

## Values in Indian System of Education With Reference to Neo-Humanistic Education

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### Abstract

The main objective of the study is to compare the value based education in different categories of schools in relation to Neo-humanistic education. Survey method was followed for conducting this study. Total 30 head teachers from 30 primary schools were involved as samples for the study. Out of 30 head teachers, 10 each from Government schools, Saraswati Sisu Mandir and Anand Marg school located in Odisha. These samples were selected by using a multi-stage sampling technique. Self-developed questionnaire consisting of 16 items based on different aspects of value education was used as a tool. Both open ended and closed ended items were used in the questionnaire. The investigator collected data by personally visiting all schools. The collected data was analyzed by use of frequency and percent for closed ended questions and thematically for open ended questions. The study found that head teachers belonging to Saraswati Sisu Mandir and Ananda Marg school are more interested in the value development of students than Govt. primary school schools. All the schools organize different curricular and co-curricular activities and celebrate National days for development of values among students.

**KEYWORDS:** Value education, Humanism, Neo-humanism, Ananda Marg School

### Introduction:

Human beings are the finest creation of the almighty. They are different from other creatures of the Planet Earth for having rationality and intelligence. Humans are born with noble attributes which need to be cultivated, nourished and realized through the means of education. Hence, education is the key means of molding the behavior, intellect, interest, attitude, values, skills as well as actions. The society must provide the right kind of education to its citizens so that every member of it can contribute to the development and reformation of the society. It can be said that education is the best means to change the society in a positive manner and bring holistic development in each member of the society. So it is the responsibility of the community in general and educators in particular to correctly conceptualize the concept, nature and process of education that can help the society as well as the individual member. At the same time, educators need to understand the ills of the education system prevalent in the Globe and how the ideas of neo-humanism can bring the quality improvement in education and promote values among students.

Education is something internal to the human being. It cannot be provided from the outside by external members. Education can be attained by means of experience through the interactions in different life settings. The main purpose of education is to realize the self. Some people confuse education with literacy. Literacy is the ability to read and write the materials. Education is not literacy and not having a degree. But education is more comprehensive for which someone can be educated without having to be literate. Because education can be possible through formal, non-formal and in-formal means which can facilitate the self-realization of the individual.

Person to be called educated, must have general awareness of the soundings in which he/she lives, interest in certain personal habits and decision making power. Educated person can make regular use of learning in practical life, and broaden the scope of knowledge by learning from every experience and from every person he/she meets.

In fact, education is an evolving concept which has been defined differently in different times of human history based on the socio-cultural perspective. It has also been greatly influenced by the different philosophies and thinkers. One of the recent philosophies that significantly influenced the nature and process of education is humanism and its outgrowth neo-humanism.

#### **Concept of Neo humanistic Education:**

Humanism stresses on individual freedom, autonomy and progress. The base of all activities and endeavors is individual development. It advocates for human rights, freedom of speech and democracy in the educational setting. It has not taken care of other animals and inanimate objects that surround human beings. According to Humanism, education must facilitate individual development and must be based on the human intellect. Humanism is too human centric, which is one sided. We live in this world along with all animate and inanimate objects. Hence these animate and inanimate objects must be taken care of along with human beings. Education can be used to create awareness among human beings to care and respect all objects and animals. This idea of caring for both animate and inanimate objects is based on the philosophy of neo-humanism. Neo-humanism is a holistic philosophical theory given by Prabhat Ranjan Sarkar that redefines humanity and humanism, and in which universalism plays a central role. Neo-humanism suggested innovative and reformative education. The principles of neo-humanism, if applied in true spirit, can improve the quality of education and values in the present time.

Education is the one of the oldest services available to the society for the development of nation as well as the individual. The history of education is as old as human history. It has passed through different ages and reformed itself as per the societal needs and aspirations. Neo-humanist are very critical to the present education system of the world and advocate a new education system that can liberate human beings from the shackles of ignorance. Present education is giving too much emphasis on mental development and ignores other aspects of personality. Education is based on materialistic ideas where everything is evaluated in terms of material gains. Further, present education follows the job market as it is meant to create jobs only. Students are developing cut throat competition which is unhealthy. This competition creates a lot of tension and anxiety, depression and other psychological problems for the child. Happiness and enjoyment have been taken away from the abode of education. One of the important aspects missing in the present education is spirituality, morality and ethics which were the basis of ancient Indian education. Every aspect of education is alien in nature which does not create awareness about local knowledge and resources. Present education considers teaching as a job and mechanical. On the basis of these criticisms, P. R. Sarkar, founder of Neo-humanism has advocated an education system that liberates human beings and develops values. Proper education should lead one in making a healthy life in physical, mental and spiritual. Education must guide how to lead a multi-faceted life in the world. Education is not literacy and having a high degree. Even a person without literacy and a high degree can be considered an educated person. Somebody may not be able to read and write text but can do the same with pictures and orals. This view of education is in agreement with the education system prevalent in the Vedic period where the learner needs to memorize and apply knowledge acquired through various

