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“Relevance of Value Based Education in Present Perspectives”

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Abstract:

This study aims to elucidate the meaning of value-based education and its contributions to our moral, intellectual, social, and emotional growth. Value-based education refers to a deliberate endeavour to integrate physical, intellectual, emotional, moral, and spiritual qualities inside individuals. The study focuses on the Vedic Age, during which our educational system significantly contributed to moral development and fostered truthfulness. Swami Vivekananda asserted, “We must pursue education that fosters life-building, man-making, and character development,” especially in the context of the current materialistic era that promotes commercialism in education. The contemporary education system cultivates a profit-oriented mindset. We cultivated our skills in a certain domain that resulted in employment and financial gain. It appears that individuals are increasingly neglecting our old values, such as spirituality and morality, which consequently drives them away from peace and tranquillity.

Keywords: Vedic Education, Peace, and Values

Introduction

The Vedas, which means "knowledge," are the basis of Indian civilization from ancient times and till date. Vedas guide us what and how we should do? In ancient India, the Guru played a critical role in the transmission of spiritual wisdom, values, culture, and knowledge of Vedas to students.

But now the globalization has changed everything. Schools and universities around the world see themselves and their missions, turning education into a business. These days, teachers are more like sales people and students are more like troublemakers. Value education is getting worse and worse in schools all around the world, even in India. Value education, which is designed to teach ethics, empathy, responsibility, and awareness of other cultures, is being ignored or weakened more and more. Values are a big part of a person's personality that affects how they think and act without them realizing it.

The term "value" was originally introduced in 1880 by the German philosopher Friedrich Nietzsche. Value Education is a process that focuses on helping students think critically, make sensible choices and actions, and respect their freedom. Teaches children to care deeply about the well-being of individuals and the country as a whole. We can achieve this by instilling in our pupils a robust commitment to fundamental values such as sacrifice, empathy, and communal life, which will foster national development and instill pride in its citizens. A teacher is very vital for a student's intellectual, emotional, moral, and spiritual growth. Value education is a way for us to help people grow in their social, moral, artistic, and spiritual lives, which are frequently not given enough attention in modern educational institutions. One of India's finest thinkers, spiritual leaders, and educators, Sri Aurobindo (1872–1950), wrote a lot on values in the context of holistic education, spiritual growth, and the rebirth of the nation. His thoughts on values are not just moral; they are also highly spiritual and evolutionary, with the goal of changing how people think. He said thought that real values came from the soul (the psychic being) and not just from religion, society, or authority.

Value Education in Vedic Age:

When researching ancient Indian educational practices, the Vedas are the most reliable and trustworthy source. In addition to imparting information about the cultural heritage of this nation, it also provides tangible cultural artifacts. Physical, mental, emotional, moral, and spiritual well-being were all areas in which the Aryans excelled during their educational era. Babies were educated in Gurukuls in the Vedic era. Gurukul Ashram was located in a peaceful, rural area deep in the jungle, far away from any human settlement, and boasting an ideal environment for relaxation and rejuvenation. By allowing his students to live with his family, the Guru used to make them more well-rounded and aid in their spiritual, mental, and physical growth. There was no need for students to pay for their education back then because there were no needed deposits. Throughout their value education, every single student gave their undivided attention. Guru and students got along famously. Throughout their time as students, the Gurus watched over them closely. Like a

parent tends to his son, guru looked after his students spiritually. Good habits were something that Gurus constantly sought to instill in their students. All aspects of their students' lives mental, emotional, moral, and spiritual were actively pursued by the gurus. Respect and honor were also given careful consideration by the youngsters.

Value Education in Upanishadic Period:

During the Upanishadic Period, education was very spiritual, all-encompassing, and life-changing. It was not just about learning in school; it was also about growing as a person—mind, body, and spirit. The time between 800 and 200 BCE was a high point for Indian philosophy and ethics. The Upanishads were important writings for spiritual enlightenment and moral instruction. In this period, students were thoroughly familiarized with the concepts surrounding yajna and rituals.

