



‘VALUE EDUCATION’ V/S VALUES REPRODUCED THROUGH FORMAL EDUCATION

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Abstract

There is much more to School Education than academic achievement, enrolment and retention of students, transaction of syllabus and textbooks. A whole range of values, attitudes and skills are expected to be transacted in this microcosm of society. Hence Value Education forms one of the most discussed aspects of education. Socio-cultural changes like movement from traditional to modern society in making, parental expectations, commercialization of education, strong media impact, misuse of information technology, free access to the world of web virtual world through social media, globalization etc. place the greatest responsibility with the school, to inculcate contemporary values. Hence the Value Education envisaged by education system must sensitize a child towards their intra personal potentials, social cohesion, environmental conservation, national integration, global unity and social transformation. Here arise the discrepancy in the values that education system manifests and what it aims through a discipline called “Value Education”. The study attempted to answer the following questions: Is education value free? What is the role of various disciplines and hidden curriculum in shaping value system of students? What is urgently needed is the re-examination of the content and our pedagogy to judge what we are aiming at. Are we aiming to build conforming, submissive, economically productive human resources or do we want questioning, critically analyzing, reflective individuals capable of bring in social transformation.

Key Words: Values, Value Education, Education system, Socio-Educational Structures.

Introduction

“The destiny of the nation is being shaped in the classrooms of today.” - Indian Education Commission - 1964

Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for ‘character development’, ‘bringing out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the wellbeing of the individual and the society at large. Whatever term may be used, the importance of developing values has long been embedded in the age old traditions of India’s civilizational and cultural heritage, spanning over the centuries (NCERT, 2011).

Value education is often referred to as planned educational action aimed at the development of proper attitudes, values, emotions and behavior patterns of the learners. The phrase has a broad coverage and includes all aspects of personality development- intellectual, social, moral, aesthetics and spiritual and aims at strengthening the relationship of the learners with their own sense of self (real self-image), with other members of society and nature at large.



In the midst of 21st century stand human race constantly attached by other humans under the influence of active antisocial and national disintegrating forces. With rapid increase in misuse of information technology, globalization, consumerism comes crime, violence, indifference to human sufferings, reckless harm to natural resources and change in what all we value. The concern for value education is reflected in our key policy documents from time to time including National Commission of Secondary Education (1952-53) which was a significant landmark in emphasizing character building as the defining goal of education followed by The Report of the University Education Commission (1962) noted, “If we exclude spiritual training in our institutions, we would be untrue to our whole historical development.” The Report went on to make a case, not for religious or moral education, but for evolving “a national faith, a national way of life based on the Indian outlook on religion, free from dogmas, rituals and assertions.” The Education Commission of 1964-66 put the spotlight on “education and national development”, from which perspective it identified the “absence of provision for education in social, moral and spiritual values” as a serious defect in the curriculum. The Commission recommended that these values be taught “with the help, wherever possible, of the ethical teachings of great religions.” Agreeing with the Sri Prakasa Committee Report, it recommended “direct moral instruction” for which “one or two periods a week should be set aside in the school time-table.” The National Policy on Education (1986) expressed concern over “the erosion of essential values and an increasing cynicism in society”. It advocated turning education into a “forceful tool for the cultivation of social and moral values. The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India’s report on Value Based Education (Chavan’s Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education. The National Curriculum Framework for School Education (2000) echoed the same view. The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling. The NCF, 2005 particularly emphasizes Education for Peace as one of the national and global concerns (NCERT, 2011). A complete consensus can be seen in the education planners of our country w.r.t Value education and its pressing need in the dynamic socio-economic-political system of our country. But, certain points to be kept in mind are values are ever changing with the evolution of any society, values valued change accordingly. The author of this paper does not see value education as a separate domain. No education is value-free and goals of education include the goals of value education itself. The central concern here is how to deal best with the macro forces including Socio-Political-Economic processes operating and casting their powerful influence on education at the same time, the internal educational functioning reproducing the existing social structures, leaving highly compact space for teachers and other forces to aim for any change.

