

Role of Value Education in Enhancing National Integration

Dr. Satbir Singh Sanga

Associate Professor, Govt College, Hisar, Haryana, India

ABSTRACT

Values are essential for positive human behaviour. Education from time immemorial has focused on values. Values form the core of educational goals and objectives. Almost every education policy document has emphasized the role of education in fostering values. Education Commission (1966) recommended introduction of social, moral and spiritual values in the school curricula. The National Policy of Education (1986) also highlighted the need of education for values in removing intolerance, violence, superstition and upholding social, cultural and scientific principles to make India a secular, democratic and progressive nation taking pride in its cultural heritage. The National Curriculum Framework for School Education (2000) brought to focus the erosion of ethical, social and spiritual values and suggested the integration of values in the curriculum. Value education is the process by which people transmit values to others. Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organisations. Value Education brings about the innate harmony in existence and clarifies that man by understanding this harmony is able to be in harmony within him and with others in society and rest of nature. National integration refers to the process of creating awareness of the single identity by which people from a particular area or country should subscribe. National integration seeks to eliminate vices like inequality, where Value Education does not talk about rewards and punishments. The goal is happiness here and now. It puts forward the proposition that the basic human values are inherent and intact in all of us while strengthening solidarity and unity. Value Education only proposes and asks its listeners to investigate and explore into their own inner self and connect to what is innate and intact in all of them as something which is universal, natural and all-fulfilling for them as well as others. One can do this irrespective of his/her own religion or faith or beliefs. National Integration is a psychological process. It means a well-knit society in which all are loyal to their country. It means that every Indian irrespective of caste, creed, language or religion belongs to India and is proud of his country.

Keywords: Values, Value education, National Integration

1. INTRODUCTION

Value Education is the process by which people transmit values to others. It can be an activity that can take place in any organisation 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 behavior. 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 recognise as being more effective for long term well-being of self. 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 realisation of what is good behaviour for themselves and their community.

School being the first place where a child formally placed in the society, outside the protective zone of a family, is seen as a starting point to orientate young children of the importance of national integration. It is a place where children are exposed to others who they may not have the opportunity to mingle with, in other contexts. School is also a platform to introduce the existence of other cultures, customs and religions and to enable the children to see those differences as part of life. Eventually these young minds could, with the right guidance, accept and celebrate differences, rather than seeing differences as stumbling blocks.

Value Education brings about the innate harmony in existence and clarifies that man by understanding this harmony is able to be in harmony within him and with others in society and rest of nature. This is value based living. This in turn leads to human conduct, education, constitution and order in the society.

Value Education only proposes and asks its listeners to investigate and explore into their own inner self and connect to what is innate and intact in all of them as something which is universal, natural and all-fulfilling for them as well as others. One can do this irrespective of his/her own religion or faith or beliefs.

Value Education does not talk about rewards and punishments in an afterworld. The goal is happiness here and now. It puts forward the proposition that the basic human values are inherent and intact in all of us.

Value Education does not say physical facilities are unimportant. It rather talks of prosperity in every family. It says that there is place for facilities in life and encourages people to fix their place in their own life.

Value Education is not an organization or society. It does not insist on any specific faith or any specific belief.

National Integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. This kind of integration is very important in the building of a strong and prosperous nation.

National integration refers to the process of creating awareness of the single identity by which people from a particular area or country should subscribe. National integration seeks to eliminate vices like inequality, while strengthening solidarity and unity.

There are many forces that come in the way of our national integration. Often people have very strong feelings about their own religion and language and oppose those of others. Such feelings lead to clashes between different sects. Such occurrences damage our unity and prove to be a hindrance to our progress.

- Communalism is one factor that poses a great danger to our unity. If we give more importance to our religion rather than our country we cannot contribute to its progress and development.
- Linguistic differences also create problems.
- Hostility towards the language of other people.
- Casteism also poses a great threat to our unity.

Constitution is the most important force that promotes national integration. Secularism means that each citizen of our country has the right to practice his or her religion. Democracy means as a democratic state all the citizens of India are equal under the law of the country. National festivals also act as an important unifying force. Our National Symbols like the National Flag, the National Anthem, and the National Emblem also help to remind us that we are all identity. Other forces like the communication system and the mass media help in the exposure to all the cultures of different regions of India. Thus, bringing the whole country together as one nation. National Integration Day is observed every year on 19th of November all over the India.

National integration indicates the feeling of common identity amongst the people of country even after being from different races, cultures, religions or regions in order to build a strong and developed nation. It promotes the unity in diversity and feeling of oneness amongst people to a great level. It brings a type of racial and cultural similarity among people of different community. Building values is an integral factor in the process of internalization of values because one can only give what one has within. Building values is somewhat similar to building a house, brick by brick. That is why Values Education is to be recognized as a fundamental need. Values based education for all members of society needs to be seen as a valuable investment.

2. Importance of Value Education

Value education is the process by which people transmit values to others. It can be an activity that can take place in any organisation 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 recognise as being more effective for long term well-being of self and others.

Values such as harmony, peace, compassion and humility have for centuries been a part of the discourse of every religion in the world and their need and importance is universally accepted and felt, more so in the current social and political context. Respect for human dignity and human rights, as well as respect for the environment are core values that need to be practiced. Not only are they crucial to achieving peace, harmony and sustainable development,

they are also indispensable if the full potential of the child, be it of body, mind or spirit, has to be harnessed.

Value 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 realisation of what is good behaviour for themselves and their community.

Value Education definitely helps to generate International Understanding, Co-operation and Peace among students. The educational institutions, local, national and international agencies, have to work together to make value-based education an essential component of educational programmes to change the attitudes and behaviour of the pupils.

