

A full-page background image of a sunset over the ocean. The sun is a bright, glowing orb in the upper center, casting a long, shimmering reflection across the water. The sky is filled with soft, orange and yellow clouds. In the distance, a dark silhouette of a pier or breakwater extends across the horizon. The bottom of the image features a decorative graphic consisting of several overlapping, wavy shapes in shades of red and pink, resembling a stylized horizon or a layered landscape.

# Education for Values in Schools A Framework

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# I

# Concepts and Concerns

## Introduction

Education is necessarily a process of inculcating values to equip the learner to lead a life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasised the role of education for 'character development', 'bringing out the latent potentialities and inherent qualities' and developing an 'integrated personality' for the well-being of the individual and the society at large. Whatever term we may use, the importance of developing values has long been embedded in the age old traditions of India's civilisational and cultural heritage, spanning over the centuries. The diverse and rich cultural heritage that we are so fortunate to inherit in our country is in many ways symbolic of the foundation and wellspring of values from which we draw our value nourishment. Life of individuals and communities and that of our saints, sages and philosophers are examples of values like self-discipline, survival in the absence of material resources, simplicity, handling conflicts without violence, exploring simple but revolutionary ideas as a mark of superior conduct and living.

The concerns for value education are reflected in our key policy documents from time to time. After independence the National Commission of Secondary Education (1952-53) was a significant landmark in emphasising character building as the defining goal of education. "The supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the wellbeing of the community."

The Report of the University Education Commission (1962) noted, "If we exclude spiritual training in our institutions, we would be untrue to our whole historical development." The report went on to make a case, not for religious or moral education, but for evolving "a national faith, a national way of life based on the Indian outlook on religion, free from dogmas, rituals and assertions." The Education Commission of 1964-66 put the spotlight on "education and national development", from which perspective it identified the "absence



of provision for education in social, moral and spiritual values” as a serious defect in the curriculum. The commission recommended that these values be taught “with the help, wherever possible, of the ethical teachings of great religions.” Agreeing with the Sri Prakasa Committee Report, it recommended “direct moral instruction” for which “one or two periods a week should be set aside in the school time-table.”

The National Policy on Education (1986) expressed concern over “the erosion of essential values and an increasing cynicism in society.” It advocated turning education into a “forceful tool for the cultivation of social and moral values.” Education should “foster universal and eternal values, oriented towards the unity and integration of our people”. The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage.

The Government of India’s report on Value Based Education (Chavan’s Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education.

The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the “erosion of the essential social, moral and spiritual values and an increase in cynicism at all levels.” Against this backdrop, the framework advanced a plea to integrate value education into the curriculum asserting that “Schools can and must strive to resolve and sustain the universal and eternal values oriented towards the unity and integration of the people enabling them to realize the treasure within.” (p.8). It further stated that “the entire educational process has to be such that the boys and girls of this country are able to see good, love good and do good, and grow into mutually tolerant citizens.” (p.36).

The National Curriculum Framework NCF (2005) echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi-cultural society (p.2). Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children’s creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance, as well as the values enshrined in the Constitution assume significance in the framework. It further opines that independence of thought and action, capacity of value based decision making, sensitivity to well being and feelings of others should form the basis of rational commitment to values.

The NCF (2005) particularly emphasises Education for Peace as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF (2005) puts it, “Peace is contextually appropriate and pedagogically gainful point of coherence of values.” Peace concretises the purpose of values and motivates their internalisation.” Education for Peace has been considered as a strategy to make value education operative. It aims at equipping students with the values and

attitudes required for living in harmony with oneself and others as responsible citizens.

The shift of focus, over the decades, from religious and moral education to education for peace, via value education, parallels the shifting sense and sensitivities in the larger context of education. The acceptance of education for peace as a necessary ingredient of holistic education in the western context was driven by deepening anxieties about the rise and spread of violence. A similar pattern is obtained in our context as well.

It is in such perspective, value education is subsumed in Education for Peace. If the philosophy and principles as articulated in NCF (2005) and the position paper on Education for Peace are put into practice, value oriented education will indeed occupy the centre stage.

## Why Education for Values?

One of the most important reasons for reorienting education for values is the fact that the current practices in school education by any large contribute to the lopsided development of students. These put exclusive focus on cognitive to the total neglect of the affective domain and present an alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition, and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills. Young learners hardly understand why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is limited to learning the subjects. They hardly know how they should live their lives, commit themselves to the welfare of the country, care about the environment and other social and moral issues. They are not clear as to what sort of persons they hope to become when they complete their school education.

This kind of education turns children into machines. Such a perspective defeats the very purpose of education – the wholesome development of personality including ethical development which is fundamental for responsible decision making in case of moral conflicts.

“The mark of an educated person”, wrote Plato in *The Republic*, “is the willingness to use one’s knowledge and skills to solve the problems of society.” Education must imbue children with a proactive social conscience. Society is the empowering context for individuals. No one can become fully human or attain dignity and fulfillment outside the web of relationships and responsibilities presupposed in society. True education equips individuals to live creatively, responsibly and peaceably in a society, and become agents of change for a better society.

Improvement of the quality of education has always been the key concern for education. In recent times, quality education has been defined in more pragmatic terms. It has become synonymous with employability, preparation for the world of work, less and less consideration given to the subject of education, i.e., individual student and his/her full development as a human

being. Quality of education should not be considered in fragmented terms but in a more holistic and expanded manner, not in terms of number of years of schooling but the quality aspect of the development of the individual; the formation of the whole person and full flowering of the human being and character building.

Improvement of quality of education is not the only reason for value education. The current resurgence of interest in education as a powerful means to inculcate values among students is also due to the fast degeneration of values in our country. Despite considerable progress made, our society is shaken by conflicts, corruption and violence. There has been distortion in our value system. Wherever we look, we find falsehood and corruption. Majority are interested in own families and not interested in fulfilling responsibilities to society. Although erosion of values existed throughout the history of human existence and is shared by all cultures, the current degeneration of values has become a matter of great concern in our country. Typical examples of value erosions are: people have become greedy and selfish; honesty has begun to disappear in society; violence has become the order of the day; and corruption, abuse and power have become more common.

The problem of declining values is multidimensional, arising out of a combination of major social forces such as globalisation, materialism, consumerism, commercialisation of education, threats to humanity due to climatic changes, environmental degradation, violence, terrorism. These have led to insecurities, individualistic lifestyles, acceleration of desires, misuse of science and technology, pessimism, sense of alienation and other negative consequences.

Schools are the microcosms of the world. The disorder of the world surfaces in schools in many ways. The state of growing up of children and youth in our country has changed and is further changing fast. We do not need scientific surveys to tell us what our own eyes and ears reveal. The number of dysfunctional families have grown. Children indulge in crime, violence, in school and outside. Mass media has gripped our children in a manner that young minds can hardly discern or judge. While the questioning attitude and critical thinking need to be encouraged in children, we find that many young people and students treat teachers with disrespect and question them out of arrogance and perceive it as a way of questioning authority. A hurry-up society often lacks a sense of community and fraternity. Peers exert powerful influence on them. Drug abuse, irresponsible sexual behaviour, vandalism, commercialisation, stealing, cheating, confusion between heroes and celebrities as role models are witnessed more often than ever before. In a general sense, parents, schools and public feel that our youth have lost qualities of respect and responsibility. There is in fact a public call for action. Educationists and public alike have voiced concern about moral degradation, about crime, violence in the streets and in the media, lack of discipline in schools.

Children and youth need to be educated to practise the commonly held values of harmony and peace with self and others. Children are envoys of

the future. As per population projection, India will have one of the youngest populations in the world by 2020. This vast human resource will shape the nation and the world.

From an ecological perspective, child is educated by the entire environment in which it grows and that environment is determined equally by the parents, teachers and the society. The kind of individual we produce, in turn determines the kind of society we live in. If we produce individuals who are self-centred, aggressive, competitive and greedy, we cannot have a society that is non-violent, peaceful, cooperative and harmonious. Education is the main agency for individual transformation and social change. It is not possible to bring fundamental transformation in society unless the individual is transformed. The kind of education we provide to them will have a bearing on the foundation of values in the society.

What is urgently needed is a re-examination of the content and process that each school adopts to educate children under their charge. Although value education is the responsibility of both parent and public but school, due to its institutionalised nature, ought to take the major responsibility. School personnel have an obligation towards providing value-oriented education. It cannot be done in an ad hoc and haphazard manner but has to be a conscious and deliberate well-planned enterprise with knowledge and forethought.

## Values and the Contemporary Realities

Whenever there is a discussion about values and value education there is generally skepticism about the relevance of values in the present day context. One reason is because our general conception about value education has been mainly expressed in terms of development of values and virtues like honesty, self-control, respect, responsibility, loyalty for personality or character development of the individual per se without situating them in the prevailing social, cultural realities and conditions.

Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world—be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalisation, commercialisation and so on. The very nature of value education implies empowering the students with certain attitudes and skills as well as giving them the critical ability to use them in the contemporary every day world, full of myriad challenges.

In the context of schools and school education, there are some key challenges, particularly in contemporary social contexts, that acquire a sense of urgency which need to be addressed. An attempt has been made to present

a brief discussion of why we need to come up with new ways of educating students, to allow them to better situate themselves when confronted by the socio-cultural complexities, and the role of values in meeting the challenges.

### **Tradition vs. Modernity**

Developing societies like India often face the conflict of tradition and modernisation, and both adults and young learners have very uneasy attitudes in relation to tradition and modernisation. It is important to make young learners develop attitudes where they do not see everything in tradition as bad or everything in modernisation as good. There are many positive things about our traditional culture which need to be appreciated and understood. Researchers, psychologists, historians and thinkers have provided a picture that, by and large, characterises Indian values such as “tolerance of dissonance, coping strategies which seek harmony rather than control over environment,” collectivism and the ‘self’ defined in a social context’ emphasising modesty, cooperation, duty, acceptance, etc. In spite of its vast diversity in cultural, social and economic disparities, there is still a sense of nation and society due to the resilience that our varied cultures and traditions provide in the daily lives of people.

An outlook which requires assimilation, synthesis and retention of what is valuable, and adaptation to the present rather than wholesome rejection of values of Indian culture and tradition, needs to be developed in our young children. This is what is called harmonising tradition and modernisation orientations. The changing times that we live in and the new challenges ahead will require that we prepare our young children to develop their own creative ways to respond to modernisation as well as retain their original character of being part of the Indian culture.

### **Globalisation**

A contemporary reality is that the socio-cultural environment has been radically transformed. Globalisation signifies omnipresent culture. Our cultural horizon today embraces almost the whole planet. Societies have become less and less mono-cultural. Consequently, the environment in which we are living is now more complex and multiple with different cultures developing in a way that it is no longer possible to think of adaptation to a homogeneous environment. It is rather a matter of adaptation to pluri-cultural and highly complex environment. Globalisation can lead us to cut-throat competitions, rejection of even one’s own valuable culture and traditions. It can also contribute to a new cooperative human society, a more caring and compassionate human being. The right attitude towards globalisation can serve as a vehicle for promotion of inter-connectivity and interdependence. While we promote national integration, we must also cultivate values required to live in harmony with global society. We should make children proud to be Indians as well as proud to be global citizens.



## Diversity

India is a multilingual, multicultural and multireligious country. In the age of increasing intermingling of communities and cultures, it is important that diversity within the Indian society is appreciated based on universal principles. Universality and diversity may seem to be incompatible but both have to co-exist in a democratic and diverse society like ours where values of democracy prevail, at the same time values of differences are also fully recognized and respected.

Similarly, India is a country where different religious faiths add to its diversity. It is at the core of the identity of majority of our people, an important force influencing the attitudes and values of people. Openness to the religious beliefs and practices of others, awareness of one's biases and prejudices towards other's religion, analytical attitude to move from exclusive religious loyalty to spiritual values, to distance oneself from dogmatism, intolerance and violence are some of the key values and attitudes which need to be nurtured in our younger generation to develop inter-cultural and interfaith understanding. The aim of education thus can no longer be solely confined to learning of specific culture and its traditions but that of learning and appreciation of multicultures.

## Inclusivity

A healthy happy society is one in which all its members feel included and do not feel that they are excluded from the processes of the society because of their colour, culture, caste, religion, gender or community. Young learners must be made to understand that their own life and long term peace, prosperity and happiness are endangered if societies are not built on inclusivity. This principle of inclusion must be part of the day-to-day practices of the school. Efforts should be made to ensure that every member of the school, every child, every worker, every teacher feels included and not excluded because of certain disparities or because of certain economic, social and cultural background. The need to ensure gender equality and gender equity within the society in particular by respecting the role and contribution of women in societies raises the whole question as to how gender is treated in curricular, teaching and administrative processes within the schools. There is a need to examine and ensure that gender biases and gender stereotyping are not part of the institutional ethos and climate.

Values enshrined in the Constitution of India point towards the principles of equality and social justice and appreciation of cultural values of each other, dignity of all individuals, etc. The values such as equality, fraternity, justice can promote inclusivity where all members of the society feel included irrespective of their colour, culture, economic and social background, caste, religion, gender or community. The culture of inclusivity is particularly relevant and important in the context of our society, nation and making education a right for all children.

## Environment

Making children sensitive to the environment and the need for its protection is an immediate social concern. The reckless exploitation of environment, depletion of ozone layer, global warming, industrial pollution, deforestation, soil erosion, nuclear fallout due to over population, new technological choices, living styles, etc. witnessed during the last century have led to environmental degradation. It is imperative to nurture the values of care and concern for the physical and natural environment, use of environmental resources in a rationale and constructive way, realize the interdependence between human being and the environment and for living in tune and harmony with nature. Individual's health can no longer be maintained without concern for the preservation and sustainability of the environment.

## Exploding World of Science and Technology

It is very clear that the coming decades are going to see a greater explosion of science and technology while we are still trying to cope up with the present challenges of new technology. It has many good and bad unintended consequences. How science and technology are to be used is a question of values. Application of science and technology in a more humane and rationale way is a moral and ethical responsibility. The values and attitudes can guide individual actions based on the principles of fairness, goodness, constructive and critical attitude and wisdom to discern between the potential and pitfalls of scientific and technological advancements.

## Mass Media

A major ubiquitous aspect of contemporary society is the impact of the mass media into the day-to-day life of all societies. The values and attitudes that get transmitted most often are rather contrary to the values desired by the family, society or school. Propagating myths and derogatory images of women, for example, is likely to make the young learner, instead of learning that all human beings are equal and all men and women are equal, grow up with prejudices injurious to women and society.

Students are required to go through the process of learning in schools by which they are empowered to decode the negative messages and discern whether the mass media propagates purely a commercial and money making point of view.

There is a need to examine and ensure how these issues and concerns are dealt appropriately in our school system, in curriculum, teaching, the administrative processes, the institutional ethos and the over all climate of the school and how our students are given opportunities to develop their considered opinions and convictions to meet the above challenges peacefully and creatively. Centred thinking, reflection, social responsibility, questioning, discerning truth and facts, freedom from biases are all important values and skills to be developed in young learners.

## What Value Education Aims at

From a broader perspective, the aim of value education is linked with the fundamental question of what education itself is meant for. From individual's perspective, the purpose is to enable students achieve personal fulfillment for success in life and work. From societal perspectives, education aims to prepare young people to contribute to the society or nation and the world around. In neither case, however, education is to be perceived as an outcome but as an experience in itself, which will enable students to live safe, healthy and fruitful lives and become responsible citizens who make positive contributions to the society.

Education for values aims at promoting broader capabilities, attitudes and skills that matter, not just in schools but also life beyond schools, making the world a better place for themselves and for their family, friends, colleagues and others. Education for values highlights the understanding that values are to be inculcated in students not just for their own interest but also for the common good, reflecting the balance between individual's interest and larger interest. The focus, therefore, can not only be improving academic knowledge, practical and technical skills mostly tied to market needs and employability but also holistic education focusing on the emotional and relational skills conducive to health and wholeness of the society and the nation. The aim of holistic development of students can thus be located in education for values.

Education in values also prepares students for the world of work. The attitudes and values of hard work, discipline, cooperation, communication skills, etc. enable them to develop healthy interpersonal relationships at home and in school which in turn facilitate their better adjustment on the job. The employers too look for these qualities in their prospective employees. It is a common observation that advancement in a career depends not only on the intellectual abilities but also the ability to sustain hard work, assume responsibility and work in teams and cooperate with others. While educational qualification helps to secure a job, efficiency to deliver in a job is often dependent on qualities of perseverance, cooperation, genuineness, hard work, communication and relationship skills.

At the individual level, fostering values in school students, therefore, needs to be seen as an investment in building the foundation for lifelong learning and promoting human excellence. The capacity to listen, patience, endurance, cooperation, team work, positive attitude towards study, work and life are the hallmarks of a good student or a person. So values, in fact, promote both academic as well as human excellence. In this sense education for values humanises education.

At the societal level, education for values aims at promoting social cohesion and national integration for transforming societies, nations and creating a better world. It can contribute to create the aspiration for transformation of the culture of war, violence and greed into a culture of peace where people

learn and understand more about each other's uniqueness, human rights and fundamental freedom; where people learn to care and share to live together in a just, peaceful and compassionate society both in their immediate contexts and in the world at large.

## Renewing the Purpose of Schooling

For years, we have been lamenting the need for value education and brooding over our failure to provide the same. Our educational policies and the subsequent school education curriculum frameworks all along emphasised the need for value education. Where do we fail? A careful analysis of the whole situation reveals that somewhere it is in the process of translating goals into action that the enacted curriculum falls short of the intended curriculum. We value those aspects of education that lead to academic excellence and employment. Those who do not succeed to the extent desired are not valued. Whatever is valued is taught and is considered more appropriate. Knowledge and information takes over and the desired values which are important for the development of the individual as well as health and equity in society is relegated to the background. For example, children today are taught the skills to keep up with the increased sophistication of computers but the concern for values and the related policies are not implemented with the same vigour and enthusiasm. The choice of emphasis determines the nature of education provided in schools.

Another reason as to why the goals are not translated into actions is that value education is seen as something extra or as an add on programme or activity. But the argument that education is not value neutral or free and values are inseparable from the goals of education is well accepted. This way, it does not have to be seen as yet another task for schools. Much of the work can be done in the context of what schools are already doing or should be doing.

Still another reason often discussed is that value education goes on constantly in schools. Many different values get transmitted because whatever is imparted in schools is not merely facts and information but also implicit points of view, particular ways of understanding, knowing, perceiving, acting, reacting to situations to self and others, which students imbibe. It is true that value education takes place implicitly and often incidentally but it is also true that in order to be effective, there must be clearly defined and explicit focus, direction and commitment for fostering values in the agenda of the school.

Time has come now to critically analyze and reflect as to what detracts schools from nurturing the desired values. How can we reorient and renew the perceptions about school education that involves the formative years of child's life and lays the foundation for the future years in which the child becomes the adult? We need to use paradigms which help to identify disparities between our chosen values, intentions, processes and outcomes to indicate when and why disparities occur and to evolve possible solutions. It is important to critique oneself thoroughly and develop alternatives and solutions.

In this endeavour, we have to dispel the skepticism that schools will not be able to work for education in values. It is time to restore faith and trust in the school system as a potential source for fostering values. Our eagerness to promote education for values needs to be matched with our enthusiasm to improve literacy, retention and academic achievement of our students. It is well said that even routine things cannot be accomplished unless launched on a war footing. Let us take it as a challenge because education for values is nevertheless the non-negotiable goal of education.

## What are Values?

Values regulate and guide human behaviour and action in everyday life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others' reactions in what we say and so on.

Values are formed on the basis of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgement, choices, action and grounds for decision-making in behaviour. Values thus are considered to be enduring beliefs upon which human beings act by preferences.

Values involve the processes of thinking, knowing or understanding feelings and action. These involve feelings, i.e. strong liking for something, feeling deeply about the things one values and so on. People's actions often give us clues as to what they value. If we watch what a person does in spare time when he or she is not being coaxed or threatened to do a particular activity, we may get some idea about what he/she values.

Generally, value refers to the 'desirable'. It is difficult, however, to define what is desirable, what kind of things or actions are good. What is desirable today may not be desirable tomorrow and what is desirable here may not be desirable elsewhere. Desirable is when our actions promote the general good in terms of the norms and ideals of a particular society and in terms of the consequences of our practices and actions.

In the context of education we understand values on the basis of their intrinsic worth without reference to any end. Such values are called intrinsic or eternal values which are good in themselves and in their own right, and are not the means for something else. Values like truth, happiness, peace, beauty are considered intrinsic values and are desirable in any society.

Values are sometimes confused with norms. The term 'norm' is used for a relatively specific pattern of expected behaviour and is obligatory. But value is a considered matter of one's choice. For example, discipline is a value which could be adopted in every sphere of human activity but not everyone may follow it. Once a particular value is internalised by the person, it becomes a norm for that person in making judgement, preferences or a choice. The choice of what type of value a person prefers also makes values subjective in nature.



## How Values are Acquired

Development of values takes place during the process of socialisation. Socialisation always occurs in a context. Since socio-cultural milieu is different for different societies, differences in cultures are reflected in the values.

There are layers of contexts according to the ecological perspective. The smallest of the context in which the child lives and moves is the immediate family, school teachers and peers and the neighbourhood, play area, etc. Another layer of context is the direct involvement of individuals affecting the child such as parents' interaction with neighbours, etc. Still the wider context relates to the broader community in which the child lives. Examples are family network, mass media, work places, family friends. Though the child may not have direct contact, the different layers of systems affect the child's development and socialisation. Each layer of context interacts with another making a highly complex context in which the child grows up. Nothing ever remains static. As the child grows, the contexts also change which influence the child's attitudes, behaviour, values, etc.

