

RELEVANCE OF INCULCATING VALUES FOR NATIONAL INTEGRATION

Dr. VIKRANT MISHRA*
Mr. MOHIT PURI**

ABSTRACT

Values relate to the aims of human life. The values have its worth and importance. A value is subject, community and national oriented. Value is the result of interaction between personal and impersonal elements. Today's era is an era of Materialism in which every individual is running behind money. Parents are so much busy in earning money that they are not able to give proper attention for inculcation of values in their children. It is the responsibility of the teacher to inculcate values in the students. Only the inculcation of values in the students can help a lot in bringing communal harmony and national integration. In this paper, a systematic effort has been made to identify meaning of values, their need, principles about the determination of values, classification of values, different values enshrined in the Indian Constitution and role of the teacher in the inculcation of these values among students for achieving the objective of National Integration.

Keywords: Values, Teacher, Students, National Integration

INTRODUCTION

Values relate to the aims of human life. For the achievement of the aim, men frame certain notions and these notions are called values. According to its verbal meaning, value signifies that quality of an individual or thing which makes that individual or thing important, respectable and useful. This quality may be internal or external or both. John Dewey explains the term value as – to prize, to esteem, to appraise, to estimate. According to him, values mean to cherish something. To be more specific “Education is a Value Enterprise.”

Values guide the behaviour and conduct of individual. They help in framing goals and direct actions towards achieving the goals. Values are the moving spirit in our lives.

*Assistant Professor, Shivalik College of Education, Aliyaspur, Ambala, Haryana
**UGC-Junior Research Fellow, Deptt. of Edun and Community Service, Punjabi University, Patiala

MEANING OF VALUE

The word Value is derived from Latin word 'Valerie' which means strong and vigorous. According to Oxford dictionary 'value' means 'worth'. Values guide individual's physical and mental health as well as promote social welfare. They serve as guiding principles of life. Values are the by products of pursuit of aim. Aims are bigger than values. The worth aim depends upon the number and quality of values that its attainment help to realize. The consideration of value is the most important principle in establishing various aims. They are part of the philosophy of a nation and of its educational system.

Different meanings of value may be given as under:

1. Psychological meaning – Anything that satisfies our need or desire is valuable.
2. Biological meaning – It is the characteristic of a thing or activity which helps in conservation and furtherance of our life.
3. Ethical meaning – All those things or activities are valuable which help in making our soul perfect.
4. Philosophical meaning – Value signifies neither a thing nor an individual, but a thought or a point of view. Everything which is useful to an individual becomes valuable to him.

DEFINITION OF VALUE

“Values belong wholly to the inner world of the mind. The satisfaction of the desire is the real value, the thing that serve is only an instrument. A value is always an experience, never a thing of an object.” D.H. Parker

“Anything which satisfies a human want becomes hereby a value.” Henderson

The term value means the relative prominence of the subject's interest or the dominant interest in personality---Allport

“Any object whatever it be, acquire value when any interest, whatever it be, is taken in it, just as anything whatsoever becomes a target when anyone whosoever aims at it.” R.B. Perry

“Values means whatever is actually liked, prized, esteemed, desires, approved or enjoyed by anyone at anytime. It is the actual experience of enjoying a desired object or activity.” Edger Brightman

NEED OF VALUE

There is a great need for the values because values give direction to one's strivings. Our conduct is motivated by our values. Value is act of cherishing something. A person who value justice will spend a lot of energy in search of it. Value has its importance and worth for the good persons and things. Values relate to the aims of human life. Values aim at perfections, self-realization, satisfaction, perfection and development, integrity, cohesion etc. The greater consideration and importance of values, the better is social group. Values are the co-operative result of an interaction between personal and impersonal elements. Creation and preservation of value is an important purpose of man. Values help in creation of good citizenship. Values are useful for development of vocational efficiency, social efficiency, adjustment, national integration and for reorganization and reconstruction of experience.

PRINCIPLES OF DETERMINATION OF VALUE

Educationists have propounded the following principles about the determination of values:

Hedonistic view of life – The value of a thing is due to the fact that the thing has power to satisfy our need.

Perfection theory – Any thing has value if it relates to the perfection of life for which a man endeavors in life.

Utility theory – Any thing that has utility is valuable.

Order theory – A thing is valuable, if it is helpful in organizing the society.

Existence theory – Value is helpful in existence.

Experimental value – Values are experiments in the present and past.

Part and whole theory – Values are felt sometime partly and sometime wholly.

Objective and subjective theory – Values are determined by the notions of individuals and also by the circumstances in which they live.

Emotional theory – By virtue of his emotion, man determines his values.

CLASSIFICATION OF VALUE

Different educational thinkers have classified the values in accordance with their own thinking process. Plato classified values as Truth, Beauty and Goodness. Parker's classification of values include Biological value, Economic value, Affective value, Social value, Intellectual value, Aesthetic value, Moral value and Religious value. Walter G. Everett classified values as Economic value, Recreational value, Bodily value, Association value, Intellectual value, Character value, Aesthetic value and Religious value.

