A Review on the Origin of Value

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ABSTRACT

The word Value means 'Worth'. In the sociological lexicon, the term 'values' is expressed by interest, pleasure, choice, duty, moral responsibility, desire, need etc. It is well known that every child growing up receives advice from elders on how to conduct daily life, what books to read, and how to behave with people. All these are ways of imparting values by elders to children. Similarly, by reading different books on different subjects, we get clues about how to treat others, which is the application of value. The only means through which morals may be instilled in both the current and upcoming generations is through education (Ansary, Gorain & Saha, 2023). Values are internalised cognitive frameworks that give people a sense of underlying moral principles, a sense of priorities, and a propensity to see the big picture and spot patterns. These mental frameworks assist people in making decisions (Gayen, 2023). These values came from various sources like religion, philosophy, literature, Culture, subjects in the curriculum and the Constitution of the country etc. These values follow the norms of society properly.

Keywords: Value, Sources of Values, Religion, philosophy, literature, Culture, curriculum and the Constitution.

Introduction

Value is increasingly becoming one of the topics that people in today's perspective talk about the most (Roy, 2023). The root of the word 'Value' is the Latin word *'Valere'* (Sutradhar et al. 2023) which means 'Strong and Vigorous' meaning 'to be of value' or 'to have certain worth or worthiness'. At its most elementary level values are characterized by the depth and extent of certain needs, emotions and interests. For example, when a child has to leave his home environment and parents to go to a boarding school for education, it is difficult for him. But when he learns to recognize the real world around him, the needs, passions and interests in his present life like emotions and feelings get a certain dimension and stability and he realizes their value. Value is a characteristic shared by all human beings that encompass love, loyalty, truthfulness, and honesty (Roy & Bishnu, 2018), (Roy & Saha, 2021). The norms, which are based on equal rights, appear to be impacted by feminist interpretations of women's images in part (Gorain, & Nayek, 2022) help to inculcate values. Humans must learn to value their freedom (Gorain, Nayek & Saha, 2022). Different educators from the East and the West, and how their perspectives are advancing a social cause at the same time (Gayen et al. 2021). Rabindranath Tagore, Swami Vivekananda, Jiddu Krishnamurti, Mohandas Karamchand Gandhi, and Dr. Sarvepalli Radhakrishnan all had an impact on and contributed to education and value in some way (Gorain, 2023). By utilising scientific knowledge to its fullest, Kalam is the most effective individual for bringing India up to the level of other industrialised nations. On the other hand, his spiritual qualities made him a figure worshipped by all (Pandit et al. 2016). On the other hand, inculcating a special and enduring value regarding the quality of life is the true aim of population education (Gorain, 2023). It can also be considered that morality and values are significant elements of human life (Gorain & Gayen, 2023). Great educators' thoughts influence value in human life (Roy et al. 2023), (Saha & Maji, 2013). Our values are rising as a result of the teachings about values that we learn from our older elders (Saha & Maji, 2012). The Sanskrit word synonymous with 'Value' is '*Ista*'. It means the object of desire. Since man is consciously searching for his '*Ista'*, Indian philosophers have interpreted 'value' as the highest human value '*Purushartha'*, which refers to justice in terms of money, karma, religion and moksha.

According to Western concepts, actions and things deemed right by reason are given 'value' rather than justice influenced by religion. Considering all these views, the idea is that values are principles, ideals and qualities that are worthy and desirable. Valued behaviour is the concept of consciously chosen behaviours that satisfy motivational needs and that have sustainability and social approval (Adhikari, 2023). This behaviour is assumed to be idealized and other behaviours can be compared to it. Subject to all the above discussion researcher can give a comprehensive yet simple working concept of values. Any human action thought or idea, feeling, sentiment or emotion which contributes to the overall development of the human being is said to have 'value'. Another complementary function of values is that it contributes to the well-being of the larger society, such as the family, group, and nation of which the individual is a member. It can be said that there are some differences in the concept of values according to Indian and Western concepts.

Nature of Value

By discussing the definitions of values, some nature of values arises. These are

1. Bio-psychological tendencies: Values are a kind of bio-psychological tendencies.

2. Values provide strength to behave harmoniously: Values are the source of behaviour. It provides coordination between various stimuli and situations and empowers the individual to behave in a coordinated manner.

3. Values regulate the behaviour of individuals: Although people behave differently in different situations, there is consistency in their behaviours. Because values within people govern this behaviour.

4. Values are constantly evolving: The development of values depends on personal experience. There are differences in values-based behaviour at different ages and stages. The way adolescent values govern behaviour is of a different nature than in adulthood.

5. The development of values is dependent on social environment: The social environment or group in which the individual lives has a particular influence on the development of values.

6. Values change: As society and the socio-environment change, social standards also reflect on values.

7. Values associated with emotion: Values are associated with our emotions. The value of something is determined by our attitude.

