

Value Degradation in Contemporary World and the Role of Teacher to Sustain and Disseminate the Human Values in Educational Institutions in 21st Century

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Abstract

The modern human is striving for stiff growth in all spheres of life by hook or crook in this modernization and mechanization era. As a result recent century have seen a remarkable achievement as well as erosion and degradation of basic and fundamental human values side by side. Gordon. W. Allport quoted 'value is a brief upon which a man acts by preference.' Human has compromised with its cardinal virtues in pursue of so called excellence, behind which human values have been abused and mutilated socially, culturally, politically and ethnically. This value crisis can be filled through value based education universally. The teacher must bring those human values back into our personal, professional and societal relationships to validate the worth of the individual. Effective human value education will help us to identify and adopt personal and social ethics which will guide our decisions, relationships, work and life as a whole. The teacher accepts the personal challenge and responsibility in bringing the divine potential among the learner. A true teacher and quality education brings values back into our daily lives in sustaining human values, universal brotherhood, peace and coexistence by fulfilling the super concept of unity in diversity '*Vasudev kutumbakkam.*'

The cardinal virtues of teacher can be seen in the exercise of reason and conscience with the expression of values such as respect, freedom, responsibility and character building. By adopting the human value approach with the right teaching technique and quality curriculum, it is possible to re-establish these vulnerable values in the 21st century. With the help of secondary resources and literatures this paper seeks to highlight the role of teacher in Role of teacher to sustain and disseminate the Human Values in educational Institutions in 21st century.

Keywords: Value Crisis, Effective Human Value Education, Societal Relationship, Cardinal Virtue, Quality Curriculum.

Introduction

Value is the worthiness or the quality what makes the cave dwelling biped creature *Homo habilis* (primitive man) to the master of the universe *Homo sapiens sapiens* (modern man). Continuous effort and application of cognitive ability made such differences. Certain values were very special to humans what make appropriate for human being is being unique in this universe known as "human value". Men frame certain ideas that relate to the aims of human life. ¹ Value represents certain standards that to be cherish, consider them desirable and worthy of acquisition. These may be material objects or abstract qualities and ideas like belief, sympathy, character, truth, love, Happiness, kindness, peace etc. A man guided by his conduct which is motivated and activated by values which are socially accepted norms, conducts and desires (Nayak, 2010). Man have reached moon but out reached the neighborhood. The human value degradation one might say Corruption/dishonor of human relations, in particular of empathy, understanding, and thoughtfulness towards others brought about by the possibility of ever-present, unbroken and often instant

communication and understanding consequence has slipped by almost unnoticed in last centuries creating a gap between individuals. This gap among the human society and well being, resulting two world wars within 40 years of history.

The modern human is striving for stiff growth in all spheres of life by hook or crook in this modernization and mechanization era. As a result, recent century have seen a remarkable achievement as well as erosion and degradation of basic and fundamental human values side by side. Widespread disturbance, chaos, confusion and intolerance in life have become common phenomena. Unparalleled growth in science and technology in the current century has changed the life style of the people. The invention of deadly weapons threatens the very survival of mankind on earth. The world today is now on unrest in the name of religion, region and power play. Crisis in human character and loss of values are being reflected in all spheres of human life and they became global scenario. Standard of moral and social life are gradually degrading. It might be supposed as obvious that value education can increase the global understanding capability and also increase the ability to be empathetic, understanding, and thoughtful towards others. Perhaps, that is the only basis to fill the crisis of universal brotherhood and peace establishment.

The system of value education plays an integral part in creating human capital in the right character and conduct. Human has compromised with its cardinal virtues in pursue of so called excellence, behind which human values have been abused and mutilated socially, culturally, politically and ethnically. Lack of value education has been an important factor in the global scenario of violence and terrorism, pollution and ecological imbalances. The Education commission (1964-66) and the National Policy on Education (NPE-1986) stressed the importance of value oriented education in our country. UNESCO Report (1972) also laid importance of value based education for global need.

