

Value Education

9.1 Introduction:

We are at present faced with challenge of break down of human values that threaten the stability of our society. The basic aim of education is to produce men of knowledge as well as of culture. Value Oriented Education has to be integral part of entire education process. Every teacher must become responsible for imparting value education. In our culturally plural society education should foster universal and eternal values oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

A part from their combative role, value education has a profound positive content, based on our heritage, national goals and universal perception. The growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for re-adjustment in curriculum in order to make education a forceful tool for the cultivation of social and moral values. Conscious and organised attempts are required to be made for imparting education in social, moral and spiritual values, with the help, wherever possible, of the ethical teachings of great religions.

9.2 Moral Values:

Moral values in fact, in real sense, represent the essence of all desirable values propagated by different religions. Some-times we find that moral values are also non-controversial, rational, secular and may enable the children to be useful citizen of a democratic, modern, progressive society committed to scientific attitudes. Such value should be free of any regional, religious and other biases.

Basic Human Values broadly can be classified and defined as follows:

- (i) **Truth.**— Truth is the highest human value from which flow the value. Truth is that which is eternal. It includes truthfulness, curiosity, quest for knowledge, spirit of inquiry, introspection, judgement, secularism, religions, tolerance and universal truth.
- (ii) **Righteousness.**—Righteousness is the second basic human value. It is truth in action. It expresses in terms of right section for the good of one's self as well as for social good. It includes obedience, duty, cleanliness, hygienic living, regularity, punctuality, proper use of time, dignity of labour, simple living, respect of others, service to others, reverence for old age, self –help, self- support, self-confidence, initiative, resourcefulness, courage, leadership, faithfulness, justice, team-work, team spirit, equality and self sacrifice.
- (iii) **Peace.**—The first meaning of peace is a kind of natural and self-existent calmness. Secondly it may mean the absence of passion. It includes abstinence, cultivation of virtues, discipline, honesty, endurance, integrity, self-discipline, self- control, self-respect and dignity of individual power of concentration.
- (iv) **Love.**— Love is a sign of expression of heart. Love gives and forgives. It includes sincerity, kindness, sympathy, tolerance, friendship, patriotism and devotion humanism.

- (v) **Non –Violence.**—It means refraining from giving pain to other by words, deeds, thought of feelings. It includes kindness, courtesy, good manners, helpfulness, fellow-feeling, gentle-manliness, consideration for others, unwillingness to hurt others, readiness to co-operate, appreciation of cultural values of others, compassion and universal love.

These values have further been sub-divided in to 83 components annexed in this chapter at page 81-82. The table of values, activities-wise and stage wise is annexed in this chapter at page 82.

9.3 Role of Teacher:

Role of the teacher in cultivating basic human values in the students is indispensable. He should necessarily be not only a good educator but a good person possessing basic moral and aesthetic values. He provides models-good or bad – of behaviour for his students. As an educator he should possess professional competence, reading habit, should be a constant learner and innovative. As a human being he should be a man of simple habits, regular and punctual in his duty, truthful, honest, kind and self confident. He should be commanding respect for himself and respecting others. He should be able to develop concern for nationalism, environment and integration in the students and should foster basic values of democracy, rule of law, social justice and humanity enshrined in the Constitution of India.

9.4 Duties and Responsibilities of the Head of the Institution regarding inculcation of Human Values:

The Head of the Institution will be responsible for inculcation of human values amongst the students of his school by including/identifying/organising certain suitable programmes/ activities after being given proper orientation for being an instrument of inculcation of certain values. The Head of the Institution should:—

- (i) Organise various clubs like nature club, adventure club, literary club in the school as a mean of personal growth helping individual students to clarify their own thinking through personal experience, to express their ideas through activities, acquire knowledge and new ideas and reflect upon and modify attitudes. This will also help the students in a group to know each other as individuals grow together in a group, deepening their relationship and learn to tolerate each other differences.
- (ii) Design Project and Suggest Themes For Project Work
- (iii) Organise tours and visits to nature, walk in country-side, to historic monuments, to synagogues, temples, shrines, factories, farms, power stations, sewage disposal works and housing projects.
- (iv) Organise activities like paragraph writing, story- telling, recitation, group songs, action songs, solo songs, shadow play, one act play, group dances *etc.* for developing self confidence, sense of achievements, self respect, team spirit and appreciation by suggesting topics and songs from history, freedom struggle, in the background of nationalism and patriotic spirit.
- (v) Organise social service camps, visits and excursions laying emphasis on “Shram – Daan”, cleaning colonies, hospitals, schools, distribution of food materials, medicines, clothings *etc.* during natural calamities, help accident victims, lending help to blind, old children *etc.* For developing team spirit, dignity of labour, helpfulness, service to humanity, honesty and concern for others.

