

# Value Education's Function in Secondary Education

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**Abstract-** "Value" plays a significant role in our lives and is arguably the most talked-about term in the modern day. Simply said, "value" refers to the characteristic that distinguishes one person or thing from another and makes them significant and valuable. In order to change a person from their biological self into a social being for the benefit of mankind, values can foster characteristics such as honesty, bravery, love, cooperation, peace, empathy, and the dignity of work, among others. Since ancient times, "values" have been valued in India. However, morals are eroding daily as a result of scientific and technological advancements, leading to an increase in societal problems that impede the growth of both the entire country and its individuals. In this way, value education may actively support the values of the students who will grow up to be the country's citizens. The idea of value education, its importance in secondary education, and the methods and guiding principles of its delivery in India's secondary education are therefore attempted to be highlighted in this study.

**Keywords:** Value Education, secondary education, etc.

## INTRODUCTION

One of the most talked-about words in the modern world is "value." When we use the term "value" in reference to a human or thing in our daily lives, it refers to the characteristic that sets that individual or object apart from others and makes them valuable. Simply said, "value" is an ambiguous term that can refer to anything that fulfils our needs and wants. Any human action, thought, concept, sensation, attitude, or emotion that supports a person's self-development from all angles might be considered valuable. It is to be noted that values are determined by culture, society and personal experience and they are changeable according to the needs, demands, urges, situation and problems of man.

Value may be classified into many different types, including biological, religious, artistic, spiritual, intellectual, emotional, and physical values. Each of these values is important in its own right. Together, they assist people in choosing their life's objectives.

They make people feel like they belong to a social group and keep society together. They encourage qualities like honesty, bravery, love, cooperation, peace, compassion, and the dignity of work, among others, all of which are vital for fostering world peace and transforming people into decent citizens who aid in the advancement of mankind. The Preamble of our Indian constitution also establishes four universal values: justice, liberty, equality, and fraternity. But as modernisation, science, and technology have advanced, human values have been eroding daily, which eventually undermines the social order of the community by attracting a variety of social issues. Therefore, for the sake of mankind, efforts should be taken to preserve the nation's ideals among its residents.

## OBJECTIVE OF THE STUDY

To draw attention about the idea of value education, its importance in secondary education, and the methods and tenets of its delivery in India's secondary school system.

## METHODOLOGY

This Article is entirely based on secondary data and is qualitative and theoretical in character. The majority of the information was gathered from books, journals, websites, and other sources.

## CONCEPT OF VALUE EDUCATION

In India, "Value Education" is not a novel idea. Since the Vedic era, our educational system has placed a high focus on education. Nonetheless, it is really regrettable that the ideals that India has always placed so much significance on are eroding daily. Despite the rapid advancements in science and technology in our society, the values that underpin human existence are eroding. One of the primary causes of the many social issues facing the modern world, such as injustice,

exploitation, social disarray, youth discontent, and corruption, is value degradation. We must instill principles in our citizenry if we hope to live in a peaceful society and pass it on to the next generation. In this way, education may be a useful instrument for fostering moral principles in society. We can preserve the values of the kids who will be the country's future citizens with the aid of value education.

"Value education" is defined as education that helps us preserve the virtues and worth of the things we have acquired from our culture. It entails fostering in people a feeling of humanism and concern for the welfare of others and the country at large. Value education encompasses all facets of human existence, including social, moral, cultural, spiritual, mental, and so on. Value education teaches us to be self-disciplined and to rely on our own strength.

#### VALUE EDUCATION IN SECONDARY LEVEL OF EDUCATION

Secondary education plays a crucial role in the overall educational system since it may be seen as a nation-building program that prepares the nation's future people for both higher education and various careers. It serves as a link between elementary and postsecondary education. Students in the 14–18 age range who are adolescents—the stage of life where a person changes from a kid to an adult—are included in secondary school. Secondary school students are the future adults who will become the society's leaders and become the most productive members of the community both socially and economically. Therefore, if value education is effectively taught to secondary school kids, we can undoubtedly change our society into a well-ordered, peaceful place where everyone is treated with respect.

The following are some of the major advantages of value education in secondary education-

- Value education can teach the students to interact harmoniously with others
- Value education seeks to give mental strength to the students to discover truth by making adjustment in new situation.
- Value education helps in making the students devoted to their tradition and culture.

- It helps in preparing the students to stand against various social evils such as injustice, violence, corruption etc.
- It helps in developing positive attitude towards life
- It helps in creating consciousness about the true nature of citizenship- its duties and responsibilities.
- It also attempts to train the students for fulfilling national goals of the nation
- It helps in developing the feelings of universal brotherhood and creates better awareness and appreciation of the differences among various social groups.

