

A STUDY OF INNOVATIVE TEACHING OF VALUE EDUCATION

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Abstract: Education is important in any country since it promotes the knowledge, skills, habits, and values. Modern education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for 'character development', 'bringing out the latent potentialities and inherent qualities' and developing an 'integrated personality' for the well being of the individual and the society at large. Values are desirable and important they are held in high esteem by any society in which a person lives. These values give meaning and strength to a person's character by occupying a central place in life. Inculcation is an effort to teach children the values that educators believe lead to moral behaviour. This value includes honesty, compassion, justice and respect for others. One way of teaching such standards is to provide appropriate praise and punishment. Another means is to have teachers reflect the desired values in their own behaviour. I have included in this topic innovative teaching of value education would be effective through using of Value-based curricular activities, Value-based other curricular activities, Role of Mass media, Social media and behaviour. Direct value inculcation refers to deliberate, systematic instruction given during the time of information (school timetable). Indirect value inculcation can be imparted through the regular subjects of the curriculum and co-curricular activities.

Keywords: Innovation, Moral, Moral Education, Teaching.

Introduction

Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for 'character development', 'bringing out the latent potentialities and inherent qualities' and developing an 'integrated personality' for the well being of the individual and the society at large. Whatever term me may use, the importance of developing values has long been embedded in the age old traditions of India's civilizational and cultural heritage, spanning over the centuries. The diverse and rich cultural heritage that we are so fortunate to

inherit in our country is in many ways symbolic of the foundation and wellspring of values from which we draw our values nourishment. Life of individuals and communities and that of our saints, sages and philosophers are examples of values like self-discipline, survival in the absence of material resources, simplicity, handling conflicts without violence, exploring simple but revolutionary ideas as a mark of superior conduct and living.

The concerns for value education are reflected in our key policy documents from time to time. After independence the National Commission of Secondary Education (1952-53) was a significant landmark in emphasizing character building as the defining goal of education. "The supreme end of the educative process should be the training of the character

and personality of students in such a way that they will be able to realize their full potentialities and contribute to the well-being of the community.”

The National Policy on Education (1986) expressed concern over “the erosion of essential values and an increasing cynicism in society”. It advocated turning education into a “forceful tool for the cultivation of social and moral values.” Education should “foster universal and eternal values, oriented towards the unity and integration of our people”. The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India’s report on Value Based Education (Chavan’s Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education.

The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the “erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels.”

The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi cultural society (p.2). Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children’s creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance as well as the values enshrined in the Constitution assume significance in the framework. It further opines that independence of thought and action, capacity of value based decision making,

sensitivity to others’ well being and feelings should form the basis of rationale commitment to values.

The NCF, 2005 particularly emphasizes Education for Peace as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF, 2005 puts it, “Peace is contextually appropriate and pedagogical gainful point of coherence of values”. Peace concretizes the purpose of values and motivates their internalization.” Education for Peace has been considered as a strategy to make value education operative. It aims at equipping students with the values and attitudes required for living in harmony with oneself and others as responsible citizens. The shift of focus, over the decades, from religious and moral education to education for peace, via value education, parallels the shifting sense and sensitivities in the larger context of education. The acceptance of education for peace as a necessary ingredient of holistic education in the western context was driven by deepening anxieties about the rise and spread of violence. A similar pattern is obtained in our context as well.

It is in such perspective; value education is subsumed in Education for Peace. If the philosophy and principles as articulated in NCF, 2005 and the position paper on Education for Peace are put into practice, value oriented education will indeed occupy the centre stage. There are large numbers of people who simply don’t have the values and vision necessary to be part of an interdependent world. They think their difference whether religious, political, tribal or ethnic are more important than our common humanity. They believe the truth they have justifies their imposition of that truth on other people, even if it takes them to the death of innocents.

Meaning And Definition Of Values: -

Values regulate and guide human behaviour and action in our day to daily life. Values are

embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on. Values are formed on the basis of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgment, choices, action and grounds for decision-making in behaviour. Value thus is considered to be an enduring belief upon which human beings act by preferences.

