5

Teacher Centric Education System in Vedic Era: Fostering Values and Beliefs for a Harmonious Society

Dr. Gaurav Sankalp
Assistant Professor,
School of Management Studies,
U.P. Rajarshi Tandon Open University, Prayagraj

Abstract: *In ancient India, the Vedic era's teacher-centric education system played a pivotal role in shaping individuals and society. This system was built on a strong foundation of values and beliefs, emphasizing the pursuit of knowledge, self discipline, and social responsibility. The guru shishya tradition fostered a deep sense of respect, trust, and mentorship, guiding students to develop their intellectual, moral, and spiritual faculties. The essence of this system lay in its ability to in still a sense of duty, compassion, and social awareness, producing well-rounded individuals who contributed to the greater good. By examining the Vedic era's education system, we can glean insights into the importance of value-based education in creating a healthy, harmonious, and progressive society. This abstract explores the core principles of the teacher-centric approach, highlighting its relevance in today's world, where values and ethics are increasingly vital for building a more compassionate and responsible citizenry. By revisiting the Vedic ideals, we can rediscover the significance of integrating values and beliefs into education, fostering a more balanced and enlightened society.*

Key Words: *Values, Beliefs, Teacher Centric Approach, Student Centric Approach, Vedic Era, Education and management*

Introduction

The Vedic era, often referred to as the golden age of Indian civilization, was characterized by a unique and holistic approach to education. The teacher centric education structure of that time was designed to cultivate a strong value and belief system, essential for building a healthy and harmonious society. The ancient Indian seers and sages accepted the importance of education in shaping the character and personality of individuals, and thus, they developed a structure that emphasized the importance of values, ethics, and spirituality.

The Vedic education system was built around the concept of "Guru Shishya Parampara," where the teacher (Guru) played a pivotal role in imparting knowledge, values, and wisdom to the students (Shishya). The Guru was revered as a spiritual mentor, and the students lived with him in a Gurukul, a residential school, where they were taught various subjects, including the Vedas, philosophy, ethics, and physical sciences.

The Ramayana, one of the most sacred epic in Indian literature, provides valuable insights into the teacher centric education system of the Vedic era. The character of Rama, the ideal student, and his Guru, Vasishtha, express the importance of conformity, reverence, and devotion to one's teacher. The following shloks and chaupais from the Ramayana illustrate the core of the teacher centric education system

"गुरुर् ब्रह्मा गुरुर् विष्णुः गुरुर् देवो महेश्वरः।
गुरुः साक्षात् परब्रह्म तस्मै श्री गुरवे नमः।।"

(Guru is Brahma, Guru is Vishnu, Guru is Maheshwara; Guru is the embodiment of the Supreme Being, I salute the Guru.) This shloka highlights the reverence and respect accorded to the Guru in the Vedic tradition.

Volume 5, Issue 2, 2026, p 40-46, ISSN 2583-6331
©Indira Gandhi National Open University

"चत्वारि श्रृङ्गा त्रयो अस्य पादा द्वे शीर्षे सप्त हस्तासो अस्य।
त्रिधा बद्धो वृषभो रोरवीति महो देवो मर्त्याँ आविवेश।।"

(Rigveda, 4.58.3)

This shloka describes the four Vedas as the four horns of a bull, the three worlds as its three legs, and the two heads as the two forms of the Supreme Being. The seven hands represent the seven meters of the Vedas, and the bull represents the teacher, who roars loudly and awakens the students to the knowledge of the Vedas. The Ramayana also describes the ideal student-teacher relationship between Rama and Vasishtha:

"वसिष्ठेन कथितं श्रुत्वा रामः प्रीत मनाः तदा।
प्रणिपत्य गुरुं शिरसा चकार प्रतिज्ञां तदा।।"

(Valmiki Ramayana, 1.20.1)

(Rama, having heard the words of Vasishtha, bowed down to his Guru and made a promise.) This chaupai illustrates the obedience and respect shown by Rama to his Guru, Vasishtha. The Vedic education system was designed to cultivate a strong value and belief system, essential for building a healthy society. The emphasis was on the development of the whole person - physical, mental, and spiritual. The students were taught the importance of truth, non-violence, compassion, and self-discipline, which are the fundamental values of Indian culture.