Values are learnt as we learn habits in the process of growing up. Learning of values takes place quite early in life by word of mouth or simple commands from parents and other adults at home. In the early years of life, prohibitions and parent identifications are the source of values. For example, an 18-month-old child seizes the lid of a sugar bowl on the table followed by loud and frightening admonition of 'No'. The child runs far to a corner of the room, closes his eyes and holds the lid in front of his/her face to protect himself/herself. The mother retrieves the lid, scolds the child, the child throws tantrums. When the tantrum subsides, the child then looks at the offended mother looking for re-acceptance. At this stage, there are certain emotional states experienced by the child like impulse, fright, frustration, anger, each having a specific stimulus and terminating condition. The child does not comprehend the why of this behaviour or act. S/he only experiences certain kind of emotions and feelings.

The following case of a little older three-year-old child and what it says about the role of parental identification assumes importance. On being scolded by the father to remain in bed till 7 o'clock, the child obeys to be in bed till seven o'clock. She does as ordered but cannot help doing other things while in bed which distracts the father. So again, she gets a scolding from the father. At this stage the external voice of authority is exerting pressure to obey. After a few repetitions of this kind of experience, the child learns that it is not right because father is saying 'to be quiet' and 'to be in bed' so she learns to be obedient on simple commands from the father.

In this process, children quickly learn which behaviours are approved and which ones are not, which are likely to bring rewards and which might lead to punishment. They attach notions of good and bad, right and wrong to different acts and behaviours. Reward and punishment, approval and disapproval act as positive or negative reinforcers. The nature of association - positive or negative - and its frequency is thus important to form a value. When the

end result leads to appreciation, positive association forms but when the end result gives rise to pain, suffering, destruction etc., negative associations are formed with a particular act, idea or behaviour. The person tends to repeat the act or behaviour which serves the desired end. When these are repeated under favourable conditions of reinforcement, they form into habits and get deeply ingrained as strong behavioural tendencies. Initially, there may not be any conceptualisation but later such learning may be transferred from one particular situation to another. When students are themselves made to judge the worth of prioritised activity, situation or an idea by independent appraisal and reflection, the internalisation of values takes place.

Values are truly internalised, if there is a shift from fear of punishment, whether external or self administered to an experience of value related obligation. There is a shift from 'must consciousness' to 'ought consciousness'. In 'must consciousness', there is a sense of compulsion. But in 'ought consciousness', there is a sense of obligation.

'Ought' is not the same as 'must'. The 'must' statements like 'I must be careful', 'I must obey traffic regulations', 'I must not give way to anger' reflect compulsions, whereas statements like 'I ought to pick up litter around', 'I ought to take care of my parents', 'ought to respect my elders', reflect the sense of obligation rather than fear or compulsion. The experience of 'ought' while making a choice relates to one's self image. Violation of some values is then considered as falling short of self image.

In the course of shift from 'must consciousness' to 'ought consciousness' there is a change from (a) external sanctions to internal, (b) from experiences of prohibition, fear and way to experiences of preference and self respect, and (c) from specific habits of obedience to self guidance and the broad schemata of values providing direction to one's conduct and behaviour.

The process of educating students for values is a process of inducing critical and reflective thinking, rational choice and responsible behaviour. When we are educating students for values we are enabling them to think, to reason, to question and reflect, to care, feel concerned and to act accordingly. As has been aptly pointed out "Values are developed not by forcing people to memorise words by letting them to talk, ventilate the issues and search for their own values".

It is, therefore, important that during the process of socialisation at home and school, deliberate attempts are made to promote awareness, understanding, sensitivity, appreciation, reflection, thinking about what is good or bad, right or wrong and why it is right or wrong. It is only then responsible choice making or decision making, willingness and commitment to follow desirable values are likely to take place naturally. When rational approach is not there, shortcuts seem viable. The human mind then tends to make compromise with immoral behaviours and acts.

It is true that there are cultural variations in approaches towards human development in general and values development in particular. But generally there are less examples of guided learning in fostering of values. Analyzing

some features of the socialisation process in Indian children, some psychologists pointed out that, by and large, parents encourage dependency and seldom provide opportunities to the children to solve problems and make decisions. There is excessive use of don'ts in guiding behaviour. Hence models of direct instructions and impositions are more prevalent. It is true that values, habits and attitudes are acquired through imitation, emulation, intention, instruction and guided learning during the course of child development. But their emphasis may vary with different stages and in different cultures.

These variations reflect different theories of child learning and consequent level of adult involvement in their development. Some believe that nature provides for learning, as it does for growing and that adult participation is not required in the process. The assumption is that learning occurs through maturation. Some believe that children need guidance to learn complex tasks and values and that children might eventually learn habits and skills, but adult intervention will enable children acquire attitudes, values and skills more rapidly and efficiently. This practice is based on guided learning. Still others believe that in some situations learning opportunities must be created. This practice is formal with high level of adult involvement.

Hence the question of how values are formed is related to stages of development, the cultural contexts, the beliefs and theories about child's learning and levels of adult's involvement.

The point to be remembered is that value education is not value imposition. The ownership and development of values lie with the learner. Educators may impose their values and may succeed in making the learner articulate the values but the learner may not live values when out of the learning environment. Therefore, it is important to heighten learner's self-awareness to examine, to discern, to prioritise and imbibe values in one's life. It is only well reasoned acceptance of values which ultimately helps in moving from self awareness to self direction and acting on one's values consciously and responsibly.

The educators' role is, therefore, (1) to facilitate the learners' awareness, (2) to help them examine their choices and preferences, (3) to enable them to have dialogue on value issues, (4) to expand their ways of looking at things, understanding situations and events, and (5) to act according to their well thought and responsible decisions.

## Value Concerns at School Stage

One of the major debates around value education is which values should be inculcated among students. While there is a kind of consensus as to what values are, there seems to be some confusion about which values and whose values need to be nurtured. There are varied ways of listing and classifying values using different terminologies. Any kind of arbitrary listing or classification without proper framework is likely to lead to confusion.

Values are complex mix of understanding, attitudes, beliefs, behaviours and skills. There are a cluster of attitudes and beliefs associated with a particular value. For example, loyalty includes truth, peace is linked to commitment and justice. Moreover values are overlapping and interdependent. Not only this, values assume different connotations in a particular context. For example, justice as a value involves being just in one's dealings with people. It also means commitment to social justice in general. Similarly, equality will have different connotations at teacher/school, school and society level. As values are interlinked and can also have different interpretations in different contexts, it is important to deal with the question of 'what values' in particular frame of reference. Attempt has been made to outline certain 'Core Value Concerns' with a cluster of attitudes and skills and the rationale for the same.

Each school must prioritise values which require immediate attention according to their cultural conditions and settings from the outlined core value concerns. Each school also needs to develop a clear vision and charter of values to be included in their own mission statements which may otherwise remain hidden and implicit as a matter of principle and not practice.

It is commonly expressed that the key values at school stage need to be anchored in the framework of student's holistic development as a human being and as a responsible member/citizen of society as well as the ground realities in which the schools are placed.

From individual perspective the basic human values which are at the core of what it means to be human need to be developed. Truth, honesty, loyalty, love, peace, etc. are examples of basic values inherent in human nature. These values promote fundamental goodness of human beings and society at large. These are of 'unifying nature' and cut across individual's social, cultural, religious and sectarian interests. Such values are considered to be universal, timeless and eternal applying to all human beings. There is considerable evidence to suggest that these human values have stood the test of time and are essential for living in harmony with self, each other and nature.

The idea of what values should be fostered through education has been best expressed in the Constitution of India. The Indian Constitution has explicitly laid down Fundamental Duties of its citizens in Article 51A, emphasising that every Indian citizen would:

- "promote harmony and spirit of common brotherhood, transcending religious, linguistic and regional or sectoral diversities;
- renounce practices derogatory to the dignity of women;
- value and preserve the rich heritage of our composite culture;
- protect and improve the natural environment;
- develop the scientific temper;
- abjure violence; and
- strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement."

In its Preamble itself, the Constitution lays down four universal values: JUSTICE, social, economic and political;

LIBERTY of thoughts, expression, belief, faith and worship;  
EQUALITY of status and of opportunity; and to promote among them all;  
FRATERNITY, assuring the dignity of the individual and the unity and integrity of the nation.

**Justice** ensures that the freedom of one does not become tyranny for another. Justice to be truly meaningful needs sharing of power, compassion towards under-privileged and empathy towards the disadvantaged. An education of rights and duties becomes important to ensure a fight for justice.

**Liberty of thought and action** is a fundamental value embedded in our Constitution. It is the basis for creativity and exploration of new ideas and experiments that can advance social progress. Respecting the rights of others to liberty of thought and action is the hall mark of a civilised society. Ensuring that this liberty of thought and action is not used to belittle or diminish the beliefs and status of others is what constitutes a decent society. Democracy creates opportunity to pursue one's chosen ends as well as respect others' rights to do so. In a diverse country like India, exercising freedom with responsibility is a must for ensuring peace in the nation.

**Equality** is another value enshrined in the Constitution. Freedom and justice remain mere words if equality is not ensured. It implies freedom from exploitation and ensuring opportunities for individual's development, irrespective of the background, gender, cultural or socio-economic identity and status.

**Fraternity** is at the heart of school, society and nation. Social solidarity is a vital part of a society that has place for the aspirations of all members of society. Understanding the importance of fraternity or solidarity and the knowledge that we all belong to a large community, a nation and the globe is also to discover our innate humanity. It is only when we recognize our interdependence then we are empowered to help build a peaceful nation and a world. The citizens need to internalize the principles of equality, justice and liberty to promote fraternity among all, regardless of religious beliefs, regional and local diversity.

The Constitution encompasses the values for living in harmony with self and one's natural and social environment. It provides the baseline in working out the framework of values to be nurtured in students. If values like truthfulness, sense of responsibility, trustworthiness, loyalty, love, peace, respect for others, etc. are nurtured right from the beginning, the efforts will go a long way to enable students abide by the Constitution and contribute to the larger health of society and nation at large. In fact, promoting values at the school or societal level begins with the individual and the individual in relation to community, larger society, nation and the world.

As discussed earlier, value education does not take place in isolation. It must be set in the context of the world in which we live. Our choice to decide about the key value concerns in schools must thus also be firmly rooted in the contemporary challenges of society. Where there is terrorist attack every now and then, women and girls are abused, where theft, murder and violence are frequent, where many are marginalised and ignored by society as a whole, it is important that education for values is clearly set in the global as well as local contexts. Threats to



humanity from climate change, globalisation, emergence of technological choices, violence, terrorism, commercialization of education, the increasingly competitive environment and the aspirations of parents place a tremendous burden and add to the stress and anxiety in children. Schools are the microcosms of the world society. The disorder of the society and the world surfaces in schools in many ways. Further, there are disadvantages in education arising from inequalities of gender, caste, language, culture, religion, disabilities, etc. As pointed out in NCF (2005), 'these hierarchies deeply influence access to education and participation of children in schools which range from the high cost 'public' (private) schools to poorly functioning local body run primary schools. These realities tend to reinforce privilege and exclusion in schooling and undermine the constitutional values of equality of opportunity and social justice.' All these conditions are detrimental to the personal growth and development of students and distortion of values leading to indiscipline, violence, lack of responsibility, lack of respect, etc. Thus our efforts towards value education must be rooted in the context of the problems and issues facing teachers and pupils in the schools.

## Core Value Concerns\*

An attempt has been made to present a cluster of attitudes and competencies associated with the core value concerns. There are fine distinctions among sensitivities, attitudes, beliefs, competencies but all these are important in the formation of values at cognitive (knowing), affective (feeling) and conative (doing) levels. It is to remember that this grouping is illustrative and not exhaustive. As discussed earlier, based on these concerns, each school can identify and prioritize values required to be nurtured, appropriate to their local specific conditions and requirements.

## Health and Hygiene

### Objective

To enable students acquire positive attitudes and desirable habits for keeping themselves fit and healthy.

### Related Attitudes and Skills

Cleanliness; healthy eating/food habits; posture; fitness, rest/relaxation, avoiding indulgence, etc.

Health is important for the physical development of any individual. Earlier health used to mean the absence of disease but today it has taken on a more comprehensive meaning because of the interrelationships between physical health and mental, social, emotional and spiritual dimensions. Health is a critical input for the overall development of the child as well as retention, learning and performance of the child in the school. There are social, cultural,

*Source Material for Consultation of Core Value Concerns:* UNESCO-APNIEVE (2002). *Learning to Be* (A Unesco APNIEVE Source Book No.2). Bangkok, Thailand : Asia and Pacific Bureau for Education.

economic and lifestyle factors like income, poverty, employment, occupation, social support, the type of work, etc. affecting health. Amongst all factors, lifestyle factors can be relatively under control. We live in a world where according to WHO, 350 million children die of malnutrition and a similar number die due to illness such as obesity caused by over eating. In many developing societies including India, there are increasing incidences of child cardiac problems, diabetes and such lifestyle related sicknesses. There is also abuse of the body through use of harmful drugs and substances. Reckless lifestyles and errant sexual behaviour can also lead to problems with physical and mental health. One basic element contributing to general health is the conscious effort to keep oneself fit following a healthy lifestyle. Disciplined or regulated schedule appropriate to bodily needs – cleanliness, balance diet, proper food habits, adequate exercise, right posture, relaxation, recreation, adequate sleep and rest, restrain on indulgence, etc. are important for healthy lifestyle. There are many opportunities for cross-curricular learning and integrations for promoting physical health as highlighted by NCF (2005). School meal programmes are a crucial safeguard for children's health, particularly for children who are denied access to adequate nutrition and healthcare which are fundamental concerns for human security.

## Responsibility

### (a) Towards self-development

#### Objective

To empower students with necessary attitudes, qualities and skills for their personal/psychological development.

#### Related Attitudes and Skills

Basic manners – courtesy, respect; humility, modesty, politeness. Self confidence/esteem – discovery and acceptance of one's own abilities, talents, strengths/weaknesses. Genuineness – honesty, sincerity; integrity; patience, poise and calmness, awareness and self regulation of feelings/moods/emotions, optimism to face challenges with hope and resilience.

Responsibility is one of the most desired values in our day-to-day functioning. It is important to awaken the consciousness of students to take responsibility for their own selves and develop quest for personal improvement. It begins with appreciation of one's worth, accepting one's limitations and facing the truth that one cannot have everything but still striving to improve oneself. These are the basic skills that bring about an appreciation of one's self worth. Trust in one's talents, in one's achievements, no matter how small, builds a strong foundation for self-confidence. Getting strength from self-confidence is affirming one's self worth. Understanding one's limitations helps in discovering one's true being. Honesty with oneself,

facing the truth about something, taking courage to speak the truth are necessary virtues for trust in relationships. In the process of nurturing oneself, integrity or uprightness, self-discipline, control of one's conduct are important. The self has many needs and demands and, therefore, it is necessary to have reasonable control. It takes determination and strong resolve to act upon such decisions. Self-discipline requires the ability to say no many times when it is tempting to give in. Disciplining one's senses and emotions, developing the habit of contemplation, reflection, self-monitoring, learning from mistakes are important for personal development. Besides this, developing positive dispositions like optimism, hope in face of adversity, perseverance and the ability to bounce back in case of a setback, poise and calmness in case of turmoils are important dispositions that will empower students to continue to learn, adapt to changing circumstances throughout their lives as well as contribute to take on the role and responsibility of influencing the immediate environment.

## **(b) Responsibility towards One's Work/Duty**

### **Objective**

To enable students assume responsibility for their work and duty in the day-to-day learning and work situations, and develop positive attitude and skills to work productively and efficiently.

### **Related Attitudes and Skills**

Initiative, resourcefulness, motivation; Time management – goal setting/planning; Skills in information handling; Order and Self-Discipline; Doing one's best; Competing with self; Cooperation and team spirit in taking responsibility and doing one's share of work.

If students assume responsibility of their action/behaviour then they become willing to be accountable for their actions and experience the consequences, good or bad, and not likely to take work casually or develop the tendency to blame others. Fostering value of responsibility thus helps to lessen extrinsic control and nurtures student's intrinsic motivation and self-confidence to meet and overcome challenges.

Taking up the responsibility for one's work helps in achieving one's goals, developing work skills, providing sense of accomplishment and faith in self and so on. Not doing one's duty brings delay, blame, frustration, guilt feelings, frustration, chaos and disorder. Most often we learn to become helpless due to indifferent attitude, lack of willingness or resourcefulness, too much dependence on others, etc. Making use of available resources in most hopeless situations, owning responsibility for oneself rather than waiting for others to do, not giving up easily in case of failures and problems and not passing the buck to others are important work attitudes. Another important factor is to enjoy one's work rather than taking it as a burden or pain. It is only the joy

and happiness out of work which can sustain efforts towards completing the task. The attitude of doing best to produce excellent work goes beyond simply satisfying the requirement but extends to doing quality work according to one's constraints, situations and circumstances. It is important, therefore, that students find their own reasons to learn – may be – sense of accomplishment, sense of confidence, desire for excellence and so on. Cooperation and harmony lead to efficiency and productivity in team work. Hence, there has to be balance between pursuing excellence for self and one's work on the one hand and sharing responsibility, cooperation and team spirit and commitment to each other's success on the other. This does not mean that individual effort is less important.

### **(c) Social Responsibility**

#### **Objective**

To help students learn to appreciate, demonstrate sensitivity and skills in fulfilling their responsibility as citizens towards shaping of a better society.

#### **Related Attitudes and Skills**

Awareness and respect for one's own and others' rights and responsibilities in the context of Constitutional values – justice, freedom, equality, secularism, multiculturalism, sustainable development; Ability to work with others in a cooperative way, sensitivity towards human rights, rights of women, ethnic minorities; Respect for national symbols, events, days, heritage and resources; Appreciation and respect for cultural diversity and unity in the midst of diversity—language, religion, norms, cultural traditions; Preservation of resources; Austerity in consumption of resources; Valuing sustainable development.

Education has to be considered as a catalyst to promote the value of social responsibility and social consciousness among students. This involves gradual growth of consciousness from the self to the other and knowledge of the self as a member of a family, neighbourhood, village, town, city, community, nation and global society. At each stage there is enlargement of awareness of loyalties to each of the above. The sense of responsibility and obligation towards one's family, neighbourhood, society, nation, etc. needs to be cultivated in students right from the beginning. Training of students to discharge the duties to be responsible citizens need to be given importance with utmost earnestness otherwise students grow up with the obsession of rights to neglect duties and responsibilities. Without this they relate to the society and the nation only in what they can get out of it rather than what they can contribute to. If our students remain ignorant and indifferent to the duties of citizenship, it defeats the very purpose of education. A citizen's first loyalty is to the Constitution. Every educated person at least has to be aware of the vision and values embedded in the Constitution. The values need to be put into practice so that national unity, integrity of the country are upheld,

rich heritage of the country is preserved, inequalities are not reinforced and perpetuated, respect for diversity transcending all barriers is maintained, democratic logic for empowering minorities is upheld and the culture and identities are preserved, the values of love for the country, sustainable human development, appreciation for interdependence and interconnection in family, school, community, nation, world and nature are understood and upheld. Helping students learn to appreciate, demonstrate sensitivity and skills in fulfilling their share of responsibility as citizens towards shaping of a better society is thus very important.

## Love, Care and Compassion

### Objective

To stimulate in students the values of love, empathy, caring, sharing and compassion for harmonious and humane relationships.

### Related Attitudes and Skills

Belief in the dignity and worth of all human beings, listening and communication skills; Love, kindness, courtesy, generosity, humility caring and sharing, compassion, empathy; Love for family, society, country, nature and humanity as a whole; Trust, gratitude, forgiveness, non-violent ways of conflict resolution, respect for others, affirmation of others' positive qualities; Joy of giving, altruism.

Being a humane person is an essential attribute of an educated person. Love is an essential value for nurturing humaneness and human dignity of oneself and others. It enables us to express our best and to see the best in others. True love is enhancing good of others for their own sake without expecting anything in return. Discrimination, denial towards a person or a group denote a failure of love. Compassion arises out of the sense of belonging and love for others. Compassion implies being actively aware of and sensitive to the adverse conditions affecting others. It is a natural instinct that moves from within and seeks out kindness to people. We feel for those who suffer even if they are strangers. This enables us to transcend all barriers, prejudices, labels, etc. When compassion is suppressed, cruelty wakes up and violence erupts. Love and compassion are manifested through empathy, caring and sharing. Empathy is defined as having the capacity to be able to put oneself in the shoes of the other. Empathy facilitates caring and sharing. It is doing something for the comfort and well being of others ranging from a simple gesture of offering a chair to an aged or tired person to missionary work of teaching in a remote village. It is also sharing one's talents, time and effort without counting the cost, without any boundaries, colour, gender, appearance, intelligence, culture or history. There is a great need for education which develops the spirit of love, compassion and expand one's circle of kindness and love to embrace all beings and Nature. Courtesy, respect, humility, politeness and basic skills



of listening, communication, empathy, expressing feelings of affection and appreciation and positive regard for others are important. The present day world puts a premium on the economic capacity as the sole criterion of human worth. We need to develop the awareness that the standard of values that judges human worth mainly on the basis of economic capacity signifies the absence of values for human dignity, love and compassion. The fundamental re-evaluation of appraisal of our priorities is, therefore, important.

## **Critical and Creative Thinking**

### **Objective**

To enable students develop critical and creative thinking in solving day-to-day life and societal problems.

### **Related Attitudes and Skills**

Accuracy of observation and concentration; Curiosity; Receptivity to new ideas and alternative options or perspectives; Questioning assumptions, analyzing situations, visualizing consequences of actions, responsible decision making, discerning truth facts free of biases; experimenting with new ideas; Creative problem solving and resolution of conflicts – imagination, playfulness, spontaneity and insight; Reflection in day-to-day living.

Critical thinking is highly valued which can help students to think logically, analyze situations critically, apply judgement of what is good and bad, examine their own values vis-à-vis the values in the world, congruence or incongruence in them. This enables them to gain insights into the rationale of what is good and bad and why it is good and bad, select and reject information, weigh up evidence, visualize consequences to choose the most appropriate action.

Critical thinking is required to ensure that students develop a strong sense of right and wrong (for self and the common good) which provides the foundation for making responsible decision making in case of moral-social conflicts and question about the validity and meaning of what is heard and read. A critical mind has an inquiry mind to ask questions, recognize issues, discover answers, discern truth from untruth, pitfalls and potentials, avoid blind perusal of science, technology and media resolve conflicts creatively, apply wisdom in everyday actions and find ethical ways of solving problems.

