



**VALUES IN PRESENT EDUCATION SYSTEM: A GUIDE  
TO HUMAN BEHAVIOUR FOR SECURING SOCIAL  
HARMONY AND HUMAN DEVELOPMENT**

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**ABSTRACT**

*In India, right from time immemorial highest priority had been given to education. Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education must result in the transformation of interest attitudes and values. Our system of education has failed to nurture the creative talent of India fully; nor could it tap the latent energies of youth of this country totally for national development to the desired extent.*

*The student life was framed to lay the groundwork of what the man had to know, do and be. The ultimate objective of education is to produce the complete man. The present day education is alienated from spirituality and cultural values. It is increasingly being realised that education of tomorrow has to be moved in ethical principles and spiritual values to produce a holistic human beings. In this backdrop, this paper highlights the need for adherence of values in the present education system.*

*New ways for finding an effective peace and love are highly required. Inclusion of Ethical / spiritual / moral values in our education system is the need of the hour to approach all critical issues and conflicts. The application of inner virtue is the natural and divine anti-dote gifted to humans to surpass the hills that lead people towards peace and love in global manner.*

**Keywords:** *Ethical, spiritual, moral values*



## INTRODUCTION

In India, right from time immemorial highest priority had been given to education. Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education must result in the transformation of interest attitudes and values. Our system of education has failed to nurture the creative talent of India fully; nor could it tap the latent energies of youth of this country totally for national development to the desired extent. According to Sri Aurobindo<sup>1</sup>,

“Man in the Indian idea is a spirit veiled in the works of emergency, moving to self-discovery, capable of Godhead. He is a soul that is growing through nature to conscious selfhood; he is a divinity and external existence; he is an overflowing wave of the God-Ocean, an inextinguishable spark of the supreme fire.

For man's true end in life must be always this realisation of his own immortal life, this entry in its secret of an infinite and external existence. The Indian systems did not entirely leave this difficult growth to the individuals' unaided inner initiative. It supplied him with a framework, it gave him a scale and gradation for his life. There was the period of the students, the period of the householder, the period of recluse or forest-dweller the period of free super-social man, Pariurajana. The student life was framed to lay the groundwork of **what the man had to know, do and be**. It gave a thorough training in the necessary arts, sciences, branches of knowledge, but it was still more insistent **on the discipline of the ethical nature.....”**

The ultimate objective of education is to produce the complete man. The system of education has to meet the needs of the evolving man. The present day education is alienated from spirituality and cultural values. It is increasingly being realised that education of tomorrow has to be moved in ethical principles and spiritual values to produce a holistic human beings. In this backdrop, this paper highlights the need for adherence of values in the present education system.

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1. Pal, P.K and Thyagi, Harish kumar, Education for Tomorrow; Philosophical perspectives of Sri Aurobindo, University news, 43 (03), January 2004.



## **VALUES IN EDUCATION**

Values in education is very much important all the times. The ethics of teaching profession can never be neglected either by the teacher or by the learners. The institutions should maintain the ethics of teaching fully to produce the future citizens of the country from institutions with real values in education. Swami Vivekananda pointed out that “education should give us character, as character is the crown and glory of human life and brings perfection full or live, self-confidence, self-reliance, fearlessness, compassion and a spirit of service”. Swamiji’s view: “Education means transformation of life from instinctual to intellectual to institutional level”.

Knowledge is divided into two levels: ‘AparaVidya’ and ‘Para Vidya’. AparaVidya is termed as lower knowledge. The knowledge on engineering, astronomy, grammar, poetry is termed as AparaVidya. The knowledge will make us educated in our profession. This is hardware part of education. Para Vidya is of higher knowledge through which one realizes one’s own imperishable soul, which is software part of education. This is the value system derived through a complete education comprising of ‘Para and AparaVidyas’. The higher knowledge teach that one universal soul permeates all beings, that the individual soul is a part of this universal soul and hence the individual and the collective (society) are not separate entities but one. Thus love, compassion and services to humanity flow as a natural character of a really educated man. This constitutes wisdom and the concerned person imbibes the values such as Dharma (Sadachara), Thirst for knowledge, Concentration, Chastity, Truthfulness, Austerity (Tapas), Yoga, Prayer, Wisdom, Sraddha (hope, faith) etc., from a good education.

