

CHAPTER - I

INTRODUCTION



CHAPTER-I

1.1: INTRODUCTION: -

Societies, all over the worlds are in constant change. Today no human community stands in effected by this change. The change which is effecting all the societies in multi-factor, multi-directional and multi-dimensional. This process of change also making shift in the view of life. Our view of life in tending to become skeptical rather than conformists. Human relations have become less permanent and more pragmatic. Appetite for things confront and luxuries have become accentuated man has become consumption prone animal. Human have become acquisitive contractual and materialist to the core. Momentous change has been taking place in all fields of life and human activities. Due to the rapid pace of change. In every field of human activity-politico-economic, socio-cluture and even religion-philosophic spheres-man is confronting with many more challenging situations and dilemmas. The root of the dilemmas is moral. These moral dilemmas of individuals resulting into value in crisis in the society at large crisis in value is always among human beings.

Human the vaulted animal: Human though belongs to animal kindom is distinct animal is valuation features separates human from all other animals human due to the knowledge evaluate, constantly their action. Thus, they acquired the qualities of value judgement. Human not only act, they act with conscious purpose. They not only think of action but also its consequences.



Human actions cannot be value neutral. They are always loaded with values. In fact human actions are preceded and followed by values. The value framework guides human action and delivers the judgement whether the performed human action is right or wrong, good or bad.

Value binds the individual to collectivity. Every social formation however the primitive the social formations may be, fosters its own value system. This value system governs human activities and acts as frame of reference to the activities of its members.

When human activities were few, the spatial extension of those activities was limited the value frame they had was relatively simple but rigid. As the human activities multiplied manifold, and the spatial extension progressively expanded the value frame become complex but flexible. Multiplied human activities acquired the qualities of multifaceted and multidimensional and multifarious nature. This resulted in the many sources of value frame. Value frame in the source of human activities. Since human is valuation his/her acts are judged from value premise. The value premise of the acts of human has been in transformation. In different historical epochs different institutions served as fountain head of values.

Family, school, communities; political authorities and religion etc have become sources of values.

In modern era, with the advent of nation, states based on democratic participation of the people, the elected body of the polity has become the ultimate source of values. All other sources of values are asked to confine to

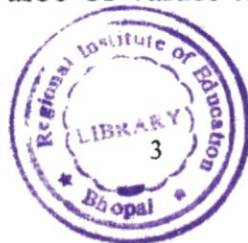


private sphere of individuals. Thus, in all the democratic countries, constitution is considered to be the fountainhead of values.

1.2 NEED AND SIGNIFICANCE OF THE STUDY: -

Values are nurtured among the Children in the school through teachers. Therefore, there is need to see how far the teachers are aware of values and also what is their opinion towards values. As the source of values-secular and human-in modern India is being the Indian Constitution it is necessary to look into teachers awareness and opinion towards constitutional values such as freedom, equality and secularism, keeping this need in view. This study is undertaken by the researcher to know the levels of awareness of the elementary school teachers and also their opinion about the values of constitution such as equality, freedom and secularism.

Values are principles intended to govern human activities, human conduct and human relations. When human societies were small, and isolated geographically the value system, which binds the people in those, societies were simple and the source of the values was also to the same society. But in modern period, the emergence of Nation-state brought changes in the notion of society. The scattered geography and cultural societies were brought less than one single authority. When different people form district social formation came together they came with different custom, tradition and values. The situation, it is witnessed, gives birth to tension between people. This changed situation compels the humans to go for the creation of single source of values to be practiced and observed by



the people living in one nation-state. This realization across the globe resulted in the framing of constitution, which hereafter, would be the source of values.

However, mere framing of constitution does not guarantee its translation into practices unless people are aware of it and its values. To attend this need education is considered to be the best source of values. But unless teachers are aware of the constitutional values, they cannot inculcate value awareness among the students. Therefore, there is a need to study the teacher awareness regarding constitutional values. This is the reason why present study assumes significance.

