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VALUE BASED CURRICULAR ACTIVITIES ORGANIZED IN DIFFERENT TYPES OF ELEMENTARY SCHOOLS

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ABSTRACT

The present research paper aimed to study the provision of value based curricular activities organized in different types of elementary schools. The purpose was to analyze the curriculum of two categories of elementary schools to find out the provision of value based curricular activities organized based on curricular inputs and views of Head Masters in different types of schools (schools with exclusive provision of value education (primary and upper primary) and schools without such provision). Causal Comparative Design under Descriptive Research Method was followed in the present study. Where all the elementary schools of coastal Odisha were considered as population; out of which thirty schools (N=30) were selected through simple random sampling procedure with thirty (N=30) Head Masters as key informants. Data collected through Interview Schedule with three major dimensions such as (i) types of value concepts, (ii) curricular provisions and (iii) methods of inculcation of values. The results revealed a greater value based outcomes in schools with exclusive provision for value education in comparison to school without such provision.



KEYWORDS: Value Based Curricular Activities, Elementary Schools.

INTRODUCTION

The urgency and importance of value education has come to limelight because of the increasing cynicisms and conflicts in human life and erosion of essential value. The very existence of traditional institutions such as family, religion, marriage, state and society are being questioned. As the destiny of India is being shaped in the classrooms as observed by the Education Commission (1964-66), the future generation depends on the input they get from the school. But values cannot be taught in classrooms; they are caught. In this regard NCERT document (2012) proposed that Value Education should not be taught as a subject but inserted into the curricular and co-curricular activities of the school. NCERT document (2012) recognizes this important dimension as "Value based education that would help the nation fight against all kinds of fanaticism, ill will, violence, fatalism, dishonesty, avarice, corruption, exploitation and drug abuse. The NPE (1986) also rightly observes the growing concern over the erosion of essential values and increasing cynicism in society which has brought to focus the need for adjustment in the curriculum in order to make education a forceful tool for cultivation of social and moral values.

To bring about an all-round development in our students and to make them ideal citizens of the country value oriented education needs to be introduced. Acquisition of knowledge has no meaning

unless knowledge is used. Values give direction to use knowledge towards the proper end. This direction comes through education. Therefore, education itself is a value.

RATIONALE OF THE STUDY

In spite of the suggestions advanced by Sri Prakash Committee (1959) for introduction of moral education in schools & colleges & recommendations made by Education Commission (1964-66) for introduction of social, moral & spiritual values in school curriculum very little provision has been made to introduce value education at the school stage. The National Policy on Education (1986) also highlighted the need of education for values in removing intolerance, violence, religious fanaticism, obscurantism, superstitions & upholding social cultural and scientific principle to make India a secular democratic & progressive nation. It envisaged ten core values in the curriculum. The National Curriculum Framework for School Education (2000) brought to focus the erosion of ethical, social & spiritual values & suggested the integration of values in the curriculum. Finally, the National Curriculum Framework (2005) strongly advocated values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, scientific temper, reverence towards democracy & peaceful conflict resolution. The need for value-oriented education is emerging especially in the present situation and it should receive highest emphasis at all levels. A good and progressive system of education should incorporate value-oriented contents in the curriculum.

The present study intends to examine the provision of value based curricular activities organized in such schools has been studied on the basis of the views of the Headmasters concerned. It is required to explore the variations in view of the contradictions in research findings. Therefore, this piece of research seeks to address itself to the following research question relating to value education programme offered in few schools of Cuttack, Khurda and Balasore city in Odisha *“What are the value based-curricular-activities organized in different types of elementary schools with its implications as reported by Head Masters?”*

OBJECTIVE OF THE STUDY

The following objective has been formulated to accomplish the project.

1. To find out the provision of value based curricular activities organized in different types of elementary schools along with transaction as reported by the Head Masters.

Methodology of the Study

Research Method

Causal Comparative Design under Descriptive Research Method was followed in the present study to find out the provision of value based curricular activities organized in different types of elementary schools along with transaction.

Population

All the elementary schools of Coastal Odisha covering nine districts such as Balasore, Bhadrak, Jajpur, Jagatsinghpur, Kendrapara, Cuttack, Puri, Khurdha and Ganjam comprised the population of the study and all HMs of such schools were the participants of the study.

Sample

For selection of sample, Random sampling procedure was followed by the researcher. In first stage, three districts were selected through simple random sampling. The selected districts are: Cuttack, Balasore and Khordha. In second stage, thirty schools (N=30) were selected from these three districts through simple random sampling procedure and key informants in these schools such as HMs (N=30) were selected through random sampling 11 men and 19 women Head Masters. Corresponding to objective data collected through Interview Schedule.

