



IDEAL SOCIETY – INTEGRATION OF VALUES IN EDUCATION – A GURUKUL APPROACH

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ABSTRACT

It seems to be a widely –shared lament that with the rapid spread of modern education , time – honoured values are quickly disaooeering from our personal and collective lives .This may not be a mere coincidence because modern education focuses mainly on the cognitive or intellectual development of children , paying relatively little attention to nurturing their affective or emotional intelligence. An initiative that aims at making value education an integral part of a student's life , with an interesting model for teachers to adopt.

KEYWORDS : Ideal Society, Education, Value integration.

INTRODUCTION

It is aptly said that the purpose of education is to make a person orderly within himself as well as an orderly unit of the family, society, nation and the world. Thus, education must aim at the holistic development of an individual, who is responsible as well as sensitive towards the needs of others. But in today's fast-paced world with unprecedented changes in society, we have absorbed the characteristics of the era and to a great extent deviated from the right path. Deep-rooted values, ideas, attitude, hopes and aspirations have all undergone a sea change. Children, too, have not been left untouched. In the present scenario, where a person's morals are dwindling, training young minds and inculcating values in them is the responsibility of parents as well as teachers. As children spend a better part of their day in educational institutions, it becomes imperative that teachers take over the responsibility of creating an ideal environment so that qualitative values can be restored.

DESCRIPTION

Inculcating values in youngsters needs to be done with zeal and enthusiasm. Children observe and learn from their teachers. They not only imitate them but also imbibe their behaviour pattern. Thus, teachers need to become role models for their students. They must integrate values with the curriculum, highlight the positive aspects of day-to-day issues and inculcate values in children by adopting an indirect and friendly approach.

As morals and values cannot be imposed, teachers must discuss news happenings and incidents, to create an environment so that children are induced to think, analyse and learn to differentiate between the right and the wrong. Compared to the outside world where children have too much to get distracted by, teachers can play a pivotal role in discovering the interest and aptitudes of their students and also inspire and motivate the young minds towards the right direction.

A little effort on our part will surely go a long way as children will be encouraged to synergise all their efforts in pursuits of the desired goal by following the righteous path and not fall prey to undesirable distractions. Teachers are looked upon as philosophers, guides, mentors and role models, thus they must impart 'vidya', the knowledge that illumines the mind and soul, with a sense of responsibility. Only then will the younger generation be successful in making a significant contribution towards the betterment of society.

Various efforts have been made in the past to promote value education in educational institutions. The results of these have been mixed. Overall, they have not been able to stem the perceived erosion of values in society. Some schools teach 'Moral Science' or 'Life Skills' or 'Civics', packaged as a separate subject, but, in many cases, neither teachers nor students take the subject very seriously.

It is often regarded as an 'extra frill', a 'subsidiary', an add-on, and as simply an unavoidable burden. It languishes at the periphery of the curriculum. Teaching values in this compartmentalized way has been found to be rather ineffective, and some times the entire exercise is generally reduced to sanctimonious preaching.

Governmental authorities seem to have woken up to the magnitude and scale of our moral decline, recognizing the role that education can play to help remedy matters in this regard. In October 2012, the Social Justice and Empowerment Ministry requested the National Council for Educational research and training (NCERT) to resume moral and value – based education at the elementary school level. In the same month, the Union Human resource Development Minister announced plans to focus on moral education in order to promote positive values among the country's youth. In December 2012, Provoked by a massive agitation in the wake of a rape of a girl in Delhi, the prime Minister's Office directed the Human resource Development Ministry to give greater stress on promoting value education in schools.

A workshop for teachers aims at familiarizing teachers with how values can be extracted from everyday lessons in the classroom.

Teachers have to prepare the lesson plans in such a way that every single concept in the lessons are integrated with values that are helpful in shaping the behavior of the students so that they lead a happy and blissful life in the society.