



Cover Page



VALUE EDUCATION IN THE LIGHT OF THE INDIAN KNOWLEDGE SYSTEM

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Abstract

Value education started in India from ancient times. Value education is essential to develop positive human behaviour and good qualities in life. Value education is necessary for understanding values which reflect individuals behaviours and it has a positive contribution to society. This study can help to understand the concept of value education and incorporate the Indian knowledge system to improve value education. Ancient Indian literature like vedas, upanishads, bhagavad gita can instil values such as ethics, selfless action, self discipline, morality. Celebrating Indian festivals and understanding their significance can promote cultural values. Incorporating yoga and meditation into the curriculum can help to develop mental and emotional well being. Integrate traditional knowledge with modern education sustain values. Panchatantra and Jataka tales are collections of stories. These stories can be used to teach moral lessons and ethical behaviour. So value education can be observed in the Indian knowledge system. If children learn value based education from school and higher educational institutions, they can overcome the value crisis problem. Collaborative efforts of the Indian government, parents, teachers and society can bring the youth on the right track. So that future generations of India can live with proper value oriented disciplined life.

Keywords: Value, Education, Human values, Indian values, Indian knowledge system.

INTRODUCTION

Education is a vehicle of knowledge and a powerful process for improving mental ability, understanding of self, improvement of behaviour. Education is a continuous process and it can be possible through learning experiences. Education is a lifelong process. It can be transferred formally, informally and non formally. Education helps to develop values. Values can develop and build the character of a child. India is a place where people with different religion, caste and creed live in a harmonious way. Indian culture has the quality which can build and develop values. Values develop different aspects of human beings like intellectual, physical, moral, social, spiritual which also help to develop personality of a human being. Make each and individual a perfect human being. India is a country with enriched knowledge where people with multicultural backgrounds know how to live together. At present the lifestyle of Indians is changing day by day. Joint family system is divided and moving towards the nuclear family. Indians emphasised values through their own culture and literature. At present nuclear family children are not getting knowledge regarding values from their family, culture and tradition. So it can be possible if collective efforts should be made through education. Value education in India was prominent from vedic period. Value education can reshape society again. So education and its goals, aims, objectives, curriculum and method of teaching need to be bound up with values. Indian societal, cultural values can be preserved and promoted through education. Value education can change the way of thinking, feeling which helps to give a human being a positive aspect of life. Different committees and commissions were formed pre-independence and after-independence of India. Those committees and commissions were suggested and recommended value education and its implementation. Kothari commission (1964-66), The National policy on education 1986 also emphasised value education to promote values among students.

Value education can develop the level of understanding. It also develops respect toward other people. So values can be included in the curriculum to develop personality and cognitive, affective, psychomotor domains of humans. Human values can improve social relationships which also can improve societal structure. National integration and international understanding also can develop. In India value education is considered as a wider perspective that encompass social, ethical, religious, cultural, spiritual values. Values influence every one's thought, decision, feelings, action and guide someone to



Cover Page



do right things. Values also contribute to the all round development of an individual. Values can give proper direction towards life and help to improve quality of life. So it can be said values are the backbone of society. Sometimes values can be changed from society to society and from time to time. But the value system of Indian culture and tradition can lead the right path to everyone in the society. So Indians have knowledge regarding values which can be accepted by all over the world. The Indian knowledge system has a treasure of value oriented learning that improves value education. Integrating the Indian knowledge system into value education can deeply enrich students' understanding of ethics, spirituality, and holistic living.

Statement of the research problem:

Values are essential for human beings to make right decisions, guiding someone's behaviour in a socially adjustable way. Several problems can arise if values are not developed properly. Different cultures prioritise different values. If values are not developed properly then it creates misunderstandings and conflicts. For example western cultures prioritise individualism while asian cultures prioritise collectivism. If moral values do not develop properly then lack of consciousness on important issues can lead someone to ethical dilemmas. In modern Indian society, traditional values can sometimes be overshadowed by materialism and consumerism. This can lead someone to decline values such as empathy, integrity and honesty. The rapid advancement of technology creates an effect in the Indian social and economic process. At present the concept of globalisation makes the world become more interconnected. Prioritisation of different values can create conflict and tension. Integrating the Indian Knowledge System (IKS) into value education can significantly enhance the learning experience by fostering a holistic understanding of values rooted in India's rich cultural heritage. It is time to explore that knowledge again and implement value education to improve the quality of life.

Therefore, the problem selected for the study may be precisely stated as: "A study on value education in the light of the Indian knowledge system"

Objectives of the Study

Main objectives of this study

O₁: To know the concept of value education.

O₂: To throw some light on the impact of the Indian knowledge system to improve value education.

