

A Pedagogical Approach to Combine the Values of Feeling, Thinking and Behaviour of a Child for Quality Education

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ABSTRACT

The character represents the quality of a Man. Valuing others and others feeling strengthens, the good character formation. Still, a better quality measure that combines the emotional quotient and intelligent quotient through education is expected whose design and implementation can influence characterization and results in quality education. The art of living can be nurtured through the assessment of emotional quotient. The outcome may be realised by the happy man and Seva contributors who can inspire the transformation and the Livingness of the individual, Society, Nation and nature at large. The selfless love along with the growth of integrated physical, emotional, mental development and age specific contributions for their surroundings and society should be taught and trained by the education system. This paper proposes a study on the emergency need for a new pedagogical approach that combines the feeling, thinking and behaviour of a child that helps in nurturing the child into a man of vision.

Keywords: *KLMN SWASTIK, feelings, behaviour, Thoughts*

The nurturing of a child into a Man with a vision is mainly associated with the conceptualization of human abilities. A happy child can be developed as an influencing happy man. A happy man can contribute positively in all dimension to the betterment of the fellow citizens. The Education system must have methods to inculcate unique distinguished subjects for instilling and developing emotional intelligence and academic intelligence. The quality of a man can be assessed by the quality of education system and the quality of education may be improved, if it could include the assessment for emotional quotient and Intelligent Quotient.

Education System= Intelligent Quotient (Academics) + Emotional Quotient (Personality trait).

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The education system should focus on emotional intelligence as an integrated intelligence within personality. Ultimately, the education system should use enhanced standards for emotional intelligence so as to impart, process and measure and students' achievement together with the academic achievement. This may need creation of learning environment that optimize the development of complete man of vision.

REVIEW OF LITERATURE

The theory of multiple intelligences (MI) was first described by Howard Gardner in 1983 as a product of his neuropsychological research, work with gifted children and investigations into the reasons for inadequate arts education by public schools. MI theory describes human intelligence as being comprised of eight relatively autonomous sets of skills and abilities. High emotional intelligence resembles the giftedness .

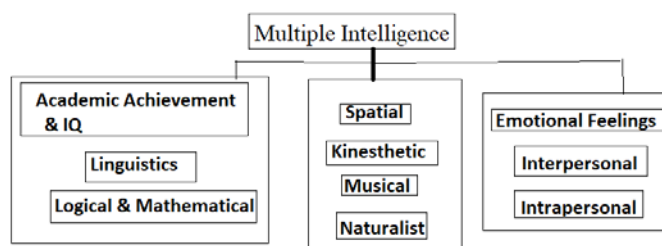


Fig1 Multiple intelligence

Need for Integrated Emotional Development

Today's life style and socioeconomic problems make it as vital field to have focus on the development of contributing spirit in a child to make him to live a happy and harmony life with others. The education system combines the science and art and develop the child with a competitive spirit for the successful humans. To enhance the livingness of a child still more quality measure is needed in the education system. Also, nuclear family system leaves a greater responsibility on the education system as the joint family system is almost not followed. The Emotional barrier needs to be designed and assessment must be done in the education system which had been done in the families by their relations earlier.

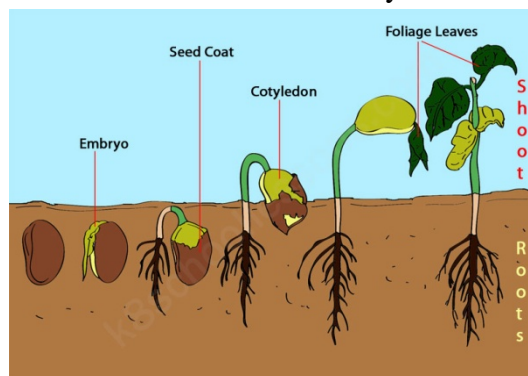


Fig .2 Gardening

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The curriculum should include, theory and practice for developing the child, as an emotional balanced personality. Later it helps him to live in harmony with himself and outside.

The curriculum should have the traits as topic titled Vices and virtues. The negative thoughts and positive thoughts are explained focusing on the theme of the lesson. The impact of cultivating the negative thoughts and positive thoughts are to be elaborately justified. The purpose of sticking on to the positive thoughts results in happiness which in turn results in harmony. This kind of training mind and its thoughts produces a good quality in upbringing the child. The kind of training to heart of child may be taught, tested and measured for the age specific contribution for emotional quotient. (How to value the values of others? and reveal or express as emotions) can be explained.

Age and gender specific Need

A Man or woman has needs at various levels of the personality. The child is instilled that everything is systematic and functioning under GIVE and GET policy. The good environment is reflected from one's good emotions. The good emotions are developed from good environment. The good thought is interlinked with the generation and maintenance of good environment and vice versa. This emotional equilibrium must be taught to the children.

