

CHAPTER – I
INTRODUCTION

BACKGROUND:

Amongst all the living, human life is the most evolved creation in the known universe. The excellence or superiority of human life as compared to other living beings can be easily identified. A Man's Life has to possess some meaning beyond mere self-preservation or existence. In case of other creatures their life is manipulated by man in his own interest. Man is the only unique creation in this universe who is under certain parameters free to make his own destiny.

We are facing today some multidimensional hazards, which were never visualized before. Due to the ever growing wonders of science and technology, we are living in a turbulent and worried world under the dark shadow of war and annihilation. Our growing progress in controlling our material world has not been matched by corresponding advances in human character and virtues. Value crises is a global phenomenon of our times. Rapid scientific growth and technological advancements resulting in industrialization has threatened our age old moral standards. Many of the philosophers and educationists feel that human values are disintegrating in all walks of life, both public and personal.

To correct the above imbalance and to renew individual commitment to an active value based life many distinguished thinkers like Mahatma Gandhi, Rabindra Nath Tagore, Vivekanada, Shri Aurobindo, have made a plea for integrating human values in education. If these human values are inculcated in our children, the present century can promise a hope for a much better future. Efforts can be made to infect the dose of values into the entire educational system.

The various commissions set up by the government to review and update the system of education from time to time have stressed the need for incorporating the programme for further development of values into the system of education.

The University Education Commission headed by Dr. S. Radhakrishnan (1948-49) considered the issues pertaining to the inclusion of religious and moral education in the educational content at the university stage. The University Educational Commission report "No amount of factual information would make ordinary men into educated or virtuous men unless something is awakened in them, an innate ability to live the life of soul."

The University Education Commission (1948-49) headed by Dr. Sarvapalli Radhakrishnan also said: "If we exclude spiritual training in our institutions we would be untrue to our historical development".

Later, Mudaliar Commission (1952-53) under the head of "The Education of Character", elaborately dealt with the religious and moral education and said, "Religious and moral instructions also play an important role in the growth of character".

A exclusive committee headed by Sri Prakash appointed on Religious and moral instructions said that"... the only cure it seems to us, is in the deliberate effort to impart moral and spiritual value from the earliest years of our lives."

A comprehensive commission on Indian Education, the Kothari commission (1964-66) also looked at the issue elaborately objectively, and rationally. The commission in conscious fashion recommended that in the school curriculum, "conscious and organized attempt is to be made for imparting education in social, moral and spiritual values with the help whenever possible of the ethical teachings of great religions."

NPE – 1986 expressed its concern and said, "The growing concern over the erosion of values and an increasing cynicism in the

society has brought to focus the need to make readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. "Value Education', therefore, will have to be made an integral part of the school curriculum..."

National curriculum for elementary and secondary education under the head of "character building and inculcation of values" opined that. "The content of value education will have to be drawn from various sources, national goals, universal perception and ethical consideration and character building. In addition to the values that are concerned with the elimination of obscurantism, religious fanaticism, violence, superstition, fatalism, exploitation and injustice, Value Education should have a positive content. Inculcation of values like courage, conviction, straight forwardness, fearlessness, tolerance, love of justice, dependability, compassion etc. will help in creating a humane society and balanced individuals". Today efforts are not being made to utilize the students power for the attainment of social harmony and well being. Two noble ideals have to be inspired in the students of today, a spontaneous love for duty and a passionate desire to rate social good above everything else. The hope for the world as well as India lies in value based education to younger generation.

CONCEPT OF VALUES:

Every aspect of man's life has value. In fact, value permits the whole of human existence and is a major factor in determining what sort of human beings we are. Everyone of us has needs, urges and aspirations. Anything that fulfills the needs, satisfies the urges and helps us in realizing the aspirations, has value. But what exactly do we mean by the term 'Value'?

According to Oxford dictionary; 'Value' means 'Worth'. The encyclopedia of social sciences refers to value as interest, pleasures, likes, preferences, duties, moral obligations, desires, wants, needs and many other modalities of social orientation.

The word, 'value' is derived from Latin root word, 'Valerie'; meaning to be strong and vigorous. To be of value is to have certain virtues. From an historical viewpoint a value may be defined as a thing, which is good. A widely accepted concept of value in traditional philosophy is as 'Truth, Goodness, Beauty.'

All values contain some cognitive elements as they have a selective or directional quality. They serve as criteria for selection in action. In their most explicit form they constitute ground of decisions in

behaviour. A widely accepted definition consider values to be 'conceptions of the desirable, influencing selective behaviour'. According to Allport (1951). "A value is a belief upon which a man acts by preference".

Kluckhohn (1951) says that. "Values regulate impulse satisfaction, the requirements of both personality and socio cultural system for order, the need for respecting the interests of others and of the group as a whole in social living.