Operational definitions:

Value: Value mainly refers to objects which human beings consider desirable and worthy of pursuit in their feelings, thoughts and actions. Objects may be divided into several types. Firstly it can be material or abstract qualities. Secondly it can be a state of mind like peace, honesty, punctuality, truthfulness, happiness, justice, fraternity etc. So values are beliefs, ideas and norms which majority people of the society cherish.

Education: Education is a purposeful activity which aims to achieve goals like transmission of knowledge, skills. Education shapes the way of thinking. It also nurtures curiosity, critical thinking and creativity. Education is the process of facilitating learning, values, beliefs, and habits. Education is not only limited to the schools, colleges and course completion certificate but also involved with a lifelong journey of exploration, understanding and growth. So it equips individuals to think critically, act ethically, foster curiosity and innovation.

Human values: Human values are the virtues that guide humans to take into account the human element when one interacts with other human beings. So human values shape the actions and decisions of human beings. Human values encompass respect, empathy, integrity and guide human beings to interact with others, make their choices. Values like compassion, honesty, respect and responsibility build the foundation of societies and drive progress.



Cover Page



Indian values: The essence of Indian values lies in their focus on respect, harmony and interconnectedness. These values encompass spiritual principles and ethical guidelines that promote a peaceful, balanced and fulfilling life. These values foster a sense of duty, compassion, unity, harmony with nature, encouraging individuals to live in harmony with themselves. A set of principles rooted in ancient Indian philosophies and cultural practices emphasise non-violence, selfless service, righteousness, respect for elders. These values provide a moral framework that guides behaviour and decision-making. Indian values create a society where everyone can thrive together, respecting each other's space, beliefs, and contributions. It is a beautiful blend of ancient wisdom and practical living.

Indian knowledge system: The Indian knowledge system is a multifaceted framework encompassing ancient wisdom and modern insights. It integrates diverse fields like science, medicine, arts, philosophy, spirituality. It emphasises holistic understanding and harmony. This system is grounded in texts like the Vedas, Upanishads, epics, offering insights into the cosmos, human nature and ethical living. It helps to find balance, seeking truth and fostering a profound connection with the world. Ayurveda, the ancient medical science emphasising balance in the body and nature. Yoga, a spiritual and physical practice aimed at unifying mind, body, and spirit. Vedic mathematics offers swift and efficient calculation methods. While ancient texts like the Vedas and Upanishads explore profound metaphysical questions. So it is a treasure trove of knowledge aimed at enhancing quality of life.

Research questions:

RQ₁: Do ancient Indian education system aggrandisement values through education?

RQ₂: How does the Indian knowledge system help to improve value education?

RQ₃: Why are human values related education necessary in the 21st century Indian education system?

Significance of the Study

(i) The study helps to understand the ancient Indian knowledge regarding value education.

(ii) This study can help to improve the quality of human life.

(iii) The study would open the eyes of the educationist to emphasis on the practical perspective of human values related education in the 21st century Indian education system.

REVIEW OF RELATED LITERATURE

Tomas, A. L. & Mishra, S. K. (2023) In this research article researchers tried to focus on the relevance of Indian knowledge systems for nation and character building. The Indian knowledge system helps to generate knowledge and respect for ancient Indian culture. In the modern world it is possible by applying the natyashastra. Natya Shastra known as the fifth veda. It is a performing arts which is relevant in the present world. Practice of this knowledge improves national power. Verbal and nonverbal expression of communication can create an effect on one's subconscious mind. The Indian knowledge system develops relevant skills for character building. It is better for all generations of people. It also helps to create a powerful nation.

Wankhede, V. B. (2023) In this research article researcher focussed on the role of human values in higher education. Socio economic life of any nation depends on quality and valuable education. Now the global environment is changing rapidly. So the importance of human based education needs to be increased. Author explained human values are necessary for development, prosperity and peace in the world. New education policy committed to implement humanistic values which fulfil the goal concept that is a happy prosperous life with peace, love. Human values are eternal and it is important for every region of the world. Human Values can not be denied and neglected. It is present in human life. In the absence of human values students are moving towards violent, cruel activity which makes them inhuman. So human values need to be studied in higher education.



Cover Page



Amarnath, K. V. (2022) In this research article researcher focussed on value based education. Values are essential. Time to time the education system focussed on values. Goals and objectives of education based on values. Value oriented education system develops learners' caring attitude, cooperation and respect for others. Values increase human development. Values are important to constitute a society. Values are essential. So it can not be neglected on a national and societal level. Modern higher education makes people literate but it is also responsible for forgetting the basic values like good human beings or responsible citizens. Existing educational system mainly emphasised on individualism, competition, linguistic ability but did not give any importance on value based education. Now it is time to implement value education again in school and higher school level. Evaluation of value education should conduct routine time. Students need to be observed and evaluated daily by teachers, administrators, and parents.