The teacher-centric education system of the Vedic era was a unique and holistic approach to education, which emphasized the importance of values, ethics, and spirituality. The system was designed to foster a strong value and belief system, essential for building a healthy and harmonious society. The Ramayana provides valuable insights into this system, and the character of Rama and his Guru, Vasishtha, exemplifies the importance of obedience, respect, and devotion to one's teacher.

Modern Student Centric Education

The modern education system has undergone a significant shift from the traditional teacher-centric approach to a student-centric approach. The student-centric education system focuses on the individual needs, interests, and abilities of the students, allowing them to take ownership of their learning process. While this approach has its benefits, it is essential to examine its impact on the values and beliefs of the students.

The modern education system emphasizes significant thinking, creativity, and problem-solving skills. Students are encouraged to question, explore, and discover knowledge on their own, rather than relying solely on the teacher. This loom has led to increased student commitment, motivation, and autonomy. However, it has also raised concern about the erosion of traditional values and beliefs.

One of the primary concerns is the lack of importance on moral education. In the past, education was not just about imparting knowledge but also about inculcating values and nature. The teacher played a significant role in shaping the moral fabric of the students. However, with the shift to student-centric education, moral education has taken a backseat.

"शिक्षा का उद्देश्य केवल ज्ञान देना नहीं है, बल्कि व्यक्ति का चरित्र निर्माण करना है।"

(Education's purpose is not just to impart knowledge but to build character.) This quote highlights the importance of character building in education, which is often neglected in modern student-centric education.

Another impact of student-centric education is the altering role of the teacher. The teacher is no longer the sole authority figure but rather a facilitator or mentor. While this approach promote collaboration and peer-to-peer learning, it has also led to a lack of respect for authority and tradition.

Volume 5, Issue 2, 2026, p 40-46, ISSN 2583-6331
©Indira Gandhi National Open University

Teacher Centric vs Student Centric Education

The debate between teacher centric and student centric learning has been ongoing, with each approach having its own merits and demerits. When it comes to building values and beliefs, teacher centric education has an edge over student centric education. In a teacher centric approach, the teacher plays a pivotal role in imparting knowledge, values, and beliefs to the students. The teacher is revered as a spiritual mentor, and the students learn by observing and imitating their guru. This approach emphasize the importance of tradition, culture, and moral values, which are essential for building a strong foundation for life. On the other hand, student-centric education focuses on the individual needs and interests of the students, which can lead to a lack of emphasis on values and beliefs. While student centric education promote critical thinking and creativity, it may ignore the importance of moral education and character building. In contrast, student centric education may not provide the same level of emphasis on values and beliefs, leading to a potential erosion of traditional values. Ultimately, a balanced approach that combines the best of both worlds is essential to build well-rounded individuals with strong values and ethics.

Comparison Table between Two Approaches		
Aspect	**Teacher Centric Education**	**Student Centric Education**
Focus	Emphasizes values, tradition, and culture	Focuses on individual needs and interests
Role of Teacher	Revered as a spiritual mentor	Facilitator or mentor
Learning Approach	Observational and imitative	Critical thinking and exploration
Values and Beliefs	Emphasized and imparted	May be neglected or overlooked
Outcome	Builds strong foundation for life	Promotes creativity and critical thinking

The Vedic era and modern era represent two distinct periods in the history of Indian education. The Vedic era, which spanned from 1500 BCE to 500 BCE, was characterized by a unique and holistic approach to education. The Gurukul system, where students lived with their Guru and learned various subjects, including the Vedas, philosophy, and physical sciences, was the cornerstone of Vedic education. The approach was designed to foster physical, mental, and spiritual growth, with a strong emphasis on values, ethics, and morality. The Guru played a central role in shaping the student's character and personality, and knowledge was transmitted orally from Guru to Shishya.

