

CHAPTER II

REVIEW OF LITERATURE

The literature pertaining to the study on "**Analysing the Impact of Inculcating Human Values among Selected Elementary School Children**" is reviewed under the following headings

- A. Importance of education
- B. Meaning, classification and stages of value development
- C. Need for human value education among elementary school children
- D. Methods of inculcating human values among elementary school children
- E. Studies related to human value education among elementary school children
- F. Studies related to the role of parents and teachers in inculcating human values

A. IMPORTANCE OF EDUCATION

Education is an important issue in one's life. It is the key to success in the future and to have many opportunities in our life. Education has many advantages for people. For instance, it illuminates a person's mind and thinking. It helps students to plan for work or pursue a higher education while graduating from university. Having education in an area helps people think, feel, and behave in a way that contributes to their success, and improves not only their personal satisfaction but also their community. In addition, education develops human personality, thoughts, dealing with others and prepares people for life experiences. It makes people have a special status in their own society and everywhere they live in. Education polishes people's mind, reinforces thoughts, and strengthens the character and behaviours toward others. It equips us with information in various fields in general and our specialization in particular; especially what we need to master in our job career. Therefore, without education we may not survive properly nor have a decent profession. Education makes us view obstacles as challenges to overcome with no fear; facing new things. It is the main factor behind successful people and the merit of developed countries. Therefore, education is deemed a real success behind any future success (Beninhof, 2020).

The new National Curriculum Framework for School Education will be expected to make changes in textbooks by December 2020 based on the National Policy on Education (2020), formulated by the Government of India to promote education amongst the people. The policy covers elementary education to colleges in both rural and urban India. In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019 which discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children (King and Reiss, 2020).

Education is most important for everyone. Education plays a very important role in our life. For living a luxurious life or for living a better life, everyone should be educated. Education is that which transforms a person to live a better life and even in a social well-being. Education is the one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives a lot of knowledge in whatever aspects. Education plays a vital role in our dreams in the personal growth. Being educated and earning a professional degree prepares us to be a part in reputed organizations, companies or institutions. For determining what is good or what is bad, education will help. A person who gets good education will become a good citizen, more dependable worker. Without education a person is incomplete, so education makes man a right thinker and a correct decision maker (Knox et.al, 2020).

Education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is a formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instructions in school. Education is the lifeline of human livelihood which harnesses the value, thoughts, ethics, culture, humanity as well as others attributes of a human character. It is a methodological effect towards learning basic facts about humanity (Tripathy, 2020).

In broader terms, education means acquiring various skills in diverse fields that are vital to our life. These skills can be acquired by classroom training and during course of our life, classroom education is generally deemed as formal education. Whatever we learn and imbibe during our lifespan is informal education. Education provides us with knowledge about the world. It paves the way for a good career. It helps build character. It leads to enlightenment. It lays the foundation of a stronger nation. Education makes a man complete. Kautilya, an Indian philosopher, royal adviser and professor of economics and political science very rightly underlined the importance of education, some 2000 years ago. He has highlighted the fact that education enriches people's understanding of themselves. He has said that education is an investment in human capital, and it can have a great impact on a nation's growth and development (Aksoy et.al, 2019).

The present day education system in India has come a long way and the age old traditions have undergone a new makeover. Government of India is doing lots of efforts in this field so that the objective of inclusive growth can be achieved very soon by it. The government is improving the country's education status to enhance the standard of living of the people and also to achieve other goals like, overcoming the problem of poverty and unemployment, social equality, equal income distribution, . Education contributes to the individual's well-being as well as the overall development of the country. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. Thus, the importance of education can't be ignored (Chacko, 2018).

Education is one of the most powerful instruments known for reducing poverty and it lays the basis for economic growth. It is fundamental for the construction of democratic societies. For individuals and for nations, education is the key to create, apply and spread knowledge. Rapidly growing economies are marked by social fragmentation and economic divisions but have the potential to become the drivers for shrinking social divisions and creating opportunities for all the citizens. Carefully designed educational policies become a solution for most of the economic and social problems by offering formal and non-formal educational activities (Tvaronaviciene, et al., 2018).

Education should help us to discover lasting value, unfortunately the present system of education is making us submissive, emotional and deeply thoughtless. The

importance of education goes beyond the concept of being literate. Education today has become synonymous, with being a well-informed, thinking person. Education also provides opportunities to interact with people from different walks of life. Education means to go beyond the degree and continue to achieve by acquiring knowledge (Arpaci, 2017).

The ideal of education has been very grand, noble and high in ancient India. According to Herbert Spencer, (1820-1903) the aim of education is to provide 'training for completeness of life' and the moulding of character of men and women for the battle of life. The history of the educational institutions in ancient India shows how old is her cultural history. It points to a long history. In the early stage it is rural, not urban. British Sanskrit scholar, *Arthur Anthony Macdonell* says "Some hundreds of years must have been needed for all that is found" in her culture. The aim of education was at the manifestation of the divinity in men, it touches the highest point of knowledge. In order to attain the goal the whole educational method is based on plain living and high thinking pursued through eternity (Chahar and Singh, 2017).

Education develops the capacity to learn, to read and to use math, to acquire information and to think critically about that information. Education is also a gateway to all higher levels of education that train the scientists, teachers, doctors and other highly skilled professionals that every country, no matter how small or poor, requires. Research also indicates the contribution of education to better natural resource management including conservation of the tropical forest (McKinley, et. al., 2017).

Education, which has a fundamental role to play in personal and social development, has been used to create a more skilled work force, but often at the cost of the development of the whole person. The long-term goals of human values and moral principles tend to become less important when they have to compete with more immediate economic considerations. Furthermore, whether industrialized or industrializing, many countries in the region are still in the process of democratization and require enormous effort in the dissemination of the principles of universal values, such as human rights for all, and in the promotion of a culture of peace and tolerance (Sharma and Rai, 2017).

The aim of education has been determined by philosophical, social, economic, political and cultural norms of the society. Education must be capable of stabilizing social

order, conserving culture in the society and acts as an instrument of social reconstruction. Education should not only preserve the social heritage but also be able to enrich it. Education being a multipurpose process not only inculcates social, economic and cultural awareness in humanity but also an important medium for grasping and promoting life enhancing values among human beings. The education can decide the fate and future of our society or country. It equips the youth of the nation to the rational and pragmatic approach of life. It helps the society to value life and work for the betterment. Unless proper education is provided, it will be panic and chaos for the youth in the country. It is the education which makes the system value based and adheres to the accepted norms of the society. The purpose of education is self-affirmation and not self-negation. (Shrivastava, 2017).

Education gives us the knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. People debate over the subject of whether education is the only thing that gives knowledge. Some say education is the process of gaining information about the surrounding world while knowledge is something very different. They are right. But then again, information cannot be converted into knowledge without education. Education makes us capable of interpreting things, among other things. It is not just about lessons in textbooks. It is about the lessons of life. Education is must for every person living in this world. Doctors, scientists, farmers, artists, writers and full-time nomads all work together to make this world a beautiful, diverse place. It has the power to make the world beautiful (Bhardwaj, 2016).

Education in India has its root penetrated deep into the history of Vedic period. The immense knowledge and its transfer through generations in the form of memorisation are still remains as a wonder for the mankind. Educational scenario in the past was restricted to elite class and purely residential. The present scenario characterised by institutions under various agencies running diversified nature of courses in face to face, correspondence, distance and online courses (Nath, 2016).

Education empowers minds that will be able to conceive good thoughts and ideas. Education enables students to do the analysis while making life decisions. Life gives various survival challenges for humans. But education guide to fight with failure and get

success in life. Education grows as values. If you have the skills but don't have the values then an educated person becomes useless. It is important for teachers, boards, syllabus creators to regulate topics to certain value goals. The value of education and its significance can be understood from the fact that as soon as we are born, our parents start educating us about an essential thing in life. A toddler starts learning new words and develops a vocabulary based on what his parents teach him. They educate him who is his father, mother, brother, sister, and how to behave with each person giving them due respect. They also impart him priceless knowledge about ethics and morals right from the beginning when he has a tender mind so that these qualities stay with him for his entire life in the form of conditioning (Nelsen et.al, 2019).

Education is the training by which the current of expression and will are brought under control and become fruitful. Education may be described as a development of faculty, not of accumulation of words (Toro and Joshi, 2011). Education is the process of instruction aimed at the all-round development of the boys and girls. Education dispels ignorance. It is the only wealth that cannot be robbed. It includes moral values and the improvement of character and methods to increase the strength of mind (Vijayalakshmi and Muniappan, 2016).

