

NATIONAL SEMINAR
ON
INCULCATION OF VALUES AMONG
COLLEGE STUDENTS

12.04.2014

Organized by



KRISHNASAMY

COLLEGE OF EDUCATION FOR WOMEN

Manapattu, BahourCommune, Puducherry – 607 402

(Recognized by NCTE ,UGC 2(f) Status Affiliated to Pondicherry University, Accredited by NAAC Grade)

E-mail: kcednprinci@gmail.com Web site: www.kcedn.org Ph: 0413 -2615394

S.No.	CONTENT	PAGE
1	Chairman Dr. K. RAJENDRAN	2
2	About the College KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN	3
3	Seminar Director Dr. R. MUTHUMANICKAM	4
4	About the seminar INCULCATION OF VALUES AMONG COLLEGE STUDENTS	5
5	Seminar Organizing Committee	6
6	Resource Persons of the Seminar	7
7	Sub-theme Index	8
8	Sub-theme 1: PERCEPTION OF VALUES BY COLLEGE STUDENTS	10-29
9	Sub-theme 2: ROLE MODELS FOR VALUE INCULCATION	31-77
10	Sub-theme 3: MODES OF ACQUIRING VALUES THROUGH LIFE EXPERIENCE	81-103
11	Sub-theme 4: SUGGESTION TO INCULCATE VALUES	108-152

CHAIRMAN

Dr. K. RAJENDRAN MS., FICS., FAIS.,
Founder and Chairman
Krishnasamy Group of Institution
Cuddalore and Puducherry.



ABOUT THE COLLEGE

KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN

(Recognized by NCTE ,UGC 2(f) Status, Affiliated to
Pondicherry University, Accredited by NAAC Grade)
Manapattu, Bahour Commune,
Puducherry – 607 402
kcednprinci@gmail.com
www.kcedn.org
Ph: 0413 -2615394



Krishnasamy College of Education for Women (KCEd) was established in the academic year 2005-2006 catering to the needs of Teacher Education for Women. This college provides education, especially for down trodden, socially and economically backward women.

KCEd is situated in the south edge of French tradition based Union territory of Puducherry. It is in the midst of rural village named as Manapattu, of the Bahour Commune. It is a hop away from the south gate way of Puducherry and the east sea coast. It is in the East Coast Road.

The Institution has been dedicating itself to the service of society by educating and preparing professionally qualified secondary level teachers for the last eight years.

The College is affiliated to the University of Pondicherry, recognized by the National Council for Teacher Education and accredited with 'B' Grade by NAAC. The College is also recognized by under UGC 2(f) status. It is one of the best institutions under the umbrella of the prestigious Sri Subbulakshmi Krishnasamy Reddiar Educational Trust in Cuddalore.

The College has a good record of excellence and reputation and has a strong commitment to address to the needs arising from a dynamic and rapidly changing society.

The college is functioning with all infrastructural facilities, state-of-art computer laboratory, well-equipped library and other subject laboratories for Bio-Science, Physical Science, Language, Psychology, Work Experience and Educational Technology. The sports facilities and hostel facilities are available separately for women.

SEMINAR DIRECTOR'S

Dr.R. MUTHUMANICKAM

Former Professor of Education & Principal,
Krishnasamy College of Education for Women,
Puducherry -607 402
Cell :9443149383
dr.muthumanickam@rediffmail.com



ABOUT THE SEMINAR

THEME: INCULCATION OF VALUES AMONG COLLEGE STUDENTS

Values are regarded as desirable, important and held in high esteem by a particular society in which a person lives. Thus, values give meaning and strength to a person's character by occupying a central place in one's life. Values reflect one's personal attitudes and judgements, decisions and choices, behaviour and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things.

The present education system provides opportunities for the development of a value system. Theoretical value, social value, moral value, political value, aesthetic value, economic value and religious value should be developed in a balanced way. But unfortunately, at present theoretical value, political value and economic value are given more importance than other values. Today, we can notice the degradation of social and moral values. The perception of these values by the youth of today may or may not be the same as that of the old person.

Therefore, there is a need to know the perception of value of college students, their role models for values, the mode of acquiring values and the practical suggestion to inculcate values and they should be deliberated and a suitable conclusion should be arrived.

In this globalised economic world value inculcation is essential to achieve global peace and prosperity. Therefore, we request all the paper presenters to write highly practical papers for deliberation and valuable contributions.

SUB THEME

- Sub-theme 1:** Perception of values by college students.
- Sub-theme 2:** Role Models for value inculcation
- Sub-theme 3:** Modes of acquiring values through life experience.
- Sub-theme 4:** Suggestion to inculcate values.

SEMINAR ORGANIZING COMMITTEE

PATRON

Dr. K. RAJENDRAN, MS., FICS., FAIS.,
Founder Chairman,
Sri Subbulakshmi Krishnasamy Reddiar Educational Trust,
Cuddalore.



SEMINAR DIRECTOR

Dr. R. MUTHUMANICKAM M.Com., M.Ed., M.Phil., Ph.D.
Principal.

ORGANIZING SECRETARIES & PUBLICATION COMMITTEE



Dr.(Mrs). D. Kavitha
M.A., M.Phil., M.Ed., M.Phil., Ph.D.
Asst. Professor in Tamil



Dr. (Mrs). G. Manjula
M.Sc., M.Ed., M.Phil., Ph.D.
Asst. Professor in Bio-Science



Dr.(Mrs). M. Manjula
M.Sc., M.Sc(Psy), M.Ed., M.Phil., Ph.D.
Asst. Professor in Mathematics



Mr. S. Deenadayalan
M.A(His), M.A(Phil), M.Ed.
Asst. Professor in Psychology



Mr. K. Anand
M.Sc., M.Phil., M.Ed.,
Asst. Professor in Physical Science



Mr. J. Antony Joseph
M.A., M.Ed., M.Phil.,
Asst. Professor in Social Science



Mrs. B. Chitra
M.A., M.Ed.
Asst. Professor in English



Mrs. S. Gayathri,
MLIS., M.Phil.,
Librarian



Mrs. K. Jothi Praba
B.P.A., M.A., T.T.C.
Music Instructor

CO-ORDINATORS



Mrs. V. Vasantha
M.A., M.PEd. B.Ed.,
Co-ordinator



Mrs. D. Girija
B.A., B.Ed., D.C.A.,
Office cum Account Assistant



Mr. L. Gunaseelan B.A.,
Store Keeper &
Technical Assistant

ADMINISTRATIVE FACULTIES

RESOURCE PERSONS OF THE SEMINAR



SUB-THEME I – PERCEPTION OF VALUES BY COLLEGE STUDENTS

CHAIR PERSON: Dr. L.SANTHANA RAJ

SESSION COORDINATOR: Dr. M. MANJULA

RAPORTEURS: T.P.MOHANAPRIYA and M.SATHIYA

SUB-THEME II: ROLE MODELS FOR VALUE INCULCATION

CHAIR PERSON: Mr.N.NATARAJAN

SESSION COORDINATOR: Dr. D. KAVITHA

RAPORTEURS: S. FARZANA and S.BAKYA

SUB-THEME III: MODELS OF ACQUIRING VALUES THROUGH LIFE EXPERIENCE

CHAIR PERSON: MRS.V.USHA VIJAYAKUMAR

SESSION COORDINATOR: Mr. S. DEENADAYALAN

RAPORTEURS: Mrs. V.THARANI and Mrs.S.SUDHA

SUB-THEME IV: SUGGESTION TO INCULCATE VALUES

CHAIR PERSON: Prof. KASTHURINAI BASKARAN

SESSION COORDINATOR: Mr. K. ANAND

RAPORTEURS: Ms. S. SIVAPRIYA and Ms. J.DHIVYA

SUB-THEME INDEX

SUB-THEME 1: PERCEPTION OF VALUES BY COLLEGE STUDENTS

1. INCULCATION OF VALUES AMONG COLLEGE STUDENTS.....	12
Ms.S.RAMYA RATHI PRADHA ASST. PROFESSOR IN ENGLISH.....	12
P. RINI MELINA & P.VENIL CK COLLEGE OF EDUCATION, CUDDALORE	12
2. PROCESS OF MAKING INCULCATION (HUMAN VALUES) AMONG THE COLLEGE STUDENTS	14
K. NAVEEN KUMAR , B.ED., STUDENT, DEPARTMENT OF ENGLISH, GOVERNMENT COLLEGE OF EDUCATION, VELLORE.....	14
3. SOCIAL VALUES AMONG THE COLLEGE STUDENTS IN LIGHT OF THE CURRENT GLOBAL CHANGES.....	16
D. PARTHEENAN B.ED., STUDENT, DEPARTMENT OF ENGLISH, GOVERNMENT COLLEGE OF EDUCATION, VELLORE.....	17
4. VALUE EDUCATION: A MUST FOR A BETTER FUTURE	18
K P JILLS , PRINCIPAL, KRISHNASWAMY VIDYANIKETHAN, S.KUMARAPURAM, CUDDALORE	18
5. FRAME WORK FOR INCULCATING THE VALUES AMONG THE COLLEGE STUDENTS.	21
DR. R. JAYAKUMAR , ASSISTANT PROFESSOR, SABARI COLLEGE OF EDUCATION, PUDUCHERRY -605 106.	21
6. VALUE INCULCATION	23
Ms.T. BHAVANI, Ms. M. THENMOZHI AND	23
Ms. T. GANAPRADHA , CK COLLEGE OF EDUCATION, CUDDALORE	23
7. VALUE EDUCATION: INCULCATING VALUES	25
MR.M. MANIVANNAN , PH.D., RESEARCH SCHOLAR, DEPARTMENT OF MICROBIOLOGY, ANNAMALAI UNIVERSITY.	25
8. PERCEPTION OF VALUES BY COLLEGE STUDENTS	27
Mrs. C. SAGAYA JANSI RANI ASST. PROFESSOR IN HISTORY,	27
Ms.V.D.MANJU AND G.VELVIZHI B.Ed CK COLLEGE OF EDUCATION	27
9. PERCEPTION OF VALUES FOR COLLEGE STUDENTS	30
D.KANJANA , ASST. PROF IN TAMIL.....	30
V. VASANTHI & V. MAGESWARI , CK COLLEGE OF EDUCATION	30
10. HUMAN RIGHT AND HUMAN VALUES IN GLOBALISATION ERA.....	32
DR. S.SAHUL HAMEED , ASSISTANT PROFESSOR,	32
Ms. B. GOWTHAMI , RESEARCH SCHOLAR, RESEARCH DEPT. OF CORP. SECRETARY SHIP, BHARATHIDASAN GOVT. COLLEGE FOR WOMEN ...	32
11. PERCEPTION OF VALUES BY COLLEGE STUDENTS	32
S. BAKIYA AND K. JAYASREE KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	32
12. PERCEPTION OF VALUES BY COLLEGE STUDENTS	35
E. RUBASHRI, R. VANAJALAKSHMI, P. ANITHA , KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	35

SUB-THEME 2: ROLE MODELS FOR VALUE INCULCATION

1. ROLE OF A TEACHER IN INCULCATING THE VALUES AMONG COLLEGE STUDENTS.....	39
P. USHA, DEPARTMENT OF ENGLISH, GOVERNMENT COLLEGE OF EDUCATION, VELLORE-06	39
2. TEACHER EDUCATION AND ROLE OF TEACHER EDUCATORS IN VALUE EDUCATION	41
R.PAVITHRA, B.Ed., GOVERNMENT COLLEGE OF EDUCATION VELLORE.....	41
3. ROLE OF TEACHERS IN IMPARTING VALUES	45
S.SHOBANA, PH.D., RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION, MADURAI KAMARAJ UNIVERSITY	45
4. INCULCATION OF VALUES AMONG COLLEGE STUDENT	47
G. SANTHIYA, B. MADHIVADHANI, AND P. PRASANNA B.Ed., CK COLLEGE OF EDUCATION	47
5. GETTING VALUES FROM EXPERIENCE	49
SHAHIN BEGAM. S & LAKSHMI PRIYA .R B.Ed., STUDENTS, CK COLLEGE OF EDUCATION, CUDDALORE.....	50
6. ROLE MODEL FOR VALUES BY INCULCATION.....	52
B.DEVIKA, C.ANITHA, M.BEEMABAI, CK COLLEGE OF EDUCATION	52
7. ROLE BY LENDERS IN INCULCATING VALUES TO THE STUDENTSIN PURSUING HIGHER EDUCATION	55
MRS. T.RAJALAKSHMI, LECTURER, DEPT. OF COMMERCE, GOVT. POLYTECHNIC COLLEGE FOR WOMEN, PUDUCHERRY.....	55
DR.M.THIRUNARAYANASAMY, ASSISTANT PROFESSOR OF COMMERCE, D.D.E. WING., ANNAMALAI UNIVERSITY	55
8. VALUE EDUCATION TODAY.....	57
DR. A. JEMILA MARY, ASST. PROFESSOR IN ENGLISH, MUSLIM ARTS COLLEGE, THIRUVITHANCODE, KANYAKUMARI DISTRICT.	57
9. SWAMI VIVEKANANDA AND VALUES OF EDUCATION	60
DR.THILAHA MARY ANTONY, ASSISTANT PROFESSOR,.....	60
MS.M.RAGINI RESEARCH SCHOLAR, DEPT. OF CORP. SECRETARYSHIP BHARATHIDASAN GOVT. COLLEGE, PONDICHERRY	60
10. THE ROLE OF TEACHER EDUCATORS TO INCULCATION OF VALUES AMONG COLLEGE STUDENTS	64
MR. S. DEENADAYALAN, ASSISTANT PROFESSOR, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.....	64
11. ROLE MODELS FOR VALUE INCULCATION.....	70
A. THAMARAIKKODI, V. SHANMUGA SUNDARI, AND	70
S. VADIVAMBIGAI, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.....	70
12. ROLE MODELS FOR VALUE INCULCATION AMONG COLLEGE STUDENTS.....	75
S.USHANANDHINI, M. BHUVANESHWARI, S.SIVAPRIYA KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	76
13. ROLE MODEL FOR VALUE INCULCATION	77
K. DANALAXMI, T. SOWMIYA, K. PRIYA AND A. SAVITHRI, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.....	77

SUB-THEME 3: MODES OF ACQUIRING VALUES THROUGH LIFE EXPERIENCE

1. CO-CURRICULAR ACTIVITIES AND VALUES AMONG THE COLLEGE STUDENTS.....	81
P.SARAVANAN, B.ED., STUDENT, DEPARTMENT OF ENGLISH, GOVERNMENT COLLEGE OF EDUCATION, VELLORE	81
2.VALUES IN CURRICULUM OF COLLEGE STUDENTS- AFRAWORK.....	83
DR. B. RAJALAKSHMI ASSISTANT PROFESSOR.....	83
MS. P. PRIYADHARSINI M.PHIL SCHOLAR, DEP. OF CORP. SECRETARYSHIP, BHARATHIDASAN GOVT. COLLEGE FOR WOMEN	83
3. EVALUATION OF VALUES AND MODES OF INCULCATING VALUES AMONG COLLEGE STUDENTS	84
DR. S. SENTHIL SRINIVASAN, ASST. PROFESSOR.....	84
C.AARTI, M.PHIL SCHOLAR BHARATHIDASAN GOVT. COLLEGE FOR WOMEN, PUDUCHERRY.....	84
4. TEACHERS AND METHODS OF INCULCATION VALUES	90
G. MURUGANANTHAM, PH.D., RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION, ANNAMALAI UNIVERSITY.	90
5. SWAMI VIVEKANANDA AND VALUES OF EDUCATION	91
DR.S.GAYATHRI, ASSISTANT PROFESSOR,.....	91
MRS. M. EZHILMATHI, M.PHIL. SCHOLAR, CORP. SECRETARYSHIP, BHARATHIDASAN GOVT. COLLEGE FOR WOMEN	91
6. MODES OF ACQUIRING VALUES THROUGH LIFE EXPERIENCE	95
J. THARANI, S. GAYATHRI, S. KANIMOZHI, R. GUNA. KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.....	95
7. THE INCULCATION AND THE CELEBRATION OF VALUES	99
DR. L. ANNAPOORNA, HOD, BHARATHIAR PALKALAI KUDAM,	99
G. MANJULA, ASST. PROF., B. CHITRA, ASST. PROF. K. JOTHI PRABA, MUSIC INSTRUCTOR KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	99
8. PLEASE THINK: THESE KINDS OF EXPERIENCE IF YOU MET! SEARCH ALWAYS GOOD THINGS.....	103
MR. K. ANAND, ASST. PROF.	103
MR. J. ANTONY JOSEPH ASST. PROF. KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.....	103

SUB-THEME 4: SUGGESTION TO INCULCATE VALUES

1. THE GLOBAL LEADERS FOR TOMMOROW	108
MR. S.SANKAR, ASST. PROF. OF COMMERCE, SARADHA GANGADHARAN COLLEGE, PUDUCHERRY.	108
2. ETHICS FOR COLLEGE YOUTH.....	111
PORKODI THAMIZHSELVAN, RESEARCH SCHOLAR, DEPT OF CORP. SECRETARYSHIP, BHARATHIDASAN GOVT COLLEGE FOR WOMEN	111
3. AWARENESS OF MENTAL HEALTH AMONG COLLEGE STUNDENTS.....	115
K. BALAMURUGAN PH.D RESEARCH SCHOLAR, DEPARTMENT OF PSYCHOLOGY	115
DR. R. SANKAR ASSISTANT PROFESSOR, DEPARTMENT OF PSYCHOLOGY, ANNAMALAI UNIVERSITY	115
4. SUGGESTIONS FOR IMBIBE THE VALUES	117
S.D. SARATHI, H.HARIHARAN, B.SALAMON PAULRAJ, B.ED., STUDENTS, CK COLLEGE OF EDUCATION.	117

5. SUGGESTIONS FOR THE EFFECTIVE INCULCATION OF VALUES IN EDUCATIONAL INSTITUTIONS	118
DR. MANJULA .M, ASST. PROFESSOR IN MATHEMATICS &	118
GAYATHRI. S LIBRARIAN KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN MANAPET, PUDUCHERRY	118
6. SUGGESTION TO INCULCATE VALUES.....	121
M. AGILA, C.H SARITHA, D.SHARMILA. KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	121
7. SUGGESTIONS TO INCULCATE VALUES.....	124
H. HANIFA KHATHUN, S. VIJAYALAKSHMI, AND	124
R. SURUTHI, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.	124
8. SUGGESTION TO INCULCATE VALUES.....	126
THARANI.V, MOHANAPRIYA.T.P, GUNA.R KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDHUCHERRY.	126
9. SUGGESTION TO INCULCATE VALUES.....	131
S. FARZANA, J. NITHYA, S.GAYATHRI AND K. AMBIKA KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.	131
10. SUGGESTION TO INCULCATE VALUES.....	135
M.PRABAVATHI, J.UMA SANTHANAM, K.VIDHYA PRIYA AND	135
N.SATHYA, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	135
11. SUGGESTIONS TO INCULCATE VALUES AMONG COLLEGE STUDENTS.....	137
G.ASHWINI, S.GNANAPRABA, S.SUDHA.....	137
AND K.SUGANTHI, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.....	137
12. SUGGESTION TO INCULCATE VALUES.....	141
P. GOMATHI, D. MALATHI, S. SIVALAKSHMI AND.....	141
N. VARALAKSHMI. KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY.....	141
13. SUGGESTION TO INCULCATE VALUES.....	145
S.NOORJAHAN BAGAM, J.DHIVYA, I.SUMATHI AND	145
M.SATHYA KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	145
14. SUGGESTION TO INCULCATE VALUES.....	147
R. THILAGAVATHI, D. SOWMIYA, K. ASWINI,	147
S. KAVITHA, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	147
15. SUGGESTION TO INCULCATE VALUES.....	150
R.JOTHI, P.NANDHINI. C.SOWMYA. AND	150
G.RADHIKA, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PONDICHERRY.....	150
16. SUGGESTIONS TO INCULCATE VALUES	152
M. RAJA SRI, S. VALLI, K. THAVAPUDALVI,.....	152
P. SOWMIYA, KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN, PUDUCHERRY	152

SUB-THEME- I : PERCEPTION OF VALUES BY COLLEGE STUDENTS

1. INCULCATION OF VALUES AMONG COLLEGE STUDENTS

Ms.S.RAMYA RATHI PRADHA Asst. Professor in English
P. RINI MELINA & P.VENIL CK College of Education, Cuddalore

Abstract

Human values are closely integrated with human life. They are intertwined with our day to day chores. No human life is possible without values. Yes, every living human being lives by certain values. It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being.

The positive values are Honesty, Compassion, Integrity, Forgiveness, Love, Knowledge, Discipline, Faith, and Leadership. The negative values like prejudice, hatred, greed, selfishness, and others need not be discussed here.

Key: Respect, Responsibility, Resilience, Integrity, Care and Harmony

INTRODUCTION:

Every human being is born neutral and is like a clean slate and no mind set. How much of virtues and vices are filled in depends solely on the parents, teachers, circumstances, environment, and sometimes even geographic location.

However everyone can be inculcated with human values by the parents, teachers, friends, well-wishers and even strangers. Self education of human values is also possible by meeting, learning, and reading about, great individuals living a holistic life. This article includes a video which consists of highly enlightened conversation between two highly respected human beings and noble laureates. Which is also a good source of learning and inculcating human values? Broadly there are three types of human beings in existence in reference to human values

The first kind is the ones who think, what rightfully belongs to others, is other's property, and even what belongs to them is also meant for others. An attitude of supreme sacrifice and renunciation, these human beings are closer to divinity than humanity.

The second kind is the one that thinks, what belongs to others is other's property, but what belongs to them is their sole property and theirs by right. These classes of humans are more of human and less of divine, but they are of no harm to the society. They are very close to being perfect human beings.

The third type is the one which think that whatever exists on this planet belongs to them and they should get it by means fair or foul. These types of people are one with the least human values and they are a danger to the society.

PERCEPTION OF VALUES

The six key values of Respect, Responsibility, Resilience, Integrity, Care and Harmony, and is encouraged to live by these values in his/her actions. Here are some examples of things that you can encourage the college students.

Values	In School, students are taught to:	At Home, you can reinforce what is taught in school by encouraging your child to:
Respect	<ul style="list-style-type: none"> • Greet the school’s staff when they meet them. 	<ul style="list-style-type: none"> • Greet parents and family members such as in the morning when the child wakes up.
Responsibility	<ul style="list-style-type: none"> • Keep their study area clean and tidy. 	<ul style="list-style-type: none"> • Keep his/her study area and bedroom clean and tidy e.g. encouraging your child to make his/her own bed.
	<ul style="list-style-type: none"> • Return the used utensils after finishing their meals during recess. 	<ul style="list-style-type: none"> • Clean up the dining table after a meal e.g. return the used utensils to the kitchen sink and for the older children, they could learn how to wash the utensils.
Resilience	<ul style="list-style-type: none"> • Try again and not give up when they experience difficulties or failures. 	<ul style="list-style-type: none"> • Keep on trying and not give up when he/she experiences difficulties or failures. During this time, keep on letting your child know about any improvement he/she has made, no matter how small it is. • Manage his/her own emotion when things do not go his/her way, and find a positive way to look at the situation.
Integrity	<ul style="list-style-type: none"> • Be honest at all times such as to return items that they have found to the rightful owner. 	<ul style="list-style-type: none"> • Be honest at all times even when nobody is looking and introduce him/her to good examples of honest behaviour.
Care	<ul style="list-style-type: none"> • Help their classmates e.g. buddy reading, recess buddy 	<ul style="list-style-type: none"> • Help out with some of the household chores at home.
Harmony	<ul style="list-style-type: none"> • Understand their classmates better and learn how to get along well with others. 	<ul style="list-style-type: none"> • Make friends with neighbours and other children they meet in the neighbourhood e.g. at the playground.

ROLE MODELS FOR VALUE INCULCATION

Positive Role Models

Role models are people who play a big part in the lives of students. Students look up to these persons and try to follow their actions. For one reason or another, they are heroes to kids for what they have

accomplished. In the world today, as we all know, there are some role models who exert a very positive influence on students' lives.

Negative Role Models

The problem today is that too many students are exposed to negative role models. Many kids come from broken single-parent homes where they don't have a mother or a father as a positive role model. Instead, they look up to the young drug dealer down the street who is wearing flashy clothes and shoes and riding in a limousine. Young people today are also bombarded with a decadent media which glorifies singers and rappers who degrade women and advocate violence. They also see prostitutes and other promiscuous young men and women who appear happy and smartly dressed.

SUGGESTIONS TO INCULCATE VALUES

- ❖ Submit yourself to a guru:
- ❖ Practice yoga first thing in the morning:
- ❖ Keep your life simple and honest.
- ❖ Be compassionate
- ❖ Treat Integrity as the most essential part of your life
- ❖ Criticize and reprimand the act not the actor.
- ❖ Love thy neighbour and everyone else's too if possible
- ❖ Upgrade your knowledge continuously
- ❖ Be disciplined in your thoughts and actions
- ❖ Treat your parents better than you would treat yourself
- ❖ Similarly do the same the exercise for what you have done for your parents, and total up the values

2. PROCESS OF MAKING INCULCATION (HUMAN VALUES) AMONG THE COLLEGE STUDENTS

K. NAVEEN KUMAR, B.Ed., Student, Department of English, Government College of Education, Vellore

Abstract

Family is the first and probably the foremost training ground of attitudes and normal values of human being. This paper presentation is a comparative study related with human values, social maturity and life satisfaction amongst male and female college students. Ethics and morality is an essential principle in every individual life. It is also found that life satisfaction is dependent on both human values and social maturity of the College students. Since they are the pillars of our future generation their value pattern and social maturity reflects in their behaviour.

INTRODUCTION

This paper presentation aimed at identifying the social human values among the College Students in light of the current global changes.

Values develop through life and evolve from life experiences. They are formed by combining: intellect, will, emotions, and spiritual needs. Simply stated, values are beliefs on certain way of behaving on certain life goals. A value is a guide, a norm, a principle by which a person lives.

INCULCATING HUMAN VALUES

In Colleges/Universities, your students are introduced to the six key values of

- ❖ **Respect, Responsibility, Resilience, Integrity, Care and Harmony** and is encouraged to live by these values in his/her actions.

Values	In college, students are taught to:	At Home, you can reinforce what is taught in College by encouraging your students to:
Respect	Greet the college's staff when they meet them.	Greet parents and family members such as in the morning when the child wakes up.
Responsibility	Keep their study area clean and tidy.	Keep his/her study area and bedroom clean and tidy e.g. encouraging your child to make his/her own bed.
	Return the used utensils after finishing their meals during recess.	Clean up the dining table after a meal e.g. return the used utensils to the kitchen sink and for the older children, they could learn how to wash the utensils.
Resilience	Try again and not give up when they experience difficulties or failures.	Keep on trying and not give up when he/she experiences difficulties or failures. During this time, keep on letting your child know about any improvement he/she has made, no matter how small it is. Manage his/her own emotion when things do not go his/her way, and find a positive way to look at the situation.
Integrity	Be honest at all times such as to return items that they have found to the rightful owner.	Be honest at all times even when nobody is looking and introduce him/her to good examples of honest behaviour.
Care	Help their classmates	Help out with some of the household chores at home.
Harmony	Understand their classmates better and learn how to get along well with others.	Make friends with neighbours and other children they meet in the neighbourhood e.g. at the playground. Accept others who do thing differently and see what can be learn from them.

HOW TO INCULCATE HUMAN VALUES

Human values are closely integrated with human life. They are intertwined with our day to day chores. No human life is possible without values. Yes every living human being lives by certain values.

It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being.

The positive values are

- Honesty, Compassion, Integrity, Forgiveness, Love, Knowledge, Discipline, Faith, and Leadership.
- The negative values like Prejudice hatred, greed Selfishness and others need not be discussed here.

Every human being is born neutral and is like a clean slate and no mindset. How much of virtues and vices are filled in depends solely on the parents, teachers, circumstances, environment, and sometimes even geographic location.

However, everyone can be inculcated with human values by the parents, teachers, friends, well-wishers and even strangers. Self-education of human values is also possible by meeting, learning, and reading about, great individuals living a holistic life. This article includes a video which consists of highly enlightened conversation between two highly respected human beings and noble laureates. Which is also a good source of learning and inculcating human values?

Broadly there are three types of human beings in existence in reference to human values

The first kind is the ones who think, what rightfully belongs to others, is other's property, and even what belongs to them is also meant for others. An attitude of supreme sacrifice and renunciation, these human beings are closer to divinity than humanity.

The second kind is the one that thinks, what belongs to others is other's property, but what belongs to them is their sole property and theirs by right. These classes of humans are more of human and less of divine, but they are of no harm to the society. They are very close to being perfect human beings.

The third type is the one which think that whatever exists on this planet belongs to them and they should get it by means fair or foul. These types of people are one with the least human values and they are a danger to the society.

The Inculcation of human values is a process that aims to take a person to the second stage, so that a person can lead a normal life with virtuous human values and continuously emancipate and elevate himself from that level and steadily proceed towards the first level.

Conclusion

Basic human values need to be encouraged in the classroom teaching. The results presented in this paper give strong evidence for six key human values, positive and negative values. These types of human values are to develop college students. Human value education is most effective when among the college students.

**3. SOCIAL VALUES AMONG THE COLLEGE STUDENTS IN LIGHT OF THE
CURRENT GLOBAL CHANGES**

Abstract

This study aimed at identifying the degree of practicing the social values among college students in light of the current global changes. It also aimed at identifying the impact of the variables of: gender, the student's studying level, and place of living on the degree of practice of social values among those students.

INTRODUCTION

Values are considered to be one of the human society features since the human is at the core of values. Also, values are a social process that belongs generally to humankind, deriving their importance and functions from the human's presence in society. The issue of values occupies a high-ranking position in our public life, in our speeches and daily behavioural aspects. It also occupies a grand space within the social and cultural studies, especially in religion, art, science, philosophy and others. Besides, the human values are considered the beam that breaks up the human's intellectual darkness, and they have an influence upon his attitudes towards this disordered world which is confused with various intellectual and behavioural events.

Role of Teacher Educators in Value Education

Education is a process of all round development of an individual-physical, intellectual, motional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Vivekananda has asserted: "Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life building, man making, and character making assimilation of ideas.

The ideal, therefore, is that we must have Values are considered one of the human society features. They are a social process that generally characterizes the humankind, deriving its importance and functions from their presence in society. The human society can't exist without values.

The Features of Values

Values have some characteristics that distinguish them for other concepts such as need, reality, belief, attitude or behaviour.

- They are humanitarian, that is they are concerned with humans not others.
- They are not connected to a certain time since values are a cognition that is related to past, present and future. Thus, they go far away from the meaning of desires or interests which are connected to the present only.
- They have the quality of contrast because each value has a contrast which means having a positive pole and a negative pole. The positive pole is the one which forms the value, whereas the negative one represents what we can call.
- **Standardization:** which means that values are measures for judging in which they are measured, assessed, explained and illustrated through the human behaviour?
- **Relativity:** which means that they are not ultimate, rather they are relatively stable differing from one society to the other in view of the factors of place, time, culture, geography and ideology.

VALUES & SOCIAL CHANGES

Values play a significant role in the life of individuals, groups and societies to an extent that they become the issue of education due to the fact that education in itself is a value process. Thus, values identify the educational philosophies, goals, and processes, and they control the education institutions and curricula. They are available in every step, every stage, and every educational process. Without values, education becomes chaos. Many researchers see that the signs of confusion in current societies can be ascribed to the absence of commitment to a consistent value system that identifies the individual's behaviour and attitudes.

The most important social influences made by the current global changes

- Deterioration in the family's role in raising-up for the benefit of modern media and technologies like the space stations, the computer and the Internet.
- The young became the reference for the elderly concerning dealing with the modern technologies such as the computer and the Internet.
- Domination of individualism and selfish spirit on the individuals' behaviours where the children's welfare expenses become bigger at the expense of the family's budget.
- Deterioration in the father's (family's) authority in controlling the individual's behaviour regarding their choices of friends or their commitment to modest dressing, respecting the general taste.
- The measures of friendship have become based on opportunism, hypocrisy and interests.

Positive Social Values develop among the college students following ways such as

1. Tolerance and understanding , 2. Respect , 3. Responsibility , 4. Social justice , 5. Excellence
6. Care, 7. Inclusion, 8. Honesty, 9. Freedom, 10. being ethical

Conclusion

Every education is, in a sense, value education. 'Value less' or 'value neutral' education is a contradiction in terms, given the meanings of 'value' and 'education'. Education, in its aims, curriculum and methods, is inseparably linked with values.

4. VALUE EDUCATION: A MUST FOR A BETTER FUTURE

K P JILLS, Principal, Krishnaswamy Vidyanikethan, S.Kumarapuram, Cuddalore

Abstract

We are living in an Age where science and technology has taken us to the tremendous changes and development. Our notion of society, culture, tradition, literature and art has branched out to diverse fields with applications of science. So it is our idea of ethics and values. Behind all these revolutions is the great human mind – a store house of knowledge and wisdom. Our actions and reactions are directed and executed by our thoughts which emanate from the mind. Our power to create or destroy, make or break comes from the mind. Great minds with positive values have helped us hold on to meaningful things in life. But the same human minds can become our enemy of destruction and chaos due to the lack of control or sense of goodwill. Hence, the importance of value education to inculcates, to retrieve and rebuild those values of life which gives us wholesome development as good human beings. The greatest challenge of our time is create an environment where moral values and ethical living which will be a soothing balm to an already suffering world. It has to begin at home and in the educational institutions where the young minds learn and are taught. The paper

attempts to look into those areas of value building process where the parents, teachers and educationists play an important role.

Introduction: Today, our world is suffering from value deficiency syndrome. The core values that we were taught by our elders have receded to faded memories only to be replaced by values that are measured by the materialistic world of science and technology where concepts of emotions, feelings and ethical practices do not hold importance. Our idea of living by positive values has gone topsy-turvy. Our Education system imparted in schools and colleges are basically driven by monetary benefits which deprives the young learners the chance of inculcating positive values. The young minds today stand in need of liberation from all kinds of evil forces which have engulfed our society. School and college going students suffer from loneliness, depressions, peer pressures, bad habits which drives them to take up activities which are anti-social. They are the works of minds which are not in control of what is good. Many are like crying souls whose lives at the crossroad and are in need of direction. Many are like the prodigal son who needs a loving father to welcome him back. This situation makes value education-the need of the hour. The young generation needs to be moulded, tendered and trained to bring about healing to this already suffering world.

Developing Positive Values at home: Charity begins at home. Most of the values we learn are built up in our formative stage which begins at home. So it is the duty of parents to make the child a valuable asset of the society. Parents are the first role models for the children. They should teach their children a sense of right and wrong, sense of patience, tolerance and integrity of mind. Parents should feed the minds of the children with positive thoughts as they grow and become adults.

Creating Positive Values in the Educational Institutions:

1. Just as parents play a major role at home, teachers and the environment in the educational institutions play a big role in helping students inculcate positive mind set. Teachers are role models in schools and colleges and so the learners look up to them for many things.
2. Shiv Khera a great motivator mentions that the character building process should remain as a prime purpose of education which help them imbibe a sense of self- education and self-awareness which will lead to self-development. These could lead to societal development which is a collective development in the process.
3. Sense of fairness and justice should be incorporated in rules and regulations of the colleges.
4. Counselling of students should be a part of the college curriculum.
5. Team work and sharing attitude should also be made a practice.
6. Concepts of balanced interconnectedness and respect should be incorporated in the school and college where values like self-respect, self-acceptance, self-knowledge and self-development can be taught.
7. Value based syllabus should be the part of the education system at all levels.

Inculcating Positive Values in the Learners:

1. We live in a world of multi -faith society (Wright, 2000). Learners should be made aware of values that different cultures and traditions follow.

2. Along with Cognitive rationalities like logic, analysis and linearity, emphasis should be made on subjective subjects like emotions, intuitions and relationships. Intuitions create creativity in the mind.
3. Help them face and rise up to the realities of real life situations
4. Help them fight loneliness, rejection, defeats and failures.
5. Encourage them to practice small acts of courage in their process of learning which can be speaking up for truth when required in the college environment.
6. Sense of wisdom or application of knowledge should be taught.
7. Help them value good principles of life and develop a sense of loyalty, integrity and being trustworthy.

Expressions and Exercises that help build up Positive mindset.

Neuroscience has revealed that emotion is intimately linked to cognition and is responsible for the maintenance of brain cells including our body's immune system.

1. Some amount of self illusion creates positive impact on imaginative minds. Illusion increases performance.
2. Laughter, humour and jokes are also beneficial effect on the immune system. It is believed that polite social laughter produces psychological benefits.
3. Positive body language should be taught. Exposure to various languages and cultures also help.
4. Physical exercise helps the brain grow more effective cells. A positive attitude should be taught. This can be reinforced by the power of faith as mentioned by Norman Peale from where one derives energy.
5. Yoga and meditation can also be a part of body and mind building process. Our religion plays an important role in influencing the activity in the mind. Christians believes in experiencing spiritual love. And in Hindu and Buddhist traditions, the qualities of the four Abiding- love, kindness, compassion, emphatic joy and equanimity are contemplated.
6. Let them dare to be themselves. And let them be mindful of simple everyday blessings.
7. Above all these is the Use of the Power of Prayer. Parents and Teachers should use the Prayer therapy which can create positive energy to produce positive results. It can change our life and teach us to think creatively because prayers sharpen our minds.

Inculcating positive values would help re-build and retrieve our traditional values of life in the midst of crisis where our sense of morality is facing endangerment from all directions as we are all sucked down by the tech-drunk world.

Works cited:

1. David Gamon and Allen D.Bragdon. *Building Mental Muscles*. New Delhi: Viva Publishers.(2003)
2. Shiv Khera. *Living with Honour*. Delhi: Macmillan India Ltd. (2003).
3. Norman Vincent Peale. *The Power of Positive Thinking*. London: Vermillion. (2004).
4. A Pushparajan ed. *Value Crisis on the Way Out*. Indian society of Gandhain Studies. Madurai :(2002)
5. H. Mackay. *Knowing right from wrong: How to decide for yourself*. Australia: Hodder Headline. (2004).
6. J. Miller. *Education and soul*. Albany, NY: New York Press. (2000).

5. FRAME WORK FOR INCULCATING THE VALUES AMONG THE COLLEGE STUDENTS.

Dr. R. JAYAKUMAR, Assistant professor, Sabari college of Education, Puducherry -605 106.

Abstract

The autonomy will be positively associated with value. Students who feel they have greater autonomy should find their class to be of greater value than those who feel they have less autonomy. This is because students who experience greater autonomy have selected their activities out of personal preference and want to see that their choices are valuable. As a result, students who report higher feelings of autonomy will experience their class as more valuable than individuals who report lower feelings of autonomy. As with autonomy, it is expected that mastery goals will be positively associated with value. Students with stronger mastery goals are likely to view their class as more valuable than those with weaker mastery goals because the class provides an opportunity to learn and improve. Because students with stronger mastery goals are interested in acquiring new knowledge and skills, they may view college courses as a valuable way to achieve these goals than those with weaker mastery goals. Recent research has focused on ethics education as a factor that influences ethical behaviour. Conflicting results have surfaced, with disagreements on whether classroom instruction significantly affects ethical perceptions and actual behaviour. If the discipline has become corrupt in practice, then it seems necessary that ethics education be built into a required college curriculum. The challenge, however, is to determine whether the students would perceive this education as beneficial and whether it would affect the behaviours of future educational leaders. Because teaching community needs such an ethical mentality in its new hires, it seems prudent to conduct a research that explores the impact of ethics education on college students' values and integrity.

STUDENTS PERCEPTIONS AND MOTIVATION

The students holding strong performance-avoidance goals may see limited value or utility in the course. Because students with either type of performance goal are focused primarily on their standing relative to others, the class is not useful per se. Instead, relative comparisons are viewed as important. Students holding both performance-approach and performance-avoidance goals will be focused on performance outcomes, such as obtaining good grades, rather than the value of the experience. We predict a negative relationship between performance-approach and performance avoidance goals and value.

Higher Education Institutions function in a dynamic environment. The institutions of higher education are facing many challenges and are undergoing significant changes from time to time. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization, have necessitated such marked changes in the Indian higher education scenario. These changes and the consequent shift in values have been given due consideration while functioning as a higher education institution.

VALUE FRAMEWORK

1. Contributing to National Development

Contributing to National Development has always been an implicit goal of a teacher education institution. The teacher education institution has a significant role in human resource development and capacity building of individuals, to cater to the needs of the school students coming from different strata of the society, thereby contributing to the development of the Nation. The institution has taken following steps in this regard:

- i) More access with equity: - The admission process of the course in Bachelor of Education is carried out through competent agency.
- ii) Being a provider of assistance and guidance to academic research the institution is playing its role in the area of identification of research areas and academic programmes.
- iii) Community engagement: A teacher education institution can not remain aloof from the community. An exchange of activities with the community is a continuous process in the curriculum of B. Ed.

2. Fostering Global Competencies among Students

With liberalization and globalization of economic activities, the need to develop skilled human resources of a high calibre, is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident; Teacher education is a vital area in this respect as teachers are often called the architects of the future. The role of a teacher education institution is in preparing the students to achieve core competencies, to face the global requirements successfully. To achieve this, the Institution has established collaborations with network with the primary, secondary and higher secondary schools neighbourhoods and has fostered a closer relationship between the world of skilled work; and the world of competent-learning. The department of Extension Services, Practice teaching programme, and library week, various cultural and academic activities organized throughout the academic year are means adopted to bring about development of generic skills, development of application skills and development of life skills.

3. Inculcating a Value System among Students

A teacher is a model of value system. Intelligence without values is of no importance. Hence besides skill development the emphasis here is on inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Value inculcation through co-curricular and extra-curricular activities has been a regular exercise at a teacher education institution. Values like honesty, truthfulness, righteousness, punctuality, scientific attitude are directly or indirectly imbibed on the minds of the students through various activities like, contests, competitions, celebrations, practice teaching, annual gathering.

4. Technology Usage

Educational Technology has brought in most of the significant developments that one can observe today. Use of modern tools and technological innovations in the teaching, learning and governance of HEIs, have been not only desired but achieved. Technological advancement and innovations in educational transactions are undertaken at this institution, making a visible impact on academic

development as well as administration. Technological innovations like LCD, OHPs, are regularly used by the faculties instead of adopting the traditional methods of delivering lectures. The institution is adequately prepared to make use of the Information and communication Technology (ICT).

5. Quest for Excellence

While contributing to nation-building and skill development of students, the Institution also demonstrates a drive to develop themselves into centres of excellence. The Institution has developed an Internal Quality Assurance Cell to ensure quality. The Cell has proved benefiting as for identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution. This has led to removing the shortcomings and marching ahead on the path of success. The Best Practices like Extension Services Department are indicators of our quest towards excellence.

