



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2020; 6(1): 122-124
www.allresearchjournal.com
Received: 22-11-2019
Accepted: 26-12-2019

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Value based education in school

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Abstract

Human Values are the virtue that guide us to take into account the human element when one interacts with other human being. Its both what we expect other to do us and what we aim to give to other human beings. Thus, human values are Universal, they are shared by all human being, whatever their religion, Nationality, culture and personal history.

Life without value education is just like a rudderless ship. In spite of increasing literacy rate and more people receiving education, the crime rate is refusing to come down, the brotherhood feeling is disappearing and peace maintenance is destroyed. It should be of prime concern for the education policy makers to lay more stress on imparting human values and edification. Similarly, important roles are to be played by the family and society along with educational institution to imbibe and inculcate value in an individual. But in the name of value-based education it is not fair to add a subject and create an extra load on the children. In present article author wants to emphasise the classroom teaching learning and out side value practice through different models, methods and activities to pleasantly imbibe and inculcate values.

Keywords: Values, value-based education, models, methods, value practice

Introduction

Education is a process of human enlighten and empowerment for a better and higher quality of life. Education that helps in discriminating between the right and wrong, proper and improper in thought an action of an individual about an object, event and situation.

Values are believing upon which man acts by preference (All port- 1969). Values are patterns of choices that guide person or group towards satisfaction and fulfilment. They are considered as potent determinants of human behaviour. A value is a norm, it is an abiding standard or a goal which is mandatory for evolution and progress. Values govern the moral universe of the man. They are related to diverse situation, physical, Social, Economic and Political through clean thinking rather than sudden impulses. Values are universal and are concerned intimately with the lives of the people.

Education is a powerful integrating force or a medium, which successfully bring about value changes and nurtures them. Education and values are interwoven. One is not devoid of the other, education becomes a psychic process whereas values assume the status of psychic evolution and process. Integral education effects a value as feedback mechanism to integrate education. This is an inseparable process.

In a short but meaningful passage 'Patanjali' highlighted four aspects of education.

1. Acquire knowledge / education from your parents or teachers.
2. Make your own study or improve the knowledge.
3. Impart values added knowledge to other individuals that is, to your own children as parent and to other as teacher.
4. Use that knowledge for family benefit, as also for the benefit of the society through your profession, advocation, or employment etc.

There is another versa in Hito-padishah which eulogises value education.

*विद्या ददाति विनयम्, विनयाद् याति पात्रताम् ।
पात्रत्वात् धनमाप्नोति, धनात् धर्मं ततः सुखम् ॥*

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Education imparts intellectual culture. Intellectual culture secured capacity and stability. Capacity and stability enable to secure wealth. Wealth so secured enables to conform to dharma which in turn secures happiness. The Everlasting value of education is also highlighted in a 'Subhashita'

*अन्नदानं परं दानं विद्यादानमतः परम्।
अन्नेन क्षणिका तृप्तिर्यावज्जीवं च विद्यया॥*

Providing Education is of greater value than providing food; for satisfaction secured from food is short lived whereas the satisfaction secured from education remains throughout life. This aspect is also highlighted in 'Shikshavalli' – Lesson – 8 in 'Taillitriyopanished'.

*युवा स्यात्साधुयुवाऽध्यायकः। आशिष्ठो दृढिष्ठो बलिष्ठः।
तस्येयं पृथिवी सर्वा वित्तस्य पूर्णा स्यात्। स एको मानुष आनन्दः।*

"Happiness is that, youth should be of good character, learned, resolute and strong (morally and physically). Then only earth will be full of prosperity and wealth. This is the measure of human happiness.

All the religious thinker, Philosopher and educationist put great emphasis on value-based education and try to stress upon the all-round development of the children.

Scientific advancement has transformed the present society culture and socio-economic changes have brought a conflict between traditional and modern values. The old has not completely died out and new is still emerging. In this transitional phase it is necessary that the curriculum should interpret traditional values in a modern context. Education and basic human values are interwoven. The aim of school education is not only to develop intellect but also to ensure that human-beings live in harmony with nature and imbibe moral values of society. This can be achieved by correlation of curricular and co-curricular activities with the learning of values by identifying areas in which the desired values can be promoted.

The education commission and NEP 1986 as well as new Education policy 2020 attached great importance to the role of indirect influence in building a good character. The commission therefore recommended that the school atmosphere, the personality and behaviour of the teacher, the facilities provided in school will have a large say in developing an understanding of values and thus emphasize that the whole curriculum and the programmes of activities in the school.

As we know the fact that without value education is a bundle of useless information and knowledge. It is truly said without values education is a weapon which make people cleverer devil.

How to inculcate values

The idea behind value education is not the addition of an extra subject in the curriculum but as an important innovation that can be woven into the entire curriculum. The process of teaching and learning require a new meaning and purpose and imparts to the educational process of force of inspiration.

Values are caught rather than thought. Values begin to develop early in life and this process continues at different levels of life. Values can be easily related to the Piagetian concept of stage of learning, teaching and reasoning skill

rather than only 'content' in values and are, therefore, of crucial importance.

At the primary or elementary stage values can be inculcate and nurtured through interesting stories and suggestion of the parents. At the secondary stage there may be frequent discussion between the teacher and the pupil on the values desired to be inculcated. An inquiry approach would help students in clarifying the nature and consequence of the values and to become thoroughly committed to their values. Moral education based on this conception involves the use of activities experience and procedure in the entire school programme that habituate children in right modes of conduct. The textbook material should be correlated with the learning of values by identifying areas in which the desired values may be promoted. The language teacher can contribute a lot in helping the child imbibe values. Language textbook for all classes have stories, plays, autobiography of great people which can pave way for the youth's mind to plan for their lives along the right path with positive attitude. This shall inspire the children for the pursuit of truthfulness, duty, goodness, honesty, tolerance, nonviolence and love for human being, animal and tress.

Geography as a subject present the value of the concept of one-world, unity in diversity. It develops the value of conservation, preservation, Adventure and scientific temper. It kindles the quest of knowledge. A teacher of economics can lay emphasis on the value of the thrift and saving. Which lead to the prosperity of the economy. No nation can run its economy in isolation. So, the value concerning social interdependence, cooperation, effective use of natural resources. Sharing and feeling of community development can be taught about.

Subject like Mathematics also has a wide scope of imparting values. Values like neatness, accuracy, and proper planning can be nurtured among students while teaching the mathematics.

Through physical education teacher can lay stress on the development of health, strength, agility, grace and beauty. Yoga, gymnastic, Athletic, Game and sports develop qualities like sportsmanship, concentration, courage, willpower, rapid action and decision.

The co-curricular activities also create interests and imbibe value through the following ways:

The school assembly is an essential feature of any school and has a scope for value Education at a wide spectrum. A small talk on any aspect of the life can help widen their horizon. Even the thought for the day tend to develop among the children an appreciation for the philosophic which has been given to us through the ideas of great thinkers.

School should encourage students to collect news bulletin to bring articles on human right, cleanness and hygiene, Socio-Economic condition of the countries, importance of rehabilitation work after calamities like flood, earth-quake war etc. This will enable the students to appreciate the sense of live together. Activities like observance of important days help in generating a sense of national integrity and social awareness.

School club such as science club, literary club, cultural club etc. reinforce the value that have been imparted in the classroom through discussion and symposiums etc. Field activities like game, Sports, social work, festivals leading to attitude of service harmony, and live together.

Finally, it can be said that the inculcation of value is not only restricted to the classroom rather children can practice these values outside the school in their social life. I think Value practice is much important than value education”

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