



Value Education From India's Glorious Past

S.Sujatha, Assistant Professor-II, Department of Education

Dr.S.Janaki, Assistant Professor-II, Department of Education

SASTRA University, Thanjavur

Abstract: The term Value refers to a set of basic principles we are expected to follow, which includes honesty, integrity, compassion, devotion, bondage etc. The present days of materialism, concept of individualism and self-centered attitude are some reasons the basic values are getting degenerated. It will be a total loss to the society if there is depreciation in values. Especially in India when the concept of value system was imparted from ancient times through Vedas, Puranas, Epics, Upanishads, Bhagawat Gita, etc. the lapse may lead to a complete damage to society in future. Hence the aspects of reinforcing value education in secondary schools become imperative. So the present study culminating the aspect of values drawn from Vedas, Puranas, Epics, Upanishads, Bhagawat Gita was expected to be listed out by 40 student teachers who were the samples for the study, through activities like dance, drama, narration, storytelling etc and finally the value framework was developed. It is expected that these student teachers using their hand on experience will implement when they become teachers and these value framework could be suggested for secondary school students as a part of the curriculum.

Key words: Value Education, Glorious Past.

Introduction: Value education refers to the inculcation of predominant values that has been carried over for generations. German philosopher **Friedrich Nietzsche (1844-1900)** first used the word 'Values' in 1880. According to **John Dewey (1988)** "Values means primarily to praise, to esteem, to appraise, and to estimate. According to **Venkataiah (1998)** "Any human activity, thought or idea, feeling, sentiments and emotion which could promote self development in all dimensions could be said to constitute a value" According to **Seshadri (1992)** "Value Education is referred to any planned educational action aimed at the development of proper attitudes, values, emotions and characters in learners. This definition includes all round personality development like intellectual, social, moral, aesthetics and spiritual. Value Education can't be ignored as we see the aspect of value degeneration in the present generation, owing to the fast growing material culture and individualism. The humanistic attitude is gradually taking the back seat. It is the part of educational practice that warrants moral, spiritual, economic, social and spiritual well being of students. Though there were constant recommendations by various Educational Committees i.e, Secondary Education Commission 1952, Kothari Commission 1964-66 etc, implementation of value education in schools, it is not successful and we find a total degeneration in recent decades. There is no doubt that value education is to be imparted as a part of every curricular subjects, how far students are serious? is a point we as teachers and teacher educators have to ponder over. So the present study intends to emphasize the aspect of value Education especially drawn from our Puranas, Ithihasas, Buddhist Parables, and Jatakatales etc. To kick start the study the author initiated class room activities, to give some hands on experience to the Students' of first year Integrated B.A.B.Ed/ B.Sc.B.Ed programme and they were instructed to identify the concept of specific values, value crisis and value conflicts through puranas, ithihasas through narration, story-telling, drama, dance etc. A value frame work is an underlying structure of concept of human values that presents

the concept with categories and clarifies their interrelationship in order to facilitate understanding. There are two types of frameworks as theoretical and conceptual. As these student teachers will become prospective teachers in near future, they are expected to inculcate values among secondary school students when they become teachers.

Objectives of the study:

1. To emphasize the need for value education in secondary schools
2. To Emphasize the role of student teachers in promoting values among students when they take up teaching profession

Literature Study:

According to **Venkataiah and Sandhya (2002)**, “Values are guiding principles of life which are conducive to all round development. They give direction to life and bring joy, satisfaction and peace to life. Values are like rails that keep a train on track and help it move smoothly, quickly and with direction. They bring quality to life.”

Pepper (1958) defined, “Values refer to interests, pleasures, likes, preferences, duties, moral obligation, desires, needs, attraction and many other modalities of selective of selective orientation.

As per the **Report of Indian Education Commission (1964-66)**, Education is the process of facilitating learning. It is the most powerful instrument of social, economic and cultural transformation necessary for realization of national goals. It cultivated social, moral and spiritual values among people. It helps in transmission of culture from one generation to the other. It helps in the acquisition of knowledge, skills, values, morals, beliefs and habits necessary for the human living. It helps to increase productivity, achieve national and emotional integration and accelerate the process of modernization.

