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VALUE EDUCATION THROUGH LITERATURE: SOLUTION FOR RECONSTRUCTION OF HUMANITY AFTER COVID19**SWAPNALI PRASHANT SHARANARTHI**Lecturer in English,
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Latur. 413512 (Maharashtra).**ABSTRACT**

Over the time Indian society has reached its highest peak of humanity with its excellent moralities, traditions and values. All those were reflected in different forms of art including literature. Whole world praised our values and morality which leads to humanity. World has set India as an ideal of non-violence, sympathy, humanity etc. Based on the philosophy “live and let others live” our culture teaches humanism irrespective of caste, creed, gender, religion etc. India is known as the land of introducing values to the world. Same things are given importance in our educational system too. It emphasized cultivation of moral values among people through formal and informal education. Unfortunately the pandemic COVID19 has got its unexpected influence on the social behavior. It has not only changed the personal perspective but also a social behavior. Some incidents prove that man has become aware of his social responsibilities during Corona. He maintains social distance, avoid social gathering, follows rules. But few incidents put a question on their awareness, maturity and humanity. We find that people have losted their sense of responsibility, reasonability, feeling of brotherhood and cooperation in this pandemic. We have learnt many things during this period. Many things we have to change including hygiene. But foremost need of the time is to work on the reconstruction of humanity after COVID19. It can be perfectly achieved through value education. Man is made of what he listens, what he sees, what he does, what he says and what he feels. Its combine result is what how he acts. So reading of biographies and autobiographies of well-known people like M.K. Gandhi, R. Tagore, Swami Vivekanand, Netaji Subhashchandra Bose, Mother Teresa, Baba Amate and number of Saints like St. Tukaram, St. Dnaneshwar, St. Kabir and so on, who worked for the construction of the society by serving neglected, deceased, poor, illiterate and exploited people of the society. Whose works, writings molded the society. Whose thoughts formed the base of the united Indian society may prove best source for value education.



Human being invented many things. But the basis of all his invention is his education. Rather education itself can be counted as his invention. Education is the means of transformation of an ‘uncivilized human being’ to ‘civilized man’. Education begins in the womb of a mother. As our Indian culture has the concept of fetal rites (Garbh Sanskar). It means the percentage of learning from informal ways is more than the percentage of formal learning. It’s a lifelong process which continues till his death. It can be a result of his interaction with different elements, at different stages, in different circumstances and environment. Indian culture, since Vedic period, has different perspectives of education. It has been elaborated by Indian Education Commission (1964-66) as “education ought to be related to the life, needs and inspirations of the people so as to be a powerful instrument of social, economic and cultural transformation.”¹

Education is a product of evolution. It is a process, a continuous process of social, moral, ethical transformation of the society and in a way of its people. It develops people’s thinking, their maturity, sensibility, responsibility, brotherhood etc. As a whole it defines social behavior of the people. Moreover it is considered as modification of behavior. It’s a development from infancy to maturity. It’s a process of imparting the knowledge about our present world and society.

Its first and foremost aim is to develop a civilized society with people of high morality and values. Its object can be to develop human communities with equality, justice, freedom, love and respect for all which constitutes harmony in the society. According to UNESCO study, “the physical, intellectual, emotional and ethical integration of the individual into a complete man/woman is the fundamental aim of education.”

Value education is inculcating the humanism and deep concern for the well being of people and the society. It is basically the training of the mind, feeling and its working. It generates innate interest and deeper curiosity. It develops attitudes, values and ability of critical thinking with proper judgment of the situation. It encourages social integration. Value education is a process by which students are given learning experiences and through such experiences students learn the moralities.

Indian government also promotes the value education at school level. MHRD took strong steps to introduce values in curriculum. It is a process which instills standard moralities to develop more and more civil and democratic communities. It increases tolerance and understanding level among the students. In simple words it is developing considerable behavior of an individual.

Value education is omnipresent and not restricted to the schools or colleges. Each element, each incident, each moment should teach a person a standard morality. Things must give him experience and through experience students should learn the values like empathy, respect, equality, freedom, justice, conservation of environment, critical thinking, reasoning ability, decision making, judgment etc.

Pandemic COVID19 and value education

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Education should provide instructional opportunities that help students to develop their beliefs about what is right and what is good for the welfare of himself and of the society too. Values teach them to think rationally, to feel correctly and to act in an expected way. Although values has got educational basis, it has its concern with the society at large. As India is a democratic country, every individual act influences the society, social structure and its behavior positively or negatively. From early ages value are foremost important for the people because it has sharpened the behavior, thinking process of common people. There were many incidents to demoralize them but only their thoughts made them powerful, made them able to fight out the situation, encouraged them to cooperate each other, inspired them to stand with people as a whole, made them capable to form an ideal society. It's possible only because moralities they have, values they preserved and transmitted to the next generation.

Now again it's a need of time to regenerate those values. It has to be given authentication by making it mandatory in the curriculum. As already UGC MHRD emphasizes the inclusion of value education at college level, it should be mandatory at school level too. Pandemic COVID19 has worst influence on the whole world. So called powerful, developed countries like America, Russia, Italy, France, and Australia are greatly affected and losted number of lives due to COVID19. People started to avoid social contact, social gathering. It is expected for their safety and to avoid community spread. But on the other hand it has developed suspicious attitude among the people. The feeling of cooperation has losted at some extent. People even do not have concern for their relatives, friends, neighbor and even their family members.

Number of news in the newspaper, telecasted on TV put a question on humanity. Is this the country which stood as a pioneer of values and morality? The incidents of migrant labors leave us speechless. We are stunned to see the unexpected turnover in the behavior of the people. Where are the values we talk about? Brotherhood, cooperation, integrity, unity, honesty, faith has losted its existence during this pandemic. Where is the society where values are praised? Where are the people who appreciated and followed the values and principles? This pandemic has deeply damaged the morality of the society which has to be restructured.

Change is the rule of nature. If the change upgrades human life that should be welcomed. But the change which totally destroys the human values would not be acceptable and sustainable at all. Varsha Gaikwad, Minister of School Education Department of Maharashtra, stated that during COVID19 school education would not stop but will change. This change denotes the online method of teaching, remote teaching. But while doing so we should not forget that students learn many things from company, from society, from small incidents, from observation would miss in new system, to which we call as informal education. So inclusion of value education in the curriculum would be a great help. The life experiences of great people like M.K. Gandhi, R. Tagore, Swami Vivekanand, Netaji Subhashchandra Bose would build their honesty, courage, loyalty and truth, non-violence. Life of Mother Teresa, Dr. Baba Amate would set an example of service to the society, especially of poor, neglected and deceased. Writings of St. Tukaram, St. Dnaneshwar, St. Kabir and so on would show them the right path of the life. Students must be thrown in the



sea of valuable thoughts of great people and train their mind to absorb them and mould themselves considerably. Each and every great person has got influence of other great person and developed themselves. In the same way, to develop a more sensible, more responsible and more moral community inclusion of value education through great literary works can be a part of change.

We must give enough scope for the improvement of the character through education. It is rightly said by John Dewey “Education is a process of living through a continuous reconstruction of experiences.” Students must be given life experiences to read, to see, to learn and to feel. They must be provided with a window of literature through which they could peep into the world of experiences and construct their character at their own. As Mahatma Gandhi has stated “ education is an all round drawing out of the best in child and man- body, mind and spirit.” Value education can reconstruct the humanity, morality and values in the society and its people as Gandhi had expected.

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