EDUCATION AND VALUES: A PEDAGOGICAL APPROACH

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ABSTRACT

The educational system is mostly held responsible for the lack of action taken in this area. It is interesting to know that since the beginning of formal education, educators like Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, Dayanand Saraswati, Vivekananda, Gijubhai Badheka, and Zakir Husain have been arguing for an educational system that promotes personal development in accordance with the cherished "ideals and values" of our society. Aside from the mental growth of the individual, education also aims to improve his or her social and moral well-being as well as his or her ability to function in the world. Furthermore, school curriculum are designed to teach students how to interact efficiently and peacefully with others in their community as well as in society as a whole. It's worth noting that the National Curriculum Framework–2005 identified several broad educational objectives, including "independence of thought and action, sensitivity to the well-being and feelings of others, learning to respond to new situations in a flexible and creative manner, predispositions toward participation in democratic processes, and the ability to work towards and contribute to economic processes and social change," which may be relevant to this topic.

Keywords: independence, creative, Education, Values, integrated etc.

Introduction

In this way, education is a means to the end of acquiring values, which are interwoven with personal, social, and moral growth. Nevertheless, the familial and societal circumstances have an impact on the development of these traits. First, you'll learn about the numerous obstacles to education in India, which limit the school's ability to promote principles. It also focuses on integrating education for values, building a consensus on values, the role of curriculum creators, and organising school activities. Why do people, especially those who are well-educated, fail to act in conformity with society's social and moral norms? In this part, we'll take a look at some of the possible origins of these divergences. Indeed, all of these sources appear to have some kind of connection.

INTEGRATED APPROACH TO EDUCATION FOR VALUES

In order to instil morals and ethics in youngsters, educators have used a range of methods and techniques. Human rights education, character development, and nonviolence instruction are a few of the more common terms for this type of programme. It was recommended in the National Curriculum Framework–2005 that students be taught about values in an integrated and holistic manner. There are two meanings associated with the phrase holistic. There is an individual component to the first one. People's growth is multifaceted and interconnected on many levels, including physical development as well as mental and emotional maturation, as well as social and moral maturation.

A person's full family and community environment must be considered while teaching principles. The integrated approach emphasises the need of incorporating values into all aspects of school life. It's not enough for schools to focus just on students. The way schools are set up as a whole is designed to foster morals. School rules, logo, symbols, physical spaces, teacher behaviour and pedagogical tactics in classrooms and assessment systems, for example, all need to be examined to see if they promote values that are in line with those policies.

Everything we learn has the potential to help us establish our own personal ideals. The pedagogical procedures, instructors' personal attitudes and beliefs, and her ability to handle students' questions, worries, disputes, etc., must be changed to ensure that students acquire subject and values in a quality manner. Teachers, students, and administrators all have a role to play in helping students learn about morality through the school's physical settings, such as the library and the staff room. It takes a lot of creativity and reflection to plan programmes at school that help students develop their beliefs.

As a part of this, it entails rethinking how students' values are taught in the classroom as well as looking for ways to improve the school environment and operations. It is important that teachers make an effort to instil and reinforce values that are appropriate for the age and development of students. Schools should not teach values, according to the National Curriculum Framework–2005 (p. 63). Instead, educational activities as a whole should be set up in a way that promotes the development of core values. In the past, teaching values has typically meant urging students to engage in certain behaviours. The repression and rejection of 'impermissible' and 'inappropriate' sentiments and impulses has also been a part of this. As

a result, youngsters are more likely to keep their true feelings, wants, beliefs, and opinions hidden and to only pay lip service to moral standards and goals.

