

TRAINING PACKAGE ON VALUE EDUCATION

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March 2002

Foreword

In the current global scenario, wherein violence, hatred, distrust and anger prevail, there is an urgent need for value education. 'Home is the first school' but the societal and economic pressures have rendered the parents helpless in this regard. They are caught in a vortex of busy schedules, double income and socializing and are unable to monitor the value internalization of their children. Educational institutions are the ideal places after homes, where values can be promoted. This most important role has to be played by the educational institutions, whose teachers are dedicated to the pursuit and promotion of human excellence, which combines physical, intellectual, emotional/psychological and spiritual excellence leading to an integrated growth of personality. It is the teacher who is the guide, friend and philosopher and there is no substitute for the vital role which a teacher has to play. It is very important that during the professional teacher education programmes, the teachers are introduced to the concept of value development and made aware of different methods and techniques to promote human values.

The PAC programme entitled "Orientation of key level personnel in value education and preparation of a package" is a right step towards empowering teachers to inculcate selected values among their students.

Dr N N Prahallada, Head, DEE, RIE, Mysore and Ms S K Shamala, PGT, DMS, Mysore have successfully prepared the package by enlisting the help and guidance of resource persons from DIET, RIMSE and Bangalore University.

The package was tried out on 26 participants drawn from Elementary Schools of Tamil nadu. I sincerely hope that this package will be helpful to teacher educators and teachers.

Prof G Ravindra
Principal

Preface

Values have their significance in providing capability for casting judgement on issues and problems to individuals and societies in regard to noble, meaningful pursuits. In the Indian context, the cultural evolution over many eras has played an essential role for guiding the human kind on moral principles. Before and after, India achieved Independence, various committees and commissions, set up by the Government of India and other agencies have been highlighting the urgent need for incorporating appropriate programmes in our educational system which would directly and indirectly develop among the students of different age groups an integrated growth of body, mind and spirit of the human personality.

The field of value education is as broad as life itself and touches every aspect of human life, personality and education. The learning and acquisition of values is different from other aspects of school curriculum as it cannot be reduced and restricted to classroom instruction alone. The pupils' learning of values in the school is a continuation of their learning in their family, community and through mass media. Therefore, school should take into cognizance and utilize all types of social and educational influences affecting the development of values in pupils.

This package is an endeavour to enable the teachers to realize the need of value education and the importance of effective communication of values. It attempts to develop competencies among the teachers to impart value education while teaching school subjects and to develop skills to weave value education in class situations. As separate teachers are not provided to impart value education at the school stage, each and every teacher is expected to help the students to internalize values. We sincerely hope and believe that the teachers will find this package very useful. We take this opportunity to thank Dr J S Rajput, Director, NCERT, New Delhi, Prof G Ravindra, Principal, RIEM for their encouragement in carrying out this PAC programme during 2001-2002.

Dr N N Prahallada
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A. INTRODUCTION

Values are guiding principles of life that help in allround development. They give direction and firmness to life and bring joy and peace. They bring quality to life. They give meaning and strength to a person's character. They reflect a person's attitudes and judgments, decisions and choices, behaviour and relationships, dreams and vision. They influence people's thoughts, feelings and action. They guide people to do the right things. They also contribute to the welfare of larger social units like the family, the community, the nation and the whole world.

Value Education is inculcating in the children a sense of humanism, a concern for others and the nation. Through value education, the social, moral, aesthetic and spiritual sides of a person, often neglected in a formal educational set up are nurtured.

Value education is wider, more practicable, and adoptable than Moral or Religious education. It is an approach to inculcate broad mindedness, tolerance and proper social and emotional qualities. It aims at training the young in the entire realm of values, physical, emotional, intellectual, aesthetic, social, scientific and spiritual- that can be pursued by any individual irrespective of religion or region.

The present educational system has developed an apparatus of structures, content and processes to transmit knowledge without concern or commitment to inculcate values. Education does not consist merely in the imparting of text-book knowledge or preparing the child for a career. Education, persued rightly, should heighten a person's awareness of oneself and one's relationship width the outside world of nature. Value education in this light can tranform the whole system qualitatively.

We are going through a crisis of values in our familial, social and political life. Disregard shown to basic values like Honesty, Tolerance in personal and public life

has become a matter of concern. Crime, violence, cruelty, greed and apathy to human suffering have spread to all aspects of our life. The goals of peace, secularism, social justice and democracy have come under severe strain. Our physical environment is getting increasingly polluted, narrow casteist, communal and regionalistic views are dividing people. We need a drastic change in our very outlook on life. Through value education, individuals can think freely and critically act responsibly and with courage and connection.

Schools by virtue of their institutional nature are best suited to contribute to some aspects of value development. They can help students to understand and appreciate the values of democracy, secularism, social justice, scientific temper and values supportive of national unity. They can provide appropriate opportunities for students to practise and live by these values. The curriculum (both overt and hidden) co-curriculum, school tone and teacher can significantly contribute in their own ways to different objectives of value education.

National Curriculum Framework for School Education (NCERT, 2000) envisages the main thrust on 'inculcation and sustenance of personal, social, national and spiritual values. Accordingly objectives of school Education aim at promotion of qualities clustered around the personal, social, moral and spiritual values that make a person humane and socially effective, giving meaning and direction to life. In order to achieve the objectives of school curriculum to inculcate values among their students, teachers are expected to make special efforts. They are also expected to promote and design the entire teaching learning process value oriented.

Gandhiji throughout his life followed the ideal of truth and non-violence. He observed "Education is the preparation for complete living, adjustment to environment, perfection of one's nature, character building and harmonious development of personality'. Thus, the proper inculcation of value and development of character is the responsibility of schools.

The education should develop and promote values through activities. In this context value education and education about religion is significant for all students. NCF 2000 (National Curriculum Framework) suggests that value Education and education about religion would not form a separate subject of study or examination at any stage. 'These would be so judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programmes in the co-scholastic areas that the objectives therefore would be directly and indirectly achieved in the classrooms at the school, assembly places, playgrounds, cultural centers and such other places'.

Concept Of Values

Philosophers, sociologists, psychologists, anthropologic do not agree on definition of the term values. Often values are referred as norms, beliefs or attitudes, which determine how persons act upon available choices. The concepts of norms, beliefs, standards, traits, ideals or attitude are different than the concept of values. There are indicators of values.

Values are considered as determinants of human behaviour. The human behaviour makes sense because it involves a value judgement. If a person observes a value this indicates that the person has his own discipline for living and behaving. Values are standards interms of which evaluations are made (Williams, 1968). Rokeach (1973) referred values as enduring belief, a specific mode of conduct or a state of existence along a continuum of relative importance. All beliefs are not values. Gorden Allport (1969) defined values as "A belief upon which a man acts by preferences".

Values influence decisions, one may see values as subjectives in the sense that they exist only for those who upheld them. Values are the choices involving sacrifices. Naturally a person with strong will may reflect values in his actions and behaviour. Values are more than opinions. They are realities. Dewey included values as an idea of prizing, cherishing and holding.

The Committee on Religious and Moral Instructions (1959) referred values as 'anything that helps us to behave properly towards others is of moral value. Anything that takes us out of our self, and inspire us to sacrifice for good of others or for a great cause is of spiritual value'.

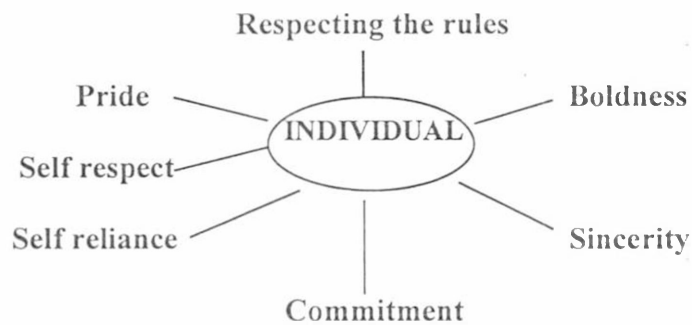
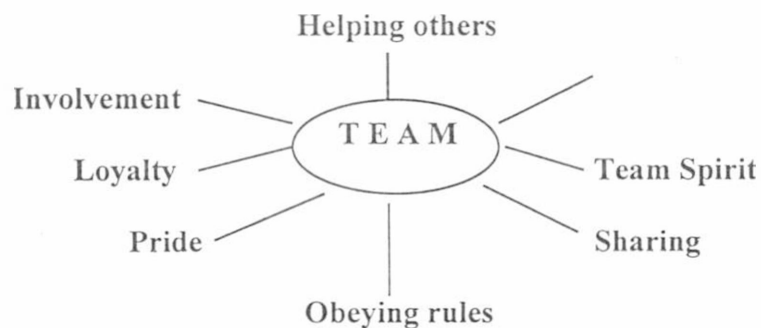
The National Policy on Education (1986) with modification (1992) re-emphasises the role of education. 'Education has an acculturating role. It refines sensitives and perception that contribute to national cohesion, a scientific temper and independence of mind and spirit-thus furthering the goals of socialism, secularism and democracy enshrined in our Constitutions'. The NPE further expects that education should foster universal and external values.

B. HIERARCHY OF VALUES

I	Helping Others. Sharing with others. Caring for others.	Calmness Cheerfulness	Courage Politeness Cleanliness	Keeping a promise Speaking truth	Not hurting plants Not hurting animals Not hurting people	13
II	Sympathy Kindness to plants Kindness to animals Kindness to people	Simplicity Contentment (not being greedy)	Regularity Punctuality Healthy habits Obedience	Hunger for knowledge Winning the trust Trusting others	Prevent harm to others Tolerance Patience	16
III	Protection to loved ones Providing support Concern	Adaptability Accommodation Adjustability	Self-reliance Respect for peer values Respect for teachers Respect for elders Honesty	Quest for Truth Thinking rationally Thinking logically	Appreciation of others' virtues Appreciation of nature Awareness of road rules	16
IV	Gratitude Compassion	Hospitality Enjoying work Humility	Owning responsibility Accepting mistakes Perseverance	Analyzing the problem Justifying actions expression the viewpoint Open-mindedness	Protection of public property Protection of environment Developing civic sense Observing social rules	16
V	Sacrifice Service Pride Self respect	Social justice Equality	Integrity Sincerity Co-operation	Scientific temper Discrimination between good and bad Interpreting situations and views	Living together Live and let live National understanding Harmony	16
Prime Values	LOVE	PEACE	RIGHT CONDUCT	TRUTH	NON-VIOLENCE	

Outside the school (Before and after school hours)	In the school	Family/community
<p>Rising early Cleanliness Neatness Punctuality Regularity Courtesy Politeness Hospitality Charity Compassion Helping others Co-operation Responsibility Commitment Awareness of civic rules Respecting accepted norms of society</p>	<p>Peer Group: Cheerfulness, Friendliness, Caring for others Respecting peer group values, Speaking the truth Co-operation, Patience, Adaptability, Adjustability, Equality, winning the trust, keeping the promise. Teachers: Giving respect, courtesy, gratitude, honesty, obedience, Accepting responsibility, Humility, Self respect, Accepting mistakes. Curricular: Hunger for knowledge, Thinking logically and Sequentially, Sincerity, determination, perseverance, dedication, self-reliance, enjoying work, Analysis of problems, Justifying action, Scientific temper, Discrimination between good and bad. Co-curricular: Co-operation, Tolerance, Obedience to rules, Leadership Tolerance, Endurance, Self-respect, Pride, Concern, Caring for others, Not hurting others, Compassion, Dignity of Labour, Commitment.</p>	<p>Healthy habits Belongingness Caring for others Respect for elders Equality Not hurting others Trusting others Winning trust Keeping a promise Dignity of Labour Contentment Pride Gratitude Discrimination between positive and negative Obeying the rules Promote harmony Tolerance Social justice Service Sacrifice</p>

While representing the school :



C. Methods of Value Inculcation:

According to John Dewey (1984), “to value means to prize, to esteem, to appraise, to estimate”. It means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amounts of values as compared with something else.

The development of values is not a very easy job. There is no shortcut, magic formula, technique or strategy for the inculcation and development of values. The process of value education is a very complicated task, laborious, time consuming, influenced by varieties of factors like hereditary, environmental, socio-economic and cultural backgrounds.

The inculcation of values involves all human faculties such as the head – the cognitive, heart – the affective and the hand – the psychomotor domains of learning.

The values need to be personalised. It should not remain only at preaching or cognitive level but they need to be practised. Therefore, there should be a perfect harmony between head, heart and hand i.e. between thought, word and deed. This would lead to a sense of well being of peace within and righteous action in the society.

Generally, values can be inculcated through three approaches or methods.

- I. Direct value development approach or method
- II. Indirect value development or method
- III. Incidental value development approach or method
- IV. Integrated Approach or Method

I. Direct Value Development Approach :

Direct value inculcation method refers to a deliberate, systematic instruction given during the time of formation. In most of the schools and institutions, value education is imparted through this method. In this approach, the values to be inculcated and developed are explained, discussed and illustrated through the following strategies of techniques.

1. Story Telling

Story telling is an art as well as a science. Long before marked a written language, knowledge was handed down from generation to generation from mouth to

mouth, often in the form of stories. All good stories have a universal appeal. The teller and the listener are equallyThe messages of a story reaches the heart directly. The impact is deep and enduring. Value-based stories provide profound insight into human psyche, and illuminate the path of action, leading a person towards a higher level of consciousness. A story can elicit powerful emotions and inspire a desire in the children to imbibe the values demonstrated by the character described in it. There is every possibility of the main character of the story subconsciously being adopted by the child.

The *interesting* stories of values found in epics, Puranas, Bhagavat Gita, Quran, Bible, Buddhist Jatakas and the like, definitely widen the horizon of child's thinking and adaptation.

2. Value Education as a Compulsory Subject

Studying value education should be made a compulsory thing. This subject must include the finer elements and values advocated in all the religious works. The teachings of great religions like Hinduism, Jainism, Buddhism, Islam, Christianity, Sikkism, Judaism and even sectarian religions of meritorious contributions also should be taken up. The students need to be introduced to all the cultures and their variedness in achieving the ultimate reality. The basic tenet of all the faiths and the universal acceptance of one God should be taught. There should be at least two periods a week for imparting of this curriculum of education. Caution must be taken not to over-represent any one religious ideas or themes. Even house examinations should be arranged in value education, in other words, moral education.

3. Use of Mass Media

Media such as educational films, theatres, newspapers, radio and television should be used to inculcate values. Educational television can produce wonders in this field. Some distinguished teachers may be asked to bring out materials related to social, cultural, economic, political, aesthetic and spiritual values in the form of T.V. serials. A regular feature of the school is to show value-oriented films to students.

