

## CHAPTER - VI

### CONCLUSIONS AND EDUCATIONAL IMPLICATION

Main purpose of the present study was to develop a tool for assessment of Values and to test its effectiveness in predicting status of students in selected values. More specifically the study was focused in establishing the utility of tool to assess the status of value in a way so that the interpretation can provide an insight to the teacher so as to plan, organize and assess his/her inculcation strategies.

Overall conclusions of the study reveal that the results obtained from the tool can be used for analyzing multiple dimensions of the values by the teacher.

#### Major Findings:

1. An objective type test constructed by a teacher on bases of affective Domain taxonomy is successful in assessing the status of values among the students.
2. The perception of values is independent of the school type.
3. The perception of values is independent of gender.
4. Equality as a value has higher perception among students hence, strategies should be of sustaining the value.
5. Secularism as a value is least profound and least popular among student. This **should not be** interpreted as students not being secular or not preferring secularism but **should be** interpreted as secularism being a more complex as a value to be perceived and internalized thus requiring more clarification.

6. Scientific temper and Conservation emerge as Value considerably ill perceived therefore teachers need to focus more upon these during the curricular interaction.

### **Educational Implications**

1. A mid term assessment schedule may be planned on the basis of Affective Domain Taxonomy after specifying operational definitions of the values to be assessed.
2. Items assessing affective domain of value as underlined in the syllabus for elementary education may be integrated in question papers of various subjects.
3. The tool could be used by the teacher for self assessment in order to plan and check the success and extent of strategies used.
4. The tool may be implied to assess the status of perception of various values among the students so that clarification and inculcation strategies could be planned for future.
5. The teachers can use tool and the rating to gauge the interest of the students.
6. The tool can be used to encourage and direct the students in curricular or co-curricular activities. For example a student with high perception of scientific temper may be encouraged and guided in scientific activities.
7. The tool could be used in setting learning objectives for the next semester and also time allocation for attaining the learning outcomes.
8. Results could be utilized to plan crucial interventions in case of significant issues observed.

**Suggestion for further Research:**

1. Research could be conducted on the sample of rural as well as urban boys so as to establish the utility of the tool.
2. A cross sectional research could be conducted in the elementary classes so as to establish new facts.
3. Similar research could be conducted perhaps with clearer results in secondary classes.
4. Reasons behind the emerging trends could be a subject of research.

**Limitations :**

1. The ratio of girls and boys present at the time of testing.
2. Methodology of Curriculum transactions in different schools.