

**Role of family, society and educational institutions in inculcating values****Values**

Values are concerned with character and conduct of a person and evaluate the voluntary and habitual actions of individuals with reference to their being right or wrong. They are moral principles or standards, which define what is right and good in human conduct.

Further some degree of variance is possible in value systems in different social environments, in which a person lives and acts- be it the family, the neighbourhood, the place of work, the community or the country at large. However, at the root of all the value systems, there are certain Universal Values, which are uniformly accepted. Such values lead to the betterment of the entire humanity. In the given culture, some deviations may come in the value-system due to the compulsions of the circumstances then prevailing. Such deviations hold good in those circumstances and time only but do not hold good forever.

The deviations in the value systems only lead to conflicts and wars and are against human development.

There are certain qualities/emotions, which are accepted as Universal Human Values such as non-violence, gratitude, humbleness, forgiveness, integrity, honesty, patience, innocence etc.

Personal values are those beliefs principles, which govern our perceptions and actions. A value is what is desired or what is sought or what is important in life. The things in which people are interested, things they want, to desire, to be or become, feel obligatory, worship or enjoy. In other words, Values refers to the important and enduring beliefs or ideals about right and what is wrong, what is good or desirable and what is not.

Values are shared by the members of a culture and society and they exert major influence on individual behaviour. Values are important to the study of organizational behaviours

because they lay the foundations for the understanding of attitudes and motivations and because they influence our perceptions.

### **Need for inculcating values**

Modern training and education has failed to produce citizens of character and integrity. Rousseau had said “back to nature”, but now is the time to say, “back to basic values”. The new generation is drifting away from its history and culture. The crime and violence have spread to all spheres of life. Without any doubt, the scientific discoveries have given rise to realistic optimism, materialistic accomplishments, but the problems of inequity, conflicts, poverty, apathy and anxiety are on the rise. This has proven that there is a great inadequacy in our system and the education given in science and technology to our youth has failed to inculcate human morals. Several thousand years old value-based cultural traditions of India have encoded massively while in contrast, deterioration of value is experienced worldwide. This is why political and economic corruption, scandals, scams, anti-social and anti-national activities are steadily rising. The rapid degradation of values calls for a rethink on our priorities in life.

The human tradition of discipline has vanished from all institutions of society with the inevitable consequences of inefficiency, corruption, injustice, destruction, conflicts, terrorism, frustration and unhappiness. Against these, values such as love, truth, non-violence, patriotism, integrity, punctuality, self-discipline, compassion, acceptance, courage, courtesy, equality, self reliance, self-control, cleanliness etc. are required to be inculcated in the young mind.

### **Inculcating values**

The environment of family, society and educational institutions leave a strong imprint on the child’s psyche. They play a significant role in the inculcation of Values specially social, emotional, moral, spiritual, democratic and environmental values. The conduct and behaviour of elders of the family and teachers influence the conduct and behaviour of the child very strongly. The thinkers and psychologists have laid great emphasis on the creation of such environment and atmosphere in the institutions and the family which is conducive for the inculcation of human values and for all round development of the child’s personality. Watson, one of the leading psychologist declared, “Give me any child, I will make him what you desire.”

## Role of family, society and educational institution

### The Role of Family

Several things have changed so far in life, however, the task, role and function of families have not changed with time. The family has a responsibility to pass on to the children many truths and values, and competencies. Family is regarded as the first school of life. In order to shape the child to find his or her place in society with confidence, the family needed throughout the life of a child.

**A child is a product of a family.** The values of the family reflect in his/her behaviour. Family values are based on the relationship of affinity and touch mostly feelings, emotions and interests established on mutual respect of people living in a family.

**Mothers are the first teachers.** She teaches eternal values of Truth, Right Conduct, Peace, Love and Harmlessness (Non-Violence) to the child. From their mothers, children acquire self knowledge, self confidence, learn self-satisfaction, self-worth, the capacity for self-sacrifice and realise themselves as human beings, competent to move beyond the veil of I, Me, Mine, to kindness, friendship, generosity, compassion, tolerance, responsibility and service to society. These qualities, they acquire in the family.

**Family helps inculcating Basic values.** The family plays an important role in developing values, mainly moral and spiritual values in the children. It also plays the most important role in building the character of the child and transforms him into a good human being.

- **Truthfulness:** Children are taught to tell the Truth in family for the first. Children are consciously taught the capacity to distinguish between truth and untruth. Perhaps it is the family where we learn first what truth is and what is not the truth.
- **Self values:** Pastimes and activities are learning opportunities where wants, needs, desires and whatever else drives children clash with the real world, where children learn to know their world, self knowledge, their role and place in family as a learner, as a social unit, *I, Me, Myself*, my skills, my ability, my problem solving skills, my intelligence, my contribution.
- **Right conduct:** the Right Conduct includes manners, health awareness, helpfulness, responsibility, independence perseverance and courage. These are

fruitful, life-enhancing skills and abilities. These are inculcated within family by direct teaching, modeling, reward and punishment.

