

CHAPTER III

METHODOLOGY

Education in general and value education in particular, occupies a prestigious place in the modern context of contemporary society. Education and values are inseparable. They are two sides of the same coin. Value oriented education has come into force to promote a sense of morality, aesthetic and intellectual knowledge among the children. Value education has the capacity to transform a negative mind to a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a higher end level of perception (Suriyachinnavar, 2016).

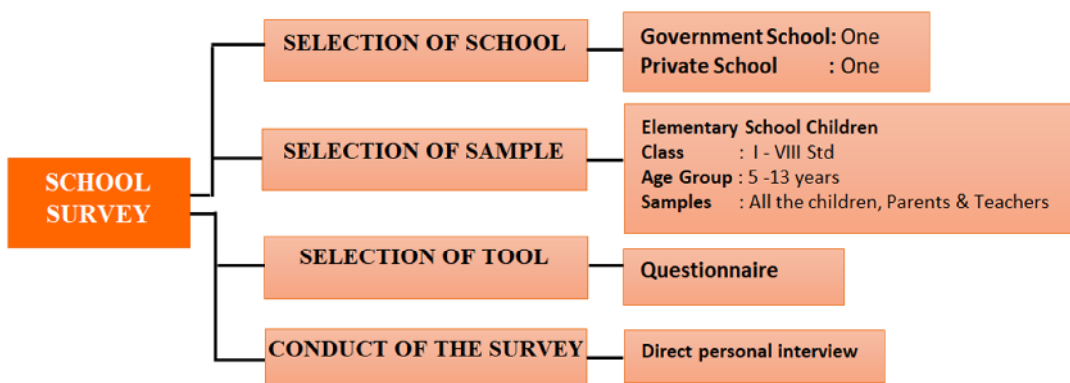
Therefore, it is an absolute necessity to ensure that each citizen of our nation is educated and independent. Hence, the study on **“Analyzing the Impact of Inculcating Human Values among Selected Elementary School Children”** was undertaken with a vision to shape the personality of a child in such a way that he/she becomes a better learner, a better person, a better worker, not only in terms of knowledge, understanding and skills but also in terms of human values and motives which gives meaning and significance to all his/her behaviour.

The procedure pertaining to the study comprised of the following phases:

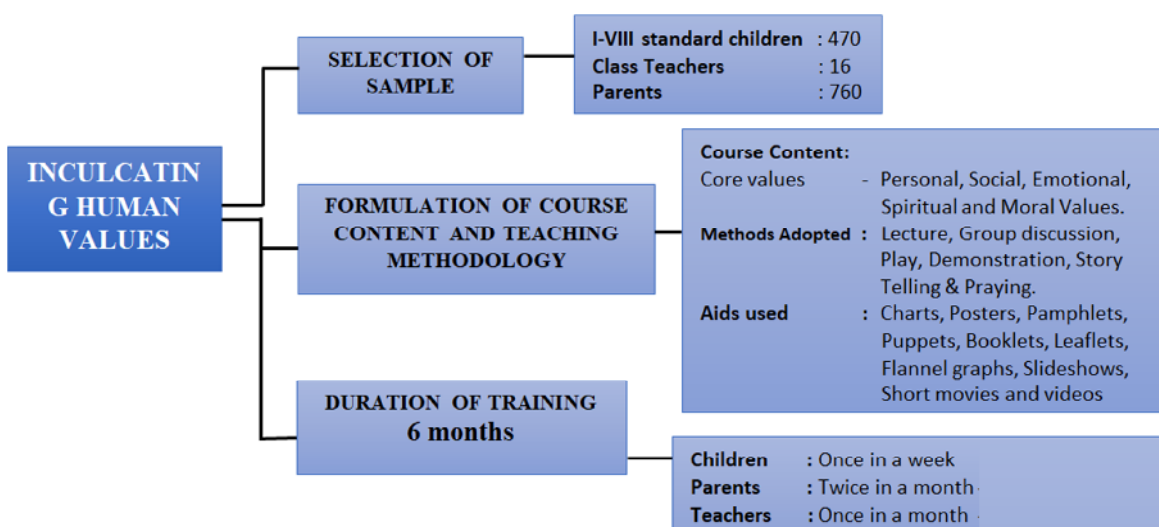
- A. Assessing the human values possessed by the selected elementary school children.
- B. Inculcating human values among the selected elementary school children.
- C. Evaluating the Impact of the human value educational programmes conducted.

