



EDUCATION IN HUMAN VALUES FOR HUMAN EXCELLENCE

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Abstract

At the commencement of the new millennium, we find ourselves at a crucial point in the long and tortuous history of the human race on Planet Earth. The last century was extraordinary and had witnessed unparalleled progress but also unimaginable destruction. We live in a shrinking world in which the malign heritage of conflict and competition will have to give way to a new culture of convergence and cooperation. Scientific and technological ingenuity has given us the capacity to overcome all those challenges, but what is missing is the wisdom and compassion to apply them creatively. Knowledge is expanding but wisdom languishes. The astounding communications technology, which today encircles the globe, seldom uses its tremendous potential to spread global values and foster a more caring, compassionate consciousness. It is essential that the spiritual dimension be given central importance in our new educational thinking. The need to effect fundamental changes in our educational system without further loss of time has become paramount. Since the present century will provide unprecedented means for communication and for the circulation and storage of information, it will impose on education new demands. The Indian education system has changed from gurukul education to cyberspace education. The last two decades have witnessed a paradigm shift in the process of imparting and learning education. We are more and more being drifted towards westernized education leaving aside our rich traditional values and ethics. The values and ethics, which promoted qualities that make an individual socially effective and happy, inculcate friendliness, co-operativeness, compassionate, self-disciplined, tolerant, fearless, honest, truthful, dependable, courteous and having love for social justice.



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Human Values; A Changing Perspective

Religious epics and religious institution are often being misinterpreted and presented before today's youth for serving self-interests of certain individual. This is leading towards erosion of spiritual and moral values. Young people are becoming more and more self-centred instead of being cooperative and moderate.

Guru, the teacher (who has been supposed to be the incarnation of Brahma, Vishnu and Mahesh) in the past was held in high esteem by the society. But in modern times, teacher is losing his status. The growing menace of indiscipline is not spreading its tentacles among

students, but has plagued the teaching community as well. Both keep on blaming each other for the present day situation.

Modern education, which involves learning or teaching of social, physical, biological, engineering or medical sciences, has undoubtedly done a great job by providing comfort to our bodies, but our minds and souls are still starving.

Need of the Hour

The growing concern over the erosion of essential values and pervasive cynicism have brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. We need the education of the whole man-Physical, vital, mental, intellectual and spiritual, aspects, which would be liberating and life giving true-education should be able to foster universal and eternal values oriented towards the unity and integration of our people.

Different commissions and committees at national and international levels viz. Radhakrishnan Commission (1948), Kothari Commission (1966), International Commission on Education(1972and1996), National Policy on Education(1986, 1990) have also recognized the need for values in educational system. Values which are rooted into culture are committed to progress. These values interwoven with knowledge create wisdom.

Role of Teacher in Value Inculcation

The art of ensuring moral development in secular, multi-religious and multiethnic society needs to be cultivated through committed teachers. Teachers have to play a vital role in imparting education in human values. In the NCTE document, "Curriculum Framework for Quality Teacher Education(1998)" also, one of the main competencies highlighted in the 'Teacher Profile' is inculcation a sense of value judgment, value commitment and value transmission. A teacher in the words of dr. Shankar Dayal Sharma, should succeed in conveying the larger ideals of service to the community, virtues of tolerance and respect for all faiths, the importance of character, integrity and discipline and value humanism to his pupils.

The teacher in the 21st century should remember that the students of today will shape the new tomorrow. On the values we inculcate in them today, will depend the future of our world. A world, where we move together to develop common ideals and purposes, loves each other and co-exists to create a co-operative common-wealth. For this the teacher should concentrate to:

- Create a health-environment of national unity, integration and communal harmony;
- Develop the qualities of character and strong leadership;

- Incorporation views of great sons of the soil whose ideas and ideals have moved the world;
- Ensure social equality and justice;
- Create a conducive atmosphere for intellectual rigor and freedom of expression and thought;
- Emphasis the development of moral and character values;
- Promotes scientific Temper through the knowledge of scientific methods of enquiry and their use in solving problems;
- Develop capability of appreciating and tolerating differences and diversities of various sorts and the capacity to choose between alternative value system;
- Attempt at development of non-cognitive areas of learning with emphasis on regularity and punctuality, cleanliness, sense of duty and service, responsibility, equality, co-operation, truthfulness and national identify for personal and social growth of children;
- Encourage sports and cultural activities, NSS, NCC, and yogic mediation.

