

## Strategies for Inculcation of Values

P Prema

### How to cite this article:

P Prema/Strategies for Inculcation of Values/J Soc Welfare Manag. 2022;14(2):47-50.

### Abstract

This write up focuses on the meaning of the term 'values' and value crisis faced in public and private life. The catastrophic value chaos confusing the young minds should be addressed to immediately before it is too late. The value conflicts faced by teachers are also discussed. Ways to inculcate values among youths are suggested. If peace has to prevail both in the minds and the world outside we should learn to live in harmony with fellow human beings and the nature too.

**Keywords:** Value; Value Crisis; Value conflicts; Value inculcation.

## INTRODUCTION

### Values Meaning:

The Encyclopaedia dictionary of psychology defines values as what individuals consider good and beneficial to their well being. Unlike needs, values are not innate, but are acquired through experience. Values are links between needs and actions. They serve to allocate attention and effort to various needs and are the basis for emotions. According to the Oxford Dictionary value' means worth and valueless means worthless. From the historical point of view, a value may be defined as a thing which is good. Values are principles for

judging worth. Operationally, the concept of values may be defined as factors which affect human behaviour. Intellectually a value may be defined as a concept which is accepted by the subconscious mind, understood by all and perceived by the individual. The word value should not be taken in the economic sense. It may also be considered in terms of realisation or in terms of desirable ideals and goals. Values of an individual are very powerful and potent determinants of one's behaviour. In short, values are desirable ideals, goals, beliefs and moral or spiritual principles which are important to us and on which we base our living. They make human behaviour patterns and help to make sense out of individual.

### *Types of Values can be divided into two types*

Internal or subjective and external or objective. Values may be again divided into instrumental values and intrinsic values. Instrumental values are values which are judged good for something; that is, values are dependent on the consequences or the outcomes or interest in the object. Intrinsic

**Author's Affiliation:** Professor, Formerly Dean and Head, Department of Education, Alagappa University, Karaikudi 630003 Tamil Nadu, India.

**Corresponding Author:** P Prema, Professor, Formerly Dean and Head, Department of Education, Alagappa University, Karaikudi 630003 Tamil Nadu, India.

**E-mail:** [prof.prema@gmail.com](mailto:prof.prema@gmail.com)

**Received on:** 01.06.2022

**Accepted on:** 24.06.2022

values are not imposed or applied by outside agencies. These are judged good not for something else but are good in and of themselves.

Values are of various kinds and names according to their specifications, they are religious values concerning faith in God, fear of divine wrath and acting according to the ethical codes. Social values concern the society and its well being; democratic values ensuring equal, social, political and religious rights to all. Aesthetic values are connected with fine arts, literature and appreciation of beauty; power value concerning the desirability of ruling over others; knowledge values concerning love of knowledge, of the theoretical principles, of an activity and love of discovery of truth; family prestige values concerning the maintenance of purity of family etc. Love of environment is also an important value and the many nations are worried about excessive carbon emission and degradation of the environment. Technology is a double edged knife and must be used carefully.

### Value Crisis

The whole world is now facing restlessness in the form of terrorism, extremism, radicalism, wars, calamities which are very often man made due to environmental degradation. Emotional insecurity is the price we are paying for negligence of values, and there is perceptible deterioration in quality of mental health. The massive forest fires, floods, cyclones, thunderstorms, landslides, major accidents and wars have shown that within the snap of a finger any material comfort can be destroyed making human existence a big question mark. The whole earth is slowly becoming a 'crematorium of humanity', to quote Justice Krishna Iyer's expression, on account of exploitation of nature. Like 'Basmara' man is trying to kill himself oblivious of the values of living at peace with the biosphere.

Leave alone the pandemics, epidemics, diseases which are responsible for mass deaths mostly caused by human interference. Unlimited greed for power, wealth, land leading to expansionism, exploitation of the weak nations by the powerful nations, targeted killings, hatred based on race, religion, community all lead to more and more people suffering from mental illnesses. The erosion of values both in public and private life is perceptible.

There is a great degeneration with respect to age-old values of people in general. Devaluation of values in various aspects of life relating to political,

social, philosophical, economic, commercial, educational, cultural, administrative and so many other fields make us pay a heavy price. In spite of a lot of developments in science, technology and admirable progress in education we have miserably failed in maintaining the values which make us really human. No conscious efforts are being made by the education system to bring about value orientation to the educational system. We add value to courses, materials, services, objects in everything except human beings! This is because values of human beings are taken for granted. As such values are only being referred to incidentally in courses contained in the textbooks and in the discourses given by teachers casually during their teaching activities.

Degeneration of moral standards in present day life, the pathologically corrupt conduct, demoralisation of public and private life, the utter disregard for sublime values etc, are all traceable due to the fact that moral, religious and spiritual education is being deliberately neglected to the mortification of one and all by our educational system.

The uncontrolled technological advancement, some of which have a negative influence, has dealt a death blow to the age old traditional values of ethics and spiritualism. It is unfortunate that "we have guided missiles and misguided men" to quote Martin Luther King. One of the chief current trends in Indian education pertains to the need of reviving the value system in schools and colleges, so that our people duly conform with the remedied educational, social, moral values so as to make our country again occupy the seat of spiritual and material supremacy. The contradictory values that govern the present day life are baffling the minds of the educators and students as well.

