

## EDUCATION IN HUMAN IDEALS

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### ABSTRACT

In spite of the marvels of science and technology, we live in a world that is worrying under the dark shadow of fear of war and annihilation. Our scintillating progress in controlling the material world has not been matched by a corresponding advancement in human characters and virtues. Indeed, many observers feel that the human values are disintegrating in all walks of life, both public and personal. To correct this imbalance and renew individual commitment to an active values-based life, many distinguished thinkers have made a plea for integrating the human values in education. If these human values are inculcated in our children, the twenty first century can promise a much better future. While efforts can be made to inject a dose of the values into the entire educational system, the prime focus of attention in the initial phase would have to be the impressionable age group of 5 to 18 years, where a commitment to the values and virtues can be implanted to reap a rich and composite harvest of character and excellence. Realizing the overriding importance of integrating the human values in education in India since independence, different educational commissions and experts committees have laid stress on value orientation in education to build a new India true to her philosophy and culture.

An analysis of the reports and views reveals the steady consistency towards the importance of values education as a social end. However, in actual practice, one finds that, if anything is missing from the educational scene, it is the values as well as the integrated development of the human personality. It is probably because the various reports not only do not spell out in detail the concept of values in the context of education, they also fall short of providing concrete and specific steps to implement their recommendations about making education value-oriented in practice. In the present paper, therefore, an effort has been made to provide a framework of the concept of values and education and to determine how the values could be applied in day-to-day educational practice, especially at the formative stage of education.

**KEY WORDS:** Curricular Activities, Co-Curricular Activities, 'Para Vidya', 'Apara Vidya'

### INTRODUCTION

The nations of the world are striving their utmost to bring into the lives of their people the marvels of science and technology. Indeed, human life on this planet has been greatly enriched with the incredible technological advances. The levels of development may not be the same everywhere and imbalances may still persist but most of the nations of the world are already poised for quick march on the road to development. Various agencies across the world are playing a vital catalytic role in these pursuits. One would normally derive immense satisfaction from the above turnout of events. But the effect is rather the opposite. We live in a worried world under the dark shadow of fear of war and annihilation. Apart from this global fear, the scenario in individual countries, both developed and developing, is no less frightening.

There is a great deal of anxiety that our scintillating progress in controlling and adopting our material world has not been matched by corresponding advance in human character and virtue. Indeed, many observers feel that moral values are disintegrating in all walks of life, both public and personal. We may cite the following evidence of this disintegration.

1. Persistence of castes and discrimination of various types in public and private institutions.

2. A decline in the strength and integrity of the family with alarming increases in separation, divorce and conflicts.
3. A waning of respect for parents, teachers and other civil and legal authorities.
4. Increase in aggressive and destructive behavior in the family, school, streets, play fields and entertainment centers.
5. A lack of purpose and direction pervading today's youth resulting in unsatisfactory academic performance and other social evils.
6. A rapid destruction of animal and plant life and the pollution of our environment.
7. A proliferation of desires for sense objects leading to exploitation of one section of society by another.

It would be no exaggeration to say that the entire eco – system is badly and broadly endangered, and the very survival of our society and the world depends upon a wide-spread renewal of individual commitment to an active value based life. Human kind must rediscover a sense of meaning and recapture a feeling of total dedication to ideals beyond itself, ideals which reinforce that meaning, ideals which find expression in acts of service to society and the world.

It is in this context that a plea is being made for integrating human values in education. If these human values are inculcated in our children, the twenty-first century can promise a hope for a much better future. While efforts can be made to inject the dose of values into the entire educational system, the prime focus of attention in the initial phase would have to be the impressionable age group of five to fifteen years where a commitment to values and virtues can be implanted to reap a rich and composite harvest of character and excellence.

### **CONCEPTS OF VALUES AND EDUCATION**

Every aspect of man's life has value. Values permeate the whole of human existence, and are a major factor in establishing what sort of human beings we are. A value is a principle, a standard or a quality that is considered worthwhile or desirable. It is a consciously preferred choice of the concept of desirable behavior satisfying the needs and interests, having an element of stability, and is validated by social approval, such behaviors is standardized as norms that constitute standards by which choices are evaluated. Values may be better understood by comparing them with needs, traits, attitudes, norms or interests. Different authors classify values in various ways, such as theoretical, economic, social, aesthetic, and political. They also grade the values in order of importance as higher-lower, superior- inferior or enduring-changing. Some important sources from which values are derived are culture, religion, science and life experiences.