Data Collection Techniques

Corresponding to objective data collected through Interview Schedule. For developing Interview Schedule for HMs, the dimensions were, (i) types of value concepts, (ii) curricular provisions, (iii) methods of inculcation of values, curricular and co-curricular activities organised, scope for student's participation for value learning, support from parents/community members, celebration of occasions, self appraisal by teachers, assessment of value learning, problems and feedbacks for improvement in inculcating value education among students at elementary level. Preliminarily, 30 items were prepared for a structured interview schedule.

Data Analysis Techniques

Since school wise difference in curriculum and value perception was studied, the investigator employed quantitative data analysis procedure (inferential statistics i.e., t-test & percentage calculation) along with thick description.

Result and Discussion

The study is designed to find out the provision of value based curricular activities organized in different types of elementary schools along with transaction as reported by the Head Masters based under three major dimensions such as (i) types of value concepts, (ii) curricular provisions, (iii) methods of inculcation of values.

Views of HMs on value based curricular provisions and transaction modes organized in elementary schools

The objective of the study was to find out the provision of value based curricular activities organized in different types of elementary schools along with its transaction as reported by the Headmasters. Their views regarding inculcation of values have been classified according to type of schools (schools with special provision for value inculcation and schools without such provision). The findings are presented in Table-2.

Table-2: Views of HMs on Promotions of Values through Transaction of Curriculum (N=30)

School Type	Very Often	Sometimes	Don't know	Occasionally	Rarely
Schools with special provision for value inculcation (n=11)	9 (82%)	2 (18%)	00	00	00
Schools without special provision for value inculcation (n=19)	15 (79%)	4 (21%)	00	00	00

Table- 2 reveals that 82 percent of Headmasters of the schools with special provision for promotion of values responded that they very often promote values among students through transaction of curriculum and 79 percent of the HMs of general schools (with-out special provision for value inculcation) very often promotes values among students through transaction of curriculum. Integration of value and its transaction in school curriculum has been suggested by various curriculum frameworks such as NCF (2000) and NCF (2005).

Subject wise promotion of Values in Schools

The value potential of subjects as reported by Headmasters has been classified and presented in Table-3:

Table-3: Views of HMs on Subject wise values promotion in schools

Values	English	Mother Tongue	Science	Social studies	Math.
Spiritual Values	4 (13%)	00	00	00	00
Aesthetic Values	7 (23%)	15 (50%)	3 (10%)	00	00
Global Values	4 (13%)	00	12 (40%)	7 (23%)	00
Health Values	00	00	3 (10%)	2 (6 %)	00
Social Values	3 (10%)	2 (6%)	00	11 (37%)	00
Economic Values	2 (6%)	00	00	00	11 (37%)
Moral Values	3 (10%)	00	2 (6%)	00	00
Humanistic Values	6 (20%)	2 (6%)	22 (73%)	00	30 (100%)
Constitutional/ National Values	10 (33%)	12 (40%)	00	24 (80%)	00
Cultural Values	14 (46%)	18 (60%)	00	3 (10%)	00
Religious	00	00	00	00	00

From the table-3 it is evident that 46 per cent Headmasters were of the view that cultural values are promoted through English. Whereas 33 per cent reported that values under Constitutional/National Values like nationalism, patriotism and national integration are promoted through English. 60 per cent of HMs viewed that cultural values like love for our culture and tradition are promoted through Mother Tongue. Through the study of science the Humanistic Values are promoted as reported by 73 per cent HMs. Through Social studies the values like patriotism, national integration, and civic sense are promoted under national/constitutional values as reported by 80 of the HMs. All the HMs (100 %) view that through Mathematics the humanistic values like reasoning capacity, problem solving ability, skill development, calculation and daily life activities are promoted. It is evident that school subjects do not help much in promoting moral values as reported by the HMs. School subjects found to be very effective in integrating values among students found in this study also echoed by Thapan (1984), Thakur & Kaur (2005) and Shamala (2005).

