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VALUE EDUCATION

B.E.D.S.V.-101

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I.G.N.O.U.

& Various Central, State & Other Open Universities

By: Kshyama Sagar Meher



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Mob.: 8510009872, 8510009878 E-mail: info@neerajbooks.com

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**Sample Preview
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Sample
QUESTION PAPER - 1
(Solved)

VALUE EDUCATION

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Time: 3 Hours]

[Maximum Marks : 100

Note: Attempt any five questions. All questions have equal marks.

Q. 1. Mention *two* tensions as described in the Delors Commission's Report.

Ans. Ref.: See Chapter-1, Page No. 3, Q. No. 2.

Q. 2. Discuss the relation of moral education with education.

Ans. Ref.: See Chapter-2, Page No. 14, Q. No. 1.

Q. 3. What is the difference between morality and ethics?

Ans. Ref.: See Chapter-3, Page No. 19, Q. No. 3.

Q. 4. What are the different schools of Indian Philosophy?

Ans. Ref.: See Chapter-6, Page No. 45, Q. No. 1.

Q. 5. What is your view about the present system of education imparted at the elementary level? Does it address the three pillars of SD? Justify.

Ans. Ref.: See Chapter-8, Page No. 63, Q. No. 3.

Q. 6. What is the General Good Theory?

Ans. Ref.: See Chapter-10, Page No. 78, Q. No. 3.

Q. 7. Name *three* situations for resolving conflicts?

Ans. Ref.: See Chapter-15, Page No. 120, Q. No. 6.

Q. 8. What are the factors of successful interaction?

Ans. Ref.: See Chapter-14, Page No. 113, Q. No. 6.

Q. 9. What is Non-verbal communication?

Ans. Ref.: See Chapter-14, Page No. 113, Q. No. 5.

Q. 10. Write short notes on the following:

(a) Utilitarianism theory of Punishment

Ans. Ref.: See Chapter-10, Page No. 78, Q. No. 4.

(b) Effects of Repression of emotions

Ans. Ref.: See Chapter-11, Page No. 84, Q. No. 4.

(c) Five character patterns based on Peck's factors

Ans. Ref.: See Chapter-12, Page No. 90, Q. No. 3.

(d) Importance of value education

Ans. Ref.: See Chapter-17, Page No. 131, Q. No. 1.



Sample
QUESTION PAPER - 2
(Solved)

VALUE EDUCATION

B.E.D.S.V.-101

Time: 3 Hours]

[Maximum Marks : 100

Note: Attempt any five questions. All questions have equal marks.

Q. 1. What does confidence in human intelligence imply?

Ans. Ref.: See Chapter-4, Page No. 31, Q. No. 2.

Q. 2. What are the different schools of painting?

Ans. Ref.: See Chapter-5, Page No. 36, Q. No. 1.

Q. 3. Describe briefly about Indian cultural diversity.

Ans. Ref.: See Chapter-7, Page No. 55, Q. No. 3.

Q. 4. Why is education important for SD?

Ans. Ref.: See Chapter-8, Page No. 63, Q. No. 2.

Q. 5. What is hedonism?

Ans. Ref.: See Chapter-9, Page No. 71, Q. No. 2.

Q. 6. What is self-realization?

Ans. Ref.: See Chapter-9, Page No. 72, Q. No. 4.

Q. 7. What do you mean by peers?

Ans. Ref.: See Chapter-13, Page No. 102, Q. No. 2.

Q. 8. What are the different ways of conflict resolution?

Ans. Ref.: See Chapter-15, Page No. 122, Q. No. 9.

Q. 9. What are useful tips for adjustment?

Ans. Ref.: See Chapter-16, Page No. 126, Q. No. 4.

Q. 10. Write short notes on the following:

(a) Three social resources of the society

Ans. Ref.: See Chapter-15, Page No. 119, Q. No. 3.

(b) Different reasons of conflict

Ans. Ref.: See Chapter-15, Page No. 119, Q. No. 4.

(c) The role of peers

Ans. Ref.: See Chapter-18, Page No. 142, Q. No. 1.

(d) Projects that can be taken up by teachers/parents to promote value development among students

Ans. Ref.: See Chapter-19, Page No. 149, Q. No. 2.



Sample Preview of The Chapter

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VALUE EDUCATION

1

Social Malaise and the Need for Value Education

INTRODUCTION

Children are like seeds with vast potential, needing a nurturing environment for growth. Education isn't solely from schools but encompasses the broader social and psychological surroundings. Homes, communities, and peers significantly influence moral development. Children absorb behaviours unconsciously from these environments. Socio-cultural context shapes their development, which is crucial for impressionable young minds. Malaise, derived from French (mal = bad, aise = ease), signifies unease or wider societal problems like economic woes. Education must cultivate multi-faceted individual growth – social, psychological, moral, and intellectual. This holistic education counters societal maladies, equipping children to engage positively with their world. It is imperative for educators to grasp these dynamics to guide children effectively within today's complex socio-cultural landscape.

