

A Study on the Role of School Curriculum and Teachers in Inculcation of Values among Elementary School Students

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Abstract

Aim: The present study has been able to analyse the different methods applied for enlightening values by English teacher and NCERT English textbook of class VII. Apart from this, school curriculum which includes cultural activities on national and international events. **Methodology:** Seventh grade English textbook of NCERT was reviewed and analysed extensively to comprehend values in elementary students. Furthermore Qualitative method has been used in study to interviewed 24 teachers of government and private schools to know their teaching strategies and activities organized by school at national as well as international level to impart values. **Findings:** The findings of the study discovered that some of the strategies adopted by teachers are unable to inculcate values in students at elementary level because of their improper pre-service training as NCERT text book has most of the values relevant for elementary students. Questionnaire for teachers manifest that incapability of teachers in consequence of school work load hinders to organize activities inside and outside the school. Moreover, schools shortcoming to provide single value education teacher to every particular level has also one of the difficulty in inculcation of values.

Keywords: Values in English NCERT textbook, role of English literature in enlightening values.

INTRODUCTION

Many articles composed on values through literature with diverse outlook and concluded it in their own perspective. As Sebasta and Inverson (1975) state literature as 'a means by which children can work through situations of conflict without risk, trying out alternative stance to problem as they step out in different characters and opportunities to relate to reveal several point of view'.

Hall (1994) states that when schools and teachers become aware and clear about their personal values, they are then able to understand and convert those values into a clear belief system about the nature of education. An article by Faisad M Naim emphasized on need for reading and appropriate development of literature for children, taking the case of Manorama Jafa, "Special emphasis should be laid on the literature for children as it forms the base of a child's creativity and future. 'Also stressing on the need for identifying literature as a distinct discipline in India'".

Prof. Krishna Kumar's, thought process and opinion on importance of reading as a means to forming habits, attitudes and skills that acquire life-long foundation assumes crucial significance, titled as 'Reading is basic to democracy' has differentiated between the old Approach to teaching in literature classrooms and the new approach. "The new approach being based on the premise that children have a natural drive to explore and understanding the world; hence reading should give them the opportunity to make sense of printed texts right from the beginning. From here, we can even decipher the need for free-reading of value-inculcation.

The pre-requisites of the tests used for the teaching of reading should treat the child with dignity, showing respect for child's inner derive to interpret and relate. He said, "We need texts that make children excited about the social and cultural diversity that they encounter in their ethos."

Values

Values are the socially acceptable norms to evaluate a person, object or any situation. These are also considered the aims of human life. Values are considered as the backbone of a civilized society which is drastically eroding by modern world.

Hall (1994) defines values as "the ideals that give significance to our lives that are reflected through the priorities that we choose and that we act on consistently and repeatedly". Hill (2004) provides a slightly different emphasis. "Values are the priorities individuals and societies attach to certain beliefs, experiences, and objects, in deciding how they shall live and what they shall treasure."

Since, Vedic period Indian culture is considered very rich in value system. Gurukuls, Rishikuls, Ashrams were the main centers of education. Thereupon education was the storehouse of moral, spiritual and

social values which was closely associated with religion. Gurus were taught the students to lead a spiritual and disciplined life. Their aim was to promote the moral values of life and eternal values like truth and non-violence.

After Vedic religion, Gautama Buddha advocated a new religion called 'BUDDHISM' which could be easily understood by the masses. Buddhism was propagated by establishing maths and viharas in which students had to maintain healthy atmosphere and strictly follow moral behaviour. Their aim was to inculcate values like good character, dignity of labour and vocational education with the chief aim of salvation and emancipation.

During medieval period, values were imparted through moral education which was based on QURAN. Their aim was to develop morality among individuals and human values such as truth, righteousness and love.

In British India, various commissions and committees came and changed the whole scenario of Indian education. Gandhi ji's basic education in 1937 was the scheme of value education which imparted human values like cleanliness, truth, non-violence, co-operation, duty, respect, friendship and love.

Now in the present context, if we compare the life situation with the ones of the past, it's all a very saddening and sorrowful affair. Over the years with the passage of time, there have been all types of deterioration. Too much erosion of values on such a large scale at all levels and in all fields is a difficult question. It needs careful consideration of all aspects of life, the changes that have taken place which have affected not only the lifestyle of mankind over the years, but also his mentality on sequent his value system.

