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SIGNIFICANCE OF VALUE-ORIENTED EDUCATION FOCUSING ON BHAGAVAD GITA'S
TEACHING

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ABSTRACT

The aim of this paper is to emphasize on "Significance of Value Oriented Education Focusing on Bhagavad Gita's teaching". Bhagavad Gita's experience is a demonstrated method together with the progress of value-oriented education. The developing countries like India have been facing the lacking of value-oriented education. To resolve this trouble the knowledge of Bhagavad Gita facilitates and inculcates moral values, ethical knowledge amongst school children as well as faculty members. In this herculean task there is a need to establish coalesce between students, faculty members, institutions. The teachings of Bhagavad Gita will help and play a big role in constructing the potential of institutional leaders. The teachings of Bhagavad Gita concern with value-oriented education are essential for the entire world. This paper further focuses on the various factors such as natural value, mental value, moral value, educational value, countrywide values, global values, aesthetical values, moral values, expenditure effectual values, non -secular values, and psychological feature values, comprehensive values forward ethics and so forth which helps in strengthening values. The teachings of moral education which Bhagavad Gita imparts should be introduced in school curriculum so that the children start imbibing these values in a natural way for the betterment of the society as a whole.

Keywords: Bhagavad Gita, Teaching Value, Value-oriented Education.

Introduction

Bhagavad Gita is a segment of Mahabharata in print by Ved Vyasa, consisted of seven hundred verses. The eighteen chapters of Bhagavad Gita deals with philosophical understanding and action. It begins with a verbal altercation between Krishna and his disciple Arjuna is the symbolic of mankind and noble Krishna is the much loved divine. It becomes important as it's spoken by God Krishna. Bhagavad Gita shouldn't be considered as a mutual agreement between Krishna and Arjuna. Instead it should be considered as value

oriented education which was imparted to Arjuna, and it was due to this value oriented education that bound Arjuna to Krishna. The teachings of Bhagavad Gita begins with the despondency of Arjuna, Sankhya Yoga which proceeds along the path of knowledge, direction of motion, wisdom, renunciation of actions leads to supreme bliss, subject of meditation, awareness with self-consciousness, the supreme imperishable, information with recognition, divine glory, subject of motion and it's result, spiritual discipline for the recognition of God, distinction between frame and soul, division of the three characteristics, Supreme Spirit, Spiritual traits, the Threefold Knowledge, Action, Joy, Duty and so on.

Indian texts have usually held that people are wonderful from other beings due to the fact of the robust values that can be manifested in their noble thoughts, actions, and deeds. The Srimad Bhagavad (2000) says;

Fearlessness, purity of heart, steadfastness in knowledge and devotion, benevolence, control of the senses, worship, study of scriptures, austerity, uprightness, non-violence, truthfulness, freedom from anger, renunciation, tranquillity, aversion to slander, compassion to living beings, freedom from sensuality, gentleness, modesty, steadfastness, vigour, patience, fortitude, harmless, freedom from vanity....are present in those born to a divine heritage. (Ch. Xvi – Xvii, 1-3)

Bhagavad Gita opens into three parts. Chapter one to six chapter of Bhagavad Gita includes of hundred and eighty verses covenant with the route of action (Karma yoga), chapters seven to twelve has a hundred nine verses which explains the route of devotion (Bhakti yoga), and the thirteen to eighteen chapters which approach a hundred and eleven verses aims at the tendency of knowledge (Jnana Yoga) which coagulate up the personality of the male or female strength with the holy ideas of edification.

It is possibly difficult to recognize the Bhagavad Gita with the Bhagavata Purana and Mahabharata. Actually Bhagavata Purana highlights on God particularly Lord Krishna as an incarnation of Lord Vishnu and focuses on Bhakti Path that is devotion, Mahabharata highlights at the combat between Pandavas and Kauravas and focuses on Karma Path (action) and Jnana Path (knowledge) while Bhagavad Gita consist of the three discipline of knowledge, devotion, and action together without creating any conflict among them forming the idea and practice of three disciplines which work in humaneness, tolerance, peace, and harmony.

Nehru wrote, "The Bhagavad Gita is a part of the Mahabharata an episode in the vast drama. But it stands apart and is complete in itself. It is a small poem of 700 verses, the most beautiful, perhaps the only true philosophical song existing in any known tongue so William Von Humbolt described it. Every school of thought and philosophy looks up to it and interprets it in its own way. In times of crisis, when the mind of man is tortured by doubt and it's torn by the conflict of duties, it has turned all the more to the Gita for light and guidance. For, it is a poem of crisis, of political and social crisis and even more so, of crisis in the spirit of man. Even the leaders of thought and action of the present day- Tilak, Aurobindo Ghose, Gandhi- have written on it, each giving his own interpretation. Arjuna becomes the symbol of the tortured spirit of man, which from age to age, has been torn by conflicting obligations and moralities. From this personal conversation we are taken step by step to higher and more impersonal regions of individual duty and social behaviour, of the application of ethics to human life, of the spiritual outlook that should govern all. The Gita deals essentially with the spiritual background of human existence and it is in this context that the practical problems of everyday life appear. It is in this context that the practical problems of everyday life appear. It is call to action to meet the obligations and duties of life, but always keeping in view that spiritual background and the larger purpose of the universes."

