

VALUES OF TEACHING ECONOMICS : PRACTICAL, SOCIAL AND CULTURAL ASPECTS

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Abstract

The Indian Government currently promotes Values education in its schools. The Ministry of Human Resource Development has taken strong step to introduce values among schools and teachers training centers. In India, under the leadership of B. Shaji Kumar, New Golden Education Trust (NGET), and values Based Education has been progressing throughout the country among schools from playschool to twelve std class. The present paper deals with the values of teaching economics and its practical, social and cultural aspects.

Keywords: *Values and Teaching of Economics*



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Introduction

Value education is the process by which people give moral values to each other. According to Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (2127). *Understanding value education in the primary school*. York: Reports Express. p. vii</ref> It can be an activity that can take place in *any* human organisation during which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics in order to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being, and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others. There is a difference between literacy and education.

Previous studies have typically examined the impact of economics education on student behaviors by using a cross-sectional research design (e.g., Carter and Irons 1991; Frey and Meier 2005), which does not permit deriving inferences about attribute changes over time. We measure changes in the values of economics students over time and control the measurement of student value change for the confounding effects of students' socio-demographic and academic characteristics in accordance with the theoretical models of academic socialization (Weidman 1989; Pascarella and Terenzini 2005).

The Indian Government currently promotes Values education in its schools. The Ministry of Human Resource Development has taken strong step to introduce values among schools and teachers training centers. Also India is known as the land of introducing values. In India, under the leadership of B. Shaji Kumar, New Golden Education Trust (NGET), and values Based Education has been progressing throughout the country among schools from playschool to twelve std class.

The aims and objectives of teaching Economics at the Secondary level are:

1. To acquaint the students with the contemporary economic problems and enable them to appreciate the efforts being made to tackle them.
2. To foster an urge to participate in the task of economic reconstruction.
3. To prepare them to cope with the stress and strain involved in the process of economic development.
4. To familiarize them with the different criteria of dividing world economy and to know why some countries are rich and some poor.
5. To enable them to know about the nation's physical and human resources and their potentialities for economic development.
6. To deepen their understanding and knowledge about the impact of development on environment.
7. To develop favourable attitudes towards conservation and wise use of natural resources.
8. To help them to understand that different sectors of the Indian economy are interlinked and they should develop simultaneously through planned and coordinated efforts.
9. To acquaint them with the basic terminology and elementary ideas of Economics.
10. To enable them to acquire skills in interpreting simple statistical data.

The whole enterprise of education is extricable linked with the development of values. Devoid of the potential to nurture values, education losses its heart and soul. No one who attempts to depict the spirit of age in which we live can possibly overlook the importance of education for values. Peace and security are facing new challenges that could have negative implications if we do not address them positively. The malleable years of youth in schools are crucial. Whatever is learnt and imbibed will determine to how students would live out their lives in future. The concern about value degradation is not new to this era. Even before independence such concern were pronounced in policy documents. Policy makers and

educators have all along seriously mediated on this concern and have been trying to discern the potential of schooling, pinning their hopes on education to fulfill the aspirations and expectations of the public and the society. Responding to this urgent need, NCERT has brought out framework for schools on Education of values which articulates a comprehensive and pragmatic approach to value education in schools. The framework has been written in response to the need expressed by academics and public alike across the country. It includes vision, expectations, strategies and benchmarks for implementation and assessment of value education in schools. The framework is suggestive and not prescriptive to allow scope to customize the some suited to the varied needs, contexts and resource of the schools. Grounded on a holistic framework, it makes striking attempts to relate to the contemporary issues and realities. It offers precisely the kind of reflection that is required for a subject like value education. The framework therefore requires careful and detailed reading of the text, commitment and persistent efforts, special inputs and concrete actions to build upon or reorienting existing practices. I do hope that school practitioners will find this framework informative and thought provoking.

Summary

These activities help students identify and evaluate their personal values.

Materials

Worksheets, envelopes

Background for Teachers

If possible, bring an example of something you valued as a teen. Discuss how important this item is to your life right now. Discuss how values are important, but that they will change as time goes on.

Student Prior Knowledge

Basic discussion and knowledge of values.

Intended Learning Outcomes

Students will identify their values.

Instructional Procedures

1. Have the students complete at least three values worksheets
2. Tell the students to bring the worksheets to you. Check to see that they have completed them. Do not read them; just scan them to see that all the questions are answered.
3. Assign the students to bring a self-addressed, stamped envelope.
4. Have the students seal their worksheets in the envelopes and turn them in.
5. Keep the envelopes on file. Hand the envelopes out at the beginning of the students' junior year or mail them at the beginning of their junior year

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