

Research trends on contents and scope of value education

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ABSTRACT

Value education program made a significant impact on personal, social and cultural values of pupils. Research studies shows types of schools based on locality had a significant role on value inculcation. Thapan (1984) conducted a case study of the public school in Rishy valley, run by Krishnamurthy foundation and reported that all aspects of school life offered a significant insight into understanding both the crucial and common features of life. Santhi (1992) & Reddy (2006) conducted a case study of value education imparted in Sri Satya Sai higher secondary school and found that the children of that school were very much influenced by the value education and they had assimilated the values to a great extent. Thakur & Kaur (2005) observed that good socio emotional climate of the school plays a vital role in the development of positive moral values and judgment. Reddy & Manchala (2006) also made a study on values in educational system and concluded that value inculcation should not be an additional subject it should permeate all works and activities. Thus, value education positively affects the sense of value perception. Therefore, it is thought worthwhile to analyze the research trends in content and scope of value education is imparted in different schools.

Key words: value education, level of education, types of schools,

INTRODUCTION

Value as a concept has been incorporated in curriculum since the process of education has been started. Various researches have been conducted wherein different strategies, approaches and methods have been developed and tried out in order to promote values in the students. Through curriculum values are to be created, to be constructed and to be transformed within the particular contextual framework in which it works. Research findings with regard to curricular framework, development of value pattern and value preferences of students are varied. Value conflict is

common occurrence as found in research studies. The studies on content and scope of value education reviewed are presented below:

Dhanavel (2000) while studying on the 'Importance of Value Based Education' stated that value based education is not possible without value based teachers. Panchasila, the five principles of ahimsa, aloha, brahmacharya, satya-acharana and sura-pana-nisheddh is a good working guide for a value-based teacher.

Seth (2001) found in a study that aesthetic, economic and religious values of girls of Class VI were higher than that of the boys. While only religious values among the girls of Class VIII were found higher than that of boys and no significant difference was found among the values, namely knowledge, economic, patriotism, social, potential and peace of the students of Class VI and Class VIII having different family backgrounds.

Reddy, Ramchandra and Babu (2002) studied high school students' attitude towards value oriented education and found that Class IX students possess a higher attitude towards value oriented education than the students of Class VII and VIII. Further stated that girls have a better attitude towards value oriented education than the boys at high school level. Difference was also found in the attitude of the students with respect to their locality and management. Government school students in urban area have a better attitude towards value oriented education than privately managed schools of rural area. Wigfield & Eeeles (2002) in a study showed that the beliefs, goals and values decline during the period of early adolescence.

Arora (2003) while studying "Modernization and Human values" reported that education should be value oriented because value education forms the foundation of character development. Education is able to inculcate in children the values like tolerance, honesty, sympathy, and sincerity. It was also suggested by the author that a foundation course in value education at higher education level should be introduced.

Vasudev (2003) conducted a study on 'Value based Informal Education Reflected through the Compositions of Saint Kabir'. Findings of the study showed that dignity of labour, patriotism, equality, nonviolence, bravery, love, good conduct etc, are reflected in the compositions of saint Kabir. On analyzing the compositions, it was found that 16.92 per cent compositions were based on dignity of labour, 22.05 per cent were on humanity, and 22.05 per cent on equality and 11.76 per cent were on nonviolence. 20.69 per cent compositions were based on the spirit of protecting national identity. 16.58 per cent compositions reflect the value of democracy and secularism.

Geetanjali (2003) conducted a study on 'Educational Ideas of Tagore and their Relevance to Value Education in the Modern Indian Context'. The findings were that a value of amity, brotherhood, unity in diversity, universality of man, gives man directions in life. So Tagore's philosophy takes a new form preaching the same thoughts as of Upanishads and the ancient Hindu Philosophy. The conclusions of the study by Shrivastava (2003) showed that there was no significant sex difference between life values and life style pattern of the students studying in Hindi and English medium schools. The students of English medium schools are at higher level in knowledge, aesthetic and health values but they are at lower level in economic, patriotism, social, potential, power and religious values as compared to the students of Hindi medium schools.

Mukti & Hwa (2004) investigated the multimedia learning environment for moral values education and reported that the interactive multimedia course as an interesting tool for teaching and learning in value education. Another study by Behera (1997) reported that co curricular method was more effective for teaching Population Education as it allowed free and frank discussion resulting in the values clarification of students.