CONCLUSION

Development of life skills and capacity for productive and healthy living among children should engage the attention of teachers and teacher educators. In the contemporary context, despite prosperity and abundance of amenities of life, man is not able to lead a happy and healthy life because he has forgotten the art of living. His relationship with man and nature and also with himself has been disturbed because of his attitude and philosophy of life. It is necessary for man to keep his desires and temptations within reasonable limits and keep attuned to search for higher values in life. Teacher education needs to make serious effort for achieving these by developing students' multifaceted personalities and inspiring them to achieve higher goals. The inclusion of this component in teacher education can augment power of concentration and also inculcate many other virtues and capabilities among children.

REFERENCES

- Connell, J. P., & Welborn, J. G. (Eds.). (1991). Competence, autonomy and relatedness: A motivational analysis of self-system processes (Vol. 23). Hillsdale, NH: Erlbaum.
- Church, M. A., Elliot, A. J., & Gable, S. L. (2001). Perceptions of classroom environment, achievement goals, and achievement outcomes. *Journal of Educational Psychology*, 93(1), 43–54.
- Curriculum Framework on Teacher Education (2005), Indian University Association News.
- Tang, T., and Chen, Y. (2008). Intelligence vs. Wisdom: The Love of Money, Machiavellianism, and Unethical Behaviour across College Major and Gender. *Journal of Business Ethics*, 82(1), 1-26.

6. VALUE INCULCATION

Ms.T. BHAVANI, Ms. M. THENMOZHI and
Ms. T. GANAPRADHA, CK College of Education, Cuddalore

Abstract:

The paper discussed on the fundamental aspect of local study in the school curriculum, with reference to the field work approaches in the learning of history and geography. The focus is decision

of aim, objective and nature of field work approaches to local study related to the inculcations of moral values as stipulated in the philosophy education. The study and involved instruments were questionnaire and interviews of the selected respondents. The findings of study of studying were presented in the frequency, percentage analysis of interviews. The finding of study shows that there were various perceptions of moral values field work of moral study.

INTRODUCTION:

To any discerning person, it must strike as a great paradox that in spite of so much advancement in science and technology, the society is still besieged with the age-old problems of inequity, poverty, strife, religious intolerance, terrorism, crime and violence. Modern education system has been overwhelmed by the rapid growth in knowledge. As a result the main aim of the very best schools and colleges is to deliver the largest possible amount of latest information in the shortest possible time. What the student is supposed to do with that information seems to concern. The education system completely sidesteps the whole question of human values and goals.

HISTORY:

Education began in the earliest prehistory, as adults trained the young of their society in the knowledge and skills they would need to master and eventually pass on. In pre-literate societies this was achieved orally and through imitation. Story-telling continued from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed.

RATIONALES FOR THE UHV:

It is possible to understand the origin of UHV on an empirical basis, as the requirements for happy living imposed by the Laws of Nature as applicable to the inner world of Man. These are akin to the in frangible laws of nature applicable to the outside material world, the laws of science, any violation of which would harm us. Thus, as explained above too, it can be easily verified that if we do anything with an impure mind--a mind full of anger, hatred, greed, lust, avarice etc. If we do not follow the UHV like non-violence, chastity, integrity, straightforwardness, forbearance, forgiveness, we are constantly worried, lest our misdemeanour should be discovered, and we suffer.

TRAINING IN MINDFULNESS:

It needs to be appreciated that classroom teaching can only provide an intellectual framework to convince the youth about the need for adopting these values. It can inspire them to attempt to imbibe these, but the great difficulty in actually living unto these also needs to be addressed. As put crisply by one student during a discussion on value education, the actual benefit of value education would accrue only if the youth are equipped with that inner strength which can enable them to overcome this dichotomy.

Development goals:

Since 1909, the ratio of children in the developing world going to school has increased. Before then, a small minority of boys attended school. By the start of the 21st century, the majority of all children in

most regions of the world attended school. There are 73 million children, mostly female children in poor families, who did not start elementary school.

THEORY OF EDUCATION:

A class size experiment in the United States found that attending small classes for 3 or more years in the early grades increased high school graduation rates of students from low income families. Education is often understood to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all. Learners can also be motivated by their interest in the subject area or specific skill they are trying to learn. Learner-responsibility education models are driven by the interest of the learner in the topic to be studied.

CONCLUSION:

There is a great need to incorporate value education as a part of the mainstream education system, at all levels. Education can never be value-free, and in the absence of any free discussion on values, the default value system of the society, viz. Unbridled hedonism is being willy-nilly passed on to the young generation. However there is a need for great care in imparting such education, it should never become didactic, prescribing some dos' and don'ts on the grounds of some moral authority

REFERENCES:

- Dewey, John (1916/1944). Democracy and Education. The Free Press.
- Assmann, Jan (2002). The Mind of Egypt: History and Meaning of incultation
- "Plato". Encyclopaedia Britannica. 2002.
- Geoffrey Blainey; A Very Short History of the World; Penguin Books, 2004

7. VALUE EDUCATION: INCULCATING VALUES

Mr.M. MANIVANNAN, Ph.D., Research Scholar, Department of Microbiology, Annamalai University.

Introduction

Education is a systematic attempt towards human learning. All learning is subjective and self-related. Educational activity starts with the individual. Education that is value-based. Education that imparts roots and also gives wings. The fact that all good education is, in essence a process of developing the human personality in all its dimensions-intellectual, physical, social ethical and moral is undisputed and universally accepted. Good education is inconceivable if it fails to inculcate values essential to good life and social well being. Value orientation is integral to all stages of upbringing, formal education, interaction between individuals and social groups.

Meaning of Value Education

The phrase `Value Education' as used in the area of school education refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. In its full range of meaning, value education includes developing the appropriate sensibilities _ moral, cultural, spiritual and the ability to make proper value judgment and internalize them in one's life. It is

an education for 'becoming' and involves the total personality of the individual. Value education is essentially 'Man Making' and 'Character Building'

Value education: Inculcating values

The National Curriculum Framework for School Education 2000, (NCERT) observed that schools can and must strive to restore and sustain the universal and eternal values oriented towards the unity and integration of the people their moral and spiritual growth enable them to realize the treasure with in. The school curriculum has to contain components that communicate essential values in their totality.

This revival of interest in value education in recent years in our country appears to have arisen from the growing realization that the complexity of Indian society with a heterogeneous population belonging to diverse cultures, religions and creed precludes the provision for religious education and this situation can be met by introduction of education in values. The recent term 'value education' is preferred to the traditional approaches such as **moral education, religious education, social and character education, moral and spiritual education.**

If moral or value education is to be effectively undertaken, it must be firmly based on the principles of value development. One of the distinguishing features of Indian philosophy is that throughout its long history, it has continuously given the foremost place to values. Our aims of value development and education are derived from this root. The content of communication media serves as the sources of values. Teachers and parents act as models for children to cultivate socially desirable behavioural patterns.

The children in the schools and colleges should be told about the religious concepts such as sin, virtue, faith and duty. The youth should be apprised of their duties in order to inspire them to contribute to the building of a modern and vibrant nation. The methods and strategies of value education are many and varied the selection of, which depends much upon the values chosen, sources of development of these values and many other limiting factors. The entire school curriculum function is an important source of value education. Values education in schools, therefore, is effected though direct, indirect, incidental methods. Values get transmitted via both the implicit or hidden and planned curriculum. The entire process of value education is a highly comprehensive and complex one that involves a wide range and variety of learning experiences.

Conclusion

The field of value education is as broad as life itself and touches every aspect of human life, personality and education. Whether or not they offer specific programs, educational institutions provide some kind of value education. In many institutions, the curriculum of value education is formal and direct, while in large majority of schools it is informal and indirect. The pupils' learning of values in the school is a continuation of their learning in their family, community and through mass media. Therefore, the school should take into cognizance and utilize all types of social and educational influences affecting the development of values in pupils for value education purpose.

Reference

- <http://www.ncte-in.org>
- <http://www.elsver.in.org>

8. PERCEPTION OF VALUES BY COLLEGE STUDENTS

Mrs. C. SAGAYA JANSI RANI Asst. professor in History,
Ms.V.D.MANJU and G.VELVIZHI B.Ed CK college of Education

Abstract:

Values reflect one's personal attitudes and judgement, decision and choices, behaviour and relationships, dreams and vision. They influence our thoughts, feeling and action. They guide us to do the right things. Values are the guiding principles of life which give direction and firmness' bring joy, satisfaction and peace to life. Values are like rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life.

Perception is the process of transforming sensory input to which we attend, into organized impressions that we experience. Mental international of sensation result in perception. So, **perception = sensation + meaningful interpretation**. Whole that is representative of some object; situation or happening that is present before the perceiver. Education is not concerned with the mass of sensational but mainly concerned with the child's perception of world of thing and relations.

INTRODUCTION

This study was conducted at mid-sized, liberal arts, public university located on a 60-acre campus in the centre of Virginia. In the fall of 2010, the university has a total population of 4, 831 students, with 4,074 undergraduates, 401 graduate students, and 356 non-degree seeking students. The female/male ratio of the study body was approximately 2 to 1. The majority of the students (96%) were from Virginia, and the international student population was less than 1%.Minority students made up 12% of the student population. The three most popular degree programs included Liberal Arts (22%), Business/Marketing (17%), and Social Sciences (9%).The average class size was around 21, with a student to faculty ratio of 18 to 1.

DATA ANALYSIS AND RESEARCH FINDINGS

After the survey questionnaires were administered, useful data were collected, organized, summarized, and meaningful descriptive statistics of the sample population are extracted using the SPSS software program. The following subsection will describe the demographics of the respondents, namely, the student classification, gender, college and major discipline, and the sources of the respondents' ethical beliefs. The next subsection will describe the factor analysis procedure, which resulted in five underlying factors.

Demographics

Table 1 (Appendix) provided the sample characteristics of the participants. When the survey was administered to the entire study body, 750 voluntarily responded, with 540 females and 210 males, resulting in a 15.5% response rate. The class standings of the respondents were evenly dispersed among

undergraduates: 226 (30.1%) were freshmen, 143 (19.1%) were so promotes, 182 (24.3%) were juniors and 155 (20.7%) were seniors. Forty-one graduate students made up a very small 5.5% of the sample population, while 3 respondents classified themselves as “other”, which means they could be a non-degree seeking student, a staff, or faculty member taking a class. Table 1 also categorized the respondents into one of the three colleges: Business and Economics, Arts and Sciences, and Education and Human Services. Students who have not chosen a major were classified as Undecided. The sample consisted mostly of respondents from the College of Arts and Sciences (42.7%), with the College of Business and Economics and the College of Education and Human Services being closely represented at 27.7% and 25.1%, respectively. These percentages are relatively close to the proportion of students enrolled in the three colleges. Less than 5% of the sample population had not decided on a major or belonged to a college.

Hypothesis Testing and Discussions

There were fifteen 5-point Likert questions on the survey questionnaire that measured the respondents’ attitudes toward ethics on campus and the role that their faculty played in shaping their ethical beliefs. The correlation matrix revealed that most of the fifteen items are significantly correlated with one another, either positively or negatively, at the 0.005 significance level. The test statistics for Bartlett’s test of sphericity showed that the approximate chi-square value was 2241.18, with 105 degree of freedom, which was also significantly high at the 0.005 level. In addition, the value of Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was Journal of Academic and Business Ethics 0.727, which was significantly larger than the desirable value of 0.5. These two tests, couple with the reasonably large sample population, strongly suggest that factor analysis is an appropriate technique to be performed to the data set. Therefore, factor analysis was conducted on the data set to reduce the fifteen variables to a more manageable manner so that underlying constructs (factors) that might help to explain theoretical climate on campus can be identified. The Principle Component Analysis extraction method was used to extract the primary variables, which were rotated using the Varimax procedure with the Kaiser Normalization rotation method. Based on Kaiser Criterion’s suggestion, the fifteen exploratory variables were reduced to five factors having eight values of 1 or higher. Each factor composed of variables with a factor loading of 0.4 or higher. The factor loadings (coefficients) represented the correlations between each factor and its variables.

Five factors, with their corresponding variables, mean, standard deviation, and the factors’ rotated loading, are summarized in Table 2 (Appendix). The standard deviation ranges from 0.692 to 1.265, indicating that the data points are clustered closely around the mean. Both factors 1 and 2 explained nearly 15% of the variances individually, while factors 3 through 5 explained 11.22%, 10.07%, and 9.15% of the variances, respectively. The five factors together explained a cumulative 59.69% of the total variance. of 3.79 on a scale of 1 to 5, indicating that majority of the participants (70.67%) either agree or strongly agree with the statement, as opposed to 7.47% who challenged the claim and 21.87% who had no opinion on this topic. Items # 20-22 solicited respondents’ attitudes towards faculty and instructors’ ability to help students develop values in their classes, to incorporate ethics training into their classes, and whether or not they enforce ethical standards onto their students. All three items have a relatively high mean of 3.54, 3.28, and 3.62, respectively. A high percentage of

the participants also agree or strongly agree with all three items: 58.67%, 43.6%, and 62.13%, respectively. Less than 20% of the respondents disagree or strongly disagree with the faculty and instructors'

CONCLUSIONS

The purpose of this study is to determine the college students' perception of ethics using five factors. These five factors are: (1) the impact of education and faculty/instructors on ethics; (2) students' attitude towards cheating; (3) the impact of technology; (4) the importance of ethics; and (5) the ethical campus environment. The findings in this study presented several practical implications for both the academic and professional worlds, as well as recommendations for future research.

In the first and second hypotheses, participants were asked if their college education and their faculty/instructors have any influence on their ethical behaviours. This research provided sufficient evidence to conclude that faculty and instructors' influence can be exerted through their ability to help students develop values in their classes, to incorporate ethics training into their classes, and to enforce ethical standards onto their students. By teaching ethics in college classrooms, students are older and more ready to learn about the real world consequences of their actions. Knowing that education and faculty/instructors play an important role in educating our young people, it is therefore essential for academicians to be ethical themselves before they can raise ethical future leaders.

The students' attitude towards cheating is measured by their perception of cheating in high schools, colleges, and non-major classes. The current research indicated that students tend to cheat less in colleges than high schools and in non-major classes. In contrast, students also stated that they do not feel compelled to report cheaters to the proper authority. Another finding in this study is that cheating behaviours and the tolerance to cheating increases with the use of technology. Many major corporations and academic institutions are pushing for more online connectivity and instructional learning; however, the excessive use of technology may erode the ethical nature of participants. The price of convenience and self-paced learning is ultimately the integrity of the users, which is compromised when they cheat to get ahead. With more and more classes being offered online or hybrid format (a combination of face-to-face and online), this may lead to a compromise in a student's education as well. If they cheat more often due to more technology being offered, then their overall learning decreases.

The fourth factor addressed the students' perception of the importance of ethics. Majority of the respondents reported that ethics is very important to them and that they hold themselves to the same ethical standards that I hold others to. Finally, the last factor investigated the ethical environment on campus. Students, in general, seem to think that their faculty and instructors are ethical human beings and that it is never too late for them to learn about ethics in higher education institutions. This is indeed good news for businesses that are hiring. According to our study, individual's fresh out of college seems to have a stronger ethical nature and awareness, thanks, in part, to their education. The business field is not necessarily filled with corrupt, immoral people. Journal of Academic and Business Ethics Rather, college education and students' personal lives are shaping future business leaders and encourage ethical decision making.

9. PERCEPTION OF VALUES FOR COLLEGE STUDENTS

D.KANJANA, Asst. Prof in Tamil
V. VASANTHI & V. MAGESWARI, CK College of Education

ABSTRACT

The inculcation of values has been cherished as a noble goal of all societies of all times and India has been no exception to this. In India like many other societies values are a national concern. The Constitution of India lays the firm foundation of a sovereign, socialist, secular and democratic republic.

It secretes for all citizens: social, economic and political justice; liberty of thought, expression, faith, belief and worship; equality of status and of opportunity; fraternity, assuming the dignity of the individual; and the unity and integrity of the nation. All these provisions along with the supremacy of the judiciary are the cornerstones of peace and harmony.

INTRODUCTION

The inculcation of values has been cherished as a noble goal of all societies of all times and India has been no exception to this. In India like many other societies values are a national concern. The Constitution of India lays the firm foundation of a sovereign, socialist, secular and democratic republic.

It secretes for all citizens: social, economic and political justice; liberty of thought, expression, faith, belief and worship; equality of status and of opportunity; fraternity, assuming the dignity of the individual; and the unity and integrity of the nation. All these provisions along with the supremacy of the judiciary are the cornerstones of peace and harmony.

PERCEPTION

Perception is a psychological process in which the sensory inputs received from the sense organs are processed , organized and interpreted based on the past experiences of the organism so that the nature of stimuli are meaningfully understood. **Perception = sensation + meaningful interpretation**

ROLE OF VALUES

- These values have played and are playing an important role in safeguarding the interest of every citizen in this culturally diverse nation.
- In order to ensure that these values are guaranteed to every citizen.
- Education is seen to have an important role in the transmission of these values and establishing these values as a part and parcel of the fabric of society.

DEFINITION AND MEANING OF THE TERM VALUE

Values are defined in literature as everything from eternal ideas to behavioural actions. As used here values refer to criteria for determining levels of goodness, worth or beauty. Values are affectively-

laden thoughts about objects, ideas, behaviour, etc. that guide behaviour, but do not necessarily require it (Rokeach, 1973).

CLASSIFICATION OF VALUES

- **‘Me and me’** attributes, are practised by the individual alone, without reference to his or her social relationships, and without assistance from others. The attributes clustered in this category were: Cleanliness; Dignity of labour; Diligence; Perseverance; Determination; Fortitude; Courage; Self-reliance; Excellence; Hope; Meditation; And Self-analysis.
- **‘Me and you’** attributes, are those attributes that necessitate interaction between two or more individuals: (a) Patience; (b) Dutifulness; (c) Courtesy; (d) Love; (e) Indian core values of peace
- **‘Me and me’** attributes, are practised by the individual alone, without reference to his or her social relationships, and without assistance from others. The attributes clustered in this category were: (a) Cleanliness; (b) Dignity of labour; (c) Diligence; (d) Perseverance; (e) Determination; (f) Fortitude; (g) Courage; (h) Self-reliance; (i) Excellence; (j) Hope; (k) Meditation; (l) and Self-analysis.
- **‘Me and you’** attributes, are those attributes that necessitate interaction between two or more individuals: (a) Patience; (b) Dutifulness; (c) Courtesy; (d) Love; (e) Indian core values of peace and harmony ; (f) Humility; (g) Being a good sports-person; (h) Honesty; (i) Tolerance; and (j) Charity.
- **‘Me and society’** attributes, involve wider interactions with the society, nation and the world. These include: (a) Sharing; (b) Team spirit; (c) Dialogue; (d) Justice; (e) Sympathy; (f) Hospitality; (g) Non-violence; (h) Peace; and (i) Harmony.
- **‘Me and God’** attributes, involve an individual's relationship with her or his maker. These include: (a) Prayer; (b) Worship; (c) Gratitude; (d) Service; (e) Witnessing God in nature; (f) Righteous behaviour; and (g) Pursuits for salvation.

EMERGING PERCEPTIONS IN VALUE EDUCATION

Values education is an explicit attempt to teach about values and/or valuing. Superka Values education is an explicit attempt to teach about values and/or valuing. Superka, Ahrens, & Hedstrom (1976) state there are five basic approaches to values education: inculcation, moral development, analysis, values clarification, and action learning. Let us briefly look into these perspectives.

Inculcating values

Most educators viewing values education from the perspective of inculcation see values as socially or culturally accepted standards or rules of behaviour. Valuing is therefore considered a process of the student identifying with and accepting the standards or norms of the important individuals and institutions within his society.

Conclusion:

The student "incorporates" these values into his or her own value system. These educators take a view of human nature in which the individual is treated, during the inculcation process, as a reactor rather than as an initiator. Extreme advocates such as Talcott Parsons (1951) believe that the needs and goals of society should transcend and even define the needs and goals of the individuals.

10. HUMAN RIGHT AND HUMAN VALUES IN GLOBALISATION ERA

Dr. S.SAHUL HAMEED, Assistant Professor,
Ms. B. GOWTHAMI, Research Scholar, Research Dept. of Corp. Secretary ship, Bharathidasan Govt. College for Women

Abstract

In our globalized Era human values have established strong foot hold and the importance of the study of human values is constantly growing throughout the world. The idea of human value fundamental principles that should be respected in the treatment of all men women and children exists in some form in all culture and societies to protect the basic rights of every human being. Human rights and values are not conferred or given. They already exist in society. Every human being is entitled to enjoy the human values. Globalization which implies consumerism of the western type has actually resulted in the nation a higher priority for luxury. It will lead to damage our cultural belief. It will adversely affect the social order. Human values are eternal essences empowering, driving, changing and informing human activity which sustain and uplift both the individual and the society. People talk much on values but do not follow them and they do not follow the norms of interpersonal relationships determined by the society. People are going away from natural life due to competition. This paper outlines the human value, human rights, social, cultural, economic and intellectual value in the era of globalization.

Key words: Human, Value, Human Rights, Eternal values

11. PERCEPTION OF VALUES BY COLLEGE STUDENTS

S. BAKIYA AND K. JAYASREE Krishnasamy College of Education for Women, Puducherry

சுருஷி

காள் காலஹி ருமூ, காலஹி காலஹி காலஹி காலஹி காலஹி .
காலஹி காலஹி காலஹி, காலஹி காலஹி காலஹி காலஹி காலஹி
காலஹி, காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி
காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி
காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி
காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி காலஹி

12. PERCEPTION OF VALUES BY COLLEGE STUDENTS

E. RUBASHRI, R. VANAJALAKSHMI, P. ANITHA, Krishnasamy college of education for women,
Puducherry

முன்னுரை :

வாழும் வாழ்க்கை முறையே, மக்களை மாக்களிலிருந்து வேறுபடுத்திக் காட்டுகிறது. எப்படியும் வாழலாம் என்பதை விட, இப்படித்தான் வாழ வேண்டும் என்று மக்களை நினைக்க வைப்பது, அவர்கள் கொண்டுள்ள சீரிய விழுமியங்களே (Value) பிறந்த குழந்தை, சமூக நெறிமுறைகளைக் கற்றுத்தெளிந்து அதன்படி வாழ்வதற்குத் தன்னைத் தயார் செய்து கொள்கிறது. ஆனால் அக்குழந்தை வாழும் சமுதாயத்தின் சமூக நெறிமுறைகள் ஏற்படையது தானா என்ற வினா எழுகிறது. எந்த சமுதாயத்திற்கும் ஏற்றம், தரும் சீரிய சமூக நெறிமுறைகள் யாவை என்பதைச் சுட்டிக் காட்டுவதே விழுமங்கள் ஆகும்.

விழுமங்கள் :

‘ விழுமங்கள் ’ என்பதன் பொருள் : விரும்பத்தக்கவை முனைந்து அடைய வேண்டியவை, மதிப்பு மிக்கவை என்றெல்லாம் எவற்றை மனிதர்கள் தம் சிந்தனை, உணர்வு, செயல்கள் மூலம் வெளிப்படுத்துகிறார்களோ, அவையே ‘ விழுமங்கள் ’ அல்லது ‘ மதிப்புகள் ’ என்று குறிப்பிடப்படுகின்றன.

மதிப்புகள் பொருட்களையோ (உ-ம் உணவு, செல்வம், பல்வேறு நுகர்பொருட்கள் போன்றவை) அல்லது மனத்தின் பால் தொடர்பு கொண்ட கருத்தமைவுகள் அல்லது பண்புகள் ஆகியவற்றையோ (உ-ம் உண்மை, நீதி, நேர்மை, நியாயம், மகிழ்ச்சி, மனநிறைவுப் போன்றவை) குறிக்கலாம்.

அதாவது மதிப்புகள் பொருள் சார்ந்ததாகவோ அல்லது பண்பு சார்ந்ததாகவோ இருக்கலாம். அவை மனித நடத்தையின் தரத்தையும் (Standard), லட்சியங்களையும் (Ideals) நிர்ணயிப்பவைகளாக அமைகின்றன.

எனவே, ஒவ்வொரு மனிதனது விழுமங்கள்/மதிப்புகள் அவனது நடத்தைக் கோலங்களுக்கான மையக் காரணிகளாகத் திகழ்கின்றன. ஒருவரது மனப்பான்மைகள், மதிப்பீடுகள், தீர்மானங்கள், தேர்வுகள், நடத்தைகள், தொடர்புகள், அடைய விழையும் இலட்சியங்கள் ஆகியவையும் அவர் கொண்டுள்ள மதிப்புகளை வெளிப்படுத்துகின்றன. ஒருவரது மதிப்புகளே, அவரது எண்ணங்களையும், உணர்வுகளையும், செயல்களையும் வழி நடத்திச் சென்று, தமக்கு ‘ சரி ’ என்று தோன்றுவதன்படி இயங்கச் செய்கின்றன.

அதாவது ஒரு குழந்தை வளர வளர அதன் மதிப்புகளும் விரிவடைகின்றன; செம்மை பெறுகின்றன. இவ்வளர்ச்சிக்கு ஏற்ப, அதன் ஆளுமை தனித்தன்மை பெறுகிறது. விழுமங்கள் ஒருவரது வாழ்க்கைக்கு திசைகாட்டியாக அமைந்து மகிழ்ச்சி, மனநிறைவு, அமைதி ஆகியவற்றை அடைய உதவுகின்றன. விழுமங்கள் மனித வாழ்க்கையில் தண்டவாளங்கள் போன்று செயற்பட்டு, தடங்கலின்றி, சரியான பாதையில் விரைவாக செல்ல உதவுகின்றன. ஒருவரது விழுமங்கள், அவரது வாழ்க்கைத் தரத்தை வெளிப்படுத்துகின்றன.

கல்லூரி மாணவர்களின் பார்வையில் மதிப்புகள் :

பொதுவாக விழுமங்கள் 7 பெரும் பிரிவுகளாக வகைப்படுத்தப்படுகின்றன. இவ்வகையில் கல்லூரி மாணவர்கள் மதிப்புகள் என்று கருதக்கூடியவை.

1) சுய மதிப்புகள்: ஒருவன் தன் வாழ்வில் பின்பற்றும் மதிப்புகள் இவை என்று எவற்றைப் பெருமையுடன் கூறுகிறானோ, அவையே அவனது 'சுயமதிப்புகள்' ஆகும். இவ்வகையில் கல்லூரி மாணவர்கள் என்றாலே ஒவ்வொருவருக்கும் சில மதிப்புகள் இருக்கும். விடாமுயற்சி, தேடிச் செல்லுதல், ஆதிக்கம் செலுத்துதல், எதையும் தனதாக்கிக் கொள்ள முயலுதல், எதிலும் இன்பம் காண முயலுதல் போன்றவை அடங்கும். இவை பிற மனிதர்களை பாதிக்காதவரை உயர் மதிப்புகளே பிறரை பாதிக்கத் தொடங்கும்போது கீழ்நிலை மதிப்புகளாகக் கருதப்படும்.

2) சமய மதிப்புகள்:

இறைவழிபாடு என்பது கல்லூரி மாணவர்களின் இடையே அரிதாகவே காணப்படுகிறது. சில மாணவர்கள் கேகாவில்களுக்குச் சென்று இறைவனை வழிபடுதல் என்பதை தங்கள் மதிப்புகளில் ஏதோவொன்று குறைவுபடுவது போன்றே எண்ணுகின்றனர். சில மாணவர்கள் தாங்கள் தேர்வில் அல்லது சில செயல்களில் வெற்றியடைந்தால் அதற்கு தங்கள் குல தெய்வமே காரணம் என்று எண்ணுகின்றனர். இவ்வாறு சமய மதிப்புகள் மனிதருக்கு மனிதர் வேறுபடுகிறது.

3) சமூக மதிப்புகள்:

எந்த ஒரு சமூகமும் முறையாக நன்கு இயங்குவதற்கு சில கட்டுப்பாடுகள் தேவை; கல்லூரி மாணவர்கள் என்று சொல்லும்போது அவர்களுக்கென்று சில கட்டுப்பாடுகள் உண்டு. உதாரணமாக ஆண் மாணவராக இருந்தால் மதுபானம் அருந்துதல், புகைப்பிடித்தல் போன்றவை கூடாது என்றும் பெண்ணாக இருந்தால் ஒழுக்கமாக இருத்தல் வேண்டும் என்றும் சில நியதிகள் உள்ளன. ஆனால் கல்லூரி மாணவர்களில் பெரும்பாலோர் பெரியோர்கள் மத்தியில் புகைப்பிடித்தல், தவறாக சொற்களைப் பயன்படுத்துதல், பெரியோர்களிடம் மரியாதையின்றி நடந்துக் கொள்ளல் போன்றவைகளையே சமூக மதிப்புகளாக கருதுகின்றனர். மேலும் பள்ளி படிக்கும்போது அனைத்து மாணவர்களும் ஆசிரியர்களுக்கு கைகூப்பி வணக்கம் செய்வர். அதுவே கல்லூரி வந்தவுடன் வாயால் மட்டும் வணக்கம் கூறுவர்.

4) பொருளாதார மதிப்புகள்: கல்லூரியில் பயிலக்கூடிய மாணவர்களில் ஒவ்வொருவரும் ஒவ்வொரு நிலையிலும், சூழலிலும் வசிக்கக்கூடியவராக இருக்கின்றனர். இதில் சிலர் வசதியான குடும்பத்தில் இருந்தும், சிலர் ஏழ்மை நிலையில் உள்ள குடும்பத்தில் இருந்தும் வருகின்றனர். வசதி மிகுந்தவர்கள் ஆடம்பரமான வகையில் ஆடை, அணிகலன்கள் அணிந்து வருவதைக் கண்டு ஏழ்மை நிலையில் உள்ளவர்களும் அவ்வாறு தாமும் அணிய வேண்டும் என்று விரும்புகின்றனர்.

மேலும், கல்லூரியில் பயிலும் மாணவிகள் என்றாலே பளபளப்பாகவும், ஆடம்பரமாகவும் ஆடை அணிய வேண்டும் என்பதையும், அதற்கு இணையாக அணிகலன்கள் அணிவதையுமே அதாவது தங்களை அழகுப்படுத்திக் கொள்வதையே மதிப்புகளாக கருதுகின்றனர்.

5) அரசியல் மதிப்புகள்: ஆரம்ப காலத்தில் மன்னராட்சி முறை மதிக்கப்பட்டு வந்தது. ஆனால் மக்களின் கல்வியறிவு, சுதந்திர வேட்கை, அதிகாரப் பங்கீடு வேண்டும் என்ற மனப்போக்கு ஆகியவற்றால் ஜனநாயகம், சோஷலிசம், சமயச் சார்பின்மை போன்றவை செல்வாக்குப் பெறத் தொடங்கின. இதுபோன்று கல்லூரி மாணவர்கள் என்றாலே ஒவ்வொருவருக்கும் தான் தான் என்ற எண்ணமும், தலைமை வகிக்கும் பண்பும் மேலோங்கி நிற்கின்றன. ஒரு குழுவிற்கு தான் தலைமை வகிப்பதையே தங்கள் மதிப்புகளாகக் கருதுகின்றனர்.

6) அறிவுசார் மதிப்புகள்: இவை உண்மையின் பல வடிவங்களைப் புரிந்து கொள்வது தொடர்பானவை. வகுப்பறையில் ஆசிரியர் பாடம் நடத்தும்போது (உதாரணமாக) இராவணனுக்குப் பத்து தலை, கண்ணகி மதுரை ய தீயிட்டு அழித்தால் போன்ற செய்திகளைக் கூறினால், இராவணனுக்குப் பத்து தலை என்றால் அவன் எவ்

வாறுப் பிறந்திருப்பான், எந்த வாயால் உணவு உண்டிருப்பான் என்பதுப் போன்று சில வினாக்களை எழுப்பி அதற்கு விடை காண முயல்வதே ஆகும்.

7) ஒழுக்க நெறி மதிப்புகள் (சிமிஜுஷ்டுழியி ருழியிற்றளவி) : கல்லூரி மாணவர்களிடையே ஒழுக்க நெறி மதிப்புகள் என்பவை, எவ்வாறு உள்ளது என்றால், நம் வீட்டிற்கு யாரேனும் வந்தால் நம் அப்பா, அம்மா போன்றவர்கள் எழுந்து நின்று அவர்களை அழைத்து உட்காரச் செய்து நீர் அருந்த கொடுப்பார்.

ஆனால், இளம் மாணாக்கர்களோ தாம் செய்து கொண்டிருந்த வேலையையேத் தொடர்ந்து செய்துக் கொண்டிருப்பார் அல்லது வேறு அறைக்குச் சென்று கதவை மூடிக் கொள்வர். மேலும் மரியாதை மனதில் இருந்தால் போதும் என்றும் கருதுகின்றனர்.

விழுமக் கல்வி :

“ அற நெறிகளை அறிவது, ஒழுக்க உணர்வுகளைப் போற்றி அதன்படி நடக்க முற்படுவது ஆகிய அனைத்தையும் மாணவனிடம் கற்பிக்க முயல்வதே விழுமக்கல்வி. ”

விழுமக் கல்வியின் குறிக்கோள்கள் :

1) முழுமையான வளர்ச்சி 2) சமுதாய அக்கறை 3) சமூக நலன் 4) தேசிய நலன் 5) உலக மனப்பான்மை 6) விழிப்புணர்வு ஆகிய உயர் நடத்தைகளை ஒவ்வொருவரிடமும் வளர்த்தல் ஆகும்.

மதிப்புணர்வுக் கல்வியில் மேற்கொள்ளப்பட்ட ஆய்வுகள் : இராய் (1980) என்பாரின் ஆய்வில் கண்டறியப்பட்டவை

1) இளைஞர்களிடம் சமூக, ஒழுக்க மதிப்புகள் வளர்ச்சியடைதலில் அவர்களது குடும்பத்திற்கும் நண்பர்களுக்கும் அதிக செல்வாக்கு உள்ளது.

2) படிப்பும், வயதும் அதிகரிக்க அதிகரிக்க விழும வளர்ச்சியும் அதிகரிக்கின்றது.

3) மாணவர்களின் விழும வளர்ச்சிக்குப் பெற்றோர்கள், ஆசிரியர்கள், மனசாட்சி

ஆகியவையே முக்கியக் காரணிகளாக விளங்குகின்றன.

4) இராணி (1968) என்பவர் மாணவர்களின் வயது அதிகரிக்கும்போது, அவர்களது நன்னெறிப் பற்றிய அறிவும் அதிகரிக்கிறது என்று கண்டறிந்தார்.

பரிந்துரை :

இவ்வாறு கல்லூரி மாணவர்களிடையே விழுமங்கள் குறித்து இருக்கக்கூடிய தவறானக் கருத்துக்களை களைந்து அவர்களை நல்வழி நடத்துவதில் கல்லூரிகள் முக்கியப் பங்கு வகிக்கின்றன. எனவே, அக்கல்லூரிகள் மூலம் விழுமக்கல்வியை மாணவர்களுக்கு அளித்தல் வேண்டும். விழுமக்கல்வியை நடத்தக்கூடிய ஆசிரியர் முதலில் விழுமங்கள் பற்றி அறிந்திருக்க வேண்டும்.

முடிவுரை:

இராய் என்பாரின் ஆய்வின்படி மாணவர்களின் விழும வளர்ச்சிக்கு பெற்றோர்கள், ஆசிரியர்கள், மனசாட்சி ஆகியவையே முக்கிய காரணிகளாக விளங்குகின்றன என்றும், படிப்பும் வயதும் அதிகரிக்க அதிகரிக்க, விழும

ம வளர்ச்சியும் அதிகரிக்கின்றது என்றும் குறிப்பிட்டுள்ளார். ஆனால் தற்போது இளைஞர்களிடையே படிப்பும், வயதும் அதிகரிக்க அதிகரிக்க, விழுமங்கள் பெரும்பாலும் குறைந்து கொண்டே செல்கின்றன என்பதே உன்மை. எனவே, விழுமங்கள் சீரழிவதைத் தடுத்தல் வேண்டும் என்பது நம் ஒவ்வொருவரின் கடமையாக இருத்தல் வேண்டும்.

SUB-THEME- II : ROLE MODELS FOR VALUE INCULCATION

1. ROLE OF A TEACHER IN INCULCATING THE VALUES AMONG COLLEGE STUDENTS

P. USHA, Department of English, Government College of Education, Vellore-06

Abstract:

“The destiny of India is now being shaped in the classrooms”. This is the opening sentence of the Kothari Education commission Report (1964-1966). In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of such value education should help to eliminate obscurantism, religious, fanaticism, violence, superstition and fatalism. The education has felt the impact of this change so much as to plan the policy priorities in the new focus all over the world. There has been a gradual transference from the traditional morality based concept of education to the development-based utilitarian theory of education. Therefore it is absolutely necessary to devise a practical approach to value education at school level initially and later at college level. From this paper we come to know about values and the ways to inculcate such values among college students.

INTRODUCTION

Teacher plays a vital role to develop the values among students. Economic values, Biological values, Intellectual values, Affective values, Aesthetic values, Moral values, Religious values make children to be good human beings.

VALUES

Value literally means something that has a price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for. In other words, values are a set of rules or regulations of behaviour. In the words of **Dewey**, “the value means primarily to price, to esteem, to appraise and to estimate”. It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else

Values are regarded as desirable, important, and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person’s character by occupying a central place in his life. Values reflect one’s personal attitudes and judgements, decisions and choices behaviour and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. But values may differ from one society to the other.

THREE TYPES OF VALUES

Values are standards or ideals with which we evaluate actions, people, things, or situations. Beauty, honesty, justice, peace, generosity are all examples of values that many people endorse. In thinking about values it is useful to distinguish them into three kinds:

They are; Personal values, Moral values, and Aesthetic values.

- **Personal values:** values endorsed by an individual. For example, some people regard family as their most important values, and structure their lives so that they can spend more time with their

family. Other people might value success instead, and give less time to their families in order to achieve their goals.

- **Moral values:** values that help determine what is morally right or wrong, e.g. freedom, fairness, equality, etc, well-being.
- **Aesthetic values:** values associated with the evaluation of artwork or beauty.

CLASSIFICATION OF VALUES

Parker was able to classify values on the basis of interest into eight groups as follows: Biological values , Economical values, Affective values , Social values , Intellectual values, Aesthetic values, Moral values, Religious values.

APPROACHES IN VALUE- ORIENTED EDUCATION

Generally, value education programme involve direct, indirect or incidental approaches of value development.

- **Direct Approach:** Direct approach refers to deliberate, systematic instruction in specially provided periods in the college timetable. In most of the schools value education is imparted in this way. In this approach the value to be inculcated and developed or explained, discussed and illustrated through stories, anecdotes, moral dilemmas, real life events. We can also follow the same methods even to the college students.
- **Indirect Approach:** Indirect approach, value education is imparted through regular subjects of curriculum and co-curricular activities.
- **Incidental Approach:** Inculcation of value and development are resorted to in relation to a specific event or situation that actually occurs in the college, it is known as incidental approach.

INCULCATION OF VALUES

The ways and means for inculcation of values are as follows:

- **Morning Assembly:** Morning assembly should be held daily in all the educational Institutions for 15to30 minute's duration.
- **Redesigning the curriculum:** The most important need of to today is to redesign curriculum based on value.
- **Extension Lectures:** Every educational institute should arrange extension lectures based on morality or value oriented education.
- **Compulsory Subject:** Value education has to be regarded as a compulsory subject in all the schools and colleges. The essential teachings of great religions like Hinduism, Sikhism, Buddhism, Jainism, Islam, Christianity, etc, should be taught.

TEN BASIC VALUES THAT A TEACHER CAN INCULCATE EASILY AMONG COLLEGE STUDENTS

1. **Self-Direction.** Independent thought and action; choosing, creating, exploring.
2. **Stimulation.** Excitement, novelty, and challenge in life.
3. **Hedonism.** Pleasure and sensuous gratification for oneself.
4. **Achievement.** Personal success through demonstrating competence according to social standards.
5. **Power.** Social status and prestige, control or dominance over people and resources.
6. **Security.** Safety, harmony, and stability of society, of relationships, and of self.

7. **Conformity.** Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.
8. **Tradition.** Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self.
9. **Benevolence.** Preserving and enhancing the welfare of those with whom one is in frequent personal contact.
10. **Universalism.** Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.

ROLE OF A TEACHER

Each and every teacher plays a vital role in shaping their students. They are listed below;

- ✓ The teacher should be a good role model to the students.
- ✓ The teacher should possess enough knowledge about the existing values.
- ✓ The teacher should behave like a sculptor in shaping and inculcating the values.
- ✓ The teacher should inspire the students to give due consideration to the values.

CONCLUSION

Value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception. This leads to fulfilment of the evolutionary role in man and in life. Thus educating the students on values with the help of a good teacher can easily inculcate the values among college students.

REFERENCES

- Agrawal J.C (2005) "Education for Values, Environment and Human Rights" Shipra Publication, New **Delhi**.
- Dr. HaseenTaj "Current Challenges In Education" (2005), Hyderabad: Neelkamal Publications Pvt. Ltd.
- Dr. N. RamnathKishan "Global Trends in Teacher Education" (2007), APH Publishing Corporation, New Delhi.
- Mani Jacob (2002) "Can Values Be Taught". New Frontiers in Education, Vol. 32(2), pp-81-82.

2. TEACHER EDUCATION AND ROLE OF TEACHER EDUCATORS IN VALUE EDUCATION

R.PAVITHRA, B.Ed., Government College of Education Vellore

Abstract

The quality of a teacher is utmost importance to nourish the valuable standards of learning. Values can be imbibed by teacher educator through their ethics and talk and walk approach. In the present paper the teacher education and its stages have been elaborated. To inculcate values the necessary curriculum and skills required for a teacher educator have also been discussed. The proper assimilation of these values by a teacher educator can be done through their positive role and prescribed means. **Keywords:** Quality, Teacher, Education, Education, Values.

INTRODUCTION

Education helps people rediscover their identity and increase their self respect. Education improves people's lives as they get to understand things better. It also opens doors for young people as future jobs are likely to require employees with at least a license or certificate. In general, more education means more money, greater employment options and better job security. Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively.

Some of the quotations are: "Good teaching is one-fourth preparation and three-fourths theatre. -Gail Godwin. "A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron.-Horace Mann .

"Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of man....-Horace Mann

Teacher Education is divided into following stages

1. **Initial Teacher Education:** A pre-service course before entering the classroom as a fully responsible teacher.
2. **Induction:** The process of providing training and support during the first few years of teaching.