Chouhan, D. S. (2020) In this research article researcher focussed on impacts of value education. This study was carried out in the phenomenological pattern. The aim of this course is to determine the opinions of the pre-service teachers about the concept of value and value education. For study purposes twelve teachers from fourth grade faculty of education in the department of primary education were interviewed. Opinions were collected from teachers on values and value education. Opinions were grouped under two categories as "My Values" and "Values Education". In the category of "My Values" teachers include their opinion regarding concepts of values and values that guided their lives. For example personal value and social value. In the category of "Value Education" teachers give their opinion regarding the purpose of value education and the path which one will follow. Study findings showed some teachers emphasised the primary goal in value education should be to raise good citizens, other teachers highlighted the importance of good character by focussing on personal value. So the author suggested that active learning methods, modelling, cooperating with family would be effective in value education.

Basha, P. C. & Ramana, G. V. (2018) In this research article researchers tried to focus on the importance and need of value education. Time to time the education system focused on values. Education developed a learner caring attitude, cooperation. Values increase one's personal qualities that develop humanity in human beings. At present values are neglected on a social and national level. Several factors which highly educated people but people forgetting basic values for good and responsible human beings. Modern education system emphasis on individualism, competition, linguistic ability but not given sufficient emphasis on value education. Need to identify social and cultural values and prepare a standard curriculum for all over the country. Value education should be compulsory up to higher education level. Evaluation of value education should be conducted on routine time. Values are developing in a proper way or not. For this purpose teachers and parents will monitor their students regularly.

Bharti, M. (2018) In this research article researcher tried to focus on value based education and personality development of school children. Now loss of values can be seen in every sphere of human life. Now the standard of social life is gradually declining. At present religious belief gradually comes down. Religion is no longer to contribute values like moral value. So some collective efforts can be adopted through education which develops certain values in children. Life is complicated day by day. So social norms, construction of family, policy and professional ethics are changing day by day. Deculturalization levelling down the human value system. Now societies are facing a value crisis problem. So students need to be trained by value based education. It helps to develop the personality of school children. They can think for themselves and can make moral decisions independently.

Bhagat, S. (2016) In this research article researcher tried to focus on the ethical Indian education system and its need. Ancient Indian education system focused on value based and skill based learning. It is essential for development of teaching skill, intellectual level of learner, knowledge about cultural heritage, awareness regarding responsibility toward nation. Author also described the present Indian education system adopted from the Britishers. Not only the education system but also the economic system, judicial system, administrative and parliamentary system adopted from the Britishers. Development of corruption creates an impact on the value system of learning. Author also focussed on some major areas like improvement and growth of the Indian education system.



Cover Page



Critical Appraisal of Review:

After reviewing the related literature it may be evident that the majority of studies that had been attempted on value based education. Some research has been conducted on the Indian knowledge system. But the researcher discovered a research gap. The researcher carefully investigated and found there was no research work done on the impact of the Indian knowledge system in the value education. So the researcher wanted to fill up this gap.

Proposed Study

From the critical appraisal of the previous literature, it can be said that there was ample scope to carry out research on the value related education and the Indian knowledge system. There may also have been another scope to throw a light on the impact of the Indian knowledge system to improve value education. The present study conducted keeping in that view.

METHODOLOGY

Delimitation of the Study

The study was confined only within value education in the light of the Indian knowledge system. Western knowledge system not included here.

Design of the Study

Qualitative research design in which documentary analysis method endeavours was considered to be the appropriate method of investigation for the study.

Selection of Sources of Evidence:

Secondary sources of data basically refer to information that is obtained second hand. The type of secondary sources used for this research purpose were books, Sanskrit books, journals, research articles, educational websites etc.

Collection of Evidence:

Data collected for research work were carefully judged by the researcher. Researcher checked the validity, reliability and relevance of the data by using external and internal criticism. By using external criticism researcher determine that the data which appears or claims were true. Documents were not fraud and it does not swindle the research work. By using internal criticism researcher determined that the actual data content was subject to verification. By using this procedure researcher tried to determine the validity, truthfulness and worth of the content of that document. After going through the external and internal criticism procedure, it was decided data can be taken for further procedure.

ANALYSIS AND INTERPRETATION

Concept of value: Values are ideals, beliefs and norms which a society members hold. Values express the judgement which people have about the relative importance of things. Values as a judgement concerning the worth of an object, person, group. So value judgement contains evaluative rating terms such as good, bad, moral, immoral, beautiful, ugly etc. Values guide people to choose a path for better existence. People who practise values can develop inner strength. Values are essential for any civilisation. Values build up the character of human beings. Values are the root of all types of behaviours. Values guide and shape the behaviour of individuals as well as organisation. The process of acquiring values begins from birth. Children primarily learn values at their home but due course values will change according to their experience. Values can differ from generation to generation, culture to culture. Values are influenced by the changing needs of society. So values can change from time to time. Therefore culture has a strong impact on values. So the concept of value may be concerned with valuable material things such as property, money, good appearance, children etc. as well as non material things or abstract ideas such as truth, desire, justice, honesty, piety, self respect etc.