The National Education Policy 1986 stated that “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make Education a forceful tool for the cultivation of social and moral values”

The National Programme of Action (1992) stated that “The framework emphasized value education as an integral part of school curriculum. It highlighted values drawn from national goals, universal perception, ethical aspects and character building. It stressed the role of education in combating religious fanaticism, exploitation and injustice as well as the inculcation of values”

The National Curriculum Framework (2005), strongly advocated values like “Cooperation, respect for human rights, tolerance, responsible citizenship, reverence towards democracy, and peaceful conflict resolution. It also delineates education for peace as a significant national and global issue.

The National Policy on Education (2020) stated the “Need to foster ethical values such as integrity, empathy, respect and responsibility in students through a variety of educational experiences

Significance of the Study: The present focus on following value cult of our immemorial Indian tradition and re-inventing values suiting to the need of twenty- first century learners who are expected to compete with their global counter-parts is very significant, as it is felt by teaching community. Moreover the concept of leading the world as “Vishwa Guru” should be taken as a pride by our younger generation.

Methodology:

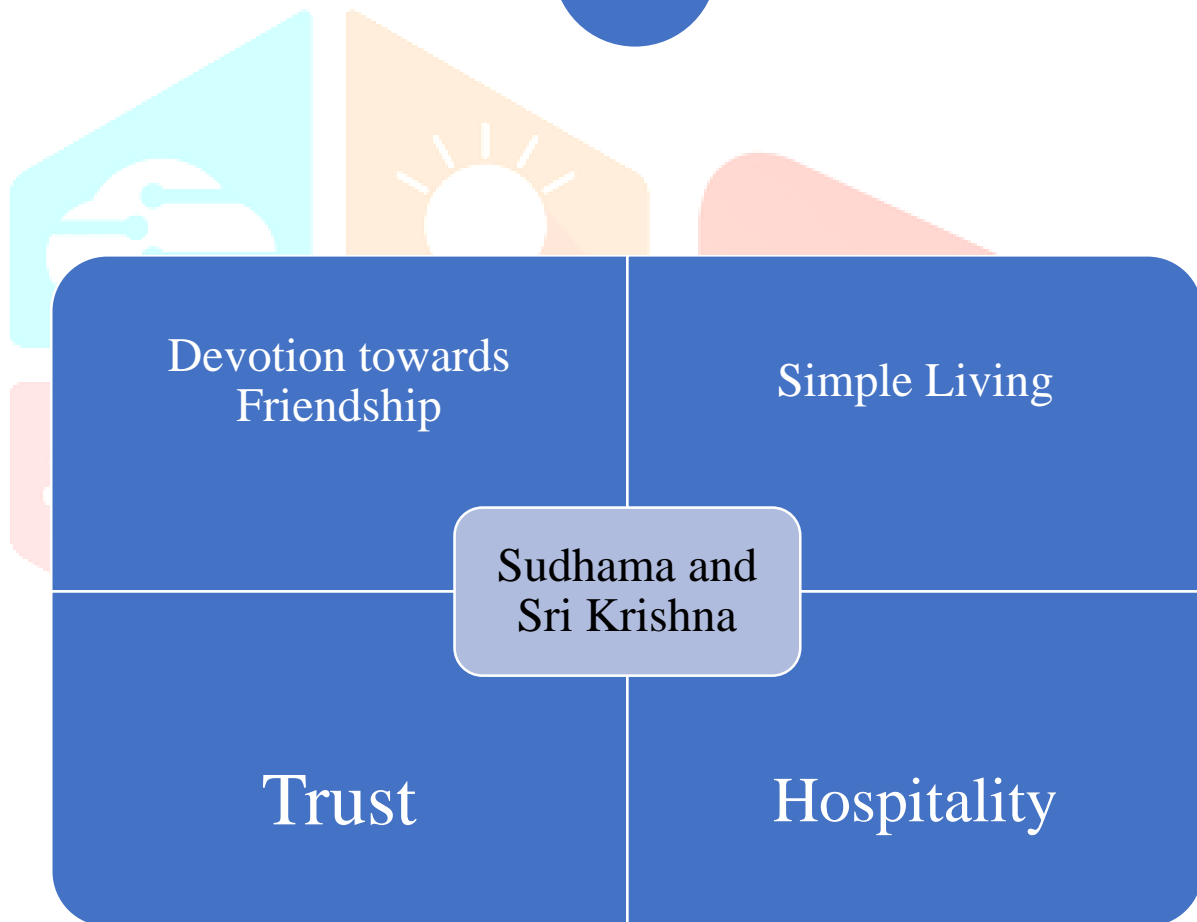
When we think of value education we think of our glorious past, i.e. How values were disseminated through Vedas, Upanishads, Epics, Puranas, Bhagwat Gita and other scriptures so the investigator felt the need for providing hand on experience for Student Teachers. Hence activities like drama, narration, storytelling, dance were given as an option to student teachers. The Students were divided into groups according to their preferential activities. The sample size was 40. Student teachers were given basic orientation about the topic and they were briefed what they were expected to do. They presented the basic values hidden in Vedas, Upanishads, Jataka tales, Buddhist parables etc through dance, drama, narration and storytelling.