8. Values are the basis of social life: The sustainability of the society or organization depends on its values.

9. Differences in Value Concepts across Countries: There are certain concepts of values in the East that are different from the West. There are differences between the two countries in terms of celibacy, chastity, parental care, child-rearing, fertility etc. However, the value of patience, literature, patriotism and honesty is always appreciated in all countries.

10. The base of Values : The base of values in our country is mainly religion, philosophy and literature but in the West, values are often based on logic.

Characteristics of Value

By discussing the concept of values, some Characteristics of values arise. These are

1. It is a highly practical evaluation technique. Understanding this requires an understanding of the strategic context.

2. It provides standards of competence and ethics.

3. Certain circumstances or persons may overcome it.

4. Personal values may be influenced by culture, tradition and internal and external factors or a combination of these.

5. It is relatively permanent.

6. It is more central and located at the core of the individual.

7. Most of our core values come primarily from family, friends, neighbourhood, schools, written materials, visual media, and other sources in society.

8. Concepts of value are associated with effective thinking about objects, behaviours, etc.

9. It carries a person's idea of what is right, good or desirable and has a judgmental element.

10. These values may differ from culture to culture and even from person to person.

11. Values play a significant role in fulfilling basic human needs.

12. It is a social experience formed through personal and social reactions and attitudes.

13. Values shape society and integrate social relations.

14. These values are like ideal dimensions of personality and culture.

15. Values influence human behaviour and serve as criteria for evaluating the actions of others.

Sources of Values

Religion as a Source of Values

Religion is the strategy of walking on the right path in life, spending daily life in harmony with oneself and others, and living happily and peacefully. Religion is not just a philosophy; it is a way of life. Religion is for everyone, not just for sages living in the Himalayas, temples, churches or just for old, infirm people. In India, religion means 'journey on the path of life'. In daily practical life, religion teaches us how to conduct ourselves daily. 'Gita' is an inspiring scripture that helps Hindus to move towards a better life. This book is a potential guide to walking in real life. People ask 'Why should I follow the path prescribed by religion?' Plants, animals and humans everyone has life. An animal has a mind with it, not an intellect. What he does is driven by instinct. But people have intelligence. That's why he can do any work well by using his intelligence and judgment. However, driven by instinct, he can sometimes do things that are usually the work of other animals. However, this work is not at all glorious to people. That's why people

have to work with mental stimulation, strong with physical beauty. Intelligent action will be one where there is no presence of the lower instincts like greed, lust, pride, stubbornness etc. Work then passes on to the 'worship of God'. Thus 'religion' acts as a source of values. Love, Charity and Sympathy are examples of such values.

Philosophy as a Source of Values

The English word 'Philosophy' is derived from the Greek word '*Philosophia*', which is derived from two Greek words '*Philos*' (Love) and 'Sophia' (Wisdom). In this case 'Philosophy' means 'Love of wisdom' or 'Search for truth' so by philosophy we mean the search or 'truth search' to determine '*Pragya*' or a special concept or Wisdom. The Eastern educational philosophy encourages a meaningful existence in creating an ideal life for each individual and places a strong emphasis on the values that determine how people live their lives. (Gayen & Gayen, 2023). Humans know through the senses, *analyzing* through the mind. By doing and developing special ideas about each subject through reasoning and judgment. The creation of this wisdom called '*Prama*' is the contribution of philosophy. According to the Indian word '*Darshan*' is derived from '*Drish' dhatu* which means 'To see'. Philosophically speaking, seeing is not simply observing something. Understanding him with insight and meditation or Intuition. According to the Indian *Advaita Vedanta* philosophy, philosophy is to realize the soul and reach the ultimate divine truth. Liberation will come only then. This liberation is liberation from worldly bonds. Just as there are many branches of Western philosophy like idealism, naturalism, pragmatism, etc. in the East, there are philosophies such as Vedanta, Jainism, Brahmanism, Buddhism, etc. Philosophy tries to answer many questions like

What is life?

What is "sorrow"?

What is 'justice' or Goodness?

What is 'man'?

These questions have been or are being raised in different times, in different eras, in different countries since the dawn of history and 'Philosophy' tries to answer them. Analysing the past, it can be seen that philosophies are divided into various aspects of the way of life inquiry. Namely Ontology, Epistemology and Teleology. Real truth inquiries into the nature of transcendental existence and its conceptual meaning. Different streams of human life such as mental, anatomical and spiritual life highlight the question. It is a metaphysics question about the real world. Epistemology is the empirical philosophy of the method of formation and determination of the validity of knowledge. And absolute rationalism is the use of the fruits of metaphysics and epistemology to address problems in the way of life's purpose and values. Apart from this, there is philosophy, which states the rules and techniques of judgment which is called Logic, which indicates the principles of right and wrong, which is called Ethics, which defines the principles in the interpretation of beauty and ugliness, called Aesthetics. The work of philosophy has been interpreted differently by different philosophers. Some say its work is speculative, not based on evidence. This philosophy is mostly subjective, not objective. Modern philosophers think that philosophy is analytical. According to this belief, D. J. O. Connor and Elvin think that the function of philosophy is not to provide knowledge of something that cannot be grasped outside of human experience, but its function is to criticize and provide clarity. In view of these discussions, we can say that the field of inquiry in all philosophies is generally of three types the problem of the reality of knowledge and of value. Given all these discussions, we can find philosophy as one of the sources when looking for answers to questions related to values. The questions are usually

What are the desirable values to achieve in life?

