



## Continuation of Sri Ramakrishna's Gospel in Education

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**Abstract:** *The present study explores the continuity and educational relevance of the teachings embodied in The Gospel of Sri Ramakrishna within the context of contemporary education. In an era marked by rapid technological advancement, moral uncertainty, social fragmentation, and increasing materialism, there is a growing need for an educational framework that promotes holistic human development. Sri Ramakrishna's teachings, though primarily spiritual in nature, contain profound educational implications related to character formation, value cultivation, self-realization, religious harmony, and humanistic development.*

*The study adopts a qualitative and philosophical research approach based on documentary and content analysis of primary and secondary sources. It critically examines the educational principles reflected in The Gospel of Sri Ramakrishna and analyzes their continuity in modern educational thought, particularly in the areas of value education, inclusive education, and holistic personality development. The investigation further explores the relevance of Sri Ramakrishna's ideals of truth, compassion, universalism, and spiritual awakening in addressing contemporary educational challenges.*

*The findings reveal that Sri Ramakrishna's teachings provide a strong foundation for an inclusive, value-oriented, and transformative educational framework. The study concludes that his Gospel continues to inspire educational thought by emphasizing the harmonious development of intellectual, moral, emotional, and spiritual dimensions of human personality, thereby contributing significantly to the creation of a humane and ethically grounded educational system in the twenty-first century.*

**Keywords:** *Sri Ramakrishna's Gospel, Value Education, Holistic Development, Character Formation, Transformative Education.*

**Introduction:** Education is not merely a process of acquiring knowledge and skills; it is fundamentally a transformative journey that shapes human character, consciousness, and values. In the contemporary world, where education is increasingly influenced by materialistic aspirations, technological advancement, and competitive achievement, there is a growing need to revisit spiritual and ethical foundations that can nurture holistic human development. Within this context, the teachings of Sri Ramakrishna Paramahansa emerge as a profound source of educational inspiration. Though Sri Ramakrishna did not formulate a formal educational philosophy, his life, experiences, and teachings, as recorded in *Sri Sri Ramakrishna Kathamrita* (The Gospel of Sri Ramakrishna), contain invaluable principles that continue to hold educational significance in modern times.

Sri Ramakrishna's Gospel represents a unique synthesis of spirituality, morality, universalism, and experiential wisdom. His teachings emphasize the realization of truth through direct experience rather than

mere intellectual speculation, thereby promoting an education that transcends rote learning and encourages self-discovery. His famous doctrine, “As many faiths, so many paths,” reflects an inclusive worldview that resonates strongly with contemporary educational ideals of pluralism, multiculturalism, and social harmony. Moreover, his emphasis on purity of character, self-discipline, compassion, and service aligns closely with the broader objectives of value-based education and character formation.

The concept of the continuation of Sri Ramakrishna’s Gospel in education refers to the enduring relevance and practical application of his teachings within modern educational thought and practice. It seeks to examine how the ethical, spiritual, and humanistic dimensions of his message can contribute to addressing contemporary educational challenges such as moral decline, social fragmentation, intolerance, stress, and the excessive commercialization of learning. His educational vision implicitly advocates the harmonious development of the head, heart, and hand, fostering intellectual growth alongside emotional maturity and spiritual awakening.

Analytically, this research explores the extent to which the ideals embodied in Sri Ramakrishna’s Gospel have influenced educational values, pedagogical approaches, and institutional practices, particularly through the works of his disciples, most notably Swami Vivekananda. The study also investigates the relevance of these teachings in promoting inclusive, value-oriented, and learner-centered education in the twenty-first century. By examining the continuity of Sri Ramakrishna’s message within educational discourse, the research aims to establish that education must not only prepare individuals for professional success but also cultivate enlightened, ethical, and socially responsible human beings. Thus, Sri Ramakrishna’s Gospel remains a living educational force, offering timeless guidance for the holistic development of humanity.

**Rationale of the Study:** The rationale for undertaking the present study stems from the growing realization that modern education, despite its remarkable scientific and technological achievements, is facing a crisis of values, purpose, and human sensitivity. Educational institutions are increasingly oriented toward career advancement and economic success, while issues such as moral decline, social intolerance, psychological stress, and loss of ethical commitment continue to challenge contemporary society. These concerns necessitate a re-examination of educational philosophies that emphasize the holistic development of human personality. In this regard, the teachings of Sri Ramakrishna, as recorded in *The Gospel of Sri Ramakrishna*, offer a profound and enduring source of educational insight.

