

ACTIVITIES SUGGESTED FOR BUILDING UP SOCIAL AND MORAL VALUES

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Abstract

Education is for life, not for living. It must provide the individual, the wherewithal to face the challenges and find meaning and fulfillment in life. Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the socio-cultural life of the nation. Indian culture is essentially a value based spiritual culture. We have entered a century full of crises particularly crises in character, crises in credibility and crises in competency and value based competency. Only teachers can transform the society from this mental sickness to happy and healthy existence.

Keywords: *competency, cultural quest, intellectual act, intrinsic value, spiritual values, moral values, social values*

Value Education

The search for values is an essential cultural quest of mankind. It is a quest into the nature of that goodness which gives dignity and nobility to human existence. In common parlance, the term value expresses the qualitative significance ideas, feelings, activities and experiences. These are the evaluative standards we use for deciding what is right and what is wrong, what is good and what is bad, what is desirable and what is undesirable. The value system one acquires and develops affects the individual's preferences, goals and aspirations.

Values are norms of behavior which have been evolved during the course of time in the social, moral and spiritual fields. Values are that which guide our behavior and put meaning into our existence.

According to John Dewey, the term 'value' has two quite different meanings. On the one hand, it denotes the attitude of prizing a thing, finding it worthwhile, for its own sake or intrinsically. To value in this sense is to appreciate. But value also means a distinctly intellectual act - an operation of comparing and judging to evaluate on the other hand.

We get our value norms or standards from sources like, social customs, laws of the land, tribal rituals and religion. The values can be divided into two types *internal and external*. Values may again be divided into *instrumental and intrinsic values*. Values may also be categorized according to their specifications such as, *aesthetic values, spiritual values, moral values and social values*.

Need for Value Education

One of the fundamental goals of education is to impart culture and values across generations. Value education nurtures in children those virtues and values that make them good people. Value education provides students with the intellectual resources that enable them to make informed and responsible judgments about difficult matters of moral importance.

Today, the true challenge of value education remains the development of a universal conscience that puts human rights, pluralist democracy and the equality of all human beings as the most important values that we may share.

Value education can be integrated with teaching methods, instructional materials and co-curricular activities. Indeed teachers of every subject should teach fundamental values like democracy, tolerance, co-existence and respect for others' views.

Value education should be imparted to the students so that the best qualities could be inculcated among the younger generation in order to bring them up as best citizens of the society.

Strategies for Inculcating Values

The minds, hearts and hands of children are to be engaged in forming their own character to know what is good, love good and do good. In order to inculcate the desired qualities in the young mind, it is necessary that the curricula should include training and activities in the areas viz. *Character Building, Citizenship Training and Peace Making*.

Character building means to build a good character with qualities like responsibility, self-discipline, loyalty, work ethics and compassion.

Citizenship training refers to know about and practice aspects such as individual rights, justice, equality, patriotism, attitudes, truth etc.

Peacemaking is about exploring ways of creating more just and sustainable futures.

The activities that could be entertained for the students in their main-curriculum or co-curriculum or extra-curriculum are detailed below:

Activities Suggested

No	Concept	Activity
I	Character Building <ul style="list-style-type: none"> • Providing <i>moral education</i> for cultivating the social and moral values • Providing <i>value education</i> for cultivating values like respecting self, family, community, school, teachers & environment • Providing <i>personality development programmes</i> for all round development • Providing training for enhancing intelligence, self-confidence, sociability and social maturity 	<ul style="list-style-type: none"> • Conducting competitions like debates, essay writing, story-telling, story-writing etc on moral and spiritual values. • Conducting community prayer, Conducting social service programmes, Conducting First Aid programmes, • Celebration of National Festivals and Religious Festivals, Sports Day, Teachers' Day, Birth/Death Anniversaries of great persons etc, Conducting NCC, NSS. • Conducting <i>meditation and yoga</i> programmes regularly
II	Citizenship Training <ul style="list-style-type: none"> • Teaching social responsibilities and work culture 	<ul style="list-style-type: none"> • Conducting awareness programmes like, HIV/AIDS, Human rights, Consumer Protection, Environmental pollution etc. • Activities for 'Earning while learning'
III	Peace Education <ul style="list-style-type: none"> • Teaching how to negotiate and mediate to develop expertise in resolving interpersonal conflicts 	<ul style="list-style-type: none"> • Conducting religious prayers, • Conducting meetings with village/town peace committees, parents, experts. Arranging discussions and presentations to expose the students to various concepts, issues and problems in the world. • Arranging workshops to develop a clear understanding on various concepts and bring change in attitude. • Visiting different institutions to know their working • Screening films, conducting cultural events, role-plays etc, celebrating festivals to expose the students to the customs and traditions

Conclusion

The activities detailed above, when taught to the students, are expected to mould the younger generation with imbibed qualities of good values and morals so as to become a

good citizen of the society thereby making him the fittest individual to face any sort of situation that he is bound to encounter in the world.

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