

Position Paper on Value Education

Based on NEP 2020, DSERT Karnataka

Preliminary information

As part of NEP 2020 implementation in the state of Karnataka, 26 focus groups are formed to write position papers which will provide direction for creating State Curriculum Framework. Value Education focus group is part of the five cross cutting themes applicable to twelve curricular topics. This position paper provides the vision, approach, and implementation recommendations of Value Education for all four stages of school education.

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1.2. Executive Summary

Humans aspire for greater purpose in life beyond survival, education should build the foundation for individuals to explore and lead meaningful life. Accomplished Individuals working beyond self contributes for loving family, harmonious society, prosperous nation, and sustainable & progressive Humanity. It is imperative to inculcate Individual, social, national, and universal human values from early age. National education policies and successive curriculum frameworks have emphasized the need for value education and provided recommendations attuned to the contemporary needs of our society. The National Education Policy 2020 states the “aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills” [NEP 2020 P4.4]. In this paper an attempt is made to understand the need of value education in the context of current society dominated by technology advancements in the inter-connected global communities. Survey feedback and consultations were done to understand effectiveness of various implementation strategies and programs for value education in the state of Karnataka. Detailed study of successful programs from different state education departments and private non-governmental organizations was done to know the parameters and its impact on value formation in children. Key findings from the study points at following things:

- Teachers are most important for effective implementation of Value education. They need to understand the importance of values in life and consequence of not inculcating them in school education
- Curriculum must be simple; teachers must feel it is easy to implement
- School environment plays an important role in development of values in children. Everyone in the school should practice what they preach
- Partnering with parents is essential as children observe and learn from behavior of parents and other members of family at home
- Rapid advancements in Science & Technology and Economy are empowering human beings in an unprecedented way. Mass and social media have great impact on the children, strong efforts are required to keep away the negative influence and build strong foundation of values.

Considering the diversity of schools in Karnataka, characteristics of children at each stage and focus on teachers, this paper proposes a simple structure of ten core values (Truth, Right Conduct, Love, Peace, non-Violence, Patriotism, Spirit of Oneness, Spirit of Service, Environment Consciousness and Mindfulness) developed progressively from foundation stage to class 12. Based on the recommendations of NEP 2020 [DNEP P4.6.8.1] and experience of experts, it is proposed to have combination of direct and indirect approach to value education. Dedicated two periods per week are recommended to focus on intellectual base of the values and conduct discussions, narrate stories, perform activities, work on projects, and assess the development of values in children. To understand the application of values in real life and practice them, it is important to integrate values in Sports, Languages, social science, arts, maths and science education. Four types of teaching-learning resources must be created for value education, Activity book for children, handbook for teachers, integrated textbooks and lesson plans for all subjects and manual for parents.

This Paper proposes stage wise value table giving details of the age specific aspects for each value, related pedagogy and assessment methods. Recommendations are given for preparing in-service teachers and the content for integrated teacher education program. Children at each stage need specific support from parents and members of family for value formation. Paper specifies the needs of children at foundation, preparatory, middle and secondary stage, expectations from parents and guidance for parents to live values every-day. Paper emphasizes the importance of value based behaviour from education department officials who work with schoolteachers and principal. They are role models to set the culture of values, which is carried to every school.

“*Value of the month*” is a special recommendation of this paper to involve all government agencies in creating the environment of ‘value based living’ in the state, through state media, government programs and inspiration from leaders.

1.3. List of members of the focus groups

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1.4. Acknowledgement

Many people have contributed directly and indirectly in writing of this position paper. Principal and staff of Vidya vardhak Sangha, MES Kishor Kendra, Purna Pradnya and Vani Educational Society shared their experience about value education activities in their schools. Academic team of Sri Satya Sai loka seva gurukulam, Art of living and Sri Rajaram HR shared valuable inputs. Members of ECCE, Languages and Health & Wellbeing position paper focus group shared valuable inputs. Smt Sarita Chandan provided Translation support for sections written in Kannada. More than 3500 survey respondents shared their views about value education. Karnataka NEP taskforce members and DSERT NEP team provided directions for the work and KTBS team provided excellent support in smooth working of the team. We thank everyone mentioned above and all the visionaries who have written about values, value education, designed curriculum and supported successful implementation in the state of Karnataka.

2. Introduction

2.1. Introduction to Value Education

‘Vidya Dadati Poornathvam’- ‘Knowledge leads to completeness’, True knowledge comprises of nurturing of inbuilt virtues. Dr S Radhakrishna said “*Education is the assimilation of values and ideas for character building and preparing to face life’s challenges*”. Knowledge imparted in formal education system focuses on developing abilities of children required for successful career. For completeness of education, character building should happen along with the development of cognitive abilities. Earlier growing children were exposed to ‘Values’ through narration of stories by elders at home, folklores, traditions, lifestyles, close knit families’ and communities’ culture. But with the impact of technology and fast lifestyle of instant gratification, children are missing quality family time at home, even social interactions and cultural functions are replaced with virtual friends and social media. In the words of Sri Sri Ravi Shankar, “*Education should not be only about getting good grades, so that one can secure a good job later, instead it must lay the foundation for long term prosperity of the society as a whole; Education is meant not to just make us tablets of information but living example of high stands of ethics.*” A strong ethical and cultural base is required to stay focused and lead happy, purposeful life. Schools must play an important role in developing core life Values for children to engage meaningfully with the society. Value education is the art of molding the personality of the students so that they aspire to become better individuals, serve the society and work for the welfare of the country.

Sri Aurobindo rightly said that *education should enable a person attains the greatest possible harmony i.e. internal & external, spiritual and material, for the fullest possible development of human potentialities and capacities. It should integrate and unite the people of India, modernise the society while preserving what is authentically Indian in our culture and spiritual heritage*

Mahatma Gandhi laid down some rules for the students. He ensured that morality and righteousness should always be considered as an essential part of education so that every student shall gain in terms of knowledge and spirituality. Further he said that students should gain education under the strict regimen of high morals, self-control, and right thinking on one hand and on the other hand should be expected to provide service to the society. It includes their respect towards parents, teachers and elders, love for children, following of social traditions and constant awareness towards their duties and responsibilities.

The core basic Human values are Truth (Sathya); Right Conduct (Dharma); Peace (Shanti); Love (Prema) and Non- Violence (Ahimsa). Love is the life-giving spring of the other Values. It is not just an emotion but very existence. Life starts with Love and the same Love is expanded into thought, words and deeds. In other words, Love as Thought is Truth; Love when expressed in Action is Right Conduct; Love as feeling is Peace; and Love in Understanding is Non-Violence. The value of Truth relates to the faculty of the Intellect, the value of Right conduct to the physical aspect, the Peace relates to Emotional (mental) aspect, the Love to Psyche aspect and Non-Violence to Spiritual aspect of human personality.

The Value education aims to foster the development of character in all aspects of Human personality. Human personality blossoms into Human excellence only when there is unity of thought, word and deed. The aim of value education is no different from Aim of life

Value formation is a continuous process, consistent efforts are required at school, home and society to progressively inculcate healthy habits and provide intellectual foundation. Our culture, rich heritage and traditions are full of stories, festivals, and practices to mould character for harmonious living. Our constitution and democratic setup provide clear set of values, fundamental duties and rights to be a responsible citizen.

Value education in school should be designed to include universal human values of Love, Truth, Peace, Non-Violence, and right conduct, along with the constitutional values of equality, fraternity, justice, human dignity, and integrity of Nation. Indian traditional values like Spirit of Oneness (Samarasya), Spirit of Service (Selfless service-Nishkama seva), sustainable living, Sacrifice, devotion, respect for diversity, respect for all forms of life and elements of nature, forgiveness, compassion, aesthetic sense, Tapas, courage and mindfulness, enrich our lives and provide higher goal for life.

This paper proposes simple structure of ten core values and progressively developed sub-values in each stage, in an age appropriate pedagogy. These include combination of Direct, Integrated and whole school approach.

Table 1.1 gives us the bird's view of the core values and sub values to be possibly attained at different stages:

Table 1:1 Core Values and Stagewise Progressive Sub Values

Values	Foundation Level	Preparatory Level	Middle Level	Secondary Level
Truth	1. Curiosity 2. Speaking the Truth	1. Truthfulness 2. Fearlessness	1. Staying True To Your Goal 2. Dedication	1. Self-Analysis – Intuition 2. Sense of Discrimination
Right Conduct	1. Good Manners 2. Listen to Parents & Elders 3. Cleanliness & Hygiene	1. Self-discipline 2. Respect for All 3. Civic Sense	1. Grace & Courtesy 2. Proper Use of Time	1. Gratitude to All 2. Time Management
Peace	1. Polite Speech 2. Patience	1. Humility 2. Self Confidence	1. Equanimity 2. Calmness – Attitude	1. Humility 2. Contentment
Love	1. Sharing & Caring 2. Friendship	1. Interdependence 2. Affection	1. Dignity of labour 2. Welfare of Others	1. Building Lasting Friendship 2. Compassion & Forgiveness
Non Violence	1. Acceptable Behaviour 2. Not Hurting Others	1. Forgiveness 2. Tolerance	1. Not Hurting in Thought; Word & Deed 2. Non-Violent Resistance	1. Inclusiveness 2. Forbearance
Patriotism	1. Singing National Anthem 2. National Symbols	1. Glory of India: Literature, Art, Architecture, Science, etc 2. Great personalities from different fields	1. Core Constitutional Values 2. Stories of War Heroes	1. Respect for Constitution 2. Appreciation of Sacrifice by Martyrs for Freedom
Spirit Of Oneness	1. Similarities Between All People 2. One Truth: Many Names & Many Paths	1. Unity in Diversity 2. Religious Harmony	1. Religion & Spirituality 2. Gender Biases Personal & Societal 3. Inclusiveness, Samarasya	1. Relation Between Science & Spirituality 2. Connection Between Body, Mind & Spirit
Spirit Of Service	1. Helping Parents & Elders 2. Gratitude for Those who Help Us	1. Stories of Givers 2. How Nature Serves	1. Selfless Service 2. Difference Between Duty & Service	1. Awareness of Service Initiatives. 2. Transformation through service
Environment Consciousness	1. Love for Nature 2. Nature – Our Mother	1. Interdependence of All Components of Nature 2. Reverence for Nature	1. Exploitation & Threat to Environment 2. Indian traditions for living together	1. Need Vs Greed 2. Conservation initiatives
Awareness / Being Mindful	1. Good Food Habits / Welbeing 2. Silent sitting	1. Basics of Yoga & Pranayama 2. Observing Thoughts 3. Know your strengths	1. Importance Of self-discipline 2. Importance of Mind To chieve Excellence.	1. Yoga for Physical & Mental Well Being 2. Introspection what makes me happy and sad 3. Reflective practices

2.1.1 Background of Value Education in Karnataka

Value education has become an inseparable part of education, it has always been given importance in the schools of Karnataka. Two periods per week were ear marked for teaching Value Education in the schools, and during those periods moral stories were narrated to the children. The journey of teaching moral education has undergone remarkable changes in the approach to value education, Direct, Integrated, and Incidental Approaches are being followed in Karnataka from time to time. Value-based stories, narratives, poems etc published various organisations are used in the schools. During the 2 years B.Ed. programme, value education is being taught under the title ‘Education for Peace’. This subject is taught as a separate paper in the revised curriculum. Education departments, Sarva Shiksha Abhiya (SSA), Block Resource Centre (BRC) and District Institute of Education (DIET) has been organizing various in-service training programmes for Value Education. It must be noted that various Non-Governmental organisations have been actively involved in conducting value-based training programmes for teachers based on Yogasanas and other related activities before the inception of these formal programmes. The chief among these are Sri Ramakrishna Institute of Moral and Spiritual Education – RIMSE, Sri Satya Sai Institute of Human Excellence, The Art of Living, Shri Shantivana Trust, Dharmasthala,

Bramakumari Ishwariya University, Jindal Institute Of Naturopathy , Jigani Malladi halli Institute, Chitradurga, Vivekananda Yoga Kendra. Bengaluru.