The schematic representation of the research design is given in Figure: 1

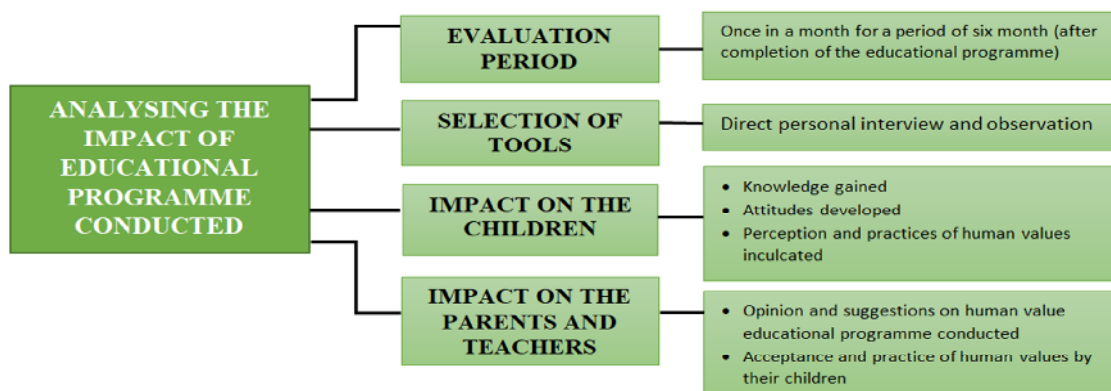
PHASE I: SCHOOL SURVEY



PHASE II: INCULCATING HUMAN VALUES



PHASE III: EVALUATING THE INFLUENCE OF THE EDUCATIONAL PROGRAMME



**SCHEMATIC REPRESENTATION OF THE RESEARCH DESIGN
FIGURE: 1**

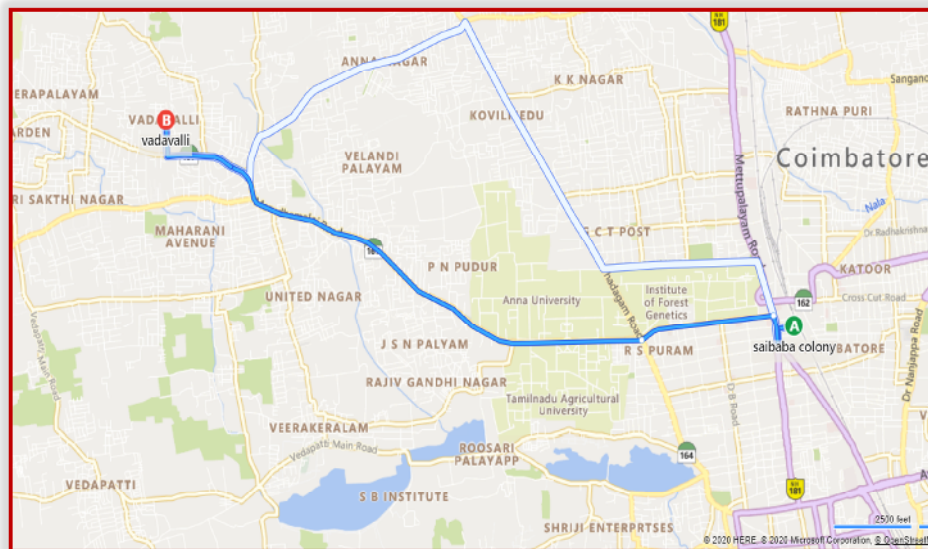
A. ASSESSING THE HUMAN VALUES POSSESSED BY THE SELECTED ELEMENTARY SCHOOL CHILDREN.

Before planning for inculcating human value education among school children it was considered important to know about the children's perception regarding the concept of human values. Therefore the human values possessed by the selected school children were assessed. This included the following aspects.

1. Selection of Schools
2. Selection of Samples
3. Selection of Tool
4. Collection of Data
5. Consolidation and Presentation of data.

1. SELECTION OF SCHOOLS

For this study, one government and one private school at Coimbatore were selected. Totally 470 children studying from I to VIII standard which consist of 180 from Government school and 290 from Private school was selected. The schools were selected based on easy approachability, cooperation, willingness of the school authorities and better rapport with the children, parents and teachers. Geographical locations of the selected schools are presented in Figure 2.



GEOGRAPHICAL LOCATION OF THE SELECTED SCHOOL

FIGURE: 2

1. Selection of samples

It consists of sampling method, age group and gender. The details are given below:

i) Sampling method

Sampling is simply the process of learning about population on the basis of a sample drawn from it. According to Campbell, et. al., (2020), purposive sampling technique is a non-random sample which is based on factors like convenience, budget and time constraints. It helps to exercise good judgment and appropriate strategy to handpick the cases to be included in the sample that are satisfactory in relation to research needs. Purposive sampling is a technique in which sample is subjectively selected because characteristics which they possess are considered important for the researcher. This method confirms that those individual will be involved in the sample that are pertinent to the research design (Saputra and Lidyawati, 2019). Hence as this research is mainly based on character analysis, the Purposive sampling method was used.

ii) Age group

Right to education is the fundamental right of the citizen where education is mandatory for all children's in the age group of 6-14 years. For the past several years India is producing many talented professionals who are best in the world and working hard for the nation's growth and are in great demand. Constitution of India has given provisions to provide free and compulsory education to the children up to the age of 14 years (Dhaka, and Thapar, 2020).

The primary/elementary stage of education is the ideal time for laying the foundation of child's personality. These years comprise the formative period of their lives. At this stage, children are very active. Their capacity to listen are limited but they are very curious, they tend to ask many questions, their attention and memory span are short and sense of time to complete an activity is limited. They are sensitive to praise and blame, and are generally self-centered, and not conscious of social status or gender in selecting playmates. They love stories, games, take delight in repetition, rhythm, songs, and colors. They need freedom to question, and explore their environment. Repetition and dramatization help them remember and act upon instructions. They need to develop feelings of confidence, sharing and 'other orientation' as against 'self-centeredness. Experiences of working in groups also provides opportunities for learning from each

other, and to express feelings of delight, dislike and anger in acceptable ways. Focus on following rules and regulations, respect for personal and public property, and developing a sense of responsibility in day-to-day acts is important. At this stage instead of too many do's and don'ts focus must be on providing success experience, receiving reinforcements for positive behaviour, interaction with adults exemplifying values to admire and identify with practicing right actions, behaviours, manners and learning to appreciate good in oneself and others .

As children grow older and reach the middle school stage, they begin to grasp abstract thoughts. They develop the capacity to reason and think rationally in a limited way. They learn to grasp the reasons why some behaviours are right and others are wrong. Their ability to do more complicated, intellectual tasks improves and problem solving abilities begin to develop. They begin to see causal relationships among adults, their attitudes and their own behaviour. One of the prominent concerns at this stage is developing interpersonal skills of communication with others, particularly children and consolidating their status in the peer group. This is the stage when strong competition can intensify as children are motivated to experience success and excel in different areas of their interest. Since school brings together children from multiple settings – religious, cultural, regional backgrounds, this stage is appropriate for developing interest in others' different from oneself, for developing positive attitudes and appreciation of cultural diversity. Children at this stage also need to take interest in environment, events, customs and social phenomenon which affect their attitudes towards society. So they need to be sensitized to the basics of becoming responsible citizens equipped with secular and democratic attitudes.