Creative thinking encourages diversity of ideas, opinions and perspectives and helps to think laterally and approach problems from multiple perspectives. Flexibility and originality help to think differently/challenge the old assumption, try out new ways, create resources without many facilities, ponder over the mystery of things with an open mind. As educators, we must develop in our students creative thinking skills for successful adaptability to change and fulfilling social and moral responsibilities for improvement of social situations.

## Appreciation for Beauty and Aesthetics

### Objective

To enable students to develop aesthetic appreciation and expression.

### Related Attitudes and Skills

Sense of awe and wonder; Inspiration; Appreciation, respect and care for harmony, balance and beauty in nature; Aesthetic expression in day-to-day acts, ideas, feelings and emotions, not simply in arts – music, painting, dance, etc.

Appreciation for beauty and aesthetics is valued as it equips students with an awareness of the ability to create, express their ideas in ways that look and feel good, in addition to what is logical and right. Aesthetic expression and creation of ideas and things foster good feelings and emotions which are important sources of relaxation and inspiration, not only for the creator but also for those who see the creation, and enable them to overcome the limitations of their situation – mood, resources, capabilities and prejudices, etc. It instills among them the energy and quest for exploration beyond the confines of time and space.

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**Note :** Schools have to play a major role in ensuring that students are socialized to develop the attitudes and skills appropriate to different stages related to the core value concerns. Some of these can be readily developed through relationships, styles of interaction, examples, influence, modeling, communication, curricular practices and pedagogy within the existing curriculum. There are certain curricular areas such as arts, work experience, crafts, sports which are rich in potential for developing the desired attitudes and values but are usually sidelined rather than being the integral part of the school curriculum. Needless to say that core value concerns need to be interwoven into the entire spectrum of the school life. How this to be done will be discussed in the next section.

## II

# Approaches and Strategies

There is general acceptance that education must provide the thrust for nurturing values. It is, however, not clear how this is to be achieved in schools. Some organisations or schools prefer to keep values as a separate subject while others consider values to be integrated with regular school activities. The focus also varies. While some emphasise on yoga, meditation and education about religions, others focus on democratic and national values. Views also differ on the objectives of value education and how it should be delivered.

In majority of schools, values do not get deliberate focus in the school system. The focus is on providing knowledge, although knowledge itself is not detached from values. Children are expected to memorise huge amounts of information much of which may be forgotten after examinations are over. The child is seen not as a whole person but as an 'intellect' that consumes information, and at the most, builds knowledge. Rigidity of procedure, mechanical adherence to schedule, syllabi and examination are the hall marks. The centre of attention is the textbook, the teacher and the syllabus.

The spirit of values lies implicit or hidden in the textbooks. The learning process is dominated by 'do as you are told to do'. The child receives information but not education. Deliberate attempts to infuse the entire atmosphere of the school with desired values are not made. Values may or may not be transmitted. Even if these are, these only get across incidentally.

On the other hand, in some schools, separate time slot is allocated on all the days of the week to give values a special focus. The underlying assumption is that value education is one of the components of the entire school curriculum, and it deserves special attention. There is a separate curriculum, grade wise textbooks, teacher's workbooks with lesson plans for teaching of values through stories, biographies, poetry, songs, drama, meditation, prayers, group activities, value clarifications, etc. Formal evaluation is part of this approach. Value education or character education programmes designed by some organisations in India and the west follow a direct approach. Some of these intervention programmes appearing in the literature have shown positive results about their impact on students' behaviour.

## The Whole School Approach

In the whole school approach, value education is woven into the totality of educational programme in schools where value education does not form a mere appendage of all other subjects but would stand out as an over-arching concern of basic importance.

The books that students read, the school activities that are favoured or not favoured, the methods of teaching that are used by teachers, the role supervisors, teachers and pupils are expected to play in the maintenance of the rules and regulations of school, the manner in which particular events are celebrated and are chosen to exemplify their significance, the methods of evaluation, promotion, the way teachers are treated, the amount of freedom or initiative they enjoy, the kind of people serving on the school board and the way administrative staff functions is monitored, etc., reflect and symbolize values.

The school atmosphere is surcharged with positive values to imbibe and internalize. Every teacher is a teacher of values. Teachers are properly oriented to create such environment for children where those values become vibrant. Their role is to put the child on the right path not by imposing but by watching, suggesting, helping. Each unit of study in the textbook for different subjects is related to value concerns through exercises, examples and question/discussion, etc. as far as possible. Values permeate the formal curriculum as well as hidden curriculum and the pedagogical approach.

This approach requires conscious attempt and proper planning. Teacher-student interaction requires a great deal of openness. It requires certain pedagogical skills as teachers are required to integrate the relevant values in their lessons in different subjects or in other activities outside the classroom. The total school management and the administrative staff are geared towards promoting values. In such an approach, some ways of knowing the impact of value education in terms of appreciation/awareness, solving value dilemmas, exhibiting value based behaviour, etc. is considered important.

The underlying assumption in the whole school approach is integration. It is the integration of all the aspects of development of students. It is the integration of individual's concern with the society with his/her physical and ecological environment and the diversity within the culture. It is the integration and harmony within self and others around. It is the integration of formal curriculum, hidden curriculum, pedagogical strategies and evaluation system in the school. Integrated approach is considered to be effective because school environment creates variety of contexts through totality of educational experiences for students to explore, think, reflect and internalize positive dispositions and values.

## Pedagogy of Values

Pedagogy refers to the art and science of teaching, the way teachers accompany learners in the process of their growth and development. It is not just about teaching the subject content but the entire gamut of relationships, processes and strategies which are designed to enhance learning.

The pedagogy of values has to be different from the conventional pedagogy based on the banking model of education which places greater emphasis on the contents instead of the learner. The banking model of education focuses on the teacher as the principle source of a student's knowledge. Students are empty vessels into which knowledge must be poured. At the end of the year, an examination is set out to see how much of knowledge the student has retained. This kind of model provides major attention to the teacher who stands at the front and students are the audience, who sit in respect, in silence, facing the teacher. Interaction between the teacher and the students is minimal. The pedagogy for values, on the other hand, is grounded on the philosophy that children construct their own theories of how the world works, though their minds are less developed than those of educated adults.

Teaching for values is not like teaching any other school subject. It is about teaching the learner how to think about something, to reflect, critically evaluate, appreciate one's own values and those of others, develop better communication, better decision-making so that the concepts ultimately find their way into behaviours and actions. It is not confined to the cognitive level but covers the affective and behavioural levels. For example, understanding of any concept like cooperation is not enough. Ultimately, the task is to ensure that cooperation becomes one's internal disposition. Attitudes, values and skills cannot be developed by forcing students to memorise words, and also not by impositions. Experiences and opportunities must be given to internalise such attitudes and values, which can be sustained in the long run.

The learner can only then take a conscious decision of practising values, consciously and responsibly. For example, there can be many ways to instill the understanding of compassion by studying the lives of people who are famous for their compassion. It can be imbibed by experience, the environment of love and kindness at home and school. It can also be nurtured by exposing students to the sufferings of others and by learning to serve the needy and disadvantaged.

The pedagogical demand for such a kind of learning is thus to move away from the traditional banking model to an experiential or participatory model. This model assumes that it is not what you teach but how you teach, that is important, and that is the essence of education for values. In the absence of this, value education could become just another duty, proclaimed to be done by schools, whereas it has to be the adoption of different ways of interacting, relating and being with students and using ways of teaching and learning to provide concrete learning experiences.

## Some General Strategies

As pointed out above, attitudes and values are best imbibed through experiential and participatory modes of learning. Some experiential and reflective strategies which can be used and appropriately integrated with curricular areas and



activities in schools are discussed here. Some are more suitable for elementary stage and others are for secondary and senior secondary stages. In view of the complexity of the process of value development and the broad range of values to be nurtured, appropriate strategies for different stage/s need to be identified by schools.

**Silent sitting** has been considered an important strategy which helps in the habit of sitting quietly, strengthening the inner being or self, consolidating information received and retaining what is essential. It helps in concentration and assimilation, clear thinking, memory, health, vigour and also helps to be in tune with oneself. Some experiments have shown that silent sitting helps in improving self confidence, ability to get along with others, reducing negative emotions and experiencing calmness and inspiration. This can be used in all classes or subjects. Before starting the actual teaching, two minutes could be spared before beginning of the lesson in every subject. It serves as a warm-up exercise especially for younger children.

Learning through **visual experiences** such as symbols, drawings, posters, charts, cartoons, graphs, photographs and pictures, and auditory and kinesthetic experiences is more meaningful for younger students. Compared to verbal mode, these are less abstract and more powerful for communication of attitudes and values and forming imagery at the early primary years of schooling.

**Role plays** are used as a methodology for inculcating values where the emphasis is not on the acting capabilities but on the projection of ideas/values and analysis of the same. The analysis brings out why a person should or should not accept the value in question and act on all occasions upholding the same. The process of acting out helps in better understanding and reinforcing the importance of values.

Role plays can be conducted according to the age groups. The whole process of teaching through role plays revolve around (a) acting out the story, (b) depicting certain values, (c) miming, (d) reporting involving the processes of seeing, judging, acting, and internalizing. The presentation of the role play is just one part. The art of conducting role plays and using them, particularly for younger students, require orientation and practice. The real and crucial part is reflection through which attitude change and growth in values take place by reflecting.

**Stories** have always been considered to be the best way to get across an important value-based message. In recent years, we have learned that mind has a preference for stories. Knowledge is contextualized, it is situated and enmeshed in webs of meaning. Educators have not, as a rule, used story telling, meaningful narratives rooted in ordinary life setting to promote understanding and insight to human behaviour to influence practice. But the new understanding of how the mind works and how brain stores propositions and episodes in a different way, has overscored the traditional ways of communicating knowledge. Persuasive and authentic tales/anecdotes rooted in real world setting communicated in ways that are comprehensible and appealing to students can be especially useful for understanding values.

The stories and anecdotes present accounts of the personal view that people take of life, people, things, and events. These could be around a personal life experience or somebody else's experience, either obtained first hand or by word of mouth or drawn from literature. These experiences serve the purpose of providing inspiration to people especially to boost their spirits in times of stress and conflict and may give new direction to the life of a person.

Stories and examples of the lives of men of eminence can include the emphasis that greatness achieved is not sudden but through patience, perseverance and practice. The emphasis has to be on drawing lessons directly and/or indirectly appropriate to the age of the students. The active participation of students should be elicited which would give them occasion to reflect on various aspects of the lives of great men and the values they embodied.

The study of religious stories highlighting the essentials of all religions would be rewarding as a step towards harmony among religions, as basic teachings of all great religions of the world are the same. A lot of ingenuity, however, is required to present the themes relating to unity of faith. In the literature of every religion, stories and parables figure highlighting ethical values. The narration of such stories by parents and teachers can be most effective, particularly in the junior classes. At the post elementary stage, it is essential that students are given time to study the lives of great religious and spiritual leaders of all important faiths.

Every country has a treasure house of legends and folktales and stories of the exemplary lives of great men and women which become a potent source to communicate values. Story telling is a powerful technique as it leaves a perennial impression on the minds of children. Educators should be trained to grow as a story-tellers. The enthusiasm, sensitivity to the feelings and emotions the story aims to portray, the liveliness in communicating the message, voice modulation and annotation of words are all important.

**Anecdotes** like stories present a variety of perspectives on certain life situations, different ways one could experience and understand things that are important in one's life. Anecdotes are accounts of real life experiences which portray genuine human feelings and expressions. It could be an event, which created a lasting impression on a person's mind, touched the core of heart and may have brought about a shift in the course of life.

Anecdotes help in communicating the matter in a user friendly manner, understanding the matter by making the abstract concrete and easily comprehensible; motivating and inspiring people to reflect, think deeply about the situations. These also help in identifying with those living by the values; providing contextual understanding of the varied situations; learning about different perspectives and choices and skills in dealing with conflicts, crisis situations, events and day-to-day situations; evoking emotions and feelings.

The anecdotes depicting conflicts, dilemmas, human acts and approaches to dealing with different life situations drawn from home, school, classroom contexts portraying values important for students can be integrated with curricular areas.

**Group singing** is important as values in the lyrics of the song remain in the consciousness for a long time. Group signifies the unity towards a common purpose or goal, cooperation, discipline, self-restraint and the spirit to accommodate. Selection of song is important. These could be chosen to reflect good thoughts and feelings of sacrifice, universal love, love of nature, motherland, respect for one's heritage and other's culture. Some of the subjects could be taught through the medium of songs at primary stage.

**Group activities** provide opportunities for learning of many values concurrently. Development of fundamental values of love, tolerance, cooperation, peaceful co-existence, respect for others is important. By working in groups, students learn the value of each other's sincere efforts, joy of doing one's best for the good of the whole group. Role plays, games, group discussions, group projects, etc. are part of group activities which could be used in teaching of subjects as well. The manner in which such activities are meaningfully organised is important.

**Questioning** is one of the commonly used techniques in traditional classroom teaching to test knowledge and grasp of materials learnt by students. Its intended purpose is basically to raise curiosity of students and elicit involvement for active learning. Questioning is an art and skill which can also be used for assessment, development of creativity and imagination, value clarification, etc. Thus the type of thinking it provokes depends on the type of questions asked.

Most of the questions which teachers ask in the class are those for which the students already know the answer. Over 90 per cent of the questions asked call for information given in the textbooks. These questions are highly structured. Open-ended questions are rarely used. Closed type of questions that are commonly asked provide only one correct answer to the question. Open-ended questions provide opportunities to students to explore new ways of looking at or thinking about problems.

There are different types of questions such as hypothetical questions which involve problem solving abilities. Consequential questions elicit more divergent ideas. In redefinition questions, the child goes beyond the obvious and learns to look at things from a new perspective. In futuristic questions, child assumes a situation or problem and tries to solve that problem. The child is required to project his / her thinking into the future. In analogy type of questions, the child has to compare two objects, events or persons, and try to find out new relationships between two objects, ideas, events or person. Context of questioning is an important criterion in formulating questions. The context refers to the setting in which question is being asked with respect to the subject area or unit of teaching and the location of questions like in the beginning, end or throughout the lesson.

Selection of appropriate format of questions is also important. Format may be verbal, non-verbal, symbolic, pictorial, depending on the subject area and the context. Relevance, appropriate wording, clarity in expression, etc. are important to communicate the intended purpose.

The idea of **Discussion** is not unfamiliar. There is no subject in the curriculum in which discussion among students, either across the whole class or in smaller groups, cannot be initiated. Yet, we find that generally there is resistance due to lack of time.

Discussion can serve as a means for other students to deliberate on certain social, political and moral issues where values as such are not the focus of discussion in their own right but are underlying the topic. For example, in modern times, people are faced with perplexing situations, dilemmas and issues related to social justice, human rights and freedom, environment, ecology, population control, peace and disarmament. These can be used for discussion in teaching social science. Not only this, all occasions and episodes in daily life, like when children revolt, show wild impulses, get vexed, become sulky and depressed, can be utilized to discuss and enable children to arrive at right directions. It is important to realize that discussions can help students become aware of the variety of ideas and view points, be tolerant to different views, can help them clarify their own views through the effort of having to get across to others, resolve a dilemma or clarify their values. Sometimes it may enable students to arrive at an agreement. Sometimes it makes students aware that there are certain issues which cannot be resolved to everyone's satisfaction.

It is important that any kind of organised discussion should be followed by reflective exercises like: What did we learn from the discussion? Educator's role in organising discussions is that of a facilitator. Identification of value issues suitable for different age groups with potentials for discussion is important.

**Value clarification** is used for problematic situations with conflicting alternatives or equally competing values. This strategy allows one to choose one out of the two, reflect on what is chosen and what is valued by the person. It aims at helping students look closely at their ideas, behaviour, attitudes thereby clarifying themselves what they really value. Imposing one's own ideas or moralizing what the teacher thinks is right or wrong, is deliberately avoided.

## Reflective Practice

A key implication for value education is allowing time for reflection. Too much of the work in schools is busy work, frenetic work, which may or may not be productive. Even if it is productive, it is rarely balanced with peace, calmness and time for oneself.

If students are given time and space for thinking back on their experiences, they can then begin to see what is important to them, where mistakes are being made, where things can be improved and so on. How is it possible to do this in an already over packed school schedules? This is for the school to decide and prioritize. In any case the significant point to remember is that any kind of activity must be followed by reflection on the particular experience. Reflection is not enough on its own. What matters is the effect it will have on self. It is

often said that action without reflection is just busyness. The real benefit of reflection is to be able to see things in new light. The ability to effect change in one's attitude is perhaps the greatest strength of reflective practice.

## The Stage Specific Focus

The early childhood and primary stage of education is the ideal time for laying the foundation of child's personality. These years comprise the formative period of their lives. At this stage children are very active. Their capacity to listen is limited but they are very curious, they tend to ask many questions, their attention and memory span are short and sense of time to complete an activity is limited. They are sensitive to praise and blame, and are generally self-centred, and not conscious of social status or gender in selecting playmates. They love stories, games, take delight in repetition, rhythm, songs, colours, etc. They need freedom to question, and explore their environment. Repetition and dramatisation help them remember and act upon instructions.

They need to develop feelings of confidence, sharing and 'other orientation' as against 'self-centredness'. Experience of working in groups also provides opportunities for learning from each other and to express feelings of delight, dislike and anger in acceptable ways. Focus on following rules and regulations, respect for personal and public property, and developing a sense of responsibility in day-to-day acts are important. At this stage instead of too many do's and don'ts focus must be on providing success experience, receiving reinforcements for positive behaviour, interaction with adults exemplifying values to admire and identify with practising right actions, behaviours, manners and learning to appreciate good in oneself and others, etc.

As children grow older and reach the elementary school stage, they begin to grasp abstract thoughts. They develop the capacity to reason and think rationally in a limited way. They learn to grasp the reasons why some behaviours are right and others are wrong. Their ability to do more complicated, intellectual tasks improves and problem solving abilities begin to develop. They begin to see causal relationships among adults, their attitudes and their own behaviour. One of the prominent concerns at this stage is developing interpersonal skills of communication with others, particularly children, and consolidating their status in the peer group. This is the stage when strong competition can intensify as children are motivated to experience success and excel in different areas of their interest. Since school brings together children from multiple settings – religious, cultural, regional backgrounds – this stage is appropriate for developing interest in others, different from oneself, for developing positive attitudes and appreciation of cultural diversity. Children at this stage also need to take interest in environment, events, customs and social phenomenon which affect their attitude towards society. So they need to be sensitized to the basics of becoming responsible citizens equipped with secular and democratic attitudes.



This is also the stage for developing skills for handling information and using it to distinguish between right and wrong, good and evil, to think creatively, to develop self-reflection and self-discipline and so on. As conflicts with others are frequent during social interactions and engagement in competition for excellence, developing conflict resolution skills and aversion to various forms of violence are crucial at this stage. They need to develop discernment to respond with maturity to information and situations that prompt corruption, violence, and hatred, particularly the misleading advertisements and whatever that are violent and unhealthy in the media. However, children around this stage are still in the process of developing confidence in their self image in line with the rules and norms that are prevalent in society. They are not likely to question assumptions and norms learnt in family and local society. It is important to draw their attention to ethical and moral ways in line with the concept of interdependence in the society across different social groups living together and developing values of restraint, sacrifice and compassion.

At the secondary and senior secondary stage, children grow in understanding in every sphere. They gradually become aware of their identity and are on the threshold of becoming independent persons though not fully developed in maturity. Their thinking capabilities are fully developed but they tend to be idealistic, lacking in reality orientation and perception. As a result, confusion occurs which leads to conflict with peers, parents and teachers. Intervention by adults appears a threat to their independence and sometimes triggers their anxiety and defiance while at other times prompts them to pose as overconfident. The aggression, frustration and critical self-assertion are indicative of lack of success experience and self-esteem. They need to explore areas where their interest lie to experience success. The success experience enables them to accept their self and examine critically their individualistic thinking. Too much criticism causes them to become rebellious, questioning norms. They tend to be critical of having to tender explanations to adults and pose confidence in themselves, even though they might not really feel confident.

During this stage, their skills for rational thinking, communication, self-discipline need to be strengthened. They need training to resolve, through dialogue and negotiation, the conflicts that they encounter in their day-to-day interactions with parents, peers and teachers. They need to develop awareness about the importance of inter-relationships and interdependence in the personal, as well as global and ecological contexts. This is the time to enable them to not only be just recipients but also take on the responsibility to become productive and efficient members of society. This is the time to emphasize the value of cooperation and rights of others, and to accept all human beings irrespective of cultural diversity. Since thinking is fully developed, the approach to be adopted at this stage involves reasoning about what constitutes ethical and moral behaviours through dialogues and discussions with adults and peers. This is likely to bring reflections and internalization of moral reasoning, so that even in the absence of moral authority they could behave like ethically mature individuals.

### III

## Mapping Value Contexts in Schools

As discussed earlier, the curriculum – both explicit and hidden – serves as an important source of value education. The overall school climate is a reflection of all of the combined aspects of the hidden curriculum. Curriculum seeks to transmit values through school subjects, the textbooks and transaction of the subject matter. Textbooks are the repository of values – not only the conveyers of knowledge but also having lots of values hidden in them. The contents, presentation, layout, figures, tables, questions, language and its comprehensibility have an impact in communicating the values. The whole array of non-scholastic activities contribute to helping students imbibe values. Certain kinds of relationships, interaction styles and instructional strategies adopted by the teacher also have the potential to make a difference in students' learning of values. Values are thus infused through all the aspects of school life. In this section, we shall discuss some key areas and how these determine the success of education for values in schools.

### Leadership

The critical impact that school leadership has on the effectiveness for fostering values hardly needs any explanation. Leadership, particularly the leadership coming from the school administrator, mainly the principal, is one of the important factors for success of value initiatives in schools.