1.3 STATEMENT OF THE PROBLEM : -



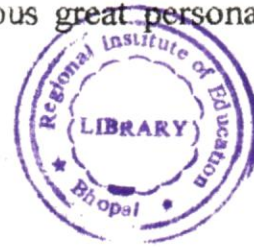
The present study therefore attempts:

“The awareness and opinion of elementary school teachers regarding the values of Indian constitution” – A study

1.4: OPERATIONAL DEFINITION OF THE TERMS: -

Before proceeding further, in any research, the researcher should have clear understanding of the problem. The problem selected for the study is “The awareness and opinion of elementary school teachers regarding the values of Indian constitution”

The terms like Awareness, opinion, values and constitution, need special description as they convey different meaning to different people. This may result in ambiguous understanding of the terms. Therefore, to overcome the problem. The researcher made an attempt to define the terms operationally so as to avoid confusion. In this process, researcher here under given the understanding of the terms by various great personalities in the field.



CONSTITUTION: -

Politics is said to be understood as an authoritative allocation of values. Modern era, politics whose prime concern is to allocate values, is guided by constitution. The modern man's acts and activities are sanctioned and sanctified by constitution.

Constitution represents the aspiration and will of the people. Aspiration and will of the people is manifested in to the ideals of constitution. The ideal in other words, values of constitution becomes the guide for the actions of men and women. Seen in this ways, constitution is understood as the basic law of the land where from all other normal day – to- day laws flow. The concept of constitution is variously understood and defined by various political scientists that understanding follows:

A constitution fix the general structure of the state it is, so to speak the skeleton of the state.

Bouvier: - In his legal dictionary, defines a constitution as “the fundamental law of a state, directing the principles upon which the

government is founded, and regulating the exercise of the sovereign power, directing to what bodies or person these powers shall be confined the manner of there exercise.”

George Cornewall kaw’s :- “The term constitution signifies the arrangement and distribution of the sovereign power in the community, or the form of government.”

H. Finer: - “The system of fundamental political institution” Or “the autobiography of a power relationship.”

Charles Borgeaud: - ‘A noted swiss authority on the subject, says: “A constitution is the fundamental low according to which the government of a state is organized andaaa agreeably to which the relations of individuals or moral persons to the community are determined. It may be a written instrument, a precise; or it may be the more or less definite result of a series of legislative acts, ordinances, judicial, decisions, precedents and customs of diverse origins and of unequal value and importance.

VALUE: -



Value is looked at from various stand points when it is looked at from economic angle value means ‘price’ market price and ‘consumption capacity’ when it is viewed form ethical dimension, it is moral principle which guides human behavior. In broader understanding value tells what ought to do and what ought not to do, what is good and what is bad, what is

desirable and what is not. This all-comprehensive value is defined variously by various values. They are given here under.

Robert Coughlan: - "values have been variously viewed as preferences, criteria, objects and possessions personality and status characteristic and state of mind that are absolutes inherent in objects..... Present in man.... And for identical with his behavior."

Jules Henry: - Values are something that we consider good such as – love, kindness, contentment, tune, truth, decency, relaxation simplicity.

Swami Akhandanand: - The ethical values are the products of the pretax growth and development of man.

Kluckhohn; - "Conception of the desirable" and not something "merely desired".

Rokeach:- Value as an enduring belief, a specific mode of conduct or end state of existence along a continuum of relative importance. Any conception of human value if it is to be fruitful, it must be able to account for the enduring character of values as well as their change.

Shaver:- Value are standard and principles for judging worth. They are criteria by which we judge things to be good with while, desirable or on the either hand, bad, worth less despicable or at course somewhere in between these extremes. We may apply our values consciously or they may



function unconsciously as a part of the influence of our frame of reference, without our being aware of standard implied by our decisions.

Robin Williams: - The criteria of standard in terms at which evaluation are made.

Whatever the meaning we assign to and what ever the definition we give to, values are understood to be the principle which govern human activities, and ideas.

