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The Necessity of Value Oriented Education at our School education Curriculum

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Keyword

Ancient education, Medieval education, Modern education, Erosion of values, Value education, Quality manpower, Overall development, moral principles and beliefs.

Abstract

This paper presents the decline of values education in schools since the Middle Ages. It lays down the basic structure of ancient education which contributes quality manpower to the society imbibing moral, social and civic values. It also shows the erosion of values and how values are transferred from ancient foundations to modern times. As a result, the current situation calls for several reforms that can be implemented from ancient education for the overall development of students as human beings. Quality of education generally affects quality manpower for social benefits. Values are principles or standards of behavior, judgments of what is important in life. In ethics, value refers to the degree of importance of something or an action, determining what actions are best to do or how to live, or to describe the significance of various actions. A person's or a group's values are the moral principles and beliefs they hold to be important.

Introduction :

Ancient India has a glorious educational and cultural background. The development of Indian education and culture stood through the conflict. Apart from Indian history, Indian educational and cultural history also includes time spans of ancient, medieval and modern eras. Values are the essence of Indian education and culture. It is sad to say that even as an Indian we need to be educated in our values. In ancient times there was Gurukula system. Students lived with the Guru and received value based education. It was a far cry from the bustling city to the secluded countryside. What a wonderful choice of area! Moral soundness and exemplary conduct were the basis for admission to educational institutions in rural isolated areas. Students had to read epic stories based on values, which was the curriculum. They could easily acquire a basic understanding of what sin is and abstained from such acts. Father and mother only created the body but the state arising from the Guru's instruction was pure, indestructible and immortal. The Guru was regarded as father and mother and was certainly against sin. Both the general course and the episodes or stories of the Ramayana and Mahabharata narratives introduce us to ideal students, teachers, schools and ashrams and other centers of learning. Chief ancient education was characterized by the spirit of piety and righteousness, high character formation and development of personality, inculcation of civic social values, preservation-transformation and transmission of culture. Living in a joint family, family values continued to hold and practice such family values as taking care of the young and newborns jointly, respecting the elders, sacrificing one's own interests to make others happy and so on. Self-discipline, yoga, meditation, etc. were to emphasize the importance of physical values and to emphasize the importance of self-knowledge. The importance of a calm and peaceful mind that can rekindle love and peace. The dignity of labor was taught to inculcate this value, that no one is superior or inferior by the kind of work done.

The decadence of values began in the Middle Ages. Foreign invaders like Timur Long, Muhammad Ghori and Sultan Mahmud destroyed many Hindu temples as well as ancient literature. The great traveler and historian Ibn Battuta saved many such ancient literatures from the invaders and sent them to his friends in Baghdad,

Persia and other Islamic states. It is a great loss to Indian civilization especially in terms of moral, cultural and aesthetic values. On the other hand, during the Pathan, Sultan and Mughal rule, destruction of Hindu temples, conversions, disrespect for other religions and non-grant of funds for Vedic type educational institutions along with other benefits led to the degradation of the remaining values.

The modern era was started by the British. Like other rulers they also killed our saints, destroyed temples, attacked education and culture. They provide education emphasizing English language ignoring Sanskrit, Hindi, other Indian languages and our traditional culture. Christian missionary education is self-centered and another type of erosion of values. This is a fundamental change in value. The joint family system is now on the decline and the concept of nuclear family, single parent family and childless couple is gaining weight. In fact, in the race to have everything, we are really losing everything. What we value through this system is self-centeredness, sensitivity to the needs of older and younger generations. Schools and colleges are becoming a reservoir of discrimination. From admission to evaluation, from selection to promotion, the only standard we are cherishing is non-discrimination. Let us analyze our current education system in the light of the above facts. Where did we go wrong? What happened that started the decline of human values? Compared to today's scenario, ancient India had less opportunity, now more sin and corruption. In independent India, reports of various committees and commissions (Radhakrishna Commission, Mudaliar Commission, Kothari Commission) also suggested to revive our lost values.

