

Various Approaches of Values Inculcation

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Abstract

Values are affectively laden thoughts about objects, ideas, behavior, etc. that guide behavior. The Oxford Dictionary defines the term 'Value' as (a) the worth of something in terms of money, (b) the quality of being useful or important, and (c) beliefs about what is right and wrong and what is important in life. 'Value' acquires these and other meanings depending on one's point of view, and the subject area in which it is used. Values can be categorized by their source as spiritual, moral, material, cultural, intellectual, aesthetic, economic, political, and social values. But today, with increasing academic pressure, one is left with little or no time to inculcate even basic values in them. The result is a growing erosion of these values and qualities that are important for an all-round personality development.

Then, the question arises automatically:

How do we inculcate values within students?

The answer is-Introduction of value-based education is a step in the right direction, Quotable Quotations with values, Values through Life - skills i.e. Communicative skills, Teaching values through subject taught, Value based co-curricular activities. A sense of belongingness must be developed amongst every individual learner by focusing on Indian contribution to world civilization, teacher education needs to emphasize values throughout in its program.[1] Some other major approaches are- Values inculcation, Moral Development, Analysis, Values Clarification, Action Learning.

Keywords: Values; Values inculcation; Moral development; Analysis.

Values are affectively laden thoughts about objects, ideas, behavior, etc. that guide behavior. The Oxford Dictionary defines the term 'Value' as (a) the worth of something in terms of money, (b) the quality of being useful or important, and (c) beliefs about what is right and wrong and what is important in life. 'Value' acquires these and other meanings depending on one's point of view, and the subject area in which it is used. Values can be categorized by their source as spiritual, moral, material, cultural, intellectual, aesthetic, economic, political, and social values. Values are defined in literature as everything from eternal ideas to behavioral actions. As used

here, values refer to criteria for determining levels of goodness, worth or beauty. The act of valuing is considered as an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles. We are covering values as part of the affective system. However, once they are developed, they provide an important filter for selecting input and connecting thoughts and feelings to action and thus could also be included in a discussion of the regulatory system. But today, with increasing academic pressure, one is left with little or no time to inculcate even basic values in them. The result is a growing erosion of these values and qualities that are important for an all-round personality development. The problem of value education of the young has assumed increasing prominence in educational discussions during recent times. Parents, teachers and society at large are concerned about values and value education of children.

The great defiance in the education in this

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millennium is, without doubt, to give special emphasis in man's, dignity and values, with a special vision that conceives him as creator who doesn't limit only to watch the established order, by the contrary, he dynamically participates in the changes that benefits the human race.

The values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct.

Then, the question arises automatically:

How do we inculcate values within students?

The answer is:

- Introduction of value-based education is a step in the right direction. The basic principles with value - based education remind us of the age-old saying, "If health is lost, something is lost, if character is lost, everything is lost". Value Education is must in every educational Institution. It also helps to eliminate obscurantism, religious fanaticism, violence, superstition, and fatalism.[1]
 - Quotable Quotations with values that is, It can be insisted that the Quotations of eminent persons embedded with moral values have to be collected. Each student can be instructed to collect at least five Quotable Quotations. For ex.
- (1) To succeed in your Mission, you must have single minded devotion to your goal. - Dr. A.P.J. Abdul Kalam.
Values covered: Duty, Devotion, Determinations, and Will Power.
 - (2) Arise, Awake and Stop not till the goal is reached. - Swami Vivekananda
Values covered: Determination, Will Power.
 - (3) Money comes and goes but morality comes and grows.
Values covered: Morality, Virtue.

- (4) If you learn from a defeat, you haven't really lost.

Values covered; determination, encouragement.

- (5) Books are the ever burning Lamps of accumulated wisdom - Curtis.

Value covered: Thirst for knowledge.

- (6) Dream is not something which you see in sleep, dream is something which does not let you sleep- A.P.J. Abdul Kalam.

Values Covered- Devotion, Will Power, and Motivation.

- Values through Life skills i.e. Communicative skills. For ex. SPEAKING- By evaluating speaking skill of the students the following strategies can be chalked out and executed.

Tasks assigned

- a) Narrate one of the anecdotes of Gandhiji's life embedded with values.
- b) Narrate an interesting story highlighting human values.
- c) Look at the picture shown and deliver a speech highlighting the importance of the picture.

The pictures chosen for this purpose are

- (i) Gandhiji and his three Toy monkeys,
- (ii) Mother Teresa and her services to humanity,
- (iii) Mecca and Medina and their importance.

Each student is asked to speak on any picture displayed. On the basis of their speaking skill, mark is awarded.

- Teaching values through subject taught.
 - Value based co-curricular activities. The techniques adopted to achieve this goal are as follows.
- (1) For elocution competition, the topics "Charity begins at Home" and "Gandhian principles can lead the world to the path of peace" can be chosen.

