

## Integration of Values with Content Teaching

Dr Nirmal Bagga\*

Dr Radhakrishnan, a great educationist had said “Education should be man-making and society making”. Various spiritual and political leaders, educationists, philosophers, sociologists from time to time have also expressed their thoughts that education should enable a human being to attain the greatest harmony both internal and external. They also expressed that human potentialities and capacities must be developed to the fullest. Education should also make a man capable of earning his livelihood reasonably well to enjoy a happy life along with making effective contributions to the society and nation as a whole.

In contemporary times, we find that the literacy rate has increased and education has spread to villages and remote areas. In urban areas, more and more educated young people are getting handsome salaries with more material comforts. The paradox is that at the same time the newspapers are full of

stories of crime and related activities. The juvenile crime is also on the rise. Bullying in the school is not uncommon. Recently reported incidents include slapping a teacher, murdering a class-mate over trivial issues, etc. These news and reports are very disturbing and raise only one question, “what is wrong with our education?” Be it formal education given in schools or the education (*sanskaras*) given by parents and elders in the family. The teachers in schools are already burdened by the syllabi to be completed in stipulated time and with more and more people opting for nuclear family set-up having working parents, there is hardly any time for parents and children to interact in a meaningful manner on week-days. Also, there is no place for moral/religious education in school syllabi due to various political and social interventions.

In addition to that, the present age being the age of information explosion,

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\* Sr. Lecturer (CMDE), SCERT, Delhi

children have access to internet, various international channels on T.V., which has brought about a total shift in the style of communication, mannerism and thinking of children. As a result, more and more individuals are being driven towards substance abuse and crime. Alcoholism, drug abuse can be seen in schools also. At the same time, self-interest, greed, authoritarian attitude is on the rise among younger-generation.

The very pertinent question here arises “What can be done? How can a teacher help to improve the situation?” As the great philosopher Rabinder Nath Tagore had said “Don’t curse darkness. Light a lamp if you can.” A teacher can devise his/her own ways and methods to impart values/value-based education in the classroom by integrating it with the subject he/she teaches.

As a teacher educator, while supervising the lessons of my trainees in one of the primary schools of Delhi, I observed that the student teacher was teaching fractions to Class III and they were not able to understand. I wondered how it can be made more understandable and interesting. Later in the day, I remembered a childhood poem which goes like.

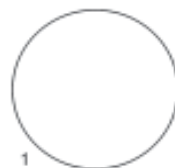
चुन्नू मुन्नू थे दो भाई,  
रसगुल्ले पे हुई लड़ाई।  
चुन्नू बोला मैं खाऊँगा,  
मुन्नू बोला मैं खाऊँगा।

झगड़ा सुनकर मम्मी आई,  
दोनों को एक चपत लगाई।

The one thing that came to my mind about this poem was that what this poem is teaching? Self-centredness, fight over petty things and what an intolerant mother who slaps without doing any justice. Disgusting!!

I composed a poem which aimed at teaching fractions in the classroom and indirectly inculcated values. The poem is:

भूख लगी थी चुन्नू को  
भूख लगी थी मुन्नू को  
घर में थी बस एक ही रोटी  
गोल-गोल और मोटी-मोटी।



चुन्नू बोला ‘तू खा भैया’  
मुन्नू बोला ‘तू खा भैया’  
माँ बोली तुम दोनों खाओ  
आधी रोटी दोनों पाओ।



तभी वहाँ पर आया सोन्नू  
साथ में उसके आया मोन्नू  
चुन्नू बोला तुम भी आओ  
साथ हमारे रोटी खाओ।

आधी की भी आधी रोटी  
बाँटी उन चारों ने रोटी  
चौथा हिस्सा सबने पाया  
मिल-बाँट कर प्रेम से खाया।



Next day, the poem was used to teach the topic. ‘Fractions’ were taught by introducing the concept with the recitation of the poem. With the

recitation of the first stanza, the shape of one roti (1) was drawn on the blackboard, with second stanza,  $\frac{1}{2}$  was also drawn on the blackboard.

Along with the recitation, the teacher also emphasised the fact that although both the brothers Chunu and Munnu were hungry, they were ready to sacrifice for one another. This is the way to live and care for others' needs. Mother's just treatment also did not favour anyone. Then came Sonu and Monu, their neighbours. Chunu welcomes them and in spite of being hungry himself with only one *roti* to be shared between brothers, he offers *roti* to Sonu and Monu. Without elaboration children understood the concept of sharing and caring. At the same time, they learnt the concept of fractions  $\frac{1}{2}$  and  $\frac{1}{4}$ .

The poem had a great response and understanding of fractions was made easy and interesting for Class III children.

Further questions on fractions did not pose any problem with the children.

Similarly, while teaching the concept of division, another small poem was used which taught not only division but also the concept of gender equality. The poem is as under:

नानी आई, नानी आई  
डिब्बा भर कर लाई मिठाई।  
भोलू को मिले लड्डू चार  
सारे खाऊँगा, टपकी लार

मुनिया बोली मेरे भाई  
एक बराबर खाएँ मिठाई।

After the poem was recited, the questions put to class were: How many *ladoos* did Bholu get? Based on this, the concept of division was explained. At the same time, children were made aware of the gender discrimination in families and society. Why Nani gave *ladoos* to Bholu first and why he wanted to eat all the *ladoos*? Does that also happen in your family? How should girls be treated in a family? etc.

The thoughts, concepts, values learnt at a young age go deep into the sub-conscious and are retained. These very children when they grow up and become responsible adults, can bring about a change in the society.

In some higher classes at elementary level, the concept that anything raised to the power of zero is one can be beautifully integrated with value of national and international integration. The concept can be



explained with the help of the following diagram drawn on the blackboard.

The children can learn the concept by telling them that if there is no (zero) fight, jealousy, hatred among one another in the world, all people will be united or they will become one. This can thus be deduced that whatever number—smallest or as big as the world itself, if it is raised to the power zero, the answer will be one in every case.

All the above mentioned examples have been carried out in the classrooms and the response has been tremendous.

In a society which is increasingly becoming bereft of values and children are paving ways without any direction, a teacher's sincere efforts to integrate values while teaching his/her own subject area can do wonders in the reconstruction of future society.