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VALUE EDUCATION IN CURRICULUM TRANSACTION



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*“Education without values, as useful as it is, seems rather to make man a more clever devil”-
C.S. Lewis*

ABSTRACT

The rapid erosion of values in the society is causing concern, necessitating imparting of value education. This paper provides an approach to organize value education in curriculum transaction. It is generally agreed that prospective teachers are expected to understand critical issues regarding values - concept, types, and problems involved in imbibing the values. In the process of capacity building of intending teachers, what is of importance is to ensure that they become capable of understanding the import of value education, interpreting values in the contemporary contexts and evolving strategies of imbibing these by their students. Several well- designed approaches like lecture discussion cooperative study, self-study and project methods may be adopted. In teaching-learning process we must use new technical approaches

such as E-learning, ICT (Information and Communication Technology) etc. Depending on the nature of the subject, the teachers may combine different strategies and instructional aids, utilize media supported teaching, organize field trips and practicals and demonstration techniques. In this process due attention be given to children with special needs. The curriculum transaction will have to be adjusted with the needs of students and locally available resources. Thus this document presents a background perspective to quality in teacher education and its assessment along with a set of quality indicators with descriptors and thus new approaches to curricular areas of teacher education has been highlighted.

KEYWORDS

Education, values, curriculum, needs, resources

RESEARCH PAPER

Introduction

Our country very much needs a value-oriented educational system. It is only at the level of the primary education that such lessons need to begin. If the impressionable mind once gets set to noble goals difficult would it be to lead him astray. It is not merely talking about great men that the child would get oriented to values; the teacher has to play a major and a decisive role in giving this lesson by precept as well as by example. It is the intellectual, the physical, the emotional, the psychological parts of the child's personality which would need to be molded and modeled. The framework is an endeavor of the National Council for Teacher Education to encourage interested parties and stakeholders to give their views on their views on the qualitative and quantitative improvements that could be achieved in educating teachers at school, graduate, post-graduate, doctoral and post-doctoral levels. A previous "curriculum framework" had been developed in 1978 by the council itself (which at that time was just a department rather than an independent body), followed by the NCERT framework for teacher education in 1988, which subsequently led to the "first curriculum framework for quality teacher education" by NCTE in 1998.

Meaning and Definitions

The term value is derived from the Latin root word 'Valerie' meaning to be strong and vigorous.

The Phrase 'Value Based Education', in wide use in present times comes closest in meaning to the Sanskrit word 'Vidya' as it was used by the Gurus or preceptors of ancient India. 'Vid –

ya' means that which illumines. As such, it was identified with knowledge that illumines the mind and soul.

“There are large numbers of people who simply don't have the values and vision necessary to be part of an interdependent world. They thing their differences-whether religious, political, tribal or ethnic-are more important than our common humanity. They believe the truth they have justifies their imposition of that truth on other people, even if it takes them to the death of innocents”-Bill Clinton

Objectives of Value Education in Curriculum Transaction

The following are the proposed areas to be targeted, according to the draft framework.

- * Curricular Areas of Initial Teacher Education
 - * Sample Redesigned Schemas of Current Teacher Education Programmes
 - * Evaluating The Developing Teacher
 - * In- Service Education and Continuous Professional Development
 - * Preparing Teacher Educator
 - * Achieving humanistic attitude in the students mind
 - * Integrating students to select their own positive personal, social, moral and spiritual values
 - * To make students understand our heritage, national goals and universal perceptions through value educations
 - * To protect, preserve and conserve natural and cultural environment
- Characteristics of Value Education in Curriculum Transaction:

The characteristics of the envisaged curriculum framework would include the following.

- ♣ Reflects the Indian heritage, acts as an instrument in the realization of national goals and fulfills aspirations of people.
- ♣ Responds to the latest developments in the field of education.
- ♣ Establishes integration on theory and practice of education.
- ♣ Provides multiple educational experiences to teachers.
- ♣ Enables teachers to experiment with new ideas.
- ♣ Ensures inseparability of pre-service and in-service education of teachers.
- ♣ Sets achievable goals for various stages of teacher education.
- ♣ Provides for use of communication technology.

Need for Value Education in 21st century

The 21st century promises to be a time of scientific and technological growth at a level never before experienced in human history. This growth will either trigger chaos, disruption, war, Starvation and disease or will induce a period of humanistic cooperation, development, progress and peace. An important feature of value education is the ability of the educator and the educatee to discriminate between right and wrong. The youth today is under the unbearable burden of competition in their academics, forcing them to trace on book based studies. Now it is up to the educational institutions and universities to make them adapt to value based education.

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