Pepper (1958) conceives value as "in the broadest sense anything good or bad is a value." Among such things, following have been considered pleasures and pains, desires, wants and purposes, satisfaction and frustration, preferences, utility, means, condition and instrument correctness and incorrectness, integrations and disintegration, character, vitality, self realization, health, survival, evolutionary fitness, adjustability, individual freedom, social solidarity, law, conscience, virtuous ideas, norms, progress, righteousness and sin, beauty and ugliness, truth and error, reality and unreality. Pepper has given a broader range in the field of values in the common sense.

Cattel (1965) Says : "By values we mean the social, artistic, moral and other standards which the individuals would like others and himself

to follow". He also states that most value attitudes are embedded in the self-sentiment and the super ego structures. The connotation of the term value is the quality of anything that renders it desirable or something that is prized, 'held in respect; deemed worthy, or esteemed. The dominant values that give meaning to a man's life, making them the center around which actions revolve, determine the type of person he will be.

In his introduction to value theory Nicholas (1969) quotes various definitions used by different thinkers.

1. Anything capable of being (wished for) is a value (Robert and E.W. Bergess).
2. Values are any object of any need (Boward Becker).
3. Values are the desirable end states which act as a guide to human endeavour, or the most general statements of legitimate ends which guide social action (Neil. J. Smelser).
4. Values are normative standards by which human beings are influenced in their choice among the alternative courses of action which they perceive (Phillip. E. Jacob and James J. Flinte).

All the above definitions though worded differently have the same theme. Most of the thinkers seem unanimous in concerning values as desirable, selective ends of any action.

Classification of Values:

Without going into theoretical depths and differences, value can be understood as a law or principle intended to govern human actions in relations to men, material and things and of course God. Since it is a moral ethical principal desire to regulate human activities we will certainly be having as many values as human activities. Keeping this line of understanding about values in view, we can classify values into various categories. However, the list of values and their classification is not exhaustive. Values can be classified in many ways. When they are looked at from their nature, they can be classified into instrumental and intrinsic values; when they are classified on the basis of their range of applicability they can be classified into Absolute values and Relative Values; from the point of view of their origins they may be; subjective and objective values.

Apart from and alongwith these classifications; there has been a basic classification of values.

The basic classification categorizes the values into:

- (i) Root values
- (ii) Mundane values

Root values can also be perceived as absolute, moral and spiritual values, whereas the Mundane values are social, economical, political, cultural values of daily life. Rather fostering a dichotomy between Root and Mundane, it is always desirable to look at them as values on one continuum. Since all the values right from habit formation to self realization fall on the same continuum, their inculcation among the children should be in line with the continuum. In the process of value education, the root values, should always act as beacon light even when mundane values are being inculcated among the children.

NEED AND SIGNIFICANCE OF THE STUDY:

Children around the world are increasingly affected by violence, growing social problems, and a lack of respect for each other. It is very important to study awareness of values in our children today. We need to study and deepen understanding, motivation and responsibility with regard to making positive personal and social choices. We need to study the inspirations of individuals and help them to choose their personal,

social moral and spiritual values and be aware of practical methods for developing and deepening them. We need to encourage educators and care givers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth development and choices so they may integrate themselves into the community with respect, confidence and purpose.

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 in the same society. But in modern period, the emergence of nation – state brought changes in the nature of society. Education is one of the basic institution through which every society sustains itself as well as transmits its values to posterity. Our reference to an educational institution would encompass both the formal and informal agencies of education. In this way the school is a very important source of value development. The school has to wean the young away from those values, which are detrimental to social and individual well being. The youth today are exposed to a set of conflicting values and are not certain about the type of values they have to choose from within the society.

Inculcation of Value:

It has been observed that apart from academics, the school is responsible for inculcation of values. The children should develop a strong moral courage through school activities. School environment must be so modified that it should give rich experience to the children. The text book materials should be so related with the learning of values by identifying areas in which objective would be fulfilled.

- i) Knowing : The child must be made aware of the Values through activities.
- ii) Believing : The child must develop faith in those values.
- iii) Making judgement : The child must be provided conflicting situations to judge the implications of related values.
- iv) Action : The child may be encouraged to practice these values in actual life situations.
- v) Spontaneous Action : The various programmes of the schools must take the child to that stage where

the practice of values may become spontaneous and immediate.

Value Education through curricular activities:

The text books in the language courses Hindi, English and Sanskrit may be so designed as to contribute in the right attitudes and interest. While teaching poetry at all levels, teacher should use the skill stimulus variation. The language teacher can teach through association methods, say by singing, chanting slokes, relating stories and can create enjoyment and satisfaction. The instruction in social science should promote values and ideals of humanism, secularism, socialism and democracy. While teaching mathematics, the example chosen may be like concern for welfare of others, service to the needy, taking less profit, developing art of reasoning, proper attitude towards accuracy, proper economy etc. While teaching science, developing scientific attitudes is the main aim apart from realizing the importance of ability, consistency etc. There is scope for unlimited innovation and experiments in teaching science.