Education plays a significant role in schools, colleges, and institutions. Children were educated not only with knowledge but values as well. They are taught moral lessons at home and in school such as love each other, respect elders, avoid wrong things, avoid dishonesty, love the country, and evade jealousy. But our world at present is fill with crimes and is spread in every corner of the world. So it is the duty of an individual to change the society and nation as a whole (Kaur, 2015).

Education plays an important role to enhance the status of man in society. The great thinkers and intellectual class always focus on the quality education in India. Indian education in India is transferred from of British Kingdom. Time to time, Indian government modify the policy and direction of education in India. Through various five year plans, government of India framed different social and educational schemes and plan. Expected result of education is getting to society but again there is a need to introspect it in current scenario. Indian society is very complex having so many social problems which are interconnected to each other. Illiteracy in rural society is also a main hurdle in

education development process in India. Over population, poverty child labour, alcoholism, women exploitation are the main social problems interconnected with education system. Through basic and standard education, these problems can be solve and sort out effety. Education is the way group of people or animals within society. Learning styles are greatly influenced by how a culture socializes with its children and young people (Kartono and Dudhe, 2014).

Education is a basic human right and a significant factor in the development of children, communities, and countries opening classroom doors to all children, especially girls, will help break the intergenerational chains of poverty because education is intrinsically linked to all development goals, such as supporting gender empowerment, improving child health and maternal health reducing hunger, fighting the diseases of poverty, spurring economic growth, and building peace. Education empowers women and girls in economic and personal empowerment. The healthy choice of women helps themselves to enhance their families (Munthali et. al, 2014).

Education is a methodological effort to learn basic facts about humanity and the core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be continued and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his life through various mediums like society or government. Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also gives the knowledge of social conduct, strength, character and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from leaders and followers and then growing up to be the person we are meant to be (Tyner, 2014).

Education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined clement for the civilization of human society Not only does it help us develop healthy surroundings but it also generates an advance community. As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. This assists scientists in inventing

equipment and devices, resulting in a high technology nowadays. The more developed life becomes, and the more necessary education is for everyone. Although education has a significant influence on life, the average education is not the same in different areas. As a result, strategies are being made to solve the problems. Without education, life would be disastrous and detrimental. Consequently, to this day, we are trying our best to make education global and accessible for everyone particularly the poor and the disabled. There are still some places where the inhabitants are almost completely uneducated, causing a serious lack of knowledge. Additionally, every child should be given equal opportunities to learn and study. Because the development of a country depends on the standard of education, it must do everything in its power to improve it (Fisher and Frey, 2013).

The Indian education system is presently facing several issues and challenges. Education is a continuous process. It deals with over growing man in ever growing society. The importance of Education is today's need as it is the not only the development of intellectual skills and knowledge but also to effective growth and development of Indian Economy. The Education system needs to make students as learners' innovators, scholars, researchers and trainers (Sreenivasulu, 2013).

The importance of education is well supported by a speech made by US President, Barack Obama. In his national address to students across the nation, "Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide. "The process of discovering what's within never ends. Education paves the path to disillusionment. It wipes out the wrong beliefs from our minds. It helps create a clear picture of things around, and erases all the confusion. It kindles the flame of curiosity and helps awaken the abilities to question, and to reason. The more we learn, the more questions we have, and without questions, there are no answers. Education teaches us to find answers. It makes us more self-aware. It leads us to enlightenment. A direct effect of education is knowledge gain. Education gives us knowledge of the world around. It develops in us a perspective of looking at life. It helps us from opinions and develops a point of view. The information we are constantly bombarded with, cannot be converted into knowledge without the catalyst called Education. Education makes us capable of interpreting things rightly and applying the

gathered information in real-life scenarios. Education is not limited to lessons from textbooks. Real education is obtained from the lessons taught by life (Obama, 2009).

B. MEANING, CLASSIFICATION AND STAGES OF VALUE DEVELOPMENT

The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi-cultural society Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children's creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance as well as the values enshrined in the Constitution assume significance in the framework.

a. Meaning of values

Values regulate and guide human behaviour and action in our day to daily life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on. Values are complex mix of understanding, attitudes, beliefs, behaviours and skills. There are cluster of attitudes and beliefs associated with a particular value. Moreover values are overlapping and interdependent. Not only this, values assume different connotations in a particular context (Andueza, 2020).

The problem of declining values is multi-dimensional arising out of combination of major social forces such as globalization, materialism, consumerism, commercialization of education, threats to humanity due to climatic changes, environmental degradation, violence, and terrorism. These have led to insecurities, individualistic life styles, and acceleration of desires, misuse of science and technology, pessimisms, sense of alienation and other negative consequences (Brog, 2019).

Based on the online etymology dictionary, the word value originates from the Latin word *valour* which means *strength or health* (Lutz, 2019). According to Hornberger (2009) "A value is a belief upon which a man acts by preference". Nalini (2009) define

values as “values that are integrated experiences that touch simultaneously the dimensions of human adaptation, organic, social and cultural and transcend them in all their propriety towards orientation”. Values refer to objects the human beings consider desirable and worthy of pursuits in their thoughts feelings and actions. Value is defined as a "concept which is accepted by the sub-conscious mind". Values refer to objects that human being are considered as desirable and worthy of pursuits in their thoughts, feeling and actions (Sheshadri, 2009). Nicholas (2009) stated that “A value is a conception characteristic of a group to satisfy needs values constitute the base of action and can be tested in term behaviour.

Values are guiding stars which guide the path of the human being to choose the right alternative. Values play a supreme role in making of an individual, society as well as a nation. Behaviour and conduct of an individual largely depends on his values. Values shape one’s character and personality. Values are those principles which guide human behaviour and put meaning to the existence of human being (Kirkley, 2016).

Values have strong impact on human perception, judgments, and behaviour; however, they are described as less stable across a lifetime than personality traits (Parks-Leduc et al., 2015). The morality itself is recognized as a view of being good and bad or right and wrong based on certain set of norms and principles. Generally, morality is grouped into respect, responsibility, integrity, and honesty (Kaur, 2015).

Value is a belief regarding the preferability or unpreferability of a certain behaviour or something. Values, the good and desirable things, are the criteria that motivate and direct the human behaviours and affect the decision-making processes. Values are cognitive principles that direct and guide the preferences in human life. Values do not emerge automatically; they are taught and learned from the moment a child is born (Cooper,et. al., 2014).

Value means something which has a price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for. Values are a set of principles or standards of behaviour (Dhinakaran, and Sivakumar, 2014).

Values are closely related with aims of education. Values are part and parcel of the philosophy. Hence aims of education are naturally concerned with values. Values include

all important religions, beliefs, moral attitudes, philosophies of life, political ideologies . which not only help in sustaining the society and its culture, but also any significant change in these aspects bring about corresponding changes in the society and culture. Similarly in individual life, values have occupied an important place and they greatly influence the concepts and disposition (Gandhi, 2014).

Bhutia (2013) states that value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the common place, such as the belief in hard work and punctuality, to the more psychological, such as self - reliance, concern for others and harmony of purpose. Values form the central pole around which people organize their desire and ambitions and fashion their idioms of life. Values affect the feelings, emotions, thoughts, and attitude and in this way it influences the decisions and behaviour of an individual. Values play an important role in the motivation of a person's behaviour.

b. Classification of values

Immordino-Yang, et. al., (2019) emphasised that according to Dr. Awdhesh Singh (2009) every person does not follow the same path as his path would depend on the inherent values of the person. These inherent values are acquired by the man by virtue of his nature and also by his nurture. The effect of the family, society, nation and individual makes every person unique as he develops a unique set of values. These values decide the priority and lifestyle of the person. The values make the personality of the person and decide the growth of the individual, family, society, nation and the humanity.

1. Individualistic Values

The most inherent value of a person is individualistic which means valuing the self over anything else in the world. This is also the most natural value which is inherent in every animal of the world. The animals live for themselves without much bothering about the other animals. The only exception would be the mother animal which takes care of her child animal till the child grows up sufficiently to support itself. Every child starts with individualistic values and he wants everything in the world for the self and wants everyone to serve him. When the need of the child is not satisfied, he cries and do everything to get the need satisfied (Pitlik, 2016).

