



VALUE INCULCATION AMONGST STUDENT THROUGH SCHOOL CURRICULUM

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Abstract

The NCERT has looked upon the programme as an important innovation that can be woven into the entire curriculum. our aims of promoting values among the school going children, it is important to identify proper values for different stages viz. primary, middle and secondary education levels. National Policy on Education (1986) and National Curriculum Framework for School Education (2000) has also given the list of core values to be promoted at all the levels. Value education may be imparted through direct as well as indirect methods. It can be woven in every activity of the school and also in every subject being taught. None of our textbooks are written with an aim to promote value-oriented education. We can integrate values with the lessons taught to students, whether English, Science, Social Studies, Mathematics, Arts, Crafts or anything else. Value education is an integrated effort of parents or guardians, teachers and academic institutions. The academic institution and the home complement each other in imparting value education.

Keywords: *Curriculum, School level, Type of Values, Value inculcation*

Value Education

Value education is a subject that is being discussed much at all levels of school education as well as collegiate education. The education authorities are concerned about the future of the students and how they would be able to face life without these values. Fortunately, they are coming forward to re-inculcate into the children these forgotten values. They are taking steps doing research, making a lot of studies, consulting various religious and spiritual organizations for introducing these values in the curriculum.

NCERT's Approach to Value Education

The NCERT has looked upon the programme of value education not as an exercise in adding an extra subject in the curriculum but as an important innovation that can be woven into the entire curriculum, so that the process of teaching and learning acquires a new meaning and purpose, and imparts to the educational process a force of inspiration and a new quest.

Identification of Proper Values for School Children

In order to be specific in our aims of promoting values among the school going children, it is important to identify proper values for different stages, viz. primary, middle and

secondary education levels. These values need to be identified keeping in view the age group and the level of understanding of the child. For example, it is difficult for a child at the primary school level to understand secularism and national integration, and therefore only such values have to be identified at different level that can easily be understood and inculcated among the children.

PRIMARY LEVEL- Cleanliness and hygiene, respect for parents, teachers and elders, truthfulness, obedience, punctuality etc.

MIDDLE LEVEL- Sense of duty and responsibility, dignity of work, simplicity, faithfulness, courage etc.

SECONDARY LEVEL- Discrimination between right and wrong, secularism or respect for all religions, service to others, humanism and love for mankind, national integration etc.

SENIOR SECONDARY LEVEL- self-decision, self-realization and self-confidence. These can be achieved by adopting certain systematic approaches through morning assembly, yoga, meditation, debates, scouting etc.

Methods of Value Inculcation

After identification of the appropriate values for primary, middle and secondary levels, it is required to be given proper orientation, to be an instrument of inculcation of such values. Value education may be imparted through direct as well as indirect methods. In the direct method fixed periods are assigned for systematic and deliberate instruction to value education. Imparting value education by direct method has been criticized for the fact that when it is introduced as a subject, it becomes a part of the formal education, involving textbooks and examinations etc. and the very purpose of value education is lost. In fact value education should not to be taught as a subject. Value education should be imparted indirectly in the subjects, in school atmosphere, personality and behaviour of the teacher as well as the facilities provided in the school will be significant in developing a sense of values among the students. There is no cut-and-paste method for imparting value education or character education.

Process of Value Inculcation

Values are woven in every activity of the school and also in every subject being taught. School environment, various co-curricular and curricular activities and academic climate must be so modified that it provides rich experience to the children. The textbook material should be correlated with learning of values by identifying areas in which the desired values may be promoted.

Problem of Teaching-Learning Material

None of our textbooks are written specific with an aim to promote value oriented education. What is being done at present is to insert a few pages that may highlight a few relevant ideas that may be relevant to the values inherent in the subject in question. Apart from this, very few supplementary books are available. Unfortunately, pedagogy of value education is still at a very elementary level. It has been argued that values cannot be taught, values are best fostered, not merely by listening to courses or lectures, but mainly by example and influence as also by disciplined practice. Examples can also be imparted through biographies, stories and inspiring passages of literature. It is this kind of literature that we need to develop by planning a well-conceived programme of production of monographs, booklets, slides and other audio-visual material, which would be suited for various stages of school education and for teachers.