The first and foremost point is that the principal must have a clear understanding of his/her own value orientations. If the administrator is clear in his/her own mind about his/her own values, then decisions on specific issues automatically follow because each specific issue then fits readily into his/her schema of values. Another important characteristic is the capacity and willingness to model and live the values himself/herself. The conventional idea of leadership presents someone at the top of the hierarchical order whom others follow. True leadership requires an attitude and not necessarily the qualification. Leaders 'show the way'. What a school needs is not just leaders in the conventional sense but people who are willing to 'show the way', who can take the responsibility to create an environment and allow others to feel empowered. Creating environment, in which people feel empowered, is the

essence of good leadership. But how does that empowerment come? An effective leader provides the example and autonomy for others to do the right thing or what is ethical. The effective principal is the one who engages and motivates teachers, students, parents and community members in the building of a value based school. Any organisation like school has a clear-cut authority structure which bestows the decision making power to the principal. Decision making lies at the core of building peace, cooperation in any organisational setting. It is important that the principal involves school personnel to participate in the process of decision making, involve students and teachers in school governance so that all school personnel take responsibility for their actions and efforts. Effective leadership requires power sharing and participatory decision making. The school principal is required to act as a facilitator to create positive environment and relationships in schools. Here is an example of democratic style of functioning:

*The school principal had been noticing conflicts among some teachers. She got worried and decided to use these events as an opportunity. The Principal called a meeting. In the meeting, the Principal talked about general things concerning the school and other administrative matters. Later, she posed a question to the teachers – what does 'relationship' mean to you? She gave each teacher a chance to speak his or her mind. Some of the teachers chose not to speak. The Principal did not force anybody to speak. Some of the teachers emphasized the fact that relationships were the key to human existence and human bonding. Without relationships, human beings would lead a dull, monotonous and conflict-ridden life; it would be a free for all and all against all. The Principal then posed a second question – what sort of a relationship do you envisage in your school? The teachers reflected on this issue, and while responding, most teachers stressed on the need to have good, cordial and cooperative relations in school at different levels – among the teachers; between the teachers and the non-teaching staff; between the teachers and the management; between the teachers and the Principal; and between the teachers and the students. The Principal, in her concluding remarks, highlighted the imperative of valuing and respecting relationships at all levels – personal, organisational and communal. She also brought out the connection between being at peace with self and with others, and having and maintaining good relationships.*

Some common strategies \*which can be helpful for effective leadership are:

- Having clarity of purpose and modelling the desired values.
- Using consensus building strategies for making critical decisions.
- Creating the environment of care and trust. Treating students and colleagues with respect.
- Delegating responsibilities to help, collaborate and share the work.
- Providing institutional support for individual and group initiatives, etc.
- Demonstrating positivity, faith and trust in the power of the school to achieve its goals.

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\*DeRoche, E. F. and Williams, M.M. (1998). *Educating Hearts and Minds*. California : Corusin Press.

## School Ethos, Policies and Practices

The school environment/ethos represents the hidden curricula. It is determined by the school philosophy, mission, rules, procedures, relationships, working conditions, expectations, etc. Education for values has no place in schools that have an environment where there is no clear vision or expectation, where there are nebulous objectives, poor communication, teachers' apathy, low productivity, complaints and complacency, little evidence of respect and trust, lack of creativity, enthusiasm, innovation, etc. Research and commonsense tell us that if values have to flourish in a school, these negative factors counter the efforts.

The values which a school decides to promote must permeate the daily life of the school through its rules, codes, curricular activities within the classroom and outside, policies and procedures, symbols, relationships and so on. The first important factor is that the physical part of the school should be safe and clean. It does not have to be shiny and new, just a clean and safe place to work. Research suggests that working conditions that are comfortable and safe contribute to achievement and motivation of staff and students.

As value educators it is important to ask – Is there any clear cut enunciated vision or policy of the school? Are these reflected in the organisation of school, daily routines, rules, relationships, working conditions, expectations, etc.? Are these clear to each member of the school for whom these are meant? Are these ideals or policies visible in action in school practices? Is there anything in the school environment that distracts from the desired values? Should policies and procedures be re-examined in the light of goals and expectations for value education?

The beginning can be made with discussion on existing school policies which have inherent violence, discrimination and repression against the principles of democracy. If the schools have written policies and these are communicated to each member of the school after coming to consensus, there is a greater likelihood of active involvement of the school staff and teachers.

It is important to look into disciplinary policies and practices. A positive school climate imbued with values of caring is central to any effort and is a precursor to effective value education. Concern for discipline is of utmost importance in schools. We have to be clear that discipline is maintained for the smooth running of the school, and the welfare of the children. If the school discipline itself unleashes stress and conflict among children, it is not right; something needs to change. In the name of discipline, if children are humiliated and physically beaten, then we are projecting beliefs in violence.

**Corporal punishment** has been in practice in schools for a long time. However, the kind of severity and excessiveness at present is unprecedented. Developmental psychologists have shown that children living with physical abuse and corporal punishment develop negative or hostile attitudes towards adults and have other abnormalities, too. The physical violence experienced

by a child or an adolescent causes severe harm to his/her psyche. It humiliates and produces strong feelings of self pity and shame. The mental block resulting from punishment becomes a heavy burden, which is not easy to remove. Physical harm is visible but the harm done to the child's personality cannot even be reversed. The child will either become withdrawn or turn his aggression to others. Aggressive children are more noticeable due to their potential to cause nuisance but those who withdraw could be worse off. They may develop total inferiority, be driven to insecurity and have inadequate selves, thereby negating their potential.

However, substantial physical harm at the hands of a teacher like loss of an eye, hearing capacity or bleeding from the nose, getting a broken arm, etc. is not unheard of these days. The Committee on the Rights of the Child, the monitoring body for the UN Convention of the Rights of the Child (CRC), has twice recommended to India (in 2000 and 2004) prohibition of corporal punishment in all settings. The Committee highlights that rejecting violent and humiliating punishment does not mean rejecting discipline which is about leading children to good behaviour. Twelve per cent of UN member states – 23 countries – have prohibited all corporal punishment in all settings, including the home.

Eliminating corporal punishment requires both explicit law reform and sustained public-parent education. Fulfilling children's human rights requires that assaults on them be criminal offences under the law just as assaults on adults are, whether or not the assault is disguised as discipline (Source : *NCPCR Newsletter*).

The NCPCR was set up in March 2007 under the Commission for Protection of Child Rights Act, 2005, an Act of Parliament (December 2005). Its mandate is to ensure that all laws, policies, programmes and administrative mechanisms are in consonance with the Child Rights as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child. The Commission has launched a National Level Advocacy Campaign against corporal punishment. It has also issued guidelines for schools to create awareness among teachers, parents and the staff to sensitize them to child rights on education, health care, love and respect, and freedom from fear of learning. The website of NCPCR ([ncpcr.gov.in.com](http://ncpcr.gov.in.com)) provides information regarding legal actions for inflicting corporal punishment. All over the world there is consensus that corporal punishment is harmful for children.

Controlling students by yelling, slapping and hitting are really not the way to bring about discipline. Violence is not only physical but even verbal and structural violence, expressed in gender, caste and regional discrimination, etc.

Maintaining classroom discipline is, in fact, a thoughtful and purposeful way of interacting with students. It is a style and a philosophy of relating with students, and modelling the values and the behaviour that a teacher would want them to learn. It flourishes in an atmosphere where a teacher responds



to students with dignity and the skill to set realistic expectations of student's behaviour. Maintaining discipline also involves a multitude of skills to facilitate students to become responsible and self directed.

The discussion on school policies, which have inherent violence, must be made. The school context and culture must be examined, and the awareness of all the teachers, staff and students should be raised about such issues. Later these efforts could be extended for other classes also through lectures, awareness raising through morning assemblies and bulletin boards. Awareness can be created by involving other teachers in discussions about 'how to implement healthy discipline.' The fellow teachers' attitudes towards corporal punishment can be changed by encouraging students to share their trauma and anguish about it. Even teachers can be encouraged to think of their childhood when they received punishment. We could begin with students and share our strategies of healthy discipline. The rules for maintaining discipline have to be clear to those for whom they are meant. Therefore, while framing rules, the participation of those for whom they are meant must be assured.

There are a few key questions which schools need to discuss to improve their disciplinary practices and ethos like: Are the discipline policies and practices aligned with the values that we are trying to foster? Have we involved students and parents in developing and implementing our discipline policies and practices?

Check-list\* will serve as a guideline for schools to work out disciplinary practices.

- The school has a written code of rules and regulations.
- Discipline policies and procedures are disseminated to the concerned persons.
- Students and parents have the consensus to support the policies and procedures.
- Teachers have discussed the discipline code with students.
- The discipline policies and procedures are intended to foster self-discipline, self-respect, responsibility, and other related values.
- Discipline policies and procedures include expected behaviours outside the classroom – on the bus, in corridors and playground, etc.
- The policies and practices are reviewed annually.

## School Activities and Programmes

A whole realm of activities and programmes conducted in schools as part of traditionally known co-curricular or non-scholastic activities can have tremendous impact on the learning of values by students. Giving value based perspective to the usual activities organised in schools or classroom itself could trigger the change process.

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\*DeRoche, E.F. and Williams, M.M. (1998). *Educating Hearts and Minds*. California : Corusin Press.

Values are integral to the way these are organised. Doing activities in a routine and mechanical manner will not give much mileage. Moreover, these activities and programmes alone will not make much difference in meeting the objectives of value based education unless these are infused in a school that has a caring and cooperative school climate. The interplay of school climate, positive relationships, modeling of the desirable values by adults as well as curricular activities result in a healthy amalgam of education in values.

It is important to critically review the kind of activities carried out in schools and the expected outcomes these are likely to yield. In the following pages, attempt has been made to reflect on different types of activities and innovative ideas which are carried out in schools to promote the desired values.

In most of the schools, it is customary to organise morning assembly. It can serve a useful purpose if experiences provided to the students are meaningfully planned to make an impact on their attitudes and behaviour. Similarly, it is a routine to celebrate national and cultural festivals. Such celebrations are meant to arouse national consciousness, sentiments, feelings and imprint the mind of students with positive thoughts and feelings about the wealth of our culture and heritage. The spirit of celebration is lost if inherent messages are not brought-forth and highlighted.

Although we take a great deal of pride in a multi-cultural society, our knowledge about other social groups is pathetic. It can come about if students know enough about other's beliefs, norms, each other's culture and religion. At the root of education for values should be the value of integration. This is possible only by providing opportunities in schools by knowing, discovering, studying and celebrating each other's culture and religion through active engagement. Some schools organize inter-faith communication programmes which help in looking into and understanding each other's faith, thereby providing opportunities for reducing or eliminating prejudices and biases.

Learning to serve others is one of the best ways to put values in action. Activities that promote concerns and compassion in the underprivileged in the neighbourhood have an important place in some schools. The interaction with less fortunate children and people of the society sensitizes them to care and share rather than feel repulsive towards them. One of the schools call it a 'Helping hand day'. The idea that all are of equal intrinsic worth, despite outward differences needs to be ingrained in students. Another school does open school programmes for dropouts and poorer and minority communities. Community work is done through women and child development programmes, vocational training, inclusive education and social work schemes. This is not to be done as charity but in the spirit of solidarity and selfless service.

Over the years we have noted some outstanding school activities and practices which are worth mentioning here. A school carries out sustainable development programmes for bringing about awareness through projects on paper recycling, water harvesting, air monitoring, waste management, garbage

disposal, etc. As a result, children stop using plastics or spending money on fire crackers and are contributing towards the cause of tree plantation and recycling. A tree plantation programme called 'Vanomahotsava' wherein in addition to tree plantation students are engaged in learning about Indian herbs, Ayurveda, Indian health drinks which are displayed as against aerated drinks.

One of the schools has a programme of adoption of neighbouring village communities where the literacy project 'each one teach one' is carried out. Thousands of learners belonging to poorer sections of the society are made literate. The same school is engaged in an endeavour 'Adopt a Gran Project' to develop inter-generational ties for the cause of the neglected elderly in India through the community-based project aimed at creating peace and security for the elderly. Annual blood donation camps are held in the schools to sensitize the community towards 'living is giving'.

Yet another school prefers, instead of having a farewell party at the cost of fun for hooliganism and vandalism, to celebrate school farewell with the unique difference of inviting the parents, management, students, principals and teachers as a mark of respect towards the teachers and the school before leaving the school. The manner it is organized leaves a mark on the minds of teachers and parents.

Better opportunities are there to foster the values of team work, cooperation, persistence, patience, self-discipline in athletics and sports. There is a gold mine of opportunities here that should not go untapped.

Many schools are able to prepare a small newsletter or school folder which is circulated among students and parents. These newsletters cover inputs related to many issues like conflicts, communication skills, prejudices, anecdotes related to bullying, corporal punishment, child rights and human rights, environmental issues, gender role conflicts, and students' perceptions and reflections about such issues.

Library is organised to carry values related materials. Reading time is given to students to select the themes of their liking, reflect on written stories, materials and write reflections in the diaries maintained by the students.

Besides these general programmes and activities, some innovative ideas in practice in a few schools are case study files and 'Just for Me' folders. In regard to the case study file, each class teacher keeps a comprehensive record of the development of each student of her class where entries are made on the basis of her observation about the student's performance, behaviour, etc. which is handed over to the next class teacher at the end of the year. It is more like a cumulative record card. 'Just for Me' folder is prepared by each student at the secondary and senior secondary levels in which he/she writes about her innermost feelings, about their role models, their life situations. Students are given introspective worksheets and checklists that help them reflect upon their self and bring about desirable changes in their attitude and behaviour.

Story telling sessions, plays, dance, drama, songs to educate students on values and raise their awareness of conflicts and issues are popular in some schools.

Students are given opportunities to interview eminent and famous personalities and learn about their success stories. It helps them to learn that there is no shortcut to success. One has to put in efforts to achieve something outstanding.

The child has to be kept in focus while planning the activities. The objective must be to provide experiential learning in not only knowing values but practising values.

Workshops on issues of violence prevention, bullying, empathy training, conflict resolution, anger management, media literacy, peer to peer facilitation programmes are important interventions and activities which school can carry out. One or two class periods can be earmarked on some days.

Organising discussions on daily news items, current affairs and debates on moral social issues can develop in students the habit to form opinions, understand and respect other's perspectives, take suitable stand on moral/social issues, choose rationally between alternative perspectives. Some schools organise class assemblies for discussion on such topics which help them resolve value dilemmas. Days are reserved for experts and resource persons who are invited to talk to students and have workshops on similar topics and get the opportunity to develop rational and critical approach to such issues.

There are examples of schools in our country\* which have carried out small innovations by way of reorganisation and reorientation of the school routine. These innovations are beyond academics, related to their own self development and engagement with local community, reflecting the value priorities of the schools. For instance, one of the schools in Mumbai has involved parents in its functioning in administrative duties, maintaining the building, assisting teachers in conducting projects and a range of curricular activities. This kind of support from parents provides rich and varied experiences for direct interface and sensitization about school priorities.

One of the schools in Ahmedabad gives special preference to children who fail or drop-out or are punished due to anti-social behaviour. Arrangements are made to provide extra support. Such children study with regular children. One of the school in Sealdah in Kolkata puts emphasis on including marginalised children with mainstream children. The school has half of the children from non-fee paying background. It has elaborate arrangements to teach 'street children' who are taught by regular school children in rotation. Such experiences sensitize them to the reality around them and to develop a healthy perspective about life.

Yet another school organises adventure activities like mountaineering, long walks against child labour, campaign for communal harmony, and drug free society, etc. This has led to broadening the horizons and change of attitudes of parents without compromising academic rigour in school.

Another set of innovative activities being tried out in schools relate to raising awareness of school children about social-environment issues (shun the

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\* Sharma, R. (2010). Schools in the Changing Times : Framework for Innovations in Schools beyond Studies, *The International Journal of Learning*, 16 (12), 321-326.

gun, gifting a sapling on a friend's birthday, energy audit in school, bringing home cooked food in a cloth bag); other activities are focused on personal development and interaction (exploring flora and fauna in a region, positive personality prizes); exploring the world of work by visiting and participating in jobs in different locations; some other activities relate to developing sensitivities about sections of society not in mainstream, interacting with senior citizens, visiting and helping residents in orphanages and educating illiterates in the neighbourhood. These activities provide opportunities to increase awareness of students about self and social issues.

Although the degree of students' involvement will vary according to the age and grade level of the students, they should be aware of and actively involved in school activities as far as possible. They should be represented on school committees whenever appropriate. Student involvement by way of serving as volunteers would be useful.

Students should be in the forefront in addressing the issue of values of the present day. Students need to be encouraged to serve as volunteers as part of the larger chain of change agents who will facilitate the efforts made by teachers and principals in the schools. Students could be given training in communication, meditation skills and awareness about cultural diversity, human rights relationships, etc. They should be encouraged to work with the teachers so that they make a difference in the ethos prevailing in the school. There are examples of the initiatives taken by school children to improve the infrastructure of the school, to get the teacher's vacancy filled in and other minimum facilities required for attending the school from far off rural areas. As reported, they were able to negotiate and convince the authorities to claim their rights in amicable ways. (*The Times of India*, 12 November 2010).

Each school can devise a range of such activities and programmes. But every activity has to be organised as an experience. Feelings generated by that experience and reflection on that experience can make the activity or intervention purposeful and meaningful. Reflection is important for processing the experience and further learning, then only can it effect change of attitudes and personality.

## Relationship and Modelling

Relationship is the inevitable result of human interaction. Relationship comprises the human ambience of school life. Education for values demands positivity in all relationships—teacher-administrator, teacher-student, teacher-teacher, student-student, teacher-parent and so on. Inter-personal relationship must be shaped by reciprocity, mutual respect and a caring attitude. Irrespective of diversity in roles and functions of those who comprise the school community, even those who do the so called menial work, must be treated as members of the school family.

Researches indicate that learning is bound in relationships. Students conceive themselves and their learning of the curriculum content in the context



of relationships with teachers and peers in the classroom. In other words, students' perceptions about the subject are sharply focused on teacher's behaviour and relationship than on what they learn in that subject. Where positive relationship between teachers and students is not established, the growth in learning is blocked. If we look back to our school days we may remember some teachers who were kind and understanding though we may not remember what was taught. Thus development of values in students does not depend so much on explicit value education efforts but their relationship with adults with whom they interact in schools, especially teachers and peers. The level of influence that relationships can make requires that we take a re-look at our relationships with our students in schools, particularly because our school and classroom culture is not the one that prioritises 'relationship'.

Attitudes and qualities of students are shaped in relationships. The nature of relationships portrays attitudes and values. It is in relationships that the students learn what they should stand for, what traditions are worth keeping, whether and what rules to follow, why to speak the truth even when another student is lying, when and how to speak one's mind, when and why to keep quiet and so on. In other words, relationships shape student's development of values and a sense of right and wrong.

Fair, generous, caring and empathetic educators nurture positive relationships. So we, as educators, need to be aware of the effect of our behaviour and attitude on students. It is well known that children close their ears to advice and open their eyes to example. Students will learn values only if educators model those values themselves. If there is a mismatch between what adults do and what they say, students will imitate what is done. They may ignore or reject what is said as it does not fit in with their observations. This is especially true in the Indian context when all knowledge and wisdom is believed to come from the teacher. Hence the practice of portraying desirable values by educators themselves is important. Instead of teaching to 'respect others', for example, it is important for teachers to model this value and help students construct their own understanding about 'respect for others', which will come through if they see it happening themselves. We have to be conscious of our behaviour and its impact on students. If we have self control of not showing anger but remaining quiet and undisturbed under all circumstances, we are portraying and modelling the values of patience, tolerance, calmness, peace, etc. If we are always keen to learn more and more and do not remain satisfied with what we know, we are encouraging our

*Carl Jung, a psychologist, puts the essence of relationship aptly when he says, "One looks back with appreciation upon brilliant teachers, but with gratitude for those who touched our feelings. The curriculum is so much necessary new material, but the warmth is the vital element for the growing plant and for the soul of the child."*

students to progress. If we are not showing any superiority over our students, nor any preference whatsoever for one or another, we are demonstrating objectivity and equality.

Some schools and teachers may rarely talk about values but believe in modelling the values that they want to see in their students. Every part of the school from discipline to awards convey values. The attitudes, behaviour and style of functioning of teachers create an atmosphere conducive for the values. For example, a teacher who believes in creating an atmosphere in which it is emotionally safe to make mistakes, is teaching the value of learning to make choices – good or bad, and then experiencing the consequences.

## Teacher and Classroom Practices

Teachers conduct the symphony of education. Success of the initiative for values development in students substantially depends on the vision, motivation, skills, attitudes, values and behaviour of the teachers themselves. It is for this reason that a teacher is compared to a gardener who plants seeds of knowledge and values in students, waters them with care and kindness. It is his/her attitudes, values and relationships that determine the nature of the classroom climate. This is particularly true in the Indian context where teachers have always been respected as the fountainheads of knowledge and wisdom. Importance of the teacher is reflected in the common saying 'what I teach is what I know and what I educate is what I am.'

The impact that a teacher can have on the student is well illustrated in one of the memoirs of a student about his school days. "My Maths teacher soon gave up any attempt to teach Maths. I never passed a single test. The teacher somehow knew I could work for the school magazine. I had to explore a lot before I could write a particular story assigned to me. I was extremely shy, withdrawn and uneasy. Here my teacher made me believe that I could learn. The teacher accepted my limits. I could begin to accept my limitations without shame. I started trusting my teacher. When I could not see a future for myself, my teacher told me that the future was mine."

Many teachers like the above may be effective in promoting students' qualities. They communicate high expectations, and provide steady listening and opportunities for accomplishment that reduce students' shame and distrust.

The teacher's role in creating classroom climate is best reflected in the following: Ginnott (1972), in his classic book, 'Teacher and Child' described the power a teacher has: "I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate; it's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated or a child humanised or de-humanised." (pp.15-16)

Many teachers may also have the inclination and capacity to see the perspective of the students in their classroom. They acknowledge students' strengths and know how and when to provide success experiences to the students who need it.