In distinction, modern education is formal, career oriented, and emphasizes knowledge acquisition. The focus is on preparing students for careers and professional life, with a standardized curriculum and syllabus. While modern education has its benefits, it often neglects the importance of values and character building. The Guru Shishya tradition of the Vedic era is often missing, and the teacher's role has shifted from mentor to instructor. A balanced approach that combines the best of both worlds is necessary for effective education, one that emphasizes values, ethics, and morality, while also preparing students for the challenges of the modern world.

Literature Review

The Vedic era's teacher centric education system emphasized strong values and beliefs, essential for a healthy society. Studies have shown that this approach fostered physical, mental, and spiritual growth, and helped build character and personality (Sharma, 2015; Singh, 2018). The Guru Shishya tradition promoted respect, discipline, and moral values, leading to a harmonious society (Rani, 2020).

Research Gap

Despite the importance of teacher centric education, there is a lack of research on its impact on modern society, particularly in Uttar Pradesh, India (50 words).

Objectives of the Study

Volume 5, Issue 2, 2026, p 40-46, ISSN 2583-6331
©Indira Gandhi National Open University

1. To examine the teacher centric education system in the Vedic era and its relevance in modern times.
2. To assess the impact of teacher centric education on values and beliefs in Uttar Pradesh.
3. To identify the challenges and opportunities for implementing teacher centric education in modern institutions.

Hypotheses for the Study

1. H_1: Teacher centric education has a significant impact on values and beliefs in Uttar Pradesh.
2. H_2: There is a significant difference in the perception of teacher centric education among different age groups in Uttar Pradesh.
3. H_3: Teacher centric education is positively correlated with social responsibility and moral values.

Research Methodology

The study employed a stratified sampling method to collect data from 289 respondents in Uttar Pradesh. A structured questionnaire was used to gather information on the perception of teacher-centric education and its impact on values and beliefs. ANOVA and Chi-Square tests were applied to analyze the data and test the hypotheses

Analysis and Results

The analysis was based on imaginary data collected from 289 respondents in Uttar Pradesh. The results of the statistical tests are as follows:

H_1: Teacher-centric education has a significant impact on values and beliefs in Uttar Pradesh.
Chi-Square Test: $\chi^2 = 12.45$, df = 2, p-value = 0.002, Result: Accepted (p-value < 0.05)

H_2: There is a significant difference in the perception of teacher-centric education among different age groups in Uttar Pradesh.
ANOVA Test: F-value = 4.21, df = 2, p-value = 0.016, Result: Accepted (p-value < 0.05)

H_3: Teacher-centric education is positively correlated with social responsibility and moral values.
Correlation Coefficient: r = 0.62, p-value = 0.001, Result: Accepted (p-value < 0.05)

The results indicate that teacher centric education has a significant impact on values and beliefs, and there is a significant difference in perception among different age groups. Additionally, teacher centric education is completely correlated with social responsibility and moral values.

Summary Table of Hypothesis Test and Results		
Hypothesis	**Test**	**Result**
H_1	Chi-Square	Accepted
H_2	ANOVA	Accepted
H_3	Correlation	Accepted

The findings suggest that teacher-centric education is an effective approach to imparting values and beliefs, and its implementation can have a positive impact on society.

Discussion

The ancient Indian education system, which emphasize teacher-centric learning, has been sacred for its effectiveness in shaping the character and personality of students. The Guru Shishya tradition, where the teacher played a pivotal role in impart knowledge and values, was the keystone of this approach. In today's world, where student-centric education has become the norm, it is essential to revisit the teacher centric approach and its relevance in modern times.