Many social scientist, psychologist, philosophers, educators, educationalist and educational concern believe that intelligence is based on mind that is capability to expand mind and values. Mind is however the destiny of the nation which depends at the cutting-edge youngsters who are the leaders of tomorrow. Therefore efforts should be made to offer the children a pleasing gift and bright destiny which is the best possible through value-oriented education, however its miles typically visible that most of the kids who are enrolled in faculties do no longer attend the college and suffer from value-oriented education.

National Curriculum for school Education (NCERT 2000) has suggested that present curriculum should incorporate such knowledge which will increase people's concept, feelings, and movements. It's far indicating value-oriented education. Value-oriented education regarding Bhagavad Gita's teaching is less explored. The study is philosophical in its nature because it offers concept and principles on education with respect to aim of education, curriculum, and method of teaching, discipline, students, teachers, and schools. This study is sociological in its nature because it fulfils the demands of education related to social needs according to society. This study covers psychological aspects of education because it develops the techniques for instance growth and development of the students, and their learning, motivation, personality development and adjustment, and so on.

It appears that in India our value-oriented education packages of identification and nurturing of skills ought to get hold on top priority basis. For this observance is needed and from varied point of views so that excellence can be brought amongst the individuals. However this should also play a role amongst faculty, school going kids, college going youngsters and university going children, for bringing improvement of value oriented education as per Bhagavad Gita's teachings. However, India is a growing country wherein development is needed in every sphere of human existence. Value oriented education regarding Bhagavad Gita's teaching and its implications are increasing rapidly in diurnal life.

In order to improve the educational system and for including value education, Kothari Commission (1966) factors out, "In the development of that we envisage in the future, we hope that we the pursuit of men, material affluence and power would be subordinated to that of higher values and the fulfilment of the individual." This view may assist the scholars to recognize and to provide remedies to the troubles which they face during teaching. So that they may also bloom like a flower in our nation.

Teaching of values

Ancient India recognized the supreme value of education in human life. The old fashioned thinkers felt that a hale and hearty humanity is not achievable without educated individuals. They formed fantastically liberal enlightening method to put in order the students for positive living and enjoying its every part of aspect. In old fashioned time, India has explicitly stated that the supreme goal of soul is self-realization. Therefore the aims of teachings were to bestow clever exercise to pupils for performing arts their social, religious and financially viable duties. In this honour, A.S. Alteker opines, "Infusion of a spirit of piety, righteousness, formation of character, development of personality, inculcation of civic and social duties, promotion of social efficiency and preservation and spread of national culture may be described as the chief aims and ideals of ancient Indian education." At that time the invention of schooling was 'Chittavrithi Nirodh' which centre the inhibition of individuals' actions which it gets correlated with the human kind of problems or object. Hence, the aims, and ideals of out dated beliefs in India emphasized neighbourhood and promoted ordinary harmony.

The ancient Indian educational system focused on buildings and discipline and consequences based culture. The convocation direct set up in 'Taittiriya Upanishad' throws light on the qualities required to be developed in the students, a small amount of outlines are quoted here "Speak the truth. Practice righteousness. Make no mistake about study. There should be no deviation from righteous activity. There should be no error about protection of yourself. Do not neglect propitious activities. Do not be careless about learning and teaching. There should be no error in the duties toward Gods and manes. Let your mother be a goddess unto you. Respect your father. Respect your teacher. Respect your guest. The works that are not blameworthy are to be restored to, but not the others. The offerings should be with honour, the offering should be in plenty. The offering should be with sympathy. Then, should you have any doubt with regard to duties or customs, you should behave in those matters just as the wise men do, who may happen to be there and who are able deliberators, who are adepts in those duties and customs, who are not directed by others, who are not crude, and who are desirous of merit. This is the injunction. This is the instruction. This is the secret of the scriptures." Thus, the last purpose of education in the past was to equip the child for non-secular and moral lifestyles and the entire education system was based totally on simple living and excessive questioning.

It is important to be aware of the eight advantageous factors which are closely linked to value.

