CHANGING ROLES OF SOCIAL SCIENCE EDUCATION: IMPLICATIONS FOR

VALUE-BASED EDUCATION

Mandeep Kumar

Research Scholar, Department of Education, Panjab University, Chandigarh, India

ABSTRACT

Qualities, as a concept is a very comprehensive idea. India as a pluralistic culture has numerous objectives and sets of qualities defined by a number of social, political, financial and religious organizations. The standards and estimations of these foundations frequently struggle, yet numerous individuals continue seeing the general public as having an arrangement of qualities. Nonetheless, the contention between the principles and qualities which describe the different establishments in a given society, on the whole, substantiate and constitute enough confirmation with regards to the pluralistic idea of numerous cutting-edge social orders 'India'. Value-based instruction is the principle condition for the development of India. With specific reference to these clashing esteems in a pluralistic culture like our own, Social Science has a basic and important part to play. This paper investigates: the changing role of social science education and implications for values, kinds of qualities, and role of Social Science in instilling value based and character based instruction, the role of Social Science teacher as a model for inculcating values.

KEYWORDS: *Value-Based Education, Society, Social Science, Education*

INTRODUCTION

The subject value education has come to acquire increasing prominence in educational discussions at all levels during recent times in our country. According to National Curriculum for Primary and Secondary Education (1985), the crisis of values our society is passing through "demands more explicit and deliberate educational efforts towards value development". The first term of reference for the National Commission on Teachers (1983) was "to lay down clear objectives for the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values". The Working Group (WG) to review teachers training programmes in the light of the need for value orientation set up by the Government of India in (2004) recommended for the inclusion of a value education programme besides spelling out details of curriculum, methodology and teachers role.

The need for value-based education is a matter of grave concerned to Social Science teachers. It has been noted that, the value based education in India education system is not so effective because teachers were not given the opportunity to interact with the environment and maximally develop their intellectual capabilities in values (Cheng, Lee and Lo, 2006). Cox (2007) carried out a research on the knowledge of contents and teaching of values in Social Science. He discovered that the teaching of values by Social Science teachers had negative effects on students. These effects include total lack of interest in value, teachers' lack of motivation of students' interest on value, inability to cover the contents of the curriculum, negative attitude of students towards values and low achievement on the part of the

students and teachers. Sharp (2012) found that value education can inadvertently degenerate into indoctrination or unreasoned acceptance of views. The responsibility of the teachers' is to convey the content of their subject area to the students in a most comprehensible manner not to teach values. Lipman (2010) opined that India is a pluralistic society, there is no universally accepted notion of what acceptable values are; values in India are often influenced by such considerations as ethnicity, religion, level of education and tribalism etc. Lickona (2009), Thornberg (2009) found that value-based education is inappropriate and ineffective for achieving the high objectives of Social Science programme. They stressed that, there was need to search for alternative strategies more suitable and efficient for promoting value-based education and retention in teaching secondary school Social Science students beyond contemporary limits and to the satisfaction of the current Social Science curriculum requirement. The National Council for the Social Science NCSS (2002) opined that value education should constitute an indispensable part of education and that a teacher owns it as duty to face the issues of values in the classroom. Schools should serves as an agent for inculcating in the young widely held societal norms, standards of behaviour, and ideological preferences. It is in view of this, Thornberg (2010), Johansson (2004) and Bergmark and Alerby (2008) found that Social Science as value-laden discipline play a vital role in the acquisition and promotion of value education, example, core democratic value of the nation, promotion of the students' self-concept and human relation skills, development of the students' socio-political and moral insight, development of tolerant attitudes towards other people's view and actions etc. Cox (2007) defines value education as a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a conception, it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored. The ability to make moral judgment based on sound reasoning is a very important aim of value education and has to be deliberately cultivated. Value education, is essentially a matter of educating the feelings and emotions of the child. It is 'training of the heart' and consists in developing the right feeling and emotions. These considerations lead to the re-articulation of the need for value-based education through Social Science education.

