

VALUE EDUCATION : THEORY AND PRACTICE

• *Published by* •
Value Education Committee



Pune District Education Association's
WAGHIRE COLLEGE, SASWAD

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Principal's Message

A Course on value Education For holistic development of the students it felt important to inculcate moral, social, cultural and ethical value in the student.

The value system among the student is inculcated by introducing a course on value education. The course material is prepared keeping in view of overall development of the personality of the students. The material is distributed free of cost. Also guest lecturers of eminent personalities are organized on the topics related to importance of values in the life.

We hope the booklet will serve the purpose of development of values in the students for global competency.

Principal

(**Dr. Misal R. M.)**

Index

Chapter 1 Concept of Value Education	5
Chapter 2 Most Important Values	12
Chapter 3 Basic Values of the Indian Constitution	26
Chapter 4 Scientific Values	28
Chapter 5 Co-Curricular Activities and Value Education	34
References	40

Chapter one

Concept of Value Education

Introduction

Value Education is an important asset in the life of human beings. It is a branch of moral philosophy that inculcates basic values such as social, religion and cultural ethics.

Classification of Values

- Academic Values
- Moral Values
- Socio-Political Values
- Scientific temper
- Global Values
- Environmental Values
- Cultural Values
- Professional Values
- Behavioural Values

What is Value Education ?

Value Education is Moral philosophy as well as a plan for learning. Ethics, also known as moral philosophy, is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong behavior.

Major areas of study in ethics include :

Meta-ethics, about the theoretical meaning and reference of moral propositions and how their truth values (if any) may be determined; Normative ethics, about the practical means of determining a moral course of action; Applied ethics, about how moral outcomes can be achieved in specific situations.

A personal or cultural value' is an absolute or relative ethical value, the assumption of which can be the basis for ethical action. A value system is a set of consistent values and measures. A principle value is a foundation upon which other values and measures of integrity are based. Those values which are not physiologically determined and normally considered objective, such as a desire to avoid physical pain, seek pleasure, etc., are considered subjective, vary across individuals and cultures and are in many ways aligned with belief and belief systems. Types of values include ethical/moral value, doctrinal/ideological (religious, political) values, social values, and aesthetic values. It is debated whether some values which are not clearly physiologically determined are intrinsic such as altruism and whether some such as acquisitiveness should be valued as vices or virtues. Values have typically been studied in sociology; anthropology; social psychology; moral philosophy and business ethics.

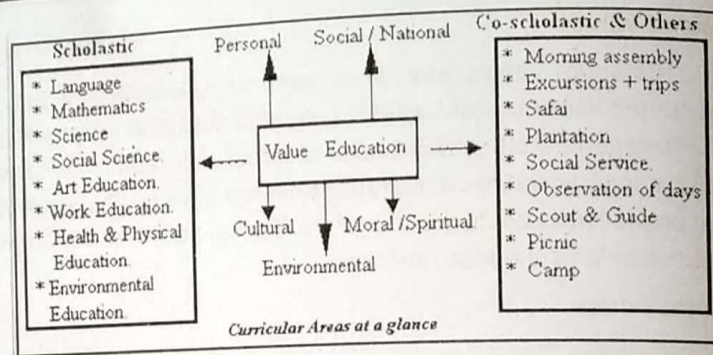
Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. "Equal rights for all", "Excellence deserves admiration", and "People should be treated with respect and dignity" are representative of values. Values tend to influence attitudes and behavior. For example, if you value equal rights for all and you go to work for an organization that treats its managers much better than it does its workers, you may form the attitude that the company is an unfair place to work; consequently, you may not produce well or may perhaps leave the company. It is likely that if the company had a more egalitarian policy, your attitude and behaviors would have been more positive.

Personal Values

Personal Values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, constructive, etc. Values generate behavior and help to solve the common human problems for survival by comparative rankings of value, the results of which provide answers to questions of why people do what they do and in what order they choose to do them.

