

A New Framework for Value Education

For consideration under the
Proposed New Education Policy of India

Educational Institutes Sankula from Karnataka
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A New Framework for Value Education

Executive Summary

Limitations of the existing system for value education

- In the current scenario, moral educational classes are relegated to the background and viewed by both the teacher and the taught as a necessary formality to go through
- In the absence of a sound value education, our youth today care only about the end results and give no importance to means. Achieving material wealth, name and fame and power and position by hook or crook is considered as “acceptable behavior” by the youth.
- The current format, content and objectives of moral education are grossly inadequate, misaligned with reality and totally non-existent. It is merely a set of conceptual and socially desirable ideas to “know”.
- The current system is ignorant of the fact that as every individual evolves and progresses through the educational system, the nature and type of values to be acquired undergoes some change.
- The teacher of moral education suffers from a severe “preach – practice” gap. The students suffer from “know – do” gap.
- The current evaluation method for value education is based merely on how well the students are able to reproduce in a written examination setting. This will accentuate the “know – do” gap.

Salient aspects of the proposed value education framework

- The framework is **chronologically arranged**. This means that the values to be acquired, imbibed and practiced evolve as an individual grows and the framework takes cognizance of this reality.
- There is a clear **focus of the individual** in the framework. The proposed framework **ties the set of values to the specific needs of an individual** as he/she grows and evolves into a full blown person.
- Elements of the value education
 - **Foundational Values:** (Universal Values): required for everyone in every situation.
 - **Values for developing Character, Strength & Personality:** (Family and Personal Values): to be successful human beings, worthy of respect, full of dignity, responsible and sensitive to the needs of others and above all persons of honesty and integrity.
 - **Values for Societal Living:** (Social and National Values): Collective existence and collective wellbeing, being a responsible and a proud citizen.
 - **Values for Professional Life and Growth:** (Professional Values): Qualities required to sustain and grow in professional life
 - **Values for Self-Actualization:** (Spiritual Values): the art and practice of having a “peaceful sleep” at the end of the day.

Implementation Issues

- Details on the expected outcome at each age group, learning methodology to be adopted, the required content and the evaluation method to be used for each value at each stage
- Teaching & evaluation methods to eliminate the current mode of “preach – practice” gap on the part of teachers and “know – do” gap on the part of students
- Creation of a national repository of Educational for Value Education

A New Framework for Value Education

Introduction

The current educational system in the country aims to address several aspects of an individual. These include equipping the citizens with useful professional skills that can provide them with employment for a living, understanding of the socio-political and economic systems and sensitizing them to environmental issues. There is also a stated objective to equip them with “values”. This is typically done at the school level with a subject, typically labelled as “Moral Science” or “Moral Education”. In the current scenario, moral educational classes are **relegated to the background** and viewed by both the teacher and the taught as a necessary formality to go through. At best students can view this subject as a **means to score more marks** and improve their overall percentage.

Arguably, today’s education appears to have a very **focused, albeit a limited purpose** for the students. It mainly satisfies the only aim of the students to get good marks in the examinations and thereafter to get a good job. Consequently, students merely acquire bookish knowledge required for passing the examination and do not develop any “values orientation” in a formal educational setup. Therefore, in today’s educational system acquiring good values is merely by chance.

Since value education is ignored it develops our youth with different perspectives about life and life goals. In the absence of a sound value education, our youth today care only about the **end results** and give **no importance to means**. Achieving material wealth, name and fame and power and position by hook or crook is considered as “acceptable behavior” by the youth. Furthermore, today’s students measure the success of education merely on the basis of the job profile, salaries, wealth and power acquired. Such an orientation will not be good for the society and it will not be sustainable in the long run.

This proposal argues that the current format, content and objectives of moral education are **grossly inadequate, misaligned with reality and totally non-existent**. The proposal identifies several lacunae in the current mechanisms for imparting value education and proposes a comprehensive framework that is not only **focused on developing the personality of individuals** but also **practical and implementable**. Fundamentally it strives to develop a society that is value driven.

Importance of Value Education

Commerce without morality, science without spirituality and education without values are not only useless but also dangerous. Rapid advancements in Science & Technology and Economy are empowering human beings in an unprecedented way. Without a strong foundation of values this can be a disastrous force for individuals, societies, nations and the planet at large. Albert Einstein said “Technology without higher consciousness will be disastrous”. Values enable a living of higher consciousness.

In a journey, direction is more important before focusing on speed. If the direction is wrong, speed will take the traveler farther away from the goal faster. In the life journey,

Values determine the direction. One might have great power and/or money; but without values it can turn into ruinous degeneration for oneself and others. It is therefore well known that value education helps develop a student's personality in a holistic manner. Moreover, values shape our relationships, behaviour, choices, and our sense of who we are. The more positive our values, the most positive our actions could be. It is our view that value education helps **teach a child to fish instead of giving him/her a fish.** It is **values** that transform a child into a responsible and successful adult.