Modern classification according to Brubacher is given below

1. Immediate values: The values which fulfill the biological and psychological needs of an individual.
2. Remote values: These are related to intelligent and rational needs.
3. Instrumental or extrinsic values: Instrumental values are that which are judged good because they are good for something. Organic values are instrumental values (Recreational value, Bodily value, Economic value)
4. Intrinsic values: Intrinsic values are end in themselves and are permanent and ultimate values.

VALUES ENSHRINED IN THE INDIAN CONSTITUTION

Indian Constitution has given values which are extremely important for National Integration. The values enshrined in the Indian constitution are primarily based on four things – Equality, Justice, Liberty and Fraternity. It can be felt from reading the 'Preamble' of the constitution.

The Indian Constitution reads as, “We the people of India, having solemnly resolved to constitute India into a Sovereign, Democratic, Secular, Socialist, Republic and to secure to all its citizens :

Justice – Social, Economic and Political;

Liberty – of Thought, Expression, Belief, Faith and Worship;

Equality – of Status and of Opportunity; and to promote among them all;

Fraternity – assuring the dignity of the individual and the unity of the nation;

in our Constituent Assembly this twenty-sixth day of November 1949, do hereby adopt, enact and give to ourselves This Constitution.”

The national values in Indian constitution demands a national system of education for whole country for all people irrespective of their class, caste, color, creed, religion, sect or sex; a system which is democratic in spirit and action; a system where there is no discrimination of any kind in matters of admission, teaching and employment; a system which provides equal opportunity to all.

ROLE OF TEACHER IN INCULCATING VALUES

Education is a mean of value development. The end product is development of moral character, personality and good human being. The teacher has a great role in making the students good human beings and this is possible only if he himself is a good human being. The whole thrust of education is the development of values in human behavior. Educational values are those activities which are good, useful and valuable from the point of view of education. These contribute to every sphere of life. The teacher should help in making understand the various principles of life to the students and thereby inculcate educational values among students. These values signify a code of principles which are essential for leading a noble life. It helps in building of character. The moral values which need to be inculcated among the students by the teacher are honesty, truthfulness, moral stability, good character, kindness, purity, sympathy and humility. It would help in developing the capacity of earning, vocational efficiency, character, healthy personality, use of leisure time. It promotes social efficiency by developing skills of social adjustments. The role of teacher can also be felt from the following view point of some experts. In the words of Indian Education Commission, “The weakening of social values in the younger generations is creating many serious social problems and ethical conflicts. In the situation that is developing, it is equally important for us to give a proper value orientation to our educational system.” Swami Vivekananda asserts, “Education is the manifestation of divine perfection already existing in man. The ideal is that we must have the whole education of the country, spiritual and secular in our hands and it must be on national lines, through national method as far as practicable. There should be an institution to train teachers who must go about preaching religion and give

secular education for our people." In the view of R.N. Tagore, "The greatest use of education is not merely to collect facts, but to know man and make one self know to man."

Education should be for the hand, head and heart. Education for the heart means spiritual training. The aim of education is self realization, the *summum bonum* of life and education. This kind of education can be provided by teachers only to the students. Teacher can be a significant factor in the inculcation of values in the students such as Equality, Justice, Liberty and Fraternity, development of vocational and social efficiency, development of character, development of balanced personality, reorganization and reconstruction of experience, creation of good citizenship, adjustment with the environment and its modification and utilization of leisure time.

CONCLUSION

It can be said that value is considered to be judgment concerning the worth of an object, person, group or situation. Value judgment contains evaluating rating terms such as good, bad, moral, immoral etc. A value is what is desired or what is sought. Value may be operationally conceived as those guiding principle of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture. A values has its worth and importance. A value is subject, community and national oriented. Value is the result of interaction between personal and impersonal elements. Values are means as well as an end. Value is cherished idea. It is a strong belief put to an action. It is an internalized idea or thought. Values are related to the aims of human life. They give direction to human action. Indian constitutional values are primarily based on four things i.e., Equality, Justice, Liberty and Fraternity which can be an advantage for individual and social life. Teacher can be a significant factor in the inculcation of values in the students such as Equality, Justice, Liberty and Fraternity etc. which are very critical and important for achieving the objective of National Integration.

REFERENCES

Aggarwal JC. *Theory and principles of Education*. New Delhi: Vikas Publishing house; 2004: 384.

Chakarborty AK. *Theory and principles of education*. Meerut: Surya Publication; 2004: 574 – 583.

Ghose DN. *A text book of value education*. New Delhi: Dominant Publishers; 2005.

Nanda SK. *Philosophical and sociological foundations of education*. Delhi: Doabab Publications; 2002: 318- 326.

Swaroop Saxena NR. *Foundation of educational thought and practice*. Meerut: Surya Publication; 2003: 82 – 88.

Sodhi TS and Suri A. *Philosophical and sociological foundations of education*. Patiala: Bawa Publication; 2005: 89 -113.