Cultural Values

Cultures have values that are largely shared by their members. The values of a society can often be identified by noting which people receive honor or respect. In the US, for example, professional athletes at the top levels in some sports are honored (in the form of monetary payment) more than college professors. AI use is related to the norms of a culture, but they are more global and abstract than norms. Norms are rules for behavior in specific situations, while values identify what should be judged as good or evil. Flying the national flag on a holiday is a norm, but it reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors at a funeral. In certain cultures they reflect the values of respect and support of friends and family. Different cultures reflect different values. "Over the last three decades, traditional-age college students have shown an increased interest in personal well-being and a decreased interest in the welfare of others."²¹ Values seemed to have changed, affecting the beliefs, and attitudes of college students.



Nature and Meaning of Value Education

Value education is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behavior, to assess the effectiveness of these values and as associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others.

This means that values education can take place at home, as well as in schools, colleges, universities, offenders institutions and voluntary youth organizations. There are two main approaches to values education. Some see it as inculcating or transmitting a set of values which often come from societal or religious rules 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. Value education also leads to success. It has values of hard work, how nobody is useless and loving studies.

Definitions

There has been very little reliable research on the results of values education classes, but there are some encouraging preliminary results. One definition refers to it as the process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other people, and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition to do so. Some researchers use the concept 'values education' as an umbrella of concepts that includes moral education and citizenship education.¹ Themes that values education can address to varying degrees are character, moral development, Religious Education, Spiritual development, citizenship education, personal development, social development and cultural development.

There is a further distinction between explicit values education and implicit values education where:

- Explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions.
- Implicit values education on the other hand covers those aspects of the educational experience resulting in value influence of sex education, which can be related to the concept of hidden curriculum.

This discussion on implicit and explicit raises the philosophical problem of whether or not an unintentional action can be called education. Similarly one should clarify the distinction between a teacher and an educator.

Moral Education

Morals as socio-legal-religious norms are supposed to help people behave responsibly. However not all morals lead to responsible

behaviour. Values education can show which morals are "bad" morals and which are "good". The change in behaviour comes from wrestling with questions about right and wrong. American psychologist Lawrence Kohlberg who specialized in research on moral education and reasoning, and was best known for his theory of stages of moral development, believed children needed to be in an environment that allowed for open and public discussion of day-to-day conflicts and problems to develop their moral reasoning ability

Core Character Values

Character education is an umbrella term generally used to describe the teaching of Students in a manner that will help them develop as personal and social beings. However, this definition requires research to explain what is meant by "personal and social being". Concepts that fall under this term include social and emotional learning, moral reasoning/cognitive development, life skills education, health education; violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation. Integrity; human dignity/respect; growth; excellence/quality in learning (education), discovery and patient care/community services; collaboration; and, healthy living with nutrition and physical activity as a cornerstone.

The Six Pillars of Character

Trustworthiness :

Be honest ● Don't deceive, cheat, or steal ● Be reliable — do what you say you'll do ● Have the courage to do the right thing Build a good reputation ● Be loyal — stand by your family, friends, and country.

Respect :

Treat others with respect; follow the Golden Rule Be tolerant and accepting of differences ● Use good manners, not bad language ● Be considerate of the feelings of others ● Don't threaten, hit or hurt anyone ● Deal peacefully with anger, insults, and disagreements

Responsibility :

Do what you are supposed to do ● Plan ahead Persevere: keep on trying! ● Always do your best ● Use self-control ● Be self-disciplined ● Think before you act — consider the consequences ● Be accountable for your words, actions, and attitudes ● Set a good example for others.

Fairness :

Play by the rules ● Take turns and share
others ● Don't take advantage of others ● Don't blame others carelessly ● Treat all people fairly

Caring :

Be kind ● Be compassionate and show you care ● Express gratitude ● Forgive others ● Help people in need

Citizenship :

Do your share to make your school and community better ● Cooperate Get involved in community affairs ● Stay informed; vote ● Be a good neighbour ● Obey laws and rules ● Respect authority ● Protect the environment Volunteer

Chapter two

Most Important Values

Honesty

What is honesty?