Issues in the current value education framework

The current educational system suffers from a variety of limitations pertaining to value education. We have already pointed some of them in the introduction section. We summarize some of the major drawbacks of the system that need rectifications when a new value framework is implemented along with the education policy:

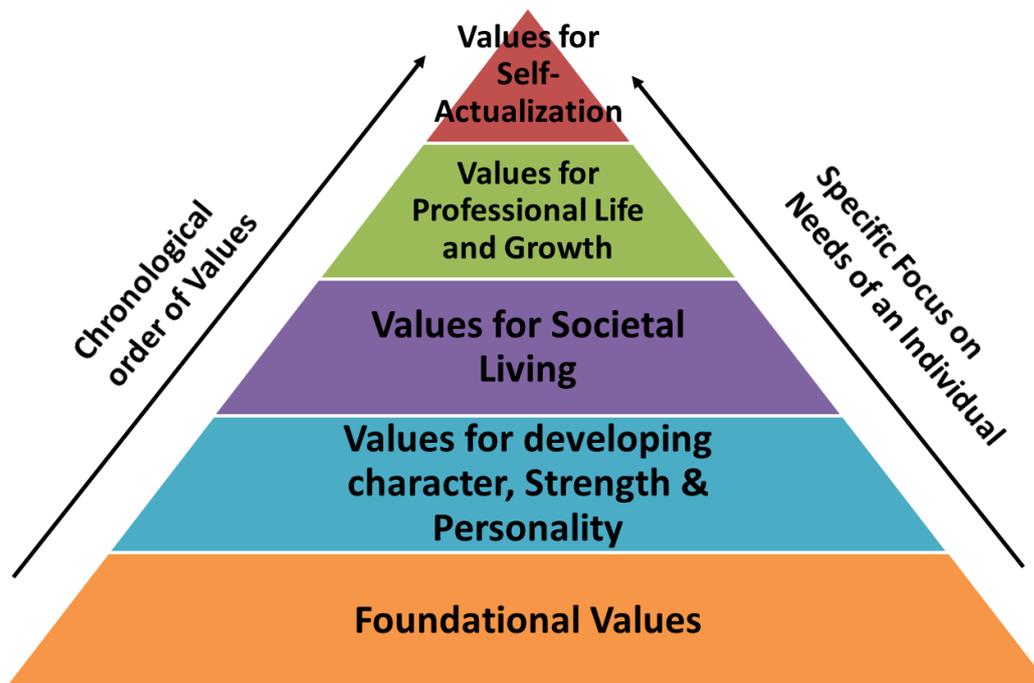
- Lack of focus: It is not clear what the intended purpose of the value education is. In the current attempt, it is merely an unavoidable appendage to the system that everyone grudgingly goes through. The value education is not linked to anything tangible an individual goes through in his/her life. It is **merely a set of conceptual and socially desirable ideas to "know"**.
- Not tied to evolution of an individual: As every individual evolves and progresses through the educational system, the nature and type of values to be acquired undergoes some change. The current system is **blissfully ignorant of this reality**.
- Glaring gaps in the teacher and the taught: The teacher of moral education suffers from a severe "**preach - practice**" gap. The students equally suffer from "**know - do**" gap. On account of these gaps, the entire value education becomes a futile exercise.
- Inappropriate methods of evaluation: A subject such as value education should not be evaluated merely on how well the students are able to reproduce in a written examination setting. This will **accentuate the "know - do" gap**. Yet the current system works in this fashion.

A new framework for Values Education

The proposed framework seeks to address all the above limitations existing in the current value education. In order to make value education more focused and tied to the stages of an individual we propose a **five-stage value education framework**. We also propose alternative mechanisms for evaluation. Figure below graphically portrays the new value education framework that we would like to propose. Before we discuss in some detail the elements of this framework, a few observations will be in order:

- The framework is **chronologically arranged**. What we mean by this is that the framework takes this into consideration that values to be acquired, imbibed and practiced evolve as an individual grows. It also implies that foundational values are first imbibed, followed by values for character, strength & personality and so on.

- There is a clear **focus of the individual** in the framework. The value education is not a set of conceptual or socially desirable things to know.
- Objective is to **tie the set of values to the specific needs of an individual** as he/she grows and evolves into a full blown person.