## **VALUE EDUCATION - THE MISSING LINK IN EDUCATION**

In Gurukula system of education, Gurus gave the students a multi-dimensional man-making education. Such education coordinates the three. He of the learners, namely Head, Heart and Hand, which took care of the intellectual and emotional growth of the students and the development of their skills. The Gurus in Gurukulas taught the students values, which guided



them to a healthy and harmonious social life. The Gurus believed the human values with what the students should live by and what they would die for. The Gurus were convinced that providing the students with the knowledge and skills that would enable them to realise their professional aspirations is only a part of their education; the more important part was making them young citizens of values, culture and patriotism to face challenges of career and life. In nutshell, Education during ancient India was not mere imparting of knowledge and teaching of skills; it was, on the contrary, a mission for man-making. In the man-making education the 'head' saw the meaning of information, the 'heart' saw its righteousness and user within the boundaries of morality and the 'hand' put it into action. Whereas, the present day youths stretch themselves beyond the limits to the extent of disturbing their mental poise and affecting the psychological well-being due to which values are forsaken and the interpersonal relationships break down. The youth have become the victims of over valuing materialistic ambition and unknowingly have accelerated the pace of their life. The result is gastric neurosis, mental disorder and behavioural problems. The youths have been caught in an 'achievement fever' and have become slaves of their own machines.

It is unfortunate to witness in the present system of education that teaching is given to the youth to live by machines and gadgets and not by the universal human values like truth, non-violence, love and compassion. These values are relegated and man is fast becoming a non-entity. The young man wants to be always busy with their business and industry which can multiply their money. Leisure and social get-together are generally neglected. The result is obvious. Family and the society are breaking away. When values are forsaken, chaos overtakes order. The present way of thinking, behaviour and life is changing so adversely that there is now an urgency to make value education an integral part of education. Machines like computer and information systems like the internet have so advanced that we cannot wait any longer for any natural process to redeem the youth from the commercialised way of functioning and artificial way of living. Life has become so artificial and materialistic that young men and women have begun to think whether they need any 'value system' at all that will guide them to the right way of living. If this doubt becomes a conviction, life will not be human, and our society cannot be



called a humane society. The path we have travelled in the recent past is not at all encouraging. It is high time to revisit the life and work of our fore fathers and learn to live with peace and happiness by adopting the values practiced by them in their life.

What is value education? MohitChakrabarti<sup>2</sup> explains it convincingly from the educational philosophy of Gandhiji. He says, “Gandhiji considers value education as an indispensable part of one’s endeavour of identification by means of self-enquiry, self-analysis and self-evaluation”. Such type of education for values therefore, necessitates an approach that harmonises the essential components containing the growth and development of personality. Swami Vivekananda says, “Education for values should be education for man-making and character building. Values like cooperation, tolerance, neighbourliness, austerity and so on should be exercised in right earnest in the continual course of education. The youth cannot shape the destiny of their nation without value education to them. The aim of value education is to enable the youth to become admirable young men, men of scientific temper and human spirit, men deeply patriotic, men who can rise above the deceptive propaganda of many politicians and separatist forces.

Value education teaches the youth a positive attitude and a humane way of action to succeed in life. Values teach the youth to laugh at their miseries and be sympathetic towards others’ miseries. Men with values and independent thinking do not succumb to pressures from time and their competitors. They take their competitors as a group of which they are good members or good leaders. Men of values and independent thinking do not think they are above the competitors. They do not think themselves to be leaders with special gifts.

Value education teaches harmony, independence and leadership. A person who succeeds in the right way, is the one who inspires others to succeed. He appreciates others’ problems too and tells them how to solve them. We should remember that our children, the future generation, start from only where we end.