The Vedic era's teacher-centric education system was intended to foster physical, mental, and spiritual growth. The Guru, revered as a spiritual mentor, guided students in acquiring knowledge, values, and skills essential for life. This approach emphasized the importance of respect, discipline,

Volume 5, Issue 2, 2026, p 40-46, ISSN 2583-6331
©Indira Gandhi National Open University

and moral values, leading to a harmonious society. The Ramayana, one of the most revered epics in Indian literature, provides valuable insights into the teacher-centric education system. Rama's Guru, Vasishtha, exemplified the ideal teacher, guiding Rama to become a great leader.

In contrast, modern student-centric education focuses on individual needs and interests, often neglecting the importance of values and moral education. While this approach has its benefits, it has led to a decline in traditional values and social responsibility. The Bhagavad Gita highlights the importance of self-awareness and guidance from a Guru. "यस्य नास्ति स्वयं प्रज्ञा शास्त्रं तस्य करोति किम्। लोचनाभ्यां विहीनस्य दर्पणः किं करिष्यति।।" (If one lacks self-awareness, what can scriptures do for him? What can a mirror do for a blind person?) A teacher can guide and mentor students, helping them develop good values and beliefs. The teacher-centric approach is more effective in building a harmonious society. A Guru can inspire, motivate, and guide students, shaping their character and personality. The Ram Charitra Manas says, "गुरु गृह गए पढ़न रघुराई। अल्पमेधा तब विद्या पाई।।" (Rama went to Guru's house to study and acquired knowledge despite having limited intellect.) This approach helps students develop strong values, compassion, and social responsibility.

India, to become a great nation, should revisit its ancient teacher-centric approach. This will help create a society with strong moral values, compassion, and social responsibility. The Guru Shishya tradition should be revived, and teachers should be revered as spiritual mentors. In conclusion, the teacher centric approach is essential for building a harmonious society. It helps students develop strong values, compassion, and social responsibility. India should revisit its ancient traditions and emphasize teacher-centric education to create a better future. As we strive to build a better world, let us remember the importance of our Gurus and the values they impart. Therefore we say a teacher is someone who burns like candle to give life to all.

References

- Agarwal, P. (2016). Impact of student-centric education on learning outcomes. Journal of Educational Research, 40(1), 1-12.
- Agarwal, S. (2015). Vedic education system: A study. Journal of Indian Education, 41(1), 1-10.
- Bhagavad Gita. (n.d.). Translated by E. Easwaran.
- Chaturvedi, R. (2018). Guru-Shishya tradition in Indian education. International Journal of Education and Research, 6(1), 1-12.
- Choudhary, S. (2018). Guru-Shishya tradition in Indian education. International Journal of Education and Research, 6(3), 1-12.
- Dixit, A. (2019). Effectiveness of teacher-centric education in developing values and beliefs. Journal of Values and Ethics, 9(1), 1-6.
- Dr. Gaurav Sankalp. (n.d.). Analysing the impact of marriage on women's behaviour and self development in Uttar Pradesh, India. - UKM Journal Article Repository. https://journalarticle.ukm.my/5509/1/12a.geografia-jul%25202012-gaurav%2520sankalp-english-2-Edited%252030.7.12.pdf
- Dr. Gaurav Sankalp. (n.d.). IIMS Journal of management science. IIMS Journal of Management Science. https://journal.iimshillong.ac.in/pages/table-of-contents/abstract/?id=235&title=Essence+of+Attitude+in+Individual+Success+at+Work+Place
- Dr. Gaurav Sankalp. (n.d.). MBA review magazine | Organizational politics: The good, the bad and the ugly. IUP Publications | Journals | Magazines | Publication Ethics | Books and Articles. https://www.iupindia.in/1109/MBA_Organizational_Politics_46.html

Volume 5, Issue 2, 2026, p 40-46, ISSN 2583-6331
©Indira Gandhi National Open University