This is also the stage for developing skills for handling information and using it to distinguish between right and wrong, good and evil to think creatively, to develop self-reflection and self-discipline and so on. As conflicts with others are frequent during social interactions and engagement in competition for excellence, developing conflict resolution skills and aversion to various forms of violence is crucial at this stage. They need to develop discernment to respond with maturity to information and situations that prompt corruption, violence, and hatred, particularly the misleading advertisements and whatever is violent and unhealthy in the media. However, children around this stage are still in the

process of developing confidence in their self-image, in line with the rules and norms as are prevalent in society. They are not likely to question assumptions and norms learnt in family and local society. It is important to draw their attention to ethical and moral ways, in line with concept of interdependence in the society across different social groups living together and developing values of restraint, sacrifice and compassion (NCERT, 2016). Therefore a total 470 children studying in I-VIII standard in the age group of 5-14 years were selected as samples for this study.

iii) Gender

Several studies proved that co-education can be very useful from social and economic point of view. The survey conducted by Mishra, (2020) emphasized the need for gender equality in higher education. The attitudes shown were high self-esteem, respect for the opposite sex, better behaviour, assertive in the classroom, ambitious career goals and broad participation in sports. Co-education encourages girls to show their talents and efficiency, and increases their self-confidence so that they do not underestimate themselves before the boys.

Narwana, and Rathee (2019) states that co-education makes girl children bolder and smarter by eradicating self-defeatism, inferior complexity and self-created pessimism and broadens their personality with growing self-confidence. It encourages and cultivates a relationship of mutual respect among both the genders which promotes a healthy and competitive environment among the children. Thus it socializes people by giving the preparation for real world. Co-education helps children to be more open towards their parents and it increases their adjustment capability. Hence for this study the children studying in co-education schools were selected.

2. Selection of Tool

Questionnaire is a set of questions that are distributed to the respondents, who note down their answers on it and send it back to the investigator (Krishnaswami and Ranganatham, 2014). A questionnaire refers to a device for securing answers to questions by using a form in which the respondent fills in by himself (Chandra, 2017). The main tool used for the collection of data was structured questionnaire. A questionnaire, simple and comprehensive in nature was designed to elicit information pertaining to the objectives of

the study. It comprised of various aspects of human values such as personal, social, spiritual, emotional and moral values and that included important key values of: co-operation, freedom, honesty, happiness, humility, love, peace, respect, responsibility, simplicity, tolerance and unity.

3. Conduct of the survey

To check the validity and reliability of the questions prepared a pilot study was conducted among 10 per cent of the sample. A pilot study or a survey as sometimes called may be launched as a preliminary step to the formulation of a schedule. Pilot study is a study conducted on a limited scale before the original studies are carried out in order to gain some primary information, on the basis of which the main study would be planned and formulated (Subiyakto, et. al., 2016). The aim of a pilot study is to try out the research approach to identify potential problems that may affect the quality and validity of the results (Edwards and Meagher, 2020).

Hence a pilot study was conducted among 50 children belonging to I to VIII standard, 8 teachers and 58 parents who were selected for pre-testing of the questionnaire in order to find out the quality, reliability and validity of the questionnaire and research to carry out the study. Based on the pilot study, questionnaires was modified and prepared for all the groups. Since no variation of answers between I and II standard, III and IV standard, V and VI standard and VII and VIII standard, the children were grouped accordingly to conduct the training programme and analyzing the perception and practice of human values. The finalized questionnaire used for the study before and after the educational programme is given in Appendix I.

Timings to conduct the survey were discussed with the school authorities. Prior information was given to the children by the concerned teachers regarding the time allotment. With the help of the teachers the required data was collected.

4. Consolidation and presentation of data

The responses obtained from the selected elementary school children, parents and teachers were coded, consolidated, tabulated and analyzed statistically and the findings are discussed and presented in Chapter IV Results and Discussion.

B. INCULCATING HUMAN VALUES AMONG THE SELECTED ELEMENTARY SCHOOL CHILDREN

Values are the guiding principles of life that contribute to the all-round development of an individual. It is part and parcel of the philosophy of a nation and that of the education system. They give direction to life and thus bring joy, satisfaction, peace and add quality to life (Ramesh et.al, 2017). Values are ideas that people see as worthwhile. They provide standards of conduct by which we measure the quality of human behaviour. Values in education are set according to the ever-changing needs of the society and nation. Values are the forces that govern behaviour at the core of the personality (Mohan and Subashini, 2016). Values reflect one's personal attitudes and judgments, decisions and choices, behaviour and relationship, dreams and vision. They influence our thoughts, feelings and actions.

The initial survey on the level of human values possessed by the elementary school children in the selected school among both boys and girls showed that only 30 percentage of children were aware of the significance of human values. Hence, realizing the importance of inculcating human values among the selected elementary school children, the education programme was planned under the following steps given below:

1. Selection of the Sample
2. Formulation of Course Content and Teaching Methodology
3. Conduct of the educational programme

1. Selection of the Sample

Concrete Operational Stage is the third stage of Piaget's Theory of Cognitive Development. It ranges between 7 to 11 years of age. At this age the child develops the level of operational thinking. Children are capable to classify, understand cause-and-effect relationships and become proficient at mathematics and science (Yousif, 2013). This age group is considered to be a starting step for their life. The children have a good grasping power during this age. This is the stage where they form manners, character, personality, and attitude. This in future will help them to nurture themselves.

According to Brook and Ottemoller (2020), if young boys and girls are exposed to diversity in an early age, they will find it easier to adapt in different environments when

they grow up. With both male and female children attending classes together and participating in class activities, these children will be able to learn about equality between men and women. Co-education helps children get exposure to a normal environment in the sense that society is composed of both men and women. If they are taught and motivated to interact with both sexes, they can use this skill when they graduate in college and be in the real world where men and women co-exist, especially at work.