Foundational Knowledge in Education

1. Related aspects of philosophy, history, sociology and psychology of education.
2. Skills in assessing student learning and using technology to improve teaching and learning.

Content area and methods- Emphasis is placed upon "transversal" or "horizontal skills". This knowledge and skills in students can be inculcated through value education. Supreka (1976) outlined eight different approaches to value education, which are stated as follows:

1. **Evocation Approach:** The students are encouraged to make spontaneously free, non rational choices, without thought or hesitation. It provides an environment which allows maximum freedom for students.
2. **Awareness Approach:** In this approach the teacher presents value laden situations or dilemmas through readings, Films, Role playing, small group discussions and simulation.
3. **Inculcation Approach:** A positive and negative reinforcement by the teacher helps value inculcation.
4. **Moral Reasoning Approach:** Kohlberg's theory of six stages of moral development is the framework most frequently used in this approach. The teachers set up learning experiences which facilitate moral development. It consists of the students discussing a dilemma and by reasoning they attain a higher level of knowledge.

- 5. Analysis approach:** The group or individuals are encouraged to study the social value problems. They are encouraged to determine the truth and evidence of purported facts and arrive at value decision, applying analogous cases and testing value principles underlying the decision.
- 6. Commitment approach:** It enables the students to perceive themselves not merely as passive reactors or as free individuals but as inner relative members of a social group and system.
- 7. The Union Approach:** The purpose is to help students to perceive themselves and act not as separate egos but as part of a larger inter related whole.

Role of Teacher Educators in Value Education

Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based.

Vivekananda has asserted: “Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life building, man making, and character making assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country spiritual and secular, in our own hands and it must be on national methods as far as practical.”

Education was beyond all religions in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well being of an individual.

The relationship between teacher and taught was spiritual and divine. With such a close relationship, individuals acquired knowledge, efficiency and attained meaning to life. In recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations and getting degrees. This is resulting in the emergence of lop sided personalities. Man has become so narrower, materialistic, bewildered, frustrated and confused that he does not know the art of living with another. Everywhere, there is a feeling of emptiness, dreariness and meaninglessness.

Classroom teaching and learning process

1. Basic human values need to be encouraged in the classroom teaching. Teacher educators should inculcate in the minds of teacher trainees that a child is born with values, a teacher need to uncover them. Sharma’s (1984) study identified a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers.
2. Teacher educator must be clear about the values that he wishes to emphasize. A set of universal values will emerge that may include: honesty, peace, humility, freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.
3. Values cannot be taught in isolation, but the teacher can provide experiences and situations in which students can consider and reflect about values and translate this reflection into action.

4. Teacher educator can involve students in active games in the classroom to inculcate the values of fair play, honesty, courage, cooperation; respect and love are best learnt through interaction with peers having diverse cultural, ethnic and personality traits among teacher trainees.
5. Value education should be a process of developing the spirit of rational enquiry and self - discovery.
6. Human values need to be cultured for the sake of the mind and the body in the students.
7. Learning how to focus attention and to actively listen while sitting still are other skills that promote reflective learning and good interpersonal skills.
8. Teacher educators should make teacher trainees need to know human nature. With loving attention and care, one can bring out the positive human values in child.
9. In order to create a positive school ethos there must be commitment by the whole staff that value-based education is central to the school's mission.
10. Celebrating current good practices is the key to encourage students to develop value based education.
11. Value education is most effective when the teacher act as a role model and ensures that it is at the heart of the school's philosophy. Students observe the enthusiasm, commitment and "the talk and walk" of teachers which creates the impetus that ensures that values lie at the core of the human existence. Singh (1989) identified a significant relationship between intelligence and value orientation gain for cooperation, dedication, scientific outlook and rationalization among B.Ed. students.
12. After the lesson stimulus, whole class discussion allows the value to be explored more deeply. So teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.
13. Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from value lessons. Rajendra Prasad (2005) found that the most preferred terminal values of teacher educators were a world of peace, happiness and self respect.
14. Emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently.
15. Introspection is central to the establishment of a school than embodies values. It encourages pupils to work on themselves and their own attitudes and behaviours before criticizing others.
16. Teacher educators must develop competencies in teacher trainees to teach on the basis of the accepted principles of teaching and learning.

Conclusion

In nutshell it can be said that a teacher educator is the teacher of future teachers- which means a lot-a double responsibility. First of all the teacher educators must have his own standard of quality and values which is to be imbibed by the teacher trainees and to the young youth of the nation. Time to time various introspective and retrospective measures must be taken to assess the quality of value education at all levels. The grass root level of our objective must be strong enough to fulfil our dreams. Values have been overlooked and finally dropped plunging humanity into chaos and danger. The

remedy is to re induct them. This can be done at curriculum planning stage. There is need of value education in teacher education curriculum which involves 'educating the heart as well head'. Learning to live together becomes the most essential pillar of education. It promotes the values (for example: peace, tolerance, human rights, democracy, justice, equality etc.) for teachers, teacher educators, education planners and save the quality of our education system.

References

- Anderson, Chris. What is Quality in Education? Bizmanualz, July 15, 2009.
- Central Board of Secondary Education (2003), Value Education, A Handbook for Teachers. New Delhi, CBSE
- Habermas, J. (1990). Moral consciousness and communicative action. (transl. C. Lenhardt

3. ROLE OF TEACHERS IN IMPARTING VALUES

S.SHOBANA, Ph.D., Research Scholar, Department of Education, Madurai Kamaraj University

ABSTRACT

This paper discusses a study on the fundamental aspect in role of teacher in imparting values. The role of teacher in the inculcation ad imparting of values among students, but for this purpose the teacher must reflect those values in his own behaviour. Therefore the teachers at all levels are to be exposed to value oriented education. This is essential so that they can serve as models. Values are not taught but caught. The students are able to follow the teachers by observing their behaviour. The values are filtered from teachers to teach. The training of teachers is to be coordinated through different agencies of the state, non-governmental organizations and association of teacher. Adequate academic and financial support needs to be arranged for this purpose. Therefore this paper indicated that role of teachers in imparting values.

INTRODUCTION

In modern age of science and technology , when social , moral, cultural and spiritual values are disintegrating, when religion is losing its hold, when power and knowledge are being misused for vested interest, when nations do not trust each another , when black marketing, corruption , barbarism, indiscipline, violence are fast spreading, it is essential that education should be value oriented. Only value oriented education can promote individual and social welfare, love, peace, goodwill and understanding. Education without values is not only useless but also very harmful. This realization is particularly relevant at the present juncture of history when the horizons of knowledge have been immensely widened and the media and incidence of scams, Scandals threaten to disrupt value system and destabilize cultural base. The teacher role is very crucial for imparting values. Therefore the teacher must be trained in the following approaches for the inculcation of values: Direct Approach: Indirect Approach, and .incidental approach:

MEANING OF VALUES

Values are a set of desirable behaviour by following which it is good for the individual and also the society. That exactly is the reason as to why values are not taught, lectured about or professed, they are only demonstrated. Two categories of people who make maximum impact on the personality of an individual in the formative years of life which remains all through the life are the parents and the teachers. Incidentally, it is this class of people who become role models – good or bad, without their consent or knowledge.

IMPORTANCE OF TEACHING

Teaching is not a job; it is an attitude. Teacher is a source of information, a guide, a mentor, a surrogate parent, a motivator, all at the same time. Teaching is the only profession which always deals with the future. To be an ideal teacher, who can be a role model, one should ask himself three questions before taking up this noble profession.

ROLE OF TEACHERS

The role of a teacher in the changing social scenario is becoming very challenging. In the earlier times teacher was the only source of information and commanded respect on this count. Any one desirous of gaining knowledge had to bow down to him. Today, we have multiple information centres. There are books, coaching centres, the audio visual aids such as audio cassettes, video tapes, microfilms and internet services that provide a flux of information to those who need it. Thus teacher's role as the only source of information is marginalized. The society is becoming more materialistic and values appear to be pushed into the background. There is nothing unusual about it. Each era throws up a role model and the whole society tries to emulate this model. Consider the Vedic times when wise man or a Rishi was an icon. Even the kings and the princes came down to his hermitage, sat at his feet to get knowledge. When you look into the period of Mahabharata, the role models had changed. The heroes of this era are undoubtedly the mighty warriors such as Bhishma, Drona, Karna, Arjuna etc. The Brahmin Dronacharya was teaching the princes warfare instead of philosophy. Even the God incarnate, Parusharama was also teaching warfare. Every one wanted to be a great warrior. Before independence of India, our role models were Gandhi, Patel, Bhagat singh, Rajguru and other freedom fighters. It was the dream of every youngster to be a freedom fighter and every school in the country was a training ground for freedom fighting. All school campuses reverberated with the chanting sounds of 'vande mataram'. After independence, unfortunately, the icon of the society has been a rich man. Every one in the society is aspiring to become rich, as much as possible and as quickly as possible. Getting rich at any cost has been the motto. Invariably this process of getting rich instantly is at the cost of values.

Conclusion

There are enough indications that our country would awaken once again to those eternal values for which this land has stood for many centuries. We are at a transition time during which it is essential that the values are maintained and nurtured. Only an ideal teacher whose life itself is a beacon light of values can lead a society in the right direction. He has to demonstrate the essential values such as optimism, motivation, willingness to learn and teach, truth, non violence, never to speak and think ill of others, creativity and ability to demonstrate unaddressed love. This is a tall order. But, that is the

responsibility that the teacher must take in order to be an effective catalyst for social change. We hope and pray that God gives all the teachers this strength.

REFERENCE

- **Gururaj Karajagi** (2001) International Academy for Creative Teaching, Bangalore, pp.23-29.
- Rupinder Kaur & Namreta Panju, (2012) International Journal of Research In Education Methodology,24-25.

4. INCULCATION OF VALUES AMONG COLLEGE STUDENT

G. SANTHIYA, B. MADHIVADHANI, and P. PRASANNA B.Ed., CK College of Education

Abstract:

Human values are closely integrated with human life. They are intertwined with our day to day chores. No human life is possible without values. Yes every living human being lives by certain values. It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being however everyone can be inculcated with human values by the parents, teachers, friends, well-wishers and even strangers. Self-education of human values is also possible by meeting, learning, and reading about, great individuals living a holistic life. The positive values are Honesty, Compassion, Integrity, Forgiveness, Love, Knowledge, Discipline, Faith, and Leadership. The negative values like prejudice, hatred, greed, selfishness, and others need not be discussed here. Every human being is born neutral and is like a clean slate and no mindset. How much of virtues and vices are filled in depends solely on the parents, teachers, circumstances, environment, and sometimes even geographic location.

INTRODUCTION:

Human values are closely integrated with human life. They are intertwined with our day to day chores. No human life is possible without values. Yes every living human being lives by certain values. It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being.

INCULCATING HUMAN VALUES:

However everyone can be inculcated with human values by the parents, teachers, friends, well-wishers and even strangers. Self-education of human values is also possible by meeting, learning, and reading about, great individuals living a holistic life. This article includes a video which consists of highly enlightened conversation between two highly respected human beings and noble laureates. Which is also a good source of learning and inculcating human values?

CLASSIFICATION OF VALUES:

Broadly there are three types of human beings in existence in reference to human values. The first kind is the ones who think, what rightfully belongs to others, is other's property, and even what belongs to them is also meant for others. An attitude of supreme sacrifice and renunciation, these human beings are closer to divinity than humanity.

The second kind is the one that thinks, what belongs to others is other's property, but what belongs to them is their sole property and theirs by right. These classes of humans are more of human and less of divine, but they are of no harm to the society. they are very close to being perfect human beings.

The third type is the one which think that whatever exists on this planet belongs to them and they should get it by means fair or foul. These types of people are one with the least human values and they are a danger to the society.

The Inculcation of human values is a process that aims to take a person to the second stage, so that a person can lead a normal life with virtuous human values and continuously emancipate and elevate himself from that level and steadily proceed towards the first level.

Bottom of Form

IMPORTANCE OF POSITIVE ROLE MODELS IN TEACHING MORAL VALUES IN SCHOOLS

Superman: an American Role Model and Hero

Need for Positive Role Models in Schools

If we are going to have a better society for today and the future, it is absolutely necessary to teach our kids moral values in school. One of the best ways to do this is to expose our children at the earliest age in school to positive role models in our society. This hub first examines the qualities of both positive and negative role models, and then suggests ways that schools can help students connect with exemplary role models.

POSITIVE ROLE MODELS:

What Is A Role Model?

Role models are people who play a big part in the lives of students. Students look up to these persons and try to follow their actions. For one reason or another, they are heroes to kids for what they have accomplished. In the world today, as we all know, there are some role models who exert a very positive influence on students' lives. Unfortunately, there are also a lot of people as role models who have an extremely negative influence on kids' lives.

When I was a young boy, Superman was one of my first heroes and role models. I remember watching Superman everyday on TV, and marvelling at how he was "faster than a speeding bullet, more powerful than a locomotive, and able to leap tall buildings with a single bound." I was even more spellbound by how he could fly, and in fighting for truth, justice, and the American way, always could defeat the "bad guys." I sent in for his shirt, and after receiving it in the mail, I wore it with the big "S" proudly to school as much as I could.

Cowboys like The Lone Ranger, Gene Autry, and Roy Rogers were also my role models and heroes. I especially liked The Lone Ranger, because he always fought for truth and justice and came out on top against the villains. It was so exciting listening to his early radio programs in the early 1950s.

Later, my parents, teachers, and high school football coach became role models for the moral values they taught me. Mom and dad taught me to be honest and work hard. My teachers and especially the Catholic school nuns taught me to be loving and compassionate. Coach taught me valuable lessons in teamwork and perseverance for success.

NEGATIVE ROLE MODELS:

The problem today is that too many students are exposed to negative role models. Many kids come from broken single-parent homes where they don't have a mother or a father as a positive role model. Instead, they look up to the young drug dealer down the street who is wearing flashy clothes and shoes and riding in a limousine. Young people today are also bombarded with a decadent media which glorifies singers and rappers who degrade women and advocate violence. They also see prostitutes and other promiscuous young men and women who appear happy and smartly dressed.

How Can Schools Connect Students With Positive Role Models?

Due to the lack of positive role models in the failing family institution and society today, it is imperative for schools to inculcate moral values by connecting students with exemplary teachers and model citizens in society. The schools can do this in the following way:

1. Hire exemplary teachers and coaches to be positive role models:

Prior to being hired, the criminal records of all prospective teachers and coaches must be closely examined. By doing this, the schools ensure that no murderers, thieves, or pedophiles are being employed. Teachers and coaches with unquestionable character are the best source for imparting moral values at schools.

2. Encourage visits from successful law-abiding alumnae:

Besides hiring teachers with excellent moral values, schools should identify successful, respectful alumnae and bring them back to the classroom to speak with students. If the alumnae are not too old, the students will listen to their advice due to the mutual bond they have with the school.

3. Encourage visits from young people who have cleaned up their lives:

Bringing young recovered drug addicts and/or ex-cons into the classroom and letting kids hear their experiences, will go a long way in connecting with students. Many young people who have had drug problems or problems with the law will be able to identify with these people, because they have all walked in the same shoes.

4. Encourage visits from popular sports figures:

All kids admire a highly successful sports figure like Kobe Bryant and LeBron James. Schools should be encouraged to bring in successful professional or college sports stars from local city or state teams to speak with students about what it takes to be successful in life.

The importance of positive role models to participate in the teaching of moral values in schools cannot be overstated. By doing this, we will be taking a big step in making our society better for today and for our children tomorrow.

CONCLUSION:

The positive values are Honesty, Compassion, Integrity, Forgiveness, Love, Knowledge, Discipline, Faith, and Leadership. The negative values like prejudice, hatred, greed, selfishness, and others need not be discussed here.

Every human being is born neutral and is like a clean slate and no mind-set. How much of virtues and vices are filled in depends solely on the parents, teachers, circumstances, environment, and sometimes even geographic location.

5. GETTING VALUES FROM EXPERIENCE

முன்னுரை

ஒருவரது மனப்பான்மைகள், மதிப்பீடுகள் (Judgments) தீர்மானங்கள் (Decisions), தேர்வுகள்(Choices), நடத்தைகள், தொடர்புகள், அடைய விழையும் இலட்சியங்கள் ஆகிய யாவனவும் அவர் கொண்டுள்ள மதிப்புகளை வெளிப்படுத்துகின்றன. ஒருவரது மதிப்புகளே, அவரது எண்ணங்களையும், உணர்வுகளையும், செயல்களையும் வழி நடத்திச் சென்று, தமக்கு சரி என்று தோன்றுவதன்படி இயங்கச் செய்கின்றன. அதாவது ஒரு குழந்தை வளர வளர அதன் மதிப்புகளும் விரிவடைகின்றன. சேம்மை பெறுகின்றன. இவ்வளர்ச்சிக்கு ஏற்ப, அதன் ஆளுமை தனித்தன்மை பெறுகிறது. விழுமங்கள் ஒருவரது வாழ்க்கைக்கு திசைகாட்டியாக அமைந்து மகிழ்ச்சி, மனநிறைவு, அமைதி ஆகியவற்றை அடைய உதவுகின்றன. விழுமங்கள் மனித வாழ்க்கையில் தண்டவாளங்கள் போன்று செயற்பட்டு, தடங்கலின்றி சரியான பாதையில் விரைவாக செல்ல உதவுகின்றன. ஒருவரது விழுமங்கள், அவரது வாழ்க்கைத் தரத்தை வெளிப்படுத்துகின்றன.

மதிப்புகள் என்பதன் பொருள்

விரும்பத்தக்கவை (Desirable), முனைந்து அடையவேண்டியவை, மதிப்புமிக்கவை (Worthy) என்றெல்லாம் எவற்றை மனிதர்கள் தம் சிந்தனை, உணர்வு, செயல்கள் மூலம் வெளிப்படுத்துகிறார்களோ, அவையே விழுமங்கள் அல்லது மதிப்புகள் (Values) என்று குறிப்பிடப்படுகின்றன.

மதிப்புகள் பொருட்களையோ(உ.ம்) உணவு, செல்வம், பல்வேறு நுகர்பொருட்கள் போன்றவை) அல்லது மனத்தின்பால் தொடர்பு கொண்ட கருத்தமைவுகள் அல்லது பண்புகள் ஆகியவற்றையோ (உ.ம்)உண்மை, நேர்மை, நீதி, நியாயம், மகிழ்ச்சி, மனநிறைவு(போன்றவை)குறிக்கலாம். அதாவது மதிப்புகள் பொருள் சார்ந்ததாகவோ (object oriented) அல்லது பண்புசார்ந்ததாகவோ (Related to abstract qualities) இருக்கலாம். அவை மனித நடத்தையின் தரத்தையும் (Standard), இலட்சியங்களையும் (Ideals) நிர்ணயிப்பவையாக அமைகின்றன. எனவே ஒவ்வொரு மனிதனது விழுமங்கள்/ மதிப்புகள் அவனது நடத்தைக்கோலங்களுக்கான மையக் காரணிகளாகக் திகழ்கின்றன.

விழுமங்களின் வகைப்பாடுகள் (Classification of values)

(i) சுய மதிப்புகள் (Personal Values)

ஒருவன் தான் வாழ்வில் பின்பற்றும் மதிப்புகள் இவை என்று எவற்றை பெருமையுடன் கூறுகிறானோ, அவையே அவனது சுயமதிப்புகள் ஆகும். இவ்வகையில் விடாமுயற்சி, தேடிச்செல்லுதல் (ரீசாரவை) ஆதிக்கம் செலுத்துதல், எதையும் தனதாக்கிக் கொள்ள முயலுதல், எதிலும் இன்பம் காணமுயலுதல் போன்றவை அடங்கும். இவை பிறமனிதர்களை பாதிக்காதவரை உயர் மதிப்புகளே. பிறரை பாதிக்கத் தொடங்கும்போது கீழ்நிலை மதிப்புகளாகக் கருதப்படும்.

(ii) சமய மதிப்புகள் (Religious Values)

இறை நம்பிக்கை, இறைவனை அடையும் வழிமுறைகள், அத்தகைய வழிமுறைகளில் இருந்து விலகி நடப்பதால் ஏற்படக் கூடிய விளைவுகள் ஆகியவற்றுடன் தொடர்பு உடையவை சமய மதிப்புகள். இயற்கைவாதிகள் இயற்கையை வணங்குவர். கருத்தியலாளர்கள் யாவற்றையும் கடந்து நிற்கும் கடவுளையும், இறைத் தூதர்களையும் வணங்குவர். பயனளவுக் கொள்கையாளர்கள் கருத்துப்படி சமய மதிப்புகள் சமூக இடைவினைகளால் தோன்றுகின்றன. எனவே சமூக மாறுதல்களுக்கு ஏற்ப மாற்றமடைபவை. ஆக சமயமதிப்புகள் மனிதருக்கு மனிதர் வேறுபடும்.

(iii) சமூக மதிப்புகள் (Special values):

எந்த ஒரு சமூகமும் முறையாக நன்கு இயங்குவதற்கு சில கட்டுப்பாடுகள் தேவை, இத்தகைய இயற்கை நியதிகளைப் பின்பற்றி வாழ்வதே சாலச்சிறந்தது என்பது இயற்கைவாதிகளின் கொள்கை. கருத்தியலாளர்களோ தனி மனித சுதந்திரத்திற்கும் விடுதலை வேட்கைகடும் மதிப்பளிக்கின்றனர். பயனளவுக் கொள்கையாளர்கள் சமூக மதிப்புகள், சமூகத்தில் ஏற்படும் நிகழ்வுகளால், பெருவாரியான மக்களின் மனப்போக்கால் உருவாகின்றன என்கின்றனர். உதாரணமான மதுபானம் அருந்துதல் மேலைநாடுகளில் சர்வசாதாரணமாக எடுத்துக்கொள்ளப்படுகிறது. ஆனால் இந்திய மக்கள் அதை அழிசெயலாகக் கருதுகின்றனர்.

(iv) பொருளாதார மதிப்புகள் (Economic Values) :

எப்பொருட்கள் அரிதாகக் கிடைக்கின்றனவோ, அதிக மனநிறைவை அளிக்கின்றனவோ அவையே உயர்மதிப்பு உடையவை. எப்பொருட்கள் மிக அதிக அளவில் கிடைக்கின்றனவோ, அவற்றால் விளையும் பயன்களும் குறைவோ, அவை தாழ்நிலை மதிப்புடையவை.

(v) அரசியல் மதிப்புகள் (Political values) :

ஆரம்பகாலத்தில் மன்னராட்சி முறை மதிக்கப்பட்டு வந்தது. ஆனால் மக்களின் கல்வியறிவு, சுதந்திர வேட்கை, அதிகாரப் பங்கீடு வேண்டும் என்ற மனப்போக்கு, ஆகியவற்றால் ஜனநாயகம், சோஷலிஸம், சமயச்சார்பின்மை (Secularism) போன்றவை செல்வாக்குப் பெறத் தொடங்கின.

(vi) அறிவு சார் மதிப்புகள் (Intellectual values):

இவை, உண்மையின் பல வடிவங்களைப் புரிந்து கொள்வது தொடர்பானவை. வேற்றுமையில் ஒற்றுமையைக் காண்பது(ருவைல னை னுளைநசளவைல)இ மோசமானவற்றிலும் நன்மையைத் தேடுவது, இருளிலும் வெளிச்சத்தைக் காண முயல்வது போன்ற அறிவார்ந்த செயல்களே உயர்மதிப்பு உடையவை. இவற்றிற்கு நேர் மாறான செயல்கள் தாழ்நிலை மதிப்பு உடையவை.

(vii) ஒழுக்க நெறி மதிப்புகள் (Ethical values):

ஆன்மீக மதிப்புகளும் (Spiritual values), ஒழுக்க நெறி மதிப்புகளும் ஒன்றோடொன்று நெருங்கிய தொடர்பு கொண்டவை. சுயக்கட்டுப்பாடு, தன்னை உணர்ந்தறிதல் (Self realization), அகிம்சை (Non-Violence)இ உண்மையைப் பேசுதல் (Truthfulness)இ பரிவு (ஸ்லஅியவா), எளிமை (Celibacy), சுய கௌரவம் (Self dignity),தன்னலமற்றத் தொண்டு (Selfless service) போன்றவை ஆன்மீக உயர் மதிப்புகளாகும். இவற்றிற்கு எதிரானவை தாழ்நிலை மதிப்புகளாகும்

முக்கிய விழுமங்கள்

- (i) தனநபர் விழுமம்
- (ii) ஜனநாயகம் (மக்களாட்சி)
- iii) சமதர்மம் (சோஷலிசம்)
- (iv) சமயச்சார்பின்மை(Secularism)
- (v) சமத்துவம் (Equality)
- (Vi) சகோதரத்துவம்
- (vii) நீதி, நேர்மை,

சில தனிமனித விழுமங்கள்

1. அன்பு
2. சகோதரத்துவம்
3. கருணை
4. ஒழுக்கம்
5. கடமையுணர்வு

முடிவுரை

ஒருவன் தான் வாழும் ஊரில் ஏற்படும் நிகழ்வுகளால் மட்டும் பாதிக்கப்படுவதில்லை. அவன்தான் வாழும் உலகத்தின் எந்த ஒரு கோடியில் நடக்கும் நிகழ்வுகளாலும் பாதிக்கப்படுகிறான். அந்த நிகழ்வு மகிழ்ச்சியானதாக இருந்தாலும் அதன் விளைவால் இவன் மனதளவில் பாதிக்கப்படும் ஒரு அதிசய நிகழ்ச்சியைத்தான் சமுதாயம் என்ற வார்த்தைக்குள் அடக்குகின்றோம். அது கிரிக்கெட்டில் வெற்றியானாலும் சரி, ஒலிம்பிக்கில் சீனர்கள் செய்யும் ஜிம்னாஸ்டிக்ஸ் ஆனாலும் சரி, ஒலிம்பிக்கில் நிறைவு விழாவன்று நடந்த கோலாகல விழாக்களானாலும் அவர்கள் நாட்டினர் மட்டும் அதைக்கண்டு ஆனந்தப்படும அந்த உணர்வே உலக சமுதாயத்தில் நடக்கும் எந்த நிகழ்ச்சியும் ஒவ்வொரு நபரையும் பாதிக்கின்றது என்பதை உணர்த்துகிறது.

பார்வை நூல்கள்

1. இணையம்
2. மலரும் இந்திய சமுதாயத்தில் கல்வி
3. உலகம் சார்ந்த மதிப்புகள்

6. ROLE MODEL FOR VALUES BY INCULCATION

B.DEVIKA, C.ANITHA, M.BEEMABAI, CK college of Education

Abstract:

Value education provided values' code of conduct for teachers. Teacher is also taken up for discuss. Values he desires to inculcate among children. Then he should follow these in life. The practice of these values should be reflected in his own behaviour. Values should not be imposed on the children .this will lead to indoctrination. A teacher needs to sensitize the children for the values. Values are acquired by the children through the environment of school.

The activities organized in the school are sources of value education .therefore a provision of large number of activities –curricular, co curricular and extra curricular needs to be provided in the school. A teacher is a teacher everywhere in the school and, outside of the school. Basically this should be reflected in his behaviour. As a subject teacher his behaviour should not violate values.

Introducing - The Value Inculcation Model

The Value Inculcation Model (VIM) has been created to bridge the gap between identifying values and inculcating them. It was developed over 10 years of working with organisations across four continents. The four-step, practical model supports leaders by ensuring that the values directly translate to employee behaviours leading to enhanced Organisational performance.

There is a Zen saying that "The way we do anything is the way we do everything." One translation is that if an organisation is known to be a poor internal communicator and departments work in silos, then the customer will receive poor service as this internal attitude is reflected externally.

If the organisation, however, is customer-focused, this value will dictate the desired behaviour toward customers. For example, if you are about to leave the office at the end of the day and the phone rings, do you pick it up or continue on the way out the door? If you value the customer, then you will answer the call. As a result, the customer receives responsive service. When these types of customer-focused actions are widespread and sustained, customer satisfaction starts to rise, as shown in the diagram below.

Behavioural psychology shows a clear relationship between values, attitudes and behaviours. By changing people's behaviours, you can start to influence results. Values dictate attitude, which in turn dictates behaviour, which impacts Organisational performance. To change behaviour, leaders are required to translate an intrinsic value into an extrinsic behaviour. For example, integrity is a value people have within them; it's intrinsic. The leaders strive to translate that integrity into expected behaviours, which are extrinsic, e.g., delivering on promises and commitments made in meetings. In another example, telling the truth is an intrinsic value that transfers to being truthful with customers. One group of employees that Bridges worked with identified initiative as a core value and further explained the value by describing three extrinsic behaviours that demonstrated the value in action:

1. Identifying needs
2. Examining relevance of processes and
3. Resolving problems.

Extrinsic behaviours can be taught and encouraged through recognition and rewards. Leaders will also be able to quantify and qualify the impact of the values, encouraging the change they want to see in the behaviour of their staff members. Once a value has been articulated as behaviour, it can now be seen and as such, can be measured (and managed), as the Values Inculcation Model (VIM) indicate

Value Inculcation Mode

Step One: Values

The first step is to identify (or revisit) current values. There should only be four to six values; any more than that and they cease to be core! Defining core values isn't something organisations do on a regular basis, although more and more leaders today understand the important role, values play in Organizational performance.

Values:

- Define the areas in which the organisation will not compromise - e.g., despite crises or recession or high turnover, the organisation stands by its values
- Are positively chosen and will be firmly adhered to - people only subscribe to those values they personally believe in, which is why top-performing organisations hire people whose values match their own
- Can be clearly communicated - everyone in the organisation must understand the values and therefore they must be capable of being communicated

- Are institutionalized i.e. they form a rock-solid foundation, remain intact for a long period by being incorporated and reflected in Organisational systems
- Are demonstrated through the behaviours they encourage - the behaviour must be displayed by the leadership team
- Come alive when for staff members when they compare intentions against performance – they are verified through everyday actions of their peers and leaders once the importance of values is understood, the next step is to articulate the desired attitudes and how they will manifest into behavioural attributes. It is important, however, to note that to demonstrate the behaviours; employees must adopt the right attitude by gaining the awareness, knowledge and conviction of the values.

Step Two: Attitude

Changing attitudes starts with awareness because if you are not aware of something, then you can't start to adopt it. Awareness alone, however, still isn't enough. The awareness must be fed with knowledge such as:

1. Why the values are important?
2. Why were they selected?
3. What behaviours must change?
4. What will be their impact on the business result?

After awareness and knowledge, individuals gain conviction through rational thought and encouragement from their peers. Once they've gained conviction, they'll start to change their behaviours.

Step Three: Behaviours

To reinforce the right behaviours, the organisation's leaders then need to put in place measures to track performance. The measures provide feedback on the results of adopting the new behaviours and may lead to taking corrective action along the way. This information is shared with staff members so they understand how their efforts are continually contributing to business improvements.

After measuring the impact of the new behaviours, people need to be encouraged to adopt the new desired behaviours once employees have demonstrated the new behaviours, they should be encouraged to repeat them until they become the accepted way and form part of the organisation's cultural DNA permanently. Leaders must find ways of encouraging people to demonstrate the desired behaviours; clear any roadblocks and recognize desirable staff behaviours appropriately. One way of doing that is building and institutionalizing a recognition scheme to ensure behaviour is in consonance with stated corporate values. Informal recognition can be as simple as a pat on the back and a verbal 'thank you'. Other organisations link the same to formalized performance management systems.

Conclusion:

Once leaders identify the core values as well as the attitudes and desired behaviours of staff, they can review the impact of these changes on Organisational performance. Two examples from education and technology demonstrate the relationship between values and behaviours at demonstrated the value in action

7. ROLE BY LENDERS IN INCULCATING VALUES TO THE STUDENTS IN PURSUING HIGHER EDUCATION

Mrs. T.RAJALAKSHMI, Lecturer, Dept. of Commerce, Govt. Polytechnic College for Women, Puducherry.
Dr.M.THIRUNARAYANASAMY, Assistant Professor of Commerce, D.D.E. Wing., Annamalai University

Abstract

The purpose of this paper is to establish the role played by the financial institutions in inculcating the values to the students through funding higher education by the mechanism of education loan to the aspirant of higher education. Education is central to the human resources development and empowerment in any country. Education plays vital role in the economic, social and cultural development of a country. Pursuing higher education with the financial assistance of the lenders helps in moulding character and values of the citizens, which is the pre-requisite for the overall growth of the country depends on the educational growth. No doubt education helps to have behavioural changes in human life. National and State level policies are framed to ensure that this basic need of the population is met through appropriate public and private sector initiatives. While government endeavour to provide primary education to all on a universal basis, public funding of higher education is not considered feasible. Cost of education has been going up in recent times and since the student has to bear most of the cost, there is a clear case for institutional funding in this area. Government of India in consultation with Reserve Bank of India and Indian Banker's Association has framed a comprehensive Education Loan Scheme to ensure that no deserving student in the country is deprived of higher education for want of finances

INTRODUCTION

Knowledge and information would be the driving force for economic growth in the coming years. The current rate of economic growth of the country demands technically and professionally trained man power in large numbers. In this backdrop, loans for education are seen as investments for economic development and prosperity. The model Education Loan Scheme was developed by the Indian Banks' Association to help meritorious students pursue higher education in technical and professional courses. With increased public awareness about the benefits of the education loan scheme, bank branches are receiving more and more applications for loans every year.

OBJECTIVES OF THE LENDERS

The aims of the financial institution at providing financial support from the banking system to meritorious students for pursuing higher education in India and abroad is the basic pre requisite to build a just , equitable society and tool for the development of the individual and the nation. The vision of our country is to improve the quality of the students both technical and professional development from primary to higher level in aiming an all round development through quality education. The main

emphasis is that a meritorious student, though poor, is provided with an opportunity to pursue education with the financial support from the banking system with affordable terms and conditions.

SIGNIFICANCE OF HIGHER EDUCATION IN INDIA

India's Higher Education System is the third largest in the world, after China and the United States. Student loans in India have become a popular method of funding higher education in India with the cost of educational degrees going higher. The spread of self-financing institutions for higher education in fields of engineering, medical and management which has higher fees than their government aided counterparts have encouraged the trend in India. Before the availability of banking services there was a decrease in educational institutes but since the educational loans have started in 1995, there is a year on year increase in the development of educational sector. This shows that is a significant effect of education loans in development of Indian education sector because educational institutes started increasing after education loans were introduced. Education Loan Scheme Benefits the Students getting higher education, thereby for better future, improvement in existing living, contribution to the society, improvement in the financial position, fulfilment of family responsibilities and contribution to the economy. But in recent times there is a sea change in the tools, technology and mode of education. Colleges have higher enrolment capacity which is under utilized for want of students. University Grants Commission report titled "Inclusive and Qualitative Expansion of Higher Education" has outlined major challenges in higher education space and also suggested reforms for the 12th Five year plan. It also proposes for launch of a national level mission. "Rashtriya Uchchar Shiksha Abhiyan (RUSA)" aimed to achieve 25 per cent national level Gross Enrolment Ratio (GER). States. Even though our higher education system is one of the largest in the world, the GER is far below the world average. The national target was to increase the GER to 15% by the end of the Eleventh Five Year period (2011-12), which has been achieved, and 30% by 2020. This goal requires steps to improve access to higher education across gender and different social groups, and to bridge the rural – urban divide in order to ensure more equitable outcomes in educational participation. The main expecting body in the UGC(India), which enforces its standards, advises the government and help coordinate between the centre and state. Increased enrolments in the Eleventh plan have enabled Indian Higher Education of the country from an 'elite' to 'mass' education system. The question of making education affordable constitutes the central problem in the provision of higher education in India. Students' loans could be solution.

ROLE OF LENDERS IN BENEFITING THE STUDENTS THROUGH PROVISION OF FINANCIAL ASSISTANCE.

- Helpful in getting Higher education.
- Helpful for better future due to easy availability of higher education.
- Improvement in existing standard of living.
- Contribution to the Society.
- Improvement in financial position.
- Fulfilment of family responsibility.
- Contribution to the Economy.
- Increase in professional education due to banking services.

- Loan services have effect on education system of Indian economy.
- Students' loans assume a strong relationship between education, employment and earnings.
- Higher education helps to realize the esteem values in human life.

CONCLUSION:

Education is the principal instrument of developing human capabilities. In the current scenario, good quality higher education is not only important but essential for the country's progress. Indian higher education system is reflected in the current enrolment of students in the institution of higher learning. Thus, lenders play a vital role in promulgating values to the students' community to bridge the growing demand in the near future of education sector and industrial sector.

8. VALUE EDUCATION TODAY

Dr. A. JEMILA Mary, Asst. Professor in English, Muslim Arts College, Thiruvithancode, Kanyakumari District.

ABSTRACT

Education is the vehicle of knowledge, self-preservation and success. Education not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character and self respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self respect. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up to be the person we are meant to be. Value based education is a development process of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character. Education is a process of all round development of an individual-physical, Intellectual, emotional, social, moral and spiritual. Ancient Indian Education was value based. Education was beyond all religions in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well being of and individual. The relationship between teacher and taught was spiritual and divine. With such a close relationship, individuals acquired knowledge, efficiency and attained meaning to life. Value Based Education, therefore, is a part of the Educational programme which cannot be shelved or done away with. It has to be a part of life and life is a constant education and the process of living is a process of learning.

INTRODUCTION

Education is the vehicle of knowledge, self-preservation and success. Education not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character and self respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self respect. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up to be the person we are meant to be. Value based education is a development process of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and

character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these. Education plays a huge role in precisely this area. Value based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of our life is undoubtedly to know oneself and be ourselves. Education acts as a source of enlightenment.

NEED FOR VALUE BASED EDUCATION

India is badly in need of **Value Based Education and Teaching System** which inculcates among the young students values that they need to imbibe and embalm within them. Indians, talk loud of our cultural heritage, the characters of Ram, Krishna, Raja Harishchandra, Sita, Savitri and for that matter many more, Buddha, Mahavir, Kabir, Raidas, Chaitanya, Ramakrishna, Vivekananda, Ramanujan. Good that India have these great men, god heads and godly as a part of our heritage. We have not to go out anywhere to seek for ideals—we have them all in our mythology and history. But what is needed is that they be not decorations on our walls but should be a source of enlightenment within. And how would that enlightenment come from where and in what form? Value Based Education is the only means which can give to our young the right direction. There is need for Value based Education System in India.

Anyone who stands on a pulpit to speak to the audience below is found to talk of high principles, or moral conduct, of spiritual and cultural heritage of our country. Good that they do it but in actuality we are coming across so many scams which smear the face of the nation black. And it is our leaders those who were given or were invested with the charge of governing the nation have been found to be involved in these scams, are in and out of jail, released on bail and again sent back behind the bars. What ideal are they the leaders presenting to countries coming-up generation the young minds a very distressing a spectacle. What right has such people to govern us, what right has they to be leaders, when their own steps are going astray? In such a grim and graceless situation we are obliged to give a deep thought how and in what manner the nascent are and growing generation of the nation to be guided and oriented.

ETHICS AND VALUES

India very much needs a value-oriented educational system. It is only at the level of the primary education that such lessons need to begin. If the impressionable mind once gets set to noble goals difficult would it is to lead him astray. It is not merely talking about great men that the child would get oriented to values; the teacher has to play a major and a decisive role in giving this lesson by precept as well as by example. It is the intellectual, the physical, the emotional, the psychological parts of the child's personality which would need to be moulded and modelled.

There have been efforts to define the role of education in national life. The RadhaKrishnan Commission (1948-49); the Kothari Commission (1964-66); National Policy on Education (1986); Ramamurthi Committee (1990); Central Advisory Board of Education Committee on Policy (1992); Planning Commission Core Group on Value Orientation of Education (1992), all have gone deep into the role that education plays and can play in designing and developing the national characters.

A Parliamentary Committee which reviewed the progress on value-based education found that the efforts of the last decade or more had failed to achieve any concrete results. The programmes and

policies have remained just on paper, just due to lack of coordination between the different implementing agencies.

It may just be that the young boy or girl of today is better informed than what their parents had been at their age. He or she may sound smarter with new knowledge but this is due to the modern techniques to which he/she stands exposed and of which he or she has the advantage. T.V., Internet, computer, these were not available to the parents. Computers and the information received from them or the data fed by them may become outdated but values once inculcated would remain a permanent acquisition for all life. Swami Vivekananda once said, “If education is identical with information, libraries are the greatest sages of the world and encyclopaedias are ‘Rishis’.” There is something very much more than mere information that has to be imparted to the young mind.

MOTHER THE FIRST TEACHER

Value Based Teachings and Education is a field, the first teacher in which is the mother. It is the mother who tends to lend the first lessons and it is on her that rests the foundation-laying responsibility. What is right, what is wrong, what is true, what is false, what is respectable and noble and what is not; it is the mother who imparts these lessons. Never tell a lie; never the mother should make the child learn that she would never scold him if her child tells the truth even if the child had done some wrong. ‘Admit the wrong done and you would be a nice child’ let the child develop this faith and he would never fall a victim to falsehood. This is how slowly and gradually, step by step the lessons in morality can be taught. Then, when the child enters the schools at the age now of four or five, the schools and the teachers there have to give him lessons in universal brotherhood, respect for all religions, feeling of honour for our great man, a sense of pride in our national flag. Along with these the child be given lessons in dignity of labour no work is mean or low, self-dependence, respect for the elders, concern for those who are handicapped or under-privileged.

In a vast nation like India with so many sections in the society, so many sects, so many religions, so many regions, and so many languages the child has to be taught the lesson in ‘unity in diversity’. The daily morning prayer of the school should contain this lesson of national oneness—this should not only be repeated every morning but its import and meaning to be explained by the Principal or a teacher. Students be asked to come prepared with a short-speech on this oneness of the nation—any of its aspects—and speak out to the whole congregation after the prayer. Similar speeches everyday on different moral values should be the first lesson given, not by any teacher but by students themselves, one each day. Community lunch, when all would sit together and eat even sharing one another’s lunch packet would give to them a sense of oneness, irrespective of class, caste or religion.

There need not be any special classroom lectures on Moral Values Based Education- these values need to be taught through mutual interaction and inter-communion. It is never needed to identify any particular religion or faith. God is one and we are all children of the same God – that is the basic lesson that needs to be given. Discipline is still a great lesson that has to be imparted. It is the teacher who himself or herself should be an example of discipline and children would be the automatic learners. These are values which do not need to be the part of any curriculum—they have to be the part of the behaviour. Being any part of the curriculum can give rise to controversies; but general behaviours showing respect to all religions, celebrating all festivals together, would by itself be a

lesson in national integrity. It is necessary that in the Teacher's Training Programme, Value Oriented Education Programme, need to be highlighted so that the teachers are trained up to know their mission and method.