- **Developing Values Consensus**

Personal, societal, and moral values may all be found in Chapter 9. People may arrive at the school (students, teachers, and others) with varying sets of values. They may also describe the order in which these values are ranked. The school's job now is to come up with a set of ideals that the children can live by. As outlined in the Constitution and the National Curriculum Framework–2005, these ideals are given precedence above all other considerations. Despite this, the school system and educators have never accepted the topic of whether values are worth pursuing as settled. The ideals, attitudes, and abilities required to conduct oneself in a moral, social, and ethical manner might go on and on. Organizing and classifying all of these would take a long time. There was always going to be something missing. If, for example, the Constitution's tenets of equal rights for all citizens, secularism and freedom of religion are considered, they appear to be all that is needed. In addition, advocates of civic obligations would want to include qualities such as honesty and collaboration as well as compassion and civility as well as integrity and accountability. Traditional and cultural customs are revered by adherents of religion. In addition to the many ideals, there is also the question of how these values might be applied to educational experiences. The curriculum outlines the experiences that students will have through the content and resources of the courses they take. A widening disparity between expected and actual educational performance can be caused by a variety of additional variables, including school regulations, teacher orientation, disciplinary measures, classroom practises, etc. Consequently, the responsibilities of curriculum creators have been widened to include more. Teachers, administrators, and parents need to consider the impact of these factors on students and provide guidelines for the orientation of policies regarding practises that promote positive discipline, participation by all children regardless of their abilities, class and caste diversities, creative decision-making to utilise resources and motivate staff and students.

- **Role of Curriculum Developers**

Schools and other stakeholders should be able to use the curriculum to help them structure their educational experiences around core values. There must be a connection between these rules and what students are learning, as well as how instructors are organised in schools and how

they approach teaching and learning. The recommendations must contain ideas for instructors to make obvious the goals of studying different curricular subjects and the necessity to highlight the attitudes and values inherent in the content of the courses. The guidelines must include these. The recommendations must also warn against a didactic and prescriptive approach to values teaching. Instead of dictating the values to students at the outset of the chapter, guidelines should offer suggestions for how they might arrive at these judgments on their own (via games and activities). The actual practise of teaching and learning may still fall short of the anticipated outcomes, even after emphasising these objectives in teaching and learning.

- **Role of Teachers**

Teachers have a critical role in fostering school ideals. Besides the method of instruction, teachers' leadership abilities and connections with students, colleagues, the school's administrators and other members of the community have a significant impact on how pupils develop their personal and social virtues. Many aspects of a teacher's personality, including their sense of self and identity, their attitudes, their leadership style, and their ability to communicate, have an impact on how well they relate to others. The sections that follow go into detail on each of these aspects.

- **Teachers' Self and Identity**

Self and identity are arguably the most important factors in teacher-student interactions and connections. As a teacher, I am a Muslim, I am efficient, I like teaching or not teaching, I am honest, and so on, the self is the total of all my beliefs about myself. Positive or negative self-development is dependent on the strength and quality of one's self-perceptions. Behaviors include lack of faith in one's own abilities and others' are signs of the negative self, as are a lack of concern for others, a refusal to accept responsibility, and a lack of persistence in completing tasks. Positive self is an antidote to negative self. A positive self-perception is a powerful enabler. An individual's ability to adapt and be open to new ideas is enhanced by this practise. When someone is upbeat, it's less likely that they'll be aggressive, biassed, stubborn, or frustrated. Self and identity are essential, not only for the promotion of values among students, but also for the success of one's own behaviour and relationships at home, at work, or in other situations...

