



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Value Based Education: Professional Development Is Indispensable For Effective Integration.

Vartika Saxena, Department of Management, Dayalbagh Education Institute,  
Agra, Uttar Pradesh, India.

### Abstract

Value-based education fosters a stimulating and participatory atmosphere for students by integrating values into the curriculum. The aforementioned initiative facilitates the provision of high-quality education and comprehensive development opportunities for every individual child, hence fostering a promising trajectory towards a successful future. Educators assume a significant role in facilitating the assimilation of values among students.

The integration of values in the classroom is a critical aspect of professional growth. Teachers can establish an effective learning environment for values education by comprehending the ideas and objectives of this educational approach. This paper proposes a series of stages for developing a curriculum that is grounded in values and aimed at providing high-quality education. This further underscores the significance and necessity of providing teacher training to enhance the outcomes related to the subject matter. Additionally, it proposes a strategy for equipping teachers to fulfill their role as educators of values.

**Keywords** - Values, Moral Values, Education, Higher Education, Teachers training, Student Learning, Youth empowerment, Professional Development.

### Introduction:

Values are the governing principles of life that contribute to a person's overall development. They give existence purpose and thus bring happiness, satisfaction, and peace. Present era education includes ultra-modern technology where we are inclined more towards knowledge and rank in examinations rather than applying the learning in our day today life and utilizing the knowledge for development of society, nation, and ourselves in true sense. Parents choose institutions that advertise improved academic performance for their children, neglecting other aspects of education.

Pedagogy as a social science deals with a notion of values in terms of educating the younger education. The education conveys rich practice knowledge of our ancestors and values that make a person "human" with an everlasting spirit, values that give meaning to life. "No matter that values the education is inspired by, it is undoubtedly always valuable and carried within itself a judgment saved from the timeless oblivion of what has already been and what will or should be, as well as what is yet to be come"(Marinkovic, 1987).

### **Need for Value-based Education:**

Value primarily based totally schooling instills instructional and cultural values amongst college students and objectives at achieving Multi-faceted improvement of a individual particularly intellectual, physical, spiritual, and moral improvement. The values integrated in a value-primarily based totally curriculum can also additionally consist of Cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility, and freedom. The predominant motive of holistic schooling is to put together college students to satisfy the demanding situations of dwelling in addition to academics. Multiple research have mentioned that cost primarily based totally training is a holistic technique to students' training, One that offers whole training of frame and thoughts via progressive tactics and crucial instructional thinking.

Education may be taken into consideration as a method to impart preferred and unique information, coaching abilities and most significantly inculcate values. The gift machine of training is nearly utterly geared to the first, a bit to the second one and handiest marginally to the third (Burra, 2007).The forget of moral values, which must shape the substratum of any excellent education, has brought about ineffectual, decadent, empty learning. Burra describes within side the article that it's far the responsibility of each society to skip at the values enshrined in its scriptures and philosophical texts to every generation, in order, that the spirit of its subculture lives on. This may be finished most effective while schooling is fee oriented. Educations have to be a manner of obtaining actual knowledge. In making plans for precise values and objectives, the instructor and scholar will ought to cooperate and paintings together.

The purpose of education is to strengthen character in the younger generation which is an answer to many of the problems that face people today. It can bring about a widespread renewal of individual commitment to an active life of principle and this renewal is imperative. Values like truth, right action, love, peace and non-violence include in a balanced way the profound moral insights of the great civilizations.

### **Linking Value-based education to teachers and teacher training**

In the 21st century, it is crucial to acknowledge that integrating Value-Based education into the school curriculum promotes quality education and a positive school environment. Through the implementation of Value-Based Education programmes, schools across the globe have emphasised the holistic development of their students. In contrast to imparting knowledge of mathematics or science, however, teaching how to inculcate values is the greatest educational challenge.