Role of Teacher

Teacher has a significant role in cultivating the human values and transferring it to the next generation. Personality, activities and behavior of teacher has a tremendous impact on inculcating value education in educational institutions. Contemporary education demands value-based, focusing on transecting universal understanding, appreciating and upholding the life-sustaining moral values. "The student takes the teacher as his ideal. So, the ideal personality of the teacher exerts greater influence on moral and value development. Teacher's personal activity tremendously influences on students. So, teacher should establish and maintain clear standards of behavior, and encourage his pupils to behave towards himself, towards one another and to behave towards the entire community in a desirable way" (Nayak, 2010, p. 392).

Values are imbibed with education. By adopting a global education concept, teacher disseminates these values constructing virtues, strong character and life meaning. "Global education offers a holistic vision of professional practice and educational

change based on democratic, participatory and environmentally responsive education. It promotes human solidarity founded on mutual respect of each other's uniqueness, and a deep sense of appreciation of our common humanity" (Quisumbing, 2005). According to the concept of 'Learning to be' (UNESCO, 2002)² "Teachers role is most instrumental to inculcate human values and improve values education. The teacher is challenged to be open, sincere, genuine, non-judgmental and nonthreatening so that the learners find the freedom to be themselves. Values are needed to be shared, not imposed, in the context of meaningful interactions between the teacher and learner. At a time when the world is under risks of violence and terrorism, teachers can no longer afford to claim education to be 'value-free'; teachers should no longer shun the moral responsibility for teaching universally shared human values conducive to a culture of peace as well as an all-round human development."

³Teacher transfer values from the perspective of global educational aims to instill and internalize its core objectives for a sustainable world (Susan, 2001). Primarily with a sense of personal identity and self-esteem. Having a caring and compassionate concern for others, both in ones' immediate relationships and in the local, national and global community. Teacher having recognition of shared responsibilities and a willingness to cooperate with others. Also keeping commitment to upholding the rights and dignity of all people, concern for justice and equality.

Extended Characteristic of Teacher in Disseminating Human Values and Quality Curriculum

Propagation of Values in educational institutions is the sole duty of teacher accomplished by a quality curriculum. ⁴Quality curriculum offers an integrated framework of core values as guides for reaching our full potential as complete human beings in all our dimensions, thereby enabling us to develop the courage, wisdom and leadership qualities required, to contribute constructively towards building a universal learning of values and international understanding to become fully human, with the wisdom, compassion and understanding required for all the roles one fulfils, in order to meet the local and global challenges of the 21st century (Sucharitha, (2013). Teacher need to have a positive approach towards Value education as a mission and vision, for life and for prosperity. The teacher required to:

1. Exposed to the traditional values and ethics of education through training programmes from time to time.
2. Not to confine their job to a mere matter of completing syllabus and following the curriculum.
3. Should have the ability to make moral judgment which plays an important role in the value development, as it is a process of defining a happening in terms of moral justifiability.
4. Challenge students to have their own ideals, to define their own choices but not uncritically assume them.

Remarking An Analisation

5. Identify fundamental values; also to deal with the 'Process of Valuing', with practical examples and sample teaching modules.
6. Create a supporting environment within schools and a healthy partnership with the community for enriching the quality of education.
7. Share core values and acknowledges the great diversity among individuals and groups (racial, ethnic, social, cultural, religious, national and regional).
8. Encourage values anchored on human dignity like health and harmony with Nature, peace and justice, national unity and global solidarity.
9. Expose the ideas of accepting modernization, globalization and liberalization from the academic point of view.
10. Spread the sense of equality, mutual respect, the philosophy of live which in turn lead to the peace, well-being, and settled order of the human world which are desperately desired by mankind.
11. Not to condition the students in any particular belief, either religious, political or social, so that their minds may remain free to ask fundamental questions, enquire and learn.

Conclusion

It's a challenging task for teacher to disseminate human values among the young learners in this 21st century. Young minds have energy, drive and curiosity, but need guidance and road marker if their journey towards responsible citizenship, maturity and wisdom is to be secure and successful. Such guidance should respect and reflect the dignity, individuality and freedom of reflective and critical choice of the learner. Values such as respect, love, honesty, tolerance and cooperation must not just be thrown down at youth from on high but role modeled and practically experienced. If these are to be freely inculcated, it will become a part of the instinctive and spontaneous behavior of young people. In a suitable educational environment, youth can learn, acquire and express such values and corresponding attitudes, habits and flourish in preparing the world citizens of the 21st century by the teacher's accomplishment.

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