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Need and importance of value education in hindi

Today, every parent wants to give the best education to children, which is not just confined to the books but it goes much beyond that. The parents look at the holistic development of their children as that is essential to edge in the global scenario. That is why parents focus on extracurricular activities and value education along with academics. In today's time, when there is a huge crisis of moral values in society, value-based education proves out to be the solution. Through value-based education, we can develop the children into people with strong character and values who know how to utilize their knowledge for the advantage of mankind. Nelson Mandela rightly said: "Education is the most powerful weapon through which you can change the world". Here, he talked about both academic education as well as moral value education. And, value education has the power to change the world. Education is a lifelong process of development of one's personality which starts from the school. It is a school that builds the base for everything. That is why school plays a significant role in providing value-based education or moral education. Meaning of value based education Value-based education aims at training the student to face the outer world with the right attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, and spiritual development. Some people think that personality is an inborn character of a child and it can never be developed or homed. However, this is not true. Personality development sessions and a good school selection can a radical change in the personality of a child. The importance of personality development Personality development is essential to mold the child into a winning personality. It can bring lots of changes in the attitude, perception and behavior of a child. Some of its benefits are described below. The students become more responsible for their behavior with teachers and fellow students. The students become regular with their home works and class works. They learn to cooperate with the teachers and fellow students in every situation. They learn to handle every situation in class with maturity. The students become attentive in class. It helps students to take their own decision without any hesitation. It develops a positive mind and a good attitude. Value education creates a strong relationship between student and teachers. Value-based education is essential to develop an individual and help him/her lifelong in many ways: It gives a positive direction to the students to shape their future and even helps them to know the purpose of their life. It teaches them the best way to live that can be beneficial to individuals as well as the people around them. Value education also helps the students to become more and more responsible and sensible. It helps them to understand the perspective of life in a better way and lead a successful life as a responsible citizen. It also helps students to develop a strong relationship with family and friends. It develops the character and personality of the students. Value education develops a positive view of life in the student's mind. Clearly, value-based education is essential for the holistic development of a child. Value education develops a well-balanced individual with a strong character and value. That is why you should send your child to a school that offers value education. MIT Vishwashanti Gurukul is one such school. It is an international school that follows the IB curriculum which lays emphasis on value-based education. We inculcate moral values, life skills and other personality traits in the students so that they turn out into winning personalities. Our unique value based education system makes us one of the best international schools in India. So, if you want to shape the future of your child then send your child to MIT Vishwashanti Gurukul, best international school in Pune. 1. VALUES EDUCATION Presented by: Joseph Argel G. Galang Joveilyn T. Orquero Jovilyn Kalasag 2. BASIC CONCEPTS OF VALUES EDUCATION Δis the process by which people transmit values to others. It can be an activity that can take place in any organisation during which people are assisted by others Accdg. to: Wikipedia.org 3. BASIC CONCEPTS OF VALUES EDUCATION ΔValues education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organizations. 4. BASIC CONCEPTS OF VALUES EDUCATION ΔAs used in the area of school education, it refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. Accdg. to: Dr. Y.N. Sridhar 5. BASIC CONCEPTS OF VALUES EDUCATION ΔIn its full range of meaning, value(s) education includes developing the appropriate sensibilities: moral, cultural, spiritual and the ability to make proper value judgment and internalize them in one's life. 6. BASIC CONCEPTS OF VALUES EDUCATION Δ It is an education for 'becoming' and involves the total personality of the individual. Value(s) education is essentially 'Man Making' and 'Character Building'. 7. BASIC CONCEPTS OF VALUES EDUCATION Δ ay asignaturang gagabay at huhubog sa mga kabataan ng wastong pag-uugali, pagdedesisyon, moral na pagkilos na katanggap- tanggap sa ating lipunan, at pamumuhay nang ayon sa plano ng Panginoon sa Kanyang mga nilikha. Accdg. to: ourhappyschool.com 8. BASIC CONCEPTS OF VALUES EDUCATION Δ Hindi lamang talino, kakayahan o talento ang dapat bigyan ng pagpapahalaga. Ang pag-uugali ng makabagong henarasyon ay dapat na ituwid dahil sila ang susunod na magapatakbong ng ating bansa. 9. BASIC CONCEPTS OF VALUES EDUCATION Δ Dapat bigyan ng pansin ang pagtuturo ng paggalang sa nakatatanda, pagmamahal at paggalang sa kapwa, pagiging matatag sa pagsubok ng buhay, paghahanda upang makapaghanap-buhay, tamang pagdedesisyon, pagkilos ng moral, at pagkilala sa Maykapal. 10. METHODOLOGIES AND TECHNIQUES 11. CLASSROOM LEARNING ACTIVITIES METHOD *METHODOLOGIES AND TECHNIQUES ΔThis may include reading, listening, discussions, narration, direct presentation of ideas by the teacher and other strategies. 12. CLASSROOM LEARNING ACTIVITIES METHOD *METHODOLOGIES AND TECHNIQUES Δ These strategies should be used with any of the following sources of value education (a) Biographies (b) Stories (c) Extracts form essays, articles, classics and news paper (d) Parables, proverbs, quotations and poems (e) value/moral dilemmas (f) classroom incidents/anecdotes/ conflicts. 13. PRACTICAL ACTIVITIES METHOD *METHODOLOGIES AND TECHNIQUES ΔProvides the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. 