

VALUE EDUCATION THROUGH RELIGIOUS TEXT AND TEACHING

Shalini Tyagi, Ph. D.

Associate Professor in Meerut College Meerut.

Abstract

Values are beliefs about what is right and what is wrong and what is important in life. It reflects ones attitudes, choices, decisions, judgments, relationships, dreams and vision. Value Education is an important aspect of education affecting the students and the society as a whole. Many educators tend to take lightly the proper growth of students. Negligence will be detrimental to the well being of our society on the whole. The point is that most people pay little interest in studying religious texts with any real seriousness and that the many fascinating ideas within this holy Granth are unknown to most of the world.



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Introduction:

Today youngsters are confused because of the change in value system in the society and lead them to many dilemmas. Due to liberalization, industrialization and globalization rapid changes are occurring in almost all social sciences. The so called philosophical foundations of India are declining day to day with the country in a state of social turbulence, the goals and functions of formal education need to be reassessed and updated.

Values are principles, fundamental convictions, and ideals, standards of life which act as general guide to behavior or as a reference point in decision making. Values are beliefs about what is right and what is wrong and what is important in life. Value literally means something that has a price, precious, dear and worthwhile; one is ready to sacrifice for. It is a set of principles which guide the standard of behavior. Values are desirable and held in esteem. They give strength to a person's character by occupying a central place in his life. It reflects ones attitudes, choices, decisions, judgments, relationships, dreams and vision.

According to T. Roosevelt, "To educate a man in mind and not in morals is to educate a menace to society." The supreme end of education is expert discernment in all things – the power to tell the good from the bad, the genuine from the counterfeit, and to prefer the good and the genuine to the bad and the counterfeit.

The Hindu vision of life gives four goals, ideals and core values for a better quality of human life. They are artha (economic values of wealth), kama (psychological values of pleasure), dharma (moral values) and moksha (liberation). These four goals embody the formulation of human values.

Right living is reached only through value education which only stands against cardinal sins as Mahatma Gandhi has cautioned us: “Pleasure without conscience; Politics without principles; Prayer without devotion; Education without character; Wealth without work; Science without humanity; And commerce without morality.” The modern world is looking for peace in order to ensure the survival of humanity. Many societies around the world have been entangled in horrifying internal and external wars that have killed many millions of people, devastated and displaced millions of children, youth, women and men, damaged culture, destroyed local economies and deterred development. In addition to the millions of deaths from violence and the effects of war such as from disease, millions of people have suffered the worst, most bizarre disgraces known to humankind: rape, mutilation, torture, child soldiering and revolutionary group terror. With the increase in incidence of crime, members of the society have started feeling more insecure, become fearful and more suspicious.

Need for Value Education:

Mahatma Gandhi found that there is a great deal of moral degradation in the society. The main causes of moral degeneration are: Lack of respect for the sanctity of human life. Breakdown of parental control of children in families. Lack of respect for authority seen through the brazen breaking of the law and total disregard for rules and regulations. Crime and corruption . Abuse of alcohol and drugs . Abuse of women and children, and other vulnerable members of society. Lack of respect for other people and property.

Objectives of Value Education:

The following objectives of VE are identified: 1. Full development of child’s personality in its physical, mental, emotional and spiritual aspects. 2. Inculcation of good manners and responsibility and cooperative citizenship. 3. Developing respect for individual and society. 4. Inculcating a spirit of patriotism and national integration. 5. Developing a democratic way of thinking and living. 6. Developing tolerance towards and understanding of different religious faith. 7. Developing a sense of human brotherhood at social, national and international levels. 8. Helping children to have faith in themselves and in some supernatural power and order that

is supposed to control this universe and human life. 9. Enabling children to make moral decision on the basis of sound moral principles

Types of Values:

Values however are either innate or acquired. Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity. Acquired values are those external values adopted at your “place of birth” or “place of growth” and are influenced by the immediate environment. Examples of acquired values are one’s mode of dress, cultural customs, traditions, habits and tendencies.

Categorization of Values:

There are a number of different categories into which values can be placed. **Personal values:** Personal values are those you take for yourself and which constitute a critical part of your values and are apparent in attitudes, beliefs, and actions. Personal values may be prioritized, such as honesty then responsibility then loyalty and so on. **Social values:** Social values are those which put the rights of wider groups of people first. This may include equality, justice, liberty, freedom, and national pride. These are often instilled into us when we were young.

Political values: Political values are ideological beliefs about the best way to govern a country or organization, for example through welfare, democracy and civic responsibility. **Economic values:** Economic values are those around money, and may include beliefs around ownership of property, contributing to the common good (taxes!), the balance of supply and demand and so on. **Religious values:** Religious values are spiritual in nature and include beliefs in how we should live.

Value Education in India In the history of Value Education, we see rather a slow development of the system in India. In the 1980s, the government was more responsive to the needs of Value Education in our schools. Ancient India Value Education in India from the ancient times has held a prime place of importance. From the Gurukul stage the child not only learnt skills of reading and archery but more the philosophy of life in relation with its impermanence. Hence education in India was born of this vision to achieve one’s experience in the absolute as a spark of the divine and in this process practice of one’s duty accompanies the acquisition of knowledge. In the modern school system value education, was termed moral education or moral science. British were absolutely neutral in their policy towards religion and value education. C.A.B.E – (1943-46) emphasized spiritual and moral education. It was the responsibility of home
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and community. Committee on Emotional Integration (1961) pointed out that the science students should have at least some background of humanities; it opined that there should be a compulsory paper on India's cultural heritage. Education Commission (1964-66) recommended moral, social and spiritual values at all levels. UNESCO (1972) felt that the education system should promote values of world peace and international understanding and unity of mankind. National Policy on Education (NPE 1986) proposed readjustments in curriculum to make education a forceful tool to inculcate social and moral values; to eliminate obscurantism, fanaticism, superstition, illiteracy and fatalism.