CHAPTER AT A GLANCE

THE MALAISE OF INDIAN SOCIETY

There are various societal malaises in India: Obsession with material wealth and power eroding spiritual values; deteriorating social environments leading to mental health issues like poverty, unemployment, and broken relationships. There are children suffering from neglect, poverty, and lack of education; pervasive corruption and crime fuelled by rapid urban growth and weak institutions; and pervasive violence against women and children. Despite spiritual teachings like “Vasudhaiva Kutumbakam” (the world is one family), religious and caste divisions persist. Religion's essence—humanity and equality—is often obscured by materialism and exploitation. The call is to nurture spiritual growth and compassion in children over mere religious rituals and rites, emphasising universal values.

Religious teachings of non-violence and compassion, unfortunately, often fail to translate into practical behaviour, with violence persisting and sometimes even being justified by religion. The disparity between theoretical values and practical behaviour is stark, with hypocrisy and social injustice being rampant. Corruption, materialism, and a loss of human connection further deepen the moral and spiritual vacuum.

The Delors Commission's Report “Education for the Twenty First Century” (1996) asserts that education is crucial for achieving peace and social justice amid various societal tensions. These include balancing global citizenship with local roots, adapting to modernity without abandoning tradition, harmonizing competition with equality of opportunity, and integrating spiritual values with material needs. Education fosters social consciousness that transcends divisions of caste, creed, and wealth, promoting equity and societal change. However, the report highlights concerns about the current state of teaching, emphasizing that education remains the primary means to resolve societal tensions and improve social conditions.

RELATION BETWEEN EDUCATION AND VALUE EDUCATION

Fundamentally, education aims to cultivate more than just knowledge and skills; it necessitates values and moral education to fulfil its purpose. An educated person isn't solely knowledgeable or competent but embodies socially worthwhile attitudes and behaviours. Without moral development, education merely imparts technical abilities, neglecting the transformation from biology to humanity. True education integrates cognitive and psychomotor skills into a value system, fostering well-adjusted individuals within an inclusive society. Peaceful co-existence demands education grounded in human values, which prioritise collective interests alongside personal growth. Ultimately, education's essence lies in shaping individuals who exhibit values in thoughts, feelings and actions.

NEED FOR VALUE ORIENTED EDUCATION

The contradictions between our moral ideals and actual behaviour have led to societal threats like violence, corruption, and crime. Our education system, focused on efficiency rather than moral development, fails to produce good human beings. The New Education Policy (1986) recognised this flaw, emphasising the need for a value-oriented education. Rampant corruption in Indian society reflects a moral decay – doctors refuse treatment without payment, public officials engage in bribery, and essential goods are adulterated for profit. This deterioration is evident in India's declining Human Development Index ranking. Such realities urge a re-evaluation of education to prioritise holistic development and embed value education in the curriculum, fostering ethical citizens who prioritise justice and collective welfare.

Our planet is a unified living entity, and humanity is an interconnected family where differences of race, religion, and economic status should not hinder global unity. Preserving our ecology from ruthless exploitation is crucial for future generations, advocating for equitable consumption and limits to growth. Overcoming corrosive emotions like hatred, greed, and jealousy requires fostering love, compassion, and cooperation. Holistic education, acknowledging physical, intellectual, emotional, and spiritual dimensions, is essential to combat present social malaise. Addressing these challenges demands a holistic approach involving religious leaders, professionals, activists, and families to nurture responsible citizens capable of national reconstruction through integrated development.

The Role of Teachers

Teachers play a crucial role in fostering student learning and personal development, both individually and collaboratively. To effectively impart values, teachers must embody those values themselves. The mere inclusion of value education in the curriculum isn't enough; teaching and learning processes should inherently reflect these values. Teachers inspire by example, demonstrating simplicity, respect, and justice in their interactions. They create inclusive classrooms celebrating cultural diversity, building on students' backgrounds and prior knowledge. Culturally informed teaching promotes respect and cooperation within the classroom and community. Through interactive and inclusive teaching methods, teachers cultivate positive values in students, contributing to societal efforts in combating social ills.

ACTIVITIES

Discipline: Create a positive, inclusive classroom ethos fostering equality, where children feel secure, valued, and freely share thoughts and experiences.

Reflection: Quiet sitting for 1-4 minutes regulates breath and heartbeat, calming the body, quieting the mind, enhancing focus, concentration, and self-awareness.

Story telling: Using stories as a lesson stimulus is effective, reaching various awareness levels, evoking feelings, and capturing attention. Stories allow listeners to relate and apply lessons to personal experiences, aiding in future challenges.