Values involve the processes of thinking, knowing/understanding feelings and action. These involve feelings i.e. strong liking for something, feeling deeply about the things one values and so on. People's actions often give us clues as to what they value. If we try noticing what a person does in spare time when he or she is not being coaxed or threatened to do a particular activity, we may get some ideas about what he/she values. Generally, value refers to the 'desirable'. It is difficult, however to define what is desirable, what kind of things/actions are good. What is desirable today may not be a desirable tomorrow and what is desirable here may not desirable elsewhere. Desirable is when our actions promote the general good in terms of the norms and ideals of a particular society and in terms of the consequences of our practices and action. We can says that the terms values has been used variously to refer to interest , pleasures likes preferences duties moral obligations desires wants goals needs aversions and attractions and many other kinds of selective orientations. All values cognitive affective and directional aspects. They shape our priorities and guide us in deciding what is right and wrong; Values reflect our attitudes and what we believe about everything; People's values differ and we should all learn to tolerate

each other's values. The power of values arises from the fact they help us transcend ourselves. Values are what we consider valuable.

“Values are the ideals, beliefs or norms which a society or the large majority of a society's members holds”

- **Kane**

“Values are the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular action are judged as good or desirable.”

- **Taylor and Taylor**

The Life without proper values will be chaotic and disastrous leading to unspeakable danger. The role of value education is so sift, understand and finally bring noble values that should shape any individual. It helps to promote thought, motives and attitudes to be fully human persons. A value is a guide a norm, principle by which a person lives. Values have several categories. A value must be chosen freely, A value must be chosen from alternatives, A value must be chosen after considering the consequences, A value must be performed, A value becomes a pattern of life, A value is publicly affirmed, Value inculcation is building of the values in our inner core. This is a process that happens unconsciously since we start learning, but it is conscious as we start learning about values in schools.

How Values Are Acquired? :-

Development of values takes place during the process of socialization. Socialization always occurs in a context. Since socio-cultural milieu is different for different societies, differences in cultures are reflected in the values. There are layers of contexts according to the ecological perspective. The smallest of the context in which the child lives and moves is the immediate family, school teachers and peers and the neighbourhood play area etc. Another layer of context is the direct involvement of individuals affecting such as parent's interaction with neighbours etc. Still the wider context relates to the broader community in

which the child lives and schools. Examples are family net work, mass media, work places, family friends. Though the child might not have direct contact but the different layers of systems affect the child's development and socialization. Each layer of context interacts making a highly complex context in which the child grows up. As people affect a child so the child has an influence on them. Nothing ever remains static. As the child grows, the contexts also change which influence the child's attitudes, behaviour, values etc.

Aims Of Value Education: -

Education as an organized social institution has been considered a major vehicle for nurturance of values. Conceptually, the objectives of education encompass education for values. Education should ultimately teach the intellectual, spiritual, civic and moral aspects of life. This will ensure well-rounded and balanced individuals. Educators should focus on full energy and endless efforts to give all children, regardless of their background, and an equal opportunity to receive the best education. Thus value education must aim at: Achieving humanistic attitude in the students mind Helping the students to have a simple and fairly comprehensive knowledge about the concept and the significance of values in life.

Instigating students to select their own positive personal, social, moral and spiritual values and be aware of ways for developing and deepening them as global citizens. Guiding life in the right path and to embellish behaviour with good qualities developing a sense of pride about our rich heritage and ancient wisdom by showing them how these principles and truths are in perfect accord with modern science. Providing students with a foundation for ethical reasoning that includes the core values of integrity objectivity and independence providing guidance to the students concerning the ethical rules and regularities of the society and Professional accounting. Enabling them to

understand the national goals of socialism, secularism, social justice and democracy and to contribute to their consciousness. Helping teachers to conduct the class in a professional and ethical manner that models behaviour that students may be expected to display as a professional accountant.

Objectives Of Value Education: -

From broader perspective, the objectives of value education are linked with the fundamental question of what education itself is meant for. From individual's perspective, the purpose is to enable students achieve personal fulfillment for success in life and work. There are some important objectives of value education:-

1. To inculcate in the students respect for their culture and gratitude to their parents, teachers, nation and all those who strive for their welfare.
2. To enable students to be the balanced personality and to make them refined with perfection.
3. To develop individuality of the child through really practical, useful and purposive contents and Methodology of value education.
4. To make students understand our heritage, national goals and universal perceptions through value education curriculum, so as to become a more sensitive and responsible citizen.
5. To develop a critical consciousness to analyze human development down the ages.
6. To help students lay a strong foundation for the development of different values.
7. To enable students to clarify conflicts based on education.
8. To provide a realistic and broad – based understanding of human values and to educate/train students to become responsible citizens in their personal and social lives.
9. To enable students to understand, appreciate, uphold, protect and promote the sovereignty, unity and integrity of India and the national goals of egalitarianism socialism secularism

and democracy besides imbibing values enshrined in the Indian Constitution.

