

Teaching of Values



* Dr. Pratima Taxak

The world today does not present a very bright picture. In today's world, the atmosphere of agitational attitude, riots, strikes, terrorism, non-violence and destructive activities is an alive example of lack of values. We live in a worried world under the dark shadow of fear of war. So teaching of values (at primary level) has become more relevant in the present situation. In the new education policy, value education has been emphasized and has brought to focus the need for readjustment in curriculum, in order to make curriculum a forceful tool for the cultivation of social and moral values.

Values are foundations of meaningful life processes. These are the pillars which develop through interaction of needs, perceptions, emotions, sentiments and attitudes. These are the guiding stars and stand for intrinsic worth. Values are the unique verbal concept that relates to the worth given to specific kinds of objects, acts, or conditions by individuals and groups. The term value is qualified by several objectives. It is always taken as substitute for 'goodness'. In the context of education, it refers to those cherished ideas and goals which when achieved, evoke a sense of fulfillment.

The number of values ranges from five to more than hundred. Basically, there are only five human values namely - truth, righteous conduct, peace, love and non-violence. These human values are absolute and universal. Values are inherent to the culture to which one is born. These are not biologically inherited in any sense, these must be learned. These may be learned either indirectly by association and imitation or directly through teaching. The homes, the schools, the religious institutions and other social agencies are responsible for inculcating the values.

Since the value system shows their fastest growth during the first few years after birth, the social and emotional climate of the home is of paramount importance. However as childhood years are reached, of next importance is the influence of educational institutions. In the present time, the parents are busy in the services & have very less time for their children; hence the responsibility of the schools and the teachers towards the children is greatly increased. Therefore the question whether or not the schools should teach values is a meaningless question because without value judgment schools can not justify their existence.

Education and values are interdependent and inseparable. Education leads to inculcation of values and the cherished values of society provide direction to the educative process, as the ancient Sanskrit verse says - 'Education develops a disciplined mind, disciplined mind leads to worthiness, worthiness brings prosperity, and prosperity enables a person, to lead a dutiful life, and ultimately to happiness.'

Education is the important factor which helps the individuals in their preferences and determinations of good and bad, right and wrong and so on. Education leads to information, which becomes basis for better and appropriate decisions and ultimately results in stable values.

The real question is, how can we do a good job of teaching values ?

The child does not come into the world with any set of values or moral position. These are learned. The adult personality has its roots in childhood.

Values should not become an additional subject in the school curriculum, but the entire life of children both at home and school should be value based. In fact integration of human values in education should promote the truth of brotherhood, promote the spirit of dedication and humility, remove the illusion that happiness lies in material comforts and introduce the pupil to joy of enquiry into one's reality.

Values that relates to conservation of human life certainly belong to the educative process. Students should be kept aware of the dangers of impulsive action, carelessness, thrill seeking and other actions that destroy lives. Laws are passed and enforced for the protection of individuals and they have a rightful place in any system of values. The children should be taught to respect the process rather than destroy the law.

The inculcation of the values can not be done forcefully by any procedural control. Learning of values can only take place when there is an inner urge in the students, which has to be first developed by various stimuli in different forms.

First of all the teachers should tell the children the code of conduct and behavior and as to what is right and what is wrong, instructing them to live by a certain set of standards. The courses of study should have definite value objectives to be inculcated at different stages of development. The most basic values

like cleanliness, hygienic living, dignity of manual labour, proper utilization of time, regularity, punctuality, self help, self support, honesty etc. should be the minimum achievements a child should cover.

Value like obedience, loyalty, duty, simple living, honesty, prudence, respect for others, reverence for old age, service to others, self confidence, self reliance, initiative, team work and team spirit, equality and self sacrifice etc. should be imbibed through educational and extra curricular activities. Radio, TV, Press, team games, sports and social service programs help the young ones to inculcate many values like tolerance, co-operation, mutual regard, honesty and integrity. Physical education through its games, sports & athletics offers a type of discipline that is needed to make a society function. Fair play, modesty in victory and self control in defeat is learned through the sports and games. It is assumed that these values, once are learned in the sports situation will transfer to life's activities.

A technique in the teaching of values is the survey of existing philosophies. It involves the study of ideas and ideals presented intellectually as a part of organized subject matter of the course. Reading about philosophical view points serves to make the students aware of values. Along with the technique the teacher may point out values as they are presented in movies, art creations and moral and social situations that becomes a part of class room activity.

In the pattern of development, psychological systems such as needs, beliefs, values, attitudes and sentiments play important role as motivating forces. These motivate the child consciously or unconsciously, to form a particular self concept and to become accordingly.

Children reflect their attitude, motivation, interest and values in behavior according to the treatment, they get

at home and school. To accelerate value development the parents - child relationship, teacher - pupil relationship, peer - group relationship, community relationship, psychological environment at home and outside should be friendly. The feeling of guilt and shame is necessary mechanism for modeling character and developing right conduct. Certain cultural activities can be used to project human values. Healthy discussion can be encouraged for independent thinking, security and maturity. Direct experience by class room activity help in normal development. The syllabus for education in human values should introduce children to balanced moral and spiritual thinking. Wright discusses a class room approach to values that includes the following important points:-

1. The values to be discussed should be related to the interests, needs and experiences of the group.
2. Basic knowledge that pertains to the value under consideration should be made available to pupils.
3. Learning should be organized around a particular situation as realistic and close to pupil needs as possible.
4. The problem that is presented should involve conflicting values.
5. Free expression of present and future consequences of values should be encouraged.

It can be concluded that no education is complete without cultivation of human values. It is, therefore, necessary to give a proper value orientation to our educational system.

Since the teacher is the kingpin in the educational system, he plays the most important role in inculcating the values among the children. The teacher has to play his right role in the promotion of value - oriented education, for which he should be himself a model.

** Assot. Prof, RLS College of Education, Sidhrawali, Gurgaon.*

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