

Paradigm Shift in education for human aspirations and values”

Today we are talking about learning organization and knowledge economy. In this emerging society, the education is also changing in terms of aims and objectives. Accordingly, teaching learning practices need a paradigm shift towards inculcating such values and skills so that younger generation can face the challenges of life in this global scenario? The need of hour is value- based education.

To quote Einstein-

“Education is what remains, after one has forgotten what one has learnt in school.”

To my belief, what remains are the human values.

If the mind is not motivated in the right direction the knowledge will be used for destruction. The time has come to bridge the gap between what the student learns and how they live.

This article based on action research tried to answer two basic questions -

1. Do traditional teaching strategies enough to promote learning process and inculcate desirable skills?

2. If not, what changes are required and what values to be inculcated to create a value creation society?

What required is an interactive form of partnership between teacher and students in shared learning process.

The learning process in a consultative and participative environment leads to shared responsibilities and helps in developing self -initiative and decision making capacity among the students. The three important objectives namely knowledge, values and life skills as envisaged in NCF 2005, can only be realized through effective and efficient school- family interactions. In the learning process, the child is collaborator and teacher is a facilitator, co-learner. At present, maximum stress is given on material education and human values are not taught in Schools.

Child -centered and activity oriented education can inculcate all skills & values that are required today. Work ethics, love, compassion, honesty and reverence are few virtues that need to be inculcated through innovative teaching practices. The collaborative work develops team spirit, social cohesion and respectful interaction with peers. The need of the hour is to consider value oriented education as internal reform of school education.

Paradigm shift in teaching- learning practices-

Simple project based learning has enhanced the skill of creativity; the students have opened up with creative ideas and gave a new direction in teaching learning process. The collaborative work (in groups) has developed team spirit, restoring social and cross cultural skills. Techniques like group discussion, paper presentation by student’s power point presentation have fostered productive work appropriately. Based on NCF 2005, Simple activities were designed which; led to construction of knowledge. This helped in monitoring one’s own understanding and learning needs among the students. CBSE initiative to implement continuous and comprehensive evaluation is a right step in this direction.

The teaching practices aimed at-

1. Developing the power of concentration.
2. Developing the power of attention
3. Developing the power of expansion.
4. Developing power of independent thinking

Using experiential and constructivist learning principles as focused in NCF 2005, students were engaged in group based collaborative project. That leads to two fold advantages:-

- 1) Firstly, development of deep learning :- The students gradually developed assimilation of new knowledge and when a new situation was given they applied the gained knowledge. This eliminated rote memorization.
- 2) Secondly, Development of transferable skills like self- management, communication, group work and information management that helps to develop flexibility and accountability as well.

Focus was also given to individual learning activities to achieve the aim of inclusive education especially for children of special needs.

PRINCIPLES OF MY PRACTICES

Innovative techniques were implemented appropriate to class and age of children (classes-VI to XII). My teaching practices revolved around-

1) Freedom, which is inner psychological freedom. Freedom to enquire, collect information through.

- a) Project based learning
- b) Student observations record.
- c) Group learning/ Cooperative learning
- d) Peer learning and interaction.
- e) Engage student in participative problem solving.
- f) Open ended learning.

2) Development of self-knowledge through-

- a) Individual education plans- Simple worksheets on various concepts were prepared and evaluated after a time frame.
- b) Self discovery method- An experimental set up on science concept was designed and students asked to observe and interpret the results. This led to self-direction and foster thinking skills.

3) Development of love and harmonic relationship with others-

The following techniques were adopted.

1. Critical pedagogy- Following democratic participation by students, multiple views was raised. Students were allowed to reflect critically on a concept. They learnt to appreciate peers opinions in a healthy spirit.
2. Peer learning- In my remedial classes for slow learners, this technique was very beneficial. Students were asked to reflect individually on the concept in a group of 2-3. the discussion went on joyfully. This fostered trust and empathy among students leading to positive emotions.
1. Group discussion-The whole class was divided into 5-6 groups with a group leader. Quizzes and puzzles on various topics were conducted by each group leader.
2. Role plays, small skits, speeches on life and ideals of great scientists were delivered by students to develop aesthetic values among students.

3. Workshops on life skills were conducted under National Adolescence Education Programme. Skits depicting overcoming peer pressure , were staged on burning issues of society like drug abuse, truancy and ill behavior of depressed students. Through workshops attempt was taken to inculcate values of self - development , family integration , social cohesion and national integration.

4) Emotional security-

Since children come from different economic background especially in Kendriya Vidyalaya, mostly first generation learners, it becomes imperative that the children get exciting learning and growing environment so that their drop-out rate reduces. Values like empathy, sympathy, compassion prevails in the Vidyalaya to foster self -esteem among the students. It is only motivation and personal touch that can boost the morale of such students.