The term 'education' has been examined in various ways and manners. There are naturalistic, idealistic, pragmatist and humanistic conceptions of education, encompassing the nature of reality, knowledge, values, child, society and methods of teaching. However all of them are concerned with the development of the student as an individual or as a member of society. These two foci are ultimately concerned with the question of values, thereby indicating the close relationship and harmonic associating of education and values.

Some earlier studies have shown at least six categories of investigations in the study of values. These categories include such divers themes as the process of value development, influence of school on values acquisition, values and institutional organizations, intervention programs on developing values, and influence of mass media on value development. These studies bring into focus the multidimensional requirements of any program of value education. Some significant dimensions in this direction are the influence of parents, school, peer groups, socio-economic

background, and the mass-media on the process of assimilation of values by girls and boys and the conditions under which this influence work positively or negatively. Equally important are the findings about the positive impact of the number of special intervention programs of developing values in children's. Specifically these high light the types of curricular offerings, methods of teaching, socialization strategies, institutional climate and evaluation procedures which bring positive result.

### **BASIC HUMAN VALUES AND BLOSSOMING OF HUMAN EXCELLENCE**

Words used to express and describe values are notoriously hard to define. What is love to one person may be self sacrifice to the other, truth and duty often overlap, and they may be interwoven with goodness or perfection. The variety of definitions and expression however, should not hide the fact that certain values have endured through centuries of human experience. For purpose of conceptualization and instruction, we may identify as basic values the five: Truth, righteous action, peace, love and non-violence. We feel that five basic values include in a balance way profound moral insight of all the world's great enduring civilizations. Other values too, are important; examples are compassion, forbearance, sincerity, responsibility and hard work. These and others like these we may include as sub values of the five basic values mentioned.

Taking together; these values encompass a full version of human potential. This includes the fulfillment of the quest of the intellect for truth. The channeling of the will into satisfying expression through righteous action, the resolution of the conflicts of human emotions and interaction in the achievement of inner and outer peace, the expansion of the heart in the flow of love; and the realization of perfect sympathy of all creation through non-violence. The assimilation of the five values will bring about the blossoming of human excellence in that they will nurture the five principle aspects of human personality namely the physical, the vital, the mental, the psychic and the spiritual.

### **CONCEPTION OF EDUCATION**

'Vidya' is of two types. The first type is worldly education which teaches skills and various disciplines and imparts knowledge and information useful for earning ones livelihood and attaining and maintaining some standard of living. The second type is moral and spiritual education which imparts equanimity, tolerance, control, gratitude, devotion to god, and dedication to the realization of reality. The first is the 'Apara' or secular, mundane, and the second is 'para' or transcendental and spiritual. While both types are important, the present scenario in the country and the world reveals all the emphasis being laid on the first type. The result is a topsy-turvy world. The education of the spirit has been totally neglected. Great people are of the view that the type of education which does not confer into biding happiness, the unshakable equanimity, the awareness of the divinity behind every particle in the cosmos is not true education.

What is learnt in school and college by the students has to be practiced and used for the welfare of the society. Here the teachers and parents have an important role to pay. Teachers have themselves to be examples of what they require the students to be. The teacher offers, the student receives. The ultimate factor in education at all times and in all places is the teacher. The teachers should come down to the level of the pupil to teach him. That is a laudable sign of love. Simple visual aids, like handkerchief, tumbler, table, watch and other objects of daily use can easily convey to the students deep meanings and ideas. Stories from the lives of heroes and saints from all faith will gladden the pupil's heart and expand it with love for all creation. Nature too is a preacher and the sun, the mountain, the river, the tree and the flower have deep moral lessons to convey.

Parents are the first teachers, even as teachers are the second parents. Both should remember that example is more profitable than precept. Parents should exercise a very vigilant control over their children, meeting all their legitimate

wants and giving them evidence of affection by positive act of love, not necessarily by placing too much money in their hand and impressing upon them that indiscreet behavior will meet with a stern rebuke. Philosophy of integral education is derived from the general philosophy of life as a whole which has been crystallized into five values of Satya, Dharma, Shanti, Prema and Ahimsa.

### **APPROACHES TO VALUE EDUCATION**

The education in human values programmed aims at the development of an integrated personality of the student. So all the activities and experiences to which children will be exposed either in the class room or outside the class-room, on the play field, in the laboratory and the library should be value-oriented. The very atmosphere in the school be such that the students imbibe the values of silence, discipline, sense of order, cleanliness, beauty and such other values.