Bidirectional two way systems

1. At home: Child needs Love, Trust, and Security etc. He needs all types of love from other donors namely, father, mother and all the family members and relatives.
2. At school: Child needs love and caring from teachers, friends, and the related humans
3. At Society: The young needs financial support and freedom for his choice and guidance to his path from the well-wishers.
4. At Nation: The entrepreneurs deserve support and security from the nation at large. SO, the child should be developed the donor mode and receptor mode
5. Cross cultural validity.

MEASURING THE EMOTIONS

Emotions have been defined as feelings having both physiological and cognitive components. Various theories have been proposed in an attempt to understand them. There are theories emphasizing the physiological components and there are theories highlighting the cognitive components and there are still others, which acknowledge the role of both physiological as well as cognitive components and also there are the cognitive appraisal theories. In addition, there is the social-constructionist view-point. A wide range of emotions have been studied and described in terms of physiological responses, accompanying cognitions and associated environmental events. However, the feeling, which is the experiential component, has often been neglected.

“Feeling” as a feature and function of the “person” and the nature of one who experiences it, has been the focus of Indian tradition of understanding human nature.

Limitations In Measuring The Emotional Quotient

- 1. The Indian philosophy of Emotions:** In the Indian philosophical texts' detailed descriptions of emotions are not available nor are dealt with as a separate concept. This view of emotions lays emphasis on desires as the root cause of emotional upheavals. They are seen as modification of desire and attachment. These views underline the recommended path for self-transformation. Regulating emotions, both emotional experience and emotional expression, is an integral part of the recommended "principles of living." Gender Influence
- 2. The Indian philosophy of (Men don't feel pain)'. There is a very prevalent school of thought among men and in Indian society at large. Men aren't supposed to feel pain. And this is more often than not extended to any and all kinds of feelings. Due to this, many men who would otherwise express openly are hesitant to open up as it would be seen by others as a mark of weakness. It's very common to see that you won't find Indian men crying for small reasons or the adage 'Stop crying like a girl' implying that your tears are a mark of non-masculinity**
- 3. Fear of rejection:** There is an additional emotional experience of fear (*Bhaya*)[7] of losing whatever one possesses. These emotions cloud one's intellectual discrimination and lead one to emotional and mental disturbance. However, not all emotions are considered detrimental. Emotions are basically seen as virtue but allowing them to interfere with one's judgment and awareness is considered a weakness. . It is suggested that if one wants to overcome the overwhelming emotional experiences like anger and sorrow, one must locate the desire underlying it and then eliminate it. So measuring the quality indicators in Men is a critical process among Indians.

PEDAGOGICAL APPROACH FOR COMBINING FEELING, THINKING AND BEHAVIOUR.

Thinking is the internal outcome of a child's feeling. The behaviour is the combined reflection of both feeling and thinking. The education can be enhanced with the pedagogical approach of connecting the feeling, thinking and behaviour to nurture a child into a Man with a vision.

Primary Choice: Attention is to be given for feeling thereby developing contributing spirit.
Secondary choice: Attention should be given to thinking thereby developing competitive spirit.

Pedagogical approach: combining feeling and thinking for the growth and development of a child can be influenced to become better human capable of handling the feelings and emotions of himself and others.

Quality of Education

Academics: It becomes more influencing in the growth of a child. The thinking process can be measured and new contributors for technologically developed nation is built by the quality

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education system. The academic part supports more than the best. The emotional factor at work place is nurtured during schooling.

Character building: The value education subject is supporting to the great extent. Still a lot more can be expected from the outside society.

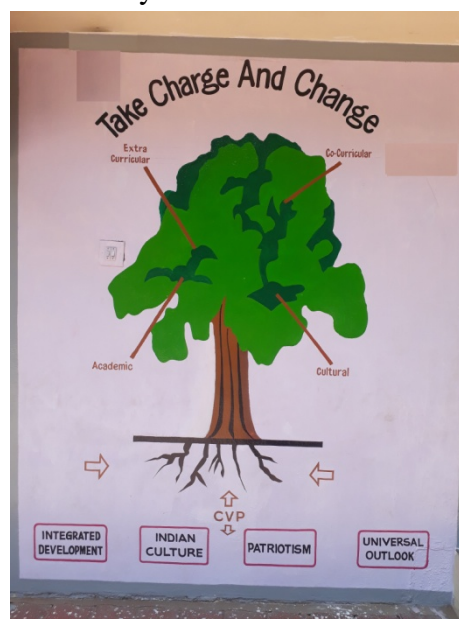


Fig 3.Cvp Tree

Why Pedagogical Approach?