Honesty is telling the truth. Honesty is straightforward conduct. Honesty is being sincere, truthful, trustworthy, honorable, fair, genuine, and loyal with integrity.

You are being honest when you ...

- Do your own homework
- Tell a friend the truth
- Explain the real reason you didn't turn in your homework
- Keep your eyes on your own paper
- Clean up your room after making a promise
- Write a report in your own words instead of copying
- Admit your mistakes.
- Keep a friend's secret

Turn in a wallet full of money that you found

Be honest with yourself

- Accept responsibility for your own actions; don't blame others
- Be honest about your feelings.
- Face issues as they arise.
- If you are considering lying, try to think of the consequences.

When confronted with a situation, think of others.

Put honesty into action

- Thank someone in your family for being honest.
- Tell your parents about a mistake you've made.
- Tell the truth when you've done something wrong.
- Compliment a friend for being honest.

Community service ideas

- Write a letter of thanks to a politician or community leader who has taken a stand on a controversial issue.
- Visit a senior citizen center to play board games with the residents. Make very honest moves as you play.
- Share the meaning of honesty with your family. Ask them to share their ideas with you.
- Remind members of your community to be honest. Decorate public areas with signs telling about the value of honesty.
- Create a classroom honor code. Write it down and hang it up in the classroom, so that everyone can see it all year long.
- Plan a class field trip to a daycare center to tell stories with themes of honesty to young children.

Honesty.... The Parable

STORY

AN HONEST WOODCUTTER

A poor woodcutter accidentally dropped his axe into the river. He was very upset, as he had no money to buy another axe.

Just then a fairy appeared in the river holding out a golden axe to him. "I found this axe in the river. Is this yours?"

"That's not mine", replied the woodcutter.

The fairy then brought out a silver axe. The woodcutter disowned this one too. Finally, the fairy held out a wooden axe.

Smiling with happiness, the woodcutter said, "That's mine. Thank you very much."

The fairy felt very happy seeing his honesty and said, "Such honesty deserves a reward." She gave the poor man all the three axes and disappeared.

This story is about honesty is the best policy in our life.

Respect

What is respect ?

Respect means showing regard and appreciation for the worth of someone or something. It means honor and esteem. It includes respect for self, respect for the rights and dignity of all persons, and respect for the environment that sustains life. Respect keeps us from hurting what we ought to value.

Why is respect important ?

- Much of the universal values and virtues that contribute to the good of the individual and society and affirm our human dignity are derived from the value of respect and the value of responsibility.

We need respect to collaborate and to have a peaceful world.

Students with respect -

- Listen
- Speak kindly to teachers and others
- Play fairly and wait for their turn
- Raise their hands before talking
- Say "please" and "thank you"

Set goals for yourself -

- Respect to yourself
- Respect to your family
- Respect to your teacher
- Respect to other people
- Respect to property
- Respect to rules
- Respect for differences

Respect for the environment

Respect on the telephone

- Ask the person you are calling if it is a good time to talk
- Don't call friends or family during the hours around dinner time or too early or too late
- Keep background noise down
- Limit the amount of time you talk
- Take accurate phone messages
- Don't interrupt

Say "please" and "thank you"

Story of Respect

Two soldiers started quarreling on the Bank of sea on the ground that color of incoming ship is green and Red. A experienced and retired soldier saw this and asked them the reason of quarrel and asked them to wait for arrival of ship. On arrival it was found that the color of ship was green on one side and red on other side. All of them laughed because both were correct but also incorrect to concept each other. This story explains importance of Respect to What others are saying.

Responsibility

Once upon a time there were two incredibly intelligent and capable boys. Their wonderful talents were obvious from an early age, and they easily outdid everyone around. They had always known they were special, and they harbored inside them a desire that, in the future, everyone would come to admit how exceptional they were.

Each of them developed in a different way. The first used all his talent and intelligence to have a successful career and show everyone his superiority. He took part in all kinds of competitions, visited all the most important people and places, and was great at making friends in high places. Even when still very young, no one doubted that some day he would be the wisest and most important person in the land.