10. To protect, preserve and conserve the natural and cultural environment and to make judicious use of natural resources.
11. To enable students to distinguish between good and bad, right and wrong and acquire intellectual wisdom and disposition to do what is ethically correct and good.
12. Incidentally value inculcation can be given through events and incidents related to good values occurring around us thus relating value inculcation to concrete situations.

Innovative Teaching Methods Of Values: -

Teachers conduct the symphony of education. Success of the initiative for values development in students substantially depends on the vision, motivation, skills, attitudes, values and behaviour of teachers themselves. It is for this reason that a teacher is compared to a gardener who plants seeds of knowledge and values in students, waters them with care and kindness. It is his/her attitudes, values and relationships that determine the nature of the classroom climate. This is particularly true in the Indian context where teachers have always been respected as the fountain heads of knowledge and wisdom.

Value-based curricular activities the teacher is required to design lessons in which the subject matter is used to develop character. For example: Science is intended to strengthen the commitment to free enquiry curiosity and objective scientific outlooks, open mindedness, search for the truth logical reasoning, critical thinking reflective thinking etc. science helps to develop appreciate of and respect for the environment and so on. The human and social science help to understand human behaviour and social environment. In the very act or process of acquiring knowledge however which is not the same as memorization and reproduction of information, certain attitudes, values, habits of thinking that concomitant to the pursuit of that particular knowledge get

transmitted. Social sciences at the school stage are intended to broaden children's vision of society to qualify to be good citizens. It also helps to impart the values of patriotism, loyalty, religious tolerance, national integration, Truth, honesty etc., Mathematics is associated with logical thinking, order, decision making, neatness, sharing and equal mindedness, accuracy, perseverance reasoning and analysing etc., History portrays the value of tolerance, patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people. Geography communicates interdependence of countries, unity in diversity, environmental conservation etc., Crafts works to help to cultivate aesthetic beauty, perfection, dignity of labour, work ethics, cooperation, team spirit etc., Language, besides encouraging communication and listening skills is intended to inculcate imagination, creativity, sensitivity, beauty, appreciation and emotional development.

Value -Based Other Curriculum Activities: -

Religious celebration: - The corporate life of school can be made an important medium of giving religious, especially moral education. Teachers and students get a golden opportunity of mutual relationship and listing and learning moral values.

Prayers: - In common parlance prayer means asking god for some favour, protection, help guidance etc but is not the real meaning of the prayer. The habit of prayer must be deeply inculcated in the student. Its benefits are numerous. It develops faith, devotion and self-confidence. It is a safe outlet for pent-up feelings and frustrations. It also improves memory and concentration and infuses strength and courage and confers mental peace. It should be undertaken more for the love of being in communication with the lord with feeling of complete surrender to his merciful will. It is the expression of noble thoughts and feelings. Practicing this daily in

the school will be very helpful in inculcating the values of Truth Peace Love and Non violence.

Meditation: - Meditation helps to quieten the body and the mind and thus enables the student to focus his thoughts and become more concentrated. In order to achieve tangible results such as improvement in memory, concentration, intuitive power and the development of calm and balanced nature, students should practice meditation regularly and patiently.

Sports and playground: - The activities of the playground affect value education lot. The qualities of cooperation, goodwill and equality can very easily be developed through sports activities. The value of punctuality and equality emerge in the playground so there should be joyous environment during the sport. The energy of the students should be utilized in sports. The degree of neatness and cleanliness of the school environment is an indication of the school's value.

Cultural programmes: - Cultural programmes undoubtedly develop good and refined tastes and tell us about our culture. National, historical, social religious festivals can be celebrated. Folk-song, dramas, folk-dance comedy dramas, folk stories can be performed in such cultural programmes. Anniversaries of great person can be celebrated. In the Same manner literacy programmes may be staged through seminars, conferences and competitions etc.

Role playing: - As a particular play activity; role play is a type of imaginative play, where children assume roles outside their real world place. Role play allows children to construct proximities between themselves and others in their lives. When children use role enactment, they have to reach consensus about the play theme, the course of events and the transformation of roles and play materials. Children further build relationship with other children or adults with whom they play.

