

Vol 6 Issue 5 February - 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2249-894X

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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INTEGRATED APPROACH AND STRATEGIES ADOPTED BY THE TEACHERS TO INCULCATE VALUES AMONG THE STUDENTS

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ABSTRACT

In ethics, value denotes the degree of importance of a thing, ascertaining what action of life is best to do or live (deontology), or to describe the significance of different actions (axiology). Some questions like -What are the values? What values are more important? Have led to an unending debate on the different aspects of values among the thinkers and educationists. The number of values ranges from three (Satyam, Shivam and Sunderam) to 83 (listed by NCERT).

KEYWORDS: *Integrated Approach and Strategies Adopted, thinkers and educationists.*

INTRODUCTION

Sri Sathya Sai has established the five primary values Satya, Dharma, Shanti, Prema and Ahimsa with five ideals of knowledge, skill, balance, vision and oneness.(Ruhela, 1996). The entire values may be

classified in two types; 1st one - the eternal, absolute or root values and the 2nd one - the temporal and customary values. Moral and spiritual values are root values, which take us out of ourselves and inspire us to be good and to do well to others. The mundane/customary values include contextual values-social, cultural, economic etc. Value based education imparts social, moral, integrity, character, spirituality and many more. It develops the qualities of humbleness, strength and honesty in the students. They turn into good citizens of a country. Value Based Education is the only means which can lead our young ones on the right path. There is an urgent need for Value based Education System in India. The whole society has been facing the problem of ferment disorder because of conflicts arising out of growing economic and social disparities, religious fanaticism, aggressive competitiveness and the tension between the material and spiritual world. Therefore, various Commissions on Education and studies have also emphasized the need of value education from 1948 to 1996.

Radhakrishnan Commission 1948-

"If we exclude spiritual training in our own institutions we would be untrue to our whole historical development."

Sri Prakash Committee on Religious and Moral Instruction (1959)-

"Every effort must, therefore, be made to teach students true moral values from the earliest stages of their educational life. If we lose these, we shall be a nation without a soul."

Kothari Commission (1964-66)-

"A serious defect in the school system is the absence of provision for education in social, moral and spiritual values. A national system of education that is related to the life, needs and aspirations of the



people cannot afford to ignore this purposeful force."

National Policy on Education (1986)-

"The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make the education a forceful tool for the cultivation of social and moral values."

Ramamurti Committee (1990)-

"Education must further provide a climate for the nurture of values, both as personalized set of values, forming one's character and including necessarily social, cultural and national values, so as to have a context and meaning for actions and decisions, and in order to enable the persons to act with conviction and commitment."

Programme of Action (NPE) 1992-

"The framework emphasized value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception ethical considerations and character building. It stressed the role of education and combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values."

We Indians are fortunate to have idols like that Ram, Krishna, Raja Harishchandra, Sita, Savitri, Buddha, Mahavir, Kabir, Raidas, Chaitanya, Ramakrishna, Vivekananda, Ramanujan etc. Good that India have these great men—god heads and godly figures as a part of our heritage. We don't need to go anywhere to seek for ideals. We have them all in our mythology and history. The NCERT and Gandhi Peace Foundation have jointly sponsored studies on Gandhian Values at the school stage. It has been stressed again and again that nothing can be more helpful in moulding the child's moral behaviour than the teacher's own conduct. A Teacher has to set a high standard of moral behaviour before the child. The school plays a very important role in the moral values of the child. Through the organization of various curricular and co-curricular activities, teachers can foster among children various moral qualities. In the teaching of different subjects like languages and social studies etc., teacher may stress moral qualities like love, sacrifice, self-control, truthfulness, uprightness, etc.,

Implementation Strategies-

There are two views on the mode of values inculcation. Formalists advocate that value should be taught through school curriculum but Behaviourists suggest that value should be inculcated through exemplary behaviour. Both of them are correct in their own way. We need to work in both the ways accepting that values are taught and caught. Hence, both approaches should be used because first knowledge be given then application and action be planned. Knowledge without assimilation and application is inert. Application without the perspective knowledge is blind. Therefore, following five steps have been identified for inculcation of values through school programmes:

Knowing: The child must be made aware of the values through programmes.

Believing: Child must develop faith in these values.

Making judgement: The child must be provided with conflicting situations to judge the implications of related values.

Action: The child may be encouraged to practice these values in actual life situation.

Spontaneous Action: The various programmes of the schools must take the child to the stage where the practice to values may become spontaneous and immediate.

Formulation and setting: with growth the child should reach the ultimate stage where he can formulate and set his own values and idols he deem fit.

Hence, the value should be inculcated on cognitive affective and conative domain through various strategies.