4. Anecdotes

During teaching, the teacher should make all efforts to inculcate social, moral, cultural and spiritual values among the students. While teaching different subjects, specially social sciences and languages, the teachers should use anecdotes to teach value concepts and value clarification.

5. Value Modelling

The most important aspect of the programme is that the teachers should set examples of good conduct and behaviour, which the students may imbibe in themselves. The teachers should act as role models and set examples.

6. Auto Biographies and Biographies

Students should be encouraged to read the auto biographies and biographies of great people in different walks of life, thereby identifying the qualities and values these people had in them which made them great.

II. Indirect Value Development Approach or method:

Educational institutions should cultivate the values using indirect method. Values are imparted through regular subjects of school curriculum and co-curricular activities. The National Curriculum for Elementary and Secondary Education (1988) has recommended this approach. The techniques or strategies that can be used under this method are as follows :

1. Games

Games are used as an important strategy for value development among the school children. Team games particularly bring out the best of human qualities of co-operation, team spirit, sacrifice, co-ordination and discrimination. They also bring out values and ideals like secularism, patriotism, unity, tolerance and endurance.

Apart from the outdoor games, indoor games like tower building, joining the blocks, matching game, etc. by a group of participants, leads to the development of higher values like co-operation, sharing and team spirit.

2. Morning Assembly

III.4 All the schools and institutions should compulsorily develop the habit of assembling all the students at a common place daily for 15 to 30 minutes duration. This assembly may be for the purpose of (a) prayer, (b) singing a devotional or patriotic song, (c) brief ethical speech by a student, teacher or head, (d) sermons and spiritual discourses, (e) readings from the scriptures or great literary works of the world should be conducted as a part of morning assembly.

3. Art and Painting Exhibitions

In the educational institutions, art and painting exhibitions on themes related to moral, social, cultural, aesthetic and spiritual values, etc. should be often conducted. Paintings of distinguished artists depicting art, culture and values of life of people should be displayed in the schools and institutions.

4. Art and Painting Competitions :

Instant and on the spot art and painting competitions should be conducted on themes relating to different types of values. Students need to be encouraged to participate in such healthy competitions from within the institution and from outside. Certificate of excellence, trophies, etc. may be given to boost their motivation.

5. Celebration of Birthdays

Educational institutions should celebrate the birthdays of great men and women like Guru Nanak, Prophet Mohammed Buddha, Christ, Mahatma Gandhi, Tagore, Lord Krishna, Mother Teresa, etc. It helps to inculcate the qualities of such great men and helps to build an atmosphere of tolerance, secularism, mutual respect, etc. among the children.

6. Celebration of national and cultural festivals

All the institutions should develop the practice of celebrating national festivals such as Independence Day, Republic Day, Rajyotsava, etc. and festivals of different religions like Ganesha festival, Christmas, Id, etc. Further cultural festivals of different regions, such as Dasara, Onam, Pongal, Holi, etc. be celebrated to introduce the children to the values hidden in each festival and celebration.

7. Celebration of International Days

Every educational institution must develop the practice of celebrating international days remarkable from the point of view of developing concern for fellow beings, environment, peace and so on. The celebration of festivals like UNO day, Human Rights Day, World Health Day, World Peace Day etc helps to inculcate universal values.

8. Book Exhibitions/Exhibitions of crafts, boutiques

Every school should make arrangements for the exhibitions of books and other literary works related to morals and values. Display of crafts and boutiques made in wood, weed and waste materials also initiate enthusiasm and activate the child's mind in the inheritance of the values associated with these.

9. Redesigning the curriculum

The outdated and wrongly designed curriculum of the schools needs to be updated and redesigned, to help to inculcate the values. Special care should be taken on subjects which deals with sensitive issues and deals with culture like history, philosophy, civics, geography, religious studies, literature, art and music, etc. The curriculum redesigning should be made keeping in view the socio-religious, economic, spiritual, national values, patriotic spirit and such requirements of the day.

10. Enactments by professionally trained artists

Every school should have a periodical enactment of dramas, skits, etc. pertaining to the values of life by the professionally trained artists. This would create an impression on the mind of the students and this would have a lasting effect on their future thinking and deeds. The demonstrations and enactments of the roles like Sangolli Rayanna, Kittur Rani, Tippu Sultan, Buddha, Basaveswara, Ram Mohan Roy, Gandhiji, Ambedkar, etc. will enlarge one's soul and prepare them for responsible citizenship, secularism, patriotism and other values.

11. Trips, tours and visits to holy places and monuments

The school curriculum should emphasise upon trips, tours and visits to holy places of all the religions by turns and show the children the meritorious aspects and values, the place or the monument stands for. It should not turn out to be a pleasure

trip. This should be a means to introduce the religious and cultural centre of each religion like a temple, a church, a mosque, a stupa, a chaitya, a fire temple, etc.

12. Visits to Museums and Art Galleries

The schools and institutions should arrange visits to the State, national and cultural museums along with art galleries, cultural feasts and celebrations. This not only helps the children to understand cross cultural values and also self exposition.

13. Costume Representation

The schools should arrange for programmes, where there is scope for costume representation. Fancy dressing, costume, portrayal of different cultures, regions and countries would help the students to have a broad perspective of cultures and respect for each other's costume, dress and other such peculiarities.

14. Model Making

Model making can be taken in the work experience classes along with the general classes, where, a child can be taught to prepare a model of a Gurudwara, a temple, a Sikara, a Gopura, a mosque and its dome, a tomb or a durgah. Students should be encouraged by giving certificates of appreciation as well as a letters of participation. The best models prepared by the students can be displayed in the classrooms as well as in the school premises as a mark of encouragement, to further the interest in them.

15. Rotatory methods of seating arrangements in the classrooms

The schools should develop the practice of shuffling of seating arrangements of the students. As it is very obvious that children tend to develop their own groups and circles of friendship within the class and rarely know all the class mates. By shuffling and rotating the seating positions of the children in a class, the whole class would be exposed to each other. This would also help to overcome gender inequalities, caste, creed and other such differences, otherwise existing among the tender minds.

16. Introduction of 'My-friend' concept

The schools should develop the innovative practice of knowing each other through "my-friend concept. It is a process wherein a boy/girl would be asked to befriend another classmate, understand completely and note down his/her qualities and introduce him/her to the class. This process should go on in rotation every week.

17. Skits, Dramas and Role Play

Skits and dramas may be played in the institutions on themes relating to values like – social, moral, cultural, aesthetic and spiritual.

Role play is a dramatisation of a particular situation in daily life or chosen from history. Students in groups of five to eight are asked to enact a situation or an event for about 5 minutes. The teacher may give the initial idea during preparation. The teacher may make a suggestion or a refinement here or there.

III. Incidental value development approach or method

The incidental approach of value education implies imparting such education whenever an appropriate occasion arises for the same. Such an incident could either be in the classroom, school premises, neighbourhood and elsewhere. Recognising such specific and unique incidents of acts of courage, bravery, sacrifice and selflessness and while negative acts of indiscipline, moral failure like theft, dishonesty, etc. should be denounced and discouraged.

Children and students involved in such incidents of appreciation should be honoured with medals, cash awards, certificates of appreciation by the people in position, by the school Heads or the Principals, or even a mere word of appreciation by the classroom teacher.

There is a morale booster and encouragement to a small and tender mind, which would definitely be carried throughout one's life.

IV. Integrated Approach or Method

School subjects are not merely pedagogical translations of the various genetic intellectual disciplines. Every discipline, looked at from the standpoint of value education is a repository of values, attitudes and dispositions inherent in its structure and methodology. For instance, Science as it is commonly acknowledged, strengthens the commitment of persons to free inquiry and to the quest for truth as their highest duty and obligation. The scientific outlook or spirit stands for free and fearless pursuit of truth, open-mindedness, objectivity, curiosity and the desire to know, perseverance and steadfast pursuit of the goal, suspension of judgment in the absence of evidence, honesty and a healthy skepticism. Similarly, Mathematics is associated with such values and qualities of mind as logical thinking, order, elegance, neatness and precision. The subject History provides a fertile ground to promote the values and ideals of humanism, secularism and democracy. A student of history becomes sensitive to historical relics and monuments, a student of philosophy values clear thinking and synoptic vision in learning this subject. Similarly, other school subjects like Literature, Languages etc. have their own characteristic values such as truth, objectivity, beauty, aesthetic sense, appreciation etc. It is for this reason that the objectives of teaching of the different school subjects include the development of attitudes, appreciations, interests, values as are appropriate to the subject.

Education at present, with its emphasis on consumerism and competition for achievement, has sidelined its central concern for the full development of the persons being educated. The important dimensions of education, i.e., the development of the social, moral aesthetic and spiritual side of human personality through the process of education is not given the priority it deserves. Value education which needs to be looked upon as an essential aspect for the over all qualitative improvement of education, is being neglected to a great extent.

The Education Commission of 1964-66 which assessed the educational practices in the country, recommended that every teacher whatever may be his/her subject must necessarily accept the responsibility of value development of his/her students. "The teachers must ensure that in the teaching of their particular subjects and in their dealings with their pupils

fundamental values such as integrity and social responsibility are brought out”. (EC, 1964-66). Hence, in order to remedy the situation and to ensure the full development of the person through education, the teaching of a subject would involve not merely the passing on information contained in the subject but even more importantly inducing in the students certain qualities of mind and heart.

Accordingly, in the very act or process of acquiring knowledge, i.e., in the process of learning the different curricular subjects, one comes to imbibe certain values, habits of thought, qualities of mind that are concomitant to the pursuit of that particular knowledge field. In other words, value education spans the entire gamut of learning, cultivation of imagination, strengthening of will and training of character. When we so relate value education to education, we can identify the approach as one of integrating values into the very fabric of education. Such an approach which identifies values implied in the curriculum content and strengthens teaching by helping the learners to personalize them in the process of learning the subject, could be termed as the integrated approach to value education.

The integrated Approach appears to be the most appropriate approach to value education because the regular curriculum becomes its important source. However, it is certainly not the intention of the Integrated Approach to use school subjects as deliberate instruments or vehicles of value education. Should we do that we would be distorting the true nature of the discipline itself. The Education Commission (1964-66) cautioned that, “The teachers need not, we can even say, that they should not try to draw out the underlying moral all the time, but if they have given some thought to the values underlying the scope of their subject and their work as a teacher, they will imperceptibly pass it into their teaching and make an impact on the minds of the students”.

The National Curriculum Framework (1988) by the NCERT has suggested the following adjustment in the curriculum in order to make value education integrated into the curriculum.

- infusing the specific value theme with areas of learning in general content;

- Where such natural infusion is not possible, an attempt to be made to select new content for each of the value theme to be added as topics or units to the respective subjects.
- Integration of such contents appropriately in regular subjects;
- Electric organization by integrating clusters of components such as Social Science components, Science components or moral value components and designing syllabi for different grades.

The above discussion suggests that a newer thought has evolved regarding value development through the Integrated Approach, which can make value education in our schools more relevant and meaningful. However, no concrete action plan based on the theory put forward by the National Curriculum Frame Work of NCERT (1988) and supported by educationists, has ever been drawn up so as to guide the teachers to use the Integrated Approach as an effective clear-cut technique for value development. In view of this, an attempt has been made at St. Ann's College of Education, Mangalore, to draw up a systematic and practical action plan towards value education through the Integrated Approach. The action plan has been drawn up for the teaching of History and Civics alone, through a project taken up in this direction. The discussion in the following paragraphs provides theoretical guidelines; the concept and identification of plug points for value identification in a lesson and the phases for value development in the context of the plug points, to use the Integrated Approach for value personalization.

The Integrated Approach to Value Education through the Teaching of History and Civics:

An attempt has been made to use the integrated approach to value education through the teaching of History and Civics of the Secondary School Syllabus of Karnataka. Since value education forms a part of regular classroom lessons, the format of a normal History or Civics lesson has been outlined and then the action plan to integrate values through this lesson is being dealt with.

Planning of a Normal History or Civics Lesson:

In a normal History or Civics lesson, the teacher uses unit from the textbook, prescribed by the Department of Education and divides it into a number of sub-units. Each Sub-unit is to be taught during a single period of forty or forty five minutes. Instructional objectives are formulated by the teacher for that particular unit as a whole, in particular, for the teaching of the sub-units.

Theoretically speaking, a teacher needs to formulate initially, the instructional objectives related to the behaviour changes of students in terms of knowledge, understanding, application, attitudes, interests, critical thinking, skills and then select the appropriate content to enable him/her to achieve the intended objectives. However, in our present educational set up the content to be taught in schools is already prescribed by the Department of Education and a classroom teacher is required to formulate the instructional objectives based on the content.

The teacher divides the content meant for each period, into three or four Teaching Points. The most suitable and effective method to teach the content is, then, decided upon. The commonly used methods in the teaching of History and Civics are Story Telling, Biographical Discussion, Lecture Method, and Project etc. The teacher needs to keep in mind that any method chosen should provide the maximum learning experience to the students.

Planning of interesting and effective ways of introducing the lesson, choosing of appropriate techniques for evaluation, teaching aids, planning of back board work, home assignment and follow up activities also form a part of planning the lesson.

The above aspects in the planning of a lesson are a routine in a normal and ordinary lesson. The teacher who decides to develop values in his/her students through the Integrated Approach, needs to revise this approach. The following is a strategy evolved for this purpose and can prove useful and effective in the hands of a teacher who is committed towards value education.

Planning of a Lesson in History or Civics with the Integrated Approach to Value Education:

Phase I: Planning of a Normal Lesson-Organization of the Teaching Points in the Content of the Lesson; Listing of Instructional Objectives and Planning of Methods and Techniques.

Phase II: Approach to Value Internalization:

Step 1 a: Identification of the value and its plug point in the appropriate Teaching Point.

b: Framing of instructional objectives for the value identified and to be considered.

Step 2: Discussion of Value Clarification

Step 3: Application of the Value considered

a. General

b. Personalization

Phase III: Continuation of the lesson as usual.

A detailed explanation of the format given above is given below.

Phase I: Planning of a Normal Lesson viz. Organization of the Teaching Points in the Content of the Lesson; Listing of Instructional Objectives and Planning of Methods and Techniques.

A lesson of forty-five minutes duration may have three teaching points. The teacher teaches this content as in a normal History and Civics lesson as explained in the earlier section. Each teaching point may have one or more values transparent through the personality or event dealt with. Any ONE value can be picked out and concentrated upon from the suitable teaching point of value education.