COMMUNICATION SYSTEM

Language controversies are also a great point of conflict. Let there be a compulsory three language formula in every school English, Hindi and one other regional language. This would be a common program for the Hindi speaking and non-Hindi speaking regions. Hindi is the national language and this point would also become clear from the implementation of this program. Television, which is a craze for the young of today, should also be used to present value-based programmes through skits, cartoon scripts and such other means. NCC, boy scouts and guides programmes are also a helpful means of creating a consciousness in discipline and co-working. The Parliamentary Committee has suggested that this value-oriented educational programme should not be led only during the school level but should be carried on further up to the level of higher education too as it is from there that the nation's political leaders, bureaucrats and army personnel would emerge.

It has yet not been finally thought off how and in what manner sex-education is imparted to the young. But at least let them be made aware through posters and other means about AIDs/HIV etc, and why and how people catch these fatal diseases would automatically be explained. That is also a part of morality in society and the young should learn what is moral and what is immoral. That is a necessary part of value based education. It need not be any part of the curriculum but it is a lesson that they must learn through discussions and discourses.

CONCLUSION

Education is a process of all round development of an individual-physical, Intellectual, emotional, social, moral and spiritual. Ancient Indian Education was value based. Education was beyond all religions in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well being of an individual. The relationship between teacher and taught was spiritual and divine. With such a close relationship, individuals acquired knowledge, efficiency and attained meaning to life. Value Based Education, therefore, is a part of the Educational programme which cannot be shelved or done away with. It has to be a part of life and life is a constant education and the process of living is a process of learning.

REFERENCE

- National Issues of India by Ankita Mitra on July 30, 2013
- Vivek P. S. Viveka Essay Competition 2013.
- Department for Education and Employment (2001) **Schools: Building on Success**

9. SWAMI VIVEKANANDA AND VALUES OF EDUCATION

Dr.THILAHA MARY ANTONY, Assistant Professor,
MS.M.RAGINI Research Scholar, Dept. of Corp. Secretaryship Bharathidasan Govt. College, Pondicherry

Abstract

Today, value education has become part and parcel of mainstream in schooling and the closest possible links need to be found between it and the world of teachers and Schools. Teaching has undergone a revolution over the past decade or so. Updated Research into the role of the teacher has uncovered the true potential of the teacher (and, through the teachers, the school) to make a difference. Much of this research insight is captured in the notion of ‘Quality Teaching’, a perspective that speaks of intellectual depth, inter-relational capacity and self-reflection as being among the factors that characterize the kind of learning that makes a difference. There are important synergies between these perspectives and those of values education. Making these links has potential to release the true power of values education and to elevate it to a mainstream issue for all schools. The address will explore these links and demonstrate how other frameworks and resources available to teachers can be incorporated into a comprehensive and powerful values education for all schools. **Key words: Value education, NCERT, Cognitive perspective**

INTRODUCTION

In India, most value education programmes have been initiated by religious organizations. However, they are generally secular in nature and universal values like honesty, trust, responsibility, compassion etc., are given prime importance. Gandhiji said that ‘formation of character should have priority over the alphabet’ and Swami Vivekananda said that teaching of religion must be part and parcel of education which, according to him was essential to teach values. Over the years, however, value education has taken the back seat.

In recent times, the CBSE and NCERT have been making efforts to re-introduce Value Education (VE) into the curriculum. NCERT had set up a National Resource Centre for Value Education (NRCVE) in 2000. In 2002, it launched a “National Programme for Strengthening Value Education.” The focus was on generating awareness, material development, teachers’ training, promotion of research and innovations in the education of human values. Guidelines for value education in the school system were to be developed. The CBSE had introduced Life Skills in classes VI and VII in 2003 and by 2005 had extended it up to class X. Now, they not only have a set of lesson plans for teachers of the subject but have also introduced the concept of Value Based Integrated Learning (VBIL) wherein all lessons are linked to some “value”. There is nothing more pernicious than “endless education”: that is, an education which is so preoccupied with the foreground of facts and skills, that it neglects the backdrop of purposes and values which supposedly validate the facts and skills we choose to teach. The task of getting beyond motherhood statements at *this* level has tended to be put in the too hard basket. Value education is a complex and controversial area, and it is easy to become jaded and possibly daunted by the obstacles it presents.

WHAT ARE SOME PEDAGOGIC CHALLENGES?

The current values study is very timely and it is also showing that value education is a complex and controversial topic. In the remaining space, there are comments on some of the current challenges that are coming to lighten the reports of those experiments.

1. Describing the nature and sources of values

Values are “*the priorities individuals and societies attach to certain beliefs, experiences, and objects, in deciding how they shall live and what they shall treasure.*” This shifts the focus from a value being a merely cognitive state of mind to a whole person decision, readiness or “disposition” to act in certain ways, given the opportunity.

2. Identifying the teaching domains

Value priorities can be described in propositional terms, and are accessible to good reasons being given for holding them. Commitment to a value is not merely a socially conditioned habit. But words like “experiences” and “treasure” invoke the affective and volitional dimensions of valuing. To speak of “experience” requires that we encourage students to feel “what it’s like” to act out, or live by, the values being commended. Empathy needs to be awakened through such teaching strategies as drama, role-plays, simulations, and being given responsibilities within the school community and the classroom lesson. An important part of values education then becomes the act of talking about the insights gained from these experiences, which again brings in the cognitive dimension.

3. Applying complementary strategies

Frequent involvement in professional development seminars has convinced that more PD is needed in respect of strategies. There are still many teachers who think *their* subject area has little to do with values education, and that any way it’s the responsibility of some other specialist. And there are still few timetables which allow for the systematic study of logic and values discourse as such.

Through discussions with over 400 teachers from various schools that include army and private schools, it was possible to draw up a table that highlighted the significance (or rather the lack of it) that is accorded to VE/LS in most schools.

	MUSIC/PT	ENGLISH	VALUE EDUCATION/ LIFE SKILLS
No of classes per week	1-2	6+	Max 1
Standardized syllabus	No	Yes	No
Teacher training	Yes	Yes	No
Specially selected teacher	Yes	Yes	No
Teacher’s interest in subject	Yes	Yes	No
Permeates through the school	No	Yes	No

THE PHILOSOPHICAL PERSPECTIVE

Let us now take a look at what great scientists and philosophers have to say about teaching.

- Sri Aurobindo had said "The first principle of teaching is that nothing can be taught."
- Swami Vivekananda had said “No one was ever really taught by another. Each of us has to teach himself. The external teacher offers only the suggestion which rouses the internal teacher to work to understand things.”

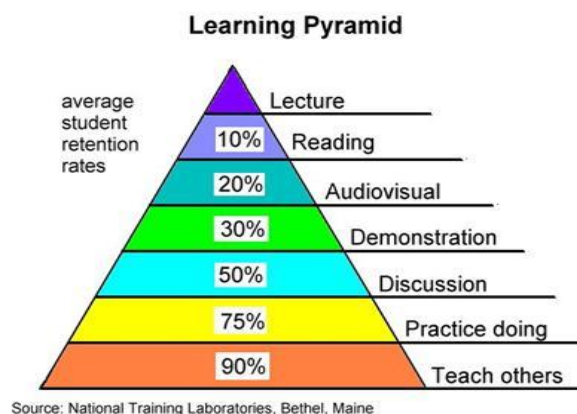
- Socrates had said “I cannot teach anybody anything; I can only make them think.”
- Galileo had said “You cannot teach people anything. You can only help them discover it within themselves.
- Einstein had said “I never teach my pupils; I only attempt to provide the conditions in which they can learn”.

So, according to all these luminaries, scientist or philosopher, Indian or Greek, nothing can be taught. It can only be learned, and we, as teachers, have to facilitate the process. Whether it is Math, Science, English, Music or Values, the methods would remain the same. The responsibility of the teacher increases manifold and the need for good role models becomes an absolute necessity.

THE COGNITIVE PERSPECTIVE

It has been said that nothing has been taught unless it is learned. So cognitive scientists focus on how learning takes place. The learning pyramid, below, shows very clearly that the traditional lecture method of teaching is practically ineffective and that it is demonstration, discussion and ‘doing’ that hold the key to effective learning.

In the case of teaching values I would consider demonstration (role models) to be more effective than discussion. However, the important point to note is that teaching others is considered the most effective way to learn. This would translate into the teachers of VE benefiting the most. So if values are taught in a structured manner by teachers who are specially selected for their interests and aptitudes, and then trained, it should have far reaching effects. Not only would students learn but teachers too would benefit and the results would have a domino effect.



WHAT IS THE COGNITIVE CORE?

1. Exploring Underlying Belief Systems: One of the main problems with talk about values education in previous eras was the “bag of virtues” approach. Moral education on a Confucian model, whereby moralisms were taught in the spirit of duty towards one’s elders, in the expectation that this would produce willing personal allegiance to the moral precepts presented. The apparent or supposed success of this strategy was due less to what was taught in the schools than to a tradition in that culture of

strong authoritarianism in the home and in wider social structures. But it is now becoming much harder to impose unquestioning obedience on the “options generations” in *modern* Asian societies.

2. Clarifying the Core: There is “a big ask”. Most school staffs are value pluralistic, and the families of the children they teach even more so. Many people believe that this will inevitably lead to value hiatus, and their desire to protect their children from such an environment has led them to prefer non state education. But to the extent that such schools become strongly protectionist, they are likely to contribute to increasing social fragmentation, which *h is* on the increase.

3. Transcending the Public/Private Dichotomy: Many values that are more personal, though not less relevant to the common good. It is interesting to note in the reports of schools in the present Values Study trials which values tended to dominate. There is much emphasis on self-esteem, community morale, and responsible citizenship, less on personal morality and life goals as such. Feelings and attitudes depend not only on affirmative *procedural* values such as “resilience” and “connectedness”, but also on personal visions of the life good to live. In the end, public morality is reliant on personal morality and vision, and any education worthy of the name will seek to merge these elements.

CONCLUSION

The nature, shape and intent of Values Education has potential to refocus the attention of teachers and their systems on the fundamental item of all effective teaching, namely the teacher her or himself, the quality of the teacher’s *knowledge, content and pedagogy, and above all on the teacher’s capacity to form* the kinds of relationships with students which convey their commitment and care and which become the basis of forming personal character and tomorrow’s citizenry. It is a challenging thought for many who, rightly or wrongly, were trained to think differently about the role of the teacher and the social agency of the school. However, Values Education or no Values Education, we live in a society that is shouting out a new charter to us. Values Education is one powerful means by which we might realize this charter.

REFERENCE

- Adelaide Declaration (1999) *National schooling goals for the twenty-first century*.
- Qld (1999). *Report of the Queensland school reform longitudinal study*. Brisbane: Education Queensland.
- Rowe, K.J. (2004). In good hands? The importance of teacher quality. *Educare News*, 149:4-14.
- <http://www.curriculum.edu.au/mceetya/nationalgoals/natgoals.htm>

10. THE ROLE OF TEACHER EDUCATORS TO INCULCATION OF VALUES AMONG COLLEGE STUDENTS

Mr. S. Deenadayalan, Assistant Professor, Krishnasamy College of Education for Women, Puducherry

Abstract

Inculcation of values is influence by a complex network of environmental factors such as home, college peer group, community, the media and society at large. It is an education for becoming and involves the integral personality of an Individual. Value education is essentially Man making and desirable behavioral change. Value education has a capacity to transform a diseased mind into a very

young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life.

The quality of a teacher is utmost importance to nourish the valuable standards of learning. Values can be imbibed by teacher educator through their ethics and talk and walk approach. In the present paper the teacher education and its stages have been elaborated. To inculcate values the necessary curriculum and skills required for a teacher educator have also been discussed. The proper assimilation of these values by a teacher educator can be done through their positive role and prescribed means.

Introduction

Values are regarded enviable, imperative and are apprehended with high esteem by a particular society in which a person lives. Values give meaning and strength to an individual's character by occupying a central place in his/her life. Values reflect one's personal attitude and judgments, decisions and choices, behaviour and relationships, dreams and vision. These values influence our thoughts, feelings & actions and guide us to do the right things. Values are the guiding principles of life that contribute to the all round development of an individual. They give a direction to life and thus bring joy, satisfaction and peace. Values add quality to life.

Thus, one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self development of an individual, constitutes a value. The other corresponding function of a value is that it should also contribute to the welfare of the larger social unit such as the family, the community and the nation of which an individual is a constituent. Value system is the backbone of the society. Values may vary from one society to another and from time to time. But, every society abides by certain moral values and these values are accepted by all the societies as "Global values". This study analysis the different modes and techniques of acquiring values and it also suggest possible measure of inculcating the values among college students. This article endeavors the awareness among the students about the importance of value Education among the students.

Value: Meaning and Definition

The German Philosopher Friedrich Nietzsche first used the word 'Values' in 1880. Until then the word value was used as a verb meaning to value as esteem something or as a singular noun meaning the measure of something for example, the value of money, food or labour. Nietzsche used the word 'Values' in plural to denote moral beliefs and attitudes that were personal and subjective. In modern democratic society, this concept of values has changed. The word 'Values' has come to be used in plurals for over a century. As the world is becoming more civilized, education is becoming more or less materialistic and to old value traditions are being slowly given up. It is an imperative need in the present context of things that the whole of educational system should be restructured to include value education in the process of education.

In Oxford Dictionary of English, value means worth and valueless means worthless. From a historical viewpoint, a value may be defined as a thing that is good. Operationally the concept of values may be defined as ‘factors which affect human behavior’ intellectually, value may be defined as a concept which is accepted by the sub-conscious mind, is understood by all and perceived by the individual.

Categories of Values

Personal Values: Personal values mean the desires of individual whatever they are in the social relationship. Some of the personal values are excellence, honesty, self-confidence, self-motivation, punctuality, ambition, courage, creativity, imagination etc.

Social Values: Individual cannot live in the world without having interaction with others. People want social values like love, affection, friendship, peer group, reference group, imparity, hospitality, courageous, service, justice, freedom, patience, forgiveness, coordination, sympathy, tolerance etc. Social values are more important for healthy, good environment for every organization.

Moral Values: Moral values impart respecting others and ourselves, respecting the right of others, keeping promises avoiding unnecessary problems with others avoiding cheating and dishonesty, showing gratitude to others and encourage them to work.

Spiritual values: The ultimate ethical value is called spiritual value. Spiritual values are piety, meditation, yoga, self-discipline, control, purity, and devotion to God etc. Spiritual values highlight the principles of self-restraint. Self discipline contentment, reduction of wants, freedom from general greed and austerity.

Universal Values: It is universal values that indicate the essence of the human condition. It is through Universal Values that we link ourselves with humanity and the cosmos. Universal Values can be experienced as life, joy, brotherhood, love, compassion, service, bliss, truth and eternity.

Cultural Values: Cultural values are concerned with right and wrong, good and bad, customs and behavior. Cultural values are reflected in language, ethics, social hierarchy, aesthetics, education, law, economics, philosophy and social institutions of every kind.

After classifying values, we must be determining which of the above values are most meaningful. Universal values are at the top of the list. The others have their place but it is through Universal values that we experience a sense of oneness with the human race Universal values must be our foundation if we are to enjoy a rich, profound, fulfilling life.

Teaching Values – An Experiment in Education

Education is a process that starts at the next moment of birth of every child. Education did not just mean teaching the students how to read, write and get a job. It also included developing the personality of the student to make him, an ideal citizen. So value education is education in values and education towards the inculcation of values.

Education is a process of all-round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Vivekananda has asserted:

“Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life building, man making, Character making assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country spiritual and secular, in our own hands and it must be on national methods as far as practical.”

Different aims of education can be listed as follows:

- To impart the practical knowledge, necessary to level a useful life.
- To preserve, transmit and enhance the values from one generation to another.
- To create new values.
- To boost self-expression, self-preservation and. self-confidence.
- To help individual to adjust physically and mentally.
- To enable individuals to control environment and fulfill responsibilities.
- To eradicate communal and social disharmony
- To develop problem solving abilities and positive approaches to life
- To utilize limited resource effectively for better achievements.

Empowering Learners by Inculcating Values

Values are the basis for the social, intellectual, emotional, spiritual and more development of an individual. Value education is not a sphere of activity distinct from other activities. Values are regarded as abstract beliefs that transcend specific situations, objects and issues and they function as standards of conduct as compared to attributes which are evaluative judgements related to specific issues and situations. Values are more central constructs and relate more closely to basic human needs and societal demands.

Value acquisition goes on constantly in the school through various activities like instruction, relationship between pupils, co-curricular activities etc. So education has a major role in inculcating basic values of humanism, socialism and national integration among the children and it presents a challenging task before the teacher and taught.

As an integral part of education system, teacher education is intimately related to society. It is not only an institution; its scope and objectives have become larger in modern times. The need of the hour is to have competent, committed and professionally qualified teachers who can meet the demands of the society. Prof. J.S Rajput in his capacity as the chairperson of NCTE has the right to expect from the teachers all the excellence in the output as well as interactions which develop knowledge and ethical values among students and create educative environment which could generate fraternity among fellow teachers and teacher educators.

According to Rajput “talking of teachers and the multiplier effects of their work one must immediately revert to the teacher training institutions. The number of teachers they produce has a direct relevance to the multiplier effects that is likely to be visible in the society”. Therefore the role of teacher educator is of paramount importance.

Following are the ways by which values can be imbibed among teacher trainees during classroom teaching and learning process:

1. Basic human values need to be encouraged in the classroom teaching. Teacher educators should inculcate in the minds of teacher trainees that a child is born with values, a teacher need to uncover them. Sharma’s (1984) study identified a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers.
2. Teacher educator must be clear about the values that he wishes to emphasise. A set of universal values will emerge that freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.
3. Values cannot be taught in isolation but the teacher can provide experiences and situations in which students can consider and reflect about values and translate this reflection into action.
4. Teacher educator can involve students in active games in the classroom to inculcate the values of fair play, honesty, courage, cooperation; respect and love are best learnt through interaction with peers having diverse cultural, ethnic and personality traits among teacher trainees.
5. Value education should be a process of developing the spirit of rational enquiry and self discovery.
6. Human values need to be cultured for the sake of the mind and the body in the students.
7. Learning how to focus attention and to actively listen while sitting still are other skills that promote reflective learning and good interpersonal skills.
8. Teacher educators should make teacher trainees need to know human nature. With loving attention and care one can bring out the positive human values in child.
9. In order to create a positive school ethos there must be commitment by the whole staff that value based education is central to the school’s mission.
10. Celebrating current good practices is the key to encourage students to develop value based education.
11. Value education is most effective when the teacher educator act as a role model and ensures that it is at the heart of the school’s philosophy. Students observe the enthusiasm, commitment and “the talk and walk” of teacher educator which creates the impetus that ensures that values lie at the core of the human existence. Singh (1989) identified a significant relationship between intelligence and value orientation gain for cooperation, dedication, scientific outlook and rationalisation among B.Ed. students.

12. After the lesson stimulus, whole class discussion allows the value to be explored more deeply. So teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.

13. Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from value lessons. Rajendra Prasad (2005) found that the most preferred terminal values of teacher educators were a world of peace, happiness and self respect.

14. Emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently.

15. Introspection is central to the establishment of a school than embodies values. It encourages pupils to work on themselves and their own attitudes and behaviours before criticizing others.

16. Teacher educators must develop competencies in teacher trainees to teach on the basis of the accepted principles of teaching and learning.

Essence of Curriculum for Value Education in college:

- Education for human values should be considered as a central core in the entire life of the college and outside college also.
- Some aspect of human values can be dealt within the prescribed periods of the time table, but most of the vital aspects have to be kept in view and dealt within the whole college and home life as occasions arise.
- Some of the aspects can be taken in the larger functions of the whole school like daily prayer, social service camps, sports meet, festival days, special days in memory of great people, National Days, etc.

Prayers:

Prayers promote truth, peace and discipline. In a college assembly starts with a thought or quote for the day it should be explained with an appropriate story.

Celebration of Birthdays:

Educational institutions should celebrate birthdays of great men and women of various nations like *Buddha, Vivekananda, Gurunanak, Mahaveer and Gandhi*. It will inculcate moral, religious, social, cultural and spiritual values among the students.

Celebration of International Days:

Institutions should Celebrate some important International Days like *women's Day, Human rights day, youth day and Teachers day*. It will inculcate moral, religious, social, cultural and spiritual values among the students.

Book exhibition:

Every college should make arrangements for book exhibition on literature related to moral and social value by extending invitations to publishers of this area of knowledge.

Unity:

Unity refers to the state of being joined as a whole. It also means agreements or harmony between people or groups. The word is synonymous to oneness, harmony, agreement and Union etc.

Education in very general terms is a process of bringing about desirable changes of behavior in the learners, in accordance with standard norm, which is concept of good life. Students may develop some essential values through various curricular and co-curricular activities in the school. Teacher educators are responsible for inculcating new values and for developing the total personality of the learners. Before devising a plan for imparting value education for the empowerment of learners it is imperative to decide what teachers ought to develop and how to develop, in other words a teacher must know the content of value oriented education and should be in position to adopt various approaches strategies and methods for inculcating values and for the empowerment of learners.

Conclusion:

Hence an Inculcation of value moral and Ethical values during college period is very important for students own well being and the society in general. First of all the teacher educators must have his own standard of quality and values which is to be imbibed by the teacher trainees and to the young youth of the nation. Time to time various introspective and retrospective measures must be taken to assess the quality of value education at all levels. The grass root level of our objective must be strong enough to fulfill our dreams. Values have been overlooked and finally dropped plunging humanity into chaos and danger. The remedy is to re induct them. This can be done at curriculum planning stage. There is need of value education in teacher education curriculum which involves 'educating the heart as well head'. Learning to live together becomes the most essential pillar of education.

Reference:

1. Strategies and methods for Teaching values in the context of science and Technology by UNESCO 1993.
2. Value Education A Handbook for Teachers, CBSE New Delhi.
3. <http://www.ncte-in.org>
4. 'Value Education: Changing Perspectives', Mohit Chakrabarti (1997), New Delhi.

11. ROLE MODELS FOR VALUE INCULCATION

**A. THAMARAIKKODI, V. SHANMUGA SUNDARI, and
S. VADIVAMBIGAI**, Krishnasamy College of Education for Women, Puducherry

ABSTRACT

In this paper we are going to discuss how to inculcate values to the college students, through the ideas or in the path of some persons whom they consider as their role model.

Coming to the inculcation of values. It begins from the time you are born on this earth you start learning from your crawling age, and it is a continuous process till you die.

The positive values are Honesty, compassion integrity, Forgiveness, Love knowledge Discipline, Faith and leadership. Value is instruction in the entire realm of values – physical emotional, intellectual, imaginative aesthetic, democratic, Scientific, Social, moral and spiritual for any individual.

INTRODUCTION:-

The value Inculcation Model (VIM) has been created to bridge the gap between Identifying values and inculcating them. It was developed over 10 years of working with organizations across four continents. The four-step, practical model support leaders by ensuring that the values directly translate to employee behaviours leading to enhanced Organizational performance.

The role of the educators become more challenging and rewarding in terms of the inculcating the values among the learners. This is possible only if we the 21st century educators are strong in our sense of conviction and culture and work as a role model for the students.

WHAT IS A ROLE MODEL?

Role models are people who play a big part in the lives of students. Students look up to these persons and try to follow their actions. For one reason or another, they are heroes to kids for what they have accomplished. In the world today, as we all know, there are some role models who exert a very positive influence on students' lives. Unfortunately, there are also a lot of people as role models who have an extremely negative influence on kids' lives.

POSITIVE ROLE MODELS:-

When I was a young boy, Superman was one of my first heroes and role models. I remember watching Superman everyday on TV, and marveling at how he was “faster than a speeding bullet, more powerful than a locomotive, and able to leap tall buildings with a single bound.” I was even more spellbound by how he could fly, and in fighting for truth, justice, and the American way, always could defeat the “bad guys.” I sent in for his shirt, and after receiving it in the mail, I wore it with the big “S” proudly to school as much as I could.

Cowboys like The Lone Ranger, Gene Autry, and Roy Rogers were also my role models and heroes. I especially liked The Lone Ranger, because he always fought for truth and justice and came out on top against the villains. It was so exciting listening to his early radio programs in the early 1950s.

Later, my parents, teachers, and high school football coach become role models for the moral values they taught. Mom and dad taught me to be honest and work hard. My teachers and especially the Catholic school nuns taught me to be loving and compassionate. Coach taught me valuable lessons in teamwork and perseverance for success.

Mother Teresa exemplified being value driven through the following story:-

One day Mother Teresa went to a local bakery to ask for bread for the starving children in the orphanage. The baker, outraged at people begging for bread from him, spat in Her face and refused. Mother Teresa calmly took out her handkerchief, wiped the spit From her face and said to the baker, “Okay, that was for me. Now what about the Bread for the orphans?” The baker, shamed by her response, gave her the bread she Wanted. How you would have reacted in that situation; most of us would have shouted at the Baker or perhaps hit him. To Mother Teresa, feeding the starving children was far more Important than her pride. She believed in her values.

Values dictate what is expected from an individual in any given situation and how they Should behave. Identifying the right set of values is no doubt tough; however, the real challenge lies in Inculcating these values and making them come alive for everyone in the organization. What leaders need is a framework to guide them on how to translate values into Behaviours and ultimately impact Organisational performance.

HOW TO CHOOSE A ROLE MODEL:-

Role models are important. They help us become the person we want to be and inspire us to make a difference. Choosing wisely means that you are influenced correctly and will help you be the best person you can be. To be like someone you have to work hard.

REMEMBER THAT ONLY DEITIES ARE PERFECT:-

God may be perfect, but people aren't want a perfect role model to be perfect, they may make mistakes. Of course, if you want a perfect role model, you might want to go with Jesus Christ or Buddha or another religion's god.

LOOK FOR SOMEONE WHO IS LIVING LIFE THE WAY YOU WOULD LIKE:-

If you want to be a famous author, your role model could be someone who has been successful at writing. If you have always wanted to be a nurse. Your role model could be someone at your local hospital who is dedicated to their job and someone who you look up to for their achievements.

LOOK FOR KEY CHARACTERISTICS THAT YOU WANT TO ACHIEVE:-

Choose a role model who may have done something you find admirable, such as raised a lot of money for charity, saved lots of lives, helped people in need or discovered the cure for a disease. Find someone who has good characteristics that you don't have (yet!). Here are some things to think about.

Choose someone who has a sense of purpose. A good role model would be someone who knows who they are. You don't want someone who seems perfect but doesn't have a sense of purpose. You want someone who won't pretend to be someone they are not and will not fake just to suit other people.

Consider someone who thinks it is all right to be unique, even if that means accepting some ridicule. They should make you feel good about being yourself, they shouldn't make you compare yourself to them and wish you were pretty.

FOCUS ON WHAT IS GOOD; DON'T EMULATE WHAT IS BAD:-

Select a role model for yourself. If you want to be an inspirational person, think about the people who inspire you. Do a little brainstorming. Why do you admire them so much? What is the message they send through their actions? How can you have a similar affect on others?

BUILD YOUR CONFIDENCE:-

As you start to consider how you can be a role model, try to develop faith in yourself as a person. What are your strengths? What do you do well? Remember that even simple attributes in yourself can have a drastic affect on others. Ponder your strengths and develop an image of who you are and who you want to be.

DEVELOP YOUR OWN STYLE:-

As you gain confidence in yourself as a person, develop an attitude to match. Don't just try to fit into "subcultures." While there is nothing wrong with having a group of friends who share your interests, try to be your own unique person. Don't try to "force" anything. You don't need to worry about what other people think, you simply need to worry about yourself. Other people will accept you as a role model or not, you cannot force this. Be yourself. Remember none of this should come at the expense of you. Don't try to change for anyone, develop confidence within yourself everyday!

Just be yourself and feel confident in what you do. Don't copy what others are doing, stand out. If people copy it just proves that they re insecure and not original unlike you!

YOU'LL INSPIRE OTHERS IF YOU ARE A TRAILBLAZER RATHER THAN A FOLLOWER:-

People admire someone who makes decisions for themselves, rather than under peer pressure. Always think of how you want to be. Always try to better yourself, for you, not for someone else. There is always room for improvement.

STAY HUMBLE:-

Role models don't brag about their accomplishments. Don't expect to see the results of your actions in others right away, if ever. You cannot force someone to adopt you as a role model, often times those who most admire you will be shy and lack their own confidence. A role model does not seek "fans" or popularity, they simply seek to be a nice person.

PLAY THE ROLE YOU CREATE FOR YOURSELF:-

Once you have a good positive image of yourself and your relationship with others, stick to it! Remember this shouldn't be an act, it is a way of living.

Identify your values and aspects of your personality that you would want to pass on to others.

Identify your negative aspects and actively work to resolve or improve them.

KNOW WHO LOOKS UP TO YOU:-

Chances are, more people look up to you than you realize. They can be anyone: Your children, friends, students, neighbors-and even people who are older than you. When you know who looks up to you and why, you can act on your good qualities more often, reach out to others, and establish strong relationships with those around you.

YOU AND THOSE WHO LOOK UP TO YOU:-

Someone might be in a sticky situation and think about your choices, wondering, "What would s/he do in this situation?" When you make positive choices, you teach positive values and ways of thinking to others.

IDENTIFY YOUR BAD HABITS, OR NEGATIVE ASPECTS OF YOUR PERSONALITY AND GETTING ENOUGH SLEEP:-

Bad habits can be everything from getting drunk repeatedly to not getting enough sleep. To know if something is a bad habit or not, ask yourself the following questions:

Does it hurt others around me?

Is it detrimental to my health?

Are the results of my actions good or bad?

What are the long term effects?

If I stopped doing it, how would the outcome affect me?

Is it a habit I would want others to imitate?

ROLE MODELS FOR VALUE INCULCATION:-

My dad is my role model. Why? He lost his wife with four young children he needed to raise by himself, without much money after memorial expenses, and hospital bills and such. He has been extremely lonely and suffered depression for a few years after my youngest sister's birth, but he always manages to put a smile on his face for my sisters and me, even during the hardest times in his life, and that just makes him an amazing dad. He's the kind of dad I want to become when and if I ever have children. He's my favorite person in the world, and I love him for being there for me and my sisters through every single step of hardship we've ever dealt with.

ROLE MODELS FOR VALUE INCULCATION:-

Many people have role models or people they look up to in their life. Whether it be a actress, super hero, sports star, or just someone you admire they inspire you and the decisions you make. For me, that person is my ;mom she is very beautiful, successful. Ever since I could remember she has been right beside me supporting any dream or goal I was trying to reach. When I am older I hope I could be there for my kids the way she is for me.

The first thing I admire is her beauty. No matter if she is dressed casual or professional she always looks clean cut and ready for anything that may come up. She has a beautiful big white smile that can warm up a room. She has very high cheekbones, which many people wish they were born with Her eyes are a very light brownish green color, just looking into them you can see all the love she has for others. My mom is pretty tall I would say, but not to tall. I am very lucky to of inherited my moms genes.

Now my mom isn't all looks, she also has brains. She got her undergraduate at Cal State Long Beach, and went on to getting her Masters degree at Arizona State University in teaching. She has been teaching at Rhodes Junior High for almost 10 years as a seventh grade science teacher. To this day she still loves every minute of it. She is a vey hard worker and makes sure that every lesson she teaches keeps the students interested and learning. She goes over and beyond for her students and does her best to make sure everything is to its full potential before presenting it to her class. I hope that when I am older, in what ever career I choose, I will work just as hard to be as successful as my mom..

CONCLUSION:-

The programme of action on value education requires careful planning, execution, monitoring and evaluations by all the members of the school, society and teachers. It is a challenging task. The mind of children should be cultivated purposefully so that they learn how to follow values, but not how to avoid or erode them. Hence, we can conclude that inculcation and celebration values in our life, at home, in schools and from the society, transform us into an ideal citizen of the world and a perfect human being of our society. A role model is hard to define, because it can be different for everyone. Who your role model is depends as much on you as it does on the person you admire. Often, it is someone you would like to be like when you get older, or someone who does something you find hard to do. Swami Vivekananda has emphasized that – “Education is not the amount of information that is put into you brain and lies there undigested, instead education must have a life building, man making and character building role”.

REFERENCE:-

- A.A Bucher(1997 international journal of Research
- <http://hubpages.com/hub/Importance-of-Positive-Role-Model>

12. ROLE MODELS FOR VALUE INCULCATION AMONG COLLEGE STUDENTS

S.Ushanandhini, M. Bhuvaneshwari, S.Sivapriya Krishnasamy college of education for women,
Puducherry

ABSTRACT

Role models for inculcation among college student says about parents should teach the purpose of economic values to the students, as well as teach value among the money. Guide to children .How to face problem in the society. Inculcate the cultural value among the children how to make the good community among the people. Mold for good moral value though the life. What is purpose of moral value? How to develop a moral value? Intellectual value for children. how to face the problem through the life as well as can explain to her children to stand his own legs. Values which are going to inculcate and its classification. If the parent having the life all this value whether they followed me is useful for their children to said as role model of values.

Introduction:

Values are important and last belief are ideal shared by the member of a cultural about what is good or bad and desirable or undesirable. Value are major influent on a person's behavior and attitude and serve as broad guideline in all situation. The infant child have parent is role model. To imitate her to learn many value.

Classification:

Value inculcation about parents can be classification as six type, there are Personal value, Cultural value, Moral value, Intellectual value, vocational value, Economic value,

Cultural value: Cultural value is an important to human life what our caste, religions it may be people should followed the cultural and heritages in our life. They develop and followed the cultural value. It also develop good community among the people. It will help good person in surrounding.

Moral value: Moral value is an important in life. To keep punctuality, to maintenances the obedience, helping tendency, to obey elders, parents, teachers and our neighbors, to develop positive attitude, to develop positive thinking, First she love himself, to love others, to develop broad minded person, don't develop bad habits and negative thinking more this are few factors to develop and maintenances moral value in surrounding and also help to value in the person society.

Intellectual value: Intellectual value is an important value. To develop knowledge in upto date, to improve in various attitude towards knowledge. To develop a problem to solve in future generation, to develop a knowledge in various field, to share everything about the knowledge oriented it will help our life.

Economic value: Economic value is also one of the important value because without money nobody can survey in our world. Spending of money only, where it necessary is a one of value and also the child of the family should spend money based the family economic status is also one of the help for parents.one should know the value of money and not addict to the money.

Social value: Social values is an important part of our society. To develop helping tendency, to create more awareness about our society. To make good relationship among the society, to develop unity among society. To adjust the environment and make it comfortable, socially speak able to others.

Vocational value: Vocation value is important it is a main part of life because it is job oriented value. The person should tried to get good job maintained good name in the field become higher level. Parents should teach the child to stand on their own legs. Without depending on others. It make confident to survey in the world.

Conclusion

Values of inculcation among college students is a great challenge and a person having many value among them to develop their personality so everybody must having the certain impression person. That person is considered as role model of life .If the parent is first role model for all children.so parents is first teacher to inculcating different values and guide to develop value in stage adult .

References

- Nagarajan, Education in the emerging Indian society,
- Yogesh kumar shingh. value education.

13. ROLE MODEL FOR VALUE INCULCATION

K. DANALAXMI, T. SOWMIYA, K. PRIYA AND A. SAVITHRI, Krishnasamy college of education for women, Puducherry

கருத்துச் சுருக்கம் :-

எந்த ஒரு செயலையும் யாரும் தானாகக் கற்றுக்கொள்வது இல்லை. பிறந்ததிலிருந்து நாம் ஒவ்வொரு செயலையும் மற்றவரிடமிருந்து கற்றுக்கொள்கிறோம். ஒருசிலர் செய்யும் நல்ல செயல்களை மட்டும் எடுத்துக்கொண்டு பின்பற்றுவது நல்ல மதிப்புக்களை வளர்க்கிறது. அவர்களே அனைவர்களுக்கும் முன்மாதிரியாகத் திகழ்கின்றனர். கல்லூரி மாணவர்கள் மத்தியில் மதிப்புகளை வளர்ப்பதில் தந்தை பெரியாரே முன் மாதிரியாகத் திகழ்கிறார். தந்தை பெரியார் அவர்களின் வாழ்க்கை முறையும், அவரின் ஒவ்வொரு சீரிய செயலும், கல்லூரி மாணவர்களிடையே ஆழமாக கால் பதித்தது.

முன்னுரை :-

“அன்பிற்கு முன்மாதிரி அம்மா, ஒற்றுமைக்கு முன்மாதிரி நண்பர்கள், வழிகாட்டிக்கு முன்மாதிரி ஆசிரியர்கள் , மதிப்புக்கு முன்மாதிரி தந்தை பெரியார்”

மதிப்புகள் என்பது ஒவ்வொரு கலாச்சாரம் மற்றும் பண்பாட்டிற்கும் வேறுபடும் ஒன்றாகும். அந்தந்த பகுதிகளுக்கேற்ப மதிப்புகள் மாறுபடுகின்றன. அவைகளை யார் பின்பற்றுகிறார்களோ அவர்களே மதிப்பு

மிக்கவர்களாகின்றனர். அவர்களுள் ஒருவர் தந்தை பெரியார். தந்தை பெரியாரின் செயல்கள் கல்லூரி மாணவர்களிடையே எவ்வாறு மதிப்புகளை வளர்க்கிறது என்பதை பின்வருமாறு காணலாம்.

மதிப்புகள் என்பதன் பொருள் :-

விரும்பத்தக்கவை, முனைந்து அடையக்கூடியவை, மதிப்புமிக்கவை என்றெல்லாம் எவற்றை மனிதர்கள் தம் சிந்தனை, உணர்வு, செயல்கள் மூலம் வெளிப்படுத்துகிறார்களோ அவையே மதிப்புகள் எனப்படுகின்றன.

மதிப்புகளின் தன்மைகள் :-

மதிப்புகள் பொருள் சார்ந்ததாகவோ, அல்லது பண்பு சார்ந்ததாகவோ இருக்கலாம். அவை மனித நடத்தையையும், இலட்சியங்களையும், நிர்ணயிப்பவையாக அமைகின்றன. எனவே ஒவ்வொரு மனிதனது மதிப்புகள் அவனது நடத்தை கோலங்களுக்கான மையக்காரணிகளாகத் திகழ்கின்றன.

மதிப்புகளின் வகைப்பாடு :-

அ) சுய மதிப்புகள் :-

ஒருவன் தன் வாழ்வில் பின்பற்றும் மதிப்புகள் இவை என்று எவற்றை பெருமையுடன் கூறுகிறானோ அவையே அவனது சுயமதிப்புகள் ஆகும்.

ஆ) சமய மதிப்புகள் :-

இறை நம்பிக்கை, இறைவனை அடையும் வழிமுறைகள் அத்தகைய வழிமுறைகளில் இருந்து வலகி நடப்பதால் ஏற்படக் கூடிய விளைவுகள் ஆகியவற்றுடன் தொடர்புடைய மதிப்புகள் சமய மதிப்புகள்.

இ) சமூக மதிப்புகள் :-

ஒரு சமுதாயம் தனி மனிதனிடம் எதிர்பார்க்கும் விஜயங்களை சமூக மதிப்புகள் என்கிறோம்.

ஈ) பொருளாதார மதிப்புகள் :-

எப்பொருள் அரிதாகக் கிடைக்கின்றனவோ, அதிக மனநிறைவை அளிக்கின்றனவோ அவையே உயர் மதிப்புடையவை. எப்பொருள் அதிக அளவில் கிடைக்கின்றனவோ அவற்றால் விளையும் பயன்களும் குறைவோ அவை தாழ்நிலை மதிப்புடையவை.

உ) அரசியல் மதிப்புகள் :-

ஆரம்ப காலத்தில் மன்னராட்சி முறை மதிக்கப்பட்டு வந்தது. ஆனால், மக்களின் கல்வியறிவு, சுதந்திர வேட்கை, அதிகாரப் பங்கீடு வேண்டும் என்ற மனப்போக்கு ஆகியவற்றால் ஜனநாயகம், சுயச்சார்பின்மை போன்றவை செல்வாக்குப் பெறத் தொடங்கின.

ஊ) அறிவுசார் மதிப்புகள் :-

வேற்றுமையில் ஒற்றுமை காண்பது, இருளிலும் வெளிச்சத்தைக் காண முயல்வது போன்ற அறிவார்ந்த செயல்களே உயர்மதிப்படையவை.

எ) ஒழுக்கநெறி மதிப்புகள் :-

சுயகட்டுப்பாடு, தன்னை உணர்ந்தறிதல், அகிம்சை, உண்மை பேசுதல் போன்றவை உயர் மதிப்புகள் ஆகும்.

மதிப்புகளை வளர்ப்பதில் கல்லூரி மாணவர்களுக்கான முன்மாதிரி

தந்தை பெரியார் :-

மாணவர்களிடையே மதிப்புகளை வளர்ப்பதற்கான சிறந்த முன் மாதிரி தந்தை பெரியார் என்று கூறுவது பொருத்தமாகும். ஏனெனில் தந்தை பெரியாரின் ஒவ்வொரு செயலும் மதிப்புகளை வளர்க்கும் விதத்தில் அமைந்திருந்தது.

பொருளாதார மதிப்புகளை வளர்ப்பதில் தந்தை பெரியார் :-

தந்தை பெரியாரை கஞ்சன் என்று கூட சிலர் கூறி இருக்கலாம். ஆனால் கஞ்சன் என்று கூறுவதை விட சிக்கனத்தின் சிகரம் என்று கூறுவதே சிறந்தது ஆகும்.

உதாரணமாக, ஒரு முறை ஜி.டி. நாயுடுவும், தந்தை பெரியாரும் தொடர்வண்டியில் பயணிப்பதற்காக ஜி.டி. நாயுடு முதல் வகுப்பினை தேர்வு செய்தார். ஆனால் தந்தை பெரியார் அவர்களோ மூன்றாம் வகுப்பில் பயணம் செய்தார். பயணம் முடிந்த பின் ஜி.டி. நாயுடு, தந்தை பெரியாரிடம் நீங்கள் ஏன் மூன்றாம் வகுப்பில் பயணம் செய்தீர்கள்? என்று கேட்ட பொழுது, நான்காம் வகுப்பு என்று ஒன்று இருந்திருந்தால் அதிலே பயணம் செய்திருப்பேன் என்று கூறினார்.

இவ்வாறாக பெரியார் சிக்கன வாழ்க்கையை மேற்கொண்டது மாணவர் மத்தியில் பொருளாதார மதிப்பை உணர்த்துகிறது.

சமய மதிப்புகளை வளர்ப்பதில் தந்தை பெரியார் :-

அனைத்து சமயங்களும், மதங்களும் அன்பையே வலியுறுத்துகின்றன. அன்பிற்கு இலக்கணமாய் இருந்தவர் தந்தை பெரியார்.

