The present work is a historical and critical study of Value Oriented Education with a special reference to Mahatma Gandhi’s educational concepts and Chyngyz Aitmatov’s insights about the problems of education and upbringing of youth.

The subject of value education has come to acquire increasing prominence in educational discussions at all levels during recent times all over the world. The reason is a decline of intellectual activity and freedom, the waning of great ideals, the loss of the gust of life, and, in the moral and spiritual life. Public life began to become more and more egoistic, and self-seeking. This entire process became accentuated by many factors, which can be summed up in terms of influences emerging from galloping advances in science and technology and the social changes. The demoralization of public and private life, the utter disregard for values etc., are all traceable to the fact that moral and spiritual education is being deliberately neglected in our educational system. Unfortunately, education at present with its emphasis on ‘consumerism’ has sidelined its concern about values; about moral and spiritual sides of human personality.

Mohandas Karamchand Gandhi had strong concerns about the British education system in India. Macaulay had explicitly
stated the purpose of the education system that was introduced under his initiative by the British in India, namely, to create a “class Indian in blood and colour but English in taste, in opinion, in morals and intellect who would be interpreters between the British and the teeming millions that they ruled.” Mahatma Gandhi did great efforts to destroy that system of education and offered instead a new concept of education which was based on reviving the indigenous values in education.

Chyngyz Aitmatov, the most famous creative writer of Kyrgyzstan, brings out in his creative works more global and perennial concerns like the tragedy of the world wars, the growing battles for national identity, and the nuclear threat, and a hopeful awareness of the many peace movements and the crisis of educational system which was inherited from Soviet era.

There is no single work, article or speech where he does not say anything of education and youth upbringing. He is neither a professional educationist nor pedagogue, but nevertheless he advances many ideas which are of tremendous value as pedagogically and scientifically stated ideas.

We will explore and explain how Gandhian thoughts on educational values and Aitmatov’s alerts about the crises of the education system are relevant to the contemporary problems of
Kyrgyzstan's national life, its nation-building concepts and also to the problems of the world crisis of values.