#### PRINCIPLES UNDERLYING THE SUCCESSFUL IMPLEMENTATION OF VALUE EDUCATION

According to the Department of Educational Psychology and Foundations of Education (DEPFE), NCERT, there are a few key elements that are necessary for the effective execution of value education and are referred to as "the five C's." These include

1. CONNECTION
2. CARING
3. CRITICAL
4. COMMUNICATION AND COLLABORATION
5. CONVICTION, COMMITMENT AND COURAGE.

##### 1. CONNECTION

There should be a relationship between the community, parents, and teachers, as well as between students and their teachers. Schools and the community should be linked. The right role models should help students make connections with real-world situations. It should be taught to students how to relate what they have learnt in one subject to what they have learnt in other courses.

##### 2. CARING

Students should be taught to develop the virtue of caring. The principle of caring has to be developed in the entire school from principal to students and other staff members of the school.

##### 3. CRITICAL

Teachers must be critical of their own words, actions, and modelling of the ideals they are attempting to instill.

#### 4. COMMUNICATION AND COLLABORATION

In every type of implementation, communication is essential for fostering confidence, obtaining support, and promoting involvement in the activity. Cooperation is necessary to forge a shared link and divide responsibilities.

#### 5. CONVICTION, COMMITMENT AND COURAGE

Teachers must cultivate the conviction, dedication, and bravery necessary to try new things and face unforeseen obstacles in the classroom.

### STRATEGIES OF IMPARTING VALUE EDUCATION IN SECONDARY LEVEL OF EDUCATION IN INDIA

#### Organizing morning assembly:

Students' values may be fostered in secondary schools by holding morning assemblies every day. For this reason, the morning assembly's activities should include prayer, patriotic or devotional song singing, a brief ethical address, and so on. Putting together extracurricular activities: Secondary schools can organise a variety of extracurricular activities, such as plays, singing and dancing competitions, art and painting contests, etc., that are centred around various values in order to instill values in the students.

#### Curriculum adjustment:

A certain amount of curriculum customisation is necessary. To help students understand the fundamentals of values, chapters in a variety of courses, such as history, geography, literature, language, civics, etc., should be connected to various types of values. Books with a strong moral component ought to be included in secondary school curricula.

#### Lectures from experts

Experts from various fields should be invited in the schools by the school authorities in order to deliver lectures on value education so that the students are influenced to gain the human values.

#### Organizing exhibition

The school administration may occasionally organise book, art, and painting exhibitions that highlight a variety of ideals, including moral, cultural, spiritual, and aesthetic ones.

#### Celebrating national and international days

In order to instill values in the kids, schools might plan and commemorate national and international holidays as well as the birth anniversaries of notable figures from other countries.

#### Use of mass media

Students studying at the secondary level of school can effectively get value education with the aid of various mass media, including instructional films, theatres, newspapers, radio, television, and more.

#### Social service programmes

Schools can organize various social service programmes and try to motivate the students for participating in the same in order to cultivate different kinds of values and for imparting value education among the students. In addition to this, school can also motivate the students to take active participation in girl guiding, scouting and national service scheme.

#### Group Projects

Various value oriented group projects can be undertaken by the students under the guidance of effective teachers where the students can learn about co-operation, collective working and various other values.

### STEPS TAKEN BY CBSE AND NCERT FOR THE RE-INTRODUCTION OF VALUE EDUCATION IN SECONDARY LEVEL OF EDUCATION

The National Council of Educational Research and Training (NCERT) and the Central Board of Secondary Education (CBSE) have been working to bring value education back into the secondary school curriculum. Life Skills was introduced by CBSE in 2003 for classes VI and VII, and by 2005, it had been expanded to class X. Furthermore, the concept of Value Based Integrated Learning (VBIL), which links all teachings to certain values, was adopted by CBSE. The National Resource Centre for Value Education (NRCVE) was established by NCERT in 2000. It started the "National Program for Strengthening Value

Education" in 2002. In addition, according to the National education Framework (NCF), 2005, education must incorporate principles like diversity, collaboration, tolerance, justice, responsible citizenship, and respect for human rights. The concept of teaching values in schools has been observed to be intimately linked to the educational changes implemented under the Continuous and Comprehensive Education (CCE) program.

### CONCLUSION

Given that human values are eroding daily in the modern society, it is evident from the arguments above that value education is crucial. In this way, teaching value education at the secondary school level can assist to prepare the next generation of citizens to be good, responsible citizens who can protect our society from social ills and create a peaceful, humanist society. For the benefit of all people, value education should thus be given a prominent role in all educational institutions, from primary to higher level. It should be mentioned that adding value education to the curriculum alone is insufficient. Given that "example is better than precept," parents and other senior citizens of the children should likewise exhibit positive behaviour patterns in order to provide an example for the students. Furthermore, we can only expect for significant success in fostering social responsibility in our younger generation if government officials, bureaucrats, and others choose to pursue the moral road and abstain from corruption.

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