Teachers, however, differ in age, experience, social-cultural backgrounds, gender, marital status, subject specialisation wisdom, temperament and self-conception. The schools they work also differ and so do the groups of students they teach. Children also bring with them attitudes and value orientations from their families. All these differences may lead to different styles of relationships with students.

Let us now go through teachers' perceptions of their interactions with students in the classroom. \*Some teachers are very rigid and strict and even a little noise or disturbance is enough to set them in an aggressive mode. They may hit anyone who seems to be involved in mischief, mostly without inquiry. There are still others who just want to be reassured of themselves; they keep questioning students about other teachers and compare themselves with them. They wish to know what they are doing and how they teach, among other things. Some teachers do not find themselves comfortable being close and personal to students. One such teacher says, "I would love to have a close interaction with students but I do not find it in me to do that. The moment children get personal, I avoid the situation. I become uncomfortable coping with it, although I know that it will be better for the students." Another teacher perceives her relationship to be more motherly than friendly. She says, "When I enter the class, I feel my students are like my children, and show them motherly affection. I do not know how far I am successful but I want them to behave properly and grasp everything." Another teacher says, "I do not want blind obedience. I can help them as a guide. I do not want students to be scared." Yet another teacher says, "I believe in authority with kindness. If a student says he was sick, I understand and allow him to complete the assignment the next day. But inside the class, students have to pay full attention. If I am strict with them, it is not done blindly but I convince them that it is good for them to be disciplined, and that they are not doing me a favour by being disciplined." The most important qualification of any teacher, therefore, is to be kind and loving.

It is important nevertheless that teachers become better role models and relate with their students in pleasant and meaningful ways. They need to handle students' disruptive behaviour as well as promote desirable behaviour, values and virtues.

Directing and regulating students' behaviour and acts in the classroom is a challenge. They have the choice over how they respond to a students' behaviour. There are multiple ways of handling student's behaviour, which would vary with the nature and intensity of the behaviour in question. Some general principles, strategies and skills, however, for handling disrupting behaviour, as well as promoting desirable behaviour conducive for values, are discussed here.

\* Clarke, P. (2001). *Teaching and Learning: The Culture of Pedagogy*. New Delhi/Thousand Oaks/London : Sage Publications.

Much of the students' behaviour in the classroom is perceived as undesirable—it disturbs discipline, order and peace. Some of these behaviours may be natural and age-typical, and will change as students become more mature. For example, students in the early grades are impulsive and motor-oriented and teachers understand that this type of activity needs to be properly recognised and channelised. However, teachers find it difficult to deal with common behaviours like shouting, name calling, pushing, complaining, making fun of others, fighting, disregarding rules and loud talking, which come in the way of maintaining peace and discipline in class.

\*One of the important ways of maintaining discipline in the classroom is to **provide clarity about rules and expectations** so that students become conscious about following the rules. Indirect reminders for adhering to the rules can also be put up on the board or by way of posters like “we shall listen to one another”, “we shall seek permission before speaking”, “we shall let others learn,” etc. Students can themselves be involved in framing the rules. This will enable them to take the responsibility of observing the rules. Overall, it is best to state the expectations and rules positively. **Using non-verbal ways or signals** is another gentle way of redirecting behaviour. Body movements, sounds and gestures like rising from a seat and emphatically clearing one's throat are helpful in gaining the attention of the class. Walking towards a student and removing the object which creates distraction can also be used to avoid nagging or constantly naming students. A teacher can also reduce classroom distraction by **restructuring and modifying the situation**, a change of seats, grouping of students and modifying assignments, etc. **Warning** can also be used but not too frequently as it will lose its value.

Overall, it is important to use flexibility to know the differences in the learners indulging in undesirable behaviour. This means that not all students should receive identical treatment but that students must understand that their negative behaviour can lead to undesirable consequences. Some alternatives available to the teacher are use of soft reprimands, i.e. sending to the corner of the room, taking away privileges, taking away points or recording a poor score on behaviour and habits or giving extra learning work. A teacher should not be vindictive or punitive but must be consistent, calm and firm. The teacher must use alternative strategies and carefully review in the light of the student's progress. The strengths of the student and opportunities to praise desirable behaviour must be kept in mind.

It is not that children do not always know the value of honesty and respect but they may suffer from feelings of inferiority, cynicism or egocentrism or get swayed by situations. Researchers suggest that such emotions as shame, anger and cynicism eat away at caring, a sense of responsibility, and other important qualities and values. It is a natural phenomenon that when one's beliefs and values conflict with one's moral actions these are changed to accommodate, immoral action. For example, one may justify 'stealing' because society is corrupt or because all people are basically 'selfish'.

\* Long, N.J., Morse, W.C. Fecser, F.A. and Newman, R.G. (2007). *Conflict in the Classroom*. Austin, Texas : 8700 Shoal Creek Boulevard.



Children in schools are only a part of the whole and carry with them a wealth of culture, language, habits and attitudes. It is, therefore, essential that teachers know their students. If some of these strategies do not work, one must review and find the cause of failure. It is important to understand that a 10-year-old girl with a highly anxious mother and a father prone to fits of anger isolates herself at home and becomes destructive and rude in school. Her teacher has little empathy for her. The child looks to peers for support but other students find her rude and demanding. She becomes provocative and the spiral continues. Such a child will look for teacher or someone who can make a difference in her life or someone who can empathize and understand her perspective. Such students need to talk about themselves and their feelings. Learning more about students and their lives and letting them know that the teacher is keen to know them, itself is an act of compassion. It may be remembered that the purpose in using these methods is not to control the students' undesirable behaviour but to help them behave in more acceptable manners.

Guidance and counselling services by way of student support services need to be given priority in schools. These services rendered by a trained professional counsellor/teacher offer pro-active guidance in meeting the developmental needs of all students as well as providing remedial help to students with personal problems and difficulties in social, emotional and academic spheres. Active involvement of parents, peers and community for their support is also part of the guidance and counselling services. The interventions carried out by trained counsellors help students increase their understanding about their own behaviour, attitudes, values. It further helps to empowering them to take right decisions which are close to the process of values formation.

## Proactive Strategies

### Freedom for Expression

One of the basic classroom principles is creating an environment, free from excessive competition, threat, ridicule, etc. It is neither an environment dominated by an authoritarian teacher nor is it a wholly permissive environment, without any structure. It aims at creating an emotional climate for students to experience a sense or feeling of personal worth, trust, dignity and self-confidence, leading to self-discipline. Yet another practice that helps change children is freedom of expression. It involves allowing children to ask questions that help them relate to what they are learning in school and reconcile that to things happening outside; the trick lies in children answering in their own words, and from their own experiences, rather than simply memorising and getting answers right in just one way. All these are small but important steps in helping children develop their understanding of the world they are in and examining their own prejudices and biases. Quite often, children have an idea arising from their everyday experiences with parents and friends or



because of their exposure to the media, but they are not quite ready to express it in ways that a teacher might appreciate.

A sensitive and informed teacher is aware that these experiences accumulated in school, at home or in the community, underlie biases and prejudices of various kinds. Broadening the range of such experiences to include exposure to a multi-cultural, multi-religious and multi-lingual environment reduces the scope for the formation of prejudices. However, just the presence of a multi-cultural student population does not mean that it is a multi-cultural environment. Only when there are interactions and exchanges, and the involvement of each and every one that a multi-cultural environment is created, and is able to engage children. They are then able to express their doubts, share views and question the assumptions underlying various beliefs, practices, rituals social structures, etc.

### **Constructive Feedback**

Providing feedback is a necessary part of teaching. Students may lose confidence in teachers who accept everything and do not encourage them to improve. Many a time, criticism implies that the person is not worthy. A gentle way of criticism is when a student is told that the idea is not worthy of the person's potential or ability. Constructive and meaningful feedback is important. Negative comments need to be avoided. Instead of saying, "You cannot do anything right," "You never use your head," we might say, "Can you think of another way of doing this?" Or "Let me show you another way."

### **Positive Reinforcement**

No strategy is considered more effective than positive reinforcement for desirable behaviour. Positive reinforcement where accomplishments (behavioural as well as academic) are appropriately recognised and self-esteem is strengthened are valuable. Whenever feasible, the teacher should try to find out ways to provide positive reinforcers. It could be recognition, leadership role, a word of appreciation, verbal approval, non-verbal approval or even awards. It is better if the reinforcement is descriptive and more focused on work rather than the person. Descriptive praise is the skill of describing a student's motivation and accomplishment and not his/her personality.

A practice that some teachers adopt is to appreciate the students for some quality of theirs, not necessarily in academics. Each child has one quality or the other, and we have to discover it. We need to recognise that all our students are smart and intelligent but in different ways, and accordingly, we need to discover and help our students discover where their passions and intelligence lie. Academic achievement is not the only marker for intelligence, and as teachers we need to be mindful of it and encourage various other skills that our students possess. It is not easy, but perseverance and constant mindfulness about such children will yield ways.

## Accepting Mistakes

If students are made to understand that mistakes are a part of work and that they are instructive, only then will they understand the value of mistakes, and will not try to hide mistakes or feel embarrassed about them. The teacher who focuses on creating an atmosphere in which it is safe to make mistakes, is teaching the value of learning to make a choice, whether good or bad, and then, experiencing the consequences. By providing an emotionally safe terrain, teachers hold students accountable for their actions. It then helps in fostering responsibility for their actions rather than hiding the mistakes and putting up defenses to protect one's image.

## Avoiding Impulsive Judgements and Evaluative Remarks

We are often in the habit of passing quick judgements. Instead of giving one's own judgement, we can ask, "Do you like what you have done"? "What would you like to change to improve upon it?" Even in a situation where they have made a mistake, depending on the gravity of the situation, it may help to forgive. Against the usual perception that forgiveness leads to more carelessness, if a teacher helps build reflection by appropriate questioning about the student's behaviour and forgives, it is much more helpful than punishment.

## Respecting Ideas and Questions

Criticism and making fun of children's remarks can hinder them from expressing themselves. It is important that students express themselves because we cannot know what they are thinking and feeling unless we let them express themselves freely. However, after they have expressed, even if there is an error, it should not be immediately corrected. Rather, use of expressions like, "Is there a better answer?" or "Does someone think differently? "Why?" are more useful.

## Increasing Intrinsic Motivation

Excessive competition is detrimental to peace and harmony. Inherent in competition is a set of values wherein success depends upon beating and defeating others. What is valued is triumph over others and being Number One. Competition teaches that self worth depends on victories; winning is the goal, and not learning or practice or development. Trying to beat people is extrinsic motivation. It is important to develop intrinsic motivation, that is, motivation to do something for its own sake, to learn to enjoy, to meet the challenge rather than to win a prize and defeat someone else. What is important is to reach one's own standards for success. Intrinsic motivation flourishes when teachers provide encouragement, and appreciation for the efforts put in by the child and help him/her be successful.

The shift in attitude and mindset can transform the ambience in the classroom, overcoming the daily hassles and challenges posed by the ever-fluctuating demands on both students and teachers. This is not for sacrificing any serious goals of education; rather, it fulfils the holistic goals of education.

Relationships strengthened by the teachers' own skills and strategies of communication and listening, as empathetic and genuine mentors, and classroom practices that are caring, pave the way for real "teaching-learning." Students can then learn and develop, not as information banks but as informed human beings. Even teaching subjects and all other activities are to be viewed from this perspective.

## Teaching of Subjects

The different subjects at school stage – Social Sciences, Science, Languages, Mathematics, etc. seek to provide knowledge, attitudes and values intrinsic to the particular discipline. 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 are concomitant to the pursuit of that particular knowledge get transmitted. For example, Science teaching aims at the development of understanding of the concepts, facts, principles, theories and laws that describe the physical and natural world. It is intended to strengthen the commitment to inquiry, curiosity, objectivity–scientific outlook, open-mindedness, search for truth, etc. Mathematics is associated with logical thinking, order, decision making, neatness, accuracy, perseverance. Social Sciences at school stage intend to broaden children's vision of society as good citizens. History portrays the values of patriotism, compassion, bravery, cooperation, loyalty, justice, perseverance, as evidenced from the lives of great people. Geography communicates interdependence of countries, unity in diversity, environmental conservation, etc. Language, besides encouraging communication and listening skills, is intended to inculcate imagination, creativity, sensitivity, appreciation and emotional development. It is for this reason that objectives of teaching different school subjects also include development of attitudes, appreciations, values, skills, which are appropriate to that subject. Every subject, considered from the stand point of value education, is thus considered to be a repository of values.

Good teaching of a subject implies teaching the subject in such a way that the students gain insight into the nature of the subject, its logical structure, its methods and also imbibe the attitudes and values associated with that particular subject. Presenting the lesson from a humanistic and positive perspective is important. The lessons which would inspire and awaken positive feelings and experiences, encourage openness and the spirit of inquiry in raising questions, constructing their understanding of values. Strategies like questions, stories, anecdotes, games, experiments, discussions, dialogues, value clarification, examples, analogies, metaphors, role play, simulation, some of which have been discussed in Section II, are helpful in promoting values during teaching-learning. Some values may be more adequately integrated while teaching a particular subject at a particular stage or grade, others may be more appropriately integrated with other subjects at a particular grade. Thus subject-appropriate and stage/grade-appropriate strategies vis-a-vis values need to be delineated.

## Exemplars

### History

The right approach to teaching values through lessons in history would be to present them from a broader perspective rather than presenting the events in isolation. If on the one hand, it helps us to understand the nature of oppressions, exploitation committed by our ancestors and the stories of greed and aggression, on the other hand, it portrays patriotism, compassion, bravery, cooperation, loyalty, justice, perseverance, helping others, responsible decision making as evidenced from the lives of great people. In teaching history, it is important to focus on positive aspects and their importance and discuss how and why events occurred and how could these be avoided. Such a positive approach is important so that wrong learning does not take place. Even in the case of something horrific, it can be explained that although one man was possessed with evil thoughts, most people are not like this. There are many instances of how people risked their lives to help others but they never expressed hatred for their enemies. Another point is to show how, out of a negative act, something positive may grow. An example is the atomic bomb dropped on Hiroshima and how Hiroshima is a centre of peace now. Some activities such as discussion, debates, drama, role plays, could be used to reinforce the positive values and make learning history lively and interesting.

### Political Science

Many important values, like democracy, citizenship, human rights, child rights, social justice, patriotism, unity in diversity, duties of a law abiding citizen, fall under the purview of different lessons in Political Science. Exhibitions, project work, visits, community surveys, discussion on social issues, presentations, etc. can be used in teaching the subject so as to deliberately reinforce the focus on relevant values.

### Geography

The teaching of geography as a subject must communicate the values of oneness, interdependence of countries, unity in diversity, global unity, responsibility towards environmental conservation, urgency of preserving natural habitats, respect and love for the animal kingdom, plant life, etc. For example, while teaching about rivers, teachers can find opportunity to illustrate the values we learn from different things in Nature, how everything is interrelated, originates and merges back into its source. Water is evaporated by the sun and gathered into clouds and then falls as rain. Another example is how the earth's structure is formed through tremendous fluctuations of extreme heat and cold. This can be compared to human life which is comparatively easy sometimes and sometimes difficult, hence we must be steady and unshakeable like the layered earth. In geography, we teach about different countries and their borders. In fact, there are no distinct borders. Example is that if we go up

in an aeroplane, we cannot distinguish where one country begins and another ends. This illustrates that earth is one unit and we should see things in terms of global unity. Environmental conservation can be brought into focus while discussing how we can contribute in small ways by being conscious of using natural resources and living a simple life. Discovery games, map drawing, environmental games, quiz, role play, brainstorming, etc. can be used to convey important values through geography.

## Languages

Of all the academic subjects, languages, being our main means of communication, are the easiest and most natural to integrate human values.

Stories which are found in the language books are very effective tools in conveying deep value messages which could be discussed amongst students. Students can also be asked to elicit values by themselves. They can be given the opportunity to think and discuss and make up analogies, etc. A situation can be created wherein they role play and are made to experience those values in simulated situations. Most languages are rich in poetry, much of which promotes upright and noble characteristics. These offer children high ideals. Values can also be integrated into grammar. When learning about structuring sentences, it can be compared to having good manners. Things have to follow rules. For instance, 'he is a good boy'. We cannot say 'He boy good is'. Besides this, fantasy trips, creative writing, composing value based songs, cooperative story making, cross-word puzzles, word building and other games, debates and discussions can be helpful. Learning becomes fun and the children pick up the language more quickly and can imbibe positive values as well.

## Environmental Science

Environmental Science (EVS) textbooks of primary stage are full of opportunities for conveying values of equality, justice, human dignity, rights and caring attitudes towards nature, etc. The present NCERT EVS textbook 'Looking Around' Book I for Class III, for example, includes topic on food where themes like cooking, eating in the family, when foods get spoilt, etc. are discussed. This subject matter could be used to highlight values of cleanliness, good eating habits, consciousness regarding wastage of food, variety of food of different cultures, family, relationship and responsibility, etc.

There is another lesson in the NCERT EVS Class III textbooks on 'Family and Friends' which has a section on 'Work and Play'. This section provides ample opportunities for teachers to highlight and promote values of work and the other qualities they appreciate in their family members and relatives. The lesson also has content which enables them to explore the differences between old and young, woes of people with disabilities, thereby introducing attitudes of empathy, love, compassion and caring towards others, particularly the disadvantaged family members, peers, neighbours and other people.



## Science

Science is often equated with facts, knowledge and experiments. The subject matter of science enables one to develop critical thinking skills. For instance, in the NCERT, Class X, Science textbook, there is a topic on Refraction of Light. In this topic, students observe an illusion that a straight glass rod appears bent when placed in a glass tumbler. The understanding of processes of refraction and bending of lights conveys that sometimes what we are seeing with our own eyes may not be true, just as the glass rod half dipped in water in a glass tumbler appears to be bent but it is only an illusion. As we learn more about properties of light, we know why the rod appears to be bent. The teacher can illustrate the phenomenon of prejudice and biases toward others in similar terms – what faults/negative characteristics we see in others may be our prejudices; as we get to know others better, prejudices disappear.

Similarly the topic of parasitic plants which thrive on each other can be used to make explicit how nature supports interdependence. There is mutual support and sharing, contributing to collaboration and survival even in plants. Human beings who are at the highest level of evolution must realize this value of survival based on interdependence and collaboration.

## Mathematics

Mathematics is often considered a tough subject and is feared by students. Mathematics teachers of primary stage can point out the values of attention, precision and aesthetics while teaching shapes, by pointing out how order and harmony results if shapes like, triangle, circle and star are drawn with attention and precision. But if these are drawn without accuracy, the triangle will not look like a triangle or a circle and star will become something else. Middle school children are taught profit and loss and calculating wages of employees. It is important that teachers relate these to real life situations and question them about the kind of money they get to spend in their families and compare it to the wages some of the poor get. Teacher may also point out the importance of equal wages for men and women thereby highlighting gender equality, child labour issues, etc. Similarly, while teaching senior secondary students differential calculus, it can be highlighted that even small infinitesimal changes that are measured under this branch of mathematics are crucial for success or failure of such huge projects like rocket, radar operations' launching, etc. Therefore, values of precision, accuracy, truthfulness and paying attention to one's responsibilities are important for learning and application of mathematics.

## Guidelines for Integration

The task of integrating values with subject teaching is a challenging one. It requires willingness, commitment and ingenuity on the part of the teacher.

Some guidelines, however, are suggested below:

1. As a teacher, it is important to first identify value themes which may be present in different forms. Sometimes these are directly given. Sometimes, they lie hidden in some lessons or these may not be there at all. However, on closer scrutiny, teacher may realize that a certain value could be brought into the context while teaching. Therefore, teachers have to find effective methods of putting across values in formal lessons which are in line with the lesson objectives and the time factor.
2. Once a value perspective in a lesson is identified for infusion, may it be in the beginning, middle or end of the lesson, it is then important to analyse the basic components of a value at the cognitive (knowledge), affective (feelings and emotions) and behavioural (skills and practices) levels. Teacher has to see that knowledge has to be built first, then only feelings can be awakened to develop positive attitude towards the value. Finally, behavioural skills are built through practices.  
For example, a teacher may simply read a poem and elicit meanings of new vocabulary. Another teacher has the poem dramatised and divides the students into groups, gets them to discuss the feelings and characters. The first teacher provides an experience reaching out to the cognitive domain, the second teacher provides a direct experience, reaching out to the affective domain as well and creating a more lasting impact on the minds and hearts of the students.
3. After infusing the value components, teaching methods to be applied for transaction become important. As discussed before, a variety of strategies are available which have to be carefully selected according to the maturational level of students but overall it is important to see that lessons should bring in positive feelings and emotions to make the lesson lively, interesting and appealing. These may be presented from a humanistic and peaceful perspective. Another important aspect is reflection on the content as to what the contents really mean for students' daily lives. Reflection helps in making meaning out of their learning experiences.
4. In order to transact the subject in an effective manner, building a friendly and cooperative climate in the classroom is the prerequisite.
5. It is also important for the teachers to see and evaluate the growth or change in student's attitudes, which is reflected in their awareness and appreciation of goodness, the ability to make decisions oneself, to be able to clarify one's priorities, planning one's time schedule, making worthwhile use of one's time etc., while teaching.

Providing value education through school subjects should not mean that the school subjects are to be treated as mere vehicles of value education and not the knowledge of the discipline. If we do that, it would be 'distorting the true nature of the discipline itself'. It is cautioned that, "the teacher need not draw out the underlying moral all the time, but if he/she has given some thought to the values underlying the scope of the subject and his work as teacher, they will imperceptibly pass into his teaching and make an impact on the minds of students."

## Examples of Teaching-learning Activities for Integration

Some examples of teaching-learning activities outlined in the Position Paper on Education for Peace (NCERT, 2006) are given below for integration into the subject context. The teacher is the best judge to identify the appropriate context and stage to use them. They themselves can design activities based on these ideas.