Phase II : Approach to Value Internalization

Step 1: a. Identification of the value and its plug point in the appropriate Teaching Point

The teacher prepares the basic plan of a lesson with details on the teaching points to be taught. The content under each of the Teaching Points is reanalyzed by the teacher to identify value lived or upheld by the persons or through the situations involved in the narrative. These

values are embedded in the content as a particular point of significance and appear to fit in well into the content as that significant point. At this point of the content, a classroom teacher can highlight the value identified. At this point it can be emphasized, discussed, clarified and personalized. This point where value identified can be given emphasis for personalization and integrated into the content, is termed as the PLUG POINT.

There may be more than one plug point in a sub unit where a value can be identified for clarification and personalization. It is also possible that more than one value can be identified in a single teaching point in the lesson. There may also be values and plug points for value education in all the teaching points. However, the teacher while teaching a lesson has to achieve all the instructional objectives like imparting knowledge, developing understanding, developing new skills and interests and not only develop values. Hence, it is advisable that the teacher concentrates during one class of forty-five minutes, on any ONE value, which would have greater significance for personalization by the students, at any one-plug point suitable for value education.

b. Framing of instructional objectives for the values identified and to be considered:

The next step in this phase is that of framing a specific objective related to the value identified as one of the instructional objectives of that lesson. For instance, if the teacher identifies the value 'Courage' in a particular teaching point, he/she analyses the dimension or component of courage which that lesson highlights, and frames the instructional objectives on the value, 'courage' accordingly. The instructional objective for value development is stated at the beginning of each sample lesson given in this book under the sub-title 'objective'.

Step 2 a: Discussion for Value Clarification:

After teaching the content of the Teaching Point in which a plug-point for value consideration is located, the teacher pauses to dwell on that value. It could be done by asking the students to point out the qualities of the personality or the characteristics highlighted in that situation which they particularly appreciate and find positively stimulating. A number of methods and techniques too could be adopted to facilitate the students to identify the values in a teaching point. Some of them are explained below.

Use of Pictures:

Appropriate pictures, photographs or posters depicting values identified practiced or violated, could be presented to the students with appropriate questions, to enable them to identify the value in the content under the teaching point. The students observe the pictures carefully, following the direction given to them and analyze the situation or personality in the teaching point. The values thus identified are listed and a consensus is arrived at.

Newspaper clippings:

The teacher can collect newspaper items relevant to the values in the content to be taught depicting the value practiced or violated. These could be presented in order to help the student identify the value. This procedure can also be used with the help of pictures or posters to facilitate the identification of the value.

Role play:

The teacher can prepare the students to role-play a situation related to the value in the content. The role-play needs to be brief, viz., about two or three minutes. At the end of the role-play the teacher facilitates the discussion to enable the students to identify the values or qualities based on the content taught.

Use of Quotations, Songs, Poems:

Quotations or Sayings of great people, poems and songs which highlight components of values to be identified in the lesson could be presented to the students at the plug point. The students could be asked to study the theme of the quotation or the song or the poem, in the terms of values or qualities and identify those values in the content taught.

Buzz Session:

This is a technique which gives every member of a large group a chance to get involved directly in the discussion of a topic. The teacher can use it in the present context by asking the students to identify the values or qualities from the content taught by discussing with one or two of their companions seated next to them. They are give a few minutes for discussing and for

reporting. The values identified are listed and consensus is arrived at on the value to be considered for personalization.

Step 2 b. Discussion on the Value identified Through Probing and Correlation Questions:

The students need to clarify the value identified and clear their doubts. This can be done through group discussion. Issues for discussion could be

- i. to clarify the personality traits, values upheld, attitudes portrayed;
- ii. to analyse the circumstance which demanded a particular course of action and convictions portrayed in them;
- iii. to analyse consequences of a particular quality or value not practiced by the personality.

Probing question is help towards discussion. An example for probing questions could be

- Why do you appreciate these qualities/values in this personality/situation?
- What were the circumstances, which strengthened these qualities/values in that particular personality/situation?
- What would have been the consequence/result if that particular quality was not practiced by that particular personality or the consequence, if that characteristic was absent in that particular situation?

Correlation can be used:

- i. to distinguish and compare the ideals, attitudes, values of the past and the present and personalities with complementary or opposing values. For example, compare the situations or circumstances, which led Mahavira and Gauthama Buddha to preach Non-violence, with the present day similar situations or circumstances.
- ii. to analyse the value of particular characters or situations and one's personal values.

Step 3: Application of the Value Considered:

a. General

The students are encouraged to consider situations in one's day to day life which provide for the practice of the value considered. Situations or circumstances of value conflicts, which take place in the context of the value considered, too are discussed.

Methods Used:

Discussion, asking probing questions and correlating questions or any other appropriate method.

For example,

- Are there situations in our lives calling to practice this particular quality or value?
Give illustrations.
- What are the reactions of young boys and girls to such situations?
- What are the situations where we have difficulties in practicing this value?
- What are the efforts made by you and your friends to live this value under different circumstances?
- Would you be prepared to face the consequences?
- What would be the consequences in your personal life if you do not live this value?

b. Personalization

The students make their personal choice of adopting the value in their pattern of life. This can be worked out in various ways.

Through a Personal Action Plan

The students prepare a written action plan to identify instances where they could be called to make a choice of the value, practical strategies they would use to uphold the value under those circumstances and the manner in which they would evaluate their action plan.

Before drawing up the action plan, the students, could be helped by making them list all the possible options open for practicing the value or the opportunities they might come across in

their day to day situations to practice the value. The Action Plan can be drawn up based on these experiences.

Through Personal Resolutions

The students make a personal commitment to uphold the value when circumstances arise. They note down the same in their Diary of Scrapbook;

The teacher does not insist on the student sharing this action plan or resolution with him/her.

Phase III: Continuation of the Lesson as Usual

At the end of phase II the teacher may give an appropriate home assignment related to the value clarified.

Suggestion for Home Assignment:

1. Collection or composing of verses and poems highlighting the value discussed and display the same on the class bulletin board.
2. Collection of newspaper clippings/pictures/photographs related to the value discussed and preparation album/scrapbook. They could also be used for bulletin display.
3. Writing of role-plays or short stories highlighting the value clarified. These plays could be staged for class activities.
4. Reading the lives of great personalities who have practiced these values.
5. Watching films and listening to audio programmes, which highlight such values.

It has been attempted to give the theoretical background and concrete and practical strategies of Integrated Approach to Value Education. Even though several educationalists have conceived the ideas about this approach, an attempt is made to illustrate these ideas, through the format of a practical lesson and sample lesson plans. It is hoped that a classroom teacher teaching school subjects such as Languages, Science, Mathematics, History, Civics, Economics, Geography etc., will make use of this as a stimulant to apply this approach in the teaching of their respective subjects and guide the students to personalize values. Only a few techniques are explained and illustrated towards making the Integrated Approach, experience

based learning to the students. The classroom teacher could also use other techniques to personalize values using the integrated approach. This is bound to help the teacher making value education a natural process in the all round development of the students without value education becoming an extra burden. Proper and effective use of Integrated Approach will provide added zest to a creative, resourceful, which are given in the following pages, help every teacher to make value education meaningful.

“In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate religious fanaticism, violence, superstition and fatalism”. (NPE, 1986).

A sincere effort on the part of a teacher will achieve this goal of making education a forceful tool for the cultivation of social and moral values in the future citizens of our country. It is our sincere hope that this booklet will give this positive orientation to the teacher.

D. Lesson Plan Format

1. Major Topic
2. Lesson (Title)
3. Text (Activities)
4. Suggested Activities
5. Values Highlighted
6. Guidelines to Teachers
7. Instructional Aids

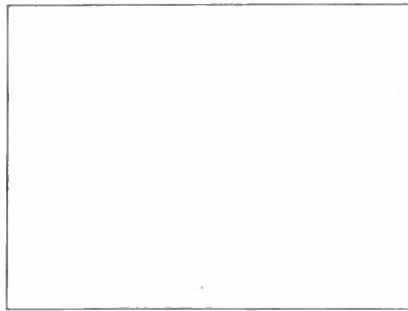
Subject : VALUE EDUCATION

Major Topic : CLEANLINESS

Class : I Standard

Brush, Wash, Feel Fresh

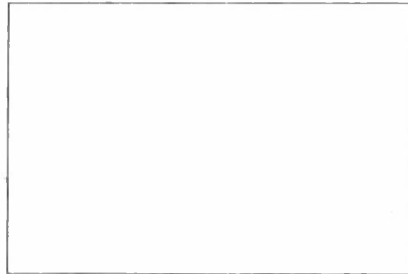
Picture No. 1



Kamala is the mother.
Jaya is the daughter.
Jaya is six years old.
Kamala loves her daughter.
Jaya loves her mother.
Both are happy at home.

Happy Home

Picture No. 2

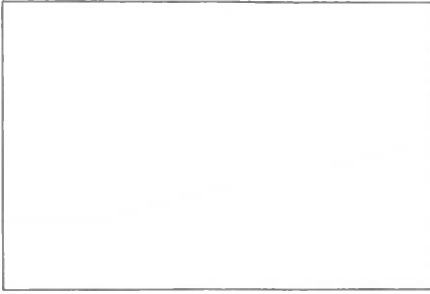


(Kamala is waking up Jaya).

It is six O' clock.
Kamala is waking up Jaya.
Jaya gets up early, at six O' clock.
Do you get up at six O' clock ?

Early to bed, early to rise

Picture No. 3



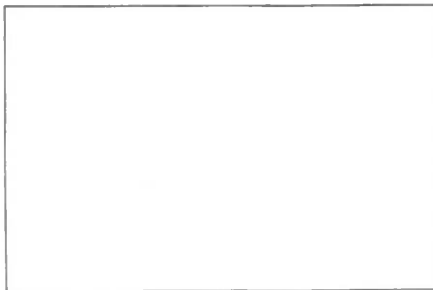
Clean teeth, fresh breath

(Jaya brushing her teeth).

Look at this picture.
What is Jaya doing ?

Jaya brushes her teeth everyday.
Now Jaya's teeth are clean.
How do you feel when your teeth are clean?

Picture No. 4



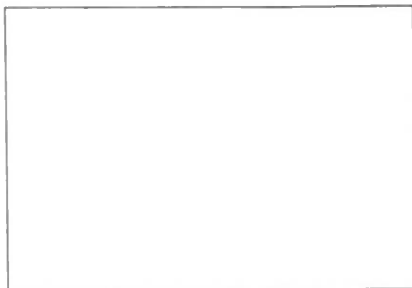
Take bath, feel fresh

(Kamala is giving bath to Jaya).

What is Kamala doing ?

Jaya takes bath everyday.
Do you take bath everyday ?

Picture No. 5



**Start your day with a
smile**

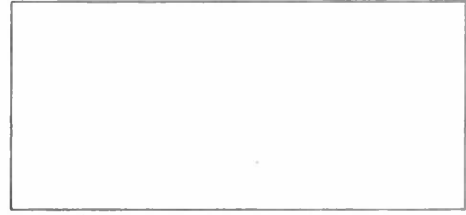
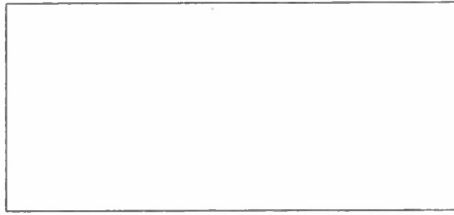
(Jaya and Kamala are smiling at each other).

Jaya is wearing washed clothes.
She wears washed clothes everyday.
She looks neat and tidy.
She feels fresh after the wash.
Jaya feels happy to wear clean cloths.

Suggested Activities:

a)

Whom should I follow ?



(Clock Showing 8 O' Clock.
Athul is getting up).

(Clock showing 6 O' clock.
Amal is getting up).

This is the time
This is the time
This is the time
I get up in the morning.

This is the time
This is the time
This is the time
I get up in the morning.

Athul gets up at 8 O' clock. Is it
good ?

Amal gets up at 6 O' clock.
Is it good ?

At what time do you get up ?

Whom should I follow ? -----

b)

Repeat after Mary

I brush my teeth
I brush my teeth
I brush my teeth twice a day.

Do you brush your teeth once a day ?

Do you brush your teeth twice a day ?

Repeat after Jane

I take bath, I take bath
I take bath everyday
I feel fresh, I feel fresh

I feel fresh after bath.
Do you take bath everyday ?

Do you feel fresh after bath ?

c)

Listen carefully

Salman and Salim are friends.
Salman is liked by all.
Salim is not liked by others.
So he is unhappy.

Salim : Salman, our friends play with you. Why not with me ?

Salman: Salim, look at your clothes.

Salim : (Salim looks at his clothes).

Oh! My clothes are dirty.

Salman: Wear washed clothes from tomorrow.

Salim : Yes, I will do that.

(Salim is happy now).

Friends do not play with Salim,
because he wears ----- clothes.

Salman is liked by his friends,
because he wears ----- clothes.

Values Highlighted :

1. Mother's love towards child.
2. Child's love towards mother.
3. Cultivating good habits such as,
 - (i) getting up early in the morning;
 - (ii) brushing teeth daily;
 - (iii) taking bath everyday;
 - (iv) wearing washed clothes after bath.
4. Mother's responsibility towards children.
5. Cleanliness leading to cheerfulness.

Guidelines to Teachers:

The teacher should,

- (i) consult a dentist and acquire the skill of brushing the teeth scientifically;
- (ii) collect booklets, pictures, photographs and posters about oral hygiene from the dentist;
- (iii) demonstrate the proper way of brushing the teeth;
- (iv) check whether children have brushed their teeth properly and regularly;
- (v) refer children to the dentist, if required;
- (vi) arrange for periodical check-up by a dentist;
- (vii) check whether children are wearing washed clothes;
- (viii) set an example to children;
- (ix) approach dental colleges for general guidance;
- (x) seek the assistance of voluntary service organizations such as Rotary Club, Lions Club etc. to arrange oral hygiene awareness programmes.

Instructional Aids:

1. Pictures, photographs, posters and booklets on oral hygiene.
2. Soft tooth brush
3. Tooth paste
4. Clean water and towel

Subject: VALUE EDUCATION

Major TOPIC : CLEANLINESS

Class : II Standard

**Be neat and tidy – say
goodbye to diseases**

Cleanliness at home

Teaching Points:

1. Washing hands thoroughly before and after taking food;
2. Washing face, hands and legs after play;
3. Combing hair;
4. Keeping one's belongings such as books, toys, clothes etc in proper places;
5. Not playing outdoor games inside the house;
6. Not scribbling anything on the walls;
7. Paring nails at least once in a week;
8. Getting haircut once in a month.