ATTITUDE: -

An attitude is defined as a feeling, developed towards an object, or person or group or anything else. Attitudes last through a lifetime. Attitude linger and mould his behavior pattern for all that is to follow. It is said that attitudes are caught and not taught.

All port (1935): - The concept of attitude is probably the most distinctive and indispensable concept in contemporary social psychology. No other term appears more frequently in experimental and theoretical literature.

Thurstone (1946): - An attitude is the degree of positive or negative affect associated with some psychological object. Thustone means and symbol, phrase, slogan, person, institution ideal or idea toward which people can differ with respect to positive or negative effect.



Viteler: - "The motives which incentives activates in the worker are state of tension which " can not be observed directly". He conclude that " it is possible only to infer the existence of drives needs and wants in part observed change in behavior, form measurement of attitudes which express the way in which the extend to which given objects or situations are felt to statistic wants needs desires etc.

Allport 1968: - Noted that the attitude 'concept' is probably the most distinctive and indispensable concept in contemporary American Social Psychology.

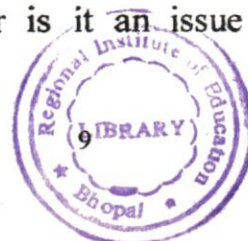
Freedman 1968: - An attitude is a disposition readiness to respond to certain situation, persons or object in a consistent manner which has been learned and has become one's typical mode of responses.

Finally researcher understands attitude as an readiness to react toward or against some situation person or things in a particular manner.

AWARENESS: -

" A men is in focus when and to the extent that his mind is set to the goal of awareness, clarity, intelligibility, with regard to the object of his concern i.e. with regard to that which be is considering or dealing with or engaged in doing.

To sustain that focus with regard to a specific issue or problem is to think. What in involved here is not an issue of the degree of a man's intelligence or knowledge. Nor is it an issue of the productiveness or



success of any particular thinking process. Nor is it an issue of the specific subject matter with which the mind may be occupied. It is an issue of the basic regulating principle that directs the mind may be occupied. It is an issue of the basic regulating principle that directs the minds activity: In the mind controlled by the goal of awareness.

To be in focus is to set one's mind to the purpose of active cognitive integration. But the alternative confronting man is not simply optimal consciousness or absolute unconsciousness. There are different tends of awareness possible to man's mind, determined by the degree of his focus. This will be manifested in

- a) The clarity or vagueness of his mind's contents.
- b) The degree to which the mind's activity involves abstractions and principles or is concrete bound.
- c) The degree to which the relevant wider context is present or absent in the process of thinking.

Thus, the choices to focus do not consist of moving form a state of literal unconsciousness to a state of consciousness. To focus is to move from a lower level of awareness to a higher level-to move form (relative) mental passivity to purposeful mental activity to initiate a process of directed cognitive integration. In a state of passive awareness, a man can apprehend the need to be in full mental focus. His choice is to evade that knowledge or to exert the effort of raising the level of his awareness.



The choice to focus one's mind is a primary, just as the value sought, awareness, is primary. It is awareness that makes any other values possible, not any other values that antecede and make awareness possible. Awareness is the starting-point and preconditions of goal-directed human action-not just another goal or value along the way, as it were. The decision to focus one's mind (to value awareness and make it one's goal) or not to focus, is a basic choice. That cannot be reduced further. It must be stressed that volition pertains, specifically to the conceptual level of awareness.

1. All awareness is necessarily selective in any particular moment, there is far more in the world around him than a man could possibly focus on and he must choose to aim his attention in a given direction to the exclusion of others. This applies to introspection no less than to extraspection.

Focal awareness entails a process of discriminating certain fact or elements from the wider field in which they appear, and considering them separately. This is equally true of the perceptual and the conceptual levels of consciousness.

2. There are degrees of awareness. There is a gradient of diminishing mental clarity along the continuum from focal awareness to peripheral awareness to total unawareness or unconsciousness.

3. Man is a self-programmer. To an extent immeasurably greater than any other living species, he has the ability to retain, integrate and automate knowledge....”



