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This refers to Dr. Rajendra Prasad's lucid and perceptive article entitled: "Philosophy, Education and the Quality of life" in the issue of the *Indian Philosophical Quarterly* (Vol-XXI No.2, April 1994). The author has expressed his opposition to the exhortationists who advise philosophers to take interest in social and practical affairs of the country. However, the writer's write-up is an excellent piece on what a philosopher can do in respect to the practical problems of the society. The present essay is an exercise on value-orientation in education and professional values internal to the process of education. Philosophers belong to the class of enlightened thinkers. Naturally, they are expected to enlighten the people on varied values of life and throw light on the social reality. In other words, they can play role of public educators. History of both Indian and Western Philosophy shows that several philosophers have participated in the social, political and other affairs of the people. Socrates, Sartre, Russell, Fichte, Shankaracharya, Ramanujacharya, Yajnavalkya, and a host of others have played the role of public teachers or enlighteners, social reformers. In modern India B.G. Tilak, Swami Vivekananda, Sri Aurobindo, R. Tagore have participated in social or practical affairs of India.

Ordinary run of mankind is not interested in technical and academic philosophising. But we cannot overlook the fact that man does not live by bread alone. He lives by certain beliefs. Philosophers can clarify their meanings and point out their implications. Unfortunately some of the professional philosophers and academicians are negative in their approach to values, beliefs and other practices. They should, instead, stress the positive aspects of values and beliefs and thus educate the people accordingly.

The author of the present essay has rightly said that there is no need to have a separate curriculum on Values and Morality. But the writer deserves praise for his emphasis on values which are internal to the educational process of imparting and receiving instructions. The educators, the educatees, the parents and the management are the four pillars of educational institutions. Unfortunately, all the four factors are principally interested in monetary considerations. So, the temples of learning have been both commercialized and politicised. The teachers, who were once revered and almost deified, have been treated as mere paid servants by the managers and politicians. The erstwhile noble profession of teaching has been devalued. The preceptors and educators -rightly called the makers of the nation -

have been reduced to mere employees, who are mainly concerned with the problems of work-load and wage-hike. This is not to be little the economic problems of the teaching community in this age of spiralling prices. The political leaders control majority of the educational institutions. Naturally, they interfere with the functioning of schools, colleges, and even universities.

So, unless noble or pious atmosphere is created in the premises of the centres of learning, there is no possibility of inculcating the professional values internal to the educational process.

Experience is said to be the best teacher of values internal to both formal educational process in particular, and life-process in general. Hard work, sense of duty, responsibility, self-control, cooperation, integrity, personal dignity, respect for others etc., are important and essential human values. The teachers' main task is to inculcate self-respect and self-confidence situations such as physical work or exercise, dialogues, debates, field-work etc. Thus, we can get success in imparting excellence - moral, vocal, social, academic - to the young minds.

Merely bookish approach will not do. 'Boys ! Open-your-books-approach' is not enough. Educational approach should open the minds of the pupils, liberate them from varied complexes such as inferiority-complex and promote a sense of living with purpose in them. 'Morality can not be taught, it is caught' goes the wise adage. Lecturing on values is not the adequate way of imparting values. But human values can be indirectly taught while teaching any subject including Geography, Mathematics and Physics. What is required is the 'will' to educate the boys and girls in man-making values.

A time was when students rarely thought of indulging in copying and other malpractices in the examination halls. Today it is becoming an order of the day. Some of the students simply laugh at those who sincerely prepare for their exams. Passing the academic tests without any preparation has been glorified by a section of students' community. So, the author is right when he calls it a situation of moral crisis or value-crises. Once it was believed that character-building was the main aim of education.. Today it has been dubbed as indoctrination and therefore neglected. We are reaping the bitter fruits of giving up the idea of character-building education. Good habits are an important aspect of good character. Thinking for ourselves, ability to take decisions and to make rational choices can not be taught in the vacuum. Educators can place different possibilities before the students. But sense of responsibility, regularity, coopera-

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tion, dutifulness, gratefulness, self-respect, respect for others, dignity of labour are such values which ought to be inculcated in the formative minds of the educatees irrespective of their creeds or communities.

Dr. Babasaheb Ambedkar once said : Knowledge without character is dangerous and men of Knowledge without character are more dangerous than the wild beasts. So, the heads of educational institutions are leaders in the field of education. So, as far as possible, men of sterling moral character should be the heads of the centres of learning. It is a big problem. But we cannot avoid it, we cannot help it. This is also a very important part of the educational process. Philosophers can throw light on the difference between the standard of living and standard of quality of life. At present only standard of living is given importance. Philosophers also can point out the distinction between success (economic and social i.e, property and position) and life of values. Education is a life-long process and therefore we have to emphasise the place of values in education and life.

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