

# ‘The Scenario of Value Education in India since Ancient Period’

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## ABSTRACT:

This paper presents the concept of values both theoretically and practically. Values are the principals 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 present study is to highlight the values from different era. As well as Indian history the era of education also divided into Ancient, Medieval and Modern times. It's the perfect time to compare the value education in India.

**Key words:** Value, value education, Ancient education, Medieval Education, Modern education, gurukul education System, Truth, Non-violence, Daridra Narayana.

## OBJECTIVES:

- 1) To gather knowledge on value by the theoretically.
- 2) To differentiate the values at different era.
- 3) To gauge, and evaluate the values practically for upliftment of the society.
- 4) To develop good moral values among the students.
- 5) To develop the thinking in a better aspect and to make good citizen.
- 6) To grow patriotism, develop tolerance and make the student to be as kind person.

## INTRODUCTION:

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 the time Span of Ancient, Medieval & Modern value oriented periodical educational system. Values are the essence of Indian education and culture. It is also 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. gurukul centers were situated far away from noisy urban to sylvan rural areas. What an excellent choice of area! The basis of admission in the gurukul system of educations was moral fitness and non impeachable conduct. Students had to read the value oriented Epical stories, which was their Curriculum. They easily acquired the basic idea about what is sin and had abstained from that type of work. Father and mother only create the body but 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.

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 centers of learning. The main feature 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 with the joint family acquired values like to take care of the young and new born babies jointly, respecting the elders sacrifice someone's own interests for growing another one's happiness and continuously many more such family values were 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 can regenerate love, peace and world brotherhood. Dignity of labour was taught to inculcate the value to teach that, nobody is made as superior or inferior by the God. All type of work of human being performs is not to be measured for superiority or inferiority.

The erosion values started right from the medieval Period. The foreign attackers like Taimur Long, Mohammed Ghori, Sultan Muhammad etc. destroyed many Hindu temples, heritage buildings, monuments and burned literatures. The great traveler and historian Ibn Battuta saved many such ancient literatures from the invaders and sent to the valuable things to Bagdad, Persia and other Islamic states to their friends for preservation. It is the great loss of Indian civilization especially in the field of moral, cultural and aesthetic values. On the other hand in the Pathan, Sultan and Mughal regimes the remaining values erased by destroy of Hindu temples, transfer of religion, non tolerance of other religious communities and non assistance of financial allotment with other benefits for the Vedic type of educational Institutions.

The modern era started from the British rule. Like other expeditionary they also attacked our temples, saints, education and culture. They set up education by highlighting English language and by neglecting Sanskrit, Hindi and other Indian languages. They also destroyed Indian traditional culture. The Christian Missionary education is self centric and it is other type of erosion of values. It is the fundamental change of values. The modern era of Indian education divided in to pre and post Independency India. Post Independency era started from the theme of Gandhi values. Mahatma Gandhi has been considered from the sand point of values, ethics and as aesthetics. Mohit chakraborty (2007) in his book “**Value Education**” mentioned that, education for values in a thrilling question today that paves the way to the learners to march towards truth, goodness and beauty. In this book the writer has shown the philosophical, sociological and psychological parameters for value formation, value generation, conservation, modification and transmission to the learners. Moreover, Gandhi values help to cleanse human hearts from the poisons of pride, greed, envy and contempt. The base of Indian Education has been considered as Gandhi value of education, Mahatma Gandhi emphasizes in word values more than the others which stand for the spiritual and divine essence of man's growth and development. Mohit Chakraborty once again mentioned that, Gandhiji's primary concern for excellence of man by means of education for values to arouse and awaken the inherent divine being. The values of Rigveda accepted by Gandhiji for making man, selfless and self-reliant is relevant today. His thought followed the dictum of simple living and high thinking is more popular for making the society a welfare one. Sandhya Choudhuri in her research Paper Gandhiji's views on value education mentioned their relevance in twenty first century has shown that, Mahatma Gandhi adhered to truth (Satyagraha), Non violence (Ahinsa), service to the poor (Daridra Narayana), social justice and character building are regarded as the permanent values, through the generations are practiced in society in times immemorial.

At the present scenario, society has been more complex. Joint family system is at its decline and nuclear family concept 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 values we are fostering is discrimination. In the light of above facts the present scenario of education has been generally analyzed. 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. Education and job crisis gradually increased. Students don't get there education and job at nearby their residence. Even they bound to go to other countries to take education or job Placement. They reside there without their parents. Values have been paradigm shifted. From there they maintain the family values like telephonic communication with parent and other family members by telephone and start monetary assistance.