உதாரணமாக, சிறுவயதில் பெரியார் பள்ளிக்குச் செல்லும் போது அவருடைய தாய் தாழ்த்தப்பட்ட மக்களிடம் தண்ணீர் வாங்கி அருந்தக் கூடாது என்று கூறி இருந்தார். ஆனால், தந்தை பெரியார் அவர்கள் அதையும் மீறி தாழ்த்தப்பட்ட மக்களிடம் நீர் வாங்கி அருந்தினார். இதன் மூலம் மனிதனாகப் பிறந்தவர்கள் எல்லோரும் ஒன்றானவர்கள், அனைத்து சமயத்தினரும் ஒன்றுபட்டே வாழ வேண்டும் என்பதை இச்செயல் மூலம் உணரலாம்.

பெரியாரின் இந்த சமய மதிப்புகளை உணர்ந்த அனைத்து மாணவர்களும், 'அனைவரும் ஒன்று' என்றும், 'சமயங்கள் ஒற்றுமையே வலியுறுத்துகின்றன' என்றும் உணர்கிறார்கள்.

சுய மதிப்புகளை வளர்ப்பதில் தந்தை பெரியார் :-

பெரியார் யாருக்கும் பயப்படாமல் சட்டத்திற்கு புறம்பான செயல்களை செய்பவர்களை எதிர்த்து அறைகூவல் விடுத்தார். மேலும் தன்னம்பிக்கையுடன் செயல்பட்டார்.

உதாரணமாக, பெரியார் கடன் வாங்காமல் வாழவேண்டும் என்ற தன்னம்பிக்கையுடன் வாழ்ந்தார். “கடன் வாங்குவது என்பது, மாணத்தை அடகு வைப்பதற்கு சமம்” என்ற சீன பழமொழி கூறுகின்றது. இக்கொள்கையைப் பின்பற்றி வாழ்ந்தவர் பெரியார். பெரியாரின் இந்த சுய மதிப்புகளை பின்பற்றி ஒவ்வொரு மாணவனும் தனக்கே உரித்தான சுய மதிப்புகளை வளர்த்துக்கொள்ள வேண்டும்.

பரிந்துரை :-

ஒவ்வொரு மாணவனும் பெரியாரின் கொள்கையைப் பின்பற்றி நடந்தால் மதிப்புகளானது நாளடைவில் மேம்படுத்தப்படும்.

துணை நூற் பட்டியல் :-

பேரா. கி. நாகராஜன், பேரா. சா. நடராஜன், தேவ. சீத்தாராமன், வளர்ந்து வரும் இந்திய சமுதாயத்தில் கல்வி

SUB-THEME III: MODES OF ACQUIRING VALUES THROUGH LIFE EXPERIENCE

1. CO-CURRICULAR ACTIVITIES AND VALUES AMONG THE COLLEGE STUDENTS

P.SARAVANAN, B.Ed., Student, Department of English, Government College of Education, Vellore

ABSTRACT

Now a day's almost all the schools and colleges various festivals are organized cultural programmes. Among the college student the focus is on only modern technology. Technical or Extra Curricular activities are most wanted among the college students. This paper quoted Mr. Sri Shankar Dayal Sharma's Co-curricular activities important. Direct method and Indirect Methods also develop our curricular and co-curricular activities among the college and school students. Through these activities, the qualities of leadership, self-discipline, co-operation, team-work, sports or indoor Games to develop values among the college and school students.

INTRODUCTION

Co-curricular values play a very significant role in inculcating different values in the students. For all-round development of personalities of the students co-curricular activities are considered to be very important now-a-days. Previously the term "extra-curricular activities" was used for outdoor activities and other cultural programmes organized in the school. But now-a-days this term has been discarded keeping in view the importance of these activities. In many progressive schools there is an allotment of certain periods for these co-curricular activities in their regular time table.

Through these activities, many values can be inculcated profitably. Co-curricular activities form an integral part of the modern school curriculum. They should be made more and more purposive and fruitful as well as value oriented with the democratic base and purposeful pursuit. This can be done, provided children have an opportunity of having living experience of moral life through these activities.

In programmes of outdoor activities, the children are taken out of the school to the areas of adventure, appreciation of art and culture and the places of historical values. They can be brought avenues in the training of initiative, team-work, self-discipline and learn much about our cultural heritage and historical details. Besides games and sports, there are several outdoor activities, namely, NCC, Scouting & Guiding, Mountaineering, Trekking, Excursion, Field trips etc., which may serve the purpose of inculcation of desired values among the students and formation of character.

Almost all the schools and colleges various festivals are organized at deterrent levels festivals may be classified into three heads:

- National Festivals
- Religious Festivals
- Birth/Death anniversaries of great persons.

Besides these, there are so many occasions like Sports Day, Teachers' Day, Parents' day, Annual Day, UNO Day, etc., when some literary and cultural activities are carried out in the school. Through these activities, the qualities of leadership, self-discipline, co-operation, team-work, etc., can be easily developed. Through these activities, new dimension can be given to the personalities of the students.

Sri Shankar Dayal Sharma, former President of India, the scholar – and educationalist said, “The aim and objective of all education is to maintain, sustain and develop a healthy mind in a healthy body. Co-curricular and extracurricular activities have as much place in our system as the curriculum and the syllabus. The lack of such activities is the reason for the growing evils of habitual smoking, drinking and drug-addiction fast growing amidst our student community. Education is not injection or injunction. It is not indoctrination of views and ideas or just an imposition of one’s views upon others. In short, education should not be an infliction. The moment education becomes such as infliction, the consequence will be student indiscipline, strikes and agitations within the campus”.

The whole realm of activities and programmes traditionally known as co-curricular activities conducted in school can have tremendous impact on the learning of values by students. Values are integral to the way these are organized. It is important to critically review the kind of activities carried out in schools and the expected outcomes these are likely to yield. The objective must be to provide experiential learning in not only knowing values but also practicing values. Some innovative ideas which are practiced in some schools across the country have been presented. It is also important to actively involve students in efforts towards value education in schools

Approaches of Value Education

The teacher must be trained in the following approaches for the inculcation of values:-

1. **Direct Approach:** The direct education approach prefers to deliberate systematic instructions in values in specially provided period. The values are explained and illustrated through stories of real life events etc.
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 curricular and co-curricular activities.
3. **Incidental Approach:** In 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 such as morning assembly or sports day.

COLLEGE ACTIVITIES AND PROGRAMMES

A whole realm of activities and programmes conducted in schools as part of traditionally known as co-curricular or non-scholastic activities can have tremendous impact on the learning of values by students. Giving value based perspective to the usual activities organizes in schools or classroom itself could trigger the change process. Values are integral to the way these are organized. Doing activities in a routine and mechanical manner will not give so much mileage. Moreover, these activities and programmes alone will not make much difference in meeting the objectives of the value based education unless these are infused in a school that has a caring and cooperative school climate. The

interplay of school climate, positive relationships, modelling of the desirable value by adults as well as curricular activities result in a healthy amalgam of education in values. It is important to critically review the kind of activities carried out in schools and the expected outcomes these are likely to yield. In the following section, attempt has been made to reflect on different types of activities and innovative ideas which are carried out in schools to promote the desired values. In most of the schools, it is customary to organize morning assembly. It can serve useful purpose if experiences provided to the students are meaningfully planned to make an impact on their attitudes and behaviour. Similarly, it is a routine to celebrate national and cultural festivals. Such celebrations are meant to arouse national consciousness, sentiments, and feelings and imprint the mind of students with positive thoughts and feelings about the wealth in our culture and heritage. The spirit of celebration is lost if inherent messages are not brought-forth and highlighted.

CONCLUSION

This paper presentation focuses on how to make co-curricular human values among the college and school students. Festivals are meant to arouse national consciousness, sentiments, and feelings and imprint the mind of students with positive thoughts and feelings about the wealth in our culture and heritage. The spirit of celebration is lost if inherent messages are not brought-forth and highlighted.

2. VALUES IN CURRICULUM OF COLLEGE STUDENTS- AFRAMEWORK

Dr. B. RAJALAKSHMI Assistant Professor

Ms. P. PRIYADHARSINI M.Phil Scholar, Dep. of Corp. Secretaryship, Bharathidasan Govt. College for Women

Abstract

The whole college of education is extricably linked with the development of values of college students. The framework has been written in response to the need expressed by academics and public across the country. Which includes vision, expectation, strategies, and benchmarks for implementation and assessment of value in education of college. Values are principles or qualities that a student perceives as having intrinsic worth. Every student has a personal hierarchy of values that may include success, wealth, love, achievement, and survival. Values are virtues, ideas and qualities on which actions and beliefs are based. Values are guiding the principles that shape every student outlooks, attitudes and conduct. In the college level curriculum, values in curriculum means values are indirectly instilled in different subject area the lessons are planned to include them are through extracurricular activities, where the students develop their values.

The framework of values in curriculum of college students must therefore requires careful and detail reading of text, commitment and persistent effort, special inputs and concrete actions to build upon the students or re-orienting their existing practices, which paves way for the development of good citizen to our nation.

3. EVALUATION OF VALUES AND MODES OF INCULCATING VALUES AMONG COLLEGE STUDENTS

Dr. S. SENTHIL SRINIVASAN, Asst. Professor
C.AARTI, M.Phil Scholar Bharathidasan Govt. College for Women, Puducherry

Abstract

Values are inseparable from life of the individual. Since education is an essential requirement, an integral point of education, the aims of education, content and methodology is viewed in terms of value development. Human development cannot be conceived in the absence of values. The aim of education is growth or development both intellectual and moral. Value education is a process of developing in the child's knowledge, skills, attitude, values and behavior patterns that society considers desirable to have, both as an individual and as a member of the society. Therefore, education in its aims, curriculum and methods should be inseparably bound up with values. College plays an important role in the above-mentioned ways for inculcation of values. Our country is gradually but steadily moving towards the advancement of science and technology. Society needs scientists and technologists, but more than that it needs good human beings & education must aim at developing the whole person. This should be achieved by developing and sustaining values among students. This study helps to find out the modes of inculcating values among college students. It also analyzes the evaluation of values using Paper and Pencil Tests and evaluates the steps in inculcation of values.

INTRODUCTION

Values are inseparable from life of the individual. Since education is an essential requirement, an integral point of education, the aims of education, content and methodology is viewed in terms of value development. Human development cannot be conceived in the absence of values. The aim of education is growth or development both intellectual and moral. Education from the value development point of view is a scientific process of developing a desirable form of thinking and ability to deal with issues related to values. Value orientation is integral to all stages of upbringing, formal education, interaction between individuals and social groups.

OBJECTIVES OF THE STUDY

- To find out the modes of inculcating values among college students.
- To analyze the evaluation of values using Paper and Pencil Tests.
- To evaluate the steps in inculcation of values.

REVIEW OF LITERATURE

According to **Seshadri (2005)**, Value education involves developing sensitivity to the good, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. **Choudhury (2005)** interprets 'education' as means to end, which leads to development, progress and efficiency. Hence value education is essential for a future of a democratic nation. **Taylor (2000)**, notes that we still have only limited information about 'how schools approach

values education, how their provision supports their stated values, why and how they choose certain curricular approaches.

VALUES

Values are defined in literature as everything from eternal ideas to behavioural actions. As used here values refer to criteria for determining levels of goodness, worth or beauty. Values are affectively-laden thoughts about objects, ideas, behaviour, etc. that guide behaviour, but do not necessarily require it (Rokeach, 1973). 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.

INCULCATION OF VALUES

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 or norms of the important individuals and institutions within his society. The student "incorporates" these values into his or her own value system.

RELATIONSHIP BETWEEN VALUE AND EDUCATION:

All good education is, in essence, a process of developing the human personality in all its dimensions – intellectual, physical, social, moral, spiritual etc. But in recent times, our education could not focus on the effective dimensions of the personality. When it is thought of developing values among our children, emphasis on the effective objectives of education has to integrate all the dimensions of an individual's personality by developing human values in relation to the set standards of the society and its culture. Value education is a process of developing in the child's knowledge, skills, attitude, values and behaviour patterns that society considers desirable to have, both as an individual and as a member of the society. Therefore, education in its aims, curriculum and methods should be inseparably bound up with values.

TYPOLOGY OF VALUES EDUCATION APPROACHES

Overview of Typology of Values Education Approaches		
Approach	Purpose	Methods
Inculcation	<ul style="list-style-type: none"> To instil or internalize certain values in students; To change the values of students so they more nearly reflect certain desired values. 	<ul style="list-style-type: none"> Modelling; 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 	<ul style="list-style-type: none"> Moral dilemma episodes with small-group discussion; Relatively structured and argumentative without necessarily coming to a "right" answer.

	to share with others, but to foster change in the stages of reasoning of students.	
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 behaviour 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. 	<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.

METHODOLOGIES AND TECHNIQUES

The entire process of value education is a highly comprehensive and complex one that involves a wide range and variety of learning experiences. All forms of learning cannot be provided through single source or teacher should draw from a variety of learning resources either independently or in combination. With this analysis and understanding background, the following methods and techniques may be suggested.

1. Classroom learning activities methods/approach
2. Practical activities method
3. Socialized techniques and activities
4. Incidental learning method

1. CLASSROOM LEARNING ACTIVITIES METHOD

A very basic purpose of value education is to develop the moral autonomy of the learner and also sensitivities of value content of school and classroom activities. The methods and activities should be free from attempt to indoctrinate the learner. Capacity for value judgment and internalization are to be

achieved by exposing students to a variety of experiences and activities. This may include reading, listening, discussions, narration, direct presentation of ideas by the teacher and other strategies.

a) Biographies: A biography is a written document on the life history of an eminent personality. Biographies of scientist, social reformers and spiritual leaders acquaint one with their life, thoughts, and actions and various forces which moulded their lives as depicted by biographer.

b) Stories: Stories of various kinds are attractive to students of varied age groups. Stories may be presented by the teacher or presented by students themselves, followed by discussions and on questioning and analysis. Stories could be used to develop value awareness of different kinds. Fables and fairy tales could be used to develop values of kindness, love for living beings, environmental awareness and courage.

c) Extracts from essays, articles, classics and newspapers: Non-fictional writings dealing with value themes, such as essays, articles and news paper reports may be used for value education purpose.

d) Value/moral dilemmas for discussions: Value or moral dilemmas may be used as an important instructional strategy in value education. They present very effective situations for learners to think, to reason and to make moral judgment and arrive at a decision after considering all issues involved in the moral dilemma. The dilemmas constructed may be on issues like environmental conservation, scientific temper, social justice and equality.

2. PRACTICAL ACTIVITIES METHOD/APPROACH

The essence of practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. Practically, all subjects of school curriculum lead to project or practical work and this may be designed as to make it relevant to value education. A sound program of value education may include a combination of a few or all activities mentioned below-

- (a) School campus/classroom maintenance activities
- (b) Social forestry/community development activities
- (c) Work experience related activities
- (d) Organizing campaigns on community sanitation, literacy, environmental awareness, AIDS prevention awareness
- (e) Yoga, meditation and prayer sessions
- (f) Eradication of social evils campaign activities (gender inequality, dowry, alcoholism...)
- (g) co-curricular/self government activities

3. SOCIALIZED TECHNIQUES/APPROACHES

A variety of group oriented techniques may be used in value education. The learner I socialized techniques is involved in activities and experiences which best represent functions and problems of agents of socialization. The effectiveness of the social experiences planned to promote healthy development among children could be increased with the better understanding of social role playing. Children in various social situations assume some roles. The kinds of activities possible under the heads of socialized strategies for value education purpose are listed below-

- a. Dramatization activities like staging play, dramas, both of traditional folk and modern on value themes.

- b. Enacting opportunities to take up and practice the role of different kinds, taking the role from epics/scriptures.
- c. Modelling exercise, the ideal persons and groups on themes such as
 - Gender inequality
 - Problems pertaining to women's role and education
 - Caring animals and human beings
 - Problems related to environmental protection
 - Consequences of air water pollution

4. INCIDENTAL LEARNING METHOD

An incident is an episode or experience in the life of an individual or group. The incidental approach has a very good point in its favour in that it can be used both inside as well as outside the classroom for value education purposes. It consists in identifying the wrong or right actions of an individual or group, either pre-planned to occur or observed by accident, and reprimanding or rewarding those concerned. This approach is psychologically effective since it is like striking the iron while it is hot. Episodes or incidents centered on experience of everyday occurrence in the life of children can help children identify themselves with them and understand their own thought powers and feelings. Incidents are to be recorded properly and discussed to promote better insight into human problems.

STEPS IN INCULCATING OF VALUES

The following are important steps for inculcation of values

- a) **Knowing** – The learner must be made aware of the inherent values or ethical issues while going through a particular topic.
- b) **Making judgments** – The learner must be provided with conflicting situations while teaching/ learning to enable him/ her to evaluate the implications of the related values.
- c) **Believing** – Emphasis should be given to relevant points helpful in development of faith in these related values.
- d) **Action** – The learner may be encouraged to practice these values in actual life situations as a result of change in his/her behaviour brought about by relevant and meaningful experiences.
- e) **Internalization** – Through constant emphasis on such relevant ideas, thoughts and actions, the learner should be led to a stage where the practice of acquired values may be spontaneous and immediate leading to acquired positive behavioural patterns and outcomes.

EVALUATION OF VALUES

The following techniques/strategies were discussed and suggested by Paper and Pencil Tests

- a) **Attitude Scales/Rating Scales:** are used for measuring pupil attitudes. Likert and Semantic differential type of scales are also often used. Ratings by science teachers and other teachers, heads of schools, parents, peer group members, and self-ratings are all useful in assessing values.
- b) **Questionnaires/ Opinonnaires /Checklists/inventories:** Depending upon the purpose, use can be made of carefully developed questionnaires/ opinonnaires directed towards assessment of specific aspects of affective behaviour. They could be used for survey purposes and could be filled in by students, teachers, parents and others.

c) Observation Methods/ interview: Direct and systematic observations of pupils are by far the most valid approach for the evaluation of values. Observation schedules could be developed and the data on these could be a good supplement to analyze and interpret data from other sources. Structured or unstructured inter-view techniques also can be used profitably for value evaluation purposes.

d) Moral Dilemmas and Situational Analysis: Moral dilemmas, both general and subject specific, could be developed, standardized and used as tests of values. Situational analyses and moral dilemma techniques have similarities since both present a brief account of certain incidents or happenings or dilemmas involving moral or ethical values and the respondents have to suggest the action they would take to solve the dilemma.

e) Projective Techniques: Many variations of this approach could be used. Story writing based on pictures presented; sentence completion tasks involving values, completion of incomplete stories etc. are some of the examples. The assumption behind the projective techniques is that the respondent would project his ideas, feelings, beliefs, etc in responding to such tasks.

f) Creative Self Expression: In this technique, certain science themes reflecting values are given and the respondents are asked to write short stories poems/plays/drama/songs or draw pictures. These also involve the projection of one's self into the activity.

g) Critical Incidents or 'One moment in time' Approach: A related approach is to ask students to recall incidents related to values which they have experienced and narrator write the same. Another approach is to present actual newspaper /magazine, reports of incidents reflecting values and requiring students to answer questions based on them. The answers are analyzed in terms of values reflected. Both general and science-specific incidents could be used.

CONCLUSION

College plays an important role in the above mentioned ways for inculcation of values. Our country is gradually but steadily moving towards the advancement of science and technology. Society needs scientists and technologists, but more than that it needs good human beings & education must aim at developing the whole person. This should be achieved by developing and sustaining values among students.

REFERENCES

- Methodology of Value Education by Dr. Y.N. Sridhar.
- Sustaining Values among the Children by Dr. Shivakumar G.S and T. Manichander.
- Strategies and Methods for Teaching Values in the Context of Science and Technology by UNESCO 1993.
- Value Education' in Higher Education Institute Chandan Roy Kaliyaganj College, West Bengal, India.
- Values Education a Handbook for Teachers central board of secondary education.
- Education for Values in Schools – A Framework department of educational psychology and foundations of education national council of educational research and training.
- Values Education and Quality Teaching - The Double Helix Effect.
- Values Education Study - Curriculum Corporation PO Box 177Carlton South Victoria 3053Australia.

4. TEACHERS AND METHODS OF INCULCATION VALUES

G. MURUGANANTHAM, Ph.D., Research Scholar, Department of Education, Annamalai University.

Abstract

This paper indicate that teachers and methods of inculcation values. The value inculcation is building of values in our inner core. Values develop through life and evolve from life experiences. They are formed by combining, intellect, will, emotions and spiritual needs. Simply stated, values are beliefs on certain way of behaving on certain life goals. A value is a guide, a norm a principle by which a person lives. The teachers need training in approaches, techniques and methods of inculcation of values. The Education Commission (1964-66) rightly stated that when in doubt teachers teach in the way they were taught themselves and not in the way they were told to teach. Therefore training of teachers in the inculcation of values needs careful planning on the part of training colleges. Therefore this paper explains that how the methods of inculcation values involved in the teaching learning process.

INTRODUCTION

Education without values is not only useless but also very harmful. This realization is particularly relevant at the present juncture of history when the horizons of knowledge have been immensely widened and the media and incidence of scams, Scandals threaten to disrupt value system and destabilize cultural base. Indian National Policy on Education therefore stresses the need for making “Education a forceful tool for the cultivation of social and moral values.” Here comes the role of teacher in the inculcation of values among students, but for this purpose the teacher must reflect those values in his own behaviour. Therefore the teachers at all levels are to be exposed to value oriented education. This is essential so that they can serve as models. Values are not taught but caught. The students are able to follow the teachers by observing their behaviour. The values are filtered from teachers to teach. The training of teachers is to be coordinated through different agencies of the state, non-governmental organizations and association of teacher. Adequate academic and financial support needs to be arranged for this purpose.

MEANING OF VALUE INCULCATION

Inculcation is an effort to teach children the values that educators believe lead to moral behaviour. These values include honesty, compassion, justice and respect for others. One way of teaching such standards is to provide appropriate praise and punishment. Another means is to have teachers reflect the desired values in their own behaviour. Value clarification helps students develop their own values and moral standards by teaching them a decision making process. The learning procedure stress setting goals, choosing thoughtfully from alternatives and acting on ones own conviction

METHODS OF INCULCATION OF VALUES

There are not to be one single method of inculcation of values. The best method is

- **Presentation of example of self:** Presentation of example of self, as we know the individual learns through imitation. Therefore teaching and behaviour of the taught should be full of values which are to be developed among the individuals.
- **Discussion of behaviour patterns and activities:** The discussion of behaviour patterns and activities may be conducted in the classroom. This develops habits of listening and speaking.
- **Role playing:** Role playing activities may also help in developing values. Enacting a drama help an individual to understand the behaviour expected.
- **Film shows:** Film shows followed by discussion also help in value inculcation.
- **Extension lectures and seminars:** Extension lectures and seminars on value education also prove beneficial.
- **Value centred curriculum:** Value centred curriculum should be developed in order to inculcate values.
- **Book exhibitions:** Book exhibitions, use of mass media, value oriented magazines and value oriented projects also help in development of values.

CONCLUSION

Here comes the role of teacher in the inculcation of values among students, but for this purpose the teacher must reflect those values in his own behaviour. Therefore the teachers at all levels are to be exposed to value oriented education. This is essential so that they can serve as models. Values are not taught but caught. The students are able to follow the teachers by observing their behaviour. The values are filtered from teachers to teach. The training of teachers is to be coordinated through different agencies of the state, non-governmental organizations and association of teacher. Adequate academic and financial support needs to be arranged for this purpose.

REFERENCES

1. Saxsena,N.R.: „Teacher Education“,R,Lall book depot,34- 36.
2. Sharma,R.A.:“Teacher Training Technology“. R. Lall book depot, 26-30.
3. Rupinder Kaur & Namreta Panju, (2012) International Journal of Research In Education Methodology, 24-25.
4. Taj Hassen: “Current Challenges in Education“, Neelkamal publishers, 211.

5. SWAMI VIVEKANANDA AND VALUES OF EDUCATION

Dr.S.GAYATHRI, Assistant Professor,

Mrs. M. EZHILMATHI, M.Phil. Scholar, Corp. Secretaryship, Bharathidasan Govt. College for Women

ABSTRACT

From time immemorial, India, the land of dharma, has produced great personalities. Swami Vivekananda called affectionately as “Swamiji” stands out among them. He was a saint, patriot, social reformer, educationist etc. By instilling self-confidence in Indian, he changed the course of the history of the country. Referring to his life Netaji Subhash Chandra Bose once said, “It is very difficult to explain the versatile genius of Swami Vivekananda. The impact Swami Vivekananda made on the

students of our times by his works and speeches far outweighed that made by any other leader of the country. He as it were, expressed fully their hopes and aspirations. "Vivekananda realizes that mankind is passing through a crisis. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideals, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. Vivekananda seeks the solutions of all these social and global evils through education. With this end in view, he feels the dire need of awakening man to his spiritual self wherein, he thinks, lies the very purpose of education.

Key words: Life building, Civilization, Positive education

INTRODUCTION

From time immemorial, India, the land of dharma, has produced great personalities. Swami Vivekananda called affectionately as "Swamiji" stands out among them. He was a saint, patriot, social reformer, educationist etc. By instilling self-confidence in Indian, he changed the course of the history of the country. Referring to his life Netaji Subhash Chandra Bose once said, "It is very difficult to explain the versatile genius of Swami Vivekananda. The impact Swami Vivekananda made on the students of our times by his works and speeches far outweighed that made by any other leader of the country. He as it were, expressed fully their hopes and aspirations."

Since education plays major role in developing human personality, he has propounded a philosophy of education which has found universal acceptance. He studied philosophy both eastern and western at a young age. His study of philosophy resulted in his search after Truth. This search brought him to Sri Ramakrishna "Sri Rama a mystic". He had realized that all religion is only different paths to reach Truth. Deeply concerned about Indian people, Swami Vivekananda sat in meditation on the last rock of India at Kanyakumari. He realized that education alone could regenerate India.

According to him "Education is the manifestation of the perfection already in man." Hence he stressed, "Education is not the amount of information that is put in to your brain and runs riot there, undigested all your life". We must have life-building, man-making, character making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library. He further said, "We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet."

TEACHINGS OF VIVEKANANDA

About Education

"Education is the manifestation of perfection already in man". He said that education which does not enable a person to stand on his own feet, does not teach him self-confidence and self-respect, and is useless. Education should be man-making, life giving and character-building. He also said that children should be given "positive education", i.e. they should be encouraged to learn new things till they gain self-confidence and self-respect.

About Character

Since a country's future depends on its people, Vivekananda stressed on character building (he called it "man-making"). According to Vivekananda, Jiva is Shiva (every man is potentially divine). To

become divine (or great), man must give up suspicion, jealousy, conceit and learn to work united for the common good. Courage, faith (in oneself & in God), patience and steady work, according to Swami Vivekananda, it is the way to success. He told that purity, patience and perseverance overcome all obstacles.

About Womanhood

Swami Vivekananda said that since the *atman* (soul) has neither sex nor caste, it is wrong to discriminate between sexes. He suggested not thinking of people as men and women, but as human beings. According to Vivekananda, there is no chance for welfare in the world unless the condition of woman is improved. He felt that it was impossible to get back India's lost pride and honour unless the condition of women was improved. According to Vivekananda, the ideal of womanhood in India is motherhood and that Sita was the ideal of Indian womanhood.

About Hinduism

Vivekananda strived to give to Hinduism a clear-cut identity, both nationally and internationally. At the end of the 19th century, the Western world knew very little about India. Within India, he preached about the common bases of Hinduism, the common ground of all its different sects and brought about its overall unification. He also toured the Western countries in an effort to convey Hinduism's liberal and universal values to Westerners and raising his voice in its defence. He also worked among the masses fighting social evils and superstitions and trying to integrate the best elements of Western culture into Hindu culture.

About Spirit of Service

Vivekananda said "Do not stand on a high pedestal and take five cents in your hand and say, 'Here, my poor man' but be grateful that the poor man is there so that by making a gift to him, you are able to help yourself. It is not the receiver that is blessed, but it is the giver". Another saying: "Believe in the omnipotent power of love. Who cares for these tinsel puffs of name? Have you loved? – You are omnipotent. Are you perfectly unselfish? If so, you are irresistible. It is character that pays everywhere. Give up jealousy and conceit. Learn to work unitedly for others. That is the great need of our country."

About National Integration

Swami said that in spite of innumerable linguistic, ethnic, historical and regional diversities; India has always had a strong sense of cultural unity and has been one nation. Swami strived to instill in Indians, a greater understanding of their country's profound spiritual heritage and pride in their past. He undertook tours to different parts of India and gave public speeches to rouse religious consciousness and to focus the attention of educated people on the plight of the downtrodden masses. He urged them to work for their emancipation, saying: "So long as the millions live in hunger and ignorance, I hold every man a traitor who, having been educated at their expense, pays not the least heed to them".

MAN THE MAKER OF HIS OWN DESTINY

An important message of Swami Vivekananda, which was very relevant to the Indian condition, was that man is the maker of his own future. Man has the power to make him-self what he wishes to be. Man has immense possibilities. In spite of this if someone remains an ordinary person, he alone is to be blamed for this. Once a person decides the goal of his life he needs to labour under correct knowledge. This will take him to the goal. But if the person doesn't make effort, in spite of the immense possibilities he will remain ordinary. Swamiji emphatically said that our future is in our hand.

This wonderful idea has tremendous potentiality. Swamiji's this message brought change in the attitude of Indian people who had lost the capacity to take initiative.

REALITY ORIENTATION

The ultimate goal of education is to acquire knowledge of one's own real nature. "Each soul is potentially divine" said Swami Vivekananda. If we realize our nature we develop faith in ourselves. Though we have immense potentiality still we think ourselves to be weak and helpless. That is why he said, "Teach yourselves, teach everyone his real nature, call up on the sleeping soul and see it awakes. Power will come, glory will come, goodness will come, purity will come and everything that is excellent will come when this sleeping soul is roused to self-conscious activity. Thus Swamiji pointed that root cause of our misery is ignorance of our real nature. Once we realize our divine nature we will not grieve.

MORALITY BASED ON DIVINITY OF MAN

Swamiji wanted personality development through moral and spiritual education. What is morality and what is ethics? They are sets of do's and don'ts. Man is a social animal. While living in the society one must conform to social norms. Thus it is the external factor that makes a man moral or ethical.

TRAINING THE MIND IN CONCENTRATION

"The very essence of education is concentration of mind" said Swamiji. Thus training of the mind is very important for Swamiji's scheme of education. When we watch a program our mind gets drawn to it. This is not real concentration because it must be an act of will. This needs training in concentration. Thus a trained mind gets focused on whatever object it likes. An untrained mind takes us astray while a trained mind leads us in the right path. That is why Swamiji says that training the mind in concentration is the secret of education. Comprehension and retention play an important role in education, which is not possible with an untrained mind.

HOLISTIC DEVELOPMENT OF PERSONALITY

There are three dimensions to our personality, i.e. physical, mental and spiritual. A harmonious development of these three dimensions is essential for balanced development of personality. If any one of them is ignored development becomes incomplete. At the physical level developing a strong and healthy body is necessary. By cultivating good habits with regard to food, recreation, exercise and a regulated life one develops a strong and healthy body. Yoga and pranayama can help us in this. Mind must be trained in discrimination, emotional management and ability to accomplish any given task. Mind also must be trained in solving the problems of life. Truth shines in pure mind and it is Truth that is the source of our strength.

EDUCATION TO THE MASSES AND WOMEN

Swami Vivekananda repeatedly stressed the immediate need of mass education. He wanted education to reach backward, downtrodden rural Indians. He said that proper education alone could improve their deplorable condition. "The great national sin is the neglect of the masses, and that is one of the causes of our downfall. No amount of politics would be of any avail until the masses in India are once more well educated, well fed and well cared for." He wanted the educated youth to go from

village to village. Taking modern gadgets they would educate the masses and instil self confidence in them. A bird cannot fly with one wing. By excluding women half the population would be excluded. How can the society progress if we do so? As the boy is educated, in the same way the girl also must be educated. “They (women) have many and grave problems, but none that are not to be solved by that magic word’ education’. Thus Swamiji wanted women to be educated and empowered.

CONCLUSION

Vivekananda realizes that mankind is passing through a crisis. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideals, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. Vivekananda seeks the solutions of all these social and global evils through education. With this end in view, he feels the dire need of awakening man to his spiritual self wherein, he thinks, lies the very purpose of education.

REFERENCE

- Dr. Sudipa dutta Roy (2001) “Education in the Vision of Swami Vivekananda” Prabuddha Bharata
- How is Vivekananda life and teachings relevant to current generation youth? Vivek P. S. 2013.
- <http://www.esamskriti.com/essay-chapters/Education-in-the-Vision-of-Swami-Vivekananda>
- <http://youthforseva.org/yfsblog/?p=95>
- <http://en.wikipedia.org/wiki/Vivekananda>

6. MODES OF ACQUIRING VALUES THROUGH LIFE EXPERIENCE

J. THARANI, S. GAYATHRI, S. KANIMOZHI, R. GUNA. Krishnasamy College of Education for Women,
Puducherry

கருத்துச் சுருக்கம் :-

பிறக்கும் போதே யாரும் மதிப்புகளை அறிந்து இருப்பது இல்லை. பிறந்த குழந்தை வளர வளர அதை தனது சுற்றுப்புற சூழலோடு அதிக அளவில் வினைபுரிந்து பல்வேறு கருத்துக்களையும், மனப்பாண்மைகளையும் உள்வாங்கிக் கொள்வதால் அதன் தனித்தன்மைமிக்க ஆளுமை உருவாகிறது. குடும்பத்தில், நண்பர்கள் வட்டத்தில், சமூக செயல்பாடுகளில் பிறர் எவ்வாறு நடந்து கொள்கின்றனர், எத்தகைய எண்ணப்போக்கைக் கொண்டுள்ளனர். எவற்றை மதிப்பீடு செய்கின்றனர் என்பதை எல்லாம் உற்று நோக்கி, உள்வாங்கி அந்த அனுபவத்திலிருந்து தனது மதிப்புகளை உருவாக்கிக்கொள்கிறது.

முன்னுரை :-

விழுமங்கள் என்பது ஒருவன் தான் விரும்பத்தக்கவை, முனைந்து அடைய வேண்டியவை, மதிப்புமிக்கவை என்றெல்லாம் எவற்றை தன் சிந்தனை, உணர்வு, செயல்கள் மூலம் வெளிப்படுத்துகிறார்களோ அவையே விழுமங்கள் என்று குறிப்பிடப்படுகின்றன.

மதிப்புகள் என்பது பொருள்களையோ அல்லது மனத்தின்பால் தொடர்பு கொண்ட கருத்தமைவுகள் அல்லது பண்புகள் ஆகியவற்றையோ குறிக்கலாம். அதாவது மதிப்புகள் பொருள் சார்ந்ததாகவோ அல்லது பண்பு சார்ந்ததாகவோ இருக்கலாம். அவை மனித நடத்தையின தரத்தையும், இலட்சியங்களையும், நிர்ணயிப்பவையாக அமைகின்றன. எனவே ஒவ்வொரு மனிதனது விழுமங்கள் அவனது நடத்தை கோலங்களுக்கான மையக்காரணிகளாக திகழ்கின்றன.

மனித வாழ்வில் விழுமங்கள் :-

ஒருவரது மனப்பாண்மைகள், மதிப்பீடுகள், தீர்மானங்கள், தேர்வுகள், நடத்தைகள், தொடர்புகள், அவற்றை அடைய விழையும் இலட்சியங்கள் ஆகிய யாவனவும் அவர் கொண்டிருக்கின்ற மதிப்புகளை வெளிப்படுத்துகின்றன. ஒருவரது மதிப்புகளே அவரது எண்ணங்களையும், உணர்வுகளையும், செயல்களையும் வழி நடத்திச் சென்று, தமக்கு சரி என்று தோன்றுவதன் படி இயங்கச் செய்கின்றன. அதாவது ஒரு குழந்தை வளர வளர அதன் மதிப்புகளும் விரிவடைகின்றன; செம்மை பெறுகின்றன.

இவ்வளர்ச்சிக்கு ஏற்ப, அதன் ஆளுமை தனித்தன்மை பெறுகிறது. விழுமங்கள் ஒருவரது வாழ்க்கைக்கு திசைச்சாட்டியாக அமைந்து மகிழ்ச்சி, மனநிறைவு, அமைதி ஆகியவற்றை அடைய உதவுகின்றன. விழுமங்கள் மனித வாழ்க்கையில் தண்டவாளங்கள் போன்று செயல்பட்டு தடங்கலின்றி சரியான பாதையில் விரைவாக செல்ல உதவுகின்றன. ஒருவரது விழுமங்கள், அவரது வாழ்க்கைத் தரத்தை வெளிப்படுத்துகிறது.

புத்தக விழுமங்கள் :-

விழுமங்களை வெறும் புத்தகத்தின் வாயிலாக மட்டும் கற்றுக்கொள்ள இயலாது. வெறும் புத்தகத்தின் அறிவை மட்டும் வைத்துக்கொண்டு விழுமங்களை பெற முடியுமா என்றால், நிச்சயம் அது சாத்தியமில்லை. ஒவ்வொருவரும் தன் வாழ்நாள் அனுபவங்களை வைத்து மட்டுமே விழுமங்களைக் கற்றுக் கொள்கிறான்.

அனுபவம் சார்ந்த விழுமங்கள் :-

“அனுபவத்தைப் போல் ஒரு சிறந்த ஆசான் உலகில் வேறெதுவும் இல்லை” என்று கூறுவதுண்டு. அதுபோல ஒருவர் தன் அனுபவத்திலிருந்து பெறக்கூடிய விழும மதிப்பானது, வாழ்நாளில் என்றென்றும் நீங்காமல் நிலைத்து நிற்கும்.

உடனடியாக காய்ந்து போகும் கற்காரைக்கு அதிக பளு என்பது இருக்காது. அவ்வாறு உருவாக்கப்பட்ட கட்டிடம் விரைவில் வலுவிழந்து போய்விடும். ஆனால் சிறிது நாட்கள் தண்ணீர் விட்டு அதன் பிறகு இறுகும் கற்காரை பூச்சுக் கட்டிடத்திற்குத் தான் அதிக பளு இருக்கும். அது போல உடனடியாக படித்து, கேட்டறிந்து தெரிந்து கொண்ட விழுமமானது அதிக பளு இல்லாமல் பலனற்றதாக ஆகிவிடும். ஆனால் அதுவே ஒருவன் தன் அனுபவம் மூலம் பெறக்கூடிய விழுமம் அதிக உறுதியுடன், செயல்பட்டு தன் வாழ்நாளை மதிப்புடையதாகக்கிச் செல்லும் என்பதில் சிறுதும் ஐயமில்லை.

பெரியவர்கள் அல்லது பெற்றோர்கள் ஒரு செயலை அறிவுறுத்திக் கூறும் போது அதனை மாணவர்களாகிய குழந்தைகள் உடனே ஏற்றுக்கொள்வதில்லை. அந்த செயல் தொடர்பான அனுபவம் கிட்டும் போது மட்டுமே அதனை முழுமையாக ஏற்றுக்கொள்ள முடிகிறது. இது மாணவர்களுக்கு மட்டும் பொருந்தக்கூடியவை அல்ல. வாழ்க்கையில் உயர் மதிப்பை அடைந்த மனிதர்களுமே தன் வாழ்க்கை அனுபவங்களில் இருந்து விழுமங்களை பெற்றவர்களே.

உதாரணமாக :-

மகாத்மா காந்தி சுதந்திர போராட்டத்திற்கு தூண்டுதலாக இருந்தது. அவரது வாழ்க்கையில் ஏற்பட்ட சில அனுபவம் தான் என கூறுவது மிகையாகாது. குறிப்பாக மகாத்மா காந்தி 1893 ஆம் ஆண்டு இந்திய நிறுவனத்தின் உதவியால் தென்ஆப்பிரிக்காவில் பணிபுரிய பயனமானார். அன்று வரை அரசியலிலோ, போராட்டத்திலோ, ஈடுபாடு இல்லாமல் இருந்த மகாத்மா மனதில் அந்த பயனம் அவருக்கு பெரும் தாக்கத்தை ஏற்படுத்தியதோடு மட்டும் மல்லாமல், பின்னாலில் அவரை ஒரு மாபெரும் அரசியல் சக்தியாக மாற்றியது. குறிப்பாக தென் ஆப்பிரிக்காவின் டர்பன் நகரில் உள்ள நீதிமன்றத்தில் தலைப்பாகை அணிந்து வாதாட கூடாது என்று புறக்கணிக்கப்பட்ட நிகழ்வும் ஒருநாள் பிரிட்டோரியா செல்வதற்காக ரயிலில் முதல் வகுப்பில் பயம் செய்த போது வெள்ளையர் இல்லை என மறுக்கப்பட்ட நிகழ்வும் அவருடைய மனதில் பெரும் மாற்றத்தை ஏற்படுத்தியது. அது மட்டுமல்லாமல் தென்ஆப்பிரிக்காவில் கருப்பின மக்கள் பரும் இன்னலும் அங்கு குடியேறிய இந்திய மக்களுக்கும் ஒரு விழிப்புணர்வை ஏற்படுத்தி அகிம்சை வழியில் போராடி தென்ஆப்பிரிக்காவில் வாழும் இந்திய மக்களின் பிரச்சனையில் வெற்றி கண்டார். இந்த அனுபவத்தின் மூலமே, அவர் ஒரு விழுமத்தை புரிந்து கொண்டார். வன்முறை செய்து ஒரு செயலில் வெற்றி பெறுவதை விட அறப்போராட்டம் செய்தால் அச்செயலில் எளிதில் வெற்றி காண இயலும் என்று அறிந்து கொண்டாராம். அந்த நிகழ்ச்சியில் இருந்து அகிம்சை அறப்போராட்டம் என்ற ஒரு விழுமத்தை அவர் கற்றுக்கொண்டார். (இந்தியா திரும்பியதும் வெள்ளையர்களை எதிர்த்து அகிம்சையில் போராடும் விழுமங்களான எண்ணம் ஏற்பட்டது.)

சொந்த அனுபவம் :-

நான் மாணவியாக இருந்த போது பெற்றோரும், ஆசிரியரும் எனக்கு அறிவுரைகள் கூறியபோதும், நிறைய புத்தகத்தைப்படித்த போதும் விழுமங்களை தெரிந்துகொள்ள (அ) புரிந்துகொள்ள முடியவில்லை. ஆனால் என் குடும்பத்தில் ஏற்பட்ட வறுமையும், இழப்புகளும் என்னை சில விழுமங்களை உணரவைத்து இன்றுவரை என்னை அவ்விழுமங்களோடு நடக்கச்செய்கிறது. நான் மட்டும் அல்ல என்னை போன்ற பல மாணவர்களும் இவ்வாறு தான் கற்றுக்கொள்கின்றனர்.

