



Mirroring the Delusion in the Air: Value Education, It's Past and Present

*Dr. Birbal Saha **Mr. Sambhunath Maji

* Associate Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia Campus, Purulia Zilla Parishad, Old Administrative Building, Jubilee Compound, P.O. & Dist- Purulia, WB-723101, India

** Assistant Professor, Department of English, Sidho-Kanho-Birsha University, Purulia Campus, Purulia Zilla Parishad, Old Administrative Building, Jubilee Compound, P.O. & Dist- Purulia, WB-723101, India.

ABSTRACT

May the world march forward with new technological possibilities and discoveries. This positive marching is pushing the whole humankind backward with the gradual loss of value education in our daily life. This article examines the glorious past of Indian Gurukul Teaching System and the education system of 21st century in India, which is laden with ideological burden and political unrest. This research article also concentrates how technological growth of our day, media culture of 21st century and unrest among the nation-holders have jointly lined the funeral of glorious teaching in Ancient India. Apart from the petit reference and description, this paper suggests some potential remedies that may stop the gradual degradation, which is touched upon earlier.

Keywords : Vanished Gurukul Shiksha, Lack of Value Education, Multidimensional Threats, Remedies

INTRODUCTION:

Even a few decades back Kanai and Balai (two siblings) used to behave as brothers and divided the fruit in pair. Now, they are competitors in switching the remote first in order to see Chota Bhim or Bal Ganesha. Modern technological discoveries like animated Bhim or Ganesha have assassinated the brothers in them, meaning the value in the siblings. The value oriented lessons that we used to swallow from our older and elders are now copiously distributed by a 'delusional reality' which has no essence. Men and women are behaving like dehumanized tools. Education and the Value education are viewed as extravagance, whereas it should have been reacted as stipulation for all.

DEFINING VALUE EDUCATION:

Value education starts with the realization of the self and goodness within. It is one such bird that finds pleasure in the flight. One ideal educated fellow who has the value education should spawn the value in others. In order to maneuver this among his fellow citizens he must be a good neighbour: "Love thy neighbor." This move will be inundated with cordiality and humanitarianism. After realizing the self as blessed self one should operate the same harmonious touch among his fellow citizens. A healthy value education not only spreads the power of realization of the self, it maintains a nice fellow-feeling, which is all very good. Good education must breed a mind which should equally be respectful to the history of nation. To be more explicit, healthy education should temperate and civilize a mind which will value the rich heritage of a nation, its past history and present glory. Globalization is strangling our Nature which is indirectly a mild poisoning for us. An ideal education should engender a mind which will be equally obedient and vigilant of our external Nature, which customarily seen as mother. Right education will direct a right attitude to Nature where a pupil will take care for sapling as he does in keeping his books. Value education redirects us to value Nature. Spiritual value is the richest gift that good education licenses. Realization of the value of the self in terms of the universe negating corporal existence in order to unite the smaller me with Mightier He is the real essence of spiritual value education which all popular ancient education used to

offer. It is almost like boating the stranger and counting his wrinkles on the silky water.

GURUKUL SHIKSHA: A STOREHOUSE OF VALUE EDUCATION:

A country rich with culture and heritage, India did have long alliance with 'Gurukul Education'. They intended to encourage the pupils so that they could embrace education. At the same time, they could value the essence of spiritual and moral elevation. Ethical issues were at the centre of Gurukul Education. Students would take their lessons with respect, honour and reverence. Lesson-givers would equally be respectful and reverential. Guru (teacher) was almost an alternative father-figure who would affectionately love the pupils and carefully inculcate the value in them. Guru was a perfect individual whom the pupils would love and imitate. This simply declares that ancient Indian education was positively obsessed with the growth and development of personality and the ethical value in them. Time flies and so flies the good old days. In the 21st century Gurukul Education has become almost an invulnerable dream.

MULTI-DIMENSIONAL THREATS:

A scholarly appraisal shows multidimensional threats that have fueled the relapse of the value education. A postmodern theorist like Jean Baudrillard opines that the technological growth in the 21st century has done the severe damage to our present values. Modern scientific inventions and the media culture of our days have jointly created a different reality what Baudrillard called 'hyperreality'. Books are replaced by ebooks and text is substituted by hypertext (e.g. http). Before this, book was the centre of all moral and ethical values. But mankind is moving faster to catch such delusional reality which is a complete nothing. Influence of high culture and popular culture are playing the same turbulent role in the deterioration of value education in men. Progressive countries like India are heavily predisposed by all these. Unrest in the field of national level politics is doing another moral attrition. Westernization of everything is the major threat in building the tombstone of affluent Indian value that was once distributed knowledge and value through Ashram Shiksha of Gurukul Shiksha.

SOUGHT OUT REMEDIES:

In order to redeem the value education from the curse of modern and ultra-modern technological growth many solemn endeavours were adopted in India. University Education Commission was the initial attempt taken under the conduction of Dr. Radhakrishnan in order to restore the great Indian tradition of giving value education in the year 1948. The prime objective of this commission was to broaden the mutual understanding among the students that would possible through reading a special category of book. The Secondary Education Commission of 1952-53 of Dr. Laxmanswami Mudaliar proposed the investiture of prayers, spiritual sansker and reading of the biographies of great men in order to deepen and magnify the field of moral value. Religious And Moral Education Commission of 1959 declared good habits and noble behaviour can be fundamentally widen by enlarging the horizon one's religious and ethical values. Education Commission (1964-66) under the leadership of Dr Kothari talked about the balanced growth of human value and skills. According to Kothari Commission, modernization is essential where democratic value, comprehensiveness of religion would play a formative role. Right to Education (Act of 2009) is the latest venture adopted by the government of India.

SUGGESTED REMEDIES:

A brief survey of the existing education system of India presents a big platter of violence in the educational institutions. It needs proper remedy. Bernard Shaw once declared in his

essay "Freedom" that human nature cannot be changed until we catch it young enough. In order to teach the ideal value education the beginning of any offspring is crucial. Every budding offspring should be given education where the touch of the lesson-giver will be humanitarian. Religion is the greatest umbrella of moral values. Religious books that can give value education should at once be included in the proposed syllabi. Prayer before the start of the lesson and after the lesson should be strictly maintained both by the teachers and by the pupils. Instead of injecting some mercenary math or fantastical verse in their early age, the biographies of good and noble person should be narrated before them. It will be better if they are presented with video documentary. Reading of great men's biography and visualization of it will enrich them in both the ways--- spiritually and ethically. Educational tour, in regular basis, to the places which are historically important and morally can be a remedy.

CONCLUSION:

This article, in the ending part of the discussion, will equally focus on the role of the teachers as well. Every single person who is associated with this man-making process should more earnest and humanitarian in their approaches to the pupils. Callousness of the lesson giver will breed the impatience on the part of pupils. Impatience will gradually assume the shape of indiscipline and audacity. A newcomer pupil is almost like a handful of clay. The compassionate dealing will shape it in an ideal way.

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