

Historical foundation of value based education in India; a theoretical study

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means to 'bring up'. Education is the most powerful weapon for the social changes and developments. Values are a set of standard thoughts and actions of individuals. Values are the basic norms of human behavior. Aims of education are concerned with values. Value based education concerned with the development of the total personality of the individuals-Intellectual, social, emotional, aesthetic, moral and spiritual. It is associated with developing the sense of good and bad, moral and immoral. Need of value based education for the moral development of the human society. Present paper focused on the historical foundation of value based education, from the ancient India to modern India.

ABSTRACT: *The word 'Education' comes from the Latin 'Educere' which*

Key Words: *Value, Education, Ancient, Medieval, Modern.*

INTRODUCTION: Education is the most power full weapon for social changes and developments. From the very beginning of human civilization there was a crisis belongs to human society that call Value. At very primitive stage, man lived in the hand of nature. They are food collector, not producer. They enjoyed every right on earth. After in the phase of evolution of mankind, the civilization or society begins. The food collector became food producer. Individualism began from that time. Societal thinking abolished from that time. The crisis of values taken place in the human civilization. Now days it is discussed that from the time of Industrial revolution, values eradicated from our society. But it is not true. In ancient Europe we saw slavery and their master's misbehave on them. The kings are enjoyed the fighting game between a man with a tiger or a lion. In ancient Indian scenario, we saw a severe discrimination in our society. The aboriginal non-Aryans treated badly by the Aryans. The ancient Indian texts suggested that. The Vedic texts suggest the work and position of sudras. From Mahabharata we know Karna lost his right to take education because he brought up in a lower caste family. This types of examples showed that the values are eradicated from the very beginning of human civilization. Value deals with what is bad or what is good in a certain context of our society. It is very essential to judge the historicity of value based education.

WHAT IS EDUCATION: Education plays a vital role for the social changes and development. The word 'Education' comes from the Latin 'Educere' which means to 'bring up'. The meaning of the term education is to improve people's mind or characters by teaching them something by formal or non-formal process, that is, to give a character to human being as human being and it is derived from the verb 'to edify'. Terminologically 'education' can be defined as 'a formation process of corresponding character' and 'a result of that process'. Philosophical ideas give us a brooder ideas or knowledge about education. The great Indian philosopher Swami Vivekananda explains "Education is the manifestation of perfection already in man". One of the notable contemporary Indian philosophers Prof.D.P.Chattopadhyay defines "Learning and Education are a journey from the darkness to light, from the ephemeral to the durable, from perishable to the imperishable. Leaning is elucidative, vocative and inspirational. Education is enlightenment, attainment and accomplishment. Education is edification much more than erudition"¹. The Russian educationist A.Lunacharsky says " Obviously that when people had to define what human being

must do with himself and what the society must make out of him, a picture of human being character, made of some material, had been drawn up, educated person is a person in whom human character is dominant². Marcus Tullius Cicero, a Roman philosopher and writer underlines the importance of education, "What is the best and biggest gift we can offer to the state if not teaching and educating a youth, especially at present time's morality, when the youth is spoiled so much that it needs to be controlled by great efforts³". Joan Simon called education as a "method of man formation within the society⁴". The Swiss educator Johann Heinrich Pestalozzi defined education as a process of 'character formation'. As per the view of Thorndike "The word education is used with many meanings, but in all its usages it refers to changes. No one is educated who says just as he was. We do not educate anybody if we do nothing that makes any difference or changes in anybody. The need of education arises from the fact that 'what is' is not what 'ought to be'. Because we wish ourselves and others to become different from what we and they now are, we try to educate ourselves and them. In studying education, then, one studies always the existence, nature, causation or value of changes of some sort⁵". Education is not only a change with us, education can help to understand the changes and provide the skills for adjusting to them. Education plays a fundamental role in personal and social development. Education lays stress on consciousness, thought, and creative work. Education is by which the people gain attitudes, skills, habits etc. Education also enables people to understand the world. It helps man to become more efficient citizen for the society.

WHAT IS VALUES: Values are assets of standards guiding the thoughts and actions of individuals. Value is the base of meaningful human life. It is defined as one's principles or standards, one's judgment of what is valuable or important in life. Values can be defined as conceptions, explicit or implicit distinctive of an individual or characteristic of a group of those desirable traits. Values may be described as a system of personality traits which are in harmony with the inner nature of an individual and personal-shape the values. Human being is a constituent of a social group and everyone is interdependent. While performing in a social group one has to adopt certain norms of behavior which would create an atmosphere of attainment of his objectives in line with social objectives. These principles or norms of behavior have to be judged not from one's perceptions evolved in the course of time in the larger interest of the group as a whole. There are some certain basic norms of human behavior which help human beings to avoid conflicts, war, violence, corruption, exploitation and his power and position. Aims of Education are naturally concerned with values. Values belong to moral attitudes, philosophies in life, political ideologies etc. In India the values have always been practiced and thought very highly from the beginning of Indian civilization. Indian civilization had a great heritage and culture of values. But in the present scenario we see a degradation of values in modern Indian society. Students are learning to earn more money for materialistic happiness. Rapid scientific growth and technological advancement and socio-political changes have been threatening our moral standards. So there is an urgent need for promoting value-based education from the primary to higher level. Values must be counterproductive and use full for the society as well as self-happiness.