- Education opens up our mind, but Value-Education gives us purity of heart too;
- Education provides us with skills, but Value education provides us sincerity too;
- Education extends our relationship with the world, but Value education links us with our own family members too.
- Education makes our living better, but Value education makes our life better too;
- Education teaches us to compete with others, but Value education encourages us to be complete too;
- Education makes us a good professional, but Value education makes us a whole human too;
- Education takes us to the top, but Value education takes the whole society to the top;
- Education gives us capacity of better learning, but Value education gives us the tool for a deeper understanding too;
- Education may bring limitations but Value education is for liberation.

After all, right to education means-"*Sa Vidya Ya Vimuktaye*". It means that *knowledge* is what helps us to attain liberation.

How Value Education related to National Integration

National integration is the creation of a feeling of oneness where the diversities are recognized and respected by imbibing a sense of nationhood. There is a certain degree of consistency in the various attempts to conceptualize the notion of national integration. In the words of Pt. Jawahar Lal Nehru 'the Indian state is based on the principle of unity in diversity'. The American born, sister Nivedita (1867-1911) the ardent disciple of Swami Vivekananda had aptly said, "Each Indian for ten minutes in the evening should think that we Indians are one and we will not renounce the spirit of unity."

Ways and Means of National Integration

Value education is of great significance for bringing out about National and emotional integration. It is a strong weapons which can be used effectively for achieving our national integration. Some of the ways and means to promote National Integration are as under:-

1. National Policy of Education

The system would have the uniform pattern from primary to university level throughout the length and the breadth of the country. The following things should be implemented:-

- Admissions: Students should be admitted in the institutions on the basis of intelligence and ability.

- Scholarship: It should be given on the basis of their ability and financial position and not on the basis of caste, religion or community.
- Migration: Domiciliary restrictions in regard to migration of students between one state and another should be immediately removed.

2. Redesigning the Textbooks

There is an imperative need for recasting books on Indian history, geography, literature and language etc.

3. Organizing Co-Curricular Activities

These activities prepare the students for National integration in a direct and an indirect way. They exercise a more effective and useful impact on their personality. This place is comparatively higher than other place. Following some of the activities that are included in the National Integration:-

- Celebration of National Days
- Celebration of birthdays of great men
- Celebrating cultural festivals
- Celebration of festivals
- National Anthem
- Donating Blood
- Organizing adult education programme
- Bulletin board
- Exchange of teachers
- Participating in social activities
- Respecting the National symbols

4. Adult Education

National Integration Day is celebrated every year to encourage people about the unity, peace, love and brotherhood among them.

- To promote the harmony among Indian people instead of being diversity in the Indian society in terms of culture, multiple languages, religions, geographical diversity and etc.
- To bring together the youths and other people of the various religious back ground, social, cultural, economical and education to the camp to mix up with each other, understand and work in a group.
- To develop better understanding among youths about diverse perceptions, faiths and life styles to strengthen the unity of people in society.
- Mass illiteracy and lack of proper value education, endanger national solidarity. India is still a land of mass illiteracy. Adult education programmes should be organized while keeping in view the development of national consciousness.
- National Integration is a psychological process. It means a well-knit society in which all are loyal to their country. It means that every Indian irrespective of caste, creed, language or religion belongs to India and is proud of his country.

National Integration: A Myth or Reality

The integrity of any nation invariably depends on the integrity of its citizens. After all, it is the individuals who constitute society or a nation. National integration is the mean by which the people constituting a nation are brought together so that the whole people are unified by the

leadership on the basis of their common system of symbols and institutions which these groups select, standardize, maintain and transmit from generation to generation Mahatma Gandhi had once said, "We have to produce a society of those people who profess different religions, but they live like brothers." In fact, this statement of Gandhiji has the essence of national integration in India.

National Integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. This kind of integration is very important.

3. Conclusion

Talking about Value education is quite an easy job, but implementing it is a daunting task, which needs the strongest determination. National integration refers to the process of creating awareness of the single identity by which people from a particular area or country should subscribe. National integration seeks to eliminate vices like inequality, while strengthening solidarity and unity. Finally we say that through value education national integration can promote among students. The *Central Board of Secondary Education (CBSE)* has brought out this '*Values Education – A Handbook for Teachers*' as a part of the **Values Education Kit (VEK)** that can help in bringing education for values in schools. We all know that this is not something new. Teachers everywhere are attempting this in their own way. What is required at this stage is to review all possible strategies which could lead to a comprehensive approach.

References

- [1] Lipman, M. (1987) Ethical reasoning and the craft of moral practice. *Journal of Moral Education*, Vol 16,
- [2] Thornberg, R. (2010). School democratic meetings: Pupil control discourse in disguise. *Teaching and Teacher Education*, 26, 924-
- [3] Pravananda, S. and Frederick Manchester. *The Upanishads*, Vedanta Press, Hollywood, California, 1947, pp.81-82
- [4] Brahma Kumaris Spiritual University: *Living values, a guide book*, Global Co-operation House, London, 1995.
- [5] Lokeshwarananda, S. *Education, Theory and Practice*. Ramakrishna Mission Ashrama, Narendrapur, India, 1972, p.52
- [6] Minnis, F (1991) *Socrates for six-year-olds*. Booklet accompanying the BBC programme of the same title. BBC, London.
- [7] Aggarwal J. C (2002) *Theory and principles of education*. New Delhi: Vikas Publishing house, pp.384
- [8] Balwinder Kaur (2006). *Peace Education*. New Delhi: Deep and Deep Publication.
- [9] Chakarborty A. K. (2004) *Theory and principles of education*. Meerut: Surya Publication