Cleanliness at School:

1. Holding the book properly while reading;
2. Keeping the books carefully in the school bag and on the desk;
3. Developing handwriting skills.

Subject: VALUE EDUCATION

Major Topic: CLEANLINESS

Class: III Standard

**ORDER LEADS TO
BEAUTY**

Cleanliness at home

Teaching Points:

1. Not disturbing, not destroying the belongings of others at home;
2. Putting waste materials in dustbin;
3. Emptying and cleaning dust bins periodically;
4. Keeping the pets and their shelters clean;
5. Being neat while we eat;
6. Eating habits/manners;
7. Cleaning plates and cups before and after eating;
8. Cleaning the dining table or floor neatly;
9. Wearing clean footwear;
10. Covering mouth and nose while coughing and sneezing.

Cleanliness at school:

1. Spilling of ink on books, clothes, benches, floor, walls etc are not acceptable;
2. Writing unnecessarily on palms, clothes and textbooks are undesirable;
3. Following procedure while solving problems.

Subject: VALUE EDUCATION

Major Topic: CLEANLINESS

Class: IV Standard

**Clean School –
joyful learning**

Cleanliness at School

Teaching Points:

1. Sweeping the classroom daily;
2. Wiping the benches, desks, chair and table daily with a dry cloth;
3. Not scribbling anything on the benches, desks or walls;
4. Not scratching the bench or desk with blades, dividers or any sharp-edged instruments;
5. Collecting paper bits and waste materials on the school campus and putting them in a dust bin;
6. Not spilling while eating in the afternoon;
7. Cleaning the place of eating;
8. Urinating only in specific areas;
9. Sitting and urinating;
10. Pouring sufficient water after using the toilet;
11. Not spitting everywhere;
12. Putting thick wrappers and handling books carefully with clean hands.

Subject: VALUE EDUCATION

Major Topic: CLEANLINESS

Class: V Standard

**Cheerfulness is next
to cleanliness**

Cleanliness in the community

Teaching Points:

1. Not throwing waste materials in the street and helping and requesting others to throw waste materials into road side garbage bin;
2. Maintaining cleanliness in parks, gardens, hospitals, cinema houses, bus stations, railway stations etc.;
3. Not spitting in buses, trains and on roads;
4. Requesting elders not to smoke in public places;
5. Requesting elders not to wash utensils or clothes near a borewell, pond, tank etc.;
6. Picking up paper bits, toffee covers etc and putting them in the dust bin;
7. Participating in Shramadan activities.

Subject: VALUE EDUCATION
Major TOPIC: CLEANLINESS
Class: II STANDARD

Be neat and tidy – say goodbye to diseases

Teaching Points (Cleanliness at home)

1. Washing hands thoroughly before and after taking food.
2. Washing face, hands and legs after play.
3. Combing hair.
4. Keeping one's belongings such as books, toys, clothes etc in proper places.
5. Not playing outdoor games inside the house.
6. Not scribbling anything on the walls.
7. Paring nails at least once in a week
8. Getting haircut once in a month.

Cleanliness at school:

1. Holding the book properly while reading
2. Keeping the books carefully in the school bag and on the desk.
3. Developing handwriting skills

Integrated Approach : Teaching a value through Language

Pursuit of Truth

Let us Understand

Pursuit of truth means going after or trying to find the truth. Truth is always hidden from you. You must make an effort to find it. The nature, for example, is full of mysteries. You must try to find the facts about it. Wanting to know more and more facts is called curiosity. Ignorance about facts can create fear in your about certain phenomena. For instance, you are afraid of snakes until you know that many of them are harmless. The pursuit of truth leads to knowledge or facts. Such a pursuit is also interesting and thrilling.

Let us read a story

All the children were talking to each other. The teacher entered the class. Still they were busy discussing. The teacher asked them to sit in their seats.

“What is the matter? What are you talking about?”, said the teacher.

“Madam, Chintan is afraid of darkness”, said Suresh.

“Anjali is scared of strangers”, laughed Smriti.

“Bonny runs away from dogs”, smiled Anita.

“Alright. All of us are afraid of one thing or the other. I am afraid of cockroaches”, said the teacher.

All the children laughed loudly.

“We cannot understand or know a thing, we become afraid of it. When we find out more about it, we will no longer be afraid”, said the teacher. “I will tell you a story”.

The children sat down silently.

“There was a forest. Many animals lived there peacefully. King Lion took care of them and they were happy. Lion’s minister, fox, was very clever. He helped lion to rule the animals.

Once King lion had to go to the next forest for some work. Fox was asked to look after the forest. One day a goat came running.

“Fox, please save us. A cruel animal has come to the forest. It will kill all of us”, he said. “Now, did you see that animal?”, asked the fox. “No, I was grazing grass on the hill. Suddenly I heard a fearful sound. I have never heard such a sound in my life. It must be a big fierce animal”, said the goat.

Fox decided to go and find out more about this animal. Other animals tried to stop him. “Wait till the king comes back. This animal might kill you. Then, who will take care of us”, they cried.

“There is no use being afraid. I will find out the truth”, said the fox.

He climbed up the hill. Other animals waited, trembling with fear. Suddenly they heard a loud noise. Fox was also scared, but he gathered his courage and went further. Then, he started laughing. Other animals came running. There, they all saw an old drum under a tree. A branch was touching that drum. Whenever the wind blew, the branch hit the drum and the drum produced a scary sound. “See, what did I tell you”, said the fox. “Once we try to find out the real thing, our fear will vanish”.

The children decided to find out more about their surroundings.

Let us talk

Why do you think people are afraid of some things ?

What are some of the usual fears?

How can we overcome our fears?

Is there any basis for our fears?

Let us write

A. Write down what your friends are afraid of.

Name	Is afraid of
1. Ajay	Snakes
2. -----	-----
3. -----	-----
4. -----	-----

-----	-----
-------	-------

B. Answer the following questions.

1. Why was the fox asked to look after the forest ?

2. What did the goat tell the fox ?

3. Why did the other animals try to stop the fox ?

4. What did the fox tell the animals who tried to stop him ?

5. Why did the fox start laughing ?

6. What did the fox see on the hill ?

7. When will our fears vanish ?

Let us do

Find out more about :

- | | |
|--------------|--------------------------|
| 1. Cats | 2. Thunder and lightning |
| 3. Snakes | 4. Ghosts |
| 5. Policemen | |

E. Evaluation

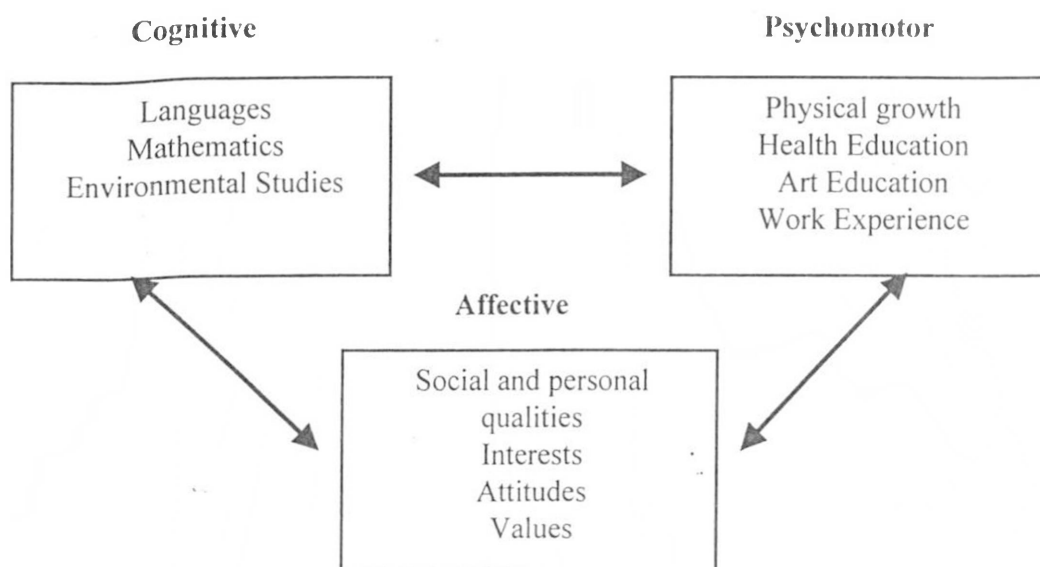
Modern education system has given so much importance to examinations that education almost becomes preparation for examination subjects and traits which are not tested are not taken seriously at all. Value education being an abstract subject, testing is much more difficult than in other subjects.

- * It is not easy to create situations to evaluate a desired value like honesty, love, courage, etc.
- * It is difficult for the examiner to discriminate between the real and affected behaviour of the examinee.
- * It is easy for an examiner to score very high in cognitive ability in value education, but the behaviour may not be equal to it.
- * It is not correct to measure a value inculcated through one or two tests and pass judgement. A variety of tests to measure the value acquisition may give the evidence to pass the judgement.

In spite of the above mentioned difficulties, efforts have to be made to evaluate the acquisition and practice of values.

Evaluation is the process to find out whether the desired changes are taking place in the students' behaviour. *Since the change is a continuous phenomenon, evaluation has to be continuous so much so that it is to be integrated with teaching and learning. As the changes take place in all the domains – cognitive, affective and psychomotor – the evaluation has to be comprehensive enough to encompass all the areas of growth.* For this purpose, the school based evaluation scheme has to be both **CONTINUOUS AND COMPREHENSIVE** IN NATURE.

Areas to be covered by School based Evaluation



All these three areas also represent the four pillars of education delineated by Delor's commission report 'Learning : The Treasure Within'.

The first of these is *learning to know* which is taken care of by the cognitive domain.

Learning to do is another pillar which falls under the psychomotor domain. It entails the acquisition of competence to work with hands.

The third pillar *learning to be* refers to the qualities that a child develops in order to be a good and responsible citizen. The evaluation of affective domain will bring out the talents which are hidden like buried treasure in every child.

Last, but not the least, all these together will help the child to *learn to live* together by developing in him a better understanding of other people and the world at large.

In view of the development of the child, the primary stage has been divided in three levels. These are :

- ❑ Level I covering classes I and II
- ❑ Level II covering classes III and IV
- ❑ Level III covering class V

The evaluation scheme will also differ keeping in mind the physical and cognitive development of the children at these three stages. The details of the School Based Evaluation Scheme are as follows :

Cognitive Domain

No particulars are being given here for the areas under the cognitive domain because the schools have detailed time-tables of teaching as well as evaluating them for every class.

Level – I

Classes I and II

Points to be noted:

1. Evaluation should be done simultaneously with teaching. The children will not know that they are being tested.
2. Teachers will pay attention to individual student's progress.
3. After identifying the hard spots of learning, remedial teaching will be organized by the teachers to ensure mastery learning.
4. Major emphasis will be on observation and oral testing.
5. Play-way method will be used for teaching and children will be evaluated on the basis of their participation in the activity.

Level II

Classes III and IV

Points to be noted:

1. Oral testing and observation will continue but written testing will be increased gradually.

2. Forms of questions such as very short answer type, fill in the blanks type, matching type, true and false type will be used in testing.
3. Questions employed for testing will be based on knowledge, understanding, simple reasoning and simple application.
4. Evaluation will be continuous (simultaneous with teaching) besides being periodical. Homework/assignment done by the students should also be assessed.
5. Diagnostic testing and remediation will go hand in hand to ensure mastery learning.
6. Academic excellence of students like good hand writing, powerful expression, quick number recapitulation, good drawing, sharp memory, etc. will be noted by the teacher for promoting these qualities in students.
7. The children who are unable to attain mastery level due to having academically deviant behaviour (such as disturbing other students, not following the directions, not doing their work seriously), the teacher should endeavour to bring them in the main stream by using story-telling, activity method and real life experiences, instead of using conventional textbook method and evaluation procedures. The teacher should encourage students to narrate their own experiences, stories and other such activity where the student is actively involved.

Level III

Class V

Points to be noted:

1. Testing will include both written and oral techniques (The ratio should be 80:20).
2. Questions employed for testing will be based on higher level of reasoning and problem solving.
3. Forms of questions will include short answer, long answer, multiple choice questions besides other forms used in earlier classes.
4. Evaluation will be continuous (simultaneous with teaching) besides being periodical.

5. Some of the questions which are attempted wrongly by most of the students can be discussed in the class as a whole. Even individual student's query can be discussed by the teacher.
6. At this stage, the teacher can take help of brilliant students in assisting the low achievers in the subject through peer group; learning mode. The teacher should be careful in making the groups of bright and poor students. The same team should not continue for long.

General Note: By curtailing 5 minutes from a period once a week, a full-fledged period could be carved out to be used for the purpose of remediation.

Psychomotor Domain

The activities of these areas may be further specified as follows :

Co-curricular Areas	Activities
Art Education	Dance, Drama, Music and Drawing
Work Experience (Craft)	Cutting, pasting, threading, painting, clay-modelling, buttoning clothes.
Physical growth and Health education	Health habits like brushing teeth, taking regular bath, combing hair, washing hands before and after meals, etc. Sports, games, athletics, yoga, drill, etc.

Level I

Classes I & II

- * At this level, all the children will be engaged in all the activities that are being done in the classroom by the teacher.
- * The evaluation will be based on teacher's observation of the child's participation in the activities e.g. how proficiently a child draws, dances or sings in the art education and how proficiently he cuts and pastes paper, moulds the clay or buttons his clothes, etc. in work experience.
- * In physical education, the teacher can observe the child's participation and his proficiency in games, sports, drills, etc.

- * For assessing the health habits, the teacher will depend on parents or on the child because the activities suggested are to be carried out at home except washing hands which a teacher can observe during recess when children take their meals.
- * The observation will be recorded on the last working day of the month.
- * Grading will be done on 3 point scale every term on the basis of the recorded information.

Level II

Classes III and IV

- * At this level, the children will be engaged in one or two activities of their choice in art education, work experience and physical education. Drill will be compulsory for all children.
- * Evaluation will be based on teacher's observation of the child's performance in the activities.
- * Grading will be done on 3 point scale every term on the basis of the recorded information.
- * Physical Growth – Same as level I.

Level III

Class V

- * Same as Level II.
- * Some written component may be added in art education, work experience and physical education to test the theoretical concepts.
- * Physical Growth – same as Level I.