Pedagogical Approach

The teacher's attitude toward children and teaching has a direct impact on the way they approach their work as a classroom educator. Teaching and learning strategies are shaped by implicit assumptions about 'how children learn,' 'who a kid is,' and 'what are his or her psychosocial characteristics?' A person who thinks that children are innocent and lack of parental supervision is to blame for their inadequacies would try to persuade parents in this manner. Teachers' behaviour would be influenced by the assumption that children are wild and need to be punished in order to be reined in. Teaching methods of the past presumed that youngsters picked up their knowledge by listening to more experienced people. Because of this, conventional methods of instruction have emphasised content or providing a great deal of data. In this situation, the instructor is the one who does the most of the talking. One-way communication is interrupted sometimes by students' questions. Traditional education does not take use of the students' active observation and experience, nor does it rectify their mistakes in work and ideas. Students who find themselves in this predicament tend to stick with their incorrect perceptions and assumptions. In contrast, students are seen as collaborators in the teaching-learning process in the contemporary method. Learning is built on the absorption of concepts from their experiences, whether they are true or erroneous. The desired learning may not occur if they are not given opportunities to share their learning and get feedback. This has ramifications for the acquisition of attitudes and values. So professors must enable students to voice questions and doubts in class, not just regarding the subject matter, but also about other topics. The concerns they mention are a good indicator of their beliefs. Teachers must keep an eye on how their pupils' opinions change.

- **Leadership**

In and out of the classroom, a teacher must be an excellent role model for his or her students. They might help children learn how to manage their time and behaviour in order to avoid being punished or criticised by their professors or parents, while also helping them to achieve their academic goals more efficiently. They may encourage students to help design classroom regulations, punishments, and work schedules, which would allow them to connect with their pupils on a more personal level. It is hoped that students would be inspired to work together and adhere to defined guidelines. Students might also participate in discussions on policy inconsistencies, classroom disciplinary issues, low academic attainment, and other issues, and devise strategies for dealing with them in a constructive manner.

- **Communication Skills**

Students, employees, and even the community might benefit from a teacher's strong ability to communicate effectively. Additionally, how well the teacher interacts with students might have an impact on their performance. Teachers' mental health is impacted by these connections as much as the kids'. Listening and reacting are two of the most critical communication skills that she/he should have. Listening means paying attention to the words and nonverbal cues that the other person uses to communicate with you. Teachers must react to students' questions in an acceptable manner once they've listened.

- **Teaching of Subjects**

The subject matter contains intrinsic values. Students' intrinsic values might be explicitly communicated by professors during class instruction. There is a great deal of value to be conveyed across all areas, including science, social sciences, languages, and more. In order to grasp the practical applications of various courses, including the instillation of values, it is necessary to educate them. Students are more likely to absorb values if they are taught in an integrated manner. Students may, for example, investigate how various people's interpretations of the same historical events differ, and how their personal biases and prejudices contribute to the creation of diverse versions. In the classroom, instructors have several opportunity to emphasise values. When teaching students to write letters in language classes, they should not focus on fictional topics, but rather on real-world concerns, such as drafting a letter to the instructor to change classroom regulations. It is imperative that students learn to express themselves politely and inoffensively through the use of "I" statements instead of "You" statements. We may also teach them how our communications, which are rife with pejorative language, arouse rage and irritation in the ears of those who hear them. Students should be given assistance in expanding their vocabulary to include more pleasant, courteous, and upbeat expressions and terms.

Conclusion

When it comes to evaluating values, it's not the same as evaluating any other skill or knowledge. Observation by others, such as teachers, is difficult since the influence of values on behaviour takes time to become apparent. A student's report of inculcating ideals may or may not be reflected in their actual behaviour. For example, a child's personal appearance may not represent his or her convictions about cleanliness at home. We're mostly concerned with

how well people integrate their values on the inside. Students should not be evaluated or ranked in light of the aforementioned. However, it is crucial to assess the school's culture, rules, and practises in terms of discipline and classroom management. The focus of the evaluation must be on "what efforts are being made?, are these efforts sufficient?, do they assist the formation of values among students?" and similar questions and considerations. Inherent in this premise is the supposition that a culture rich in values will inadvertently pass those values on to future generations. These efforts will not provide benefits in a day, week, or month, but if they are consistently pursued over a long period of time, they will eventually pay off. Only constructive, productive, and socially beneficial positive reinforcement for deviating from principles should be viewed as punishment for disobedience. The cultural traditions of any one culture should not be foisted on other groups in the guise of value education.

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