

World we live in and our Responsibilities

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Article Info

Article history:

Received 5 April 2015

Received in revised form

30 April 2015

Accepted 20 May 2015

Available online 15 June 2015

Keywords

Abstract

Knowledge initiates and resides in the mind of people. People with knowledge and skill are therefore the most powerful resources not only for the nation but also for the humanity. Human recourse is also a truly renewable resource. The young and educated knowledge personnel of today, that are we, are the true asset of the nation and world. Irrespective of what we do, adopt the scientific approach and never stop learning and must develop the sense of freedom and responsibility in making the right choices. We live in a time of amazing innovation and education but our darker natures threaten to use our creations to destroy us as well. We must let hope and light drive us forward and turn our back to the fears and biases of the past. Present paper is focused to set the responsibility of educators to develop the quality of good citizens who can bring about change towards the achievement of better societies in the future. This paper also focuses to find the standard shifts which are crucial in our educational philosophy and policy.

1. Introduction

Presently we live in a rapidly changing society. We live in the age of globalization and information & communication revolution. All these need to accept the realism of the intense changes that are distressing our lifestyles, our ways of thinking, feeling and acting. As educators, we should not only guide our students to differentiate between the abilities and views, the benefits and opportunities of globalization and the new information technologies on one hand, but also the dangers, threats, and shortcomings on the other. We must develop in them the sense of freedom and responsibility in making the right choices, so that the bonds of our human harmony are reinforced, as reflected by the famous quote of Earl Nightingale-

“Our environment, the world in which we live and work, is a mirror of our attitudes and expectations.”

Advances in the field of Science and Technology have touched human life in all aspects and brought in revolutionary changes in the way we communicate and the way we live. At the same time we see other aspect human suffering in such a magnitude, injustice, inequity, poverty, and war. All these cause growing degradation of flora and fauna to the planet Earth. All these alarm us that we need to bring about a massive fundamental change, a change in our behavior, in our irresponsible patterns of production and consumption. This in turn requires us to seriously reflect on our major responsibility of educating our youth to become the citizens and leaders of the future, the creators of better tomorrows, which is the main concern of present paper.

2. Major Problem

To address above mentioned challenge the major concern is to develop the right teacher education to develop the quality of our future teachers who can in turn educate the citizens and leaders of better future societies. This is a burning concern around the world and thinkers are suggesting their views. The major outcome is that the education should lead society by helping in the creation of

preferred desirable futures, not merely in preparing students to meet the challenges and dangers that await us, but also to empower them to image preferred futures and those to come to make these dreams come true.

3. Demand of Citizenship Education Curricula

Current scenario urgently need for new and appropriate educational programs and practices towards responsible and committed citizenship. A committed citizen should be able to distinguish what is right and wrong and to act accordingly. The curricula should make him learn and understand to about each other, accept and respect each other's individuality, where people learn to care and to share, to live together in a just and free, peaceful and compassionate world.

The education should be focused on: Sustainability of Planet Earth, Provision of Basic Food, Shelter and Health Care, collaborative peace, social justice and equity, participatory democracy, respect for diversity for human rights and fundamental freedoms.

4. Responsibilities and Character of the responsible Citizen

The responsible citizen should have the ability to:

- Look at and approach problems as a member of a global society
- Work with others in a cooperative way and to take responsibility for one's roles/duties within society
- Understand, accept and tolerate cultural differences
- Think in a critical and systematic way
- Resolve conflict in a non-violent manner
- Change one's lifestyle and consumption habits to protect the environment
- Be sensitive towards and to defend human rights, rights of women, ethnic minorities, etc.
- participate in politics at the local, national and international levels

5. Educational Hypotheses and Approaches for the responsible Citizenship Education

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in these Changing Times

This ideal type of citizen will be shaped by our educational paradigms, our philosophy and perspectives on teaching and learning, and will be realized through the approaches guiding our educational policies, programs and practices and their implementation in our schools, given a supportive learning, societal and cultural environment.

Citizenship education for our fast changing societies is not limited to the youth and to the formal school setting. It is a lifetime process of growth and development in personal and social consciousness and awareness, in knowledge and understanding of oneself and others, of social issues and concerns.

Still, the school retains its strategic role and its decisive influence on citizenship education and training. Nothing can replace the formal education system today, nor is there a substitute to teacher-pupil relationship.

A Universal and Unified Approach to Teaching and Learning: This total approach applied to citizenship education focuses on the universal development of the individual's faculties and capacities as human persons and as members of society. Furthermore, a new model for citizenship education should address the different dimensions of citizenship: personal, spatial and temporal, take into consideration the different contexts, global and local, and utilize different approaches to citizen education.

The Valuing Process in the Context of Universal and Unified Learning: The valuing process should be interactive and participative, experiential and reflective. It proposes a four-step process which does not necessarily follow a prescribed sequence, but may be modified according to the situation.

Knowing: This level basically introduces specific facts and concepts, information on social issues and problems, background data on culture, history, geography, economy, government, religion, and etc. of one's own country and those of others that are to be looked into and examined. This level should move into deeper understanding and insight.

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Understanding: Knowledge could be easily explained by the educator and in turn quickly memorized by the learners. The learners however need to understand and thereby gain insight in order to arrive at wisdom. These steps are expected to result in social awareness and consciousness, and social insight.

Valuing: This third step ensures that the value concepts are filtered through one's experiences and reflections. Since teaching and learning are conducted on a group level, the additional benefit of this step is the appreciation, acceptance and respect of both one's own value system and those of others.

Acting: The concepts and values that are internalized ultimately lead to action. Whether the action is expressed in improved communication skills, better decision-making, non-violent conflict resolution, etc., the value concepts find their way into our behaviors. The whole process may lead to the attainment of "civic capacity."

6. Conclusion

A teaching-learning approach which does not stop at knowledge and information nor at developing skills and competence, but proceeds to understanding and gaining insights, that educates the heart and the emotions and develops the ability to choose freely and to value, to make decisions and to translate knowledge and values into action.

Indeed, in the field of education, it is our accountability to lead in the total effort of designing and implementing new and more effective ways of preparing our future citizens and future leaders to lead in the creation of better societies. Our import task is to explain the valuable learning and insights gained from scholars on civic education, into planning and development of curricula and activities, so that the educational organizations can fulfill its mission. They can create a better and more human world for themselves and the future generations, a culture of peace, justice and love. We can and we must change ourselves by taking knowledgeable decisions, making the right choices in life and not letting others decide for us.