Some other approaches of Values Incultation		
Approach	Purpose	Methods
Inculcation	<ul style="list-style-type: none"> To instill or internalize certain values instudents; To change the values of students so they more nearly reflect certain desired values 	<ul style="list-style-type: none"> Modeling; Positive and negative reinforcement; Manipulating alternatives; Games and simulations; Role playing;
Moral Development	<ul style="list-style-type: none"> To help students develop more complex moral reasoning patterns based on a higher set of values; To urge students to discuss the reasons for their value choices and positions, not merely to share with others, but to foster change in the stages of reasoning of students 	<ul style="list-style-type: none"> Moral dilemma episodes with small-group discussion; Relatively structured and argumentative without necessarily coming to a "right" answer
Analysis	<ul style="list-style-type: none"> To help students use logical thinking and scientific investigation to decide value issues and questions To help students use rational, analytical processes in interrelating and conceptualizing their values 	<ul style="list-style-type: none"> Structured rational discussion that demands application of reasons as well as evidence; Testing principles; Analyzing analogous cases; Research and debate
Values Clarification	<ul style="list-style-type: none"> To help students become aware of and identify their own values and those of others; To help students communicate openly and honestly with others about their values; To help students use both rational thinking and emotional awareness to examine their personal feelings, values, and behavior patterns 	<ul style="list-style-type: none"> Role-playing games; Simulations; Contrived or real value-laden situations; In-depth self-analysis exercises; Sensitivity activities; Out-of-class activities; Small group discussions
Action Learning	<ul style="list-style-type: none"> Those purposes listed for analysis and values clarification; To provide students with opportunities for personal and social action based on their values; To encourage students to view themselves as personal-social interactive beings, not fully autonomous, but members of a community or social system [3] 	<ul style="list-style-type: none"> Methods listed for analysis and values clarification; Projects within school and community practice; Skill practice in group organizing and interpersonal relations

- (2) Group Dance of almost all States was presented on different occasions.
- (3) Festivals like Buddha Poornima, Onam, Raksha Bandhan, Janmashtami. Ganesh Chaturthi, Deepawali, Kite Festival,

Pongal, Makarsankranti, Muhhoram and Christmas should be celebrated in the vidyalaya in a grand and befitting manner.

- (4) Birth days of luminaries like Dr.

- Ambedkar, Prem chand, Tulsidas, Gandhiji, Sashtriji, Gurunanak, and Swami Vivekananda should be celebrated.
- (5) Important days like World Population Day, Independence Day, Teachers Day, Children's Day, Annual Day, Sports Day, Republic Day and Science Day should be celebrated in a befitting manner.[2]
 - (6) Cleanliness is next to Godliness. The students should be engaged in cleaning the Vidyalaya, and its campus once in a month in such a way that they understand the dignity of labor.
 - (7) International Non-Violence Day should be celebrated. In connection with International Non-Violence Day, all Faith Prayer and Fancy Dress competition were conducted. In the Fancy Dress competition the tiny toys of the Vidyalaya appeared on the stage in the disguise of our Freedom Fighters and won the applause of all and sundry.
 - (8) On any day of the week, a speech highlighting moral values is being delivered either by a teacher or by a student of senior secondary level. A few questions based on moral values are asked to test the comprehension of the students.
 - (9) A project on "Book Review" was assigned to the students with an instruction that only books imparting moral values in any aspect are to be chosen for his purpose.
- A sense of belongingness must be developed amongst every individual learner by focusing on Indian contribution to world civilization. It is high time that Indian contribution in areas like mathematics, sciences, maritime, medicine, trade, architecture, sculpture, establishment of institutions of learning is emphasized and made known to the learners to develop a sense of belongingness to the nation with respect and attachment to the past.[1]
 - Teacher preparation must ensure development of commitment amongst teachers. It is a tough proposition when most of the other sectors are influenced by self interests and material pursuits everywhere. However, teacher education needs to emphasize throughout in its programme that teachers alone can kindle the spirit of value-based growth and development and motivate other to lead their life with full commitment and adherence to common values as imbibed in the constitution of India.
 - It is necessary to liberate the child from the compulsive chains of prescribed curriculum and give the teacher and the learner freedom to evolve and develop curricula around their own situation in initial stages of school education utilizing the national guidelines to maintain basic uniformity with pronounced flexibility.[1]
 - The hesitation in delineating strategies for value inculcation from religions through its various sources needs to be given up. Efforts to develop a sense of self esteem and pride in being an Indian and in the individual's own capability to respect other religions and their practices must be imbibed thoroughly and thoughtfully.[1]

Conclusion

By means of these approaches, we can be able to achieve the desired objectives of cultivating moral values of cooperation, cleanliness, courage, courtesy. Devotion, Dignity of manual labor, Duty, Discipline, Equality, Fellow Feeling, Good Manners, Gratitude, Honesty, Humanism, Kindness, Leadership, National Integration, Patriotism, Respect for others, Simple living, self confidence, self-reliance, team spirit, universal truth, universal love and value for national and civil property. These innovative approaches develop in the pupils every intellectual and moral power and strengthen them physically,

emotionally, mentally and spiritually. In addition to this, teaching values at understanding level and learning them in a joyful psychological situation are the other desired learning outcomes of this effort.

Finally it can be said that with all the limitations, deficiencies and rigidities inherent in our educational system and functioning of the schools and other learning centers, transformation and overhaul of the system has to be achieved only through the combined efforts of the teachers and the communities. A value based approach must form the backbone of educational system and also the teacher education system. Effective and visible steps need to be launched by the teacher education institutions and motivated schools at the earliest. The multiplier effects would be tremendous.

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