Table-4: Views of HMs on Method of inculcating values in schools (N=30)

Methods	% of Responses by HMs of Schools with Special Provisions for Value Education (n=11)	% of Responses by HMs of Schools without Special Provisions for Value Education (n=19)
Direct	9 (82%)	17 (89%)
Indirect	7 (64 %)	2 (11%)
Audio Visual Mode	11 (100%)	7 (37%)
Incidental approach	7 (64%)	10 (53%)

From the table-4 it is evident that in Schools with Special Provisions for Value Education 82 per cent HMs reported that values are taught through direct method, where as 100 per cent HMs prefers to adopt audio visual mode for value inculcation. 64 per cent HMs teach values indirectly and incidentally. On the other hand, 89 per cent Schools without any such Special Provisions for Value Education teach values through direct method, where as only 37 per cent HMs prefer to adopt audio visual mode for value inculcation. 53 per cent HMs teach values through incidental approach. When schools with special provision for value education adopt indirect method, audio visual mode and incidental approach, the schools without such provision follow direct approach found in the studies conducted by Tiwari(1986)Sorot(1988)Pandya(1999)Singh (1992) and Nandi (2008).

Table-5: Views of school wise HMs on Promotion of values through curricular activities (N=30)

Sn No.	Values	% of Schools with special Provision for Value Education Promoting Values (n=11)	% of Schools without any Provision for Value Education Promoting Values (n=19)
1	Spiritual Values	01 (10 %)	00%
2	Aesthetic Values	01 (10 %)	04 (21%)
3	Global Values	07 (64 %)	18 (95%)
4	Health Values	07 (64 %)	03 (16%)
5	Social Values	01 (10 %)	02 (10%)
6	Economic Values	00%	00%
7	Moral Values	01 (10 %)	05 (26%)
8	Humanistic Values	11 (100%)	13 (68%)
9	Constitutional/ National Values	06 (55%)	18 (95%)
10	Cultural Values	04 (36%)	09 (47%)
11	Religious	00%	00%

From the table-5 it is evident in schools with special provision for value education, 100% of the HMs reported they promote values like humanistic values, and 64% of HMs promotes global values and 64% promote health related values through curricular activities. So far schools without special provision for Values are concerned 95 per cent HMs reported that they inculcate global values and 95 per cent HMs reported that they inculcate constitutional values. Promotion of values found in this result also suggested by NCF (2005).

Table-6: Views of school wise HMs on Promotion of values through co-curricular activities (N=30)

Sn. No.	Values	% of Schools with special Provision for Value Education Promoting Values (n=11)	% of Schools without any Provision for Value Education Promoting Values (n=19)
1	Spiritual Values	10 (91%)	07 (37%)
2	Aesthetic Values	07 (64%)	10 (53%)
3	Global Values	03 (28%)	09 (47%)
4	Health Values	06 (55%)	04 (21%)
5	Social Values Values	11 (100%)	09 (47%)
6	Economic Values	01 (9%)	00
7	Moral Values	05 (45%)	03 (16%)
8	Humanistic Values	09 (82%)	06 (32%)
9	Constitutional/ National Values	08 (73)%	12 (63%)
10	Cultural Values	07 (64%)	14 (74%)
11	Religious	01 (9)%	4 (21%)

From the Table-6 it is evident that, 100 percent HMs of the schools with special provision for value education promote social values, 91 percent HMs reported to promote spiritual values, while 82 percent HMs promote humanistic values. So far schools without any special provision for value education concerned, 74 per cent HMs promote cultural values and 63 percent HMs promote national

or constitutional through different co-curricular activities. This result is also reflected by Sharma (1990) and Bhagwati (1999).

Table-7: Views of school wise HMs on Value based programmes for self expression (N=30)

S. N.	Value based programmes	% of Schools with special Provision for Value Education (n=11)	% of Schools without special Provision for Value Education (n=19)
1	Painting	11 (100%)	19 (100%)
2	Dance	11 (100%)	15 (79%)
3	Music	11 (100%)	14 (74%)
4	Hand Work	3 (27%)	2 (11%)
5	Games	11 (100%)	6 (32%)
6	Wall Magazine	3 (27%)	4 (21%)
7	Debate	11 (100%)	8 (42%)
8	Science Exhibition/ Project	11 (100%)	3 (16%)
9	Essay Writing	3(27%)	6 (32%)
10	Drama	11 (100%)	5 (26%)
11	Fancy Dress	3(27%)	2 (11%)
12	Field Trip	4 (36%)	00
13	Sports	11 (100%)	9 (47%)
14	Yoga	10 (91%)	00
15	One-act play	2 (18%)	3 (16%)
16	Scout	1 (10%)	1 (5%)
17	Story writing	1 (10%)	1(5%)
18	Red Cross	00	1(5%)

From the Table-7 it is evident that all (100%) the schools with special provision for value education organise games, sports, drama, science exhibition, debate, dance, music and painting classes through which students can express them. In all (100%) the school without special provision of value education, painting is organised for self expression. Whereas 79% of such schools organise dance for the students' self expression; 74 per cent of schools organize music. Organizing such activities promotes values in informal and integrated way is a major concerned area discussed by NCF (2005) and also found in the study of by Shamala (2005).