How to Communicate Values?

Teacher can make effective use of technique such as speech-based technique, activity-based technique, dramatization technique, simulation technique and co-curricular technique to communicate value to students.

Technique of Communicating Values

Speech-based Technique	Activity-based Techniques	Dramatisation Techniques	Simulation Techniques	Co-curricular Techniques
Think- Tank Session	Preparation of Scrap Books	Role Play	Games	Organisation of Talent Contest
Panel Discussion Debates	Preparation of Collages Project Work/ Library	Skits Mime		Organisation of Career Days Organisation of career Days
Round-Table Conference Seminars	Research Nature walks			
Symposia	Work Experience Programmes			
Photo Language Sessions Case Studies and Problem	Creative Writing Surveys, Interviews			

Solving Field Trips

Cine Forum
Discussion

However, while communicating values the teacher should;

- Know the dreams and aspiration, the needs and desires, problems and struggles of the young;
- Understand the students language;
- Be open in your dealing with the students;
- Prepare the session carefully;
- Be flexible;
- Create an atmosphere of warmth joy and freedom;
- Be firm but have faith in the young;

Teachers can thus train and equip their students with the knowledge, skills and attitude they need to encounter the future with courage and confidence in conflicting situation. To conclude, education in human values can be powerful instrument that can eliminate obscurantism, religion fanaticism, violence, superstition and fatalism, foster harmony, peace and co-existence resulting in the blossoming of human excellence.

Teaching Technique for Value Education

In this era of Scientific and Technological Advancement, the psychological, cultural and environmental changes are affecting all aspect of social and personal life. Even the field of education did not remain untouched from the impact of these changes. This has brought lack of harmony between the outer life of action and inner life of emotions, because of which man is facing a grave crisis of moral and social values. The reflection of the same can be felt in the alarming discontentment and frustration of people all over the world. The reason for all this can be seen in gradually slipping away of values from the realm of human conscience and the whole world is grappling with the monster of terrorism. On the other side, education, instead of helping the students to develop meaningful and purpose of life, has become merely an instrument of filling the mind with certain information regarding science, technology, materials, places, planets, etc. This does not serve the purpose of true education. In order to eliminate obscurantism, religious fanaticism, superstitions and dogmatism, education is an effective instrument in the hands of a nation to prepare its people to meet the challenges of time through development of attitudes, values and capabilities both of knowledge and skill. Education can never be complete unless it equips the individual for making the real challenges of life, prepare him for his responsibilities as adults and helps him in achieving

full growth. Only education can imbue people with knowledge, the sense of purpose and the confidence essential for building a dynamic, vibrant and cohesive nation. The existing crisis of political, social and economic level has prompted the nation to think deeply on value education.

Different committees and commissions set-up at the inter-national, nation level such as Radhakrishnan Commissions (1948), Kothari Commission (1966), International Commission on Education (1972 and 1996), National Policy on Education (1986, 1990) etc., also emphasized the same with a remark that curriculum be readjusted to make education in forceful tool for cultivation of human values. Teacher, being the pivot of the educational process can play a significant role in shaping the future of a nation by using various instructional approaches in the classroom situation for inculcating human values amongst the children of different age groups. For this, he needs to be given training in integration of values with the content while teaching, in using instructional methods for giving a clear concept of the concept and the values integrated therein, in encouraging the pupils to analyse different situations in terms of values they reflect and in passing on values to his students through his behaviour. Lewis (1985) studied the academic and socio-cultural influences on the development of values among students and found that teacher ranked highest as contributes to values. Even the popularity of the teacher amongst their students is related to their value patterns. Kaul (1972), Combs (1971), Pascarella (1982), Sheela (1987) conducted studies to show that effectiveness of teacher is directly linked with his perceptual organization, including his beliefs, values, understandings and concepts. These studies imply that the teacher community has emerged as the most influential factor in our educational system to imbibe the desired values in students. Therefore, every teacher, whatever be the subject he teaches, must be accepted by the children. He can fully change the life setting and life experience of students through a wide mix of pedagogic strategies. Teachers, by their conduct can make students to appreciate to right values and attitudes. The researchers employed various approaches for developing values amongst children belonging to various age groups.

