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**ROLE OF SSA IN PROMOTING VALUE EDUCATION AND PERSONALITY**

**DEVELOPMENT**

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## Abstract

Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for ‘character development’, ‘bringing out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the well being of the individual and the society at large.

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is in response to the demand for quality basic education all over the country Schools. Today our schools are concentrating on delivering academic achievement to the students. Less concentration is given to their personal behaviour. All the schools should implement suitable programmes to make the students aware about the importance of value education from the prior stages of development. So the paper is focuses on the importance of value education for the career and personality development of a student through Sarva Shiksha Abhiyan.

### **Introduction**

Education is very important for an individual’s success in life. Education provides pupils teaching skills that prepare them physically, mentally and socially for the world of work in later life. Value crisis is a global phenomenon of our times. Rapid scientific growth and technological advancements resulting in industrialization have threatened our age-old moral standards. This atmosphere of value degradation is leading to disintegration. Even the behaviour of the youth towards the elders in discourteous ways is really worrisome. From the child hood onwards parents & teachers should give proper guidance. We must realise that this process of value deterioration will prove disastrous and lead to disintegration of the society. Life of individuals and communities and that of our saints, sages and philosophers are examples of values like self-discipline, survival in the absence of material resources, simplicity, handling conflicts without violence, exploring simple but revolutionary ideas as a mark of superior conduct and living. It is the right time therefore for us to rise to action and make conscious efforts to reverse the trend and lead to the right direction. Education has to be directed to the full development of the human personality and to the strengthening of respect for human rights. It should promote values like understanding, tolerance and friendship. Continuous and constant attempts have to be made at all

levels for universalizing and reinforcing education. The youth have to be given opportunities to develop individual excellence through values and contribute to the progress of the society. Having a strong personality is the key to success. This is also a key determinant of good leadership. A good personality enables one to establish self control and self direction to discover the reality of freedom of choice. A person with a positive attitude can direct his thoughts, control his emotions and regulate his attitude.

Value education means inculcating in the children a sense of humanism, a deep concern of for the well being of others and the nation. The main aim of value education in schools should be to make the students good citizens so that they may share their responsibilities for the development of the country. Students should also be able to understand the national goals of democracy and secularism. They could develop themselves to be useful fellow citizen and continuously strive for their inner development.

One of the major programmes in national reconstruction is the development of human resources. Education is no longer the privilege of the elite of a particular section or group. It has to reach out to embrace the whole of society and the entire life span of the individual. With this wider perspective, education must be deemed as a unique investment in the present and in the future, for the future.

Teachers committed and dedicated to the cause of value-oriented education play a vital role in the portals of formal or non-formal channels of education. They have to develop zeal, a love for learning and an aspiration of doing something good for the society. They should acquire and utilize the strategies of education, accelerating pace of learning in curricular as well as co-curricular activities, leading to value-based education.

Education with this aim in view is essential in order to be a better man, to have a richer life and to have a more integrated personality. Education is the manifestation of divine perfection already existing in man. It is the realization of the self. We must never ignore what one could call the self discovering and the self-fulfilling aspect of education. This would relate to the enrichment of personality. Thus education has a great cultural value, which cannot be overestimated in terms of anything. It may be regarded as the panacea on way to a social, economic and moral change. Then only it would achieve its purpose fully. Personality can be termed as the combination of qualities – mental, physical, and moral that sets one part from

others. Having a strong personality is the key to success. This is also a key determinant of good leadership. A good personality enables one to establish self control and self direction to discover the reality of freedom of choice. A person with a positive attitude can direct his thoughts, control his emotions and regulate his attitude. In order to have a good personality, self development is needed.

'Career guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis and may be face-face or at a distance (including help lines and web based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.'

### **Sarva Shiksha Abhiyan**

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is in response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a Mission mode. The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

### **SSA for Career and Personality Development**

SSA is an initiative to universalize and improve quality of education through decentralized and context specific planning and a process based, time bound implementation strategy. The programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives. For personality and career development

several programmes were launched by SSA to improve the quality of education. One of the goals of SSA is to permit vocational education for future career as per development.

The following programmes were launched by SSA to improve personality development of students:

- **Activity-based learning** or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If a child is provided the opportunity to explore by their own and provided an optimum learning environment then the learning becomes joyful and long-lasting and it will increase their confidence which enhances their personality. SSA is mainly focused on activity-based learning. Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do math's and science, or understand a concept which helps the students to experience a simulative situation that will enhance their learning.
- **Yoga:** Yoga aims at bringing good health and equanimity of mind to its practitioners at all times and various pressures and tensions. To reduce the pressure and tensions among students SSA has implemented yoga programmes, this will enhance him/her to receive and reconcile contradictory ideas and suggestions in solving problems.
- **Physical education and martial arts:** Physical education trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Apart from physical education programmes they are also providing programmes in martial arts like: karate, kalaripiteetc especially for girls for their self defense.
- **Proficiency in language learning and communication skills:** In today's globalised world, English skills are more vital than ever. Working in partnership, the SSA, Unicef and the British Council identified areas in which Tamil Nadu primary school English teachers could develop the effectiveness of their classes so that children gain higher levels of English proficiency.

For career development the several vocational training programs were implemented by SSA mainly for girls, minority groups and differently abled children's. Those were: tailoring, jewel making, glass painting, book binding, ICT training, soap making etc. Even though it is

given in for the 7-14 age group students but it will enhance their career options. In the case of tailoring if the student can have that aptitude in future he/she can opt it as profession like fashion technology. ICT is also play a crucial role in vocational training. The children those who have interest in business field can also opt any of the above mentioned fields. For improving personality and career development we should training and orientation in earlier period of the students' education then only we can improve the quality of education system.

### **Conclusion**

As Gandhi's point of view education is the "all-round drawing out of the best in child and man – body, mind and spirit" So improve holistic development in a person we need value education for personality, and also for career development. So for these holistic changes we must give value, personality and career education in the early stages of school education. There should be link between the school and college programmes.

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