



Value Education at Schools

KEYWORDS

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Introduction

Value education is most essential for schools to shape the society, nation and world. The term value education used as in the school education refers to the study of development of essential value in pupils and the practices suggested for the promotion of them. Value education includes developing the appropriate sensibility, moral, cultural, spiritual and ability to make proper value judgments and internalize them in one's life. Value education is an education for becoming and involves the total personality of the individual.

Essential of value education

Kothari Commission has rightly pointed out the premier need for inculcation of value education. The explosion of scientific knowledge should combine itself with the deep sense of social responsibility and spiritual values in the building of one's personal and national character. It is an essential to inculcate moral, spiritual, and social values in the minds of pupils to meet the challenges of the modern and scientific world. Value brings the quality to life. Prem Singh (2004) has identified three anchor based of values. The first anchor base is Head – we perceive and see reason why something is valuable and intellectually we prize in high. Another anchor base is the heart- the language of the heart also tells us something is worthwhile we feel it as so. The whole person is involves when the mind and hear is involved, leading to the third anchor base – hand. In other words, value leads to decision and action. Thus foundation rests upon cognition, affection and conation.

Objectives of value education

Ramakrishna Institute of Moral and Spiritual Education (RIMSE), Mysore suggests that the following are the major objectives of value education.

- The complete development of child's personality in its physical, mental, emotional and spiritual aspects.
- Nurturing good manners, responsibility and co-operative citizenship.
- Developing respect for the individual and society.
- Inculcation the spirit of patriotism and national integration.
- Developing the democratic way of the thinking and living.
- Developing the tolerance and understanding the different religious faith.
- Nurturing the sense of brotherhood at social, national and international levels.
- Helping children to have faith in themselves and in some supernatural power and order that is supposed to control this universe and human life.
- Enable children to make moral decisions on the basis of sound moral principles.

Need for value education at schools

School is an institution for the social formation. The role of teacher in class rooms and his importance is being realised with the quotation of the Kothari Education Commission as

"the destiny of the nation is shaped by teacher in his class rooms". A vision of the nation can be realized along the good curriculum. So the school is the place for addressing the issue of local, regional, national and international such as poverty, illiteracy, health and sanitation, pollution, hooliganism, racism and terrorism. So the value based curriculum is a need of hour to face challenges of the modern age of science and technology and make society with social harmony.

Ways to incorporate value education through school programme

Formal way

In this way pupils are learning values through the regular class room activities while reading text books, listening teachers taught. Indirectly and directly the values are taught by the teachers while using of lecture, discussion, debate, deliberation for the realizing the regular subjects curriculum. Humanities subjects like languages and social sciences plays a vital role the phase.

Informal way

In this way students learn about different values incidentally through their own experiences by communities and school programme.

Non-formal way

The following activities put a ways to learn pupil values.

- Leisure periods may direct into the productive way.
- Organizing discourses by eminent scholars.
- Organising T V and Radio programme.
- Conducting a model parliament.
- Community visits.

Incidental way

Incidental value education can be given through events and incidents related to good values occurring around us concrete situations.

Approaches of value education at schools

Curricular approach

a. Separate syllabus

There is a separate syllabus for the inculcation of value education through religious and spiritual values. The prepared text would be distributed with number of sufficient class hour as other subjects. It was in school curriculum a decade before under non- detail stories at middles classes.

b. Integrated approach

The integrated approach consists of value education not as a separate subject but through the existing subjects and activities, without incurring the extra cost with no separate curriculum or timetable or extra period. Generally speaking there are three ways of implementing this.

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

c. Co-curricular approach

It consists the exploiting the co-curricular activities for the development of various values -secular, moral and social. Thus activities in dance, storytelling, essay writing, drama, debates, poem writing, and discussion may be held for the creation of values. It helps children develops self confidence with moral values.

d. Extra-curricular approach

These extra-curricular activities may organize in the schools such as social service, joint celebration of religious festivals, exchange of greetings on such occasions, visits to the religious places of different communities to impart the value education.

Role of teachers

Teachers are role model to students. They must play an important role in the importing value education among students. The most important is that they should set good examples of conduct and behaviors, which the students may imbibe.

Teachers should

- Develop nationalistic feelings among the students.
- Create awareness about the problems of future especially those related to food, water, energy, environment, pollution, health and population.
- Give equal importance to all the students irrespective of cast, creed, sex and money.
- Eradicate illiteracy and ensure education.

- Ensure social equality and justice.
- Develop the qualities of character and strong leadership.
- Organize the field activities among the poor, oppressed and suppressed sections of society.
- Set a school as miniature society of social harmony and peace.

Certain school programmes for the development of value education

For the development of values of social, spiritual and moral among the students the following may order and practice at schools.

- Community prayer
- Health and cleanliness camp
- Socially useful programme
- Citizenship training programme
- Celebration of national festivals
- Cultural and recreational programme
- Social service camp
- Social awareness campaign
- Blood and organ donate programme
- Celebration of national and religious leaders birth days

Conclusion

Prof. Amartya Sen, the Nobel Laureate has said that "if India has given higher priority to elementary education, probably its development would have been greater today. Though there are real challenges before us, should be changed with strong will power". Those real challenges are dishonesty, bribery, victims against woman, mounting criminals at different sectors, terrorism, regionalism and racism. There are certain changes are needed to uproot the social conflict. So that, the curriculum with value education is striding our society hassle free.

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