The year 2000 witnessed special emphasis for In-Service training programmes through S.S.A. Chaitanya a 7 days residential training programme with clear mention of value education in the training literature. An attempt was made to bring out value integrated textbooks as part of teacher training programmes. Apart from the education department, various central and state institutions made attempts to incorporate values in day to day lives of children through various activities and learning clubs in the schools. RBI brought Economic Literacy, Karnataka Milk Federation (K.M.F) organized several activities about animal husbandry, Election Commission created awareness about the elections, The Environmental management and policy Research Institute (EMPRI) established eco-clubs, Health Department had Red Ribbon Club. Thus, the different departments and institutions are trying to sow the seeds of values among the students through their multifarious activities.

School activities play a pivotal role in fostering values among students. The celebrations and national festivities held in school act as a uniting force between all stakeholders. Activities such as morning assembly, prayer, State song, National Anthem, group songs, dance, drama, Subhashithas, celebrating National Festivals, yoga and physical exercises etc. act as catalyst for value transmission. Election Literacy club, Eco-club, Students Union, Literary club, subject related clubs, Bulbuls, guides, Seva Dal, Junior Red Cross, Interacts, Ethical voting, inclusive elections, mock parliaments are the most active clubs in schools. Some clubs are sponsored by the state and are getting Rs.5000 as supporting grants every year in government and aided schools.

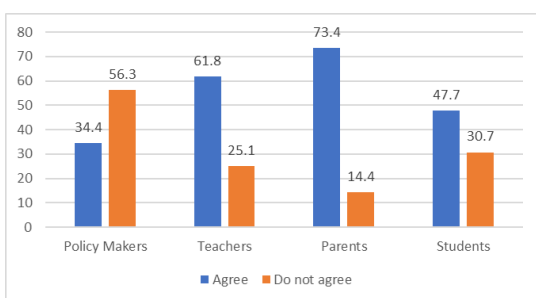
2.2. Survey Feedback

To understand the views of various stakeholders on Value Education in Karnataka, four sets of questionnaires were designed to collect inputs from Policy Makers, Teachers, Parents and Students. Around 660 teachers, 950 Students, 960 Parents and 32 members of DIET/CTE participated in the online survey. More than 85% of the participants agree on the importance of Value education, having dedicated periods, role of teacher, involvement of parents and impact of social environment. There is variation on the method of implementation, Teachers and students suggest integrated approach is better and parents feel separate value education teacher is required to have focus on the subject. It was interesting to note that 87% policy makers and 71% parents feel that teachers do not live the values they teach, but teachers are divided on this question, 32% feel they preach what they practice and 38% feel they need to improve. 85% teachers and 77% parents feel assessment of value education should be part of regular report card, they also feel school should focus on value education along with completion of syllabus of core subject. Policy makers have split opinion on effectiveness of value education in pre-service education, 40% feel it is adequate and 32% feel it needs improvement, while 76% teachers feel it is adequate. Surprisingly 61% students said they do not believe more on online content than teachers, while 46% parents felt the other way. 86% Teachers and 81% Parents feel there is need to modify existing value education curriculum, emphasize on various activities in school which reinforce values and involve parents.

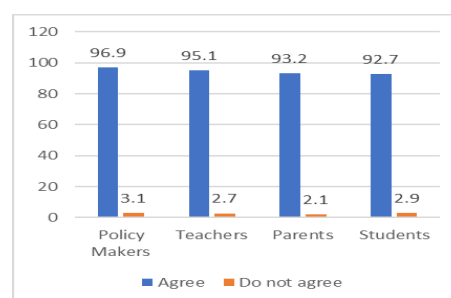
Many participants responded with specific suggestions to improve value education in Karnataka, few sample responses are given below.

- Teachers concentrate on the syllabus and grades; if something isn't covered in tests, it isn't considered worth teaching.
- Higher officers in the Education department and school management who guide teachers should be living values, they should build moral and ethical culture in the schools.
- Beautifully designed value books should be distributed in local languages.

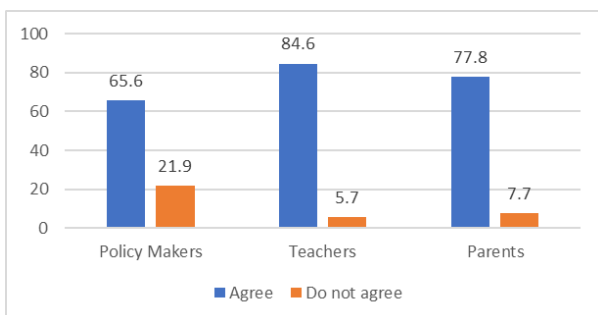
- When it comes to hiring instructors, school administrators should be extremely cautious; their character should take precedence over their academic competence.
- All teachers, regardless of their teaching speciality, should take a standard course on values and be graded on their behaviour.
- Children will learn by observing elders in the society they live in. So, it is very important for everyone to conduct and behave responsibly to provide value education to young children
- For a child's values to be formed, a consistent effort must be made throughout his or her education. As a result, make sure that value education is taught in ALL courses, not just the lower ones, in a child's education.
- Assessment of value education should not be conducted like other regular exams. Instead, pupils should be put in circumstances where their responses may be monitored and used to determine the degree of value inculcation.



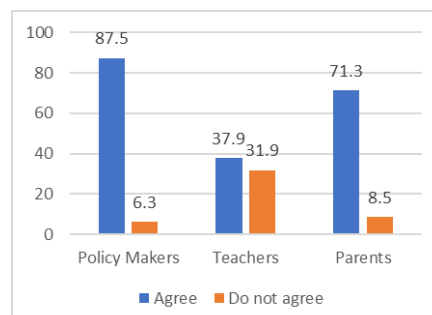
Graph 2.2.1 It is Necessary to have Separate Teacher for Value Education



Graph 2.2.2 Personality of Teacher will have great impact on Students Value formation



Graph 2.2.3 - It is necessary to make VE for regular Assessment



Graph 2.2.4 - Academic personnel who preach values don't follow the same

3. Implementation Vision, Approach and Strategy

3.1 NEP 2020 Recommendations for Value Education

As per the NEP 2020, The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. [NEP 2020 Principles of the policy]

The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a

changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The National Education Policy 2020 further states the aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Students will be taught at a young age the importance of “doing what's right”, and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for women, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students. Children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesha, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. Excerpts from the Indian Constitution will also be considered essential reading for all students. [NEP 2020 P4.28]

3.2. An Approach to Value Education at different stages

According to NEP-2020 the school education system is modified with new pedagogical and curricular structure as foundational, preparatory, middle and secondary. At every stage child has specific characteristics for learning, This position paper provides an outline for Value education, considering specific objectives and characteristics for each stage. For effective value inculcation and practise in daily life, a combination of direct, integrated, and whole-school approaches is recommended. Weekly two periods are necessary as part of the direct approach for systematic focus on the cognitive components of values, which are mostly taught through activities, projects, tales, and play. To reinforce the learning, incidental values should be integrated not only in teaching of every subject but also their assessment. School activities provide opportunities for students to practice the values they learn in class. As per Draft NEP 2019 4.6.8.1 recommendation, basic ethical and moral reasoning should happen throughout curriculum through direct and indirect methods. In Direct method there will be classroom activities, discussions and readings specifically designed to address ethical and moral awareness and reasoning. In the indirect method, contents of languages, literature, history and social sciences will incorporate discussions particularly aimed at addressing moral and ethical principles [DNEP 2019 P4.6.8.1]

- Values learning outcomes, as indicated in the value matrix, must be prioritised in school calendars.
- At least one moral science mentor must be appointed by each school. He or she could be one of the teachers whose life serves as an example to pupils and colleagues.
- Values need to be integrated into the curriculum/textbooks and minimum range of scores i.e. 5-10 can be allotted to value based learnings.
- School environment should be such that it resonates peace and happiness. We need to create such ambience for value practice where older students take care of the younger ones, there is no room for violence, and it serves as an ideal home for learning.
- Common platforms as well as school celebrations need to act as the catalysts in creating value awareness.

- Behaviour of teachers, school management, parents, authorities in state education department and responsible people in society play major role in value formation of children.
- A Special program called 'Value of the Month' is recommended to create an environment of value orientation for the entire state of Karnataka. The details of the program are given below:

3.2.2 Value of the Month

Every month a specific value is identified for the state. Through state communication channels like TV, Radio, Social media, educational forums, stories, drama, songs, etc related to the stories should be broadcasted. Programs like panel discussions, importance of inculcating the value and consequences of not developing the value should be organized with experts. Schools, Teachers and Students practicing specific value of the month, should be invited on the TV/Radio to share their experiences. A State repository of useful material for each value should be freely available for all stake holders to practice value in daily life.

3.3 Characteristics of each stage

For an effective formulation and implementation of value education curriculum it is imperative to understand the characteristics of each stage. The stages specific characteristics are mentioned as follows:

Foundational Stage (3-8 years)

- The child begins to take initiative in interacting with the environment.
- At this age, the child's thinking and reasoning are illogical, and he can only see the world through his own eyes.
- Asks questions about each and everything, explores his environment and engages in planning and carrying out activities of various kinds.
- Unhealthy criticism or discouragement from the parents can develop a sense of guilt leading to hesitation, indecision and lack of initiative in planning and carrying out his activities.
- Begins to attend school.
- Begins to compete with peers in terms of competence and productivity in school, home or other social situation.
- Tries to make judgment about what is right or wrong, good or bad, however the standards of morality by which he measures are those of others. Has a fear of punishment

Preparatory Stage (8-11 years)

- Children's moral judgment is based on self-interest and consciousness of what others can do for them in return.
- It is controlled by likes and dislikes of others and society. i.e. conventional level of morality
- They follow their parents' and elders' directions and abide by some laws and regulations since it is in their best interests.
- The child's thinking becomes more logical and systematic.
- They desire social approval and don't want to be despised by others.

