

Value-Based Education

Vidyaya-amritam-ashnute

(Wisdom provides immortality)

The elements of a value-based education can be found not only in the subject matter, but in the learning styles which are employed, the scheduling of the classroom, extracurricular activities, and parental involvement. The VBE is therefore organized so as to secure the fullest possible development of body, mind and heart; and a fruitful channelization of the life-energy in pursuits that contribute to the growth of both internal and external personality. It offers a sufficient training of the mental faculties in the fields of various humanities and sciences. It ultimately provides the requisite help, through a powerful spiritual atmosphere, for the soul to come forward and gradually begin to govern a balanced, peaceful and spiritually awakened life. Therefore, value based-education is instrumental to unfold and nurture the ideals of life. Education that does not help promote human virtues will not do any good to the society; it will rather mislead the entirety of humanity.

"The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education". - Gandhi

"There is a part of a child's soul that has always been unknown but which must be known. With a spirit of sacrifice and enthusiasm we must go in search like those who travel to foreign lands and tear up mountains in their search for hidden gold. This is what the adults must do who seeks the unknown factor that lies hidden in the depths of a child's soul. This is a labor in which all must share, without distinction of nation, race, or social standing since it means the bringing forth of an indispensable element for the moral progress of mankind." - Maria Montessori

What is Value- Based Education?

Education opens up our mind, but Value-Based Education (VBE) gives us purity of heart too; education provides us with skills, but VBE provides us sincerity too; education extends our relationship with the world, but VBE links us with our own family members too. Education makes our living better, but VBE makes our life better too; education teaches us to compete with others, but VBE encourages us to be complete too; education makes us a good professional, but VBE makes us a whole human too; education takes us to the top, but VBE takes the whole society to the top. Education gives us capacity of better learning, but VBE gives us the tool for a deeper understanding too; education gives us *Anna* but VBE provides us *Ananda* too; education may bring limitations but VBE is for liberation. After all right education means- "*Sa Vidya Ya Vimuktaye*". It means that *knowledge* is what helps us to attain liberation.

Why is VBE needed?

VBE is highly needed in our modern society because our lives have become more miserable. The quantity of education has considerably increased, but the quality has decreased. Why? The number of educated people

- Paper presented in a Workshop organized by Save The Children and Curriculum Development Centre on 29th December, 2009

has reached at a high level, but murder, hatred, and selfishness have spread out like wildfire everywhere. Why? Many institutions are opened, but only few civilized people are produced. Why? Degrees are available for all, but the dignity has gone down. Why? Trained people are produced from many institutions, but sincere people are very few. Why? Many books are written; much research is done; many professional achievements are attained, but humanity is threatened. Why? Therefore, we need VBE.

The rate of suicide is going up in our society. One of the very common factors responsible for this is over pressure on students to get the high marks in their exams. It is for sure a very unhealthy and unethical competition. It is not only limited to a school level education, several suicide cases happen even at top level academic institutions worldwide. The highest purpose of education is now either disregarded or may be forgotten. The Vedas say - "*Etat Desh Prasutasya Sakasat Agrajanman, Swam Swam Charitram Shiksheran Prithiviyam Sarva Manava...*" It means that people who are born in this part of the earth should enlighten the entire world by presenting the example of their own character.

History of Value-Based Education in Nepal:

The history of Nepal's education is not so old; it may go back around 100 years only. In addition, it was mainly influenced by the Indian education system. In the past, most of the educators were formed in India, mainly Varanasi. And, only a few wealthy people had access to this opportunity, in fact, mainly the people from the upper class community.

According to the past history of Nepal's education system, it was basically based on the *Gurukul* system. Balaguru Shadananda, Swargadwari Mahaprabhu, Galeshwar Baba, Saint Gyandildas etc. offered several contributions to the *Gurukul* system in Nepal. Beside this, there was not any formal education in Nepal. Similarly many other *Pandits* and *Gurus* provided *Gurukul* knowledge in their own local communities as per their capacity.