Discussion: Teacher-led discussions deepen understanding through careful questioning and translate values into personal experiences. They are core to lesson engagement.

Enjoyment: Engaging activities reinforce values. Encourage enjoyment to enrich lessons, impacting school life positively. Activities include storytelling, role play, drama, festivals, environmental projects, and community service, fostering value inculcation.

CHECK YOUR PROGRESS

Q. 1. Discuss any two social malaises existing in Indian society.

Ans. In Indian society, various social malaises reflect deep-rooted challenges that impact individuals and communities. Two significant malaises include the persistence of caste-based discrimination and the prevalence of corruption.

(a) Caste-based Discrimination: Caste discrimination remains a critical issue in India despite legal measures and social movements aimed at eradicating it. The caste system, deeply entrenched in Indian society for centuries, categorises individuals into hierarchical groups, determining their social status, occupation, and access to resources. Despite constitutional provisions outlawing caste discrimination and promoting equality, this social malaise continues to affect millions of Indians. There is the persistence of untouchability and the treatment of certain communities as 'untouchables' or Dalits, who face systemic discrimination and exclusion. This discrimination manifests in various forms, including denial of access to public spaces, education, employment opportunities, and social services. Despite legislative measures such as the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, instances of violence and abuse against Dalits persist, reflecting deep-seated social biases. The malaise of caste discrimination impacts not only social cohesion but also individual dignity and well-being. It perpetuates inequality and hinders social mobility, trapping individuals and communities in cycles of disadvantage. The persistence of caste-based discrimination underscores the need for sustained efforts towards social reform, inclusive policies, and community-level interventions to address deep-rooted prejudices and promote genuine social equality.

(b) Corruption: Corruption is another pervasive malaise that undermines India's social and economic fabric. The lust for wealth and power, coupled with dissatisfaction with simple lifestyles, fuels widespread corruption across various sectors of society. Corruption in India takes various forms, including bribery, embezzlement, nepotism, and cronyism, permeating government institutions, business sectors and everyday interactions.

Corruption erodes public trust in institutions, weakens governance structures, and distorts economic opportunities. It perpetuates inequality by favouring the privileged few at the expense of the majority, hindering equitable access to resources and services. The text also alludes to corruption exacerbating social disintegration, contributing to the breakdown of interpersonal trust and community cohesion. Addressing corruption requires comprehensive reforms encompassing legal frameworks, institutional transparency, and civic engagement. Anti-corruption measures such as the establishment of independent oversight bodies, enforcement of accountability mechanisms, and promotion of ethical leadership are essential to combat this malaise. Additionally, fostering a culture of integrity and ethical behaviour through education and public awareness campaigns is crucial in cultivating a society where corruption is not tolerated.

Q. 2. Mention two tensions as described in the Delors Commission's Report.

Ans. The Delors Commission's Report identifies several tensions central to the challenges of the 21st century, reflecting complex societal dynamics that impact education and human development. Two significant tensions highlighted in the report are:

(a) Tension between Global and Local Identities: The report underscores the need for individuals to embrace a global outlook while maintaining rootedness in local communities and national identities. In an increasingly interconnected world characterised by globalisation and rapid technological advancements, individuals must navigate diverse cultural influences and global networks without losing sight of their unique local contexts and cultural heritage. This tension is particularly relevant in educational contexts, where educators face the challenge of preparing students to be global citizens who appreciate cultural diversity and engage with global issues while also fostering a strong sense of belonging and identity within their local communities. The tension between the global and the local requires educational strategies integrating global perspectives into curriculum and pedagogy while emphasising the importance of local knowledge, traditions, and values. For instance, educational programs can incorporate multicultural perspectives, global aware-

ness, and international collaborations to broaden students' horizons and cultivate empathy towards diverse cultures and societies. At the same time, efforts should be made to promote local cultural heritage, languages, and traditions to instil pride and respect for one's roots. Addressing this tension involves striking a balance between embracing global interconnectedness and nurturing local identities, recognising the richness of cultural diversity while fostering a sense of belonging and solidarity within communities.

(b) Tension between Tradition and Modernity: The report highlights the challenge of reconciling traditional values and practices with the imperatives of modernity and socio-economic progress. As societies undergo rapid transformation driven by technological innovation, urbanisation, and globalisation, there is often a tension between preserving traditional cultural norms and adapting to new social, economic, and technological realities. In the context of education, this tension manifests in debates over curriculum content, teaching methodologies and educational goals. Educators grapple with integrating traditional knowledge systems and cultural values into modern educational frameworks that prepare students for contemporary challenges and opportunities. Efforts to bridge the gap between tradition and modernity require innovative approaches that leverage traditional wisdom to address current societal needs and aspirations. For example, educational initiatives could incorporate indigenous knowledge systems, ecological sustainability practices, and community-based learning approaches into modern educational contexts. Besides, fostering dialogue between generations and promoting intergenerational knowledge exchange can help bridge the gap between tradition and modernity, ensuring that traditional values are upheld while adapting to evolving socio-economic realities.