Are these rooted in the real world?

How can we achieve them through our experience?

Literature as a Source of Values

Ancient philosophies and some modern literature speak of values that can be derived from human life. Indian notable such scriptures are *Brahmashastra*, *Dharmashastra*, *Arthasastra*, *Kamashastra* and *Mokshashastra* which is the basis of *'Brahma Vidya'* which is the knowledge of '*Brahman*' (The Absolute). This "*Brahmavidya*" explores the way to reach the *'Paramatma'*. In ancient India 'Truth, goodness, beauty' were recognized as eternal values that people were asked to strive to achieve. *'Arhta'* and *'Kama'* act as mechanical values as means of attaining *'Moksha'* based on *Dharma* (Right conduct). *'Moksha'* is spiritual freedom and liberation from worldly bonds. The concept of *Purusarthas* (*'Purusarthas'* - Dharma, Artha, Kama, Moksha 4 ends of life) forms the basis of spiritual and moral life. *Brahmavidya* and its accompanying scriptures as *Dharmashastra*, *Arthashastra*, *Kamashastra*, and *Mokshashastra* serve as sources of values. The *Taittiriya Upanishad* mentions the *Pancha Kosha* in which the hierarchy of values is mentioned. Happiness is achieved in successive stages and is defined. It describes how the lowest level of physical happiness leads to the realization of the ultimate value of 'happiness'. 'Happiness' is the essence of a virtuous life. Ancient scriptures *Ramayana, Mahabharata, Bhagavad Gita, and Panchatantra* are identified as sources of values. Identifying *Ramachandra*, *Dasaratha*, and *Sita* as symbols of integrity in Ramayana. The Bhagavad Gita shows how to do work without the expectation of reward. Lord Krishna's sayings are special ways of attaining values in life. British literature is also a source of assuring people with values, whether be it *The Duchess of Malfi* (Adhikari & Saha, 2021a) where a duchess is tortured on the names of preserving values, or be it the Indian story of Ammu and Velutha (Adhikari & Saha, 2021h) where they are separated from each other to preserve social norms and values. Indian theatre and mythology (Adhikari & Saha, 2021d; Adhikari & Saha, 2021c) also parallelly along with literature and socio-political conditions (Adhikari & Saha, 2021e) assures staging of plays which portrays the Rasas (Adhikari & Saha, 2022) and multicultural-contexts of societal values (Adhikari & Saha, 2021f; Adhikari & Saha, 2021g).

Education and Educators and their Role towards Values

Education since ages has been a vital source of imparting values and ethics which is considered to be a basic need of the society (Adhikari & Saha, 2021k). The Indian society dealt with several superstitions, taboos and other barriers which had a prolonged effect on education (Adhikari & Saha, 2021i). Indian educators thus, played a commendable role in reforming our society by promoting values and equality. The Western word perceived values through harnessing, equality (Adhikari & Saha, 2021b), care (Adhikari & Saha, 2023) and objectifying the necessity of preserving culture (Adhikari & Saha, 2021o) and developing social relationship (Saha & Adhikari, 2021). Maria Montessori, known as a female educator talked about why it is necessary to inculcate values among children (Adhikari & Saha, 2021l; 2021m). Mary Wollstonecraft viewed education as a powerful means to impart the necessity of values in domestic realms promoting equality (Adhikari & Saha, 2022b; 2022d). For her, values are necessary to promote equality in the society (Adhikari & Saha, 2022a; 2022c; 2023c). She asks the women to be more self-sufficient so that they can raise stronger children (Adhikari & Saha, 2023a). Nel Noddings a 21st century educator was pre-occupied with the value of ethics and care (Adhikari & Saha, 2021n).

Culture as a Source of Values

According to Document published by UNESCO, 'Culture' is the sum total of a society's spiritual, material, intellectual and emotional characteristics and it influences the way of life, living together, values and prevailing ideas and beliefs of the society along with art and literature. The psychological pull of the mind is the 'culture' that gives rise to values, the values that determine human behaviour and interactions. Hence 'culture' is a set of human minds or the construction of the human mind. 'Culture' is the psychological process of mental organization that leads to the formation of the mind's basic, instinctive conceptions of worldly things and individuals. Indian culture is one of the sources of values. In ancient India, justice and observance of duty were two values to be cherished. Our country is known and governed by great values. The cultural heritage of this country is steeped in tradition. Usefulness, Sacrifice and Renunciation are some of the elements of Indian culture. Respecting women and mothering other women is one of the hallmarks of Indian culture.

