

Sustainable development needs value based education!

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Abstract

“Education is the most powerful weapon which you can use to change the world”. Nelson Mandela (Former President of South Africa). In the recent years there have been debates controversy regarding management of higher education institutions so as to improve their efficiency. And this has attracted the attention of academics and researchers in the field of higher education. Since we achieved independence in 1947, our national leaders attached importance to education. There has been steady effort to spread education to all levels of Indian society. India is badly in need of Value Based Education and Teaching System which inculcates among the young students values that they need to imbibe and preserve within them. Value Based Education is the only means which can give to our young the right direction.

Value education may be understood as the one which is universally valuable and which is conducive for individual and collective happiness and prosperity in a sustainable way. So the need for value education emerged. Beliefs and understanding are some of the values which are useful to understand value education. Many of the beliefs are false or true which may or may not be true in reality. The human beings have different kinds of beliefs. The man lived like a beast in earlier, he wandered from one place to another place in search of food. Human beings moved from primitive stage to present day of world of modern science and technology. Value education is education with human values which inculcates a holistic perspective of life and its significance. As there has been gross erosion in values over the decades. So values to be propagated and nurtured among the youth. These cannot achieve overnight. Virtue is also a value. According to Socrates virtue was knowledge. By this he wanted to establish that virtue and knowledge go side by side. They could not be separated from each other. Qualities like justice, courage, and self-control were inferior to knowledge. The author of this paper is pursuing PGDHE course, so he wanted to discuss in this paper briefly about values and value based education.

Keywords: Values, Sustainable, Universally, Virtue, Interests and Attitudes

1. Introduction

According to “Albert Einstein” a German physicist and scientist, “Education is not the learning of Facts, But the training of the Mind to think”. To strengthen the Indian Education System, an educational policy was adopted by the Indian Parliament in 1968. Education was made an important and integral part of the national development efforts. True culture builds bridges between ancient values and modern science. The essay deals with human values and spiritual aspects which are a by-product of education. They are not taught. They are caught. Meditation is also a value. It is admitted on all hands that the chief objective of education is over-all development of the student’s personality. This brings us to the question, what is personality? It may be defined as integration of an individual’s modes of behavior, interests, attitudes, capacities, abilities and aptitudes, especially when considered from reactions to social and other situations. It is an inner system of beliefs, motives, aspirations and values which organize and control a person’s observable behavior. Character is personality viewed from the ethical or moral education focuses on the value system which provides the basis for right conduct of the individual and right relations between the people who interact with each other

1.1 Objectives

- 1) To know about human nature.
- 2) To understand the values.
- 3) To discuss value education.

4) To know how to inculcate values.

5) To understand sustainable development.

2. Methodology

Data is collected for this paper from both primary and secondary data. Primary data is observations from different communities like, Students, Business people, Administrators, Political leaders, etc. Secondary data is from Published books, Journals, Magazines, Newspapers.

2.1 Need for Study

There is a need to understand about Human Nature how he is creating harmfulness to the future with his attitude. According to ‘Thomas Hobbes’ and ‘Machiavelli’ who were the great political philosophers discussed about the human nature in the state of nature. According to both of them human beings are selfish, wicked, degenerate, unscrupulous, and opportunists. Men are also wicked because they have prepared to sacrifice the collective interests to promote their own interest. Machiavelli said ‘A person can more readily forgive the murder of his father than the confiscation of patrimony.’ So values are needed to change the human nature in a optimistic way.

Values:- These are the core beliefs to guide and motivate attitudes and actions where as

Ethics:- are a set of moral principles.

2.1 Need For Value Education

There is need for imparting proper values among the children. A child learns a lot from the people around him. If the social environment is not good, then it becomes very difficult for him to display ethics and values in his behavior. We hear it all around, that children in India are going astray. Newspapers report how a fifteen year old boy has been the leader of a gang of auto-thieves. And all these auto-thieves belong to the so-called high families. To get rich quick has been their ambition—not hard work, not sustained pursuits of high order but just anything that can get them quick returns in the form of good money—that has led them to these nefarious ways. Ethics and values need to be imbibed among students. There is need for Value based Education System in India. Considering the growing importance of value education, the Preamble to the constitution and National policy of education 1986/1992 has focused on the need for inculcation of values. The S.B. Chavan committee report 1999 has highlighted the need to inculcate in the minds of the students core universal values like truth, love, peace, righteous, conduct and non-violence. It is gratifying to note that all the committees and commissions on education appointed by the union government made a categorical recommendation in favor of value oriented education. Eminent education gave their unstinted support to this worthy cause. The following commissions and committees supported values oriented education.

1. Wardha education conference 1937.under the chairmanship of Mahatma Gandhi.
2. Dr. S.Radha Krishna commission 1948-1949.
3. Dr. A.L. Mudasliar commission 1952-53.
4. Sri Shri Prakash commission 1959.
5. D.S.Kothari commission 1964-66.
6. Committee of members of parliament on National policy of Education 1967.
7. Dr. Sampurnanand committee 1961.
8. New Education policy 1986.
9. S.B. Chavan committee Report 1999.

