UNIT 5: VALUE EDUCATION: MEANING, DEFINITION, AND TYPES OF VALUES, ROLE OF YOGA IN VALUE EDUCATION

UNIT STRUCTURE

5.1 Learning objectives

5.2 Introduction

5.3 Types of values

5.4 Role of yoga in value education.

5.5 Let Us Sum Up

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5.1 LEARNING OBJECTIVES

After going through this unit, you will able to

- understand the meaning of value education
- know the definition of value education
- learn thetypes of value in value education
- understand therole of yoga in value education

5.2 INTRODUCTION

Value education is a process of teaching and learning about the ideas that a society deems important. While this learning can take place in a number of forms, the underlying aim for students is not only to understand the values, but also to reflect them in their attitudes, behavior and contribute to society through good citizenship and ethical practice.Value education can take place at home, schools, colleges, universities, voluntary youth organizations and other such places. Some see it as a set of values coming from societal or religious activities or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good

Behavior for themselves and their community. Value education so leads to success.The Sanskrit term for values is dharma or sadachara, dharma is described as the set of values that sustains the creation without which the very existence of it would be threatened.

Education is the process of learning or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching and training. Education frequently takes place under the guidance of educators; but learners may also educate themselves. Education can take place in formal or informal setup. Formal education is commonly divided into stages such as preschool or kindergarten, primary school, secondary school and college or University. The right to education has been recognized by some governments. In many regions education is compulsory up to a certain age.The concept value denotes the importance of something or action with the aim of determining what actions is best to do. It may be described as treating actions themselves as abstract objects, putting value to them. What makes an action valuable may in turn depend on the ethical values of the objects it increases, decreases or alters.There has been a rapid corrosion of ethical and moral values in Indian society. However, before independence we had pride for our character but over a period of time we have lost the ethical and moral values. For our independence, we had weapons like truth and non-violence for the noble cause. We thought that on the basis of our moral and spiritual strength after attaining independence, the nation will make giant leaps in all fields. But in this process of progress we have lost our values. It is rightly said 'if wealth is lost, nothing is lost, if health is lost, something is lost, but if character is lost, everything is lost.' This holds true not only for individuals but also for the nation. Values are needed to guide the human beings on the right path, to inculcate the concept of 'universal brotherhood'. Teachers play a vital role in improving values among students in true spirit. Media has a major role to play in the promotion of values. The prosperity of a country depends neither on the abundance of its revenues nor on the beauty of its public buildings but on its civilized citizens, with their literacy and character. The society can overcome most of the problems of the 21st century by imparting life skills education with values as the most important ingredient. Globalization has influenced the every

aspect of human life and relations. All good education is a process if developing the human personality in all its dimensions – intellectual, physical, social, ethical and moral. Values are inseparable from life of the individual. Human development cannot be conceived of at the absence of values. The aim of education is both intellectual and moral development. Values form a significant aspect of all the areas of development. The phrase ‘value education’ as used in the area of school education refers to the study of development of essential values in pupils and the practices suggested promotion of the same. Value education is essentially a part of the 'Man Making' and 'Character Building' process. Science and technology are leading to a change and India is a part of the change. India has always led the way and it has the capability to absorb new ideas. Concern for value education is increasing in recent years as a result of crisis of values that our society is currently experiencing. The issue has been projected as one of the national priority in the nation’s education.

The National Education Policy, 1986 declares that the growing concern over the erosion of essential values and increasing in the society has brought to focus the need for readjustment in the curriculum in order to make the education a forceful tool for the cultivation of social and moral values. The national curriculum framework for school education 2000 (NCERT) observed that schools can and must strive to restore and sustain the universal and external values oriented towards the unity and integration of people. Their moral and spiritual growth enables them to realize the treasure within. The school curriculum has to contain components that communicate essential values in their totality. The recent term 'value education' refers to the traditional approaches such as a moral education, religious education, social and character education, and spiritual education. For value education to be effectively delivered, it must be firmly based on the principles of value development.

One of the distinguishing features of Indian philosophy is that throughout its long history, it has continuously given the foremost place to values. Our aims of value development and education are derived from this root. The content of communication media serves as the source of values. Teachers and parents act as role models for children to cultivate social behavioral patterns. The field of

value education is as broad as life itself and it touches every aspect of human life, personality and education. In many institutions, the curriculum of value education is formal and direct, while in large majority of schools it is informal and indirect. The Pupil's learning of values in the school is a continuation of their learning in their family. The children in the schools and colleges should be told about the religious concepts like sin, faith and duty. The youth should be informed about their duties in order to inspire them to contribute to the building of a modern and vibrant nation. The entire school curriculum function is an important source of value education. Value education in schools, therefore, is imparted through direct, indirect, and incidental methods. Values get transmitted via both implicit and explicit curriculum. The entire process of value education is a highly comprehensive and complex that involves a wide range and variety of learning experiences.

