

Value Based Education (VBE): A Pedagogical Perspective for Holistic Development

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ABSTRACT

The content and intent of the article is to seek the attentions of intellectuals towards value-based education and to highlight the theoretical perspectives of value-based education. Further emphasizes on different values, reasons of value crisis, need of value-based education. This paper also critically indicates some curricular prospective, Linkage of Value based education (VBE) for holistic development and pedagogical perspectives of value-based education. Finally concludes with some suggestive implications.

Keywords: value-based education, theoretical perspectives, curricular prospective, pedagogical perspectives, value crisis.

BACKGROUND

From antiquity Guru to today's E-Guru; from Gurukul to residential school, the heredity of learning objectives emerge a lot and procedural achievement of this objective is more than that. Truly speaking it is in the process of refinement in every second and in the verge of evolution, but can we expect our school as the true model for socializing our future generation? Can we expect a holistic development of our blooming roses? Who yet to become flower, can we expect a nation where maximum numbers of youth existing are capable of spearheading the Nation? If we ask these questions to ourselves then we definitely get its answer having a test and smell of our responsibility and to what extent we are betraying it or with it. It seems a diplomatic answer but the true answer is known to all educated masses.

Value based education plays a vital role to construct a society with the values like social cohesiveness, tolerance and ethics. Knowledge without values is like flower without fragrance and the power generated by these types of knowledge always catastrophic in its effects. Value may not be instilled through imposition or indoctrination but it can lead a pupil to think critically and act rationally with full of enthusiasm, courage and convictions.

Holistic education is the integration and inculcation of different developmental perspectives which can make an individual developed in many respects like; Physical, mental, social, emotional and intellectual perspectives. According to Ron Miller (1992) "Holistic education is not to be defined as a particular method or technique; it must be seen as a paradigm, a set of basic assumption and principle that can be applied in diverse ways". So Holistic education emphasizes on overall /all-round development of a learner. Thus, the main aim of holistic education is to develop pedagogical techniques by keeping an eye on the need and aspirations of the learner at the same time to support and refined the learning heredity.

THEORETICAL PERSPECTIVES

Kohlberg (1971), there are different stages of moral development but the stages follow the same order in all the children but the rate at which they will attain the mastery of each stage may vary. Kohlberg believes that one can stimulate the children to attain a higher moral stage, arguing that this is constitutional, philosophically justified and socially useful. Kohlberg (1984) stated that children's thinking about right and wrong in terms of reciprocal activities of parent, teachers, friends and elders. This theory may best describe as social cognitive since reasoning and the concept of justice evolves in a sequence like egocentric, Individualistic, interpersonal, organizational, societal and universal. Here we may say that value can be inculcated as well value can be taught. Further value-based teaching (collaborative peer learning, team teaching, fractional group teaching, self-regulation training) may helpful for shifting learners from lower moral stage to higher moral strata. American Philosopher & pragmatist John Dewey (1966) rightly highlighted that "The aim of education is for growth or

development both moral and intellectual. Different studies like Vygotsky (1978) focused on social and cultural sources are vital for human development and a child's social world forms the basis for the formation of language and thought. Piaget (2001) advocated that cognitive development is the connective link between mind and environment and it depends upon the learner's readiness. Further children's moral development can be seen as an application of his/her idea on cognitive aspects. Bruner (1960) though supported Piaget's view in terms of cognitive development but he was not agreed that cognitive development follows readiness. According to him "Anything can be taught to any child effectively in some intellectually honest form at any stage of development". Further according to him mode of representation is vital for any development. Hence value can be inculcated or taught among the learning community.

VALUE CRISIS

A person with values and morals doesn't mean s/he is equipped with doing right things only but at the same times s/he understand and does it for right reasons. Though value inculcation started from home but for the first time the child exposed to a miniature society, i.e., at school; where there is ambience of encouragement and opportunities of experimentation. So, it is always believed that values are inculcated in schools and exercised and executed in the society. Hence it is very much clear that, whatever a child learns from the school has a lifelong impression on his life. Till now all things are pretty clear and value inculcation is quite simple because school will take care of it, then why value crisis? Where is the deep-rooted reason? to get the answers let us take a look on the statistical lens. The statistics said the literacy rate is approaching approximately 74 % (Census,2011) so, illiteracy is still around 36 %. Class rooms are under staffed. The dropout rate is unusually high. Most importantly India spends only 3.5% of GDP on education. Besides all difficulties, inappropriateness & lack of incentives and recognition still value and morals are ornaments of some great teachers and perhaps the values are still inculcated in schools. But how long it will be is a great question and concern too. Further the concern for value-based education is increasing with national priority as a result of value crisis that the society is experiencing.