In Independent India, various committees and Commissions like Radhakrishnan Commission Mudaliar Commission and Kothari commission was formed to a review Pendent Indian education. All the Commissions and Committees also suggested to revive our downward values. The very Recent Commissions 1968, 1986 and 2016 also advocated to establish value oriental education, NPE 2016 (Government of India): Mentioned value orientation is an over arching and comprehensive area that needs conscious integration with general education at each stage. An acquaintance with the Indian tradition of acceptance of diversity of Indian heritage, Culture and history could lead to social cohesion and religious amity. The content and Process of education, particularly school education has to be prepared accordingly! Further quite from the said Commission. NPE 2016 (Government of India): The core objective of education is to coming years, should encompass four essential components i.e, building values awareness, knowledge and skills, while knowledge and skills are necessarily specific to the objectives of study and largely determined by factors live future employment or the pursuit of a vocation, awareness and values are universal in nature and should be started by all.

**Data analysis of 50 Missionary Teachers**

82	74	62	82	77	70	77	82	85	81
84	88	86	85	62	87	84	89	66	56
59	66	58	61	58	56	67	60	56	78
76	74	78	82	76	78	80	82	76	74
78	76	83	75	74	79	82	72	77	76

Data collected by the writers themselves.

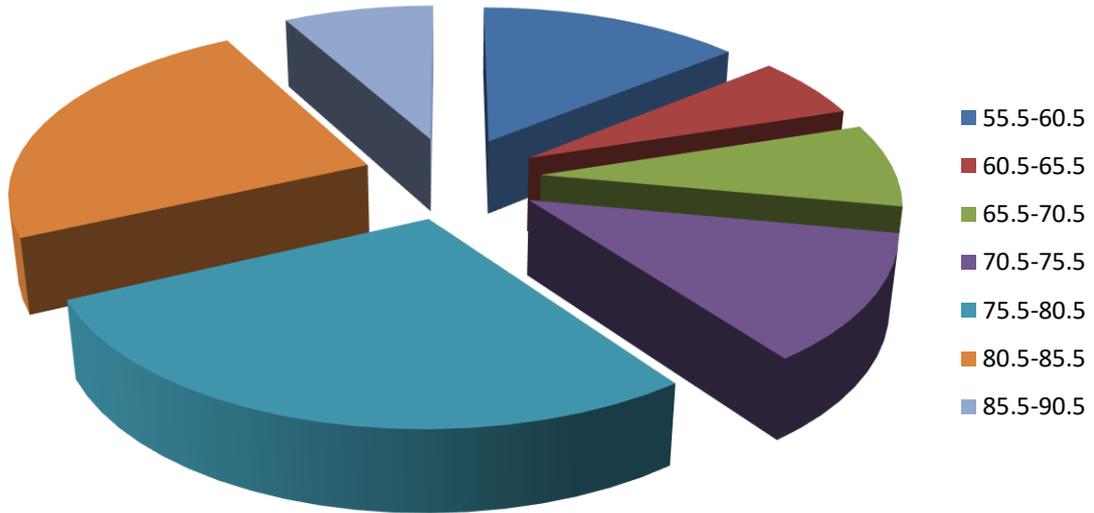
**Table No: 1 (Showing the scores of 50 missionary teachers)**

Class limit	Class boundary	Tally Marks	Class Mark ( $x_i$ )	Frequency ( $f_i$ )
56-60	55.5-60.5		58	07
61-65	60.5-65.5		63	03
66-70	65.5-70.5		68	04
71-75	70.5-75.5		73	06
76-80	75.5-80.5		78	14
81-85	80.5-85.5		83	12
86-90	85.5-90.5		88	04
Total →				50

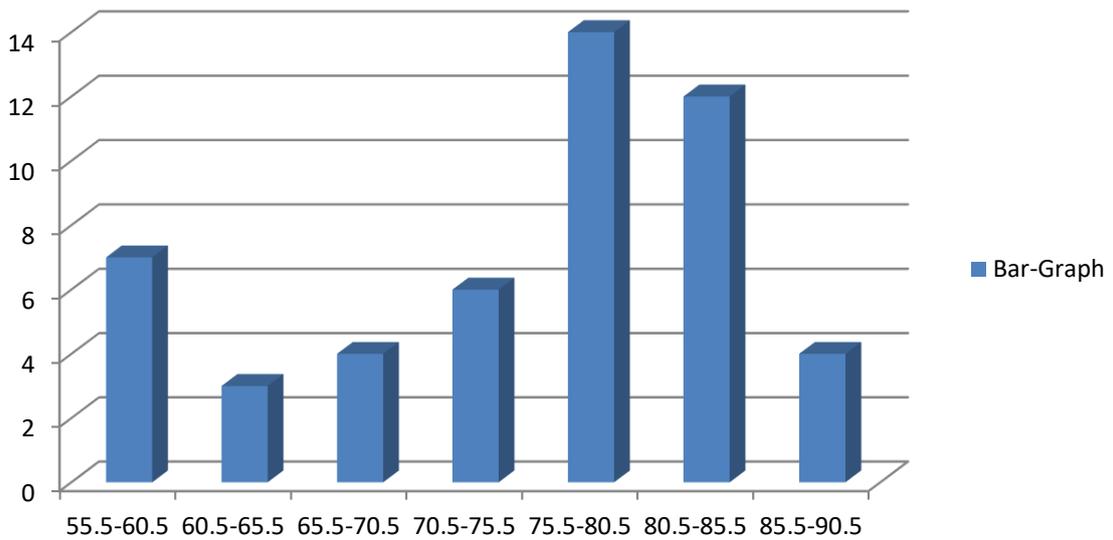
**Table for Showing the Percentile in Pie Chart and Bar chart**