Affective Domain

Specification of these areas are given below according to the three levels of primary years. The development of the areas of the affective domain is at a very elementary level at the primary stage. In fact, these are in a formative stage of development. Therefore, the teacher should observe the direction of the development rather than the status. In case of undesirable behaviours of the students, the teacher should not highlight or reinforce it by way of scolding them. The behaviours tend to be volatile and unstable at this stage. The teacher should take decision with regard to

the evidence of any personality trait tentatively. She should be cautious in applying punishment to the children because it might have lasting effect on their psyche.

Level I

Classes I and II

1. *Social Personal Qualities:*

- a) Cleanliness
- b) Obedience – whether the child behaves himself in the class, listens to the teacher and does not disturb the class. (Making noise and moving around is characteristic of children at this stage. Activities may be organized by the teacher to involve children).
- c) Cooperation/aggression
- d) Self confidence/initiative
- e) Regularity and punctuality; coming to school, doing home work and assignment, doing class work.

2. *Interests:*

Painting, music, craft, gardening, sports, literary. These interests will be seen during the school programmes and co-curricular activities.

3. *Attitude:*

Both positive and negative attitudes should be seen. These should be rated at 3 point scale.

- towards teachers – respectful, not respectful, sometimes respectful.
- towards peer group
- towards school property
- towards own property

4. *Values:*

At this level, values will not be taken up for assessment. No grades. Only description of the quality to be assessed in the form of presence/absence/sometimes present. The observation will be recorded every month. The assessment will be done every term.

Level II

Classes III and IV

1. *Social Personal Qualities:*

- a) Cleanliness
- b) Discipline (including obedience), regularity, punctuality
- c) Self-confidence
- d) Cooperation – sharing to be increased, the aggression should be controlled (emotional stability).
- e) Initiative

2. *Interests:* Same as Level I.

3. *Attitude :* Same as Level I. Attitude towards studies may be added.

4. *Values :*

* The teacher will help the students develop the following values.

- a) Responsibility (living together and sharing responsibility with parents and other family members).
- b) Honesty
- c) Truthfulness
- d) Equality of sexes to inculcate the value that boys and girls are same. Housework can be done by boys also. Helping parents by boys along with girls.
- e) Respect for elders.

* No marks. No grades. 3 point description : always, sometimes, never.

* Observation will be recorded every month.

* The assessment will be done every term.

* Negative qualities may be mentioned in the portfolio for the purpose of corrective measures. But not to be reported in the report card but the parents should be informed.

Level III

Class V

1. **Physical Growth :** Same as before
2. **Social Personal Qualities :** Same as Level II.
Cleanliness : Personal cleanliness
Keeping surroundings clean will be emphasized more.

Protecting Environment: Watering plants; protecting flowers, plants from destruction, hurting animals.
3. **Attitude :**
 - a) **Towards school and own property :**
Observe more keenly whether the child understands the difference between school and own property. Then see that he has a positive attitude towards public property.
 - b) **Towards peer group :**
The child should have a healthy competitive feeling with his peer group.
 - c) **Towards study :**
The child should study on his own. Regular homework, completed class work may be the criteria for judging this attitude towards studies.
4. **Interests:**
Same as above. Besides, participation in specific games such as Carrom, Chess and Table Tennis, computer games, etc. which are not facilitated in schools. The teacher should recognize the interest and talent of students who are involved in these game activities.
5. **Values :**
Same as above. Apart from this, value of equality should be emphasized by way of regarding classmates and juniors, rich and poor, boys and girls as equals.
Patriotism – national identity
Diligence – hard work

- * No marks. No grades. Only 3 point description : always, sometimes, never.
- * Observation will be recorded every month.
- * Assessment will be done every term.
- * Negative qualities may be mentioned in the portfolio for the purpose of corrective measures and also to convey to the parents. However, they need not be reported in the report card.

Evaluation Techniques

Here are described a few tools and techniques to evaluate values and certain cognitive abilities.

I. Observation :

Individuals can be observed in real or contrived situations for any desired value such as punctuality. Care should be taken to see that the students are not aware of such observations. Whatever is observed must be recorded giving particulars of context, date and time along with details of the facts observed. No judgement need be passed. Such records are named 'ANECDOTAL RECORDS'.

Anecdotal Record		
Observation of		
Observer		
Date :	Time :	Place :
Description of the event :		
Teacher's Response :		

II. Questionnaire (opinion pool):

This technique is used to find out the students' way of thinking or opinion on a situation or a problem. The questionnaire for primary classes has simple statements. The students are expected to tick Yes/No or True/False after listening to or reading these statements.

Examples:

1. I share my lunch with others. Yes / No
2. I like to help others. Yes / No

3. I am very brave. Yes / No
4. I tell truth always. Yes / No
5. I like my friend because she gives me chocolates. Yes / No

III. Rating Scale is a simple device to evaluate the degree of presence or absence of a given value in a child. It can be prepared in two ways.

1. A number scale of rating .

Example :

To measure the *punctuality* of a student

-1 ----- 0 ----- +1

(Tick the point at which you think the punctuality of the student usually lies on this scale.

2. Descriptive rating scale

It is a scale of 3, 5 or 7 points. Each point corresponds to a particular level of practice of a value.

Rating Scale

1. Cleanliness

1	2	3
Always clean	Sometimes clean	Needs improvement

2. Self confidence (social personal qualities)

1	2	3
He is confident.	He can do a job when helped.	He has no confidence at all.

3. Attitude towards peer group (Cooperation)

1	2	3
Non-cooperative	Mostly helpful	Highly cooperative

4. Interest (Music – vocal)

1	2	3
Has no interest in singing	Sings song if asked	Sings song on his own

To help the preparation of rating scales and check lists, the behaviour indicators are given in the Table that manifest a given value.

EXEMPLAR BEHAVIOUR INDICATORS OF SOCIAL PERSONAL QUALITIES AT DIFFERENT LEVELS

		Level – I	Level – II	Level – III
1.	Cleanliness	<ul style="list-style-type: none"> ❖ Keeps dress clean ❖ Keeps shoes clean ❖ Uses handkerchief ❖ Combs hair properly ❖ Washes hands before and after meals 	<ul style="list-style-type: none"> ❖ Comes neat and clean to school ❖ Keeps his/her seat clean and in order. ❖ Keeps books properly covered. ❖ Keeps books etc. in order and clean. 	<ul style="list-style-type: none"> ❖ Keeps classroom/ surrounding clean and neat. ❖ Keeps his/her things clean and in order. ❖ Writes in appropriate note book/ copy. ❖ Puts waste materials/papers in dust bin.
2.	Obedience/ Discipline	<ul style="list-style-type: none"> ❖ Follows instructions given by teacher. ❖ Does not disturb other children. ❖ Maintains order in the classroom. 	<ul style="list-style-type: none"> ❖ Follows rules. ❖ Does not over react. ❖ Does not always argue with teacher. ❖ Waits for his/her chance/turn. ❖ Pays attention to the directions of the class monitor. 	<ul style="list-style-type: none"> ❖ Presents his/her views politely whenever he/she has difference of opinion. ❖ Respects the verdict given by the team leader. ❖ Follows codes of the school. ❖ Motivates others to maintain discipline.
3.	Cooperation	<ul style="list-style-type: none"> ❖ Shares eatables/ writing materials etc. with classmates. ❖ Helps others in reading and writing (studying). ❖ Plays comfortably in group games. ❖ Does not disturb others after completing his/her work. 	<ul style="list-style-type: none"> ❖ Enjoys doing group work/ playing group games. ❖ Shares play materials with others. ❖ Encourages other students who are reluctant to play group games. 	<ul style="list-style-type: none"> ❖ Helps teachers/students in distributing materials in the class. ❖ Shares school assignments with other students who were absent. ❖ Informs absent students about activities of the school/class. ❖ Helps other students by all means if asked for.

		Level – I	Level – II	Level – III
4.	Regularity/ Punctuality	<ul style="list-style-type: none"> ❖ Comes to school regularly. ❖ Comes school in time. ❖ Does class work regularly/ timely. 	<ul style="list-style-type: none"> ❖ Does homework regularly and timely. ❖ Completes the class work in class itself. ❖ Keeps himself/herself (his/her work) up-to-date. 	<ul style="list-style-type: none"> ❖ Participates in school activities regularly. ❖ Helps in finalizing time schedule of activities. ❖ Prepares and follows time table of activities developed for himself.
5.	Protecting Environment	<ul style="list-style-type: none"> ❖ Does not waste paper. ❖ Does not pluck flowers, plants, etc. ❖ Does not leave the tap open. ❖ Helps in cleaning the class room. 	<ul style="list-style-type: none"> ❖ Discourages wastage of water. ❖ Protects greenery in and outside the school premises/home. ❖ Discourages others in damaging plants, etc. ❖ Does not run on grass. ❖ Appreciates nature and natural habitats/things. ❖ Does not write on school wall. 	<ul style="list-style-type: none"> ❖ Uses water judiciously. ❖ Asks others to avoid wastage. ❖ Motivate other students to keep school premises clean and green. ❖ Protects school property. ❖ Comes forward to set examples in protecting misuse of things. ❖ Organizes small group discourses on protection of environment.
6.	Respect for Elders	<ul style="list-style-type: none"> ❖ Greets teachers. ❖ Talks softly to elders. ❖ Uses appropriate addresses that reflects respect and regard to elders (Sir, Madam, Didi). 	<ul style="list-style-type: none"> ❖ Gives a patient ear to elders. ❖ Maintains decorum while interacting in group. ❖ Avoids making insulting comments, mockery/fun of teachers/ elders. 	<ul style="list-style-type: none"> ❖ Does not use derogatory remarks. ❖ Gives chance to elders if waiting for his turn. ❖ Offers seat to elders in gatherings.

		Level – I	Level – II	Level – III
7.	Truthfulness		<ul style="list-style-type: none"> ❖ Tells truth. ❖ Deposits things with teacher found in the classroom/school. ❖ Does not boast. ❖ Accepts his/her mistakes. ❖ Does not change his/her statement frequently. ❖ Does not hide things if asked for details of events. ❖ Does not tease any child by telling a lie. 	<ul style="list-style-type: none"> ❖ Likes the character in a story which exhibits the moral of truthfulness. ❖ Feels sorry for his/her omissions. ❖ Does not make a false statement under duress. ❖
8.	Patriotism		<ul style="list-style-type: none"> ❖ Pays respect to national symbols. ❖ Likes patriotic songs. ❖ Shows keen interest in playing roles of national heroes. 	<ul style="list-style-type: none"> ❖ Tells life instances of national heroes during assembly. ❖ Exhibits his inclination towards national pride by writing essays, collecting photographs, putting posters, playing roles reflecting nationality feeling. ❖ Likes to watch the programmes related to patriotism. ❖ Asks others to feel proud of our nation. ❖ Does not unnecessarily criticize own motherland.
9.	Responsibility		<ul style="list-style-type: none"> ❖ Does the assigned work carefully and with responsibility. ❖ Does not shift responsibility assigned to him on others. ❖ Feels concerned about school, teachers and students of his/her school if they are in need. 	<ul style="list-style-type: none"> ❖ Takes care of the welfare of junior students of his/her school. ❖ Tries to uphold high the name and fame of his/her schools. ❖ Plays active role in organization of field trips, cultural programmes. ❖ Offers his/her services whenever asked.

1. **Check list :** This can be prepared in two ways.
 1. As a device to measure the mere presence or absence of a value in a set of students at a given time.
 2. As a device to check whether individuals have been following or not a given set of instructions concerning a value.

Checklist

Name of the Value : Helping others

Class : IV Std B

Name of the Student	✓/×
1. Aparna	✓
2. Ashutosh	✓
3. Bindu	×
4. Bhaskar	✓
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Check List

For Classes I, II, III and IV

Cleanliness :

The child -----

		Yes	No
1.	Comes in a neat uniform.		
2.	Comes in dirty clothes.		
3.	His teeth are properly brushed.		
4.	His hairs are done neatly.		
5.	He does not litter while eating.		
6.	He washes his hand before taking lunch.		
7.	His nails are done neatly.		

**Checklist
For Class V**

Cleanliness :

The child -----

Yes

No

1. The child keeps himself clean.
2. He does not litter while eating.
3. He washes his hand before and after lunch.
4. He does not cut his nails using teeth.
5. He does not throw paper in the ground.
6. He does not spit in open.
7. He keeps toilets clean while using.
8. He keeps drinking place clean in school.
9. He asks others also to keep clean.

II. Attitude Scales:

In value development, attitudes constitute an important aspect. The tests to measure 'attitude' are subject to all the defects that a personality test is prone to.

Example :

Complete these sentences as you like.

1. I do tell lies when -----.
2. When I grow up, I want to become -----because -----.
3. I like this subject ----- because -----.
4. If someone hits me, I will -----.
5. I become very sad when -----.

III. Peer Assessment :

Students are asked to evaluate their classmates. Two formats are given as example.

Peer Assessment

Instructions : Put a tick mark (✓) against the behaviour if it is present under the name of the student, otherwise put a cross (×).

	Behaviours	Names of the Students
1.	Says nice things to others.	
2.	Keeps his belongings neat.	
3.	Takes initiative.	
4.	Is confident.	
5.	Shares with others.	
6.	Takes upon himself responsibility in the time of need.	
7.	Is happy when others are successful.	
8.	Plays games according to rules.	
9.	Is easy to work with.	
10.	Honest.	
11.	Respectful to elders.	

Name :

Roll No :

Class :

Peer Assessment Sheet

Direction : Write one good quality about each of these children. Write your own observation.

Sl. No.	Student's Name	Your Observation
1.	Aditya	
2.	Aditi	
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

VII. Self Assessment

Each child periodically evaluates self. The exemplar material in the form of a Format is presented here.

Self Assessment

1. Tick the subjects you did well in

English		Drama	
Maths		Games	
Hindi		Drawing	
EVS		Music	
Dance			

2. Why do you think you did well ? (Write in two sentences).

3. Tick the subject you need to work harder ?

English		Drama	
Maths		Games	
Hindi		Drawing	
EVS		Music	
Dance			

4. Why could you not do so well ? (Write in two sentences).

5. Who helps you in your studies at home ?

6. Which subject you like most ? (Write only one sentence).

7. Which games do you like most ? (Write only one).

8. Which activity do you like most ?

		Write Activity	Prize won
1.	Music a) vocal b) Instrumental		
2.	Dance a) Solo b) Group		
3.	Drama		
4.	Quiz Competition		
5.	Computer		
6.	Debates		
7.	Any other.		

9. What do you do in your spare time ?

10. What do you want to be in future ?

Conclusion

No evaluation of value education programme can be complete without the involvement of the parents, whose role is crucial to the transmission of values. The involvement must take the form of discussions, exchange of views and feedback on the value education programme.