Middle School Stage (11-14 years)

- Thinking is more abstract at this stage.
- The identity crisis vs. role confusion characterises this stage.
- Begins to search for their own personal identity.
- Conventions, as well as the rules and morality of the social order, influence children's moral judgments.

- The child begins to look problem in many ways and explore various solutions but in a very systematic and logical manner.
- They become more conscious of their behaviour and start judging or evaluating not only their own behaviour but also of others.
- They like to take challenges, are highly competitive and often engage in conflicts with others during their social interactions.
- The children adhere to the rules and regulations of society
- Sudden changes in the physical body and mental functioning occur.

Secondary School Stage (14-18 years)

- They become aware of their identity and are on the threshold of becoming independent and responsible persons.
- The individual's moral judgments are internalized in such a form that he responds positively to authority only if he agrees with the principles upon which the demands of authority are based.
- The child begins to think in rational terms, valuing the rights of human beings and the welfare of society.
- They are idealistic in nature. Although, they still lack maturity.
- They are still confused which often leads to conflicts with parents, peers and teachers.
- When adults interfere with their freedom or decision-making, they experience anxiety.
- The skills of rational thinking, communication with others and self -discipline are often tested at this phase of life.

3.4 Implementation strategy for each stage

3.4.1 Foundation Stage – Age 3 to 8

Objectives

- To develop good manners among students.
- To enhance listening and communication skill.
- To develop sensitivity towards environment and the need for its protection.
- To make the students respectful and considerate.
- To enable the students' appreciate and accept differences.
- To inculcate healthy habits and hygiene -both of the self and of the surroundings

Implementation Value Table 3.1

Value	Pedagogy	Assessment
Truth: - Honesty and sincerity, curiosity to know the truth using their senses. Not owing the things which are not belonging to us-sense of ownership, seeing the things as they are, as they experience and perceive it without manipulation	<ul style="list-style-type: none"> • Legends, folktales, and stories about great men and women who lived exemplary lives • Poetry and recitals in the form of songs, recitations, chants • Free Self-expression • Value Games/activities 	<ul style="list-style-type: none"> • Question –answer(oral) • Recognition of great persons • Able to participate / chant/ recite • Appreciation and acknowledgement while truth is spoken • Courage to speak the truth-conduct
Right Conduct Good manners- exhibiting behaviour acceptable to all, safety and security, civic sense, listening with respect /respect to elders and teachers, healthy routines and cleanliness, courage, ownership of their misbehaviour	<ul style="list-style-type: none"> • Anecdotes and instances from the lives of notable men and women • Imitation of a specific appearance or form • Demonstration-everyday practices can be made part of school and home routine • Learning to own the mistakes through group activities 	<ul style="list-style-type: none"> • Observation of the students behaviour by the teacher • Learning by Imitation • Observational learning and encouragement of imitation of the right conduct • Self-observation • Guided instruction

		<ul style="list-style-type: none"> • Recognises map of India, able to draw the flag etc.
Peace Politeness(speech and behaviour), patience, calmness, happiness, listening, concentration, self esteem	<ul style="list-style-type: none"> • Silent Sitting • Visual experiences such as symbols, drawings, posters, charts, cartoons, graphs, photographs, and pictures, as well as aural and kinaesthetic experiences • Through examples of great noble persons 	<ul style="list-style-type: none"> • Participatory learning /behaviour observation • Motivation, Facilitation and appreciation • Able to pick out the values they practiced in their life. • Finds meaning in silent sitting and able to express it
Love Bonding in the family-trust togetherness and respect, sharing and caring with friends ,sibling in the family, empathy and kindness, gratitude towards God, parents and teachers, mutual trust and friendliness	<ul style="list-style-type: none"> • Poetry and recitals in the form of songs, recitations, chants • imitation of a specific appearance or form • Miming i.e. acts without saying anything by using gestures, signs, bodily movements, and facial expressions. • Skits on family/role plays • Through the value of family time— meals, recreation, and spontaneous conversations 	<ul style="list-style-type: none"> • Able to grasp the meaning of love, Relationship, family • Appreciation, rewarding and gratefulness to favours obtained • Imitation • Speak-out with elders/teachers
Non-Violence Not hurting Others Physically, Not-Abusing through words, Concern for life (People, Animals and Plants), Respecting property, Express anger without hurting others	<ul style="list-style-type: none"> • Pictorial Depiction of Non Violent Leaders, scenes and situations of not harming others. • Through examples of great noble persons • Visual experiences such as symbols, drawings, posters, charts, cartoons, graphs, photographs, and pictures, as well as aural and kinaesthetic experiences 	<ul style="list-style-type: none"> • Being helpful to those around • Able to understand what non-Violence is? • Spirit of self-Discipline-observation • Behavioural expressions of care and concern to living beings
Patriotism National Identities/Symbols (I'm Indian), National Anthem and National Song, Great Geographical features (Rivers, Mountains, Forests, etc), Great personalities our Nation	<ul style="list-style-type: none"> • Visual experiences such as symbols, drawings, posters, charts, cartoons, graphs, photographs, and pictures, as well as aural and kinaesthetic experiences • Musical compositions on Patriotism theme. • Poetry and recitals in the form of songs, recitations, chants 	<ul style="list-style-type: none"> • Able to identify national flags, bird, animal, symbol etc. • Able to sing National Anthem • Salutation and respect while national Anthem is sung • Distinguish between religious chants and patriotic songs
Spirit of Oneness : Similarity between people, Even though people appear different - All are one at heart, Different forms of same God - 'Diversity in Unity', Celebrate diversity-connect with Unity, Inclusiveness (Non-Discrimination)	<ul style="list-style-type: none"> • The study religious stories that highlight the essentials of all religions would be rewarding as a step toward religious harmony, as the basic teachings of all the world's main religions are the same. • Musical compositions based on events and ideas related to oneness • Poetry and recitals in the form of songs, recitations, chants 	<ul style="list-style-type: none"> • Feedback through question – answering orally • Able to understand we come from different background, differences are there ,still for common good we are learners we are one • Able to produce some prayers or chants Buy heart • Ready to offer helping hand to any needy
Spirit of Service: Helping parents and members of family, Helping teacher and friends in class, help elders, Help Animals, Birds, understand many people help us - have gratitude for them (Eg: Food in our plate comes by the effort of many people), Selflessness in Service (Eg: Learn from Nature)	<ul style="list-style-type: none"> • The stories and anecdotes of life, people, things, and events. • In the classroom, students may be assigned to work in pairs or small groups. • Self-caring-through exercises • God –through Prayers/silent sitting, breathing exercises • Teachers-salutation • Encouraging the activities wherein 	<ul style="list-style-type: none"> • Spending some time with elderly, sick, • Listening the life journey of elderly • Observation-on the readiness and other centeredness • Practices of kind deeds • Expected to learn being helpful

	children spend quality time with parents and elders and those in need.	
Environment Consciousness: Water Tulasi and other Plants at home/school and take care of them, appreciate beauty in nature, Learn from Nature, Gratitude towards Nature for nourishing and enriching our lives, we are integral part of nature, our existence depends on Nature, Awareness about separating Wet and Dry Waste, Good Food Habits (not destroy the Environment), Life Style for sustainable living (No Wastage, Use judiciously)	<ul style="list-style-type: none"> • Poetry and recitals in the form of songs, recitations, chants • Students may be organized to work in pairs or small groups in the classroom. • Field visits • ‘My waste my responsibility’- drawing, clean clothes, clean bags, timely healthy food-guidance from parents • Using clean masks/ wearing clean soaks/sandals • Drawing/colouring nature ‘s pictures such as sun, moon trees 	<ul style="list-style-type: none"> • Participates happily with natural set up for a cause • Involves oneself in the classroom activities • Able to understand the importance of environment its resources and Physical body • Watering little plants and caring • Impotence of air, water , sun • Showing reverence to living beings.
Awareness / Mindfulness: Being Aware of the Body and how we take care of it - Cleanliness, Food we eat, Posture, etc... How we spend time (Play, Watching TV, Helping Others, etc), Being Aware of our emotions - Happiness, Anger, Sorrow, Peaceful, etc... Being Aware of our Breath (Activity)	<ul style="list-style-type: none"> • Games • Showing picture/flash cards, short movies • Demonstration on correct way of breathing, right postures and simple exercises 	<ul style="list-style-type: none"> • Interaction by the teachers and thought processing • Behavioural observation • Attitudes towards failure and success/ Win of loss • Own efforts

3.4.2 Preparatory Age 8-11 (class 3-4)

Objectives:

- To enable the students’ celebrate diversity and live in harmony with self, each other and nature.
- To help students expand their circle of kindness and love to embrace all beings and the nature.
- To enable the students to exhibit behaviour that is socially acceptable.
- To promote among students the universal values of love, empathy, caring, sharing and compassion for harmonious and humane relationships.
- To develop among students positive attitude and skills to work productively and efficiently.
- To promote self-discipline and self-confidence.

Implementation Value Table 3.2

Value	Pedagogy	Assessment
Truth: Fairness, Dependable, Fearlessness, Willpower / Determination, Quest to Know the Truth, Optimism, Integrity (Walk the Talk), Sense of Discrimination (Right and Wrong)	<ul style="list-style-type: none"> • Legends, folktales, and stories about great men and women who lived exemplary lives • Poetry and recitals in the form of songs, recitations, chants • Movie clips / motivating videos • Situation narration / Anecdote 	<ul style="list-style-type: none"> • Question –answer(oral) • Recognition of great persons • Able to participate / chant/ recite • Appreciation and acknowledgement while truth is spoken • Able to discriminate between right and wrong • Situational analysis
Right Conduct: Good Manners, Healthy Daily Routines, Sense of	<ul style="list-style-type: none"> • Demonstration • imitation of a specific appearance or 	<ul style="list-style-type: none"> • Observation of the students behaviour by the teacher