Bhagvada Gita

The Bhagavada Gita also referred to as Gita, is a 700- verse Hindu scripture that is part of the ancient Sanskrit epic Mahabharata. The context of the Gita is a conversation between Krishna and the Pandava prince Arjuna taking place in the middle of the battlefield before the start of the Kurukshetra War with armies on both sides ready to battle. Swami Chinmayananda writes, "Here in the Bhagavada Gita, we find a practical handbook of instruction on how best we can re-organise our inner ways of thinking, feeling and acting in our everyday life and draw from ourselves a larger gush of productivity to enrich the life around us, and to emblazon the subjective life within us."

Few instances of teachings asserted in Bhagvada Gita (explained with help of different examples)

- "The lower self is your enemy, The higher self is your friend" (Gita, Chapter 6, Verses 5)
- "Let a man lift himself by his own self alone; let him not lower himself, for this self alone is the friend of oneself and this self alone is the enemy of oneself." (Gita, Chapter- 6 , Verses 5)
- "From anger [losing one's order] one gets illusioned and from illusion the memory gets bewildered. With the memory disturbed one loses one's intelligence and from that loss of intelligence one falls down."

(Gita: Chapter- 2, Verses-63)

Guru Granthsahib

Philosophy of Guru Granth Sahib having universal applicability has much to add to bring peace on our planet. Guru Granth sahib is an inter-faith divine scripture. It explains a spiritual way of life for the entire mankind. Guru Granth sahib is both modern and rational. It is the collection

of Hymns or Shabads and contains the actual words spoken by the Gurus and various other (more than twenty) Hindu and Muslim saints of India.

Quran

Quran is the central religious text of Islam, which Muslims consider the verbatim word of God (Arabic: **ٱللَّهُ**, *Allah*). It is regarded widely as the finest piece of literature in the Arabic language. The Quran is composed of verses (Ayah) that make up 114 chapters (suras) of unequal length. The Quranic verses contain general exhortations regarding right and wrong and the nature of revelation. Muslims believe that the Quran is God's unfiltered message - teaching them how to lead a good life and become a better, more moral person.

Bible

Bible is the sacred book of Christianity, a collection of ancient writings. The Bible addresses many basic issues of life and death, of the present and the future. Few examples of the teachings asserted in Bible are

- Depart from evil, and do good; seek peace, and pursue it. (Psalm 34:14)
- For to be carnally minded is death; but to be spiritually minded is life and peace. (Romans 8:6)
- "Better a patient man than a warrior, a man who controls his temper than one who takes a city." (Proverbs 16:32 (NIV))
- "denying ungodliness and worldly lusts, we should live soberly, righteously, and godly... (Titus 2:11-13)

Approaches to teaching Value Education:

Broadly there are two approaches to teaching VE: 1. Integrated approach and 2. Curricular Approach.

Approach: is also known as indirect method. This is adopted by many public schools. In this approach, values are integrated and taught through various subjects and activities. For example, physical education imparts values of health, strength, agility, grace etc. Sports teach the values of courage, initiative, rapid decision, action, perseverance, leadership, self control, acceptance of failure and victory. Work Experience: Manual skills, utilizing materials, avoiding wastage, creativity, live in harmony with nature, appreciating art and music. Social studies: lives of great men will instruct on courage, patriotism, citizenship, civic sense, hard work, diligence etc. It also makes use of leisure periods, reading books on values, by organizing discussions

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and debate by eminent scholars. Further it is expected use the incidental method of relating the life of students to various events that take place in the surrounding. Further it depends on the morning assembly, celebration of festivals and other occasions to impart values.

The role of Teachers In teaching and inculcating values, the teachers have a great role to play. The following roles are significant: 1. A teacher has to function as an agent who stimulates, provokes, informs and sensitizes the learners with reference to value situations in life. 2. Through involving the learners actively in discussion, dialogue and practical activities, the teacher should make them think and reflect on human actions and events. 3. The teacher should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities. 4. They should help in creating an atmosphere of love, trust, cooperation and security in the school conducive to the development of high ideals and values. 5. They should possess the right qualities of mind and heart necessary for the pursuit of knowledge—love of knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance. 6. They should have a sound social philosophy, characterized by social sensitivity, concern for social justice and human rights. It is essential that they carry out their professional obligations in accordance with the highest standards and ethics of the teaching profession. 7. The institutional processes in the training institution should help teachers acquire these capabilities by providing concrete situations and opportunities and actively involve them in appropriate learning experiences. 8. They should develop a nationalistic feeling among students. 9. Create an awareness about the problems of future specially those related to food, water, energy, environment, pollution, health and population. 10. Give equal importance to all students irrespective of caste, creed, sex and money.

Keywords:

Introduction , Need for Value Education , Objectives of Value Education, Types of Values, Categorization of Values, Bhagvada Gita, Guru Granthsahib, Quran, Bible, Approaches to teaching Value Education.

Conclusion:

Value Education is an important aspect of education affecting the students and the society as a whole. Many educators tend to take lightly the proper growth of students. Negligence will be detrimental to the well being of our society on the whole. For adequate inculcation of values, educational institutions need to give support as well. As values are caught more than taught, *Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies*

the students need to grow up in an atmosphere of well being. The holy scriptures of Hinduism, Sikhism, Islam and Christianity uphold many universal human values. The need of the hour is to explore these values and incorporate these in education. The point is that most people pay little interest in studying religious texts with any real seriousness and that the many fascinating ideas within this holy Granth are unknown to most of the world.

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