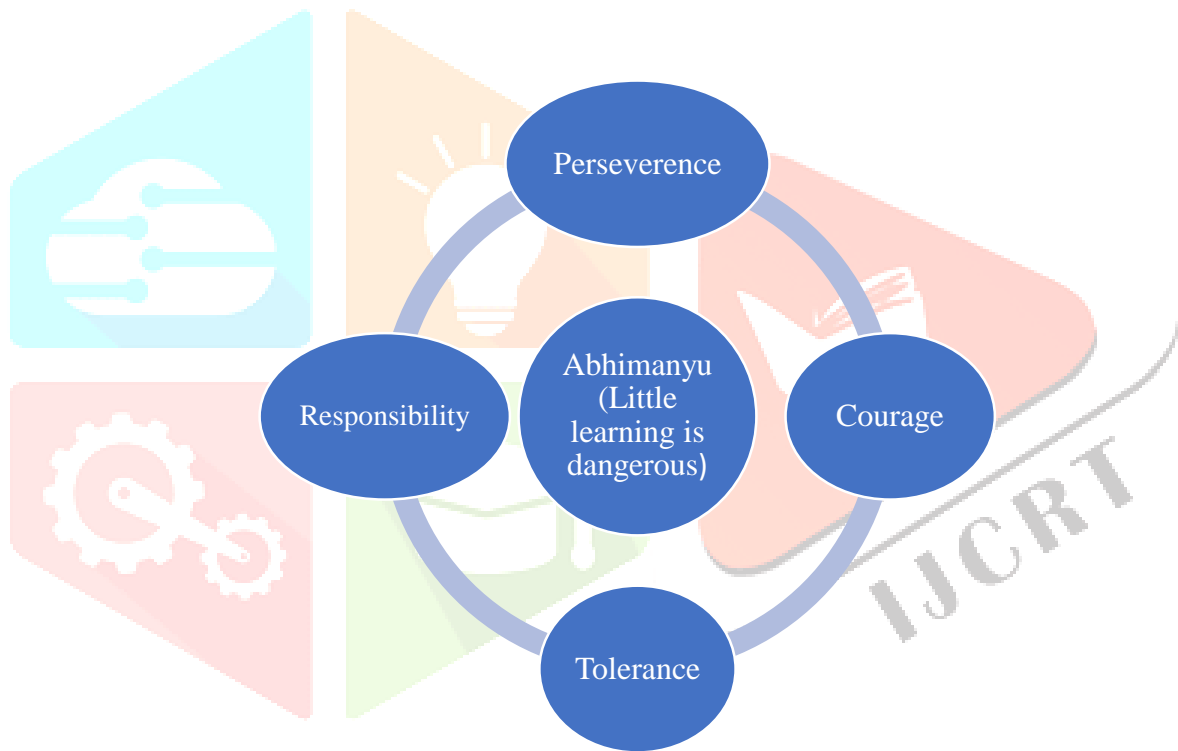
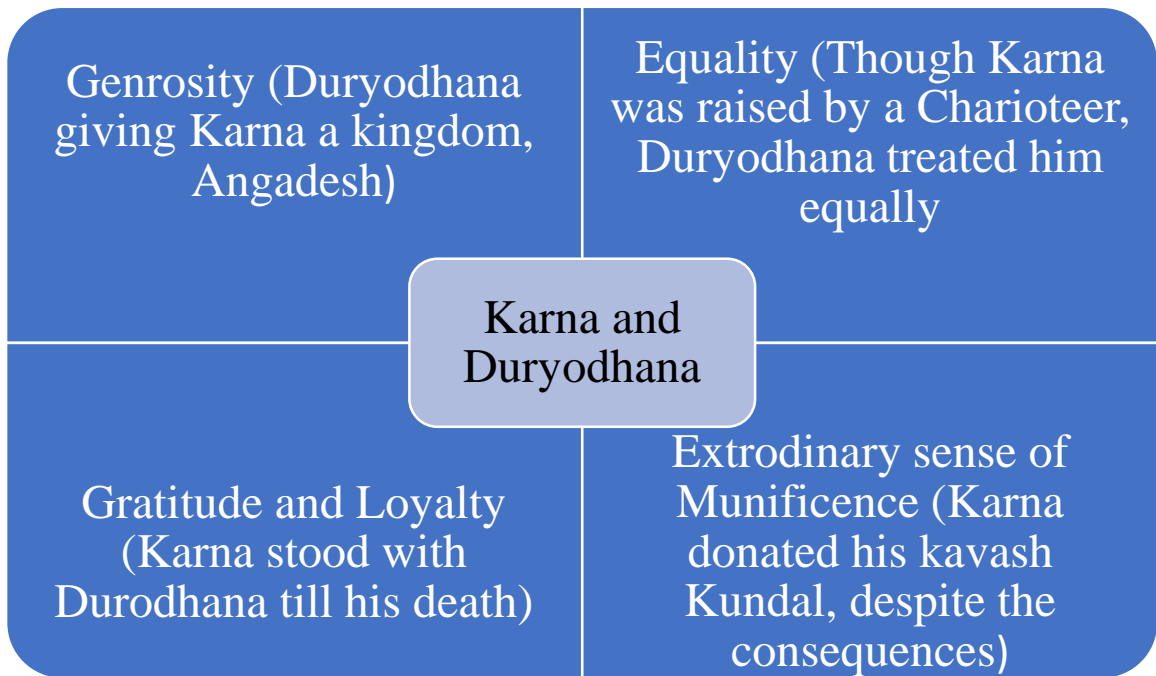
The essential values highlighted through their activities were tabulated under various heads as Source, values and value Conflict.