During the *Rana* regime it was quite strict for ordinary citizens to attain education. Even at the time of such a fearful regime, *Gurukul* knowledge was available formally or informally at the local level. In deed this system had contributed to preserving our culture and tradition supporting the flame of *Vidya* to keep it alive.

What are Universal Values?

Education is not only for news but also for views; it is not only for information but also for inspiration; it is not only educating but also enlightening. It is quite an integrated process. An educated person should have all kind of qualities. Education should make every individual capable physically, mentally, intellectually, emotionally and spiritually. Therefore, some universal ideals of "**love, peace, respect, tolerance, forgiveness, co-existence and non-violence**" should be accepted by all the educators worldwide. These values are truly indispensable, devoid of which, our society cannot sustain itself and people will forget humanity. And, we can easily imagine the future ahead and foresee what our future will be like. No matter what our religious beliefs are, what our practices are, but there are ultimate goals which one has to achieve in life. Everyone always aspires to love, peace and happiness, and that includes a spiritually balanced life. Even a person who may not be spiritual should also believe and practice the ideals of love, peace, tolerance and service.

What are National and Cultural Values?

One should recognize his or her nation and culture. Knowing about the world is quite good, but knowing about our own culture, history and traditions is more important. How can education cut off us from our own

roots? How can education impart only information but give no positive feelings for our own country? Education which cannot develop any respect and love for our own family, society, country and humanity will produce selfish individuals, and selfish people can be violent and dangerous for humankind. September 11 is the worst history of humankind and maybe we will have to see more like this on a global level. Therefore, we need VBE which can impart a true, scientific, holistic and positive knowledge of culture, tradition, society and spirituality. In Nepal's perspective VBE can include festivals, *Sanskaras*, family systems, art, language, music, life style, diversity in unity, local archeology, temples, *Gumbs* and *Bihars*.

Through value-based education we can flourish the eternal truth like "*Sarba Dharma Sambhab*". Equal respect towards all the great world religions and faiths is the dire need of the today's world. This will help eliminate all forms of discriminations prevailing in our society. Value-based education provides a strong foundation for getting rid of century-old discriminations based on language, caste, gender, class, region and religion. The society will then be harmonious.

International Practices of VBE:

The realization of VBE has become quite strong in last few decades on a global level. The negative forces like selfishness, hatred, terrorism, individualism, violence, intolerance, etc. have now become day-to-day problems in the world. The phenomena such as family breakdown, increasing of negative attitude and spread of health hazards like drugs and HIV/AIDS seem to be escalating worldwide, which have now terrified humanity. These are, of course, very threatening challenges to the peaceful existence of humankind. It seems that our future is dismayed and horrified now not because of anything else other than our own deeds, achievements and productions. However, some good activities and practices for the promotion of VBE are going on all around the world. Some of the famous institutions working for VBE are - The Acorn School-UK, Alger Learning Center /Independence High School-USA, Ananda Schools- USA, Brisbane Independent School-Australia, Brockwood Park Educational Centre-UK, Democratic School of Hedera -Israel, Hope Flowers Secondary School- Palestine, Osho Ko Hsuan School-UK, Shanti Niketan- India, School of Thinking, School of Total Education, Sri Aurobindo International Centre of Education-India, Rishi Valley School-India, Robert Muller Centre for Living Ethics-UN, School of Philosophy-UK, Alternative Education Resource Organization (AERO), International Democratic Education Conference (IDEC) etc.

How to Implement VBE?

Talking about VBE is quite an easy job, but implementing it is a daunting task, which needs the strongest determination. Presently, Nepal's education means just achieving around 80 % in academic exams and then going abroad in the name of further education. Actually, unless we can create a very healthy and pleasant educational environment, VBE cannot be implemented at academic institutions. First of all we should all fully agree that without VBE we cannot have a safe society, a developed country and a harmonious family environment. Therefore, we need to find out some practical ways to apply VBE, e.g. starting with junior classes, developing a strong commitment of all academic institutions, encouraging parents for their persistent support, producing more trained and dedicated teachers, establishing supportive administrative teams and the like. A well organized library equipped with relevant reference books and audio-visual cassettes of course helps as an additional and supportive means and resource to inculcate the value based education in the children.