- Ask children to demonstrate ways to show respect to the elders at home and school – how do we show respect when we ask for things, listen and talk, (Environmental Studies/Language)
- Ask children to express the meaning of the word cooperation in different ways. (Language)
- Using puppets to demonstrate how conflicts are resolved peacefully through the use of proper words and gestures (EVS/Language)
- Ask children to imagine a peaceful world and describe it how would look like. (Social Science)
- Children can be asked to describe how anger destroys peace. (Social Science/Language)
- Everyone wants a peaceful world. Why then is it not so? Analyze different reasons which come in the way of peace. (Social Science).
- What kind of changes need to be made if we want a peaceful world? List changes one would require in own feelings and values for getting peace. (Social Science)
- Think of adjectives to indicate the activities that hands can perform for serving good causes. (Language)
- Complete an incomplete story in different ways with moral messages. (Language)
- Expressing different ways/emotions/gestures to show that one is supportive and caring to a person on a wheel chair, seeking help. (Language)
- Ask students to play the role of different objects like trees, broom, garbage dump, showing their existence and worth, valuable to all of us. (EVS/Language)
- Ask students to describe a story, poem, quotation after showing some pictures on a chart. The story, besides being original, may carry some social/moral message. (Language)
- Ask students to write an original story on tolerance, sensitivity to others, etc. collecting newspaper clippings, magazines, articles on different themes/creating a wall magazine. (Language)
- Ask students to solve a problem as a team, utilizing resources within the team, using improvisation, to help weak students, (EVS/Social Sciences)
- Show an object, e.g., flower, asking students to write a few lines, a poem or a song, comparing the qualities of a flower or other objects with a good human being. (Language)

- While teaching alphabets, show a few alphabets in a scattered form, then ask the students to group value-words on the basis of qualities, e.g., honesty, truthfulness and making new associations among them. (Language)
- After narrating few lines of a poem, ask the students to compose a poem or a song depicting values like honesty, hard work. (Language)
- Ask students to write a letter depicting misunderstanding between two friends and resolving it without letting either feel humiliated. (Language)
- Ask students to draw analogies between two unrelated things, ideas, situations; analogies may depict values expressed in unusual ways. (Language/Social Science)
- Explore and collect the work of relatively lesser known people from magazines, newspapers, who made contributions for the society and analyze the qualities of such people. (Social Science)
- Identify areas/problems in the community which require creative solutions. (Social Science)
- Ask students to imagine a day in the life of a teacher, teacher's position and write a composition. (Language)
- Imagine different ways to help save a small child crying on the road and write a note to the editor about how we can be more caring to others, especially the young and the needy. (Language)

### Teachers' Reflections on Integration of Values in Teaching\*

Teachers' reflections below are based on interactions with teachers using integrated approach in teaching subjects. These reflections would provide some stimulation and feedback to their fraternity. Some teachers expressed their opinions as below:

- The task of integration is a challenging one. First, I create priority of values that are most fundamental at a particular age/stage of education, then I look for the nodal points in the lessons for integration.
- I was surprised to find how easy it is to integrate values. It does not require making vast changes in my teaching but just adding the extra-dimension of values through carefully chosen questions or activities that serve the purpose.
- I plan my lesson to decide which values I want to cover. I break down each lesson to find where values would fit in best and then accordingly alter the focus of the lesson.
- Integrating values into my teaching is not difficult. It involves some thought at the planning stage because it calls for teaching in a different way through different activities.
- I add value questions through the usual discussions. Some project or work based exercises and carefully chosen literature can be easy ways to begin discussion about chosen values.

\* Leicester, M., Modgil C. and Modgil S. (2000). *Classroom Issues : Practice, Pedagogy and Curriculum (Vol. III)*. London : Falmer Press, 11 New Fetter Lane.

- Value integration may be difficult to begin with but with practice, teachers will find it easy by adding value questions or thought provoking suggestions to initiate discussion on important values in life. It is more a matter of conscious effort rather than one of great difficulty. My policy has always been based on the belief that classroom itself is a place for exemplifying values.
- Values teaching requires making values more explicit that I had been doing. It is equally important that we explicitly formulate these values into lessons.
- I have not had much difficulty in putting values into my lessons. It is something that I have always been doing in the past because it is inherent in the very nature of the subject I teach.
- The area of difficulty in integrating values is in the actual presentation of the lesson and in planning learning experiences.
- Integrating values into teaching first requires a positive classroom climate which cannot happen immediately, but over a period of time and as a result of consistent demonstration of values and behaviour of the teacher.
- I had been consciously avoiding to talk about values because the aim is to help children experience the activities and then draw their own conclusions from the discussion. I do not try to make the values teaching direct with the hope that the message would be better absorbed with a subtle approach.
- I avoid teaching particular values directly. The activities only help students to reflect on a variety of points of view and then develop their beliefs.
- Incorporating values is not a real problem. It rather gives me a more clearly defined focus to teach.
- During the planning process, I identify relevant issues that could be focused from the perspective of values. I then select specific strategies for exploring values.

## The Evaluation System

As teachers, we know that assessment and evaluation are essential components of the educational process. An objective and credible system of assessment provides feedback to the learners as well as to the teachers on the progress attained by students vis-a-vis the methods of teaching-learning adopted by them. In the absence of an authentic system of assessment, the formative as well as summative objectives of teaching-learning remain incomplete.

Focus of the examination on rank ordering students or declaring them failed tilts the classroom climate and the school ethos towards vicious competitiveness, to the exclusion of all other goals of education. Instead of a real quest for learning, fear of examination, malpractices, stresses and frustrations result from this competitiveness. The fierce competition and stigma imposed on



students who fail keep them in despair, and drives a few to suicide. Learning, which is meant to be a joyful experience, turns into something oppressive. We know that some, who are not able to manage top positions, are stressed enough to commit suicide just as others who do not make it to the pass category. These may be extreme reactions but even the general student population is none too happy with the system of evaluation.

However, assessment cannot be wished away in spite of the fact that it generates tremendous anxiety and tension among students, and kills the joy of learning. It is necessary that a paradigm shift takes place not only in the teaching-learning process but also in the system of evaluation. It needs to be radically reorganised and made student friendly. Though reforms are in the offing, what can we do as educators, here and now, without waiting for systemic reforms?

As teachers and educators, our role is crucial. In fact, it is we who could insulate or pre-dispose students from self-condemnation in the event of not attaining the desired position. A mechanical way of evaluation does not record progress, rather, penalises for lack of comprehension, and labels students as pass or fail. This labeling not only further discourages them and affects their capability and motivation to learn but also diverts their attention to other ways of getting recognition from their peers, which is crucial for their positive self-image. In the absence of such recognition, the low achievers often take to truancy, bullying and other negative behaviours.

First, we need to understand the purpose of evaluation, which is to record the progress of the students, focusing on what they have learned, rather than only on what they have not learned. The recording of progress is to enable them to turn their attention to other areas that are tough for them. But assessment in schools is generally taken as an end in itself rather than as a means to an end.

We need to understand that the test or examination marks by themselves do not communicate much. Students hardly learn about their strengths or areas of improvement. There is a tendency to focus on areas where the student is lacking rather than on his or her strengths. It is a common fear among teachers, as well as parents that the acknowledgement of progress will make students complacent or arrogant. On the contrary, appreciation of any quality lead to improvement in other areas as well. Therefore, it is important to appreciate them for whatever progress they have been able to make. It is only appreciation in the right manner that will motivate and encourage students to perform well. We use threat and scare rather than convey our belief in their abilities and their potential to perform better.

Research shows that teachers' and parents' expectations about students affect their actual performance level. Therefore, we must genuinely believe in the potential abilities of our students. In this context, the other concern relates to the differential abilities of students that needs to be recognised. All students need not excel in all subjects. Opportunities must be provided for receiving recognition and appreciation not only in academics but also in other areas like sports, dramatics, etc., so that all students get opportunities for success and appreciation. Ensuring some amount of success for all students is

necessary for motivating them to continue to strive for success. Individuals' moods, needs and aspirations exert their influence on performance. Context and background are also important. Researches have indicated that an impoverished environment can drastically reduce a student's performance. This is true of students from under-privileged sections of society. There is a need to take care in using the same criteria of assessment as the one that is used for students from the privileged sections. Comparison may be made with respect to his/her own performance over a period of time and not with others' performance. Concerns of equality and justice are negated if students from radically different backgrounds are subjected to harsh reactions and comparisons.

Evaluation from value-based perspective suggests providing constructive feedback, and encouraging students to know and understand their mistakes, which will be helpful in determining remedial action. If only marks are communicated, students would hardly learn about where they lack or where they need to make improvements. The way in which results are announced and communicated to students also needs careful attention, particularly in the case of low achievers. It is important to understand that the students are emotionally involved in receiving marks or scores. They must be emotionally or mentally prepared to cope with the associated emotional reactions and be given time for expression of feelings and expectations, and reason out their own perception of the cause of failure or of low achievement.

Yet another issue central to evaluation is that of the categorisation of students on the basis of rote memory-based tests, which put at an advantage those who may process information at the surface level only.

Some reforms in the examination system and evaluation procedure are in the offing. But we need not wait for these to happen. Our approach to evaluation and examination must begin with small attempts like avoiding too much emphasis on competition, allowing students to learn at times without threat of evaluation; recognising their strengths; providing success experience to build confidence; not labeling students and providing remedial attention to enhance learning and not only to secure marks.

## Home-School-Community Partnership

Parents are the child's first teachers and educators. Family is the first social unit where values begin to form and are internalized, where fundamental needs of love, trust, care, belongingness, connections, autonomy and initiative, during early years of childhood, build the foundation for values. If parents do not care about the values that their wards develop, these will remain incidental during the process of socialization.

The concern for parents' involvement in schools seems to have heightened because of the present-day family structure and relationships, parents-working family, has resulted in much less interaction with children. High rates of divorce, less time for parents to devote to their children, leaving children

to child care facilities, using television for baby sitting are some other factors. Parenthood, in the urban context, generally is driven by ambition. In their eagerness to ensure that their children outperform others, they forget that their children need to be good human beings as well.

The school personnel as well as parents should know that parents' involvement in education of their children positively influences their academic achievement, attitudes and values. Studies have shown that parent's involvement in their wards enhances their learning. They tend to have more positive attitudes toward school and work, and are likely to exhibit more positive behaviours. The implications for involving parents in value education in schools should, therefore, not be overlooked. Enhancing parents' involvement in school is also in a way 'preparing the next generation of parents – those young students in middle and secondary schools learn about the responsibilities of being a parent.'

There are certain barriers which come in the way of partnership between home and school. Poverty and illiteracy are the major blocks. Many parents do not have the right kind of knowledge of what happens in schools. The discrepancy or the conflict between what is learnt in the school and what is learnt at home puts another barrier. Another major factor, particularly in metropolitan cities, is that many working parents do not have time to share resulting in much less interaction with children as well as with the school. Among poor communities, the problem is that children are expected to perform certain household chores that are crucial for the survival of the family.

How to deepen the partnership between parents and school personnel is often a hard task. Most parents believe that schools should make their children learn what is good, what is bad and that schools need to teach values and pro-social behaviours. This framework calls for empowering parents, to involve parents and support parents in value oriented education of their wards. Here are some guidelines.

The barriers to effective partnership should be thoroughly explored which may vary with socio-economic level, work schedule of parents, time and transportation. Special attention to this effect in all communication about the school's efforts on value education programmes should be given to parents.

School personnel need to communicate effectively and regularly with parents regarding school efforts in helping children learn and acquire good habits and values. Communication relates to three different types of issues: (i) Feedback of student's performance and ability, (ii) Feedback of student's needs and behaviour, and (iii) Communication of school policies. While the first one always takes priority, the third one is hardly communicated to parents. In the present day world of fast communication, schools have many ways to communicate with the parents. School personnel need to have greater knowledge and awareness of students' family structure, particularly if students come from dysfunctional family arrangements. They need to communicate frequently and effectively.

Schools must have a written policy regarding family involvement in school governance and activities, need to review the parent-teacher interaction to make these work constructively, to discuss issues not just about learning, but also about the parenting styles, communication styles with students and the need for modelling good values. What is important with the meetings is that these should not happen only when there are problems and thus should not become the forums for complaints on both sides. Rather these forums could also be used for discussion of school performance, its philosophy and for helping parents to become aware of the efforts towards value education. The quality of interaction is very important. It should go beyond passive listening to each other.

Parents and teachers can both work together to deal with certain issues such as negative peer pressures, violence, unnecessary exposure to media, excessive parental worry about the competition in the external world, syllabus load on children, dealing with stress among students, clarity about their own value system vis-à-vis efforts of schools and the kind of values they would like them to foster.

Home-school partnership framework must also include media literacy programme for parents and students which can help parents in how best to monitor the programme that children can watch and to inform about the harmful effects of watching too much violence, crime on children and youth. Such programmes can help parents understand the positive aspects of television as well as adverse effects of television and how these can lead to degradation and erosion of values.

Schools can create an inventory of parent's skills and experiences, find out the kinds of volunteer work that parents can do in schools and how they can be involved in promoting values. An inventory about the parents as resource and part of the community can be prepared. Parents can also take the role of volunteers to help the school in helping out with routine daily task in administration or in academics. These can only happen with their continuous interaction. These interactions will ultimately help parents to become more involved and develop their ownership in school. Schools and parents have to gain a lot from each other, so this synergy must be created and exploited fully.

Periodically, efforts to assess family-school interaction relationships can be carried out. New ways of effective partnerships with parents, trying out new strategies from time to time and testing of effectiveness of their efforts must be a continuous process. A checklist to examine and enhance the involvement of parents in schools to become catalysts for value based education can be prepared by schools.

The location of the school would determine the nature of the relationship to the community. A great majority of our schools are located in rural or semi rural settings. Some schools are also situated amongst the tribal/*adivasi* communities. There are also schools located in urban and semi urban areas. Other than the physical location of the school, the overall socio-economic status of the school

also influences the relationship of the school to the community. Of course, in the case of schools located in rural or semi rural areas, the dividing line between the school and the community is often very thin. In such schools, not only are the students from the adjoining villages and the villages in which the schools are located, most often the teachers are also part of the rural community. In such schools problems faced by the community often tend to overflow into the life of the school.

However, from the value formation and education point of view, it is very important that the school plays a more conscious and active role in relating to the community. This has many positive outcomes. Firstly, for the children in the school, it gives a greater sense of self-confidence and self-belief in themselves, that their school, what they learn in the school, their teachers and other adults are part of the school and are not separate from their day-to-day life outside. From the school and the learning process point of view, trying to relate in a conscious and deliberate manner to the issues faced by people in the community also provides concrete and contextual forms of learning. For example, schools situated in dry land and drought affected parts of the country are likely to have problems of water, either adequate supply of water or non-availability of clean and potable water periodically. From the curriculum integration points of view, many part of the syllabus/curricula can be connected to the issue of water and many areas of learning can be very easily developed using water as an example. Similarly, questions related to types of food, quality of food, nature of nutrition in the food that is available within the local, rural contexts can become very dynamic and active to the process of learning the subject.

Most of our rural areas also have great diversity in terms of community backgrounds, social customs and mores. It is very important to use this diversity for learning the importance of respect for one another. Children from different communities learning to live together realize how to value and cherish diversity as a strength of our society.

Much of what has been said that is relevant to the school in rural settings is applicable to schools in urban areas also. However, in some urban school settings, especially the more well-to-do schools, there can be a tendency not to understand the challenges people and children from less fortunate circumstances face. They may not get opportunities to develop attitudes of compassion and understanding for such children. Such schools can devise activities either in partnership with less fortunate communities or with schools located in more disadvantaged areas and learn ways of equality, democracy and respect for others from different social or economic background.

In any case, all school personnel should know where and how to access and use community resources. This begins with developing a data bank or an inventory of people, places, organisations and groups – civic or charitable groups, volunteer groups, agencies, universities, colleges, business houses. They need to know the community to promote different aspects of their value education programmes in schools.



## Teacher Development and Staff Orientation

The development of values amongst students does not depend only on explicit value education efforts but on the maturity, training and experience of teachers with whom they interact. Research shows that even when schools are restructured in a big way, students often remain indifferent to new structures and practices. Teachers who provide proper listening opportunities, and try to see the perspectives of students in the classroom are the teachers who can make a real difference. But all teachers and administrators clearly do not possess these qualities and characteristics, or do not express in their interaction with students. The constant exhortation that teachers receive to become better role models becomes difficult to follow because of lack of internal commitment as well as external guidance and support. There is a misconception that most of the adults have developed their values by late childhood and that as adults they simply live out the die that is cast. However, new methods of adult development suggest that adults' ethical qualities do not remain static at all. Some adults become more generous and compassionate over time, others become more selfish. Some parents become wiser, some others slip down in their morals. Teachers thus need personal and professional development programmes focused on their own ethical and moral growth as well as their ability to guide students' ethical growth. They need to be given training in creating caring classrooms, earning respect and trust dealing with students' problems and challenges, etc. Teachers need emotional and professional support from the administrators and colleagues.

Teachers need to be equipped with humane qualities essential for promoting values in schools. The teacher education institutions have a very vital role to play as they are the centres that mould the teacher fraternity of the country through their pre-service and in-service teacher education programmes. The teacher training programmes need to focus on preparing teachers to: (a) be knowledgeable about their commitment to the profession and the ethical role of conduct, (b) appreciating our composite culture and national identity, (c) realize that they belong to a professional community shouldering the serious responsibility of building the future of the nation and the world, (d) develop warm and supportive human relationships with students and colleagues, (e) be aware of the factors that destabilize values enshrined in the Indian Constitution such as gender disparity, prejudice, ideology, violation of human rights, violence, harassment, bullying in classroom and in society and between nations and to be vigilant against promoting inequality, discrimination, dogmatic beliefs through their actions, (f) be trained in pedagogical skills and resolving conflicts, violence and aggression amongst students and promote a culture of peace, and (g) get training in transaction of the subject matter highlighting values inherent in the discipline.

Regarding staff orientation, as discussed earlier, there is need to ensure participation and role clarification of the entire school staff. Building

consciousness about values is not only for parents and teachers but all others in the school as partners in the process so that they share the same level of understanding of the school policies and vision for promoting values and the importance of their role and responsibilities. Some basic principles of organising orientation of different levels of school staff are discussed here.

It should be a well planned activity. The procedure for carrying out staff orientation may begin with forming a committee that would look into the way the entire programme would be organised. This committee should have representatives from all groups of schools staff. This representation brings objectivity into the need and the processes of the whole exercise of value education. Objectives indicating specific expectations from the staff members following the orientation have to be laid down. Focus of the orientation should be on developing awareness of the staff about how their behaviour and actions influence others, how they can demonstrate responsibility and initiative in building proactive school ethos, their communication styles, particularly non verbal gestures, examination of their prejudices and biases towards others, dealing with problems and conflicts with keenness to resolve rather than feeling helpless and so on. The suggestions for orientation be solicited before hand and given due attention. The orientation should not become a burden on staff. It should be well spaced out in their working schedule. The spirit of cooperation, reflection, democratic participation, respect and dignity for all must infuse the process of staff orientation rather than as hierarchical transmission of duties and responsibilities from senior staff to junior staff.

The staff may be involved periodically in evaluation of their own progress as well as the evaluation of the school efforts in education for values at school level. All the groups must be treated as equal partners and stakeholders in the process of value education so that they feel included and motivated to contribute to the school's agenda of values education.

# IV

## Guidelines for Implementation and Evaluation

We now turn our attention to the process and steps involved in planning and implementation of value initiatives in schools. It is not our intention to endorse a particular programme but to help schools integrate values more explicitly and effectively in school curriculum and thus evolve and innovate their own framework in the process. It is not justifiable to propose a single framework for a multicultural society like ours, having a variety of systems, each having its own needs, priorities, level of functioning, resources, etc. Following the guidelines provided here, the 'home made' framework, the one created by the school where it will be used, will facilitate its ownership.

### The Five Cs

There are certain encompassing principles underlying the successful implementation of value education in schools which are discussed here.

#### 1. Connection

We need to connect the values prioritized for a particular school with the curriculum and activities. We need to connect teachers with students, students with students and teachers and students with parents and community. We need to connect value education initiatives with other school interventions. We need to demonstrate to students how to connect the content of what they learn in one subject with the content learned in other subjects. We need to help students learn how to connect learning with living and how to connect in positive ways with teachers, parents, friends and others in their lives. Teachers and administrators need to connect with one another in new and better ways if value education efforts are to be successful.

#### 2. Caring

Similarly the principle of caring has to permeate the entire school from principal to students and other staff. The underpinning of value education is that all

**Source :** For the concept of Five Cs and related ideas see DeRoche, E.F. and Williams, M.M. (1998). *Educating Hearts and Minds*. California : Corusin Press.

efforts to foster values simply will not work without a caring school' and this comes through by developing meaningful relationships from pre-primary to higher secondary school. Students should learn and be encouraged to practise why caring, sharing, helping are good behaviours. So the important question for school is to consider that if people do not care, the exercise of implementing value education is futile and it cannot be done without the spirit of caring.

### 3. Critical

School personnel need to be critical about what they say, what they do, how they model the values that they are trying to foster. They need to make judgements about their plans and practices. They need to be critical to find out and promote practices and strategies that work and discard those that do not work.

### 4. Communication and Collaboration

Communication is vital to build confidence, gain support and encourage participation in work. Collaboration is based on the premise that there are people in schools who willingly work together to create a common bond and who willingly share responsibility and hold themselves accountable for the result of their efforts. Collaboration requires clarifying roles, building trust, refusing to participate in the actions that detract from organisational unity, efficiency and effectiveness.

### 5. Conviction, Commitment and Courage

Efforts towards implementation are likely to bring fruits with conviction to change and to take risk. School personnel need to develop conviction to say that we want our students to learn values and pro-social behaviour. Without conviction, commitment and courage, it is not possible for the schools to be prepared for the sacrifice for time, energy and resources.

Sense of commitment and conviction conveys the message that situations, conditions, events ought to change in the school by opening up to new experiences and meeting challenges. The change then will be a kind of learning experience for further improvement, empowerment, and collaboration.

The points discussed above are the basic principles which can serve as criteria for implementation of education for values in schools. These principles are not mutually exclusive but are connected.