Discussion

Values accentuated by Indian Education System include the values considered worth inculcation, by almost all the above mentioned key policy documents of educational system in India. Some of the values include responsibility for self-development; responsibility towards one’s work/duty; social responsibility, love, care, compassion; harmony, humaneness and tolerance, obedience, respect for law, non-violence and dutiful citizen to name a few. The development of democratic values is suggested to be undertaken at several levels and kinds including building an understanding of right to equality of all, right to freedom, obligations, respect for authority, cooperative group life and sharing, tolerance, living with dissent and diversity and accountability. Analysis of these values reveal either a sense of rigidity, conformity, need to submit to a higher authority, inflexibility and lack of space for open air or utopian values which when searched in Indian schools are either discouraged or completely missing. Next



section explains how different aspects of educational system consciously places hurdles in the transaction of these values.

Values Reproduced by Socio-Educational Systems

The importance of value education is irrefutably acknowledged, irrespective of socio-temporal dynamics of Indian Education planning and execution. But the point to be kept in mind, all the time is the lack of unlimited power in the hands of education and it being a sub-system under the larger gamut including Socio-Political-Economic processes operating and casting their powerful influence on education at the same time, in the larger social system. The expectation of all the social changes to emanate from educational system and capacities of education to bring social transformation are often romanticized. Hence, arise the need to analyze, whether our expectations are realistic or utopian? Thus the issue taken up in this paper is not to substantiate whether education plays any role in imparting/nurturing values, but the central concern here is how to deal best with the macro forces including Socio-Political-Economic processes operating and casting their powerful influence on education at the same time, the internal educational functioning reproducing the existing social structures, leaving highly compact space for teachers and other forces to aim for any change.

A major role played by education system in our country is to socialize the students in a manner that reproduces the social relations and maintain the status quo. This is done by structure of selection and structure of knowledge and differential treatment given to students in accordance with their sex, educational level, social position, caste, religion, and economic destination. School tailors their academic and social atmosphere to develop self-concepts and aspiration levels in accordance to the socio-economic status of the population they are serving. In this manner they maintain the hierarchical socio-economic structure of the society. Predominantly government run schools emphasize the importance of following rules and creativity, independence and aggression is frequently punished. Such training prepare students for blue collared and grey collared jobs and inculcate the value of following rules, conforming without questioning, being obedient and follow rules set by senior authorities, without questioning them. On the other hand, elite private schools use relatively open teaching system which are less rule bound and teachers are less authoritarian preparing them to be critically analytical, inquisitive and reflective, providing space for free enquiry, resting the trust in the abilities of learners to innovate and hence preparing them for future roles of leadership. Thus it is best not to view education in terms of whether it itself increases or decreases socio-economic inequality, but rather in terms of its maintenance of what already exists (Samuel Bowles, 1987). Some of the sub systems of education that pay important role in value transactions are as follows.

a. Teachers

"The three key societal members who can make a difference are father, mother and teacher."
–Dr. A.P.J. Abdul Kalam

Teachers and teaching play a significant role in the extension of values imbibed by a child during his/her primary socialization taking place at home, as they step into the shoes of significant other to the student once he/she is in the school for a substantial part of the day. Teacher's attitude, behavior, reactions, expectations, or simply a general comment has the power to get imprinted on the mind of the learner and direct their life both in and outside the school, even up to a complete life time.



In 1965 experiment conducted by Robert Rosenthal and Lerner Jacobson later published as 'Pygmalion in the Classroom' clearly demonstrated how teachers' behavior, expectation and transaction of content are not in a neutral and value free as considered to be. The "Pygmalion Phenomenon" is the self-fulfilling prophecy embedded in teachers' expectations. Simply put, when teachers expect students to do well and show intellectual growth, they do; when teachers do not have such expectation performance and growth are not as encouraged and may in fact be discouraged in a number of ways (Jacobson, 1968). Many such studies in Indian context replicate similar findings by highlighting discriminatory attitude of teachers towards students of a particular gender or minority groups and have a clear implications for the quantity and quality of education attained by these groups, subsequently. The effect of teaching style is not just limited to this extent, clear correlation can be seen in the enthusiasm of a teacher, invested in a particular topic or educational activities in general and the relationship students will form with that topic or the activity. This could be one reason attributed to the crisis of values in today's time, if teachers deal with topics like values without conviction and investing complete trust in them to bring it to reality in front of students, there are rare chances that students will be encouraged to inculcate these values. Freire has clearly demonstrated by his work with adults that the style of communication used for teaching shapes the function of knowledge and skills in the learners' lives. The other side of the coin can also not be ignored in Indian context, teachers role can be aptly defined metaphorically as 'Meek Dictator'. Dictator because they are the supreme authority and fountain head of all the knowledge in the classroom and pupils' job is to be modest, obedient, passive and receptive, if the case is otherwise these dictators have all the means to make you one. But at the same time they are called Meek because bureaucratic control leaves little room for the teacher infuses any immediate relevance into the content of the syllabus. The fixed nature of the content permits him to switch off what ability or resources he might possess for making fresh associations between texts and the life around. The fear of being perceived as departing from the prescribed text, and of running out of time to finish the required content strengthens the instinct to literally stick to the text (Kumar, 1989). Minuscule amount paid in the name of salaries and fear of transfers, loss of job does not allow the teacher to take innovative initiatives.