Although Sri Ramakrishna was primarily a spiritual teacher, his life and teachings contain significant educational implications related to character formation, self-realization, experiential learning, universal brotherhood, and the cultivation of moral values. His emphasis on the harmony of religions, respect for diverse viewpoints, and the direct realization of truth reflects principles that are highly relevant to present-day educational goals. The continuation of these ideals in educational thought and practice deserves systematic investigation, particularly in a world increasingly characterized by cultural diversity and ideological conflict.

Furthermore, much of the existing literature focuses on Sri Ramakrishna’s spiritual contributions, while comparatively less attention has been given to the educational significance and contemporary applicability of his teachings. Therefore, this study seeks to bridge that gap by critically examining how the values and principles embedded in his Gospel continue to influence educational philosophy and practice. The study is expected to contribute to the promotion of a value-oriented, inclusive, and humanistic educational framework capable of addressing the challenges of the twenty-first century.

**Review of the Related Literature:** A review of the related literature reveals that although Sri Ramakrishna Paramahansa is primarily recognized as a spiritual luminary of nineteenth-century India, his teachings have generated considerable scholarly interest in the fields of philosophy, religion, ethics, and education. The literature indicates that the educational significance of Sri Ramakrishna’s Gospel has been explored mainly

through its influence on value education, character formation, spiritual development, and the educational philosophy of Swami Vivekananda.

The principal source for understanding Sri Ramakrishna's teachings is *Sri Sri Ramakrishna Kathamrita (The Gospel of Sri Ramakrishna)* compiled by Mahendranath Gupta (M.). This work presents Sri Ramakrishna's conversations, parables, and spiritual experiences, emphasizing self-realization, purity of character, universal love, and harmony among religions. Scholars have noted that these teachings possess profound educational implications because they advocate learning through direct experience, self-reflection, and moral cultivation rather than mere acquisition of information.

Several studies on Indian educational thought have highlighted Sri Ramakrishna's contribution to the development of a value-oriented educational framework. Researchers have argued that his teachings promote holistic human development by integrating intellectual, emotional, moral, and spiritual dimensions of personality. His emphasis on truthfulness, compassion, self-discipline, and respect for all faiths is viewed as highly relevant to contemporary educational concerns regarding ethical decline and social fragmentation.

The literature on Swami Vivekananda's educational philosophy further demonstrates the continuity of Sri Ramakrishna's ideals in modern education. Vivekananda's concept of "man-making education," which stresses character building, self-confidence, service to humanity, and realization of inner potential, was deeply rooted in the teachings of his Master. Educational scholars have therefore regarded Sri Ramakrishna as an indirect yet powerful influence on modern Indian educational philosophy. Studies examining the Ramakrishna Mission's educational institutions also reveal the practical application of these principles through value-based education, social service, and holistic personality development.

Research on moral and spiritual education has additionally underscored the relevance of Sri Ramakrishna's teachings in promoting intercultural understanding and peaceful coexistence. His doctrine of the harmony of religions and acceptance of diverse spiritual paths has been interpreted as an educational model for fostering inclusiveness, tolerance, and democratic values in multicultural societies.

However, a critical examination of the available literature indicates that most studies focus either on Sri Ramakrishna's spiritual philosophy or on Vivekananda's educational ideas. Comparatively fewer studies have directly investigated the continuation and contemporary educational relevance of Sri Ramakrishna's Gospel itself. There remains a noticeable gap in systematically analyzing how the principles embodied in the Gospel continue to influence educational thought, values, and practices in the present context.

Therefore, the present study seeks to address this gap by critically examining the continuity of Sri Ramakrishna's educational message and its significance for contemporary value-based, inclusive, and holistic education. Such an inquiry is expected to enrich the understanding of indigenous educational philosophy and its application in meeting the challenges of modern education.

**Delimitation of the Study:** Every research investigation requires clearly defined boundaries to maintain its focus, depth, and feasibility. The present study, entitled "**Continuation of Sri Ramakrishna's Gospel in Education,**" is delimited to an analytical examination of the educational implications and contemporary relevance of the teachings contained in *The Gospel of Sri Ramakrishna (Sri Sri Ramakrishna Kathamrita)*. The study primarily focuses on those aspects of Sri Ramakrishna's teachings that have direct or indirect significance for educational philosophy, value education, character formation, moral development, spiritual growth, and holistic human development.

