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Inculcating Value System in Students

Bijendr Pradhan* and Tikam Verma**

This paper is aimed at to acquaint regarding the various strategies and techniques for promoting the values in the students. As it is rightly said that value are not taught but these are caught. Modern educationists are of the opinion that values are caught as well as taught. So keeping in view, We have tried to enlist the appropriate techniques and strategies, responsible for the sustainable development of the society and to cope up the social evils through class room transaction.

INTRODUCTION

Every aspect of our life has a value, In fact values permeated the whole of human existence and are a major factor in deciding what sort of human being we are. Every one of us has needed urges and aspiration. Oxford dictionary, "Value" means "Worth: encyclopedia of social sciences references to value as interest, pleasure, like, preference, duty, moral obligation, desire, want, need and many other modalities of social orientation. The word value is derived from the Latin word "Valerie" meaning to be strong and vigorous from historical point of view. A value may be defined as a thing which is good. A widely accepted the concept of value in traditional philosophy is as "truth, Goodness, Beauty". Values are defined in literature as everything from eternal ideas to behavioral actions. Values refer to criteria for determining level of goodness, worth or beauty. Values are effectively laden thought about objects, ideas, behavior etc. that guide behavior, but do not necessarily require it (Rokeach 1973). The act of valuing is considered an act of value judgments, an expression of feeling or the acquisition of and adherence to a set of principles.

A group of educators, character education experts and leaders of youth organization meeting under the sponsorship of the Josephson Institute of Ethics developed the list: respect, responsibility, trustworthiness, caring, justice & fairness and civic virtue and citizenship. According to International Dictionary of education (1977) values are beliefs about what is desirable or undesirable. Values reflect the culture of a society and if the individual accepts values for himself/herself it may become a goal. .

Values are not linearly hierarchical rather they exit in dynamic systemic interrelationships called value system. Values do not exist in isolation; they exist in meaningful relationship with other values because of their very nature which is evaluative (Hill 1994). The ten value stands the values inherent in the programme.

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They can also be encouraged to take up or follow-up activities like community service, dramatization, reading etc, to assimilate, internalize & practice the values.

In value education the personality of the teacher for intrinsic work whatever is actually liked prized, esteemed, desired, approved or enjoyed by anyone, is valuable. An interdependent, accepted & consistent set of values is called values system.

Most educators viewing values education from the perspective of inculcation see values as socially or culturally accepted standards or rules of behavior. Valuing is therefore considered a process of the student identifying with and accepting the standards of the important individuals and institutions within his society. The student "incorporates" these values into his or her own values system. These educations take a view of human nature in which the individual is treated during the inculcation process. Education is expected to contribute to the promotion of civic behavior, nation building and social cohesion through transmission of democratic values and cultural norms.

NEED OF INCULCATION OF VALUE SYSTEM

In ancient India sole role of the education was to inculcate values in the blood of students. Our renowned ancient universities used to impart value oriented education rather than market oriented as we witness in the present scenario. In *Gurkul* system gurus first imparted value oriented education to their *shishya* and they establish sacred *guru-shishya* relationship.

In the present scenario the students feel that education is a commercial commodity. Their main aim is to get education and earn as much as they can by any means. The show off of money has made them completely blind about the values of the society. Due to present social structure, like emergence of nuclear family, less number of children, both working parents, excess of money with parents fulfillment of the all desirable and undesirable requirements have made the children wholly pampered and they dis value the values of society.

As we study many cases regarding the lack of value education, as we noticed the heinous murder of the professor in Madhya Pradesh University open shoot out by students, eve teasing etc. If this process will go on and if we do not give emphasis to inculcate value education in students, the whole of our society will get dismantled and all taboos, ethics, spirituality etc. will be only in the books.

People are becoming more and more money minded and materialistic. They want to become rich overnight through illegal means or corrupt practices.

To discuss the various methods and strategies in the process of teaching-learning in the class-room transaction.

1. **Positive and Negative Reinforcement:** Reinforcement is psychological in nature and condition or situations which increase the probability of desirable responses and decreases the undesirable response. Positive reinforcement is appreciation,

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prizes, accepting their response, smile etc and negative reinforcement is e.g. fine, punishment etc.

2. **Manipulating Alternatives:** This refers to the term out of routine system e.g. home based education for (drop out) school children, informal centre, mobile school etc.
3. **Modeling:** It refers to child to realize his worth, potential etc. through the stage show, drama, dress competition etc. The sole purpose is to develop self esteem, self confidence, competitive spirit through using gestures and postures.
4. **Role Playing:** The student plays role in the different capacities e.g. teacher, students, observers etc. The aim is to inculcate human values, moral values, self confidence, civic sense etc.
5. **Games/Simulation:** This technique is used to change the behavior of the students in artificial situation. Simulation can be defined as mechanism of feedback to induce certain desirable behavior in students and address the behavioral problems of the students in the class room.
6. **Academic programme:** The teacher should follow proper procedure in using resources. He should first preview them and prepare questions, discussion points and follow-up activities. The questions and other important points on what to look for in programme should be presented in the class. Soon after the presentation students can be engaged in group discussion to explore, understand and evaluate the values inherent in the programme They can also be encouraged to take up relevant follow up activities.
7. **Scholastic and Co-scholastic Activities:** In value education, the personality of the teacher counts for everyone carries about him a philosophy of life. Teacher should not ignore the basic human values and prove useful in inculcation of values in students, organizing co-curricular activities (NSS, NCC, Scout-guide, Educational tour, Skit, Drama, Celebration of National festival). Values can not be taught through words or books, but values are inculcated in students through involvement of parents teachers association, peer group etc.
8. **Management Practices:** TQM (Total Quality Management) can be used in the class room to inculcate managerial values like formation of plan, organizing programs, leadership, reporting etc. The purpose of values integration In management practices is to inculcate civic sense.

Apart from these techniques other activities like silent sitting, prayer, meditation, biographies of great men, inspiring books, quotations, yogic exercises, joining in group singing for inculcating spirit of oneness with other and for purification of mind etc. should be used in class room.

Apart from these methods other strategies may also be carried out like silent sitting, prayer, meditation, self-observation, telling moral stories and biographies of great men, inspiring book. Quotations, discussions to reflect and express ideas on issues such as purpose and meaning of life, happiness, truth, yogic exercises, service activities in institutions and communities joining in group singing for inculcating spirit of oneness with others and for purification of mind etc.

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CONCLUSION

In our opinion if we loose these basic values, we shall be a nation without a soul and our attempts to imitate the outer forms of other lands, without understanding their inner meaning or psychologically attuning ourselves their to them, would only result in chaos and confusion, the first sign of which are already very distinctly visible on the horizon. Our nation of tomorrow is going to be what the young people at school, college and university today will make it. So there is need to incorporate the religious, spiritual, aesthetic, moral, cultural, civic values in the curriculum from the early system of the education. Teachers should set good example of conduct and behavior which the students may imbibe in themselves.

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