Hence realizing the importance of inculcating human values among elementary school children, the educational programme was planned for all 470 children studying in I-VIII standard in the age group of 5-13 years. Out of 470 children, 290 children are studying in private school which comprised of 152 boys and 138 girls, whereas 180 children are studying in government school which comprised of 83 boys and 97 girls.

2. Formulation of course content and Teaching Methodology

The whole society has been facing the problem of turbulence because of conflicts arising out of growing economic and social disparities, religious fanaticism, aggressive competitiveness and the tension between the material and spiritual world. India is known all over the world for its rich cultural and spiritual heritage. It was because of our education system which laid great emphasis on learning of essential values of life. However, education at present with its emphasis on consumerism and cut throat competition for success has sidelined its central concern for overall development of personality. 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 are required to be inculcated in the young mind. These values are required not only for the personality development of an individual but they are the key for the survival of the entire humanity. Education is the most powerful agent of inculcating such values (Shahi, 2014). In the Human Values Educational Programme, activities are designed to motivate the children and to involve them in thinking about themselves, others, the world and values in a way that is relevant.

According to the study of Shahi (2014), mentioned that in order to create new social order Gandhiji introduced Nai Talim in year 1937, which is popularly known as Basic Education. This system of education which could not be continued for several socio-political reasons was based on certain values cherished by him. He wanted that these values should be internalized by the younger generation also through new system of education evolved by him. The NCERT and Gandhi Peace Foundation have jointly sponsored studies on Gandhian Values at the school stage. These were the values which Gandhiji practiced himself in his personal and public life, experimented with them and suggested that our society should be instructed on the basis of these values if we wanted to remodel the social set up through education. The values Gandhiji practiced were trust, non-violence, freedom, democracy, sarva dharm sambhav, equality, self-reliance, purity of ends and means, self-discipline and cleanliness. Values are essential for positive human behaviour. Education from time immemorial has focused on values. Values form the core of educational goals and objectives.

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. The National Curriculum Framework for School Education (2000) brought to focus the erosion of ethical, social and spiritual values and suggested the integration of values in the curriculum. The National Curriculum Framework (NCF), 2005 strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution. (CBSE, 1962)

The syllabus framed by Tillman and Hsu with the help of educators around the world, supported by UNICEF, (2003) and NCERT, (2016) was selected for the source of formulation for course content, methods and aids. It contains elaborate course content with practical activities and audio visual aids. Hence keeping all the above facts as a base, modification was made by the investigator based on the reference from previous studies taken up by other scholars and basic information collected from children, parents and

teachers. Among several values, important universal human values such as personal, social, emotional, spiritual and moral values were selected and scrutinized by the subject experts inculcated among the selected elementary school children.

The course content, teaching methods and aids used for the inculcation of human values among elementary school children is given Table 1 and Table 2.

TABLE- 1

Course Content used for Inculcation of Human Values

Human Values	Course Content
Personal values	Cleanliness, Healthy eating/Good eating habits, Active, Polite, Discipline, Punctual, Self-confidence, Appreciating others, Patience with others, Positive vibes, Goal setting and Caring.
Moral values	Respect, Humility, Being grateful, Honesty, Accepting elder's advice, Positive attitudes, Sincere, Telling the truth, Avoid stealing, Forgiving others, Responsible, Courtesy and Good manners.
Social values	Co-operation, Helping tendency, Problem solving, Decision making, Active participation, Time Management - goal setting/planning, Effective communication, Unity (team work), Sharing material things, Complimenting others, Encouraging and being supportive
Emotional values	Express happiness in an acceptable manner, Sharing emotions with elders, Control temper, Self-control, Expressing emotions in the right manner, Understanding others feelings, Sharing sympathy, Feeling guilty when mistakes committed, Love for family, society, country, nature and humanity and Living with Liberty
Spiritual values	Praying, Motivating others to pray, Treating people very well, Thanking God, Helping the needy, Reading religious books, Visiting religious places, Having faith and Feeling of oneness

TABLE- 2**Methods and Aids used for Inculcation of Human Values**

Methods Adopted	Aids Used
Lecture, Demonstration, Songs, Drama and stories, Participatory action, Slideshows, Games, Short movies, Physical Relaxation Songs, Group Discussion, Physical Exercise and Meditation	Charts, Posters, Booklets, Pamphlets, Leaflets, Flannel graph, Short movies, PowerPoint, Puppets, Videos and Monograph.

The classes were conducted once a week for three hours a day, 45 minutes for each group i.e., I and II, III and IV, V and VI, VII and VIII standards were coupled together for a period of six months from July 2016 to December 2016 in the selected schools. In these three hours, classes were divided to attend the educational programme according to their time table. During the educational programme, various methods such as lectures, demonstration, group discussion, story-telling, meditation, physical exercise, participatory action, role play and songs and various aids such as blackboard, charts, posters, pamphlets, leaflets, booklets, slideshows, short videos and movies, and puppets were used to draw attention from the children to enhance their knowledge about the values that will mould them in their personal growth and development.

3. Conduct of educational programme

The educational programme consists of

a. Conduct of meeting for the parents**b. Conduct of meeting for the teachers****c. Conduct of educational programme for the selected elementary school children.****a. Conduct of meeting for the parents**

Family is the first and the most important school where good habits and values are nurtured in a child. Therefore, parents must ensure that desired and right values should be developed among children. It is the family, where a child learns different human values such as loving, sharing, living together, discipline, faithfulness, sincerity and kindness. (Singh, 2013).

“Parents are a child’s first teachers and role models”. They are responsible for shaping up the child’s behaviour and implementing positive values in them. Children listen, observe and imitate their parents. So it is important that they should be good role model for the kids who would want to follow. There is no doubt that parenting is one of the most difficult and demanding tasks in the world. To raise well behaved and responsible children one should be willing to invest a considerable amount of time, patience and energy. The parents are the first person to have an influence on their children and their values. Hence, it is therefore imperative that parents need to be very cautious. Children are very smart and observant. Whatever the parents do or talk, they mimic their parents. Parents must themselves be an example of good behaviour for their children (Brinda Mary *et al.*, 2016). Therefore before starting the programme for children, the parents were invited for the programme on holidays since every parent is free to attend the programme on these days.