Valuing the values of value education- how a child values others value?

Value education enhances the values of every aspect. If we value others feeling then our behaviour would be transformed towards the ENTITY valued. Obviously the measurement scale is needed to measure the value of how a child values others value .This may give a practice for valuing the values of others. Thus the value education part in theory similar to any other subject is measured academically. It may be better if some other pedagogical approach is designed and developed that measures the value not in CGP scale used for academics. As an example,

1. When a child is hungry, it starts crying.
Crying is the outcome witnessed. The first feeling is hungry and the best feeling is pain.

Valuing the values

The mother hears the crying and values the need of a child. The mother came and feed the child. The child stops crying started enjoying. Only minimum people value the mother and her devotion.

The education system should connect the action(output) executed by the child and connect with the root cause (input) and identify the steps to handle the root feeling (input) and support

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the child in handling the process part (co-creation method) so as to produce the better outcome than before (output).

The child should be trained and educated to honour and contribute according to his age level the value of parents, schools, teacher, village, city, community, culture, nation and universe at large and preserve their ethic.. The training part can be used for describing the quality of education. The students' contribution can be used as the measuring parameter for valuing the values of a child.

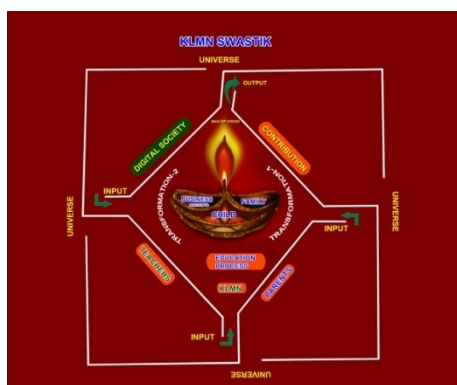


Fig 4. KLMN SWASTIK

A measurement system may be helpful in measuring the valuing part of child's growth. As the child grows, it is supplied with the knowledge of how to reflect when the child has some feeling.

Family system: Earlier the Joint family system and more than one child made the child to care and share automatically and the formation of worst character is very meagre. Home, Parents and family members' contribution: earlier the child, finds some person at home to share his feeling and to get secured feeling to handle their emotions. In modern technological world, at home even the relatives are replaced with machines.

The feeling process may be included as the situation makes the education system with double threaded.

Now a days nuclear family and with one child makes the responsibility on the education system to cultivate the good gifted inborn characters through schooling.

Guru Kula system

The child is permitted to stay in Guru Kulam .The character is built, by teaching both to mind and heart. The system mainly focus on self –Transformation [10] for growth in oneself, for the betterment of family, society and nation at large. The knowledge is instilled towards building.

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1. Character building
2. Family building
3. Society building
4. Nation building.
5. Nature building

Residential Schools

The school is expected to provide the family environment for the students. Perhaps, the grooming of a child takes place in the school only. (Residential schools have greater contribution towards the same).

Starts from the kindergarten till the student leaves to society, the concern and nurturing makes it so vital for the child and nation.

The Education systems may have its pedagogical approach, so that the above five aspects can be imparted in a child and relevant contribution for the child's happiest living can be inculcated.

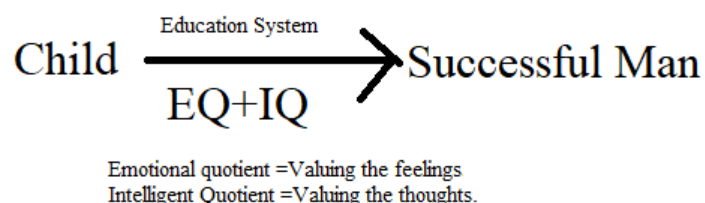


Fig 5 Quality of Education

ASPECTS OF PEDAGOGICAL APPROACH

Emotion and emotional experiences provide a pathway towards personal growth or transformation. The outcome expected is happiness which is the state of being happy. Acceptance with selfless love can be instilled. The Indian perspective lays emphasis on the experiential quality. The actions and behaviour is formed from the feeling. The feeling is measured using two indicators. 1. Pleasure 2.Pain. The Pleasure and pain differs from person to person and subject to subject .It is a unique independent variable and it depends on the dependent variable called situations. The dependent variable becomes independent due its independency that no one can predict or control the situation. The situations become unpredictable due to the emotional up healings and behaviour of a person. Obviously ones' behaviour can be channelized by measuring the situations that results the pain in others.

Dead Lock Situation

It should be taught that the pain causes pain and the situation became locked with full of pains.

