

# Value Education

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It is matter beyond any dispute that entire human race demands the global implementation of value system in 21<sup>st</sup> century and its continuation if we have to go to 22<sup>nd</sup> century. Among all other section and components of society the sphere of education has more responsibility in this dimension than others. Value-less education is not only meaningless, but it is practically harmful and logically contradiction in terms. That means that by the very definition of the terms “value” and “education” it logically implies that the both the terms must go together. There are no values without education and no education without values. So it is necessary to state the different dimensions of value-education in an integrated way.

Firstly, we have to admit that there is a need of value-education and this acceptance implies that in the whole world, what is given in the name of education does not contain values and therefore it is no education at all. There is need of the implementation of eternal, absolute and internal values can be articulated and practiced through spiritual and cultural dimension. Therefore, it is the duty and responsibility of those nations, which have long cultural past with spiritual component, and no doubt India comes first in this list that they should some stable way of human life through education, in the world. This is all to be seriously noted that the everchanging technological world and society too require some stable and unchanging standard of life, the present exponential

growth of human race cannot go forever. This is realised by scientist like Stephen Hawking who mention (and warns also) in his book about cosmology (The Universe in Nutshell) and royal astronomer of Britain Martin Rees, who has already warned that human race is not entering 22<sup>nd</sup> century with this exponential growth.

The situation is too serious to be abandoned. Something must be done and it can be done through value education with the establishment, of eternal spiritual values of Indian culture. Value is not a ever changing thing, actually there can be no such thing. There are spiritual values which are to be connected with directly implied educational components. And in general terms these components are teaching and research. In Indian perspective , more generally we may call them “Svadhyay” and “Pravachan” . These two factors are not totally independent from other dimensions of life. In Taittiriya Upanishad in Navama Anuvaka, which is entirely devoted to “svadhyay” and “pravachan”,these two are connected with essential twelve value components. It starts with Ṛta andsatya and with dama,shama, agni,agnihotra,atithi,manusha,praja and prajana,ends in prajati. With these true value components, these (svadhyay and pravachan) are declared as tapa.

This only one example of entire vast value-based education system of the spiritual teaching of the upnishadas. Teaching and research should be done and guided by the Ṛta, Satya and other spiritual and cultural value-component. Only in this situation the endless contradictory regression of materialism can be checked at global and individual level. This is necessary to counter the global threat of global warming (green house effect) and increasing mental tension in individual life.