Value Based Education: A Critical Review
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Abstract

Social values and implementation of them in school setting were discussed in terms of both global and national perspectives as well as the structural and functional aspects were elaborated in this study. It was suggested a healthy way to teach of them and it was elaborated the pattern of relationships between these concepts. Social values show the ideal way of thinking and acting in a society. Increasing gap between ways of thinking and behavior of an ideal society and actual world considered to be indicator and ignition for number of social problems. Therefore, it is important that the values of real world and ideal world should be overlapped. Understanding and explaining extremely complex nature of the values at national and global settings and rationale them in a healthy way is the most important condition to build a peaceful society and the world.

Keywords: Value, classification of values, culture, education, education of values

Introduction

The whole enterprise of education is extricably linked with the development of values. Devoid of the potential to nurture values, education losses its heart and soul. No one who attempts to depict the spirit of age in which we live can possibly overlook the importance of education for values. Peace and security are facing new challenges that could have negative implications if we do not address them positively. The malleable years of youth in schools are crucial. Whatever is learnt and imbibed will determine to how students would live out their lives in future. The concern about value degradation is not new to this era. Even before independence such concern were pronounced in policy documents. Policy makers and educators have all along seriously mediated on this concern and have been trying to discern the potential of schooling, pinning their hopes on education to fulfil the aspirations and expectations of the public and the society.

The National Policy of Education (NPE), 1986, envisages the need to make education a dominant device for nurturing social and moral values in society. Programme of Action (1992) also emphasized on Value based education and made ten core elements integral part of school curriculum (Fyfe, 1993). Values are generally long-term standards or principles that
are used to judge the worth of an idea or action. According to John Dewey (1948), “To value means to prize, to esteem, to appraise, to estimate” It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else. The National Curriculum Framework (2005) Reflects “Education for peace seeks to nurture ethical development, inculcating values, attitudes and skills required for living in harmony with oneself, with others including Nature.

Value

The word value reflects the importance, worth, desirability and the respect something gets in return (Soykan, 2007). As a sociological concept, values refer to similarities and shared demands. Social values are moral beliefs and principles that are accepted by the majority so as to ensure the continuity of a society (Ergil, 1984). Values that inspire and are inspired by a society can function both as a measure as well as something that are measured. In essence, values should be regarded as positive entities since “honesty” is a value; “intricacy” refers to lacking it. Values guide people as abstract entities that ordain people with ideal thinking and behavioral aspects such as being hard-working all the time. Hence, values are belief-based narratives that shape our approach to stuff and events (Ülgener, 1991). As such, they point at what is good and bad and guide people as abstract entities.

Objectives of Values based Education

Pre-service teacher education programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession. A focus on values, some of the specific objectives are given below:

- To develop the individual who will have a broad background in humanistic and scientific knowledge.
- To identify values relevant to the content process/activities involved in the subject.
- To develop individual skills and talents for excellent services for self-actualization and for the common welfare of others.
- To inculcate moral, spiritual, psychological and cultural values in the students.
- To provide opportunities for students to think about and to clarify their own values and compare them with those of others.
• To develop instructional materials and lesson plans with which values can be taught effectively.
• To recognize ways in which education tends to encourage the acceptance of certain social values such as tolerance, spirit of cooperation and team work.

Education and values education

Education

It is not possible for a society to survive without education. Societies survive with education; maintain their existence, development and permanence by means of educational institutions both generally and fundamentally (Mialaret, 2001). Education is a process which aims at biological, psychological, social and moral development of human being, who is a member of the society (Thornburg, 1984). In this sense, education is a institutional structure which helps develop the identity of individual, prepares him for life by transferring data, skills and values necessary for him. There are three general functions of education for society.

• Protective function
• Commutative function
• Formative function

Values education

The purpose of the values education is to create values and raise individuals who convert their values to behaviours. Values cannot be gained by telling or describing. They should be experienced directly, internalized and should be given with the feelings related to them. Values become identities by experience. The precondition of the values education is to prepare environment to the child where he can use his freewill. The education which is given by insisting, oppression and conditioning leads to actualization others requests rather than its own.

Variables such as, learner, teacher, school environment or atmosphere, family, society, environment etc. are considerably important in the acquisition of values. To ensure that individual develop a personality based on values is only possible with education. Therefore, it is important to imprint values to minds of individuals for the sake society’s existence, continuation and future. And this is achieved by education (Koening, 2000).
Values are dreams and ideals that a society wants to accomplish. The key institution in accomplishing the ideals of a society is education. HalilFikretKanad states that dynamic and creative factor of education is the ideal factor that is produces. Societies without ideals cannot be happy (Kanad, 1942). The only way to be a values society, information society and stay as a nation is education. Value education means to paint people in a society to the same colour. Individuals in a society both separate themselves from other societies and show predictable behaviour for each other by making similar preferences. This means that people in a society show similar preferences and behaviour (Bacanlı, 2011).

Moreover, the recent social and global events which make people say that “Where is the humanity?” “Does a human being do that?” have brought up value education case to the agenda. People in a society expect children to gain their own national values except for or even before the universal values. Society wants to maintain its existence and it can realize this by transferring their own values to new generations. Undoubtedly, this situation does not mean to ignore the universal values. The most important issues in value education are as follows;

1. One of the most important issues of value education is to determine which values to be gained. For example social values (traditions and customs) and official authority (government) are the sine qua non of value education. Therefore the authority’s decision on which values to teach as well as what the society values are the main problems of values education.

2. Another vital issue in value education is deciding on to what extent social, national and global values should be included into program.

3. Additionally, deciding on the level of the learners, the way and quantity of teaching are also important in value education. For instance, the most crucial years in the formation of permanent values are the childhood years when children’s minds are pure. It is very difficult to change the values that are gained in these years. In the same way, to impose values upon adolescents in their secondary and higher education can result in the opposite conclusions of the expectations (Çengel, 2011).

4. Last but least issue in value education is to decide the kind of model or method that will be followed. Many factors (such as family, school, religion and media) play roles in forming the individual’s mental and moral world. Unless these social institutions constitute a synergic blend, the values that are given at schools will be inadequate for
the value education. In this sense, it is essential for this kind of social institutions to collaborate for the target within the framework of blended model.

Conclusion

Values as social standards; are fundamental beliefs that help to distinguish right and wrong for humans being. Adding balance and meaning in life, values enable individuals to live together within a society. Values are not innate; however, they are learnt and transmitted through observation and interaction, which puts forward the responsibility of schools for values education. Society has always been in occurrence and change due to its dynamic characteristic. Changes and developments in a society result in new needs, events and problems in time. These changes might be both negative and positive. The positive changes need to be continued and generalized and negative changes need to be changed into positive. The only way to do that is value education. Similarly, the best and at the least costly way of avoiding from social diseases, protecting social structure and improving it is value education.

Value education is, in one way, teaching a set of principles which determine people’s preferences. It is important for social life to be formed according to the principles that are approved by the society and transfer and teach values to its members. For a peaceful world and society it is essential for cultures to be developed and transformed through common values that are shared by people. The best way to do it is value education. Value education constitutes a solid basis for a better human being, society and world.

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