A child learns a lot from the people around him. If the social environment is not good, then it becomes

very difficult for him to display ethics and values in his behaviour. We hear it all around, that children in India are going astray. It is only at the level of the primary education that such lessons need to begin. If the impressionable mind is once set towards noble goals, will be prevented from going astray. It is not merely talking about great men that the child would get oriented to values; the teacher has to play a major and a decisive role in giving this lesson by precept as well as by example. It is the intellectual, the physical, the emotional, the psychological parts of the child's personality which would need to be moulded and modeled. Values Education need to be taught through mutual interaction and inter-communion. There need not be any special classroom lectures on Moral Values Based Education but it may be taught through various subjects like-

Science is intended to strengthen the commitment to free enquiry curiosity and objective scientific outlooks, open mindedness, search for the truth logical reasoning, critical thinking reflective thinking etc. Science helps to develop appreciate of and respect for the environment and so on. Science deals with material world and highlight the fact underlying in this phenomena. It has the least concern for the world of values. In the classroom of science the teacher can reduce the gap between these two worlds by focusing on both the aspects. Suppose while he is teaching 'rainbow' in the classroom he explains the facts related to rainbow but at the same time he should also emphasize on the aesthetic qualities of rainbow. The various discoveries of science he/she is teaching must give the example of their use and disuse. The implication of science for better life and for the welfare of human being should be brought into light. The history of great scientists and their qualities which helped them towards greatness should also be taught in the classroom. Similarly, the biological interpretation of facts of life should be made not only in terms of struggle for existence, but also in reference to the emergence of values. Inter dependence of man, animal and plants should be emphasized in the classroom.

Social sciences at the school stage are intended to broaden children's vision of society to qualify to be good citizens. It also helps to impart the values of patriotism, loyalty, religious tolerance, national integration, Truth, honesty etc. The human and social science help to understand human behaviour and social environment. In the very act or process of acquiring knowledge however which is not the same as memorization and reproduction of information, certain attitudes, values, habits of thinking that concomitant to the pursuit of that particular knowledge get transmitted.

Mathematics is associated with logical thinking, order, decision making, neatness, sharing and equal mindedness, accuracy, perseverance reasoning and analysing etc.,

History portrays the value of tolerance, patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people and through history of freedom struggle. History is one of the important subjects of humanities. A history teacher has much more opportunity to inculcate values through his teaching. Indian culture is the rich source of human values. Value embedded life story of great men and women should be highlighted in the classroom.

Geography communicates interdependence of countries, unity in diversity, environmental conservation etc., Unity in diversity, curiosity, sensitivity, awareness towards environment, interdependence etc. can be developed through Geography. Economic teacher should emphasize dignity of labour, equitable distribution for resources, trusteeship and respect for public property in the classroom. Through survey, field trip and exhibition, teacher may develop sympathetic attitude toward social evils and exploitation.

Civic sense, democratic values, international understanding, sense of belongingness, protecting public property and respect for rules and regulations can be developed through civics teaching.

Crafts works to help to cultivate aesthetic beauty, perfection, dignity of labour, work ethics, cooperation, team spirit etc., Drawing and painting has also vital role to play in fostering aesthetic values to our students. It also helps to stimulate the creative attitude of the students with the use of various forms, patterns and colours. To prepare a new colour by mixing two or more colours give a joy of creativeness to the youngsters. Hence, the opportunity to develop creative ability must be provided in school curriculum. According to Read, (1948) "The only habit that is ennobling, penetrating to the frame and physique as well as the soul of man, is the creative activity in all its rituals, exercises, festivals and practical services".

Music is also a very important source of inculcating values. Besides aesthetic values various moral and social values like national integration, kindness, devotion, respect for other faiths and religions can be inculcated. Therefore, Gandhiji had also included it in his Basic Education Scheme. So, music should be taught as a subject in

school. In most of the city schools music is being taught as a hobby subject. Singing of 'bhajan' devotional and patriotic songs, folk songs and folk dances selected from various regions should be practiced.

Language, besides encouraging communication and listening skills is intended to inculcate imagination, creativity, sensitivity, beauty, appreciation and emotional development. Creativity can be promoted through the teaching of language.

Discipline is still a great lesson that has to be imparted. It is the teacher who himself or herself should be an example of discipline and children would be the automatic learners. These are values which do not need to be the part of any curriculum—they have to be the part of the behaviour. Being any part of the curriculum can give rise to controversies; but general behaviors showing respect to all religions, celebrating all festivals together, would by itself be a lesson in national integrity.

Values can also be developed through co-curricular activities and other methods in the following ways-

A child grows up with questions rather than answers because awakening of intelligence is more important than the cultivation of memory. Hence it is very important to create a mind that neither accepts nor rejects an opinion or view too readily, but stays with question- "Is it true?" (Krishana,2000). Thus the student must be free to make mistakes and learn for itself without any fear. For this purpose 'Inquiry training model, brain storming, demonstration and discussion method etc. may be used in order to make students more active and creative.

