

# Relevance Of Value Education Through Content Areas

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## The Mula Mantra For Success

### ABSTRACT

Today, value education has become an integral part of our basic education. Each one of us must identify the values we want to live by. Values help us not only in self-evaluation, but in self-drive too. Value education is a systematic attempt towards human learning. All learning is subjective & self related. Knowledge can never be learned. Knowledge is the fruit of experience & experience is the sensation of the individual. Individual experience is an internal happening & is the function of awareness. And one of the process of knowing ourselves, of raising our awareness, is to be able to identify and clarity our values. Education in values is essential in helping each one of us directly encounter the values that we hold, understand them completely, so that we may order our relationships to the environment that lies outside us.

#### 1. INTRODUCTION TO VALUE EDUCATION

Value education is education in values and education towards the inculcation of values. Implicit in this definition is the conviction that value education is a universal phenomenon intrinsic to all learning and education, whether at home or in an institution. All port (1969) has defined values as, “a belief upon which a man acts by preferences”. Values are patterns of choices that guide persons or groups towards satisfaction and fulfillment. They are considered as potent determinants of human behavior. They form the central pole around which people organize their desires and ambitions.

Values impart significance to life. They are enduring beliefs, which work as motivational set, and forces the individual to respond in a specific manner based on socially & culturally approved performances and judgment. A man is know by his values. They are guiding principles of life which are conductive to one’s physical and mental as well as to social welfare & adjustments &

which are in tune with one’s culture. Values help us not only in self evaluation, but in self drive too. An educated person without values has thoughts which never flow in action.

#### 2. CATEGORIES OF VALUES

Broadly speaking there are three categories of values eternal or universal, cultural and individual or personal values. Eternal or absolute values like truth, beauty and goodness are mainly related with moral & spiritual development of a person. Cultural & individual or personal values are contextual in nature, and are essential for our personal & social development.

Values essential for personal development include physical, mental, emotional, moral, & spiritual values. Physical value relates to observe the rules of health & hygiene, mental value lies in rational thinking & reasoning. Emotional value is concerned with development & refinement of emotions like love, affection, pleasure, pain, bravery, optimism etc. Moral value is the product of socio- ethical beliefs

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of a society, example, honesty, kindness, courage, punctuality, dutifulness, willpower, patience etc.

Spiritual values are concerned with divinity & religious beliefs and also with the unity of all experiences. It is characterised by self knowledge, faith in god, purity, renunciation, mediation & salvation etc. Social value is a product of socio culture cult of a particular society. Its components are justice, unity, co-operations, equality, fraternity, social service etc. Cultural values are helpful in preservation, development & transmission of cultural heritage of a group or society.

Economic value helps in the income & expenditure of a person or family. Scientific value is helpful in developing objectivity, rationality, power of reasoning & thinking, removal or misconception & blind faith. Environmental value is concerned with preservation of environment & natural resources, and the preservation of air, water and noise pollution etc.

Thus we find that each & every aspect of individual's life & society has its corresponding value, which is helpful for the betterment of individual as well as the society.

**3. RELEVANCE OF VALUE EDUCATION**

What really is value education? It is not literacy, nor information. Value education is a systematic attempt towards human learning. It is termed as the education that helps in discrimination between what is right or wrong, proper or improper in thought & action of an individual about an object, event or situation. It develops positive attitude and constructive approach in our day-to-day activities. It is through education that the society seeks to preserve & promote its values aiming at all round development of the learner's personality.

Teachers have always been contrasted with the responsibility of imparting value education. The purpose of education is to promote a balanced development of physical, mental, emotional, moral, spiritual & social aspects of the individual. In order to perform this job successfully, a teacher is expected to possess desired qualities of character & be an embodiment of human values himself. The education commission has observed that "of all the factors that influence the quality of education, the quality competence & character of teachers are undoubtedly the most significant." No doubt these qualities are to be possessed by the teacher, but teacher is also a human being with all its limitations and shortcomings. He is also influenced by different physical & socio economic forces working all the time in the society. Hence the idealist model of the teacher is gradually becoming unacceptable even by the teachers of today.

