

Education for Value Development  
NATIONAL CURRICULUM FRAMEWORK  
FOR SCHOOL EDUCATION  
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The growing concern over the erosion of essential values and an increasing cynicism in society has 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. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national goals, and universal perceptions. It should lay primary emphasis on this aspect.

The National Policy on Education (1986) has also stressed on equity and social justice in education. The main focus has to be on evolving a system of

education to promote India's unique socio-cultural identity. It has to contribute to national cohesion, promoting tolerance, scientific temper and concerns enshrined in our constitution. The recommendation of the Justice Verma Committee on Fundamental Duties of Citizens may pave a way for strong commitment to human values and social justice. This implies that the content and process of education is to be reoriented for social cohesion and emerging national system of education. Value education, therefore, has to be given a prominent place in the system.

As a part of national system of education we recommit ourselves to the core components which were mentioned in the *National Curricular Framework* (1988) which were: the history of India's freedom movement, constitutional obligation, content essential to nurture national identity, India's common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of environment, removal of social barriers, observance of the small family norms and inculcation of the scientific temper. The curricular task would remain incomplete if ten duties that have been enshrined in our Constitution and exposure to this Constitution Amendment 51A does not become a part of textbooks at appropriate places. Ten duties given in the Constitution are: to abide by the Constitution and respect its ideals and institutions, the *National Flag* and the *National Anthem*; to cherish and follow the noble ideals which inspired our national struggle for freedom; to uphold and protect the sovereignty, unity and integrity of India; to defend the country and render national service when called upon to do so; to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; to value and preserve the rich heritage of our composite culture; to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures; to develop the scientific temper, humanism and the spirit of inquiry and reform; to safeguard public property and to abjure violence and to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

During the year 1988 the general objectives of education were designed to enable the learner to acquire knowledge to develop concepts and inculcate values commensurate with the social, cultural, economic and environmental realities at national and international level. The school curriculum was, therefore, designed to promote qualities that make a man socially effective and happy, and also inculcate friendliness, cooperativeness, compassion, self-discipline, self-criticism, humour, courage, love of social justice, self-control, etc. The curriculum should also emphasise the development of moral and character values such as honesty, truthfulness, dependability, courtesy, fearlessness, compassion, tolerance, etc.,

In order to promote scientific temper, the knowledge of scientific methods of enquiry and their use in solving problem may be emphasised. Efforts through curriculum may be made to develop capability of appreciating and tolerating differences and diversities of various sorts and the capacity to choose between alternative value systems.

The curriculum in schools should attempt at development of non-cognitive areas of learning with emphasis on key qualities for personal and social growth of children. The key qualities are: regularity and punctuality, cleanliness, industriousness/diligence, sense of duty and service, equality, cooperation, sense of responsibility, truthfulness and national identity.

The futuristic perspective should relate to development of the desirable core of universal values such as value of social equality and democratic participation in decision making, understanding and tolerance of cultural differences and pluralism, spirit of caring, cooperation, enterprise, creativity, sensitivity to gender equality, open-mindedness, and sense of obligation to environment protection and sustainable development.