

SUSTAINING VALUES AMONG THE CHILDREN

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ABSTRACT

“The destiny of India is now being shaped in the classrooms”. This is the opening sentence of the Kothari Education commission Report (1964-1966). In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of such value education should help to eliminate obscurantism, religious, fanaticism, violence, superstition and fatalism. But teachers are not trained in the method of dealing with value education as integrated in curricular work or co-curricular activities. The academic scenario has, over the years, undergone a tremendous change assuming new dimensions of post modern perceptions of global reality & as its components. The education has felt the impact of this change so much as to plan the policy priorities in the new focus all over the world. There has been a gradual transference from the traditional morality based concept of education to the development-based utilitarian theory of education. Therefore it is absolutely necessary to devise a practical approach to value education at school level initially and later at college level.

INTRODUCTION

School plays a vital role to develop the values among children. Economic values, Biological values, Intellectual values, Affective values, Aesthetic values, Moral values, Religious values make children to be good human beings.

Values

According to John Dewey (1948), “To value means to prize, to esteem, to appraise, to estimate” It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else.

Classification of Values

Parker was able to classify values on the basis of interest into eight groups as follows:

- Biological values
- Economic values

- Affective values
- Social values
- Intellectual values
- Aesthetic values
- Moral values
- Religious values

Approaches in Value - Oriented Education

Generally, value education programme involve direct, indirect or incidental approaches of value development.

Direct Approach

Direct approach refers to deliberate, systematic instruction in specially provided periods in the school timetable. In most of the schools and institution value education is imparted in this way. In this approach the value to be inculcated and developed or explained, discussed and illustrated through stories, anecdotes, moral dilemmas, real life events.

Indirect Approach

Indirect approach, value education is imparted through regular subjects of school curriculum and co-curricular activities.

Incidental Approach

Inculcation of value and development are resorted to in relation to a specific event or situation that actually occurs in the school, it is known as incidental approach.

Inculcation of Values

The ways and means for inculcation of values are as follows:

Morning Assembly

Morning assembly should be held daily in all the educational Institutions for 15to30 minute's duration.

Redesigning the Textbook

The most important need of to today is to redesign books on Indian History, geography, civics, literature and languages, etc. In other words textbooks should be value oriented

Extension Lectures

Every educational institute should arrange extension lectures based on morality or value oriented education.

Compulsory Subject

Value education has to be regarded as a compulsory subject in all the schools and colleges. The essential teachings of great religions like Hinduism, Sikhism, Buddhism, Jainism, Islam, Christianity, etc, should be taught.

Redesigning the Curriculum

To inculcate values, the curriculum must be redesigned. Various subjects like history, geography, civics, languages, literature, art and music, etc., should be taught in views our social, moral, spiritual and national values, deeds and achievements.

Art and Painting Competitions

On the spot, art and painting competitions may be held on themes related to different types of values.

Celebration of Birthdays

Educational institutions should celebrate the birthdays of great men and women of various nations like Guru Nanak, Buddha, Christ and lord Krishna' It will inculcate moral, religious, social, cultural spiritual values among the students and the teachers.

Celebration of International Days

In all institutions International days like U.N.O. Days, World Health Day, World Peace Day and Human Rights day should be celebrated. Celebration of these days will be helpful in inculcating noble values.

Use of Mass Media

Media such as educational films, theatres, news papers, radio and Television should be used to inculcate values.

Book Exhibitions

Every school should make arrangement for book exhibitions on literature related to moral, social, cultural, aesthetic and spiritual values by extending invitations to publishers and booksellers of this area of knowledge.

Art and Paint Exhibitions

In the educational institutions art and painting exhibitions on themes related to moral, social, cultural, aesthetic and spiritual values, should be held.

Value-oriented Projects

Value-oriented projects can be further undertaken to implement the following projects for value education in the school under the guidance of efficient teachers:

Co-operative Stores

The students may start a co-operative store which may sell books and stationery at concessional rate. It would make the students hard working.

Co-operative Canteen

Some students may take initiative to start their school canteen on no-profit, no-loss basis.

Co-operative Bank and Post-Office

Student's co-operative bank and student's co- operative post-office might be set up.

CONCLUSION

School plays an important role in the above mentioned ways for inculcation of values. Our country is gradually but steadily moving towards the advancement of science and technology. Society needs scientists and technologists, but more than that it needs good human beings & education must aim at developing the whole person. This should be achieved by developing and sustaining values among children.

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