- (vi) Organising games – Sports, Scouting and Guiding, NSS, NCC and Yoga programmes to help cultivate sense of discipline, punctuality, co-operation and spirit of competition amongst the students.
- (vii) Organise inter-house meets and cultural meets to develop quality of leadership, initiative, fellow feeling amongst the participants. Demonstration of skills can also be organised for self confidence. Participation of students in National Days and other days of national importance will work as a measure amongst the students to build up the feeling of nationalism and the spirit of dedication.
- (viii) Organising debates, declamations and paper reading contests on the suggested topics for discrimination between right and wrong and the topics from the lives of great leaders, patriots, sages and saints.
- (ix) Have a notice board with “new thought of the day”—for students to read, reflect and introspect.
- (x) In the morning assembly include prayer, good thought, talks by teachers, students, recitations, patriotic songs of different languages may be sung as song of the day.
- (xi) Organise student’s self government, Youth parliament *etc.*
- (xii) Encourage the students to learn more and more international and regional languages and provide facilities for the same.
- (xiii) Organise national integration exhibition depicting the culture economic, historical & social aspects.
- (xiv) Organise exhibition on history of freedom movements on permanent basis in the school adding new dimensions and materials from time to time.
- (xv) Display quotations from great thinkers on the themes of value education at all the suitable corners of the school.
- (xvi) Put pictures and chart with short biographical notes of national and international great men who contributed for the good of the mankind, in libraries, laboratories, class rooms and halls.
- (xvii) Ensure active participation of local community and parents to strengthen the programme of value education in schools.
- (xviii) Organise social awareness and sensitivity camps to expose the students to different aspects like drugs and de-addiction, street and working children, destitute, senior citizen and also aspects such as life skills education, personal grooming and responsibilities of adolescence, career guidance and environment.
- (xix) Organise trip to old age homes with interactive programmes chalked out for both students and senior citizens. To inculcate the feeling of respect and obedience toward senior citizens sense of duty and to develop sense of responsibility.
- (xx) Plan visits to hospitals by students during OPD hours to assist in guiding the patients to right departments explaining to them how medicines are to be taken and taking temperature and blood pressure as a routine to patients.
- (xxi) Encourage the spirit of “Each one teach one”.
- (xxii) Ensure that the students participate in plantation programmes organised by local communities/ NGOs/ Govt. Department/ organisations for improvement of the environment.

APPENDIX OF VALUES

1. Abstinence	49. Punctuality
2. Appreciation of cultural values of others	50. Patriotism
3. Anti-untouchability	51. Purity
4. Citizenship	52. Quest for Knowledge
5. Consideration for values	53. Resourcefulness
6. Concern for others	54. Regularity
7. Co-operation	55. Respect for others
8. Cleanliness	56. Reverance for old age
9. Compassion	57. Sincerity
10. Common Cause	58. Simple living
11. Common Good	59. Social justice
12. Courage	60. Self discipline
13. Courtesy	61. Self help
14. Curiosity	62. Self respect
15. Democatic decision making	63. Self confidence
16. Devotion	64. Self support
17. Dignity of individual	65. Self study
18. Dignity of manual labour	66. Self reliance
19. Duty	67. Self control
20. Discipline	68. Self restraint
21. Endurance	69. Social service
22. Equality	70. Solidarity of mankind
23. Friendship	71. Sense of social responsibility
24. Faithfulness	72. Sense of discrimination between good and bad
25. Fellowship	73. Socialism
26. Freedom	74. Sympathy
27. Forward look	75. Secularism and respect for all religion
28. Good manners	76. Spirit of enquiry
29. Gratitude	77. Team work
30. Gentlemanliness	78. Team spirit
31. Honesty	79. Truthfulness
32. Helpfulness	80. Tolarence
33. Humanisum	81. Universal truth
34. Hygenic living	82. Universal love
35. Initiative	83. Value for national –Civic property
36. Integrity	
37. Justice	
38. Kindness	
39. Kindness to animals	
40. Loyalty to duty	
41. Leadership	
42. National unity	
43. National consciousness	
44. Non-violence	
45. National integration	
46. Obedience	
47. Peace	
48. Proper utilisation of time	

Identification of appropriate Values for School Children at Secondary level

Sl. No.	Values	Activities
1.	Sense of duty and responsibility	Right work at right time, interest to do the work in time, to tell the truth, honour parents, be loyal to elders.
2.	Dignity of work	Cleaning the campus when required, voluntary service during functions, gardening <i>etc.</i>
3.	Simplicity	Story Telling, lives of great individuals like Gandhi, Shastri, Lincoln <i>etc.</i> a simple living teacher offers an example himself.
4.	Faithfulness	Story Telling, dramatization, scouting, guiding, voluntary service.
5.	Courage	Scouting, guiding adventure clubs, gymnastics, Yoga. Patriotic songs & stories of brave people like Shivaji & Lakshmi-Bai <i>etc.</i>
6.	Freedom from envy and jealousy.	Social service, culture programmes, display of talents
7.	Discrimination between right and wrong.	Debate and discussions
8.	Respect for all religions	Celebration of different religious festivals, collecting information about various religions, cultural programmes.
9.	Dependability	Allotting responsible duties on annual day, sports day and all other important days.
10.	Proper utilisation of time and resources.	Assigning interesting and relevant projects, proper utilisation of library.
11.	Service to others	Scouting & guiding, observing service days, performing voluntary service during disturbances, natural calamities, temple festival <i>etc.</i>
12.	Humanism and love for mankind.	Observation of UN day, Commonwealth day. Adopting a country & making as in depth study.
13.	Creativity & scientific temper.	Stamp collection, pen friendship, undertaking project on science, organising science exhibitions, writing stories, poems <i>etc.</i> drawing, painting <i>etc.</i>
14.	Integration	Observing Qaumi-Ekta, celebration of national & religious festivals. Making an in depth study of other states, their cultures, traditions <i>etc.</i> of people & land.