

A Study of Value Inculcation Practices for Secondary School Students

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Abstract

India is rich in cultural heritage and is a country with an ancient civilization so well known for its well defined system of education. Education is perceived as a means of ensuring the future well-being of student's according to Professor Fancy education as the processes of remarking experience, giving it a more socialized value through increased individual experience, by giving the individual better control over his powers. Value education must be integral to the whole process of education and can't be imparted as a separate bit of education; the whole education should be value oriented. The purpose of value education is to develop integrated and balanced personality. Values are not born in nature. They are acquired and inculcated. Education is closely associated with values and must develop in learners' caring, co-operation and respect for one another. Our educational policies and the curriculum framework all along have emphasized the need for value education co-curricular activities play a very important role for inculcation of values in the school students. In this research paper researcher discusses about how value inculcation practices done by school teachers through co-curricular activities among the school students.

Key words: Inculcation values, value education, co-curricular activities.

Introduction

The purpose of value inculcation is to develop all round personality development of the students. Values are acquired and imparted.¹ The family, its atmosphere and traditions, Sanskara along with humanitarianism play a very important role in value inculcation in our

students and us. The National Policy on Education (NPE 1986) states: that education as an organized social system and an important function in the development of moral values, spiritual values and aesthetic values, and nobody can deny that teachers have a very crucial role to play in the achievement of this objective.²

We can inculcate values in our students in various ways. In the beginning, very simple human values like love, truth, peace, and punctuality can be introduced among the students.³ These values can be practiced in the classroom through curricular and co-curricular activities. Co-curricular activities employ a vital place in teacher education. Education is essential for all round development of a child. Education has always been integrated with society. It has both a personal and social dimension, they are inseparable.⁴ Gujarat Secondary and higher secondary education board too introduced the CCE/SCE. One of the main aims of SCE is to evaluate scholastic and co-scholastic proficiency. Co-scholastic proficiencies include life skill, attitudes and values, literary and creative skills, scientific temperament, aesthetic skill, performing art, and sports.⁵

The present Study is an attempt to study value inculcation practices for adolescents in government secondary schools in Aspirational districts of Gujarat.

What is Value Inculcation?

Fixing up of values in mind is value inculcation approaches of value inculcation are:

- Direct approach- inculcated through curriculum and class room instruction.
- Indirect approach- inculcated through co-curricular activities plays, movies, telling stories, dramas, cultural activities and incidents.
- Incidental approach is the most effective approach.
- A person inculcates certain values through his/her real life experiences.
- Inculcation of values happens incidentally.⁶

Value Inculcation Practices

Co-curricular activities are very important sources of values inculcation. These activities, often voluntary, are taken up with involved participation and are therefore highly refreshing and creative. The informality and openness generated by these activities help the child to come in close contact with the teachers and their peer group several times, and it just creates the healthy and natural environment for inculcation of values among learners.⁷⁻⁸

The inclusion of co-curricular activities in teaching learning process is such that it is possible through them to effectively achieve physical, intellectual, emotional wellbeing and ethical integration's-curricular activities, is based on activities, provide maximum participation among students. The atmosphere played a very vital role and helps in learning experiences in a creative manner.⁹⁻¹⁰

Co-curricular activities are to be organized in different ways, e.g., in the classroom, in the school as well as in outside of the classroom activities. Classroom is a small organization of the school in a larger school perspective. It provides the opportunity of its all members to grow. A lot of value practices for inculcation of values among students can take place. Personal attachment, charisma and the body language of a class teacher can effectively isolate the class from many negative influences.¹¹⁻¹²

About Aspirational Districts

The Government of India has launched the 'Transformation of Aspirational Districts' initiative in January, 2018 in 117 districts with a vision of a New India by 2022 by improving India's ranking under human development index, raising living standards and ensuring inclusive growth of all its citizens. The identified districts are eligible for enhanced funding and priority allocation of various initiatives undertaken by the department and ministry. The three critical components of the programme are convergence (of Central & State Schemes), Collaboration (of Central, State level 'Prabhari' Officers & District Collectors) and Competition among districts driven by a mass movement.¹³

ADP focuses on five main themes – Health & Nutrition, Education, Agriculture & Water Resources, Financial Inclusion & Skill Development, and Basic Infrastructure. These five identified thematic areas are further broken down into 49 indicators. The reason why the programme includes these particular themes is that they directly impact the quality of life as well as the economic productivity of citizens. The salient feature of this programme is that NITI Aayog in collaboration with the Planning Department.¹³