Responsibility, Self-Discipline (Anushasan), Respect for Rules and Regulations, Gratitude, Respect for All, Self-Reliance (Independence), Duty (Home and School)	<ul style="list-style-type: none"> form Giving examples of great noble persons 	<ul style="list-style-type: none"> Imitation of learning Observation learning and encouragement of imitation of the right conduct Self-observation self-assessment
Peace: Peace with oneself, Patience, Accepting Mistakes/Failures Humility, Contentment, Focus/Concentration, Harmony at Home/surroundings, Giving	<ul style="list-style-type: none"> Silent Sitting/meditation Visual experiences such as symbols, drawings, posters, charts, cartoons, graphs, photographs, and pictures, as well as aural and kinaesthetic experiences Community service 	<ul style="list-style-type: none"> Participatory learning /behaviour observation Motivation, Facilitation and appreciation Finds meaning in silent sitting and able to express it Able to pick out they values they practiced in their life Evaluations of the work done collectively and individually
Love: Sacrifice, Kindness, Care & Compassion, Empathy, Trust, Affection, Seeing Good things in Others, Acceptance as they are, Sharing	<ul style="list-style-type: none"> Imitation of a specific appearance or form Miming i.e. acts without saying anything by using gestures, signs, bodily movements, and facial expressions. 	<ul style="list-style-type: none"> Able to grasp the meaning of love, Relationship, family Appreciation and rewarding Imitation Able to empathise with differently able through sign language: ex: National Anthem could be sung in a week using sign language during school assembly.
Non-Violence: Forgiveness, Gentleness, Acceptance/Tolerance, Forbearance, Respecting Resources/non-living and living being (Dealing and avoiding with misuse), This is linked with being Peaceful and Loving	<ul style="list-style-type: none"> Pictorial Depiction of Non Violent Leaders, scenes and situations of not harming others. Giving examples of great noble persons. Nature walk, Judicious uses of resources such as water ,electricity etc. 	<ul style="list-style-type: none"> Being helpful to those around Able to understand what non-Violence is? Spirit of self-Discipline Teacher /self-observation of the uses of resources and respect for life
Patriotism: Glory of India (Art, Music, Architecture, Language, Food, Festivals, Dance Forms, etc.), Great Personalities of India, Basic knowledge of Indian Defence forces	<ul style="list-style-type: none"> Musical compositions on the given theme. Poetry and recitals in the form of songs, recitations, chants Cultural depiction through exhibition, dance, performance etc. Appreciation and celebrations of different religion festivities 	<ul style="list-style-type: none"> Able to identify national flags, bird, animal, symbol etc. Able to sing national anthem Salutation and respect while national Anthem is sung Distinguish between religious chants and patriotic songs
Spirit of Oneness: Understand ‘Why we do Basic Rituals/Traditions (Lighting Lamp, Rangoli, etc.)’, Major Pilgrim centre of all religions, Saints and Seers of all religions, Understanding Basic Tenets of all religions, Respecting various regional/religious traditions (Food, Festivals, dress, etc)	<ul style="list-style-type: none"> As a step towards religious unity, studying religious stories that highlight the essence of all religions would be worthwhile. The study of signs and symbols used by various religions of the world Musical compositions on issues and themes based on oneness Poetry and recitals in the form of songs, recitations and chants 	<ul style="list-style-type: none"> Feedback through question –answering orally Able to understand we come from different background, differences are there, still for common good we are learners we are one Able to produce some prayers or chants By heart irrespective of religion Ready to offer helping hand to needy without any differences Able to identify various religious identities
Spirit of Service: Selflessness, Joy of Giving, Humility, Generosity, Importance of Sacrifice and concept of Inter-dependent world, Introduction to well-known service institutions and professions. Helping Elders in their work, Helping the needy, Helping Animals	<ul style="list-style-type: none"> Students may be organized to work in pairs or small groups in the classroom/ neighbourhood /community. Encouraged to join, Bulbul/Guides/Scouts/sevadai/ Junior Red cross 	<ul style="list-style-type: none"> Spending some time with elderly, sick, Listening the life journey of elderly Observation-on the readiness and other centeredness Practices of kind deeds Expected to learn being helpful
Environment Consciousness:	<ul style="list-style-type: none"> Students may be organized to work in 	<ul style="list-style-type: none"> Participates

Interdependence of all components of Nature, Reverence for Nature, Feeling of Belongingness with Nature, aware of Threats to Environment, Exploitation of Nature, Steps to Save the Environment, Actions at home and school – Save power, save Water, Do not pollute air, water, etc	<p>pairs or small groups.</p> <ul style="list-style-type: none"> • Schools as Plastic free zones • Wall /paper paintings on ‘ecological concerns’. • Contributing towards • Green campus • Days celebrations of ecological importance-environment day , world conservation day, International Tiger day, International day of forests, world wild life day ,world ocean day, 	<ul style="list-style-type: none"> • Involves oneself in the classroom activities • Able to understand the importance of environment its resources and Physical body • Watering little plants and caring for them throughout the year and rewarding the best care taker. • Importance of air, water , sun and other natural resources • Active participation on Day celebrations
Awareness / Mindfulness: Introduction to Basics of Yoga Practice (Asana, Pranayama), Observing Emotions, Observing Harmony in the body – how everything works beautifully, Observe impact of the food we eat (what keeps us active or makes us dull), Self-Restraint in expressing emotions (Anger, Hate, Envy)	<ul style="list-style-type: none"> • Games • Slogan writing • Daily routines of few yoga Asana • Demonstrations and guided meditation • Self-doubts and its clarifications • self-manifestation or reflections of spirituality with elders/learned • Discourses/debates 	<ul style="list-style-type: none"> • Interaction by the teachers and thought processing by students • Behavioural observation • Attitudes towards failure and success/ Win of loss /Own efforts and be grateful • Active participation • Self-management than mere control of emotions

3.4.3 Middle School Stage (Class 6 to 8):

Objectives

- To develop among students skills to communicate effectively.
- To enable students acquire positive attitude and develop desirable habits for keeping themselves fit and healthy.
- To inculcate among students a spirit of healthy competition.
- To enable the students respond positively to cultural plurality and appreciate the importance of peaceful coexistence.
- To make the students more ethical and moral in line with the societal rules and norms and the multi-faceted culture.
- To develop an ability to discriminate and to respond with maturity to information and situations that induce corruption, violence, and hatred, particularly the misleading advertisements and whatever is violent and unhealthy in the media.
- To develop an informed aversion to various forms of violence like communalism and discrimination on the basis of gender, caste, class, and religion.
- To sensitize students to the basics of becoming responsible citizens equipped with secular and democratic attitudes.
- To help students think laterally and approach problems from multiple perspectives.

Implementation Value Table 3.3

Value	Pedagogy	Assessment
Truth: Integrity (Doing right even when no one is watching), Understand Laws of Action – Reaction (What you sow so you reap), Dedication (Staying true to your goal), Belief is doing Right, Develop Intuition (Inner Voice), Self-Awareness and Self Analysis, Discrimination (Process of arriving at the Truth)	<ul style="list-style-type: none"> • Brainstorm • Discussions based on inspirational and motivational films • Values Clarification • Poems, narrations, • Situation narration,-individual responsibility, and reflection 	<ul style="list-style-type: none"> • Question –answer (oral as well as written.) • Alphabetical connotations on scriptural basis could be used for fun learning/assessing • Recognition of great persons with the values they stood for. • Able to participate / chant/ recite. • Appreciation and acknowledgement while truth is spoken

<p>Right Conduct: Healthy Daily Routine, Grace & Courtesy, Good Listener, Taking Responsibility for own actions, Proper use of free time (Put to good use), Do not indulge in Gossip or speak ill or speak behind the back, Setting Goals for Self-improvement, Simple Living, Taking care of National Property, Keep the surroundings clean, Habit of Saving / Conservation of resources, etc...</p>	<ul style="list-style-type: none"> • Studying the lives of people • Modelling the beliefs and behaviours that a teacher wants his or her students to learn • Drama's and role-plays • Creative writing and leisure utilisation activities. • Insight into an incident involving any renowned person from around the world, such as athletes, leaders, statesmen, businessmen, or the media. 	<ul style="list-style-type: none"> • Observation of the students behaviour by the teacher • Imitation of learning • Partition and role plays • Observation leaning and encouragement of imitation of the right conduct • Self-observation • Situation analysis • Best out of waste activities/ SUPW
<p>Peace: Calmness (Not disturbed by external or internal disturbances/agitations), Power of Silence, Respecting others viewpoint, Detached working (Taking success and failure alike), Strengthen your mind (Equanimity), Endurance, Self-Respect (Inner Peace), Be Joyful when others are happy</p>	<ul style="list-style-type: none"> • Question and answer • Silent Sitting • Debates, discussions and active listening • Learning through life examples of great noble persons • Participatory learning –coexistence • Self-expressions on peace / joyful way of life 	<ul style="list-style-type: none"> • Participatory learning- /behaviour observation • Peace –march-morning assemblies. • Day celebration-Internation day of peace-21st September/UN day • Motivation, Facilitation and appreciation • Text books events analysis –such as war conflict-Buddhist's way of life through active participation in discussion • Able to pick out they values they practiced in their life
<p>Love: Loving yourself, Appreciating Others, Spending quality time with Grand-parents & Elders (listening to them, caring, helping), Dignity of Labour (Value work of all people), Welfare of others, Being Considerate, Understand expression of love in different forms (relations – Mother, Father, Siblings, Friends, Elders, Animals, Plants, God, etc)</p>	<ul style="list-style-type: none"> • It can be imbibed by experience, the environment of love and kindness at home and school. • Miming i.e. acting without words by the use of gestures, signs, physical movements and facial expressions or body language • Community service • Activities like dressing up neatly, taking care of oneself etc. 	<ul style="list-style-type: none"> • Able to grasp the meaning of love, Relationship, family and getting acquainted with the as trust worthy people. • Observation at the behavioural traits and mending them –such as self-love, self esteem • Appreciation and rewarding • Imitation and personalising.
<p>Non-Violence: Unwillingness to hurt others in thoughts, words and deeds, Not cause inconvenience to others, Think before you speak and act (Respond and not react), Peaceful Dissent (Non-Violent resistance), Not hurting yourself (wrong eating or wrong thoughts and habits), Not stealing, Look at positive aspects of person, accept everyone in unbiased way 'as they are'</p>	<ul style="list-style-type: none"> • Visual experiences such as symbols, drawings, posters, charts, cartoons, graphs, photographs, and pictures, as well as aural and kinaesthetic experiences • Learning the traits of non-violence through day celebrations, and personal practices. 	<ul style="list-style-type: none"> • Being helpful to those around. • Able to recognise harmless actions are appreciated. • Able to extend respect to elders and one another • Able to understand what non-Violence is. • Spirit of self-Discipline • Celebration of International day of Non-Violence/Human Rights day
<p>Patriotism: Core Constitutional Values, Fundamental duties, and Rights, Stories of Paramveer Chakra Heroes, Expression of love for the Nation, Institutions involved in Nation Building, How to serve the nation, Glory of India facts and greatness (Art, Music, Architecture, Language, Food, Festivals, Dance Forms, etc), Great Scientists of India</p>	<ul style="list-style-type: none"> • Musical compositions on issues and themes of national importance • Drama/ real stories/documentary of vir-stories-national heroes/heroines • Brain-storming • On a specific topic, creating poetry, stories, and drawings. 	<ul style="list-style-type: none"> • Be respectful of others' rights and freedoms. • Know ones rights and duties towards the country • Able to sing national anthem • Question and answer-on current affairs of the country/world • Salutation and respect while national Anthem is sung • Distinguish between religious chants and patriotic songs and personalise them through daily routines
<p>Spirit of Oneness: Understanding Diversity (Gender, Religion, Social,</p>	<ul style="list-style-type: none"> • Offering an understanding on the concept of Diversity in unity 	<ul style="list-style-type: none"> • Feedback through question –answering orally /written regarding how I am part

