



The Comparative Study of Value Education in Society for Economical Progressive People and Unemployed Talented People in the Midnapur District of West Bengal

Ganesh Mandal¹ and Tarun Kumar Goswami²

¹Assistant Prof. of Midnapore Institute of Education

²Student of English Department Rabindrabharati University, Kolkata, West Bengal, India

ARTICLE INFO

Article history:

Received: 14 January 2019;

Received in revised form:

28 February 2019;

Accepted: 6 March 2019;

Keywords

Value Based Education,
Economic Crisis,
Holistic Development,
Social Development,
Relationship between Educated
and Economical Prosperous
Society.

ABSTRACT

The study is to explain the role of education on social development and progress, individual development and progress and to explain the dynamic relationship among the concepts. Education is not only an instruction but also a procedure to be taken place in society. To inculcate the value system in their confused minds and make them value-oriented powerful leaders, educational institution should take the initiative to impact value based spiritual knowledge to this new generation. Education as an essential activity in the development of society has seen major transformation, from which the new methods and models of the modern educational system have resulted. Education represents the basis of a society oriented towards the future knowledge becomes the main component of the economic and social growth and the economic crisis becomes an impediment in the development of the knowledge based-society. The present research 10 people in pursuit of their selfish gains. This is the present scenario which needs to undergo change in order to have peaceful society. The present paper is an attempt to state the comparison of value education in the present education system so that the future generation with nourish high ideals and values to contribute in the development of the society.

© 2019 Elixir All rights reserved.

Introduction

The primary aim of education is to sustain individual and societal improvement. This process contains both tangible and moral dimensions. Educational programs and the policies play the pivotal role in this social and individual progress. Social progress clearly indicates and general development in the community in terms of economic, social and cultural aspects. In sociological terminology, social development is used for a concept displaying all positive development in the social construct. The main difference between the living and non-living is that the former always renews itself. One of the mechanisms which provides and maintain this renewal is education. Community development and change is particularly related to the education and instructions that social problems are identified and citizens are informed about these matters in a democratic way. Educational facilities are important due to two reasons: First, it is to prevent people from falling behind changing social and economic condition. Second, it is to develop and change the community by restraining these conditions. The main duty of institution in almost every community is to sustain the existence and maintenance by regulating the relations. While determining the educational objectives, it is crucial to pay attention to individual and socio-cultural aspects and to take social efficiency criteria into consideration. The pattern of human qualifications are attributed firmly in action plans and programs of development and developing countries in the world. From a sociological perspective, it is assumed that there is a great relationship between educational policies and social expectations and ideals. Knowledge is a mental product of mind operations and is obtained via observations research,

education and instructions. Education has an economical value as it process a certain approach to cognitive problems. Knowledge is not a product or a process that is acquired an one's own. Produced knowledge should not be left on the shelf, yet it is to be used to actualize the social objectives. At that time, it will be possible to get over long way towards community development and change communities that went to develop and change should produce new knowledge and follow novelties continuously. The mere power which will endure this continuity is, of course, educations.

In ancient Greece, whereby a council of leading citizens was commonly empowered and contrasted with representative democracy. In which a council of citizens was appointed as the senate of a city state or other political unit. The Greeks did not like the concept of monarchy and as their democratic system fell, aristocracy was upheld. In the 1651 book Leviathan Thomas Hobbes describes an aristocracy as a commonwealth in which the representative of the citizens is an assembly by part only. It is a system in which only a small part of the population represents the government, certain men distinguished from the rest modern depictions of aristocracy tend to regard it not as the ancient Greek concept of rule by the best, but more as an oligarchy or plutocracy-rule by the few or the wealthy.

Objectives

- (i) The objectives of the study is to review how uneducated aristocratic class of people condemn the educated people by their financial strength.
- (ii) The study shows the comparison between the social contribution on educated and uneducated people.

As per data is collected from the following persons:

Sl. No.	Comparison between two types of classical people	Caste	Religion	Education	Social Relation	Contribution to Society	Financial Strength
1	Ramkrishna Bera	General	Hindu	V Passed	Self Confered	NIL	Strong in Economy
	Surojit Bera	General	Hindu	M.A.	Helpful	Take care of people	Weak in Economy
2	Tanmay Dolai	SC	Hindu	VI Passed	Ego-Centric	NIL	Strong in Economy
	Manas Kumar Dolai	SC	Hindu	M.A. , B.Ed	Helpful	Helpful	Weak in Economy
3	Sk Mahammad Golam Ismile	OBC	Muslim	IV Passed	Selfish	NIL	Strong in Economy
	Sk Mahammad Ismile	OBC	Muslim	M.A., B.Ed	Helpful	Social Service	Weak in Economy
4	Bikash Pore	SC	Hindu	VIII Passed	Arrogant	Diplomat	Strong in Economy
	Debranjjan Pore	SC	Hindu	M.Sc, B.Ed	Helpful	Sympathetic	Weak in Economy
5	Gour Kuila	General	Hindu	VIII Passed	Self Confered	Ego-Centric	Strong in Economy
	Sanjib Kuila	General	Hindu	M.Com, B.Ed	Helpful	Kind Hearted	Weak in Economy