Value Education through co-curricular activities:

The basic aim for fostering values upto secondary stage may be to get self confidence, self satisfaction, self realization and self sacrifice. This could be achieved by developing certain systematic approaches through morning assembly, interviews and discussions, in house meeting, cultural programmes, participation in national celebrations, planning mock parliament, debate on local or regional problems, organizing Scouts and guides, camps etc. Clubs are the means of social education, helping students to participate in decision making, exercise self discipline, thinking about the world around them.

While organizing 'Morning Assembly' following items should particularly be kept in view:

- i) Punctuality
- ii) The way of conducting the assembly
- iii) Pledge loyalty to the nation
- iv) News of the day
- v) Thought for the day

Either before or after the morning assembly there should be some time kept for self-meditation and peace of mind. The process of value

education is highly complex that the individual learners are influenced by varieties of hereditary and environmental factors. In a school set up, a "Comprehensive Value Education" programme is the need of the hour. This would result in an approach that is both conservative and progressive in nature. It basically revolves around the child and his ability to choose right values, realizing them and to live in accordance with them. It is a lifelong process. It is noteworthy that the role of teachers is sought to be determined during the next decades not only in the context of providing the dimension of values in our present system but also in the context of providing more effective methods of education. He should necessarily be not only a good educator but a good person possessing basic moral and aesthetic values. Teacher's influence is not confined to what he does during his teaching hours but in reality he teaches all the time.

A deep need was felt to conduct an activity based programme at elementary stage. An early intervention among students would develop a better understanding of concepts of values and thus specifically targeted approach would bring out better results. Hence keeping in mind the requirement to fill up the gaps in curriculum structure regarding awareness of values at elementary stage the present study was selected.

Hence to nurture Values among the children for their overall sound development there is a need to study the extent of awareness of values in children of elementary school. However as values are multidimensional and immeasurable only two attributes of peace & tolerance is studied. This can form a general marker towards understanding the extent of awareness of value amongst the children of elementary school. This is the reason why the present study assumes significance.

STATEMENT OF THE PROBLEM:

The present study therefore attempts at evaluating:

"Effect of living values : an educational programme on awareness of values among elementary school students of class VIII".

OPERATIONAL DEFINITION OF THE TERMS:

Before preceding further in any research, the researcher should have clear understanding of the problem. The problem selected for the study is "Effect of living values : an educational programme on awareness of values among elementary school students of class VIII ".

The terms like awareness and values, Peace and Tolerance 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 this researcher made an attempt to define the terms operationally so as to avoid confusion.

The researcher hereunder gives the understanding of the terms by various great personalities in the field with respect to its function in the study.

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 from ethical dimension, it is moral principle which guides human behaviour. 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 scholars. They are given here under:

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

Swami Akhandanad – The ethical values are the products of the pretax growth and development of man.

Kiuckohn – "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, 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 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.

AWARENESS:

"A man 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 he 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 is involved here is not an issue of the degree of 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 to be occupied.

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

trends of awareness possible to man's mind, determined by the degree of his focus. This will be manifested in:

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

Value awareness in the present study means to reflect, explore and experience values. It is not enough for students to hear about values. To really learn, they must experience them at many different levels, making them their own. And it is not enough to feel, experience and think about the values; social skills are needed to be able to use values throughout. Awareness among elementary students is increasingly needed to be able to see the effects of their behaviour and choices and be able to develop socially conscious decision making skills. Thus we can judge the awareness level on the basis of behaviours and choices of attitudes a student possesses. The school, home and the society equally contribute in building awareness among students regarding values we may thus say that the present study explains awareness as the

visualization of concept of values with respect to experiences, interactions and attitudes of students towards others.

In the present study a module of living values is used to study the awareness among the elementary school students.

LIVING VALUES : AN EDUCATIONAL PROGRAM:

LVEP is a values education program. It offers a variety of experiential activities and practical methodologies for teachers and facilitators to help children explore and develop twelve key personal and social values: Cooperation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance and Unity. As of March 2000, LVEP was already in use at over 1,800 sites in 64 countries. Reports from educators indicate that students are responsive to the values activities and become interested in discussing and applying values. Teachers note that students appear more confident, are more respectful to others, and exhibit an increase in positive and cooperative personal and social skills.

The Aims of LVEP:

- To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community and the world at large.
- To deepen understanding, motivation and responsibility with regard to making positive personal and social choices.
- To inspire individuals to choose their own personal, social, moral and spiritual values and be aware of practical methods for developing and deepening them.
- To encourage educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development and choices so they may integrate themselves into the community with respect, confidence and purpose.

