak is only a little nut that held its ground". A teacher is not only a facilitator but a guide, a philosopher, a mentor, a one-in-all. The students look up to him. Let us give them what they deserve, the very best of us. Let us live up to their expectations.



According to NCERT the objectives for Value Education:

- To understand the rights and duties of citizenship as envisaged in the Indian constitution
- To realize the importance of morality, which is essential for the stability and progress of society
- Respect and obedience
- Affection and consideration for others
- Discipline and civic sense
- Honesty in work and in dealing with others
- To understand the criteria which make an action moral
- To practice values such as courage, truth, universal love, dignity of manual labour, service, cleanliness, purity, courtesy, peace and joy.

TRANSACTION OF VALUE EDUCATION IN SCHOOLS

1. **As a separate subject (Direct Approach):** This approach proposes value education as a separate subject with a definite curriculum with a separate time slot, specially prepared textbooks and a specialized teacher. Teaching of values takes place through stories, biographies, poetry,

recitation, songs, drama, meditation, prayers. Teacher's special orientation a value issues and formal evaluation is part of this approach. Based on this approach, value education/moral education programmes have been developed and even institutionalized by organization nurturing schools in India.

2. Integrated Approach: Imparting value education not as a separate subject but through the existing subjects and activities, without incurring any extra cost with no separate curriculum or time table or an extra period. There are three way of implementation:

- Through maintaining an appropriate environment in the school plant
- Correlating moral education through other subjects
- Through organization of co-curricular activities and work experience so as to cover all the students

3. Mixed approach: Preparation of textbooks and support material or integrating value issue there in,

- Designing separate teacher training programme with teacher training curriculum
- Transaction of curriculum through classroom and co-curricular activities
- Evaluation of value education through formal and informal tools
- Management of value education in terms of providing of resources/facilities and creating value climate

METHODS OF TEACHING VALUE

Formal Method: Students are taught values through classroom teaching than with the help of textbooks or supplementary reading material. In all the formal method, direct value inculcation through deliberate, systematic instruction can be imparted. Indirect value inculcation can be made through regular subjects of curriculum and co-curricular activities.

Informal Method: Students learn about different values incidentally through their own experience by living in the community or school programmes, usually out of school hours.

Non- Formal Method: through utilizing leisure periods studying books on value

- Studying books on value
- By organizing discourses by eminent scholars on the subject
- Through radio and T.V. lessons

- Organization of puranakathas, harikathas, or folks ballads representing moral, secular, social values

Incidental Method: Incidental value inculcation can be given through events and incidents related to good value occurring around us as concrete situations.

SOME APPROACHES THAT SHOULD INCULCATE BY TEACHER TO THE STUDENTS

Evocation Approach: The students are encouraged to make spontaneously free, norm-rational choices, without through or hesitation. It provides the environment, which allows maximum freedom for students and provides a provocative situation for which spontaneous reactions are elicited.

Inculcation Approach: Subjects is forced to act according to specific desired values. A positive and negative reinforcement by the teacher helps value education. This can be done by a teacher's natural actions & responses.

Awareness Approach: Helps students to become aware and identify their own values.

Moral Reasoning Approach: 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 a value position rather than comprehensive consensus.

Analysis Approach: The group or individuals are encouraged to study social value problems. They are asked to clarify value questions and identify value 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.

Value Clarification Approach: It helps students to use both rational thinking and emotional awareness to examine personal behaviour pattern and clarify and actualize values.

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.

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

CONTENTS OF VALUE EDUCATION

For integrating values in the school curriculum, there are content that should be included in the school subjects:

- It includes the individual in relation to family, contribution of individual members, mutual help, respect and co-operation, rights and obligations of children and parents, family as a cradle of social and civic virtues.
- It discusses how man satisfies his basic needs of food, shelter, clothing, transport and communication, lighting and power, education, religion, recreation and organisation.
- It includes natural situation, soil, rain, sun, weather, water resources, mineral resources, natural vegetation, animal life and man's adjustment to physical environment.
- It involves human relationships explaining to neighbourhood, village, or town, school, games, clubs, churches, fairs, festivals, farms, shops and factories, interdependence of man and an adjustment to social order.
- It includes personal hygiene, good manners, religious and social customs, stories of ancient heroes and heroines and ancient Indian culture and civilization.
- Economic environment- It includes occupation of people agriculture, industries, money transaction, production, distribution and exchange of things and goods raising standard of living, the problem of unemployment and how to solve it.
- Its elements are citizenship, rights and duties, civic sense and responsibility need for security and protection, local government, Village Panchayat, Municipal Committee, Tehsil, District, State and National Administration, Institutions under the government and their utility.
- It is the discussion of science in the service of man. It includes life-stories of famous scientists and inventors. It describes man's conquest of time, distance, water and air.
- Some current problems are individual citizen in relation to world community, need for world peace and International understanding, the UNO and Panch-Shila. International Trade and commerce Interdependence of Nations.
- Different types of activities are sharing, experience-getting and knowledge-getting activities, including the preparation of charts, models, pictures and maps, group discussion, dramatization and surveys, visits and excursions and celebration of National and International days.

By all these approaches teaching methods and other activities, we can impart value education through curriculum and non curricular activities. Let us hope that the teaching community will take this very seriously, learn these values themselves first and also help the authorities in inculcating values in the students. It is in the hands of the teacher to make or mar the future of his or her wards. It is therefore necessary that the teacher should think clearly and act calmly.

REFERENCES

- A, Prameda (Nov 2007), Value Education a True Perspective, Edutracks, Vol. 7(3),P.no. 7-10
- Chakarbarti, Mohit (1997), Value Education Changing Perspectives, Kanishka Publishers & Distributors, New Delhi
- Gawande, E.N. (2002), Value Oriented Education Vision for Better Living, Sarup & Sons Publication, New Delhi
- G, Baradha & Sumati, Rajkumari (Jan-March 2011), Factors Responsible for Value Crisis and Need for Value Education during Adolescence Period, New Frontier in Education, Vol.44 (1), P.no. 36-41
- I, Bhardwaj,(Jan-July 2005), Value-oriented Education , Journal of Value Education, Vol.1, P.no.58-67
- Ksheerasagar,Surekha(March 2010), Value Oriented Education the Need of the Hour, Edutracks, Vol. 9(7),P.no. 15-18
- Pathania, K.S & Pathak, A.D. (April 2010) Imbibing Value Among Students, Edutracks, Vol. 9(8),P.no. 22-25
- Sasikala, J.E, Merlin & Ravichandran, T. (Feb 2007), Value Oriented Education, Edutracks, Vol. 6(6),P.no. 14-15
- Sharma, J,N .& Goyal, B.R. (2005), Strategies for Inculcation of Values, Avishkar Publication & Distributors, Jaipur
- Singh, Kumar Yogesh & Nath, Ruchika (2005), Value Education, APH Publication, New Delhi