



APPROACH FOR IMPARTING VALUE BASED EDUCATION

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ABSTRACT

In the INDUCTO-DEDUCTIVE APPROACH there are two phases Inductive Approach phase and Deductive Approach phase. In the first Inductive phase, students learn, identify and recognize the values, value based criteria, value based generalized statements, through different events, facts, concepts, incidence, biography, real situations, stories, mnemonics, proverbs, fairy tales, poem, fables etc. and with the help of different probe questions. In the next Deductive phase students solve the value dilemma, value based problem and choose/select best alternatives with the help of their learnt value based generalized facts, statements and value criteria. In this way, these two phases of Inducto-Deductive Approach imparts or inculcate values amongst students.

KEYWORDS : Inductive-Deductive Approach, Value based Education, School Going Students

NEED OF VALUE EDUCATION

Our society is facing danger of antisocial elements. As violent activities and behavioral disorder is increases than the need for value education among the parents, children, teachers etc. is also increases because if anyone strives to strike a balance between the individual and the society, he has to depend on good values. In the personality and character building of the child many, ideals, norms, rules, family expectations etc. plays a major role. During this period favorable values must introduced before the learner so he will not pick up unfavorable. Due to modern development the role of parents is changed, it has been very tough for them to inculcate values in their children. Therefore many institutes conduct various value education programs that meet the rising the values needs of modern society. On the basis of many researches and studies, the educationist innovate different methods, strategies and approaches for value based education in the school.

INDUCTO-DEDUCTIVE APPROACH

Children follow advice given by their parents without being told to do so. They do by observing other children's behavior and draw inference by the Inducto-deductive reasoning. In Inducto-Deductive Approach students learn values through the process of arriving at generalization on the basis of some facts, concepts, examples that is Inductive approach which is the first part of IDA and the application aspect of the knowledge gain through Inductive approach is known as Deductive approach, which is the second part of IDA so, altogether when the knowledge formed through various facts through generalization and, when these generalized knowledge, statements or information is being utilized by the students in the various conditions or in the solutions of the practical situational problems is termed as Inducto-Deductive Approach.

Definition: "The process of arriving at generalization on the basis of particular facts/examples is known as Inductive approach. The application aspect of the knowledge gain through inductive approach is termed as Deductive approach. When knowledge is gain through inductive approach and in practical situation it is utilize than it is deductive approach this pedagogy is called as Inducto-Deductive Approach".

Child can use consciously or unconsciously these approach for their value development. For inculcating values among students through Inducto-Deductive Approach different events, incidence, biography, real situations, stories, mnemonics, proverbs, fairy tales, poem, fables etc. will provide as induction in the first phase. On the basis of induction students will recognize and identify the value and its criteria. During this probe questions will be used. With the help of Deduction by providing value dilemma or critical situation in front of students the value analysis and value judgment will develop. The students will solve the dilemma with the help of above developed

value criteria and select the desirable alternatives. Steps for Inducto-Deductive approach are as follows:

STEPS OF INDUCTO-DEDUCTIVE APPROACH

Step-I

- (A) Orientation of the Approach
- (B) Presentation of the incidence followed by the probe questions
- (iii) Presentation of incidences by the pupil in favor / disfavor of value

Step-II

- (A) Teacher's question for generalization of value
- (B) Generalize Statements / Rules / Principles

Step-III

Presenting value dilemma related with value and asking alternatives for value dilemma

Step-IV

- (A) Inquiry questions of Pupil
- (B) Matching of generalize statements/Principles (from Step - II) with alternatives

Step-V

- (A) Small group discussion (work sheet will be filled by the pupil)
- (B) Class Discussion

Step-VI

Conclusion

Work Sheet:-

1. Generalize statements/Principles (From Step-II)

2. Alternatives related with value dilemma

3. Chosen Alternative

4. Best reasons to choose the Alternatives

Importance of Inducto-Deductive Approach

It is a psychological method that takes a child's nature in the forefront. Children take interest as what they do has perfect link with their previous knowledge. As a scientific method it brings the joy of discovery learning to the children. It encourages self study and stimulates intellectual powers of the students. Originality and creativity is developed through presentation in this method. No stress is laid over memorization. Child knows the procedure of discovering the rules, facts, ideas, or values etc. therefore, he does not suffer on account of the lapses in his memory. It develops the reasoning ability of the learner. Any doubts about how and why of the generalized facts, rules, ideas, values or laws become clarified to the students. Here, reasoning is very clear; they know why these should be taken as granted. All learning is inductive in the beginning and Application stage of the learning is deductive. So it is the best way of learning values. It gives essential speed, skill and

efficiency to the learner for grasping the facts and solving the dilemma, encourages active participation of the students in teaching learning process and makes the child an active enquirer.

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