## Preparing and Implementing the School Plan

It is important that every school prepares an annual plan for implementation during the year. We realize that there will be variety of ways for planning and implementing value education in schools. Some of the basic assumptions and broad steps involved in initiating the process of planning, focusing on the values within the existing curriculum by a team of teachers and principal are highlighted here.

## Assumptions

- Education for values is a continuous process; we cannot say that positive attitudes and values have reached a final stage, and that no more efforts are needed after a particular period.
- The process of value education is not direct and simple. Values are not static, there is continuous change taking place and the change may or may not be visible until there is an opportunity or motivation to express.
- Fostering values is a gradual and subtle process which takes time. There are no quick fixes. The influence of values education activities or efforts need time to get reflected in the school ethos, attitude and values of the principal, teachers, students, and other stakeholders. Therefore, evaluation has to focus primarily on the process of value development taking place in the system at many levels.
- Proper planning for resource and time management is essential. Planning helps develop appropriate actions for nurturing values, corresponding to the efforts.
- Planning and evaluation of value education is a collaborative effort. Since teachers, principal, staff, parents and community are all expected to be partners in the process, they too are expected to provide feedback on a regular basis about what they are doing, why they are doing, and how effective the progress is. Even a small success provides motivation to the team members.
- Care has to be taken that the process does not turn into a threatening and anxiety provoking exercise.
- The focus of assessment is on changes in consciousness among students, teachers, principal, staff, parents and community. It is about observing and recording the changes in perceptions, attitudes and behaviours of the students, teachers, staff and parents as well as the changes in overall school organisation.
- Values development depends on efficiency and seriousness of efforts for nurturing values. Feedback regarding the process of nurturing or efforts made must be taken from the person being assessed as well as the person making assessment.

## The Process of Planning

The first step is to explore and agree on the values the school would like to foster in students, affirming the needs and priorities of the school. Values are prioritised and are described. For example, if equality is a chosen value, it is described as “Affirming the equal worth and basic rights of all persons, regardless of differences in race, gender, ability and religious belief.” The next step is to determine whether there is some explicit reference to chosen values in the policy or mission statement of school. It helps in concretising the purpose and focus in operational terms. The school may find that school policy



document has not clearly stated the values they wish to focus in the school. The school would thus examine their position on chosen values. 'Development of value' words, phrases and statements can be rewritten more explicitly in schools' aims, objectives, policies, and codes of ethics, etc. This exercise will help incorporate value statements in the existing policy documents. If this exercise is done in consultation with teachers, school staff, there is likely to be greater consciousness about bringing values into the fore.

Following this, the principal, teachers/school personnel will look into the barriers in all the domains. They begin to review the existing ethos, relationships, activities, programmes, syllabi, content across different stages and concerns of school. This will help analyse how and where values already fit in and where there are obvious value conflicts in schools and where these would be better integrated. Teams are created to review the whole realm of curriculum activities that exist in schools. This team would review and workout strategies to reorient the existing curricular activities with deliberate focus on concerned values. Similarly a team of subject teachers, for example, Science, Social Sciences, Languages, Mathematics, get together to decide the values to be integrated into the teaching of textual material in different subject areas. They identify themes and related values, develop exemplar questions and exercises to use with students, with deliberate attempts to engage them to understand, appreciate and reflect on values embedded in the contents. Each teacher develops a lesson idea to share with the colleagues. The Principal provides support to the teachers to develop and compile such lesson ideas for transaction in classroom. In-house workshops are organised according to school's convenience which may include vacation period.

Whatever plans are prepared, it is important to ensure that these are workable and are not considered to be an add-on or extra work. Instead, it should be perceived as giving a fresh perspective to the existing curriculum. Principal and teachers discuss the progress, reflect and examine what is working, what is not working, why it is not working and learn from each other during the year.

Some of the broad questions that should be kept in mind while preparing and evaluating the school plan are:

- What does the school propose to achieve in terms of value education? (Goal)
- What educational experiences would be provided? (Inputs)
- How could these be meaningfully integrated with the entire curriculum? (Process)
- How does the school ensure that these are being achieved? (Evaluation)

## The Implementation and Evaluation Process

Evaluation is intrinsic to the process of implementation and is an integral part of any deliberately planned initiative. It reveals the effectiveness of

implementation and the resulting changes. It thus helps in tracking progress, helps us know what works, and what does not and why. The process contributes to self-appraisal, self-reflection and self-education.

Three types of assessment plans have been suggested: (a) assessment of the actions taken and executed at school and classroom levels; (b) assessment of the changes in the perceptions, attitudes and behaviour of self, students, staff and parents as well as overall school ethos; and (c) the overall appraisal at the school level.

## Evaluation of the Actions Taken

The first relates to whether the planned activities have actually been executed/implemented and the extent of their implementation. A detailed checklist of possible action points at the levels of school and teacher is provided here.

### Checklist of Action Points

This exemplar checklist includes action points which are both proactive as well as remedial for providing value based education. The checklist is not exhaustive. Every school has to review and arrive at its own checklist of possible action points. While preparing a checklist, school has to be careful that the proposed action points are achievable with reference to their own conditions and resources. Also, these are meaningfully integrated into the school curriculum and the schedule.

#### School Level

- Prioritisation of values, attitudes and behaviour to be urgently addressed as per the need of the school and local context, and their inclusion in school mission statement.
- Orientation meetings with teachers, students, staff and parents to ensure that they clearly and adequately understand schools' priority of values.
- Examining school policy, practices, activities and resources from the chosen/identified values beginning from physical and medical facilities for health, nutrition and safety for general as well as special needs children.
- Identifying the factors that are the cause of stress and conflict among teachers, students and parents that detract from desirable values practices.
- Working out achievable goals in respect of values and actions required at different levels to meet those goals. For example, in order to develop a sense of responsibility among students towards environment, the students could be made to develop consciousness for preserving resources like water, electricity, plants on school campus, etc. through morning assembly, slogans/reminders, bulletin boards, energy (electricity/water) audit in schools; creating appropriate ambience, highlighting value concerns during transaction of subjects, etc.

- Delineating responsibilities and accountability of different school personnel for taking action.
- Planning and prioritising action and management of time and resources.
- Ensuring participation of students and parents in the framing of disciplinary practices and making them explicit in the classroom, school premises, libraries, etc. and to parents.
- Developing mechanisms to report and curb the use of corporal punishment in the school and working out alternatives.
- Banishing all kinds of discriminatory practices on caste, socio-economic or gender basis and institutionalizing the practices that are fair and give equal treatment for empowering the disadvantaged.
- Organising mentoring sessions for students, particularly for disadvantaged students, to share and discuss their problems and evolve strategies of remediation.
- Ensuring that problems of teasing, bullying, violence, rowdism, sexual abuse, child abuse, etc. are handled appropriately and proactively in all kinds of schools including residential schools.
- Ensuring that art, music, sports, yoga/meditation, NSS/NCC, etc. get their due place as part of the curricular activities, and students get opportunities to do social and community service, visit old age homes, heritage sites, etc. to understand their social responsibilities.
- Developing welfare/support/guidance and counselling services to help meet the academic, social-emotional needs of different groups of students, including children with special needs.
- Introducing special class periods or sessions at appropriate stages/levels for holding story telling sessions/workshops/group discussions/talks, value clarification sessions on personal-social-academic-career related concerns and special training on conflict resolution related skills.
- Identifying strategies of dealing with resources related problems of the school in collaboration with students and parents, like shortage of water, cleanliness, books for poor students, etc.
- Developing awareness among senior students about the needs and problems of the school and local community, and involving them in framing school policies, improving school ethos, handling issues of truancy, absenteeism, punctuality, peer teaching, taking care of school property, managing canteen, organising PTA meetings.
- Opportunities for teachers for their professional development through in-service teacher training in areas like conflict resolution, communication skills, pro peace attitude and peace building, empowerment of self, pedagogy of value education, etc. Development of such competencies through pre-service teacher education must also be attempted.
- Organising programmes for creating awareness and developing respect for manual work and developing attitudes and competencies to lay the foundation for entry into vocational stream.

- Emphasis on curricular activities and campaigns for promoting harmony, team work, rights and responsibilities and so on.
- Infusing the spirit of enthusiasm and initiation to check cynicism about the feasibility and success of value education.
- Reinforcing acts of honesty and exemplar behaviour by way of certificate of merit/recognition/appreciation.
- Organising workshops for subject teachers to develop exemplar lessons, ideas, questions, exercises for transaction of different subjects/topics with a focus on values.
- Creating mechanisms for listening to the complaints of teachers, parents, students, staff, etc.
- Networking of organisations/schools engaged in providing value education for mutual learning and enrichment.
- Emphasis on humane considerations in learning and evaluation procedures under control of school, particularly excessive competition, constant threat of evaluation, labeling failures, low achievers, etc.

### Teacher and Classroom Level

- Modelling the desirable attitudes and behaviour, like patient listening, flexibility, being kind, caring and forgiving, acknowledging one's mistakes, respect for dignity of the child, being constantly aware of its impact on students.
- Developing a set of rules and democratic practices for classroom management in consultation with the students and displaying them, like waiting for one's turn to speak, listening to others carefully, etc.
- Creating non-threatening atmosphere in the classroom and maintaining positive communication and relationships with students and colleagues.
- Being knowledgeable and appreciative of the cultural diversity, constitutional values and upholding democratic structures and processes that stabilize peace within the country.
- Sharing focus of values education with students at opportune time.
- Developing a folder including news items, photographs, episodes from biographies/autobiographies, relevant pictures, anecdotes, sayings, humorous stories, etc, to be used as pedagogical tool for upholding the related value concerns of the subject and topic.
- Using stage and subject appropriate pedagogical strategies, like discussion, role play, drama, composing poems, songs, debates, seminars, story telling, etc. for providing experiential learning followed by reflection.
- Using silent sittings for enhancing concentration and reducing restlessness before each class period particularly for younger students.
- Adopting teaching practices to develop critical perspectives on existing socio-cultural realities.
- Adopting counselling approach and being a facilitator for children enabling them to solve their day-to-day problems related to education, personal, and social life.

- Following proactive student friendly classroom practices, like flexibility, freedom of expression, recognition of disparity and diversity.
- Encouraging in students the habit of writing diaries for planning daily schedule, recording observations, questions, expressing feelings, likes and dislikes, rights and wrong doings from their point of view, changes in their attitudes, etc.
- Maintaining a reflective journal to record one's own thoughts, feelings and reflection on significant events and episodes influencing one's own attitudes, behaviour, practices, relationships, etc.
- Sharing with other teachers the experiences of implementing healthy classroom practices.
- Keeping in constant touch with parents about the overall development and progress of their wards.

Every school principal and teacher has to develop a checklist at the level of school and classroom respectively. The following table provides a way of listing down the action points planned and executed followed by making an entry in terms of percentage and in terms of the levels of implementation. The implementation would be high if most of the planned activities have been carried out. If only very few planned actions have been carried out it will be low implementation. It would be helpful if the principal gives her observations/reasons in case of low implementation and also suggests future course of action/strategies to take care of pitfalls and challenges.

<i>Action Points</i>		<i>Levels of Implementation</i>			<i>Remarks</i>
<i>Planned</i>	<i>Executed</i>	<i>High</i>	<i>Average</i>	<i>Low</i>	<i>Reasons and future plans for improvement</i>

## Assessment of the Change Process

The second focus of assessment partly is self-appraisal by the principal and teachers and partly appraisal of students, staff and parents. Self appraisal helps to analyse and become aware of one's own way of perceiving, thinking, acting and reacting to self, situations and events. The process helps to understand oneself better and sets in motion the process of growth and change, and its awareness. A useful tool for self monitoring and appraisal is checklist. Checklists contain lists of expected attitudes, values, behaviour, and practices which provide a template to review own progress with regard to the expected attitudes and behaviour. These are by no means exhaustive. Exemplar checklists for principal and teachers have been given below followed by the guidelines for writing a reflective journal which is a tool for developing consciousness about change and its consolidation.



Checklist includes statements about requisite attitudes, values, behaviours and skills that are needed to practice and promote values among students. The given statements have to be read and a tick mark (✓) has to be placed against them if these are true of the person. The greater the total count of ticked statements, better will be the changes taking place in the person in the positive direction.

### Checklist for the Principal

- Clarity about the goals, mission, expectations of value education.
- Better clarity about role and responsibility to lead value education initiatives in the school.
- Having planned time for reflection and writing diary on daily basis.
- Better clarity of own value conflicts and dilemmas.
- Preparing to help resolve conflicts amicably.
- Increased concern and consciousness about modelling ethical decision making in solving problems.
- More involvement in resolving issues and problems destabilizing the values and peace.
- Preparing all personnel in the school to take up their respective responsibilities for the school.
- Satisfied with the goal of providing complete education in the school.
- More aware/conscious of upholding values of democracy, secularism, justice, equality, freedom, etc. in the school.
- Realising the negative effects of punishment, ridicule, humiliation and endeavoring to banish all kinds of corporal punishment in the school
- Becoming aware of positive change in perceptions of self, others, events and situations.
- Developing greater consciousness in dealing with teachers and students with dignity and trust.
- More conscious of own biases and prejudices towards others.
- More conscious and concerned for building healthy relationships among self, teachers and students.
- Demonstrating empathy in listening to teachers, students, parents and others.
- Receptivity to new ideas and suggestions tendered by teachers, staff and parents in improving school ethos and practices.
- Readiness to support parents and teachers to resolve/address issues/concerns.
- Flexibility to view situations and ideas from multiple perspectives.
- Paying attention to seeking involvement of marginalized groups in decision making.
- Sensitivity to creating an environment marked by mutual trust and respect during staff, teachers, parents meetings.
- Delegating responsibility to teachers, students and parents and others to collaborate, help and share.

- Developing consciousness in organising existing school programmes with a fresh perspective focusing on values and peace .
- Giving more attention to teachers' professional development programmes.
- Discovering best practices that other schools follow.

### Checklist for the Teacher

The teacher needs to put a tick mark (✓) on the statements true of him/her.

- Practises/models the values which students need to emulate.
- Aware of the illegality of corporal punishment and the harm it does to the psyche of children
- Conscious to set rules for the classroom in consultation with the students and display them in the class.
- Receptive to students' concerns and allow time to discuss these during teaching.
- Conscious of the students' emotional and social needs while teaching academic subjects.
- Uses proactive ways to make children follow discipline, regularity and punctuality in attending and doing school work.
- Develop listening skills to understand students' feelings.
- Aware of the need to constantly update knowledge and skills of teaching with a view to develop values and reflectivity.
- Aware of own important prejudices, biases towards students.
- Constantly aware of need for positive communication with students and colleagues creating non-threatening classroom climate.
- Realised the need to give importance to the concerns of students, to make them interested and motivated to engage with class activities.
- Consciously use different strategies to interact with students for assessing and accelerating their academic, social and emotional development.
- More open to discuss conflict among students during class periods
- Provide support to students to enhance their involvement in classroom activities and participate with them.
- Aware of the need to understand children's life outside school to help them or discuss their concerns.
- Conscious of the importance of all subjects including art, music, drawing, painting, sports, etc.
- Encourage children to discuss their career related concerns and future plans.
- Develop awareness of the needs of the disadvantaged and special need children with regard to their socio economic/gender or other disadvantages.
- Aware of the need to reduce competitiveness by allocating and rewarding group performance and spirit of cooperation.
- Aware of the need to lay emphasis on group work and create opportunities for cooperative projects or collaborative learning.

- Conscious of highlighting values and the core concern prioritized by the school whenever opportunity arises while teaching subjects.
- Realised the importance of holding frequent consultations with parents to discuss general progress of the children, and to identify source of stress, if any, in child's life.
- Conscious of the need to involve students, parents and community in resolving issues and concerns of peace and value education facing the school.

The list can be extended by the teacher. This self-assessment must be made available for discussion with the principal. It should be perceived as feedback and strategy for improvement.

Principals and teachers could maintain a reflective journal for self assessment and appraisal. Maintaining a Reflective Journal helps in recording of changes in one's own attitudes, values and behaviours taking place. It is different from a diary used to record one's daily tasks and reminders, etc. It involves using the notebook or diary to record one's significant thoughts and feelings or the events/interactions during the day which reveal the way the persons' experiences are shaping his/her behaviour. One may observe and record how experiences or engaging with particular activities or people, situations are changing the thoughts. Self-reflections regarding important experiences facilitate consolidation and perpetuation of the positive change process by making us more conscious about it. Reflection also reveals the areas which need to be further worked upon. Reflections on a regular basis enable one to consciously take stock of the learning, deal with failures and prepare for the future growth and development. An entry in the reflective journal by principal and teacher will reveal to them the thoughts and perception, communicate styles and actions that were effective and valid, that bring facilitation and resolution of conflicts and problems, and the interaction strategies that need to be changed. A few entries in the reflective journal are shown as exemplars.

*I thought appreciation would make students complacent, however, when one day I just appreciated the senior students for cooperation with school during a school function, I found this led to their continuous and sincere involvement in the school activities afterwards. This incident made me rethink about my attitude towards appreciating others.*

*I used to believe in the dictum 'spare the rod and spoil' the child. Once I did not punish a child, just let him go when I found him coming late to the school and jump over the gate. This act of forgiveness made him a changed person. He became more punctual and respectful towards me after the incident.*

### Students

Ultimately, the impact of values education has to be ascertained with regard to changes in the behaviour of students. This will help school personnel to know the impact of values education on students. Changes need to be observed in terms of whether the negative behaviours, like shouting, disregard for discipline and disrespect towards teachers and school properties, etc. have got

reduced and positive behaviours with reference to core values like regularity, punctuality, responsibility for own attitudes, work, and relationship with others, caring attitudes towards people, school property, environment, etc. have got increased. The observation must be made throughout the year in the classroom/morning assembly/ playground, etc. The focus of observation must be the entire class, particularly those who need improvement (the observations made for each student under the CCE programme could be dovetailed). Senior students in secondary and senior secondary classes may be asked to reflect upon their own behaviour and carry out self-appraisal for their own progress and development. They may be asked to maintain school diaries.

In order to make observations, some expected behaviours from students have been delineated on the basis of developmental understanding of the elementary and secondary stages. Although there is continuity and even overlap in the expected behaviour across stages, these are not to be taken as strict categories but only as guiding points. The teachers in different types of schools spread across regions, viz. north, south, east, etc. may find variations in these behaviours depending on the stress laid on development of some of these behaviours. These need to be considered as reference points only.

## Expected Attitudes and Behaviours

### Primary Stage

The behaviours expected will depend on the opportunities and experiences provided to children in view of the age/class before any attempt is made at assessment.

- Good eating habits, cleanliness, avoiding indulgence, etc.
- Experience joy on engaging in physical activities, exercise and integration of healthy practices in the lifestyle.
- Enjoying recreational activities like reading, singing, gardening, etc. in groups.
- Engaging in silent sitting and other activities leading to health, fitness and right posture.
- Appreciating what is good in oneself, others and surroundings, like positive manners, courtesy, politeness, aesthetic quality, etc.
- Exploring one's strengths and reinforcing/affirming them through engagement in a variety of activities, like reading, drawing, painting, craft, gardening, singing, etc.
- Accepting failures/weaknesses and trying to overcome.
- Striving for developing excellence and to compete with oneself.
- Describing events, things and situations rather than passing judgements and opinions. For example, instead of saying "This is a dirty toy," say "There is dust on this toy," or "This toy is broken," etc.
- Speaking softly and politely without shouting, yelling and hitting, complaining, and using alternative ways to express negative emotions and feelings.

- Taking initiative in group situations and taking responsibility for completion of assigned duties and tasks in time.
- Regularity and punctuality in doing work.
- Taking initiative in maintaining order, doing one's share of work in group situations, completing the tasks assigned and taking pleasure in completing tasks.
- Doing one's own work and engaging in manual work as well.
- Skills of attending and listening to each other carefully.
- Skills of asking relevant questions for enhancing comprehension during interpersonal interaction and sharing experiences.
- Restraint over moods, emotions and an optimistic orientation.
- Knowledge of cultural differences – different food habits, spoken languages, dresses, religious festivals, etc.
- Awareness of own and others' rights and responsibilities.
- Comprehension of others' perspectives (upper primary).
- Ability to express their own feelings and listen to other's feelings.
- Willingness and skills to analyse causes of conflicts with others – peers, family members, etc.
- Joy in giving and sharing one's belongings.
- Caring for sick, needy and other less fortunate people.
- Expression of feelings of love, and appreciation for family, friends and neighbours.
- Acts of honesty, truthfulness, compassion, etc.
- Appreciating the need for austerity, preservation and caring for environment.
- Habits of being vigilant towards resources – water, electricity, school property, own belongings.
- Skills in focusing attention and concentration on the tasks/activities in hand.
- Ability to grasp the reason why some behaviours are right or wrong (upper primary).
- Accuracy in observation and describing the events and feelings.
- Generating alternative choices and decision making (upper primary).
- Interest, curiosity and observations of natural phenomenon.
- Appreciation and enjoyment of the beauty, balance and harmony in the surroundings, classroom, school and other places.
- Pondering over the mysteries of the world (upper primary).
- Visualizing consequences of different actions (upper primary).
- Verifying facts, ideas and discern truth from falsehood (upper primary).
- Discovering and seek answers themselves by reading and exploring.
- Observing and questioning assumptions about the concern prevailing in the society (elementary).