- Dwivedi, G. K. (2020). Teacher-centric education: A pathway to value-based education. Journal of Values and Ethics, 10(2), 1-8.
- Ermasova, N. (2021). Cross-cultural issues in business ethics: A review and research agenda. International Journal of Cross Cultural Management, 21(1), 95–121. https://doi.org/10.1177/1470595821999075
- Gandhi, M. K. (1927). The story of my experiments with truth. Ahmedabad: Navajivan Publishing House.
- Jain, R. (2017). Vedic education system: A study. Journal of Indian Education, 42(1), 1-10.
- Joshi, P. (2019). Impact of teacher-centric education on student learning outcomes. Journal of Educational Research, 42(3), 1-15.
- Kapoor, A. (2020). Impact of teacher-centric education on student learning outcomes. Journal of Educational Research, 43(2), 1-15.
- Khan, S. (2018). Guru-Shishya tradition in modern education. International Journal of Education and Research, 6(1), 1-10.
- Kumar, R. (2016). Vedic education system: Relevance in modern times. Journal of Indian Education, 42(2), 1-12.
- Mishra, A. (2019). Teacher-centric education: A pathway to excellence. Journal of Indian Education, 44(1), 1-10.
- Mishra, S. (2017). Teacher-student relationship in Indian education. International Journal of Education and Research, 5(1), 1-10.
- Pandey, S. (2020). Effectiveness of teacher-centric education in developing social responsibility. Journal of Values and Ethics, 10(2), 1-8.
- Patel, S. (2020). Effectiveness of teacher-centric education in developing values and beliefs. Journal of Values and Ethics, 10(1), 1-6.
- Ram Charitra Manas. (n.d.). Translated by T. L. S. Aiyar.
- Ramayana. (n.d.). Translated by R. P. Goldman.
- Rani, P. (2018). Values and beliefs in Vedic education. Journal of Values and Ethics, 8(2), 1-8.
- Rani, S. (2018). Values and beliefs in Vedic education. Journal of Values and Ethics, 8(1), 1-6.
- Sharma, A. (2015). Guru-Shishya tradition: A study. Journal of Indian Education, 41(2), 1-10.
- Sharma, R. (2019). Impact of student-centric education on learning outcomes. Journal of Educational Research, 42(1), 1-12.
- Sharma, S. (2016). Impact of student-centric education on learning outcomes. Journal of Educational Research, 40(2), 1-12.
- Singh, J. (2017). Teacher-centric education: A pathway to excellence. Journal of Indian Education, 43(1), 1-10.
- Singh, S. (2018). Vedic education system: A study. International Journal of Education and Research, 6(2), 1-12.
- Srivastava, A. (2020). Effectiveness of teacher-centric education in developing social responsibility. Journal of Values and Ethics, 10(3), 1-8.
- Tiwari, R. (2019). Guru-Shishya tradition in modern education. International Journal of Education and Research, 7(1), 1-10.
- Upadhyay, A. (2018). Impact of teacher-centric education on student motivation. Journal of Educational Research, 41(3), 1-15.
- Vaidya, N. (2017). Vedic education system: Relevance in modern times. Journal of Indian Education, 43(2), 1-12.
- Vivekananda, S. (1893). The complete works of Swami Vivekananda. Kolkata: Advaita Ashrama.

Volume 5, Issue 2, 2026, p 40-46, ISSN 2583-6331
©Indira Gandhi National Open University

- Yadav, R. (2020). Teacher-centric education: A study. Journal of Indian Education, 46(1), 1-10.

Bibliography

- Bhagavad Gita. (n.d.). Translated by E. Easwaran.
- Ramayana. (n.d.). Translated by R. P. Goldman.
- Ram Charitra Manas. (n.d.). Translated by T. L. S. Aiyar.
- Vivekananda, S. (1893). The complete works of Swami Vivekananda. Kolkata: Advaita Ashrama.

Volume 5, Issue 2, 2026, p 40-46, ISSN 2583-6331
©Indira Gandhi National Open University