More recent commissions 1968, 1986 also advocated revitalization of values. Initiative for Excellence in Education NPE – 2016 states, “NPE, 2016, (Government of India) – Value orientation is an over-arching and broad field that requires conscious coordination with general education at every stage. Acknowledgment of the diversity of Indian heritage, culture and history Familiarity with Indian heritage can lead to social cohesion and religious harmony. The content and process of education, especially school education should be prepared accordingly”. Further quoting the said Commission, “NPE, 2016, (Government of India)- The main objectives of education in the coming years should encompass four essential elements i. e, Values create awareness, knowledge and skills While knowledge and skills are necessarily specific to the objectives of study and largely determined by reasons for future employment or leisure pursuits, awareness and values are universal in nature and should be shared by all”.

Data Collection and Analysis :

100 Teachers Opinion on The Necessity of Value Oriented Education at our School education Curriculum.

73	80	85	86	80	68	81	65	68	71
90	86	78	77	81	94	87	92	74	74
79	82	76	74	87	71	81	73	76	87
82	80	80	81	88	78	85	82	78	69
92	75	84	78	80	86	80	93	83	90
94	88	88	88	83	87	86	81	87	92
91	80	87	83	83	81	80	85	72	76
77	72	81	87	85	82	87	93	90	88
90	88	80	84	84	82	88	90	74	71
70	64	88	90	84	84	79	69	68	80

Data collected by the Researcher themselves.

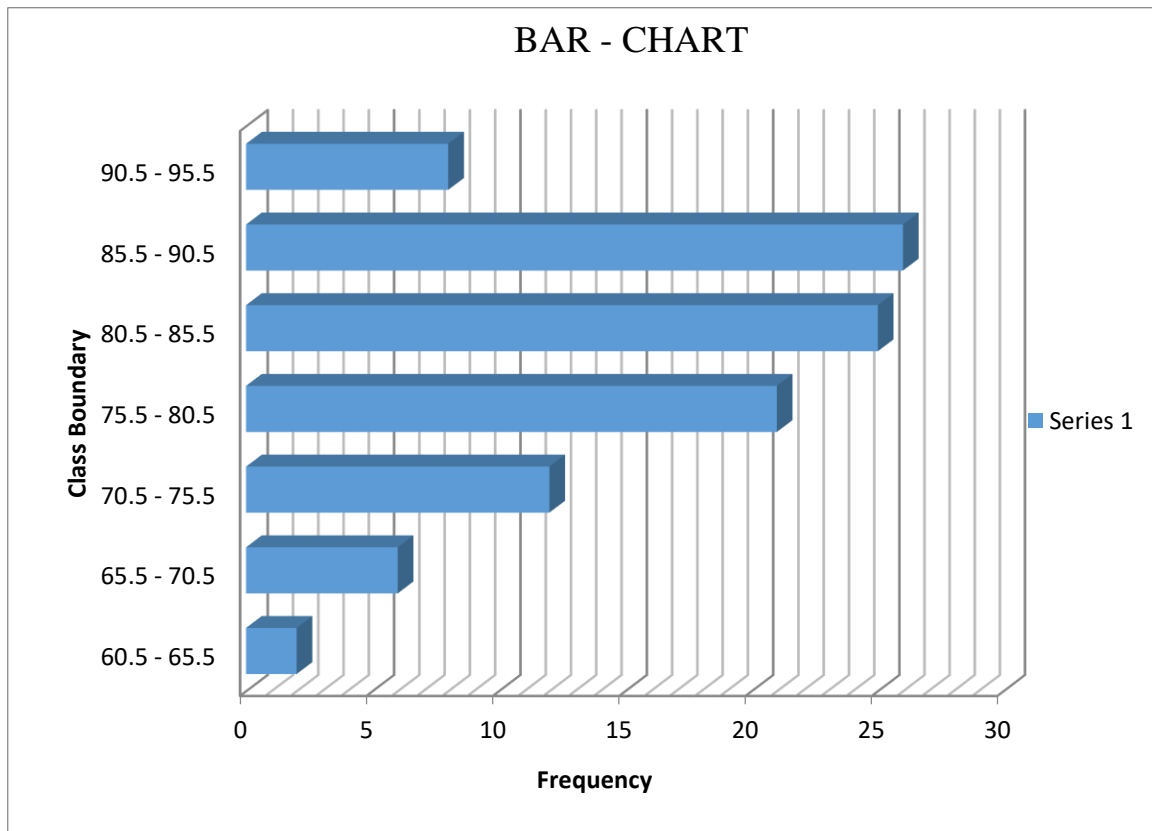
TABLE 1: Tally Marks of 100 Teachers Opinion on The Necessity of Value Oriented Education at our School education Curriculum.