Value	Explanation	Upanishadic Source
Truth (Satya)	Being honest in what you say and do, both inside and out	Mundaka, Taittiriya
Self-Control (Dama)	Control over your senses and desire	Katha Upanishad
Compassion (Karuna)	Being fair and sensitive to all living things	Isha Upanishad
Respect for Guru	Serving, being thankful, and being humble toward the teacher	Chandogya Upanishad
Detachment (Vairagya)	Detachment from material possessions	Brihadaranyaka
Inner Purity (Shaucha)	Refinement of thoughts, feelings, and actions	Taittiriya Upanishad
Fearlessness (Abhaya)	Courage based on spiritual knowledge and dharma	Mundaka Upanishad
Non-violence (Ahimsa)	Respecting all living things and not hurting them	Isha Upanishad

Students (shishyas) resided with their Guru in a Gurukul, where education occurred through: śravaṇa, manana, nididhyāsana, observation, discipline, and service (seva). During this period, the Guru was accountable for the conduct and behavior, lifestyle, health, and overall upbringing of the

pupils, as well as any other necessary requirements. The pupils also showed respect and honor to their Gurus. The universities of Takshshila and Nalanda served as prominent centers of higher education during ancient times. This represents the fundamental concept or an additional insight of this university.

Present Education System:

On the other side, today's schools are full of materialistic values, which are getting in the way of both students' and teachers' actual growth. Pt. Jawaharlal Nehru said, "Let us pursue our path to industrial progress with all our strength and vigor, but remember that material wealth can turn to dust and ashes without tolerance, compassion, and wisdom."

It is becoming more and more apparent that many teenagers are ill-equipped to handle the rigors of contemporary life. Neither the educational system nor teachers themselves are conducive to the advancement of values in today's society. Values are not followed by them. What little literature there is on value education is often in poor quality. Contemporary style has students completely smitten. Additionally, families are ignoring their responsibility as a citizen's initial educational institution. Values are no longer recognized by materialism. Negative values like drinking, smoking, and gambling are common among both students and teachers. These values adversely affect individuals, relationships, and society, frequently serving as the foundation for conflict, injustice, and moral degradation. Comprehending negative values is essential for identifying and converting them into positive, constructive values. Because they develop a greed mentality, they place a premium on having a big name and being famous. Currently, the primary goal of students is to succeed in examinations rather than cultivate their personalities. In light of the aforementioned, it is accurate to assert that no educational institution currently rivals Gurukul, no instructor parallels a Guru, and no student equates to a learner.

Ruhela (2010) wrote a book called *Values in Modern Indian Educational Thought*. He correctly points out in this book that the idea of "simple living and high thinking" is an old one. The increase in our needs and aspirations, along with the efforts to satisfy them, has become the prevailing philosophy of life and education in the contemporary world. This type of event does not occur abruptly; rather, it is the culmination of a 200-year-old educational system that excludes morals, spirituality, and values from its curriculum. Thus, value-based education is essential for our moral development. The University Grants Commission (UGC) in India has stressed how important value-based education is for the overall growth of students in higher education. Over the years, the UGC has sent out a number of circulars and guidelines. However, a formal "UGC Guideline for

Value-Based Education" is mostly about fostering ethics, national values, cultural heritage, and personality development.

How can we address the challenges of the 21st century? The answer lies in the influence of life skills education, with values as the paramount component. Skills education is a cohesive and developmental strategy designed to assist children and adolescents in navigating the challenges of daily living, maturation, and risk situations. Life Skills education is a crucial element in the promotion of health and values. Our curriculum must be founded on values to align with NEP 2020, which emphasizes: Developing one's character, A comprehensive and multidimensional education and Promotion of constitutional and ethical ideas biased on Indian Knowledge Systems.

International discourse on education posits that the objective of education is to cultivate an individual into a well-rounded person, culminating in the harmonious integration of physical, intellectual, emotional, moral, and spiritual faculties. We must comprehend and implement the authentic essence of education. Intellectual prowess alone can foster familial happiness, national prosperity, and global peace. Value education is pertinent not just to students but also to individuals across all sectors, including business, industry, politics, and government services. Value education alone can alter individuals and have the power to rectify the faults of contemporary society.

“vidyā dadāti vinayaṃ vinayād yāti pātratām |
pātratvāt dhanam āpnoti dhanād dharmaṃ tataḥ sukham ||”

'Hitopadesha'

It signifies that knowledge fosters humility, humility engenders worthiness, worthiness cultivates wealth and enrichment, richness promotes virtuous behavior, and virtuous behavior yields contentment.

Conclusion:

Based on the description provided, it is evident that value-based education is essential for our current education system. Through values, we pursue genuine understanding and the purpose of life in a just manner. The involvement of both students and parents is crucial, as parents play a significant role in shaping the personality of their children. The Education, Ethics, and Peace Program (ETHICATE) is a program full of many things to learn. The Dalai Lama's 1992 speech on "Universal Responsibility and Education" inspired the organization to make ethics a part of all it does with young people. This is shown in its view of education as learning for life and learning from life. These qualities can be developed and nurtured through education to assist individuals in reaching a higher level of development. Therefore, it is essential to advocate for value-based education and address the prevailing underestimation of its importance in today's society.

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