The programme for parents was organized in the school with the help of the school authorities. Announcement was made to the children to bring their parents on the particular day for the meeting organized by the investigator. The parents of the selected elementary school children were divided into 4 groups where each group comprised of parents of children studying in I and II, III and IV, V and VI and VII and VIII standards each. The meeting was conducted twice in a month for a period of six months from September 2015 to February 2016. Totally 12 classes were conducted and 760 parents attended the meeting.

During this interaction programme, the human values and their importance were explained to the parents. There was also discussion between parents and the investigator on the attitude and behaviour of the children inside and outside the house. The course plan of the programme were discussed in this meeting and the important qualities which are essential for a good human being such as love, patience, punctuality, sincerity, understanding, tolerance, unity, simplicity, co-operation, freedom, respect, honesty, responsibility, happiness, peace and humility.

Some parents also extended suggestions on their values that children should follow daily and also discussed about how to encourage children to be a good citizen for the

society. The finalized questionnaire used for the analyzing the opinion of the parents is given in Appendix II.

b. Conduct of meeting for the teachers

Ordinary Teachers can bring about extraordinary transformation in the society. Teacher should practice what they preach. Teachers are the role-model for their children. Their actions convey more than their words. Children learn values from what the teachers ARE rather than from what they SAY. Teachers make a maximum impact on the personality of children in the formative years. Children imbibe virtues and vices knowingly and unknowingly from these role models. Teachers demonstrate the appropriate behaviour of their children by their actions. Teachers must have healthy attitude and should possess rich values.

Therefore, the interaction programme for teachers was conducted for six months from September 2015 to February 2016 from I-VIII Standard. The meeting was conducted once in a month. It was organized in the classroom and the totally 16 teachers were participated in this meeting. There was an interactive session in this programme where all the teachers took part in it. During this programme the investigator explained the importance of human values to be inculcated among the elementary school children and also the role of teachers in helping the children to live up with their values. The teachers were taught how to inculcate human values among elementary school children with the help of audio visual aids, posters, charts, slideshows, activities and group discussion. Many suggestions were also given by the teachers in the meeting in order to improve the aim that was targeted. The finalized questionnaire used for the analyzing the opinion of the teachers is given in Appendix II.





c. Conduct of educational programme for the selected elementary school children.

Educational programme on value education instills educational and cultural values among children and aims at achieving multi-faceted development of a human being namely intellectual, physical, spiritual, and ethical development. The values incorporated in a value-based training programme may include cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility, and freedom. The main purpose of holistic education is to prepare children to meet the challenges of living as well as academics. Multiple studies have reported that value based education is a holistic




approach to children' education, one that provides complete education of body and mind through innovative approaches and critical educational thinking (Iyer, 2013). Educational programme on value education is teaching and learning about the ideals that a society thinks is important. The aim for children is not only to understand the values, but also to reflect them in their attitudes and behaviour and contribute to society through good citizenship and ethics. Moral education, character education, ethics and philosophy have attempted to do similar things (School Connects Blog, 2018).

Hence, the educational programme for inculcating human values among elementary school children was found very important as it will help the children to find their place in the world and build their self-confidence. It is a need to introduce educational programme on human values in schools as it helps to approach value education as a mean to counter exceptional cognitive curriculum and to report issues of behaviour, discipline and social attitudes.

Selective Teaching methods adopted during the educational programme based on NCERT guidelines are given below:

Methods Adopted	Description	Pictorial presentation
Silent sitting	Silent sitting , an important strategy that helps to strengthen the inner being act as a warm-up exercise for the children. It is practiced for two minutes before starting the class to improve self-confidence, ability to get along with others, reduce negative emotions and experience calmness and inspiration.	
Visual experiences	"A picture is worth a thousand words" . Learning through visual experiences such as symbols, drawings, poster, charts, cartoons, graphs, photographs and pictures, and auditory and kinesthetic experiences compared to verbal mode, are less abstract and more powerful for communication of attitudes and values and forming imagery at the early primary years of schooling.	
Role plays	Role plays are used for projection of ideas or values. The process of acting out helps in better understanding and reinforcing the importance of values. Role plays can be conducted according to the age groups. The children will get to know the exact attitude behind a particular situation.	
Stories	Stories have always been considered to be the best way to get across an important value based message. The stories serve the purpose of providing inspiration to children to boost their spirits in times of stress and conflict and may give new direction to the life of a person. Story telling being a powerful technique should be given to the children so that it will leave a perennial impression on the minds of children.	

Methods Adopted	Description	Pictorial presentation
Anecdotes	<p>Anecdotes are accounts of real life experiences which portray genuine human feelings and expressions. It could be an event which creates a lasting impression on children. The anecdotes depicts conflicts, dilemmas, human acts and approaches to deal with different life situations, drawn from home, school, classroom contexts portraying values important for children can be integrated with curricular areas.</p>	
Group singing	<p>Group singing is important as values in the lyrics of the song remain in the consciousness for a long time. Group signifies unity towards a common goal, co-operation, discipline, self-restraint and the spirit to accommodate. The songs that reflect good thoughts and feelings of sacrifice, universal love are to be concentrated which helps to inculcate values.</p>	
Group activities	<p>Group activities provide opportunities for learning of values concurrently. Development of fundamental values of love, tolerance, cooperation, peaceful co-existence, and respect for others is important. By working in groups, children learn the value of each other's sincere efforts, joy of doing one's best for the good of the whole group.</p>	
Questioning	<p>Questioning is one of the commonly used technique in traditional classroom teaching to test knowledge and grasp materials learnt by children. Its intended purpose is basically to raise the curiosity of children. Questioning is an art and skill used for assessment, development of creativity, and value clarification. Teachers by asking open ended questions make the children to think and respond.</p>	