14. PRACTICAL ACTIVITIES METHOD *METHODOLOGIES AND TECHNIQUES A sound program of value education may include a combination of a few or all activities mentioned below. (a) School campus/classroom maintenance activities (b) Social forestry/community development activities (c) Work experience related activities 15. PRACTICAL ACTIVITIES METHOD *METHODOLOGIES AND TECHNIQUES (d) Organizing campaigns on community sanitation, literacy, environmental awareness, AIDS prevention awareness e) Yoga, meditation and prayer sessions (f) eradication of social evils/campaign activities (gender inequality, dowry, alcoholism...) (g) co-curricular/self government activities 16. SOCIALIZED TECHNIQUES *METHODOLOGIES AND TECHNIQUES The learner in socialized techniques is involved in activities and experiences which best represent functions and problems of agents of socialization. They are the simplified versions of real social experiences and one necessary and useful when the reality is too abstract and obscured. 17. SOCIALIZED TECHNIQUES *METHODOLOGIES AND TECHNIQUES These include social role playing enacting and modeling. Role playing activities should be organized based on the life experiences and age level of students. Expected role of an ideal student, teacher, parent, patriot should encourage student to take role taking activities voluntarily. Negative precepts are to be discouraged in role playing. 18. INCIDENTAL LEARNING METHOD *METHODOLOGIES AND TECHNIQUES An incident is an episode or experience in the life of an individual or group. It consists in identifying the wrong or right actions of an individual or group, either pre-planned to occur or observed by accident, and reprimanding or rewarding those concerned. 19. APPROACHES 20. (PAGLAPIT) APPROACHES (ALSO DISKARTE) Douglas Supreka (1976) outlines eight different approaches to value Education, which may be briefly stated as under: 21. *APPROACHES The students are encouraged to make spontaneously free, non-rational choices, without thought or hesitation. EVOCATION APPROACH (PAGPUKAW) 22. EVOCATION APPROACH (PAGPUKAW) *APPROACHES It provides an environment which allows maximum freedom for students, and provide a provocative situation for which spontaneous reactions are elicited. Real example: The reaction to a picture of starving children. 23. INCULCATION APPROACH (PAGTATANIM SA ISIP) *APPROACHES Students are forced to act according to specific desired values. A positive and negative reinforcement by the teacher helps value inculcation. This can be done by a teacher's natural actions and responses. This time honored method has been notably unsuccessful. 24. AWARENESS APPROACH (PAGKABATID) *APPROACHES This approach helps students to become aware and identify their own values. The students are encouraged to share their experiences. 25. AWARENESS APPROACH (PAGKABATID) *APPROACHES The teacher presents value laden situations or dilemmas through readings, films, role playing, small group discussions and simulation. Students thus engage themselves in the process of making inferences about values from the thoughts, feelings, beliefs or behavior of themselves and others. 26. MORAL REASONING APPROACH (MORAL NA PANGANGATWIRAN) *APPROACHES Through placing themselves in a role and experiencing the process of deciding, students can begin to see moral decisions in a larger framework than their single point of view. It consists of the students discussing a dilemma and by reasoning they attain a higher level of knowledge. 27. ANALYSIS APPROACH (PAGSUSURI) *APPROACHES the group or individuals are encouraged to study social value problems. They are asked to clarify value questions, and identify values in conflict. They are encouraged to determine the truth and evidence of purported facts, and arrive at value decision, applying analogous cases, inferring and testing value principles underlying the decision. 28. VALUE CLARIFICATION APPROACH (PAGLILINAW) *APPROACHES It helps students to use both rational thinking and emotional awareness to examine personal behavior patterns and classify and actualize values. This approach has been detailed by Rath, et.al. (1966) and Simon, et.al. (1972) where the child is made to jot down a self-analysis-reaction work sheet, consisting of drawings, questions and activities. 29. *APPROACHES It enables the students to perceive themselves not merely as passive reactors or as free individuals but as inner-relative members of a social group and system. COMMITMENT APPROACH (PAGTITIWALA) 30. *APPROACHES The purpose is to help students to perceive themselves and act not as separate egos but as part of a larger inter-related whole-the human race, the world, the cosmos. UNION APPROACH (PAGKAKAISAL) 31. OTHER APPROACHES (ACCORDING TO UNESCO APIDED ON EDUCATION FOR AFFECTIVE DEVELOPMENT) Δ 1. Telling: enables a pupil to have a clear picture of a value Δ 2. Inculcating: instilling and internalizing norms into person's own value systems. Δ 3. Persuading: convincing the learner to accept certain values and behave in accordance with what is acceptable. Δ 4. Modeling: epitomizing desirable/ideal values is presented to the learners as a model. 32. OTHER APPROACHES (ACCORDING TO UNESCO APIDED ON EDUCATION FOR AFFECTIVE DEVELOPMENT) Δ 5. Role playing: taking the role of another person but without the risk of reprisals. Δ 6. Simulating: pretend to be in a certain situation called for by the lesson and then to portray the events and also by imitating the character's personality. Δ 7. Problem solving: dilemma is presented to the learners asking them what decisions they are going to take. Δ 8. Discussing situations, stories, pictures, etc: This technique asks the learners to deliberate on and explain the details in the lesson. 33. OTHER APPROACHES (ACCORDING TO UNESCO APIDED ON EDUCATION FOR AFFECTIVE DEVELOPMENT) Δ 9. Studying biographies of great men: makes use of the lives of great men as the subject matter for trying to elicit their good needs and thoughts worthy for emulation. Δ 10. Moralizing: working out a sense of morality through active structuring and restructuring of one's social experiences (e.g. moral reasoning and analysis) Δ 11. Values clarification: Values clarification as a strategy for values development may be considered as learner-centered. It relies heavily on the pupils ability to process his beliefs, behave according to his beliefs and to make a decision whenever confronted with a value dilemma.

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