Inculcation of Values through School Curriculum

We can integrate values with the lessons taught to students, whether English, Science, Social Studies, Mathematics, Arts, Crafts or anything else. It will go into the hearts of the children and the benefit is double. Hence it is beneficial to teach values in an integrated manner rather than teaching them independently as values. While integrating these values with subjects, the spiritual aspects should not be forgotten.

1. Language:

There are many lessons, poems and stories in language and literature that give us an opportunity to teach values. We can make the students elicit the values by themselves instead of telling them that a particular poem or story talks about a particular value, say sympathy or kindness. Give them an opportunity to think. Or we can give an activity that will create a situation where they have to "give and take" or be considerate or helpful etc. This would naturally lead them to stumble on to the value in that lesson and adopt it too. There are crossword puzzles, grids and other games that can promote values. Word building, antakshan and story telling are some other activities that can help in this area.

2. History:

From the stories of great emperors like Ashoka, Alexander and Napoleon, values such as ahimsa, humility, perseverance, courage, conviction, bravery etc. are conveyed. World Wars convey us the value of co-existence and peace, and make us understand how people should live and behave with others. Talk about the importance of give and take, sharing, unity, understanding, brotherhood etc. The cause for these wars and the bloodshed, the ego making them fight with one another; and how the practice of moral and ethical values would have

prevented these wars.

3. Civics:

- In National Anthem, the values conveyed are unity, unity in diversity, patriotism, love, tolerance etc.

- National Flag,

Saffron colour: Sacrifice and patriotism

White colour: Truth, purity and simplicity

Green colour: Faith and prosperity

Ashok chakra: Righteousness and progress

4. Geography:

The different objects in nature teach us several values, e.g. the sun {strong, impartial, helping, not expecting anything from us etc.}, moon (cool, calm, shining, accepting the ups and downs etc.), stars (showing the way to people, living in groups, no ego etc.), mountains (sturdy, courageous, unnerved etc.), tree (sharing, giving, helping, sacrifice etc.), creepers (adaptable, humble, give and take etc.), water (always on the move, facing hurdles without grumbling, helping, surrender etc.), air (accommodative, accepting, unassuming, quiet etc.). We can ask the children to come out with more objects or things in nature and how they teach us many more values.

5. Road rule:

Discipline, Regularity, obedient, being a law abiding citizen etc. Qualities of a good citizen represent all the values that are to be practiced. We can ask the children to prepare a list of values in alphabetical order, ask them to group them and practice these values. They can demonstrate these values in their day-to-day life and the teacher can encourage them to have some games, grids, crossword puzzles etc. using these values.

6. Science:

There are many inventions in science through which we can inculcate values, FOR example- invention of atom bomb, through this example we can tell the use and misuse of atom bomb and how its misuse can affect humanity.

Role of Teachers

1. The teachers are the pillars of the society because they make the lawyers, the doctors, the engineers, the scientists, the politicians. In fact, they can make a child a loving, kind, understanding child, or a jealous, greedy, arrogant, proud child.

2. The teacher has to be conscious that whatever he or she is imparting is given to him or her by the grace of the Divine forces and that it is passing from his or her heart into heart of

the children.

3. The faith and self-confidence of the teacher will make it easier and natural for the children to grasp and absorb it. If the teacher is not confident that what he or she says will be understood, liked and practiced by the children, it can never make an impact on them and it will be like a tutorial class that is done for the benefit of the teacher and not the taught. In fact, it will benefit the teacher monetarily but not morally or spiritually.

4. The mental and the spiritual attitude of the teacher convince a child about the importance of these values. Teachers should not only be good in teaching but also be a good citizen possessing basic moral and aesthetic values.

5. Teacher's function is not confined to what he or she does during his teaching hours in the classroom, in reality he or she teaches all the time, constantly, by acting as the role model before the students. This counselling can be done by teachers. It is therefore necessary that teacher should think clearly and act calmly.

6. It is not one teacher but each and every teacher of the school who should assure the responsibility for imparting value education through teaching of their subjects and for building character of learners.

Conclusion

The academic institution and the home complement each other in imparting value education. Similarly, the parents or guardians and teachers or change agents are complementary to each other. Value education will be effective if there is a common objective, value education for developing an integrated personality, a complete man and not only development of skills for building a career. Unfortunately again, a majority of the elders who are supposed to guide the children, are themselves deeply immersed in material pursuits forgetting the moral or ethical aspects of life. Let us hope that the teaching community will take this very seriously, learn these values themselves first and also help the authorities in inculcating values in the students.

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