2. Family Values

The human species may be the most powerful specie in the earth but it is also true that human species is also the weakest specie. A human child does not learn to even walk for one year. If the child of the man is allowed to survive of its own, it just cannot survive. The support of family is must for the growth of every human child. It is for this reason that human species over the year has invented the concept of family that lives like one unit and supports a new born child till it becomes strong enough to support it. The concept of family has given rise to the family value where a family is considered to be the basic unit of the society instead of the individual. The family has right and power to control the other member of the family. In a family system, the members of the family divide their work in a way that all members perform complementary functions rather than performing same functions. For example, father earns the livelihood and protects the family being the strongest member of the family. The mother takes care of the family by cooking food, cleaning house and rearing children. The children on their part get these benefits free of cost from their parents but they have the family obligation to provide the same benefits to their children. Thus the family ensures the continuity of the value and tradition of the family (Quagrains, 2018).

In the family system, the interest of each member of the family is protected through an unwritten law as love and trust alone govern the management of a family. The parents do not seek any personal benefit when they give something to their children. The children to recognize the contributions made by the parents in building their lives and they not only pass on the same benefits to their own children but also take care of their parents when they grow old. The entire system of family value is maintained by tradition and trust. However, when family values are strong, it results in the reduction of individual freedom and decline in the individual values. Every person has to think for the family first and the self as secondary. This often kills the creativity of the man as he is never free to think as an individual (Adams et.al, 2016).

3. Professional Values

A society is made of not only families which are natural but also by origination which are artificially created to fulfil a specific requirement of the society. The government is one of the most important organizations which had been created to bring

order in the society. The government is further divided into different departments like police, revenue, defence which are needed to keep the country united and protect it from external aggression. There are many other organizations which are run by private persons or bodies which produce goods and provide service to the people of the nation and the world.

Every person has to join an organization to earn his livelihood and to contribute to the society. These organizations are designed to serve a specialized function of the society and thus need a set of value to keep all members of the organization motivated and united. Thus man develops a set of values due to his profession. The values of a police official are different than the values of a judge or a politician. Each profession has its own set of values which often contradict the values of another profession. Yet these values are necessary to keep the professionals united and deliver what is expected from them (Sagiv et.al, 2017).

4. National Values

The world today is divided into a number of countries and each country is sovereign and independent. However, in recent years the countries have started behaving like family members as the independence is gradually being replaced by interdependence in the globalize economies. If China is emerging as the manufacturing hub of the world, India has become the outsourcing and out-shoring hub of the world from where the different services are being provided to the world. Arab world is producing oil for the world and USA has taken the leadership role in creation of the knowledge and the Information Technology for the world. Each country is gradually becoming specialist in some specific task and getting the rest of the requirements fulfilled from the other countries of the world. Thus, just like individuals and families have to compete with and complement each other for their survival in a society, each nation has to compete with and complement with the other countries of the world. In order to make the nation stronger, certain types of values need to be cultivated in their citizen.

By virtue of independence, every country develops certain values which keep on evolving with time. The values of a nation represent its tradition, history and experiences of its people since its creation. The values of India and China are many thousands of years old while the values of the newly created nations like USA, Israel, Australia, and Pakistan

are quite new. The national values are often codified in their laws that seek to grant equality and justice to all its citizens. There, is wide diversity in these laws as the requirement of each country is different. The violation of national values is treated criminal acts which are punished by the State. Thus the countries with strong national values enforce their laws very severely as they keep the interest of the country over the interest of the individual (Bamber, 2018).

5. Moral Values

While the legal values of a country or society is documented and enforced, these are insufficient for the smooth functioning of the state. The ideal state is one where the State does not have to enforce any law as the citizens voluntarily follow the laws of the land. However, this rarely happens since all the State laws are drafted by the people who are in power or those who have influence on powerful people. These powerful people ensure that laws are drafted in their favour of few rather than in the favour of the masses. Thus over a period of time, the enforcement of laws creates a class of people who are extremely powerful and rich while the majority population live the life of haplessness and poverty.

However, the disparity and injustice created by law is largely reduced due to the prevalence of the moral values in the society which need not to be codified in the statute books. Yet the moral values are passed on from one generation to another by tradition. For example, the sanctity of the institution of marriage in India has kept the divorce rate to the minimum despite having the provision of divorce in the law books like any other western country. The moral laws are enforced jointly by the society. As every man desires to be loved and respected by the society, the moral values are often more powerful to keep the man on the right path than the legal enforcement (Amin et.al, 2017).

6. Spiritual Values

All values adopted by men create exclusivity in human beings as these values are different for every society and indeed for every man. The values are thus the source of conflicts in the world as every person or nation believes strongly in their values as right. Yet all these values are non-permanent and transient which changes with time and space. The values of the present generation are not same as the value of the previous generation.

Yet there is some ingredient in all values that never changes. It has remained same in long years of human evolution. These values are eternal as they never change. Therefore, often people call such values as spiritual or divine as it never dies and its origin too is not known.

These are the spiritual values. The spiritual values are often attributed to God and called divine. The spiritual values include love, compassion, justice, truth . It is the nature of the man to imbibe these values irrespective of his religion, race, culture or nationality. These values are so universal that all human beings seem to understand it without being taught. The spiritual values unite all human beings on this world. It is due to these spiritual values that we want justice and cannot see injustice in this world. The feelings of love and compassion cut across all barriers of religion, race and nationalities. The spiritual values cannot be eliminated from man and these are universal (Cooper, et. al., 2016).

Values can be categorized in many ways such as by their content (aesthetic, scientific, educational, economic, political, and social values), extensiveness (societal, national and global values) and process (exchange modes) modern and traditional values.

Amuthavalli and Sridevi, (2017) in their study portrays that Venkataiah (2004) gave the following classification for values. Values, in general could be classified broadly under five headings: Personal, Social, Moral, Spiritual and Behavioural values.

i. Personal Values: refers to those values which are desired and cherished by the individual irrespective of his or her social relationship explicit interaction with any other person. An individual can cherish and possess these values without affecting others. Personal values developed early in life may be resistant to change. Personal values are our private principles as the result of individual personality and individual experiences. Parents, teachers and one's peer group shape individual values. Ambition, cleanliness, contentment, self-confidence, courage, creativity, dignity, diligence, honesty, hope, punctuality, regularity are some of the personal values.

ii. Social Values: Man is a social being. Man needs the help of the society in his day to day life. Man has to work a lot for the social well-being. Social work presents him more satisfaction. This experience, due to his social activities can be called social value. A person dominated by this value shows a favorable attitude towards social workers and

social organisations. Social conformity, social sensitiveness, responsibility, adjustment, justice, sharing, social service, social loyalty, truthfulness, co-operation, social commitment, equality are some components of this value.

Social values show the ideal way of thinking and acting in a society. Increasing gap between ways of thinking and behaviour of an ideal society and actual world considered to be indicator and ignition for number of social problems. Therefore, it is important that the values of real world and ideal world should be overlapped. The word value reflects the importance, worth, desirability and the respect something gets in return (Orhon, Ulukol and Soykan, 2007). As a sociological concept, values refer to similarities and shared demands. Social values are moral beliefs and principles that are accepted by the majority so as to ensure the continuity of a society

iii. Moral Values: refers to those values which are related to an individual's character and personality conforming to what is right and virtuous. Moral values are acquired as a part of cultural evolution. Individual's morals are derived from society and government. In due course the moral values may change as laws. When society moves into the modern era the earlier system of laws may vanish. Faith, loyalty, nonviolence, obedience, purity, truthfulness are examples of moral values.

iv. Spiritual Values: refers to the perception of the "within", in man it arises from the inner depth dimension of man, it develops the capacity to see false as false and true as true, it is the key to the integration of man. E.g. Purity, endurance, meditation, and prayer.

v. Behavioural Values: refers to all good manners that are needed to make our life successful and joyous. They are those values which we exhibit by our conduct and behaviour in our daily life. Behavioural values will adorn our life and spread cordiality, friendliness and love throughout the world.

According to the study done by Janani (2016), the following classification of values is very much needed for our life to live peacefully and these are provided by the Educational Institutions.

Physical Values: Physical activities help the normal growth and muscular development of the body along with some values like games, mass drill, NCC, NSS, NGC, swimming, boating, yogic exercises, gardening.

Psychological Values: The Co-curricular activities provide to the child's psychological compensation. They play a significant role in the training of emotions. The pent-up emotions find effective outlet through the activities. When the mind is free of the emotional load, the alertness, precision, determination, self-control, courage . come into focus.

Civic Values: Experience like self-government, student council, organization of various activity clubs like sanitation club, red ribbon club, membership of various committees. provide for responsible behaviour, persistence in efforts and fulfilment of the tasks.

Social Values: Co-curricular activities are carried out in social environment, developing team spirit, fellow feeling, social unity cooperation, tolerance, brotherhood, goodwill. Activities like scouting, first aid, Red Cross develop social inclination, and compassion for the needy.

Moral values: Through sports pupil develop integrity, uprightness, impartiality, honesty and also fair play.

