



Commitment: A Panacea to Attain Excellence

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Abstract

The citadels of education in India should produce Human Excellence through pedagogical and personal development. Each Centre of learning in our country is begged to have all the prerequisites to instill all the virtues that are indispensable for the formation of Human Excellence. The propositions of excellence and competence are two different entities. Human Excellence leading to Academic Excellence can be accomplished provided one is confident of one's own objectives. Whether the prevalent educational edifice in our country is vibrant enough to address the intricacies in the education system and help the students to imbibe the requisite values towards achieving human excellence? The phase at which the value system in the society is being eroded is alarming. In the revised programme of study, emphasis should be given to Inclusive Education.

Keywords: citadels, pedagogical, pragmatically, amalgamation, humanizing.

The citadels of education in India should produce Human Excellence through pedagogical and personal development. Each centre of learning in our country is begged to have all the prerequisites to instill all the virtues that are indispensable for the formation of human excellence. These credentials impel the students to excel in every sphere they enter in. There is a reciprocal relationship between success and academic excellence of an individual. All educational institutions may not necessarily be Centres of educational excellence. The propositions of excellence and competence are two different entities. It involves an individual's instinct to believe in his/her own ability to realize excellence. It sets utmost yardsticks in every stage of life. Human excellence leading to academic excellence can be accomplished provided one is confident of one's own objectives.

At this juncture, it is imperative to realize that each centre of learning in our country must strive diligently to attain excellence in terms of its own objectives. It is for each individual to develop his/her intrinsic potentials while imbibing academic excellence. 'Excellence' symbolizes an individual's instinctive urge to master the best irrespective of the fact that how difficult it is to realize. It is the ultimate accomplishment in any field that an individual can ever dream of. It is judicious to ask whether the educational institutions in our country today are faithful to realize human excellence in its true sense. The quest to achieve academic excellence is apt in any institution but it should not be at the cost of human excellence. 'Human Excellence' is well-defined in the perspective of education as the fullest sustainable growth of an individual's sense of values and an onus to the service of fellow beings. Again, it can be classified into two; excellence (ethics) and skills (proficiency).

Today, we want 'Human Excellence', which encompasses the conquering of egocentricity, coming out from the clutches of the 'self', strengthening the attribute of relations with fellow human beings. Further, 'Human Excellence' can be realized by means of positive interpersonal associations with others, in consensus and reciprocal relationship. While penning out my perceptions about the very objective of education, a series of queries creep into my mind. These questions are somewhat personal in nature though most of them have universal inferences. Do the educational objectives and ideologies of educational Centres in any way affect the overall of growth of students? Does the brand of institution influence an individual's value system? In respect of the co-curricular undertakings, how do these actions affect an individual's personality? How does the over-all educational ambiance influence the intellectual frame of mind of an individual? Whether the prevalent educational edifice in our country is vibrant enough to address the intricacies in the education system and help the students to imbibe the requisite values towards achieving human excellence? Again, it sounds very indistinct to one that whether education can enable an individual to outclass scholastically and pragmatically? My association with Higher Education all these years helped me to identify the aforesaid issues and find out its solutions.

It is pertinent to establish a sustainable system of education that would facilitate in transmitting the ethics of human excellence. In my view an exhaustive fine-tuning of the entire programme of study towards human excellence will certainly help to a great extent in redressing most of the aforesaid issues. Intrinsically human excellence is a fusion of academic formation and personal formation. The former is not merely a process of assimilating knowledge and procuring Degrees but humanizing the 'self' and invigorating the quest for truth. It nourishes the intrinsic faculties of an individual's instincts to think and reason on all situations in life. Presumably academic formation is recognized as an amalgamation of academic accomplishments and formal institutional atmosphere. In other words, academic achievement

is the derivative of the intelligence developed and the competences in different disciplines. On the other hand, institutional academic atmosphere is the material, societal, rational and personal environment in the institution that fosters the academic growth of an individual. Attributes like infrastructural amenities available, curricular and co-curricular opportunities made available, the sanctity of the evaluation system, and the doctrines of value education system, teaching-learning and evaluation system, quality of teachers and the opportunities made available to them for quality enhancement, academic committees to frame academic policies and an academic and administrative head who has the vigour to work rigorously are some of the constituents that help the academic formation of an individual.

On the other hand, personal formation is envisioned as a quality which helps to transform an individual into one who can accept himself/herself with all his/her inherent capabilities and inadequacies and to respect fellow beings as one respects oneself. Apparently, personal formation is a blend of personal competence and personal temperament. Personal competence is a composite of conviction, consciousness, restraint, compassion and moral values, which in turn develop human excellence.

Upholding the high ideals set by UNESCO International Commission on Education, we have to promote the basic values, which education wants to spread in any society. One of the tenets, which the Commission wants to propagate, is the subject of the growth of an individual's inner faculty, which will eventually prepare him or her to accept the social and political responsibilities in its totality. Again, the Commission advocates the significance of developing a harmonious life, which is devoid of all sorts of prejudices and disagreements. So as to realize academic excellence, we must work with more commitment and dedication. As educationalists, we should strive hard to develop a better country. However, realization of such a dream involves multiple challenges which are rampant in the very fabric of our society. Most significantly 'corruption', 'poverty', 'illiteracy', 'violence and

terrorism', 'caste and religion based politics', and 'communal disharmony' are some of the obstacles which pose as serious threats to the realization of academic progression and human excellence.