REASONS OF VALUE CRISIS

There are many reasons for value crisis and some of them are mentioned below;

- a) **Improper acculturation:** An individual should recognize his/her nation and culture. Further one should aware about the world whereas knowing about his/her own culture, history and traditions is more important. In the same way acculturation is good if it is proper and for the betterment of society. If acculturation is improper or faulty then it is harmful and having negative impact on cultural value and aesthetics of the society. Day by day we are following westernization in the name of modernization. For example: The dress code in USA is as per there social norms i.e., for office and for recreation (at sea beach) are different but some peoples in India will be in office with recreation dress code or vice versa. If it's about common people it may not have a great impact on society but if it is a teacher, a role model or a leader then, it definitely influences the value system.
- b) **Emphasis on literacy not education:** The technological bombardment and the rapid dynamics of changes and challenges make education as an entity or weapon for competition and achievement, which in turn produced more literate than educated one. Whereas education without the fine touch of value is like life without soul or flower with no fragrance. It is necessary that, the learner should realize the importance of building career is equally important as character building.
- c) **Emphasis on individualism:** Today's generation is more individualistic and developing hedonistic outlook. The social bonding is lost or approaching toward, the value like loyalty, empathy and sacrifices are missing even in family.
- d) **Faulty policy implementation:** NPE- 1986 and program of action 1992 reported that, "Every country develops its system of education to express and promote its culture, socio-cultural identity, ethics, values so also our country". It is unfortunate that in spite of a lot of changes & refinement in education we are still following the British system of education. It is necessary to implement value-based curriculum with a strong policy perspective.

NEED OF VALUE BASED EDUCATION FOR BRIDGING VALUE CRISIS

Education without value is meaningless. A person with high intelligence (IQ) & an attractive personality but without value or poor values in life not only make their life miserable but at the same time deliver more harm to the society. The aim of education should not just to produce individuals with very good memory and knowledge but also to produce individual with tolerance, compassion and honesty. The bombardment of Silicon Valley civilization and the advent of consumerist and

commercial ethos makes life hedonistic. Human values are not abstract principles developed by abstract preaching or academics but life-embedded ideas and percepts associated with various justifications. There is a need to overcome the narrow, communalist linguistic and regional divides among peoples and to promote unity, national integration, social outlook, selflessness and service to fellow humans etc..Hence in this emerging era there is also a need to generate sensitivity towards art, craft, literature culture and especially towards environment.

CURRICULAR PERSPECTIVES OF VALUE BASED EDUCATION

Indian education system evolves with the change and challenging need of time. In the ancient time (Gurukul system) education was considered as a medium for spiritual liberation, at the same time liberation from bondage of ignorance. After independence and at the advent of political freedom there was a systematic effort for secularism which indicate that, the system of education and the education system itself must make its contribution to develop attitude and instill the character for healthy democracy and citizenship too. The secondary education commission put its importance on the need of moral and religious instruction at secondary school level.

Value based education curriculum includes hidden curriculum, co-curricular activities, school culture and teacher play a vital sources of value education. Hence, besides knowledge and understanding the attitudinal aspect are interwoven through teaching learning. Further this curriculum will empower students to make appropriate value judgment. As per Kothari commission (1964-66), the curriculum should be a repository of different values so that both teacher and student become conscious about and inculcate different values in them. While implementing value-based curriculum, it is necessary that it should be age specific and values were clarified and justified properly. So that it will be as per conscious level of students without confusion.

The present system of education no doubt makes the learner literate in terms of external world knowledge, objective knowledge or empirical knowledge but the knowledge of Atman/self is missing. So, a student will attain materialistic and trivial achievement, but the moral excellence like compassion, gratitude and kindness were absent. Day by day human being becomes self-centered and developed vice like jealousy, rivalry and heartedness. So, the main aim of education in due course is shifting from moral, character building, patriotism, justice, social services, national integration to corruption, violence and intolerance.