WHAT IS VALUE BASED EDUCATION: Value-based education is a way of education. It is concerned with the development of the total personality of the individuals- Intellectual, social, emotional, aesthetic, moral and spiritual. It is associated with developing the sense of good and bad, moral and immoral. It also belongs to character formation of a man and growth of the emotional behavior.

OBJECTIVE OF THE STUDY: Objectives of the study are

1. To know what is value based education.
2. To examine the historicity of value based education.

METHODOLOGY: The done the study various secondary source used. Secondary data collected from various books, articles and from internet sources. Historical method and descriptive method used to done the study.

HISTORICAL FOUNDATION OF VALUE BASED EDUCATION: Now a day's higher authorities of education of our nation think about the value based education. It is very essential to judge the historical foundation of value based education in India.

ANCIENT INDIA: In very beginning of Indian society, there have no sufficient evidence of Indus valley civilization people's value and education. But the indigenous people of India have their own values which continue till now. Then the Vedic Aryans came to India. In Brahmacharyasram students are sent to the teachers residence (guru Kula) for imparts education as well As values. They teach Veda and various Indian philosophies there with naya (moral), niti (right way) and nishtha (great effort). The popular meaning of Veda is knowledge; the sacred spiritual knowledge for many centuries was orally handed down from generation to generation. Vedic literatures are full of human values. Swami Vivekananda stresses on spiritual value of Veda⁶. Vedas are very huge sources of ideas which are referred to over the whole history of Indian philosophy. The fact that six orthodox schools were developing the heritage of Vedas says about its high authority. Upanishads are full of values⁷. Literary it means sitting next to the teacher to gain the truth. Upanishads consist of 108 texts; the earliest ones are Brihadaranyaka, Chandogya, Taaittiriya, Aiteria, Kaustaki and Kena. Developing the theories and understanding of Vedas Upanishads make more consecutive monistic system for Vedas. Inner rituals of Upanishads are full of heightened interest in human being, right aspect of life, problems of liberation from the world of objects and passions. The first philosophical question raised in the time of Upanishad. In the Upanishad we can study of conflicts among the thoughts, the emergence of more satisfactory thought and rejection of less important ideas. The central philosophy of Upanishads is theory of the unity of Brahman (universal soul), Atman (individual soul), and way of liberation (moksha). According to Upanishads, all finite beings can have a value merely as reflection of infinite, eternal. Values are important pillar of Upanishad. In Upanishad classified values in two categories- Abhyudaya (achievement or goal oriented action), Nishreyasa (attainment). These two belongs to social welfare and spiritual perfection. From Mundakya Upanishad we know the value of truth- 'Satyamevajayate'. The Gita, in enunciating its message, does not view humanity as cut up into creeds, races and sects, religious or political. Dharma means principle truth or moral right of the world. Artha and kama as values operate at the physical and biological of human existence. Artha means resources for sustaining oneself; kama stands for fulfillment of different desires including the sexual urge and other sensuous pleasures which are part of good life.

MEDIEVAL INDIA: The main aim of education during Muslim period was the illumination and extension of knowledge and the propagation of Islam. Islamic principle, laws and social convention was imparted in the education of the period. Religious principle is basic of the education of the period and its aim was make a man religious minded. It also aimed at achievement of material wealth and prosperity. The religious oriented education deals with knowledge, values, morals and ethics of individuals. The

main purpose of education in medieval India was to train the pupils, so that they are able to generate awareness in terms of all important areas and inculcate the traits of morality and ethics⁸. Arithmetic, calculations, weights measure, shape etc. all type of mathematical aspect taught to the students. Literature, science, social science, astronomy, accountancy, public administration also taught. In the Muslim period education was organized in Maktab and Madrasas. Primary or elementary education was given in Maktab and higher education given in Madrasas. In Maktab students are learned the 'Ayats' of Quran and reading, writing and primary arithmetic, languages and script. After completing the education at Maktab the students get admission in Madrasa for higher education. Madrasas are the center of higher education⁹. In a Madrasa, apart from religious education practical knowledge of different subject should be given. Teach of Islamic religious education mandatory in the Madrasas. The great Mughal ruler Akbar broke the tradition. He provided the teaching of Hindu religion and philosophy in Madrasas. Medicine, geography, history, mathematics, economics, political science, philosophy, law introduced in Madrasas¹⁰. The method of teaching in the maktab was mainly oral. Students were learning verses from Quran by rote. Memorization and cramming was relevant in this period. In Madrasas lecture method followed, discussion also promoted. Along with these methods, students were encouraged in developing the habit of self-study by consulting books. Traditional Hindu Sanskrit Pathshalas runs besides the Islamic educational institution. Due to Purdah system there was no right of education for girls. Some girls from noble family got the right of education. In medieval India the quality of education of high this may create good scholars. The teachers were devoted in their duty and it is much sacred profession. Students were similarly highly disciplined, humble and morally accountable for their activities¹¹.

