

EDUCATION IN HUMAN IDEALS

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ABSTRACT

In spite of the marvels of science and technology, we live in a world that is worrying under the dark shadow of fear of war and annihilation. Our scintillating progress in controlling the material world has not been matched by a corresponding advancement in human characters and virtues. Indeed, many observers feel that the human values are disintegrating in all walks of life, both public and personal. To correct this imbalance and renew individual commitment to an active values-based life, many distinguished thinkers have made a plea for integrating the human values in education. If these human values are inculcated in our children, the twenty first century can promise a much better future. While efforts can be made to inject a dose of the values into the entire educational system, the prime focus of attention in the initial phase would have to be the impressionable age group of 5 to 18 years, where a commitment to the values and virtues can be implanted to reap a rich and composite harvest of character and excellence. Realizing the overriding importance of integrating the human values in education in India since independence, different educational commissions and experts committees have laid stress on value orientation in education to build a new India true to her philosophy and culture.

An analysis of the reports and views reveals the steady consistency towards the importance of values education as a social end. However, in actual practice, one finds that, if anything is missing from the educational scene, it is the values as well as the integrated development of the human personality. It is probably because the various reports not only do not spell out in detail the concept of values in the context of education, they also fall short of providing concrete and specific steps to implement their recommendations about making education value-oriented in practice. In the present paper, therefore, an effort has been made to provide a framework of the concept of values and education and to determine how the values could be applied in day-to-day educational practice, especially at the formative stage of education.

KEY WORDS: Curricular Activities, Co-Curricular Activities, 'Para Vidya', 'Apara Vidya'