

IMPACT OF VALUE EDUCATION ON INCULCATION OF ETHICS IN CONTEMPORARY SOCIETY: A CRITICAL ASSESSMENT

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ABSTRACT

This paper tries to examine the role of value education in inculcating code of ethics to guide the self conduct and social groups of human life in contemporary society. The study focuses the interrelationship between education and framing the sense of value judgment i.e., the commitment to what is right or wrong in achieving fulfillment of certain goals in his life. Now-a-days, as the crisis of values in our society is passing through demands more explicit and deliberate educational efforts towards value development, so this study tries to find out the major factors which are responsible for the crisis of value education in the present society. Schools have an important role in exploring the culture and ethics of human beings in day to day life. Therefore, an attempt has been made to assess the role of schools and teachers to restore the crisis of values in modern society through the organization of several well-organised programs such as community prayer, health and cleanliness, Socially Useful Productive Work (SUPW), cultural and recreational ceremonies, literacy driven activities, afforestation, celebration of birthday of great men and national festival etc. For the sake of analysis, the whole paper is divided into five major sections: excluding the introductory portion, section I deals with the specific objectives of the present study, section II discusses the interrelationship between value and education, section III is incorporated with the crisis of value education in the contemporary society, section IV assess the role of schools to restore the crisis of value education where as conclusion and suggestions appear in section V.

Key Words: Value education, humanism, ethics, school's culture

Introduction

Every society has its own customs, rules, principles, ideals, belief, morals, values etc, which keep it markedly different from the other society. Today the objectives of education is to develop this values and norms which are acquired by older generation through the interaction with the society. Value is the outcome of the society and it is closely related with the aims of education. Education formulates its aims in accordance with the prevailing philosophers of life which concretized social bondage. With the advancement of civilization values and social norms of civilized societies have undergone a vast change. Several unknown values of the past have been upgraded in technological advanced societies but still the present society faces the terrible crisis of human values and craves for it inculcation through the various means and ways (Sinha Dasgupta, 2013).

Objectives

The specific objectives of the study are the following:

1. To analyse the concept and necessities of value education in the contemporary society;
2. To make an understanding about the cause of crisis of value education in the present society;
3. To examine the relationship between education and generation of values among the students;
4. To assess the role of school in inculcating values and ethics among the students in their daily life;
5. To draw conclusion as well as policy suggestions for successful promotion of values among the young generations in the contemporary society.

Concept and Importance of Value Education

Concept

Values are verbal concept but abstract that relate to the worth given to specific kinds of objects acts and condition by individuals and groups value is an outcome of social life being a style of social behaviors in relation to the social environment. The values are regarded as human preferences. It may be based on commitment to what is right and wrong. Every human being needs certain goals and values, by which he/she can formulate ethics to guide self conduct in

his/her daily life. Now values are an ideal for the members of the socials to shape our personalities. Allport defines it as “a value is a belief upon which a man acts by preference”. Jules Henry defines it “as something desirable such as love, kindness, honesty contentment simplicity etc. According to Milton Rokeach “value as an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode or conduct or end state of existence”. According to John Dewey “value means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else”. In the words of Radhakamal Mukherjee, “values are described as the socially defined desires and goals that are internalized through the process of conditioning learning, socialization and that become subjective performers standards and aspirations” (Sinha Dasgupta, 2013; Pal, 2013).

From the above definitions, some propositions can be stated about value

- i) Values are the resultant of Individual and social needs.
- ii) Values are dynamic not static.
- iii) Most of the values are unconsciously accepted and habituated from childhood.
- iv) Conflict and clash between continuation and rejection of values lead to overt and covert socio intellectual crises,.
- v) Value may be evaded by crises and exigencies in practical social life.
- vi) Value is bounded by time, place and environment.