Types of Values

Values are universal in nature because the concept of value is operational in every human society all over the world but the meaning, and content of what values to individual, groups and communities is strictly relative.

Johnst one and Munn (2011) identified three categories of values these are:

- **Personal or Individual Values:** This is the type of values developed and learned by an individual to help him adapt effectively to his immediate environment. The individual here, decide what is good, fair, just or bad for him and this to a great extent influences his attitude and behaviour.

- **Group or Organizational Values:** These are values or values system defined by a group for its members. It spells out their "modus operandi". This type of values is as operational in a religious setting, a school, family, industries, cults and occult group and some other groups operational in every human society.

- **Societal or Cultural Values:** This category of values is an acceptable way of life of a distinct society, cultural, ethnic, group, nation, country or state. While Bergmark and Alerby (2008), Lickona (2009) in their study of human values categorized values into six; which includes:

- **Individual values:** The most inherent values in the world today according to Singh (2007) is individualistic,

these are values that an individual defines as beneficial to him as an individual.

- **Family values:** This type of value system is most prominent in societies where there is love, care and affection between members of the family. Values meant to protect family name; integrity and the rest are high esteem by every family, whether young or old.

- **Professional values:** These values are defined in such a way that they will bind, protect and preserve their professional integrity and pride of associations who create and define values based on their aims, objectives and obligations. These organizations need a set of values to keep all members of the organization motivated and united.

- **National values:** National values are often codified in laws of a nation that seek to grant equality and justice to all its citizens. The violation of national values is often treated as criminal acts which are punishable by the state.

- **Moral values:** Moral values unlike national values are not codified but rather are passed on from one generation to another by tradition. For example, the sanctity of the institution of marriage in India has kept divorce rate to the minimum despite having the provision of divorce in the law books like any other Western country. Moral values are enforced jointly by the society.

- **Spiritual values:** The spiritual values are often attributed to God and are called divine. These spiritual values may include love, giving, compassion, justice, truth etc.

Role of Social Science in Inculcating Value-Based Education

For the accomplishment of value-based education in our education system through the teaching of Social Science, Allodi (2007) opined that Social Science had a vital role to play:

Social Science Education and Religious Dimension of Value-Based Education

Roth (2001) opined that it is desirable to have a common value education programme agreeable to all bodies engaged in education. Value education programmes for separate religious groups may lead to religious, cultural, social and political prejudice that in pluralist societies may disrupt national unity. Social Science education can encourage the common teaching of all religions to reinforce value-based education and also teach religious tolerance and understanding to children (Alerby 2003). For this purpose, it is necessary to make a study of the common teaching of different religions and the religious phenomenon as a whole that might be conducive to the value development of children through the discipline Social Science.

Social Science Education and Spatial Dimension of Value-Based Education

An important aspect of value education programmes in all countries relates to the development of the spirit of national identity and patriotism in children. Frelin and Grannas (2010) found that, the objectives of value-based education is to make children aware of the fact that the whole world is now a community of interdependent nations that the survival and well-being of the people of the world depend on mutual cooperation. Social Science education should enable children to develop a worldview and appreciate the contributions made to the world's progress by different cultures and made to realize that in the case of various countries coming in conflict with one another, the world would be a very unsafe place to live in.

Social Science Education and Cognitive, Conative and Affective Dimensions of Value- Based Education

Taylor (2006) and Cox (2007) observed that to be educated in the real sense is to be able to think right, to feel the right kind of emotions and to act in a desirable manner. Objectives of value-based education should therefore, be concerned with all the three phases of personality development as they relate to the right kind of behavior. As these phases are themselves interrelated, it would be erroneous to think that value-based education is exclusively concerned with knowledge, emotion or action alone. It is on this premise, Johnstone and Munn (2011) advocated five moral components through the teaching of Social Science education:

- **A consideration for others:-**principle of equality-dignity of the individual-virtues involved; kindness, sympathy, altruism, courtesy and cooperation etc.

