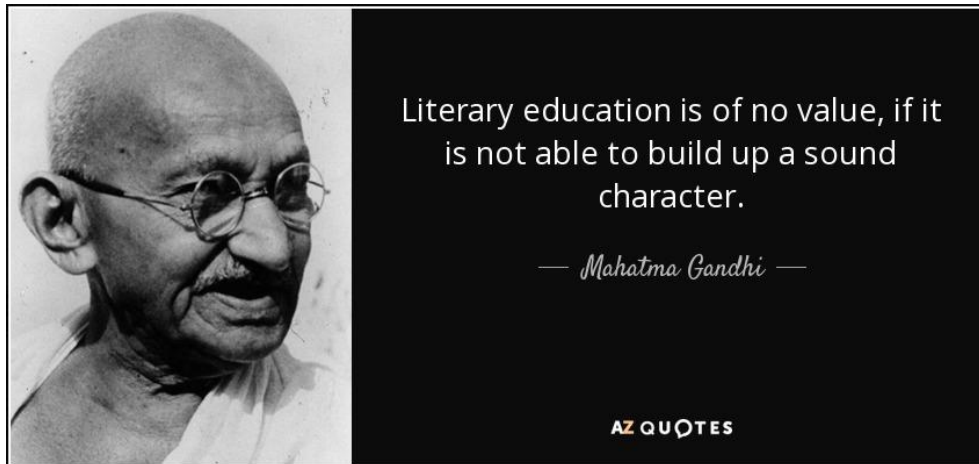


Value education.....The Need Of The Hour



The purpose of value education is to develop integrated and balanced personality. Values are not inborn in Nature. They are acquired and inculcated. The family, its environment and traditions, samskara along with humanitarianism play an important role in value development in our students and us

The importance of value-based education cannot be undermined and if changes are not incorporated soon society at large may be doomed in the long run. Children imbibe values all the time from parents, peers, teachers, but what is important is that we make an effort to ensure that schools teach the right values from their childhood.

Teaching important values to young children is not always as easy as we would like it to be. This is an instrumental part of a child's development because a profound appreciation and understanding of values will result in a child becoming well-rounded and kind. Children can begin to learn about values and understand their significance by engaging in activities that focus on the purpose behind specific values and how they affect others and ourselves as understanding the role of Sympathy and Empathy which is very important in today's scenario. In Empathy the children must be taught the skills of listening which are diminishing nowadays.

IMBIBING VALUES THROUGH CO-CURRICULAR ACTIVITIES AND USING INNOVATIVE METHODOLOGY

These provide ample opportunities for the inculcation of democratic values, humility, gratitude and self-discipline. They play very significant roles in inculcating different values in the students and develop the all-round personality of the students; they must be made purposive and fruitful and should be treated as part of the curriculum. Co-curricular activities help the students to gain self confidence, get rid of shyness and inferiority complex, and identify their potential abilities and skills. Some of the co-curricular activities into which values can be easily integrated are sports, games, drama, debate, poetry, art and craft etc.

STRATEGIES IN INCULCATING VALUES:

MORNING ASSEMBLY

Morning assembly has a scope for value education. With a thought for the day, a few resolutions can be said during the assembly in order to help the teachers and students think positively. This helps them to begin the day on a positive note and the Teacher can take any Topic to inculcate the Values these Freedom Fighters have taught us .The topic on Great Leaders and Freedom Fighters can help children recognize the will power, hard work, teamwork etc, put in . This the Teacher can show in the form of a power point presentation or take a scene from History as a Role Play.

Eg She can take a scene From Dandi march and tell the children that how Gandhiji bought Freedom to our Country using Non-Violence and we as future citizens of India should follow his footsteps. Thus creating Love for their country and Building the spirit of Patriotism.

KINDNESS

This game is suitable for a classroom. Establish a chart that recognizes the **acts of kindness** a child performs. List all the children in the class on the chart. Next, create a column next to their names, and provide each child with a packet of stickers. The stickers can be balloons, hearts, angels or even flowers. Each time you notice a child doing a good or kind deed, let them place a sticker in her column. At the end of each week, award a prize, such as a piece of candy, for every sticker that was earned. Applaud is a very essential tool for the child's motivational growth and others to follow him/her. The meaning of Praise should be explained to the child so that who does not receive any appreciation does not go in the negative direction.



GRATITUDE

DEAR GOD,
I WANT TO TAKE A MINUTE.
NOT TO ASK FOR ANYTHING
FROM YOU, BUT TO SIMPLY SAY
THANK YOU, FOR ALL I HAVE.



Ask each child to write a list of all the things he would like for his next birthday or upcoming holiday. After everyone is finished, ask the children to count how many items they wrote down and write it at the top of their page. Instruct them to then multiply the number by three. However much the equation totals equates how many things the child must then write down that they are thankful for. The first student to finish wins a prize. The game teaches students to remember to be grateful for the things they have because they can visualize that those items far outweigh the others. Then let them make one line on gratitude and compose a poem on the same.

Eg Child one :Thank you lord for the birds that sing.

Child two: Thank you Teachers for being with us.....

This way they can compose a small poem. The child or group of children who have composed the best poem or story become the Prince for a Week.

THE LUCKY PRINCE OF THE WEEK



SHARING

This concept of sharing can be taught as a **Role Play** where the children enact the role of a child who needs something but is reluctant to ask, here the teacher guides

the child that **SHARING IS CARING** and help them understand the meaning of Sharing.

