THE ROLE OF RELIGIOUS EDUCATION IN MODERN SOCIETY

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ABSTRACT

Religion is a universal phenomenon and people form different viewpoints regarding religion. The different meanings and understandings regarding religion by different people have been identified as, religion is a unified system of beliefs and practices that are relative to sacred things that is to the manner in which things are set apart and prohibited. There are some individuals that believe that religion is an attitude towards superhuman powers. In India, religion has been considered to be phenomenal and of immense significance, every individual has the right to practice the religion of his or her own choice this makes the country a secular country. In the present existence, within the schools and the educational institutions, there has been recognition of religious education and is considered to be significant. In India, performance of good deeds, communicating with each other in a respectful manner, working hard and being dedicated towards ones job duties, tasks and performances are considered to be vital aspects that an individual understood through religious education. The main purpose of this research paper, is to understand the significance of religious education, the main areas that have been underscored in this research paper are, understanding the significance of religious education, implementation of religious education in schools, religion and peace, religious diversity, and the influence of religion and caste on education. There is an existence of many religious groups in India, Hindus, Sikhs, Christians, Jains, Buddhists, Parsis, Jews, Zoroastrians, and Muslims. Each religious group exhibits one single feeling; each accepts the reality of immortality of soul, impermanent nature of the world, rebirth, the law of karma, good deeds, salvation, nirvana, reflection and all the other things that make a contribution towards the religious belongings. Each religion advocates primarily the single religious faith, and shares the belief in the value and the wholesomeness of life, faith in God, generosity, goodness, integrity and kindness, with every form of religion in the country.

Keywords: Religious Education, Schools, Peace, Diversity, Caste, Education

INTRODUCTION

The nature and purpose of religious education is considered to be vital within the educational institutions all over the world. These viewpoints have been influenced by modern philosophies of education from Rousseau to Dewey, by new understandings and explanations of human rights including the rights of children, and by progressive re-interpretations of religion on the part of theologians and religion scholars. In addition, the enormouscontact of modernization and innovation upon present-day social and intellectual

life cannot be overvalued. New ideas of human maturity have also indisputablycontrolled religious education. These include the value of significantconsideration, the principleimportance of autonomy of selection, and the impact of systematicreasonableness. At present, the unconstructive impact of economic globalization is promoting a new interest in the quality of religion as anessentialattributewithin the lives of individuals andthe communities (Religious Education in Schools, 2002).

Religious and moral education enables the children, young people, middle aged people, older people and senior citizens to discover and investigate the world's most important religions and views which are autonomous of religious beliefs and to believe the challenges posed by the beliefs and values. It sustains them in increasing and reflecting upon their assessments and their aptitude for moral judgment. Through developing responsiveness and approval of the importance of each individual in a diverse society, religious and moral education produces responsibleapproaches to other people. This responsiveness and approval will support in counteracting discrimination and prejudice as there have been discriminations and prejudices against children and young people with regards to various issues; such as in educational institutions, a teacher may show partiality towards an individual student and may discriminate against the other on the basis of giving grades and may show favoritism against various students (Curriculum for Excellence, n.d.).

Understanding the Significance of Religious Education

Understanding and learning through religious and moral education, enables the individuals to facilitate the following: (Curriculum for Excellence, n.d.).

1) Religious beliefs have been identified as an important expression of human understanding and practices; in the life of the individual, immense significance has been recognized regarding the implementation of religious practices and beliefs.

2) One has to learn different important concepts of life and existence from the religious beliefs, values, practices and traditions; an individual renders his performance and practices on the basis of different religious principles, norms, observations and rituals.

3) In India, there are different kinds of religions and all religions have their different cultures, customs and practices which are strictly followed by the individuals in all kinds of communities and societies.

4) One has to understand the responses of the religious and non-religious observations that can put forward the nature and the meaning of life; the significance of life and existence of the human beings can be understood through various religious beliefs.

5) There have been existence of different religions in India and throughout the world; an individual must learn to acknowledge the significance of all religions and should not discriminate against any religious belief, norm, practice or value.

6) Admiration, reverence, deference and respect are the terms that every individual should create within his mind regarding all religions as well as the human beings belonging to different religious groups.

7) One should discover and institute values such as perception, righteousness, empathy and integrity and get involved in the development and growthof their own moral values; one has to be honest, ethical and implement all the tasks in a decent and a responsible manner.

8) The significance of religious education has to be understood through reflection, innovation and vital assessment; when an individual implements certain practices, beliefs, attitudes, norms, behavioral traits etc, then it is believed that he realizes the significance of religious education.