Definition: Values education is teaching and learning about the ideals that a society thinks to be important. Through value education, thestudents are expected not only to understand values but also to reflect them in their attitudes and behavior and contribute to society by being good citizens.According to Planet J. Cullen, "Value education is the process by which people give value to others. It may be an activity that takes place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced".Sankaracharya defined dharma as the values that sustained human beings and helped them to enjoy happiness both in this mundane as well as in the spiritual world. Education according to Upanishad is the one that liberates. “Sa Vidya yavimuktaye” is the aphorism which defines the goal of education according to ancient Indian scripture.

5.2.1 OBJECTIVES OF VALUE EDUCATION

Some of the objectives of value education are as follows:

- Full development of a child’s personality in its physical, mental, emotional and spiritual aspects
- Inculcation of good manners and of responsible and cooperative citizenship.
- Developing respect for the dignity of individual and society.

- Inculcation of a spirit of patriotism and national integration.
- Developing a democratic way of thinking and living.
- Developing tolerance towards and understanding of different religious faiths.
- Evolving the evaluation criteria on value-education.
- To improve the integral growth of human being.
- To create attitudes and improvement towards sustainable lifestyle.
- To increase awareness about our national history, our cultural heritage, constitutional rights, national integration, community development and environment.
- To develop awareness about the values and their significance and role.
- To know about various living and non-living organisms and their interaction with environment.

5.3 TYPES OF VALUES

Human values: Preparation of textbooks and resource materials about environmental education can play an important role in building positive attitudes about environment. The basic human value that ‘man is part of nature' rather than 'nature is for man's purpose’ needs to be infused through education.

Social values: Love, compassion, tolerance and justice which are the basic teachings of most of all religions need to be woven into environmental education. These are the values to be nurtured so that all forms of life and the biodiversity of this earth are protected.

Cultural and religious values: These are the values coming from the Vedas. Teachings such as 'you give me and I give you' emphasizes that man should not exploit nature without nurturing her. Our cultural customs and rituals in many ways teaches us to perform such functions as would protect and nurture nature and respect every elements of nature like rivers, mountains and forests.

Ethical values: Environmental education should encompass the ethical values of earth-centric rather than human-centric worldviews. The educational system should promote thoughts about earth citizenship. Instead of considering human beings as of central importance, we have to think of the welfare of the earth.

Global values: Global values must include the concept of human civilization as part of the planet as a whole and similarly nature and various natural phenomena in the earth are interconnected with special bonds of harmony. If we disturb this harmony anywhere, there will be ecological imbalances.

Spiritual values: Principles of self resistant, self discipline, reduction of wants and freedom are some of the finest elements in the traditional and religious fabric of our country.

5.4 ROLE OF YOGA IN VALUE EDUCATION

Yoga is a Science of Holistic Living: Yoga as a science of holistic living is expected to take care of all the aspects of human personality – physical, mental, social, emotional, intellectual and spiritual. Yoga acts as a tool to develop the all-round personality of human being. Yoga is a science of life which guides and acts as a guardian between the period of birth and death. According to Indian philosophy, practicing yogaimproves the physiology of a person. The nervous systems, endocrine system works to the optimum level. Yoga practice also acts as insulation to day to day stress.

The foundation of the yoga as described by Patanjali lies in Yamas &Niyamas. These are the social and personal inhibitions and conjunctions. These disciplinary practices will help the child to come up as a healthy citizen of the country at all levels. This will further assist in developing the universal brotherhood, which is the need of the hour. Thepractice of Asana and Pranayama helps in developing the balanced physical structure, developing the tonicity of the muscles, improving memory and intelligence. Further, it controls the negative emotions and hence a tendency of positivity to life is developed under dualities of life. The process of Dharana & Dhyana improves concentration and controls anxiety, depression and other psychosomatic disorders. It is also mentioned that, ‘yoga karmeshukaushalam’ – yoga teaches to perform actions withselflessness, and without any motive for gain. Human destiny is Swarga and Moksa (Liberation). Psychological and Historical yoga in the Bhagavadgita, Karma yoga, Samatva yoga, Gyan Yoga, Atma-samyama yoga and Bhakti yoga can design the complete personality of person.

Anatomy & Physiology of Human Body and Yoga Therapy: The hormone and immune systems are regulators of the body. They influence biochemical and cellular processes throughout the body. The brain includes secretions of the major hormones and these hormones in turn, act on cells, tissues, organic systems, skeletal, muscular, circulatory, respiratory, digestive, excretory, reproductive, endocrine, and nervous systems. During yoga practice there is reduction in oxygen consumption to the extent of 70% of the normal requirement. The heart rate goes down by 5 beats per minute. Substances such as lactic acid and cortisol which get increased due to stress, are decreased with yoga practice. Yoga relieves the practitioners from tension, headache, asthma, blood pressure related problems, cardio-respiratory inefficiency and insomnia.