Table-8: Views of school wise HMs on Value awareness programme outside classroom (N=30)

Sn. No.	Value awareness programme outside classroom in the Schools with special Provision for Value Education (n=11)	Value awareness programme outside classroom in the Schools without special Provision for Value Education (n=19)	
1	Musical band	27%	
2	Marching	36%	
3	Picnic	64%	
4	Playground activity	64%	
5	Plantation programme	27%	
6	Medicine distribution	9%	
7	Yoga	100%	
8	Swachha Bharat	36%	
9	Street Play	18%	
		Mid day meal programme	89%
		NCC	5%
		Scout	10%
		Red Cross	5%
		Rally	10%
		Picnic	5%
		Celebration of Puja	100%
		Observation of National Days	100%
		Gardening	16%

10	Visit to different places (Site Seeing)	54%	Visit to different places (Site Seeing)	11%
11	Gardening	18%	Yoga	21%
12	Work Education	18%	Annual Function	16%
13	Scout	18%	Play ground activity	42%

It is evident from the table-8 that, in schools with special provision for value education organise value awareness programme outside the classroom such as yoga (100%), picnic (64%), playground activity (64%) as reported by HMs. In schools without special provision for value education 100 percent schools reported celebration of Puja and national day's also foster cultural and national values respectively in the students and 89 percent school reported mid-day meal as value awareness program outside the classroom. This result corroborates the study of Sarangi(1994) .

Table-9: Views of school wise HMs on Opportunities provided by the schools to explore values (N=30)

Sn. No.	Opportunities provided by the schools to explore values in Schools with special provision for value education (n=11)		Opportunities provided by the schools to explore values in Schools without special Provision for Value Education (n=19)	
	Activities	% of School	Activities	% of School
1	Play ground activities	82%	Play ground activities	42%
2	Science club	36%	Eco-club	16%
3	Group activities	45%	Library study	26%
4	Value Education thorough Morning assembly	100%	Debate	63%
5	Moral classes	100%	Health awareness camp	21%
6	Campus cleaning	45%	Group activities	47%
7	Library study	54%	Science exhibition	32%
8	Street play	18%	Value Education thorough Morning assembly	100%
9	Story writing	18%	School Cabinet	37%
10	Extra mural talk	54%	Observance of National Days	79%
11	Yoga	73%	Celebration of Festivals	37%
12	Mass drill	45%	Study Tour	11%
13	Study circle	73%	MDM Programme	26%
14	Health check-up	18%	Games and Sports	42%
15	Story telling	18%	Environment awareness programme	21%
16	Community Work	54%	Story telling	47%

Table-9 it is depicts that, in schools with special provision for value education provide opportunities to explore values through moral values (100%), morning assembly (100%) and through playground activities (82%) as reported by HMs. In case of schools without special provision for value education, opportunities provided 100 percent through morning assembly, 79 percent through observation of national day and 63 percent through debate reflected by Shamala (2005).

Table-10: Views of school wise HMs on Celebration of occasions for promotion of values (N=30)

Sl. No.	National days	Activity	Corresponding Values to be developed
1	Republic day	Group singing,	Team spirit, discipline
2	Independence Day	Flag hoisting	Patriotism, national spirit
3	Teacher's day	Morning assembly	Good manners, respect
4	Children's day	Cultural programme,	Cooperation , responsibility
5	Gandhi Jayanti	Campus cleaning, Bhajan	Nonviolence, Punctuality
6	Netaji Jayanti	Debate	Courage, National feeling.
7	Religious festivals	Ganesh puja, Saraswathi puja	Faith in God, Cleanliness

The table-10 reveals that the values like Team spirit, discipline, Patriotism , national spirit, Good manners, respect, Cooperation , responsibility, Nonviolence, Punctuality, Courage, National feeling, Faith in God, and Cleanliness are inculcated among the students through activities like: Group singing, Flag hoisting, Morning assembly, Cultural programme, Campus cleaning, Bhajan, Debate , Ganesh Puja, and Saraswati by observing Republic day, Independence day, Teacher's day, Children's day, Gandhi Jayanti, Netaji Jayanta and other religious festivals in the schools. Therefore, it is concluded that the schools promote national, constitutional, spiritual, special and moral values among the students which reflects the findings of Shamala (2005).

