



CONTRIBUTION OF VALUE EDUCATION TOWARDS HUMAN DEVELOPMENT IN INDIA: THEORETICAL CONCEPTS

Shagufta Munir¹
Mariya Aftab²

ABSTRACT

Value education is not simply the heart of education, but also the education of the heart. It is a necessary component of holistic citizenship education. Value education has been globally perceived as an answer to the challenge of strengthening moral and social fabric of societies. Fostering of fundamental and human values and generating a caring and compassionate consciousness has tremendous potential to salvage the human goodness. The central idea behind value education is to develop essential values among the students and it teaches to manage complexities that can be continued and further developed. Value education is a vital ingredient required to develop a strong moral basis to a student's life and to give them opportunity of doing well on the world. Due to modern developments and fast changing role of parents, it has been very difficult for parents to inculcate significant values in their child. The school which gives education should also give equal importance to values, ethics and personality development as a means of preserving the standards of education. Values help us not only in self-evaluation, but also in self-drive too. Education in values is essential in helping each one of us directly encounter the values that we hold, understand them completely, so that we may order our relationship to the environment that lies outside us. This paper emphasizes that value education in modern context is considered much wider, transcending the boundaries of religions and encompassing ethical, social, aesthetic, cultural and spiritual values. Value oriented education needs to be realistically achievable in consonance with the academic framework of a school. The authors advocate that a judicious combination of academics, culture and value education will be an ideal approach to education and value education needs to be integrated within the school curriculum.

Key Words: Value education, Human development and school curriculum

¹ Post Doctoral Fellow, Department of Education, Aligarh Muslim University Aligarh (U.P.)-India

E-mail: munir_shaguf@rediffmail.com

² Research Scholar, Department of Education, Aligarh Muslim University Aligarh (U.P.)-India

INTRODUCTION

Education is an essential human virtue that has become significant and crucial in terms of changes as well as quality. It plays the most vital role as an instrument of social change to connect with theory at the level of cultural impact and policy implication, for the development of the society. The first step in the direction of changing the world is to take the needed steps for radical change in the human consciousness. With a view to equipping children of today, who will be the citizens of tomorrow, education has to be reoriented and revamped altogether. Emerging hopes and aspirations in the minds of people have posed new challenges and new problems in re-orientation and re-energisation of education in values at all stages. So, value orientation of education has to be considered as one of the most important means to achieve the re-orientation and re-energisation of education. This will help human beings to conduct themselves in the more desirable directions, and to shape their life patterns by strengthening their beliefs and by integrating facts, ideas, attitudes and actions. It will also help people to become a useful member of the society and develop an appreciation of their culture heritage and live more satisfying lives (Bequist, 1992; Bloom, et al., 1981). Moreover, this will help clarify their aims in life as well as the process to achieve them.

Value education system that aims to enrich the level of one's understanding and respect for various values, and aims to bring an individual's maturity of mind is called value-based education. Value education is a planned educational programme aimed at the development of values in students. In the words of Gawande (2002), when human values are inculcated through curriculum to transcend to cognitive, affective and psychomotor level for conducive development of individual, society, national and international understanding, it is called value education. The *evolution of value-oriented education* dates back to the pre-independence and after independence period, where several commissions and committees recommended character education, religious education and moral education. Also, moral and religious education were broadly defined and coined into value education (National Education Policy of India, 1986). In moral education each society fixes its own ideals and it is the endeavor of the society to keep these ideals stable. But in value education the changes in human behavior are studied in its new perspective and propagated through various media. Thus, value education encounters with the total personality of the individual student keeping in view all aspects of human personality development--the intellectual, emotional and social. It makes an individual a good child, parent, adult and citizen, and keeps the people and society intact. Value education is considered much wider so as to transcend the boundaries of religions and encompass ethical, social, aesthetic, cultural and spiritual values. This broadened concept has many implications for value education programmes at the school stage.

Values are regarded enviable, imperative and are apprehended with high esteem by a particular society in which a person lives. Values give meaning and strength to an individual's character by occupying a central place in his/her life. Values reflect one's personal attitude and judgments,

decisions and choices, behavior and relationships, dreams and vision. Values are useful indicators of an individual's decisions and actions (Rokeach, 1973). These values influence our thoughts, feelings & actions and guide us to do the right things. Values are the guiding principles of life that contribute to the all round development of an individual. They give a direction to life and thus bring joy, satisfaction and peace. Values add quality to life. Values are defined as enduring beliefs, specific modes of conduct or end states of existence alongwith continuum of importance and are relatively resistant to change (Meglino & Ravlin, 1998; Ravlin & Meglino, 1987, 1989; Rokeach, 1973). Thus, one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self-development of an individual, constitutes a value. The other corresponding function of a value is that it should also contribute to the welfare of the larger social unit such as the family, the community and the nation of which an individual is a constituent. Value system is the backbone of the society. Values may vary from one society to another and from time to time. But, every society abides by certain moral values, and, these values are accepted by all the societies as "Global values". Values to be inculcated at primary and secondary school levels are courage, truth, universal love, respect for all religions, respect for elders, dignity of manual work, service, purity, peace, joy etc.