The scope of the study is confined to a philosophical and qualitative analysis of Sri Ramakrishna's ideas as reflected in his recorded conversations, teachings, parables, and spiritual experiences. It does not attempt to provide a comprehensive study of his entire religious, theological, or mystical philosophy. Similarly, the study is not intended to examine the historical, socio-political, or economic dimensions of nineteenth-century

Bengal except where such references are necessary for understanding the educational significance of his teachings.

Furthermore, the investigation is limited to exploring the continuity and influence of Sri Ramakrishna's educational ideals within modern educational thought and practice, particularly in relation to value-oriented and humanistic education. Although references may be made to Swami Vivekananda and the Ramakrishna Movement, the study does not undertake a detailed analysis of their complete educational philosophies or institutional activities.

The research is based primarily on available literature, books, scholarly articles, and documentary sources. It does not include extensive field surveys, experimental studies, or empirical investigations. Thus, the study remains confined to a conceptual and analytical exploration of the continuing educational relevance of Sri Ramakrishna's Gospel in the contemporary educational context.

**Statement of the Problem:** Education in the twenty-first century is confronted with numerous challenges, including moral degradation, increasing intolerance, excessive materialism, social alienation, and the declining emphasis on ethical and spiritual values. While modern educational systems have achieved significant progress in the fields of science, technology, and professional development, they often fail to ensure the holistic development of human personality. As a result, there is an increasing need to explore educational philosophies that can integrate intellectual growth with moral, spiritual, and humanistic values.

Sri Ramakrishna Paramahansa, through his teachings recorded in *The Gospel of Sri Ramakrishna*, emphasized truth, self-realization, purity of character, universal brotherhood, religious harmony, and experiential understanding. These principles possess profound educational implications and continue to offer guidance for the development of value-based and inclusive education. However, despite the recognized spiritual importance of Sri Ramakrishna's teachings, limited scholarly attention has been devoted to examining their continuing relevance and application within contemporary educational thought and practice.

Therefore, the central problem of the present study is to investigate how the educational ideals embodied in Sri Ramakrishna's Gospel have continued to influence educational philosophy and values, and to assess their relevance in addressing the challenges of modern education. The study seeks to explore the significance of these teachings in promoting holistic, ethical, and transformative educational development in contemporary society.

### **Objective of the study and Research Questions:**

#### **Objectives of the Study**

1. To analyze the educational principles and values reflected in *The Gospel of Sri Ramakrishna* and examine their philosophical foundations.
2. To investigate the continuity and influence of Sri Ramakrishna's teachings on modern educational thought, particularly in the areas of value education, character formation, and holistic development.
3. To explore the relevance of Sri Ramakrishna's ideals of truth, religious harmony, self-realization, and humanism in addressing contemporary educational challenges.
4. To assess the contribution of Sri Ramakrishna's Gospel toward the development of an inclusive, value-oriented, and transformative educational framework in the twenty-first century.

#### **Research Questions**

1. What are the major educational principles and values embodied in *The Gospel of Sri Ramakrishna*?

2. How have Sri Ramakrishna's teachings continued to influence educational philosophy and practices related to value education and character building?
3. In what ways are the ideals of truth, universalism, religious harmony, and self-realization relevant to contemporary educational issues and concerns?
4. How can the teachings of Sri Ramakrishna contribute to the promotion of holistic, inclusive, and humanistic education in the present educational context?

**Methodology of the Study:** The present study, entitled "Continuation of Sri Ramakrishna's Gospel in Education," adopts a qualitative and philosophical research approach. Since the study seeks to explore the educational significance, continuity, and contemporary relevance of the teachings embodied in *The Gospel of Sri Ramakrishna*, it is primarily analytical, interpretative, and descriptive in nature. The research does not aim to establish causal relationships through experimentation; rather, it seeks to understand and critically examine educational ideas and values embedded in Sri Ramakrishna's teachings.

The study is based on the philosophical method of educational research, which is particularly suitable for investigating concepts, ideals, values, and principles that influence educational thought and practice. Through philosophical inquiry, the study analyzes the educational implications of Sri Ramakrishna's teachings in relation to character formation, value education, self-realization, religious harmony, moral development, and holistic human growth.