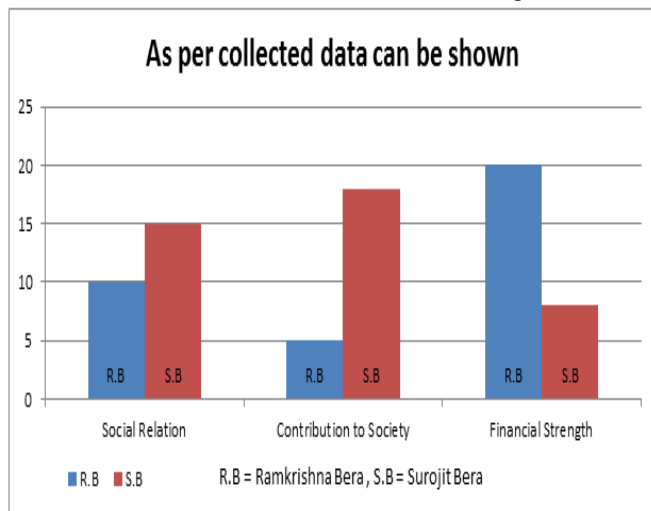
(iii) The study shows on knowledge based upon society for educated people suffer from economic crisis.

Methodology

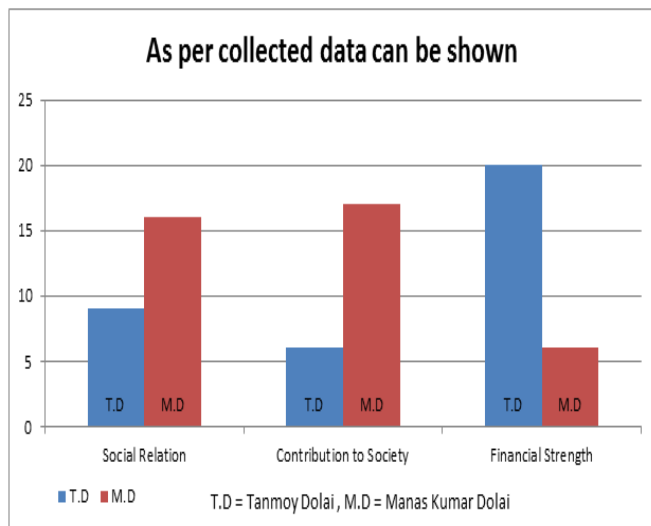
The primary data is collected from two types of people from the society, throughout random process and secondary data is collected from various references books and web resources.

Result and Discussion

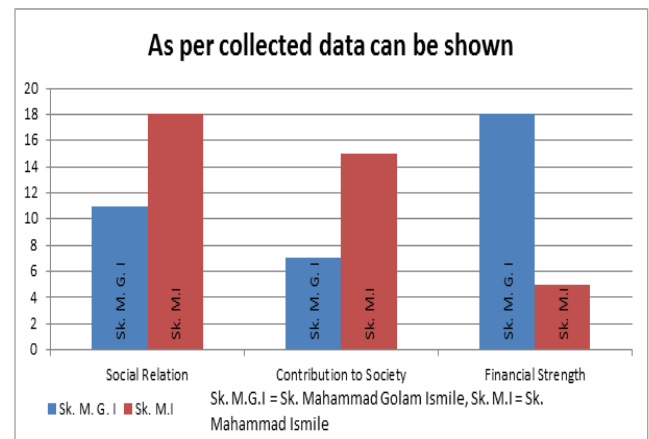
From the through study it has been observed that two types of person randomly selected from the society only their fictious names and their related information are given below:



