



Value Based Education for the Social Development

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Abstract

Values are essential. They help humanity to live at peace and harmony. Without values, one floats like a piece of driftwood in the swirling waters of a river. The whole world cannot be a place worth living if there are no values to be realized. Swami Vivekananda had said if moral values had kept pace with advancement of science and technology, this earth would have been a paradise. If knowledge was wisdom, libraries and encyclopaedias would have been saints and savants. Education in the context of social change is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. Values, such as democracy and human rights must be understood as basic fundamentals for quality education.

Keywords: Values, Education, Quality, Social Development

Introduction

Education plays a very crucial role in human as well as national development. Values relates 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 characteristic like subjectivity, objectivity, material or abstract, elasticity, etc. These values aim at perfection, self-realization, stratification, perfection and development of integrity and cohesion, etc.

Since very ancient time educational systems have served as a supreme agency of inculcating the values and norms of society in their members. The main function of education is to promote a balanced development of physical, mental social, moral and spiritual aspects of the students in order to produce blanked citizens who strive to promote social welfare and progress. Education in the context of social change is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. Values, such as democracy and human rights must be understood as basic fundamentals for quality education.

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The changing profile of Indian society has necessitated changes in the system of Education. The demands of globalization, communal disharmony, problems of diminishing resources, competition to attain power and territory have exposed the child of today to conflicting value systems. The alternative models of living and being available today have made life decisions more complex and hence, life processes more uncertain. Consequently, the system of education has to be more dynamic, to cope with the changes in the external world. It needs to provide an education which disciplines the mind, matures the heart and equips the child to act according to the dictums of his genuine understanding and true feelings. That is, an education that shapes the whole personality and builds the complete person is the need of the day.

Several Educations in India and abroad have stressed the importance of promoting values through education, which is facing the crisis of character in different spheres of life. RadhaKrishnan 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 to make morality a living concern for students to breathe moral life. It cultivates the moral sensitivity and sharpens reasoning of young people to create a more just society. A teacher plays a significant role not in class teaching learning situation but in social engineering too. Society gives a respectable place to teachers who are really perspective empowered. This empowerment is not at in terms of physical perspective. It is in academic, intellectual, social and national perspective.

Education and Values

The very fact that man is a social animal, he has to satisfy all his life needs in accordance with the social and national, cultural, socio, economic, political norms. For this every man has to build up his own life pattern basing on some character and values. This character and values can systematically be developed among the individuals through education; this can also be possible only through Teacher learner and teaching learning process in the class room. In this teaching learning process the stream of flow of learning experiences should be based on values. The presentation and purposing the concept and affective formation of concept is all totally should focus the value system among the coming generation.

Education is part of life, and nearly our question about values and education is inseparable from larger question of values in life. Values are embodied in educational practice. Thus education develops a sense of discrimination between good and bad. This discrimination is based on values, and these values are tested in schools.



The teacher must have an essential part of his professional equipment, which is here called “map of value”. Such a map consists of his hopes, aims, ideals, all the criticised values which he will use as aims in hiding these things. Teaching should aim continually on keeping this aggregate of values, alive and growing but especially it should include all that the teacher hopes for student to learn so as life for them becomes as rich and fine as possible”. In other words, “Aims are an end in themselves and values are the product”. Values of education are the same as of life. These educational values are individual as well as social.

Contribution of Educational Values

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

- ❖ Development of healthy and balanced personality.
- ❖ Capacity to earn livelihood and acquired 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 is able to lead his 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”.

Education is primarily an attempt by a community not only for preserving all that is the best on it, but also for self-renewal, it is an attempt to decide what the community should be like in coming future. Values change from time to time, country to country and people. A value pattern for instance developed in an affluent society would be and indeed is different from a value pattern developed by a poor society. They have actually coined words like “Culture of poverty” and “Culture of affluence”. The value pattern of an affluent section of the society in one part of the country or even a city could be different from the value pattern developed by a comparatively poorer section of the society in some other part of the country. In the process of value formation, there are always strains and stresses, and values govern behaviour pattern, the clarity and confusion. And since the values govern behaviour pattern, the clarity or confusion in them is reflected in the behaviour pattern. India is today passing through such a value conflict. This is manifest in all fields of life and particularly education.



Towards a Model for Value Education

As our society undergoes cultural and social changes, there is a need of such an educational frame work which 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 value of pluralistic society and respect for 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 and others. Thus social development is the ability or skill by means of 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 undergoing change. Hence, the individual's social circumstances are constantly undergoing change. 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 clearly 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 individual 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 educand and his colleagues, and also between him and the educators. The educator and the educand should be bound to each other by strong ties of love and sympathy. The educand should be trained to discharge his responsibilities, fulfil his duties and do some service to society.

A basic aim of environmental education is to success in making individuals and communities understand the complex nature of the natural and the built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects, and acquire the knowledge, values, attitudes and practical skills to participate in a



responsible and effective way in anticipating and solving social problems and in the management of the quality of the environment.

Education for Social Change

Any system of education is profoundly influenced by the processes of social change. In the present period one can clearly see the impact of such tendencies of social change, as industrialization and Westernization, of the society as a whole and consequently on the pattern of education. A tendency towards Westernization, an imitation of the Western mode of life, is one of the most notable trends in Indian society. As a consequence, one can see this change in the ways of living, of thinking and even in the ideals and values of life of the students at the secondary and higher levels of education. Many people are of the opinion that the aim of education is to facilitate the educand's adjustment to a changing society.

But this attitude to education is inappropriate. The aims of education are not determined by social changes. They are based upon a conception of human nature, and they aim at attaining certain permanent aims. On the one hand, education socializes the individual and thus provides him with the ability to adjust to society, but on the other it also develops his personality so that he can challenge society and seek to improve it. It is education which provides the leaders, reformers and revolutionary thinkers. If education falls in line with social change and prefers to be guided by it, then it cannot be a means of achieving social progress. Neither will it be able to institute changes in society. Hence, it is desirable that education should seek to change society, and not be guided by social changes. Education is the means of evolving new values in the new values in the new generation, of equipping the young people with the faculty of critical evaluation so that he can assess the society around them, and improve it where necessary. It is this training which compels educated individual not to take anything for granted but to subject it to a searching analysis, think of all the conceivable alternatives and institute some social change, should it be desirable. Hence, education is a means to continuity as well as to change and progress. On the one hand it is influenced by social changes, but on the other it must keep a level head amid chaos, and guide future social emancipation.

Conclusion

Values are regarded enviable, 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 moulding of personality. The social development means coordination and cooperation and respectful attitude towards society. These features shall be achieved through the values of education understanding, awareness skilled development, resourcefulness and knowledge of the both teacher and student oriented.

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