

CHAPTER VI

6. GOVERNMENT POLICY ON VALUE EDUCATION AND INFRASTRUCTURE REQUIRED FOR IMPLEMENTATION.

(i) The nucleus of human excellence and the convergence of multidisciplinary achievements have always been tracked back to a civilisation's system of education. It is a little wonder that every nation has kept a watch on its standards, and thoughtfully considered the value that governs its progress. Today there is a serious value crisis in the world as an average individual is in pieces rather in peace. There is rising cynicism, negativity and degeneration of humanism. The contemporary education system has failed to address these problems. EHV appears to be the viable alternative anti virus tool to debug and cleanse the present educational processes of the virus of negativities.

The famous scholar and strategic thinker Chanayaka once said **"Parents who do not impart value education to their children are their worst enemies"**. Just like a student of science is taught the principles of physics and chemistry in class and laboratories, the education in human value has to be taught as a distinct independent subject of standard academic curriculum.

(ii) Today Government, the policy experts and educationists are fully sized of the ground realities. They have taken note of the positive development and achievements of few schools and institution in the field of education in human values. The schools and institutions which are imparting EHV as a distinct subject have demonstrated how it is possible to successfully combine a programme of value education with secular education curriculum. From time to time Govt have appointed committee and expert groups to explore the scope and prospects for inclusion of value education in the

educational curriculum. In a nut shell the essence of recommendation is that the five universal human values should be taught as a part of school curriculum.

6.2 HISTORY OF MOVEMENT FOR EDUCATION IN HUMAN VALUES

Value erosion in the contemporary society is causing great concern to all those concerned with education. Right from India's independence, Govt engaged itself in the task of reforming and optimising the education system in vogue. A number of commissions and committees were appointed to look into the prospects of reintroducing value education in schools and colleges. The progress and achievements are briefly unfolded below

- (i) In 1948-49 university education commission headed by Dr S.Radhakrishnan submitted a report recommending imparting of moral and value education at school and college level.
- (ii) The secondary education education commission (1952 -53) headed by Dr A.Lakshmana Swamy Mudaliar covered the school stage and considered the issue under the title" Education of Character" saying that religious and moral instructions play an important role in the growth of character. It recognised three sources of value education i.e. home, school and society. It concluded that properly organised instructions given at school level helps a child develop good character.
- (iii) In 1959 Sri Prakasa committee on religious and moral instructions recommended teaching of spiritual and moral values within the framework of secular limits.
- (iv) In 1964 Kothari education commission stated that a serious defect in the school curriculum was the absence of provision for education in social, moral, and spiritual values. The commission suggested that in teaching schedule some periods be set aside for

moral and value education. Further central and state governments should see to it that schools help develop social, moral and spiritual values in children.

(v) In 1981-82 Kireet Joshi committee suggested that value education should be made available through out the country.

(vi) National policy on education of 1986 emphasised value education in these words "The growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for cultivation of social and moral values. In our culturally plural society, education should foster universal and eternal values and be oriented towards unity and integration of our people. Such value should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. The NPE 1986 clearly reflects the Government's will to accept its shortcomings and evolve a meaningful and practical policy for future.

(vii)Recent Report of Parliamentary Standing Committee On Value Education (1999) have underscored the need for Value orientation of education to inculcate Universal Human Values of truth,peace,love,cooperation and those emanating from our constitution such as patriotism and democratic decision making etc.

(ix) NCERT being an autonomous organisation working in the field of School Education under the Ministry of Human Resource Development, has been identified as National Resource Centre for Value Education.This department is to be the nodal centre, establishing and co-ordinating with the institutions that are currently carrying out work on education in human values.

The Ministry HRD has established a National Coordination Committee headed by the Secretary (HRD). National Resource

Centres have been set up at the NCERT, IIT Delhi and IIM Lucknow. Seven regional Resource Centres were recognized in voluntary agencies like Sri Sathya Sai Organisation, Ramakrishna Mission, Brahmakumaris Ishwariya Vishwavidyalaya, the Baha'i National Assembly of India, and so on. A journal of value education has since been issued by the NCERT

(x) The subsequent policy pronouncements speak of establishing a centre for value education in all universities and institutes of higher education with sole purpose of imbibing human values in campuses. CBSE in the recent policy announcement has recommended that value education be made compulsory in IIT.

(xi) In overall terms, it is seen that successive committees have recommended the inclusion of value education in school curriculum. The various academic agencies like CBSE and NCERT have issued background material and instructions as an aid for imparting of education in human values. But despite all the positive recommendations and policy intentions, not much has been achieved in integration of value education in the standard academic curriculum as a missing link.

(xii) **Unless and until a formal policy decision is taken to make value education a mandatory in school, all good intentions and background study material will remain in shelf of the school. The crunch point is to take policy decision to formally include education in human value as independent mandatory subject in curriculum .Elaborate arrangements should be made to have in place an evaluation process which appraises children's performance in the subject.** Once value education is integrated in the school curriculum, colleges, management and engineering institutions can be used to have EHV as a compulsory subject in courseware.

6.3 INFRASTRUCTURAL ARRANGEMENTS FOR SUCCESSFUL IMPLEMENTATION OF EHV PROGRAMME.

For successful implementation of education in human value programme in schools and educational institutional, it is imperative that necessary infrastructure and support logistics including monitoring mechanism are installed systematically. The following arrangements shall be required for successfully implementing value education programme in schools.

(i) For effective implementation of value education programmes, it essential that teaching faculties and resource persons in sufficient number are trained in the related discipline. To this end the existing facilities and infrastructure of leading NGO may be utilised.. An 'All India Institute of Education in Human Values' may be set up at the national level to carry out research, coordinate with similar bodied in other countries and to give policy inputs to Government. The training institutions in each State may be established to impart quality training and teaching skills to teaching faculties in schools. The state level training institutes should hold regular seminars, workshops and value education festivals to upgrade and enrich the knowledge bank on EHV.

(ii) In order to prepare and compile quality study material and educational instructions on EHV in a definite time frame, an expert task force comprising of specialists, eminent educationists and experts in value education may be constituted. The experience of schools and institutions which are already imparting value educations by also be utilised in devising the course material.

iii) For successful implementation of value education programme, it is imperative that there is conducive and enabling environment at home and conduct of parents should reinforce the value educational inputs given in school. Accordingly a separate set of instructions and study material may be prepared for circulation among the parental

fraternity so that they are oriented and trained in value internalisation process properly.

(iv) "Children are keen observers. Teachers are their heroes. So the teacher must embrace good values, merit, honesty and hard work". **(Page 131, A Better India A Better World, NR Narayana Murthy)** Here it is relevant to state that EHV being an experiential subject, the conduct of teacher as a role model is an essential input in the educational process. To this end it is essential to assess teachers' conduct in practice of human values as a role model for children and be used for deciding further career promotion.

(v) In order to facilitate proper and objective evaluation of students in value education subjects, it is essential that a separate EHV lab may be opened in each school for role play, group singing, e-learning, experiential learning, mind mapping, group dynamics along with use of interactive multimedia.

(vi) For proper implementation of policy directives and educational instructions on value education, it is imperative to have in place a competent monitoring mechanism at school, district and national level. The best value education practices may be recognised publicly and placed on web site for emulation. The outstanding schools and teachers in value education are awarded with national honour.