Activities undertaken to improve value perception of students

Fifty five per cent (55%) of HMs of the schools having special provision for value education reported the activities to improve value perception of the students is study circle, field trip, campus cleaning, yoga and meditation, camps for boys and girls and book reading while 45% of HMs of schools of that category reported classes on moral education are awareness programmes for parents, separate camps for boys and girls and different rituals for developing religious values were organised to improve value perception of students. All Head Masters (100%) of the schools without special provision for value education reported the activities to improve value perception of the students are: i) Yoga and meditation, ii) Book reading, iii) Games and sports, iv) Creative works, (v) Celebration of National Days, (vi) Extra Mural talks, (vii) Story Telling and (viii) Morning assembly. The result resembles the findings of various studies like Singh (1994), Schuitema(2008) Parsor (2000), Sungui & Thekkeya (2006) Yalcinkaya(2012) and Anil kumar(2014).

Table-11: Views of school wise HMs on Evaluation of progress of values through curricular and co-curricular activities (N=30)

Sl. No.	Approaches	Schools with special provision for value education (n=11)		Schools without special provision for value education (n=19)	
		Responses of HMs	Corresponding Values	Responses of HMs	Corresponding Values
1	Situational	64%	Moral & Social Values: Honesty, Sincerity, Politeness, Cooperation and friendliness	53%	Moral & Social Values: Honesty, Sincerity, Politeness, Cooperation and friendliness, Regularity
2	Observation	91%	Health & Human Values: Cleanliness, Self-confidence, Punctuality,	63%	Health & Human Values: Cleanliness, Self-confidence,

			Leadership, Sense of responsibility		Punctuality, Leadership, Sense of responsibility, Sharing, Compassion
3	Testing	45%	Cultural Values	NIL	NIL

It is evident from the above table-11 that in the schools with special provision of value education follow three approaches to evaluate progress of values through curricular and co-curricular activities such as situational (64%), observational (91%) and testing (45%) through various tools to evaluate progress of values through curricular and co-curricular activities. On the other hand in the schools without special provision of value education follow two approaches such as (53%) of these schools adopt situational approach and 63% adopt observational.

Table 12: Views of school wise HMs on Problems in imparting Value Education (N=30)

Sl. No.	Problems in imparting Value Education	% of HMs of schools with special provision for value education	% of HMs of schools without special provision for value education
1	Lack of parental awareness	64%	95%
2	Political influence	00	00
3	Adverse effect of local environment	64%	63%
4	Religious intolerance	9%	11%
5	Caste barrier	00	11%
6	Shortage of time	45%	53%

From the above table-12 it is evident that Problems like lack of parental awareness, adverse effect of local environment, and adverse effect of mass media were highlighted by the HMs of schools with special provision for value education, the problems like adverse effect of mass media, lack of parental awareness and adverse effect of local environment have been reported by the HMs of schools without special provision for value education

Suggestions for improvement of Value Education

The HMs of the schools with and without special provision for value education suggested requirement of Parents' Involvement, maintenance of healthy Social climate among teachers and students, provision for a special class during the school hour, use of ICT gadgets for inculcation of values.

DISCUSSION

The findings that there is exclusive provision of value concepts for curricular subjects and practices in different types of elementary schools as perceived by HMs is in line with the study reported by Sarangi(1994) reveals activities in morning assembly, stories inspiring instances and question answer methods are useful in imparting moral education at elementary stage. This study is also supported by another piece of research conducted by Shamala (2005) which reveals language learning integrated with art education like drawing, painting, music, dance, drama, facilitates learning of linguistic skills as well as inculcate values through joyful learning activities.

To sum up, it is found that the schools with provision for value education are more equipped than the schools without provision of values education from the point of view of value orientation of students. Such schools are equipped both in terms of content, method and evaluation of values.

Studies conducted by Singh (1994), Schuitema(2008) Parsor (2000), Sungui & Thekkeya (2006') Yalcinkaya(2012) and Anil kumar(2014) are of the view that value education programmes are effective for modification of value based behaviour and in the attainment of many values . value education programmes have significant effect on personal , social and cultural values as reported by Vasuki(2003). Effectiveness of Discussion Model , Jurisprudential Model and discussion cum Lecture Method were supported by the studies conducted by Tiwari(1986)Sorot(1988)Pandya(1999)Singh (1992) and Nandi (2008).

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