Singh (1971) suggests the following teaching techniques to improve the process of teaching values to the students. The first requisite is to establish warm friendly and harmonious relationship between the teacher and the students in the classroom. Secondly values to be discussed should be related to the interests, needs and experience of the group. Thirdly, discussions can be held about the philosophical viewpoints.

1. **Lecture method:** Lecture method is a traditional method of teaching for values inculcation. In this method, great personalities, professionals and teachers deliver the lecture or talk on various value topics of social and moral importance. The lecture may be in a daily routine or at certain occasions. Through this method, teachers try to inculcate values simply in the form of information. In this way, they get the idea of what is good or bad in a particular situation or what values they should live by. So, this is a passive approach of value inculcation among students.
2. **Goldfish bowl method:** As is obvious from its nomenclature when a fish goes sick, it is taken out from the bowl and the treated one by one and put back. In the similar way, children are subjected to physical punishment or moral exhortation whenever value problem arises. The children may also be referred to child guidance clinics or educational psychologists or send to special school. But problem with this method is that process of curing the value system goes on without making any change in environment where child becomes sick (devalued).
3. **Providing religious education:** This is another way of imbibing values through oral preaching among the children. The emphasis is given to impart religious ethos and morality But this type of education has become outdated with the mergence of pluralistic society. The colleges and school have students from various sections of society. Even though, there is no denying of the fact that teaching of religion helps in retaining values, still the doubt exists that this makes the students fanatic, short-sighted and less rational.
4. **Role playing:** Role playing is also a technique for development of values among the students. Through this technique, children play different roles in various situation and they gain insight into values and feelings. Role playing requires students to take on and act out the roles of real or imaginary individuals in various situations. According to Shaftel (1967), it involves nine steps. These are: (i) warm up (teacher introduction and reading of story); (ii) selecting role-players; (iii) preparing the audience to observe; (iv) setting the stage; (v) the enactment; (vi) discussion and evaluation; (vii) further enactments; (viii) further discussion; and (ix) generalizing. To engage students in role playing, the teacher or a student reads a story in which an individual is faced with a problem that is personally important and relevant to the concerns of students in the classroom. Although it is an effective technique, yet is limited in implementation.
5. **Providing moral ideology:** In this method, ideologies are put before the students. These may be form religious fundamentalism or social or political philosophy. This approach indoctrinates rather than educates.

6. **Teacher behaviour:** This method is based on the assumption that ideal teacher and ideal school are the most powerful Instruments of creating values. They have great influence on the child and indeed constitute elements of value education. Here, value acquisition is regarded as by-product of the totality of education with the result that it gets submerged in that totality. This approach has two major problems—one is that it is away from emotions and the second is that it is away from rationality.
7. **Books and supplementary reading:** The reading material is essential for it inspires and also clarifies the definition and nature of values. But this knowledge is more theoretical and is not likely to bring about desired behavioural change.
8. **Activities:** Now-a-days, most emphasized aspect of teaching values is activities like simulation, cultural activities, productive manual work oriented activities, etc. It is presumed that these activities help in moulding the character and bringing about behavioural change.
9. **Providing assembly programmes:** Certain programmes like morning prayer, meditation, talks on moral themes, quotations for today, narration of anecdotes from the biographies of great personality, etc., are the programmes through which various values can be inculcated among children. But these programmes have religious outlook rather than scientific.
10. **Social science programmes:** Programmes like NCC, NSS, shrmsdan and other social service programmes have immense importance for imbibing values among students. But, these programmes have become the source of getting certificates for further benefit in the career rather than the true service.