The school curriculum can be organized in three ways namely direct approach, indirect or incidental approach, and integrated approach through curricular and co-curricular activities. The direct approach is carried through five techniques of silent sitting, prayers or quotation or thought for the day/week, group singing, storytelling and group activities like role play, attitude development, motivation games, dramatics, etc.

The indirect or incidental approach is operative when an alert teacher takes an advantage of a chance incident in the class room or outside and uses it for driving home some values. Opportunities to do this sometime contrived and planned as well. School atmosphere in indirect approach has a special place in value development. School assembly, bulletin board, library, school garden, play field, and celebration of national days and festivals constitute essential components of such a school atmosphere.

In the integrated approach the teachers highlights the values inherent in a lesson which he happens to teach. Besides, integration of values is made through a variety of co-curricular activities to be organized in the assembly hall, on the play field, in the class room, or outside the school campus.

### **INTEGRATED APPROACH TO VALUE EDUCATION THROUGH CURRICULAR AND CO-CURRICULAR ACTIVITIES**

While teaching, the teacher should go beyond the aim of imparting only knowledge. It is not right for them to confine themselves to teaching chemistry or geography as a subject to itself and say it just isn't relevant to deal with values inherent in it. In each subject, the content and knowledge are intertwined with values and all of it is redolent with a score of elevating ideas which transcend the vicissitudes of wonder and awe. Careful observation, experiment, calculation, and consequent reflections should show the simplicity and constancy of nature scheme. Mathematics should bring out values like precision, taking less profit, accuracy, economy of effort and expenditure etc. Literature and language should highlight sublimity of human conduct, beauty of feelings, and sympathy for all creation. Similarly, co-curricular activities in schools may be integrated with value education. All the co-curricular activities should be selected and carried out in a manner and atmosphere which is suffused with values. Conscious effort should be made to highlight the particular values inherent in each activity and students be helped to assimilate and internalized them.

### **A MODEL CURRICULUM ON THE EDUCATION IN HUMAN VALUES FOR TEACHER EDUCATION PROGRAM**

Teacher education provides the teacher with initial capital of professional competence for effective transaction of the curriculum apart from developing intellectual and practical skill. Teacher education program should provide a forum

for the prospective teacher to develop his personality and values in his thought, feelings, and behavior. The teacher education then is to be matched to meet the demands of the school curriculum in value education. Teacher training for preparing teacher to implement value curriculum in school should include two emphases. The first emphasis should be on developing teaching competencies and skills like class room communications, school organization, educational technology, and evaluation. The second emphasis, which is at present in a state of neglect, should be on the teacher imbibing the human values in their personality and behavior.

The teacher training curriculum should be based on integral education academic excellence of knowledge and wisdom, duty and devotion with emphasis on active social and national awareness. The teacher should not be conceived of as a mere method master and a skilled teaching technician. The objective should be to educate teachers so that their human excellence blossoms forth and they should imbibe right attitudes and values besides acquiring proficiency in the skills related to teaching. For this purpose, in addition to formal academic courses there should be a systematic program of integral items encompassing: (i) sports (ii) yoga (iii) social and community services (iv) co-curricular activities (v) morning assembly and (vi) attendance at classes.

Besides, there should be a program of community services. The trainee should be given as integrated picture of all the aspects of our culture and heritage. He should participate in cultural activities and in games and sports. In addition, special courses in education and in human values are recommended in the teacher education program. This should encompass component on orientation to our land history and culture as well as the theory of values, direct incidental and integrated approaches to value education in school, and related teaching and evaluation procedure. The methods of instruction to be followed by the teacher/educator should involve trainees in discussion, activities, projects, seminars, assignments, practical independent study, and observation. A broad based evaluation procedure should be adopted for the trainees, based on a balance of continuous internal assessment of theory and integral items as well as external examination.

## CONCLUSIONS AND SUGGESTIONS

Can we find such an integrating ideal in society, acceptable to all, the perception of which will bring about a healthy change in the individual character, attitude and behavior in a very early age? If found, then the unavoidable function of managing people can be made a more creative and harmonious function, whether it is in the school, society, factory, fields, or in the administrative offices. The principles and practices adopted in all educational activities can then be formulated around such integrating ideal. Can we find such an integrating ideal or principle within our own culture, our own philosophy of individual and national life, and within our own moral and ethical value system? This should be the primary question of all educational practices and approaches.

In the integrated approach, the teacher highlights the values inherent in a lesson which he happens to teach. Besides, integration of values is made through a variety of co-curricular activities to be organized in the assembly hall, on the play field, in the class room, or outside the school campus. The paper highlights how the values could be applied in day-to-day educational practice, especially at the formative stage of education.

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