Academic values: Co-curricular activities like debate, discussions and supplement the class work and widen the bookish knowledge. Literary activities like symposia, recitations and publications of magazines enrich the knowledge of various aspects and language skills.

Cultural Values: Dramatics, folk dance, music, pageants, and celebration of social and religious function provide glimpses of our culture, which can preserve, transmit and develop our cultural heritage.

Aesthetic and Recreational Values: Sports, cultural programmes, dances, dramas give relaxation from the normal routine. Drawing, painting, fancy dress, fine arts, preparation of models, flower shows develop aesthetic sensitivity.

Improvement of quality of education is not the only reason for value education. The current resurgence of interest in education as a powerful means to inculcate values among students is also due to the fast degeneration of values in our country. Despite considerable progress made, our society is shaken by conflicts, corruption and violence. There has been distortion in our value system.

According to Singh (2007) values are broadly classified into five headings, namely,

- (i) Personal values
- (ii) Social values
- (iii) Moral values
- (iv) Spiritual values
- (v) Behavioural values

Kapani (2000) classified values as *Intrinsic values and Extrinsic values*

According to Campbell and Smith (2006), values are classified as physical values, economic values, utilitarian values, ethical values, aesthetic value, and happiness as a value, biological values, health values, recreational values and educational values.

According to Thapar et.al (2011), there are three types namely

- (i) Universal
- (ii) Cultural or ethnic and
- (iii) Individual or personal values.

According to Singh (2007), values are classified into six types such as individualistic values, family values, professional values, national values, moral values and spiritual values.

c. Stages of value development

Compatibility and responsive behaviour is necessary for meaningful living in all areas of human values. Values being determining factor for behaviour options is most significant factor in individual, interpersonal, organizational and social efficiency, effectiveness and total well-being. There are several stages in human development- physical, mental, intellectual and spiritual- from womb to the tomb. Similarly human values an element of mental development, also happens through several stages (Van Waes, et. al., 2016).

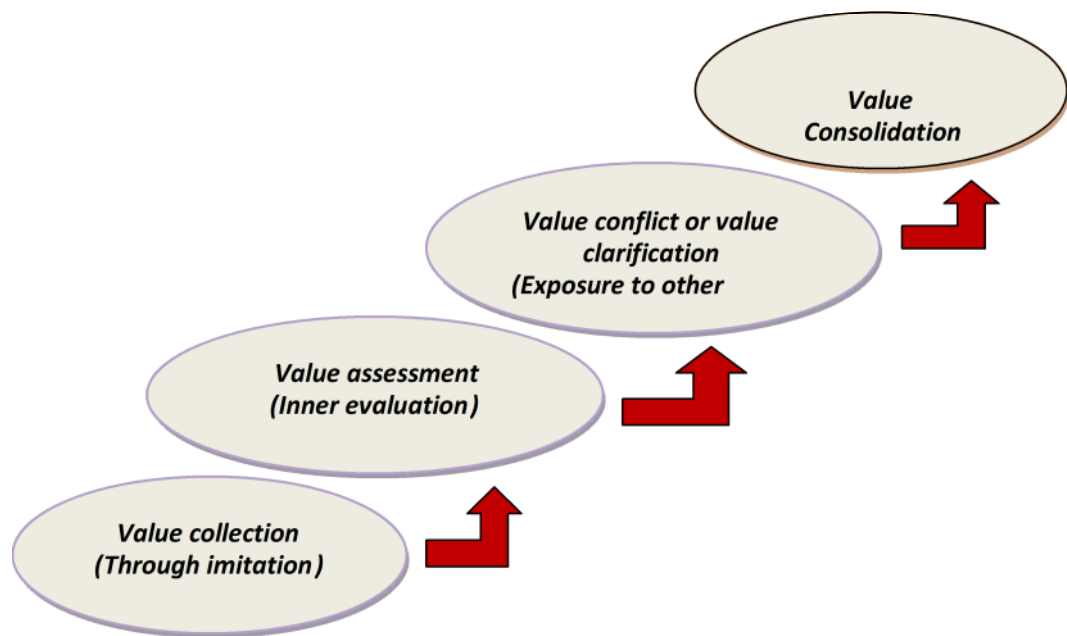
According to Lee and Bruvold (2003) value is the third level of affective development.

The first stage is that of value collection. During the early childhood days, when judgement is yet to develop, children observe and imitate the adult behaviour, particularly

the parents. The similarity of the behaviour brings in positive reinforcement to the child by the adults impressing upon the desirability of the behaviour. This continues beyond childhood. Values are collected (acquired) from members of the community (interpersonal and community values) teachers (classroom and academic values) and so on. As values are collected, and practiced through articulated behaviour as desirable and undesirable.

The process of value assessment within the individual takes place silently that helps the individual learn to choose and imbibe the values one cherishes. With greater and greater exposure to large number of people, the individuals often get exposed to alternatives and contradicting set of values. This leads to value conflict. One of the very subtle dimensions of value conflict is value clarification.

STAGES OF VALUE DEVELOPMENT



There are gaps between practiced and preached values, between values as understood by one and others. As one reflects and interacts with others-pears, elders and mentors- values get clarified, values are consolidated through these various stages. It is the consolidated values that provide predictability of human behaviour, and indeed, the very foundation of the personality, described as the style of the man or women. Value education

is necessary to support value clarification and value consolidation. Value education in fact, supports to strengthen positive forces for directing social changes to a desirable direction and to strengthen the social fabric that holds the people in a society together.

C. NEED FOR HUMAN VALUE EDUCATION AMONG ELEMENTARY SCHOOL CHILDREN

Value education is important to help everyone in improving the value system to hold and to use. Once, everyone has understood their values in life they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values. Thus, value education is always essential to shape one's life and to give him an opportunity to perform himself on the global stage. The need for value education among the parents, children, and teachers is constantly increasing as we continue to witness increasing violent activities, behavioural disorder, and lack of unity in the society. Value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a high level of perception. Today there is deterioration of values in the society. The values have been neglected not only at the social level but at the national level also. In the educational programs only mental developments have been stressed. In the modern age, the aim of education is all round development of personality (Abrori and Hadi, 2020).

Children when gained of values, the values will affect all life of children. The studies show that a child's character considerably forms within the first five years after birth. Besides, childhood is known as a period where children develop an ability of observation, go into action with interest and desire, get socialized and dominate the future society better than adults (Ayeb-Karlsson, 2020).

Values are complex mix of understanding, attitudes, beliefs, behaviours and skills. There are a cluster of attitudes and beliefs associated with a particular value. For example loyalty includes truth; peace is linked to commitment and justice. Moreover values are overlapping and interdependent. Not only this, values assume different connotations in a

particular context. As values are interlinked and also have different interpretation in different contexts, it is important to deal with the question of what values' in a particular a frame of reference. Attempt has been made to outline certain Core Value Concerns' with a cluster of attitudes and skills and the rationale for the same. Each school will identify values required to be nurtured keeping in view of their own priority of value, which will be appropriate to their cultural conditions and settings. Each school can develop a clear vision and charter of values to be included in its own mission statements which may not remain hidden and implicit as a matter of principle but not practice. (DEPFE - NCERT, 2019).

Value education is the positive effort towards bringing about a synthesis of different values in a human being. It is the teacher's role to foster human values through teaching in the classroom and follow those values. To the youth of today, the classroom messages are love, safety, security, belonging and warmth. Einstein remarked eleven: "try not to become a man of success but try to become a man of values" (Onder, 2018).

Today everyone is talking about value education, value based politics and value based society. Values are a set of desirable behaviour by following which it is good for the individual and also the society. This is the reason to demonstrate values instead of teaching. Two categories of people who make maximum impact on the personality of an individual in the formative years of life which remains all through the life are parents and teachers. Incidentally, it is this class of people who become role models as either good or bad, without their consent or knowledge. Parents, teachers, family, school, environment, friends, society and religion wield a great influence on the child. Academics and Co-curricular activities help in teaching values. Meditation, Value Based Education, Music, Self-analysis, Positive affirmations and Resolutions help in improving the character. The suggestions and words spoken by the parents and others affect the character and good conduct of a child. Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world-be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalization, commercialization and so on (Suprnai, and Hendracipta, 2019).

Man should fill his heart with compassion, always speak the truth and dedicate himself towards welfare of the society. The thought, word and deed of a man should

always be sacred. The heart not polluted by desire and anger, the tongue not tainted by untruth and the body unblemished by the acts of violence are the true human values. It is because of the lack of these human values that the country is facing hardships today. The parents and teachers should take note of the fact that only the students can restore the pristine glory of Bharat, which once treasure house of spirituality, but has now become the abode of worldly and ephemeral pleasures. Just as the parents is saddened seeing their children lagging behind in studies, so also Mother India feels sad seeing her children lacking moral and ethical values. Never forget that students of today are the future citizens and leaders of this country because even the ideal citizens and the noble souls were once students themselves (Neff and Germer, 2018).