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2. Chakrabarti, Mohit, Value education: changing perspective, Kanishka Publications and distributors, New Delhi, 1997



Global thoughts, actions and consequences and other external influences has began to affect our education systems and social patterns. There is growing demand for trust and cooperative action from individuals and institutions for survival of human race. We need people with mature mind driven and energised by Indian ethos and values to provide solutions to all the ills of our society and to foster our thinking to concern more about society and others. In the present day education system, many people are taken away by money, power possession and moved outside the inner values and ethical behaviour as well as procedures. In our society, each individual decides his way to react and behave, and they therefore contribute with consequences for the future. Prosperity should be bonus for life; education may direct society towards it or against it; prosperity does not mean only material belongings. The present system of education should inculcate spiritual / moral / ethical values to learners to commit to a new way of thinking to socialise citizens to come out with human face and adopt to values, then only we find prosperity everywhere.

## **NEED FOR INTEGRATION OF VALUES AND EDUCATION**

The present education system should create a climate and space for students to learn ethical/spiritual values in educational institutions because i) Values are the roots of the tree of human development and peace and its application nurtures it; ii) The integration of values and education will solve all the problems of the society ; iii) No development will be fruitful without the adherence of values in life and work; iv) Values and education have a very significant influence on the different domains of individuals, families, organisations, communities and countries; where we find growing expectations for new visions ,perspectives ,facts and hopes for humanity and global development.

Values and education must be integrated in a natural and inner manner to have an ability to imbue everyone with harmony and synchronicity, because they to gather lead people towards wisdom and knowledge that incorporates material, mental and spiritual development of mankind and peace. The thoughts and statements of wise people, Acharyas, Saints, Swamijis, Gnanies,



Gunavans are always vibrant, ready for use, which forms foundation for education and values in life. Educators must impart the students to share and practice values such as human dignity, tolerance, truthfulness, work ethics, self-reliance and responsibility in life. Honesty, obedience, kindness, diligence hope and faith rooted in soul and spirit are needed for students to become leaders of tomorrow.

## CHANGING SCENARIO

Learning, learning system, and learning organisations are emerging as essential for a new global era of communication and technology .In the present day world, situations and circumstances create continuous changes and new perspectives. The learners, learning systems, learning organisation and society must adopt to changes as per new advances. There is a dire need for preparing our students and our educational institutes are expected to play a key role in this transformation process by creating interactive environment for future generations. It is time to focus learning for equitable and prosperous applicable knowledge to benefit global development and prosperity within fairness, balance and multicultural citizenship in a near future or what is known as **“humanisation and democratisation”** of education closely linked with equity and values for societies. A smooth mixture and acceptance of **“global and sound mind”** - **“values or moral criteria”** and **“leadership responsibility”** may initiate critical changes that society and humanity desire.

The key to authentic change is inner values / spiritual values / universal or ethical values. These are timeless and last for ever and act as a kind of ‘peacekeepers’ applicable to all areas of thought and action of human beings.

## CONCLUSION

There is uncertainty in the society and durable solution to the problems of the society requires the application / practice of values in life and work. Learning is central to development and should be linked with education in a holistic sense. Individuals with spirit of learning, assure success and inner growth. Educating is **‘learning to live’!** Living is **‘learning to be and let**



**others to be'!** Being is **making perceiving happiness**. To accomplish this, one must put in to practice the spiritual / ethical values in daily life, to overcome any crises and manage difficult situation. Knowledge does not make neither good people not better balanced society; it is preference to have love for doing well, inner feeling for the goal, clear and ethical mind for finding sensible solutions, wish for learning and enhance creativity for adopting to developmental and continuous change.

Virtues and anti-ethical values have been a continuous struggle from the beginning of the mankind, finding of peace and understanding very difficult. The result is frustrating even today. New ways for finding an effective peace and love are highly required. Inclusion of Ethical / spiritual / moral values in our education system is the need of the hour to approach all critical issues and conflicts. The application of inner virtue is the natural and divine anti-dote gifted to humans to surpass the hills that lead people towards peace and love in global manner.

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