We provide below some details pertaining to each element of the value education framework:

- **Foundational Values:** (Universal Values): This is required for everyone in every situation. The apt term for this in the Indian tradition is "*Sāmānya Dharmaḥ*" (सामान्य धर्मः). Irrespective of what every citizen would become in their life, these universal values are to be imbibed and practiced.
- **Values for developing Character, Strength & Personality:** (Family and Personal Values): Family as a moral institution is a key enabler of man-making and character building. Children should grow up to be successful human beings, worthy of respect, full of dignity, responsible and sensitive to the needs of others and above all should be persons of honesty and integrity.
- **Values for Societal Living:** (Social and National Values): Collective existence and collective wellbeing is where the entire world is moving towards. Natural disasters and sustainability challenges constantly remind us of this. The conduct of each one should be conditioned and regulated in a manner that it results in collective good and wellbeing. Another aspect is about being a responsible and a proud citizen. Love for the country and the entire universe at large are the other aspects of this value education.
- **Values for Professional Life and Growth:** (Professional Values): One must first deserve and then desire. Qualities required to sustain and grow in professional life are to be imbibed through value education. Achievements full of moral and exemplary behaviour, exempting all evil desires or unethical propensities will decorate a society with successful and value driven individuals and lead the country towards all round progress.

- **Values for Self-Actualization:** (Spiritual Values): Individuals at the end of the day must know the art of having a “peaceful sleep”. This requires creating vastness of vision, joy of communion with divinity and evolving to one’s highest potential.

We have spelt out a detailed plan for deploying these values as part of the educational system. The details are presented by segregating the target group into four buckets:

- Children below the age of 8 Years: Learn by imitating elders
- Children between 8 and 12 years: Learn from friends
- Children between 12 and 18 years: Learn by experimenting and reasoning
- Children above 18 years: Learn by experience and reasoning

The detailed explanation also includes the expected outcome at each age group, the learning methodology to be adopted, the required content and the evaluation method to be used for each value at each stage. In the interest of brevity, we have mentioned them in a separate document (**see Annexe to A New Framework for Value Education for details**).

Some specific issues on implementation of the framework

Attention to implementation details is the key in effective inculcation of values in students. Fundamentally our implementation guideline is to **eliminate the current mode of “preach – practice” gap on the part of teachers and “know – do” gap on the part of students**. Unlike other subjects, values cannot be taught through books. Transformation of mind is important through observation, imitation, reasoning and practice. The specific details of how to teach and evaluate (contained in the detailed note demonstrates how this can be achieved – see Annexe document for details)

Further we provide the following recommendations for value education:

- Every teacher must be trained in values and should integrate values in their subject teaching. Otherwise we will run the risk of one champion of values and ethics and all others busy violating values and ethics in a schooling system.
- Dedicated Values Education Co-ordinator (VEC) must be appointed in every school. He/She must be well paid and must have an empowered role in the school.
- VEC council should be created at every district level to observe quality of education imparted in each school
- The council should also provide improvement suggestions to the VEC

We also recommend that a national **repository of Educational Resources be created** for Value Education. This can be created like Wiki in a crowd sourcing mode with collaboration from teachers all over the country. Moderator body can be created to ensure quality and correctness of the content. The repository can contain stories, graphics, animations and videos, suggestions for activities, puzzles and riddles, folk songs and rhymes specific to values, life stories of great national heroes and eminent personalities of our country, examples of live case studies for a particular value, videos of interactions with contemporary role models, projects done by students on application of values, evaluation questions, quiz, and research papers on Value Education.

Participants:

This proposal contains collective suggestions coming from the vast experience and successful experiments done for several decades by eminent institutes of Karnataka.

Institutions which actively participated in creating the proposal:

- Sri. Sri. Ravishankar Vidya Mandir
- Om Shanthidhama Schools
- Acharyakulum, Haridwar
- National Institute of Value Education
- Pyramid Spiritual Science Academy
- Ramakrishna Ashram, Bangalore
- Vivekananda Youth Movement
- Chinmaya Mission
- Amrita Vidyapeetham
- DAV, Bangalore
- Vagdevi Vilas Institutions
- JSS Mahavidyapetha, Mysore
- Veda Vigyan Gurukula
- Disha Value Education program for College
- Development Foundation
- Rashtrorothana Parishat

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- Purna Prajna Education Centres, Udupi Sri Admaru Muth
- Smart Schools, Bangalore

This proposal is created under the guidance of eminent scholars

1. Dr. Mahadevan B – Prof. IIM-Bangalore
2. Dr. Ramachandra Bhat Kotemane – Vice Chancellor, S-VYASA

Contact information:

Gajanan Londhe, Co-ordinator

Karnataka Educational Institutions Sankula

Bangalore

Email: glondhe@gmail.com, rpeducation50@gmail.com

Phone: +91 9663311361