Cover Page



Concept of value education: Value education mainly refers to a planted educational programme. Main aim of that programme is to develop the character of the learner. Value education develops awareness of a sensitivity to moral and aesthetic phenomena, emotions and character by training. Value education is also concerned with all round development of learners. The development of values is also influenced by a complex environmental factor like home, community, peer group, media, general ethics, aesthetics of the society and also by the person. The result of value education is transformation of individual personality. It is developed on the basis of persons and their internalisation of values, realisation in life. Major aim of this education is to transform knowledge by using different subjects and curriculum. Different teaching methods can be applied by understanding pertaining to the particular aspect of reality under consideration. Knowledge of value involved with conceptual thinking, critical thinking, reflective thinking, understanding of principles, understanding of laws, generalisation and development of insights. So value education is a planted programme where any such practical action should be based upon theoretical understanding of philosophical, sociological, psychological aspects. By using these aspects general issues of value education can be transmitted. Value education is a programmed method of teaching learning process for attainment of qualities like awareness, appreciation, understanding, willingness, sensitivity, commitment to action, problem solving ability, enlightenment. The National Policy on Education 1986 and the National Curriculum Framework for Elementary and Secondary Education have referred to some concepts as the components of value education. Those are Cultural heritage, the democratic way of life, Scientific equality, Scientific temper, secularism, environment, Gender equality, social cohesion, national unity, populations, quality of life. Intellectual analysis of these values can raise the consciousness, the betterment of quality of life in the society. Human rights of the United nations has listed down some values. Those are liberty, equality, property, well being, peace, tolerance, reason. These values can be developed in democratic setup. From these values people will learn their rights and responsibility.

Classification of value: Values are two types either innate or acquired. Innate values are inborn such as peace, love, happiness, mercy and compassion. Some positive qualities also under innate values such as humanity, tolerance, cooperation, responsibility, honesty, simplicity. Acquired values are external values. These values can be adopted at the place of birth or place of growth. These values are influenced by the environment. Acquired values such as one mode of dress, habits, tendencies, cultural customs, traditions. Values may be classified as moral values, aesthetic values, social values, spiritual values, personal values, universal values, political values, economic values, religious values, cultural values.

Integrate Indian knowledge system with value education: The Indian knowledge system is like a deeply rooted tree. Encompassing ancient texts, history, philosophies and practices are elements of the Indian knowledge system. Merging traditional Indian wisdom with value education can provide a rich, cultural learning experience. Integrate the Indian knowledge system with value education can improve quality of education. Learners can make the right decision in their practical life. Human values shape individuals. These are guiding principles. So human values influence individual behaviour and decision making. From the societal point of view human values can frame the character of human beings. Human values help to maintain interpersonal relationships and foster harmonious relationships with societal people. Some common human values are compassion, honesty, respect, fairness, integrity, justice, humility, responsibility. Compassion meaning concern for others, understanding the reason of suffering, showing empathy. Honesty means being truthful and transparent. Respect means acknowledging the attributes of others. Fairness means treating people equitably and justly. Integrity means adhering to moral and ethical principles. Justice means treating people equally and fairly. Humility is recognising one's own limitations and being open to learn from others. Humility is the quality of being modest and humble. Responsibility is about owning one's own actions and its outcomes. Human values are universal. All human beings mutually share the same human values. Children first learn values from their family members. As a child grows through different life phases they learn values from friends, teachers, elders, society and leaders. Integrate the Indian knowledge system into value education can enrich the education system as well as it has some profound effects. First cultural awareness and pride: Indian knowledge system helps to develop deep understanding of India's rich cultural heritage. This fosters a sense of pride about their cultural identity. Second holistic development: Indian knowledge system always emphasises a holistic approach in education. It also helps to blend traditional wisdom with modern knowledge. This approach not only nurtures intellectual,



Cover Page



physical growth but also ethical, emotional, spiritual development. Third ethical and moral values: Traditional Indian teaching focuses on values such as respect for nature, the pursuit of truth, compassion and righteousness. Integrating these values into modern education helps to cultivate empathy, social responsibility and ethical leadership among the students. Fourth sustainable practices: Indian knowledge system can include knowledge about sustainable living with the environment which is increasingly relevant in today's world. Teaching with these practices can encourage the students to adopt sustainable lifestyles and it also helps to make environmentally conscious decisions. Fifth innovative thinking: The Indian knowledge system can foster innovation and creativity by bridging traditional and modern knowledge. Students can learn to think critically and creatively and can draw from a diverse pool of knowledge. Sixth enhanced learning experience: Incorporating Indian knowledge system into curriculum can enhance learning experience by making it more diverse and inclusive. It helps to bridge the gap between traditional wisdom and contemporary education. It also provides a well-rounded educational experience. Ancient scriptures are the source of the Indian knowledge system. It can play an important role for shaping human values.

