Value based Teaching, Character building

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Abstract

character education and Values growth normally happens over various years and inside various situations. Since relatives are the primary people with whom one comes into contact the impact of the family keeps on being critical to a kid's values and character development. This reality is especially suitable in the preschools and early school years. As understudies progress through state funded schools, it is significant that their training give instructional chances, unequivocal and verifiable that help them build up their convictions about what is correct and great.

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Introduction

The disintegration of human values in our general public today, has turned into a marvel. There is a chafing interest to collect riches, influence and status to the absolute rejection of humanness in us. With the pernicious fear of inadequacy and failure our several students are
gripped. In exam failure forces various younger students to end it all; that number will in general increment a seemingly endless amount of time after year. The propensity spreads to little kids as well. Here, disappointment in tests turns into a character disappointment for the understudy, harms his mental self portrait or breaks it. Harmed mental self portrait drives the understudy to lies, vindications (pards), satisfying, paying off and stooping. Numerous understudies look for assistance from specialists. Understudies appear, the quantity of such understudies have expanded by around 10% in towns, by 30% in urban communities like Madras and by half in urban areas like Bangalore. The most widely recognized side effects of such understudies are: wretchedness, withdrawal, evading school, uneasiness, and so forth. These discoveries are uncovering.

With responsible and ethical individuals by educating them the great qualities that individuals ought to have the Character education is a teaching method which encourages the improvement. It shows the understudies the benefits of thinking about other individuals, responsibility, honesty and significant characteristics that make for an upstanding resident.

Figure 1: Relationship of Value in school and personal lief of child

The guardians are by all account not the only ones that should be worried in building up an character of student, the community and school ought to likewise have a job in this.
Nowadays, with most families, the youngsters are frequently taken off alone with nobody to control them. This is the reason schools need to actualize character education with the goal that the understudies know the right way they should stroll on.

![Value based education factors](image)

Figure 2: Value based education factors

**Principles of Character Education**

There's no exact recipe for an educational program that joins character teaching. Likewise with any way to deal with learning, there are various hypotheses on the best way to impart character attributes and positive values. This likewise varies as per culture and the age of the students.

There are, in any case, certain general rules that character study backers concur upon.
Some principles of Character teaching are given as follows:

1. To help this procedure, schools make minding and steady networks.

2. Schools make a provoking scholastic condition to enables understudies to create character.

3. A complete meaning of character, which incorporates musings, feelings, and activities.

4. Instructors utilize a purposeful, proactive, and far reaching way to deal with character advancement.

5. Instructors urge understudies to grow ethically and give chances to develop ethically.

6. Instructors advance center moral and execution esteems to ingrain great character in understudies.

7. Schools connect with guardians and different individuals from the network as accomplices in character building endeavors.

8. Schools foster leadership values.


10. Schools consistently evaluate their way of life, their staff and their general accomplishment at cultivating character improvement.

11. Instructors and all school staff are a piece of a moral learning network and hold fast to similar qualities that they educate.
### Table: Character Education and moral reasoning education

<table>
<thead>
<tr>
<th>Morality develops through:</th>
<th>Character Education: Habits of action (Aristotle, Lickona)</th>
<th>Moral Reasoning Education: Reflection on justice (Piaget, Rawls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims to educate:</td>
<td>Group members</td>
<td>Individuals</td>
</tr>
<tr>
<td>Human nature:</td>
<td>Bad, must be constrained (Hobbes, Durkheim)</td>
<td>Good, must be freed from constraints to flourish (Rousseau, Piaget)</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Always essential (Durkheim)</td>
<td>Essential in early stages, deleterious in later stages (Piaget, Kohlberg)</td>
</tr>
<tr>
<td>Moral authority:</td>
<td>External (Aristotle, Durkheim)</td>
<td>Internal (Rousseau, Kant, Piaget)</td>
</tr>
<tr>
<td>Moral domain:</td>
<td>Harm, Fairness, Ingroup, Authority, Purity</td>
<td>Harm and Fairness only (Kohlberg, Turiel)</td>
</tr>
<tr>
<td>Moral context:</td>
<td>Particularist (Aristotle, Hunter)</td>
<td>Universalist (Kant, Kohlberg)</td>
</tr>
<tr>
<td>Contextual risk:</td>
<td>Overly dependent on local moral context (prejudice, fascism)</td>
<td>Overly decontextualized and abstract (fails to include much of moral life)</td>
</tr>
<tr>
<td>Moral maturity:</td>
<td>Possessing virtues of all five foundations, in balance (Aristotle, Lickona)</td>
<td>Able to reason about Harm and Fairness principles without recourse to group norms or laws (Kohlberg, Turiel)</td>
</tr>
<tr>
<td>Basis of morality:</td>
<td>Traits, emotions and actions</td>
<td>Reasoning</td>
</tr>
</tbody>
</table>