1. Goals and Purpose – Ethics grow to be ennobled when common goals and intentions are set to bring about betterment of the individual when they are directed towards accomplishing individual attempts of appreciable causes.
2. Aspiration- Every Individual shows the physical inclination to do deeds that will fetch their name, fame, and bolster folks in their attempts to attain their aspirations.
3. Attitude- Persons' thoughts discernible themselves in clear- cut beliefs. These beliefs deviate attitudes.
4. Interest- The interest of human channelize their motion, moral values assist them to accompany with their strains of interest.
5. Feelings- People's emotions have never failed to express them the path that their heart should take. Positive emotions have never extricated a person from the inner most mires of troubles and sorrows.
6. Activities- Action tinged with the proper shade of enthusiasm, power; perseverance and will power have continually yielded the richest culmination of fulfillment and glory.
7. Conviction- The stronger the conviction are, the superior maybe someone's star possibly be. Discrimination is not conviction. Conviction appreciates the feelings of others, it is sympathetic.
8. Obstacles- The boundaries of the problems that one come upon in existence gives a boost, one rectifies and strengthen one's determination to succeed.

These eight factors are entirely pondered to be supreme in the tradition of an individual. They have to be full under kindness and every individual whether a schooling going student or college going student should be imparted with moral and ethical principles. As a result its extreme aim is to inculcate ethical values. It is so being remembered that in the past elders themselves educate principles to their ward, parents explain their children with the help of examples. Grandparents enlightened the immature unguarded mind of the innocent children with stories, fables, and parables. Today many Indian parents do not have time for their youngsters because they're themselves busy chasing material success. Habitually grandparents are at home with the children for longer. Heroes and heroines are frequently now not those who carry out acts of valor or individuals who are pure and selfish as in the Purana or epics or Holy texts. Young people now days emulate glamorous movie stars and respect a victorious money maker. Swami Vivekananda is applicable uniform in these modern days when he says,

“Today, when material ideas are at the height of their glory and power, today when man is likely to forget his divine nature, through his (growing) dependence on matter, and is likely to be reduced to a mere money- making machine, an adjustment is necessary....(154).”

This adjustment can unarguably be added approximately with the aid of value education. The ruin of certain national economics is due to malpractice in company homes or governance. The reality that value based education for children is essential for growth and prosperity in each sphere, whether it is financial system, political or human resources. School education in Tamil Nadu, which is a southern kingdom of India, stresses moral instruction as a part of student's lesson, even though students are not examined on the subject. In school particularly professional colleges, however not much importance is attributed to moral education. At college level, students are groomed for a professional or a vocational degree. It is believed that parents and faculties in Tamil Nadu have contributed through single or other methods in moulding their little kids into fine citizens. Colleges play their role in character formation, not via wilful intention, however because generally believed that filling the students mind with educational understanding need to be the primary assignment of higher schooling. It is believed that men or women with good personal character advances higher in the society. Value education has been introduced in a few colleges of Tamil Nadu. Today, more than ever, schools must take at the exhausting venture of directing the thought and minds of college students to creative, pro-active and superb channels. Along with the armor of knowledge and the shield of theoretical intelligence that they supply them, schools must inculcate in their younger ladies and men ethical ideals and values in order to help to module them into just and Nobel residents. In the early 1900s, Sri Aurobindo (1972) emphasised this truth while he said;

“It is a fundamental and deplorable error by which we in this country have confused education with the acquisition of knowledge... Amount of knowledge is itself not of first importance, but to make the best use of what we know the early assumption of our educationists that we have only to supply the mind with a smattering of facts in each department of knowledge and the mind can be trusted to develop itself and take its own suitable road is contrary to science, contrary to human experience...” (125-127).

Value Oriented Education

The term value education has distinctive implication to special thinkers in unique context. The phrase value is derived from a Latin word ‘valere’ which expresses the cost or the team spirit of a component. Value is the idea of something which is socially favoured. It is the dedication of the individual to values that is responsible for the development of human society. Ideals are guiding ideology that manipulates our humankind outlook, manner, and conduct. Value education is the training which is associated with the transformation of an individual’s personality from one technology to some other one. Modern education, however lays distinguished emphasis on value oriented education. Perhaps, this is precisely the cause why the learners seek simplest to research and look at about the coming across very own soul for accomplishing value of education. With this attention, the improvement of value education is solely and actually to thrill the cutting edge learner. Further, Bhagavad Gita’s teachings enables in the improvement of the value oriented education.