Why is there a need to imbibe values among individuals?

In the present Indian scenario, due to manifold changes in various aspects of our civilization such as population explosion, advancement in science and technology, knowledge expansion, rapid industrialization, urbanization, mobilization, IT revolution, liberalization, privatization & globalization as well as the influence of western culture, present society has become highly dynamic. The degeneration in the present day life, the demoralization of public and private life and the utter disregard for values, are all traceable to the fact that moral, religious and spiritual education has not been given due place in the educational system (Rena, 2006). Modernization process is accompanied with multifold problems, anxieties and worries to human life, endangering its original simple nature. Growing global poverty, pollution, hunger, disease, unemployment, unsociability, caste system, child labour, gender inequality, ill-treatment of women, violence, disability, exploitation of natural resources and many such evils have caused value- crisis on the globe, adversely affecting the core human values such as honesty, sincerity, morality and humanity and, as such, there is a great transition in human society. To overcome the problems of the present era, inculcation of values among individuals and promotion of values in educational system, as well as society, is highly essential.

The need of values can be summarized as below:

- To guide the human beings in the right path, to inculcate the concept of 'universal brotherhood' and to achieve the absolute values of Truth, Goodness and Beauty;
- To give direction and firmness to life and bring joy, satisfaction and peace, of life, to preserve our culture and heritage and to develop morality and character;
- To bring the behavioural changes towards positivism;
- To promote the peace and harmony in the individuals and in the society;

- To bring quality of life and sustainable development in the society.

Above all, the most important need is to inculcate all the five core values (truth, righteousness, peace, love and non-violence) among the people to make them good human beings in true sense. As we know that school is considered as a sub-system of overall social organisation is expected to act as an agent of preserving and strengthening the social structure, and should therefore translate the value system of the society in terms of aims and objectives for various school programmes. Keeping in view the requirements of providing facilities for all-round development of the child, the students should imbibe the following values and the school should provide the necessary activities and programmes to inculcate them:

1. **Aesthetic values:** Love for the fine art, dancing, painting and music as well as for the symmetry and beauty in nature, rhyme and rhythm in poetry etc.
2. **Spiritual values:** Importance given to the soul or the spirit etc. through yoga and meditation.
3. **Moral or ethical values:** Values related to the code of conduct, honesty, integrity, discipline, selfcontrol, self-reliance, inquiry into the good, the bad and the ugly aspects of human behaviour, code of conduct based on logical reasoning.
4. **Social values:** Concerning the responsibilities and the contribution of the individual towards the society and its wellbeing. These are governed by the political and social philosophy and the Constitution of the country, freedom, socialism, secularism, democracy, national integration, international understanding, democratic citizenship, equality, social justice, peace, inner harmony, fellow feeling, unity in the midst of diversities, civic sense, responsibility of citizens, camaraderie and cooperation, participation in community activities etc.

How to indoctrinate values?

Various co-curricular and curricular activities are required to be given proper orientation, to be an instrument of inculcation of such values. In fact, values are woven in every activity of the school and also in every subject being taught. School environment and academic climate must be so modified that it provides rich experience to the children. The textbook material should be correlated with learning of values by identifying areas in which the desired values may be promoted. The following five steps have been identified for inculcation of values through curricular programmes by suitably introducing the element of values at every step:

1. **Knowing:** The student must be made aware of the inherent values or ethical issues while going through a particular topic.
2. **Making judgments:** The student must be provided with conflicting situations while teaching or learning to enable him or her to judge the implications of the related value.
3. **Believing:** Emphasis should be given to the relevant points helpful in development of faith in these related values.

4. **Action:** The student should be encouraged to practice these values in actual life situation as a result of change in his or her behavior brought about by relevant and meaningful experiences.
5. **Internalization:** Through constant emphasis on relevant ideas, thoughts and actions, the student should be led to a stage where the practice of acquired values becomes spontaneous and immediate. It should be noted that values cannot be taught like a subject, i.e. like language, history, science or mathematics. They can be inculcated through situations deliberately planned while teaching various school subjects.

How teachers can help in the promotion of values for human development?

The learning does not solely come from the teacher but the educator for the child is both the teacher and his peer group. Children often see teachers as important role models on par with parents (Rose, 2005). In this light, the teacher is more of a guide and facilitator, and indeed, the true partner in learning (Erwin, 1991). Within any society in which brainpower is the major form of capital, teaching stands as the key occupation for the simple reason that it is the prime vehicle by which the nation's intellectual and human resources are developed, their value added to and realized (Neave, 1992). The role of teachers needs to be determined not only in the context of promoting values but also in that of providing more effective methods of education. Teachers should not only be good in teaching but also be a good citizen possessing basic moral and aesthetic values. Teacher's function is not confined to what he or she does during his teaching hours in the classroom; in reality he or she teaches all the time, constantly, by acting as the role model before the students.