9) When an individual is involved in the performance of various tasks such as making decisions, settling of disputes, conflict resolution procedures, than it is vital that his religious practices and norms are recognized such as solving the disputes in a peaceful manner and treating everyone with respect and courtesy.

10) Positivity and constructivism can be implemented when one puts into practice all the religious values, beliefs and norms in a well organized manner and effectively follows them.

11) All the individuals understand that learning is a lifelong process that carries on for the entire life of the individual; an individual gets engaged in not only academic learning but also other learning and how to implement all the required tasks and duties in an efficient manner.

Implementation of Religious Education in Schools

In schools and educational institutions, religious education has gained prominence; it is a subject that is taught at various levels in the field of education. At the primary school level, it is referred to as religious and moral education, which is a combination of religion and morality, while at the secondary level, it is referred to as religious education and is considered as non-compulsory (Baamphatlha, 2013).Religious values means in terms of faith in God; making attempt to understand Him, worshipping God, reading religious books, performing prayers and rituals, fear of divine wrath and acting in accordance to the ethical codes that are recommended in religious texts. The outward behavioral traits of religious values are going on a pilgrimage, living a simple life, having faith in the religious leaders, speaking the truth, visiting religious places and performing good deeds. In educational institutions, the implementation of religious education provides knowledge to the individuals about different religions, communicating to them about the practices, beliefs, norms, traditions and values of different religions, the teachings and the knowledge that different religious books and leaders provide to the individuals and the significance of living a simple life and performance of good accomplishments.

In the understanding of religious education, the main points that have been reflected upon within the educational institutions are recognition of all the appropriate knowledge and information that is vital to the existence of the human being. One should always follow the path of truth, honesty, ethics and uprightness; the individual should aim at building up his personality, he should be raised out of the unstructured sub-conscious mass into a well defined and an appropriately formulated structure, creating a well defined human being and developing of the individual should be done into a definite and a preciseself-conscious person. One should understand religion in order to develop a logical mindset, thinking, ideas and notions; the curriculum of religious education also includes information about various kinds of health problems, social integration and environmental sustainability. Generally, the main purpose of the multi-faith curriculum further guaranteed that students should be made aware of different religions that are present in the world as a way of encouraging the wisdom of acceptance as well as making a contribution to inter-faith openness and responsiveness.

Modern and Peace

There is a close connection between religion and peace; all the religions of the world unanimously talk about peace, non-violence and obedience, but when religion becomes a source of violence, thenthe people must takeaccumulation of the circumstances and take hold of theaccountability and conscientiousness for re-examining its principlesof peace, especially in a country such asIndia, where the majority of the populationis religious. Regularly and uniformlysignificant is theresponsibility to scrutinize these principlesconjointly with the definite point on the positionwhere violent acts normally take place.The need for persistently reexaminingthe notion of peace ispredominantlyfundamental to the endeavor ofeducation in the present existence, because the continued existence of civilization depends upon good education and religious beliefs, cultures, norms, ethics and values.Presentsystematic and methodical research calculatesthe occurrence of cataclysmic events following globalwarming; the rising sea levels will increasinglyoverwhelm coastal cities, wipe downthe islandstates, and put out of place or transfer millions of people. Socialscientists communicate the point that violent conflicts areto be anticipatedduring these kinds ofsituations (NCERT, 2007).

Educatorsneed to recognize that a fundamentaltransformation is vital and that approacheswill have to change and modify the cultures liberatedfrom the violent behaviorthat they unconditionallyincluded.It is certain that with the beginning ofmodernity, particular sub-cultures haveto containopinions and standardsbeyond those that are anatural part oftheir own history. Worldwidestandards and beliefs,such as, respect for nature, equal rightsfor men and women are illustrations of thesebeliefs that culture groups are necessitatedto maintain. In the educational institutions, it is vital that through religious education, the educators should try to provide knowledge to the students regarding the correlation between religious education and peace; the occurrence of disputes, conflicts, controversies is sometimes normal, but they should always be resolved in a peaceful manner, therefore, the educators need to teach the students that how important it is to maintain peace not only within an educational institution and ones house but also within the entire country.In some cases, people belonging to different religious groups do get engaged into disagreements, arguments, controversies and disparities; which may or may not assume a major form, therefore, these attitudes and behavioral traits should be avoided and one should implement peace as a result of understanding religious education (NCERT, 2007).