<p>Economic, Regional, etc), Universal Love and tolerance, Religion and Spirituality, Inclusiveness (Divyanga), Social Transformers of India</p>	<ul style="list-style-type: none"> • Miming • Movie clippings/role place • Discussion on life and works of saints and sages and its personalisation • Reflections on ‘one in many –many in one’ 	<p>of the whole and unique identity of the self.</p> <ul style="list-style-type: none"> • Able to draw the moral on spirit of oneness • Able to understand that we come from diverse background, differences are there with all, still for common good we are learners need to exhibit ‘diversity in unity • Able to produce some prayers or chants By heart
<p>Spirit of Service: Examples of Selfless service, Stories of Padma Awardees who have dedicated their lives for selfless service, Loving service (charity with compassion), Service & Duty,</p>	<ul style="list-style-type: none"> • It can be cultivated by exposing students to other people's difficulties and teaching them how to help the poor and underprivileged. • Students may be organized to work in pairs or small groups in the classroom/ neighbourhood /community. 	<ul style="list-style-type: none"> • Spending some time with elderly, sick, and disables • understands the life journey of elderly and their success and failures as necessary part of growth • Observation-on the readiness, other centeredness and risk taking • Practices of kind deeds by taking initiatives • Expected to learn being helpful and kind
<p>Environment Consciousness: Components of Environment, Life style for Sustainable living Threats to Environment – Resources depletion, Extension of Species, Exploitation and over consumption, Climate change and Global Warming, Planting trees, saving trees, Eco-friendly products usage,</p>	<ul style="list-style-type: none"> • Drama • Miming • Question and answer, which entails posing questions to the respondent and receiving responses. • Working in small groups or pairs • Simulation • Taking care of plants/living beings • ‘Best out of waste activities • Activities like gardening, save water save electricity, segregation of waste, • Rain water harvesting, preparation of bird feeders 	<ul style="list-style-type: none"> • Participates and able to appreciate the role of those working for the wellbeing of the universe and social concerns • Involves oneself in the classroom activities-responds • Able to understand the importance of environment its resources and Physical body • Watering little plants and caring • Able to know the importance of air, water , sun
<p>Awareness / Mindfulness: Regular Yoga Practice (Asana, Pranayama, Dhyana), Importance Self-Discipline in good health, Impact of mind on achieving excellence, Observing Thoughts, Responding and not reacting, Gratitude for blessings in life</p>	<ul style="list-style-type: none"> • Silent Sitting/meditation/contemplation • Know thyself-self-reflective and breathing exercises. And exercise for physical and mental good • Question and answer/ debate/discussions • Structured games for mental and physical simulation • Feeding self with good food and good thoughts • Reading for leisure/pleasure and for personalisation 	<ul style="list-style-type: none"> • Interaction by the teachers and thought processing • Behavioural observation • Attitudes towards failure and success/ Win of loss • Own efforts/ • Discussion with teacher/parents and construct ones knowledge about values • Sharing the known knowledge with peers, friends and less privileged

3.4.4 Secondary Age 14-18 (Class 9-12)

Objectives:

- To develop among students awareness about inter-relationships and interdependence in the global and ecological contexts, so that they can form a broader perspective on justice, peace, and non-violence.
- To develop skills for rational thinking, communication, self-discipline

- To enable the students to not only, be just recipients but also take on the responsibility to become productive and efficient members of society.
- To enable the students share their talents, time effort etc. with others irrespective of caste, colour, gender, appearance, intelligence, culture or history.
- To help students use environmental resources in rationale and constructive way.
- To develop among students an ability to respond to different emotions appropriately.

Implementation Value Table 3.4

Value	Pedagogy	Assessment
<p>Truth 9th and 10th : Discrimination, Integrity (Unity in thought, words and actions), Restraint from falsehood and distortion of truth, Be what you are, rather than what others want you to be, Be true to what you believe in, Do not deceive people for your vested interests 11th and 12th: Understand the impact of Integrity, Self-analysis, intuition (listening to your conscience), Discrimination (ask 3 questions before responding to situation)</p>	<ul style="list-style-type: none"> • Brainstorm • Discussions based on inspirational and motivational films • Values Clarification • Reflections and manifestations 	<ul style="list-style-type: none"> • Question –answer (oral written.) • Alphabetical connotations could be used for fun from poems and traditional songs learning/assessing • Recognition of great persons • Able to participate / chant/ recite. Appreciation and acknowledgement while truth is spoken
<p>Right conduct: 9th and 10th: Time Management (Planning, Prioritization), Standing up for Values, Responsible use of Internet, Spirit of Thankfulness (understand help and sacrifice of others in self growth), Pursuit of Excellence, Consistently Ethical behaviour 11th and 12th: Self Reliance, Time Management, Role based responsibility, Setting personal goals, Ethics in day today work</p>	<ul style="list-style-type: none"> • Role Play • Modelling the beliefs and behaviours that a teacher wants his or her students to learn • Insight into an incident involving a renowned person from around the world, such as a sportsman, a leader, a statesman, a businessman, or the media, with a focus on healthy eating habits and a healthy lifestyle 	<ul style="list-style-type: none"> • Observation of the students behaviour by the teacher • Imitation of learning • Participation and role plays • Observation /learning and encouragement of imitation of the right conduct • Self-observation • Situation analysis • self-assessment on daily routines and study habits, socio centric works
<p>Peace: 9th and 10th: Contentment, practicing Focus and Concentration, Graceful Acceptance of Failures, Respecting others viewpoint, Participate in others success (No Envy), Sealing Desires 11th and 12th: Self-Worth and Self-Respect, Respecting boundaries, Contentment and humility, Joy of Effort (do our best, not get attached to the result, accept success and failures equally)</p>	<ul style="list-style-type: none"> • Narration of a true or imaginary story which describes a problem, a situation or a character • Participants can express their thoughts on how to resolve the problem. 	<ul style="list-style-type: none"> • try to analyse state of peace in your viewpoint, • figuring it out in the context of school environment and family situation • Participatory learning /behaviour observation • Peace –March-morning assemblies. • Day celebration-21st September • Motivation, Facilitation and appreciation • Text books events analysis –such as war conflict-Buddhist’s way of life through active participation in discussion <p>Able to pick out they values they practiced in their life</p>
<p>Love: 9th and 10th: Build lasting friendships, Compassion for the weak and helpless, Cordial behaviour with classmates, Reverence for Teachers, Respectful behaviour with guests, remember love of parents and family members before reacting harshly, affectionately encourage positive things in others 11th and 12th: Expansion of love (from</p>	<ul style="list-style-type: none"> • Discourse on friendship, Types of love and values of social relationships • Situations learning,. Importance of Facilitations, modelling, motivations • Community service, • Field visit to destitute homes, orphanages-people who are 	<ul style="list-style-type: none"> • Able to grasp the meaning of love, Relationship, family and getting acquainted with trust worthy people. • Observation at the behavioural traits and mending them –such as self-love, self esteem • Debate, cooperative pair and group work as means assessment • Appreciation and rewarding

<p>loving oneself, family, community, country, world) - from Self to Selfless, Love and its different forms - attraction, infatuation, obsession and selfless love</p>	<p>deprived of love and family.</p> <ul style="list-style-type: none"> Using action and dialogue to present issues and depict emotions. 	<ul style="list-style-type: none"> Imitation and personalising.
<p>Non-Violence 9th and 10th: Practice forgiveness, Inclusiveness, Practice “Help Ever, Hurt Never”, Non-Violent Communication, Handle disagreements and conflicts with common good – Win-Win outcomes, 11th and 12th: Compassion for all forms of living beings, Help others come out of violent actions</p>	<ul style="list-style-type: none"> Role Play, Discussions based on inspirational and motivational films Debate, cooperative pair and group work Adopting pets, trees, projects for social cause 	<ul style="list-style-type: none"> Being helpful to those around. Able to recognise harmless actions are appreciated. Able to extend respect to elders and one another Able to understand what non-Violence is? Spirit of self-Discipline <p>Situation analysis-example newspaper cuttings on war, treaty’s , conflict resolution Etc.</p>
<p>Patriotism 9th and 10th: Appreciating Sacrifice of martyrs during freedom struggle, Respect for Constitution and Democracy, Exercising Fundamental Duties and rights responsibly, Understand the projects of National Importance, Study unique features of our Nation, Know great literature of our Nation 11th and 12th: Upholding constitutional values and sharing it with others, appreciating rich heritage of India and sharing it with others, helping in Keeping heritage sites clean and beautiful, Life stories of Personalities who worked for building the Nation</p>	<ul style="list-style-type: none"> Discussion, Debate, Elocution, Stories of valour of great leaders taking up roles as leader role plays Miming i.e. acting without words by the use of gestures, signs, physical movements and facial expressions 	<ul style="list-style-type: none"> Respect the rights and freedom of others and active involvement Salutation and respect while national Anthem is sung Sense of belonging to the country and desire to serve the nation Distinguish between religious chants and patriotic songs and personalise them through daily routines Travels to historical places and the study of it Appreciations to art and architecture
<p>Spirit of Oneness 9th and 10th: Spiritual leaders of the world and their philosophies, Inspiring world leaders, Awareness of life and death – differences in tenets of religion, Connection between Body, Mind and Consciousness, Understanding the connection between science and spirituality 11th and 12th: Understand initiatives taken to bridge Social, Cultural, Economic gaps in the society, Life stories of Social Reformers, Taking initiatives towards bringing oneness in society, Understand the Evils that divide the social harmony</p>	<ul style="list-style-type: none"> Musical compositions on issues and themes based on oneness. Traditional songs scripture passages or quotation Life’s of the social reformers and spiritual ‘Guru’s how to bridge the game of rich and poor, or people with differences 	<ul style="list-style-type: none"> Feedback through question – answering orally /written regarding how I am part of the whole and unique identity of the self. Able to draw the moral on spirit of oneness Able to understand that we come from diverse background, differences are there with all, still for common good we are learners need to exhibit ‘diversity in unity Able to produce some prayers or chants By heart Memorisations and production
<p>Spirit of Service 9th and 10th: Social Change Agents (Unsung Heroes), Being Resourceful, Social Initiatives in school and neighbourhood, Awareness of service initiatives in the community, Understand the need for service for self and community 11th and 12th: Understanding process of self-transformation through Service,</p>	<ul style="list-style-type: none"> Role Play Drama Students may be organized to work in pairs or small groups in the classroom/ neighbourhood /community. 	<ul style="list-style-type: none"> Spending some time with elderly, sick, and disables understands the life journey of elderly and their success and failures as necessary part of growth Observation-on the readiness, other centeredness and risk taking Practices of kind deeds by taking initiatives

