

Inculcation of Values: Different Approaches

Dr. Supreet Kaur¹, Vandana Sharma*²

¹Assistant Professor, Department of Education, USOL, Panjab University, Chandigarh, PIN 160014, India

²Research Scholar (SRF), Department of Education, Panjab University, Chandigarh, PIN 160014, India

***Corresponding Author:**

Vandana Sharma

Email: vandana.sharma.phd@gmail.com

Abstract: Values are the principles which direct our actions and activities. They are in-built in our society common to not only all the communities but also to all religions at all times. These values if deteriorated will hasten or accelerate the breakdown of family, society and nation as a whole. Value education promotes the synthesis of many values like emotional, social, educational, aesthetic, moral, spiritual, physical, intellectual etc. It is a powerful agent for individual, social transformation, and all round development of personality. Values are important tool for the fulfillment of goals and aims of education. It makes the student to be an ideal student and as solid foundation of universe. The present paper describes the different approaches which the schools can use to inculcate values among children.

Keywords: Values, value education

INTRODUCTION

*Thinking with Love is Truth
Feeling with Love is Peace
Acting with Love is Right Conduct
Understanding with Love is Non-Violence
---- Sathya Sai*

Today we are living in the modern, scientific and technological world. Science and technology have brought vast changes in the society. The view points of the people are also changing in day to day life [1].

Education is incomplete and satisfying if it focuses only on the academic aspect of the child's development. Education that can cherish the inbuilt virtues can impart true intelligence. It needs to have a comprehensive approach towards the overall development of a child's personality. The need of the day is an education accompanied by moral values. Good education helps us to retain the values which we are all naturally blessed with [2].

Values

Values are defined in literature as everything from eternal ideas to behavioural actions. Values refer to the criteria for determining levels of goodness, worth or beauty. Values are affectively-laden thoughts about objects, ideas etc. that guide behaviour but do not necessarily require it [3]. The act of valuing is considered an act of making value judgments, an expression of feeling, or the acquisition of and

adherence to a set of principles [4]. A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence [3].

TYPES OF VALUES

In general, values may be classified as personal, social, moral, spiritual, and behavioural values. All these values are necessary for all types of persons in the society. According to Sathya Sai, Right Conduct, Peace, Truth, Love, and Non-Violence are five values which are necessary for the well being of students. These values are specific because they are in line with a human being's make up. They are also heavily correlated (e.g. right conduct is action with love and according to conscience). These five values are inter-related and inherent in human beings, raising them above the level of the animal kingdom [5]. Brief description of values is given as follows:

- **Right Conduct:** Right conduct means contentment, courage, dependability, duty, ethics, gratitude, good behaviour, healthy living, helpfulness, initiative, leadership, time management, resourcefulness, respect, responsibility, sacrifice, self-sufficiency, self-confidence, and simplicity.
- **Peace:** It is the stage in which the senses are mastered and held in balance. It means calm, concentration, contentment, dignity, discipline, endurance, focus, happiness, honesty, inner

silence, reflection, satisfaction, self-acceptance, self-confidence, self-control, self-discipline, self-respect, understanding, care for environment, and national responsibility.

- **Truth:** Truth is that which is not modified by time, space, or attribute. It is same forever, unaffected and unchanging; it is never proved false by some subsequent event or knowledge. It also means consciousness, curiosity, discrimination, equality, honesty, integrity, optimism, quest for knowledge, reason, self-analysis, self-knowledge, self-worth, sense control, spirit of inquiry, synthesis, truthfulness, unity in thought, word and deed, and unity in diversity.
- **Love:** Love is the word that indicates the reality of the one. Love transposes the self on to another and the two begin to think, speak, and act as one. When love takes in more and more into its fold, more and more entities are unified as one. Love means bliss, caring, compassion, dedication, devotion, empathy, friendship, forgiveness, generosity, helping, human dignity, inner happiness, joy, kindness, patience, purity, sharing, sincerity, sympathy, tolerance, and wisdom.
- **Non-Violence:** Non-violence means not causing harm to any living being. It also means appreciation of other cultures and religions, brotherhood, citizenship, compassion, concern for all life, consideration, co-operation, forgiveness, global awareness, good manners, inclusiveness, loyalty, national awareness, service to other, social justice, sustainable growth, universal love, and unwilling to hurt.