Group singing: - Group singing transcends artificial barriers of gender, ethnicity, race, and socioeconomic distinctions and inspires a spirit of unified community and cooperation. Devotional singing will cultivate love for god and promotes harmony of body, mind and spirit. It also fills the mind with pure thoughts and purifies the atmosphere. Students should be encouraged to sing and play musical instruments as it helps develop self-confidence.

Group activities: - Group activities that follow the story provide a broad scope of learning experiences necessary for children to process and integrate the values of the lesson in to their lives on all levels. Role-plays, service activities, drama and creative writing, attitude, tests, value games and other activities reinforce the value discussed in the story. Many of these allow the students to apply these values in their daily life. Students will realize that their life at home, at school, the community and the world is more peaceful and joyful when they practice these values. Values must be practiced in thought word and deed everyday in order to fully manifest and realize the values.

Role of Mass media: - Social media has empowered people in Indian society to spread perspectives on social causes and Change participation in digital activisms, and support and information sharing in crisis situations. The role of the popular media, new media technologies, and entertainment education initiatives make a significant impact in our society. Mass media plays a very crucial role in bringing out positive social changes.

Internet: - Advancement and globalization of digital platforms and social media is empowering people across the globe to participate, share content online.. India has experienced technology as a vehicle in aiding social change through social media .The growth of social media outlet is changing user behavior from passive to active, non participatory to avoid participation, and enabling users with a

voice that was otherwise unknown or untapped.

Social media and behaviour: - The increase in the use of social media sites will allow for researchers to observe the behaviours' of the population engaging in social media. Understanding behaviours allow researchers and businesses to track behavioural change patterns, market trends, content, consumption pattern and social changes through technology. Through better placement of advertisements to targeted audiences, monitoring behaviors via social media will help companies reduce the total number of ads served for the same or better result thus reducing the cost.

Television: - TV shows creates new milestones. Television –viewing has a significant impact on child development and behaviour. The need for providing quality oriented programming for children and adolescents is obvious. It is the responsibility of healthcare provides to be aware of the hazards and to promote the benefits. We believe that the media and literacy will better enable youth to make healthy choices to behave.

Radio: - Prior to the emergences of television, radio are the major mass medium which in India has continued to be under the full control of the state. It therefore permits on environment which is controlled by the standard culture. The impact of radio relates therefore to social awareness, knowledge and role model besides entertainment.

Newspaper: - It also motivates the development of regularity so that generally newspaper reading becomes the habit of the individual. It develops in readers' awareness and knowledge of the events across the world the Social events which suggest how values are changing fast, of heroes and villains, in the various arenas of human enterprise. It further tends to drive persons towards a enterprise. It further tends to drive persons towards a critical analysis of the events sharing views with others.

Magazines: - A magazines creates a selective environment whether it is of animal and nature of fairies, of kings, of politics, of religion, of films or anything else. Consistent and persistent interest in a magazine gradually builds in the individual typical attitudes and values communicated through the magazines. It therefore, is an indicator and promoter of specific interest of the people. The mass media have a strong social cultural impact upon society. Similarly information available on computer and internet can be very useful for emotional development of children if they are exposed to right one.

Conclusion:

Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline, and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human beings. By using these approaches teachers direct the pupils towards character building which is the hallmark of education. It is these values that must now inculcate to create a common vision and means for moving forward toward a more peaceful and sustainable world. The values must be of the people, for the people, and by the people. They must embrace common moral decencies such as altruism, integrity, freedom, justice, honesty, truthfulness, responsibility, compassion and must reflect the normative standards human beings discover and develop through living together. A Value system is a set of beliefs that each person keeps in their mind. Values tell a person how to live their life, what actions to take, what sort of people to spend time with and determine many aspects of their life path. A value system is like a navigation system for a person's life. It should be taught innovatively. Simultaneously, National Curriculum Centre can start some projects for independent research and innovations in Value Education in collaboration with relevant

institutions and organizations within and outside the country.

Values cannot be forced, even if conveyed with good intentions. No real integration or internalization of a value can be achieved unless the learner agrees with it. Communication is the key in this. This is one that we lack in Eritrea, but it can be developed with the cooperation of all. In value education, more than in the academics, educators will never be able to impose their values. Rather, they must circulate in the community of the learner and pass on, through discipline, the fine humanism of respecting others in the same manner that one expects to be respected in return. As this climate of respect surrounds the learners, they automatically imbibe an attitude of tolerance towards their fellow men and this would certainly activate the human development that eventually leads national development.

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