Class limit	Class boundary	Tally marks	Class mark (xi)	Frequency (fi)
61 - 65	60.5 – 65.5		63	02
66 - 70	65.5 – 70.5		68	06
71 - 75	70.5 – 75.5		73	12
76 - 80	75.5 – 80.5		78	21
81 - 85	80.5 – 85.5		83	25
86 - 90	85.5 – 90.5		88	26
91 - 95	90.5 – 95.5		93	08
Total				100

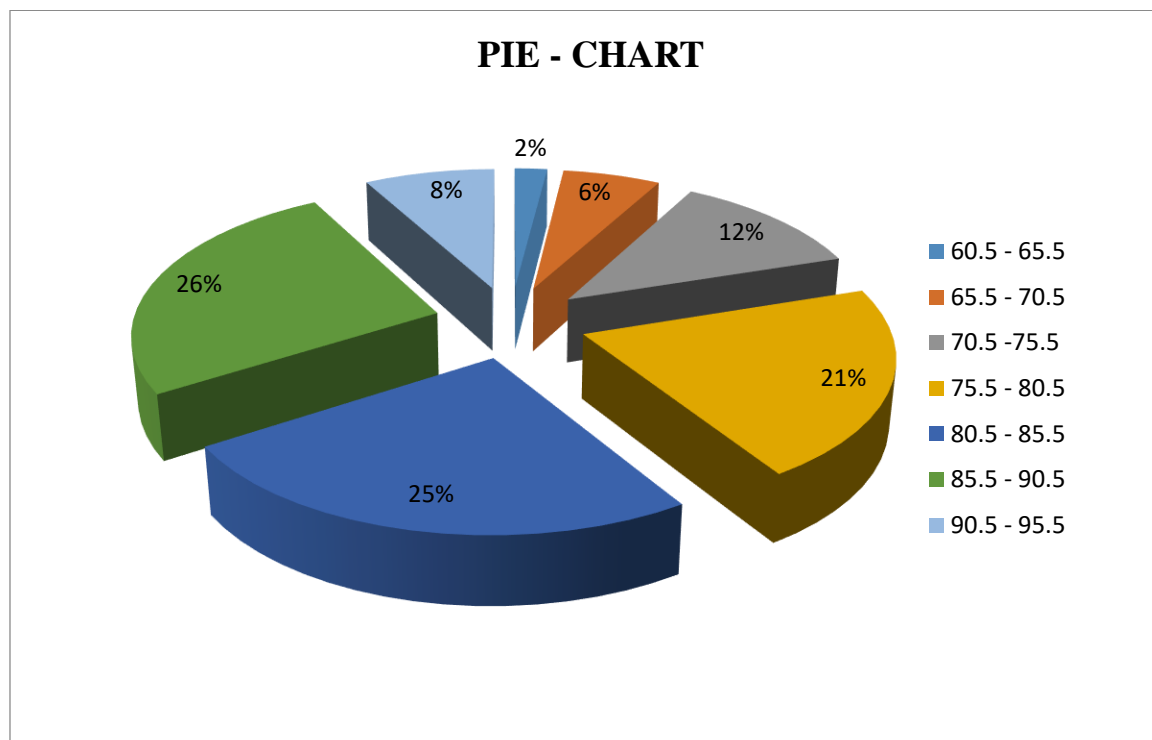
Table for Showing the Percentile in Pie Chart and Bar chart.