Psychology and Yoga Therapy: The relationship between the mind and the body is the field of psychosomatic medicine. Disease is understood by taking into consideration all processes of the whole human organism including the mental processes, sensation, perception, attention, memory, emotions and will. Adjusting to the environment requires constant 'give and take' relationship between the individual and society. This makes a person vulnerable to tension and anxiety. In order to develop control over all aspects of personality,Maharishi Patanjali developed yoga. Yoga has guidelines for behavior in the social milieu as well as exercises for development of control over the nervous system. Essentially the aim is to move from the state of waking to self-realization, through the eight stages from Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana to Samadhi. Yoga therapy is beneficial when practiced over a long period of time. Yoga is derived from the Sanskrit word 'yuj', which means connectivity, remembering, and union. Yoga is the way of solution to all problems. Yoga is the restraint to the operations of Chitta. Chitta, the conscience, is self established as in absoluteness. During yoga, the mind remains alert and the awareness expands. Further, Maharishi Patanjali said. "Yoga chittavrittinirodhaha". Maharishi Vasisth said, "manahprashamanopayaha yoga ethiabidhiyate", which means "Art of keeping one's mind blissful is yoga". In Bhagavadgita, "Yoga Bhavati Dukha Nivarak" - yoga reduces the sorrows of mind. The practice of yoga is an art and science dedicated to creating union between body, mind and spirit. Its objective is to assist the practitioner in using

the breath and body to foster an awareness of ourselves as individualized beings intimately connected to the unified whole of creation. In short it is about making balance and creating equanimity so as to live in peace, good health and harmony with the greater whole. Yoga education is one of the most powerful ancient agencies in molding the character and personality of the individual and in determining the future of individuals and nations. It is a process of acquiring skill and dexterity in the walks of life; in true sense, it is a process of aiding the all-round – physical, intellectual, social, moral and spiritual – development of an individual. It is one of the strong instruments of social change. Yoga education means inculcating in the children a sense of humanism, deep concern for the well being of others and the nation. This can be accomplished only when we instill in the children a deep feeling and commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress. Yoga education is a broad framework of sensitizing the educational community towards human excellence based on personal experiences. It gives inner direction to man for his all round development centered in moral and spiritual consciousness and involves three components of human personality viz., cognitive, affective and cognitive. Further,yoga education has three bases: philosophical or metaphysical, psychological and socio-cultural.

LET US KNOW

Value education is a process of teaching and learning about the ideas that a society deems important. While this learning can take place in a number of forms, the underlying aim is for students not only to understand the values, but also to reflect them in their attitudes; behavior and contribution to society.Value education can take place at home, schools, colleges, universities, voluntary youth organizations. While some see it as a set of values coming from societal or religious activities or cultural ethics, others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good Behavior for themselves and their community.Education is the process of learning or the acquisition of knowledge, skills, values, beliefs, and forming habits. The right to education has been recognized by some governments.The

National Education Policy, 1986 declares that the growing concern over the erosion of essential values has made it necessary to focus on the need for readjustment in the curriculum in order to make the education a forceful tool for the cultivation of social and moral values. The national curriculum Framework for school education 2000 (NCERT) observed that schools can and must strive to restore and sustain the universal and external values oriented towards the unity and integration of people.

CHECK YOUR PROGRESS

Q 1. Value education is a process of ……..and learning. (fill in the blank)
Q 2. What is the Sanskrit term for values?
Q 3. What, according to the Upanishads, is education?
Q 4. What, according to Planet J Cullen, is value education?
Q 5. What are the objectives of value education?
Q 6. What are the types of value education?
Q 7. Write a note on the role of yoga in value education.

5.5 LET US SUM UP

- Value education is a process of teaching and learning about the ideas that a society deems important. Value education can take place at home, schools, colleges, universities, and voluntary youth organizations.
- The Sanskrit term for values is dharma or sadachara; dharma is described as the set of values that sustains the creation without which the very existence of it would be threatened.
- According to Planet J. Cullen "Value education is the process by which people give value to others. It may be an activity that takes place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced".
- Sankaracharya defined dharma as the set of values that sustained human beings and helped them to enjoy happiness both in the

mundane as well as in the spiritual world. Human values, Social values, Cultural and religious values, Ethical values, Global values, Spiritual values are different types of values.

✓ 5.6 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q1. Value education is a process of teaching and learning.

Answer to Q2. The Sanskrit term for values is dharma or sadachara.

Answer to Q3. The Education according to the Upanishads is the one that liberates. “Sa Vidya yavimuktaye” is the aphorism which definesthe goal of education according to ancient Indian scripture.

Answer to Q 4. According to Planet J. Cullen "Value education is the process by which people give value to others.

Answer to Q5. Developing respect for the dignity of individual and society.

Answer to Q6. Cultural and religious values.

Answer to Q7. Yoga is a Science of Holistic Living.

5.7 FURTHER READING

Garote, M.L., & Ganguly, S. K. (2001). *Teaching methods for Yogic Practices*. Kaivalyadhama Ashram.

Donald G. Butler, *Teaching Yoga,* Geoffrey Chapman Publishers, 1975.

? 5.8 MODEL QUESTIONS

Q 1. Write a note on the meaning of value education.

Q 2. What are the types of values?

Q 3. Write a note on the role of yoga in value education.

Q 4. What is the meaning of value education?

Q 5. Write the definition of value education.

Q. 6. What is the role of yoga in value education?

Q 7. Why value education is mandatory in the present education system?

Q 8. Explain the meaning and definition of value education.

Q 9. Discuss the importance of value education in the present scenario.

Q 10. Discussabout the role of yoga in value education.

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