All these plans for the evaluation of values worked out to their finer details are mere instruments. It is upto the classroom teacher to examine them, redesign them according to the needs of students, institutions and situations and implement them. Only then, they will enjoy the fulfilment of their participation in the re-creation of a new world.

Report of the Programme

A. Planning

The need to train the Elementary School teachers to foster values among the children was the motivating force for the preparation of a package. The resource persons discussed, planned and prepared a draft of the package from 18th to 22nd February 2002 at RIE, Mysore.

B. Implementation

Twenty six elementary school teachers representing different districts of Tamil Nadu, reached RIE, Mysore on 17th March 2002. On 18th March, Prof G Ravindra, Principal, RIE, Mysore inaugurated the programme. The concept of Value Education, need for Value Education and Introduction to Value Education were discussed in Interactive sessions by Sri Shyam Sundar Sharma, Principal, Sri Vani Education Centre, Bangalore and Dr(Sr) Lydia Fernandes, Principal, St Ann's College of Education, Mangalore on the first day. On the second day, Dr Haseen Taj, Senior Lecturer in Education and Dr Shaik Masthan, Senior Lecturer in History from Bangalore University outlined the different approaches, methods and strategies to transact Value Education to children. Smt H N Gurunanjamma, Lecturer, DIET, Mysore, Dr C Gurumurthy, Reader in Education, RIMSE, Mysore and Mr K N Ajay, Lecturer in Education, RIMSE, Mysore, presented Lesson formats in Direct Approach and Integrated Approach on the third day. The participants prepared lesson plans after group work. On the fourth day, the details of evaluation methods and tools were discussed by Smt S K Shamala, PGT, RIE, Mysore and the participants were taken for a visit to Sri Ramakrishna Institute of Moral and Spiritual Education (RIMSE), Mysore. On the final day, as a product of group work, exemplar tools were prepared by the participants. A questionnaire was administered to the participants to gather their opinions about the programme.

1. 88% of the trainees were aware of Value Education whereas 12% were not.
2. Of the 88% of the trainees, 36% named DIET as the source of awareness; 36% gave credit to their personal experience, reading and interests; 7% cited Tamil Nadu curriculum and its components, 12% named the professional courses like B.Ed. and M.Ed.; 4.5% of them referred to their respective religious teachings and 4.5% of them named DPEP programmes as the source of their awareness about Value Education.
3. All of them opined that the present programme helped them to know the methods and approaches and appreciated the efforts of the resource persons.
4. All of them agreed that every teacher should be aware of Value Education.
5. All of them concurred that the inputs of the programme were effective but 48% of them wanted the duration of the programme to be extended from 5 days to 10, 15 or 30 days.

The Valedictory Function on the 5th day witnessed the camaraderie and enthusiasm of the participants. Prof A L N Sharma, Head, Department of Education in Science and Mathematics delivered the valedictory address. The participants spoke about their experiences, sang poems composed with reference to the programme. They assured the resource persons that they would carry on the message of the programme and implement it in their respective schools.

REGIONAL INSTITUTE OF EDUCATION, MYSORE 570 006

Orientation of Key Level Personnel on Value Education

18th to 22nd March 2002

PROGRAMME

Date/Day	9.30 to 10.30	10.30 to 11.30		12.00 to 1.00		2.00 to 3.00	3.00 to 4.00		4.00 to 5.00
18.3.2002 Monday	Registration	Inauguration	TEA BREAK	Panel Discussion SKS/SS/LF	TEA BREAK	Introduction to Value Education (SS)	Values (LF)	TEA BREAK	Group Work (Listing of Values)
19.3.2002 Tuesday	Demonstration Lesson (SS)	Value Education – Approaches (HT/SM/LF)		Integrated approach (LF)		Direct Approach (HT)	Indirect Approach (SM)		Group Work (Indirect Approach)
20.3.2002 Wednesday	Presentation by Participants	Incidental Approach (HT/SM)		Demonstration Lesson (SKS)		Lesson Plan (GM/KNA/HGN)			Visit to RIMSE
21.3.2002 Thursday	Lesson Plan (GM/KNA/HGN)			Presentation by Participants		Evaluation (SKS)			Visit to local places
22.3.2002 Friday	Evaluation Group Work (SKS/NNP)			Presentation by participants		Valedictory function			

List of Resource Persons

1. **Mr L S Shamasundara Sharma**
Principal
Sri Vani Educaiton Centre, Bangalore
2. **Sr. Lydia Fernandes, A.C., Principal**
St. Ann's College of Education, Mangalore
3. **Mr K N Ajay**
RIMSE, Mysore
4. **Dr Gurumurthy**
RIMSE, Mysore
5. **Dr Haseen Taj**
Education Department
Bangalore University
6. **Dr Shaik Masthan**
History Department
Bangalore University
7. **Mrs S K Shamala**
PGT, DMS, RIE, Mysore
8. **Dr N N Prahallada - Programme Coordinator**
9. **Mrs H N Gurunanjamma**
Lecturer, DIET, Mysore

List of Participants

1. **S Selvaraj Suresh**
Sec. Grade Asst. Teacher
P.U. Elementary School
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Meyyur Post
Tiruvannamalai 606 753
2. **M Uthirapathi**
Asst. Teacher
P.U. Elementary School
V. Orammiyandal 606 611
3. **M Kadher Sultana**
S.G. Assistant
Quaidae Millath Elementary School
Thennur, Tiruchirappalli 620 017
4. **B. Antonitta Susila**
S.G. Asst.
Holy Redeemers Primary School
Palaikarai, Trichy 620 008
5. **S Senthil Kumar**
Asst. Teacher
P.U. Elementary School
Kothangulam
Sivaganga 630 561
6. **M Sonaimuthu**
Asst. Teacher
P.U. Elementary School
Kooturavupatty, Sivaganga
7. **K Subramanian**
S.G. Asst
P.U. Middle School
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Tiruttani, Tiruvallur 631 205
8. **K Raghupathy**
Asst. Teacher
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Thiruvallur 602 001

9. S Murugeshan
S.G. Teacher
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Ramanatharappuram Dist.
10. R Ramachandran
Headmaster
P.U. Elementary School
K. Nedungulam
Nustakuruchi (PO)
Kamuchi T.K.
Ramanathapuram Dist. 623 603
11. A. Robert King
Sec. Gr. Asst. Teacher
R C Middle School
T. Saveriarpuram
Melur Post
Thodthukudi 628 002
12. S Saravanan
S.G. Asst Teacher
Viswakarma Primary School
Kovilpatti PO
Thoothukudi Dist 628 501
13. P Murugan
S.G. Asst. Teacher
Municipal A V T Middle School
Sivakasi Tk
Virudhunagar Dist 626 123
14. S Ramesh
Headmaster
P.U. Elementary School
Kallippatti
Nedungulam PO
Virudhunagar Dist 626 138
15. N S Prasad
Headmaster
Bedarapalli, Hosur
Dharmapuri Dist 635 109
16. V Uma Shankar Tagore
Headmaster
P.U. Middle School
Nandhimangalam
Hosur Tk, Dharmapuri Dist.

17. **G Elangovan**
S.G. Teacher
P.U. Middle School
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Nagapattinam Dist 611 104
18. **R Muthukrishnan**
S.G. Asst. Teacher
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North Poigainallur
Nagapattinam 611 106
19. **D Manoharan**
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P.U. Middle School
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20. **R Partheeban**
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21. **Purushothaman V**
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23. **N Govindaraju**
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24. **E Sathiaseelan**
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25. **B Senthil Kumar**
Teacher
Kattukkottai, Nagathi PO
Thanjavur Dist 613 205

26. **S Krishna Kumar**
S.G. Asst Teacher
P.U. Middle School
Viswanathapuri
Karur 639 002

Questionnaire

A. Personal Data

1. Name :
2. Educational Qualifications :
3. School Address :

B. Tick Yes/No after reading these statements/questions.

1. Did you know about Value Education before coming for this programme ? *Yes / No*
If yes, from where ? -----
2. Do you think every teacher should know about Value Education? *Yes / No*
Why ?-----
3. Did this programme help you in knowing about Value Education? *Yes / No*
How ? -----
4. Did the demonstration lessons guide you to understand the values ? *Yes / No*
5. Can you prepare lesson plans to teach Value Education ? *Yes / No*
6. Do you know about the different Approaches/Methods to teach Value Education ? *Yes / No*
7. Do you know about different tools to evaluate Value Education ? *Yes / No*
8. Can you prepare these tools ? *Yes / No*

9. Do you think the time duration given for this programme is adequate? *Yes/No*

If no, how long should the programme be?

- C. **Write your critical analysis about this programme in about 5-6 sentences.**

**EXEMPLAR MATERIALS OF
GROUP WORK**

List of Values

B Antonitta Susila
Holy Redeemers Primary School
Palakarai, Trichy – 8

I Std :

Wearing neat uniform, giving respect to our teachers, parents and elders; To keep quiet in classroom and in other common places; Listen to the teachers' carefully; giving writing practice in language; give the hygienic activities (explain with pictures).

II Std :

To love the nature; teach some morals from stories, take care of animals (or) birds (or) human beings when they are affected; maintaining their note books neatly; give them reading practice to improve the correct pronunciation (Give them individual practice).

III Std :

Greet others. For example : Good Morning, Wish you a Happy Birthday, Happy Christmas, etc. Using polite requests with others. For example, excuse me, May I come in, etc. Keep the classroom and surrounding areas clean; following some rules in school (or) other places; Give respect to the parents and improve the helping mind.

IV Std :

Take interest in learning and any other good activities; encourage the students to establish our talents; to love or neighbours in the classroom and home; giving the common rules to be followed in general places for example (be quite, put the wastage things in the dustbin, etc.

V Std :

Move with others in a friendly way; having adjustment with other students and our relations; making a peaceful society; possess qualities like love, sharing, friendship, etc.; encouraging the team work, taking care of dull students (the brilliant students); Every student should have an aim in life. Ex. To become a doctor, teacher, etc. Telling stories of patriotic leaders to love our Nation.

S Selvaraj Suresh
P U Elementary School
Kilkichirapatti
Tiruvannamalai

Standard	Values to be inculcated in Students of I to V
V	1. Self-Confidence 2. Co-operation 3. Imagination and creativity 4. Bravery 5. Leadership 6. Compassion
IV	1. Self-confidence 2. Imagination 3. Co-operation 4. Love others 5. Cleanliness 6. Unity
III	1. Punctuality 2. Give and Take Policy 3. Friendship 4. Love others 5. Helping tendency
II	1. Respect elders 2. Cleanliness 3. Obedience 4. Friendship 5. Helping tendency
I	1. Respect parents 2. Cleanliness Get away from fear 4. Love each other

Action Plan for Indirect Method of Value Education

Morning Assembly :

To develop the values of

1. discipline
2. keep the line
3. believe the God
4. Reading the newspaper
5. Punctuality
6. Unity

In Classroom :

To develop the values of

1. Listen carefully
2. Imagination
3. Writing neatly
4. Group Study

Lunch Break :

To develop the values of

1. sharing with others
2. helping others

Games :

To develop the values of

1. to reduce the gender difference between girls and boys.
2. to develop the values of health
3. take success and failure equally.
4. Grouping mind
5. Obey the leader.

All Indian festivals : We should explain the aim of the festivals like Deepavali, Durga Pooja, Pongal, Ramzan, Christmas, Easter, etc.

National Festivals: Independence Day, Republic Day and Gandhi Jayanthi, Children's Day and Teachers' Day.

Thankful day : Last working day will be celebrated –V Std students conducted the farewell day, annual day. Every year we celebrate the Annual Day.

Excursion: Action Plan: We go to excursion every year to develop the values of beauty of nature, happiness, enjoyable, to know about the various places.

Dramas and Role Plays: We conduct the dramas, role play in our school, it develops the values to know about the leading persons, to follow their ways. Ex. Harishchandra, Manimekala, Bharathiyar, Gandhiji

V Purushothaman

Morning Prayer Assembly :

1. Standing in rows
2. Obey the instructions
3. Captaincy
4. Patriotism
5. Brotherhood, discipline

Sitting in the classroom :

6. Tolerance
7. Waiting for his turn
8. Guidelines

Short Break Interval :

9. Standing in rows
10. Tolerance, cooperation
11. Brotherhood, discipline
12. Distribute and eat

The National Festival Days :

- | | |
|---------------------|--------------------------|
| 13. Republic | 14. Patriotism |
| 15. Secularism | 16. Captaincy |
| 17. Give and Take | 18. Waiting for his turn |
| 19. Good activities | 20. Good thinking |
| 21. Self-confidence | 22. Self-help |
| 23. Helping others | 24. Respecting elders |
| 25. Compassion | 26. Discipline |
| 27. Obedience | 28. Co-operation |
| 29. Friendship | 30. Kindness |
| 31. Spirituality | 32. Presence of mind |
| 33. Punctuality | 34. Give and take policy |

Name : K Subramanian
District: Tiruvallur
State : Tamil Nadu

Action Plan for Indirect Method of Value Education

		Daily	Values
1.	Cleaning (Scouts & Guides) Groupwise – one group for a week)	From 9.00 to 9.15	Cleanliness of surroundings.
2.	Assembling for prayer	9.15 to 9.25	Unity, obey the leaders.
3.	Wearing uniforms	Daily	Brotherhood, no partialities.
4.	Scouts and Guides class.	Weekly one class.	Helping nature, sincere.
5.	“Sanchayika”	Daily	Savings
6.	Late comers to prayer were stopped by the Scouts and Guides.	Daily	Punctuality
7.	Daily activities of class teachers – seeing whether they are combing, cutting their nails, etc.	Daily	Cleanliness, hygiene
8.	Scout Camp	Once in three months	Acting with group
9.	Games – Zonal level competition	Once in a year	Co-operation
10.	Art and painting competition	Once in a year	Shows their talents, imagination.

Action Plan for Indirect Method of Value Education

P Murugan
Selection Grade Asst. teacher
Municipal A V T M School
Sivakasi 626 123

Morning Assembly :

1. First saying the prayer to God and thank him for that good day. Then sing a song Tamil Thai Vazhthu written by Manonmani to respect our nation.
2. Morning assembly starting with the 8.45 a.m. Tamil prayer.
3. After prayer, always go in line.
4. Enjoy the school environment and clean the classroom and school with the team work.
5. Daily learn any one Thirukural with the meaning.
6. Headmaster speaks about the daily activities which should be followed.
7. Another boys and girls head line of the way and learn the daily news.
8. The parents are not allowed inside the school. Next a small break at 10.30 a.m. Then the boys and girls enjoy biscuits, snacks or sweets. After 10 minutes, the usual classes will be followed.