முடிவுரை :-

எந்த ஒரு குழந்தையும் பிறக்கும் போதே விழுமங்களுடன் பிறப்பதில்லை. ஒவ்வொரு குழந்தையும் தன் அனுபவங்கள் மூலம் மட்டுமே கற்றுக்கொள்கின்றன. “விழுமங்கள் கற்பிக்கப்படுவதில்லை; அவை வாழ்க்கையின் அனுபவங்களிலிருந்து பெறப்படுகின்றன” ஒவ்வொரு செயலிலும் ஒவ்வொரு அனுபவம் உள்ளது. நிகழ்காலத்தில் நிகழக்கூடிய செயல்கள் எதிர்காலத்தில் அனுபவங்களாக மாறுகின்றன. அந்த செயல் மனதிற்கு மகிழ்ச்சி அளிக்கக்கூடியதாகவோ, அல்லது துன்பம் தரக்கூடியதாகவோ இருக்கலாம். ஆனால் எப்படிப்பட்ட செயல்களாக இருந்தாலும், அது எதிர்காலத்தில் நிச்சயம் ஒரு அனுபவத்தைத் தரும். ஆகவே, மாணவர்களே எந்த ஒரு சரியான அல்லது தவறான செயலிலும் அனுபவத்தைக் கற்றுக் கொள்ளுங்கள். அது தங்களுக்கு விழுமத்தைக் கற்றுத்தரும்.

துணை நூற் பட்டியல் :-

1. பேரா. கி. நாகராஜன், பேரா. சா. நடராஜன், தேவ. சீத்தாராமன், வளர்ந்து வரும் இந்திய சமுதாயத்தில் கல்வி,
2. பேரா. கி. நாகராஜன், முனைவர் திருமதி. மும்தாஜ் பேகம், இந்தியச் சமுதாயத்தில் எழுந்துள்ள கல்விசார் அறை கூவல்கள்,

7. The Inculcation and the Celebration of Values

Dr. L. ANNAPOORNA, HOD, Bharathiar Palkalai Kudam,
G. MANJULA, Asst. Prof., **B. CHITRA**, Asst. Prof. **K. JOTHI PRABA**, Music Instructor Krishnasamy
College of Education for women, Puducherry

ABSTRACT

The phrase 'Value Education' as used in the area of school education refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. In its full range of meaning, value education includes developing the appropriate sensibilities – moral, cultural, spiritual and the ability to make proper value judgment and internalize them in one's life. It is an education for 'becoming' and involves the total personality of the individual. Value education is essentially 'Man Making' and 'Character Building'. Bringing up children is an art and is almost like sowing a seed, watering it, fencing when it grows, periodical manuring and using pesticides if needed in due course of time. Parents have to see that their children should grow in an atmosphere that makes them good and successful citizen. In this inculcating values among students teacher plays an important role.

INTRODUCTION

Coming to the inculcation of values, it begins from the time you are born on this earth. You start learning from your crawling age, and it is a continuous process till you die.

The home is the first place to learn and be inculcated with values. The school is the second setting in which you can nurture and celebrate values. The school is a silent revolutionary, bringing about the much needed changes and behavior pattern of students. Since, the role of the educators become more challenging & rewarding, in terms of the inculcating the values among the learners. This is possible only if we the 21st century educators are strong in our sense of conviction and culture and work as a role model for the students.

Swami Vivekananda has emphasized that - "Education is not the amount of information that is put into you brain and lies there undigested, instead education must have a life building, man making and character building role."

We can certainly reflect back to the ancient times and recall that, the inculcation of values was a deep-rooted function of education. The development of character and personality was an essential objective of education in India. The Graduates provided opportunities for the realizations of simple living and high thinking.

VALUES THROUGH THE CONTENT OF SCHOOL EDUCATION

The various subjects at the school level such as language, mathematics, environmental sciences (science and social science), art education, health and physical education have included the content essential to inculcate desirable attitudes, appreciations and values.

For example, mathematics makes direct contribution towards the inculcation of scientific temper, through the development of analytical thinking and reasoning. The content in mathematics also

highlights the values like equality of sexes, protection of environment, removal of social barriers, observance of small family norms, etc.

In schools, values are inculcated with the help of basic educational aids such as books, multimedia and other classroom instructional methods by teachers; however, it is essential that, the teacher himself/herself must live as an epitome of values. As students learn from what they observe in a teacher, then what they hear from him/her. Teachers must be the role-models of love and truth as they are the most sacred of values.

Also, depending on the age of students, various group activities pertaining to their level could be formulated, to encourage the experiential knowledge of values. For instance, prayer songs and thoughts for the day in the morning assembly foster theological and metaphysical inclinations. Debates and quizzes, declamation and essay writing can assist in the development of values such as cooperation, compassion, leadership and wisdom. Likewise, nature walks, excursions, camps and sports events provide opportunities to build and experience generous, giving- forgiving and compassionate attitude.

Exhibitions and school functions provide a lot of opportunities to learn and inculcate values such as, industriousness, love, cooperation, sincerity and leadership. Even scholastic subjects such as History and the Constitution of India, imbibe values of unity, liberty and fidelity. Languages too have an inherent structure and thus embody discipline.

Science also fosters rational thinking and experiential learning. Through mathematics, students develop discipline, truthfulness and unity. Through Drawing and Painting, students experience the values of harmony and coherence. The spiritual books help students to determine their thoughts, actions and deeds leading towards to their self-growth. The school projects are invaluable in the formation of character among students and therefore later of society itself.

Now, we would like to correlate the importance of the inculcation of values with the present world in which we are living and growing day by day.

The world of today is torn asunder with violence, greed, looting, extortion, hatred and jealousy. All are fighting for a name, for power and for money. Do we continue living with such standards? No, definitely we can't live happily and peacefully in such an atmosphere. We need to know from that what to do in such a worst scenario of our present world?

We think that, children since are the leaders of tomorrow's world; they must try to change the things of the present world by instilling values in themselves. It is the home that gives us a chance to learn and be inculcated with values at first from our parents and family members.

At home, children first experience the familial love i.e. loves towards parents. Therefore, children remember to extend this perennial source of humanity to each person on this planet so that there would be no violence, no murder, no theft and no greed. Therefore, we would suggest implementing the

following in the children's life: - "Fill your heart with love. Release the thought of being bad. Release yourself of the hurt and anger."

Then only you will realize and watch the magical changes in your life. Out of the many values nurtured at home, the most important of all is integrity. Integrity is the experience of exhorting a wholesome personality; than just being fragmented.

In school, the learning and inculcating of values is a continuous ongoing process inside and outside the classroom. Every school aim must be an integrated growth in the student's body, mind and spirit, which are the inseparable qualities for the development of a good character and values.

School personnel's and parents should also realize that it is more important to develop positive values and character than merely worrying about academic results. of course, the reward system in the schools plays a very important role in inculcating good values. We must question ourselves that, what proportion of rewards in the schools (prizes, medals, etc) are given to individual intellectual effort and achievement? And also, what proportion to the treasured human values of love, compassion, equity, honesty and service? If most of our rewards are handed out for individual intellectual success, then do not complain when you find yourself in a society of self-serving and power chasing individuals, in a world of envy, anger, ambition, frustration and want.

So, let us pledge today to create an ideal & honorable society by making the school education value based.

APPROACHES TO VALUE EDUCATION

The following three approaches are available for the inculcation of values among the students.

1. Direct approach
 2. Indirect approach
 3. Incidental approach
1. The Direct Education Approach prefers 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.
 2. The Indirect Approach of Value Education advocates the integration of values with regular curriculum. Values Education is imparted as an integral aspect of various curricular and co curricular activities.
 3. The Incidental Approach, of Value Education implies imparting such education whenever an appropriate occasion arises for the same.

TEACHERS ROLE IN IMPARTING VALUE EDUCATION

Separate teachers are not provided to impart value education at the school stage. Each and every teacher is expected to help the students to internalize values. The teacher is expected to create an atmosphere of love and trust in the school. The first and foremost function of a teacher is to identify the values he desires to inculcate among children. Then he should follow these in life. The practice of these values should be reflected in his own behavior.

Values should not be imposed on the children. This will lead to indoctrination. A teacher needs to sensitize the children for the values. Values are acquired by the children through the environment of school.

The activities organized in the school are sources of value education. Therefore a provision of large number of activities - curricular, co curricular and extra curricular needs to be provided in the school. A teacher is a teacher everywhere in the school and, outside of the school. Basically this should be reflected in his behavior. As a subject teacher his behavior should not violate values.

METHODS OF INCULCATION OF VALUES

There is no defined single method of inculcation of values among students. The best method is presentation of example by the teacher. The child automatically imbibes the behavior pattern of parents, teachers and peers. Therefore, teaching and the behavior of the teacher should be full of values which are to be developed among children. The negative side of the behavior should not be reinforced in the school under any circumstances. The teacher should take precaution that the values should not be indoctrinated. Role playing activities may also help in developing values. Enacting a drama helps the children to understand the behavior expected.

The following methods are to be practiced by a teacher-

1. Presentation of example of self (Teacher), 2. Discussion, 3. Dramatization, 4. Value Clarification 5. Exposure to incidents full of values 6. Film shows followed by discussions.

CONCLUSION

The programme of action on value education requires careful planning, execution, monitoring and evaluations by all the members of the school, society and teachers. It is a challenging task. The mind of children should be cultivated purposefully so that they learn how to follow values, but not how to avoid or erode them. Hence, we can conclude that inculcation and celebration values in our life, at home, in schools and from the society, transform us into an ideal citizen of the world and a perfect human being of our society.

REFERENCE

- Speech by Mrs. Rupinder kaur, Asst Prof, SGTB College of Education, Khankot, Amristar
- Paper presentation by Mrs. Namreta Panju, Asst Prof, SGTB College of Education
- A Book by Taj Hassen, on Current challenges in Education,, published by, Neelkamal Publishers,
- [http://www.selfgrowth.com/value education- for -students-morals- in - students.](http://www.selfgrowth.com/value%20education-%20for%20students-morals-in-students)

8. PLEASE THINK: THESE KINDS OF EXPERIENCE IF YOU MET! SEARCH ALWAYS GOOD THINGS

Mr. K. ANAND, Asst. Prof.

Mr. J. ANTONY JOSEPH Asst. Prof. Krishnasamy College of Education for women, Puducherry

ABSTRACT

Values cannot be taught to anyone, but it should be developed in living in harmony. Nobody can assure to give definition for the values. Because values independent to all the specific. Values always depending on the situation and culture of the society. Keeping this concept, we would mind what our society expecting that a man can do in his living-life peaceful and not disturbing other in his harmonious life. There are eight four values summarized. All 84 values have been incorporated in everyone life which are suggested by NCERT. Among those in this paper covers consideration for others, duty, forgiveness, honesty, humanism, integrity, helpfulness equality etc., these values were discussed with one life experience as well as a moral story in brief.

INTRODUCTION:

Values can be described in many ways such as experience, by teaching a good habit, by showing as role models. This aims to cultivate the good personal life. The good personal life can be cultivated by means of setting our mind to right way. There is two thing which play our life in vital, one is happiness and other is unhappiness. Either happiness or unhappiness may feel by our heart and mind. So, we could adjust our mind set up we can able to change our fate of unhappiness into happiness. How can we change our mind set up is biggest controversy whether in right way or wrong way? If you choose right way which are desirable by the society then it can be said moral values. Moral values have been valued by some experience. In this paper, I explained life-experience of someone and the moral which we must think!

NEED and WANT?

As a content of values, everyone needs and wants something for his sophisticated life as such as food, car, nature, education, media transport etc., but he forgets to search some good things. We must cultivate our personal life so, for we must first set out hearts right.

An incident about Socrates:

In ancient Greece, there lived a well-known and respected philosopher named Socrates. He was a simple and humble man devoted to enquiring into and understanding the meaning of life. He used to walk down to the shops daily but would buy nothing. He would just have a glimpse at the things in the shops and would come home empty-handed. His disciples found this daily practice of their Master rather strange.

However, one day one of the disciples asked him, “how is it, master, that you never buy anything, you never keep anything, but then why do you go to the shop every day?”. Socrates smiled at

them and said, "I do not need to buy anything and i know I can be happy without those things; but I just want to know which of those things in the shops can cause my unhappiness." Please think! What the message behind the story is! Search always good things.

NEED is something you must have for survival & dignity and **WANT** is something you like to have for convenience & Comfort.

HUMAN DIGNITY

Every woman and man born in this world desires to be **respected, esteemed and honoured**.

Gandhi's experience:

One day Gandhi was travelling in a train in South Africa. He was sitting in a compartment set apart exclusively for white women and men. The ticket examiner who saw Gandhi, a non-white, seated in a compartment meant for white people, threw him out of compartment o to the platform. This was a humiliating experience for Gandhi.

Dr. Ambedkar's experience:

When Dr. Ambedkar was a boy, he was not allowed to sit with other students on benches in the class. He had to sit on the floor on sack cloth. He was treated so because he belonged to a low caste. This was a great humiliation for him. Please think!, these kind of experience if you met!

I believe in human dignity as the source of national purpose, human liberty as the source of national action, the human heart as the source of national compassion, and the human mind as the source of our invention and our ideas. Every human being is endowed with dignity. Every person is that her/his human dignity should be recognized, valued, respected and promoted.

RESPONSIBILITIES

A father was sitting on the sofa in his house along with his highly educated son. Suddenly a crow perched on their window. The Father asked his Son, "What is this?" The Son replied, "It is a crow".

After a few minutes, the Father asked his Son the 2nd time, "What is this?" The Son said "Father, I have just now told you "It's a crow". After a little while, the old Father again asked his Son the 3rd time, what is this?" At this time some expression of irritation was felt in the Son's tone when he said to his Father with a rebuff. "It's a crow, a crow". A little after, the Father again asked his Son the 4th time, "What is this?" This time the Son shouted at his Father, "Why do you keep asking me the same question again and again, although I have told you so many times 'IT IS A CROW'. Are you not able to understand this?"

A little later the Father went to his room and came back with an old tattered diary, which he had maintained since his Son was born. On opening a page, he asked his Son to read that page. When the son read it, the following words were written in the diary:-

"Today my little son aged three was sitting with me on the sofa, when a crow was sitting on the window. My Son asked me 23 times what it was, and I replied to him all 23 times that it was a Crow. I hugged him lovingly each time he asked me the same question again and again for 23 times. I did not at all feel irritated I rather felt affection for my innocent child". Please think! This kind of event happening to you, how will you react with your neighbor?

If your parents attain old age, do not repulse them or look at them as a burden, but speak to them a gracious word, be cool, obedient, humble and kind to them. Be considerate to your parents. From today say this aloud, "I want to see my parents happy forever. They have cared for me ever since I was a little child. They have always showered

CLEAR AIM: RIGHT TO LIFE

Victor franklin was a psychiatrist. During II world war, he was arrested by the Nazis and kept in a prison to be killed. Every day he saw many prisoners being taken away to be killed. Some of them even committed suicide. His only daughter and wife were killed in the prison. He started think "why I shouldn't commit suicide as many other have done?" this was the question that trouble him most. But then he has done research in the field of psychiatry and he make it known the world.": In course of time this become the only aim of his life. And it prevented him from committing suicide. Please think! If you don't have any aim or objectives in your life, then what is your life means? If our objective in life is clear, then life becomes focused. Franklin learnt this from his experience.

RIGHT TO EQUALITY:

In olden times in Egypt, the slaves did not have the same rights as the slave-owners. In fact, a slave was considered a salable object and was sold for two silver coins. Worse still was that the price of a good horse was 30 silver coins! Since olden time, the Dalits in India are considered untouchables. Even today they are not allowed by dominant castes to draw water from the common water tap, or to drink tea in the cup served to the dominant castes.

Gopal is a farmer. Once he went to the Tahsildar's office to collect caste certificate for his son. He was made to wait for two hours. But what disappointed him more was that he was later informed that the Tahsildar was busy and that he could not meet him. The poor farmer returned home. Later a well-dressed man came to the Tahsildar's office he was immediately allowed to see the Tahsildar. Please think! This is right? How do you feel if anyone treated inequality?

Whether a man is rich or poor, male or female, but should be treated with respect. That is Social and gender Equality are expected every country for its development.

CONSCIOUS AND HONESTY

Once an Emperor who had no children and needed to choose a successor. Thousands of children from across the kingdom came to the palace and were surprised when the Emperor exclaimed that he was going to choose one of them. He gave them all a seed. They were to go home to their villages, plant

the seed in a pot and tend it for a year. When they return in a year, the Emperor would judge their efforts and choose his successor.

After a few months, the pots really came to life. Some had trees starting to grow, some had flowers and some had leafy shrubs. But a poor boy had nothing growing in his pot, leading the other children to make fun of him. A year passed and it was time to return to the palace to show what had grown and decide on the new heir.

Poor boy was anxious as his pot still showed no signs of life. The poor boy and the other children entered the palace gates. By now, some of the plants were looking magnificent and the children were wondering which one the Emperor would choose.

The Emperor came out and started to make his way through the crowd, looking at the many impressive trees, shrubs and flowers that were on display. The Emperor came to the poor boy. He looked at the pot and him. "What happened here?" He asked. "I watered the pot every day, but nothing ever grew." The poor boy muttered nervously.

Then he grumbled something to himself and moved on. After a few hours, the Emperor finally finished his assessment. He stood in front of the children and congratulated them on their efforts.

"Clearly, some of you desperately want to be Emperor and would do anything to make that happen, but there is one boy that I would like to point out as he has come to me with nothing. The poor boy come here please." The poor boy slowly sauntered to the front of the group, holding his barren pot.

The Emperor held up the pot for all to see and the other children laughed. Then the Emperor continued, "A year ago, I gave you all a seed. I told you to go away, plant the seed and return with your plant. The seeds that I gave you all were boiled until they were no longer viable and wouldn't grow, but I see before me thousands of plants and only one barren pot. Integrity and courage are more important values for leadership than proud displays, so Ling here will be my heir." Please think! Why we want to be cheater always? If we are not honesty, then what we eat as good? Be truthful and honesty for ever and ever even in any tragedy.

TOLERANCE AND HELP THE NEEDY

One day, Mother Teresa was asking a baker for some bread to feed the hungry children in her orphanage. The baker was furious with her request, not only did he turn her down, he spat at her. In response to his outrageous actions, Mother Teresa calmly reached deep into her pocket, took out her handkerchief, wiped the spat off and said, "That was for me, now what about some bread for my poor children." The baker was touched by Mother Teresa's love and greatness, complied and thereafter provided bread for the children in the orphanage. Please think! How would we have reacted? How could someone ever do something so nasty?

"No matter who say what, you should accept it with a smile and do your own work." ~ Mother Teresa. Mother Teresa chose to react differently, she knew that if she had not taken the insulting spit in full

grace, the poor children at the orphanage would have to go on being hungry. Don't get angry in any situation but think to wisely to change the other in your way.

CONCLUSION:

Value denotes something's degree of importance, with the aim of determining what action or life is best to do or live, or at least attempt to describe the value of different actions. Values should be followed with faith for harmonious, peaceful and joyful life. To put the world in order, we must first put the nation in order; to put the nation in order, we must put the family in order; to put the family in order, we must cultivate our personal life; and to cultivate our personal life, we must first set our hearts rights.

REFERENCE :

- 'School could be nurseries for peace and teachers' social healers' NCERT
- valsonthmpu, MaliniSeshadri, Maya Gitonde (2010). Living in Harmony, A course of Peace and Value education. Oxford school education
- Aloysius irudaymsj, Cyril Anthony sj, mary john, joe Rosario and bella, "Human rights education"
- inspirational-lesson-learned-from.html
- <http://www.uniqueidea.net/Inspirable-story.html>
- <http://betterlifecoachingblog.com/2010/05/04/the-emperors-seed-a-story-about-integrity/>

SUB-THEME IV: SUGGESTION TO INCULCATE VALUES

1. THE GLOBAL LEADERS FOR TOMMOROW

Mr. S.SANKAR, Asst. Prof. of Commerce, Saradha Gangadharan College, Puducherry.

ABSTRACT

Education plays an important role in all spheres of human life. . Education helps in the progress of art, literature, science, philosophy and religion. Education directs the actions and enables to find the difference between right and wrong, good and bad things in life. Advancement of civilization and culture would be impossible without higher education. If people get the higher education which will helps to create the individual become a great scientist, skilful artist, a mighty creator of things and a noble path finder in life. Technical skills could refer to the ability of a certain other side of our life.

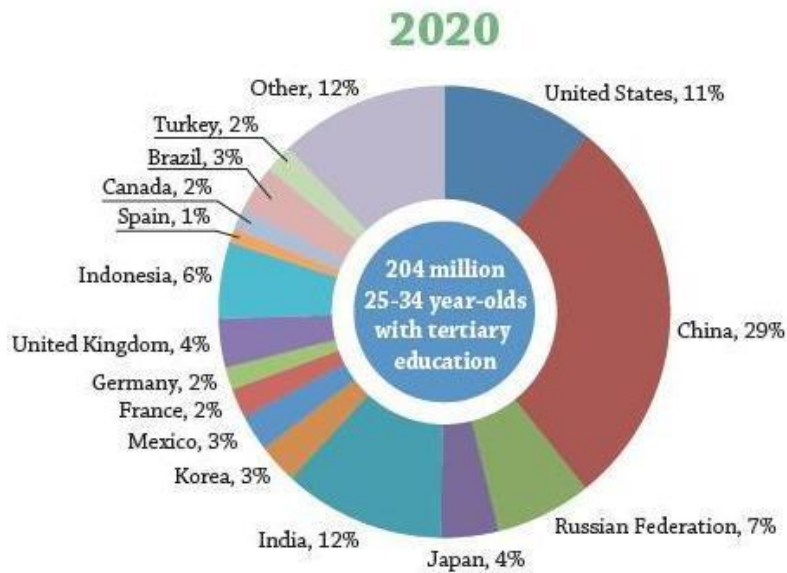
Key words: Education, Higher education, Knowledge etc.

INTRODUCTION

The knowledge and abilities needed to accomplish higher education in mathematical, engineering, scientific or computer-related subjects, as well as other specific tasks. The role of national governments in respect to higher education In their hands. National ministry that has overall responsibility for education of entire country. In some cases, there is a separate ministry for higher education Resources is necessary to control excellence in education, but they are not sufficient. Globally competitive hinder talents may be innovating in teaching methods. A narrow choice of alternative forms of higher education is likely to lower participation on competition.

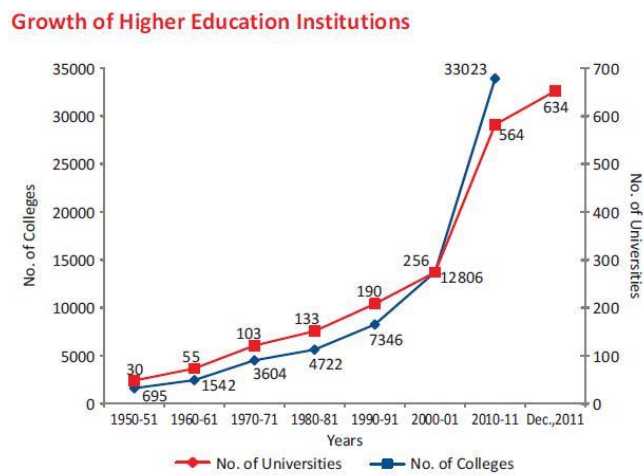
The capacities of the students are building up very quick to some extent by the teachers but the quality is not a piece of strategy. There has been a worldwide shift of the burden of higher education costs from governments and taxpayers to parents and students. For the student there are many loan schemes from the government through the banking sector often with some type of subsidy. Private higher education sectors to absorb the huge demand for enrolment rather than expanding public higher education. Government should strongly monitor the systems to make certain acceptable levels of quality are maintained. Both from prospective students and from governments aspiring to stimulate national economic development by increasing the numbers of highly educated people entering their workforces.

The following diagram shows the expecting higher education in future (2020)



The range of research activities is broad and deeply done by research institutions, affiliated institutions and Researchers include PhD scholars, faculty members, visiting faculties, post-doctoral fellows are they collaborate with colleagues across the various countries. Scholars conduct research in almost every field, and seek to expand human knowledge through analysis, innovation, and insight.

There is a rapid growth of higher educational institutions in India. This shows the wealth of higher knowledge gained by our people. The following chart explains the growth in number of universities and colleges helps to promote the students for higher education.



OBJECTIVE

1. To Build excellent higher education system to meet the challenges of the 21st century
2. To increase the ability of Indian's to get competitive advantage in fields of higher education.
3. To promote the capabilities in the use of higher knowledge in making an effective government
4. To create more transparent and accountable higher education service providers to the public benefits and maximize to sharing of knowledge.
5. To promote widespread of creative knowledge which will make the application knowledge.

NKC REPORT SPECIFICATIONS

New academic input to the Government and to the Universities, research institutions and other centres of higher education in the State for the formulation and implementation of the policies on higher education and evolve a perspective plan for the development of higher education, independent research for the generation of new ideas for the promotion of social justice and academic excellence in higher education, hold awareness programmes for the academia and initiate or propose or pilot projects on an experimental basis in selected higher education institutions for implementation of the new growth and development of higher education in accordance with such planning; promote the relevance of higher education for the economic, social and cultural development of the teachers and teacher-administrators in Universities, colleges and other institutions of higher education. Suggest improvements in curriculum and syllabi in accordance with the changing societal and academic requirements and facilitate the development and publication of appropriate material, including textbooks, educational software's and e-learning facilities in order to improve the quality of education train and update the knowledge and skills of higher education teaching personnel, educational administrators and others, general guidelines for the release of grants by the Government to Universities and other institutions for higher education utilization of funds in accordance with the objectives evolve schemes for providing equitable opportunities for higher education and scholarships and free ships and financial assistance to the needy students and coordinate implementation of Scheduled Castes and Scheduled Tribes and other eligible backward classes welfare programmes of the Central and the State Governments and other Central and State Level Funding Agencies. Review periodically the Statutes, Ordinances and Regulations of the Universities in the State and suggest appropriate improvements for the realization of the objectives of social justice and academic excellence in education and suggest the framework for new Statutes, Ordinances, or Regulations for existing Universities or other institutions of higher education or new Universities or other institutions of higher education; co-ordinate various programmes being promoted and undertaken by Central and State Governments and national level bodies like University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, Medical Council of India, Bar Council of India and other similar statutory bodies and State level institutions like Universities, research institutions, colleges and other institutions of higher education in the territory of India; Provide a forum for the interaction among the academy, industries, agriculture and service sectors; and they conduct of workshops and seminars on questions of importance in higher education in different parts of the country.

CONCLUSION

Excessive regulation of employment conditions will limit the contributions of academics and the capacity to attract and retain globally competitive talent. Restraints on competition may hinder innovation in teaching methods. A narrow choice of alternative forms of higher education is likely to lower participation rates the regulatory environment is important for ensuring that resources are used efficiently. Excessive regulation of employment conditions will limit the contributions of academics and the capacity to attract and retain Restraints. Rate Resources are a necessary condition for excellence in tertiary education, but they are not sufficient. The regulatory environment is important for ensuring that resources are used efficiently. The youngsters become global leaders tomorrow.

REFERENCE:

- Kalika Yadav Higher Education: Higher Education Today And Tomorrow
- Umrao Singh Chaudhari, Deane K. Dayton, Don C. Smellie The Innovative University: Changing the Higher Education from the Inside Out
- Henry J. Eyring NKC Report, MHRD Report.

2. ETHICS FOR COLLEGE YOUTH

PORKODI THAMIZHSELVAN, Research Scholar, Dept of Corp. Secretaryship, Bharathidasan Govt College for Women

ABSTRACT

Values are being shaped by what students are hearing and seeing. College students have a multitude of visual images to stimulate their perception as well as to impact their values, attitudes and beliefs. Although there are some positive expressions, the negative prose has far greater consequences. Education should play a big role in shaping ethics. Students' perception of ethics is positively influenced by ethics education and that their perception also changes over time. There are several benefits of having good morals to the individual, society, family, friends and organization.

Ethical values play significant role in the early years of life. The value system earned during early years of life gets shaped either positively or negatively as they grow by age. College years change them drastically as it involves to a large extent by the environment in which they learn. The societal, political, cultural aspects of life have a bearing on their life at this stage. But to a large extent their values are shaped by the environment in which the learning happens. Hence inculcation of moral and ethical values during college years is very important for students own well being and the society in general.

The word "values" is synonymous with other terms such as morals, ethics, standards and principles. Each generation seems to subscribe to a different set of values based upon the cultural trends. Coomes stated that "history and popular culture-play an important role in shaping the values, beliefs, attitudes, and worldviews of individuals and groups". Generational memoirs emerge that speak to the character traits formulated within that generation and consequently how those traits characterize other generations. Values emerge from a variety of environmental and social factors such as familial influences, the media, religion, peer influences, educational settings and politics. Values are personal and have a significant impact on how college students respond and interact with the world around them.

Values are being shaped by what students are hearing and seeing. College students have a multitude of visual images to stimulate their perception as well as to impact their values, attitudes and beliefs. Although there are some positive expressions, the negative prose has far greater consequences

IMPACT OF EDUCATION ON ETHICS

Education should play a big role in shaping ethics. In a study conducted by Shurden, Santandreu, and Shurden (2010), the researchers concluded that students' perception of ethics is positively influenced by ethics education and that their perception also changes over time.

Although Bloodgood, Turnley, and Mudrack (2010) suggested that ethics education does not significantly impact the students' views on cheating.

Attitude towards Cheating

College instructors may be more stringent with certain Code and hence they may make it harder for students to cheat on the tests. However, the attitude to cheat may arise due to the influence of peer groups or fellow class mates.

Ethical environment influence on students

College students perceive their faculty members to be mostly ethical in nature and that they believe it is never too late to learn about ethics, but yet they are unsure if their peers are honest human beings. Students generally feel that the campus in which they learn are generally with a sound ethical standards as they perceive that their instructors inculcate good values on the pupils.

BENEFITS OF ETHICAL VALUES TO COLLEGE STUDENTS

Benefit of ethical values to Individuals:

It brings about the following ethical values and their perceptual process changes over time to be positively inclined towards them.

- **Happiness:** Happiness is a mental or emotional state of well-being characterized by positive or pleasant emotions ranging from contented intense joy. Happiness is the most important emotional activities which plays a major role in the ethical values to today's college students related to individuals.
- **Fulfilment:** This word has two related meanings. In terms of emotions, fulfilment is a happy, contented feeling. Many people feel fulfilment from being a parent, having a great job, or graduating from school.
- **Success:** Success can be a rather abstract term and it can mean very different things to different people. Trying to define what success is not easy. To most people, success means achieving a goal. In order to achieve a goal, a person usually has to work hard and believe in himself.
- **Respect/Self-respect:** It means proud of who you are, even with the mistakes you made in the past. It means looking yourself in the mirror and thinking "This guy has his shit straight." While you reflect on your past life, you should smile and think "man I'm awesome."
- **Self-contentment:** Contentment is the acknowledgement and satisfaction of reaching capacity. The level of capacity reached may be sought after, expected, desired, or simply predetermined as the level in which provides contentment. Contentment is synonymous with Happiness but is more basic or prior to happiness that can be derived from outer achievement or self-improvement.

Benefit of ethical values to Family by students:

- **Love:** Love refers to a variety of different feelings, states, and attitudes that ranges from interpersonal affection to pleasure. It can refer to an emotion of a strong attraction and

personal attachment. It can also be a virtue representing human kindness, compassion, and affection —the unselfish loyal and benevolent concern for the good of another. It may also describe compassionate and affectionate actions towards other humans, one's self or animals.

- **Unity:** This is a word for togetherness or oneness. Sports teams wear uniforms to show unity, and their fans wear team colours for the same reason. When a bunch of people act as one and are on the same page, they're displaying unity. When people are bickering and disorganized, there's no unity. In any group or cause, unity can be hard to find and maintain.
- **Respect:** Respect is an emotion that is expressed to feel or show a deferential regard towards someone or something. It is an esteem for the worth or excellence of a person's quality or ability or also something that is considered as a manifestation of the ability.
- **Togetherness:** A feeling of closeness or affection from being united with other people. Togetherness is the feeling of being close to another person emotionally and physically. It is an emotion which cannot be definitive outside of its current sociological meaning, and the reality of such a term is not "knowledge."
- **Bonding:** Fastening firmly together a close personal relationship between people in the family is a well-known example for bonding in the family. Indian society has strong societal and cultural values for family bonding.

Benefit of ethical values in education for college students

- ✓ **Knowledge:** Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject
- ✓ **Understanding:** Understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about it and use concepts to deal adequately with that object. Understanding implies abilities and dispositions with respect to an object of knowledge sufficient to support intelligent behaviour.
- ✓ **Integrity:** In ethics, integrity is regarded as the honest and truthfulness or accuracy of one's actions. Integrity can stand in opposition to hypocrisy, in that judging with the standards of integrity involves regarding internal consistency as a virtue, and suggests that parties holding within themselves apparently conflicting values should account for the discrepancy or alter their beliefs.
- ✓ **Learning:** Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviours, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Learning produces changes in the organism and the changes produced are relatively permanent.
- ✓ **Honesty:** Honesty refers to a fact of moral character and connects positive and virtuous attributes such as integrity, truthfulness, and straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Furthermore, honesty means being trustworthy, loyal, fair, and sincere.

Benefit of ethical values to society (contribution of students)

- ❖ **Tolerance:** Tolerance is the ability or willingness to tolerate something, especially the existence of opinions or behaviour that one does not necessarily agree with. The term may also refer to the ability to endure continued subjection to something such as drug or environmental conditions without unfavourable reaction.
- ❖ **Unity:** Unity refers to the state of being joined as a whole. It also means agreement or harmony between people or groups. The word is synonymous to oneness, concord, harmony, agreement, union, unit etc.
- ❖ **Communication:** Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, written, or behaviour. It is the meaningful exchange of information between two or more living creatures.
- ❖ **Justice:** Justice is a term used to show or express fairness, equity, rightness or the equal distribution of resources. It is the ethical principle that persons who have similar circumstances and conditions should be treated alike.

Main aspects ethical values most often required for college goers are:

- **Self-motivation:** Ability to do what needs to be done, without influence from other people or situations. People with self motivation can find a reason and strength to complete a task, even when challenging, without giving up or needing another to encourage them.
- **Responsibility:** A duty or obligation to satisfactorily perform or complete a task that one must fulfil, and which has a consequent penalty for failure.
- **Patience:** Patience is the state of endurance under difficult circumstances, which can mean persevering in the face of delay or provocation without acting on annoyance/anger in a negative way; or exhibiting forbearance when under strain, especially when faced with longer-term difficulties.
- **Perseverance:** Perseverance originally means to abide by something strictly. This makes sense, because if you're doing something in spite of all the difficulty, you're being strict on yourself. Sailing around the world and climbing Mt. Everest are acts requiring perseverance. Even things like learning a new language require perseverance and daily practice.
- **Comprehension:** The word comprehension means understanding. When you lack comprehension of a difficult word, you will likely need to look up its definition and usage in a cool, down-to-earth online dictionary.

CONCLUSION

Ethical values play significant role in the early years of life. The value system earned during early years of life gets shaped either positively or negatively as they grow by age. College years change them drastically as it involves to a large extent by the environment in which they learn. The societal, political, cultural aspects of life have a bearing on their life at this stage. But to a large extent their values are shaped by the environment in which the learning happens. Hence inculcation of moral and ethical values during college years is very important for students own well being and the society in general.

3. AWARENESS OF MENTAL HEALTH AMONG COLLEGE STUDENTS

K. BALAMURUGAN Ph.D Research Scholar, Department of Psychology

Dr. R. SANKAR Assistant Professor, Department of Psychology, Annamalai University

ABSTRACT

Health is wealth, this is a principle given by our ancestors but we take narrow meaning of this scope on and just concentrate on the physical health. We must be aware about our mental health too. Our all the behaviour, active, communication & life style is totally depended on our mental health from the past few decades we have neglected our mental health and results are before us that mental hospitals and counselling centres are full of patients. Present paper is an attempt to understand the awareness of college students about the mental health. The researcher has applied survey method for this study has been conducted with the help of rating scale prepared by the researcher results show that there is grate awareness about the mental health among college students.

INTRODUCTION

From the past two decades we are facing the problems of mental health. Now people are changing their attitude regarding that mental health. Initially people were not agree that they could have mental disorders and never visit for such problems to the physiatrist. Now day at least there is a little bit awareness in urban area for the mental disorders. They are ready to take the treatment but total success we have not achieved as for other physical diseases very easily we visit to the doctor but mental deceases are purposely tide. What society will say? Such threat (phobia) is still there among the mind of common people. As other physically deceases mental disorders are also common and curable this message we have to communicate to revolution is need for this, because mind is a key important factor for the development of a person and progress of a nation.

NEED OF THE STUDY

In the society many mental deceases are now common (e.g.) varies types of phobia, obsessive compulsion disorder(OCD), Hyperactivity, Insomnia, Depression etc., mind is a super power psychologists says that in our external behaviour reflect only 1/3 part of our mind rest of things are deeply suppressed in unconscious mind. Psychologists used the slimily of Ice-Burg for that. When a giant titanic struck to the ice-Burg we know what happened. In the modern time man is alone in the crowd. Nuclear family are there both the parents are busy with their works throughout the day no one is their to share the feeling, Joy, sorrows etc. in the olden days in the joint families many members were there with whom all the thing could be shared but in the modern time this is a missing link that we can say. It is the responsibility of every individual to protect his/ her mental health and should be aware if they are occurring than and than only we can avoid further damage.

College students are future teachers there is a great responsibility on them. They have to perform the role not only as teachers but counsellors also. It teachers are aware about the mental health at early stage we can each these deceases among children. This study is a small attempt to understand the mental health awareness among the college students.

DEFINITIONS OF MENTAL HEALTH

Mental health as a state of well-being in which every individual realises his or potential can cope with the normal stress of life can work productivity and fruitfully and is able to make a contribution to her or his community. The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution "Health is a state of complete physically, mental and social well being"

OBJECTIVES OF THE STUDY - To study the awareness about mental health among college students.

METHODOLOGY - This study comes under the research so survey method of research has been applied by the researcher.

SAMPLE - For this study, the researcher has used two departments were selected for the study. From each department one student is selected randomly.

DATA COLLECTION & ANALYSIS

- The researcher has personally administered the rating scale and collected data. Data is analysed qualitatively along with simple statistics.
- Analysis of the data following facts has been revealed form the data analysis.

INTERPRETATION OF THE DATA

1. Analysis of above data reveals that there is a good awareness the mental health among college students.
2. Most of the students agreed that to have a many good friends is very important for our good mental health because many things only we can share with our friends only.
3. All the students form the sample knows their abilities.

CONCLUSIONS

- Mental Health is a very important aspect in humanity.
- Physical and mental health is equally important.
- Yoga & meditation is the best ways to keep ourselves mentally healthy.
- In the education syllabus separate time for yoga, meditation should be given place.

REFERENCES

- Agarwal, J.C (1966), The progress on education in free Indian new Delhi book depot, 1288PP
- Buch, M.B (1974), a survey of education research in education, Baroda, CASE, M.S University 618PP.
- World Bank, "Mental Health, Conflict and Development : An ANNOTATED Bibliography" 2009.

4. SUGGESTIONS FOR IMBIBE THE VALUES

S.D. SARATHI, H.HARIHARAN, B.SALAMON PAULRAJ, B.Ed., Students, CK College of Education.

மதிப்புகளை மனதில் பதிய வைப்பதற்கான ஆலோசனைகள்

கட்டுரை சுருக்கம் :

விரும்பத்தக்கவை (ஊநளசையடிந) முனைந்து அடைய வேண்டியவை, மதிப்புமிக்கவை (றுழசவால) என்றெல்லாம் எவற்றை மனிதர்கள் தம் சிந்தனை, உணர்வு, செயல்கள் மூலம் வெளிப்படுத்துகிறார்களோ, அவையே விழுமங்கள் அல்லது மதிப்புகள் (ஏயடரநள) என்று குறிப்பிடப்படுகின்றன. ஒருவரது மனப்பான்மைகள், மதிப்பீடுகள் (தூரனபநஅநவெள) தீர்மானங்கள் (ஊநஉளைழைளெ) தேர்வுகள் (ஊழைஉநள) நடத்தைகள், தொடர்புகள், அடைய விழையும் இலட்சியங்கள் ஆகிய யாவனவும் அவர் கொண்டுள்ள மதிப்புகளை வெளிப்படுத்துகின்றன. விழுமங்கள் ஒருவரது வாழ்க்கைக்கு திசைகாட்டியாக அமைந்து மகிழ்ச்சி, மனநிறைவு, அமைதி ஆகியவற்றை அடைய உதவுகின்றன. மதிப்புகள் பொருட்களையோ அல்லது உணவு, செல்வம், பல்வேறு நுகர்பொருட்கள் போன்றவை மனத்தின் பால் தொடர்பு கொண்ட கருத்தமைவுகள் அல்லது பண்புகள் ஆகியவற்றையோ மற்றும் உண்மை, நேர்மை, நீதி, நியாயம், மகிழ்ச்சி, மனநிறைவுப் போன்றவை குறிக்கலாம். அதாவது மதிப்புகள் பொருள் சார்ந்ததாகவோ அல்லது பண்பு சார்ந்ததாகவோ இருக்கலாம்.

விழுமம் அல்லது மதிப்பு என்பதன் பொருள் :

மனிதர்கள் தம் சிந்தனை உணர்வு, செயல்கள், போன்ற திறன்களை வெளிப்படுத்துபவையே விழுமங்கள் அல்லது மதிப்புகள் எனப்படும். விழுமங்கள் ஒருவரது வாழ்க்கைக்கு திசைகாட்டியாக அமைந்து மகிழ்ச்சி, மனநிறைவு அமைதி ஆகியவற்றை அடைய உதவுகின்றன.

மதிப்புகளின் வகைபாடு : சுய மதிப்புகள்இ சமய மதிப்புகள், சமூக மதிப்புகள், பொருளாதார மதிப்புகள், அரசியல் மதிப்புகள், அறிவு சார் மதிப்புகள், ஒழுக்க நெறி மதிப்புகள்.

முக்கிய மதிப்புகள் : தனிநபர் மதிப்புகள், ஜனநாயகம் (மக்களாட்சி), சமதர்மம் (சோஷலிசம்), சமயசார்பின்மை, சமத்துவம், சகோதரத்துவம், நீதி, நேர்மை, சுதந்திரம், ஒற்றுமையுணர்வு, இவைகள் மூலம் மாணவர்களுக்கு ஆலோசனைகள் வழங்கப்படுகிறது.