1.5 OBJECTIVES: -

1. To study the difference between the elementary teachers of private and government schools in the awareness level regarding values of Indian constitution.
2. To study the difference between the elementary teachers of private and government school in the opinion level regarding values of constitution.
3. To study the difference between the elementary school male and female teachers in the awareness level regarding values of constitution.
4. To study the difference between the elementary school male and female teachers in the opinion level regarding values of constitution.
5. To study the difference between the elementary school teacher of English and Hindi medium of Instruction in the awareness level regarding values of constitution.
6. To study the difference between the elementary school teacher of English and Hindi medium of Instruction in the opinion level regarding values of constitution.
7. To study the difference between the elementary school with social studies discipline teacher and other subject teacher in the awareness level regarding values of constitution.



8. To study the difference between the elementary school social studies discipline teachers and other subject teachers in the opinion level regarding the values of Indian constitution.
9. To study the difference between the relationship in awareness level and opinion of elementary school teachers towards values of Indian constitution.
10. To study the difference between the relationship in service and awareness of elementary school teachers towards values of Indian constitution.
11. To study the difference between the relationship in service and opinion of elementary school teachers towards values of Indian constitution.

1.6 HYPOTHESIS: -

1. There is no significant difference in the awareness level regarding Indian constitutional values between the elementary school teachers of private and government school.
2. There is no significant difference in the opinion level regarding Indian constitutional values between the elementary school teachers of private and government schools.
3. There is no significant difference in the awareness level regarding Indian constitutional values between male and female teachers working in elementary school.



4. There is no significant difference in the opinion level regarding Indian constitutional values between male and female teachers working in elementary schools.
5. There is no significant difference in the awareness level regarding Indian constitutional values between the elementary school teachers of English and Hindi medium of instruction.
6. There is no. Significant difference in the opinion level regarding Indian constitutional values between the elementary school teacher of English and Hindi medium of instruction.
7. There is no significant difference in the awareness level regarding Indian constitutional values between social science discipline subject teachers and other subject teachers of elementary school.
8. There is no significant difference in the opinion level regarding Indian constitutional values between social studies subject discipline teachers and other subject teachers of elementary school.
9. There is no significant difference in relation between awareness and opinion of elementary school teacher towards values of Indian constitution.
10. There is no significant difference in relation between service and awareness of elementary school teachers towards values of Indian constitution.
11. There is no significant difference in relation between service and opinion of elementary school teachers towards values of Indian constitution.



1.7 DELIMITATION: -

This study is **not comprehensive** and not exhaustive.

As value is the **most comprehensive** and widest concept and awareness is **deepest concept**. To know the awareness of an individual about the values is **difficult task**. Though writing a dissertation on this is difficult, the present researcher made an attempt to fulfill the task with unavoidable limitations, that are listed below-

1. Present study is confined only to know the awareness regarding to three constitutional values.
2. The basic limitation of the study is that it confined only to socio-political dimension of the values.
3. Present study is confined only to Bhopal city.
4. The sample is restricted only to hundred.
5. Present study intended to study the values enshrined in Indian constitution. However, the study has not covered all the values of constitution. It is confined only to three values of Indian constitution.



CHAPTERIZATION: -

The present works aimed at to see the awareness levels and opinion of elementary school teacher regarding values of Indian constitution. The researcher structured the work in the five chapters.

In the first chapter researcher while introducing the problem mentioned this need and importance. After that, researcher framed the objectives of the study and hypotheses further in the first chapter, researcher, though in brief dealt with the operational definition of the terms used in the problem. At the end of the first chapter, researcher presented with the structure of the study.

The second chapter intended to review the previous and related literature of the broad field. This exercise intended to give a logistic picture of the researcher done in the field.

In the third chapter researcher sketched the methodology adopted for study: -

Fourth chapter meant for the analysis of the research findings here in this Chapter researcher present whole finding systematically so that every hypothesis framed will be commented upon.

Final chapter peeps into summary and conclusion. In this chapter on attempt will also be made to suggest further studies in the broad field i.e. values in general and constitutional values in particular.