People often cease to think that adopting unfair means to accomplish a task is a sin. Such is the effect and influence that the term 'corruption' tends to create in the inner psyche of majority of the people in our country. Rather, it becomes an unavoidable practice among most of our bureaucrats. The political and the educational systems in our country have degraded to such a low ebb as it never happened before. Over the years our ranking in the Transparency International's Corruption Perceptions Index is considerably increased. Our age-old ethos and teachings enshrined in the Holy Books of all religions have no bearings on the human psyche. The moral value system of our society is collapsed. All are responsible for this anarchy. Everybody is in haste to accomplish his/her assignments by adopting unfair means. The bureaucracy, the political system and also the educational edifice in the country alone could not be blamed for this disarray. There is an urgent need to develop and implement a flawless and paperless administrative set up in the entire nation where its citizens need not stand in queues for years together and sometimes one's life time to get a work done. Everything must be initiated either through correspondences or by e-mode. This is possible only through developing a sound education system based on the principles of academic excellence and human excellence. Let our youth be the torch bearers for this transformation. Let them revisit the teachings of our great souls who have preached high ideals throughout their lives. Let them walk on the footprints of those great nation builders who have rendered themselves for the noble cause of establishing a sovereign nation which is free from all sorts of anomalies.

Another canker which frustrates the development of our country is the stigma of utter poverty. Poverty and illiteracy are interlinked. Where there is illiteracy, no doubt, there is poverty too. Even after so many years of Independence, large scale poverty remains the most disgraceful scar

on the face of India. India still has the world's largest number of poverty ridden people in a single country. Of it's over a billion people are below the poverty line and more than 75 percent of them in the rural areas. The most appalling reality is that more than 40 percent of the population in India today is unschooled. Among them majority are women, tribal and other deprived sections in the society. No country can ever eradicate poverty unless it formulates formidable and sustainable policies to educate its uneducated people. For this, India has a long way to go and a big price has to be paid. To some extent, Value Education Classes can kindle a ray of hope among our students towards their social obligation. Rather, it should be incorporated in our syllabi of all branches of learning and also at all levels.

Just as poverty and illiteracy are two sides of the same coin, violence and terrorism are indisputably interconnected. Today, people are more vulnerable to violence and terrorism. Anti-social elements with nefarious intentions derail the structural composition of the society in order to destabilize the federal set up of our country for realizing their political and religious aspirations. It is deep rooted in the political ethos of our country. For Europeans, it is a threat and they formulate strategies to thwart such untoward incidents. However, we lack the political will and guts to curb the menaces of violence and terrorism. We also lack adequate mechanism to create awareness in the country about the nature of terrorism that is affecting the whole country.

People tend to gain political mileage by adopting all sorts of foul plays. The present political system in India has lost its relevance. Politics is no longer a tool to serve the nation but to accumulate power and prestige. Caste and religion play centre stage in the Indian political system today. Even while choosing a candidate during the electoral fray, a candidate's grip in the community matters. In spite of all out efforts to separate caste and religion from politics, so far there is no breakthrough. Defection in politics is common. Post-poll alliance among arch rivals by risking their political ideologies for garnering power is all time high. The ordinary and

mostly the illiterate people are often taken for a ride. For majority of them, politics means nothing more than a festival of harvest. It has nothing to do with the all-round development of the country. It is pretty ridiculous to trust the ideologies of a particular political faction as it shifts its stance every now and then. The youth with pious upbringing is to cleanse the rotten political system to protect our nation from further decay. It is now that the literate youth of our country must take the reins of governance keeping aside the dirt of caste and religion-based politics.

No religion ever teaches vices. The principles each religion believes in and proclaims do not encourage hatred, violence and annihilation. However, communal violence and radicalism based on caste and religion often take dominance many a time annihilating the secular fabric of the country. In truth, religion divides but spirituality unites. The very meaning of the word 'religion' is binding together. If disharmony is triggered by a particular 'religion' it cannot be termed as religion. Here is the need for sowing the seeds of communal harmony in our educational institutions across the country. In the beginning it may seem an uphill task. But self-less and unflinching efforts to retrieve our nation from the perils of communal disharmony would bear perpetual rewards. For attaining this goal, the fundamentals of moral and ethical values should be taught at all levels of learning. However, in spite of the recommendations made by various Commissions on the importance of enlivening the principles of social, moral and spiritual values in our educational institutions, nothing substantial has ever been done in this regard. It is disgusting and may prove detrimental to the future generations to come.

The phase at which the value system in the society is being eroded is alarming. There is an urgent need to frame a revised curriculum so as to make education a powerful device for the refinement of social and moral values. In the revised programme of study, emphasis should be given to Inclusive Education. During the crusade of attaining academic excellence and human excellence, one should not forget to include the underprivileged

sections in the society. Such an attempt would guarantee victory to every enthusiastic human being. To achieve this, we ought to make education skill based today in order to foster students' proficiency. Further, the role of ICT in the education system today should not be belittled. Similarly, we must ensure the active participation of all the stakeholders in the whole process of imparting education to all the sections in the society. The Administrative Officers have to play proactive roles. Rather, Administration should be more encompassed, accommodating and unbiased. Likewise we must encourage the judicious use of all the resources on earth. The mode of education which fails to cultivate all the virtues of human beings does not carry any sense. As educationists our prime concern is to work with utmost dedication towards the realization of academic excellence and human excellence for all.

Bibliography

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