

## Effective value education: A building block in nationalism & internationalism

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### Abstract

Value education is the process by which people give values to others. It can be an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognize as being more effective for long term well-being of self and others. There is a difference between literacy and education.

In this present paper a theoretical attempt has been made to discuss the value education & its various concepts in the light of nationalism & internationalism.

**Keywords:** education, values, nationalism, internationalism

### Introduction

Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organisations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviors for themselves and their community.

Past and present system of education projects diametrically opposite facts and figures. In the past, the entire system of education was based on good virtues and values. Today it is fall on vices and evil practices. In the past, character building and nation building education were the prime objective of curriculum. Curriculum is context centred at present. Mastery of the subject matter and self-learning were objectives of past education. Self-realization was the ultimate aim of education in the olden days. Earning for power and getting money by any means seems to be the ultimate aim of today's education. Education in the past was training of individuals to face any kind of challenge in one's life. People were independent, in thinking and in taking decisions. But today our education is so ineffective in developing courage and confidence individuals. Today since everyone has forgotten the significance of values, there is a dire need for value education for everyone.

### Concept of Value

Value literally means something that has a price, something precious, dear and worthwhile, hence something is ready to suffer and sacrifice for, and in other words values are a set of principles or standards of behaviour. Different thinkers perceive values in various perspectives according to their own thinking. Values make man's live meaningful and give them a sense of direction.

According to Rig-Veda, "To achieve unity of thought and unity of purpose a strong feeling of equality and brotherhood is the basis of values".

Allport has defined value 'a belief upon which a man acts by preferences'.

### Types of Values

Reflections on value reveal that there are different types of values. Venkitaish has broadly classified values under six headings i.e. personal, social, moral, spiritual, behavioural and humanistic values.

- 1. Personal Values:-** A personal value refers to values which are desired and cherished by the individual irrespective of his or her social relationship like ambition, cleanliness, contentment, courage, creativity, determination, dignity of labour, diligence, excellence, honesty, hope, maturity, regularity, punctuality, self-confidence, self-motivation, simplicity etc.
- 2. Social Values:-** A social values refer to those values which are socially oriented. They are concerning to society. These values are cherished and practiced because of our association with others. Social values are always practiced in relation to our neighbor, community, society, nation and the world. Examples are accountability, family, community, neighborhood, team, race, nationality, cultures, brotherhood, courtesy, gratitude, hospitality, justice, love, patience, responsibility, sharing, sympathy, tolerance etc.
- 3. Moral Values:-** Moral Values are related to those values that related to an individual's character and personality. The reveal a person's self-control for example, honesty and, truthfulness character, loyalty and integrity.
- 4. Spiritual Value:-** Virtues that are associated with spiritual values are prayer, meditation, sarvapantha sambhav, respect for nature, brotherhood of man, search for higher truth, inner strength, purity, contentment, austerity, spiritual study, devotion to God, self-discipline, spiritual, wisdom dispassion, control of the senses, endurance, pity, japa etc.
- 5. Behavioural Values:-** Behavioural values refer to all good manners that are needed to make our life successful and joyous. These are those values which are exhibit by

our conduct and behaviour in our daily life. They will adorn our life and spread cordially friendliness and love all around. Keeping in view the nature of professional values that can be classified into several categories such as economic, social, political, modern, aesthetic, religious, material, academic, socio-political, global, environmental, cultural, moral, professional etc.

- 6. Humanistic Values:** - Man has an innate urge to be to know and to enjoy. He looks upon the interest of all other beings as vested in his own, and his own interest as vested in others, does not feel any aversion to others. To achieve unity of thought and unity of purpose a strong feeling of equality and brotherhood to the basis. None is superior none is inferior. All are brothers marching forward to prosperity. May the earth be abundant and bestow abundance on us. These values include compassion, human rights, non-violence, gender sensitivity, global outlook etc.

