

Value based education-An integrated approach

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Abstract

This paper takes a look on developing ways for a learner centric, holistic and integrated approach for value education and the role of teachers for development of sustainable future. The paper claims that the holistic approach develops students to be critical, confident and independent. It aims to make learning a process of self-improvement that explicitly recognizes the self and the social context of learning and teaching, and recognizing the needs of the individual learner in the interaction. Its premise is that the social context of the interaction is significant. It recognizes that the exchanges that take place within this social action are the foundation for developing critical learners, thus including experiential knowledge of learners and teachers to improve the quality of the teaching situation and levels of achievement of learners. The results of the investigation suggest that all levels of education can be enlisted in the effort to foster an understanding of ethics and actions that will contribute to a sustainable future.

Keywords: education, integrated approach, role of teachers

Introduction

In the pre-independence era, when few people had access to formal education, most crimes were committed by illiterate people. It was given that educated persons would display civilised behavior, decency, good manners and ethical conduct. With a huge expansion of the education system, the standard as measured by the percentage of marks obtained in examinations has been rising to unprecedented levels. But, unfortunately there is a marked decline in the character, moral values and general behavior of students coming out of schools and colleges. In most educational institutions, there is a total lack of the concept of human development and nation building in the education process. The emphasis instead, is on money-making and materialism. This has resulted in the gradual erosion of values among people and the body politic. This trend needs to be reversed if India has to survive as a nation and acquire its due place in the world. The only way to arrest this decline is in providing value-orientation in our educational system.

Objective

- Holistic and integrated approach for value education.
- Creating an Ethical Educational Climate.
- Organizing visits to homes for destitute children and aged persons to develop values of compassion and kindness.
- Developing traits such as honesty and self-control will help me respond more automatically as an ethical person would.
- Training to be provided in anger control, social skills, conflict resolution, dealing with hostile people, and situational perception.
- Developing empowered youth for sustainable future.

Research Methodology

The research paper is an attempt of exploratory research, based on the secondary data sourced from journals, magazines, articles and media reports.

Holistic Approach

The holistic approach contains activities that we all do as teachers. It is unique in its holistic approach, bringing a view of learners as persons seeking to develop themselves as selves through the development of criticality. It regards the process of gaining knowledge as an acceptable learning and teaching aim that develops critical learners. The five aspects of the holistic approach are as follows:

• Knowledge

It is assumed that a critical learner will have an interest in the process of knowledge generation in society and how it affects him or her individually. The aim of considering this aspect is to add value to the students' learning and their lives. Good students want to gain knowledge, as well as achieve top grades. A holistic teacher seeks to make a critical learner aware of epistemological issues in the discipline knowledge being taught.

• Personal and professional development

The holistic teacher needs to show the relevance of the topics taught to students' personal and professional needs. Whilst the discipline being studied is part of an academic programme, the holistic teacher needs to demonstrate its relevance to the needs of society and its components, such as industry or government. This is achievable through illustrations from industry.

• Self

The holistic approach recognizes the self as the foundation of the critical learner, and addresses the needs of the self. For normal entry route students, in the age range eighteen to twenty-one, the learning of a discipline is intertwined with learning about themselves and their society. For many students, their interest in knowledge is based on their quest for self-improvement, be it vocational or intellectual.

• **Learning and Teaching**

The basis of the learning and teaching situation is a method of interaction between a teacher and a learner. The notion of a method of interaction is wider than simple teaching aides such as whiteboards or the ILT's four planks of the learning and teaching situation. It was conceived as a method of interaction to develop learners into critical, confident and independent individuals whilst disseminating discipline knowledge.

• **Discipline**

The holistic teacher should be confident in the discipline being taught. A weak knowledge of the discipline will de-motivate students and a knowledgeable teacher with arrogance and lack of patience will alienate students. If a teacher is also active in research it helps students to appreciate the holistic teacher's commitment to the discipline. The discipline knowledge can be made to live by invoking professional, self and knowledge aspects of the approach. Teaching devices can be created that bring the knowledge alive and stimulate the minds of learners.

What are Values?

According to Milton Rokeach: "A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence." Without going into a debate about the definition of value, it is generally accepted that five universal human values i.e. Truth, Righteous conduct, Peace, Love and Non-violence are directly linked to physical, intellectual, emotional psyche and spiritual facets of human personality. These values are essentially acquired during childhood, first in the home and then at school. The National Education Policy, 1986, spoke about creating awareness of India's common cultural heritage, social justice and compassion, democracy, secularism, gender equality, concern for environment, social cohesion and national unity, population and Quality of life, and scientific outlook and spirit of enquiry. It suggested that learning material should be designed to equip students with the wherewithal to combat social evils like caste and class barriers, religious fundamentalism etc on the one hand and develop a scientific temper and habit of logical, rational thinking on the other.

Code of Ethics

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Initiatives

Under the framework of the UNESCO Chair on Education for Sustainable Development with the Earth Charter, this programme offers an opportunity to deepen understanding on the role of education in fostering sustainability. The need for sustainability education stems from real life problems that affect all levels of societies around the world. Incorporating Earth Charter values into our lives and communities can move societies towards a better, more sustainable future. Some of the benefits of this program are:

- Expanding your expertise in the field of sustainability education and ethics.
- Augmenting your ability to foster social growth in your community.
- Acquiring tools that assist in implementing sustainability education.
- Networking within the global community of Earth Charter educators.

Suggestions

• **Commitment to the Student**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

• **Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator-

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

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