ROLE OF SCHOOL IN INCULCATION OF VALUES AMONG SCHOOL CHILDREN THROUGH DIFFERENT APPROACHES

It is generally accepted that five universal human values i.e. Truth, Righteous conduct, Peace, Love and Non-violence are directly linked to physical, intellectual, emotional and spiritual facets of human personality. These values are essentially acquired during childhood, first in the home and then at the school. It has been discussed in different gatherings from time to time. School is the place where the child gets education and many of the values inculcate in child that are necessary for his personality development and whole life. In schools different approaches like direct approach, indirect approach, and incidental approach can be used to inculcate values among children [6]. These approaches are discussed below:

1. **Direct approach:** The direct approach refers to deliberate systematic instructions in values in specially provided period of school time

table. This approach is being followed in many schools where the provision has been made in the time table. The values are explained and illustrated through stories of real life events, etc. Role playing activities may also help in developing values. Enacting a drama helps a child to understand the behaviour expected.

2. **Indirect approach:** The indirect approach of value education advocates the integration of values with regular curriculum. Value education is imparted as an integral aspect of various curricular and co-curricular activities. The National Curriculum for Elementary and Secondary Education has recommended this approach. The various subjects at the school level such as language, mathematics, environmental sciences (science and social science), work experience, art education, health and physical education have included the content essential to inculcate desirable attitudes, appreciations, and values. For example, mathematics makes contribution towards the inculcation of scientific temper, scientific creativity through the development of analytical thinking and reasoning. The content in mathematics also highlights the values like equality of gender, protection of environment, removal of social barriers, observance of small family norms, etc. The content of environmental sciences has also been organized by including the values given the status of core components in the curriculum.
3. **Incidental approach:** The incidental approach of value education implies imparting such education whenever an appropriate occasion arises for the same. For example, acts of courage, bravery, discipline, etc. can be highlighted on various occasions in the school such as morning assembly or sports day. Games, sports, scouting, NCC, NSS, and mock parliament are good places for practice of values. The progressive effect of these kinds of experiences leads to internalization of values among students. In majority of the schools indirect-integrated approach is being followed where as in some schools, particularly those run by voluntary organizations direct approach is followed. The school must subscribe to one of the above approaches.

Other approaches the school can use for inculcation of values among children are as follows:

- The libraries are to be enriched with comics, dramas, fictions, stories, and literatures.

-
- The children are to be encouraged to study literature and auto biography of great personalities.
 - Cultural activities such as dance, drama, play and music depict unity in diversity.
 - Social service camps provide opportunity to develop values of cooperation, equality and justice.
 - There are different methods like presentation of example of self (teacher), discussion, dramatization, value clarification, exposure to incidents full of values, and film shows followed by discussion are also helpful for inculcation of values.
 - The discussion of behavior patterns and activities may be conducted in the classroom.

CONCLUSION

Education is the key to all types of problems. With the help of education we can solve any types of problems in the society. Through education it is easy to inculcate values in the students. Without human values we can't survive in the world in a peaceful manner and we can't enjoy the facets of life. For this the mind of children should be cultivated purposefully so that they learn how to follow values not how to avoid or erode them. Thus, it is the duty of school, family, and community to inculcate values among children so that they can live a better life and help in the development of society and nation. It is the duty of every human being to give due importance to human values and try to imbibe these values.

REFERENCES

1. Inculcation of human values through education with the help of science and technology, 2008. Available from [http:// www. articlesbase. com/ college-and-university-articles/ inculcation-of-human-values-through-education-with-the-help - of-science-and-technology-525081.html](http://www.articlesbase.com/college-and-university-articles/inculcation-of-human-values-through-education-with-the-help-of-science-and-technology-525081.html)
2. Strategies to inculcate values among primary children. Available from [http:// www. niitrcs. com/ btpc/ btpc-08%2 0papers% 5Croma% 20gulati- stratigies % 20to %20 inculcate%20values%20among%20 primary %20children.pdf](http://www.niitrcs.com/btpc/btpc-08%20papers%5Croma%20gulati-stratigies%20to%20inculcate%20values%20among%20primary%20children.pdf)
3. Rokeach M; The nature of human values. Free Press Publishers, New York, 1973.
4. Huit W; Values. Educational Psychology Interactive, 2004. Available from [http:// www. edpsycinteractive.org/ topics/ affect/values.html](http://www.edpsycinteractive.org/topics/affect/values.html)
5. The five human values. Available from [http:// www. srisathyasai. org. in/pages/ his_ teachings/The_Five_human_Values.htm](http://www.srisathyasai.org.in/pages/his_teachings/The_Five_human_Values.htm)
6. Approaches to value education. Available from [http:// www. teindia. nic.in/mhrd/ 50 yrsedu/ q/6J/AZ/6JAZ0A09.htm](http://www.teindia.nic.in/mhrd/50_yrsedu/q/6J/AZ/6JAZ0A09.htm)