Methods Adopted	Description	Pictorial presentation
Discussion	<p>Discussion can serve as a means for other children to deliberate on certain social, political and moral issues where values, as such, are not the focus of discussion in their own right but are underlying the topic. Discussions can help children become aware of the variety of ideas and viewpoints, be tolerant to the different views, can help them clarify their own views through the effort of having to get across to others, can help them resolve a dilemma or clarify their values.</p>	
Games	<p>A game is a structured form of play, usually undertaken for entertainment or fun and sometimes used as an educational tool. From art point of view it is an expression to keep the body physically and mentally fit.</p>	
Exercise	<p>Exercise is a bodily activity that enhances or maintains physical fitness and overall health and wellness. It is performed for various reasons, to aid growth and improve strength, preventing aging, muscle development, hone the athletic skills and also for enjoyment. The children are in need to teach exercises to tone and enhance the muscles as well as to refresh their minds and keep them afresh.</p>	

Audio visual aids used during the educational programme are presented in Plates 1 to 7

AIDS USED FOR INCULCATION OF HUMAN VALUES

Age appropriate CHORES

2-3 YEARS	4-5 YEARS	6-8 years
<ul style="list-style-type: none"> • Make bed • Pick up toys and books • Put laundry in hamper • Help feed pets • Help wipe up messes • Dusting 	<ul style="list-style-type: none"> • Clean/set table • Load dishwasher • Take laundry to laundry room • Match socks and fold • Put away laundry • Cleaning room 	<ul style="list-style-type: none"> • Empty dishwasher • Clean bathroom, toilet and sink • Help pack school lunch • Pull weeds and rake leaves • Water the plants • Collect trash from dustbin
9-11 YEARS	12+ YEARS	
<ul style="list-style-type: none"> • Clean toilet • Take trash to curb • Vacuum • Mop floors • Cutting grass • Food preparation(wash, cut, dice) • Walk pet 	<ul style="list-style-type: none"> • Baby-sit siblings • Clean windows • Ironing • Clean interior/exterior of car • Cook simple meals • Laundry • Clean refrigerator • Make grocery list 	


What does it mean?	Characteristics
<p>make good choices</p> <p>caring about yourself and others</p>	<p>on your own without being told</p> <p>trustworthy</p> <p>dependable</p>
RESPONSIBLE	
Examples	Non-Examples
<ul style="list-style-type: none"> - Keep your desk clean - pick up papers - finish work - put materials away - stay on task-focus - ignore people 	<ul style="list-style-type: none"> - messy desk - unfinished work - tell people answer - copying other people
WHAT I have LEARNED	

PLATE 1: CHARTS

Parents are their children's first and most important teacher.

At home, parents are responsible for:

- Establishing high expectations for their children
- Impressing upon children the importance of hard work and their responsibility for learning
- Creating a home environment that supports learning, including:
 - Letting children know that school is important and that they take it seriously
 - Providing a quiet place at home for study
 - Making sure their children do their homework and do it well



10 WAYS TO BE A GREAT STUDENT

1	Come to school every day.
2	Have your supplies ready.
3	Keep your materials organized.
4	Pay attention in class.
5	Complete assignments on time.
6	Follow directions.
7	Ask for help when you need it.
8	Participate in class activities.
9	Follow all school rules.
10	Always do your best.

Respect


Good Manners are necessary to show respect for others

<p>Hello / Goodbye</p> <p>Say "hello" when you meet someone.</p> <p>Say "goodbye" when you leave them.</p>	<p>Please / Thank you</p> <p>Always say "please" if you are asking for something.</p> <p>Always say "thank you" if someone does something for you.</p> <p>Write a thank you letter for presents, unless you have said thank you in person.</p>
<p>Personal habits</p> <p>Avoid habits that are unpleasant for others to see:</p> <p>sneezing, nose picking, scratching body parts, leaving a dirty toilet.</p> <p>hear - loud burping, releasing wind, swearing, butting into a conversation.</p>	<p>Telephone manners</p> <p>Answer the phone politely with a greeting.</p> <p>Ask who is calling and who they would like to speak to.</p> <p>Offer to take a message if the person is unavailable.</p> <p>Always write the message down, and pass it to the correct person.</p>
<p style="text-align: center;">Treating others with respect</p> <p>Always ></p> <p>tell the truth.</p> <p>be a good sport - applaud and congratulate opponents whether you win or lose.</p> <p>be interested in what others have to say.</p> <p>hold doors open for people.</p> <p>wait patiently in queues - don't barge.</p> <p>tell parents where you are going and when you expect to be back.</p> <p>do what you say you will do.</p> <p>offer to help others when you can - carrying heavy bags, offering your seat to an adult or elderly person.</p>	
<p>Table manners</p> <p>Wait until everyone is seated before starting to eat.</p> <p>Avoid reaching in front of people. Instead, ask to have something passed to you.</p> <p>Use a knife and fork correctly and eat slowly - avoid licking knife or plate or gobbling food.</p> <p>Contribute to (not dominate) the conversation and always say "excuse me" if interrupting.</p> <p>Place your knife and fork together on the plate when finished.</p> <p>Wait for everyone to finish or ask permission before you leave the table.</p> <p>Offer to help with the cleaning or washing up.</p>	

Lion and Mouse

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse, very happy to help the Lion.

MORAL: Little friends may prove great friends.



Respect


RESPECT OTHERS YOUR SCHOOL YOURSELF



PLATE 2 : POSTERS


The Lion and the Cows

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Once upon a time there lived four cows in the forest. Everyday they used to graze together in a particular spot. They were all friends. One day a lion saw the cows grazing together.