Hence it is important to acknowledge the fact that textbooks and syllabus is not the arena where battle for values have to be fought, pedagogic styles plays equal role in shaping the value orientation of students. As schools and teachers, it is their utmost duty to acknowledge and come to terms with their biases and make their significant contribution by provided ample opportunities for children to be aware, to think and reflect, to question and criticize, to care and feel concern and to develop the disposition and will to act on one's conviction with reference to critical human concerns or else supremacy of the teachers as discussed above, will continue to sand for feudal-style domination and patronage. A friendly classroom environment that is engaging and motivating, provide opportunities for students to express themselves freely, rewarding creative approaches can make a lot of difference in values inculcated in the learners.

b. Educational Text

Educational text's power to socialize or cast a difference in attitude of its reader is often neglected by both education providers and researchers. One of the major component of educational text being Textbooks in our country act as symbol of authority under which the teachers must accept their subservient status in the educational culture and which act as the boundaries beyond which innovation and creativity of students are not allowed to step. Thus, it can be clearly seen that educational text is not value/society-free. One of the major areas of concerns relates to insufficient attempts made during



teaching of different school subjects with such perspectives that students not only gain insight into the nature of the subject but also appreciate and imbibe the attitudes and values associated with a particular subject. Every subject is a repository of values

I. Language

It is an undisputed fact that language acts as a tool for socializing and coloring an individual's sense of self and existence, in the colors of societal norms and expected behavior. The task undertaken by language as a compulsory discipline at almost all the levels of our Indian Education is not really different.

Firstly, limiting the access of exposure to language text to textbooks and ritualistic one period per week or no visits to library limits the capacity of the learners and leaves them with no other option than relying on standardized, uniform text books and curtailing their limitless imagination and curiosity to experience more in the literary world and show no believe in the abilities of a learner to make choice and select books on their own.

Secondly, the school text is often an interesting example of the value associated with form. The dominance of short stories in textbooks and rare inclusion of novels in the curriculum is mainly due to time availability for each lesson. Hence, short stories as a convenient form, deepens the trust in values-system entrenched in the school time-table and *conditions* a learner to conform to the rigidly packed spaces to get engaged with a discipline and stop that engagement as soon as the bell rings (Kumar, 1989). This curtails the learner's inquisitive nature and capacity to explore, engage, and critically reflect. Hence, the *by product* is a programmed, conforming and submissive individual, who does not enjoys the freedom and unstructured spaces to reflect, if ever gained in life.

Thirdly, the content of the text books generally is not in sync with the immediate socio-economic environment of the learner. Use of newspapers, television and radio shows of national and regional languages, magazines, posters and hoarding on road sides are rarely used as pedagogic tools. Hence they are unable to relate to the stories of kings and queens, western skyscrapers and golden past of India when they are citizen of a country where more than half of the population is deprived of basic amenities and physical condition of school are unable to foster much in the name of self-concept or ability to be critical.

II. Science

Science is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe. Hence is regarded as the most objective, empirical and value free discipline under the umbrella of knowledge. But the highly acclaimed neutrality of the same discipline stands faded when results like these come up: According to an article in Science Education: Major themes in education – Volume I (2005).

