

Approaches to Value Education

Value education can be provided **directly, indirectly, or incidentally**.

Direct approach to value education refers to deliberate, systematic instruction in values, in specially provided periods in the school time-table. In many states moral education is imparted in this manner. In this approach, the values to be inculcated are explained, discussed and illustrated through stories and fables, anecdotes, moral dilemmas and real-life events. In this method, values are taught through planned structured lessons, like any other subject. The lessons may be organized around specific values such as honesty, respect, trust, and responsibility or could be organized to deal with a particular problem that the school is facing. The latter is generally more satisfying. If children are using abusive language or there is too much bullying amongst them, then the lessons could be planned so as to address the problem at hand. Various activities like discussions, role plays, art, writing, debates, school-wide activities like surveys, dramas etc., could all be used to deal with the same issue. This approach is likely to be more satisfying because results are seen much faster and it gives the teachers a sense of achievement and the motivation to keep going.

Indirectly, value education can be imparted through regular subjects of the school curriculum and co-curricular activities. Each approach has its strengths and weaknesses. They must be used judiciously always, bearing in mind the maturity level of the learner and the interplay of head and heart will be involved in the process of value inculcation.

Curricular Approach

This is an integrated approach where in the subject will not have individual identity. There will be separate syllabus and number of teaching hours for value education. Teachers should go through the curricular and text books of their respective subjects and find out situations which normally evoke value questions. The teacher should also try to get across the importance of these values in life through discussions, role play, problem solving or assignments.

Co-curricular Approach Co-curricular activities can be well explained for the development of secular, moral and social values. Debates, storytelling, essay writing, can be associated with the teaching of values. Dramas, songs, dances, participation in games can also be associated with value education. Co-curricular or Co-scholastic activities are great sources of Values Education. Almost all activities, other than academic programmes, come under the ambit of co-

curricular activities. They contribute immensely towards development of students. These activities, often voluntary, are taken up with involved participation and are therefore highly refreshing and creative. The informality and openness generated by these activities help the child to come in close contact with the teachers and their peer group several times, and it is just the right natural environment for values learning.

Defining the aim of Education in 'Learning to be' the most significant document of UNESCO, on Education, the Education Commission states "the physical, intellectual, emotional and ethical integration of the individual into a complete man is a broad definition of the fundamental aim of Education. A well designed and organized programme of co-curricular activities with its wide range and potential can definitely help the schools to achieve such an aim of Education."

The sweep of co-curricular activities in educational process is such that it is possible through them to effectively achieve that the physical, intellectual, emotional and ethical integration.

Co-curricular activities on the basis of their organizational convenience can be placed in various settings, e.g., within the classroom, in the school as well as outward-bound activities.

Classroom is a mini institution within the larger institution of the school. It carries its own identity, homogeneity and a wide range of talent with immense potential to help its members to grow. With effective utilization of class as organizational structure, as home-away from home, as platform of opportunities, a lot of value learning can take place. Personal rapport and charisma of a Class Teacher can effectively insulate the class from many negative influences.

The structure of a class can be used for leadership training and for training in cooperation. A class usually has a set of monitors. The class can be further divided in groups with each group having its leader and carrying out all the given responsibilities for the group, mutually helping each other. By changing the group leaders and even monitors periodically, the training in leadership opportunity can be given to others too.

A class can further enhance its structural potential by forming committees for different activities and providing opportunities for training its students.

A class should have a 'class wall magazine board' which could be used for creative expressions and effective communication besides a lot of information dissemination.

A class as a home away from home should be cultivated with great care and the emotional bonding of its members should be further nourished and used for mutual benefit by peer group learning.

Education through Health and Physical activities:

It is a conviction that Health and Physical Activities can be instrumental in bringing about many of those values that are essential for human beings.

A few such values are cooperation, integrity tolerance, trust, community spirit, respect for rules and regulations, organizing capabilities, net-working, human rights, mental and physical health and the possibility of each individual's active influence and participation.

This is not to say that health and physical activities are unconditionally positive and rewarding to the students. However, when used appropriately with a sense of fairness and justice there is a great potential in them to act as a tool for teaching values.

Games and sports, N.C.C., Scouts and Guides, Road safety, Red Cross, N.S.S. have specific objectives and a set of values to be inculcated in students while on training. An experience through these activities goes a long way in shaping the commitment and personality of children.

A. School as an Institution (with its rules, regulations, customs, traditions, rituals and hidden curriculum, etc.)

House System/ Students Self-Government – election, oath taking, School Parliament, Prefectorial Board, etc.

While organizing and carrying out any aforesaid group activity/ competition at class/ school level, the following can have long term benefits and can create an institutional ethos:-

- i. Participations should be 100 per cent in one or more activities of their choice.
- ii. An activity must not be allowed to become just routine. The inspirational nerve and innate enthusiasm must be maintained.

Extracurricular Approach

Extra-curricular activities like organisation of social service, common celebration of different religious festivals in the schools will be helpful in developing some of these values.

Conclusion

The school which is, „a temple of moral values“ promotes the values among the students. A man is known by his values. Education without vision is waste, education without values is crime and education without mission is life burden. Education in our life enables us to become comfortable and look after our family well. But so far as the social progress is concerned value based education is an unavoidable necessity. Hence value education can be enhanced in schools and colleges which will show good results in the society definitely. This will help us to produce morally sound citizens in sound India and thus we can build up our crumbled citadel to face the upcoming challenges and make it stand upright in the developing world. To conclude, without values our society will be good for nothing. Therefore, each part of our society such as family, school and society should do their roles with full responsibility to promote values among students.