### *The effect of value crisis in the present day life is witnessed in the following*

The democratic ideology that has been accepted by our state is yet to be actualised in the form of social and economic democracy, in order to realise the democratic values guaranteed by the Constitution of India. A new impersonal social order that is developing fast has been unduly ignoring the ancient idealistic values and concepts, without attempting to replace them with suitable ones.

The individual is becoming a prey to the contradictory values and ideologies and is being converted, as a consequence of an extreme radical, a reactionary, a sceptic or a cynic. The present Indian education system is reflecting more or less borrowed ideologies and philosophies and

the national values are really neglected. Our curriculum is also reflecting the same valuational confusion. Human values are not properly upheld by the present form of curriculum values that are truly Indian. For ages the view of life has been spiritual and valuational. But today, the spiritual values of India are only adored by one and all and are simply adorning the worthy scriptures and books, but they are not at all practised by the common man. In the minds of many there has also been a growing disbelief because, in the past, we lost the earth in pursuit of heaven and suffered subjugation for over 10 centuries.

In our country, consequent on the impact of Western values, people began to think that the old Indian values are outmoded and outdated as they did not help them in acquiring material benefits. Hence they are slowly unlearned and no new worthwhile values are learnt. Consequently, a value crisis has arisen in all walks of life. For the present day generation the only well known value is success in life, success at any cost and by any means.

Values are initially picked up from family; then from schools and friends, teachers, besides, social media expose the children to a variety of values. Proper orientation to values is a joint responsibility. Role model teachers are becoming a rarity. Parents are also very busy in income generating activities and children are compelled to spend more time using social media which are mostly commercial spoiling or even poisoning the young minds. In the name of entertainment, violence, hatred of human beings, terrorism, extremism are slowly entering the minds of children. Values in this context have become a devalued currency. News about school children fighting in public places, drinking, using drugs, alcohol, murdering teachers, killing classmates or schoolmates, sexual abuses have become very common today. The respect that the profession of teaching enjoyed earlier has dwindled on account of immoral behaviour of some of the teachers. Very often we come across teachers with no commitment, commercially oriented management and lack of quality parental guidance. Thanks to the recent efforts in introducing National Educational Policy reflecting the cultural ethos of India.

### **Value Inculcation Strategies**

In this trying situation value inculcation in these days of confusion and chaos is a big challenge. First of all parents and teachers should be role models to their wards, family, school, temples and social media should consciously develop

appropriate values among children. Inculcation of desirable social, spiritual and moral values is not a matter of imparting knowledge alone. Suitable skills are to be developed through both curricular and co curricular programs. A cleansing effort has to be consciously taken to redeem the present Society facing ethical chaos. People ought to learn to appreciate these values and reflect them in their conduct and behaviour in and outside educational institutions. Preference should be given to inculcation of values through all the subjects rather than through a single subject. Educational institutions are ethical organisations preserving, enriching and transmitting our cultural wealth. Value planning in education should be treated in its totality and for all stages and forms of education. Morning assembly, socially useful productive work, voluntary discussion groups, co curricular activities, yoga, meditation should be utilised to help students become aware of values and hopefully teachers are to imbibe values among students. Commemoration of important days in a befitting manner inviting student participation. Role plays in the form of Psychodrama and Sociodrama will help to develop the right value orientation in students, thereby establishing an emotional connect.

Equal importance should be given to the indirect methods for inculcating values such as learning from personal examples as well as from the life of great leaders. Selected educational institutions run by voluntary agencies can play a useful role in developing value orientation and their assistance should be sought whenever possible. Value education programs should be made an integral part of the teacher training program because children pick up values from the teachers as they spend most of the waking hours in the school only.

Appointment of key personnel, top officials, vice chancellors, registrars, deans of University departments should be done really on the basis of merit and uncorrupt track record. Delinking politics from education is very important. UGC and NCERT should make provisions for value oriented education with a flexibility in approach. UGC has to take a lead introducing values in programs for teachers at higher Education level. National and state level education organisations and University voluntary institutions should be given the responsibility of producing resources, literature on teaching learning materials specially designed for value education programs in regional languages.

The power of technology and social media should

be capitalised for value orientation of youths. Regular self value auditing by adults should be done similar to financial and academic auditing and rectification exercises be carried out. The power of technology and social media should be capitalised for value orientation of youths. Regular self value auditing by adults should be done similar to financial and academic auditing and rectification exercises be carried out. No teacher should be under any compulsion to obey an unethical order from higher authorities; this will minimise several value conflicts which teachers of the present day at all levels face. The challenges of political interference, providing equitable access to students in the context of scarce resources, can be faced only when there is professional autonomy. Freedom for teachers to innovate, choose curriculum, teaching methods provides confidence among them. There are no teachers to 'teach' values as in the case of teachers of chemistry or zoology. Values will have

to be caught and not taught in the formal sense of the term. If values are considered as imperishable wealth of a nation, then economic ascendancy should include programs in cultural aspects also. Let there be peace everywhere. Let teachers be the torch bearers of noble, time honoured values of our civilisation.

#### REFERENCES

1. "Professional Ethics and Teacher Practice" - Paper presented by Martib Bibby to a seminar organized by the Department of Education and Training and the Teacher Education Council in December 1998.
2. "Promoting the Ethical School: Professional Ethics for School Administrations"- Discussion paper presented by Dr. Kathie Forster of the University of Technology Sydney to the Symposium on the Ethics of the Teaching Profession, 10th December 1998.