The research relies mainly on documentary and library-based sources for data collection. Primary sources include *The Gospel of Sri Ramakrishna (Sri Sri Ramakrishna Kathamrita)* and other authenticated records of Sri Ramakrishna's teachings, conversations, and spiritual discourses. Secondary sources consist of books, research articles, journals, dissertations, conference proceedings, and scholarly writings related to Sri Ramakrishna, Swami Vivekananda, Indian educational philosophy, value education, and spiritual approaches to education.

For the analysis of data, the study employs content analysis and interpretative analysis. Relevant themes, concepts, and educational principles are identified from the collected literature and systematically categorized. These themes are then critically examined in light of contemporary educational concerns, including moral decline, value crisis, inclusiveness, intercultural understanding, and holistic development. Comparative references to modern educational ideals are also utilized to assess the continuing relevance of Sri Ramakrishna's teachings.

The study follows a logical process of collecting, organizing, classifying, interpreting, and synthesizing information from various sources. Emphasis is placed on maintaining authenticity, objectivity, and scholarly rigor through the use of reliable and credible references.

Thus, the methodology provides a comprehensive framework for understanding how the educational values and principles reflected in *The Gospel of Sri Ramakrishna* continue to influence educational thought and contribute to the development of a value-based, humanistic, and transformative educational system. The findings of the study are expected to enrich contemporary educational discourse and highlight the enduring significance of indigenous educational wisdom in modern society.

#### **Analysis of the Objective:**

***Objective -1: The educational principles and values reflected in The Gospel of Sri Ramakrishna and examine their philosophical foundations.***

*The Gospel of Sri Ramakrishna* embodies a rich repository of educational principles and values rooted in the philosophical traditions of Indian spirituality and humanism. Central to Sri Ramakrishna's teachings is the

idea that education should lead to self-realization, moral purification, and the discovery of one's inner potential. His emphasis on truth, simplicity, compassion, self-discipline, and service reflects an educational vision that prioritizes character formation over mere intellectual achievement. Philosophically, these principles are grounded in the Vedantic concept of the divinity inherent in every individual and the unity of all existence. Sri Ramakrishna's doctrine of religious harmony, expressed through his belief that all faiths lead to the same ultimate reality, promotes tolerance, inclusiveness, and respect for diversity. Furthermore, his stress on experiential realization rather than theoretical knowledge supports a learner-centered and experience-based approach to education. Thus, his educational values advocate the harmonious development of intellect, emotion, morality, and spirituality, forming the foundation of a holistic and transformative educational philosophy.

***Objective – 2: The continuity and influence of Sri Ramakrishna's teachings on modern educational thought, particularly in the areas of value education, character formation, and holistic development.***

The continuity of Sri Ramakrishna's teachings in modern educational thought is evident in the growing emphasis on value-based, learner-centered, and holistic education. Although Sri Ramakrishna did not formulate a systematic educational theory, the principles embodied in *The Gospel of Sri Ramakrishna* have significantly influenced educational philosophy through their focus on moral excellence, spiritual awareness, and human development. His teachings continue to inspire educational approaches that regard character building as the primary objective of education rather than the mere acquisition of information or vocational skills.

In the sphere of value education, Sri Ramakrishna's emphasis on truthfulness, compassion, self-control, sincerity, and respect for all religions provides a strong ethical foundation for nurturing responsible and socially conscious individuals. These values remain highly relevant in addressing contemporary concerns such as moral decline, intolerance, and social fragmentation. His philosophy encourages the cultivation of inner values that guide individuals toward personal integrity and social harmony.

The influence of his teachings on character formation is particularly visible through the educational ideals propagated by Swami Vivekananda and the institutions of the Ramakrishna Movement. Character is viewed not merely as adherence to moral rules but as the manifestation of inherent spiritual strength and human potential. This perspective aligns closely with contemporary educational goals of developing self-confidence, empathy, resilience, and ethical leadership.

Furthermore, Sri Ramakrishna's vision of the unity of existence and the divinity within every individual supports the concept of holistic development. It advocates the balanced growth of intellectual, emotional, moral, social, and spiritual dimensions of personality. Consequently, his teachings continue to provide a meaningful framework for modern education, promoting the development of complete human beings capable of contributing positively to society while achieving personal fulfillment.