தனிமனித மதிப்புகள் : அன்பு, சகோதரத்துவம், கருணை, ஒழுக்கம், கடமையுணர்வு,

பள்ளிகளில் விழுமக்கல்வி : விழுமக் கல்வி என்பது கற்பவரை மேம்பட்ட மனிதனாக்கி அவரது ஆளுமையை உரிய மாற்றங்களை ஏற்படுத்துவதே ஆகும். விழுமக்கல்வி சிறந்த சமூக நடத்தை எவ்வாறு இருக்க வேண்டும் என்று சுட்டிக்காட்டுகிறது. ஆறநெறிகளை அறிந்து, ஒழுக்க உணர்வுகளைப் போற்றி அதன்படி நடக்க முற்படுவது ஆகிய அனைத்தையும் மாணவனிடம் கற்பிக்க முயல்வதே விழுமக்கல்வி.

பள்ளிகளில் விழுமக்கல்வியை பின்பற்றுவதற்கான ஆலோசனைகள் :

- ❖ விழுமக்கல்வியின் மூலம் நன்மை, தீமை பற்றிய அறியும் ஆற்றலை வேறுபடுத்துகிறது.
- ❖ மாணவனிடம் விழுமங்கள் பற்றிய விழிப்புணர்வை ஏற்படுத்துதல்.
- ❖ அறிவியல் மனப்பான்மை
- ❖ தான் சார்ந்த சமுதாயம்
- ❖ நாட்டின் மேம்பாட்டிற்கு தன்னை அர்ப்பணித்தல்
- ❖ பிறர் உரிமைகளை மதித்தல்

மதிப்புக் கல்வியின் குறிக்கோள்கள் :

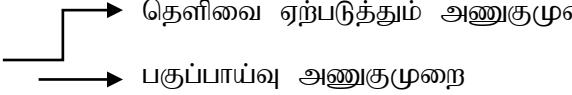
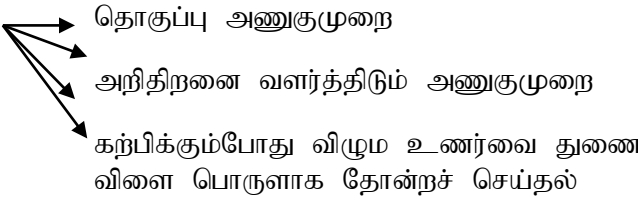
1. முழுமையான வளர்ச்சி
2. சமுதாய அக்கறையை வளர்த்தல்
3. சமூக நலன் காக்கும் உணர்வை வளர்த்தல்
4. தேசிய நலன்

5. ஊலகளாவிய பரந்த மனப்பான்மை
6. விழிப்புணர்வு

மதிப்பு கல்வியின் அவசியம் :

1. ஒழுக்க சிதைவு
2. ஒழுக்க மேம்பாட்டை வலியுறுத்தாத கல்வி
3. தன்னலப் போக்கு தலைதூக்கியிருத்தல்
4. குறுக்கு வழியில் செயல்படுவதே சாமர்த்தியம் என்ற மனப்போக்கு
5. சமுதாய மற்றும் தேசிய நலனில் அக்கறையின்மை
6. நுகர்வு மைய கலாச்சாரத்தில் ஊடகங்களின் பங்கு

மதிப்புகளை கற்பிக்கும் அணுகுமுறைகள் :

1. நேரடியாகக் கற்பித்தல் 
 - தெளிவை ஏற்படுத்தும் அணுகுமுறை
 - பகுப்பாய்வு அணுகுமுறை
- 
 - தொகுப்பு அணுகுமுறை
 - அறிதிறனை வளர்த்திடும் அணுகுமுறை
 - கற்பிக்கும்போது விழும உணர்வை துணை விளை பொருளாக தோன்றச் செய்தல்
2. மறைமுகக் கற்பித்தல் - சிறுகதைகள், நீதிநெறிகளை உணரச்செய்தல்
3. சம்பவங்கள் மூலம் கற்பித்தல்

பெற்றோர்களும், விழுமக் கல்வியும் :

குழந்தைகளிடம் சிறிய விழுமங்களை வளரச் செய்வதில் ஆசிரியர்களைப் போன்றே பெற்றோர்களும் முக்கிய பங்கு வகிக்கின்றனர். சிறு வயதிலேயே குழந்தைகளின் மனதில் விழும உணர்வுகளை விதைப்பவர்கள் பெற்றோர்களே. பள்ளியில் மாணவர்கள் கற்கும் மதிப்புகள் வீட்டில் பெற்றோர்களின் மனப்பான்மையினால் செயல்படுகின்றன.

முடிவுரை:

கல்வியில் விழுமம் என்பது மாணவர்களின் முழுமையான வளர்ச்சி, சமுதாய அக்கறையை வளர்த்தல், சமூக நலன் காக்கும் உணர்வை வளர்த்தல், தேசிய நலனை காத்தல், உலகளாவிய பரந்த மனப்பான்மையை வளர்த்தல் மற்றும் பிரச்சனைகள் பற்றிய விழிப்புணர்வு அவற்றுக்கேற்றவாறு உயர் நடத்தையை ஒவ்வொரிடமும் வளர்க்கும் விதமாக அமைய வேண்டும்.

5. SUGGESTIONS FOR THE EFFECTIVE INCULCATION OF VALUES IN EDUCATIONAL INSTITUTIONS

Dr. MANJULA .M, Asst. Professor in Mathematics &

GAYATHRI. S Librarian Krishnasamy College of Education for Women Manapet, Puducherry

ABSTRACT

This paper attempts to provide inculcation of values in education. The most important assets of a nation are the students cum citizens themselves. If the citizens are healthy, patriotic, honest, and sincere, then the nation will progress at a much faster pace. For this reason, it is very essential to have value and moral education in all educational institutions. The educational institutes should not only provide technical education, but should also provide moral character building education. Education

should help the students master their mind. If the students are bright, the future citizens and leaders of nation will automatically be effective, efficient and pure persons, bringing great happiness to mankind.

INTRODUCTION

Education speaks of a ‘character crises’ in our age. Education and values are interdependent and inseparable. The cherished values serve as to become light and provide direction to the educative process. The most important responsibility of an educator is the inculcation of higher values in the minds of his student. To provide effective value education, the teacher should have great and unshakable faiths in the values which he proposed to transmit and he should incorporate those values in his very personality.

The ultimate aim of the value is to enable the individuals of the society to get well adjusted to their society by following certain rules and regulations. The values helps us to lead a happy and successful life and be a worthy contributing member to the society.

Value system is very important for any society because the values reflect the cultural heritage of the concerned society. A well developed and well organized value system alone can effectively inculcate many individual social, moral and spiritual virtues like citizenship concern for others, compensation, co-operation, dignity of the individual, duty, discipline, equality, good manners, hard work, obedience, tolerance, etc. Two main agencies that create develop our value system (i) formal agencies like educational institutions and (ii) informal agencies such as home, peer group, mass media, government \ non- government organization, religious places, missions, clubs etc., make their contribution for the formation of values.

The sad degeneration of society into hedonism, corruption and violence, even as poverty, inequity, injustice and the environment continue to send warning signals . This is mainly due to gradual disappearance of the long cherished time honoured moral and spiritual values.

VALUE EDUCATION

Value Education is not a dead process. It is lively dynamic bipolar process of transformation. According to this view, there must be two poles for its operation – the one is the teacher and the other is the child as student. The teacher possesses some beliefs, ideals and values and these influence the child. In other words, we can say that the teacher is a philosophy, who tries to mould and develop the child according to his philosophy to attain a desirable type of individual. Adams has rightly remarked – “Value Education is the dynamic side of philosophy. It is the active aspect of philosophical belief”.

Values are not things. They are standards of conduct, beauty, efficiency or worth that a person endorses and that he tries to live up to or maintain. They do not exist in or of themselves but are reflected in certain value judgments or claims that individuals make.

Value Education, as it is generally used, refers to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic rights and duties to aesthetic and even religious training.

To some, value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a conception, it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored. Actually the ability to make moral judgment based on sound reasoning is a very important aim of value education and has to be deliberately cultivated.

OBJECTIVES OF VALUE EDUCATION IN THE MODERN CONTEXT

Objectives, especially in value education, have a temporal dimension. Traditionally the objectives of value education were based on religion and philosophy. There was no secular value education and very little scope for the development of moral thinking and the capacity for independent moral decision. In the modern world these are varieties of social demands made on the people. A civilized individual must possess certain minimum social skills. He has to establish decent relationship with people with whom he may come across for a short while or for a long duration. He may have to transact business in his private or public capacity. He has to function as a citizen of his state, or his country and of the world, all at the same time playing appropriate roles in each of these contexts. There are also many other demands made on him that need not be enumerated. Value education should therefore, it is pointed out, prepare an individual to meet these demands. That these cannot be accomplished in the form of a few do's and don'ts of the traditional form is quite evident.

SUGGESTIONS

Value education cannot be circumscribed by textbook material but should be left to the initiative and inspiration of the teachers in finding the learning resources. However, there are a few ways in which value education can be imparted.

1. Social and ethical values, examples from day-to-day situations, extracts from sayings of great men, incidents and problems which develop value judgment among pupils, dramas, dialogues, simple poems and scriptures from world religions could form the major part of the content along with the biographies of great men.
2. Moreover, should try to create interest among the students through their method of teaching and co-curricular activities.
3. Personal, neighbourly and community values should be taught in the classroom and thoroughly discussed with the students.
4. Personality development programmes may be conducted.
5. A variety of learning resources can be used for value education ranging from biographies, scriptures, proverbs, hymns and sayings of great men to current social and political events, stories from religion and mythology, moral dilemmas and schools events.
6. Teachers should be given proper training to realize the importance of value based teachings.
7. Yoga and other activities that develop self-discipline among students could be included.
8. Group activities like cleaning the school campus, visiting slums, visits to hospitals, visits to places of worship of different faiths should form part of content in value education. Discourses on the lives of spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived.

9. 'Personality Development Retreats' could be held to enable the students to develop self-control, punctuality, sharing and caring respect for other faiths, cooperation and the value of silence(inner peace).
10. Seminars and workshops should be conducted regularly under the supervision of appropriate/suitable persons to make the realization of values in the present day life.
11. Prayer and meditation could form part of the content of value education. They can help the students cultivate inner poise and an attitudinal shift, and develop the quality of 'dignity of labour'.
12. Observing 'Jayanthis' i.e. Birthdays of great national and spiritual leaders and organizing youth organizations for character development in the inculcation of values in students.

CONCLUSION

India is facing multiple problems like crimes, corruption, poverty, youth unrest, superstitions etc. These problems are interlinked. All these problems can be solved very easily if the students cum citizens have mastered their mind and certainly the inculcation of sincere Values education in all educational institutions can bring this change.

REFERENCE

- <http://paulkuehn.hubpages.com/hub/Teaching-Moral-Values-in-School-A-Necessary-Part-of-the-Curriculum>
- <http://bharatjanani.com/education-and-moral-values/>
- <http://www.ncte-india.org/pub/rimse/spk11.htm>
- <http://manak.org.in/wp-content/uploads/pdf-manak/new-papers/RELIGIOUS%20AND%20MORAL%20EDUCATION%20IN%20INDIA.pdf>
- <http://vipassanaeducationintegration.wordpress.com/about/>
- <http://timesofindia.indiatimes.com/city/hyderabad-times/Value-Education/articleshow/838583539.cms>
- Yogesh Kumar Singh & Ruchika Nath (2005). "Value Education" A.P.H. Publishing Corporation, New Delhi.

6. SUGGESTION TO INCULCATE VALUES

M. AGILA, C.H SARITHA, D.SHARMILA. Krishnasamy College of Education for Women,
Puducherry

Abstract

Values refer to objects that human beings consider desirable and worthy of pursuit in their thoughts, feelings and action.

Values reflect one's personal attitudes and judgments, decisions and choices, behaviour and relationships, dreams and visions. They influence our thoughts, feeling and action. They guide us to do the right things.

In teaching values to students, ideally, you will be teaching the next generation of educators. If students grow up knowing that it is fundamentally right to help others, for instance, this lesson will undoubtedly be passed on to their own children, and to entire classrooms for those who become teachers. In this way, you are not only teaching values to your own students, but to everyone else they grow to influence in their lives.

Educators have two unique responsibilities. One, the more obvious responsibility, is the teaching of a specific curriculum to their students. The other responsibility, one that educators may not immediately consider, is the guiding of their students through moral development. Students spend a considerable amount of time throughout their lives in the classroom, so the morals and values stressed within the classroom over time will become a part of a student's moral character.

Introduction

According to an article by John Heenan, schools used to have two major goals: to help young people become smarter, and to teach them to be good. Over time, however, the focus in schools has shifted largely to the first goal, letting other institutions take up the role of producing good people. Nevertheless, there are a number of positive effects that teaching values can have on students.

1. Be Respectful

A classroom cannot function when students do not respect one another, or do not respect the teacher. A teacher must make it clear to the students, in positive terms, what actions fall under respect. For example, the teacher needs to show the student how to raise her hand in class. Some other common examples are taking care of school property and responding quickly to adult directions.

2. Be Responsible

Students must learn the role of responsibility in the classroom. Responsibility is a broad term that needs to be broken down into specific actions that a student is expected to perform. A teacher requires her students to turn in both assignments and homework on time because that is the responsible thing to do. This rule must be broken down into specific steps according to the classroom routine. For example, one teacher may require the students to place the homework in a pile on her desk while another teacher may want the work placed in a homework file under the student's name or the subject of the homework.

3. Be Kind

In the classroom all students must treat one another with kindness. The term kindness can be vague, so the teacher must make the rules the students can follow. One rule that falls under kindness is "working quietly and cooperatively with others." In order to make the rule more specific, the teacher can require the rule to apply to a certain classroom activity such as group learning time.

4. Be Safe

A teacher is responsible for the safety of her students and must set up a classroom environment where fewer accidents are likely to take place. Rules that promote the value of safety are "keeping hands and feet to you" and "sitting straight, with feet on the floor and bottom on the seat." A teacher needs to define the safety rules in all the subject areas. For example, in science lab the rule may be to "follow all steps of experiments as told by your instructor." As with all the rules, the teacher should model behavior for the students.

5. Be Realistic

Realize that many of your students have never heard about the concept of values before. Because the idea of values may be foreign, it may take a while for some students to fully understand what you are teaching and talking about. Be patient and avoid becoming irritated or annoyed if a student takes a while to grasp the new concepts.

6. Moral Books

Educators should select books which promote morals directed at the students in their classroom specifically. For example, if students are having a difficult time sharing classroom materials, the class could read and discuss a book on taking turns.

Conclusion

Every teacher should have a set of values that are inculcated in the classroom. The values play a part in creating a positive environment where both the students and teacher feel comfortable. Teachers should turn the values into a set of rules that explain appropriate behavior to students. Encourage children to participate in classroom activities related to values. For example, have children help you make a consequence chart. A consequence chart lists actions and corresponding consequences. List a series of good values and possible consequences, as well as improper actions and consequences. For example, telling a lie may result in hurt feelings or punishment. Holding the door for someone may result in that person feeling cared for. Hang the chart on the classroom wall where children can see it each day.

Teaching values in schools may give students a sense of purpose in the world, a sense that they matter. If students learn that they are loved and accepted no matter who they are and what they do, they have a much better chance of developing self-confidence. Teaching students that helping others is a natural part of being human, moreover, might give them a sense that they are part of a larger community, which might in turn help them think of themselves as important in the world.

Reference

Prof. Nagarajan, K. M.Sc., M.A., M.Ed., Ph.D. "Education in the Emerging Indian society".
Ram Publishers Chennai

7. SUGGESTIONS TO INCULCATE VALUES

**H. HANIFA KHATHUN, S. VIJAYALAKSHMI, AND
R. SURUTHI**, Krishnasamy College of Education for Women, Puducherry.

Abstract

Values are regarded enviable, imperative and are apprehended with high esteem by a particular society in which a person lives. Values give meaning and strength to an individual's character by occupying a central place in his/her life. Values reflect one's personal attitude and judgments, decisions and choices, behaviour and relationships, dreams and vision. These values influence our thoughts, feelings & actions and guide us to do the right things. Values are the guiding principles of life that contribute to the all round development of an individual. They give a direction to life and thus bring joy, satisfaction and peace. Values add quality to life. Thus, one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self development of an individual, constitutes a value. The other corresponding function of a value is that it should also contribute to the welfare of the larger social unit such as the family, the community and the nation of which an individual is a constituent. Value system is the backbone of the society. Values may vary from one society to another and from time to time. But, every society abides by certain moral values, and, these values are accepted by all the societies as "Global values".

Value Education: Past and Present

In ancient India, the Vedas, the Upanishads, the Epics manifested and upheld the values of Indian society. More importance was given to morality, honesty, duty, truth, friendship, brotherhood, etc. They were the themes of Indian culture and society. Imparting value education and reforming the society were the only aims and objectives of the teachers of ancient age. But in the present scenario, due to manifold changes in various aspects of our civilization such as population explosion, advancement in science and technology, knowledge expansion, rapid industrialization, urbanization, mobilization, IT revolution, liberalization, privatization & globalization as well as the influence of western culture, present society has become highly dynamic. Modernization process is accompanied with multifold problems, anxieties and worries to human life, endangering its original simple nature. Growing global poverty, pollution, hunger, disease, unemployment, unsociability, caste system, child labour, gender inequality, ill-treatment of women, violence, disability, exploitation of natural resources and many such evils have caused value-crisis on the globe, adversely affecting the core human values such as honesty, sincerity, morality and humanity and, as such, there is a great transition in human society. To overcome the problems of the present era, inculcation of values among individuals and promotion of values in educational system, as well as society, is highly essential.

Why values are needed to be fostered?

There has been a rapid corrosion of ethical and moral values in the Indian society. Before independence we were economically poor, our health conditions were deplorable and child mortality rates were very high. We had very few universities and almost no heavy industry. Our agriculture production was very low and very often we faced famines. After independence, we have made rapid

progress in agriculture and industry, in education-and in almost every sector of our life. Our progress may not have been as spectacular as that of Korea and Japan. But it is certainty of a level of which we can be proud. However, we had one thing before independence which we have most now in a considerable manner and that is pride for character, and, our sagacity of ethical and moral values.

Values In college students are taught to:

At Home, you can reinforce what is taught in college by encouraging your child to:

Respect

Greet the college staff when they meet them. Greet parents and family members such as in the morning when the child wakes up.

Responsibility

Keep their study area clean and tidy. Keep his/her study area and bedroom clean and tidy e.g. encouraging your child to make his/her own bed. Return the used utensils after finishing their meals during recess. Clean up the dining table after a meal e.g. return the used utensils to the kitchen sink and for the older children, they could learn how to wash the utensils.

Resilience

Try again and not give up when they experience difficulties or failures. Keep on trying and not give up when he/she experiences difficulties or failures. During this time, keep on letting your child know about any improvement he/she has made, no matter how small it is. Manage his/her own emotion when things do not go his/her way, and find a positive way to look at the situation.

Integrity

Be honest at all times such as to return items that they have found to the rightful owner. Be honest at all times even when nobody is looking and introduce him/her to good examples of honest behaviour.

Care

Help their classmates e.g. buddy reading, recess buddy Help out with some of the household chores at home. Make friends with neighbours.

Harmony

Understand their classmates better and learn how to get along well with others. neighborhood e.g. at the playground. Accept others who do thing differently and see what can be learn from them. Teachers with self-confidence alone have the capability to mold students into better human beings, Vice-Chancellor of the Tamil Nadu Teacher.

CONCLUSION: “Teachers should not just concentrate on completing the syllabus. A good teacher’s success lies in making a student good citizen of the world.

References

- <http://www.convertapi.com>
- <http://www.convertapi.com/prices>

8. SUGGESTION TO INCULCATE VALUES

THARANI.V, MOHANAPRIYA.T.P, GUNA.R Krishnasamy College of Education for Women,
Pudhucherry.

Abstract:

Values such as harmony, peace, compassion and humility have for centuries been a part of the discourse of every religion in the world and their need and importance is universally accepted and felt, more so in the current social and political context. Respect for human dignity and human rights, as well as respect for the environment are core values that need to be practiced. Colleges should be viewed as providing a fulcrum for personal and societal transformation as well as values building, and not merely as institutions for acquiring subject mastery and other competencies for advancement of personal life and living. It will help to design a new way of 'Being School' and give a new role identity and responsibility for teachers and Principals as the key agents who facilitate the rebuilding of the India we want to belong to. The foundations for these are to be anchored in the country's basic culture and ethos. In this process, the young have to be fully involved to see and accept it as current and contextual. This would make the school become a mini workshop to engage in model building of our future society. To be current and contextual, a frame of reference could be to make India really Indian, truly modern and deeply human. Here some suggestions were given to inculcate values among college students.

Introduction:

Values are essential for positive human behaviour. Education from time immemorial has focused on values. Values form the core of educational goals and objectives. Almost every education policy document has emphasized the role of education in fostering values. Education Commission (1966) recommended introduction of social, moral and spiritual values in the school curricula. The National Policy of Education (1986) also highlighted the need of education for values in removing intolerance, violence, superstition and upholding social, cultural and scientific principles to make India a secular, democratic and progressive nation taking pride in its cultural heritage.

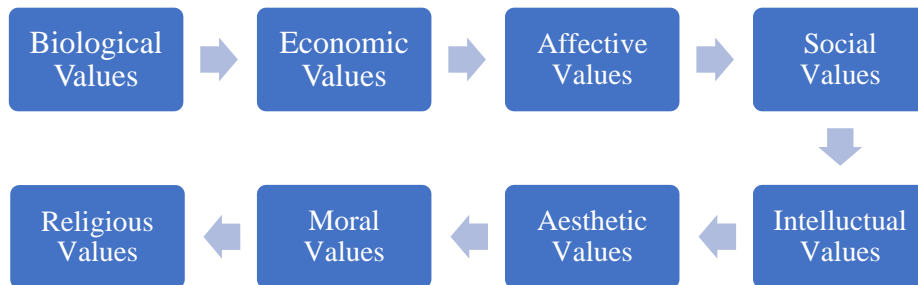
Values:

- According to **John Dewey (1948)**, “The value means to prize, to esteem, to appraise, to estimate” It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else.

- **Geiger (1950)** says – “values are the outcomes of human choices among competing human interests.
- **Allport (1951)** – “A value is a belief upon which a man acts by preferences.”

Classification of Values :

Parker was able to classify values on the basis of interest into eight groups as follows:



Values Seeds:

Values are like seeds that sprout, become saplings, grow into trees and spread their branches all around. Building up of values system starts with the individual, moves on to the family and community, reorienting systems, structures and institutions, spreading throughout the land and ultimately embracing the planet as a whole. Building values is an integral factor in the process of internalization of values because one can only give what one has within.

Building Blocks of Values:

Individual, Family, Community and Society

Suggestion to inculcate values:

The ways and means for inculcation of values are as follows:

- **Morning Assembly :**

Every assembly can focus on any of the core values like team work, cooperation, persistence, self-discipline, love, peace, non-violence, right conduct, honesty, etc., Each college will identify values required to be nurtured keeping in view their own priority of value concerns which will be appropriate to their cultural conditions and settings.

- **Redesigning the Textbook :**

The most important need of today is to redesign books on Indian History, geography, civics, literature and languages, etc. In other words textbooks should be value oriented.

- **Extension Lectures :**

Every educational institution should arrange extension lectures based on morality or value oriented education. Extension lectures and seminars on value education also prove beneficial.

- **Compulsory Subject :**

Value education has to be regarded as a compulsory subject in all the schools and colleges. The essential teachings of great religions like Hinduism, Sikhism, Buddhism, Jainism, Islam, Christianity, etc., should be taught.

- **Redesigning the Curriculum :**

To inculcate values, the curriculum must be redesigned. Various subjects like history, geography, civics, languages, literature, art and music, etc., should be taught in views our social, moral, spiritual and national values, deeds and achievements. Value centered curriculum should be developed in order to inculcate values.

- **Art and Painting Competitions :**

On the spot, art and painting competitions may be held on themes related to different types of values.

- **Celebration of Birthdays :**

Educational institutions should celebrate the birthdays of great men and women of various nations like Guru Nanak, Buddha, Christ and lord Krishna' It will inculcate moral, religious, social, cultural spiritual values among the students and the teachers.

- **Celebration of International Days :**

In all institutions International days like U.N.O. Days, World Health Day, World Peace Day and Human Rights day should be celebrated. Celebration of these days will be helpful in inculcating noble values.

- **Use of Mass Media :**

Media such as educational films, theatres, newspapers, radio and Television should be used to inculcate values.

- **Book Exhibitions :**

Every college should make arrangement for book exhibitions on literature related to moral, social, cultural, aesthetic and spiritual values by extending invitations to publishers and booksellers of this area of knowledge.

- **Art and Paint Exhibitions :**

In the educational institutions art and painting exhibitions on themes related to moral, social, cultural, aesthetic and spiritual values, should be held.

- **Value-oriented Projects :**

Value-oriented projects can be further undertaken to implement the following projects for value education in the college under the guidance of effective professors.

- **Co-operative Stores :**

The students may start a co-operative store which may sell books and stationery at concessional rate. It would make the students hard working.

- **Co-operative Canteen:**

Some students may take initiative to start their school canteen on no-profit, no-loss basis.

- **Co-operative Bank and Post-Office :**

Student's co-operative bank and student's co-operative post-office might be set up.

- **Enacting:**

Acting is a way of presenting ideas through performing them out for an audience. This allows the students to engage closely with the content and context of a story or given situation. A focus on the message or its value as represented by the characters can be kept in mind as students involve themselves in writing the script, organize the performance and rehearse their parts.

- **Group Singing:**

Group Singing is important as values in the lyrics of the song remain in the consciousness for a long time. Group signifies the unity, towards a common purpose or goal, co-operation, discipline, self-restraint and the spirit to accommodate. Selection of a song is important and could be chosen to reflect any one or a group of values.

- **Group Activities:**

Group activities provide opportunities for learning of many values concurrently. By working in groups, students learn the value of each other's sincere efforts, joy of doing one's best for the good of the whole group.

- **Role play:**

Role plays can be used as a methodology for inculcating values where the emphasis is not on the acting capabilities but on the projection of ideas/values and analysis of the same. The process of acting out helps in better understanding and reinforcing the importance of values.

- **Display Boards in Classrooms / Schools:**

Display Boards can be very meaningful in promoting values in the school. They provide a creative canvas for writing stories, poems, articles, views, etc. Every display board can be either given a 'Values Theme' or a values display board could be made with a separate editorial team.

Inculcating the values through core subjects:

- **Languages:**

Inculcation of values through language teaching is a great challenge for a language teacher. Languages may be so selected or designed by the school as to contribute to the inculcation of right attitudes and the basic human values.

- **Mathematics:**

Values of precision, accuracy, truthfulness and paying attention to one's responsibilities has important connections with people and society centered to life and living.

- **Science:**

Life Sciences promote values of reverence for nature and the creator. Teaching of Science also promotes values through activities of Eco Clubs, Nature Clubs, Adventure Clubs, Health and Wellness Clubs etc. While teaching Science, developing scientific attitude is the main aim but a variety of human values can also be developed.

- **Social science:**

Instructions in Social Science should promote values and the ideas of secularism, socialism and democracy. It should help the students to develop positive attitudes and acquire knowledge necessary for achievement of universal values, e.g., non-violence, increasing economic and social welfare and ecological stability.

- **History:**

While teaching values through History it is important that events / happenings are presented holistically rather than in isolation. This would help students to understand the importance of interdependence.

- **Political science:**

This subject has great potential to help develop the understanding of constitutional values like duties democracy, citizenship, human rights, child rights, social justice, patriotism and unity in diversity. Values can also be inculcated through exhibitions, project work, visits, community surveys, discussions on social issues, presentations, etc.

- **Geography:**

The teaching of Geography as a subject must emphasize the values of oneness, interdependence of countries, unity in diversity, responsibility towards environmental conservation, urgency of preserving natural habitats, respect and love.

Conclusion:

At the individual level, fostering values in school students therefore needs to be seen as an investment in building the foundation for lifelong learning and promoting human excellence. The capacity to listen, patience, endurance, cooperation, teamwork, positive attitude towards study, work and life are the hallmarks of a good student or a person. So values, in fact, promote both academic as well as human excellence. In this sense education for values humanizes education.

References:

- 1) National Council of Educational Research and Training, Education for Values in Schools – A Framework. New Delhi, NCERT (2011)
- 2) Central Board of Secondary Education, Value Education, A Handbook for Teachers. New Delhi, CBSE (1997 and 2003)
- 3) United Nations Educational Scientific and Cultural Organization, Learning the Way of Peace – A Teacher’s Guide to Peace Education. New Delhi, UNESCO (2001)
- 4) National Council of Educational Research and Training, Values Education in Indian Schools: Experiences and Strategies of Implementation. New Delhi, NCERT (2003)
- 5) Agrawal J.C (2005) “Education for Values, Environment and Human Rights” Shipra Publication, New Delhi.
- 6) Dr. Haseen Taj "Current Challenges In Education" (2005), Hyderabad: Neelkamal Publications Pvt. Ltd.
- 7) Dr. N. Ramnath Kishan "Global Trends in Teacher Education" (2007), APH Publishing Corporation, New Delhi.

9. SUGGESTION TO INCULCATE VALUES

S. FARZANA, J. NITHYA, S.GAYATHRI and K. AMBIKA Krishnasamy College of Education
for Women, Puducherry.

ABSTRACT

Responsible behaviour is expected from children but now a days it has been noticed that immoral and anti-social behaviour is increasing among them. As being an integral part of society I consider it is a matter of great concern because decrease in moral values among “**YOUTH**” greatly hampers the social fabrication and society as well. In the words of Dewey, “**the value means primarily to price, to esteem, to appraise and to estimate**”. It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amount of values as compared with something else. Thus values give meaning and strength to a person’s character by occupying a central place in his life. Values reflect one’s personal attitudes and judgements, decisions and choices behavior and relationships, dreams and vision. Through learning values, we like to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined the formal education. Learning values teaches us to preserve whatever is good and worthwhile in what was inherited from our culture. It helps us to accept, respect, the attitude and behavior of those who differ from us. So, inculcating values among the college students is important for the development of future generation. This can be done by giving some suggestions.

INTRODUCTION

Value education is responsible for the all round development for the individuals. It is also responsible for culture assimilation and provides strength to democracy and secularism. Value Education constructs the nation at every level, creates self-sufficiency and searches new areas of development. Now a day’s many young teenagers are grow up without values. It is not uncommon to

hear of teenagers getting into trouble. The decline of value among youth have increase in crime and violence, sexual activities and drug abuse. The imprint period up to the age of seven, we are like sponges, absorbing everything around us and accepting much of it as true, especially when it comes from our parents. The critical thing here is to learn a sense of right and wrong, good and bad.

WHY MORAL VALUES FOR STUDENTS?

1. Preparing our children for future roles in society.
2. Many parents aren't teaching moral values.
3. There is too much violence and dishonesty in society.
4. To counter bad influences in society.
5. Moral values will stick with you for life.

MORAL VALUES AND YOUTH

Youth of today lack manners and discipline. They raise their voice and retaliate when scolded by their parents and teachers. Some of them greet their teachers even with punches or stone. What I mean to say is that they retaliate or even try to take revenge if they are punished by their teachers. For example, a few years back, there was a lot of hue and cry about a case involving some students beating their teachers on some matters. It's true that youths are reckless lots – away wanting to experiments new things, taste new things. But even them we can't keep them running wild or leave them to mend their ways by themselves. They need a fine grip or hold, a brake type. And this is possible only imbibing moral or value education – which is very much lacking in our present scenario. If we were to ask a student, what is meant by values, we won't get an appropriate answer. It's because they haven't received moral or value education in a proper manner.

DEGENERATION OF MORAL VALUES IN COLLEGE STUDENTS

1. Influence of companion/peer group: It is the influence of their companion which plays a vital role in developing their concept of morality. They pass more time with them, discuss with them frankly and seek their advice. They scrutinize and evaluate matters relating to morality practiced in their homes and found conflicting views. They readily accept views of peer group.
2. Childhood control: During adolescence child starts formulating his own rules and regulations which may be very flexible and sometimes very hard based on reactions towards his childhood environment.
3. Changes in moral principles due to increased social contacts: When the child comes out of home circle, he finds changed social environment and faces some difficulties in adjustment.
4. Double standards of morality for boys and girls: Double standards of morality set by society are also the cause of degeneration of morals among youth. eg. Going to market alone, laughing in public places etc. are considered disgraceful for girls but these does not equally apply to boys.
5. Rise of discretion: The rise of discretion develops the sense of shame and repentance on finding himself committing something wrong. On repetition of such situations the child becomes dejected and leads on unhappy life, May develops inferiority complex and keep aloof from realities of life.

6. Desire of self exhibition: Desire of self exhibition often takes an youth towards crime and immoral behaviour like smoking, drinking, eve teasing, delivering abusing words, quarreling, sex abuse etc.
7. Nuclear family and materialistic way of life: These are very important factors for degenerating moral values among youth. In a nuclear family especially where father and mother both are working, have no time to share with their child. The feelings and emotions of child remained unentertained .So the child finds some other places like TV, peer group, bad literature etc to share feelings and emotions and start behaving immorally as revolt.
8. Very strict control and stern punishment during childhood: Very strict control and stern punishments during childhood prove harmful to the child may develop feeling of revolt as a result of reactions.
9. Other stimulating factors: A number of stimulating factors such as unhappy life, influence of entertainment means, undesirable films, porn sites on internet, sexual urge, obscene novels, heroism, desire to get rich quickly, drug abuse etc. hasten moral degeneration among youth.
10. Therefore, the inculcation of social values and proper socialization of the child in right path/direction is very essential.

SUGGESTIONS FOR INCULCATING VALUES

1. Classroom learning activities methods/approach
2. Practical activities method
3. Socialized techniques and activities
4. Incidental learning method

1. Classroom Learning Activities Method:

A very basic purpose of value education is to develop the moral autonomy of the learner and also sensitivities of value content of school and classroom activities. This may include reading, listening, discussions, narration, direct presentation of ideas by the teacher and other strategies. These strategies should be used with any of the following sources of value education (a) Biographies (b) Stories (c) Extracts form essays, articles, classics and news paper (d) Parables, proverbs, quotations and poems (e) value/moral dilemmas (f) classroom incidents/anecdotes/ conflicts. These sources can be used in many different ways to involve the learner in thinking and reasoning about values.

(a) BIOGRAPHIES: A biography is a written document on the life history of an eminent personality. Biographies of scientist, social reformers and spiritual leaders acquaint one personality. Biographies of scientist, social reformers and spiritual leaders acquaint one with their life, thoughts, and actions and various forces which moulded their lives as depicted by biographer.

(b) STORIES: Stories of various kinds are attractive to students of varied age groups. Stories may be presented by the teacher or presented by students themselves, followed by discussions and on questioning and analysis. Stories could be used to develop value awareness of different kinds. Fables and fairy tales could be used to develop values of kindness, love for living beings, environmental awareness and courage.

(c) EXTRACTS FROM ESSAYS, ARTICLES, CLASSICS AND NEWSPAPERS: Non-fictional writings dealing with value themes, such as essays, articles and news paper reports may be used for value education purpose. These may be scholarly writings on issues of social and national concern appearing in books and journals. Students may be asked to collect articles and writings from various sources, encouraged to write articles on a chosen value theme. Teachers can frame questions that provoke in the learner to think and reflect on many issues of the values covered.

(d) VALUE/MORAL DILEMMAS FOR DISCUSSIONS: Value or moral dilemmas may be used as an important instructional strategies in value education. The dilemmas constructed may be on issues like environmental conservation, scientific temper, social justice and equality. A teacher can prepare a lesson or initiate discussion on a dilemma indicating all the essential steps involved. In view of the great potential of dilemmas in developing the capacity for moral judgment moral dilemmas are used as research tools in the study of moral development and judgment in children.

2. Practical Activities Method/Approach

Value education merely by cognitive precept is not enough even though it is essential. Children should engage themselves in life related practical activities which will promote the application of principles and values in daily life.. A sound program of value education may include a combination of a few or all activities mentioned below:

- (a) School campus/classroom maintenance activities
- (b) Social forestry/community development activities
- (c) Work experience related activities
- (d) Organizing campaigns on community sanitation, literacy, environmental awareness, AIDS prevention awareness
- (e) Yoga, meditation and prayer sessions
- (f) Eradication of social evils campaign activities (Gender inequality, dowry, alcoholism...)
- (g) Co -curricular/self government activities

Organizing such value related practical activities poses some practical problems to the institution. Great care should be taken in planning and organizing practical activities mentioned above.

3. Socialized Techniques/approaches

A variety of group oriented techniques may be used in value education. The effectiveness of the social experiences planned to promote healthy development among children could be increased with the better understanding of social role playing. Role playing activities should be organized based on the life experiences and age level of students. Expected role of an ideal student, teacher, parent, and patriot should encourage student to take role taking activities voluntarily. Negative precepts are to be discouraged in role playing.

In simulation activities the learner pretends to be in real situation and portrays events and characteristics in the situation. The kinds of activities possible under the heads of socialized strategies for value education purpose are listed below-

- a. Dramatization activities like staging play, dramas, both of traditional folk and modern on value themes.
- b. Enacting opportunities to take up and practice the role of different kinds, taking the role form epics/scriptures.
- c. Modeling exercise, the ideal persons and groups on themes such as
 - 1) Gender inequality
 - 2) Problems pertaining to women's role and education
 - 3) Caring animals and human beings
 - 4) Problems related to environmental protection
 - 5) Consequences of air water pollution

4. Incidental Learning Method

An incident is an episode or experience in the life of an individual or group. The incidental approach has a very good point in its favor in that it can be used both inside as well as outside the classroom for value education purposes. It consists in identifying the wrong or right actions of an individual or group, either pre-planned to occur or observed by accident, and reprimanding or rewarding those concerned. This approach is psychologically effective since it is like striking the iron while it is hot. Episodes or incidents centered around experience of everyday occurrence in the life of children can help children identify themselves with them and understand their own thought powers and feelings. Incidents are to be recorded properly and discussed to promote better insight into human problems.

CONCLUSION

By learning these values, it will help the youths to listen to their inner voice – the conscience, and they will hesitate and have second thoughts before committing a wrong deed, say stealing lying, cheating and such. And it will also imbibe in them values like honesty, sincerity, truthfulness, courage, proper manners and also how to control their urges, desires and whims. Parents, elders and teachers should try to impart values to the youths. Organizing seminars and workshops based on moral or value educations, especially for the youths have become a must. Due to those programme youth come to comfort level and start sharing their problem with Teachers or with Elders or parents.

10. SUGGESTION TO INCULCATE VALUES

**M.PRABAVATHI, J.UMA SANTHANAM, K.VIDHYA PRIYA AND
N.SATHYA**, Krishnasamy College of Education for Women, Puducherry

Abstract:

This seminar is attempting to provide the suggestion to inculcate values among the college students. In the paper some of the ideas and activities that must be followed by student to get the good values for life. If the student followed the method, they can improve their values and their life will secured good future.

Introduction:

Human values are closely integrated with human life. No human life is possible without values. It is only the preposition and combination of negative and positive. Values which separates a noble human being from a not so noble human being.

Values are that which guide our behaviour to put meaning into our existence. The values are socially approved derives and goals that are internationalized through the process of learning. It is the masterminds which gives direction to one's Real work. The values represent preference and opinions about what is right and what's fair and what's desirable.

Types of values: Intellectual values, Social values, Moral values, Political values, Aesthetic values, Economic values, Religion values, Perception values and Role model of value

Suggestion to inculcate values:

- Insist the habit of greeting the elders (or) staff etc.
- Make the student to do the cleaning work in the college campus.
- Celebration of all the Religious festivals.
- Arranging drawing, dancing, and all type of fine arts competition
- Celebration of all the International days like world peace day, World science day etc.
- Insist the student to wear the Traditional dress.
- To involve the student to introduce or to start the co-operative shop and co-operative Bank co-operative canteen.
- To make them to participate in a Awareness women's education and also for value education.
- Make them to learn elder the adult education.
- Encourage the students to write articles about any social issues.
- Involve the students to attend the seminars.
- Enable the students to do some co-curricular activities like NSS, NCC, NGC, Sports, scout, etc.
- Encourage the students to inaugurate so the clubs like literary club, science club etc.
- In college level meditation will enable the student's perception values.

Teacher's role in inculcating the values:

A teacher is role model to all the students. So the teacher has to possess all the values. It will evoke the students to have the confident and make them to do all the innovative things that are suggested here. The teacher must be kind to the student to encourage them. The teacher must not be partial towards the student. If the student is having any problem the teacher has to rectify it by her advices. The teacher has to absorbed the values from various sources.

Conclusion:

The values of each human being is formed the characters of a person. If all of our characters are formed by good values, there will be a perfect society. To form a well-being society , the

cultivation of values are very important. Let us trust the above suggestions are evoke the values of the students.

11. SUGGESTIONS TO INCULCATE VALUES AMONG COLLEGE STUDENTS

G.ASHWINI, S.GNANAPRABA, S.SUDHA

and K.SUGANTHI, Krishnasamy College of Education for Women, Puducherry

ABSTRACT

“The destiny of India is now being shaped in the classrooms”- the Kothari Education commission Report (1964-1966).In the present society education must inculcate values and its importance, to eliminate obscurantism, religious, fanaticism, violence, superstition and fatalism. To inculcate these values we are going to give our own suggestions through this paper. Our first and the best suggestion is that **teachers are to be trained** in such a way that the values like Economic values, Social values, Intellectual values, Aesthetic values, Moral values, and Religious values; **values must be taught** to the students **through curricular and co-curricular activities.**

“The best brains in the classroom may be found in the last benches” –DR.ABDUL KALAM.

There are nearly eleven easy steps to inculcate the values among college students. These eleven steps include both curricular and co-curricular activities. As our country is steadily moving towards the advancement of science and technology it is the urgent need to inculcate values among the college students. **“When your values are clear to you, making decisions becomes easier.”- Swami Vivekananda**

INTRODUCTION

College is a community centre where students share everything so college plays a vital role in inculcation of values among students. The values like make students to be a good human being. According to **John Dewey (1948), “To value means to prize, to esteem, to appraise, to Estimate”.** It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else.

Classification of Values

PARKER was able to classify values on the basis of interest into eight groups as follows: Biological values, Economic values, Affective values, Social values, Intellectual values, Aesthetic values, Moral values and Religious values

SUGGESTION TO INCULCATE VALUES

- ◆ Submit yourself to a guru
- ◆ Practice yoga first thing in the morning
- ◆ Keep your life simple and honest

- ◆ Networking of hearts Be compassionate
- ◆ Treat Integrity as the most essential part of your life
- ◆ Criticize and reprimand the act not the actor
- ◆ Love thy neighbor and everyone else's too if possible
- ◆ Upgrade your knowledge continuously.
- ◆ Be disciplined in your thoughts and actions.
- ◆ Treat your Parents well Treat your parents better than you would treat yourself.
- ◆ Similarly do the same the exercise for what you have done for your parents, and total up the values.