Q. 3. How can education empower a generation?

Ans. Education plays a pivotal role in empowering a generation by equipping individuals with knowledge, skills, and values essential for personal development and societal advancement. Education can empower a generation in the following ways:

(a) Promoting Social Consciousness and Equity: Education serves as a catalyst for promoting social consciousness and equity by raising awareness about prevalent social issues, including caste discrimination, corruption, poverty, and violence. Through curriculum content, classroom discussions, and experiential learning, education can sensitise students to societal inequalities and injustices, fostering empathy and a sense of social responsibility. By exposing students to diverse perspectives and engaging

them in critical dialogues on social issues, education nurtures active citizenship and advocacy for positive social change. This empowers individuals to challenge discriminatory practices, advocate for marginalised communities, and contribute towards building inclusive societies based on principles of equity and justice. Also, education can bridge social divides by promoting intercultural understanding, tolerance, and respect for diversity. By celebrating cultural heritage and promoting intergroup interactions, education fosters a sense of belonging and solidarity among individuals from different backgrounds, thereby promoting social cohesion and harmony.

(b) Cultivating Critical Thinking and Problem-Solving Skills: Education empowers individuals by cultivating critical thinking, problem-solving, and decision-making skills essential for navigating complex societal challenges. By encouraging inquiry-based learning, analysis of real-world problems, and application of knowledge to practical contexts, education nurtures creativity, resilience, and adaptability among students.

Critical thinking skills enable individuals to question prevailing norms, challenge assumptions, and explore innovative solutions to systemic issues such as corruption, environmental degradation, and economic inequality. Education empowers individuals to become proactive agents of change, capable of devising evidence-based strategies and initiatives to address pressing societal issues. Besides, education fosters digital literacy and technological proficiency, enabling individuals to leverage Information and Communication Technologies (ICTs) for social innovation and community development. By equipping students with digital skills and entrepreneurial competencies, education empowers them to harness technology for social impact and economic empowerment.

(c) Instilling Values of Integrity and Ethical Leadership: Education plays a crucial role in instilling values of integrity, ethical leadership, and civic responsibility among students. By integrating ethics education and character development into curricular and extracurricular activities, education cultivates a culture of accountability, honesty, and ethical conduct. Through role-modelling by educators and exposure to ethical dilemmas, education prepares individuals to make principled decisions and uphold moral values in personal and professional endeavours. Ethical leadership nurtured through education empowers individuals to lead by example, inspire positive change, and foster trust and credibility within their communities. Also, education promotes civic engagement and participatory democracy by encouraging students to actively contribute to community development initiatives, volunteerism, and advocacy campaigns. By nurturing

a sense of civic duty and social responsibility, education empowers individuals to become informed and engaged citizens committed to upholding democratic values and promoting the common good.

Q. 4. Mention two activities that lead to value inculcation.

Ans. Value inculcation through activities is essential for holistic education. There are various activities that effectively lead to value inculcation based on the information shared. Two of them are:

(a) Storytelling and Narration of Relevant Texts: Storytelling is a powerful tool for transmitting values to children. Teachers can narrate stories, poems, or excerpts from religious scriptures that emphasize the importance of good deeds and moral values. These stories not only entertain but also convey meaningful lessons that children can relate to and learn from. Storytelling engages children's imaginations and emotions, making abstract values tangible and relatable. For example, stories from diverse cultural backgrounds can promote empathy, respect for diversity, and understanding of ethical principles. Children can learn about honesty, kindness, courage, and compassion through characters and their experiences in stories. Teachers can also encourage children to participate in storytelling by allowing them to share their favourite stories or personal experiences related to values. This active involvement reinforces learning and encourages children to internalize moral lessons.

(b) Role Play and Drama: Role play and drama are interactive activities that provide practical experiences for understanding and practising values. Through role-play, children step into different roles and scenarios, experiencing ethical dilemmas and decision-making processes firsthand. For instance, children can enact scenes that illustrate fairness, cooperation, or conflict resolution. By taking on roles and interacting with peers, they develop empathy, communication skills, and problem-solving abilities. Drama activities allow children to explore values in a creative and dynamic way, fostering emotional intelligence and social awareness. Role play also encourages perspective-taking, as children must consider different viewpoints and consequences of actions. This cultivates critical thinking and ethical reasoning, enabling children to make informed and responsible choices. Besides, staging dramas based on stories or epics related to moral values provides a platform for artistic expression and collaborative learning. It promotes teamwork and builds confidence in children, empowering them to communicate values effectively through performance.

Q. 5. What is the relation between education and value education?