Shamala (2005) studied the inculcation of values among primary school children through language teaching reported that school atmosphere, classroom interactions and intervention of value education programme exert significant influence over value inculcation and value practice among the students of class V.

Saxena (2005) described in his study on role of ancient Indian universities in value orientation to the contemporary Indian society and found ancient Indian universities were of greater relevance for value inculcation among the students.

Sharma (2005) in a study on values in the Indian traditional knowledge and their implications for modern education system reported that value

education does not merely remain a matter of do's and don'ts and it becomes a process of exploration and it crosses the border of duties and leads us into the realm of freedom and secondly value education blessed by old Indian traditions opens the gates of harmony between truth, beauty and goodness.

Pathania & Pathania (2006) in a study fostering values in education some suggestions reported that stories of great persons and values they cherished always have salutary effect on the minds of young people. Use of appropriate method of teaching (i.e problem solving, discussion, reading, questioning etc) which will facilitate active learning of values like leadership, group harmony. Cooperation, mutual respect and so on. Values like punctuality, discipline sympathy and tolerance, democratic rights and responsibilities may be taught in applied situations. Herman (2006) in an article wanted to explore whether value education be taught in schools and explained that value education must help students to face the agonizing dilemma and make a choice that will enable them to hold there head high. There must a cognitive understanding of moral and spiritual values. The students understand what makes them just in a world of better human beings.

Nalini (2007) in the article 'Integration of Values in Modern Education System' analyzed the sources of value interaction, efforts of the modern education system in the integration of value education, value education in the context of National Curriculum Framework for School Education, UGC Scheme for values in education, and integration of values at the Sri Sathya Sai Institute of Higher Learning. The frustration caused by unemployment and job shortages is also a major factor creating obstruction in building values. This can be eliminated by providing job oriented education

Gardia (2007) conducted a study on determiners of democratic values among higher secondary school students and it was found from the study that higher secondary students were good in the value of cooperation where as they are very poor in the value of liberty .They were found to have moderate status with respect to the value of equity, dignity of individual, justice and tolerance. When Joyce et al. (2007) in the article on value education for children explained the responsibility of value education for children through curriculum with the decision making authorities, the teachers, and principals of the school boards Ansu (2007) reported that The senior secondary school students of three cultural regions of Punjab did not differ significantly with respect to religious, social, hedonistic and power values, but they differed

significantly with respect to democratic, aesthetic, economic, family prestige, and health values. The study conducted by Dhull & Suman (2007) shows that female adolescents have higher social, aesthetic, family prestige and economic values while the male adolescents have highest health, democratic and hedonistic values. Male adolescents with higher socio economic status were having the highest power and lowest religious values whereas female counter parts had highest aesthetic and lowest hedonistic values.

Malti (2007) conducted a comparative study on values, intelligence and academic achievement in UP Board, CBSE, and ICSE Schools. The students of these schools found to have higher social and knowledge values. The students of CBSE School had been found to have higher aesthetic, economic, hedonistic and power values than the students of UP Board. The male students of ICSE board had been found to have higher social and democratic values than the male students of CBSE board.

Kalita (2008) carried out a study on value pattern of college students in relation to socio economic status with special reference to gender and reported that there exists no significant difference between value pattern of boys and girls. It is also revealed that girls are found to be higher in democratic values than boys. Mishake, Vishakha and Pandurang (2010) carried out a study on personal value pattern of higher secondary school students which revealed that the personal value pattern differ significantly with reference to gender and urban-rural background.

Hawkes (2009) has illustrated the ways in which a value based approach to education and learning provides an ethos on which students develop positive characteristics in their social interactions and engagement with their school work.

Results of the study conducted by Topkaya et al. (2011) did not show any significant difference on democratic values of the students on the basis of gender. Participants also reported a moderately high level of self efficacy and correlation was found between student's democratic values and self efficacy perception. Verma (2011) conducted a study on personal values emerging among the Indian graduate students in a selected city of Maharashtra and the result of the study revealed that the college students had showed very high preference for economic and power values and high preference for aesthetic and hedonistic values. Average inclination was noticed towards religious and family prestige value and lower preference were seen for democratic,

knowledge and health values. Lowest preference was seen for social values.