Man seems to have compromised with his values, integrity and character, to earn more and more wealth. For this, it is noticed the excessive corruption, unlawful activities, brutal behaviour and immoral consumption, which is slowly breaking the backbone of our society, nation and the world. Education is an essential process for inculcating values to enhance the learner in such a way so that they can lead a life that is gratifying to the individual in accordance with the cultivated values as well as with the ideals of the society. Values are those tools which help them for betterment of the quality of life. The value forms the basics of character formation and the development of personality. The values that spring from within or the core of the heart, like love, humanity, compassion, kindness, appreciation, patience, lay the foundation for the external practiced values like fairness, discipline, punctuality and faith. It is important to recall that values are priceless, while valuables are priced. It is difficult to create value without the processes and orientations of other parts of the school system. If values are integrated with the educational system as a whole, the better will be the result of imparting values. Through quality teaching teacher can transfer true knowledge which helps to raise values among the students (Mondal, 2017).

Values form a significant aspect of development. Values are inseparable from life of the individual. Moral or value development is continuous, cumulative and highly interdependent process toughing all of the aspects of personality. Concern for value education is increasing in recent years as a result of crisis of values that our society is currently experiencing (Schwartz, 2017).

Values reflect ones personality, his attitude, behaviour, his mission and vision. Value oriented education can go a long way in curbing these fissiparous tendencies and inculcate the sentiments of unity and solidarity among various sections of the Indian society. The aim of moral values inculcation has remained most neglected one. Character is the foundation of self-development. Character formation requires the development of traits such as purity, perseverance, faith, sincerity, obedience, fortitude, veneration, humanistic tendency. Moral values lies in the educational philosophy of great visionaries like Swami Dayanand, Vivekananda, Mahatma Gandhi, Dr. S. Radha Krishnan, Dr. A.P.J. Abdul Kalam who with their intuitive powers could prefers that education without moral values would lead to chaos, restlessness, mental as well as social disorders. The moral education of student starts in house with parents. Parents tries to talk to their wards and tell them what is good and what is bad behaviour by giving various examples. Changing socio-economic situation keep the parents busy with their progression and personal issues and they leave the whole thing to schooling system (Shrivastava, 2017).

Education should develop all capacities of children. Education should kindle the feeling of oneness in children. Education should inculcate in the child independent and freethinking. He should be able to understand, apply, analyse synthesis and evaluate his activities. Children should grow physically, mentally, spiritually, emotionally and socially. In the present society, there has been hugely that the present education system is producing degree holders only. Incidents of intolerance, and immorality, are growing high. Now-a-days society negative values are getting an upper hand. Now we are observing violence, terrorism, religion, acid attacks also (Yashoda and Kumar, 2017).

Yashoda and Kumar (2017) emphasis that primarily two factors are responsible to affect value oriented development of personality wise:

a. Personal Factor: Age; physical development of an individual takes place in propagation with the growth of age. Thomson 1949 holds that the children at the age of eleven years try to understand the significance of human values and they try to behave according to the human values. Sinha 1964 studied the concepts of morality and immorality. It has been observed that children know what is moral and what is immoral. Intelligence; in day to day practice, do not consider a direct relation between intelligence and morality. This is in reference to the investigation done by Varma 1976 in order to

understand the difference between good and bad, proper and improper; it becomes necessary to give more scope to the student through the media of curriculum.

b. Environmental Factor: Family; home atmosphere is the most effective factor in the development of children. It is also important to know human values in family background. The children try to imitate the elders is copied by the youngsters Kohlberg 1981 studied the behaviour of parents and its effect on moral behaviour.

- i. School:** school extends the enrichment of home experience the experience that is difficult to be assimilated in a home atmosphere, is collected through the media of curricular, co-curricular and extracurricular activities. The effective school activities have a long standing and it becomes the part of the personality.
- ii. Society:** society is the important tool to inculcate the various values, viz. faith, self-control, pity, devotion to duties, freedom and co-operation. In it, there is an interaction in between individual to individual to society. This results in the change of individual behaviour.
- iii. Friend Circle:** moral development takes place in friendship circle. A good moral behaviour depends on the good company of friends. The presentation of values and its imitations are dependent on the values that are then preserved by ascertaining friend circle.
- iv. Social group:** an individual is affected by the ideals, customs and thoughts by the society in which he or she lives. It reflects through their behaviour and speaking, students absorb the changes according to the ideas with their timely change done by the society.
- v. Religion:** the ideals in religion play a dominant role in individual's life. This is so because the decisions taken by individuals are in reference to the ideals so created by religions.

Values education not only supports the responsibility, love and character education, but also comprises entrepreneurship, as well as acquiring basic human values, raising individuals who are at peace with themselves and others, creating an efficient school culture and protecting the social order. Educating students regarding values and ethics is an efficient step in forming a strong human character (Howard et al., 2004). It is required to mention the balance between the knowledge and values concerning the

importance of values education. A person who gets equipped with knowledge grows to maturity with human, ethical, social and cultural values (Sapsaglam and Omeroglu, 2016).

Value-based education is a tool which not only provides us with a profession which we can pursue but also a purpose in life. The purpose of life is undoubtedly to know oneself and be ourselves. The objective of education in a country like India, which has a glorious heritage and a boast of diversity in geography, culture, values and beliefs, is rarely seen in this wide world, should be to educate a student of the value system which is indispensable to live successful life (Bhardwaj, 2016).

According to Manichander (2016) to make the value aspect of our education programs more prominent, the following ideas may be incorporated in the educational programs

- a) Developing self-respect, awareness of self-growth, one's uniqueness, self-confidence
- b) Promoting selflessness, cooperative spirit of sharing.
- c) Cultivating respect for property, one's own and that of other
- d) Understanding the contribution of home towards the physical, emotional, cultural and spiritual development of young people
- e) Imparting clear direction on cleanliness, punctuality, use of refined language,
- f) Knowing of surroundings - visiting slums, villages, hospitals, orphanages, old people's
- g) Promoting civic scene, awareness of oneself as a member of a community, civic
- h) Awareness of one's strength and weakness, and also those of others. courtesy, proper manner, respect for elders homes duties
- i) Love of friends, classmates, and the not so fortunate
- j) Seeking to realize one's potentialities and talents, disciplined learning in academics, sports, cultivating the scientific temper Knowing the provision to promote human dignity and justice, patriotism, national integrity, international understanding
- k) Knowing the provision to promote human dignity and justice, patriotism, national integrity, international understanding.
- l) Dissemination of cultural heritage.

- m) Appreciating the useful views of others and their cultural traditions
- n) Propagation of value philosophy

Ethical knowledge which is considered as a moral behaviour, goes beyond simply knowing the rules or ethical codes of the profession, including voluntary actions which are deliberate and subject to judgment calls. This component is considered moral knowledge. It involves constant ethical judgment and implies confronting values /standards/ interests/ principles. For this reason, the study of ethical-moral way course of action for students is an issue that needs to be explored if we are to know how the ethical training of students occurs. It is closely related to moral education and to the development of critical thinking and reflection at university, playing a major role in the process of socialization, active citizenship and professionalization. (Frinkeler, Caetano and Ramos, 2012).

Values in education are like what virtues make of a human being. Value education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. While society today faces many pressures and pulls of modern day advancement education with its competitive marking system is creating a market oriented society. Children are being groomed to be professionals to capture the top salary jobs in the market. All the same while it is necessary to teach the child to fish instead of giving him a fish it is values that make a man. The family system in India has a long tradition of imparting value education. But with the progress of modernity and fast changing role of the parents, it has not been very easy for the parents to impart relevant values in their wards. Therefore many institutes today conduct various value education programs that are addressed to rising problems of the modern society. These programs concentrate on the development of the children, young adults, focusing on areas like happiness, humility, cooperation, honesty, simplicity, love, unity, peace (Indrani, 2012).

In India, most value education programs have been initiated by religious organizations. However, they are generally secular in nature and universal values like honesty, trust, responsibility, compassion are given prime importance. Sathya Sai Organization, Ramakrishna Mission, Ananda Sangha, Art of Living, Brahma Kumaris, The Chinmayananda Mission and many others are actively involved in promoting value education in their schools or in the form of informal or formal classes. Gandhiji said that 'formation of character should have priority over the alphabet' and Swami Vivekananda

said that ‘teaching of religion must be part and parcel of education’ which, according to him was essential to teach values. Over the years, however, value education has taken the back seat. (Jyoti, and Bhau, 2012)

Every aspect of man's life has values. Values permeates the whole of human existence and is a major factor in determining what kinds of human beings we are. Values are concepts, ideas and abstracts about which people think as important in life values are considered worthwhile. People care deeply about the things that they values (Deuze, 2011).