experiences. Veda was known as Shruti which can be listened to by Guru and can be memorized. Education must be humanistic in nature which can bring maximum welfare for the animate and inanimate objects. Education must lead to sustainable development for society. Education can enable all human and non-human beings and objects to live harmoniously so that proper balance can be maintained in the world. Society cannot develop and sustain only by creating and providing chauvinistic national education to the children. Hence, education must be based on world knowledge available in different languages, cultures, races and countries. This global knowledge can bring optimum development and welfare for the human being as well as the animal world.

### **Review of Related Research Studies**

Value education is an important area of educational research. Many researchers have taken interest and conducted studies on different aspects of value education. Some of the recent research findings are discussed in the following paragraphs.

**Khanda (2022)** reported that human development cannot be conceived in the absence of values. It is very important to inculcate values from the early phases of the life of an individual. So, for sustainable human development there is a need for value based education, spiritual education and ethical education. Sustainable human development depends on parental care and functioning of teachers.

**Das, Mukharjee, & Nag (2021)** Viewed values are the principles or standards of behavior, one's judgment of what is important in life. This study highlighted the values from different eras of Indian history such as Ancient, Medieval and Modern times. It's the perfect time to compare the value of education in India.

**Patil & Patil (2021)** discussed different factors highlighted in NEP 2020 regarding the necessity of value-based education in India. They concluded by saying that Indian students will enrich themselves through the multi-disciplinary approach by accepting all opportunities which helps to explore their passion and interest before joining the higher education institutions.

**Raj & Arthur (2020)** focuses on the possible causes of ethical and moral deterioration of the modern student related to the current education curricula, teaching approaches, and practices employed at the school level.

**Ghista (2017)** developed an integrated Neo-humanist curriculum as STEM. They analyzed and reviewed that social sciences and humanities curriculum help pupils to frame ideas and values of society and make students humanitarian.

**Achyutananda (2016)** has tried to relate science and morality, whether science alone can determine the highest moral values. Science can measure objectively the moral values but only the spiritual practice and intuition can determine the highest moral values.

**Jacobson (2015)** reported that the ultimate aims and goals of establishing NHE Schools remain the same in all places but in case of what, how, and where of schools, flexibility is allowed.

**Naksmrit (2015)** found that early intervention of morality in the form of regular moral and spiritual practice and observing adult interaction internally transformed the students. Neo-humanist Schools promote spiritual practice which is the foundation for developing universal love.

The research studies indicated diversified aspects of value education and development in school children. Majority of studies revealed that schools based on neo-humanistic education are stressing on value development among students. Hence, comparing the value of education in the Indian school system with different categories of schools are relevant and significant.

## Objectives

1. To study the reflection of values in primary schools (Govt., Saraswati Sisu Mandir and Ananda Marg)
2. To compare the values development among students studying in Govt., Saraswati Sisu Mandir and Ananda Marg schools.

## Methodology

Survey method was followed for conducting this study. Total 30 head teachers from 30 primary schools were involved as samples for the study. Out of 30 head teachers, 10 each from Government schools, Saraswati Sisu Mandir and Anand Marg school located in Odisha. These samples were selected by using a multi-stage sampling technique. Self-developed questionnaire consisting of 16 items based on different aspects of value education was used as a tool. Both open ended and closed ended items were used in the questionnaire. The tool was validated by taking the opinion of teacher educators as well as teachers working in different schools. The investigator collected data by personally visiting all schools. The collected data was analyzed by use of frequency and percent for closed ended questions and thematically for open ended questions. The details of data analysis are presented in the following sections.

## Data Analysis

The collected data were analyzed as per the objective of the study by use of frequency and percentage and interpreted accordingly. It compared the value development activities of three schools; Govt. school, Saraswati Sisu Mandir and Anand Marg school.

**Tables-1: Interest of head teachers to promote values**

Types of school	Very often	Sometimes	Occasionally
Govt. school	4 (40%)	4 (40%)	2 (20%)
Saraswati Sisu Mandir	8 (80%)	2 (20%)	0
Ananda Marg School	8 (80%)	2 (20%)	0
Total	20 (66.66%)	8 (26.66%)	2 (6.66%)

The table-1 indicates that in total 66.66% of head teachers are very often interested in promotion of values among students whereas 26.66% of head teachers are sometimes interested in development of values among students. 80% of head teachers working in Saraswati Sisu Mandir and Ananda Marg school are interested very often in the development of values among children but only 40% of head teachers are interested in the same.