***Objective – 3: The relevance of Sri Ramakrishna's ideals of truth, religious harmony, self-realization, and humanism in addressing contemporary educational challenges.***

The educational relevance of Sri Ramakrishna's ideals has become increasingly significant in the context of contemporary challenges such as moral deterioration, intolerance, identity conflicts, excessive materialism, and the growing disconnect between knowledge and values. His teachings provide a philosophical and ethical framework that can help education fulfill its broader mission of human development and social transformation.

Sri Ramakrishna regarded truth as the highest virtue and the foundation of spiritual and moral life. In the educational context, this ideal encourages honesty, integrity, academic ethics, and the pursuit of authentic

knowledge. At a time when misinformation, unethical practices, and value crises are prevalent, the cultivation of truthfulness remains indispensable for responsible citizenship and intellectual growth.

His principle of religious harmony, encapsulated in the belief that all paths ultimately lead to the same truth, holds profound relevance in multicultural and pluralistic societies. Education inspired by this ideal can foster tolerance, mutual respect, intercultural understanding, and peaceful coexistence, thereby counteracting prejudice, discrimination, and communal tensions.

The concept of self-realization emphasizes the discovery and development of one's inner potential. This perspective shifts the focus of education from mere academic achievement to personal growth, self-awareness, emotional well-being, and lifelong learning. It encourages learners to recognize their inherent capacities and strive for excellence in a balanced manner.

Moreover, Sri Ramakrishna's humanistic outlook, grounded in love, compassion, and service to humanity, promotes empathy, social responsibility, and inclusive education. These values are essential for addressing contemporary educational concerns related to social inequality, alienation, and the erosion of human relationships. Thus, his ideals continue to offer a transformative educational vision capable of nurturing ethically responsible, socially sensitive, and spiritually enriched individuals in the modern world.

***Objective – 4: The contribution of Sri Ramakrishna's Gospel toward the development of an inclusive, value-oriented, and transformative educational framework in the twenty-first century.***

*The Gospel of Sri Ramakrishna* offers a profound foundation for the development of an inclusive, value-oriented, and transformative educational framework suited to the demands of the twenty-first century. In an age characterized by globalization, technological advancement, cultural diversity, and ethical uncertainty, Sri Ramakrishna's teachings provide timeless principles that address both the intellectual and moral dimensions of education.

One of the most significant contributions of his Gospel is its emphasis on inclusiveness. Through his doctrine of the harmony of religions and acceptance of multiple paths to truth, Sri Ramakrishna advocated respect for diversity and human unity. These ideals support contemporary educational goals of equity, multicultural understanding, social inclusion, and democratic citizenship. They encourage educational environments where learners from different cultural, social, and religious backgrounds are valued and respected.

The Gospel also serves as a powerful source of value-oriented education. Sri Ramakrishna emphasized truthfulness, compassion, self-discipline, humility, and service to humanity as essential qualities of human life. Such values are increasingly important in countering the moral challenges of modern society and in nurturing responsible, ethical, and socially conscious citizens.

Furthermore, his teachings contribute to transformative education by emphasizing self-realization and inner awakening. Education, according to the spirit of his teachings, should not merely transmit information but transform individuals by developing their intellectual, emotional, moral, and spiritual capacities. This holistic approach aligns with contemporary educational perspectives that seek to empower learners to become reflective, empathetic, and socially engaged individuals.

Therefore, Sri Ramakrishna's Gospel continues to provide a relevant and dynamic framework for shaping an education system that promotes human dignity, ethical consciousness, social harmony, and holistic development in the twenty-first century.

**Findings at a Glance:** The study reveals that *The Gospel of Sri Ramakrishna* embodies a rich educational philosophy centered on self-realization, moral development, spiritual awakening, and the holistic growth of

human personality. The analysis indicates that Sri Ramakrishna's teachings transcend purely religious instruction and offer significant educational principles relevant to contemporary society. Core values such as truthfulness, compassion, self-discipline, tolerance, and service to humanity emerge as essential components of his educational vision.

The findings further demonstrate that the influence of Sri Ramakrishna's teachings continues through modern value-oriented educational thought, particularly through the educational ideals propagated by Swami Vivekananda and the institutions inspired by the Ramakrishna Movement. His emphasis on experiential learning, character formation, and the realization of inner potential remains relevant to present educational objectives.

The study also finds that Sri Ramakrishna's ideals of religious harmony and universal humanism provide an effective framework for promoting inclusiveness, intercultural understanding, and peaceful coexistence in diverse societies. Moreover, his teachings offer valuable responses to contemporary educational challenges such as moral decline, materialism, social fragmentation, and the erosion of ethical values.