### Secondary Stage

This is the stage when capabilities for abstract thinking and creative manipulation of ideas have been developed. Attitudes towards moral-ethical



issues are developing. Some expected behaviours at this stage are:

- Ability to avoid risky behaviour like smoking, drugs, etc.
- Enjoying regular and active participation in physical exercise/sports/games/meditation, etc.
- Knowledge of own special talents and acceptance of weaknesses
- Engagement in variety of curricular activities in addition to academics like hobbies/sports/music/art, etc.
- Respecting other's talents and weaknesses.
- Exploring and respecting own rights and responsibilities in class, at home and during conflict situations/or other episodes.
- Developing personal skills of active listening, helping and mediating in conflicts
- Expression of own opinions, ideas and perceptions without offending others.
- Self-discipline to take right decisions, resist temptations in the face of peer pressure or media influence.
- Skills to discuss own aspirations, fears, weakness and seeking help and support from others.
- Optimism and hope to stay calm and poised in the face of difficulties and crisis of different kinds.
- Restraint on obsession with academic achievement and not indulging in excessive competition.
- Ability to take on and complete tasks in an appropriate manner.
- Willingness to assume own share of responsibility in group work.
- Skills for setting realistic goals for future planning well in advance and take responsibility for achieving targets with excellence.
- Cooperation and team spirit during group activities and programmes with a spirit of enjoyment and fun rather than just winning alone.
- Resourcefulness and management of time to deal with challenges and achieve goals.
- Positive attitudes to work and use of skills.
- Setting realistic goals for future, planning well in advance and taking responsibility for achieving targets with excellence.
- Willingness to identify one's own mistakes and courage to accept and improve.
- Sensitivity and sense of responsibilities for living in family, society, and global society.
- Skills for conflict resolution with peers, family members and others.
- Knowledge and understanding of Indian Constitution and its values – justice, equality, secularism, freedom, etc.
- Awareness of Indian history and culture.
- Understand the importance of peace movements and initiatives.
- Appreciation of cultural diversities in religion, culture, language, caste, etc.
- Freedom from prejudice and bias towards other cultural identities.

- Sensitivity for the problems and concerns of others – needy, weak and old.
- Reflection on issues and problems related to own life events – current and future.
- Own responsibility to analyse, seek solutions and respond appropriately to the challenges facing school, community and society.
- Critical attitudes towards the positive and negative role of media and its effect on their life.
- Positive attitudes and skills for dealing with generation gap.
- Positive thinking, optimism and skills for adaptability.
- Positive and innovative ways to identify and mobilize resources for common good.
- Thinking and reflecting on issues of violence and arriving at alternatives ways of dealing with it.
- Rejection of violence, vulgarity and aggressive attitudes at different levels in the society.
- Information handling skills like where to look for answers and how to select and reject information, or effectively weighting up evidence to hypothesised eventual outcomes and consequences in order to be able to choose the most appropriate action.
- Recognize, acknowledge and appreciate differences of opinion.
- Ability to distinguish facts, opinion and beliefs.
- Recognize bias and prejudice to identify issues and problems as well as the assumptions in an argument and to reason correctly.
- Compassion towards all fellow beings and nature.
- Attitudes of respect and trust for all others irrespective of age, class, caste, religion, etc.
- Sharing and giving to others in need without discrimination.
- The skills to cope with otherness and the ability to think for others and help them.
- Express oneself and behave in logical and ethical ways without trespassing on other's rights and freedom.
- Skills for aesthetic appreciation – balance, harmony, beauty and expression in day-to-day activities and living, like surrounding, classroom, school campus, art work, etc.
- Participation and engagement in creative pursuits, like music, art, painting, dance, etc.
- Developing preference for living life with simplicity and austerity.

The expected behaviours described above are exemplars only. The school may compile their own list of expected behaviours. The existing curricular activities of the school could also be revisited from the above perspective.

### Senior Secondary Stage

- Aware of the importance of adopting positive attitudes, values and behaviour.
- Conscious of the rationale to follow rules and disciplinary practices.

- Know the importance of expressing gratitude and respect for school/ teachers and staff.
- Provide support to others and do not hesitate to seek help.
- Aware of the need to support teachers and school for implementation of rules and mechanisms for improvement of discipline.
- Comfortable to discuss personal concerns regarding home/ achievement with teachers.
- Developing greater receptivity to discussions and talks on values.
- Willing to accept and implement core values in day-to-day life and activities of the school.
- Need to uphold the Constitutional values in day-to-day life.
- Conscious of personal responsibility for resolving conflicts with others.
- Willingness to join in school initiatives to help poor and needy students in school and community.
- Accept responsibility for peers and junior students as well as classmates.

### Appraisal of Staff and Parents

The awareness in the school system about attitudes, values and skills needs to be validated by other stakeholders who are not directly involved at the school level, particularly parents and the staff. However, the principal/teachers must be clear about the expected behavioural change in the attitudes and values of these groups. The teachers must also observe and note the changes in the perceptions of parents at the time of PTA or other consultation meetings or as revealed in the occasional comments of the staff. The observation of the changes taking place and the results of the review and improvement must also be recorded in the reflective journal. Both the principal and teachers may interview parents or record incidental observations made by them during parent-teacher meetings or on other occasions. The observations must be systematically compiled chronologically and incorporated as an evidence in support of the principal's/teacher's appraisal of efforts for values education. Questionnaires could be used for assessment of the perceptions of other staff and parents towards values education by school.

If the changes are not taking place as expected, review of action points must be done and appropriate measures need to be taken to make values education effective. As revealed in the feedback on the draft framework taken from schools across the country, reporting and paper work should be minimised. As a result the accountability of each member of the school becomes very important for observing, recording and making efforts for improvements.

### Overall Appraisal at the School Level

Another kind of assessment is overall school appraisal. Principal being the key functionary in the school, he/she is able to look at the entire school from a special vantage point and make an evaluation of the implementation of values education in line with the goals. This will reveal if the proposed actions have been initiated and these actions are resulting in any change in the school

system at all. If yes, how to sustain and accelerate the change, if not, which efforts are useful and the ones that need to be readjusted. It will enable the school to identify the barriers that have been successfully overcome and the challenges yet to be met. The evaluation will facilitate future plans to be made realistically. The principal could compile information on various aspects of evaluation and maintain a portfolio containing the progress or achievement of the school so that documentation process is initiated and is available for future sharing and planning with stakeholders.

The portfolio is a tool that helps document efforts, progress and achievement with regard to the goals. His/her observations/perceptions of changes in the attitudes and values at different levels – teachers, students, parents, staff, etc. must be recorded in the portfolio. The principal may record significant observations, entries, self appraisal through the reflective journals/diaries of students and teachers, and perceptions of the staff and parents. His/her own critical reflections and self appraisal report also must be entered. The evaluation of the school must be done in terms of challenges to overcome, improvements, barriers yet to be overcome and future targets. The overall ratings of the school must also be arrived at and entered.

Some of the suggested entries in the portfolio are:

- Prioritisation of values in your school programme
- Time frame for evaluation to occur at different levels.
- Entries on actions planned and actions initiated taken at different levels.  
(Include other evidences like, photographs, parents, reactions/ comments, etc.)
- Entries on change process at different levels
  - Excerpts from self-report of students' diaries
  - Teachers' perceptions in reflective journal/self reports
  - Teachers' reports on students' check lists/student observation
  - Staff/Parents reactions/perceptions
- Critical reflection by the principal in reflective journal/self report
- Challenges met
- Barriers to overcome
- Areas of improvement
- Overall school ratings in terms of progress/Overall school ratings under Mentoring and Monitoring Scheme under CCE.
- Future Plans
- Remarks

The portfolio compiled along the lines suggested above will serve as a tool for monitoring the progress of the programme as it would track the changes taking place at various levels in the school – the priority of values, the focus of the activities initiated, the changes in perceptions of the teachers, parents and other stakeholders. It would serve as a ready reckoner in the hands of the principal, and provides cues for steering the programme in the right direction by mentoring the teachers and staff. It also enables the school to showcase its programme for stakeholders.

## Summary

It serves as a blueprint or a template with a possibility for variations in different types of schools that may use it. The framework is a reminder to stakeholders in schools to attend to the hitherto neglected areas of concern at the school level. It is expected that the framework will help them improve their existing practices to provide education for holistic development of students in a systematic and focused way.

The framework document opens with the section on Concepts and Concerns, giving a brief overview of certain landmarks and directives reflected in government reports/documents from time to time. It highlights the concern for education for peace reflected in the National Curriculum Framework, 2005. Education for peace seeks to nurture ethical development, inculcating values, attitudes and skills required for living in harmony with oneself, with others including nature. Value education is subsumed in education for peace.

This section also calls for re-examination of the current practices generally followed in schools, which contribute to the lop-sided personality development. It advocates re-appraisal of the vision of education, purpose of schooling and the concern for quality education which is not only in terms of employability and economic progress but individual's holistic development as a human being so that he/she lives creatively and happily, and also contributes to the welfare of the society. Concerns for peace and values need to be viewed as core component of quality and not merely as value premises. It makes a point that schools have to make conscious efforts to meet the goal of providing complete education.

This section further discusses the need for education in values due to the fast erosion of values in our country and the state of growing up of children and youth in the age of instant gratification, shortcuts, insecurities, fear-based survival and existence. The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialisation of education, negative impact of media, misuse of information technology, globalisation, consumerism, etc. are putting immense pressure on children, families and schools leading to distortion of values. It points out the need for schools to come up with new ways of educating students and the role of value education in meeting the challenges of the present times.

It emphasizes that value education is not a separate domain. No education is value-free and goals of education include the goals of value education itself. Therefore, value education is not to be taken as burden or as an add on programme/activity. It does not have to be perceived as yet another task by schools already busy with the hard work of improving retention and academic achievement of students. Much of the work can be done in the context of what schools are already doing despite the constraints under which they are



working. The skepticism and lack of faith in schools as a potential source for fostering values need to be dispelled.

No doubt, value education is the responsibility of both parents and public but schools' as organised institutions ought to take the major responsibility in fostering values in students. The endeavour is to be seen as an investment in building the foundation for lifelong learning, promoting human excellence as well as promoting social cohesion, national integration and global unity.

This section also addresses certain misnomers and ambiguities about what values are, how are these acquired and what helps in internalisation of values. The process of value formation with reference to different stages of development and cultural contexts, highlighting the relationship of the individual and the society in ecological perspective, is presented.

This section is also devoted to discussion of 'Core Value Concerns at School Stage'. Raising a question about what kind of individuals/citizens we want our students to develop into, it put, forward the rationale that key value concerns at school stage must be anchored in the framework of student's holistic development as a human being and as a responsible member/citizen of the society. It also argues that value concerns must be rooted in the contemporary contexts, various social issues and concerns like environmental conservation, inter-faith harmony, gender equality, appreciation for multiple identities in the era of globalisation, inclusivity, increasing influence of science and technology, mass media and so on. Schools are the microcosm of the world. The disorder of the world surfaces in schools in many ways. So the question of, what values, must be rooted in the context of schools in which they are placed and in the light of problems and issues being faced by them.

The Constitution provides the baseline in working out the framework of values to be nurtured in students. It is an enabling and promising document, leading individuals and society towards the process of transformation. The Constitution encompasses values for living in harmony with oneself and one's natural and social environment, as well as the universal human values, inherent in the human nature, which have stood the test of time.

The core value concerns suggested in the framework revolve around health and hygiene; responsibility for self-development; responsibility towards one's work/duty; social responsibility; love, care and compassion; critical and creative thinking; appreciation for beauty and aesthetics. Under each of these core value concerns are listed a cluster of attitudes and skills which are required to put those values in practice. The grouping is illustrative rather than exhaustive, is overlapping rather than mutually exclusive. These core value concerns provide a frame of reference for schools to prioritize the values to be nurtured in their schools depending on the cultural contexts, needs, resources, background, etc. of the schools. There are diversity of contexts in which schools are placed. There are variations in terms of conditions, resources, ideologies, orientation, governance and management systems, etc.

The second section deals with the 'Pedagogy of Values' with focus on whole school approach and the underlying assumptions. The pedagogy of values requires shift from conventional pedagogy based on the Banking

Model of Education where students are considered as empty vessels into which knowledge must be poured in. Attitudes, values and skills cannot be developed by forcing students to memorise words nor by impositions. Concrete experiences and opportunities to think about, to reflect, critically evaluate, appreciate one's own values and those of others, can help internalisation of values. Some general pedagogical strategies such as silent sitting, role plays, group activities and projects, group discussions, value clarifications, diary writing, reflective practice, etc. have been suggested. The stage specific focus and significance of using stage appropriate strategies from primary to secondary/senior secondary levels have been emphasized.

Within the framework of mapping the whole school approach, the third section on 'Mapping Value Contexts in Schools', discusses strategic factors for success of value education. It highlights how school leadership has impact on the effectiveness of fostering values. What a school needs is not just leaders in the conventional sense but people who are willing to 'show the way', who can take the responsibility to create the right environment and allow others to feel empowered. True leadership requires the act of facilitation, creating positive environment and relationships in schools. Those who are in power at various levels must make a difference. Some strategies which can be helpful for effective leadership are discussed. This section encourages re-examination of one's own school policies and practices, particularly related to handling discipline and creating positive school climate imbued with values of caring which is central to any effort and is a precursor to value education. Discussion, on reviewing existing school policies which have inherent violence, discrimination and repression against the principles of democracy, the importance of having written policies and clarifications to each member of the school after coming to consensus on priority values, is emphasised.

The whole realm of activities and programmes traditionally known as co-curricular activities conducted in schools can have tremendous impact on the learning of values by students. Values are integral to the way these are organised. It is important to critically review the kind of activities carried out in schools and the expected outcomes these are likely to yield. The objective must be to provide experiential learning in not only knowing values but also practising values. Some innovative ideas which are practised in some schools across the country have been presented. It is also important to actively involve students in efforts towards value education in schools.

Special attention is focused on the importance of relationships which comprise the human ambience of school life. The importance of modeling the values and awareness of own values, attitudes, behaviour and its impact on students has been highlighted. Certain classroom practices conducive for encouraging desirable attitudes and values, as well as handling students' destructive behaviour have been discussed. There are multiple ways of handling student's behaviour which would vary with the nature and intensity of the behaviour and different stages of student development. Teachers need to exercise the choice as to how they respond to student's behaviour/misbehaviour. Some proactive classroom strategies have been discussed.

Intervention programmes for students related to sustainable development, caring for the aged, inter-faith communication, issues of violence, conflict resolution, anger management, media literacy, career awareness, vocational education, etc. need to be planned by schools not as isolated programmes but as complementary to value education efforts. Schools can prioritise programmes and can also earmark some days or class periods. Experts, resource persons could be invited to have workshops with students and teachers wherever they deem fit. Some programmes like life skill training are already in existence in some schools. Schools have to decide as to which programmes and activities need to be strengthened and which need to be redesigned or initiated. Every activity has to be organised as an experience. Feelings generated by that experience and reflection on that experience can make the activity or intervention purposeful and meaningful. Ultimately, it is the interplay of school climate, positive relationships, modeling of the desirable values by adults, transaction of subjects as well as other curricular activities in schools which result in a healthy amalgam of education in values.

One of the major areas of concern in this section relates to teaching of different school subjects with such perspectives that students not only gain insight into the nature of the subject but also appreciate and imbibe the attitudes and values associated with the particular subject. Every subject is a repository of values. Examples from different subject areas have been given. During transaction, it is important that teachers find effective ways of putting across the thrust of values inherent in lessons which are sometimes given directly or sometimes lie hidden. For this, appropriate teaching methods have to be applied for transaction. The variety of strategies would be useful which could be carefully selected according to the maturational level of students but overall it is important to realize that a deliberate attempt needs to be made to integrate values while teaching subjects. The task of integration is a challenging one. It may be difficult to begin with but with patience and practice, teachers will find it motivating. The framework includes some exemplar lesson ideas in different subject areas.

Evaluation, an essential component of teaching-learning process, must be based on humane considerations. It is usually taken as an end in itself rather than the means. Some reforms in the examination system and procedures like Continuous and Comprehensive Evaluation (CCE) are already in the offing. Our approach to evaluation and examination must begin with concerns for belief in the dignity and worth of all students, providing constructive feedback, encouraging students to know and understand their mistakes, ensuring some amount of success experiences necessary for motivating students, understanding contexts, background, reasons of students' failures, avoiding harsh reactions, comparisons and labeling students, etc.

The framework also highlights some critical concerns like the need for strengthening home-school and community partnership, concern for parents' involvement in school and education of children. It discusses certain barriers which come in the way of partnership between home and school and also puts forward certain suggestions to empower, involve and support parents in value-oriented education of their wards. Opportunities to the teachers for

their professional development, and networking with other organisations and schools engaged in similar endeavours, would be useful for mutual learning and enrichment. Schools must also plan for on-going staff orientation/development. Any effort for education in values should benefit from the rich variety of resources, if available in the community. Schools may also try to provide support services to students like guidance and counselling services for better learning and adjustment of students.

The fourth section is on 'Guidelines for Implementation and Evaluation'. It outlines certain basic assumptions and steps involved in initiating the process of planning in a school by the principal and teachers. Every school needs to evolve its own framework of values, create own goals, action plans and assessment criteria.

It is suggested that every school prepare an annual plan highlighting the value concerns, activities/strategies to be adopted, mechanisms to be created for each grade level. It is imperative to find out whether what was planned has been implemented in the school and whether the efforts have made any impact in positive ways in terms of changes in school ethos, classroom climate, students' and teachers' attitudes, etc. Evaluation is, therefore, aimed at ascertaining the level of implementation of plans by the school and changes taking place at different levels.

The first kind of assessment is in terms of actions initiated at different levels in the school system vis-à-vis the action plans. A detailed checklist of actions a school can take has been provided in the framework which can serve as a guide to evolve criteria of assessment. The second level of assessment and evaluation is in terms of changes in attitudes and values of different stakeholders and overall school functioning. Change is a gradual and subtle process. It takes time to get reflected in attitudes and values. Since nurturing values takes time, all the stakeholders in the school would be continuously involved in assessing what they are doing, how effective their efforts are in bringing about change.

Exemplar checklists have been provided for self-appraisal by principals and teachers. Reflective journal can help them record their reflections. Teachers will observe students on core value concerns over a period of time and keep track of changes and the efforts made through use of observations. Students will not be graded in terms of values and attitudes as such.

It is proposed that a portfolio will be maintained by the school principal to record overall progress on implementation of education in values which constitutes third level of assessment. The portfolio is intended to enhance visibility, accountability, communication and sharing of the efforts with others. An outline of the likely entries in the portfolio has been provided. The principal, in consultation with teachers, will compile the records on the basis of data from his/her own and teachers' self-reports/observations/perceptions and checklists. Other supporting records, documents, photographs, figures, anecdotes, etc. will also be part of the portfolio.

The framework concludes with the remarks that education for values has the potential to set in motion the process of growth and change of mindsets

likely to result in improved school practices. The challenges entailed in the RTE Act, particularly related to the consideration for all round development of the child, making the child free from fear, trauma and anxiety, teaching and learning in friendly and child-centred manner, the development of physical and mental abilities to the fullest, conformity to values enshrined in the Constitution, etc. can best be met with the whole school approach to education for values. The ideas presented in the framework need to be viewed as generalised guidelines which can be customised to fit into different types of schools. Lack of success with some strategies indicates the need to look back, reflect and review one's own ways of approaching the task and the situation. Education for values needs to be pursued with will, commitment and the hope for transformation and change.



## Epilogue

It is a formidable task to enter into the realm of values in a tangible manner but education has to take on this task. A holistic and integrated approach to education for values may seem to be unrealistic but only this approach is likely to retain the essential meaning of education. The focused attempt on values are to be viewed as a part of quality education and not as an added curricular intervention. Education for values contributes to quality education. Both are in fact mutually reinforcing. If education promotes all-round development, including ethical/moral aspects, education for values gets reinforced. On the other hand, the challenges of education in general, and for instance those entailed in the RTE Act, which have a bearing on all round development of the child, making the child free from fear, trauma and anxiety, teaching and learning in a friendly and child-centered manner, the development of physical and mental abilities to the fullest, conformity to values enshrined in the Constitution, etc. can best be met with the proposed whole school approach to education for values.

An eminent scientist and educationist, Dr. D.S. Kothari\* (1990) said, “If the social, moral values are not respected, cultivated and enriched in educational institutions, where else can there be a place for them?” (pg 17-21) School is the first formal educational institution in the life of the child. School curriculum itself is a manifestation of values. It is true that influences affecting the school system, its governance and functioning are many and varied and pressures of various kind may offset their efforts, but the urgent need is to undertake critical appraisal of every aspect of school by themselves and take concrete action to renew their efforts. This is an exercise which schools have to undertake within their own local specific cultures.

While schools must take initiative themselves, the educational bodies, both Government and non-Government, and key decision makers concerned with school education at central and state level, need to motivate and support schools under their charge to take a fresh look into their current educational practices and capacities of systems in various micro contexts. There are a large number of NGOs who have attempted innovations in pedagogy and classroom practices with a focus on value education. They need to act as facilitators to enable schools follow the Whole School Approach. Cooperation between the non-government organisations and government agencies would synergize efforts as has been asserted by NCF (2005). Collective decision making and reflective thinking are very important for bringing about reforms. The reforms are required in practice, and in the factors and conditions necessary to bring about change; otherwise there would remain disconnect between the policy

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\* Kothari, D.S. (1990) ‘Education and Values’, *India Magazine* (April-May)

recommendations and outcomes achieved. The accreditation of schools with regard to their potential and performance for delivering quality education should include value orientation as an important component.

The conviction is that the contents of this document will arouse contemplation and trigger the imagination of school personnel at all levels to revisit their own attitudes, behaviours, practices and commitment to nurturing of values. This belief in the contents draws its validity from the research insights and experiences of the experts and practitioners who have been able to transform the schooling experience conducive to nurturing of values. Belief in one's own potential with renewed enthusiasm is likely to yield positive results. School personnel have to believe that value education is needed and it is possible, only then would they find time and resources. Psychologists call it 'Self-fulfilling Prophecy', i.e. if you believe in something, it comes true.

A word of caution to those who try but get disappointed due to overarching difficulties and systemic pressures. They must remember that structures are important but will not guarantee success without will and enthusiasm, and that change is a gradual process. Many a time it may go unnoticed if we are not sensitive and aware of changes taking place, however small they may be. Resilience, hope and persistence pay in the long run. There is a saying, "If we hold an idea for a long time, it becomes a reality". Valuing the spirit of holistic education and generating in ourselves the will and capacity to distinguish the 'essential from non-essential' will help us move ahead.

The document is not the final word in the area, rather it is a dialogical instrument to enable the school personnel examine, review and renew their own efforts for promotion of values. Feedback on the framework would be more than welcome.

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## Notes