The lion wanted to eat them so he went to catch them. When the cows saw the lion, all of them fought with him. The lion had to run away.




A few days passed and the cow quarreled between themselves and started grazing separately. One by one the lion killed all of them.

Moral of the Story: Unity is strength


The Farmer and the Crane

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There once was a farmer who was very worried about his crop getting eaten by the birds. So he laid a trap for the birds.

Next day he managed to catch a flock of the birds. A crane also got trapped in the net. The crane pleaded with the farmer for his freedom.




The farmer retorted: "You have been found in the company of these birds who were eating my seeds. So I will not spare you."

Moral of the Story; Bad company is harmful.

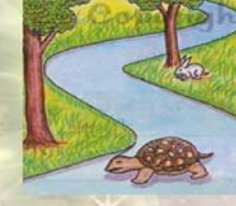
The Rabbit and the Tortoise

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Once upon a time there was a Rabbit and a tortoise. They were good friends. They used to meet and play every day. The rabbit always boasted that he could run faster than the tortoise.

So they decided to have a race. They chose a starting and finishing point. The rabbit ran really fast and soon left the tortoise far behind. He thought that tortoise is too slow and he can rest for a while.




So he stooped under a tree and went to sleep. Meanwhile tortoise kept walking the whole time and reached the winning point. When the rabbit woke up he saw that tortoise has already won the race.

Moral: Slow and steady wins the race.

Thirsty Crow

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There was a crow which was very thirsty. He searched for water everywhere. At last he saw a water pot near a well.

He looked inside the pot. There was very little water in the pot. The crow saw some stones nearby. He thought of a plan. He picked up some stones.



He put them one by one into the pot. The water level in the pot came up. The crow drank the water and flew away happily.

HONEST WOODCUTTER

Once there lived a poor woodcutter. He used to cut trees in the woods. One day he was cutting wood on the bank of a river.

His axe fell down into the river. He could not take the axe out. He sat on the bank and began to weep.



Mercury, the god of water appeared. She asked the reason of his weeping. The woodcutter told the whole story. Mercury dived into the water and brought a golden axe.

The woodcutter refused to take it.



Again she dived and brought a silver axe and he still refused.



Then she brought an iron axe. The woodcutter took it gladly. Mercury was much pleased. She rewarded the woodcutter with the other two axes.



Moral: Honesty is the best policy.

THE GREEDY MOUSE

A greedy mouse saw a basket full of corn. He wanted to eat it. So he made a small hole in the basket. He squeezed in through the hole. He ate a lot of corn. He felt full. He was very happy. Now he wanted to come out. He tried to come out through that hole. He could not. His belly was full. He tried again. But it was of no use.

The mouse started crying. A rabbit was passing by, it heard the mouse cry and asked "Why are you crying my friend?"

The mouse explained the whole story. The rabbit



said: "It is because you ate too much, wait till your belly shrinks". The rabbit laughed and went away.

The mouse fell asleep in the basket. Next morning his belly had shrunk. But the mouse wanted to eat some more corn. So he ate and ate. His belly was full once again. He thought: "Oh! Now I will go out tomorrow". The cat was the next passer-by. He smell the mouse in the basket. He lifted its lid and ate the mouse.

Moral: Too much of greed is harmful.

THE GOOSE WITH THE GOLDEN EGGS

Once upon a time, a man and his wife had the good fortune to have a goose which laid golden eggs every day. Lucky thought they were, they soon began to think they were not getting rich fast.



They imagined that if the bird must be able to lay golden eggs, its insides must be made of gold. And they thought that if they could get all the precious metal at once, they would get mighty rich very soon. So the man and his wife decided to kill the bird. However, upon cutting the goose open, they were shocked to find that the inside is just like that of any other goose.

Moral: Think before you act

GOOD MANNERS

1. SAY HELLO/GOODBYE



2. SAY PLEASE/THANK YOU



3. BE ON TIME



4. WAIT FOR YOUR TURN



5. SIT PROPERLY



6. ASK BEFORE MOVING



7. DON'T INTERRUPT OR YELL



CODE OF BEHAVIOUR

CARE

- *For others
- *For the school environment

COURTESY

- *Acknowledge others
- *Speak politely
- *Use good manners

RESPONSIBILITY

- *Be well presented
- *Be punctual and prepared
- *Do your best

RESPECT

- *Others and their property
- *School rules



PLATE 6: PUPPETS AND FLANNEL GRAPH

MONOGRAPH

INCULCATING HUMAN VALUES AMONG SCHOOL CHILDREN



By: Phibanrillin Pyngrope (Ph.D. Scholars)
Dr. (Mrs.) K. Manimozhi (Supervisor)

HONESTY



Honesty means being trustworthy, loyal, fair, and sincere.

Honesty is valued in many ethnic and religious cultures.

Honesty is telling the truth.

Honesty is trust.

Honesty is being true to yourself and to others.

Be honest with yourself, others, and God at all times.

Being honest means choosing not to lie, steal, cheat, or deceive in any way. No legacy is so rich as honesty.

Honesty is more than not lying.

It is truth telling, truth speaking, truth living, and truth loving.

"Honesty is the first chapter of the book wisdom."

LOVE



Love is caring and sharing.

Love is feeling safe.

Love is wanting good for others. Love is expressed as an action and experienced as a feeling.

Yet, love has an essence that resists defining in any single way – it encompasses compassion, determination, tolerance, endurance, support, faith, and much more.

Love isn't something you find. Love is something that finds you.

Spread love everywhere you go. Let no one ever come to you without leaving happier.

Love doesn't make the world go 'round. Love is what makes the ride worthwhile.

A flower cannot blossom without sunshine, and man cannot live without love.

Where there is love there is life.

PEACE



Peace is when we get along.

Peace is having positive thoughts for myself and others.

Peace begins within each one of us.

Peace cannot be kept by force; it can only be achieved by understanding.

Peace is not absence of conflict, it is the ability to handle conflict by peaceful means. Peace begins with a smile.

