Abstract: Education during ancient India was not merely imparting knowledge, teachings of skills and values but it was a mission for man-making. As the old value tradition and spiritualism are slowly vanishing, the modern scientific and technological advancement has brought revolutionary changes in the educational system. But the present school curriculum fails to restore the human values and the teachers are not oriented towards value education. Re-engineering of the social and civic values in educational programs may yield good results for generation, which in turn may make the present century a worth living, peaceful and regardful like.

Keywords: Academic institutes, Gurukula, India, teaching-learning, value education, ‘Acharan’.

Ancient educational system in India

Academic institutions in India were Gurukulas for centuries where the Gurus gave the students a multi-dimensional man-making education. Such education coordinated the three Hs of learners, namely -Head, Heart and Hand, which took care of the intellectuals and emotional growth of the students and the development of skills. The Gurus believed that education was a process in Gurukulas where the students developed into respectable citizens. They taught the students values, which guided them to a healthy and harmonious social life. The Gurus believed the human values were what the students should live by and what they would die for. The Gurus were convinced that providing the students with the knowledge and skills; and more important part was making them young citizens of values, culture and patriotism. Jayaraman (1990) says, “It is culture, which is responsible for maintaining the continuity of a society in spite of periodic changes in membership due to birth, death and immigration.

Each generation of a society passes on its social heritage and cultural tradition to the next generation, which is known as transmission of culture. The Gurus prepared the students to face the challenges of career and life by inculcating in them values of culture and developing in them a positive attitude, values and the right attitude helped their own progress. In a nutshell, education during ancient India was not mere imparting of knowledge, teachings of skills and values; it was, on contrary, a mission for man-making.

The popular concept of modern education, particularly secondary and senior secondary education has adversely changed with the main objective of passing the Board Exams with good percentages and grades. Earlier in the man-making education, the head saw the meaning of information, the heart saw its righteousness and use within boundaries of morality and the hand put it into action. Nevertheless, modern education has ignored the heart; it has ignored the fact that students are a subject matter of immense significance both for the present and future. The present day children stretch themselves beyond the limits to the extent of disturbing their mental poise and affecting the psychological well-being due to which values are forsaken and the interpersonal relationship breakdown.

The children have been caught in an ‘achievement fever’ and have become slaves of their own ‘machines’ to a great extent the educational philosophy of erstwhile British rule is responsible for this predicament. Jayaraman in this context observes, “During the colonial era the excessive emphasis on mastery of English as a language often eclipsed the purpose of education; it encouraged mechanical learning through memorizing and discouraged personal -fable”. The modern, scientific, and technological advancement has brought revolutionary changes in the age-old traditional values of ethics and spiritualism.

Concept of value

Values are that which guide our behavior and put meaning into our existence. A value stands for ideals, which provides mankind direction for leading a worthy life. Values are the guiding principles of life, which are conducive to one’s physical, social and mental health. Values are part and parcel of the philosophy of a nation, which in turn becomes part of the philosophy of its educational system also. Values are desirable styles of thought and action that promote individual and social development and well-being. They influence the selection of models, means and ends of actions by human beings. It has been recognized that the mere intellectual development of the students is not enough to promote social welfare and international understanding. A value-based education is needed for developing moral qualities, social attitudes, all round development of the personality, and also for
the development of co-operation and fellow feeling among students. Now what is value education? Mohit Chakrabarti (1997) explains it convincingly from the educational philosophy of Gandhiji. He says, “Gandhiji considers value education as an indispensable part of one’s endeavor of identification by means of self enquire, self analysis and self evaluation. Such type of education for values therefore, necessitates an approach that harmonizes the essential components contributing to the growth and development of personality. Again, Swami Vivekananda says, “Education for values should be education for man-making and character building. Values like cooperation, tolerance, neighborliness, austerity and so on should be exercised in right earnest in the continual course of education.

Thus, values are closely related to the aims of education. Aims of education are formulated with reference to philosophy of a nation. Values are also integral components of philosophy. Hence values and education are interrelated.

Value education is planned for realization of the objective of the creation of the just society. Values that are to be inculcated among students for the purpose are drawn from national goals, universal perceptions, ethical consideration and character building. Emphasis is to be on the development of qualities that make a man socially effective for building. Emphasis is to be on the development of perceptions, ethical consideration and character purpose are drawn from national goals, universal values that are to be inculcated among students for the objective of the creation of the just society. Hence, we experience a serious value crisis in the country. Factors responsible for this value crisis include impact of western philosophy, explosion of scientific knowledge, urbanization and impact of materialistic outlook.