**Table-2: Strategy to inculcate values among students**

Types of school	Direct	Indirect	Audio-visual	Situational
Govt. school	2 (20%)	0	0	8 (80%)
Saraswati Sisu Mandir	10 (100%)	0	0	0
Ananda Marg School	6 (60%)	2 (20%)	2 (20%)	0
Total	18 (60%)	2 (6.66%)	2 (6.66%)	8 (26.66%)

The table-2 reveals that 60% of head teachers in total use direct methods to inculcate values among students whereas 26.66% of head teachers use situational methods for value development. It can also be said that all head teachers of Saraswati Sisu Mandir use a direct method for value development but 60% of head teachers working in Ananda Marg school use this method.

Head teachers develop a variety of values among school children through different curricular and co-curricular activities, which are presented in the table-3. The table-3 also highlights programmes organized by the school for the development of values.

**Table-3: Different values developed through school activities**

Types of school	Value developed through curricular and co-curricular activities	Programmes organized
Govt. school	Discipline, tolerance, honesty, selfless, obedient, help, truth, non-steal, respect	Drama, speech, debate, games, drawing
Saraswati Sisu Mandir	Non-hurt, truth, discipline, devotion, care, obedient, universal love, care, tolerance	Cultural & literary activities, sports, yoga, meditation
Ananda Marg School	Tolerance, sympathy, non-greedy, service to all, truth, universal love, morality, independent, non-harm	Debate, drawing, sports, song, scout, NCC, sisu sabha

**Table-4: Enjoyment of teaching values**

Types of school	Always	Sometimes	Not at all
Govt. school	4 (40%)	6 (60%)	0
Saraswati Sisu Mandir	2 (20%)	8 (80%)	0
Ananda Marg School	4 (40%)	6 (60%)	0
Total	10 (33.33%)	20 (66.66%)	0

The table-4 reports that in total 66.66% of head teachers always enjoy teaching values to students whereas 33.33% of head teachers always enjoy teaching values to students. 40% of head teachers from Govt. school and Ananda Marg school always enjoy teaching values but 80% of head teachers from Saraswati Sisu Mandir and 60% from Govt school and Ananda Marg school sometimes enjoy teaching values.

**Table-5: Appreciating student's values**

Types of school	Always	Sometimes
Govt. school	8(80%)	2(20%)
Saraswati Sisu Mandir	4(40%)	6(60%)
Ananda Marg School	6(60%)	4(40%)
Total	18(60%)	12(40%)

The table-5 indicates that 60% of head teachers always appreciate values among students whereas 40% of head teachers are sometimes appreciating student's values. 80% of Govt school head teachers always enjoy appreciating the student's values whereas 60% of Saraswati Sisu Mandir head teachers appreciate students' values.

**Table-6: Students examine own values**

Types of school	Always	Sometimes	Not at all
Govt. school	2(20%)	6(60%)	2(20%)
Saraswati Sisu Mandir	0	6(60%)	4(40%)

Ananda Marg School	0	6(60%)	4(40%)
Total	2(6.67%)	18(60%)	10(33.33%)

The table-6 reveals that in total 6.67% head teachers of the school examine students' own values whereas 60% head teachers of the schools examine their students own values and 33.33% head teachers of school not at all interested in examining their student's own values. In Saraswati Sisu Mandir and Anand Marg school head teachers do not always examine their student's own values .

All the headteachers of the three schools agree on the role of parents in imparting values to their children. Each and every parent of the children are highly aware about the value enhancement among their students.

**Table-7: Celebration of National Days in school**

Types of school	Values promoted
Govt. school	Secularism, patriotism, self-respect, truthfulness
Saraswati Sisu Mandir	Secularism, justice, respect for others, universal love, equality, patriotism
Ananda Marg School	Love for all, secularism, self-respect, devotion, liberty, justice, social service

The table-7 reveals that in every type of school, the head teachers celebrate National Days to promote values among the children. It develops the patriotic spirits in children , enables them to grow into better citizens. The government school,Saraswati Sisu mandir, Ananda Marg school observed national days to bring unparalleled enthusiasm and excitement in students as well as in teachers.