Introspection on how much I give v/s take (service of others),		<ul style="list-style-type: none"> • Expected to learn being helpful and kind
Environment Consciousness: 9th and 10th: Need v/s Greed, Practicing Sustainability at school level, Conservation of natural resources (Efficient use of natural resources), Natural resources of India, Understand impact of Human activities on jungles and wild life, Impact of Human activity on Rivers and Lakes, Pollution of Oceans 11th and 12th: Digital Waste, Impact of Plastic on Animals, Birds and Marine life, Modern Conservation methods, Indian way of life for sustainable living, Industrialization v/s saving environment, Think Global Act Local, Global Initiatives towards sustainability, School Project on Environment Consciousness	<ul style="list-style-type: none"> • Discussion, • Debate • Participates in rally creating awareness environmental issues and able appreciates the role like Nobel laureates working for various causes • Project work • Simulation • Working in small groups or pairs towards conservation and protection of environment • Able to know the importance of natural resources and it's judicious use and conservation 	<ul style="list-style-type: none"> • Involves oneself in the classroom activities-responds • Brainstorming, which is the free exchange of ideas among participants on a certain topic or question. • Case study /project report • Able to understand the importance of environment its resources and Physical body through observation, comparison and analysis • Watering trees and caring • Having school or home gardens with medicinal plants-know their utility
Awareness / Mindfulness: 9th and 10th: Regular Yoga Practice (Asana, Pranayama, Dhyana), Importance Self-Discipline in good health, Understand and experience correlation of Satvik, Rajasik and Tamasik food on Body and Mind, Observe the impact of Anxiety and Anger on self-Personality, 11th and 12th: Regular Yoga Practice (Asana, Pranayama, Dhyana), loving and respecting your body - dealing with substance abuse, addictions and destructive relationships, body image etc., dealing with depression and failure, using self- healing techniques such as EFT (Emotional Freedom Technique), affirmations etc.,	<ul style="list-style-type: none"> • Silent Sitting/ meditation/ contemplation/ reflection • Question and answer i.e. asking questions and getting answers from the respondent on various topics • Mental and physical exercises-yoga, pranayama. • Structured games for mental and physical simulation sessions 	<ul style="list-style-type: none"> • Interaction by the teachers and thought processing • Behavioural observation • Attitudes towards failure and success/ Win of loss • Own efforts/ • Discussion with teacher/parents and • construct ones knowledge about values • Project work, newspaper magazine articles,

3.5 Overview of Pedagogy

As far as the pedagogy of value education is concerned, it has to be different from conventional pedagogy. At the same time, there cannot be a prescriptive pedagogy for imparting values to children. The pedagogical structure of imparting value education needs to be redesigned to be more sensitive and relevant to learners' developmental needs and interests. However, in this regard the role of direct, integrated and whole school approach of imparting value education can't be ignored. Pedagogy for value education should be such that it provides real understanding of life. Values need to be imbibed through engaging processes of teaching and learning. Experiential learning can be adopted, including hands on learning, arts integrated, sports integrated, storytelling pedagogy etc. Besides this, we need to create joyful classrooms. We need to ensure that students are able to imbibe the Indian ethos through integration of Indian art and culture. Physical activities including indigenous sports can help in developing skills for instance collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc.

3.6 Holistic Assessment of Value Education:

Formation of values in students can be assessed to know their intellectual understanding of value and how they are practicing it in daily life. Role of different people is given below to help children and create culture of values in school:

Administrators: Quality assurance of teaching/school environment is primarily the responsibility of the local administrators/Principals. Administrators need to ensure teachers are conducting regular formative assessment of value education. This needs to be conducted according to the stage appropriate curriculum.

Teachers: Mandatory assessments of student behaviour could be undertaken in the classroom or at the school level through situations and work done by children. The observations need to be made in order to ensure individual student has internalised each value. If not, the re-admonitions need to be encouraged on the part of the teachers.

Parents: As it is said *“muru varshada buddhi, nuru varshakke”* Home is a very basis for value formation and cultivation. School is like an ‘altar’ where values get refined and purified or nurtured. Home environment and parents in particular play a vital role in value assessment of the students. In return students modify their behaviour and practice the values that the family and society holds good. Values like respect, love, spirit of service, adaptability, accountability, contentment, sharing, co-operation, truth, being just, appreciation of beauty and respect for elders are within the value culture of our society and are usually practised by the members of the families. In the same manner that a school is supposed to correct and admonish its students, parents must do so as well.

Students: Every person aspires to be a nice person. However, as a result of stress, overambitions, and the impact of other negative elements, one begins to look for simple ways or shortcuts to become the best. Self-evaluation is the most effective way to examine oneself. Self-examination of conscience, abstinence, introspection, will help students to be at their best and live without any external pressure.

Moral Science mentor: Moral Science mentor can be any teacher with sound knowledge of morality, right conduct and having positive outlook towards life. The mentor needs to accept the students as they are without any prejudice or personal bias. In case, any misbehaviour is reported on the part of the student, mentor needs to work upon the factors that lead to mistake rather than pointing finger at the mistake. They are to be given an explanation, if need arises, they should deal directly and diligently with the situation through a story, narration, scriptural passage, examples of great men and women who have seen many failures, have lived or are living today with full recognition worldwide for mending their behaviour. Thus, they should help students to cease the deviant behaviour and build themselves as good and productive beings.

Holistic Report Card: Holistic Report Card is considered for every aspect of the student’s all-round development, academic and non-academic activities including the modification of behaviour. Development of values is seen through observable positive change in the students’ behaviour, this needs to be part of the report card. The value orientation, value clarification and value practices are considered by the teachers to assess students for culture of values.

3.7 Preparing Teachers for Value Education

3.7.1 Value Orientation for Teachers

Teachers play a significant role in inculcating values among children at every level. In the words of Sri Sri Ravi Shankar, ‘teachers need to have an understanding that the human physiology or human nature is very similar to the atomic structure. As in an atom, the central or the core part of the atom is positive – a proton. The electrons, or negative charge, are located on the periphery. Any negativity found in a child is just on the periphery. Negativity is not the child’s

true nature. With self-less love and care a teacher can bring out the positive human values in the child’.

Teachers should lead an Ideal life and become role models for the children to inculcate right virtues in students. All great people like Dr Radhakrishnan, Rabindranath Tagore, Mahatma Gandhi, Mother Teresa, Dr A.P.J. Abdul Kalam, Prof Hiriyanna were inspiring teachers. Yoga (Asana, Pranayama, and Meditation) should be introduced into their daily routine since it will help to calm the mind and provide a higher purpose for human existence, as well as teach them how to defeat inner foes and enjoy bliss. Teachers need to be good voracious readers and possess sufficiently scriptural knowledge from various religions. As individuals they need to be exemplary in thought, word and deed.

In ancient times, the teaching profession was considered to be the noblest profession. The teachers acted as guides to students and their families for solving their multifarious problems. But with the changing times this profession has lost its glory, as many come to this profession as a last resort to get employment. Many parents aspire that their wards should be taught by the best teachers but they do not wish their wards to become teachers. In the same lines, the society understands the importance of Value education but fails to practice Values either at home, or at schools or at work places. The effectiveness of Value education program depends on teachers’ motivation and preparedness. Teachers need to practice the dictum of “love all and serve all’ “help ever and hurt never”. They need to find meaning in the teaching, by simplifying their lessons for a better understanding of the subject.

3.7.2 Recommendations for 4 years Integrated Teacher Education Program (ITEP)

For the effective implementation of the Value education programme at all levels we need to ensure that it is made an integral part of Teacher Education programmes. Following are the specific recommendations for the value education course design of the 4-year ITEP:

- Value education needs to be introduced as a mandatory subject for teachers of all stages
- Direct and integrated approach should be used for effective value transmission. Dedicated credit course will give the strong intellectual base to understand importance of Value education and integrated approach will provide opportunities. We need to reduce the gap between ‘preaching and practice’.
- There need to be a coordination between cognitive, affective and skill domain for value transmission through specific subjects.
- Teacher trainees need to write journals as a tool for self-assessment for daily practice of values.
- Teacher trainees need to prepare and deliver at least two value lesson plans as a part of their practice teaching/ internship.
- Teacher trainees need to be oriented to innovative strategies of imparting value education such as traditional toys, games, role play, puppets, age specific story narration, case studies, simulations, and Apps using Artificial Intelligence.

3.7.3 Knowledge and training programs for In-Service teachers

In-service teachers must get regular orientation and training in value education in order to strengthen their resolve and learn new ideas and methods for instilling values. These programmes can be organised by local schools, education departments at the district level through DIET and BRCs, and private organisations focussing on value education. The following are important features of an in-service teacher training programme:

- ‘Love children selflessly’ this is the real change needed in school education. Teachers need to understand that through loving and caring attitude they can nurture the values in children.
- Teachers need to be oriented to the need, importance and effective ways of inculcating values among children.
- At least once a year, teachers must participate in value education training.
- In-service teachers must ensure that the school environment is conducive to the transmission of values and reflects a values-based culture.
- Teachers need to follow closely the teachers’ handbook as it contains guidelines imparting value education, its pedagogical incorporation and assessment procedures.
- Teachers need to participate actively in the training programmes organised by the Department for value education and incorporate/ integrate them in their teaching.
- Teachers need to involve themselves in value-based activities such as celebrating the birth anniversaries of great people by studying their biographies, watching the movies made on their lives, organising various programs - like Quiz , Elocution, Role plays etc., as this will help in fostering values among children thereby enabling them to dedicate their life towards nation building.
- Teachers may be encouraged to join some spiritual organisations (not religious), as this will make them aware of higher purpose of human life. By listening to the spiritual talks of great saints/ leaders -who lived/or are living value-based lives, they will develop clarity in thought and spirit of oneness.

3.8 Value education & Orientation for Parents

Parents are the copartners with teachers in educating their children. In the growth and development process of the child, parents need to be guided, accompanied, and educated through various systems including school. The following are the stage wise roles and responsibilities of parents in inculcating values.

3.8.1 Foundation and Preparatory stage – Good Habits

Foundation stage is the most vital stage for character development as 85% of brain development takes place during this stage. Parent’s need to encourage the attitude of giving and sharing among children. Value based stories from Panchatantra, Hitopadesha, Puranas, Jataka tales, fables, folktales should be narrated to them. They should ensure that their ward is engaged in some kind of arts and sports for e.g., singing, dancing, learning musical instruments, arts, physical games and sports etc. to channelize their energy. Parents should not encourage children to play with toys like guns or watch cartoon programs with unnatural pictures and violence, it leads to the development of violent attitude in them. Parents should celebrate all festivals at home and involve children to participate in the traditional practices. Parents should live the values of Seva, Self-discipline, respecting elders, responsibility towards self and society, children will observe and imitate. Parents should assist children in cultivating healthy eating habits and daily routine. They should be encouraged to have trust and faith towards self, society and the Divine. They should be encouraged to be more compassionate towards other living beings including plants and animals.