VBE Teaching and Learning Methods:

General education can be transferred, but VBE should be transformed. VBE is more teacher-based than text books; it is more awakening, not only informing. It is life-oriented, not exam-oriented. Therefore, we need to

create a special environment in institutions to transform VBE in students. First of all, we need trained, committed and spiritually motivated teachers for VBE. The pedagogical methods for implementing VBE may be stories, poems, prayers, songs, *mantras* and *bhajans*. Similarly, special camps can be organized. Likewise, special *Satsangas* can be helpful. It is apparent that all the festivals hold several values such as environmental, social, scientific and spiritual. It is therefore imperative to integrate festivals into teaching / learning process so as to make children realize importance and values of the festivals. The whole process should be very peaceful, harmonious and motivational. One should get answers by asking himself or herself. The whole environment should be free from stress, fear and confusion. Extreme materialistic attachment has made our life very narrow; therefore one should be able to open up the mind and heart freely and infinitely. Actually VBE does not require any set text books; rather than that, the whole institution should be based on VBE. It should be applied through various methods in order that everyone can understand it and follow it automatically and positively.

Practices of VBE in Nepal:

Although it is quite challenging to apply VBE at present in Nepal, a few schools and colleges have been working on the promotion and implementation of VBE formally or informally. A few major obstacles to the application of VBE are - lack of good governance, unhealthy education environments, pressure of private money-making institutions, and unstable political situations. However, few institutions are coming up slowly with a deep realization of VBE. At present some educational institutions namely HVP- Nepal, Sai Education foundation, Chetana Vidyashram, Alok Vidyashram, Budhaneelkantha Ashram school, DAV, Shuvatara School, Pranavananda Ashram school, St. Xavier's, St. Mary's, etc. seem to be working towards this direction. Perhaps these institutions might be struggling with several constrains. Nevertheless, they are working determinedly for the promotion and application of VBE at their level.

Informal Contribution for VBE in Nepal:

There are many other institutions in Nepal which are working informally for VBE. These institutions are still not recognized or noticed by the government, but their contribution for VBE at the local level is really praiseworthy. On the one hand, the private schools are selling the dreams of going abroad; and on the other hand, the government schools, with highly politically-motivated teachers, are good for nothing and are the centers for the slogans of political parties. Who will then take the responsibility for VBE? Therefore, some institutions have come up with a strong zeal for saving and implementing VBE. They are committed to promoting the ancient *Gurukul* education system through informal packages even in this materialistic, modern time. These institutions are - Satya Sai Bal Viakas Kendra, Bal Vihar of Chinmaya Mission, Children's Study Club of Shanti Sewa Ashram, Centers of Om Shanti, Krishna Pranami Sewa Samiti, Art of Living, Gayatri Pariwar, etc. They have been working constantly for VBE to restore values in society and impart good lessons of humanity.

Consequences of the Current Education System in Nepal:

The present Education system of Nepal has, no doubt, produced a number of students. Similarly, many challenging and competitive subjects have been introduced that have increased the level of education. Many demanding subjects are now taught in Nepal; many good and competitive universities and colleges are now formally established in different parts of the country. This is what we can regard as good future. Nonetheless, the main question about VBE is still not addressed by any modern universities, colleges and schools. Why is such an essential and fundamental education ignored? Is it because parents are uninterested or because of unhealthy financial competition amongst academic institutions? Is it because the government does not have any policy, guidance and control? Therefore, modern education is producing more selfish youths. Brain drain

is massively increasing; negativity is expressed at every level. Violence, hatred, crime and enmity are now like common problems; civic sense is disregarded at every

level; human rights are completely violated. Social and cultural values are forgotten and love for nation and nationality sounds like a joke. So the big question is - where are we heading to?