MODERN INDIA: When the British came to in India; they need some clerk and officer for government work. They introduce English education in India. Indian traditional value based education threatened by modern English education. It is also appreciated that modern English education creates some important social changes in India. Orient lists are also raised their voice for spiritual Indian education. The British are set up various commission or committee for education in India. But they cannot recommend for value based education. After independence Kothari Commission of 1948 focused on Indian cultural heritage for the first time. In Indian constitution concept of equality was defined. It is for achieving development of all citizens. The concept of citizenship included in the constitution ensured justice, equality, fraternity, integrity and dignity of individual. In the education system we are given the important task of achieving equality by providing equal opportunity. The Kothari Commission (1964-66) recommend for value based education system¹². As per commission recommendation, a combination of ignorance with goodness may be futile, that of knowledge with the lack of essential values may be dangerous. The lack of social moral values in the young generation is creating many social and ethical conflicts in Western societies. There is already a desire among some great western philosophers to belong the knowledge and the skills, while science and technology brings with the values and insights, associated with ethics and religion at its best. Kothari commission suggest for proper value-orientation in our education system. In 1959 the central advisory board of education appointed a special committee on moral instruction which recommend a large number of measures for inculcating moral and spiritual values in the pupils. Kothari commission emphasize upon Indian traditional heritage as well as other of the world. This can prepare the students for willing acceptance of life with all its joys and sorrows, its challenge and triumph as per the new technology base modern society. The commission stress on the assimilation of east and west culture. In 1972 Ministry of Education and social welfare of Govt. of India published a paper on education; it is pointed out-"perhaps

the most significant need of hour is to transform the educational system with a view to cultivating the basic values of humanism, democracy, socialism, and secularism. The teacher, the educators, the educational worker, and the administrator should try their best to promote value oriented education in the educational institutes. Adequate awareness is to be generated among the adults through various mass media and organizations. Educational institutions can play a important role in inculcating the desirable values in the pupils through effective organization of different curricular and co-curricular programmes. This should be the joint responsibility of all teachers and not assigned duty of one or two teachers only.....13". National Council for Educational Research and Training (NCERT) in 1979 said about 84 values, such are Abstinence, Appreciation of cultural values of others, Citizenship, Consideration of others, Concern of others, cooperation, Cleanliness, Common cause, Common good, Courage, Courtesy, Democratic decision making, Devotion, Dignity of individual work, Dignity of manual work, Duty, Discipline, Endurance, Equality, Friendship, Freedom, Forward look, Good manner, Gratitude, Gentlemanliness, Honesty, Helpfulness, Humanism, Hygienic living, Initiative, Integrity, Justice, Kindness, kindness to animals, Loyalty to duty, Leadership, National unity, Obedience, Peace, Proper utilization of time , Punctuality, Patriotism, Purity, Quest for knowledge, Resourcefulness, Regularity, Respect for others, Reverence of old age, Sincerity, Simple living, Social justice, Self-discipline, Self-help, Self-respect, Self-confidence, Self-support, Self-study, Self-reliance, Self-control, Self-restraint, Social service, Solidarity of mankind, Sense of social responsibility, Sense of good and bad, Socialism ,Secularism, Spirit of enquiry, Team work, Team spirit, Truthfulness, Tolerance ,Universal truth, Universal love and Value for national and civic property¹⁴. National education policy of 1986 emphasizes the values as ; "the growing concern over the erosion of essential values and an increasing cynicism in society that has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values¹⁵."

CONCLUSION: In present scenario it is very important that higher educational authorities and govt. take proper step for introduce value based education to the pupils. The main function of education is the development of an all-round and well balanced personality of the students. Knowledge base education only creates intellectual development of a student, but value based education make a student a better man. Our country is undergoing radical social changes. So the students who are the future citizen have to be trained to respond to and adjust with these social changes satisfactory by equipping them with desirable skills and values. Our society is stratified and self-oriented. It is very difficult to impart values to the students. It is said that industrial revolution and machine centric civilization devastated values from society. But it is not true. From very beginning of human civilization our society runs through individual property right and individualism. So it is very difficult to see the real moral values in our society. Industrial revolution and machine centric civilization only upraise the problems. Capitalist society or capitalism cannot protect the real values in our society. Education also becomes a commodity in our society. Now the capitalism spread its all dimensions throughout the world in the name of Globalization. Globalization and market oriented economy turmoil all the moral values in our society. Everything becomes object in this system. In even family relation also became economy, profit and market oriented. If the mode of capitalism cannot be destroyed it is very difficult to protect, sustained and impart the moral values to the students.

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