Selection Criteria for Aspirational Districts

Health & Nutrition, Education, Agriculture & Water Resources, Financial Inclusion & Skill Development and Basic Infrastructure have been identified as core areas of focus of this programme. Each of the above focus areas have been represented through 11 core indicators

and measurable outcomes. Weight ages too have been accorded to these areas at 30% for Health & Nutrition, 30% for Education, 20% for Agriculture and Water Resources, 10% for Financial Inclusion and 10% for Skill Development and Basic Infrastructure. A composite index was arrived at considering the above mentioned indicators and the districts were ranked based on it. This exercise resulted in identification of 117 Aspirational Districts which had huge potential for transformation and had somehow missed the fruits of equitable and homogenous development work.¹³

The education sector focuses on *learning outcomes* (transition rate from primary to upper primary, and subsequently to secondary schooling, average scores in mathematics and languages and so on) as well as infrastructural (toilet access for girls, electricity supply, drinking water, etc.) and institutional indicators (pupil teacher ratio, timely delivery of textbooks, etc.). Considering the importance of education in enabling development, it commands a weight age of 30 percent – similar to that of health. Unlike health, none of the districts have managed to achieve their set targets on an average in the education sector. All of the Tier 1 districts, however, were merely 5 to 10 percent away from their respective targets over the last year.

The Aspirational Districts programme (ADP) and Sustainable Development Goals (SDGs) both emphasize on the provisioning of basic services through sustainable means to the most marginalized communities and people. As discussed earlier, the focus of ADP revolves around six domains: • Health • Education • Agriculture and Water Resources • Skill Development • Financial Inclusion • Basic Infrastructure

The Aspirational districts programme aims to improve the socio-economic status of various districts, selected by the central government across states. After the National Achievement Survey's startling results, Prime Minister Narendra Modi had chosen 117 districts and declared eight indicators. Out of these 117 districts, Gujarat's Narmada and Dahod were selected. In the June report, Dahod emerged as the top district among 117, whereas Narmada was ranked thirteen.¹³

Objectives

The study is based on below objectives:

1. To identify the values associated with the activities conducted in secondary schools of Aspirational districts of Gujarat.
2. To study the strategies followed in secondary school of Aspirational districts of Gujarat for inculcation of values
3. To find the effectiveness of various strategies follows for inculcation of values among secondary school adolescents of Aspirational districts of Gujarat.
4. To suggest innovative strategies for value inculcation among secondary school adolescents as perceived by the teachers and academic leader /experts.

Research questions

The following research questions were proposed to achieve the objectives of the study:

1. What type of values is associated with the co-curricular activities conducted in the school students?
2. What are the strategies followed to inculcate values through co-curricular activities and how effective are they?

Results and Discussion

Mode of Value Inculcation in the classroom by teachers				
Classroom Activities	YES	%	NO	%
1. Through Drama	45	90	5	10
2. Role play/folk dance	48	96	2	4
3. Through Poster Competition	33	66	17	34
4. Expert Talk	2	4	48	96
5. Value Clarification	18	36	32	64

Table 1: Mode of Value inculcation in classroom by teachers

From the table no. 1, the mode of value inculcation in the classroom by teachers was found – teachers were conducted

- drama/mono acting
- Role play/folk dance,
- Poster competition,
- Organized special talk on special days

- Conducted case studies/ situation analysis for value clarification to inculcate values among adolescents in government secondary schools.

Value Imparting in the classroom by teachers				
Classroom Activities	YES	%	NO	%
1. Checking the personal cleanliness of students from time to time	46	92	4	8
2. Involving children in maintaining cleanliness in classrooms and school surroundings	44	88	6	12
3. Encouraging good eating habits in school and at home	33	66	17	34
4. Greeting Teachers when he/she enters the classroom	12	24	38	76
5. Stand while talking to teachers	36	72	14	28
6. Involve children in maintaining cleanliness of the campus	41	82	9	18
7. Story telling	38	76	12	24
8. Dramatization	23	46	27	54
9. Scouting ,Guiding	26	52	24	48
10. Adventure clubs	17	34	33	66
11. Yoga, meditation	46	92	4	8
12. Patriotic songs	26	52	24	48
13. Explaining rules and regulations of school discipline	5	10	45	90

Table 2: Inculcating Values in classroom through various classroom activities by teachers

From above table no.2, it can be said that ninety-two percent of the teachers were of the belief that checking personal cleanliness of students from time to time and yoga, meditation were effective classroom activities for imparting values. Seventy-six percent of teachers responded that story telling was also effective activity for inculcation of values among adolescents; while fifty-two percent of the teachers opined that activities, like encouraging good eating habits in school and at home, were found very effective for inculcation of values in the classroom.