The second boy, equally aware of his own capabilities, never stopped feeling a heavy responsibility. He would do almost any task better than those around him, and he would feel obliged to help them. This didn't leave him enough time to follow his own dreams of greatness. He was always busy looking for ways to more effectively help others. As a result, he was a much-loved and well-known person, but only in his own small circle.

Destiny was such that a great disaster struck that land, spreading problems and misery far and wide. The first of those brilliant young men had never come across anything like this, but his brilliant ideas worked successfully throughout the land, and they managed to slightly improve the situation. But the second young man was so used to solving all kinds of problems, and had such useful know-how in certain subjects, that the disaster hardly affected the people in his region at all. His admirable methods were then adopted across the land, and the fame of this good and wise man spread even more than had that of the first young man. Indeed, he was soon elected governor of the whole nation.

The first young man then understood that the greatest fame and wisdom is that which is born from the very things we do in life, from the impact they have on others, and from the need to improve

ourselves every day. He never again took part in competitions or vain shows, and from then on, whenever he travelled, he took his books along with him, so he would be ready always to offer a helping hand to all.

Meaning of responsibility

Responsibility is taking care of your duties. Responsibility is answering for your actions. Responsibility is accountability. Responsibility is trustworthiness.

Why is being responsible important ?

Responsibility is a core value for living honorably. Responsibility is being accountable for your behavior. Responsibility is being dependable when you have things to do.

Examples of responsibility :

- You complete your chores at home without being constantly reminded.
- You take good care of your personal possessions.
- You come home on time.
- You call your parents if you are late.
- You eat healthy food, get plenty of exercise, and take good care of yourself.
- You take care of your lunch money and don't lose it on the playground.
- You keep a promise.
- You put part of your allowance into a savings account instead of spending it all.
- You complete your school assignments on time and to the best of your ability.

Responsible Students

- Understand and accept consequences for their actions and try to correct their mistakes.
- Complete assignments and tasks.
- Do the "right thing" and apologize if you are wrong.
- Help others in need.

- Follow through without giving up

Understand the effect they have on others

Put responsibility into action

- Clean your room without being asked.
- Throw away your trash and pick up some litter.
- Practice self-control when you feel angry.

Clean up your area after lunch and encourage your friends to do the

- Same.
- Follow through on all assignments at school and chores at home.
- Do your chores at home without being asked.
- Look for something extra to do at home or in your community that is helpful.
- Organize a park cleanup.
- Keep a promise even if it is hard.

Express your anger with appropriate words and actions.

Community service ideas

- Clean up your own back yard by collecting rubbish and recycling items around the school and home.
- Organize a graffiti cleanup party.
- Volunteer at a local community center helping younger students with recreation, crafts, and other activities.

Sponsor a canned food drive at your school.

A Soldier's Story

A story is told about a soldier who was finally coming home after having fought in Vietnam. He called his parents from San Francisco. "Mom and Dad, I'm coming home, but I've a favor to ask. I have a friend I'd like to bring home with me. "Sure," they replied, "we'd love to meet him."

"There's something you should know," the son continued, "he was hurt pretty badly in the fighting. He stepped on a land mine and lost an arm and a leg. He has nowhere else to go, and I want him to come live with us."

"I'm sorry to hear that, son. Maybe we can help him find somewhere to live."

"No, Mom and Dad, I want him to live with us."

"Son," said the father, "you don't know what you're asking. Someone with such a handicap would be a terrible burden on us. We have our own lives to live, and we can't let something like this interfere with our lives. I think you should just come home and forget about this guy. He'll find a way to live on his own."

At that point, the son hung up the phone. The parents heard nothing more from him. A few days later, however, they received a call from the San Francisco police. Their son had died after falling from a building, they were told. The police believed it was suicide.

The grief-stricken parents flew to San Francisco and were taken to the city morgue to identify the body of their son. They recognized him, but to their horror they also discovered something they didn't know, their son had only one arm and one leg.

