

**Akanksha Srivastava**Assistant Professor, Post Graduate Deptt. of Education,  
Pestle Weed College of Information Technology, Dehradun.**Abstract**

*This paper attempts to compare the concept of value education in modern India and the concept of value education in ancient India. At a practical level value education ensures that the school fulfils the aim of the national curriculum: to promote pupils' spiritual, moral, social and cultural development and prepare them all for the experiences of life. At a philosophical level, the answer lies in a deep conviction about the purposes of education. Defining value education as education itself, the author advocates the need of teachers and elders as an agent for social change. It is required to modify the teacher training programmes to equip the teacher to deliver the quality of values as per the situation and explore the process by which children develop values essential for living in the society. Teachers need to be trained to create situations and be imaginative to reflect on that situation by making students aware of values and highlighting its need.*

**Keywords:** Value Education, Human Values, Cultural Development

Values are the essence of Indian culture and it's a pity state of affairs that even after being an Indian we need to be educated in values. It was in our blood, we were absorbing these values every second and we were the one who have produced the personalities which are considered the embodiment of values by the whole world.

Then, where we went wrong, what happened that started the perishing of these human values. Compared to today's scenario ,in ancient India there were less educational opportunities, now there is more education but more greed ,more selfishness more sins ,more corruption....The question is ...Is today's educational system breeding these attitudes? To find the answer let's visit some specific features of ancient Indian Educational System that bred these Human Values.

In the past there was Gurukul System. All students without any discrimination resided together in the ashrams. They learned the value that we all are same. There was Bramhacharya, the period dedicated to education, free from all sorts of distractions and they absorbed what they were intended to learn.

There was joint family system, the values like taking care of young ones, respecting the elders ,sacrificing one's own interests for making others happy and many more such family values were continuously present to be caught and practiced. Teachers were real learners, the role models to be followed.

Sanskrit ,the language in which all our great epics are written, was the medium of education. Students themselves can read these epics and get the glimpse of real human values and can pass it to the younger generation. The Vedas, The Mahabharata, The Ramayana were the part of curriculum so that the culture, the values that belong to India are not lost but strengthened.

Self Discipline, Yoga, Meditation were there to stress the importance of physical values and to emphasize the importance of self knowledge, the importance of a calm

and peaceful mind that can regenerate love and peace. Dignity of labour was taught to inculcate the value that nobody is made superior or inferior by the type of work he performs.

Gurudakshina, a voluntary practice by the student, was there to make them understand that teaching is not a money making machine but a noble duty.....a man making profession. In ancient Indian educational system E of Education stressed on Emancipation, Ennoblement and Evolution.

In the light of above mentioned few facts, lets analyze our today's Educational System.

Joint family system is at its decline and Nuclear family-Single Parent family and Childless couple concepts are gaining weightage .But in this race of gaining everything we are actually losing everything. The only value we are providing through this system is to be self centered, desensitization to the needs of older or younger generations. Schools and colleges are becoming the breeding houses of discrimination. From admissions to evaluations, from selections to promotions the only value we are fostering is discrimination.

What to say about distractions.....during the educational period the child is attracted to all other things except education. He is absorbing none of the human values because to absorb the values two things are compulsory – one is that the values should be present around you as values are caught and not taught and the other thing is that one should be actively involved in the activities that can inculcate such values. But, unfortunately neither the teachers are the role models to provide live value examples to the children nor the activities are oriented towards such attitude developments, the activities are mere rituals.

As far as medium of education is concerned, the things are fine with Hindi and English. But in spite of making Sanskrit a compulsory language students are running more towards French, German and other foreign languages. If we will not



be able to even read our great epics which are a treasure of such values how can we understand or transmit our cultural values. It's a big challenge to find and develop some Sanskrit Laureates who can really preserve our epics, our culture and our values.

Education has now become synonymous with Examination, Employment & Empowerment. We have certain responsibilities not only as teachers but also as human beings. Our efforts should be directed towards the goal of creating true human beings and the role of education in this perspective cannot be under estimated.

We need to enrich our curricula with the Life Histories , Speeches and great works of Eminent value oriented personalities. Their thoughts and discussions should be an indispensable part of the curriculum .The moral oriented stories from our great epics and their social, moral and humanitarian usefulness need to be stressed.

To inculcate values in our children each and every teacher and each and every subject will have to act as a means to achieve this end. Every teacher has to stress the values embedded in each and every subject and should not concentrate only on the content of the subject. Different approaches can be incorporated like:

Humantisation approach-Treating the child first as a human being; Independent approach – teaching core values; Integrated approach – teaching values with the curricular subjects; Subtle approach – Being a good role model and teaching with love; and Working with Community.

Students should be encouraged to use their Head, Heart and Hands as such; Activities using their Head – Solving riddles and puzzles, Dramatization, Role Play, Discussions and debates etc. Activities using their Heart – Music, Games, etc.; and Activities using their hands – Drawing illustrations and coloring, poster making, making models and collages, craft work etc.

Although Value Education has been added as a part of curriculum but passing out exam by mere memorizing the words will not solve the problem. There have to be some real activities which can develop the initiative for service to others, love, care, sacrifice, equality etc. Today's children are also the one with same inner constitution as

the one in our ancient times. A study titled “Reflection On Teaching Today And Tomorrow: An assessment Of Manipur” highlights the order of values still cherished by children. So, the bottom line is that we as teachers or parents have the same raw material with us, the one which created the great icons of human values, but we are lacking something on our part in shaping that raw material. Teacher Training Institutes have also to play their part sincerely. There is a symbiotic relationship between the curriculum of schools and teacher education curriculum. Till the teachers being prepared are not practicing these values they can never instill them in their students. Their curricular and co-curricular activities need to be restructured in this reference.

Values are the base of our existence. They make us realize that what we are, is more important than what we have. There is an urgent need for change – changing from what we are to what we have to become. There is nothing in a caterpillar that tells that it's going to be a butterfly. It's the cocooning time that it takes to introspect, to know its real existence and to understand what it is supposed to be and this converts it into a flying, colorful butterfly. Perhaps if each of us would take some “cocooning” time, we would begin our own metamorphosis!

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