The Teacher divides the class into groups and give each group situation on sharing. The children are told to act out various plays which should concluded in sharing and team work. Here the children understand the value of Sharing and how to accept everyone's point of view and work as a team. If they work as a team, they must split the prize; if they work individually, they can keep the prize

Give all students a situation and inform them that the first student to complete the puzzle will win a prize. The students can decide to work on one situation together in a team or try and complete the it on his or her own themselves. The students will see that by deciding to share the prize and work together they are much more likely to gain some of the reward instead of none at all. To ensure students understand the objective, teachers can also do the game in two rounds; one where the students work alone, another with a classmate. They will also comprehend the value of **sharing and team work.**



HONESTY

Write down a short statement on a piece of paper, such as "Monkeys like to eat bananas." Fold it up, and hand it to a child. Instruct her to rewrite the statement on

another piece of paper, but she has to change one word of the sentence. For example, she could write, "Monkeys like to eat cabbage." She must then pass the note to the person next to her, who repeats the process. Once everyone has had a turn rewriting the sentence, recite the original sentence. Then, take the final written version and read that to them as well. The two versions will likely be very different from each other. Explain to them that the game is similar to when we tell a lie, even if it is a small lie. The next person who hears it may change it, even if only slightly, when they retell it, and so on. Relay to them that this is how big lies can be created and could result in hurting someone's feelings, which is why it is important to always be truthful. Then explain to them that you can trust an Honest Person as Honest people are there in this world whom you can look into their Eyes.

'Honesty is the best policy'



MY HELP BOX

Decorate an empty cardboard box with colourful paper and write 'My Help Box' on it. Implementation: Discuss with students that to stay on the path of righteousness as we grow up, it is important to keep asking questions and seek answers, so the right people can guide us at the right time. Also, many times, it is not easy to practice good behaviour. Even simple values-based tasks, like saying 'thank you' and 'sorry', can be a challenge if we are influenced by ego, hierarchy and social status. Overcoming these hesitations, and finding a way to express our thoughts is important. After this, encourage them towards character building by taking the following steps on a regular basis: What to do — Students are asked to always keep in mind that our human values are our greatest asset. Whenever they

experience, see, hear, read something that is related to values, they should ponder on its meaning and decide what actions they should take. If they do not understand, they can ask questions by writing a letter.

How to do —

They can choose to post the anonymous letters (without their names on it) or letters with names. The letters are usually of four kinds:

(a) To ask a question from the teacher about human values in a syllabus poem or story

(b) To express thoughts and opinion, or to understand better, anything related to them (from cartoons to social ills, from class fights to emotions of jealousy or revenge).

(c) To say ‘thank you’ to express gratitude to a friend or a teacher when they have helped them in some way but the child is too shy to say it out loud.

(d) To say ‘sorry’ to a friend or a teacher whom they have wronged but are not sure how to say sorry. person. -EG Two friends had a misunderstanding and stopped talking to each other. After many months, when one of them could not bear the loneliness, she posted an anonymous letter to her angered friend, with just one line saying ‘Sorry I did not like that every day you expected me to follow your orders.’

Each student writes at least one letter every week. The teacher opens the post box every day at a fixed time

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What next — The teacher goes through the letters and on-the-spot selects which letters should be discussed in the class, and which students need to be counselled individually. Regular practice maintains a lot of enthusiasm among children for writing letters and they get to strengthen their character on a daily basis through this communication channel. ’

GROUP WORK Group activities like sports, games, role-play, quiz etc. promote human values among students. Group discussion, debates, public speaking : In this method the children are given a situation and told to discuss and find out the solution and the value added to it. Debates and discussions: Schools should organize activities like debates and discussions on issues and problems of our country-equality, democracy, regionalism, religion, pollution, culture, population and disease etc., in order to inculcate proper civic values, attitudes, and adjustment and understanding behaviours. Activities like mock parliament, mock panchayats, and mock assembly could also be arranged. Campaigns against diseases. Educational institution should provide opportunities to students for campaigning against common diseases like cholera, bird flu, typhoid, etc.

EXCURSIONS

Schools should organize excursions to places of historic, religious and cultural importance. Special Camps: Camps like NCC, NSS and I.V.P.S. (International Voluntary Services for Peace), blood donation, environment awareness should be organized to provide a natural environment for the students to develop a sense of comradeship, equality, co-operation, coordination and humanity resulting from free group activities in work and play. This way we will sensitize the children towards the National crisis and solution for its growth. Productive work: Every boy and girl should willingly undertake socially useful productive work, which may be mental, or manual as a result of which he does not remain a burden or a parasite on others and can render some service to society. Social service by girls: Girls students should be encouraged to organize mass cooking, mass knitting of woollen equipment, visit orphanages, voluntary service to orphan children, teaching, washing and bathing them etc.

Celebrate birthdays of great men

Educational institutions should celebrate birthdays of great men and women of all times like Buddha, Lord Krishna, Jesus Christ, M.K. Gandhi, Dr. B.R. Ambedkar, Mother Teresa and speeches should be given by experts, on how these great persons strived hard to bring equality and peace among human beings.. Participatory programs: Dance, dramas, debates, sports in which both staff and student's participation could be enliven the atmosphere.



AWARDING PRIZES

Every year each school should award “Student of the Year” AWARD to those students who have done well in humanitarian service.



CONCLUSION

Considering co-curricular activities, a teacher has to make adjustment in the time table to provide for those activities, encourage pupil participation and also provide guidance while participating, as an integral part of curriculum. Then these activities will have a wholesome effect and have great educational values too. All the co-curricular activities should be organized with a spirit of devotion. Without

these activities the school will be no more than teaching shop and the children no more than bookworms.

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