D. METHODS OF INCULCATING VALUES AMONG SCHOOL CHILDREN

Education for values aims at promoting broader capabilities, attitudes and skills that matter not just in schools but also life beyond schools, making the world a better place not just for themselves but also for their family, friends, colleagues and others. Education for values underpins the understanding that values are to be inculcated in students not just, for their own interest but also for the common good reflecting the balance between individual's interest and larger interest. Education in values also prepares student for the world of work. The attitudes and values of hard work, discipline, cooperation, and communication skills enable them to develop healthy interpersonal relationships at home and in school which in turn facilitates their better adjustment on the job. Values are learnt as we learn habits in the process of growing up. Learning of values takes place quite early in life by the word of mouth or simple commands from parents and other adults at home. In early years of life, prohibitions and parent identifications are the source of values (Mt and Mustaffa, 2019).

Marginson, (2018) emphasised the five approaches to value education by Superka, Ahrens, and Hedstrom (1976) are very important in this regard. They said that there were five basic approaches to education, including inculcation, moral development, analysis, values clarification, and action learning. Educators like Kohlberg, Piaget, Erikson and others believe that moral thinking develops in stages through a specific sequence. This approach assumes that all students' progress developmentally in their thinking about moral issues. Genetic structures of a person are mainly responsible how a person internalizes the content, and organizes and transforms it into personally meaningful data. The moral development technique presents a hypothetical or factual value dilemma story which is

discussed in small groups. Students are presented with alternative view points within these discussions which are assumed to lead to higher and more developed moral thinking. However the value dilemma story must present the following to make a dilemma appropriate:

- a real conflict for the central character,
- include a number of moral issues for consideration, and
- generate differences of opinion among students about the appropriate response to the situation.

The values clarification approach is based on the ideas and theories of Gordon Allport (1955), Abraham Maslow (1970), Carl Rogers (1969) and others. This approach requires students to use rational thinking and emotional awareness to examine personal behaviour patterns and to clarify and actualize their values. This approach is based on the belief that valuing is a process of self-actualization that involves the sub processes of selecting alternatives, reflecting on the consequences of chosen alternatives, honouring, affirming, and acting upon the choices.

The process of educating students for values is a process of inducing critical and reflective thinking, rationale choice and responsible behaviour. When we are educating students for values we are enabling them to think, to reason, to question and reflect, to care, feel concerned and to act accordingly. As has been aptly pointed out “Values are developed not by forcing people to memorize words by letting them to talk, ventilate the issues and search for their own values” (Paul, 2017).

The value clarification approach relies on internal cognitive and affective decision making process to decide which values are positive and which are negative as opposed to the inculcation approach that relies mainly on outside standards and also the moral development and the analysis approaches that rely on logical and empirical processes.

A sevenfold process descending the guidelines of the values clarification approach was formulated by Simon et al. (1972)

- choosing from alternatives
- choosing freely
- prizing one's choice

- affirming one's choice
- acting upon one's choice
- acting repeatedly, over time.

The teacher is required to design lessons in which the subject matter is used to develop character. The human and social science help to understand human behaviour and social environment in the very act or process of acquiring knowledge however is not the same as memorization and reproduction of information, certain attitudes, values, habits of thinking that concomitant to the pursuit of that particular knowledge get transmitted. Social sciences at the school stage are intended to broaden children's vision of society to qualify for good citizens. It also helps to impart the values of patriotism, loyalty, religious tolerance, national integration, truth, honesty. Mathematics is associated with logical thinking, order, decision making, neatness, sharing and equal mindedness, accuracy, perseverance, reasoning and analysing. History portrays the value of tolerance, patriotism, compassion, bravery, co-operation, loyalty, perseverance as evidenced from the lives of great people. Geography communicates interdependence of countries, unity in diversity environmental conservation. Crafts works help to cultivate aesthetic beauty, perfection, dignity of labour, work ethics, cooperation, team spirit, Language, besides encouraging communication and listening skills is intended to inculcate imagination, creativity, sensitivity, beauty, appreciation and emotional development (Dasari, 2017).

Meditation

Meditation helps to calm the body and the mind and thus enables the student to focus the thoughts and become more concentrated. In order to attain tangible results such as, improvement in memory, concentration, intuitive power and the development of calm and balanced nature, students should practice meditation regularly and patiently (Breedvelt et. al., 2019).

Prayers

In common parlance prayer means asking God for some favour, protection, help, guidance but is not the real meaning of the prayer. The habit of prayer must be deeply inculcated in the student. Its benefits are numerous. It develops faith, devotion and self-

confidence. It is a safe outlet for pent-up feelings and frustrations. It also improves memory and concentration and infuses strength and courage and confers mental peace. It should be undertaken more for the love of being in communication with the Lord, with feeling of complete surrender to the merciful will. It is the expression of noble thoughts and feelings. Practicing this daily in the school will be very helpful in inculcating the values of Truth, Peace, Love and Non-violence (Chik, and Abdullah, 2019).

Questioning

Questioning is one of the commonly used technique in traditional classroom teaching to test knowledge and grasp of materials learnt by students. Its intended purpose is basically to raise curiosity of students and elicit involvement for active learning. Questioning is an art and skill which can also be used for assessment, development of creativity and imagination, and value clarification. Thus the type of thinking it provokes depends on the type of questions asked. Selection of appropriate format of questions is also important. Format may be verbal, nonverbal, symbolic, and pictorial depending on the subject area and the context. Relevance, appropriate wording, clarity in expressions are important to communicate the intended purpose (Elwick, 2018).

Group activities

Group activities that follow the story provide a broad scope of learning experiences necessary for children to process and integrate the values of the lesson in their lives on all levels. Role-plays, service activities, drama and creative writing, attitudes, tests, value games and other activities reinforce the value discussed in the story. Many of these allow the students to apply these values in their daily life. Students will realize that their life at home, at school, the community and the world is more peaceful and joyful when they practice these values. Values must be practiced in thought, word and deed every day in order to fully manifest and realize the values (Ozsoy, et. al, 2018).

- a) Story telling
- b) Dramatization
- c) Episode writing
- d) Identification of values in learning prose and poetry

Religious celebration

The corporate life of school can be made an important medium of giving religious, especially moral education. Teachers and students get a golden opportunity of mutual relationship and listing and learning moral values (Renkema, et. al., 2018).

Visual Perception

Visual perception is the ability to interpret the surrounding environment by processing different information. Symbols, images, drawings, charts, posters, graphs and auditory and kinaesthetic experiences are concrete objects which are helpful in grasping the fact in comparison to verbal mode of instruction. It is also powerful tools for communication of attitudes and values and forming imagery at the early primary years of schooling (Caballero, et. al., 2017).

Silent sitting

Silent sitting has been considered an important strategy which helps in the habit of sitting quietly, strengthening the inner being or self, consolidating information received and retaining what is essential. It helps in concentration and assimilation, clear thinking, memory, health, vigour and also helps to be in tune with oneself. Some experiments have shown that silent sitting helps in improving self-confidence, ability to get along with others, reducing negative emotions and experiencing calmness and inspiration. Before starting the actual teaching, two minutes could be spared before beginning of the lesson in every subject. It serves as a warm-up exercise especially for younger children (Douglas-Jones, 2017).

Cultural programs

Cultural programs undoubtedly develop good and refined tastes and tell us about our culture. National, historical, social religious festivals can be celebrated. Folk-song, dramas, folk-dance, comedy dramas, folk stories can be performed in such cultural programs (Lee, and Feldman, 2017).

Role playing

As a particular play activity, role play is a type of imaginative play, where children assume roles outside their real world place. Role play allows children to construct

proximities between themselves and others in their lives. When children use role enactment, they have to reach consensus about the play theme, the course of events and the transformation of roles and play materials. Children further build relationship with other children or adults with whom they play (McConville, et al., 2017)

Sports and playground

The activities of the playground affect value education a lot. The qualities of cooperation, goodwill and equality can be easily done through sports activities. The value of punctuality and equality emerges in the playground so there should be joyous environment during the sport. The energy of the students should be utilized in sports. The degree of neatness and cleanliness of the school environment is an indication of the school's value (Tortella, et al., 2016).