In this connection, Kothari Commission (1964-66) ardently stresses that moral education and inculcation of a signification of social responsibility need to be burdened in instructional gadgets and faculties should recognize their obligation in facilitating the transition of children from the sector of faculties to the arena of work and lifestyles. The national education policy 1986 also reflects the light on value based education furthermore, there may be an additional trouble of achieving value oriented education by the individuals in our country because every faculty, college, or university endure from such expertise knowledge and devotion and it’s far because our whole educational gadget is going aimlessly. That is why it is able to be stated that educationalist, trainer educators, instructor, academic administration, instructional manager, curriculum constructors and educational planner in our United States should wake up to the mission of the curriculum creation, curriculum improvement and curriculum transaction of value oriented education and it’s goals. Objectives and method of coaching and strategies by information and crucial examination of the prevailing installation, the present set up of value oriented education for human being and in addition evaluation, if you want to sustain and to reinforce value education, India needs a fast development within the region of research on value oriented education. This may be done by strengthening the pillars of professional education especially the teacher education. Otherwise, the lack of expertise of value oriented education will bring about exploitation, corruption, aggression, destruction, disaster, selfishness, and hatred.

In short, it is able to be said that value oriented education regulates fine education and manipulate negative things. In the phrase of Nelson Mandela, “Do not educate your child to be rich. Educate him to be happy so when he grows up, he will know the value of things, not the price.” Value education is an essential part of teacher education similarly to school education and ultimate study of Bhagavad Gita’s teaching ought to turn out to be a part of all courses at university level as well. Bhagavad Gita’s teachings ought to be raised significantly so that you can encourage a deep knowledge of this idea and principle to resolve the normal issues of life for achieving values of education.

Greater emphasis is being paid to value oriented education via a communication between Arjuna, human being and Lord Krishna, ideal being. All books and writings on Bhagavad Gita is the maximum essential inspiring literature of the value oriented instruction, propounds cardinal principle of axiology, yields useful records concerning a real manual for all human beings, and offers information of philosophical basis of education in addition to facilities in fresh beginning of schooling for the betterment of the persons of our polite society as an entire.

This value oriented education which appreciates to Bhagavad Gita's teachings has incredible relevance to the present day inside schools, colleges, and universities or outside and it can bring about a dynamic change in the educational system not only in the country, but also in the world.

The impact of editing patterns of the Indian instructional machine within the subject of understanding, devotion and movement, could be analysed in depth, and consequently it can make contribution in solving the ordinary problems of individuals' life creatively and constructively within the new state of affairs of the sociological, psychological and physical environment along with Bhagavad Gita's teachings.

According to Kavita and Sood, "value oriented education is, in a sense, tautologies. In fact, education could be a set of a bigger setting of culture, and culture consists of cultivation of colleges and powers bearing on reason, ethics and aesthetics within the light –weight of the pursuit of values of truth, beauty and goodness. (satyam, shivam and sundaram). Value education refers to planned instructional actions at the event of correct attitudes, values, emotions and behaviour patterns of the learners. Worth education is the education that's involved with the transformation of an individual's personality. Each nation is woke up to supply importance to value oriented instructional system, completely different pedagogies and methodologies square measure to be applied transmission of accumulated normative values of truth, beauty and goodness to the succeeding generation for making a noble and healthy nation. The programme of value oriented instructions will be designed adopting completely different approaches as a separate subject, inviting eminent thinkers, organizing co-curricular activities and essential teaching of nice world leaders, mass-media also can play an important role in this direction. Instructional objectives check with express formulation of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings and their actions. Objectives whether of value education or of any other curricular area depend on a variety of factors, psychological, sociological and epistemological. It is also essential that government should take initiative for introduction of value oriented education."

In the words of Martin Luther King, "The prosperity of a country depends not on the abundance of its revenues, nor on the strength of its fortification, nor on the beauty of its public building but its cultivated citizens, in its men of education, enlightens and character."

To have an access to the conclusion of idea and action with respect to Bhagavad Gita's teachings which serves as an indispensable of nurturing value oriented education, which reflects for attaining principles of learning and beneficial for individual beings. Subsequently it preserves to be supposed that value oriented education is the education which allows to chancing on the potentialities of the peoples' education through the discipline of motion, knowledge, and devotion which inculcates the value of schooling amongst individuals to lead the supreme bliss in order to gain physical value, mental value, ethical value, disciplinary value, emotional value, social value, political value, realistic value, cultural value, educational value, country wide value, worldwide value, moral value, cost effective value, religious value, cognitive value, effective value and so forth. If the lecturers allow to alter such values on the basis of three fields- of action, understanding, and devotion of Bhagavad Gita's teachings. Thus, this seems that it had made a development and improvement of the society. However, teachings might be useful for the both college students and teachers for inculcating value oriented education for the betterment of the society as complete. It is again and again reiterated by various commissions in various flows on the need of value oriented education for individual, citizen, and nation. Value oriented education is going to contribute in well-being not only of an individual but also well-being of the society and nation at large and above the whole of humanity or human race.

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