Lunch Time:

1. In lunch time children sit down in proper line.
2. Pupils should not waste the food.
3. We should do self-cleaning.
4. Pupils should learn the qualities of unity, and sharing in the physical education period.
5. Children to know other children and class to class and develop the spirit and discipline.
6. Lunch time: All the students stand in line, with their plates to have their mid-day meals. They sit in group with their friends and enjoy the meals.

Evening Assembly :

1. All the students should be in attention in the classroom while thanking God.
2. Sing the National Anthem to know the greatness of India, our nation.
3. Celebrate the National function to know about the country, type, religion and different types of languages to develop the unity.

Vande Matharam
Jai Hind !

Action Plan for "Indirect Method" of Value Education

1. Morning Assembly

- (i) Morning prayer
- (ii) Read the newspapers
- (iii) To tell the "Thirukkural", tell the good news every day.
- (iv) Evening prayer
- (v) National Anthem

To develop the values of :

- (i) discipline
- (ii) keep the line
- (iii) believe the God
- (iv) unity
- (v) punctuality

In classroom : to develop the values of

- (i) Listening carefully
- (ii) Imagination
- (iii) Writing neatly

Action Plan : We are conducting group study in the classroom.

Lunch Break :

Action Plan : (i) Sharing with others, (ii) helping others

Games :

Action Plan :

- (i) To reduce the gender difference between boys and girls
- (ii) To develop the values of health and hygiene.
- (iii) Take success and failure equally.
- (iv) Grouping mind
- (v) Obey the leader

Excursion :

Action Plan : We go to excursion every year to develop the values of

- (i) beauty of nature
- (ii) happiness, enjoyable
- (iii) to know about the various places

We are celebrating the birthdays of great personalities.

Action Plan :

Gandhi Jayanthi, Teachers' Day, Children's Day, Independence Day, Republic Day.

To develop the values of :

- (i) To know about the leaders.
- (ii) To know about their principles
- (iii) To follow their ways

Action Plan for Indirect Approach in Value Education

N S Prasad
Headmaster
Panchayat Union Middle School
Bedarapalli, SIPCOT
Hosur 635 109

Item	Values
1. Morning Assembly 9.15 a.m.	Unity – oneness – no discrimination – no caste/creed/colour. Eradication of untouchability – devotion to God/country.
2. Lunch break 12.40 pm to 2.00 pm (1.15 pm to 2.00 pm – study hours).	Brotherhood – thirst for studying – competition in Education, knowing the importance of time (time is gold).
3. Evening assembly (4.10 am)	National Anthem – National Integration, Devotion to Country, Patriotism, Respect for National symbols.

1.	Morning Assembly	
a)	Action Plan :	<ol style="list-style-type: none"> 1. Morning prayer (Tamil Thai Vazhthu) 2. Newspaper reading 3. Thirukkural 4. Evening prayer (National Anthem).
b)	Developing values	<ol style="list-style-type: none"> 1. Punctuality 2. Keeping line. 3. Discipline 4. Believe the God 5. Unity
2.	Developing values in Classroom	<ol style="list-style-type: none"> 1. Listening 2. Group study 3. Punctuality in period 4. Reading ability 5. Writing ability
	Lunch Time :	<ol style="list-style-type: none"> 1. Line formation 2. Worth of food 3. Varieties of food 4. Punctuality
	Physical Education Period (Games)	<ol style="list-style-type: none"> 1. Self-confidence 2. Free movement 3. Learn about health 4. Increase mental ability
	Extra activity (gardening)	<ol style="list-style-type: none"> 1. able to learn how to grow plants. 2. irrigation and method of plantation 3. What manure to be used during plantation ? 4. Protection of plantation.
	Annual Year Festival (the end of Annual year)	<ol style="list-style-type: none"> 1. Able to learn about unity. 2. Co-operation 3. Involvement 4. Learn about cultural activities 5. Speech ability.

Sl. No.	Time	Indirect Activities	Values
1.	9.00	School ground and classroom cleaning (groupwise)	Cleanliness
2.	9.15	Assembly	Unity, obey the teachers.
3.	9.20	Prayer (sing a song, National Anthem)	Nationality
4.	9.20 to 4.10	End of every period, school bell rings.	Keep punctuality.
5.	Daily	Wearing uniform.	Brotherhood, No partiality.
6.	Monthly	Cultural Programme	To know about the leaders of our nation.
7.	Yearly once	Excursion	Feelings of other people.
8.	-	Games and competitions	Identify their potential ability and skill.
9.		Science class	Analysing the problem, Collection of facts related to the problem, Solution to the problem.
10.		Mathematics class	Solving the problem, (to help them to apply logic and reasoning in every step, while solving the problems).

1.	Morning Assembly	Keeping queues, telling “Thirukkural” and its meaning, devotion to nation and language.
2.	Intervals	Keeping queue, waiting patiently for our chance, being clean.
3.	Lunch interval	Group study, making our times useful.
4.	Physical Education classes	Discipline, sportsmanship, leadership, treating the success and failure same, bravery, hard work.
5.	Annual Day function	Inculcating their extra-curricular activities by cultural programmes, drawing competition, playing dramas, etc., developing their creative thinking.
6.	Excursion	Knowing historical places, togetherness, appreciating beauty, brotherhoodness.
7.	Scout, JRC, NCC and NSS	Civic consciousness, social service, discipline, obedience, keeping our surroundings clean, hardwork, patriotism.
8.	Celebration of National Festivals	Patriotism, motivate to follow the footsteps of our great leaders, national integration.

I	II	III	IV	V
1. Unity	Cleanliness	Kindness to all	Cleverness	Hard work
2. Cleanliness	Togetherness.	Helping others	Kindness	Cleverness
3. Respect to elders	Respect to elders	Truth	Godliness	Godliness
4. Kindness	Kindness to both human beings and animals.	Cleverness	Truth	Truth
5. Helping tendency	Kindness to both human beings and animals.	Godliness	Hard work	Respect to elders
6. Obedience	Truth	Obedience	Keeping our surroundings clean.	Helping tendency
7. Discipline	Obedience	Discipline	Respect to elders	Keeping our surroundings clean
	Discipline		Obedience	Patience
			Patience	Patience
			Keeping the queue	Keeping queue
			Leadership	Leadership
			Punctuality	Knowing environment
			Sincerity	Punctuality
				Sincerity

Action Plan :

Morning prayer, Integration pledge, read the newspaper, to tell the “Thirukkural” every Monday and Friday, flag hoisting, evening prayer, National Anthem.

National Festival :

Independence Day, Republic Day and Gandhi Jayanthi, Children’s Day.

Admission Week Festival :

Our school children tell the Untouchability Pledge on Gandhi Jayanthi every year. We also celebrate Admission Week Festival.

Festival :

We explain the aim of the festivals like Deepavali, Pongal, Ramzan, Christmas etc. for our school children.

Developing values in classroom :

1. Listening
2. Group study
3. Punctuality in period
4. Reading ability
5. Writing ability

D Manoharan
: Assistant Teacher
P U Middle School
Ammarampakkam

Morning Assembly : 8.45 am

1. Starting with the prayer.
2. Another boy says the 'The Pledge of India'.
3. A girl says a Thirukkural everyday.
4. Another boy says the headlines of the news.
5. Another boy says General Knowledge matter

Next all boys and girls, go to the class.

At 9,30 am, classes start each having 45 minutes duration. At 10.30 am, a small break is given. After 15 minutes, the usual classes will be followed. Then the lunch break is between 12.40 pm to 2.00 pm.

Lunch Time :

All students stand in line with their plate to have their mid-day meals. They sit in groups with their friends and enjoy the meals. After doing group study, at 1.45 pm the first bell rings. After 2.00 pm, the second bell rings and afternoon classes would start and at 4.10 pm the bell rings and the classes are over.

Ilakkiya Manram, Balar Sabai are doing well in my school.

Ilakkiya Manram and Balar Sabai are doing monthly only. Pupils speak on many topics. Develop the skills of speaking, and to know about great leaders' lives.

Evening prayer :

At 4.10 pm, the bell rings. All students stand at attention in the line in their classes. Lastly, all students sing the National Anthem and dispose to the homes. Qualities of following the rules and regulations and be disciplined are developed.

Morning Assembly : 8.45 am

1. Starting with the Muslim Prayer.
2. Another boy says the 'the Pledge of India'.
3. A girl says a Thirukkural everyday.
4. Another girl says the Headlines of the news.
5. Headmaster speaks about the daily activities which be followed.
 - (i) After prayer, always go in line.
 - (ii) After entering the class should start to say all the 'kurals'.
 - (iii) Should also avoid standing out of the gate by coming late.
 - (iv) The parents are not allowed inside the school.

Then the usual classes will go on.

A small break at 10.30 am.

The boys and girls enjoy the tiffin of biscuits, snacks and sweets.

After 10 minutes, the usual classes will be followed.

Then the lunch break between 12.10 pm to 1.10 pm.

Lunch Time :

All students stand in line with their plates to have their mid-day meals.

- (i) They sit in group with their friends and enjoy the meals.
- (ii) Then they play for a while.

The headmaster and some group leaders will come around to see whether any boys and girls are playing on the bench and chairs. If they do so, they are fined. At 1.00 pm, the first bell rings and at 1.10 pm, the usual afternoon classes will go on.

Then at 3.10 pm, the group studies start. Extra curricular activities are practiced in group studies. Art and painting are encouraged by the teachers.

Annual Day :

The programme of dance, drill, folks, drama are all practiced to the students by the teachers.

Excursion :

On Saturdays and Sundays, some short distance excursion is arranged on Education.

Evening Prayer :

All students should stand at attention in line in their classes when they hear a ring of bell and stand silently for a while and thank God for giving such a day. Then the National Anthem will be sung and pupils disperse to the home.

Morning Assembly :

1. First saying the prayers to God and thank Him for that good day.
2. Then sing Tamil Thai Vazhthu to respect our Nation.
3. Then we read the Bible words to follow in our life.
4. Thirukkural and Thoughtful words – students should follow those words in their lives and should be a model to others.
5. On Fridays, they sing a Bajan to control ourself and gathering the thinking and also get a memory power. During that time, they sit in Badhmasana position.

Lunch :

- (i) During lunch time, the students sit in a round shape and also share their food with others and also talk with others. It develops the unity and friendship.
- (ii) When they are finishing their lunch, each of the students cleans his/her place. It develops the value of keeping our surroundings clean and neat.

Art and Painting Competitions :

- (i) Students should be encouraged and given some practice by the teachers to develop their talent in art and painting.

Celebration of National and Cultural Programmes :

- (i) It gives the value to know the leaders of our nation and their sacrificing.
- (ii) In that programme, they create the characters like Gandhi, Nehru, etc. and give good explanation. It builds up affection towards Nation.

Excursions and Visits :

- (i) It will help to enjoy themselves and enjoy with others.
- (ii) They feel very free.
- (iii) They know about the historical places and get some ideas to visit other places.
- (iv) They submit their assignments about what they had seen in those places.

Evening prayer :

- (i) All the children in the classroom keep quiet and stand up in attention position.
- (ii) One student says the prayer to God on that day and pray for getting knowledge. All of us repeat it.
- (iii) They sing National Anthem and thank our Headmistress and teachers.
- (iv) Then they go back to their homes.

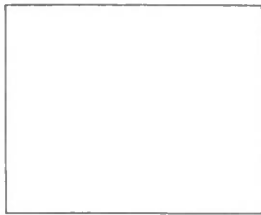
Subject: VALUE EDUCATION

Major topics: CLEANLINESS

CLASS: IV

CLEAN SCHOOL – JOYFUL LEARNING

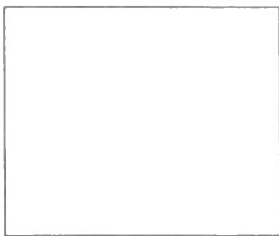
Picture No: 1



- (i) Ravi, Kamala, Rani are studying in Ivth Std.
- (ii) Ravi is cleaning the blackboard.
- (iii) Kamala is sweeping the class room.
- (iv) Rani is cleaning the chairs and tables.

KEEP THE CLASS ROOM CLEAN

Picture No:2



- [Kala is picking waste paper bits and putting them in a dustbin]
- (i) What is Kala doing?

CLEANING THE SURROUNDINGS

-
- (ii) Kala is cleaning the school surroundings daily.

(iii) Now, the school campus is clean. How do you feel? When your school is clean?

Picture No : 3

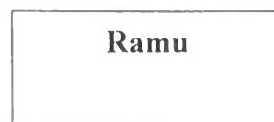


Whom should I follow?

” ” ” ”

I don't should follow Raja?

” ” ” ” ”



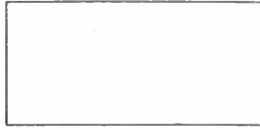
Ramu is cleaning the place of eating.

I should follow Ramu?

” ” ” ”

Picture No: 4

Whom should I follow?



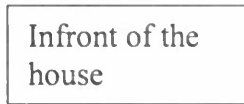
Urinating on the wall.
What is he doing?
Where is he doing?



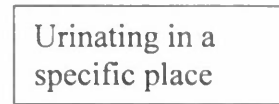
Urinating in the urinal place.
What is he doing?
Where is he doing?

Picture No:- 5

Whom should you follow?



Urinating only in a specific place.
What is Rani doing?
Which one is better?



What is Kumar doing?

Whom should we follow?

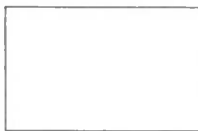
Repeat after smitha

Sweep the class
Sweep the class
Sweep the class twice a day?

Repeat after Jane

While eating spill it not
Spill it not
While eating spill it not.

Picture No: 6



Spitting in the specific pot.

Kannan is spitting in the specific pot.



Spitting in the Garden.

Raghu is spitting in the garden.

Who is correct?
Whom should we follow?

Repeat after Jeya

Don't spit here
Don't spit here
Don't spit anywhere.
Spit in the pot. (Showing the picture of
spit pot)

VALUES HIGH LIGHTED

- 1) Good habit
- 2) Cleanliness of surroundings
- 3) Hygiene.
- 4) Self-help.

Guidelines to teacher:

- (i) Collect booklets, pictures, photographs and posters about cleanliness from hospitals.
- (ii) Tell them not to scribble anything on the benches, desks or walls.

(iii) Tell them to spill while eating.

(iv) Arrange ----- guides to sweep the class room and maintain the surroundings clean.

Instructional Aids:

- 1) Pictures, photographs, posters and booklets.
- 2) Duster, clean cloth.