Sources	Values	Value Conflict
Ramayana Hanuman/Garuda	Love God and all living beings	Misunderstanding between devotion and worship
Ramayana	Make extraordinary choices in times of uncertainty	Being devoted to God only at times of crisis and problems
Ramayana	Devotional knowledge and open-mindedness	Being narrow-minded
Harshichandra story	Speaking Truth	Manipulating truth according to one's need
Harishchandra story	Living upto truth even if it affects our near and dear	Compromising as per situation
Harischandra story	Righteousness	Not following moral values
Ramayana (Ram and Lakshmana)	Following swadharma (siblings bondings)	Not following swadharma
Ramayana (Ram and Lakshmana)	Undying respect towards family	No respect towards family
Ramayana (Ram and Lakshmana)	Self sacrifice for welfare of others	Selfish motive
Ramayana (Ram and Lakshmana)	Fulfilling promises made	Not up keeping promises
Story of Abimanyu (Mahabharata)	Perseverance	Little knowledge in any field
Story of Abimanyu (Mahabharata)	Moral Courage	Manipulative and suppression
Shakuni (Mahabharata)	Choosing good company of people	Evil nature of bad people
Mantra (Ramayana)	Trustworthiness	Lack of trust
Sudhama and Sri Krishna	True Friendship	Being opportunist.
Sudhama and Sri Krishna	Simple Living and High Thinking	Materialistic and greedy
Sudhama and Sri Krishna	Hospitality and respect for guests	Lack of Hospitality
Karna and Duriodhana (Mahabharatha)	Generosity Charity Loyalty (Karna) Equality (Duriodhana) Selflessness	Narrow mindedness Self centered Lack of loyalty Inequality selfishness

The above mentioned values are explicit and implicit in the characters and puranas presented by student teachers in the form of dance, drama, narration, storytelling, power point presentation etc. They are classified as a value framework for secondary school students. The term framework could be referred to a structure.

Value Framework







Conclusion: Students are expected to develop basic values like honesty, integrity, trustworthiness, tolerance, compassion etc during their period of schooling. But we as teacher educators and teachers find that these basic values are gradually deteriorating in the materialistic life of today. There should be a complete overhauling in the process of value education among school students especially among adolescents. So the need was felt as a teacher educator and the study attempted to drive home the fact and need for value education among school students. The study was delimited to 40 Student Teachers, who were assigned with activities like drama, dance, story-telling, narration etc, who finally enlisted the concept of value., value crisis, and value conflict through their innovative ideas and they were tabulated and finally a ‘value based framework’ model was created to sum up the essential values and these value framework could be suggested for secondary school students.

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