Moral values can help individuals in making distinction between right and wrong, good and bad. Moral values impart respect for others and ourselves, respecting the rights of others, keeping promises, avoiding unnecessary problems with others, avoiding cheating and dishonesty, showing gratitude to others and encouraging them to work. Moral values can not develop automatically. It has to be acquired. Education is one of the medium through which morality can be attained. Moral values sometimes depend on the rules, regulations, laws and order of the society. Moral values like faith, loyalty, non violence, obedience, purity, truthfulness. Some examples from ancient Indian texts which represent moral values. सत्यं वद धर्मं चर स्वाध्यायान्मा प्रमदः। Meaning: Speak the truth, practice righteousness and do not neglect self-study. अहिंसा परमो धर्मः। Meaning: Non-violence is the highest duty. सत्यमेव जयते नानृतं। Meaning: Truth alone triumphs, not falsehood. These texts emphasise on the values such as the importance of truth and honesty. Text source: Mundaka Upanishad. सत्यमेवेश्वरो लोके सत्यं पद्माश्रिता सदा। सत्यमूलानि सर्वाणि सत्यान्नास्ति परं पदम्॥ Meaning: Truth is God. The goddess of wealth always takes refuge in truth. Truth is the root of everything. It is supreme and there is nothing above it.

Aesthetic values are mainly concert with beauty or appreciation of beauty or sense towards the beauty of the realm and its surroundings. Aesthetic values are also those which give people pleasure and happiness. Some philosophers have said aesthetic values also can be confined to artistic excellence. Sometimes aesthetic values are difficult to assess because they are personal and subjective in nature. For example a particular work of art may evoke different opinions from different people. So there is no universal criterion or standard to validate aesthetics values. Beauty of nature and any kind of artistic creative, innovative work has aesthetic values. Some examples from ancient Indian texts which represent aesthetic values. From the Bhagavad Gita: जातस्य हि ध्रुवो मृत्युर्ध्रुवं जन्म मृतस्य च। तस्मादपरिहार्येऽर्थे न त्वं शोचितुमर्हसि॥ (2.27) Meaning: "Death is certain for the born and re-birth is certain for the dead; therefore you should not feel grief for what is inevitable." This shloka emphasises the transient nature of life and the beauty in accepting the cycle of life and death. From Kalidasa's Raghuvamsa: कान्तारपथिकानां यथा हि श्रान्तानां सुसंवृत्तिः। तथा हि सुकृतिनां सुकृतं फलति ध्रुवम्॥ (Raghuvamsa 1.2) Meaning: "Just as the weary travellers in the forest find rest, so do the virtuous find the fruits of their good deeds." This shloka reflects the aesthetic value of virtue and the beauty of righteous actions.

Social values are products of social structures and social processes. Social values can not fully develop in home conditions. Social environment needs to develop social values. School, other institutions are the miniature of society and can help to develop social values. Humans are social beings. So social values develop the family and societal environment. But now the joint family system has broken down. Children from small nuclear families do not develop social values properly. So weakening of social values in the younger generation has created many types of social conflicts in western countries and is now in India. Human behaviour, duties, responsibilities are judged in comparison with some certain models, ideas and norms of the society. Social values may be love towards humanity examples brotherhood & sharing, sincerity and honesty examples dutifulness & forgiveness, good citizenship examples sympathy & sportsmanship, faith in cooperative living examples friendship & team spirit, integrity of character example magnanimity, scientific temper of mind example



responsibility, faith in change and peaceful methods examples patience & tolerance, concern for environment example conservation of natural resources. Also social values are honesty, sincerity, punctuality, love for humankind, feeling of brotherhood, work for general benefit, love to parents, helping attitude to others and cooperation, equality, justice, liberty, freedom, national pride etc. Some examples from ancient Indian texts which represent social values. उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः। न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः॥ Meaning: Any work is accomplished by hard work, not just by thinking. Just as a deer does not enter the mouth of a sleeping lion. This text highlights the value such as the importance of hard work and effort. परोपकाराय फलन्ति वृक्षाः परोपकाराय वहन्ति नद्यः। परोपकाराय दुहन्ति गावः परोपकारार्थमिदं शरीरम्॥ Meaning: “Trees bear fruit for the benefit of others, rivers flow for the benefit of others, cows give milk for the benefit of others; similarly, this body is meant for serving others.” These shlokas highlight the importance of hard work and effort, unity, selflessness, and service to others which are fundamental social values.