- **Mannerism:** The family is the place where children learn good table manners, to eat properly, to keep themselves clean. This learning's impart the values of good manners and responsibility.
- **Helpfulness:** Children learn helpfulness when they help around the home, in their bedrooms, and in fulfill-ing household chores. Perseverance is learned when a self-set task or a family task is pursued to completion and satisfaction.
- **Peace:** peace leads to self-satisfaction. The role of families in inculcating Peace is profound. Living peacefully as a basic idea made the part of life in family. Learning to live together and interior balance, something which is a priceless gift.
- **Love:** love is the glue of all existence. Love binds families. Moving the children beyond that attitude of I, Me, Mine, continual grasping and wanting to unselfish, self worth, self sacrifice and insight is perhaps the most important responsibility of all families.

### **Mechanisms used by family to inculcate values**

**Direct Teaching:** children are thought the values of the time directly. In the course of interactions among family members children learn about the prevalence and importance of several values.

**Reward and Punishment:** behaviour and attitude inconsistent with the desired vales are punished while consistent behaviours and attitudes are rewards. Gradually children learn appropriate values and behaviour.

**Modeling:** The person who posses desirable values becomes role model. Their behaviour is worth to imitate. The children are exposed to the role models of the society. This inspires the members to imitate them.

**Identification:** children and junior members of the family inculcate the values of elders through identification. Identification is an unconscious process of imitation. Children have a natural tendency to identify themselves with their parents, other family elders. Children adopt them as their personal role models for emulation and imitation. The identification with them and hero-worship triggers off the process of imbibing their qualities and translating them into behaviour, unconsciously, particularly in respect of social and moral perspective and scenario.

**Role playing:** During the process of development, we all play various roles of our mythological heroes and heroines. While playing their role we come close to the values and ideals of them. This helps in imbibing of these values.

### **The Role of society**

The society is an extended family which is characterized by diversities of individuals, and the interests of families and communities. Every society also has certain shared characteristics that its members endorse, adopt and employ, which influence the collective decisions taken by it. There is a reciprocal relationship between an individual and the society of which he or she is a part. Social mores/customs/traditions are internalized during the process of growing up within a society. Individuals, families and communities that comprise a society have the duty to avoid pursuits, advocacies, methods and goals that undermine values.

### **The Role Of Educational institutions**

India is world famous for its rich cultural and spiritual heritage. It was because of our education which laid great emphasis on learning of essential values of life. But, education at present with its emphasis on consumerism and cut throat competition for success has side lined its central concern for overall development of personality. The values are required not only for the personality development of an individual. However, these are key to the survival of the entire humanity. Education is the most powerful agent of inculcating such values.

- **Sri Prakash Committee on Religious and Moral Instruction (1959)**- “Every effort must, therefore, be made to teach students true moral values from the earliest stages of their educational life. If we loose these, we shall be a nation without a soul.”
- **Kothari Commission (1964-66)**- “A serious defect in the school system is the absence of provision for education in social, moral and spiritual values. A national system of education that is related to the life, needs and aspirations of the people can not afford to ignore this purposeful force.”
- **National Policy on Education (1986)**- “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make the education a forceful tool for the cultivation of social and moral values.”
- **Ramamurti Committee (1990)**- “Education must further provide a climate for the nurture of values, both as personalized set of values, forming one’s character and including necessarily social, cultural and national values, so as to have a context and

meaning for actions and decisions, and in order to enable the persons to act with conviction and commitment.”

- **Programme of Action (NPE) 1992-** “The framework emphasized value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception ethical considerations and character building. It stressed the role of education and combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values.
- **International Commission on Education (1996)-** The need of value education has also been felt in all over the world. International commission has described that there are four pillars of learning: 1. Learning to know. 2. Learning to do. 3. Learning to live together. 4. Learning to be.

Teachers can play a vital role in developing values. He/she must succeed in conveying the larger ideals of service to the community, virtues of tolerance and respect for all faiths, importance of character, integrity and discipline and the value of humanism to his pupil. The later should also be made aware of our heritage and culture. They should develop a mature attitude towards religion.

A UNESCO report on education for the 21<sup>st</sup> century entitled *Learning. The Treasure Within* also pleads for an education which is ‘rooted in culture and committed to progress’. Developing a harmonious and integrated personality would just not be possible if the system does not inculcate values embedded in the culture, heritage and traditions. Indian heritage, culture and values need to be thoroughly studied, analyzed and incorporated comprehensively in the educational system right from the pre-primary stage to higher education.

Injection of information into young minds has been taking place on a massive scale, but character and personality development has not received the attention it deserves. Creation of the right environment which helps and encourages young minds to resolve personal and moral issues independently is of utmost importance. Although it is not an easy task but it needs to be done at all costs.

Since character of people may decide the destiny of a nation, the educational system should develop character, courage, comradeship, discipline, leadership, secular outlook, spirit of adventure and sportsmanship, and ideals of selfless service.

Emphasis should be laid on the study of the life of great sons of the soil whose ideas and ideals have moved the world, because such a practice may provide an insight to the younger generation for character development and spiritual sensitivity.