All these methods appeal to emotions and not to reason. This rational outlook is essential for making the man open-minded, relative and provisional in nature, dispassionate, cool and tolerant in opinion. The point is that rationality does not give us values, rather attempts to regulate our valuation, our feelings give us the values but the reasoning helps us to achieve those values. Therefore, such a method of teaching value is required which is conducive to imbibe values in students.

Value Clarification Approach

Value clarification is a process that may be used in schools/colleges to help students learn to make choices from alternative opinions based on individual belief systems and consideration of the consequences of choosing particular options. It is an approach that tells a person what value should be or what values should live by. Raths, Harmin and Simon (1966) first explicated this process in their book, "Values and Teaching" in which they described

seven sub-processes that lead toward value clarity. These sub-processes are: (i) choosing from alternatives; (ii) thoughtfully considering the consequences of alternatives; (iii) choosing freely; (iv)prizing and cherishing; (v) publicly affirming; (vi) acting repeatedly; (vii) acting with a pattern or consistency. These seven sub-processes were also described as 'criteria' for a value.

Krishcenbaum, 1973 goes further in expanding the concept of valuing. According to him, the use of the valuing process does not guarantee a good decision for individual or society, it merely increases the likelihood. This valuing process has five dimensions, each containing several sub-processes. These five dimensions are: (i) thinking, (ii) feeling, (iii) choosing, (iv) acting and (v) communicating. These five dimensions are not discrete psychological processes; an individual can be engaged in all of them or some of them at the same time. These strategies of teaching values appear to be more effective in value orientation of students than conventional method as their focus is on the valuing process itself. These approaches are analytical in nature and use behaviour modification technology. Other methods that are very useful for clarifying one's own values are: Jurisprudential Inquiry Method (JIM) and Social Wry Method (SIM).

Jurisprudential Inquiry Method (JIM) of Teaching

Jurisprudential Inquiry Method, originated by Oliver and Shaver, is especially useful in helping the students for rethinking their position in important legal, ethical and social and more values. The JIM helps the students to participate in the definition and redefinition of values.

The dictionary meaning of Jurisprudence is science or philosophy of law, or the knowledge and skill to deal with issues in legal fashion. According to Oliver and Shaver (1966), it means Jury process of resolving complex controversial issues as is held by a Supreme Court judge. As the judge first of all listens the case which is followed by evidences, then analysis the legal position taken by both the sides, weighs their position and evidences, assesses the meaning and provisions of law and finally makes the best possible decision. Similar type of role is played in the classroom by the teacher with the students to analyse the social problems and public policy Issues. This model helps the students in understanding the complexity of the problem so that they can be able to make their positions to reflect that complexity. The main purpose of this method is to help students learn how to formulate defensible stances on public policy issues. In this way, the main goal of the JIM is for students to develop public policy stances and dialogue skills by using three types of competence that is:

- (i) an understanding of the value's framework of Indian creed; (ii) mastery of the intellectual skills of legal reasoning; and (iii) knowledge of contemporary and public issues.

This method involves conception of values and productive dialogue as well as curriculum and pedagogical consideration. During the process of dialogue, students take a position and the teacher challenges the position with question. The teacher's questions are designed to push student's thinking about their stance and to help them learn. The teacher orients the class to the case and students identify the values in conflict. By taking a stand and defend a position, students usually become emotionally involved in the analysis, making the discussion intense and personal. With more practice, it is hoped that their positions will become more complex and well-formulated. The method, however, has to be looked into from the point of view of its assumptions and characteristics.