3.8.3 Middle stage - Implementation stage of habits

At this stage, parents need to entrust smaller achievable responsibilities. They need to teach children to tolerate criticism as it will make them strong. Parents need to be careful; they should avoid pointing out mistakes or humiliate children in public. Children should be engaged in projects where they are contributing and giving rather than acquiring or possessing. Parents should take their children to visit an old age home, destitute centres, orphanages etc to expose

them towards the realities of life. Dhyana/concentration exercises should be introduced in the middle stage, it enhances their abilities to perform in all aspects of life.

3.8.4 Secondary stage - Specialization stage

Skill improvement and skill specialization is a very important aspect at this stage. It is an equally competitive stage and decision-making age. Special focus should be provided to children to better understand their strengths and weaknesses and help them cross barriers to specialize in activities of their choices. Parents should encourage students at this stage to participate in social and nation building initiatives like NCC or NSS. It is important for parents to participate with children as their friend and partner to develop values together.

3.9 Value Education Resources

3.9.1 Teachers Handbook:

Effective implementation of Value education depends on how much teachers understand the importance of values in our lives, their practice of values and knowledge of integrating values in daily teaching. Comprehensive teachers handbook for each grade provides the intellectual basis of values, inspiring articles, overall value education framework, age appropriate pedagogy, suggestive activities for each core value, sample lesson plans to integrate values in different subjects, suggestive out of classroom group activities, celebration of events and festivals in school, tips on maintaining physical and psychological environment in the school, parameters for assessment and appropriate method of assessment, guidance on designing holistic report card and references for good resources.

Teachers are expected to comprehend each value and live it in daily life. Weekly/monthly value education plan should be designed by the teachers based on their context, taking local resources like traditional stories, games, practices, examples, anecdotes, life examples of great people of the locality, etc. Lesson plans for each subject should include knowledge, practice and assessment of values.

Teachers training manual can also include techniques and methods for teachers to strengthen value-based living, guidance for parents' value orientation and how to engage parents in value formation of children at home

3.9.2 Students Resource Material

Values Education is a complex, and multi-dimensional concept. Student resource materials should attempt to build attitudes that will help them live in harmony with themselves, others, and nature, in addition to imparting necessary skills and values. It should be age appropriate and should be based on psychological, sociological, and philosophical principles. The content/ stories should be such which inspire, awaken positive feelings and experiences, create self-awareness, encourage openness and spirit of inquiry in raising questions, explore, discover and construct understanding of values by providing opportunities to put knowledge of values into practice in a meaningful way. There should be enough scope of symbols, drawings, posters, charts, cartoons, graphs, photographs and pictures and auditory and kinaesthetic experiences. The language should be simple and lucid. There should be enough room for individual and group work, songs, art, role play, debate, discussion, games and other cooperative and collaborative exercises. It should include practical examples and anecdotes from lives of great men as they help in imparting ennobling and inspiring values to the learners. The resources should comprise of introspection exercises. Self-assessment exercises should be carefully planned and presented. The resource material for students from foundational to secondary school should be redesigned to be deeply rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and

traditional ways of learning, and so on. This will make it more relatable, relevant, interesting, and effective for the students. We can have a separate value education exercise book for students named as ‘Students’ Workbook’.

3.9.3 Parents Manual

Parents are inescapable role models for growing children. Knowingly and unknowingly they teach values through their behaviour at home. Parents must first practice in their life the values they want their children to acquire, children may not do as we tell them, but they certainly do as we do. It is important for parents to regularly interact with teachers and understand what is taught in the school. The environment at home should support and reinforce positive impressions for the formation of right character of the child. Parenting is an opportunity for parents to re-mould their personality, unlearn negative aspects and strengthen the positive attributes. A well-structured manual for value formation at each stage of child development and required resources for self-development and working with the child will help parents.

Parents manual can contain theoretical basis of values, practicing ideals, case studies, cause and remedies, current scenario, role of parents in character formation of child at each stage, suggestive actions, activities, stories, traditional practices for development of values and simple value assessment methods to support value formation of the child. Motivational videos for parents to lead value-based life, techniques to strengthen values and self-assessment methods can be an important aspect of Parents manual. There is no better method than demonstrating ‘Living Values’.

3.9.4 State Digital Repository of Reference Material

Common shared repository of reference material for value education will be useful for teachers to design context specific activities in their school. Teachers, Scholars and Parents can share resources and best practices. State repository for Value education can contain local/traditional Stories, Songs, Anecdotes, significant incidents from the life of eminent personalities of Karnataka, stories from Panchatantra, Ramayana, Mahabharata, folktales, fables, Isapneeti, value based games, activities, traditional practices, and festivals highlighting value based living. This repository can also include successful experiments from teachers, effective methods and templates for assessment of value education.

3.10 Integration of Value Education in Different Subjects

3.10.1 Developing Values through Sports and Physical Education

Physical education and sports are typically linked with good health and physical development. It is a lively activity which children from all age groups enjoy. Sports develop the cognitive, psychomotor, social, emotional, cultural and moral aspects of child’s development. It provides a unique opportunity to foster development of positive values. While playing, children develop many skills and values effortlessly. A lot of active learning happens from the peers, Physical Education instructor and self-experience of the child. Values like fairness, inclusiveness, teambuilding, perseverance, resilience, self-discipline, selflessly working for the team, respecting others, humility, and accepting failures can be easily inculcated through physical education. Care must be taken to avoid formation of unhealthy values like, winning at any cost, violence, pursuit of fame and fortune, callousness, selfishness, etc. PE Instructor plays a very important role in building character of the children, they can inspire them to be good human beings and live purposeful life. PE Instructors can use age specific methods like, setting value-based rules of the game, role plays, joint celebrations, giving responsibilities to children, equal participation, etc for inculcating values in children. It is easy to observe value formation in children during sports and other physical education activities, PE instructor can use these instances to correct children when they behave in unhealthy way. One good PE Instructor in the school with right character and love for children can mould the personality of children by being their role model.

3.10.2 Developing Values through School Events and Environment

Children enjoy doing, participating, and learning together. It gives them deep sense of belonging and enhances their confidence. They love activities outside classroom and beyond the core subjects. School environment and various events play an important role in the development of life skills and values, like inter-personal skills, creative expression, Critical thinking, Decision making, effective communication, problem solving, Leadership, empathy, Cooperation, respect for others' views, inclusiveness, love for nature, cleanliness, etc. Simple regular practices like, Daily Morning Assembly (with prayer, group song, inspiring situation talk, a good thought and National Anthem), Weekly Talent Show with variety of topics (Drama, debate, poetry, visual art, singing, dance, quiz, model making, story-writing and story-telling, etc), Hobby Clubs (Eco-Club, Innovation Club, Literature Club, Astronomy Club, Seva Club, Arts Club, etc), Celebration of National and Local Festivals (understand traditions and develop national pride), Events like Indian Literature week, Swadeshi Saptaha, etc. can be designed for holistic development of the children. Cleanliness in the school, courteous behaviour of staff and loving nature of teachers has profound impact on the psycho-social development of children. Research has shown classroom learning of children has significantly improved by participation in activities outside classroom.

3.10.3 Developing Values Through Languages

Language learning is a process of acquisition of a set of skills, attitudes, and knowledge. Hence, it is a perfect vehicle for introducing and inculcating or promoting values. Through poems, stories, biographies, legends, folklores, myths and anecdotes that consist of values, children can become familiar with them, understand, appreciate and then try to internalize them. A resourceful language teacher can plan accordingly, to inculcate the desired values through language. Besides this, language also plays an important role for building relationships, solving conflicts or problems and expressions of concern.

3.10.4 Promoting values through Teaching/Learning of Art Education

Art education is to help learners in developing aesthetic sensitivity towards art and to be a refined human being. It is an expression of creativity through visual art and performance. Through this student can learn to appreciate cultural heritage as well as protect art forms of Karnataka and India. Participatory, joyful, and meaningful activities form the core of the methodology. These need to be organised to inculcate values, attitudes and interests as this activity is space friendly and student centric. Art education respects manual work, dignity of labour, perseverance, co-operation, tolerance, caring and sharing. Art education therefore requires creativity, observation, awareness to change, understanding of ideas, skills to developing ideas and sensibilities. Art education provides opportunity for students to be unique and collaborate without being right and wrong. Visual and performing art also helps children in the aspects of imagination, focus, concentration and the skill of just in time management. Art or stories narrated through visual mediums stay in the minds of the children without any effort to remember the same. The teacher's role is to observe and encourage to students to learn without fear or competition. Values such as self-confidence, responsibility, peace, division of labour and cooperation could be realized through the curriculum of art education

3.10.5 Developing Values through Science Education

Science expands the body of knowledge covering new domains of experiences. The laws of science are never viewed as fixed eternal truth. Science has the power to eliminate ignorance, poverty and superstitions. In this era of unprecedented changes in science and technology, human relationships, quest and exploration of knowledge have made man to realize that their existence is like a dot in the universe. The scientific temperament has enabled people to be open minded, curious, systematically reason, and willingness to change ones opinion in the light of new evidences. It also develops objectivity, honesty, and truthfulness, the process of science is to help to

find truth. Science can bring the social value of equity and can help in removing prejudices related to socio-economic divide among others, gender, caste, religion and region.

3.10.6 Developing Values through Maths Education

According to NPE-(1986), ‘Mathematics should be taught as a vehicle –to train a child to think, reason, analyse and articulate logically apart from being a specific subject’. Bertrand Russell (1872-1970) a British Philosopher and mathematician said: "Mathematics rightly viewed, possesses not only truth but supreme beauty cold and austere, like that of sculpture without appeal to any part of our weaker nature, without the gorgeous trappings of painting or music, yet sublimely pure and capable of a stern perfection such as only the greatest art can show". According to NCFSE-2000 one of the basic aims of teaching mathematics in school is to inculcate the skills of quantification of experiences around the learners who in turn, carry out experiments with numbers and forms of geometry make decisions, apply mathematics, develop precision, rational and analytical thinking, reasoning, competence to solve problems, positive attitudes, and aesthetic sense. Thus, life skills are developed through teaching-learning mathematics. Galileo Galilee once said: ‘The book of nature is written in mathematical language’ thus mathematics has its beauty and hidden values

3.10.7 Developing Values through Social Science

Social Science as a school subject consists of diverse concerns of the society which are reflected in the sub-disciplines such as Sociology, History, Political Science, Geography and Economics. The study of social Science develops social, cultural, and environmental values. Through social science, students are exposed to the variety in our society including how people from different regions live, religious practices, social groups and become aware of the aspects that bind them together as a Nation. Through the study of political science students learn the importance of fundamental duties and rights to become responsible citizen. Teachers can organise activities such as celebrating cultural and national festivals in schools, narrate examples from the lives of great personalities and communities, visit nearby historic sites, explore the local surroundings and observe the diversity of life in different communities, conduct debates, discussions, brainstorming activities, and so on to help students develop a sense of belonging and unity. Through teaching of Geography, teachers can inculcate a critical appreciation for conservation of environment and develop love, care and respect for nature. Study of political science brings awareness about the constitutional values, equality, liberty, justice, fraternity, secularism, dignity, pluralism, and freedom from exploitation, etc. The study of economics provides the optimal practises for resource conservation and utilisation.