The Five Cs There are certain encompassing principles underlying the successful implementation of value education in schools which are discussed here

Connection 'Connection' is the key word for implementation of value education. We need to connect the values prioritized for a particular school with the school's curriculum and activities. We need to connect teachers with students, students with students and teachers and students with parents and community. Teachers and administrators need to connect with one another in new and better ways if value education efforts are to be successful.

Caring Similarly the principle of caring has to permeate the entire school from principal to students and other staff. The underpinning of value education is that all efforts to foster values simply will not work without a caring school which comes through by developing meaningful relationships from pre-primary to higher secondary school. Student should learn and be encouraged to practice why caring, sharing, helping are good behaviours. So the important question for school is to consider: if people do no care why go through the exercise of implementing value education, why and how it can not be done without the spirit of caring.

Critical Being critical implies making judgment based on standards or on a set of criteria. School personnel need to be critical about what they say, what they do, how they model the values that they are trying to foster. They need to make individual judgments about promises and practices.

They need to be critical to find out and promote practices and strategies that work and discard those that do not work.

Communication and collaboration In planning and implementing value education for values, communication is vital to build confidence, gain support and encourage participation in work. Collaboration is based on the premise that there are people in school who willingly work together to create a common bond and who willingly share the responsibility and hold themselves **DEPFE, NCERT** accountable for the result of their efforts. Collaboration requires clarifying roles, building trust, refusing to participate in the actions that detract from organizational unity, efficiency and effectiveness.

Conviction, commitment and courage Any effort to implement value education will not bring fruits without conviction to change and to take risk, not knowing how things will turn out. School personnel

need to develop conviction to say that we want our students to learn values and pro-social behaviour. Without the conviction, commitment and courage, it is not possible for the schools to be prepared for the sacrifice, for time, energy and resources. Sense of commitment and conviction conveys the message that situations, conditions, events ought to change in the school by opening up to new experiences and meeting unexpected challenges. Any action implemented by individuals and groups in schools is likely to bring about change. The change that will be a kind of learning experience for further improvement, empowerment, cooperation and collaboration.

The points discussed above are the basic principles which can serve as criteria to follow for implementation of education for values in schools. These principles are not mutually exclusive but are intertwined and are connected.

INCULCATION OF VALUES

The ways and means for inculcation of values are as follows:

- **Morning Assembly**
Morning assembly should be held daily in all the educational Institutions for 15 to 30 minute's duration.
- **Redesigning the Textbook**
The most important need of today is to redesign books on Indian History, geography, civics, literature and languages, etc. In other words textbooks should be value oriented
- **Extension Lectures**
Every educational institute should arrange extension lectures based on morality or value oriented education.
- **Compulsory Subject**
Value education has to be regarded as a compulsory subject in all the schools and colleges. The essential teachings of great religions like Hinduism, Sikhism, Buddhism, Jainism, Islam, Christianity, etc, should be taught
- **Redesigning the Curriculum**
To inculcate values, the curriculum must be redesigned. Various subjects like history, geography, civics, languages, literature, art and music, etc., should be taught in views our social, moral, spiritual and national values, deeds and achievements.
- **Art and Painting Competitions**
On the spot, art and painting competitions may be held on themes related to different types of values.
- **Celebration of Birthdays**
Educational institutions should celebrate the birthdays of great men and women of various nations like Guru Nanak, Buddha, Christ and lord Krishna' It will inculcate moral, religious, social, cultural spiritual values among the students and the teachers.
- **Celebration of International Days**

In all institutions International days like U.N.O. Days, World Health Day, World Peace Day and Human Rights day should be celebrated. Celebration of these days will be helpful in inculcating noble values.

- **Use of Mass Media**

Media such as educational films, theatres, news papers, radio and Television should be used to inculcate values.

- **Book Exhibitions**

Every school should make arrangement for book exhibitions on literature related to moral, social, cultural, aesthetic and spiritual values by extending invitations to publishers and booksellers of this area of knowledge.

- **Art and Paint Exhibitions**

In the educational institutions art and painting exhibitions on themes related to moral, social, cultural, aesthetic and spiritual values, should be held.

- **Value-oriented Projects**

Value-oriented projects can be further undertaken to implement the following projects for value education in the school under the guidance of efficient teachers:

- **Co-operative Stores**

The students may start a co-operative store which may sell books and stationery at concessional rate. It would make the students hard working.

- **Co-operative Canteen** Some students may take initiative to start their school canteen on no-profit, no-loss basis.

- **Co-operative Bank and Post-Office**

Student's co-operative bank and student's co-operative post-office might be set up.

CONCLUSION

School plays an important role in the above-mentioned ways for inculcation of values. Our country is gradually but steadily moving towards the advancement of science and technology. Society needs scientists and technologists, but more than that it needs good human beings & education must aim at developing the whole person. This should be achieved by developing and sustaining values among children.

REFERENCES

- Agrawal J.C (2005) "Education for Values, Environment and Human Rights" Shipra Publication, New Delhi.
- Dr. HaseenTaj "Current Challenges In Education" (2005), Hyderabad: Neelkamal Publications Pvt. Ltd.
- Dr. N. RamnathKishan "Global Trends in Teacher Education" (2007), APH Publishing Corporation, New Delhi.
- Mani Jacob (2002) "Can Values Be Taught". New Frontiers in Education, Vol. 32(2), pp-81-82.

12. SUGGESTION TO INCULCATE VALUES

**P. GOMATHI, D. MALATHI, S. SIVALAKSHMI and
N. VARALAKSHMI.** Krishnasamy college of education for women, Puducherry

Abstract:

Values are desirable and important they are held in high esteem by any society in which a person lives. These values give meaning and strength to a person's character by occupying a central place in life. Inculcation is an effort to teach children the values that educators believe lead to moral behaviour. This value includes honesty, compassion, justice and respect for others. One way of teaching such standards is to provide appropriate praise and punishment. Another means is to have teachers reflect the desired values in their own behaviour. I have included in this topic innovative teaching of value education would be effective through using of Value-based curricular activities, Value-based extra-curricular activities, Role of Mass media, Social media and behaviour. Direct value inculcation refers to deliberate, systematic instruction given during the time of information. Indirect value inculcation can be imparted through the regular subjects of the curriculum and co-curricular activities.

INTRODUCTION:

There are large numbers of people who simply don't have the values and vision necessary to be Part of an interdependent world. They think their difference whether religious, political, tribal or ethnic are more important than our common humanity. They believe the truth they have justifies their imposition of that truth on other people, even if it takes them to the death of innocents.

MEANING OF VALUES AND DEFINITION:

The terms values have been used variously to refer to interest, pleasures likes preferences duties a moral obligation desires wants goals needs aversions and attractions and many other kinds of selective orientations. All values cognitive affective and directional aspects. They shape our priorities and guide us in deciding what is right and wrong; Values reflect our attitudes and what we believe about everything; People's values differ, and we should all learn to tolerate each other's values. The power of values arises from the fact they help us transcend ourselves. Values are what we consider valuable.

“Values are the ideals, beliefs or norms which a society or the large majority of a society's members holds”. “Values are the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular action are judged as good or desirable.”Life without proper values will be chaotic and disastrous leading to unspeakable danger. The role of value education is so sift, understand and finally bring noble values that should shape any individual. It helps to promote thought, motives and attitudes to be fully human persons. A value is a guide a norm, principle by which a person lives. Values have several categories.

- A value must be chosen freely
- A value must be chosen from alternatives
- A value must be chosen after considering the consequences
- A value must be performed

- A value becomes a pattern of life
- A value is publicly affirmed

Value inculcation is building of the values in our inner core. This is a process that happens unconsciously since we start learning, but it is conscious as we start learning about values in schools. This happens when schools give us the moral education.

AIMS AND OBJECTIVES:

Education as an organized social institution has been considered a major vehicle for nurturance of values. Conceptually, the objectives of education encompass education for values. Education should ultimately teach the intellectual, spiritual, civic and moral aspects of life. This will ensure well-rounded and balanced individuals. Educators should focus on full energy and endless efforts to give all children, regardless of their background, and an equal opportunity to receive the best education. Thus value education must aim at; Achieving humanistic attitude in the students mind Helping the students to have a simple and fairly comprehensive knowledge about the concept and the significance of values in life.

Instigating students to select their own positive personal, social, moral and spiritual values and be aware of ways for developing and deepening them as global citizens. Guiding life in the right path and to embellish behaviour with good qualities developing a sense of pride about our rich heritage and ancient wisdom by showing them how these principles and truths are in perfect accord with modern science.

OBJECTIVES OF VALUE EDUCATION:

- To inculcate in the students respect for their culture and gratitude to their parents, teachers, nation and all those who strive for their welfare.
- To enable students to be the balanced personality and to make them refined with perfection.
- To develop individuality of the child through really practical, useful and purposive contents and methodology of value education.
- To make students understand our heritage, national goals and universal perceptions through value education curriculum, so as to become a more sensitive and responsible citizen.
- To develop a critical consciousness to analyze human development down the ages.
- To help students lay a strong foundation for the development of different values
- To enable students to clarify conflicts based on education
- To provide a realistic and broad – based understanding of human values and to educate/train students to become responsible citizens in their personal and social lives.

INNOVATIVE METHODS OF TEACHING VALUES:

Value-based curricular activities the teacher is required to design lessons in which the subject matter is used to develop character. For example: Science is intended to strengthen the commitment to free enquiry curiosity and objective scientific outlooks, open mindedness, search for the truth logical reasoning, critical thinking reflective thinking etc. science helps to develop appreciate of and respect for the environment and so on. The human and social science help to understand human behaviour and social environment. In the very act or process of acquiring knowledge however which is not the same

as memorization and reproduction of information, certain attitudes, values, habits of thinking that concomitant to the pursuit of that particular knowledge get transmitted.

Social sciences at the school stage are intended to broaden children's vision of society to qualify to be good citizens. It also helps to impart the values of patriotism, loyalty, religious tolerance, national integration, Truth, honesty etc., Mathematics is associated with logical thinking, order, decision making, neatness, sharing and equal mindedness, accuracy, perseverance reasoning and analyzing etc., History portrays the value of tolerance, patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people. Geography communicates interdependence of countries, unity in diversity, environmental conservation etc., Crafts works to help to cultivate aesthetic beauty, perfection, dignity of labour, work ethics, cooperation, team spirit etc., Language, besides encouraging communication and listening skills is intended to inculcate imagination, creativity, sensitivity, beauty, appreciation and emotional development.

VALUE-BASED EXTRA-CURRICULAR ACTIVITIES:

Meditation

Meditation helps to quiet the body and the mind and thus enables the student to focus his thoughts and become more concentrated. In order to achieve tangible results such as improvement in memory, concentration, intuitive power and the development of calm and balanced nature, students should practice meditation regularly and patiently.

Prayers

In common parlance prayer means asking god for some favour, protection, help guidance etc but is not the real meaning of the prayer. The habit of prayer must be deeply inculcated in the student. Its benefits are numerous. It develops faith, devotion and self-confidence. It is a safe outlet for pent-up feelings and frustrations. It also improves memory and concentration and infuses strength and courage and confers mental peace.

It should be undertaken more for the love of being in communication with the lord with feeling of complete surrender to his merciful will. It is the expression of noble thoughts and feelings. Practicing this daily in the school will be very helpful in inculcating the values of Truth Peace Love and Non violence

Cultural programmes

Cultural programmes undoubtedly develop good and refined tastes and tell us about our culture. National, historical, social religious festivals can be celebrated. Folk-song, dramas, folk-dance comedy dramas, folk stories can be performed in such cultural programmes. Anniversaries of great person can be celebrated. In the Same manner literacy programmes may be staged through seminars, conferences and competitions etc.

Group activities

Group activities that follow the story provide a broad scope of learning experiences necessary for

Student to process and integrate the values of the lesson in to their lives on all levels. Role-plays, service activities, drama and creative writing, attitude, tests, value games and other activities reinforce the value discussed in the story. Many of these allow the students to apply these values in their daily life. Students will realize that their life at home, at school, the community and the world is more peaceful and joyful when they practice these values. Values must be practiced in thought word and deed everyday in order to fully manifest and realize the values. Story telling Dramatization episode writing Identification of values in learning prose and poetry.

SOCIAL MEDIA AND DEVELOPMENT:

Television

TV shows creates new milestones. Television –viewing has a significant impact on child development and behaviour. The need for providing quality oriented programming for children and adolescents is obvious. It is the responsibility of healthcare provides to be aware of the hazards and to promote the benefits. We believe that the media and literacy will better enable youth to make healthy choices to behave.

Radio

Prior to the emergences of television, radio is the major mass medium which in India has Continued to be under the full control of the state. It therefore permits on environment which is controlled by the standard culture. The impact of radio relates therefore to social awareness, knowledge and role model besides entertainment.

Newspaper

It also motivates the development of regularity so that generally newspaper reading becomes the habit of the individual. It develops in reader's awareness and knowledge of the events across the world the Social events which suggest how values are changing fast, of heroes and villains, in the various arenas of human enterprise. It further tends to drive persons towards an enterprise. It further tends to drive persons towards a critical analysis of the events sharing views with others

Magazines

A magazine creates a selective environment whether it is of animal and nature of fairies, of kings, of politics, of religion, of films or anything else. Consistent and persistent interest in a magazine gradually builds in the individual typical attitudes and values communicated through the magazines. It therefore, is an indicator and promoter of specific interest of the people. The mass media have a strong social cultural impact upon society. Similarly information available on computer and internet can be very useful for emotional development of children if they are exposed to right one.

CONCLUSION:

By using these approaches teachers direct the pupils towards character building which is the hallmark of education. It is these values that must now inculcate to create a common vision and means

for moving forward toward a more peaceful and sustainable world. The values must be of the people, for the people, and by the people. They must embrace common moral decencies such as altruism, integrity, freedom, justice, honesty, truthfulness, responsibility, compassion and must reflect the normative standards human beings discover and develop through living together. A Value system is a set of beliefs that each person keeps in their mind. Values tell a person how to live their life, what actions to take, what sort of people to spend time with and determine many aspects of their life path. A value system is like a navigation system for a person's life. It should be taught innovatively.

REFERENCES

- Agrawal J.C (2005) “Education for Values, Environment and Human Rights” Shipra Publication, New Delhi.
- Yero J. L. (2001). Values, Teachers Mind Resources.
- Modern value education by Mohammad Naqi edition 2005
- Value Education: Changing Perspectives by Mohit Chakrabarti edition 2006
- Dr.K.Nagarajan & Dr.R.Srinivasan 2006 Innovation in Education And Education Technology

13. SUGGESTION TO INCULCATE VALUES

**S.NOORJAHAN BAGAM, J.DHIVYA, I.SUMATHI and
M.SATHYA** Krishnasamy College of Education for Women, Puducherry

ABSTRACT

This study is an attempt to discuss the human values and execution. Human values are closely integrated with human life. They are intertwined with our day to day life. No human life is possible without values. Yes every living being lives by certain values. It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being. Human values are also known as moral. They can sometimes also be called ethics. They are traits like honesty, determination, respect and loyalty. Human values are people’s beliefs, feelings and attitudes towards things, situations or other people. You need to remain focused on your goals. Friends and foes should not be allowed to be a distraction there will be failures and disappointments in the early stages. Patience and perseverance is required. Be careful about the advices and advisors. Listen to everyone but keep your counsel People are likely to construe your good nature to be your weakness. Be soft from outside and strong from inside. Be prepared for sacrifices. Your willpower should be stronger than you.

How to Inculcate Human Values

Human values are closely integrated with human life. They are intertwined with our day to day chores. No human life is possible without values. Yes every living human being lives by certain values. It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being.

The positive values are Honesty, Compassion, Integrity, Forgiveness, Love, Knowledge, Discipline, Faith, and Leadership. The negative values like prejudice, hatred, greed, selfishness, and others need not be discussed here.

Every human being is born neutral and is like a clean slate and no mindset. How much of virtues and vices are filled in depends solely on the parents, teachers, circumstances, environment, and sometimes even geographic location.

However everyone can be inculcated with human values by the parents, teachers, friends, well-wishers and even strangers. Self education of human values is also possible by meeting, learning, and reading about, great individuals living a holistic life.

The Inculcation of human values is a process that aims to take a person to the second stage, so that a person can lead a normal life with virtuous human values and continuously emancipate and elevate himself from that level and steadily proceed towards the first level. How to inculcate human values?

Submit yourself to a guru:

Your guru should be a person, whom you trust completely, & in whom you can confide confidently. The trust between the teacher and taught should be strictly mutual and of highest order.

Practice yoga first thing in the morning:

After completing morning chores, it is essential to start with yoga. Perform some easy asana as per your endurance power and availability of time preferably in an open space (rooftop, lawns, or a large room with lot of ventilation). These help in the circulation of blood and fresh air to the various cells, tissues, organs and systems of the human body. A healthy body is a good generator of healthy thoughts and **inculcation of values becomes that much easier. For more details on yoga please refer to the article** How to Benefit from Power Yoga

Upgrade your knowledge continuously.

The most knowledgeable also seeks knowledge to become more knowledgeable. Pursuit of knowledge should be a continuous process. Knowledge can not only be acquired from books, teacher, institutions, but also from things around us including nature.

Be disciplined in your thoughts and actions.

Having time sense is just one part of the discipline. Discipline encompasses every aspect of your day to day life. Your actions, your attire, your speech, your silence, your movements, your treatment of others and yourself. Don't be undisciplined even to yourself.

Keep your life simple and honest.

Honesty is not a policy or business transaction. It is the most natural and profitable way of leading life. And it is not as difficult as it is made out to be. Start with an understanding that Honesty

is a value and not an attribute. Each value has a denominator. Fix your denominator for this value. Start with the conviction that no one is either 100% or 0% honest. Grid yourself: somewhere in between the extremes. Start being less dishonest every day and slowly graduate to being more honest every day. If you feel that you are more honest today than you were yesterday move yourself up the grid a little. Be very conservative and mean while grading yourself. Let your physical being work hard and deliver definitive measurable results to convince your inner being. Don't be charitable to yourself, but celebrate small success. This will encourage and motivate you to raise the bar daily and perhaps even many times in a day. Keep comparing the percentage daily/weekly growth and set new goals.

Treat Integrity as the most essential part of your life: Integrity comes out of ownership. Take ownership of your responsibilities both at home and the work place. Loss of integrity means loss of character. And loss of character means loss of your life mentally and spiritually. There is no use being only physical alive.

Love thy neighbor and everyone else's too if possible: Spread love large heartedly. Spare no one human beings, animals, nature and innate things. Reciprocation will start sooner or later from all living things and ultimately you will end up winning hearts.

Treat your parents better than you would treat yourself: People think that they are treating their parents properly but in most cases this is an illusion. Please do this small exercise. Draw a table with three columns. First column write Serial no. 123... next column against each number write one thing your parents have done for you and in the next write a value for this between 1& 10. Like this right from your childhood try to recollect and write each and everything your parents have done for you and put a value for each item. When you finish, total the values you have put.

Similarly do the same the exercise for what you have done for your parents, and total up the values: Now compare the values, you will find that sum of what you have received far exceeds the sum of what you have done for them. You will find that, what you have done for them, and may possibly do for them in future, will at most account for the interest for the debt you have incurred. You can never repay the debt, at least pay the interest properly. If for some reason, you don't have the affection for your parents, even then, you need to look after them well to at least put the math in order.

14. SUGGESTION TO INCULCATE VALUES

**R. THILAGAVATHI, D. SOWMIYA, K. ASWINI,
S. KAVITHA,** Krishnasamy college of education for women, Puducherry

ABSTRACT:

This seminar is attempt to provide the suggestion to inculcate values among college students. No human is possible without values. Values are guiding principles of behaviour which are regarded desirable by a society. Teachers must be a role-models of love and truth as they are the most sacred of values. The ideas have been shared regarding the inculcation of values, and these help the future generation to grow with good values and character.

INTRODUCTION:

Human values are closely integrated with human life. No human life is possible without values. Yes every living human being lives by certain values. It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being.

Everyone knows that life is precious- that life is important. We all protect our life because we care for it more than anything else. If life is so important, the values of life are even more important. Values are guiding principles, or standards of behavior which are regarded desirable, important and held in high esteem by a particular society in which a person lives.

Swami Vivekananda has emphasized that, **“Education is not the amount of information that is put into your brain and lies there undigested, instead education must have a life building, man making and character building role.”**

Coming to the inculcation of values, it begins from the time you are born on this earth. You start learning from your crawling age, and it is a continuous process till you die. The home is the first place to learn and be inculcated with values. The school is the second setting in which you can nurture and celebrate values.

A value is a guide, a norm a principle by which a person lives. Values have seven criteria.

These are, 1. A value must be chosen freely. 2. A value must be chosen from alternatives. 3. A value must be chosen after considering the consequences. 4. A value must be performed. 5. A value becomes a pattern of life. 6. A value is cherished. 7. A value is publicly affirmed.

Approaches to Value Education

The following three approaches are available for the inculcation of values among the students. 1. Direct approach, 2. Indirect approach and 3. Incidental approach

The Direct Education Approach prefers 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 Indirect Approach of Value Education advocates the integration of values with regular curriculum. Values Education is imparted as an integral aspect of various curricular and co curricular activities.

The Incidental Approach, of Value Education implies imparting such education whenever an appropriate occasion arises for the same.

Suggestion to inculcate values

- The child imbibes the behaviour pattern of teacher. So the teacher has to stay as a role model for students.

- Role play activities help in inculcation of values.
- Celebrating of religion functions, national functions etc., in college campus help the student to identify the unity among them.
- Make students know about the importance of their culture and tradition of our country.
- Citizenship camp program can be organized for students.
- Seminar, Debates, Quiz programs can be conducted regarding values.
- Enable the students to participate in co-curricular activities like NSS, NCC, JRC, SCOUTS, GUIDES etc.,
- To involve students in group activities and make them realize their strength as a group.

Values through the Content of college Education

The various subjects at the college level such as language, mathematics, environmental sciences (science and social science), art education, health and physical education have included the content essential to inculcate desirable attitudes, appreciations and values.

In colleges, values are inculcated with the help of basic educational aids such as books, multimedia and other classroom instructional methods by teachers; however it is essential that, the teacher himself/herself has to live as an epitome of values. As students learn from what they observe in a teacher, than what they actually hear from him/her. Teachers must be the role-models of love and truth as they are the most sacred of values.

Also, depending on the age of students, various group activities pertaining to their level could be formulated, so as to encourage the experiential knowledge of values.

For instance, prayer songs and thoughts for the day in the morning assembly foster theological and metaphysical inclinations. Debates and quizzes, declamation and essay writing can assist in the development of values such as cooperation, compassion, leadership and wisdom. Likewise, nature walks, excursions, camps and sports events provide opportunities to build and experience generous, giving- forgiving and compassionate attitude.

Exhibitions and college functions provide a lot of opportunities to learn and inculcate values such as, industriousness, love, cooperation, sincerity and leaderships college personnel's and parents should also realize that it is more important to develop positive values and character than merely worrying about academic results.

Of course, the reward system in the colleges plays a very important role in inculcating good values. We must question ourselves that, what proportion of rewards in the colleges (prizes, medals, etc) are given to individual intellectual effort and achievement? And also, what proportion to the treasured human values of love, compassion, equity, honesty and service? If most of our rewards are handed out for individual intellectual success, then do not complain when you find yourself in a society of self-serving and power chasing individuals, in a world of envy, anger, ambition, frustration and want.

Teachers Role in Imparting Value Education

Separate teachers are not provided to impart value education at the school stage. Each and every teacher is expected to help the students to internalize values. The teacher is expected to create an atmosphere of love and trust in the school. The first and foremost function of a teacher is to identify the values he desires to inculcate among children. Then he should follow these in life. The practice of these values should be reflected in his own behavior.

Methods of Inculcation of Values

There is no defined single method of inculcation of values among students. The best method is presentation of example by the teacher. The child automatically imbibes the behavior pattern of parents, teachers and peers. Therefore, teaching and the behavior of the teacher should be full of values which are to be developed among children. The negative side of the behavior should not be reinforced in the school under any circumstances. The teacher should take precaution that the values should not be indoctrinated. Role playing activities may also help in developing values. Enacting a drama helps the children to understand the behavior expected.

The following methods are to be practiced by a teacher

1. Presentation of example of self (Teacher)
2. Discussion
3. Dramatization
4. Value Clarification
5. Exposure to incidents full of values
6. Film shows followed by discussions.

Conclusion

“Try not to become a man of success, But rather try to become a man of value”

Values make up who you are. They define your character, that makes them important. People have many different values for many different reasons. Some have the same values, some may place more of value or one thing than another. This is what differs us from one person to the next.

Hence, we can conclude that inculcation and celebration values in our life, at home, in schools and from the society, transform us into an ideal citizen of the world and a perfect human being of our society. So, let us pledge today to create an ideal & honorable society by making the education value based.

15. SUGGESTION TO INCULCATE VALUES

R.JOTHI, P.NANDHINI. C.SOWMYA. AND

G.RADHIKA, Krishnasamy College of Education for Women, Pondicherry

கருத்து சுருக்கம்

வாழும் வாழ்க்கை முறையே, மக்களை மாக்களிலிருந்து வேறுபடுத்திக் காட்டுகிறது. எப்படியும் வாழலாம் என்பதைவிட, இப்படித்தான் வாழ வேண்டும் என்று மக்களை நினைக்க வைப்பது அவர்கள் கொண்டுள்ள சீரிய விழுமங்கள் ஆகும். தற்போது உள்ள கால கட்டத்தில் மாணவர்கள் இடையே நல்ல விழுமங்கள் குறைந்து கொண்டே வருகின்றன. உதாரணமாக நல்ல பழக்கவழக்கங்கள், காலம் தவறாமல்,

ஒழுக்கம், பாரம்பரியம், பண்பாட்டை வளர்த்தல், கலாச்சாரத்தை வளர்த்தல், எந்த சூழ்நிலையிலும் ஏற்றுக்கொள்ளுதல், பெரியோரை மதித்தல், நல்ல சிந்தனை போன்றவை அவற்றை மாணவர்களிடையே வளர்க்கும் முறை பற்றி விரிவாக காண்போம்.

மதிப்புகள் (VALUES):

எந்த ஒரு செயல் ஒரு மனிதனுக்குப் பயன்படுகிறதோ அல்லது உதவியாக உள்ளதோ அதுவே மதிப்புகள் (அ) விழுமங்கள் ஆகும்.

மதிப்புகளின் வகைகள்: விழுமங்கள் 7 பெரும்பிரிவுகளாக வகைப்படுத்தப்படுகின்றன.

1. சுய மதிப்புகள் (Personal values)

ஒருவன் தான் வாழ்வில் பின்பற்றும் மதிப்புகள் இவை என்று எவற்றை பெருமையுடன் கூறுகிறானோ, அவையே அவனது சுய மதிப்புகள் ஆகும்.

2. சமய மதிப்புகள் (Religious values)

இறை நம்பிக்கை இறைவனை அடையும் வழிமுறைகள் அத்தகைய வழிமுறைகளில் இருந்து விலகி நடப்பதால் ஏற்படக்கூடிய விளைவுகள் ஆகியவற்றுடன் தொடர்புடைய சமய மதிப்புகள்.

3. சமூக மதிப்புகள் (Social values)

எந்த ஒரு சமூகமும் முறையாக நன்கு இயங்குவதற்கு சில கட்டுப்பாடுகள் தேவை; இத்தகைய இயற்கை நியதிகளைப் பின்பற்றி வாழ்வதே சாலச்சிறந்தது.

4. பொருளாதார மதிப்புகள் (Economic values)

எப்பொருட்கள் அரிதாக கிடைக்கின்றனவோ அவையே உயர்மதிப்பு உடையவை.

5. அரசியல் மதிப்புகள் (Political values)

ஆரம்ப காலத்தில் மன்னராட்சிமுறை மதிக்கப்பட்டு வந்தது. ஆனால் மக்களின் கல்வியறிவு, சுதந்திர வேட்கை, அதிகாரப் பங்கீடு வேண்டும் என்ற மனப்போக்கு ஆகியவற்றில் ஜனநாயகம், சோஷலிசம், சமயச்சார்பின்மை போன்றவை செல்வாக்குப் பெறத் தொடங்கின.

6. அறிவுசார் மதிப்புகள் (Intellectual values)

இவை உண்மையின் பல வடிவங்களைப் புரிந்து கொள்வது தொடர்பானவை. வேற்றுமையில் ஒற்றுமையைக் காண்பது, மோசமானவற்றிலும் நன்மையைத் தேடுவது இருளிலும் வெளிச்சத்தைக் காண முயல்வது போன்ற அறிவார்ந்த செயல்களே உயர்மதிப்புடையவை.

7. ஒழுக்க நெறி மதிப்புகள் (Ethics values)

ஆன்மீக மதிப்புகளும், ஒழுக்க நெறி மதிப்புகளும் ஒன்றோடொன்று நெருங்கிய தொடர்பு கொண்டவை. சுயக்கட்டுப்பாடு, தன்னை உணர்ந்தறிதல், அகிம்சை, உண்மையைப் பேசுதல், பிரிவு, எளிமை, சுயகௌரவம், தன்னலமற்றத் தொண்டு போன்றவை ஆன்மீக உயர்மதிப்புகளாகும்.

நல்ல மதிப்புகளை புகுத்துவதற்கான வழிமுறைகள்:

1. நல்ல பழக்கவழக்கங்கள்:

அதிகாலை விழித்தல், உடற்பயிற்சி செய்தல், நல்ல சத்தான உணவு உண்ணுதல், இறைவழிபாடு, இவை எல்லாம் நல்ல மதிப்புகள் (good values) ஆகும். ஆனால் இதைப் பற்றி நாம் இன்று கற்று கொடுக்கும் சூழ்நிலையில் இருக்கின்றோம். காரணம் மாணவன் சார்ந்துள்ள வீடு, பள்ளி, சமூகம் போன்ற சூழ்நிலை ஆகும்.

2. காலம் தவறாமை:

காலம் தவறாமை என்பதும் மதிப்புகளில் ஒன்றாகும். ஒரு செயலை செய்ய வேண்டிய நேரத்தில் செய்து முடிக்கும் பழக்கத்தை மாணவர்களிடம் வளர்க்க வேண்டும். ஏனெனில், "காலம் பொன் போன்றது"

3. ஒழுக்கம்:

ஒழுக்கம் என்னும் மதிப்பின் கீழ் பல வகையான மதிப்புகள் வருகின்றன. பெரியோரை மதித்தல், கீழ்ப்படிதல், நேர்மையாகவும், உண்மையாகவும் இருப்பது நாகரிகமான முறையில் நடந்து கொள்வது என்பதை பற்றிய அறிவை மாணவர்களிடம் வளர்க்க வேண்டும்.

" ஒழுக்கம் விழுப்பம் தரலான் ஒழுக்கம்
உயிரினும் ஒம்பப் படும் "

என்று ஒழுக்கத்தின் சிறப்பு பற்றி 2000 ஆண்டுகளுக்கு முன்பே திருவள்ளுவர் கூறியுள்ளார்.

4. பாரம்பரிய மதிப்புகள்

இந்தியக் கலாச்சாரம் தொன்மையானது. பாரம்பரியமிக்கது. சமத்துவம். சகோதரத்துவம், நீதி, சுதந்திரம், வேற்று சமய சகிப்புத் தன்மை, ஜனநாயகம், போன்றவை நமது கலாச்சாரத்தின் ஆணியேவராக இருக்கின்ற மதிப்புகளாகும். இவற்றை நீதிகதைகள் மூலம், உண்மை சம்பவங்களின் மூலம் மாணவர்களுக்கு புரியும் படி எடுத்துக் கூறி, பின்பற்ற வைக்க வேண்டும்.

5. அன்பாக இருத்தல்:

அன்பாக இருத்தல் என்பது மனிதரிடம் மட்டும் அல்ல அனைத்து உயிர்களிடத்தும் அன்போடு இருக்க வேண்டும். துன்பப்படுபவர்களுக்கு உதவும் பழக்கத்தையும் கருணையோடு இருக்கும் குணத்தையும் மாணவர்களிடம் வளர்க்க வேண்டும்.

6. பண்பாடு, கலாச்சாரம்:

நமது கலாச்சாரம், பண்பாடு ஆகியவற்றை பாதுகாப்பதன் அவசியத்தை மாணவர்களிடம் வலியுறுத்த வேண்டும். ஏனெனில் நாகரிகம், உலகமயமாதல் நவீனமயமாதல் என்ற போர்வையில் நம் பண்பாட்டையும், கலாச்சாரத்தையும் சீரழிக்கின்றனர். எனவே மாணவர்களுக்கு நம் பண்பாட்டின் பெருமையை எடுத்துக்கூறி அவர்களை நல் வழிபடுத்த வேண்டும்.

7. எந்த சூழ்நிலையிலும் ஏற்றுக்கொள்ளுதல்:

தற்போதைய சூழலில் மாணவர்களுக்கு வெற்றியையும், தோல்வியையும் சமமாக பார்க்கும் குணம் குறைந்து விட்டது. ஒரு சிறு தோல்வியை கூட தாங்காமல், விபரீதமான முடிவை நாடுகின்றனர். எனவே, நம் வாழ்க்கை என்பது இன்பம், துன்பம் என இரண்டும் நிறைந்தது என எடுத்துக்கூறி வருங்கால தூண்களாகிய மாணவர்களுக்கு நம்பிக்கை ஊட்ட வேண்டும்.

8. பிறர் மீது நம்பிக்கை வைத்தல்:

சுயநலமாக மாறிய இவ்வுலகில் மற்றவர்கள் மீது நம்பிக்கை வைப்பது என்பது குறைந்தே போய்விட்டது. காரணம் மாறிவரும் சமூக சூழல் தான். பலனை எதிர்பார்த்து உதவி செய்யும் பழக்கமும் அதிகரித்துவிட்டது. அதன் தவறை மாணவர்களுக்கு புரியவைத்து நல்வழிப்படுத்த வேண்டும்

முடிவுரை:

இவ்வாறு விழுமங்களை கற்பிப்பதின் மூலம் சமுதாயத்தில் மாணவர்களை ஒர் நல்ல குடிமகனாக மாற்றலாம். ஏனெனில் விழுமங்கள் ஒருவரது வாழ்க்கைக்கு திசைகாட்டியாக அமைந்து மகிழ்ச்சி, மனநிறைவு, அமைதி, ஆகியவற்றை அடைய உதவுகின்றன. விழுமங்கள் மனித வாழ்க்கையில் தண்டவாளங்கள் போன்று செயற்பட்டு, தடங்கலின்றி சரியான பாதையில் விரைவாக செல்ல உதவுகின்றன. ஒருவரது விழுமங்கள், அவரது வாழ்க்கைத் தரத்தை வெளிப்படுத்துகின்றன.

பார்வை நூல் :

பேரா. கி. நாகராஜன் இந்திய சமுதாயத்தில் எழுந்துள்ள கல்விசார் அறை கூவல்கள்

16. SUGGESTIONS TO INCULCATE VALUES

M. RAJA SRI, S. VALLI, K. THAVAPUDALVI,

P. SOWMIYA, Krishnasamy College of Education for Women, Puducherry

கருத்துச் சுருக்கம் :-

'மதிப்பு என்பது சுய மேம்பாட்டை வளர்க்கக்கூடிய செயல், எண்ணம், கருத்து, உணர்வு, சிந்தனை இவைகள் இணைந்து உருவாக்குவதாகும்'. இவை தனிநபர்களுக்கும், அவர்கள் வாழும் சமுதாயத்திற்கும், நாட்டிற்கும் நலன் தரக்கூடியவைகளாக இருத்தல் வேண்டும். எனவே ஒவ்வொரு மனிதனின்

மதிப்புணர்வுகளை அவனது நடத்தைக் கோலங்களை வெளிப்படுத்துகின்றன. ஒருவரது மனப்பான்மை, மதிப்பீடு, தோஷ, தீர்மானம், நடத்தைகள், தொடர்புகள், அடையவிரும்பும் இலக்குகள் யாவும் ஒருவர் கொண்டாடும் மதிப்புகளை வெளிப்படுத்துகின்றன.

மதிப்புகளை வளர்ப்பதில் குடும்பத்தின் பங்கு :-

குடும்பம் முதல்நிலைப் பள்ளியாகும். குழந்தை எந்த முயற்சியும் இன்றி குடும்பச்சூழலில் குடும்பத்தின் அன்றாட நிகழ்வுகளில் சில மதிப்புகளைக் கற்றுக்கொள்கிறது. பெற்றோர், சகோதர, சகோதரிகள் உறவினர் வீட்டில் நடைபெறும் நிகழ்ச்சிகள், சடங்குகள், பல்வேறு விழாக்கள், குடும்பத்தினர் பின்பற்றும் மதச் சடங்குகள் ஆகியவற்றில் பங்குபெறுவதன் மூலம் குழந்தைகள் மதிப்புணர்வு கல்வியை இயல்பாகப் பெறுகின்றனர். நெறிபிறழ்வு ஏற்படும் போது பெற்றோரும், உறவினர்களும் நெறிப்படுத்துகின்றார்கள்.

அன்றாட பழக்கங்கள் மூலம் பெற்றோர்கள் மதிப்புணர்வு ஏற்பட செய்கின்றனர். பல மதிப்புகளையும் குறிப்பாக நல்ல பழக்கங்கள், ஒழுக்கங்கள், சமய மதிப்புகள், சமுதாய மதிப்புகள் ஆகியவற்றை உள்வாங்கி தனதாக்கிக் கொள்கின்றனர். பள்ளியில் பெறப்படும் மதிப்புகள் வீட்டில் பின்பற்ற பெற்றோர் துணைபுரிய வேண்டும்.

மதிப்புகளை வளர்ப்பதில் பள்ளியின் பங்கு :-

பள்ளியின் வெவ்வேறு கலைத்திட்டங்களும் மதிப்புகளை வளர்க்கும் விதமாக அமைவதால் மதிப்புகள் வளர்க்கப்படுகின்றன. பள்ளி துவங்கும்போது கூறப்படும் அறிவுரைகள் நன்னெறி வகுப்புகள் மூலம் அறநெறி மதிப்புகள் வளர்க்கப்படுகின்றன.

உரிய கால அட்டவணை, காலந்தாவறாமை மூலம் காலம் பற்றிய மதிப்புகளும், நுண்கலைப் பயிற்சி, விளையாட்டு, உடற்பயிற்சி மூலமும் கட்டுப்பாடு மதிப்புகளை கற்கின்றனர்.

பள்ளியின் இணைந்த வாழ்க்கை மூலம் சகோதரத்துவம், அன்பு, சகிப்புத்தன்மை, இணங்கிவாழல் போன்ற சமுதாய மதிப்புகள் வளர்க்கப்படுகின்றன.

ஆசிரியர் மாணவர் உறவு, பள்ளியின் பாரம்பரியம், மரபு போன்றவைகள் மூலமும் மதிப்புகள் வளர்கின்றன. 'பள்ளியே மதிப்புக்கல்வி மூலம் மதிப்புகளை உணர்த்தும் இடமாகத் திகழ்கின்றது'.

ஆசிரியர்கள், பணியாளர்கள், நல்ல மதிப்புணர்வுகளுக்கு முன்னோடியாக இருப்பதால் மதிப்புணர்வுகளில் மாணவர்கள் மேம்படுகின்றனர்.

மதிப்புகள் வளர்ப்பதில் சமுதாயத்தின் பங்கு :-

சமுதாய மதிப்புகள் சமுதாயத்தின் வெவ்வேறு நிகழ்வுகள் மூலம் உணர்த்தப்படுகின்றன. சமுதாய பல்வேறு அமைப்புகளான மத அமைப்புகள், வணிக மையங்கள், பொழுதுபோக்குக் கூடங்கள், நீதி மன்றங்கள் காவல்துறை போன்றன மதிப்புகளை மாணவர்களிடையே உணர்த்துகின்றன.

சமய நிறுவனங்கள் ஆன்மீக மதிப்புகளையும், நீதி காவல்துறைகள் அறநெறி மதிப்புகளையும், வணிக மையங்கள் பொருளாதார மதிப்புகளையும் நேரடியாகவும், மறைமுகமாகவும் பரப்புகின்றன.

தேசத் தலைவர்கள் பற்றிய விழாக்கள், தேசத் தினங்கள் போன்றவை அகிம்சை, நாட்டு மதிப்பு, நாட்டின் வளங்கள் போன்ற மதிப்புணர்வுகளை ஏற்படுத்துகின்றன.

இந்திய பாரம்பரிய மதிப்புகள் :-

இந்திய நாடு பாரம்பரிய மதிப்புகளைக் கொண்டது. 'வேற்றுமையில் ஒற்றுமை' ஒரு முக்கிய மதிப்பாகும். நம் நாட்டின் கலாச்சாரம் பழமையானது, பாரம்பரியம் மிக்கது. மதிக்கப் பெறுவது.

இந்திய மதிப்புகளாக ஏற்கப்பட்டுள்ள காந்திய மதிப்புகளான அன்பு, சகோதரத்துவம், சமத்துவம், உண்மை, நீதி, அகிம்சா, சுதந்திரம், ஜனநாயகம், சமதர்மம், சுற்றுச்சூழல் பேணுதல் போன்றவை இன்று மேம்பட்ட சமூக அடையாளங்களுக்கு ஆணிவேர்களாக உள்ளன.

பரிந்துரை :-

இந்தச் சமுதாயத்தில் ஒவ்வொரு மனிதனின் மதிப்புணர்வுகள் குடும்பம் மற்றும் பள்ளியின் வாயிலாகவே கற்றுக் கொடுக்க வேண்டும். முதலில் பெற்றோர்கள் பிள்ளைகளுக்கு நற்பண்புகளைக் கற்றுக் கொடுக்க வேண்டும். பின்பு பள்ளிப் பருவத்தில் ஆசிரியர்கள் மாணவர்களுக்கு மதிப்புகளைக் கற்றுக் கொடுக்க வேண்டும். எனவே, 'சமுதாயம் பல்வேறு நபர்களின் தொகுப்பு' ஆதலால் மதிப்புகள் வளர்ப்பதில் சமுதாயம் முக்கிய இடம் பெறுகிறது.

துணை நூற் பட்டியல் :-

பேரா. கி. நாகராஜன், பேரா. சா. நடராஜன், தேவ. சீத்தாராமன், வளர்ந்து வரும் இந்திய சமுதாயத்தில் கல்வி,