Value Imparting in the classroom by teachers				
Classroom Activities	YES	%	NO	%
1. Debate and discussions	36	72	14	56
2. Celebration of different religious festivals	44	88	6	12
3. Sports and games	33	66	17	34
4. Cultural Programs	12	24	38	76
5. Prayer Assembly	48	96	2	4
6. Shramdaan	11	22	39	78
7. Social service	38	76	12	24
8. Celebrations of birthdays of great men	23	46	27	54
9. Participatory programs	26	52	24	48
10. Anti-illiteracy drives	7	14	43	86
11. Campaigns against diseases	15	30	35	70
12. Seminars, workshops	16	32	24	68
13. Field visits	44	88	6	12

Table 3: Inculcating Values in classroom through various classroom activities by teachers

From above table no.3, it can be said that ninety-six percent of the teachers were of the belief that prayer assembly is effective classroom activity for imparting values. Eighty-eight percent of teachers responded that celebration of different religious festivals were also effective activity for inculcation of values among adolescence. While seventy-two percent of the teachers opined that activities like debate and discussion for inculcation of values in the classroom were very effective. While sixty-six percent of the teachers opined that activity like competitions on sport and games were also good for imparting value inculcation in the classroom.

Major findings

1. Ninety-two percent of the teachers were of the belief that checking personal cleanliness of students from time to time and yoga, meditation were effective classroom activities for imparting values.
2. Seventy-six percent of teachers responded that story telling was also effective activity for inculcation of values among adolescents.

3. Fifty-two percent of the teachers opined that activities, like encouraging good eating habits in school and at home, were found very effective for inculcation of values in the classroom.
4. Seventy-two percent of the teachers opined that activities like debate and discussion for inculcation of values in the classroom were very effective.
5. Sixty-six percent of the teachers opined that activity like competitions on sport and games were also good for imparting value inculcation in the classroom.
6. Eighty-eight percent of teachers responded that celebration of different religious festivals were also effective activity for inculcation of values among adolescence.
7. Total twenty values associated in different classroom activities (total 18 activities) practiced by teachers in classroom were found.

Suggestions for schools for inculcating values among the School Students

The following initiatives, activities and programmes should be organized in the school to inculcate the values among the school students, so that they can apply these values to their real life situation.

1. All the teachers should act as role models to the students in practicing environmental values.
2. Awareness programmes should be organized on health and environment and population education.
3. The community and social issues should be brought to the notice of all the students to develop awareness among them.
4. The physical and health education should be given due importance.
5. Community singing programmes, national integration camps, the NSS, NCC, and Scouts and Guides activities should be organized.
6. Work experience and SUPW activities develop a positive value towards the work culture, dignity of labour and the proper utilization of the leisure time- these should be given due importance.
7. Arrange school sanitation drive or activities.
8. Arrange different kinds of co-curricular activities, like world environment day, world health day. etc.

Following Values are inculcated through appropriate activities by teachers		
No.	Activities	Name of Values associated
1	Prayer Assembly	cooperation, honesty, punctuality
2	Celebration of National Festivals	national integration
3	Thought of the Day	simplicity, honesty, punctuality
4	Celebration of Environmental Day	save tree, protection of environment
5	Educational Visit	cooperation, national integrity
6	Van Mahotsav	save tree, protection of environment
7	Drawing Competition	discrimination of right or wrong
8	Sports Meets	sportsmanship's, cooperation
9	Cultural Program	kindness
10	Checking the personal cleanliness of students	cleanliness and hygiene
11	Involving children in maintaining cleanliness in classrooms and school surroundings	cleanliness and hygiene
12	Encouraging good eating habits in school and at home.	cleanliness and hygiene
13	telling stories	truthfulness
14	Explaining rules and regulations of school discipline	obedience
15	Voluntary services during functions	faithfulness
16	Scouting, guiding, adventure clubs	courage, services to others
17	Interest to do work in time	sense of duty and responsibility
18	Debates and discussions	discrimination of right or wrong

Table 4: Values inculcation through activities

Total twenty (20) values associated in different classroom activities (total 18 activities) practiced by teachers in classroom were found. Through these classroom activities teacher can impart values among students.

Conclusions

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. But today we are facing the problem of value degeneration. According to Reddy the main causes of value degeneration

are – lack of respect of human life, lack of respect for authority, rules and regulations, crime and corruption, abuse of alcohol and drugs, abuse of women and children. We know that today's children are tomorrow's citizens. Education through activities co-curricular activities can be the solution for all types of the problems. The main purpose of the present study is to see what value inculcation practices are held in school for providing value education and to study the perception of the teachers about the value education programs, so that a comprehensive idea of value education program can be known. Based on co-curricular activities, a teacher has to make suitable, appropriate time table to transact for those activities, motivate learner's participation in the class. Then these activities will have a wholesome effect and have very important educational values too. All the co-curricular activities should be organized with a commitment and devotion. Planning a logical programme based on different activities will strengthen abilities of self-expression, preparation for vocation, sentiment of loyalty, organizing ability, creativity, and constructiveness and maintain good relation between school and community.

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