Class boundary	Percentage	Degree
60.5 – 65.5	02%	7.2 ⁰
65.5 – 70.5	06%	21.6 ⁰
70.5 – 75.5	12%	43.2 ⁰
75.5 – 80.5	21%	75.6 ⁰
80.5 – 85.5	25%	90.0 ⁰
85.5 – 90.5	26%	93.6 ⁰
90.5 – 95.5	08%	28.8 ⁰
Total	100%	360 ⁰

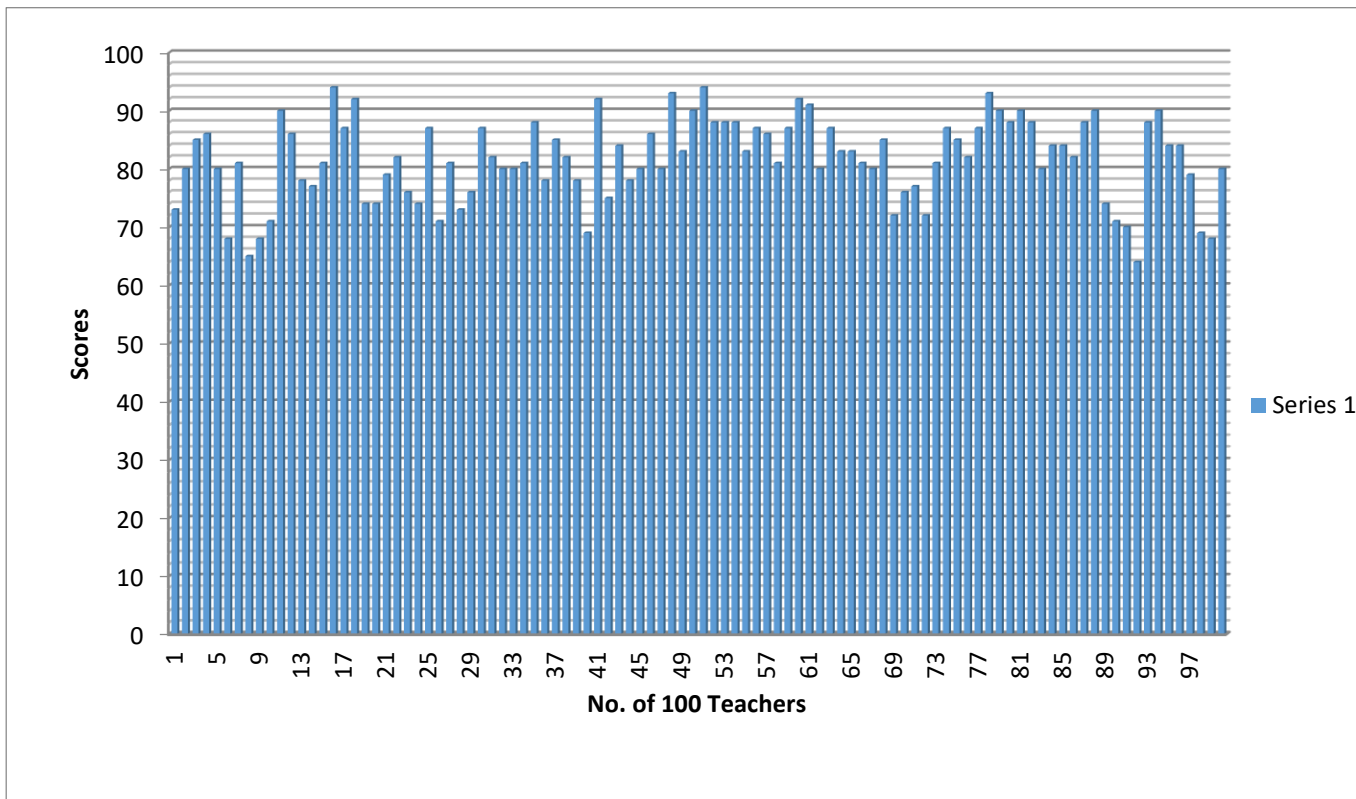
Bar – Chart of 100 Teachers Opinion on The Necessity of Value Oriented Education at our School education Curriculum.



