NEED OF VALUE EDUCATION FOR A GLOBAL SOCIETY

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Abstract

The present article addresses the falling standard of moral and ethical codes. There has been a youth unrest in the university system. It also emphasizes on some specific parenting strategies, eclectic tendencies, school practices and educational processes that enrich character development. Through this article recommendations have been made for implementing values in the education system both at the university and the school level.

Key words: Value Education, Global Society

VALUES: Meaning and Contextual Significance

Independent India witnessed spectacular advancements in science and technology, industries, trade, cinema etc. but on the part of society all this was accompanied by some downward trend of moral and ethical codes. The contemporary society is facing youth unrest, especially in university system, cut-throat competition for employment and even for admissions in nursery classes, communal violence, mesmerized influence of western culture, lust of materialistic world, corruption in almost every sector of administrative set ups, hike in crime, rise in juveniles' involvement in deadliest criminal offences like murder, rape and kidnappings, emotional bursts on small issues, road-rage, brutal killings of suspected culprits in police custody, leaking army secrets to enemy etc.

As a sarcasm, people often say about honesty that a person is honest unless and until he/she does not get an opportunity to do some mischief? The plausible causes of these mentioned social disorders and the resultant value-decline are social injustice, population explosion, communal intolerance, political conflicts, widening gap between poor and rich etc. but one of the powerful reason for the same is lack of curricular provisions, at all the stages of education, for value education which is the gateway for moral development of an individual. Also, the unquestioned assumption, on the part of educational practitioners, that there is inborn development

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of values as instincts among students has deteriorated the situation. Though many committees and commissions have recommended and emphasized to adhere to value oriented education by taking initiatives

like by drafting some reformative proposals for the inculcation of desirable values among students which further require to probe the philosophical nature and work out the operational modalities of the same **(University Education Commission, 1948)** as character development, besides enhancing academic achievement on the part of students, is an implicit objective of class room practices in educational institutions and for which the significantly important role of moral and religious instructions must be realized **(Secondary Education Commission, 1952-53)**. In today's technology based competitive world, for sustainable development it has become imperative for a nation to emerge as knowledge power otherwise there may be brain drain that is a kind of human capital flight in which skilled and intellectual people leave the country, due to social unrest, to work abroad as they perceive better socio-political scenario to live, adjust, work and contribute in new social set up . Day - by - day, the contemporary society is growing exponentially in science and technology so it is equally important to give a refined value based orientation to the educational system **(Kothari Commission, 1964-66)** so that at least a socially "misfit" individual, as output, does not emerge but instead a harmoniously developed personality becomes a part of society which if unable to add-on to the social system at his/her end but may be able to adjust with others and

hence in an indirect way may facilitate others to contribute. Hence, to meet out the crisis of character development the inculcation of desirable values among students, at all stages of education, may resolve the issue (National Curriculum Framework for School Education, 2000). But it has been observed that ground realities stand as such as before and thus there is need to arrest the prevalent value-erosion as early as possible otherwise our society will be survived by men and women only that is gender wise which is an organismic variable and not by humans who, by heart, share with others and, by feelings, care for others.

In practice, values work out as a kind of conducive guiding principles which ensure the growth and development of an individual's social, physical, mental, moral aspects of personality and hence facilitate him/her to adjust within the society. In a true manner, whatever is sought or desired, in some sense of social perspective, is value. Value stands for ideas men live for. To sustain the society and its culture, value must be viewed as a kind of sub system, with in that society, which comprises of adopted moral attitudes, prevalent political ideologies, accepted religious beliefs and perceived philosophies of life etc. which in the long run, grows as a system and induces a corresponding change in the society and its culture. On the basis of nature, values may be classified into biological, intrinsic and instrumental values. As a school of thought, naturalism is an off shoot of biological values while idealism and pragmatism have their roots in intrinsic and instrumental values respectively. The biological values provide exercise of choice and freedom to the individual but everything desired by the individual, at his/her part, may not be desirable for his/her self or others as values don't stand in vacuum but in a setup which has some social significance. Since time, truth, beauty and goodness, as trio, have been symbolic of our society and have been cherished and practiced by people so irrespective of others likings, when practiced, such kinds of values may be reflected in the

personality of the individual and over the time if imbibed properly may help the person concerned to set up a role model in turn for others.

Humans, as species, have their comparative worth, as species, on earth by their words and actions so based on cause-effect as phenomena these words and actions as deeds generate some experience for the individual and if properly cognized and assimilated in to the personality, then over the time the person may develop instrumental values in his/her personality which are the reflector of the pragmatic experiences of human beings. So, in total the values help to reflect upon awareness, communication, commitment and ultimately deeds as actions.

Value Education: Need & Significance for a Global Society

In country like India, where cultural multiplicity is an inherent feature, there is a need to develop and promote a powerful value oriented educational system as it helps in sustaining the culture and society because the diversity and universality may compete but both survive together as democracy as value, on one side, enriches universality but on other side honours the values of differences also. To dwell deep on this aspect of value education, the growth of its concept should be traced right from the ancient world, by the work of Aristotle and Confucius, in continuation to the medieval world, by the contributions of Thomas Aquinas, Thomas More and Abu al-Ghazali, and its fine proliferation in the modern world by the pioneer work of Kohlberg, Dewey and Peters (Lovat, 2011). The visionary approach to adopt value education must be perceived in some global context with roots in a need based cultural scenario (Majmudar, 1998). Education is imperative for the development of personality ranging from body to soul with mind in between as a meaningful entity that is education aims at the development of whole individuality of a person rather than some preferred domains like cognitive (Tirri, 2011) but as a supportive measure, value education focusses and strengthens the heartedly