A teacher cannot promote values except by working as a role model. The role is crucial in any action programme to strengthen and nourish the values initially the child has in him. A teacher can help the students in developing a new attitude, a positive approach towards their daily learning tasks and sports, wanting to do something good for oneself, family, friends, society, country and the globe. Environment and resource conservation, and caring for nature are basically to be looked into.

The whole education has to be value added and value-oriented, so as-

- (i) To promote basic and fundamental qualities like compassion, truthfulness, peace, justice etc. in the children.
- (ii) To train them to become responsible citizens in personal as well as social life.
- (iii) To enable them to become open and considerate in thought and behaviour.
- (iv) To rise above prejudices on religion, language, sex, caste or creed.
- (v) To develop proper attitudes towards one's own self and fellow beings.

Ways to integrate value education in the school curriculum:

Curriculum must contain distinctive instructions for the values associated with each lesson. While on one hand, the teachers must explain those values to the students and encourage them to put the same into practice in their daily life; on the other hand, the value-based education should also be

featured in the co-curricular and extra-curricular activities. In this way, we can surely bring about a positive change in the overall attitude of our students towards learning as well as society. Besides integrating values in the provided curricula, the special assemblies and functions could be arranged to instill the vital importance of fair and descent values. This could also be combined with the regular activities in the sports ground and academic contests. Hence, on this note, the authors suggest some of the effective measures to be taken on the part of school as mentioned below:

1. There should be integrated approach in education programme. Instead of tackling piecemeal such as awareness of ecology, environmental problem, community development, productivity etc. they should be handled in a comprehensive manner under the broad spectrum of social responsibility and inner development of human personality.
2. The consciousness of values must permeate the whole curriculum (not just value course), formal or non-formal, starting with assembly, the curricular and co-curricular activities, the celebration of festivals, work experience, team games and sports, subject clubs, social service programmes etc.
3. All teachers should act as teachers of value education, whether they are formally involved or not in the programme.
4. The school atmosphere, the personality and behavior of teachers, the facilities provided in the school—all have a large say in developing a sense of values.
5. Interaction to appreciate and understand innovations and initiatives as voluntary efforts. Those working voluntarily for the deprived and the downtrodden could be invited.
6. Utilization of available folklore, national monuments, forms of folk culture etc. to imbibe a sense of belonging.
7. A certain credit may be assigned at the time of assignment for some of the values like honesty, social service etc.
8. All functions, programmes, celebrations, gatherings etc. need to ensure that no group or community feels neglected or isolated.
9. Inviting persons of character, creative abilities, literary tastes and scholarly activities whose mere presence could inspire children.
10. To make the school responsive to emergent situations like quake, floods, fire or droughts.
11. Visits to institutions, establishments, centres of creative arts, museums etc. and to homes for the aged, blind and handicapped not only enhance knowledge and understanding but also genuine appreciation and empathy.
12. The teachers should discuss among themselves, during lunch or recess, new incidents in schools that should form 'case histories' for value education programme based on real life situations.
13. To innovate new techniques and methods to understand changes taking place in the society. They need to be monitored and the value inculcation programme suitably modified.
14. Examples from social life of school and community that reinforce human aspects of individual efforts and group efforts need to be disseminated and discussed.

15. Cleanliness within school helps in the development of aesthetic sensibilities among students. They create lasting impressions.
16. Teachers, principals and other staff should take formal oath to the ethics of their profession like other professions.

In a nutshell it can be concluded that education without vision is waste, education without value is crime, and education without mission is life burden. A nation with atomic power is not a strong nation but a nation with people with strong character is indeed a strong nation. Human value is an academic behavior through which progress of individual, society, nation and international understanding are created. Aesthetic, spiritual, moral, ethical and social values are the values we need most at the dawn of the twenty-first century. Thus, our education should be based on these values. Other than keeping these basic values intact, there is a need to imbibe secular values like tolerance, self-respect, love for human dignity, respect and compassion for others, individual freedom and human rights, internationalism, rejection of cruelty, the practice of non-violence and the culture of peace, among students. Besides sustainable educational system, the special focus should be on inclusive growth with inclusive educational policies and programmes. It is through the inculcation of these different types of values that men of character, responsible citizens and sensitive personality of individuals can be established.

Martin Luther King well thought of the glory of a nation in the following words:

“The prosperity of a country depends not on the abundance of its revenues, not on the strength of its fortifications, nor on the beauty of its public buildings; but on its cultivated citizens, in its men of education, enlightenment and character”.

Only a value based education can give our youth the heart to understand the feelings of others and a constant awareness to take care not to hurt or insult the hearts of others by words and actions. It is a value-based education only that can give our youth the altruistic and benevolent sense of living for others. Therefore, for the sustainable human development as well as for the social growth, there is a need of value based education, spiritual education, ethical education, as well as need based education. In the light of these evidences, it becomes essential for teachers, school, parents and society to apply moral values in order to overcome misconduct behavior among students (Nachiappan et al., 2012). Hence, there emerges an urgent need for the various educational institutions, local, national and international agencies to work together to make value-based education an essential component of educational programmes, so as to change the attitudes and behavior of the human race.

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