Importance of Value Education: A Contemporary Analysis

The purpose of value education is to equip people towards human problem solving in human manner. In the opinion of the social workers children are becoming addicts to TV culture with the result that they are acquiring many new kinds of ailments, attitude and habits and many of them are losing independent thinking. Parents think that their children and youths require such techniques and atmosphere that should develop in them the qualities of self control, discipline, sense of responsibility for their life and the values of simplicity, habit of hard work, and such other values which generate inner strength and happiness in them. In the opinion of the doctors, youths and adults are suffering from psychosomatic diseases and mental tensions due to lack of values like tolerance, self control and emotional stability. Thus there is a need of value education for reducing the degradation of value among the children, youths and adults. Moral crises have

become a part of every day's news. The world is not so much threatened by a nuclear holocaust, rather by a state of valuelessness. Under such circumstances education for inculcation of values is needed. The NPE, 1990, gave importance on agencies of education for inculcation of values among students. It stressed on national values. National value means national integration, conservation of energy, communal harmony, observance small family norm, sex equity etc. Our former president Mr.K.R. Narayanan said that "the traditional, cultural and spiritual values which have been the main stay of our civilization seems to be losing their grip over our society and policies".

Today the objectives of the development of social, moral Aesthetic and spiritual sides of man's personality have been greatly undermined. The values like secularism, socialism, democracy, and professional ethics are coming under service strains. We want a change outlook of man and his environment. This is possible through value education. Thus, there is a forceful thrust on values in our education. The development of values is influenced by a complex of environmental factors like family, community, media etc. The approaches to value education are generally the following: (i) direct approach through systematic instruction in values, (ii) indirect approach through the mode of imparting values from the regular subjects of school/colleges and through co-curricular activities and (iii) informal approach (or incidental approach) through family, community and media. (iv) Modeling approach –In this approach the educator should live by his/her values. Real gurus are those who live by the values. But in practice all these first three approaches are compromised. The curriculum of the schools/colleges would include all discipline based activities relating to cognitive and psychomotor areas built up on affective domain. The teachers have to be well apprised of the various aspects of the content of a topic of a particular subject and through teaching learning they have to proceed to make their students aware about the content Value education each content of the curriculum be imported in such a manner so that an individual is able to think, feel and communicate his/her ideas with clarity and precision (Mandal & Mete, 2013; Sinha, 2013).

Value education is for preparing an individual to be worth of living in a society proximate and distant the large human society value education is value classification for taking the right decision from various alternatives. It means transformation through the change of character change of character can bring in attitudinal change followed by change in behavioral pattern. It should help one think globally and act locally. Values control and guide in a changing society and the eternal values like Truth, Good, Beauty Satyam, Shivam, Sundaram, Value education

means transformation through change of character. Again, change of character can bring is attitudinal change followed by change in behavioral pattern values in education and education for values are explicitly emphasized and the objectives of value education or education for becoming are being enumerated as (1) developing the appropriate sensibilities – moral, aesthetic, culture and spiritual in the learners; (2) enabling the learners to understand and appreciate the values of democracy, secularism equality and scientific temper; (3) enabling the learners to develop a concern for and commitment to them and (3) providing opportunities to practice and live by these values (Roy, 2007).

Crisis of value in Modern Society: An Exploratory Analysis

Scientific knowledge and advancement of technology have influence our contemporary society. With this advancement, society gains material power which may be used for man's welfare or for his annihilation. This power is so vast by which man can fulfill their needs reversely man can destroy himself as well as his society. Cause of material development society hoped that knowledge will be doubled. This advancement create a difficult problems causes of rapid and radical change of knowledge makes a uncertainly in human thinking. In this contact human thinking is being imbalance which leads crisis in thinking. In this respect D.S.Kothary said "A knowledge based world and certain measure of unpredictability general of not much avail in dealing with the problems and challenge in a rapidly changing uncertain world.