Spiritual values are the ultimate ethical value. Spiritual values can be developed by yoga, meditation, self discipline, self control, purity of thought, piety thinking and devotion to god etc. Spiritual values mainly highlight the principles of self discipline, contentment, self restraint, freedom from general greed, reduction of wants and austerity. Now the greatest tragedy is Indian students losing their higher ideals of life and they are living in a spiritual vacuum. Now Indians are blindly adhering to the path of western materialism and forgetting spiritual wisdom. Result of lacking spiritual values can create disaster, destruction, confusion, aggression, exploitation, hatred and selfishness. Spiritual values can be imparted by education. It needs to impart every level from home to community, from school to university for the better world for future generations. Some examples from ancient Indian texts which represent spiritual values. प्रज्ञानम् ब्रह्म (Prajñānam Brahma). Translation: Knowledge is Brahma. Text source: Aitareya Upanishad, Rigveda. Meaning: This shloka emphasises that true knowledge is the essence of Brahma, the ultimate reality. अयम् आत्मा ब्रह्म (Ayam Ātmā Brahma). Translation: The Self is Brahma. Text source: Mandukya Upanishad, Atharvaveda. Meaning: This shloka conveys that the individual self (Atma) is a part of the universal consciousness (Brahma). तत् त्वम् असि (Tat Tvam Asi). Translation: That Thou Art. Text source: Chandogya Upanishad. Meaning: This profound statement signifies the unity of the individual soul with the ultimate reality. अहम् ब्रह्मास्मि (Aham Brahmasmi). Translation: I am Brahma. Text source: Brihadaranyaka Upanishad. Meaning: This shloka declares the realisation of one's identity with Brahma. कर्मण्येवाधिकारस्ते मा फलेषु कदाचन (Karmanye-evaadhikāras te mā phaleṣhu kadāchana). Translation: You have the right to perform your duties, but not to the fruits of your actions. Text source: Bhagavad Gita, Chapter 2, Verse 47. Meaning: This verse teaches the importance of selfless action and detachment from the results.

Personal values are personal in nature. It can be cherished by the individual perspective. Each and every individual imbibes these values on their own personal level. Personal values are important to develop personal qualities. Personal values may be cleanliness, ambition, honesty, discipline, contentment, loyalty, courage, determination, dignity of labour, creativity, regularity, punctuality, self confidence, self motivation, simplicity etc. Example from ancient Indian texts which represent religious values. विद्या ददाति विनयं विनयाद्याति पात्रताम्। पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम्॥ (Vidya Dadati Vinayam Vinayadyati Patratam, Patratvat Dhanamapnoti Dhanat Dharmam Tatah Sukham.) Meaning: Knowledge gives humility, from humility comes worthiness, from worthiness one gets wealth, from wealth comes righteousness and from righteousness comes happiness.

Universal values indicate the essence of the human condition. It can be possible through universal values. Universal values can link human beings with the cosmos and humanity. Universal values can be experienced as joy, love, peace, wisdom, integrity, justice, coexistence, devotion, contentment, brotherhood, service, compassion, truth, bliss and eternity. Some examples from ancient Indian texts which represent universal values. वसुधैव कुटुम्बकम् (Vasudhaiva Kutumbakam). Meaning: The world is one family. This shloka from the Maha Upanishad promotes the idea of global unity and universal brotherhood. आत्मनो मोक्षार्थं जगद्धिताया च (Atmano Mokshartham Jagaddhitaaya Cha). Meaning: For one's own salvation and the welfare of the world. This shloka emphasises the balance between personal spiritual growth and contributing to the



welfare of society. लोकाः समस्ताः सुखिनो भवन्तु (Lokah Samastah Sukhino Bhavantu). Meaning: May all beings everywhere be happy and free. This shloka is a prayer for universal happiness and well-being.

Political values are some ideological beliefs. It is the best way to govern a country or organisation. Political values can be developed through democracy, civic responsibility and through welfare activities. Some examples from ancient Indian texts which represent universal values. कश्चित् कस्यचिन्मित्रं, न कश्चित् कस्यचित् रिपुः। अर्थतस्तु निबध्यन्ते, मित्राणि रिपवस्तथा॥ (Kaścit kasyacinmitram, na kaścit kasyacit ripuḥ. Arthatastu nibadhyante, mitrāṇi ripavastathā.) Meaning: No one is anyone's friend, and no one is anyone's enemy. Friendships and enmities are formed based on self-interest. न्यायेन राज्यम् चलयेत् (Nyayena Rajyam Chalayet). Meaning: Govern the kingdom with justice. This shloka emphasises the importance of justice and fairness in political leadership. प्रजासुखे सुखं राज्ञः प्रजानां च हिते हितम्। नात्मप्रियं हितं राज्ञः प्रजानां तु प्रियं हितम्॥ (Prajā Sukhe Sukham Rajnah Prajanam Cha Hite Hitam, Natma Priyam Hitam Rajnah Prajanam Tu Priyam Hitam). Meaning: In the happiness of the subjects lies the happiness of the king; in their welfare, his welfare. The king's personal desires are not important; the welfare of his subjects is his duty.