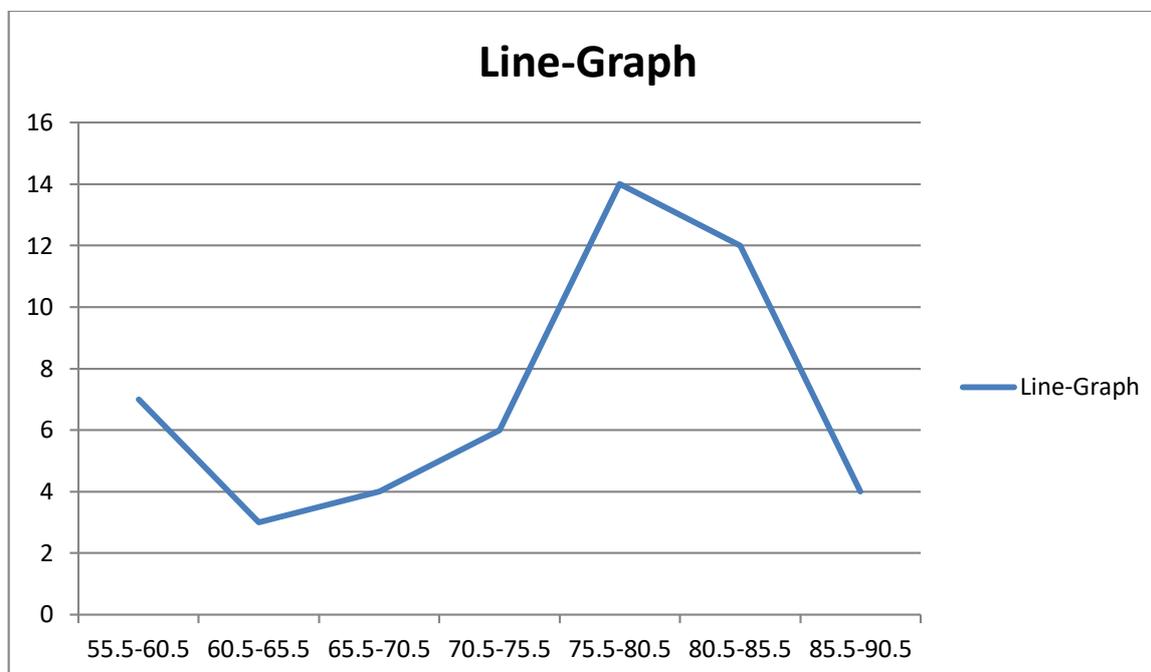
Class boundary	Percentile	Degree
55.5-60.5	14%	50.4 <sup>0</sup>
60.5-65.5	06%	21.6 <sup>0</sup>
65.5-70.5	08%	28.8 <sup>0</sup>
70.5 – 75.5	12%	43.2 <sup>0</sup>
75.5 – 80.5	28%	100.8 <sup>0</sup>
80.5 – 85.5	24%	86.4 <sup>0</sup>
85.5 – 90.5	08%	28.8 <sup>0</sup>
<b>Total</b>	<b>100%</b>	<b>360<sup>0</sup></b>

### Pie-Chart



### Bar-Graph





#### **OBSERVATION AND FINDINGS:**

As per data supplied by the relevant authority and data primarily collected from the opinion of intellectuals through questionnaires shows the scenario of our present education System. It also shows from the data analysis that the society don't yet lost values completely. The Central Government has started a separate cell for education in human values (EHV) by the assistance of various State Governments and union territories. NCERT has identified as a resource center for revive the value education properly. They have already published 82 values, sub value and virtues list.

#### **CONCLUSION:**

In the modern age our education reached at the highest peak. Students achieve external knowledge without acquiring values. The overall reports of the commissions, committees, writers, philosophers, researchers, professors and intellectual suggestions also advise to revive the past ancient values. In the light of recently organized 150th birth anniversary of Mahatma Gandhi indicated the proper time to evaluate our value oriented curriculum. Our achievements and draw backs would be find NPE 2020 have been implemented since one year.

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