Teachers assist students in perceiving and transforming information into knowledge and wisdom. At the same time, they help adolescents cultivate a passion for learning and strive to become good citizens. Our youth need compassion, adaptability, moral courage, forbearance, and increased tolerance now more than ever. Cavazos (2002) noted that teaching values in our schools is an essential component of preparing children for the inevitable difficulty and occasional discomfort of making decisions in the real world. The author of the article argues that imparting values can improve education. Values can be positive or negative, depending on the circumstances, and this author adds that a values-based education is an education in thinking, weighing and making decisions, exploring consequences, and working through problems to determine which approaches are helpful in achieving positive, healthy solutions. In an effort to achieve a balance between academic achievement and character education, schools and instructors must recognize the primary role of the family and parents (Cavazos, 2002). Value-based programmes enable schools and instructors to collaborate with parents to provide the best possible educational environment for their children by incorporating values.

The contemporary world recognizes the significance and relevance of value-based education. It is regrettable that many teachers today are "mindless" of the immense responsibility they bear and are content with covering the curriculum and producing intellectuals rather than human beings. Lickona (1993) stated, "Character education is significantly more complex than teaching maths or reading; it requires both personal development and skill acquisition." Nevertheless, teachers typically receive almost no pre-service or in-service moral training. Many educators lack confidence and familiarity in the values domain. (p. 11) Teachers

are trained and qualified to teach subjects such as mathematics, but they are rarely trained to teach values, which is typically a very difficult task. This may also be because value education does not constitute a separate subject of study or examination at any stage of the curriculum. Regardless of the reasons why educators do not have access to a large number of workshops on values education, there is an urgent need to train instructors on the subject for improved results. The question that arises is, 'Are instructors trained to implement such a curriculum?' The question of how well instructors know how to impart such information or promote effective learning in values education must therefore be answered.

### **Importance of teacher training towards a goal of high quality education**

Values play a fundamental role as foundational elements upon which an education for a humanistic and globally-oriented society must be constructed. This phenomenon enhances self-esteem on both an individual and cultural level, fosters the values of respect and tolerance towards others as both unique individuals and members of ethnic or cultural collectives, and cultivates a sense of inclusivity and belonging. Value-based education plays a crucial role in fostering a stable physical, emotional, and political foundation within society. It cultivates a sense of accountability towards many social, political, economic, cultural, and environmental aspects. Additionally, it instills a deep understanding of the significance of acquiring knowledge (Sanyal, 2000). According to Eidle (1993), this educational method has the potential to facilitate comprehensive growth and enable pupils to strive for the highest levels of achievement. The adage "Practise what you preach" is highly relevant to educators in the context of values education.

In order to effectively incorporate values into their classrooms, teachers must possess the ability to internalize these values and demonstrate them through their attitudes and actions. In their study, Narvaez and Lapsley (2008) examined education as a value-laden endeavor and explored the matter of preparing teachers for the purpose of fostering healthy character development. The researchers observed that educators implicitly convey values through their choices of topics, inclusion and exclusion; through their emphasis on accuracy in responses; through their encouragement of students to pursue truth; through the establishment of classroom routines, formation of groups, enforcement of discipline, and promotion of excellence.

### **Preparing teachers as 'Values Educators' and the 21st century value education schools**

Confucius explained the teaching ethics in three beautiful phrases. "Ren - signifies an act of extreme devotion. Yi - refers to moral rectitude. "Li - denotes etiquette in private and professional life. "Only a person who is always a source of affection, morally upright, and whose behavior in both personal and institutional life is impeccable, according to Confucian theory, is qualified to be a teacher. The ideal teacher is a guide and source of interest who values the subject, the profession, and the students. It is extremely difficult for educators in the twenty-first century to keep up with the changing world unless they are perpetual learners and effective agents of social and economic change.

Today, we live in a technological world where rapid change is the norm. Educators must consider whether they are capable of preparing young people to serve as the torchbearers of the noble human world. It is not enough for young students to acquire the knowledge necessary to earn a livelihood; they must also be good citizens and receive a well-rounded education. The need to train teachers in new techniques in order to promote a quality system of education with a concentration on value-based education is emphasized by the fact that the world is undergoing significant change at multiple levels.