Piaget (1932) also emphasized that students should be made to learn values rationally. Kohlberg (1968) expanded Piaget's work and advocates that children's value development is highly dependent on environment and social conditions. Therefore, opportunity of working with co-operation, joy and friendly, working hard without sense of rivalry an atmosphere of openness need to be promoted through teaching-learning process. Project work also seems to be very useful for this purpose. A project is a unit of whole-hearted, purposeful activity carried on preferably in its natural settings. Thus the project works in various subjects go a long way in externalizing and internalizing of various moral and social values.

MEDITATION

Meditation helps to quieten the body and the mind and thus enables the student to focus his thoughts and become more concentrated. In order to achieve tangible results such as improvement in memory, concentration, intuitive power and the development of calm and balanced nature, students should practice meditation regularly and patiently

PRAYERS

In common parlance prayer means asking god for some favour, protection, help guidance etc but is not the real meaning of the prayer. The habit of prayer must be deeply inculcated in the student. Its benefits are numerous. It develops faith, devotion and self-confidence. It is a safe outlet for pent-up feelings and frustrations. It also improves memory and concentration and infuses strength and courage and confers mental peace. It should be undertaken more for the love of being in communication with the lord with feeling of complete surrender to his merciful will. It is the expression of noble thoughts and feelings. Practicing this daily in the school will be very helpful in inculcating the values of Truth, Peace, Love and Non violence

RELIGIOUS CELEBRATION

The corporate life of school can be made an important medium of giving religious, especially Moral Education. Teachers and students get a golden opportunity of mutual relationship and listening and learning moral values.

SPORTS AND PLAYGROUND

The activities of the playground affect value education lot. The qualities of cooperation, goodwill and equality can very easily be developed through sports activities. The value of punctuality and equality emerge in the playground so there should be joyous environment during the sport. The energy of the students should be utilized in sports. The degree of neatness and cleanliness of the school environment is an indication of the school's

value.

CULTURAL PROGRAMMES

Cultural programmes undoubtedly develop good and refined tastes and tell us about our culture. National, historical, social religious festivals can be celebrated. Folk-song, dramas, folk-dance comedy dramas, folk stories can be performed in such cultural programmes. Anniversaries of great person can be celebrated. In the same manner literacy programmes may be staged through seminars, conferences and competitions etc

ROLE PLAYING

As a particular play activity, role play is a type of imaginative play, where children assume roles outside their real world place. Role play allows children to construct proximities between themselves and others in their lives. When children use role enactment, they have to reach consensus about the play theme, the course of events and the transformation of roles and play materials. Children further build relationship with other children or adults with whom they play.

GROUP SINGING

Group singing transcends artificial barriers of gender, ethnicity, race, and socioeconomic distinctions and inspires a spirit of unified community and cooperation. Devotional singing will cultivate love for god and promotes harmony of body, mind and spirit. It also fills the mind with pure thoughts and purifies the atmosphere. Students should be encouraged to sing and play musical instruments as it helps develop self-confidence.

GROUP ACTIVITIES

Group activities that follow the story provide a broad scope of learning experiences necessary for children to process and integrate the values of the lesson in to their lives on all levels. Role-plays, service activities, drama and creative writing, attitude, tests, value games and other activities reinforce the value discussed in the story. Many of these allow the students to apply these values in their daily life. Students will realize that their life at home, at school, the community and the world is more peaceful and joyful when they practice these values. Values must be practiced in thought word and deed everyday in order to fully manifest and realise the values..

SOCIALLY USEFUL PRODUCTIVE WORK (SUPW):

Gandhiji, in his Basic Education, includes following elements: i) productive activity ii) correlation of curriculum with activity and the physical and social environment, and iii) intimate contact between the schools and the local community. Earlier Kothari Commission had also introduced work experience. SUPW has a large scope for creativity, moral and social, economic and aesthetic values like dignity of labour, promotion of self-reliance, productive efficiency, co-operation, dutifulness and beauty, spirit of inquiry and effective use of resources. 'Socially Useful Productive Work' may be described as purposive, meaningful manual work resulting in either goods or services which are useful to the community. Purposive, productive work and services related to the needs of the child and the community will prove meaningful to the learner. Such work must not be performed mechanically, but must include planning, analysis and detailed preparation, at every stage, so that it is educational in essence. Adoption of improved tools and materials, where available, and the adoption of the modern techniques will lead to an appreciation of the needs of the progressive society.

CONCLUSION

The above aims could not be achieved without any initiative, in fact much hard work need to be done by the Government plus the academicians. Proper training of teachers should be arranged, so that the teachers acknowledged of their responsibilities. It is necessary that in the Teacher's Training Programme, Value Oriented Education Programme, need to be highlighted so that the teachers are trained up to know their mission and method.

Lastly, the above strategies can be implemented effectively only through right kind of teachers. A value system is like a navigation system for a person's life. It should be taught innovatively. By using these approaches

teachers direct the pupils towards character building which is the hallmark of education. Values tell a person how to live their life, what actions to take, what sort of people to spend time with and determine many aspects of their life path. A teacher plays a very important role in this regard therefore a teacher needs to be very cautious and play a responsible role in this field.

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