Overall, the study concludes that the continuation of Sri Ramakrishna's Gospel in education lies in its enduring capacity to inspire an inclusive, value-based, and transformative educational framework that fosters intellectual excellence, ethical responsibility, spiritual awareness, and holistic human development in the twenty-first century.

**Significance/ Relevance of the Study:** The significance of the present study lies in its attempt to explore the continuing educational relevance of Sri Ramakrishna's teachings in an era marked by rapid technological advancement, globalization, and growing ethical challenges. Contemporary education often emphasizes academic achievement, employability, and economic productivity, sometimes at the expense of moral, spiritual, and humanistic values. In this context, the teachings embodied in *The Gospel of Sri Ramakrishna* offer a meaningful framework for restoring the holistic purpose of education by integrating intellectual development with character formation and spiritual growth.

This study is particularly relevant because Sri Ramakrishna's message transcends religious boundaries and promotes universal values such as truthfulness, tolerance, compassion, self-discipline, and respect for diversity. These values are increasingly recognized as essential for fostering social harmony, democratic citizenship, and peaceful coexistence in multicultural societies. By examining the continuity of these ideals within educational thought and practice, the study highlights the potential of value-based education to address contemporary issues such as moral degradation, intolerance, social alienation, and the commercialization of learning.

Furthermore, the research contributes to the understanding of indigenous educational thought by bringing attention to a significant spiritual and cultural resource rooted in the Indian tradition. It also provides insights into how Sri Ramakrishna's educational implications influenced later thinkers, particularly Swami Vivekananda, whose vision of man-making education continues to shape modern educational discourse. Thus, the study is significant not only from a historical and philosophical perspective but also for its practical relevance in promoting a more humane, inclusive, and transformative approach to education in the twenty-first century.

**Suggestions for the Further Study:** The present study has explored the continuity and educational relevance of Sri Ramakrishna's Gospel from a philosophical and analytical perspective. However, the scope for further research remains extensive. Future studies may undertake empirical investigations to examine the practical impact of Sri Ramakrishna-inspired values on students' character development, moral reasoning, emotional well-being, and social behavior within contemporary educational institutions.

Comparative studies may also be conducted between the educational ideas of Sri Ramakrishna and those of other eminent educational thinkers such as Rabindranath Tagore, Mahatma Gandhi, and Swami Vivekananda to identify convergences and divergences in their approaches to value-based education. Further research may explore the contribution of the Ramakrishna educational institutions in implementing the ideals of holistic and transformative education in diverse socio-cultural contexts.

In addition, studies may investigate the relevance of Sri Ramakrishna's teachings in emerging educational domains such as peace education, inclusive education, intercultural education, life-skills education, and education for sustainable development. Research may also focus on integrating his humanistic and spiritual values into modern curricula and teacher education programmes.

Such investigations would deepen the understanding of Sri Ramakrishna's educational legacy and contribute to the development of innovative educational models capable of addressing the ethical, social, and spiritual challenges of the contemporary world.

**Conclusion:** The present study concludes that *The Gospel of Sri Ramakrishna* constitutes a significant source of educational wisdom whose relevance extends far beyond its spiritual and religious context. The analysis demonstrates that the teachings of Sri Ramakrishna embody fundamental educational values such as truth, self-discipline, compassion, self-realization, religious harmony, and service to humanity. These values form the foundation of a holistic educational philosophy that seeks the balanced development of the intellectual, moral, emotional, social, and spiritual dimensions of human personality.

The study further reveals that the continuity of Sri Ramakrishna's Gospel in education is reflected in its enduring influence on value-oriented educational thought, character formation, and humanistic approaches to learning. His teachings continue to inspire educational ideals that emphasize inner transformation rather than mere accumulation of knowledge. In a world increasingly challenged by moral crises, social divisions, intolerance, and excessive materialism, Sri Ramakrishna's vision offers a meaningful framework for cultivating ethical consciousness, social responsibility, and universal brotherhood.

Moreover, his philosophy supports the contemporary educational goals of inclusiveness, multicultural understanding, and holistic development. Therefore, the study concludes that Sri Ramakrishna's Gospel remains a living and dynamic educational force, capable of enriching modern educational discourse and contributing to the creation of an inclusive, value-based, and transformative education system suited to the needs of the twenty-first century.

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