Value clarification

Value clarification is used for problematic situation, with conflicting alternatives or equally competing values. This strategy allows one to choose one out of the two, reflect on what is chosen and what is valued by the person. It aims at helping students look closely at their ideas, behaviour, and attitudes thereby clarifying themselves what they really value. Imposing one's own ideas or moralizing what the teacher thinks is right or wrong is deliberately avoided (Fariyatul, and Bandono, 2017).

Story Telling

Educators used story telling techniques through meaningful narratives which are rooted in ordinary life setting to promote understanding and insight to human behaviour to influence practice. But the new understanding of how the mind works and how brain stores propositions and episodes in a different way, has over scored the traditional ways of communicating knowledge. Authenticate and persuasive tales, rooted in real world, to be communicated in such a way so that it is comprehensible and appealing to students for understanding values. Stories and examples of the lives of great personalities can include the emphasis that greatness achieved is not sudden but through patience, perseverance and practice (Mondal, 2017). Interactive art of using words and actions to reveal the elements and images of a story that enhanced the power of imagination of the learner is referred as storytelling which leaves a perennial impression on the minds of children (Dash, 2015).

Group singing

Group singing transcends artificial barriers of gender, ethnicity, race, and socioeconomic distinctions and inspires a spirit of unified community and cooperation. Devotional singing will cultivate love for God and promotes harmony of body, mind and spirit. It also fills the mind with pure thoughts and purifies the atmosphere. Students should be encouraged to sing and play musical instruments as it helps develop self-confidence (Pearce, et. al., 2016).

Discussion

Discussion can serve as a means for other students to deliberate on certain social, political and moral issues. In present era, people are faced with complex situations, dilemmas and issues related to social justice, human rights and freedom, environment, population control, peace and disarmament. It is important to realize that discussions can help students 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. Often, it may enable students to arrive at an agreement. It makes the student aware that certain issues cannot be resolved to everyone's satisfaction. Any kind of organized discussion should be followed by reflective exercises like what did they learn from the discussion. Identification of value issues suitable for different age groups with potentials for discussion is important (Mondal, 2017).

Radio

Prior to the emergences of television, radio are the best mass medium which in India has continued to be under the full control of the state. It therefore permits an environment which is controlled by the standard culture. The impact of radio therefore relates to social awareness, knowledge and role model besides entertainment (Keefer, and Khemani, 2011)

Newspaper

It also motivates the development of regularity so that generally newspaper reading becomes the habit of the individual. It develops in readers' awareness and knowledge of the events across the world, the social events which suggest how values are changing fast,

of heroes and villains, in the various arenas of human enterprise. It further tends to drive persons towards an enterprise. It further tends to drive people towards a critical analysis of the events sharing views with others (Keefer, and Khemani, 2011).

Magazines

A magazine creates a selective environment if it is of animal and nature of fairies, of kings, of politics, of religion, of films or anything else. Consistent and persistent interest in a magazine gradually builds in the individual typical attitudes and values communicated through the magazines. It is therefore an indicator and promoter of specific interest of the people. The mass media have a strong social cultural impact upon society. Also information available on computer and internet can be very useful for emotional development of children if they are exposed to right one (Keefer, and Khemani, 2011).

E. STUDIES RELATED TO HUMAN VALUE EDUCATION AMONG ELEMENTARY SCHOOL CHILDREN

A good and comprehensive education system is expected to create the necessary human capital and knowledge workers who will bring the country to greater heights. In this regards, a holistic education programme is needed which can equip students with both the hard and soft skills required as well as human values. In India Value Based Education is the real need of the hour. Imbibing the qualities of good conduct, self-confidence and high values would help students earn a significant place in society. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is ultimate thing that shapes person's self-realization (Dhanker, et. al., 2020).

The UN Sustainable Development Goals (SDGs) set the global development agenda until 2030. SDG Goal 4 is a pledge by the UN member states to ensure “inclusive and equitable quality education and promote lifelong learning opportunities for all”. This goal calls for countries to integrate values-based and action-oriented learning into their education systems. This target underscores the role of knowledge, skills, attitudes, and values and their practice to fulfil the purposes of education within the rubric of education for global citizenship and sustainable development (UNESCO, 2017). National education systems in most countries, in their curricular content and objectives, mention ethics and

values education including religious education and look upon the moral and character development of young learners as a key objective (Ahmed, et. al, 2019).

Kanchan (2017) investigated the study habits of secondary school students in relation to their family environment. Randomly, a sample of 100 secondary school students was drawn from government secondary school Muktsar district. Mean, SD and t-test were applied to find out the significant difference between groups. Product Moment Correlation was used to see the significant relationship between variables. The results revealed that significant difference was found between boys and girls in relation to their study habits and family environment. From the finding of the study, it was also concluded that there was a significant and positive relationship between study habits and family environment of secondary school students.

The moral values that represent the daily lives are directly related to educational world by having the guideline of components of educational moral values proposed by Veugelers. The present descriptive research explains the moral values reflected in English classroom at Ma'had Tahfizul Qur'an Rahmatullah Samarinda. This qualitative study was conducted among seventh to ninth standard students by using in-depth, open-ended interview, direct observation, and written document. The initial finding reveals that there are three educational moral value elements exist in the teaching and learning process, they are Value Transfer, Reflected Practitioner, and Participation and Dialogue. Moral Sensitivity was the fourth aspect found by the researcher on the second meeting conducted among the students. The researcher observed the teacher education on moral values for four times and the second level got repeated and the research was completed with a saturation point of teaching four moral values among the students. The more particular component of educational moral value which was found to be reflected in the classroom was Moral Sensitivity. Based on the data gained from interview, the teacher said that she is sensitive enough to see when moral value in terms of the students' action appear during the teaching and learning process (Ariyanti, et. al, 2016).

Sapsaglam and Omeroglu, (2016) analysed the social values by using experiment and control group. Random Pattern with Pre-test - Post-test Control Group was used among 40 children in two primary schools. For the educational program Love, Respect, Tolerance, Friendship, Helpfulness, Responsibility, Cooperation, Kindness, Self-Control,

Honesty are the 10 values used with respect to expert opinions. There is no statistically significant difference between the pre-test scores of the subscale of Onset Skills in the experimental and the control group ($U=164.00$; $p>0.05$). It was also found that by examining the pre-test score averages of the subscale of Academic Support Skills; it was observed that the score average is 36.60 for children in the experimental group and 38.55 for children in the control group. It could be found in the study that the pre-test scores of children in the experimental and the control group was very close to one another and there was no significant difference between them. This condition is associated with paying attention to criteria like preferring schools that would be located in the same neighbourhood, close to one another and have similar parent profiles while determining the study groups. Hence it was concluded that the Social skills are highly important for a sustainable social life. Children with advanced social skills become more successful in communicating with people, meeting the requirements of social life, participating in social environments, following the social norms and rules, and complying with the environment. Acquisition of these skills in early childhood years is important in terms of internalizing the skills and using them in social life.

Sherafat and Murthy (2016) conducted a study to understand whether government and private school students of Mysore are different on study habits. This investigation was carried out on a sample of 625 students of Mysore city in India which was selected through stratified random sampling technique. Results indicated that government and private school students differed on their study habits. Those students who were on private schools had better study habits in comparison of government school students.

Agrawal and Teotia (2015) investigated the relations of study habits and attitude towards education with respect to gender, area of school, and type of the school of secondary level students. A sample of total 400 secondary students, of class 9th from various government and public schools in East Delhi and North-East Delhi was taken. The descriptive statistics, Pearson's coefficient of correlation, and t-test were used for the analysis of data. The results implied that the study habits and attitude towards education were not correlated with respect to gender, area and the type of school. Public school students had better study habits than government school students. Results further revealed that government school students showed better attitude towards education than public

school student, but no significant difference with respect to area and gender variation was observed.

Feldman et.al, (2015) portrayed in their multi-national series of studies that there is a strong and consistent relationship between values and unethical behaviour. More specifically, unethical behaviour seems to be positively associated with self-enhancement values and negatively associated with self-transcendence and conservation. These results are a further incentive to look for the antecedents of today's epidemic of academic dishonesty in the domain of human values. The results reveal that people's low levels of Benevolence and Universalism as the root causes of unethical behaviour.

Kalaivani (2014) studied the effects of personalized system of instruction and conventional method of teaching on the total study habits and different areas of study habits of schedule tribe students. Sample of 20 students from each school was selected from all the students studying in 10th grade. The study revealed that personalized system of instruction (PSI) had been more effective in increasing the scores on preparation for examinations and environments of the school dimensions of the study habits as compared to that of the conventional method of teaching. Further PSI had been found to be more effective in increasing the total study habits sources of the tribal high school students in comparison to conventional methods of teaching.