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This deadlock situation is the result of our bad thinking which is the result of our Pain feeling which is the result of worst situation made by others pain feeling. This chain reaction can be handled or channelized only when the child is steady to know his Pain-feeling first and to know the situation's root cause or the Pain-feeling of others. If we want happiness, then we need happy thoughts, and happy behaviour and happy situation from others. So it is to be taught that, making others happy is the measurement for our own happiness. Develop such kind of activities and practice for making others happy. How to handle our own feeling, thoughts and behaviour for others happiness and for our own happiness should be cultivated in character education as a pedagogical approach. Our pains results in chain reaction of bad situations only. Handle and control the pain-feeling to forgive others error. It should be taught that the pain causes pain and the situation became deadlock with full of pains.

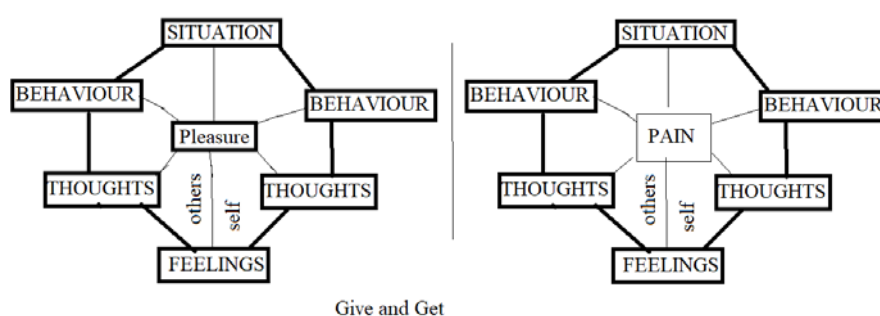


Fig 6 Feelings

Self-Transformation to avoid Deadlock Situation.

The child is taught the pain in others will create bad thinking resulting worst behaviour and situations. These worst situation can be avoided or overcome by the initiation of self-transformation. Taking charge and change first to bring the harmony is what to be taught at the school level.

Value others feeling to great extent to have happy feeling.

Knowing the Value of Others Feelings (pleasure /Pain)-Character Building.

1. Know what happiness is by valuing oneself. (Pleasure or pain felt by oneself)
2. Know that happiness comes from making others to be happy.
3. Know that pain comes from making others to feel pain.
4. TO avoid or minimise worst situations which may cause pain to oneself, one should create happiness among others or avoid influencing the bad pain in others by their own behaviour. The valuing others pain is the spirit (Character) that needs to be developed from schooling.
5. Know to maintain equilibrium among the humans and their life.

Learning from the valuing

1. Forgive others mistake or bad behaviour that causes pain and worst situation.
2. Forget the situation and try to avoid the bad situation.

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3. Develop the responsibility taking attitude to take charge and change to handle the worst situation due to ignorance of others.

Mind mapping of the valuing

1. Never judge others feeling or pain using flesh oriented decision.(Self-centred judgment)
2. Take time to process and create opportunity to make them the realistic condition to the members of the situation.
3. It is said, Delayed Justice is also injustice ...so don't waste time and learn to use sufficient time in bringing harmony.

New Contribution for valuing

Self-transformation is the first contribution to handle any situation. One should know his own feeling and how to transform that feeling into harmony creating happy behaviour and thoughts.

1. Never focus or force on self-happiness resulting from others pain or sacrifice.
2. Never practice or entertain flesh oriented justification for others pain. Develop helping and mercy attitude towards others pain.
3. Focus on service and sacrifice that in turn bring happiness and pleasure to oneself and others.
4. Transform into an Influencing personality whose presence make automatic change in others feeling, thinking and behaviour, situation without any teaching or advising.

In short,

1. The approach may have measuring indicators for emotions and academics both.
2. The approach may have how to measure the valuing quality of a student towards others' emotion?
3. The approach may have measuring indicators for character building.
4. The approach may have measuring indicators for family building.
5. The approach may have measuring indicators for society building.
6. The approach may have measuring indicators for nation building.
7. The approach may have measuring indicators for nature building.

CONCLUSION

This paper proposes a pedagogical approach aimed at measuring the quality of education by examining the self-transformation of a student. The self-transformation is measured by combining the feelings, thoughts and behaviour, based on the relation between intellectual and emotions. It is aimed to achieve the development of transforming actions in the child's own reality and in the reality surrounding them. It is therefore aimed at the man of vision as a whole, their willing to contribute, feeling and thinking towards developing others, Society, Nation and Nature.

Future Scope

Any appropriate assessment technique may be introduced to measure the emotional intelligence and can be included in recording the assessment of a student based on their nativity. Choices should be provided for the student to link with heart and mind .Educational supportive measures should be provided to identify their own choices at their own risk. Besides Risk factors, the education should provide the concern and security support to

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strengthen the child till the child is able to stand on their own foot independently. Freedom should be provided in selecting their own choices that makes remarkable scale of development.

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