Economic values may be around money, customers needs, prospects desires, beliefs around ownership of property, contributing to common taxes on goods, balance of supply, demand, generosity of wealth, economic prosperity, importance of hard work, charity, ethical use of wealth and so on. Some examples from ancient Indian texts which represent economic values. त्यागो गुणो वित्तवतां वित्तं त्यागवतां गुणः। परस्परवियुक्तौ तु वित्तत्यागौ विडम्बनाः॥ Meaning: Generosity is the virtue of the wealthy, and wealth is the virtue of the generous. Without each other, wealth and generosity are meaningless. उद्योगिनं पुरुषसिंहमुपैति लक्ष्मीः (Udyoginam Purusha Simham Upaiti Lakshmi). Meaning: Prosperity approaches the industrious and the lion-hearted. This shloka highlights the value of hard work and determination in achieving economic success. धनमूलं इदं जगत् (Dhanamoolam Idam Jagat). Meaning: Wealth is the root of this world. This shloka underscores the importance of wealth in sustaining life and society. सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः। सर्वे भद्राणि पश्यन्तु मा कश्चिददुःखभाग्भवेत्॥ (Sarve Bhavantu Sukhinah Sarve Santu Niramayah, Sarve Bhadrani Pashyantu Ma Kashchid Duhkhabhag Bhavet). Meaning: May all be happy, may all be free from illness, may all see what is auspicious, may no one suffer. This shloka, while generally about universal well-being, also implies the economic value of ensuring prosperity and health for all.

Religious values are developed based on some principles. Welfare of human beings is the core of all religions. Due to differences in climate, land, language and culture many types of worship and religion come into existence. It can be seen that all religions emphasise brotherhood, sisterhood and love. Religious values can develop by participating in different kinds of religious festivals and respecting the literature of other religions. Religious values recommended by all religions are broadmindedness, tolerance, welfare of mankind, simplicity, holy life, pursuit of truth, purity, simple living, honesty, prayer. Example from ancient Indian texts which represent religious values. सर्वधर्मान् परित्यज्य मामेकं शरणं व्रज। अहं त्वां सर्वपापेभ्यो मोक्षयिष्यामि मा शुचः॥ (Sarva-Dharman Parityajya Mam Ekam Sharanam Vraja, Aham Tvam Sarva-Papebhyo Mokshayishyami Ma Shuchah). Meaning: Abandon all varieties of religion and just surrender unto Me. I shall deliver you from all sinful reactions. Do not fear. This verse from the Bhagavad Gita emphasises the value of surrendering to the divine.

Cultural values may be concerned with good & bad, right & wrong, customs & behaviour. Cultural values are also concerned with what is acceptable or unacceptable for the society. Cultural values can be reflected in language, aesthetics, education, economics, philosophy, social hierarchy and every kind of social institution. Examples of cultural values are folding hands, shaking hands, touching feet, talking politely, respecting elders and greeting warmly. Cultural values can give importance to cultural practices, ceremonies, traditions and the way of materialistic life. Some examples from ancient Indian texts which represent cultural values. Respect for Mother and Motherland: जननी जन्मभूमिश्च स्वर्गादपि गरीयसी (Janani Janmabhoomischa Swargadapi Gariyasi). Translation: Mother and motherland are superior to heaven. Text source: Ramayana. Charity (Danam): दानं भोगो नाशस्तिस्रो गतयो भवन्ति वित्तस्य (Danam Bhogo Nashastisro Gatayo Bhavanti Vittasya). Translation: Wealth has three destinations: charity, enjoyment, and destruction. Text source: Mahabharata. मातृदेवो भव पितृदेवो भव



Cover Page



आचार्यदेवो भव अतिथिदेवो भव (Matrudevo Bhava Pitrudevo Bhava Acharyadevo Bhava Atithidevo Bhava). Meaning: Treat your mother, father, teacher, and guest as gods. This shloka from the Taittiriya Upanishad highlights the cultural values of respect and reverence towards parents, teachers, and guests. अयं निजः परो वेति गणना लघुचेतसाम्। उदारचरितानां तु वसुधैव कुटुम्बकम्॥ (Ayam Nijah Paro Vetu Ganana Laghuchetasam, Udara Charitanam Tu Vasudhaiva Kutumbakam). Meaning: This is mine, that is yours, is the thinking of the narrow-minded. For the magnanimous, the whole world is one family. This shloka from the Maha Upanishad promotes the cultural value of universal brotherhood and unity. These shlokas reflect the rich cultural heritage and values that have been cherished in Indian society for centuries.

