

Value Education **(CODES: BED-230-VIII)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: After completion of the course, student-teachers will be able -

- To develop insight of understanding of concept of Indian values according to time space and situation.
- To scientifically analyse values in Indian culture and tradition.
- To develop positive attitude about Indian human values.
- To understand the Indian values according to Shradhha and logic.
- To understand the co-ordination with Indian values and life style.
- To analyse the ethical, artistic and pleasant values.
- To analyse absolute values in globalization and universalization.
- To develop the teaching learning method for adaptation and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that makes them sensitive to promote certain educational values while marginalizing others.

UNIT – I Nature and Sources of Values

- Meaning, Concept, Need and Importance of Values and Ethics. Philosophical and Sociological probing into Morality and Values.
- Nature and sources of Values, Biological, Psychological, Social, Cultural, Science of living and ecological determinants of Values.
- Philosophical, Psychological and Sociological perspective of Value Education.

Practicum/Field Work

- Practise general etiquette (like wish to colleagues, polite way of talking etc.) through out session.
- Prepare a report on scientific Analysis of Traditional life style.

UNIT – II Classification of Values

- Classification of Values, Eternal, Material, Social, Environmental, Psychological, Economical, Political, Cultural, Moral and Spiritual, Science of living, status of Values, How can these be realized through Education
- Values of individual in traditional life style.
- Universal values, Identification and Analyse of emerging issues involving value conflicts.

Practicum/Field Work

- Identify values, which promote harmonious living in ancient social life, prepare/ a report and present it in the assembly to assimilate the values in the personality of students.
- Organise a Poster making competition in school based on the classification of values.

UNIT – III Development of Values

- Development of Values as a personal and life long process, teaching of values as an integral part of education, Development of values through science of living, design and develop of instructional material for nurturing values.
- Feelings of fear and trust and their influence in personal and social attitude, attitudes towards competition and co-operation, value orientation of education.

Practicum/Field Work

- Make content Analysis of existing secondary level any text book to identify the components of human values included in it.
- Conduct any one yogasna/Suryanamaskar in the school for one week with explanation of

its impact on physio-psychology of human beings.

- Observe and analyse the impact of competition in personal and social life and prepare a report.

UNIT – IV Values in Religious Scriptures

- Bhagwadgita- Nishkam Karma, Swadharma, Laksagrah & Stithpragya.
- Bible – Concept of Truth, Compassion, Forgiveness.
- Dhamnipada- Astangmarg, Aryastya & Madhyamarg
- Gurugranth Sahib- Concept of Kirath, Sunsat, Paugat & Jivanmukti.
- Quarn – Concept of spiritual & Moral Values (Adah, Raham & theory of Justice) & Social responsibilities.

Practicum/Field Work

- Analyse morning assembly programme of a school from the point of view of sarv dharmprarthna and give suggestions.
- Organise a play or stage show on values in religious scriptures of various religions, in which students will demonstrate religiosity and common influencing factors of various religions.
- Make a critical analysis of any value according to any religious book.

UNIT – V Methods & Evaluation of Value Education

- Traditional Methods: Story Telling, Ramleela, Tamasha Street Play & Folk songs.
- Practical Methods : Survey, Role Play, Value Clarification, Intellectual discussions.
- Causes of Value crisis: Material, Social, Economic, Religious Evils and their Peaceful solution.
- Role of school every teacher as teacher of values, school curriculum as Value laden.
- Moral Dilemma (Dharmsankat) and one's duty towards self and society.

Practicum/Field Work

- Analyse a cocurricular activity of school from the point of view of values inculcation and give appropriate suggestions.
- Debate on causes of value crisis and their possible resolution.
- Identify analogical values in various religious scriptures, rganize any activities to nurture it in students, and then prepare a report to this effect.

Reference

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Calif University Associate Press. Krischan Boum. Howard.