Moral: The parents in this story are like many of us. We find it easy to love those who are good-looking or fun to have around, but we don't like people who inconvenience us or make us feel uncomfortable. We would rather stay away from people who aren't as healthy, beautiful, or smart as we are. Thankfully, there's someone who won't treat us that way. Someone who loves us with an unconditional love that welcomes us into the forever family, regardless of how messed up we are.

Tonight, before you tuck yourself in for the night, say a little prayer that God will give you the strength you need to accept people as they are, and to help us all be more understanding of those who are different from us!

Sharing

What is sharing?

Sharing is giving, service, love, helpfulness. Sharing is kindness, generosity, unselfishness, sacrifice.

Ways to show you care and can share :

- With your actions
- With your words
- With your thoughts

With material gifts

With your actions

- You might make your parents' bed, rake leaves off the lawn, tutor a younger child, open a door for someone, or sit with someone unpopular at lunch.
- Spend an hour listening to a lonely person.

Be helpful and kind to someone who needs a hand.

With your words

- Say kind things to and about other people.
- Offer advice when it's wanted and sympathy when it's needed.
- Don't spread gossip, rumors, or cruel stories, even if they are true.

Sometimes silence is golden; sometimes the kindest words are those that aren't spoken.

With your thoughts

- Positive thoughts and prayers can be very powerful.
 - You can do an act of kindness for another person merely by thinking good thoughts about him or her.
- Other people will feel the positive thoughts you sent their way.

Activities

- Write in your journal about a time when someone was kind to you or did a service for you. How did you feel?
- Read a biography about a famous philanthropist - someone who has dedicated his or her life to improving the lives of others.
- Learn about the welfare system.

Self-Discipline

What is self-discipline?

Self-discipline is self-control and self-restraint. Self-discipline is self-reliance and independence.

Students who exercise self-discipline:

- Complete their assignments
- Stay on task
- Wait to be called on
- Work toward personal and community goals
- Try again and again
- Ignore peer pressure
- Choose productive rather than destructive activities

Control their tempers

Activities

- Brainstorm a list of problems that might result from a lack of self-discipline: personal appearance, physical-mental-emotional health, school success, life success, friendships, job performance, talents, participation in family-clubs-community-faith, marriage, parenting.
- Do silly exercises to strengthen your self-discipline like not scratching.
- Role-play how you might talk with a younger brother or sister who is demonstrating a lack

Write or tell a chain story about a make-believe prince or princess about self-discipline.

- has no self-discipline.
- Interview scientists, engineers, doctors, and other people to learn the role of self-discipline in training for their careers and in working.
- Investigate different animal species to learn if they use discipline. Is misbehavior punished in young or in a group situation?

- Examine nature to find examples of discipline and order such as patterns.
- Explore tessellations (repeating geometric patterns).
- Research discipline in history.
- Draw cartoons showing examples of self-discipline vs. no discipline.
- Write new lyrics to a popular song that encourage self-discipline, self-restraint, and self-reliance.
- Explore musical dynamics and control.
- Learn about self-discipline in sports.

Play a "stop-wait-go" game thinking of different situations.

Friendship

What is friendship?

Friendship is an unselfish concern for the good of another. Friendship is your relationship with someone you like. "A friend is someone who knows you as you are, understands where you have been, accepts who you've become, and still, gently invites you to grow."

Students who are good friends :

- Accept others as they are
- Share their belongings
- Listen
- Enjoy others' company
- Support others in need
- Smile, laugh, and tell jokes
- Avoid teasing and put-downs
- Encourage others with kind words
- Avoid tattling
- Ask for help from their peers
- Solve problems peacefully

Consider others' feelings before acting

Activities

- Write a surprise letter to someone you care about and tell how much he or she means to you.
- Visit a local store that sells greeting cards and see what they say to bond friendships.
- Decide what's most important to you in a friend. You might want to do a questionnaire and rank order qualities you feel are the most to least important - family income level, honesty, intelligence, education, interest, kindness, ability to have fun, is law-abiding, loyalty, physical fitness, political beliefs, popularity, cultural background, religious beliefs, so on.