Chirag (2012) conducted a study on effectiveness of social science to develop values in pupils of secondary school. The findings of the study were: (i) the content analysis proved beyond doubt that each unit of textbooks of history, civics, geography and economics of Class VIII, IX and X standard is remarkably rich with various categories of values. Similar findings were also reported in the studies by Arora, (1983), Rao (1986), and Sarangi (1994). Further, 69 values were identified in the study under different categories such as moral, social, cultural, civic, personal and aesthetic values. Out of these 16 are moral values, 13 are social values, 10 are cultural values, 08 are civic values, 18 are personal values and 04 are aesthetic values. (ii) In value identification ability, the secondary school social science teachers are not fully able to identify various values that are hidden in the content of the curriculum. In short the value definition ability of students, including for the sub samples, lies just above the average level. It is an indication of their low ability to define a value even if the necessary content is studied. It is also found that the value preference of secondary school students as a whole is not up to satisfactory level.

Gawande (2012) reported value oriented teaching as more effective than traditional objective based teaching while studying the impact of value oriented teaching on scholastic achievement and personal value, while Heblkar (2012) conducted a study on moral judgment of ninth standard students in relation to their parental behaviour. In the study it was found that there is a high correlation between moral judgments and parental behaviour. So, it was clear that parental behaviour has great influence on moral judgement of students.

Menon (2012) found that there was a positive significant relationship between modernization and theoretical values, economic values, political values and religious values while a negative significant relationship between modernization and social values.

Singh (2012) conducted a study to know the impact of residential diversity on value pattern of senior secondary school students. Findings of the study revealed that students coming from rural areas had significantly higher mean score on political value than of urban students and urban students had significantly higher mean on economic value pattern than the students coming from rural areas.

Surapuramath (2012) conducted a study on young generation's attitude towards religious values and reported that male graduates attitude

towards religious values are better than female graduates. Sucharita (2013) carried out a study on moral judgment of secondary school students in relation to some variables. It is revealed that there is no significant difference between the male and female students and between senior intermediate students and junior intermediate students.

Jadhav and Kulkarni (2013) conducted a study on happiness and value pattern of adolescents and result shows the significant difference between boys and girls Happiness and Personal value patterns. It was also found that Arts and Science students differ in their Happiness and Personal value patterns.

Kulsum, Umme & Gururaja (2013) in a study on the impact of school environment on development of personal values among secondary school students found that urban and rural boys & girls from different types of school environment possessed varied types of personal values. It was also found that the mean personal value score of secondary school students from favourable and unfavourable environment were significant. Value integrated education was effective for modification of value based behaviour in the context of school and family as revealed from a study of Anilkumar (2014). Also the study found that value integrated education was effective for value attainment of the upper primary school students with respect to five core values viz. Truth, Righteous Conduct, Peace, Love and Nonviolence.

Dash (2017) found in a study on quality of education in schools under Saraswati Shishu Vidya Mandir of Shiksha Vikash Samiti Odisha that majority (>60%) teachers reported that community activities such as Raksha Bandhan, Janmastami etc. and awareness programmes (Plantation, Cleanliness, Sanitation, Swachha Bharat, Beti Padhao Beti Badhao, Traffic, AIDS Awareness Programme, etc.) were organized regularly. It seems the values like cultural values, religious values, health values, gender equality, civic sense are inculcated among the students through these co-curricular activities.

Jena, Nanda & Mohanty (2019) in a study on “content analysis of curriculum of different elementary schools with reference to values and students value perception” found that value perception of students studying in schools with exclusive provision for value education is better than their counterparts studying in schools without exclusive provision for value education. It also revealed that level of education and gender play a major role in influencing value perception of students studying in elementary schools. Girls possess a better value perception than boys and

students studying in class vii have better value perception than the students studying in class v.

To sum up, the content and scope value education are varied from the point of view of value orientation of students. Schools are equipped both in terms of content, method and evaluation of values. The study reported by Sarangi (1994) reveals activities in morning assembly, stories inspiring instances and question answer methods are useful in imparting moral education at elementary stage. This study is also supported by another piece of research conducted by Shamala (2005) which reveals language learning integrated with art education like drawing, painting, music, dance, drama, facilitates learning of linguistic skills as well as inculcate values through joyful learning activities. Geetnath (1988) studied the influence of certain personal and demographic variables on the moral judgements of students from class VI to XII while Gupta (1989) conducted a study on the values and moral judgements of adolescents. Pradhan (1992) studied the variation in the development of moral judgement of school students in different types of schools in relation to general intelligence, personal values, intelligence, socio economic status and sex. All these studies revealed that difference in the moral judgement of the students was attributed to the influence of variables such as age, locality, socio economic status and gender. Pradhan (1994) demonstrated the positive role of number of values on the moral judgement of students.

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