Pie – Chart of 100 Teachers Opinion on The Necessity of Value Oriented Education at our School education Curriculum.



Column – Chart of 100 Teachers Opinion on The Necessity of Value Oriented Education at our School education Curriculum.



Frequency Curve of 100 Teachers Opinion on The Necessity of Value Oriented Education at our School education Curriculum.

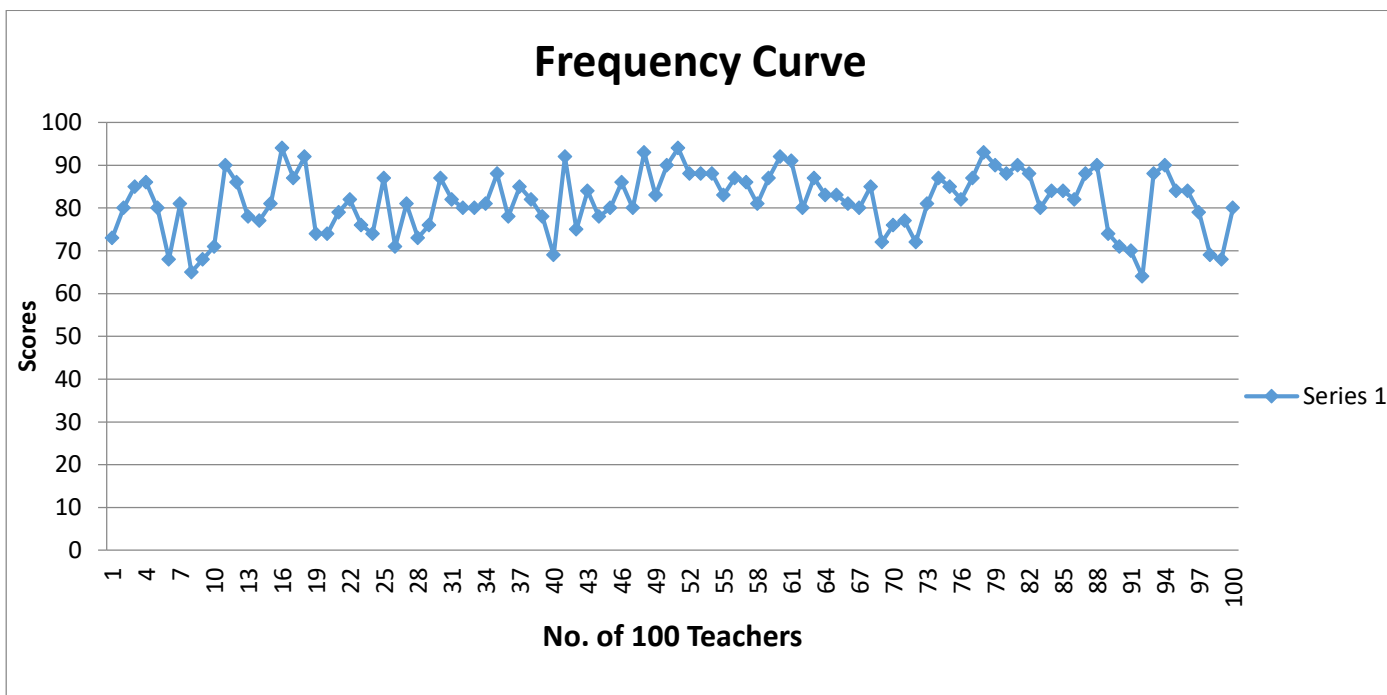


TABLE 2: Data Analysis of 100 Teachers Opinion on The Necessity of Value Oriented Education at our School education Curriculum.