- With your class, debate the most important character trait for a friend to have.
- Survey your class to find out how long friendships last when friends are the same gender or opposite genders, when friends are the same age or different ages, and so on.
- Role-play things you can do in a new school to develop friendships.
- Switch seats in your classroom once a week for 10 minutes so everyone can get better acquainted with each other.

Chapter Three
**Basic Values of
the Indian Constitution**

Indian Constitution is based on certain basic Values. These Values are following:

- i) Sovereignty
- ii) Socialism
- iii) Secularism
- iv) Democracy
- vi) Justice
- v) Republic
- vii) Liberty
- viii) Equality
- x) Dignity of the individual
- ix) Fraternity
- xi) Unity and integrity of the Nation
- xii) International peace and a just international order
- xiii) Fundamental Duties

National Consciousness

The preamble to the Constitution of India

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION

Chapter Four

Scientific Values

What Scientific values?

A *scientist* in a broad sense is one engaging in a systematic activity to acquire knowledge. In a more restricted sense, a scientist is an individual who uses the scientific method. The way of doing an experiment. Logical thinking, critical thinking are Scientific value.

Sir Jagadish Chandra Bose (1858-1937)

Jagadish Chandra Bose was born on 30 November 1858, in Myemsingh, Faridpur, a part of the Dhaka District now in Bangladesh. He attended the village school till he was 11. He then moved to Kolkata where he enrolled in St. Xavier's. He was very much interested in Biology. However, Father Lafont, a famous Professor of Physics, inspired in Bose a great interest in Physics.

Having obtained his B.A. in physical sciences, twenty two year old

Bose left for London, to obtain a medical degree. However, he kept falling ill and had to discontinue his plans to be a doctor. He then obtained his B.A. degree from Christ College, Cambridge.

He returned to India in 1885 and joined Presidency College, Kolkata as an Assistant Professor of Physics, where he remained till 1915. There was a peculiar practice in the college at that time. The Indian teachers in the college were paid one third of what the British teachers were paid! So Bose refused his salary but worked for three

years. The fourth year he was paid in full! He was an excellent teacher, extensively using scientific demonstrations in class.

Some of his students, such as S. N. Bose went on to become famous physicists themselves. During this period, Bose also started doing original scientific work in the area of microwaves, carrying out experiments involving refraction, diffraction and polarization. He developed the use of galena crystals for making receivers, both for short wavelength radio waves and for white and ultraviolet light. In 1895, two years before Marconi's demonstration, Bose demonstrated wireless communication using radio waves, using them to ring a bell remotely and to explode some gunpowder. Many of the microwave components familiar today - waveguides, horn antennas, polarizers, dielectric lenses and prisms, and even semiconductor detectors of electromagnetic radiation - were invented and used by Bose in the last decade of the nineteenth century. He also suggested the existence of electromagnetic radiation from the Sun, which was confirmed in 1944.

Bose then turned his attention to response phenomena in plants. He showed that not only animal but vegetable tissues, produce similar electric response under different kinds of stimuli - mechanical, thermal, electrical and chemical. Bose was knighted in 1917 and soon thereafter elected Fellow of the Royal Society, London, (both as physicist and biologist!). Bose had worked all along without the right kind of scientific instruments and laboratory. For a long time he had been thinking of building a laboratory. The result was the establishment of the Bose Research Institute in Kolkata. It continues to be a famous centre of research in basic sciences.

Prafulla Chandra Ray (1861-1944)

Prafulla Chandra was born on 2 August 1861 in Raruli-Katipara, a village in the District of Khulna (in present day Bangladesh). His early education started in his village school. He often played truant and spent his time resting comfortably on the branch of a tree, hidden under its leaves. After attending the village school, he went to Kolkata, where he studied at Hare School and the Metropolitan College. The lectures of Alexander Pedler in The Presidency College, which he used to attend, attracted him to chemistry, although his first love was literature.