Values literally means something that is precious, that has price and worthwhile. In other words values are set of principles or standards of behavior. Values regulate and guide human behavior and action in everyday life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretations of others' reactions in what we say and so on.

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

During the process of socialization at home and school, deliberate attempts are made to promote awareness, understanding, sensitivity, appreciation, reflection, thinking about what is good or what is bad, right or wrong and why it is right or wrong. It is only then responsible choice making or decision making, willingness and commitment to follow desirable values are likely to take place naturally.

Role of English literature

Literature in school plays an important role in developing values among students as literature instills knowledge about the everyday activities through stories, poems, and dramas. Literature can best be taught through the medium of role plays, dramas, theaters, mimic theaters because these are the ways in which students learn the concept by all intents and purposes. Stories in English textbook gives record of the periodic events of natives through which they acquire understanding of appropriate behavior of their elders, peers etc. which are part of student's socialization. English literature plays a splendid role in the process of socialization. In schools value education is needed to guide, conduct and thought of individual in the proper direction which can be done in many ways. The three domains of students' i.e cognitive, affective and conative, are the domains which furnished the student to understand the concept among them affective domain is the one which apprehend the meaning of values achieved in school. English textbooks along with the activities in school curriculum which include cultural activities like - street play, group discussions, social service, debates, theatres, mimic theatres etc. be analysed in the terms of values. Therefore, English textbooks and the school curriculum should also be reviewed which includes the activities.

Role of teacher

Teacher does not simply transmit values and beliefs to children but these emerge from wide array of relationship between teacher and student. Often teachers are effective when they express how their own moral questions are related to children moral questions and when they model how to think through moral issues and dilemmas through stories, poetry, dramas. Fair, generous, caring, and empathetic teachers model these qualities and can effectively guide students in sorting out questions. At each school, teachers should encourage students work in groups, research, organise, create and design their own stories and identify the values, discuss the issues, explain the impact and demonstrate the behaviour in their environment. Teacher's responsibility is to motivate students in community participation by planting trees, cleaning thrash and adapting new teaching strategies. They provide high quality teaching and learning to students within a safe, supportive and success oriented environment.

OBJECTIVES:

The study has been able to achieve the following objectives:

1. To study and analyse the NCERT English text book of seventh class in terms of value inculcation in text.
2. To study and analyse the NCERT English text book of seventh class in terms of value inculcation in illustration and design.
3. To study the initiative taken by an English teacher by organizing cultural events in school to aware values among students.

4. To identify the various values reflected through the activities being conducted in school by English teacher.
5. To observe the activities in classroom which enforce the students' attitudes towards reading, society and themselves?
6. To study the opinion of other subject teachers in regards to inculcation of values among elementary students.

RESEARCH QUESTIONS

The present study has been able to answer the following questions:

1. In what way literary content and illustration and design of the English text books are helpful in inculcating values among students?
2. What are the various cultural events being organised in the school to inculcate values among elementary school students?
3. What are the values being reflected through organised activities?
4. What is the opinion of teachers in regard to inculcation of values among elementary students?

METHODOLOGY:

English textbook of VII grade published by NCERT, India has been thoroughly read and analysed. Moreover, Semi -Structured interview schedule was constructed for the teachers in order to examine the perception and views on the concept of values and their suggestions on strategies that can be adopted for value based education in classroom. The present tool is based on the activities organised in the schools by English teacher which helps to enlighten values among students.

The tool was designed under the supervision of experts. In this tool investigator had tried to know the activities organised by schools to impart values in students which is a part of curriculum and the perception of teachers about that part of curriculum only. The researcher divided the tool into three parts in which 10 questions were objective, 10 were subjective and 8 were 'yes' and 'no'.

The tool was administered on 24 teachers in total each 12 from government and private schools.

Schools	No of schools in south west district	No of schools selected randomly
Government school	17	12
Private	200	12

NCERT textbooks of class VII were analysed on the basis of their literary content and illustration and design to scrutinize its value content.

