

**BEST PRACTICE**  
**VALUE EDUCATION TOWARDS**  
**SUSTAINABLE HUMAN DEVELOPMENT**  
**2016-2021**

## **TITLE OF THE PRACTICE**

### **VALUE EDUCATION TOWARDS SUSTAINABLE HUMAN DEVELOPMENT**

#### **OBJECTIVES**

- To enable each learner, discover her unique potential, become aware of the great spiritual and cultural traditions of the nation in the global context.
- To focus on human development by revealing to learners the spiritual aspect to human life.

Intended Outcomes:

- Inspire learners to develop the physical, intellectual, emotional, social and spiritual quotients
- Facilitate sustainable human development

Underlying principles:

Education at mLAC is deemed to be complete only when it is aligned with the vision, “Empowering women through education for Character formation”. Therefore, value education has been an integral part of all education.

#### **THE CONTEXT**

The institution focuses upon holistic development of learners in keeping with the motto, Sheelam Paramabhushanam and the vision, ‘To empower women through education for character formation’. The institution has partnered with DISHA, a non-governmental organization promoting value initiatives among youth, for providing value education to undergraduate students since 2005. The theme of the program is ‘Know yourself, Know your country, Know your culture’.

The term SHD refers to development that promotes the integral human development (IHD) of people today without compromising the IHD of people tomorrow. Emphasis is on the integration of the physical, psychological and spiritual needs of people. IHD entails holistic development of each human being, not in isolation, but in solidarity with others to foster justice, peace and encapsulates all dimensions of human well-being. The factors promoting SHD include Building Resilience (BR), Enhancing Adaptability (EA) and Reducing Vulnerability (RV).

## **THE PRACTICE:**

A variety of pedagogical techniques that promote participatory learning are adopted. Emphasis is laid upon open and free communication, problem solving, creativity and critical reflection of the learners' own perspectives. Quiz, audio-visual sessions, group counselling, team building games, yoga and community volunteering are some of the pedagogies adopted for enabling a dynamic learning experience. The physical, intellectual, emotional, social and spiritual domains of learners' personality are addressed.

Following are the components of the practice and their uniqueness in the context of Indian higher education.

### 1. Yoga / Team games

- Context: To bridge the gap created by the unidimensional focus of the existing academic structure by providing insight into the relevance of physical fitness and mental health for overall personality development of learners.
- Uniqueness: Focuses on wellness and well-being through experiential learning by
  - ✓ highlighting the importance of physical fitness and mental discipline for building intellectual competencies,
  - ✓ engaging learners in activities that makes them realize the value of collaborative work and team synergy,

### 2. Group counselling:

- Context: To facilitate learners to deal with personal issues that impact them on a day-to-day basis and also cope with academic pressures in a highly competitive environment
- Uniqueness: Harnesses the power of the collective for
  - ✓ enabling learners find solutions to the varied problems in life
  - ✓ facilitating learners to identify opportunities for self-development and healthy inter-personal interactions.

### 3. Namaste India Quiz:

- Context: To instill pride in the rich culture and heritage of the motherland for developing greater self-worth among learners.
- Uniqueness: Provokes learners to take responsibility for
  - ✓ the self as an important contributor to the society
  - ✓ promoting the rich culture and heritage of the nation
  - ✓ their own actions in preserving the Indian culture and heritage

### 4. Audio-visual session

- Context: To sensitize learners through audio-visual clippings for becoming catalyst of

social change

- Uniqueness: Inspires learners to
  - ✓ engage in ethical decision making
  - ✓ make a positive difference to society

5. Community volunteering:

- Context: To provide a platform for learners to engage in the local community for developing qualities of tolerance and adaptability
- Uniqueness: Provides learners opportunities for
  - ✓ experiential learning
  - ✓ healthy interaction with a diverse group of people

6. Take home message:

- Context: To provide exposure for learners to enrich themselves through interactions with achievers in different fields.
- Uniqueness: Provides learners with values that
  - ✓ lays the foundation to manage oneself
  - ✓ serves as a means to shape their future

## EVIDENCE OF SUCCESS:

The results of the survey to assess the outcome of value education workshop presented below indicates high attainment of values leading to SHD

Values	Rating (Scale 1 – 5)	Quotient	Components of SHD
Positive view of oneself	4.43	Emotional	BR
Self-discipline	4.48	Emotional / Spiritual	BR
Confidence in one's strength and abilities	4.4	Emotional / Spiritual	BR
Manage emotions	4.29	Social / Emotional / Spiritual	BR
Solve problems of life	4.32	Emotional / Spiritual	BR
Physical fitness	4.18	Physical	BR
Communicate effectively	4.24	Intellectual / Social	BR
Team spirit	4.32	Emotional / Social	RV
Work for larger goals along with personal goals	4.4	Intellectual / Spiritual	RV
Make realistic plans	4.29	Intellectual	RV
Attitude to help	4.3	Social / Spiritual	RV
Ability to analyze	4.36	Intellectual	RV
Work towards nation building	4.35	Social / Spiritual	RV
Accept change	4.38	Emotional / Social	RV
Respect others' views	4.5	Social / Spiritual	EA
Empathy for differently abled	4.39	Emotional / Social / Spiritual	EA
Knowledge of nation's contributions	4.39	Intellectual / Spiritual	EA
Respect for different cultures	4.54	Emotional / Social / Spiritual	EA
Concern for environmental issues	4.48	Spiritual	EA
Eagerness to contribute to society	4.39	Emotional / Social / Spiritual	EA
Sensitivity towards international peace and harmony	4.36	Emotional / Social / Spiritual	EA

## **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

Problems encountered:

- Availability of limited infrastructure to carry out activities in the workshop mode.
- Lack of personal connect in online transaction of modules during the last 2 years on account of the pandemic.

Resources required:

- Physical resources in the form of auditorium and open space
- Financial resources to conduct the activities.

## **RELEVANCE OF THIS PRACTICE TO OTHER INSTITUTIONS**

Value education and learning lie at the heart of approaches to sustainable development to realise the vision of education that seeks to empower people to assume responsibility for creating a sustainable future (UNESCO 2005a, b). The place of sustainability in the curriculum of higher education is not one of integration, but rather one of innovation and systemic change that will allow for more transformative learning emphasizing learning for being, knowing and doing (Wals and Corcoran 2006). Therefore, value education towards SHD which builds resilience, enhances adaptability and reduces vulnerability assumes greater importance for the youth of today in order to survive and thrive in the VUCA world.

Value education workshops initiated in 2005 have become a vital component of the education at mLAC. The success of the workshops is evident in the feedback from students who have had a positive transformative experience. Hence this practice is worthy of emulation.