Class limit	Class boundary	Class mark (xi)	Freq (fi)	Rel.freq. (pi)	Cum. Freq.		uifi	Uifi ²	$\frac{x_i - A}{h}$
					<	>			
61 - 65	60.5 – 65.5	63	02	$\frac{2}{100}$	02	100	-06	36	-3
66 - 70	65.5 – 70.5	68	06	$\frac{6}{100}$	08	98	-12	144	-2
71 - 75	70.5 – 75.5	73	12	$\frac{12}{100}$	20	92	-12	144	-1
76 – 80	75.5 – 80.5	78	21	$\frac{21}{100}$	41	80	00	00	0
81 - 85	80.5 – 85.5	83	25	$\frac{25}{100}$	66	59	25	625	1
86 - 90	85.5 – 90.5	88	26	$\frac{26}{100}$	92	34	52	2704	2
91 - 95	90.5 – 95.5	93	08	$\frac{8}{100}$	100	08	24	576	3
Total :			100				71	4229	

$$\sum x_i f_i = 126 + 408 + 876 + 1638 + 2075 + 2288 + 744 = 8155$$

$$\therefore \bar{x} = \frac{8155}{100} = 81.55 \quad \bar{u} = \frac{71}{100} = 0.71$$

$$u_i = \frac{x_i - A}{h} \quad \therefore x_i = A + hu_i$$

$$\text{or, } \sum x_i = nA + h \sum u_i$$

$$\text{or, } \frac{1}{n} \sum x_i = A + h \times \frac{1}{n} \sum u_i$$

$$\text{or, } \bar{x} = A + h\bar{u}$$

$$\text{or, } \bar{x} = 78 + 0.71 \times 5$$

$$\text{or, } \bar{x} = 78 + 3.55$$

$$\text{or, } \bar{x} = 81.55$$

X median

First we find $\frac{n}{2}$ and search where cumulative frequency < class it lies.

Here, $\frac{n}{2} = \frac{100}{2} = 50$, so it lies in the 3rd class i.e.,

Here, $x_i = 80.5$, $fm = 21$, $cf = 41$, $h = 5$

$$\begin{aligned} & x_i + \frac{\frac{n}{2} - c.f}{f.m} \times h \\ = & 80.5 + \frac{\frac{100}{2} - 41}{21} \times 5 \\ = & 80.5 + \frac{50 - 41}{21} \times 5 \\ = & 80.5 + \frac{9}{21} \times 5 \\ = & 80.5 + \frac{9 \times 5}{21} \\ = & 80.5 + \frac{45}{21} \\ = & 80.5 + 2.14 \\ = & 82.64 \end{aligned}$$

X mode

Find the class where highest frequency lies. So it lies between 3rd class i.e

$x_i = 85.5$, $f_0 = 25$, $f_1 = 08$, $f_{-1} = 25$, $h = 5$

$$\begin{aligned} & x_i + \frac{f_0 - f_{-1}}{2f_0 - f_1 - f_{-1}} \times h \\ = & 85.5 + \frac{26 - 25}{52 - 08 - 25} \times 5 \\ = & 85.5 + \frac{1}{19} \times 5 \\ = & 85.5 + \frac{1 \times 5}{19} \\ = & 85.5 + \frac{5}{19} \\ = & 85.5 + 0.26 \\ = & 85.76 \end{aligned}$$

Conclusion:

According to the opinions of intellectuals and supplied by the concerned authorities, our education has reached its highest peak numerically in the modern era. It is quantitative change but qualitative change is still absent. Students acquire external knowledge without acquiring values. Indian education policy makers should take efforts to develop value based education curriculum in schools as possible subjects. Keeping this view in mind the New Education Policy 2020 was drafted. The draft amendments were invited from various intellectuals including the views of educational institutions at all levels, education related departments, panchayat and municipal based views and the views of the governments of various states and Union Territories. Based on that the final Education Policy 2020 was adopted. A review of the implementation of the previous year 2021-2022 has also been published. The future will be able to tell whether this education policy is based on values or not?

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