Value-Based Education: A Significance Need for the Societal Development

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Article

Values are essential. They help humanity to live in peace and harmony. Without values, a person floats like a piece of wood floating in the raging waters of a river. The whole world cannot be a place worth living in if there are no values to be felt. Swami Vivekananda said that if moral values also went along with the progress of science and technology, this earth would have been heaven. If knowledge were intelligence, libraries, and encyclopaedias would be saints and scholars. Today's Indian youth is a bit confused due to the bombardment of new technological devices, information explosion, and violent news by the press and media. To awaken the values, educational institutions should take the initiative to impart value-based spiritual knowledge to this new generation to organize their confused minds and make them value-oriented-powerful leaders. The purpose of education in the context of social change is not only to provide information and teach skills to students but also to inculcate the values of humanism, democracy, socialism, secularism, and national unity. Values such as democracy and human rights should be understood as fundamental principles for quality education.
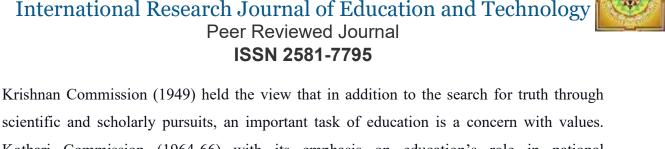
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Introduction

Education plays a very crucial role in human as well as national development. Values relate to the aim of human life. For the achievement of the aims men frame certain notions and these notions are called values. In the words of W.H. Kilpatrick, "that out of man's capacity for goal seeing behaviour arise his wants and efforts and out of these come in consciously chosen goal and means. Because ends conflict man is led to put his goals against each other. These values have certain characteristics like subjectivity, objectivity, material or abstract, elasticity, etc. These values aim at perfection, self-realization, stratification, perfection, and development of integrity and cohesion, etc.

Several educators in India and abroad have stressed the importance of promoting values through education, which is facing a crisis of character in different spheres of life. Radha

Krishnan Commission (1949) held the view that in addition to the search for truth through scientific and scholarly pursuits, an important task of education is a concern with values. Kothari Commission (1964-66) with its emphasis on education's role in national development includes among the functions of higher education cultivation of right interests, attitudes, and moral and intellectual values. The National Policy on Education, (1989), observes the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the cultivation of social and moral values. Value education is a many-sided endeavour as value itself. The value education does not deliver moral answers or prescribe practices, but it is concerned with making morality a living concern for students to breathe moral life. It cultivates moral sensitivity and sharpens the reasoning of young people to create a more just society. A teacher plays a significant role not only in class teaching-learning situations but in social engineering too. Society gives a respectable place to teachers who are perspective-empowered. There is a great need for value-based education in our modern society as our lives have become more miserable. The quantity of education has increased significantly, but the quality has decreased. The number of educated people has reached a high level, but murder, hatred, and selfishness have spread everywhere like wildfire. Many institutions open up, but very few civilized people are born. Everyone has degrees, but dignity has gone down. Trained people emerge from many institutions, but honest people are very few. Many books have been written; a lot of research has been done; and many commercial achievements have been made, but humanity is in danger. Therefore, we need value-based education.

Concept of Values

The word "value" is derived from the Latin root "valere" meaning "to be strong and vigorous". It is the value of a thing or idea that makes it desirable or useful to us and that can give rise to An immediate demand or interest in something that we consider very valuable. People can love only what is dear to them (i.e. of great value) and only what is felt to be of high value can give rise to energy and motivation for possession. Life is a matter of choices. Some things in human life are considered praiseworthy, respectable, and acceptable and some things entertain us and make us happy but we do not consider them as praiseworthy, respectable, and acceptable. The concept of values has been presented by Bethel from different angles.

Value reflects the subject-object relationship;

A. Value connects the object to the human being.

B. Value, i.e. utility, is imparted to raw materials only by labour and skill.

C. An important aspect of value creation for Malinowski was the development of a Harmonious balance between personal and social values. As a creator of value, it is the responsibility of each individual to work for profit in a way that contributes to the well-being of both himself and his society.

D. Value means the total amount of force with which an object (material or spiritual) causes a subject to achieve its objective as a means to an end.