BOOK- I

HONEYCOMB

Both the books which prescribed for class VII of elementary level are being presently used by government and some of private schools. The researcher spent near about one hour thrice a week spread across two months from February to March in reading the lessons to recognize the values they imparting in the students. In all about twenty five hours were devoted to the task of book analysis. The books were reviewed with the following aims:

- a) The values that are hidden in the content are culturally suitable for the learners of the age group it is meant for.
- b) Most importantly, as the book is meant for readers who form and develop interest towards the language and reading books as such. It was felt necessary to ensure the presentation of content via level of language and pictures.

BOOK-II

AN ALIEN HAND

DISCUSSION AND FINDINGS

The researcher have been able to determine the following values in NCERT English textbook and strategies used by teachers of government and private school to enlighten values in elementary students.

English textbook of NCERT transmits the following values in elementary school children: concern for others, humanism, kindness to animals, respect for others, universal love, sympathy, self-confidence, forward look, loyalty to duty, courage, curiosity, dignity of the individual, freedom, solidarity of mankind, initiative, obedience, discipline, good manner, gentlemanliness, consideration for others, purity, resourcefulness, value for national and civic property, social service, kindness, spirit of enquiry, helpfulness, gratitude, courtesy, sympathy, social service, quest for knowledge, self-help, hygienic living, cleanliness, universal love, peace, simple living, and spirit of enquiry, common good, common cause. To impart political values among students most of the schools give emphasis to the rallies and debates. Unlike some of the private schools, government schools should give emphasis on youth parliament, can show live parliament sessions to students, and organize mock parliaments also.

Many of the English teachers in schools only target to deliver lessons through story-telling instead theatre, dramas, role plays, street plays and Mime theatre especially at elementary level because of shortage of time in classroom. Mime theatre involves miming, or the acting out a story through body emotions, without use of speech which becomes obsolete these days which is also one of the important elements to enlighten values in

students. Several schools also do not have separate value education club/laboratory which is purposeful especially for the students of government schools because they come from lower rung of class ladder and their parents are uneducated. Establishment of value education club/laboratory becomes unproductive without a mentor. Researcher found that most of the schools do not have a separate value education teacher which is paramount for school and some of them do not have a particular period for value education too. Apparently, single value education teacher can solve common problems of students and some certain set of universal values which a subject teacher can't do it in 30 minutes period. So the schools should provide both to their students at appropriate level. To implement this component pedagogy of value education should be introduced in the teaching education programs, so through this school would automatically get value educators.

More involvement of parents in schools is a necessary element for the genteel value development as activities organized in schools embrace school, parents and community to impart values in students to develop social responsibility. Everyone concerned with education should make concerned effort to integrate human rights and duties, moral, social values etc.

CONCLUSION

The researcher feels that value education is a very useful and important component of education for administrators to train staff and organise workshops on teaching strategies and school exchange programme for teachers as well as students for inculcation of values at national as well as state level. They could provide facilities of journals, research papers etc to the teachers for their professional development in value education.

Teachers conduct the symphony of education. Success of the initiative for values development in students substantially depends on the vision, motivation attitudes, values and behaviour of teachers themselves. Directing and regulating students' behaviour and acts in the classroom teachers should constantly participate in workshops; seminars based on value education and should use different teaching-learning methods for students to expose values through English literature. Organise role plays based short stories of famous writers.

Study reveals that the parent also plays a very important role in value transmission. They should do constant efforts to impart values in students. Parents can participate in the media literacy programmes organised by the schools and can monitor the programme that children can watch and to inform about the harmful effects of watching too much violence, crime on children and youth. Ultimately the impact of values education has to be ascertained with regard to changes in the behaviour of students. Changes in the behaviour of students can be negative or positive. Elementary stage is the stage when capabilities for abstract thinking and creative manipulation of ideas have been developed. Attitudes towards moral-ethical issues are developing. Self-discipline, expression of own opinion and ideas, optimism and hope to stay calm, sensitivity, appreciations of cultural diversity etc. are some activities that students should develop in herself at this stage.

There is an urgent demand to formulate new policies on value education. Policy planners can organise refresher courses for the in-service teachers and arrange funds for schools. Restructuring of curriculum for value education is an important aspect and specific training for in-services as well as pre-service teacher should be a part of value education program which is only possible if the planning is well defined and has been included in the curriculum at every stage.

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