5) Power of imagination and creativity-

Innovative ideas come through imagination. Local resources were considered in Projects assigned to students. This helped in community mobilization and at the same time learning became intensive and extensive. The students got opportunities for self- learning and in the process, understood the complexities of problems. The whole learning became exciting and enjoyable. Worksheets-puzzles gave opportunities to work out the solutions on their own leading to the development of creative problem solving skills with confidence. This led to considerable increase in attendance of the students.

ANALYSIS OF RESULTS

1. Teaching became more learner- centric

2. Active participation by all the students.

3. Development of humanistic education- values like team spirit , love and compassion increased resulting in decrease in indiscipline and violence among students.

4. Importance of diversity in class-

Today each classroom reflects a miniature multicultural society with pupils coming from different customs, creed, religion and caste. Through group activities , project based learning they were allowed to work together, learnt to respect opinions of others and displayed a natural way of showing national integration. Now , the students could celebrate this diversity instead of negative emotions.

5. Education became inclusive as envisaged in NCF2005-

Slow learners gradually developed self- esteem , will power and came up with their ideas to solve problems. Every possible efforts were taken to make provisions for them so that they moved ahead according to their abilities, enhancing academic performance . Children with special needs got self - direction and started taking initiative in self- learning.

6 Fostered independent thinking, critical and reflective thinking by democratic participation in classroom activities. Every child in a group participated in the discussion, gave his own opinion and came out with a common conclusion acceptable by the whole group. This increased emotional integration and emotional maturity especially in secondary classes.

7. Able to respond to new situation in a flexible and creative manner-

. When certain projects were designed which demanded local resources, the outcome was remarkable. The cultural diversity became the source of inspiration for other students. The sharing tendencies increased which led to a shift from self - interest to interest of community at large. Local knowledge in terms of scientific phenomenon and values kindled a relationship between home and school which was lacking before. The students felt more comfortable in the classroom.

8. Enhancement in children natural desire and strategies to learn-

Learning strategies like open ended learning, beyond the text book using ICT, resulted in enhancement of child's natural desire to unfold his talent before his peers. Each group collected information, analyzed and made conclusion of a concept by their own.

9. Science and values-

Through scientific activities an attempt was taken to develop ethical understanding that means to find out reason for judgments, to test hypothesis and find out which observations were right and others wrong .As a biology teacher , I could sensitize young minds towards awareness of natural beauty , its conservation and compassion for life. The students could admire nature and showed their concern towards nature by participating in various eco- club activities .The goal of bringing a balance between science and spirituality in terms of values had been achieved to some extent.

10. Development of Life and Career skills-

Using activity based teaching practices in groups emphasizing on collaborative work, I was able to develop social and cross cultural skills. This increased innovation by students and quality of work enhancing the learning process.

ROLE OF TEACHER

This action research could explain the role of teacher in changing global scenario. Interacting with students, I could find three important tools in the hands if a teacher-

1. Instruction
2. Example
3. Influence

During my teaching process, I focused on example and influence. Teacher has to play role model, set an example so that pupils could emulate. For creating a humane and caring society, certain minimum programme of action must be initiated. I think, school is the best place to begin with, teacher as a guide , friend and philosopher. The most important thing is to win the confidence of the students. My research indicated that it is through influence, a teacher can transmit desirable values to younger generations.

Teacher has to induce learning through value- education involving thinking, reflecting, questioning, doing, experiencing and caring. This article indicates that

simple innovative situations are required to be created in classroom to inspire the students. It becomes imperative that a teacher has to understand the students as a person as well as learner, so that necessary pedagogical skills can be transmitted to promote learning in them.

CONCLUSION

Finally to conclude, it is to emphasize that value teaching be integrated with regular activities within the classroom situations. Students need to be trained to create situation and be imaginative to reflect on that situation, so that students understand the need of values. The theme was chosen to focus on the burning issue that rational, ethical and aesthetical pursuits are not independent of each other. It is only through integrated approach, human values can be inculcated among students. In my teaching practices, I focused on value-oriented practical activities using simple scientific applications without violating the freedom and autonomy of learners.

My research has indicated that values can be internalized through the process of self- expression, joyous spirit and making learning process learner-centric.

We need to appreciate that, what we are missing, is not lack of knowledge but lack of values, to which knowledge must be applied. Keeping this in mind some suggestive thoughts are there for our policy makers-

1. Value-entered approach for teacher education in universities.
2. Development of innovation-labs in educational institutions.
3. Introduction of value- oriented practical activities and training in value education methodology.
4. A minimum programme of action to inculcate aesthetic, spiritual, ethical and social values in educational institutions.

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