2.3 Values through Education

Value based teachings and education are the fields, the first teacher in which is the mother. It is the mother who tends to lend the first lessons and it is on her that rests the foundation-laying responsibility. What is right, what is wrong, what is true, what is false, what is respectable and noble and what is not – it is the mother who imparts these lessons. There is a lot of difference between ‘Human being and being human’ a few understand it. Health and happiness signify desirable physical and mental condition. *Moral values such as thoughtfulness, generosity, honesty, impartiality, courage, love of truth and self-control are ideal qualities.* The role of education is preserve and transmits these basic human and cultural values of society. Systematic training of perception is regarded as an essential element in all education, because our mental processes depend up on our perceptions to a large extent. True education must promote and encourages noble motives, objective thinking and strength of will do implement ones decisions. Then perception leads to right decisions, willpower helps in implementation. What is important is to realize that morals and human values are not to be promoted by direct instruction. The students should be made to discover them for themselves. *Teaching is external and learning is internal. If*

we want people to learn values, values must be internalized. Appropriate learning situations and “teachable movements” should be provided inside and outside the classroom. Culture is values in action. An institution is ‘infused with values” and it comes to symbolize the community’s aspirations. The young should learn what is moral and what is immoral. The values inculcated among young generation would remain with them permanently. Computers and the information received from them or the data fed by them may become outdated but values once inculcated would remain a permanent acquisition for all life.

2.4 How to inculcate values

As there has been gross erosion in values over the decades, so values to be propagated and nurtured among the youth. These values cannot be achieved overnight. According to ‘Socrates’ who is a great Greek ancient Philosopher that” Virtue is a Knowledge”. Virtue is also a value. Health and happiness signify desirable physical and mental condition. *Moral values such as thoughtfulness, generosity, honesty, impartiality, courage, love of truth and self-control are ideal qualities.* The role of education is preserve and transmits these basic human and cultural values of society. Systematic training of perception is regarded as an essential element in all education, because our mental processes depend up on our perceptions to a large extent. True education must promote and encourages noble motives, objective thinking and strength of will do implement ones decisions. Then perception leads to right decisions, willpower helps in implementation. *Culture cannot be taught, wisdom cannot be told. Morality cannot be promoted through an act of parliament. Moral values cannot be superimposed from above. They are to be cultivated from within practiced in a voluntary manner.* What is important is to realize that morals and human values are not to be promoted by direct instruction. The students should be made to discover them for themselves. *Teaching is external and learning is internal. If we want people to learn values, values must be internalized.* Appropriate learning situations and “teachable movements” should be provided inside and outside the classroom. Culture is values in action. There need not be any special classroom lectures on Moral Values Based Education. It is never needed to identify any particular religion or faith. God is one and we are all children of the same God. That is the basic lesson that needs to be given. Values Education need to be taught through mutual interaction and inter-communion. Discipline is still a great lesson that has to be imparted. It is the teacher who himself or herself should be an example of discipline and children would be the automatic learners. These are values which do not need to be the part of any curriculum; they have to be the part of the behavior. It is not enough to set a part one or two periods earmarked for value oriented education when we seek it achieve total development of the student’s personality. Moral education should be conducted as a total school experience, from primary level through secondary grade to college level. Further, this should be integrated with classrooms work, extracurricular programmes and outside interactions. Where possible there can be separate classes or courses but there should be integration with the life and activities of the whole school. Value oriented education should include participation by students in decisions about discipline and rural of conduct which should lead to a voluntarily accepted system of public morality.

2.5 What is sustainable development?

Human beings require happiness for one and all and happiness at all times. The aims of higher education demand that teachers not only fulfill their teaching commitments, but also inculcate universal values among students through their interactions with them, engage in extension activities that will make higher education institutions relevant to society and ensure that students are able to apply their learnings in real life. Sustainable development, as defined by the Brundtland Commission (1987) is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable development refers to a development in which resource use aims to meet the needs of its users while ensuring the sustainability of natural systems and the environment, so that these needs can be met not only in the present, but also for generations to come. In order to have a proper perspective of value education, it is necessary to have some idea about the initiatives by UNESCO regarding education for sustainable development. In December 2002, the United Nations general assembly adopted resolution 57/254 to put in place a United Nations decade of education for sustainable development, spanning from 2005 to 2014, and designated UNESCO to lead the decade.

The founding value of Education for Sustainable Development is respect for others, respect in the present and for the future generations, respect for the planet and what it provides to us wants to us challenge all to adopt new behavior and practices to secure our future. Education for sustainable development has some major thrusts. Those are,

1. Promote and improved basic education.
2. Reorient existing education programmes at all levels to address sustainable development.
3. Develop public awareness and understanding of sustainability.
4. Provide training

2.6 Value based education for sustainable development is about learning to,

1. Respect, value and preserve the achievements of the past.
2. Appreciate the wonders and the peoples of the earth,
3. Live in a world where are people having sufficient food for a healthy and productive.
4. Assess, care for and restore the state of our planet,
5. Create and enjoy a better, safer, more just world,
6. Be caring citizens who exercise their rights and responsibilities locally, nationally and globally.

3. Conclusion

The roots of education are bitter but the fruit is sweet. – Aristotle. Value oriented education and it has become an important context in the modern society. The value-oriented educational programme should not be led only during the school level, but should be carried on further up to the level of higher education too, as it is from there that the nation's political leaders, bureaucrats and army personnel would emerge. That is a necessary part of value based education. It need not be any part of the curriculum but it is a lesson that they must learn through discussions and discourses. According to Benjamin Franklin who is best known as one of the Founding Fathers who drafted the Declaration of Independence and the Constitution of the United States,

education is" An investment in knowledge pays the best interest".

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