PEDAGOGICAL PERSPECTIVES OF VALUE BASED EDUCATION

a) Sensitivity training

This technique is borrowed from modern day's management and now a days it is widely used in many sectors especially in education. This training can sensitize a learner about feelings, emotions and intents of others. It enables a learner to be aware of his own behavior and the consequence /impact of his behavior on others. If this training occurs inside the class room, then definitely it improves the values like social intactness and fellow feelings in turn the learner can confront with the dignity of teamwork. The key ingredient of sensitivity training is emotional intelligence which helps the learner to develop him / her in the view point of cognitive, affective, and socio emotional perspectives.

b) Role model teaching

Role model teaching is important aspects that need to be understand by teachers. As teachers are the role models for students and this is the primary mode of acquiring value. Hence there is a need for moralistic behavior of the teachers towards students would positively impact upon their mind.

c) Self- regulation training

According to Zimmerman, 1989; Zimmerman & Martinez-Pons "Self-regulation is defined as individual's being active in his own learning process behaviorally, metacognitively, and motivationally".

- **Help-seeking:** Self- regulated learner can seek help when they stuck without any hesitation. Self-regulation is natural in some learners but it is necessary to train each and every learner the process of regulating himself/herself. Butler, 1998 "Self-regulated learners do not try to accomplish every task on their own, when they stuck at any point but rather frequently seek help from others when necessary". According to Ryan et.al. 2001 "What sets self-regulated learners apart from their peers is that these students not only seek advice from others, but they do so with the goal of making themselves more autonomous". If appropriate and immediate feedback with flexibility will be provided to the learners then, teacher can promote positive help-seeking behavior among the learner, which in turn helps every learner to develop values like helpfulness, friendliness, peer intactness and fellow feelings among all.

- **Self-evaluation:** This is yet other components of self-regulation training. When a student start evaluating his/her own self and practice it to adjust him/her in similar situation then they can monitor their goals in life. Teacher can promote this as well student can develop the virtues like understanding others view by placing him/her in similar situation, which is a sign of democratic citizenship and tolerance.

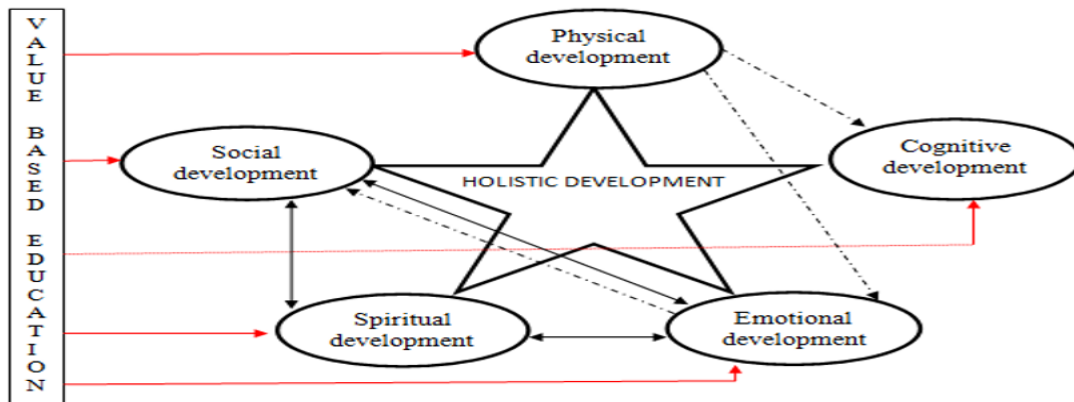
d) Modeling

Respecting the kid is essential to teach respect. It has been noticed that, how parents speak about others, friends, relatives, neighbors and even strangers the kid silently observe and imitate the same.

e) Induction

Induction having a long-lasting influence on the moral development of child. Hence parents need to practice what they preach and preach what they practice. During parent teacher meeting it is necessary to create awareness among parents.

VALUE BASED EDUCATION (VBE) FOR HOLISTIC DEVELOPMENT



(Fig No: 01 Hypothetical model shows impact of value-based education on holistic development)

[**Solid lines (black and red lines) show: Direct effect; Dashed Line shows: Indirect effect; Reverse lines show: mutual effect]

This above model is a hypothetical model based on review and shows the essence of value-based education is to develop the human personality in wholistic dimensions like physical, cognitive, emotional, ethical, moral, spiritual and social. The present scenario of education system, family type and social structure directed and misguided towards the individualistic priorities. Further it is not possible to get those values which is not inculcated during early age or nurtured with values. Value based education makes an individual to understand his/her physique so also the cognitive and emotional development. Greek philosopher Thales (Meletus, 624-546 BC) advocated that, ‘*A sound mind in a sound body*’ means there is very close link between Physical development and mental equilibrium. Emotional, spiritual and social development have mutual effect on each other.