He continued to take interest in literature, and taught himself Latin and French at home. After obtaining a F.A. diploma from the University of Calcutta, he proceeded to the University of Edinburgh on a Gilchrist scholarship where he obtained both his B.Sc. and D.Sc. degrees.

In 1888, Prafulla Chandra made his journey home to India. Initially he spent a year working with his famous friend Jagadish Chandra Bose in his laboratory. In 1889, Prafulla Chandra was appointed an Assistant Professor of Chemistry in the Presidency College, Kolkata. His publications on mercurous nitrite and its derivatives brought him recognition from all over the world. Equally important was his role as a teacher - he inspired a generation of young chemists in India thereby building up an Indian school of chemistry. Famous Indian scientists like Meghnad Saha and Shanti Swarup Bhatnagar were among his students.

Prafulla Chandra believed that the progress of India could be achieved only by industrialization. He set up the first chemical factory in India, with very minimal resources, working from his home. In 1901, this pioneering effort resulted in the formation of the Bengal Chemical and Pharmaceutical Works Ltd.

He retired from the Presidency College in 1916, and was appointed as Professor of Chemistry at the University Science College. In 1921 when Prafulla Chandra reached 60 years, he donated, in advance, all his salary for the rest of his service in the University to the development of the Department of Chemistry and to the creation of two research fellowships. The value of this endowment was about two lakh rupees. He eventually retired at the age of 75. In Prafulla Chandra Ray, the qualities of both a scientist and an industrial entrepreneur were combined and he can be thought of as the father of the Indian Pharmaceutical industry.

Sir C. V. Raman (1888-1970)

Chandrasekhara Venkata Raman was born at Tiruchirapalli in Tamil Nadu on 7 November 1888. His father was a lecturer in mathematics and physics so from the very beginning he was immersed in an academic atmosphere. Raman's academic brilliance was established at a very young age. He finished his secondary school education at the tender age of thirteen and entered the Mrs. A.V.N. College at Vishakapatnam, Andhra Pradesh. Two years later he moved to the prestigious Presidency College in Chennai. When he was fifteen, he topped his class to receive his B.A. degree with honours in Physics and English. Raman continued his studies at the Presidency College and when he was barely eighteen, graduated at the top of his class and received his M.A. degree with honours.

Raman joined the Indian Audit and Accounts Service and was appointed the Assistant Accountant General in the Finance Department in Kolkata. In Kolkata, he sustained his interest in science by working in the laboratory of the Indian Association for the Cultivation of Science, in his spare time studying the physics of stringed instruments and Indian drums. In 1917, Raman gave up his government job to become the Sir Taraknath Palit Professor of Physics at the Science College of University of Calcutta (1917-33). He made enormous contributions to research in the areas of vibration, sound, musical instruments, ultrasonics, diffraction, photoelectricity, colloidal particles, X-ray diffraction, magnetron, dielectrics, etc. In particular, his work on the scattering of light during this period brought him world-wide recognition.

In 1924 he was elected a Fellow of the Royal Society of London and a year later was honoured with the prestigious Hughes medal from the Royal Society. Four years later, at the joint meeting of the South Indian Science Association and the Science Club of Central

College, Bangalore, he announced his discovery of what is now known as the *Raman Effect*.

He was knighted in 1929, and in 1930, became the first Asian scientist to be awarded the Nobel Prize for Physics for his discoveries relating to the scattering of light (the Raman Effect). In 1934, he became the Director of the newly established Indian Institute of Science at Bangalore, where he remained till his retirement. After retirement, he established the Raman Research Institute at Bangalore, where he served as the Director. The Government of India conferred upon him its highest award, the Bharat Ratna in 1954.

Homi Jehangir Bhabha (1909-1966)

Homi Bhabha was born on 30 October 1909 in Mumbai. Son of a barrister, he grew up in a privileged environment. In Mumbai he attended the Cathedral & John Connon School and then Elphinstone College, followed by the Royal Institute of Science.

