

## “NEED FOR HIGHER EDUCATION BASED UPON VALUE SYSTEM: AN ANALYTICAL STUDY”

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### ABSTRACT

India is the first and the most ancient nation of the world, which advanced on the path of progressive evolution and prosperity, succeeding in deservedly acquiring the loftiest pedestal of world Leader (Vishwaguru) for several millennia in every domain of human wisdom. This memorable achievement was largely facilitated by India's ancient elementary and higher education system, rooted in our rich socio-cultural, religious, human and moral values – as proven by the gurukul education system, and higher education system that could boast of Taxila and Nalanda Universities the pride of the ancient world. That golden period can be revived again in the new millennium the era of globalization – through the revival of our ancient value based academic system. The perennial Indian values teach us to be resourceful and self – dependent motivators – if opportunity doesn't knock on your door, build a new door. We also are simultaneously motivated to become innovators – a real innovator is one who sees what all others can see – but thinks, visualizes and implements what nobody else can. For instance, the shining stars of the ancient scientific world – Aryabhata, Nagarjuna, Bhaskaracharya, Kanad, etc. — were not just scientists, but also superb innovators – all products of our ancient value based education system.

### INTRODUCTION

India is the first and the most ancient nation of the world, which advanced on the path of progressive evolution and prosperity, succeeding in deservedly acquiring the loftiest pedestal of world Leader (Vishwaguru) for several millennia in every domain of human wisdom. This memorable achievement was largely facilitated by India's ancient elementary and higher education system, rooted in our rich socio-cultural, religious, human and moral values – as proven by the Gurukul education system, and higher education system that could boast of Taxila and Nalanda Universities the pride of the ancient world. That golden period can be revived again in the new millennium the era of globalization – through the revival of our ancient value based academic system.

The perennial Indian values teach us to be resourceful and self – dependent motivators – if opportunity doesn't knock on your door, build a new door. We also are simultaneously motivated to become innovators – a real innovator is one who sees what all others can see – but thinks, visualizes and implements what nobody else can. For instance, the shining stars of the ancient scientific world – Aryabhata, Nagarjuna, Bhaskaracharya, Kanad, etc. — were not just scientists, but also superb innovators – all products of our ancient value based education system. The developed western world could boast of plastic surgery as late as the 20<sup>th</sup> century, while the father of plastic surgery – Sushruta made Indians familiar with this medical miracle thousands of years ago. The value system in ancient India's academic domain – gave birth to science and arts with human face.

Hence, instead of following British or American higher education model – we should harness our resources to create our very own Indian brand, or distinctive Indian higher education model, rooted in ancient Indian socio-cultural, spiritual and ethical values. This will certainly inspire students to feel that it not only feels great to be an Indian citizen – but feels equally great to study in an Indian institution of higher learning.

“The existing schism between the formal system of education and the country’s rich and varied cultural traditions – need to be bridged. De-culturation dehumanization and alienation must be avoided at all cost. Education can and must bring about the fine synthesis between change oriented technologies and the country’s continuity of cultural and traditional values”.<sup>1</sup>

Modern India of the post-independence era is a young nation with an ancient spiritual heart and mind. Hence young students should imbibe and transmit Indian values both at home and abroad. In the words of authors P.J. Lavakara and K.B. Powar : “Presently, India is taking pride in its young, demographic dividend – with 65% of its population below the age of 35 years – and hopes that it will be able to provide educated manpower to different parts of the world in the coming decade.”<sup>2</sup>

In a broader sense, values are standards and patterns of choice that guide persons and groups towards satisfaction, fulfilment and meaning in existence. Eminent scholar W.G. Cole aptly remarks: “Value judgments are inescapable demands of life... for however unconscious and undeliberate the choice, every man finds himself inextricably entangled in a web of values, on which his very life depends”<sup>3</sup>

Unfortunately, the present Indian education system lacks values, since it largely reflects borrowed western ideologies and philosophies – pushing eternal Indian values to the background. Hence, the need of the hour is an integrated education system that will be capable of integrated growth of personality – blending the best of East with the best of West. In this context, it would be pertinent to remember the fact that educational values ought to incorporate the following categories – biological, intrinsic, instrumental, aesthetic, spiritual, material, intellectual, socio-cultural and ethical.

Down the decades in the pre and post – independence era, various Education committees have duly recognized and recommended the inclusion of values in academic curriculum

1. The Hartoy Committee (1929) recommended inclusion of religious values in curriculum
2. The Central Advisory Board of Education (1946) recommended inclusion of both religious and moral values.
3. The Secondary Education Commission Report (1953) recommended religious and moral values.
4. The Sri Prakasa Committee (1959) recommended compulsory religious and moral education.
5. The Education Commission (1964-66) recommended teaching of social, moral and spiritual values.

The Sanatan or eternal Indian values should be accepted and honoured as the soul of Indian higher education system including within its ambit 785 universities and 38,000 colleges. Dr. Sarvapalli Radhakrishnan had rightly observed : “The troubles of the whole world, including Indian, are due to the

fact that education has become a more intellectual exercise, and not the acquisition of moral and spiritual values".<sup>4</sup> It is high time we change track and establish a value based system in the domain of higher education.

#### REFERENCE

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