SUGGESTIONS FOR IMPLICATIONS

- **Social service programme:** At the institutional level it is necessary to foster the programme like NCC, Scout and NSS, in fact it should be made compulsory for all students. These programs will inculcate the values like love, Nationality, kindness, sympathy, charity and develop a belief to serve God through the service of mankind.
- **Development of scientific temper:** Article 51 A (1) of Indian constitution, 1950 impose a duty on all citizens to develop scientific temper, humanism and inquire spirit. Hence human rights education should be as a curricular approach, which may outline the construct like education for tolerance, protection of human rights as a duty of all citizens, critical thinking, legal awareness, equality of educational opportunities, world citizenship, international understanding and environmental protection. The Government also runs various schemes for the promotion of science & fostering skepticism. These are MANAK (Million Minds Augmenting National Aspiration and Knowledge) - launched to encourage scientific innovation among school children of class VI to X. Knowledge and Awareness Mapping Platform (KAMP) - an initiative to assess and encourage scientific temper in students in the

age group of 10 to 18 years. KAMP will also facilitate the participation of students in the India International Science Festival (IISF). SERB Distinguished Investigator Award (SERB-DIA) - a scheme to empower exceptional scientists. Scheme for Young Scientists and Technologists (SYST) - to encourage young scientists to come up with science-based solutions to existing/futuristic problems. Development of innovation hubs in different parts of the country. Development of science cities and science centers in different parts of the country. Teacher's role is to create awareness among the student community regarding the governmental initiatives.

- **Socially useful productive work(SUPW):**SUPW can help an individual to understand the dignity of labor as it is practical in nature. It should be under appropriate supervision and proper planning. It helps the learner to inculcate values like optimism, community services, development of habits of cooperation and co-operative work, nation building activities, scientific outlook and vocational knowledge to solve day-to-day problems of the community and finally realization of goals for state and national development.
- **Citizenship training:** Though the constitution provides the right to equality but there is a demand for new forms of equality and increasing miss-trust of traditional politics and political authority. Now the time has arrived to inform young people about the basic tenets of political system, voting system and the importance of obeying law and order. As per the rapid dynamics of change and challenges it is evident that a new kind of citizens are required who are not only well informed but also active and responsible and able to participate in public affairs and community services as a national citizen as well a global citizen.
- **Successful policy implementation:** The concern for value education was traced back in Indian Sprit and also reflected in different policy documents like National commission of secondary education (1952-53), emphasizes on character building should be the prime goal of education. NPE- 1986 also highlights the urgent need for value-based education to sustain the essential values and to restrict the cynicism in society.

DISCUSSION

Value makes an individual “human”, which can lead to giving meaning to life. Still, it may not be valuable if, it is not meant for the society. The perspectives of a society are directly linked with the value formed among the adolescents and how far they are prepared for the new change and challenges in terms of social cohesion and social relation (Jovkovska & Barakoska,2014). All human being having values either innate or acquired with different intensities. These values organized into value systems which can be traced in culture, society and its institution of the individual (Rokeach, 1968). As far as the school and pedagogy is concerned primary education and primary schools are somehow or some way neglecting the value-based education as well the social and emotional learning environment (Petrova & Kotsev,2016). Sometimes insufficient acquired pedagogical competencies and faulty teaching practices resulting value crisis(Panev, 2015;Panev, 2016). So, it can be prescribed that adequate training to future teachers and teacher educators in value based pedagogical practices can actualize value-based methodologies as well enhance teaching competencies and professional competencies among them.

CONCLUSION

There is a saying that values can be inculcated and never be taught but the tangible truth is value can be inculcated and taught too. Today's information savvy society is not going to catch the values without teaching. It is better to teach value through value based curricular practices, before they are trapped by material culture like new technological devices or information explosion. It is the high time to ensure that, education is not only for transaction of information but it should serve the purpose of transformation by educating the heart along with mind. Hence the essence of value-based education is to prepare the individuals for global citizenship with incorporation of virtues like self-control, self-less services, harmony and love in them which will leads to a holistic individual, developed in all respects i.e., physical, mental, psychological and emotional strand point.

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