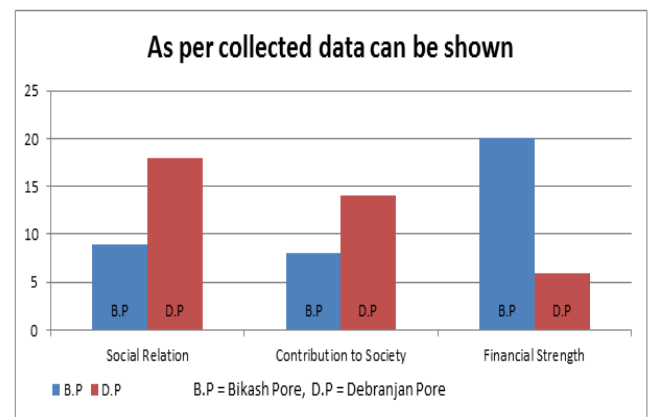
NO -1



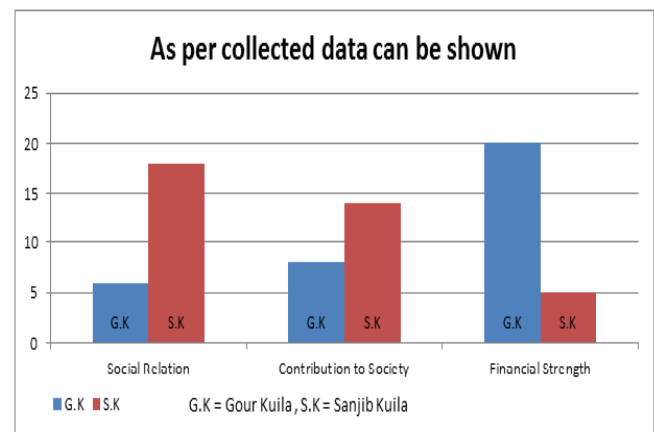
NO -2



NO -3



NO -4



NO -5

Conclusion

From the assumes data taken from the society it has indeed been demonstrated that uneducated people contribute society nothing but they have enormous financial strength than educated people who are weak in economy and ethical and devote their labour and knowledge to the society. No doubt education occupies a prominent role in human life. Not to speak of spiritual life we can't even enjoy the worldly life without education. If professional knowledge makes us to achieve the supreme goal of life that is self-realization. But now-a-days it is regrettable to comment on that social requirement and status based on powerful economy. Education system should have a holistic approach to education. Education without values no doubt can produce degree holders, doctors, engineers and so on but can it really produce enlightened human beings which considered the main motto of education.

References

1. Arslanturk, Z.ve Amman, T. (2008) *Sosyoloji: Kavramlar, Kurumlar, Surecler, Teoriler*, Camlica Yayintari, Istanbul.
2. Branden, N., 1996. *The Seven Pillars of Self Respect*. Ed, Colosseum
3. Ciobanu, O, 2003. *Romania's Economic Education Present and Perspectives*, Academy of Economic studies Publishing House. Bucharest
4. Dogan, 1. (2003). *Sosyoloji*, Pegem-Akademi Yayinlari, Ankara.
5. Hallak, J., 1990. *Investir dans l'avenir. Definir les priorites de l'education dans le monde en developpement*. Editions L'Harmattan. Paris
6. Indian conception of Values and Value Education – Dr. S.G. Nigal, Tattvajnan Vidyapeeth, Thane, 2006, pg. 10-11
7. Jyotirmayananda, Swami (2000) [1986], *Vivekananda: His Gospel of Man-Making with a garland of tributes and a chronicle of his life and times, with pictures* (4th ed), Chennai, India Swami Jyotirmayananda, P. 960, ISBN 81-85304-66-1
8. Leicester, M., Modgil, C., & Modgil, S. (Eds), *Moral education and pluralism: Education, culture and values* (Vol. 4, P. 171-180). London: Farmer Press.
9. Musgrave, P.W. (1983). *The Sociology of Education*, Methuen Pres, New York, USA.
10. Pratham Foundation. 2015. *Annual Status of Education Report 2014*.
11. Rosca, I., Gh., et al 2006. *The Knowledge Base Society*, Economic Publishing House, Bucharest.
12. Saterlie, M.E. (1988). 1984 and beyond: a reaffirmation of values. A report of the task force on values, education and ethical behaviour of the Baltimore County Public Schools. Board of Education of Baltimore County, Towson, Maryland.
13. Turkdogan, o. (1997). *Toplum Kalkinmasi*, Dede Korkut Yayinlari, Istanbul.
14. 'Value - Based – Education in Nepal' – paper by Dr. C.M. Yogi – Founder – Society for value Education (SAV) has nicely compared Education with the Value – Based – Education.
15. Wood, J. (2012). *Character Building improves Quality of Education*.