Peace is a journey of a thousand miles and it must be taken one step at a time.

While you are proclaiming peace with your lips, be careful to have it even more fully in your heart.

Peace is not merely the absence of war. It is also a state of mind.

Lasting peace can come only to peaceful people.

HAPPINESS



Happiness is knowing I am loved.

Happiness is giving everyone good wishes.

Happiness is love and peace inside.

Happiness is when what you think, what you say, and what you do are in harmony. It is not how much we have, but how much we enjoy, that makes happiness.

Happiness is not something readymade. It comes from your own actions.

Happiness cannot be traveled to, owned, earned, worn or consumed. Happiness is the spiritual experience of living every minute with love, grace, and gratitude.

Be happy with what you have and are, be generous with both, and you won't have to hunt for happiness. Happiness can exist only in acceptance.

CO-OPERATION



Co-operation is helping one another.

Co-operation is working together with patience.

Co-operation is collective effort to reach a goal.

Cooperation is the process of groups of organisms working or acting together for their common/mutual benefit, as opposed to working in competition for selfish benefit.

Honor bespeaks worth. Confidence begets trust. Service brings satisfaction. Cooperation proves the quality of leadership. The only thing that will redeem mankind is cooperation.

The keystone of successful business is cooperation. Friction retards progress.

Through mutual understanding, sincerity and goodwill, and with great wisdom and broad views, the leaders on both sides should jointly initiate new opportunities for peace, stability, cooperation and mutual benefit.

RESPONSIBILITY



Responsibility is being fair

Responsibility is doing my share of the work

Responsibility is taking care of myself and others

We are made wise not by the recollection of our past, but by the responsibility for our future.

You must take personal responsibility. You cannot change the circumstances, the seasons, or the wind, but you can change yourself.

That is something you have charge of.

A hero is someone who understands the responsibility that comes with his freedom.

One's philosophy is not best expressed in words; it is expressed in the choices one makes... and the choices we make are ultimately our responsibility.

If you take responsibility for yourself you will develop a hunger to accomplish your dreams.

Rank does not confer privilege or give power. It imposes responsibility.

SIMPLICITY



Simplicity is natural and beautiful.

Simplicity is putting others first.

Simplicity is appreciating the small things in life.

Childhood means simplicity. Look at the world with the child's eye - it is very beautiful.

In character, in manner, in style, in all things, the supreme excellence is simplicity.

Don't get me wrong. I admire elegance and have an appreciation of the finer things in life. But to me, beauty lies in simplicity.

Simplicity is the ultimate sophistication.

Simplicity is the glory of expression.

Simplicity is the most deceitful mistress that ever betrayed man.

There is no greatness where there is no simplicity, goodness and truth.

PLATE 7 : MONOGRAPH

C. Evaluating the Impact of the educational programme conducted

According to Ibarra-Saiz (2020), evaluation is assessing and judging the value of a piece of work, an organization or a service. Its main purpose is to help organizations reflect on what it is trying to achieve, assessing how far it is succeeding and identifying required changes.

Evaluation is an independent, systematic investigation into how, why, and to what extent objectives or goals are achieved (Twersky and Lindblom, 2012).

After the programme, the evaluation was carried out every month for a period of six months, in order to assess the change in behaviour and attitude and also the outcomes of human values inculcated among the selected elementary school children before and after the training programme.

Impact of inculcation of human values among elementary school children was assessed in terms of:

1. Impact on the selected elementary school children
2. Impact on parents and teachers

1. Impact on the selected elementary school children

The impact of the educational programme on human values on the selected elementary school children was evaluated on the following lines:

- a. Knowledge gained
- b. Attitudes developed
- c. Perception and practice of human values by the selected elementary school children.

a. Knowledge gained by the selected elementary school children

Knowledge is habitually defined as a belief that is true and justified. The philosopher Plato famously defined knowledge as "justified true belief". On the other hand, knowledge is a familiarity, awareness of understanding of someone or something, such as facts, information, descriptions, or skills, which acquired through experiences or education by perceiving, discovering or learning. (Tholappan, 2015)

Knowledge was operationalized as the amount of information the school children possessed regarding human values both prior to and after the educational programme. The extent of knowledge gained has to be assessed using a knowledge check/inventory comprising questions related to various aspects on human values such as personal, social, spiritual, emotional and moral values. Based on the pilot study, the knowledge inventory was developed by the investigator and checked by the subject experts. The results was prepared and presented in Chapter IV Results and Discussion. Appendix IV presents the knowledge check/ inventory used before and after the educational programme.

b. Attitudes developed by the selected elementary school children

An attitude is an evaluation of an object of thought. Attitude comprises of anything a person may hold in mind, ranging from the mundane to the abstract, including things, people, groups, and ideas (Bohner and Dickel, 2011). In order to obtain the right reflection of the children's attitude towards human values, an attitude check or inventory comprising questions selected to various aspects of human values was developed by the investigatory and checked by the subject experts.

The attitude check or inventory used prior to and after the educational programme is given in Appendix V. The result was analyzed and presented in Chapter IV Results and Discussion.

c. Acceptance and practice of human values by the selected elementary school children

In addition to possessing adequate knowledge and favourable attitudes, it is essential to analyze the acceptance and practice of human values among elementary school children. The acceptance and practice was evaluated every month for a period of six months by administering the same questionnaire months containing the dimensions of personal, social, emotional, spiritual, and moral values which were used before the educational programme and also the answers received from the parents and teachers were also recorded by the investigator. The results were analyzed and presented in Chapter IV Results and Discussion.

2. Impact of educational programme on parents and teachers

In order to find out the right reflection and opinion regarding inculcating human values among elementary school children with the change in values, behaviour, and attitude among the children at the completion of the human values educational programme, the parents and teachers opinions and suggestions were recorded before and after the educational programme. These were analyzed and presented in Chapter IV Results and Discussion.