The present school curriculum does not properly depict human values and the teachers are not oriented towards value education. In long run, this will result in the development of lop-sided personalities as the moral, religious and spiritual values are being pushed back. We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet. The aim of education is the manifestation of perfection already in man. If education in our country has to fulfill the above urgent need, then it is absolutely essential to promote value oriented education in our educational institutions. Re-adjustment in the curriculum is necessary to make education a forceful tool for the cultivation of social and moral values.

**Importance of value education**

Education is the potential and powerful instrument to bring modifications in the behavior of individuals. The educational system has to be geared to uphold the great ideals of democracy, secularism and morality. In order to inculcate secular outlook in the students, secular values of tolerance, co-operation, appreciation of others’ views and mutual understanding should be internalized. Moral values include honesty, truthfulness, good character and proper conduct while the social values include sense of discipline, social conformity, social justice, social sensitiveness and altruism.

It is the activity on value education that teaches the children the principle that the personal integrity is more important than the company manners. It is value education that gives their life a concrete direction, meaning and profundity. The values shape their inner sense of what is right and what is wrong. Values are not laws but they are principles that show a person who he is. It is the light of values the child should make the right choice, they should act with integrity, honesty, courage and generosity.

Value education teaches the children that knowledge and skill are not the only requisite to succeed in life, but a positive attitude and humane way of action. Values teach the children to laugh at their miseries and be sympathetic towards others miseries.

Education is becoming more materialistic in recent years. The old value tradition and spiritualism are slowly vanishing. The modern scientific and technological advancement has brought revolutionary changes in the age-old traditional values of ethics and spiritualism. No conscious efforts are made by the educational authorities to bring about value-orientation to educational programs. Values are only being referred to incidentally in the curricula and no plan has been worked out to inspire students to imbibe in themselves all the desirable moral and social values. Hence, we experience a serious value crisis in the country. Factors responsible for this value crisis include impact of western philosophy, explosion of scientific knowledge, urbanization and impact of materialistic outlook.
Role of teacher

For inculcating the values in students, teacher acts like a doctor. Just as a doctor sometimes has to go beyond financial considerations and personal family problem to take care of individual patients, similarly, the teacher has to go beyond personal benefits and family matters, to take care of students. The doctors get happiness from their jobs when a patient is cured; similarly, teachers get happiness when a student brings the desirable changes in his behavior. It has been clearly stated in the Draft of NPE 1979, “Teachers have to play a pivotal role in reforming education at all levels.……The teaching community should become increasingly aware of the crucial importance of their role in molding the lives and characters of the future citizens of the country. They should themselves be model citizens, committed to the task of national and social re-construction”. A person, who succeeds in the right way, is the one who inspires others to succeed.

The universal principle of ‘love’ should be properly developed among individuals. Teacher should aim at this idea, which will help students when they enter different fields at work with their fellow beings with love. It will help them to lead a collective and harmonious life. Students must be encouraged to know the greatness of love and be influenced to associate themselves with the object of love towards their fellowmen.

Programs for developing the values

To inculcate values among students, activities viz: telling stories of great men, introducing scriptures of great religions, introducing essential teaching of great religious leaders, introducing service activities in the school and neighborhood, celebration of national and international days, health and cleanliness programs, socially useful productive work (SUPW), celebration of national festivals, cultural and recreational programs, debate for humanizing communication skills, Yoga and meditation, group discussion on current affairs, inter-religious dialogues and speeches in morning assemblies can be considered by the educational institutions.

The aforesaid value-based programs are suggestive in nature only and the teachers will have to choose any number of value programs. It should be remembered that the future of younger generation starts from only where we end. Re-engineering of the social and civic values in educational programs may yield good results for generation, which in turn may make the present century a worth living, peaceful and regardful like.

Conclusion

Value education teaches harmony, independence and leadership. The ancient Indian traditional approach of education has always stressed on ‘Acharan’ i.e. conduct of individual along with scientific knowledge. On the contrary, the present educational system emphasized a great deal on simply acquisition of knowledge marginalizing completely the social personal qualities and values. It is an encouraging sign that educationists have started realizing that too much emphasis on scientific and technological development and its impact on education has left behind the human development quite low which is now influencing the current generation adversely. Inclusion of values can defuse the situation but this can become a reality only when the teachers are convinced and committed to the promotion of these values.

References