Before planning an orientation workshop for instructors, it is crucial to comprehend how to develop a values-based curriculum for quality education. The following measures can be taken by administrators and curriculum designers to structure a value-based curriculum:

1. Developing vision statements and establishing the fundamental principles of value-based education.
2. Outline the integration of values into the curriculum

3. The process involves establishing the duration and formulating particular objectives and lesson plans tailored to each value, taking into consideration the age and cognitive development of individuals.
4. The selection of activities, seminars, fieldwork, group work, and projects essential to achieving the goals.
5. Integrating values in every subject based on individual and societal requirements.
6. Organizing these elements in a comprehensible and straightforward manner
7. Providing a plan for evaluating the manner in which the values objective is attained.
8. The continuous extent of engaging in open dialogue with parents and the community regarding the enhancement of the curriculum.
9. Modifying and enhancing the Curriculum based on the preceding action, and concluding.
10. Planning a teacher training workshop and orientation on value-based curriculum to promote comprehension of the underlying principles and to foster a robust learning environment.

After a school has successfully planned a values curriculum, it is crucial to plan an orientation training workshop for instructors so that they can effectively implement and integrate the curriculum into the classroom.

### **Ideas for successful teacher training**

Value-Based programs have been implemented in numerous educational institutions across the globe as an integral component of their curriculum. The aforementioned curricula have gained significant popularity in educational institutions in the United Kingdom and India, and have also garnered attention in American schools as a component of character education. In order to comprehend the fundamental ideas, objectives, and methodology of value-based education, it is imperative to engage in training and discourse. Workshops offer teachers a platform to engage in the practice of teaching activities that instill values, while also affording them the opportunity to experience these activities from a child's perspective. By means of these instructional sessions, educators are afforded the opportunity to not only comprehend their personal ideals and strengths, but also to enhance their comprehension of their students. The impartation of values to students is not just achieved through instruction, but rather necessitates the demonstration and internalization of these values by adults and teachers, thereby integrating them into the individual's character. The curriculum on values aims to cultivate a learning environment in which values are gradually internalized by pupils through a diverse range of activities that are thoughtfully designed to align with their developmental stage and significance. The acquisition of knowledge is facilitated through a variety of educational methods, including project-based learning, seminars, group collaboration, conversation, role-playing, audiovisual presentations, and fieldwork. These approaches emphasize experiential learning, active participation, and critical reflection.

Teacher training is essential in order to provide educators with the necessary skills and knowledge to effectively implement new strategies and techniques that facilitate the acquisition of values among students. A workshop spanning 3-5 days might encompass several components aimed at teaching teachers in the integration of values within their classroom, hence fostering experiential learning. Discussion with mentors on the underlying principles, purpose, and methodology of values education

1. The workshops must be interactive.
2. Discussion on underlying principles, aim and approach to values education with mentors
3. Provide instructional support to educators in their daily lessons and administrative activities. Engage in the pedagogical exercise of instructing an activity, partake in the role of a student during said activity, and mutually exchange feedback with one another.
4. Equip teachers to provide as many real-world examples as possible to instill a value. Share imaginative ideas with one another.
5. Initiate a discussion with educators over novel concepts aimed at enhancing and advancing the curriculum.



By implementing a value-oriented approach in teacher education, the issue of adequately equipping teachers to address the comprehensive educational needs of children can be effectively addressed. Multiple educational institutions are currently in the process of developing new courses and professional programs with the aim of incorporating value education into the existing academic curriculum. The National Council for Teacher Education (NCTE) is cognizant of the difficulty in imparting value orientation in teacher education and has been organizing orientation programs for teacher educators on the subject of education in human values. The NCTE website offers a range of titles pertaining to value education, including: "Education for Character Development," "Education for Tomorrow," "Report of the Working Group to Review Teachers' Training Programme," "Role and Responsibility of Teachers in Building up Modern India," "Gandhi on Education," "Sri Aurobindo on Education," and "Tilak on Education" (source: <http://www.ncte-in.org>).

Additionally, the UNESCO APIED on Education for Affective Development has reported on many ways that might be employed for the purpose of teaching values in character building activities.