Evaluation Tools

Group C: -

Questionnaire & Rating Scale

Members:

1. **V. Purushothaman**
2. **S. Manoharan**
3. **D. Manoharan**
4. **R. Parthiban**
5. **E. Sathiyaseelan**
6. **B.Senthil Kumar**

Questionnaire (Closed type)

Topic cleanliness

- 1) I wake early in the morning (✓)
- 2) I never go to bed before 10 o'clock. (x)
- 3) I eat my breakfast before my prayer (✓)
- 4) I cut my nail once in a month (x)
- 5) I have a hair cut once every two months (✓)
- 6) I pray daily 5 minutes both morning & Evening
- 7) I read my lesson once in a week.
- 8) I regularly use soap bathe.
- 9) I play daily in the morning.
- 10) I wash hands before and after my food.
- 11) I never wear cotton clothes in summer.
- 12) I do my homework regularly.

Open type

- 1) I brush my teeth every morning because -----
- 2) I wash my hands before and after my food because -----.
- 3) I cut my nail once in a week because -----.
- 4) wash my clothes everyday so as -----.
- 5) I pray God daily-----.
- 6) I keep my eyes clean-----.
- 7) I used to use soap on my bath-----.
- 8) I play daily in the evening-----.
- 9) I never throw bit papers on the road -----.
- 10) I wake up early in the morning -----.

Rating Scale

- 1) I get up early in the morning.
a) Never b) Sometimes c) always
- 2) I brush my teeth -----
a) Everyday b) twice a day c) weekly once
- 3) I pray god -----
a) Daily b) weekly once c) never
- 4) I play in the -----
a) Morning b) night c) evening
- 5) I wash my hands -----
a) Before my food b) before & after my food c) once in a week
- 6) I cut my nail -----
a) Daily b) once in a month c) once in a week
- 7) I cut my hair -----
a) Daily b) once in a week c) every two months
- 8) I use soap to take bath-----
a) Daily b) once in a month c) once in a week.
- 9) I go to bed -----
a) Early b) late night c) whenever I am tired.
- 10) I keep my dress clean & neat.
a) Once a month b) once in a week c) daily

- V.Purushothama
- R. Partheeban
- D.Manoharan
- S.Manoharan
- Sathiya seelan .E
- Senthil Kumar .B

Group – ‘D’

Anecdotal Record

Group Members:

1. Mr. S. Ramesh . H.M.
P.U.E. School, Kallipatti
2. Mrs. M. Kadher Sulthana . Sec. Gr. Ant.
Quaidae Millath Ele. School, Thennur, Try-17
3. Miss. B. Antoritta Susila. Sec. Gr. Asst.
Holy Redeemer’s Ele. School, Palakarai, Try-8.

Name of the child : T. ROBERT
Class : III Std.
Name of the observer : S.RAMESH
Date : 22.3.2002
Time : 10.30 A.M.

DESCRIPTION: CLEANLINESS

(i) Robert comes to the class room without having his bath.

REASON:

When the teacher ask Robert why he is coming to clan without taking bath. He says that there is no sufficient water in the home.

SUGGESTION:

The teacher advises Robert to have at least a mug of water to clean his face, hands and legs. And tells about the diseases comes, because of not taking bath.

**OBSERVATION
ANECDOTAL RECORD:- CASE STUDY**

NAME OF THE CHILD : P. RAMU
CLASS : III STD
NAME OF THE OBSERVER : M.KADHER SULTANA
DATE : 22.3.2002
TIME : 10. A.M.

DESCRIPTION: 'PUNCTUALITY'

i) Ramu comes late to the classroom when the teacher taking class.

REASON:

When the teacher asks Ramu, why he came late.

He says, that his mother ask him to go to the shop. And he says that if he did not obey the mother, the mother will beat him. So, he comes late to the classroom.

SUGGESTION BY THE TEACHER TO THE PARENTS:

The teacher call his mother and suggest to have the work early from him, so that the boy will come in time to the school, and he avoids the punishment from the teacher.

NAME OF THE CHILD : S. Rahim
CLASS : III STD
NAME OF THE OBSERVER : B. Susila
DATE : 22.3.2002
TIME : 10. A.M.

Description: No Attention.

He did not give attention in the classroom.

Reason:

When the teacher asks the reason, he says that he did not have the breakfast in the Morning.

Suggestion by the teacher to the Parents

“Due to the Poverty”

- i) The parents could not provide sufficient foodstuffs.
- ii) The teacher can arrange some breakfast. (or) arrange from the students easily.
- iii) It could develop the value of sharing.

GROUP – ‘D’

“ATTITUDES”

GROUP MEMBERS:-

1. Mr. S. Selvaraj Suresh.
Sec. Gr. Asst Teacher,
P.U.E. School, Keelkathirpat
Thiruvanna malai (Dt)

2. Mr. M.Uthira Pathi
Sec. Gr. Asst Teacher.
P.U.E. School,
V. Nambiyanthal Thiruvanamalai (Dt)

3. Mrs. S. Krishna Kumari
Sec. Gr. Asst Teacher
P.U.M. School
Viswanathapuri,
Karur-(Dt)

EVALUATION

Attitude Scale:-

I. Fill in the blanks:-

1. I like playing games. Because much to enjoy the boys.
2. I don't like social studies much. Because I am not interested.
3. I want to became a doctor. Because to helpful serve others.
4. I will became very sad. When I see teasing others.
5. I love my pet. Because It loves me.

II. Say yes/No:-

1. Cleanliness is good habit.
2. I will not help others.
3. I like watching T.V
4. I like to beat others.
5. I go to school in time.

III. Choose the best answers:-

1. When I play
(a) Follow the rules (b) I cheat others (c) I follow the leader.
2. I go to school. Late.
(a) Blame my parents (b) blame my self (c) blame my friends.
3. I have always cheering thoughts.
(a) sad (b) humble (c) happy.
4. I scrambled on the side of the desk.
(a) good (b) bad (c) bad manners.
5. I eat food.
(a) hungry (b) taste (c) energy

Peer Evaluation and Self-Assessment

I. Peer Evaluation

	Behaviour	Name(s)
1.	Keeps his/her things clean and in order.	All are clean except Anitha, Ravi and Kannan.
2.	Respect to the class leader.	All are obedient except Rajesh, Muthu, Kavitha and Shilpa.
3.	Helps others	All are helping others.
4.	Participate in school activities regularly.	Ravi, Shilpa, Sukanya, Murugan and Clara are not participating out of 20 pupils.
5.	Protects school property.	Ravi, Prasad, Babu do not protect the school property.
6.	Offers seat to elders in gatherings.	Shankar and Kannan are not much co-operative in offering seat to elders.
7.	Feels sorry for his/her omissions.	Rajesh and Muthu feel sorry.
8.	Asks others to feel proud of our Nation.	Ramu, Karthik, Vivekanandan, Fatima, Saravanan, Mary ask others to feel proud of our nation.
9.	Offers his/her services whenever asked.	Ravi, Shilpa, Shankar and Kannan are not much cooperative.

Self-Assessment :

Name : **S Ravi**
Std : **V**

a) Subjects I like : (Tick ✓ or x)

- (i) Tamil ✓
- (ii) English x
- (iii) Maths x
- (iv) Science ✓
- (v) EVSS ✓

b) Reasons :

- (i) Tamil : Mother Tongue, Stories, songs
- (ii) English : difficult to understand
- (iii) Maths : Hard subject
- (iv) Science : Teachers' approach is good.
- (v) EVSS : Easy to learn things.

- c) Does anyone help you at home :
Yes. All my family members are helping me.
- d) Which games do you like most ?
I like cricket.
- e) I like the activity very much : Songs
- f) What do you do in your free time ? Working in fields.
- g) What do you want to become in future ?
To become a cricket player.

CHECK-LIST I & II

Presented by:

1. S. Senthilleunar
2. N.Govindaraju
3. Ramachandran
4. Sonaimuthu
5. K.Ragupathy
6. K. Subramanian

CHECK-LIST
VALUE WISE

I	CLEANLINESS	<u>JUNE</u>	<u>JULY</u>	<u>AUG</u>	<u>SEP</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>
1.	Keeps class room clean and neat.											
2.	Keeps his/her things clean.											
3.	Puts waste materials in dustbin.											
II	Obedience/discipline											
1.	Politeness											
2.	Respect the Leaders											
3.	Follow rule of the school											

III	Cooperation													
1.	Helps teachers in distributing materials													
2.	Informs absent students if asked for													
IV	Punctuality													
1.	Participate in school activities.													
2.	Follow time tables													
3.	Complete home works.													
V	Protecting Environment													
1.	Asks others to avoid wastage													
2.	Motivate other students to school premises clean.													
3.	Protects school properties													
VI	Respect for elders													
1.	Offers seat to elders													
2.	Don't use derogatory words													
VIII	Patroptosm													
1.	Watch programme related to partiotism													
2.	Acting in Patriotic dramas													
3.	Does not criticize our mother land.													
IX	Responsibility													
1.	Take care of junior students													
2.	Offer his service whenever asked.													
3.	Tries to uphold high the name of school													

Sl. No.	Name of the students	Cleanliness	Obedience	Cooperation	Punctuality	Protect Environment	Respect for Elders	Truthfulness	Patriotism	Responsibility
1.	TAMIL ELAKIYA									
2.	TAMIL MARAN									
3.	MALAR VIZHI									
4.	POONGOTTHAI									
5.	SELVA									
6.	POOND THENRAL									
7.	KAYAL VIZHI									
8.	ROJA									
9.	JASMINE									
10.	SHANTHI									

National Integration Attitude Scale (NIAS)

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Name :

Type of School : Govt/Private aided/Private unaided

Sex : Male / Female

Standard :

Instructions

Here 35 statements are given. Each statement has four possible answers. Read each and answer carefully. Choose the most appropriate answer and put a tick (✓) mark against that number.

Example : When an animal is badly wounded, we feel

1. happy; 2. said 3. sorry 4. hurt

Do not waste much time on any statement. Work as fast as you can.

1. We as human beings should first be

a) kind	b) polite
c) good	d) self-centred

2. If a stranger is in need, we should

a) ignore him	b) honour him
c) help him	d) instruct him

3. Helping living beings when in need, is a mark of

a) honesty	b) sharing
c) sympathy	d) co-operation

4. 'Unity in diversity' is a symbol of

a) honesty	b) truthfulness
c) non-violence	d) oneness

5. Love for one's own country is a sign of
 - a) patriotism
 - b) heroism
 - c) chivalry
 - d) martyrdom
6. We should overcome prejudices like
 - a) inequality
 - b) superior
 - c) inferior
 - d) equal
7. The National Flag must be
 - a) worshipped
 - b) respected
 - c) handled with care
 - d) preserved
8. Regionalism in a country leads to
 - a) disintegration
 - b) unity
 - c) harmony
 - d) oneness
9. Every language in India should be
 - a) learnt
 - b) respected
 - c) understood
 - d) preserved
10. To avoid bloodshed and achieve our rights, we should
 - a) follow non-violence
 - b) make bloodless revolution
 - c) be democratic
 - d) obey the leaders
11. For people to live in harmony, we should be
 - a) selfless
 - b) sacrificing
 - c) cooperative
 - d) honest
12. India is a country that is rich in
 - a) culture and heritage
 - b) oil wealth
 - c) natural wealth
 - d) historical monuments
13. Visits to historical places would help in
 - a) knowing our past
 - b) enjoying the beauty of the places and buildings
 - c) understanding the rich culture of our country
 - d) learning about the ancient kings and rulers
14. The National Anthem of India is
 - a) Vande Matharam
 - b) Sare Jahan se Acha
 - c) Hone Kamiyab hum
 - d) Jana gana mana
15. When the National Anthem is sung, we should
 - a) stand still without shaking
 - b) sing the song with others
 - c) salute the flag
 - d) stand with respect
16. The form of Government in India is
 - a) Communism
 - b) Authoritarian
 - c) Dictatorship
 - d) Democracy

17. Indians are those who
 a) are Hindus
 b) speak Hindi
 c) are national leaders
 d) are all born in India.
18. In spite of internal tensions, India is a great country because of
 a) unity among the people of different religions
 b) interdependency among the different states of India
 c) equality for all
 d) to historical past
19. Love and Compassion can be developed by
 a) self-understanding
 b) tolerance
 c) self-control
 d) constant practice
20. One should give very high respect to
 a) the regional language
 b) Hindi
 c) English
 d) all languages
21. National festivals should be celebrated by
 a) the Government
 b) political & national leaders
 c) north Indians
 d) all Indians
22. The people from different states in India
 a) should be allowed to stay anywhere in India.
 b) Should not be allowed to stay in other States.
 c) Should stay only in their respective states.
 d) Should be allowed to stay only in neighbouring States.
23. If a country practices and respects all religion, it is called
 a) a tolerant country
 b) a democratic country
 c) a secular country
 d) a totalitarian country
24. One should not make friends with
 a) people belonging to different religions
 b) people belonging to different states
 c) people who speak different languages
 d) none of the above should be the basis for friendship
25. All government jobs in the country should be
 a) open to all Indians
 b) open to people of that State only
 c) given only to Hindus
 d) given to those who know the language of that state.
26. Community singing develops
 a) appreciation
 b) National integration
 c) skill in singing
 d) quick learning of songs.

27. Our national language Hindi should be
a) learnt by all b) learnt only by North Indians
c) learnt only by south Indians d) need not be learnt at all
28. If we know and practice our rights and duties, we will be
a) law abiding people b) disciplined people
c) people who love our country d) honest people
29. A person who respects every kind of job is said to have
a) work orientation b) dignity of labour
c) employment d) patriotism
30. To be Indian everybody
a) will have to follow Hinduism
b) should practice only one religion
c) can follow any religion of their choice
d) should be of the same caste.
31. If one is called a citizen of a country, one should
a) love his country b) practice non-violence
c) have employment d) follow rights and responsibilities
32. If I have a neighbour who belongs to other community other than my own, I will
a) not be friendly with them since they are different
b) not live in their house by only speak
c) just ignore them
d) mix with them freely
33. If a person in Karnataka does not know Kannada
a) he should not be allowed to stay here
b) he should be compelled to learn Kannada
c) not knowing Kannada should not be so important.
d) He should be allowed to visit Karnataka but not settle here.
34. If a stranger belonging to other State comes to our city for the first time
a) he should not be trusted as he is new to the place
b) he should be given help if he needs
c) he should not be encouraged
d) he should be ignored.
35. Temples in India
a) are meant to be visited by Hindus only
b) should prevent people of other religion from visiting it
c) should be only for people of that community
should anybody interested in visiting the temple