involvement of individual as a stakeholder in the process. Education improves living but value education boosts life in some meaningful ways. The individual may turn into a professional after undergoing educational enrichments but the same person may emerge as a noble human being if underwent exposure to value education. Studies have shown that value education has emerged as an approach to facilitate holistic learning among students with focus on their complete developmental measures in any kind of school set up (Campbell et al, 2004; Benninga et al, 2006; Nucci & Narvaez, 2008; Lovat & Toomey, 2009; Lovat et al, 2010; Lovat et al, 2011). Sharing of information, through some reliable means of communication, upon practice leads to knowledge construction and it may ensure brain gain that is academicians, technically skilled professionals and researchers, scientists etc. get attracted due to the recognition, financial and promotional aspects related to their career in a society. Such tendencies, if practiced effectively by the people may lay foundations for a global society where people from diverse cultural, social and religious background co-exist by sharing, working and learning in togetherness as spirit. Ideally, for a global society to grow further and develop values like aesthetic, spiritual, moral and social must be inculcated among citizens as an imperative measure. Aesthetic values are concerned with arts, music, dance, drama, painting etc. Spiritual values consider soul as opposed to the matter. Moral and social values are related to ethics and society respectively. In today's professional world, for a global society to flourish, the desired values are charity, compassion, human rights, self-control, fraternity and democracy (Dhokalia, 1999). Now a days, educational institutions are taking dynamic measures to inculcate and promote the values among their students as curriculum planners have felt the need to integrate value oriented content with the conventional course and syllabi (Bhardwaj, 2005) and such strategical attempts have yielded positive results also (Singh, 2011) like the provisions of proper environment in classrooms and schools benefitted the students in improving

academically and hence in developing a value rich social personality (Noddings, 1992; Tirri & Husu, 2006). So, schools as micro cosmos of physical world should strive for creating a fearless atmosphere where students may feel free to assert themselves for the betterment of others through proper communication.

Implementation of Values: Vision & Focus

Education, as a process comprising of its aims, methodology and curricular practices is invariably associated with values (Seshadri, 2005). Value education, as a joint venture requires collaborative efforts of parents, teachers, teacher educators, administrators, curriculum planners etc. as it develops social cohesion and unity because the content of value education cannot be found only in the text but in the ways adopted/practiced as methodologies on the part of teachers or learning styles from students' perspectives, organization of curricular and co-curricular activities in the realm of administrators and curriculum planners and of course parental involvement with proper cooperation with school authorities.

Inculcation of value among students helps them to avoid unwanted impact of phenomena (Singh, 2011) like internet, social media etc. So, to adopt working measures for the implementation of values in educational system, some recommendations are:

(i) At university level, Department like "Comparative Religion" may be established and it should develop, provide and make available some kind of secular literature of values. The quality of literature should be assessed by its ease with respect to its teaching in the class and practice in the society.

(ii) Besides formal teaching, the State and Central Government schools should ensure to educate about & facilitate to inculcate the social, moral and secular values etc. among the students. The private institutions are supposed to follow the similar guidelines as issued by concerned authority.

At school level, teachers must play a role with active current that is rather than lecturing it is better to set an example so that students may realize that whatever verbalized in an ideal sense, can be practiced in real ways. Some activities may be conducted to sensitize the students about the values like

(i) Start of the day by singing secular community prayer.

(ii) Organizing programmes on socially useful productive work, citizenship training, health and cleanliness, culture and recreation, social service etc.

(iii) Emphasizing on national integration, communal harmony and unity of all religions by focusing on common values.

It must be realized that merely talking, l e c t u r i n g a n d o r g a n i z i n g s e m i n a r s , conferences at national and international level etc. will not stand in any way but some measures with proper guidelines will work out and among them, the first one is commitment because committed efforts with persistence implemented by trained teachers and supportive administrators may prove instrumental enough in achieving the goal over the time. Then, provision of quality wise secular literature may act as catalytic agent to the process under consideration that is value inculcation among students (Choudhuri, 2005). On the part of administrators, rather than calling off on the day, the celebration of national and international days and organizing community lunch on religious festivals with zeal and on the part of students, participation with equal enthusiasm may foster the sense of unity among all. Besides this, sometimes by focusing on some

particular values, as immediate need, like character development may materialize by adopting some educational strategies like co-operative learning, service to others, role-modelling and mentoring, trust and trustworthiness, community and family involvement, teaching social-emotional competencies and character, pedagogy of empowerment, professional development,

induction, peer interactive strategies, moral d i l e m m a d i s c u s s i o n , d e v e l o p m e n t a l discussion, nurturance, school-wide character focus etc. (Berkowitz, 2011) as these categories comprise some specific parenting strategies, eclectic tendencies, school practices and educational processes that enrich character development.

So, phases of conflicts, disagreement, unrest, violence, crisis etc. in certain social domains may live short, affect less and be overcome quickly if and only if value oriented educational practices are acknowledged and assigned the status of an inseparable part of curriculum. Value inculcation, among citizens by beginning from students, is a mandatory component required for human development so that degree achievement by scholars is accompanied by earning dignity also, not only trained professionals are produced by and in a system but sincere people also characterize the same, a country is rated high in international market not only by its powerful academic infrastructure and award winning research initiatives but by its thrust and trust on humanity as a bond between people.

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