### Classification of Values

Values having subjective meaning various authors have classified them in different ways. In the Indian culture Manssmriti have divided values into four important categories- Dharma, Artha, Kama and Mokshya. In Veda, importance is given on the values of mutual understanding and friendship. Upanishad identifies the values of respect to elders and experienced persons also follow the elders. In Mahabharata, there are nine important values- truth, speaking, peace, excuse, moral, relations, cleanness and friendship.

- Swami Vivekananda has stressed on selfless service and dedications.
- Gandhi stressed on values- Satya, Ahimsa, Savdhama, Samabhav and Patriotism.
- Shri Satyasai Baba also identified five important values- Satya, Ahimsa, Dharma, Shanti and Prema.
- Swami Keshavanda has identified the values like service to the needy explanation of Education, Environment, Protection, Peace and Patriotism.

The Western Philosophers also classified the values in this way. Milton Rokeach has classified values in two categories:-

- 1. Instrumental Values:** Ambitious (hardworking, aspiring), Broad-minded (open minded), Capable (competent, effective), Clean (neat, tidy), Courageous (standing up your beliefs), honest (working for welfare of others), logical (consistent, rational), Responsible, Dependable (reliable).
- 2. Terminal Values:** A world of beauty (beauty of nature and conflict), Equality (Brotherhood, equal opportunity for all), National Security (Protection from attack), Social recognition, (respect, admiration), True Friendship (close companionship), Wisdom (a wisdom understanding of life).

Huntin (1975) has listed the following values important for modern age.

1. Concern for equalitarianism
2. Concern for free speech
3. Concern for peaceful resolution of dispute
4. Concern for participating democracy
5. Concern for freedom in personal life style
6. Concern for natural environment

### 7. Concern for natural human values

The Central Board of Secondary Education in 1986 organised a conference of value Education stressing on value education climate in schools. It identified fifty important values, which should reflect in school curriculum and climate. Some important values are given here.

Respect for individual, human relationship, participate in maximum involvement, scientific attitude and temper, relationship with god, dignity of labour, patriotism, environment preservation, exposure to world and international understanding, team spirit, integrated development and sense of belonging.

A list of 84 values has been identified by NCERT, which need to be inculcated in school children through subject content and co curriculum activities. Some important values are identified here.

Appreciation of cultural values of other, citizenship, anti-untouchability, co-operation, common good, democratic decision making, equality, friendship, humanism, initiative, national unity, national consciousness, patriotism, self-confidence, solidarity.

### Value Education

The phrase Value Education has a wide connotation, which imbibes all aspects of human personality via intellectual, social, cultural, moral, emotional, aesthetic and spiritual. Value Education stresses the same concept.

By the Value Education we refer to planned educational action aimed at the development of proper attitudes, values, emotions and character in the learners. Value Education means inculcating in the children a sense of humanism, a deep concern for the wellbeing of others and the nation. Through Value Education we like to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value Education teaches us to preserve whatever is good and worthwhile in what we have inherited from our culture. Value Education values imposition or indoctrination.

The aim of value education is to develop the social, moral, aesthetic and spiritual values in the children. To develop right attitude towards self, family, society, one own's country, other communities and other region.

Value Education is an endless belief that a specific mode or state of existence is personally or socially preferable to an opposite or converse mode of conduct. Along with this is the need to focus on what is right and what is wrong.

Value Education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life.

*Hence the purpose of value education is for the development of body and mind, to develop integrated and balanced personality. Values are acquired, inherited and inculcated. They reflect an approach to life. The family, its environment and traditions and sanskaras along with humanitarianism play an important role on value development in our students.*

### Concept of Nationalism

In the words of Sri Aurobindo "Nationalism is much deeper and more powerful than mere patriotism. Nationalism refers to, the feeling of oneness among the people. It is the

cementing force, which binds the citizens of a country into one. It is process development, feeling of unity, solidarity and cohesion in hearts of the people, a sense of common citizenship and a feeling of loyalty to the nation.