Likewise, the present political situation in Nepal has damaged the spirit and sensitivity of VBE. Everyday activities such as strike, destruction etc. have formed very negative attitudes in the mind of our children. Truly speaking, they do not see any future in their country. They are grown with despair and hopelessness and are raised with the pollution of burning tyres.

Commitment for VBE:

It is quite essential to take necessary steps for VBE on time. Just patching up problems will not ensure us a safe and peaceful future. We have realized very clearly that brain drain is a serious problem for Nepal. Violence has now reached even our personal life. Frustration amongst youths is very common, and negativity and suicide are now common. The family system is getting weaker day by day; the children are crazy for violent movies. The cases of sexual harassments are increasing. So the government should take bold steps; educators should come forward with very pure hearts and intentions; schools and colleges should work on it collectively; parents must decide now what they want for their children and we should know what we hope from our own children.

Conclusion:

There is a famous saying - better late than never. So we must start now. Educators worldwide are now quite worried; therefore they have started various packages and discussions at their level. Names could be any - Holistic Approach to Education, Global Education, Democratic Education and Home Schooling System (USA), Alternative Education etc. They are all working for VBE directly indirectly, formally or informally. So we must awake and work now. New Nepal can be a good reality if we can foster VBE. In fact the bright future of our nation depends on the children as there is a saying - "If you plan for one year, plant rice. If you plan for ten years, plant trees. If you plan for 100 years, educate children". Our ancestors gave us the highest message of VBE - "*Satyam Gyanam Anantam Brahman*". Therefore, after the completion of education at *Gurukul*, the *Gurus* finally used to sermonize their students in the graduation ceremony - *Satyam Vad, Dharmam Char, Swadhyayan-ma Pramad, Matrivedo Bhav, Pitridevo Bhav, Acharyadevo Bhav* etc. Consequently, the time has again come to revive and restore our ancient knowledge based on VBE in this modern age without being biased, extremist, prejudiced and orthodox. It is only ancient knowledge and *Vidya* which will change the attitudes of our children making them complete human beings. And, in return they will change the entire human society.

"Vidya Dadati Vinyam, Vinayat Yati Patratam; Patratwat Dhanama-pnoti, Dhanat Dharma Tat Sukham"

Dr. C. M. Yogi

Founding Principal - Hindu Vidya Peeth-Nepal (HVP)

Founding Chairperson - Shanti Sewa Ashram (SSA)

Patron - Youth Society for Peace (YSP)

Founder - Society for Value Education (SVE)

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www.hvp-nepal.org and www.cmyogi.org

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"No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure." - Emma Goldman

"The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together."
- Eric Hoffer

We have an obligation and a responsibility to be investing in our students and our schools. We must make sure that people who have the grades, the desire and the will, but not the money, can still get the best education possible.
- Barack Obama

"Tat Viddhi Pranipaten Pariprasnena Sevaya, Upadekshyanti Te Gyanam Gyanins-tatwadarsinh"

Know the ultimate reality by being close to the wisest people; to attain knowledge from them be very humble, ask questions sincerely and serve these great masters with high respect.

- The Geeta

*"Ati Sundar Manav Jeevan Yo, Ajha Sundar Parnu Kaso Gari Ho
Gari kavya Sudha Raspaan Are, Gara Manav Jeevan Sarthak Re"!*

- Dharani Dhar Koirala

Reference Books

- Khaptad Baba - Bichar Biggyan / Dharma Biggyan
- Dr. Chintamani Yogi - Bichar Bimba
- Jerry Piasecki - Humanitarian novels - "Thomas and Daeng, Paradise Burning" and two others...
Published by UN
- Kulshekhar Sharma - "Hindu Dharma Ko Ka Kha Ga- (a book translated from "A Primer of Hinduism")
- Deepak Chopra - "The Seven Spiritual Laws of Success" ; Published in USA
- Er. Ram Babu Khanal - "How to become a good student" Triveni Offset Press, Kupandle, Nepal
- John P. Miller - "The Holistic Curriculum", published by The Ontario Institute for Studies in Education.
- David Marshak - "The Common Vision-Parenting and Educating for Wholeness"(chapter 5th- The Vision of Aurbido Ghose Educating for Wholeness); published by Peter lang, NY, USA.
- Dr. Robert Muller - "Most of all they taught me Happiness"- Published by Amare Media Lic, CA, USA.
- "Learning to Live Together"; An Intercultural and Interfaith Programme for Ethics Education; Published by Arigatou Foundation, GNRC; Endorsed by UNESCO and UNICEF
- Diane Tillman- "Living Values: An Educational Program"; Living Values Activities for Children; www.livingvalues.net; Published by Health Communications ,Inc. Florida, USA
- Kalyan, Shiksha Anka, Geeta Press, India