3.11 Plan for bagless days

The policy says that all students will participate in 10-day bagless days for grades 6 to 8. During this period, the students will intern with local vocational experts such as carpenters, gardeners, potters, artists etc. Out of ten days a year can be used for experiencing Values. Grade 6th onwards it can be ‘*Seva Diwas*’ – fields day to practice values by doing work in the society. Various types of activities can be planned for the *Seva Diwas*, some examples can be: cleaning the school, Up-keep of school garden, decorating the school premises, cleaning of locality, decorating public places, helping needy in the locality, teaching in slums, etc

For Preparatory stage, one day can be used as ‘*Anubhav Diwas*’, where children visit places of care, where social workers are helping the needy people of the society, for example: Orphanage, old age home, school of blind, etc. *Anubhav Diwas* can also be used to give experience of various local traditions and cultural aspects, Puppet show, visit to heritage site of the locality, Jana pada centre, etc...

4 Collaboration of various Agencies and Inputs for Stakeholders

4.1 Inputs for stakeholders

4.1.1 Students:

Students should have immense love for what they are learning. They should analyse and reflect on the stories, poetry, activities, school events and practices from the school. Students should keenly observe behaviour of Teachers, parents and great personalities from the society. They should avoid company of negative people and keep themselves away from influences of bad habits like smoking, drugs, etc.

4.1.2 Teachers:

Through Direct Approach, Integrated Approach and Incidental Approach, teachers would make a continuous effort to cherish values among students. Ensuring that school's teaching materials and practices would complement the development of values among the students. Conduct discussions with parents about the moral values of students. Sharing with the counsellors who are meant to discuss about students at school premises. Striving continuously to create a supportive atmosphere in the school.

4.1.3 Parents:

Teachers are aware of the role of parents in the development of moral values among students. Teachers would have good opportunities to share the good qualities observes in their child as well as challenges.

4. 1.4 school heads:

Discuss the need for value education in Teachers Parents Meeting. In Parents Teacher Meet discussion can be held about Bagless Days and f the activities that need to be carried out for value added education can be finalised. Under an effective supervision, to cherish moral values, value added thoughts and activities to be done, once in a month.

4.1.5 Teacher educators:

They can spread awareness about the changes that have been made from time to time in implementation of value education. They can suggest activities that can help to enhance values and be good role models.

4.1.6 Community members:

Social and Spiritual organizations devoted to moral and value education should extend their support to schools and education department in training teaches, providing reference material and participating in design of value education resources for children. These organizations can also create special programs for parents to share the importance of value education and their role in shaping personality of their child.

4.2 Collaboration of agencies in the implementation of value education

4.2.1 Local organisation:

School Development and Management Committees, Gram Panchayats, Taluk Panchayats and Zilla panchayats should organise activities for the application of value education. Once in a month Bagless Day, as mentioned in the appendix, value added activities should be organised as per the local needs. There is a need to create web portals like My Govt/ Khelo India/ Fit India. Based on these reports, there is work to be done on providing various incentives.

4.2.2 State-level organisation:

The responsibility of DSERT is to set syllabus and prepare resource materials for students and teachers in effective implementation of Value education in Karnataka. Block education officers (BEO) and BRCC who are in close contact with the schools, must frame a model for implementation and governance of value education in each school. BEO and BRCC should possess personality which reflects the values expected to be inculcated in Teachers and students. There are several examples where such models are set by District and State level officers in last a few years.

- Officers have personally taken vegetables for midday meals of school children during school visits
- Early morning visits by officers to houses of poor children to encourage them before SSLC final exam
- Officers keenly observed the attitude of teachers for being truthful, both in speech and their deeds.
- Some Officers motivated students by narrating inspiring stories in classrooms during school visits.

BEOs and BRCCs can take several actions to implement “Values of the Month” program in their districts. Collaboration events, cultural activities, best practice sharing, appreciation for teachers and schools with the culture of high values is practiced, etc.

4.3 Requisites for the implementation:

4.3.1 School Complex:

To complement the learning of values, attempts should be made to teach, learn and integrate it at different levels. At school level, trained social workers and counsellors also require awareness about value education. In collaboration with other school committees, in school complex, there is a need to organise various activities which enhance the awareness of the values among parents and community

4.3.2 Human resources:

There is a necessity to set role models in value education. Programmes should be organised for professional, craftsmen of the society to introduce their skills. Attempts should also be made to ensure that their field is beneficial for the development value level of the society

4.3.3: Teaching learning materials:

There is a need of good books, videos and other teaching materials for the effective teaching of value education. Good lectures, telecasting the stories of successful person and interviews of noble personalities can also be undertaken.

4.3.4 Technology related:

Technical assistance should be sought to organise state and district level value added activities. Teachers can also take the assistance of technology in teaching and evaluating value education. We should make use of appropriate technology to conduct value-based activities, record and prepare reports regularly.

4.3.5 Any Other:

Activities at school level, cluster level, taluk level, district level and state level are required for effective introduction and practice of values. It is necessary to give teachers autonomy in doing a range of activities, depending on the situation. Opportunities should be given to seek the co-operation of leaders of the social and religious sectors in organising activities that contribute to the identified problems in the community and eradication of the unwanted practices in the society.

4.5 The development of value education resources bilingually

When one's language abilities aren't good enough Bilingual books serve as an important medium to learn in a fun way. Bilingual books help children to enhance their comprehension skills as it is believed that a child learns best in his/her own language. It becomes easier for a child to comprehend basic words or expressions in a known language and respond to instructions, commands, directions and questions in the beginning till he/ she becomes fully comfortable with the new language. As bilingual books provide information in both the languages (mother tongue and a new language to be learnt) learning can happen effortlessly.

Bilingual learning experiences can aid in the development of communicative skills of both the languages.

Benefits of Bilingual books

- Provides motivation to read in one's home language
- Helps in building vocabulary in both the languages
- Helps children to feel included
- Improve multitasking skills, attention control, problem solving and creativity as it provides outside-the-box thinking

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Annexures

Examples of some private institutes who participated in Value Education program implementation of government of Karnataka in the past.

Sri Satya Sai School of Human Excellence

In the early 1980s, Sri Satya Sai Service Organisation INDIA was given permission by Government of India to train the primary school teachers of Government and Private schools across the country, for a program called SSEHV (Sri Satya Sai education in Human Values). This programme promotes character development, and seeks to instill in the students a respect and reverence for nature and for the rights of others. The SSEHV teacher is expected to earnestly practice the human values in her or his own life. The teacher, as an exemplar, encourages students to grow in self - confidence and strive to realise their full confidence and strive to realise their full potential as human beings.

As SSEHV continued to grow, it became necessary to increase the number of persons qualified to train SSEHV teachers. Accordingly, a "training of trainers" conference was held at Prasanthi Nilayam – Andhra Pradesh in 1984, attended by educationists from 10 states in India, including Karnataka. In 1985, Sri Satya Sai National Board of education was established and it conducted the first SSEHV workshop, attended by principals and headmasters from 300 schools in 16 states

of India, including Karnataka. By 1989, 35,000 primary school teachers had been trained and SSSEHV had been extended to 3000 schools in India, with most state Governments formally adopting SSSEHV for their schools. All this training of teachers was done completely free of cost by the volunteers of Sai Organisation. In the same year 1989, Sri Satya Sai Baba kept encouraging the teachers to Integration of Human values in all aspects of the school curriculum and in Extra – curricular activities through SSEHV.

In 1990, the Government of India introduced Value education for the B.Ed. as a compulsory paper, so that every student-teacher undergoes the training of Human Values – the concept, adoption, pedagogy, integration and practice of Values before he /she completes his/her teacher training program. From then onwards Value education became a compulsory paper in B.Ed. programs across Karnataka.

Shanti vana trust Dharmasthala

A 10 day's residential training programme on yogasana & pranayama was conducted by Shantivana trust for about 50,000 teachers in association with D.S.E.R.T. This trust has published books containing subhashitas, moral stories and motivational real incidents. Four competitions are organized for students based on these books. The top 3 students in each category will be given both prizes and certificates. The winners in these competitions will appear for the Taluk and District level competitions. These competitions conducted in Udupi, Dakshina Kannada, Hassan and Chikamagaluru districts. The Yoga teachers of each school will work as nodal teachers.

The Brahma Kumari University

The Brahma kumari University organized Raja yoga training programme for secondary teachers since 2000. The Department of Education has been deputing the head teacher and Assistant teacher for this program. These trained teachers are expected to train other teachers and impart yoga education in the school.

Sri Rama Krishna Ashrama, Mysore:

Ramakrishna Ashram has 15 days training programme for teachers who have completed B.Ed. Teachers register themselves on voluntary basis by paying nominal fees. This is a composite program containing philosophical and practical aspects of value education

Basava Tatva Exams:

The Murugha Mutt of Chitradurga, has been conducting examinations for high school students on the life and works of Sri Basaveshwara, This program is conducted in Davengari ,Chitradurga and Shivmoga districts.

Art of Living

Department of Primary and Secondary Education, Government of Karnataka, signed an MoU with Vyakti Vikas Kendra India and Union Bank of India, Bangalore, Karnataka wherein Vyakti Vikas Kendra offered Art of Living Prajna Yoga program for children between 5+ to 18 years from 6 june 2018 to 6 August 2018. DoE, GOK extended the program on experimental approach to 200 students who have not been able to clear SSLC examinations and have scored extremely low in all subjects majorly due to lack of confidence and concentration. This program aimed at improving the intuitive ability of participants by internally evoking their concentration, confidence and commitment

THE CENTRAL BOARD OF SECONDARY EDUCATION, Delhi , in the year 2014 selected Vyakti Vikas Kendra, Bangalore, India as one of the Empanelled Agencies to conduct value based training programs on behalf of the Board at various locations in the country and abroad. It was decided that Vyakti Vikas Kendra India through their resource persons would conduct Capacity Building

Program for Teachers in Stress Management ,Capacity Building Program for students in Life Skills and Capacity Building Program for students in Mental Health and Adolescent Issues

Bharat Sanskriti Pratishthan:

Bharat Sanskriti Pratishthan conducts examination for high-school children based on the books “Ramayana and Mahabharata for the young” published by this organization. Through this exam students learn about the values to be inculcated in life.

