

Meaning and Concept of Values

- There are many ways to understand Value.
- 1) When you regard something very important to you, something worth or useful.
- 2) Principles or standards of behaviour; one's ability to discern what is important in life.

Meaning and Concept of Values

- 3) consider (someone or something) to be important or beneficial; to have a high opinion of someone or something.
- 4) To evaluate the monetary worth of something.

Meaning and Concept of Values

- Many thinkers have given different definitions of the term 'Value'.
- Swami Vivekananda (1907) described moral values as the standards of good and evil, right or wrong which govern an individual's behaviour and choices.

Meaning and Concept of Values

- Mukerjee (1968) defined values, "as integrated experiences that simultaneously touch all the dimensions of human adaptation; natural, social and cultural, and transcend them in all their 'propitiate', forward orientation".

Meaning and Concept of Values

- Values commonly can be understood as actions that help in the growth and development of an individual and humanity at large.
- Values inspire us to take the right path, they serve as broad guidelines in all situations.
- values keep our lives protected and give it a right direction, bringing worth to life.

Nature of Values

- Values have a relative connotation, according to Dilts (2006) we use criteria to relate to values.
- E.g. one person's criterion for "success" may be strong personal and family relationships, whereas, the other person's criterion for "success" could be career growth.

Nature of Values

- Values are hierarchical and fluid by nature Akin (2010), states that respecting human life is an absolute value.
- But, the next moment we may rationalize killing terrorists, or a criminal that has committed murder, or another person who is threatening the life of your kith and kin.

Nature of Values

- The nature of value is depended on the situation; it is the value decision that shows the nature of value.
- For spiritualists, philosophers, the nature of values are spiritual as the criterion is spirituality for them.
- Materialists believe that values are inborn in happiness, what gives happiness has value.
- Values therefore, cannot be demarcated between subjective or objective; values have both the characteristics in them.

Classification of Values

- Values can be classified from several points of view. Values are universal thoughts as truth, feelings, beauty, universal happiness, and will of goodness.
- There are contextual values such as economic values, social values, cultural values, moral values, religious values educational values, personal values and aesthetic values.

Classification of Values

- If a value helps in the achievement of certain end, purpose or objective that value is called instrumental value (Taneja. 1984).
- Values cannot be compartmentalized; their boundaries are blurred and may borrow each other's characteristics.
- Chand (2007) believed that all values have common characteristics to some degree and may overlap.

Classification of Values

- Based upon the nature and a broad concept of value there are different classification on values, such as social, personal, national, ethical, aesthetic.
- NCERT (1979) has listed 83 values under 3 heads like, (1) Social values (2) Ethical values (3) Spiritual values .

Value Degeneration Present Scenario

- The industrial revolution though has made lives comfortable but seem to threaten our ancient moral standards.
- Socio-economic status of a child, wrecked family and nuclear family all have added to children's poor activism. High self-centered and acquisitive values are getting developed in place of true values.

Value Degeneration Present Scenario

- It is common to experience altercation over small issues, dacoities, murders, agitations, stabbing and other crimes that are raging the media and news channels.
- The industrial revolution and its dominant materialistic sway in our lives have put all the human values at stake.

Value Degeneration Present Scenario

- Instead, values like mistrust, injustice, selfishness, hatred due to caste, creed, race and religion, lack of national character, lust for positions, property and power have taken a fore front, in the society.
- Values seem to have vanished from the school curricula.

Importance of Value Education

- Value education is education that has all the components to fulfill all the aspects of personality development – the scholarly, societal, and emotional.
- While, nurturing the cerebral faculties, value education also cultivates affective and cognitive domains of brain.

Policies Perspectives

- Commissions and Committees on education have given several invaluable recommendations for improving the quality of school education.
- NCF (2000) Among many other areas, education for value development and moral character among youngsters was given a significant importance.