Teaching values through formal methods has provoked an interesting question. Should values be taught or caught? The formalists advocate they should be taught through a compulsory core course. According to behaviorists, values are caught through exemplary behaviors, indirect suggestions, participative experience in value actions, emulative models and impressionistic influences. Both of them are correct in their own way. However a number of institutions and teachers are sincerely engaged in the value education of their students both directly as well as indirectly through curricular and co-curricular activities.

**4. VALUE EDUCATION THROUGH CONTENT AREAS**

The teacher has an additional responsibility and concerted effort for development values through content areas.

While teaching a topic he has to analyse the content from the point of view of values inherent in it. Later on while presenting the topic in the classroom he has to highlight the inherent values in the background of the present day life experiences of the students. The present day education system has become so much examination oriented that the value education receives little attention while teaching a subject. However high achievement in examination is essential, but it caters only to mental & intellectual development of the individual. The teachers cannot overlook the other aspects of the personality, i.e., emotional, moral & social etc. There is a need to impress upon the teacher that besides teaching for examination, he has to teach for life also.

#### 5. TEACHING OF LANGUAGES

A language textbook has a numbers of stories, one act plays, essays etc. All these lessons encompasses a number of values that can be easily located. The characters and events of a story or a play represent different qualities of life and values to be cherished. The teacher has to indicate and analyse them with the help of the students. The reactions should be invited regarding the applicability of the value in the day to day lives of the student. They may agree or disagree, approve or disapprove the values inherent in a particular character or event. The teacher may guide the students to come out with concrete suggestions regarding the applicability of these values. The poems prescribed in language textbook depict the human emotions and life situation in varied forms and colour. The refinement of emotions and the development of moral values is easily possible through the teaching of poetry. For example while teaching a patriotic poem student may be convinced that they may serve the country by protecting the school garden or maintaining the classroom furniture.

#### 6. TEACHING OF SOCIAL SCIENCE

Social sciences include a number of subject like History, Geography, Civics, Economics & Commerce etc. All of them aim at developing human and social values, civic sense, brotherhood, national & international understanding, political & economical values. The teacher has the responsibility of finding and pointing out the values uses in a particular topic to the students. While teaching the topic, its content may be analysed & explained as per the requirements of the course. But along with the formal teaching of the topic, the inherent values in the content may also be highlighted in the classroom. The teacher may motivate the student to inculcate these values in their lives and modify their thoughts and actions accordingly. Students come across a number of situations while studying political science, economics, commerce, geography & sociology. They represent a variety of values & life styles which demand analytical attitude and active response of the students. The teacher should help the students to react to different values in their proper perspective, and also encourage them to act positively in order to lead a satisfied life while serving the society in fruitful manner.

#### 7. TEACHING OF SCIENCES

The study of sciences involves the study of number of subjects like physics, Biology, Home science etc. which provides the opportunity of developing physical values, rational thinking, scientific attitude, objective evaluation, observation and experimentation etc. These values and qualities are worth acquiring in order to live a fruitful life in the modern age of science & technology. But it is unfortunate that the values inherent in the content of science subject are hardly pointed out by the

teacher. Students rarely react to them & never bother to apply them in their thoughts & actions. The values of cleanliness, body care & physical exercise are rarely imbibed or practiced by the students.

The study of mathematics is helpful in developing the values of mental discipline, reasoning, & thinking, generalizing on the basis of available data and abstracting the varied concrete situations. All such mental & intellectual qualities should be developed by the study of different branches of mathematics like arithmetic, algebra, geometry etc.

## 8. TRAINING OF TEACHERS

The teacher should possess the skill & ability to discover the values inherent in the content that he is planning to teach because value education through content areas require a new approach towards teaching a subject by the teacher. He should also know the approaches & strategies for

imparting these values during the teaching learning process in the classroom. Pre service & in service education of teachers needs to be geared in such a manner that the teachers become conscious of their responsibility of the value education through the content of the subject that they teach.

Teacher should have the capability of analyzing the content with a view to find out inherent values in it. For example a science teacher needs to be trained in selecting the value inherent in a particular content. He should analyse the value with the help of the students & motivate them to imbibe. The spirit of scientific enquiry & rational thinking in different life situations. Whatever values they find worth inculcating, they must adopt & apply them in their thoughts & daily actions. Now there is urgent need to make efforts for the successful implementation of practical strategies for value education through content areas.

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