Curriculum as Source of Values

Curriculum and textbooks are crucial for instilling and upholding values (Paroi, & Saha, 2014). In India, there is a unified curriculum (Mondal & Gayen, 2021). In this curriculum, various subjects included, such as Science, Mathematics, Scientific Inquiry, Spirit of Inquiry, Sociology, Social Studies, and Sociology can be sources of learning. 'Work learning' can create motivation for action. Curriculum can be a source of values education in multiple ways (Saha, 2023). Firstly, various subjects like science, history, mathematics etc. Provide us with certain knowledge, understanding, and values that we can use in various fields in real life. Second, through the process of learning various curricular subjects, students can acquire certain values, attitudes, and mental qualities cited in the knowledge domain of specific subjects. Science, for example, reinforces commitment to free inquiry and considers the search for truth as the highest duty and obligation. Mathematics emphasizes logical orderly thinking, neatness, and correct reasoning. For this reason, teaching various subjects in school is active in shaping proper attitudes, perceptions, interests and other values. The spread of co-curricular activities and the success of the qualities depend on several factors: the nature and sustainability of the organization, the extent of student participation, etc. (Adhikari & Saha, 2023b). Student autonomy, special interest organizations, clubs, NCC, NSS, Girl Scouts, Girl Guides, Red Cross, trips and field visits, social service, participation in group activities, sports games, and literary programs are some of the common goals and objectives of the children. Ideals inspire to come together. Apart from developing creativity and clear intellectual, social and cultural interests, the student learns democratic team life, responsibility, cooperation and such values through participation in co-curricular activities. Furthermore, these tasks are real. Provides valuable learning experiences through living. The school environment has a huge role in acquiring values. Just as the role of the earthly environment in this cannot be denied, so too cannot the social, cultural climate, customs and of course the unspoken curriculum of the school. These elements collectively tend to characterize each school in a unique way. In schools where high ideals guide the way, where teachers are committed to work in the spirit of self-sacrifice, and where there is mutual respect, affection and love among all the students, parents, teachers and society associated with the school, there is a natural way of inculcating values among the students. However, it should be remembered that this condition cannot be created in a few days. It is students and teachers, it is the result of a long cooperative, joint effort of parents and guardians. Since we are all a part of the same organism, education helps to teach fundamental values that help people feel like themselves (Sen, 2023). Values can also be imparted through yoga (Saha et al. 2021; Khatun et al. 2022; Saha, 2021) and promoting sustainable development (Halder et al, 2022), social adjustment (Ansary et al. 2022), environmental awareness (Saha et al. 2013; Saha, 2013; Saha, 2012) through education. Values are also necessary to be preserved in institutions (Mohanta et al. 2023a) and organizations (Mohanta et al. 2023b) since they are responsible to control a whole professional environment. Doing this, the head of the institutions also plays a crucial role (Sen et al. 2023a; Sen et al. 2023b).

Constitution as a Source of Values

A nation's goals, ideals, values, aspirations and the promise of various welfare works for the people, and the constitution of that country is written. The ideals, aspirations, views, responsibilities and duties of the people of India have been clearly stated in the Indian Constitution. The Preamble of the Indian Constitution declares India to be a sovereign, socialist secular, democratic, republic. However, the words socialist and secular were not in the preamble at the time of the Constitution. The 42nd Amendment to the Constitution in 1976 added socialist and secular ideals to the Preamble. Apart from this, the promotion of justice, freedom, equality and fraternity has been mentioned in various fields. The proposal also hints at establishing a welfare state as well

as democratic socialism. This constitution emphasizes national values. Our country is India the Preamble of the Constitution enshrines the core national values. They are

- Sovereignty,
- Socialism,
- Secularism,
- Democracy,
- Republic in character,
- Justice,
- Liberty,
- Equality,
- Fraternity,
- Dignity,
- Unity and Integrity of the Nation.

Conclusion

Values can be characterised as socially sanctioned desires and objectives that become subjective preferences, standards, and ambitions after being internalised through conditioning, education, and socialisation. Values are internalised cognitive frameworks that help people prioritise tasks, perceive the big picture, and recognise patterns. They also help people identify fundamental moral principles. People use these mental models to help them make decisions. These ideals originated from a variety of places, including religion, philosophy, literature, culture, curriculum topics, the nation's constitution, etc. These ideals appropriately adhere to societal norms. A value is a perception that a group has in order to meet needs. Values serve as the cornerstone of action and are verifiable through behaviour.

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