The practical perspective of human values related education in the 21st century Indian education system: In the 21st century Indian education system human values are increasingly seen as essential for holistic development. Different Indian education commissions and education policies emphasised integration of value based education in curriculum. National commission of secondary education (1952-1953) suggested training of character and personality, need to realise the full potential lies of the learner, contribute for the wellbeing of the community, interactive moral instruction through value education. Report of the university education commission (1962) suggested the necessity of value education. The education commission (1964-1966) recommended direct moral instruction and necessity of education for national development. The national policy on education (1986) suggested more concern on essential values and cultivation of social and moral values through value education. Value education: a handbook for teachers (CBSE) (1997) suggested making the educational process inclusive for value education and values need to be internalised by the students. S. B. Chavan Committee Report (1999) suggested a need to work more on value oriented education. National Curriculum Framework for School Education (2000) suggested to intricate value education into the curriculum. Value Education: A Handbook for Teachers (CBSE) (2003) value education needs to be recognised as the fundamental need. Value Education: A Handbook for Teachers (CBSE) (2005) suggested value education needs to be inculcated in all students in appropriate age as per the curriculum. National curriculum framework for school education (NCERT) (2005) suggested reaffirming the value related education in the curriculum and emphasising education for peace. Teachers' manual on continuous and comprehensive evaluation (CBCS) (2009) discussed values determining the quality of life and listed descriptions of ten principles that form the values framework. Education for values in school - a framework (NCERT) (2011) suggested the implementation of values in school programmes. The national education policy (2020) emphasised to integrate value based education with modern education to foster societal fitness, life skills and digital literacy. Main aim of this approach is well rounded development of individuals who are not only academically proficient but also ethically grounded.

Human values related education in the 21st century Indian education system has some aspects. Firstly holistic development: curriculum needs to design such a way which can develop students' social, emotional, intellectual and ethical dimensions. It helps to foster respect, responsibility and empathy. Secondly, integration of ancient and modern knowledge: NEP 2020 also suggests to integrate the traditional Indian knowledge system with modern education to provide a balanced perspective. Thirdly life skill and value education: present times it is emphasised to teach life skills such as problem solving, critical thinking with traditional values in academic subjects. Fourthly teacher student relationship: good teacher student relationship is emphasis to ensure moral guidance with transparency. Fifthly national identity and patriotism: It is considered crucial to develop a sense of national identity and patriotism for strengthening the integration of a nation. Some activities can be included in school and higher education curriculums which help to nurture human values. Activities like right work at the right time, interest to do the work in time, to tell the truth, honour parents, be loyal to elders can develop value related to a sense of duty and responsibility. Activities like cleaning the campus when required, voluntary service during functions, gardening can develop value related to dignity of work. Activities like lives of great individuals, for example Mohandas Karamchand Gandhi, Lal Bahadur Shastri etc can develop value related to simplicity. Activities like storytelling, dramatisation, guiding can develop value related to faithfulness. Activities like scouting, gymnastics, yoga, patriotic songs can develop values related to courage. Activities like debate, discussions can develop value related to discrimination between right and wrong. Activities like celebration of different religious festivals, collecting information about various religions and cultural programmes can develop values related to respect for all religions. Activities like allotting responsible duties on annual day, sports day can develop value related to dependability. Activities like assigning interesting and relevant



Cover Page



projects, proper utilisation of libraries can develop value related to proper utilisation of time and resources. Activities like observation of United Nations day, Commonwealth day can develop values related to humanism and love for mankind. So it is cleared that the Indian knowledge system is a treasure trove of wisdom. Teaching from the ancient Indian text like the vedas, upanishads, puranas, bhagavad gita, ramayana, mahabharata, pali text in the buddhist period, scriptures of Jainism, tirukkural, manusmriti, arthashastra etc can instil human values which can develop quality of human life. So integrating the Indian knowledge system into value education can significantly enhance the learning experience of the students. It also can foster a holistic understanding of values which are deeply rooted in Indian rich cultural heritage.

CONCLUSION

It can be concluded that in modern times education systems have emphasised the development of values with value based education separately. Now the Indian education system understands it needs to be incorporated in school and higher education curriculum. Ancient Indian scriptures supported that the ancient Indian education system was enriched with value based education. That time values related knowledge was already incorporated with ancient Indian curriculum. In gurukul gyan parampara system value education was held in prime place. Present times the concept of globalisation has changed societal thought. Trade and technology have made the world more connected and interdependent. So society is changing according to the global needs. Human beings are now dealing with conflict, loneliness and selfishness. So different kinds of social, economical and psychological problems that affect human behaviour. As a result our Indian society is going to forget their own culture and tradition. That is why now it is emphasised to study value education separately. National education policy 2020 has suggested incorporating value based education with school and higher education curriculum.

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Cover Page



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