Every society its own rules customs, language and religions which is based on some social ideals and these ideal is nothing but a value as modern ideals more powerful than the old ideal and modern culture occupies new place of old culture. As a result social agency social institution could not keep control and balance over society. That is why society loss her stability gradually new material change is running fast where old culture can not casually with new advancement so there is made a silent gap sociologists call it social cultural crisis different type of crisis are seen in modern society cause of environmental degradation, multicultural conflict misuse of science and technology, inequality ill effects of multi-media, globalization commercialization immigration, migration, industrialization etc. multi culture, multi religions, multi lingual factors creating conflict. As a result men are rejecting their own culture values ideals which promotes crisis (Chatterjee, 2006).

Relationship between Education and Value

Education means all round development of a child ensuring his/her physical social mental, aesthetic, ethical, mental lavational and moral development of the child ideals and morals. In this regards education must be imparted in such a way that an individual is able to think feel and communicate his ideas with clarity and precision. The function of education is to prepare the individual with the most excellent technological proficiency by which he may function with clarity and efficiency in the modern technologically advanced world. Moreover preparation for a vocation is also one of the aims of education. The values like co-operation self direction, inter discipline and open mindedness are to be developed education should give the individual an opportunity to flower in goodness so that he is rightly related to people things and ideas and to the whole life. Values are regarded as human preference. It judges human activities as per set criteria which are governed by some socio-cultural, psychological and philosophical contexts. Present day we often listen moral degradation in everyday news. So education for inculcation of values are highly necessary in the contemporary society (Gupta, 1986; Govt of India, 1966).

Role of school to restore the crisis of value

Status of schools as well as teachers reflects the socio-cultural ethos of society. No people can rise above the levels of its teachers. Tagore has said, “ a lamp can not light another, unless it continues to burns its flame”. So teachers need to practice the values which they preach. Teachers can change the life setting and life experience of students with wide mix of pedagogic strategies. The future of the world depends on values which the schools incorporate in their students.

The following activities and programs should kept in mind to inculcate values in schools:

- 1) Community prayers are to be organized for awareness building among the students. Social values and National values are to be analyzed through group discussions in this daily prayers.
- 2) Different stories related to value education, parables etc. are to be discussed in the class. For example, story related to “a friend in need is a friend indeed”- story of two friends & the bear.
- 3) Dance dramas are to be organized with the help of the students depicting unity in diversity, communal harmony, sex equity, conservation of energy etc. Rabindranath's Chandalika depicts out caste difference.

- 4) Value can be improved through music. Bhupen hazarika's music- " Ganaga Aamar Maa, Padma Aamar Maa..." shows we-feeling among two Bangla's. Lalan Fakir's music says that there is no caste difference in man.
- 5) Debates on depletion of natural resources for blooming of excellence related to truth, goodness and beauty are to be organized.
- 6) Environment day, college campus clearing day, Republic day, Independence day, Language day, Teacher's day etc. are to be organized in the colleges or schools.
- 7) Social service like blood donation day, Literacy day, Caring the distress and suffering people etc are also to be arranged where students participate in the programmers.
- 8) In the playground, we-feeling. Group feeling, Inter personal and Intra personal relations among the students are to be established.
- 9) Every day prayer in the school is also very important for developing value education (Chatterjee, 2006; Roy, 2007; Pal,2013).

Conclusion and Suggestions

Conclusion

The present paper describes the role of value education in inculcation of ethics in the contemporary society. The paper highlighted the strong necessities of values in the society. Our society is changing day-by-day and degrading of values. So this paper explains the relationship between education and formation of values for the present generations. The schools have an important role in this respect through the arrangement of community prayer, SUPW, Participation of students in different kinds of social service, health and cleanliness programs, self Government, cultural function, literacy drive programs etc. Teachers also have an crucial role with the wide mixing of pedagogical studies.

Policy Suggestions

Since the value in modern society is a multi-dimensional concept, so education is necessary but not sufficient factor for the effectiveness of formation of values. The following factors are made for the effectiveness of promotion of value among the youngsters along with education:

- i) Family support
- ii) Social awareness and attitude
- iii) Self-awareness and discipline

- iv) Proper arrangement of co-curricular and extra-curricular activities in the school.

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