“The conceptual structure of Science is built on the basis of sex distinctions. Historically, Science has taken for granted such masculine epistemologies and the practices of science predominantly, have been a male domain. In many countries, less number of girls chose science and is less likely to choose physical sciences. In their science text books, women and girls continue to be in passive roles. In class, teachers of both sexes interact more frequently with boys and girls have less access to lab equipment.



III. Mathematics

Mathematics is often considered a subject that is taught in isolation. Mathematics teachers of primary stage can point out the values of attention, precision and aesthetics while teaching shapes, by pointing out how order and harmony results if shapes such as a triangle, circle and star are drawn with attention and precision. But if these are drawn without accuracy, the triangle will not look like a triangle or a circle and star will become something else.

The middle school children are taught profit and loss and calculating wages of employees, it is important that teachers relate these to real life situations and question them about the money they get to spend and the importance of equal wages for men and women thereby highlighting gender-equality, child labor issues, etc. can be probed. Therefore mathematics gives scope for inculcation of values of precision, accuracy, truthfulness and paying attention to one's responsibilities has important connections with people and society centered to life and living (CBSE, 2012).

IV. Social Science

Social science is an academic discipline concerned with society and the relationships among individuals within a society. It includes anthropology, economics, history, political science, psychology, geography and sociology. Some of the values inculcated by these disciplines are mentioned below.

- i. History as a discipline talks about ancient, medieval and pre-colonial and post-colonial past of our country. But how value-free is the past presented to the current generation must be explored. Students of this discipline are made to see Mughal rules as invaders to India, where as they are not enabled to visualize the fact that India, as a nation state was born on August 15, 1947. The politicization of this discipline is not considered a matter to be reflected upon in our classrooms. Why are contribution of some of the freedom fighters celebrated in our textbooks and no mention of certain others like Jhalkari Bai who is said to have fought the battle in place of Rani Lakshmi Bai against British troops, but whose contribution the struggle for freedom could not get highlighted as she was a Dalit woman. Many more of such struggles are invisibilized by the historians and ruling political party in the post-independence India.
- ii. Geography is a field of knowledge dedicated to the study of the lands, the features, the inhabitants, and the phenomena of the Earth. In Indian geography textbooks major themes include natural resources, land forms and their distributions and natural phenomenon. Facts like India is the fourth largest producer of electricity and oil products and the fourth largest importer of coal and crude-oil in the world. India's mining industry was the 4th largest producer of minerals in the world by volume, and 8th largest producer by value in 2009 Nearly 50% of India's mining industry, by output value, is concentrated in eight states- Odisha, Rajasthan, Chhattisgarh, Andhra Pradesh, Telangana, Jharkhand, Madhya Pradesh and Karnataka (Ministry of Statistics and Programme Implementation, 2011) are mentioned, rote memorized and reproduced in examinations. There are hardly any classrooms where the socio-economic effects of industries, presence of natural resources in one area and absence in other cast effect on the lives of the inhabitants, loss of life and relations behind the painful process of industrialization is never discussed. Boastful tone in the chapters talking about industries and resources, generally backed by the political value system to encourage certain predetermined values hardly give any space to recognize the evils produced by the same. A small and generally last chapter is designated to concepts like pollution, its effects on health, natural disasters and



depletion of our environment. Hence, this provides little scope for reflective enquiry in such issues but there still exists the scope for discussion on Environmental conservation while discussing how we can contribute in small ways by being conscious of using natural resources and living a simple life.

- iii. Economics can be attributed the charge of producing values which are surely not neutral. Non-inclusion of economic tasks done by homemakers sitting at home for instance cooking, washing clothes etc. in calculation of national income, where as a monetary value could be reached by calculating the amount for the work done at home, either in the form of savings or income earned by that individual (majority females) leaving little scope for gender based economic disparity and cruel practices attached to values of modern capitalist patriarchy. Value ascribed to individual benefits, profit, greed, competition has led to high increase in the disparity between rich and poor in last few decades, which finally has aggravated the inequality in our society.
- iv. Political Science discipline concerned with the study of the state, nation, government, and politics and policies of government. This subject has great potential to help develop the understanding of constitutional values like duties democracy, citizenship, human rights, child rights, social justice, patriotism and unity in diversity.