Assumptions

The basic assumptions underlying the jurisprudential inquiry method are:

- (i) This method is based on a conception of society in which people differ in their views and priorities and in which social values legitimately conflict with one another
- (ii) In order to resolve complex, controversial issues within the context of a productive social order requires citizen who can talk to one another and successfully negotiate their differences.
- (iii) The process of rational consent is one of the free and open climate through which differences on values are negotiated.

Characteristics

The main characteristics of this method are: (i) Socratic dialogue; (ii) Conflicting values are taken; (iii) the students have to identify one or more public policy in the taken case in order to synthesize a controversy or case in terms of decision for action or choice; (iv) in order to analyze the public policy issue, the students have to identify the legal ethical issue underlying the public policy issue; (v) balancing values; (vi) the teacher uses analogies as means of contradicting students general statement and (vii) particular pattern of argumentation for policy stance.

Social Inquiry Method (SIM)

Another teaching method advocated in the direction of inculcating values is social inquiry method. Social inquiry method, originated by Byron Massialas and Benjamin Cox (1966) is concerned with the improvement of society and solution of societal problems. In this method,

social problems are analyzed through academic and logical reasoning. The primary purpose of this method is to teach students how to reflect on significant social and moral problems and define those problems through genuine inquiry. In this method, a problem concerned with local people is taken; hypothesis is framed and then facts are gathered to support the hypothesis. Later on, the desired values are put forward. In this way, students are sensitized about social domain and then various value conflicts are problem solved through inquiry.

Assumptions

The basic assumptions underlying the social inquiry method are:

- (i) Social values are controversial. This method is based on a conception that social values in a society change from time to time. So, one is required to learn and to think objectively regarding the social and moral values, so that one social can participate in the process of change known reconstruction.
- (ii) Another assumption of this method is genuine issue and to inquiry and logical thinking to resolve the controversial issue and to solve the issue of interest.

Characteristics

The main characteristic of this method is genuine inquiry. According to Massialas and Cox (1966), inquiry has meant a general position toward child-centred learning and has referred to building most facets of education around the natural inquiry of the child. This stance towards inquiry is generated from a philosophical belief that the promotion of a reflective and inquiring frame of reference will improve the quality of personal and social existence classroom for.

Another feature of this method is the reflective inquiry. Massialas and Cox have given three essential characteristics of reflective classroom.

Firstly, they stress that the social aspects of the classroom are especially important, and an open climate or discussion is required. According to them, "All points of view and statements are solicited and accepted as propositions that merit examination." Secondly, they emphasize on hypothesis as the focus of inquiry. This is another characteristic of reflective classroom. In this method, the discussion revolves around hypothetical solution of problem situations and the nature of hypotheses themselves. The third distinguish aspect of the reflective classroom is the use of fact as evidence. The classroom is recognized as a platform where scientific inquiry is engaged. In the classroom, the validity and reliability of facts are considered as well as testing of a hypothesis. It is the validation of the facts that given the greatest consideration.

During the process of social inquiry method, teacher acts as counsellor to inquiry. He/She helps the students to clarify their position, improve the process of study and work out their pin Another characteristic of this method is that it lends itself well building on the prescribed course of study and the mechanics it ill traditional classroom.

In short, it can be said that social inquiry method is a very useful approach to reflect on social problems. In this method, students learn how to clarify their values through genuine inquiry. Inquiry is the main characteristic of this method. In this method, the teacher initiates the inquiry and sees that it moves from phase to phase. Students, depending on their inquiry abilities, take major responsibility for the inquiry itself, and even carry it through the phases if they are able. The norms of inquiry call for free and o discussion among a body of equals.

Conclusion

The main characteristic of these approaches are that these expose the students to social problems by putting various value patterns in conflict. The students are made to rationalize their stand based on value framework. Here, the basic idea is that the individuals decide about the action when they are engrossed in various conflicting situation. In brief, we can say, value clarification approaches can be of some help to change the behaviour pattern of students and inculcate the human values amongst the students.

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