Some Institutions Dedicated for the Promotion of Value-Based Education

Source: www.f2be.com

A

The Acorn School (UK) www.theacornschool.com
Alger Learning Center/Independence High School (WA, USA) www.independent-learning.com
Alpine Valley School (Colorado, USA) www.alpineval.org
Ananda Schools (USA) www.livingwisdom.org

B

Blue Mountain School (Oregon, USA) www.bluemountainschool.org
Blue Ridge Discovery School (USA) www.blueridgediscoveryschool.org
The Booroobin Sudbury School (AUS)
booroobinschool.squirrel.com.au
Boston School (California, USA) www.bostonschool.org
Branford Grove School (Arleta, CA, USA)
www.branfordgrove.com
Brisbane Independent School (Australia) <http://bis.primetap.com>
Brockwood Park Educational Centre (UK) www.brockwood.org.uk

C

Cedarwood Sudbury School (California, USA) www.cedarwoodsudbury.org
Centre for Discovery Learning (USA) <http://www.cdlcharter.org/>
Chicago Sudbury School (Chicago, USA) www.sudburyschoolchicago.org
The Clearwater School (WA, USA) www.clearwaterschool.com
The Circle School (Pennsylvania, USA) www.circleschool.org
Clonlara School, Pine (CO, USA)
www.clonlara.org
Colorado High School, Greeley (CO, USA)
colohigh.org

Community School (VA, USA) www.communityschool.net/
COMPASS for Lifelong Discovery
www.discovercompass.org

D

Democratic School of Hedera (Hedera, Israel) www.geocities.com/athens/sparta/6892
Desiderata School, Inc. Berthoud, CO
www.desiderataschool.com
Diablo Valley School (California, USA) www.dvschool.org

E

Ecole D'Humanite Hasliberg (Goldern, Switzerland)
www.ecole.ch

Evergreen Sudbury School (Maine, USA) www.powerlink.net/evergreen

F

Fairhaven School (Maryland, USA) www.fairhavenschool.com
Farnebo folkhogskola (Swedish folk high school) www.arosnet.se/users/yooden/skola.htm
Frensham Heights www.demon.co.uk/frensham-heights/

G

Greenwood Sudbury School (Maryland, USA) www.greenwood.nu/

H

Highland School (West Virginia, USA) www.ruralnet.org/highlandschool

Hindu Vidayapeeth (Nepal) <http://www.hvp-nepal.org/>
Hopeflowers Secondary School (Palestine) www.hopeflowers.org

I

Ideal Girls' School (USA) www.ideal-girls-schools.org/

J

Jefferson County Open School (Colorado, USA) <http://204.98.1.2/high/jcos/>
John Woolman School (Nevada City, CA, USA)
www.woolman.org

K

Kanaf Democratic School (Golan Heights, Israel) www.sudburynetwork.org/kanaf.htm
Key Learning Community, Indianapolis www.ips.k12.in.us/mskey/aboutus/aboutus.html
Kino School (Arizona, USA) www.azstarnet.com/public/nonprofit/klc
Krishnamurti Schools www.kfa.org/info2.html www.islandnet.com/~namurti/schools.htm

L

Lake View Academy, Chicago, IL
www.lakeviewacademyhs.org

Learning Centre Charter School (New Jersey, USA) www.kids1inc.com
Lester Pearson College of the Pacific (Canada) www.College.uwc.ca/pearson
Liberty School <http://www.liberty-school.org/>
The Living School (Colorado, USA) www.livingschool.org