1. Telling: A process for developing values that enables a student to have a clear understanding of a value-laden situation by narrating the situation himself.
2. Inculcating: A method designed to inculcate and internalize norms into an individual's own value systems.
3. Persuasion: The process of persuading the learner to embrace certain values and act in accordance with what is acceptable.
4. Modeling: A strategy in which an individual deemed to exemplify desirable/ideal values is presented as a model to the learners.
5. Role playing: The enactment of genuine emotions by individuals assuming the identity of another person, while mitigating the potential consequences associated with expressing these sentiments.
6. Simulating: A strategy in which the learners are asked to presuppose 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.
7. Problem solving: An approach in which the learners are presented with a dilemma and asked to make a decision.
8. Discussing scenarios, stories, and images, etc.: This technique requires students to reflect on and explain the lesson's specifics.
9. The study of biographies of esteemed individuals entails utilizing their life stories as a means to extract valuable insights into their virtuous desires and thoughts that are deserving of imitation.
10. Moralizing: The process of developing a sense of morality by actively structuring and reorganizing one's social experiences (e.g. moral reasoning and analysis).
11. Values clarification may be considered a learner-centered strategy for values development. It significantly depends on the student's capacity to process his beliefs, act in accordance with his beliefs, and make a decision when confronted with a value dilemma. (As cited in <http://www.ncteindia.org/pub/rmse/spk4.htm>)

## Conclusion

Values education plays a crucial role in facilitating students' exploration of their societal roles and fostering the development of their self-assurance. The inclusion of values within a school curriculum serves to enhance the holistic development of pupils and positively impacts their academic performance. Educators perceive a necessity to incorporate experiential methodologies into values education in order to counterbalance an excessively cognitive-oriented national curriculum and to tackle concerns related to behavior, discipline, and social attitudes. The significance of instructors in fostering positive character development among children cannot be understated. Educators have a crucial role in promoting a student's process of internalizing personal values, leading them to want to become individuals who priorities and are driven by ethical principles. This is important as it enables individuals to experience a sense of self-worth, self-respect, and self-esteem (Eidle, 1993). Professional development sessions provide educators with the opportunity to engage in meaningful interactions, enabling them to critically reflect on their own beliefs through the lens of others' thoughts and testimonies. These experiences facilitate a transformative learning process, allowing individuals to gain a deeper understanding and make sense of the world around them (Cranton & King, 2003). There are a variety of training workshops offered globally, aimed at facilitating the implementation of value-based education. These workshops have proven to be highly beneficial for educators, as they assist in the cultivation of

essential skills necessary for establishing a value-based learning environment that fosters both inspiration and active listening within classrooms. There are still significant tasks that need to be addressed in order to ensure the significance and value of this endeavor, while also considering the optimal course of action for the future.

## References

- Arweck, E., Nesbitt, E., & Jackson, R. 2005. Common values for the common school? Using two values education programmes to promote „spiritual and moral development“. *Journal of Moral Education*. 34 (3). 325-342.
- Burra, H. 2007. Value Based Education: A Need of Today. Associated Content. Retrieved from [http://www.associatedcontent.com/article/355207/value\\_based\\_education\\_a\\_need\\_of\\_today.html?cat=4](http://www.associatedcontent.com/article/355207/value_based_education_a_need_of_today.html?cat=4).
- Cavazos, L., F. 2002. Emphasizing Performance Goals and high-quality education for all students. *Phi Delta Kappan*. 83 (9).
- Cranton, P., & King, K. P. (2003). Transformative learning as a professional development goal. *New Directions for Adult and Continuing Education*, 98, 31-37.
- Eidle, W., R. 1993. Values education and self-esteem. *Education*. 113(4).
- Lickona, T. (1993). The return of character education. *Educational Leadership*, 51(3), 6- 11.
- Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: Two alternatives for teacher education. *The Teacher Educator*, 43 (2), 156 – 172.
- National Council for Teacher Education (NCTE). 2013. Retrieved from <http://www.ncte-india.org/pub/rmse/rmse.htm>
- Sanyal, B., C. 2000. Need for value-based education in the twenty-first century. Here-now4u Online Magazine. Retrieved from
- [http://www.here-now4u.de/ENG/need\\_for\\_the\\_value-based\\_educa.htm](http://www.here-now4u.de/ENG/need_for_the_value-based_educa.htm)