The purpose of the values education is to create values and raise individuals who convert their values to behaviours. Values cannot be gained by telling or describing. They should be experienced directly, internalized and should be given with the feelings related to them. Values become identities by experience. The precondition of the values education is to prepare environment to the child where he can use his freewill. The education which is given by insisting, oppression and conditioning leads to actualization others requests rather than its own. One of the primary goals of education is to give the individual confidence and the consciousness of being an individual. The individuals who are not given that consciousness and subject to excessive socialization cannot be creative. In the excessive socialization, uploading knowledge predominates rather than knowledge generation. Lack of confidence and creativeness effects social development in a negative way. In that case, the societies have to make the individuals become active members of the society by teaching them the values that they have. To ensure that individual develop a

personality based on values is only possible with education. Values are not innate; however, they are learnt and transmitted through observation and interaction, which puts forward the responsibility of schools for values education (Türkkahraman, 2012).

Kumar (2014) studied the achievement of secondary school students in relation to their study habit in rural and urban areas by selecting a sample of 120 students from Rewari district of Haryana. Results revealed that significant difference was found between study habit and academic achievement. No significant difference of academic achievement was found between rural and urban areas. There was no significant difference found between achievement in girls and boys studying in 9th class of urban areas. Significant difference was found between boys and girls of urban areas with respect to their academic achievement. It was also found out that there was significant. Significant difference was found between study habit of boys and girls studying in 9th class in rural areas. In the last, it was found that there was no significant difference between study habit of boys and girls studying in 9th class in urban areas.

Ekeke and Telu (2013) investigated the home and its influence on students' study habits. A simple of 200 senior secondary school students was selected using random sampling technique. Percentage, mean and standard deviation were used to analyze the collected data. From the results, it was inferred that 67% of the subjects agreed that motivation from parents like provision of the recommended books influenced them to read at home. Also some independent variables like parent income, education and living abode influenced their wards' study habits.

F. STUDIES RELATED TO THE ROLE OF PARENTS AND TEACHERS IN INCULCATING HUMAN VALUES

“Home - A centre of love and affection is the best place for education and first school of child”. Dynamic parenting is the right solution for the present value crisis. If the nation has to prosper improvement, it must begin with parents. Without the harmony at home there is no peace at the nation. It is a fortunate fact that 90% of children are pampered and spoiled by the parents themselves. We have to give them a sense of inner peace and contentment and achievement so that they can look at the external indicators of success, in not only measure of wealth. If home is filled with clear fragrance of contentment and peace, all its occupants will be happy and healthy. The elders have a great

responsibility towards the generation that is coming up. In the upbringing of our children we have to give them an understanding of human values and a sense of control based spirituality. They should equip the children with certain factors such as: awareness of truth, a sense of responsibility, emotional maturity, communication skills, and awareness of intellectual development, sense of judgment and observation, cultural awareness development of personality, religious and spiritual values and leadership qualities (Fjelstad and McBride, 2020).

In school, children are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in school; they play a major role in inculcating their ethical behaviour. Peers at school diffuse boldness about cheating, lying, stealing and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing ethical behaviour in children. The teacher in order to modify the behaviour of the child employs various strategies and tactics to achieve the desired behavioural change in the child. They perform all these activities, because they think they are valuable for the purpose of view. As he teacher provides an environment of utility and a value to the child, in the same way, the child participates only in those activities which they consider useful and valuable to them (Moyer, et. al., 2020).

The importance of moral values in students' live that it is vital for teacher to apply an appropriate method to teach the students about morality because it is potential for the teacher to be blamed by society if the students misbehaves such as telling lies or disrespect to others. However, the students always observe their teacher at school especially when the teacher is teaching in the classroom. They are the truly master of imitating of what their teacher does especially for those who are still in the category of kids. Teacher' attitudes and behaviours can have an effect on the students' actions because the teacher the important role model for his students (Chowdhury, 2018).

The first school a child attends is his home and parents are the first teachers'. With the help of their conduct and behaviour they induce an influence on their children. They play a major role in inculcating values in their children. Values are essential for a sound character and personality. But at times due to their sheer negligence a child lacks morally

and ethically accepted values. The second major role is of a teacher. The teacher plays a very important role in the society and they are considered as nation builders, personality developers, guides. From ecological perspective, child is educated by the entire environment in which it grows and that environment is determined equally by the parents, teachers and society around (Coleman, 2018).

The role of home, school and society cannot be neglected in the degradation of values. Definitely the living styles of parents leave deep impression on the minds of children. Even the dynamic society, values and standards do not change quickly and some of them, at any rate, have an abiding significance. Cultural values, the gracious fruit of centuries of cooperative efforts and moral values, which is distinguished, which distinguish men from animals, have been totally changed in these years. The modern youth receiving education are losing their idealism and living in spiritual vacuum. Moral values have no respect now. Man fails to distinguish between right and wrong, good and evil. Highest respect is being placed on wealth and power. Religions have now become a private affair and stress is being laid on secularization of social relationships. Human relations are becoming impersonal and secondary (Singh and Gour, 2018).

Wang and Xing, (2018) states that since parents influence a child's moral and ethical aspect so much, they must be very careful in observing and practicing their own ethics and morals. In the presence of their children they must not intentionally or unintentionally do, say or act anything immoral and unethical. They must always remember children learn values indirectly more than directly. For example if parents wish their children to be hardworking, they must be hardworking themselves. Similarly if they wish their child to be truthful, they must practice truthfulness themselves, otherwise teaching morality to children will do them more harm than good.

The mother and the father are the first examples in social behaviour that children see before them and learn to imitate. It is only when parents show firmness in dealing with their children that they will develop along right lines. Children should not see their parents worried, helpless, discontented or distressed. Parents must be examples of the virtues, which they want their children to imbibe. When the child grows up to become a responsible citizen, he/she contributes back to the society many times over (Clegg and Legare, 2017).

The theoretical knowledge of virtue must be supplemented by adequate practice of good character, the school concepts like the school traditions, the tone of the school, co-ordination, and students, activities and opportunities provided by the school. Co-curricular activities afford opportunities for the training of character. A set off moral and ethical value is internalized by him and form part of an enlightened conscience that acts as an internal control on his character. The institutes of teacher education should take responsibility to prepare their students to achieve these goals (Gul, 2017).

Ethics is a standard of behaviour that tell us how human beings ought to act in the many situations in life. Students being the part of the society and tomorrow's nation's builders, ethics should be inculcated among the students. The study reveals that the ethical values varies based on the individual perception, it has a high relation between the ethics and the code of awareness. Teachers being the major role in transforming the students this analysis have been rated to know the perception of ethical values which is more essential for the students. The study reveals that the essential character that transform the values of the students was integrity which occupies the first position, it make the students to be honest in all their duties with commitment and responsibility, then occupies the discipline which transform the student to have self-control in them, next occupies the cooperation, good temper and efficiency which improve the values of the students to perform based on the situation and need (Shobana and Kanakarathinam, 2017).

It has been stressed again and again that nothing can be more helpful in moulding the child's moral behaviour than the teacher's own conduct. A Teacher has to set a high standard of moral behaviour before the child. The school plays a very important role in the moral values of the child. Through the organization of various curricular and co-curricular activities, teachers can foster among children various moral qualities. In the teaching of different subjects like languages and social studies. Dramas, games and sports provide many opportunities for an appeal to the moral sense of the students (Mohan and Subashini, 2016).

Maxwell and Schwimmer (2016) in his paper focused on the initiatives and challenges of promoting ethics in teacher training colleges. The study has concluded that without a well-defined education policy in favour of promoting teacher ethics education, efforts to that effect are doomed to fail. Student teacher minds are highly impressionable.

Tagore said a “Teacher can never teach unless he is still learning himself”. Thus unless the teacher educators have values, there cannot be any place for human values among student teacher. Teacher educators should ensure participation of each student teacher in all the college activities. Such appropriate education approaches and systematic teaching strategies will help to develop values among student teacher.

According to Singh (2013), 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. School, being first formal agency of education, also has equally important role to play in inculcation desired values among children. Foundation laid in the formative years of childhood plays a significant role in determining the development of organized personality of child and in developing him as a good citizen. It is the family, where a child learns different human values such as loving, sharing, living together, discipline, faithfulness, sincerity and kindness. A teacher can easily develop students into Compassionate and useful citizen by inculcating values that our society has cherished. Therefore a teacher must have a commitment to the nation, society and students. It must be ensured that the least restrictive and right kind of environment is created in schools for inculcating values.