- **An awareness of feeling in one's own and in others:-**capacity to anticipate the feeling that would arise in him and in others as a result of his action-moral thinking about the pros and cons of his action. Virtues involved: magnanimity, nobility and altruism etc.

- **Ability to collect data (in a situation involving morality).-**right decision making, moral issues and moral conflicts, ability to collect all relevant facts, analyze, think of the possible course of action, scientific method of solving problems, virtues involved: reasoning, endurance and patience etc.

- **Ability to take a decision:-**moral education must train the person to be able to take the right decision; virtues involved: justice, wisdom and temperance etc.

- **Will to act on the decision:-**may not act for want of sufficient courage; fear anticipated, virtues involved: courage, duty and responsibility etc.

Social Science Education and Character Based Education

Lickona (2009) and Thornberg (2009) observed that character education is an umbrella term generally used to describe the teaching of children in a manner that will help them develop as personal and social beings. In study by Lipman (2010) and Sharp (2012) found that Social Science education advocate character education and they recommended five primary moral traits for children character development which is : to make right moral judgments, to postpone gratification of desires, to treat other human beings with dignity, to be flexible in making moral judgments and to be creative and dynamic in moral decisions.

Social Science Teacher's Function as a Model for Value Development

A Social Science teacher must possess strong feelings and a set of values to live by. Teachers cannot help but inject something of themselves into their relationships with students. Frelin and Grannas (2010) observed that whether the teacher wants this role or not, his daily behaviour is a key factor in his students' value formation. Children look up to the teacher as someone very special, someone to be trusted and loved. Lipman (2010) and Lickona (2009) found that inconsistent behaviour on the part of the teacher causes students to doubt him and may promote "unlearning" of the very values he strives for children to learn. Since consistent behaviour patterns on the teacher's part constitute a factor that must be considered in any efforts and helping children develop values, then, teachers need to examine their own value systems and provide the best possible model for students.Taylor (2006) and Roth (2001) underscore the need for Social Science

teachers to incorporate into their personal value system the 'core values' of a democratic society. The value to be furthered through Social Science teacher as inherent in a democracy is; respect for the rights and differences of others, belief in the worth and dignity of every human being, personal freedom, equity and justice for all, a sense of responsibility for and brotherhood with one's fellows and respect for certain governmental principles such as rule of law, due process of law, equal right under the law, and the idea of government by representation and consent. The Social Science teacher remains the key to the value development of children in schools. Much of the task of value learning lies in helping students explore alternative. As with cognitive learning (knowledge), the teacher needs to determine where his students are before he can begin. If students are participants in a subculture which has a vastly different values structure from his own, the teacher must be aware of these differences and avoid 'preaching' to children (Westling, 2007). This only serves to create a wider chasm between teacher and student, school and the home. The teacher has no substitute for knowing the lifestyle of his students well. This involves visiting with parents in their homes and developing a 'feel' for their way of life. The teacher cannot map a plan of action if he does not know what he has to being with.

CONCLUSIONS

The discipline Social Science has come as one of the new arrivals on the Indian educational scene. It has also traversed several stages of reform and improvement over the past thirty years before reaching the present state. Social Science, being a virile subject, is expected to assume more complexities in scope and dimension to be tackled and resolved. The Social Science curriculum needs to be made more relevant to the needs of the students in particular and of the society in general. Since a child or a young learner is not a full participant in several institutions of society, the task falls to education and particularly Social Science education to help him develop and interpret societal values. The role of the Social Science educator is to supply the knowledge, skills, and values which will allow the individual to function more effectively in the institutions of society. Knowledge, skills, and values are developed from the child's testing of behaviors. The level of success he obtains determines the habits and values the child incorporate into his value complex. There should be generally acceptable values in the country which every citizen will abide to not minding the pluralistic nature of the country. The government should design school curriculum to inculcate the teaching of national values in schools. Social Science teachers have to be professionally trained adequately on instructional strategies of achieving prominent effectiveness in value building process. To achieve this, there is a need for the government and the school authorities to regularly organize seminars and workshops where the Social Science teacher could be properly enlightened on Social Science teaching methodologies.

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