**Value Based Teaching**

Principle target of value education teaching is to incorporate the basic qualities relying on the destinations, they might be national, individual and social values for instance in many countries, it has received the accompanying qualities to be instilled among the student through teaching. They are to be specific universal brotherhood, scientific attitude, sensitivity, cooperation, neatness, secularism, patriotism, national integrity, dignity of labor, non-violence, sportsmanship, brotherhood, punctuality, and respect for elder. For life value is consider as guideline principle, which are conductive to mental, physical and social health of anyone. Through the education teaching of attractive qualities is necessary for this reason instructor prepared society and educational institutions.
Importance of Value Education

In the current instructive framework lays more noteworthy accentuation on verbal fluency, individualism, linguistic ability or competition and minor securing of data is given, this is simply not adequate and extraordinary accentuation should be given on the value education. Since it is an ideal opportunity to produce a change civilizational rationality with extensively worthy national cultural identity where development and social values can be normally strengthening.
Figure 5: Value Education

The cultural values should be distinguished for standard educational plans everywhere throughout the nation. The value teaching ought to be conferred necessarily up to the secondary school level. Value education evolution should be standard one and it ought to be founded on the everyday perceptions of understudy by educators and peers and ought to be observed by head appropriately and furthermore by the guardians. In worth instruction man is the article and it is said good is gotten and not educated and hence the individual inculcating must be of extremely high standard of moral.

<table>
<thead>
<tr>
<th>Education</th>
<th>Value Based Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>opens up our mind</td>
<td>gives us purity of heart too</td>
</tr>
<tr>
<td>provides us with skills</td>
<td>provides us sincerity too</td>
</tr>
<tr>
<td>extends our relationship with the world</td>
<td>links us with our own family members too</td>
</tr>
<tr>
<td>makes our living better</td>
<td>makes our life better too</td>
</tr>
<tr>
<td>teaches us to compete with others</td>
<td>encourages us to be complete too</td>
</tr>
<tr>
<td>makes us a good professional</td>
<td>makes us a whole human too</td>
</tr>
<tr>
<td>takes us to the top</td>
<td>takes the whole society to the top</td>
</tr>
<tr>
<td>gives us capacity of better learning</td>
<td>gives us the tool for a deeper understanding too</td>
</tr>
<tr>
<td>gives us Anna</td>
<td>provides us Ananda too</td>
</tr>
<tr>
<td>may bring limitations</td>
<td>is for liberation</td>
</tr>
</tbody>
</table>

Table 2: Difference between education and Value based education
Some Priority Areas of Value Education

In value based teaching some areas that may concern include:

1. Teaching for Peace: Communal congruity, Tolerance, National Integration.

2. Women Related Issues: Change of frames of mind towards ladies, restoring their legitimate spot in the public eye.

3. Dignity: Respect for the given work, Cleanliness of our individual and environment, Taking pride in function admirably done.


5. Democracy: Equality of people under the watchful eye of the law, Involvement and direct activity to get our privileges, holding the administration responsible.

6. Justice: Direct inclusion in the reason for equity, Becoming specialists of social change.


8. Faith in God: Strengthening the soul of man, Counteracting realism and commercialization.

9. Openness: Seeing individuals of other "gatherings" as people such as ourselves.

10. Job-Oriented Education: Education for independent work, Employment that will produce employments for other people.

11. Creativity and Initiative: Not abdication, submissiveness and impersonation

Conclusion

Value education and character building make a person increasingly responsible and humane. An individual without Character and the essential human values will not have the option to bloom throughout everyday life. Love, sympathy, shared regard, fraternity and great good character are a portion of the characteristics that improve an individual a person. The target of instruction is man-production and what is a man without character and qualities. On character building and
value based education it should incredible accentuation of the instructive program in the school.

References