In the present study, Nationalism means one's feeling, love and regards to one's motherland. It is the feeling of proudness towards our glorious history, loyalty to the national heritage, national resources, customs, traditions, symbols, monuments and religions. Further, it is the feeling of welfare of society at large, respect for all the people belonging to different languages, religions, states, castes and socio-economic classes.

### Concept of Internationalism

Radakrishnan defines, "The idea of internationalism, which is based on 'One World, One Family', is found in the ancient Indian Writings—"Vasudhaiva Kutumbakam" means mutual understanding, goodwill, faith and respect among different countries (nations) of the world. It also implies respect for human rights and dignity of individual, a sense of solidarity of mankind to live in peace and harmony.

In the present study, Internationalism means the feeling that the whole world is our family, an attitude for common good, respect for all, a spirit of looking at things objectively and rationally, tolerance and understanding of the equal for all religion.

### Education for internationalism v/s education for nationalism

It is apprehension of some people that creating of world mindedness among children will be achieved at the expense of loyalties towards our own country and our own nation. Such fear of apprehension is baseless. Teaching for world understanding does no way conflict with developing among students fundamental loyalties to and love for their own country. Two concepts are complementary rather than contradictory.

An integrated and well-adjusted personality is best able to uphold their responsibilities of good citizenship to their nation as well as the best able to understand the problems of other people. It is the unadjusted, the disloyal, the bigoted and the prejudiced that can neither uphold their responsibilities towards their own nation nor can they appreciate limitations and achievements of other nations. Rather than the truth is, that internationalism is better understood in the light of nationalism and vice versa.

The day of narrow nationalism with the doctrine of 'My Country, right or wrong' have long passed. Education can no longer be confined to such narrow nationalism. It must have a cosmopolitan character, having loyalty to the world citizenship and engendering love for one's own country. Patriotism today doesn't mean narrow, tribal, communal or national loyalty but love if man and earth as home of man. Charity may begin at home but should not end there. It must be for the whole world.

The slogans of love and charity will have to be raised and shouted allowed to reach the ears of all on every corner of the globe. Let these slogans be woven into the fabric of our educational thought and practice. Only then will mean learn to live together, will respect one another, will share one another joys and sorrows and help one another over the hurdles, which have all most been crossed.

Having zeal for one's own country and culture is good but having equal zeal for another country and culture is better. One should uphold glory, greatness and happiness of one's own.

### Conclusion

India is witnessing revolutionary changes in the field of values due to factors as the influence of the western culture, industrialization, modernization, urbanization and other international transactions. The country has suffered severe damage on account of commercial riots. Inter religious hatred, regionalism, linguistic quarrels and caste and sub caste tensions. Person and parties in power have exploited often these discordant elements in the society. Social evils like corruption, indiscipline, lack of will for hard work and dishonesty are spreading in all most all sections of the society.

Instead of developing intellectual, social and moral values in the learner the present system of education caters mainly to the intellectual needs of the pupil. There is a crisis of values in society. Where men are spiritually dead in the midst of unparalleled material progress. Value crisis are not only a problem of national level but it is also felt globally. When we talk about global community and universal brotherhood it is felt that there is also need of value inculcation among the younger generation at global level. Hence desirable values need to be introduced to children from early years through value oriented education, which can build their character and outlook. Various commissions and committees on education have also advocated the need for value oriented education and have suggested number of ways. It has repeatedly been said and felt that education should aim at multifaceted development of a human being, his intellectual physical, spiritual and ethical development.

Values are inborn qualities on the child. Praise and punishment plays an important role in the childhood stage. But in the present adolescence stage they take their decision by themselves. In this age they also discuss with their friends, parents and teachers about their career that after high school with line to choose so it is the most crucial period where we can develop their sensitivity towards the values that they can think about their nation and the humanity.

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