

Value-Based Education: A Holistic Approach

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Abstract

Education is a powerful medium of bringing about changes in the world. Education may produce positive and negative impact depending upon the value it generates through its learners. Values are set of principles channelizing the thoughts and actions of an individual. Value-based education is essentially “man making” and “character molding”.

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INTRODUCTION

Value-Based Education

Education today is identical with examination, employment and empowerment; unfortunately it no more stands for liberation, ennoblement and progression. Current education is designed purely for money making and promotion of qualities like jealousy, hatred, etc., instead of kindness, compassion and honesty. For the realization of full potential in children, education needs to be holistic and enriched with values.

Purposes of Value-Based Education

Value-based education helps in developing:

- Good temperament and behavior
- Moral integrity, self-control and self-perception, choice making
- Love, care, compassion, truthfulness, reliability and interpersonal relationship

Components of Value-Based Education

Value-based education is not an independent subject in the curriculum, but it can lead to integrated development of all the components mentioned below:^[1]

- 1) Moral education
- 2) Ecological education
- 3) Population education
- 4) Civil rights and duties
- 5) Health teaching
- 6) Indian civilization
- 7) Physical education
- 8) Yoga
- 9) History of Indian freedom movement

Approaches to Value-Based Education^[2]

1. Independent approach: uses special time to inculcate core values other than the general curriculum
2. Integrated approach: teaching core values with curricular subjects and co-curricular activities
3. Subtle approach: demonstrate the values with love and compassion instead of imposing them

Strategies to Implement Value-Based Education

1. Whole school approach: the fundamental assumption in this is integration of all activities happening in the school or college, the integration and harmony within self and others around.

2. Pedagogy of values: pedagogy refers to the art and science of teaching. It includes teaching the learner how to think about something, to reflect, assess critically, comprehend values of self and others, build up increased communication, better decision making so that the concepts ultimately find their way into behavior.
3. Some general strategies
 - (a) Silent sitting: it is an important approach to toughen the inner self. It helps in improving self-confidence, knack to get along with others, reducing pessimistic emotions and experiencing quietness and motivation.^[1]
 - (b) Role plays: these are used as a method for inculcating values where the importance is not on the acting ability but on the projection of values and analysis of the same.^[1]
 - (c) Anecdotes: They assist in corresponding the matter in a user friendly manner. Anecdotes depicting different life situations drawn from school, home, etc. can be integrated with curricular areas to portray values vital for students.^[1]
 - (d) Group activities: These provide opportunities for learning many values simultaneously. The activities include role playing, games, discussions, group project, etc.^[1]
 - (e) Story telling: impart values by telling stories that provides moral significance to the students.
 - (f) Reflective practice: a key proposition for value education is allowing time for reflection. As students are given time for thinking back on their experiences, they can begin to see what is priority to them, what mistakes are being made by them, where things can be modified, etc.^[1]

Challenges to Implement Value-Based Education

The following are the challenges that are faced during the implementation of value-based education

- Some say values have no relevance in the modern scenario.
- What values to be incorporated in the educational system?
- Perceptions of values across culture vary.
- The suitable method for imparting values in higher education is yet to be identified.

Role of Teachers in Imparting Value-Based Education

A teacher should^[2]

- Have right attitude
- Have a fair emotional outlook
- Have a regulated mind which is able to think clearly and answer without any uncertainty
- Help the students to bring out the best in them
- Be able to direct them towards a better tomorrow
- Be loving, caring and honest
- Be a role model

Value-Based Nursing Education and Practice

Value-based approach to nursing education includes incorporating evidence-based decisions in rendering nursing care. Value-based nursing education will improve the quality of service and customer satisfaction which in turn will improve job satisfaction of nurses.

5 C's for Implementing Value-Based Education^[1]

1. Connection: The nurse educators should guide the students how to connect theory to practice.
2. Caring: the principle of caring has to seep within all the aspects of nursing education, including the dean, teachers, preceptors and other staffs.

3. Critical: educators should model the values that they are trying to inculcate. So they need to be critical in all steps of their instruction.
4. Communication and cooperation: communication is fundamental to build self-confidence, and persuade participation in work. Cooperation is based on the principle that there are people who work as a team.
5. Confidence, commitment and courage: without these three it is not possible for nursing to be practiced.

10 Essential Shared Capabilities for Value-Based Nursing Practice^[3]

- 1) Working in collaboration
- 2) Respecting cultural diversity
- 3) Legal and ethical practice
- 4) Challenging unfairness
- 5) Uphold recovery by using best practices
- 6) Identifying needs and strengths of people
- 7) Providing user centered care
- 8) Making a difference
- 9) Promoting safety and positive risk taking
- 10) Professional advancement

CONCLUSION

Values cannot be enforced rather it can be integrated by modeling them, demonstrating the humanism of giving and taking respect and self-discipline. Real integration of values can happen only when the learner realizes the need for it.

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