Role of Value-Based-Education in Society

Bikas C. Sanyal, Senior Advisor, International Institute for Educational Planning, Paris, in his paper "Need For Value-Based Education. In The Twenty-First Century" takes good Madhavan of since the establishment of UNESCO, several standard-setting instruments have been developed to delineate basic principles of education for peace and human rights. Among them are the following:

1. The recommendation concerning Education for International Understanding, Cooperation, and Peace, and Education Relating to Human Rights and Fundamental Freedom. (Paris, 1974)

2. World Plan of Action on Education for Human Rights and Democracy. (Montreal, 1993)

3. Vienna Declaration and Programme of Action of the World Conference on Human Rights (Vienna, 1993)

Declaration and Integrated Framework of Action in Education for Peace, Human Rights and Democracy. (Paris, 1995) 5 Plan of Action for the United Nations Decade for Human Rights Education 1995-2004. These action plans are executed under the guidance of the UNESCO Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance.

Education and Values

The very fact that man is a social animal, he has to satisfy all his life needs under the social national, cultural, socio-economic, and political norms. For this, every man has to build up his life pattern based on some character and values. These characteristics and values can systematically be developed among individuals through education; this can also be possible only through Teacher learning and the teaching-learning process in the classroom. In this teaching-learning process, the stream flow of learning experiences should be based on values.

The presentation and purposing of the concept and affective formation of the concept are all totally focused on the value system among the coming generation.

Contribution of Educational Values

Educational values contribute the following advantages for individual and social life:

- Development of a healthy and balanced personality.

- Capacity to earn livelihood and acquire material prosperity.

- Development of vocational efficiency.

- Creation of good citizenship.

- Reorganization and reconstruction of experience.

- Adjustment with the environment and its modification.

- Fulfilment of the needs of man.

- Development of character.

- National integration and national development.

- Values for leaders and skilled workers.

- Promotion of social efficiency.

- Cultural values.

- Utilization of leisure.

Therefore educational values play a significant role in the life of man. Through them, one can lead a personal and social life successfully. To sum up in the words of J.S. Brubacher, "Hence the ultimate aim of education is self-realization, the fulfilment of man's instinctive potentialities for many in addition to the realization of eternal life. All proximate aims of education take their direction from the aim which itself stands imperishable and eternal".

Towards a Model for Value Education

As our society undergoes cultural and social changes, there is a need for such an educational framework that can enable people to rethink their positions on important legal ethical, and social questions, so that the new and liberal values for a democratic society can be successfully developed. In this way, intellectualization of social issues can be done and the value of a pluralistic society and respect for the point of view of others or shared perspective could be developed which must dominate our judgments about the issues which generally get vitiated by emotional, selfish, irrational prejudices, and conventional approach to the issues.

Social Development

By social growth and development, we mean the increasing ability to get along well with one another. Thus social development is the ability or skill through which an individual maintains order and system in his relation with other beings in his neighbourhood, besides adapting his behaviour to them. Man is a social being influencing the conduct of others and being influenced by their behaviour, in his turn. Social relationships depend upon the mutual adjustment between such behaviour. Social development can be defined as the progressive improvement, through directed activity, of the individual in the comprehension of the heritage and the formation of flexible conduct patterns of reasonable conformity with this heritage. In this manner, stress is laid upon unceasing progress and development. The individual's social circumstances are constantly changing. Hence, the individual's social circumstances are constantly changing. Hence, the individual must perforce change with these circumstances. This is the process of his actual social development.

Social Environment in Education

The importance of the social environment as a factor in the development of human personality has been established by many sociological and psychological studies. Children brought up in an animal environment established that man cannot develop without a social environment. The social environment, part of man's total environment, is more important than the natural environment because a child's values evolve out of the ethos in which he lives. This development of values is made possible by the individuals surrounding the child, their ideas, values, experiences, needs, instincts, etc. Knowledge of these helps the child to understand the basic features of human nature and to realize that, despite his differences, he too, is a human being. From this standpoint, literature acquires tremendous significance because it provides the individual man with different kinds of experience and knowledge. The real impact of the social environment is felt through those intimate relationships which spring up between the educator and his colleagues, and also between him and the educators. The educator and the educator should be bound to each other by strong ties of love and sympathy.

Conclusion

Values are regarded as enviable, and imperative and are apprehended with high esteem by a particular society in which a person lives. Education is the field that serves knowledge and understanding to the society. Education is meant for social development. How the social development is achieved. The social development of an individual will be achieved through the melding of personality. Social development means coordination cooperation and a

respectful attitude towards society. These features shall be achieved through the values of education understanding, awareness skilled development, resourcefulness, and knowledge of both teacher and student-oriented.

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