After passing the Senior Cambridge Examination at the age of sixteen, he joined the Gonville and Caius College in Cambridge with an intention to pursue mechanical engineering. His mathematics tutor was Paul Dirac, and Bhabha became fascinated with mathematics and theoretical physics. He earned his engineering degree in 1930 and Ph.D. in 1934.

Chapter five

Co-Curricular activities and Value Education

Co-curricular activities play a very significant role in inculcating different Values among the students. For all round development of personalities of the students co-curricular activities are considered to be very important now-a days. Following activities are Co-curricular activities.

Sr. No	Co-curricular activities	Values
1.	Games and Sports	Character-Building Sportsmanship Team Work Team spirit
2.	Literary and Cultural Activities National Festivals Religious Festivals Birth/ Death anniversaries of great persons Group Song Group dance Singing of the prayer Observance of silence	Cooperation Friendship Equality National Unity National Consciousness Self- control Team Work Team spirit
3.	Teacher's Day Science's Day UNO Day Etc Voter Day	Humanism Rationalism Respect Tolerance Awareness of Right
4.	Mock- parliament	Citizenship Leadership Democratic decision Making

Mahatma Gandhi

Here is a brief summary of some of the major facts associated with Mahatma Gandhi. These facts highlight some of the major achievements of Mohandas Gandhi and provide valuable information on Mahatma Gandhi.

Birth/Death/Anniversaries of Great Persons	Values
Mahatma Gandhi	National Unity Tolerance Leadership National Consciousness Non- Violence

Birth	: October 2, 1869
Death	: January 30, 1948
Place of Birth	: Porbandar, Gujarat
Father	: Karamchand Gandhi
Mother	: Putlibai
Wife	: Kasturba
1888-1891	: Studied law in London
1893	: Sailed for South Africa
1906	: Began Satyagraha campaign in South Africa to protest the requirement that Indians be fingerprinted and carry identification cards
1915	: Returned to India from South Africa
1917	: Initiated Champaran Satyagraha to alleviate the condition of indigo planters
1919	: Instituted Satyagraha campaign in India to protest the Rowlatt Acts, which deprived all Indians of important civil liberties.

- 1922 : Ended Non-Cooperation movement against British Raj after his followers were involved in a series of riots and disturbances that violated his policy of nonviolence
- 1930 : Led Dandi March to collect salt in protest of the British salt tax.
- 1931 : Signed a pact with Lord Irwin to suspend the Civil Disobedience Movement and went to London to attend Round Table Conference.
- 1932 : Fasted to protest the treatment of people who belonged to no Hindu caste, the Harijans or Untouchables
- 1942 : Launched Quit India Movement against British Raj.
- January 30, 1948 : Assassinated by Nathuram Godse, a Hindu extremist.

Lata Mangeshkar

Lata Mangeshkar is the pride of Indian music industry. Blessed with beautiful voice, she is the most well known Indian vocalist. Highly versatile, she has sung in more than 20 languages. To honor and give recognition to her works, Lata Mangeshkar is also known as the Nightingale of India. Well, in this article, we will present you with the biography of Lata Mangeshkar.

Lata Mangeshkar	National Unity Tolerance National Consciousness
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Early Life

Lata was born on September 28, 1929 in Indore, Madhya Pradesh as the daughter of Dinanath Mangeshkar, who was a classical singer as well as a theater artist. She was the first child of the Mangeshkar family. She was born in Indore, but brought up in Maharashtra. When she was five years old, she began working as a theater artist in sangeet natak. She also started taking singing lessons from her father.

Lata sang her maiden cinematic song for the Marathi film Kiti Hasaal (1942). Her father did not like the idea of her daughter singing for the films. So, her song was deleted from the movie. In the year 1942, she lost her father. Due to sudden demise of her father and unsound financial condition of the house, she decided to play small roles in various Hindi and Marathi films. She had to take up the acting assignments, despite the fact that, she was not at all fond of acting. To know the complete life history of Lata Mangeshkar, read on.

Career

In the year 1945, she happened to meet the film producer S. Mukherji through Ghulam Haider. Haider personally wanted her to be given an opportunity to show her singing talent. However, S. Mukherji

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