OBJECTIVES

1. To study religious education in modern society
2. To study religious education

Modern Diversity

Religion is regarded to be amain concern of an individual. Religion is worldwide, enduring, all-encompassing and permanentconcentration and awareness of the human being. The institution of religion is widespread and complete. It is found in all the countries and the communities, in the past as well as the present existence. Religious principles and practices are howeverdistant from being homogeneous. Religious dogmas have created an influence and condition upon the economic undertakings, political associations, dealings, production, businesses and educational jobs. The major religions in India are the following: Hinduism, Buddhism, Sikhism, Jainism, Christianity, Islam, and Parsi. The mainproposals and beliefs of each religion vary;but they exist within the Indian societyat the same time, all the religions are present within the Indian society(Indian Society and Social Change, 2011).

The preamble of the Constitution of India declares India to be a secular republic where citizensmay without any restraint worship and practice any religion of their choice. The right to freedom of religion isalso declared as a fundamental right by the Constitution of India. Indian religions have put forthsignificant influence all over the world (Indian Society and Social Change, 2011).

The major negative influences of religions are stated as follows:

1) Groupism—religion separates people and such kinds ofdistributions may comeduring the course of the development ofthe country.

2) Frequent conflicts—people belonging to different religions develop this viewpoint amongst themselves that their religion is better-quality;they even try to impose their religious practices on others which would lead to conflictsituations. In India the existence of communal conflict has become a common feature.

3) Dogmatism—every religion has a set of principles which may be superstitious; quite often suchthoughts obstruct the progress of the society and the improvement of the individuals,for example, in somecommunities there is no improvement within the status of women on account of the prevalence of religious traits.

4) Block social change—it is demanding and cumbersome to change thisapproach.

Unity and diversity of India is exceptional. It presents infinite varieties of physical, social and cultural patterns and traits. It is almost certainly in India that one can find acknowledging all the major religions of the world.India is considered to be the secular country, where every individual has the right to practice the religion of his or her own choice. These are strong unifying forces which bind the nation as homogeneous socio cultural entity.

The Influence of Modern and Caste on Education

There has been extensive research conducted upon thevarious kinds of characteristics of the learning and education of the individuals in India including the enrolment of children in school, their participation in the teaching-learning methods, their involvement in the extra-curricular activities and the main problems that they experience due to which they even discontinue their education and drop out of school.The vital question regarding the intercommunitydifferences within the school enrolment rates has not been researched to a complete extent. Inkeeping more normally with the recent research awareness into subjects of civilization andeducational achievement in other societies, the main area of inter-group disparities in school enrolment ratesin India also requires further research (Borooah&Iyer, n.d.).

There needs to be conducted an investigation whether, and to what level, the enrolment of children in schoolsin India was influenced by the norms, castes, or other socio-economic characteristics of thecommunities, and the religious groups that they belonged to such as Hindus, Muslims, Dalits or scheduled castes, scheduled tribes and other backward classes;there are twosubjects entrenched in this point. The first is that inter-community disparities betweensocieties, in the school enrolment rates of their students, could be due to the factthat the societies and human beings are different from each other on the basis of their religions, cultural values, norms, beliefs, attitudes and so forth (Borooah&Iyer, n.d.).In the present existence, numbers of international students go to foreign countries to acquire education, in some cases; they do face

discriminatory treatment from the educationists and fellow students in international universities, on the basis of their religion, norms, values or cultural traits. The influence of religion and caste on education can prove to be unconstructive and makes learning monotonous and tedious particularly, when an individual suffers or experiences caste based differences within an educational institution, it is frustrating and unlawful as well.One should make an attempt to incur positive influence of religion and caste upon education and not discriminate against any individual on the basis of caste, color, gender, creed, race, religion, ethnicity or socio-economic background.

CONCLUSION

There are numerous religious places in India and all individuals are free to enter into all the religious places. Religion has an important part to play in the social integration; in promoting social integration, religion is considered as a requisite strength amongst the individuals and the groups. The relations and the associations between different castes and religions in the village and other local levels are to be well formed through the understanding of religious values. Religion plays an essential part in the socio-economic development of the country;and in the resolution of conflicts and disputes; when two individuals or groups have been engaged in the conflicting situation, then recognition of religious values and beliefs always restrain them from depicting antagonism, fury, irritation or annoyance. During the celebration of various festivals, people of different religions greet each other and even take pleasure in the festivals of other religious groups, for example, Christmas is the festival of Christians and it is celebrated by the Hindu communities as well, similarly Christians, Jains, Buddhists, Sikhs and other religious groups take pleasure and enjoy the primary festival of Hindus which is Diwali.

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