Current Status:

LVEP is a nonprofit entity which is a partnership among educators around the world. It is currently supported by UNESCO and sponsored by the Spanish Committee of UNICEF, the Planet Society

and the Brahma Kumaris, in consultation with the Education Cluster of UNICEF (New York). LVEP contains activities for children ages eight to fourteen.

Educators around the world are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

In the LVEP series, reflective and visualization activities encourage students to access their own creativity and inner gifts. Communication activities teach students to implement peaceful social skills. Artistic activities, songs and movement inspire students to express themselves while experiencing the value of focus. Gamelike activities are thought provoking and fun; the discussion time that follows those activities helps students explore effects of different attitudes and behaviors. Other activities stimulate awareness of personal and social responsibility and social justice. The development of self esteem and tolerance continues throughout the exercises.

Background:

LVEP grew out of an international project begun in 1995 by the Brahma Kumaris to celebrate the fiftieth anniversary of the United

Nations, called Sharing Our Values for a Better World, this project focused on twelve universal values. The theme adopted from a tenet in the Preamble of the United Nations' Charter was: "The reaffirm faith in fundamental human rights, in the dignity and worth of the human person..."

LVEP was born when twenty educators from around the world gathered at UNICEF Headquarters in New York City in August 1996 to discuss the needs of children, their experiences of working with values and how educators can integrate values to better prepare students for lifelong learning. Using *Living Values: A Guidebook* and the "Convention on the Right of the Child" as a framework, the global educators identified and agreed upon the purpose and aims of values based education worldwide, in both developed and developing countries. The *Living Values Educators' Kit* was ready for piloting in February 1997, and Living Values has been gaining momentum ever since.

The Values of Peace and Tolerance are selected for the purpose of the study.

According to Diane Tillman:

- Peace is more than the absence of war.

- Peace is living in harmony and not fighting with others.
- If everyone in the world were peaceful, this would be a peaceful world.
- Peace is being quiet inside.
- Peace is a calm and relaxed state of mind.
- Peace consists of positive thoughts, pure feelings and good wishes.
- Peace begins within each one of us.
- To stay peaceful requires strength and compassion.
- Peace is a qualitative energy that brings balance.
- World Peace grows through nonviolence, acceptance, fairness and communication.
- Peace is the main characteristic of a civilized society.
- "Peace must begin with each one of us. Through quiet and serious reflection on its meaning, new and creative ways can be found to foster understanding, friendships and cooperation among all

peoples." Javier Perez de Cuellar, Former Secretary General of the United Nations.

According to Diane Tillman:

- Tolerance is being open and receptive to the beauty of differences.
- Peace is the goal, tolerance is the method.
- Tolerance is mutual respect through mutual understanding.
- The seeds of intolerance are fear and ignorance.
- The seed of tolerance, love, is watered by compassion and care.
- Those who know how to appreciate the good in people and situations have tolerance.
- Tolerance recognizes individuality and diversity while removing divisive masks and defusing tension created by ignorance.
- Tolerance is the ability to face difficult situations.
- To tolerate life's inconveniences is to let go, be light, make others light and move on.

OBJECTIVES:

- To study the awareness of value of Peace among elementary school students of class VIII through LVEP.
- To study the awareness of value of Tolerance among elementary school students of class VIII through LVEP.
- To orient the students towards the value of Peace.
- To orient the students towards the Value of Tolerance.
- To conduct activities to promote the value of Peace.
- To conduct activities to promote the Value of Tolerance.
- To study awareness of peace after the conduction of activities of LVEP.
- To study awareness of Tolerance after conduction of activities of LVEP.

HYPOTHESIS:

1. There is no significant difference in the awareness of the Value of Peace among elementary school students of class VIII, after the conduction of LVEP Module.
2. There is no significant difference in the awareness of the value of Tolerance among elementary school students of class VIII, after the conduction of LVEP Module.

Rationale for the hypothesis:

Consideration of Null Hypothesis has been taken in the study which states that there is no significant difference in the awareness of values among the students. It is seen that values is being incorporated in curriculum and through co-curricular activities in school. We all know well that in the Indian Scenario values are also incorporated through various sources. Our society is not a materialistic society as it emphasizes on value inculcation right from childhood. The impact of home front and parental influence is deep routed. Lot of inputs are given by the above mentioned sources as formal, non formal and informal education regarding value awareness.

Hence it is belt that even after the conduction of LVEP there might not be significant difference in awareness of values amongst elementary school students.

DELIMITATION:

No study is complete in itself and it is bound to have some limitations which depends on resources of the investigator and they are termed as delimitations of the study.

Following are the delimitation of the present study:-

1. The study was confined to awareness of values.
2. Only two values have been taken in the study.
3. The study has to be conducted on 8th Standard students only.
4. The sample of the study was drawn only from Demonstration Multipurpose School, Bhopal, Madhya Pradesh.
5. The sample is restricted to a number of 30 students.