

Paradigm Shift of Value Education in School, Since ancient period

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Abstract- This paper presents the paradigm shift of value education in school since ancient period. It highlights the basic structure of ancient education which contributed quality manpower imbuing moral, social and civic values to the society. It also shows the erosion of values and how values shifts from the ancient base to modern era. As a result, calls for several reforms in present situation which can be implemented from the ancient education for overall development of students as a human being. The quality of education generally influences on the quality manpower for social benefits.

Index Terms- Paradigm, Shift, Value education, Erosion, Downward of values.

I. INTRODUCTION

A paradigm shift is the fundamental change in individual's or a society's view of how things work in the world. Values are the principles or standards of behavior, one's judgment of what is important in life. In ethics, value denotes the degree of importance of something or action, with the aim of determining what actions are best to do or what way is best to live or to describe the significance of different actions. The value of a person or a group are the moral principles and beliefs that they think are important.

India has a glorious educational and cultural background. The development of Indian education and culture stands by the conflict. As well as Indian history, the educational and cultural history of India has also time span of ancient, medieval and modern period. Values are the soul of Indian education and culture. It is a pity to state the fact that, even as an Indian further we must be aware and educated in values. In the past Ancient period, there was Gurukul system. Students lived with Guru and acquired value oriented education. It was situated far away from bursty urban to sylvanic rural area. What an excellent choice of area ! The basis of admission in the rural sylvanic educational Institutions were moral fitness and unimpeachable conduct. Students had to read the value based epical stories, which was the curriculum. They can easily acquired the basic idea about what is sin and had abstained from that type of work. The father and the mother only create the body but the condition derived from the instructions of the preceptor was sacred, undecaying and immortal. The preceptor had regarded as father and mother and must had against sin . Both the general course of the narrative and the episodes or stories of the Ramayana and the Mahabharata introduce us to ideal students , teachers , schools and hermitages and other centre's of learning . The main features of ancient

education was infusion of a spirit to piety and righteousness, formation of high character and development of personality, inculcation of civic social values, preservation-modification and transmission of culture. Living within the joint family, family values like to take care of the young and new born babies jointly, respecting the elders, to sacrifice someone's own interests for growing another one's happiness and many more such family values were continuously present to be caught and practiced. Self discipline, yoga, meditation etc were practiced for build up physical values and also emphasized for self knowledge. The importance of a calm and peaceful mind which can regenerate love, peace and world brotherhood. Dignity of labour was taught to inculcate the value that, nobody is made superior or inferior by God and all type of work which he performs is not be measurement of superiority or inferiority.

The erosion of values started right from the medieval period. The foreign attackers like Taimur Long, Mahammud Ghori, Sultan Mahammud destroyed many Hindu temples and ancient literatures. The great traveler and historian Iban Batuta saved many such ancient literatures from the invaders and sent it to Bagdad, Persia and other Islamic states to their friends. It is a great lost of Indian civilization specially in the field of moral, cultural and aesthetic values. On the other hand in the Pathan, Sultan and Mughal regime the remaining values eroded by destroy of Hindu temples, transfer of religion, non-tolerance of other religions and non-assistance of financial allotments with other benefits for the vedic type of educational institutions.

The modern era started with the hands of British. Like other expeditionary they also attacked our saints, temples, education and culture. They set up education highlighting English language by neglecting Sanskrit, Hindi, other Indian languages and our traditional culture. The Christian Missionary education is self centric and other type of erosion of values. It is the fundamental change in shift of values. Joint family system is at its decline and nuclear family concept being accepted. Single parent family and childless couple concepts are also accepted. Actually thirst for sensual pleasures we are really losing all types of values. We became self centered by avoiding the needs of older and younger generations. Educational institutions became discriminating houses. From admission to evaluations, from selections to promotions the only value we are fostering is discrimination. In the light of above mentioned facts, let's we analyze our today's education system .Where we went wrong ? What happened that started the decrease of these human values ? Compared to today's scenario, in ancient India there were less opportunities, now sins and more corruptions. In independent

India, various committees and commissions (Radhakrishnan Commission, Mudaliar commission, Kothari Commission) report also suggested to revive our losing downward values.

II. CONCLUSION

In the modern age our education reaches at the highest peak, students achieve external knowledge without acquiring values. From the analysis of events shows the present scenario of the Indian education, its achievements and drawbacks. It demands further reforms by imbining moral, social and civic values from the ancient education.

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