**Table-8: Role of head teacher for value development**

Types of school	Highly satisfactory	Satisfactory	Indifferent	Unsatisfactory
Govt. school	2(20%)	2(20%)	4(40%)	2(20%)
Saraswati Sisu Mandir	6(60%)	4(40%)	0(0%)	0(0%)
Ananda Marg School	6(60%)	4(40%)	0(0%)	0(0%)
Total	14(46%)	10(33.33%)	4(13.33%)	2(20%)

The table-8 indicates that 20% of head teachers of govt schools are highly satisfied, while 20% are satisfactory, 40% of them are indifferent and 20% are unsatisfactory for value development among students. 60 % of head teachers of Saraswati Sisu Mandir are highly satisfied, while 40 % of head teachers are satisfactory. In the case of Ananda Marga School, 60% of head teachers are highly satisfactory, while 40 percent of them are satisfactory for value development. In Total, 46% of head teachers are highly satisfactory, 33.33% of them are satisfactory, 13.33 % have a lack of concern for value development, while 20% of them are unsatisfactory.

**Table-9: Responsibility of stakeholders to develop values**

Types of school	Head teacher	Class teacher	School environment	All of them
Govt. School	10(100%)	10(100%)	10(100%)	10(100%)
Saraswati Sisu Mandir	10(100%)	10(100%)	10(100%)	10(100%)

Ananda Marga School	10(100%)	10(100%)	10(100%)	10(100%)
Total	30(100%)	30(100%)	10(33.33%)	30(100%)

The table-9 indicates the responsibility and importance of the stakeholders in developing values among the students. In Govt. school, Saraswati Sisu Mandir and Anand Marg school all the head teachers, class teachers and school environment are involved in developing values among their children, whereas all the head teachers and class teachers are actively involved in the value development and the responsibility of the school environment is 33.33%.

**Table-10: Problems in imparting values**

Types of school	Govt. school	Saraswati Sisu Mandir	Ananda Marg School
Lack of awareness among parents	10(100%)	10(100%)	8(80%)
Local environment	8(80%)	0(0%)	0(0%)
Shortage of time	10(100%)	10(100%)	6(60%)
Effect of media	2(20%)	2(20%)	0(0%)

It is evident from table-10 that all the headteachers of the govt school and Saraswati Sisu Mandir agree that lack of awareness among the parents are the hindrances in imparting values to the students, whereas in the case of Ananda Marg it is 80%. In the case of government schools, the majority of head teachers agreed that the local environment creates obstacles in value inculcations. Overall headteachers of all the three schools collectively give their consent that shortage of time among the teachers and parents are the leading cause of lack of values among the students. The smaller number of headteachers agree that the influence of the media creates difficulty in value development among the students.

The investigator enquired about the suggestions from head teachers for development of values among students, which is presented in table-11.

**Table-11: Suggestions to improve values in students**

Types of school	Suggestions for value development
Govt. school	Biography of great people in curriculum, Moral storytelling, seminar etc.
Saraswati Sisu Mandir	Value education, value based talk, moral education, craft mela, parent awareness etc.
Ananda Marg School	Using value quotes, seminars, value based curriculum, teacher development, stories of great personality, morning assembly etc.

### Major Findings:

- Head teachers of Saraswati Sisu Mandir and Ananda Marg school are more interested in promoting values among students than the government schools.
- Out of total, 60% of the head teachers use direct strategy to inculcate values among the students, whereas 20.66% use indirect strategy in value inculcations to their students.

- Less number of head teachers always enjoy teaching values whereas 66.67% of the head teachers sometimes enjoy teaching values to their students. About 33.33% of the head teachers are not at all interested in examining students' own values.
- In Govt schools very a smaller number of head teachers are involved in the value development in comparison to Saraswati Sisu Mandir and Anand Marg school.
- The responsibility of the school environment is less in comparison to other stakeholders in value development among the students .
- Lack of awareness among the parents and shortage of time among the teachers and parents are the main problems in value development among students.

### **Conclusion and Implications**

Present education system has many dark sides which create in-equality and un-inclusiveness. The real purpose of education to develop good humans is a distant dream in the present society. Present education is mechanical and foreign based for which children and adults are moving away from the Indian socio-cultural traditions and value system. It cannot prepare learners to face the realities of life and contribute for the upliftment of the society and nation at large. The studies indicated that schools based on Neo-humanistic ideas are focusing on value development and that other Government schools. Hence the neo-humanistic system, if implemented in the education system can act as a panacea to improve the quality of education and promote value development of students. The real purpose of education, such as developing a good human being free from mental and psychological illness, can be realized. It is suggested that all schools must give stress on different values through curricular and co-curricular activities so that all children can develop values. Further, teachers and head teachers must be oriented by the appropriate authority in the process of value development so that they can act as a model before the students.

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