Value Education in Schools Today

- In our present education system inculcating values seem to have taken a back seat.
- Most of the children only earn college diplomas and degrees, not proper rational and mature values.
- Education has become a tool to equip oneself for surviving in the competitive world.

Value Education in Schools Today

- Seeing the scenario, The Central Board of Secondary Education (2009) took a progressive step by introducing Continuous Comprehensive Evaluation system (CCE). Gujarat Secondary Higher Secondary Board too introduced the CCE.
- Though, there may be many ideas to impart value education, schools may be practicing value education, however, values are not being taught in an organized and disciplined manner.

Teaching of Values

- Many methods can be adopted to teach values.
- There is direct method, in this method there are certain objectives that have to be met immediately.
- It is a premeditated endeavour by teacher to impart values as a subject.

Teaching of Values

- This is a conventional approach; here a separate subject of value education is included along with the regular subjects.
- The students are openly made to familiarize with the skills, methods and virtues needed to respond correctly to value questions.

Teaching of Values

- Incidental technique may be also be used for value inculcation, teachers identify incidents that have the potential to impart value education; they utilize them for the purpose.
- The teachers use such opportunities for inculcating the right values.

Teaching of Values

- Values can also be instilled in students by conducting morning school assembly and reciting prayers, patriotic songs, etc. all these can help in teaching values.

Teaching of Values

- Another innovative design to teach values can also be with the help of modules for teachers, modules are developed systematically around the need of the learner or trainer.
- Teaching values with the aid of module can develop a holistic and profound learning.

Meaning and Concept of Module

- Modules are called by several names like, “molecule of learning packets” “unipacks”, “teach kits: and “edkits”, Crittenden (1972).
- A module is a set of learning opportunities organized around well defined topics which contain the elements of instructions, learning activities and evaluation.

Meaning and Concept of Module

- A module has clearly defined objectives; preferably in behavioural form.
- The Modules can be made for students and for teachers.
- Modules for the teachers have a set of clear instructions on how to implement and teach with the help of module in the class.

Meaning and Concept of Module

- There is no extra planning or a long training session required for the teachers.
- A short orientation programme for teachers on how to use and implement modules made for them can help the teachers understand and implement them effectively in the class.

Teaching Values through Modules Integrated with Social Science

- Values have the flexibility to be integrated with any discipline.
- Social Science is one such subject where values are explicitly loaded.
- Integration of values with the subject of Social Science can be easily incorporated.

Development of Value based Module integrated with Social Science

- The content for the module was based from the selected chapters of the Social Science text book of class IX.
- There were no pre-determined values planned, only values that naturally emerged from the selected chapters of the text book were identified.
- And only those sub-topic/s that had the full feasibility to easily integrate with the identified values, were selected from the chapters.

Development of Value based Module integrated with Social Science

- To integrate the identified values with the sub-topic/s, reflective questions, stories, questions from the stories and activities were prepared and selected.
- While doing so, the age criteria, entry behaviour of the students, and time constraint of the subject period were kept in mind.
- Preparing of questions, selection of stories and activities were deliberately kept short and simple.

Components of the Module

- The Module has 11 parts;
- Introduction
- General Objectives
- Instructional Objectives
- Chapter Overview
- Lesson Content Integrated with value
- Values Identified
- Interactive Session
- Story telling
- Discussion on the Story
- Unit End Activity

Learning Activities in Module

- Appropriate activities in connection to the topic help to reiterate and re-enforce the subject matter that the teacher wants the students to imbibe, therefore, helping the student to retain the matter easily.

Characteristics of Module

- The major characteristic of modules is their flexibility and the use of interceded instruction modified to individual or group learning situation.
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- A module should be independent, self – contained, self instructional, with well defined objectives.

Characteristics of Module

- Modules need to cater the individual differences, to enable active participation of the learner.
- The modules are flexible in implementation, there is an immediate reinforcement of responses and finally media - technology can be utilized to the optimum.

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