M

Maharishi school (Iowa) www.maharishischooliowa.org/about_maharishi_school.htm
Maharishi school (UK) www.maharishischool.com/
Moo Baan Dek Children's Village School (Thailand) www.ffc.or.th/ffcenh/html/eaci.html

N

Naestved Fri Skole (Denmark) www.naestved-fri-skole.dk
New Earth School (Delaware, USA) www.netcom/~eleipzi2/index.html
The New Elizabethan School (UK) http://www.newelizabethanschool.co.uk/Site_2/index.htm.html
The New School (Delaware, USA) www.theNewSchool.com
Nizhoni School for Global Consciousness (NM, USA) www.nizhonischool.com

O

Oak Grove School (California, USA) www.fishnet.net/~oakgrove
Open Alternative School (California, USA) www.sbceo.k12.ca.us/~sbsdweb/oas_page.html
Osho Ko Hsuan School (UK) www.oshokoshuan.devon.sch.uk
Open High School (USA) www.Pen.k12.va.us/~kbruckne/OHSpa.html

P

Pine Community School (Aus) www.uq.net.au/~zzpcs/home.html
Play Mountain Place (California, USA) www.playmountain.org
Puget Sound Community School <http://www.pscs.org/>

Q

R

Rainbow Mountain Children's School - North Carolina (USA) www.rmcs.org
Red Cedar School (Vermont, USA) www.redcedarschool.com/
Reggio Emilia - Innovative Early Years Settings (Italy)
<http://ericecece.org/reggio.html>
Rishi Valley School (India) - Krishnamurti School www.rva.org/ www.infophil.com/India/Alumni/RVS
Robert Muller Centre for Living Ethics <http://www.centerforlivingethics.org>

S

Sabis School Network www.sabis.com/school-network
Sahyadri School (India) - Krishnamurti Centre www.kfa.org/sahyadri.html
Salmonberry School (Washington, USA) www.salmonberryschool.org
Sands School (Devon, UK) www.sandsschool.demon.co.uk
Santiniketan (or Shantiniketan, West Bengal, India) www.pa.uky.edu/~sugata/santiniketan.html

The School of Thinking www.mel.aone.net.au/sot
 School of Total Education www.opennet.net.au/schools/sote/home.html
 Silkwood Steiner School (Queensland, Australia) <http://www.silkwoodsteiner.qld.edu.au/>
 Sri Aurobindo International Centre of Education www.sriurobindosociety.org.in/subnav/educentr.htm
 St Christophers (UK) www.stchris.co.uk
 Stonesoup School Inc (Florida, USA)
rrhobbs.com/2ndhome/stonesoup/
 The Studio Montessori School (UK) <http://A-VIP.com/TheStudio>
 Sudbury Maui (Hawaii, USA) www.sudburymaui.org
 Sudbury Valley School, Massachusetts (USA) www.sudval.org/
 Summerhill School (UK) www.s-hill.demon.co.uk

T

Tamariki School (New Zealand) www.tamariki.school.nz
 Tutorial School (New Mexico, USA) www.pages.prodigy.net/tutorial

U

The University School -- Department of Distance Education (Bridgeport, CT, USA)
www.theuniversityschool.com

University Public Schools, San Joaquin Campus (California, USA) www.softcom.net/users/love/ups.htm

V

W

Watsonville Charter School of the Arts www.wcsa.santacruz.k12.ca.us
 Wildwood School (Los Angeles) <http://www.wildwood.org/es>
 Windsor House School (Canada) www.at.org/whs

X

y

Yaxche School (NM, USA) www.yaxche.org

Z

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"The kind of seed sown
 will produce that kind of fruit.
 Those who do good will reap good results.
 Those who do evil will reap evil results.
 If you carefully plant a good seed,
 You will joyfully gather good fruit."

- Dhammapada

Teach this triple truth to all: A generous heart, kind speech, and a life of service and compassion
 are the things which renew humanity.

- Buddha