The Constitution of India is an extremely important document in which are enshrined all the values essential for nation building. Integral part of citizenship education including fundamental right and duties, for instance right to equality is one right that students see being violated at every second of their life, in discrimination faced by women of their families or differential treatment given to house hold help, but they hardly question it. They are *trained* to accept all the violation to such an extent, that they stop asking for any right at all and accept blindly, whatever comes there way. Change in curriculum, syllabus, textbooks, educational policies with change in ruling political party is topic for another research paper, but the ability to raise critical citizens is surely not met as of now.

C. Sports and curricular activities like drama, art, craft and music are considered integral part of our school curriculum, but how certain sports are fostering and glamorizing aggression, masculinity and defaming sportsman spirit is not brought into scrutiny. It is high time that our physical education teachers understand and transact the importance of co-operation rather than unhealthy competition in sports, sportsman spirit give way to sporting/team spirit.

There are some values that are present in every lesson of every discipline. They may be articulated directly or indirectly. The task of the teacher is to identify the apparent or hidden references to values and use them as reference points to initiate a discussion on values within the subject specific domain. A values centered approach in the classroom will add meaning to each class. Moreover as students engage creatively in the classroom, lesson objectives will be realized effectively initiating them towards reflective enquiry and analytical thinking.

Result/ Conclusion

There is a clear contrast in the values expected to be inculcated by education and what education actually does, if not engaged with this process with consciousness and utmost reflection. There is a



pressing need for re-examination of the current model of education generally followed in schools and the values it inculcate, which contribute to the lop-sided personality development. All the above mentioned claims about education reproducing and maintaining status quo stand true if caution is not maintained to acknowledge its ideological function of reproduction of social relations and structures. Reappraisal of the vision of education, purpose of schooling and the concern for quality education which is not only in terms of employability and economic progress but individual's holistic development as a human being so that he/she lives creatively and happily, and also contributes to the welfare of the society. Concerns for peace and values need to be viewed as core component of quality and not merely as value premises. It makes a point that schools have to make conscious efforts to meet the goal of providing complete education.

The pedagogy of values requires shift from the conventional pedagogy based on the Banking Model of Education where students are considered as empty vessels into which knowledge must be poured in. Attitudes, values and skills cannot be developed by forcing students to memories words, and also not by impositions. Concrete experiences and opportunities to think about, to reflect, critically evaluate, appreciate one's own values and those of others, can help internationalization of values (NCERT, 2011). Every support extended by the home to the school allows learning to be more meaningful and contextual. School, parents, and the community at large are responsible for satisfying the social and emotional needs of the young. Unless everybody comes together with the challenge of creating balanced individuals, the modern day youth can easy get tempted towards the new evils of this century

Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children's creativity, allow free enquiry, critical analysis, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance as well as the values enshrined in the Constitution assume significance in the framework.

Value inculcated by Education is a never ending-on going process of interacting with a total human being and foster their suppressed capacities to critically reflect, question and reach an independent judgment on issues concerning oneself and humanity at large. It is not a process of direct inculcation of a body of predetermined 'right' values in the learner by authoritarian instruction, exhortation or didactic approach. It is a process of helping the individual to think freely and critically, to act responsibly and with courage and conviction. The goal is not to promote passive conformity and blind obedience to whatever values are passed on. Responding to value situation blindly out of habit, fear of authority or indifference to tradition, convention or custom is, of course, a stage in one's value development. But eventually it should give place to independent appraisal of a situation after rational deliberation and principled judgment and this is what value education primarily aims at (C.Seshadri, 1998). Schools and teachers will have made their significant contribution if they have provided ample opportunities for children to be aware, to think and reflect, to question and criticize, to care and feel concern and to develop the disposition and will to act on one's conviction with reference to critical human concerns. Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world-be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalization, commercialization and so on. The very nature of value education implies empowering the students with certain attitudes and skills as well as giving them the critical ability to use them in the contemporary everyday world, full of myriad challenges (NCERT, 2011). Hence, freedom for expression, constructive feedback, positive reinforcement, avoiding impulsive judgments



and evaluative remarks, increasing intrinsic motivation, value contexts in teaching of subjects are some small steps that teachers, parents, administrators, policy makers can take and contribute in the development of questioning, critically analyzing, reflective individuals capable of bring in social transformation and not just be a part of reproduction of hierarchies, without even questioning it.

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