

CHAPTER V

SUMMARY AND CONCLUSION

Education may be a systematic process through which a toddler or an adult acquires knowledge, experience, skill, and sound attitude. It not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character, and self-respect. The importance of education is to empower a private to achieve the longer term. Education is necessarily a process to inculcate the learners to steer an honest, productive, self-satisfying, and cooperative community life under the cherished values of humanity and ideals of the society. Education improves and strengthens the developmental capacities of people, communities, groups, institutions, and countries. The values given along with education help the children to enhance themselves in their personal growth and development.

The term Value comes from the Latin word 'Valera', which suggests being of worth, to be strong. Value means something that has a price, something precious, dear, and worthwhile. Values are the guiding principles of life that are conducive to all round development. They provide direction and firmness to life and convey joy, satisfaction, and peace to life. Values are those qualities that ought to be imbibed altogether to reinforce the development of personality.

Childhood is the right time to explore new things and nurture the items around them. Family is the first and most important school where good habits and values are nurtured in a child. Therefore, the parents must ensure the desired and righteous values should be developed among children. The school, being the first agency of education, also has an equally important role to play in inculcating living values among children.

Schools are strategically placed to inculcate knowledge and values among children and youth to improve the learning experiences which relates to the challenges of their everyday lives and in doing so; they play their appropriate role as exemplars of values and moral actions. Children in schools are only a part of the whole and carry with them a wealth of culture, language, habits, and attitudes. It is, therefore, essential that teachers know their children. The success of the initiative for value development in children

substantially depends on the vision, motivation, skills, attitudes, values, and behaviour of teachers themselves.

India is thus in need-based Education and Teaching System which inculcates values among the young children which they have to imbibe and embalm within them. The worth based education imparts social, moral, integrity, character, spirituality, and lots of more characteristics. It builds the qualities of humility, strength, and honesty during a person. They become better citizens of the country.

Therefore, the present study has been an attempt to impart and inculcate human values among elementary school children with the following objectives:

- To identify the human values possessed by the selected elementary school children.
- To formulate a curriculum to inculcate human value education among selected elementary school children.
- To impart human value education to the selected elementary school children for their all-round development through an educational programme.
- To evaluate the impact of human value education on selected elementary school children, parents, and teachers.

Hence, by taking up this research study on inculcating human values among elementary school children there will be a positive transformation in their attitudes, behavior, and character of the children, which can play a vital role for the betterment of the society. It will surely help in molding the future citizen dosed with the good qualities and let to live in the democratic setup and live up to our national expectations in exercising equality, fraternity, and justice.

Based on the review of related literature, the methodology for the present study was designed. The research design was used for the study to collect information from the selected elementary school children, parents and teachers.

The study on “Analyzing the Impact of Inculcating Human Values among Selected elementary school Children” was undertaken with a vision to shape the personality of a toddler in such a way that he/she becomes an enhanced learner, an

improved person, a superior worker, not only in terms of acquaintance, indulgent and skills but also in terms of living values and motives which provides significance and aiming to all his/her performance.

The procedure of the study comprised of the subsequent phases. For this study, the first phase was selection of one government and one private school at Coimbatore. 470 boys and girls studying from I to VIII standard comprising of 180 Government school and 290 Private school children was selected within the age group of 5-13 years were selected as samples for this study. The main tool used for the collection of data was a structured questionnaire and the responses obtained were coded, consolidated, tabulated, and analyzed statistically.

The second phase was the educational programme planned for all 470 children studying in I-VIII standard within the age group of 5-13 years. The course content which comprised of personal, social, emotional, spiritual and moral values, teaching methods, and aids were used for the inculcation of human values among elementary school children. Meetings and interaction were also conducted for 760 parents and 16 teachers with the help of audio visual aids and teaching methods.

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

In the third phase the impact of educational programme conducted was evaluated every month for six months, to access the change in their behaviour and attitude and also the outcomes of human values inculcated among the selected elementary school children before and after the programme. The impact of inculcation of human values among

elementary school children was assessed in terms of knowledge gained, attitudes developed, perception and practice of human values among them. The impact of parents and teachers was also evaluated based on their opinions and suggestions on the educational programme conducted.

Major Findings of the study

The major findings of the study are discussed under the following headings:

a. Findings related to Demographic Profile

Among the total respondents 290 children (Boys - 83, Girls - 97) are from private school and 180 children (Boys - 152, Girls - 138) are from government school. The private school children (82 per cent) and 69 per cent government school children live in nuclear families, 75 per cent of children from private school and 64 per cent of children from government school are from families with 1-4 members. Nearly half of private school children' parents (40 per cent) earn between Rs. 10,000-15,000 and 56 per cent of government school children parents earn between Rs. 5000-10000. The educational status of the parents depicts that 33 per cent fathers and 34 per cent mothers of private school children had their higher secondary and secondary level of education respectively whereas, 57 per cent of fathers and 47 per cent of mothers of government school children had their primary level of education and are illiterates respectively. The occupational status of parents reveals that 38 per cent of private school children fathers do business and 35 per cent mothers are home makers whereas, 87 per cent of government school children fathers and 44 per cent of mothers are skilled workers. The sanitation facilities like proper drainage and disposal of waste are still lacks behind when compared with the other facilities stated by 74 per cent and 89 per cent of private and government school children respectively. The other prime facilities like food, clothing, drinking water and lighting facilities are stated as satisfactory and adequate by both school children.

b. Findings based on the influence of educational programme

Personal Values: After the educational programme among the private school children the change in the personal value inculcation was measured and found that:

- Among I and II standard children the highest mean difference seen among boys is positive attitude (39 per cent) and the lowest mean difference is self-motivation

(Two per cent). The highest mean difference among government school boys was seen in loving others (41 per cent) and the lowest mean difference found was for the values self-confidence and self- motivation (Four per cent). Among private school girls the mean difference have increased in the aspect of good eating habits (30 per cent) and academically active (34 per cent) among government school girls.

- Among III and IV standard children the highest mean difference among boys is good eating habits (50 per cent) and the lowest mean difference is self-confidence (Three per cent). Whereas among government school boys, the highest mean difference in personal values is friendliness (34 per cent) and the lowest mean difference is self-confidence (Three per cent). Among private school girls the highest mean difference is found among goal setting (47 per cent) and very low in the aspects of self-confidence and self-motivation (Six per cent). When analyzing the government school girls it was found that friendliness (35 per cent) holds high mean difference and self-motivation (Four per cent) scores lowest rank.
- Among V and VI standard children the highest mean difference among private school is good eating habits (50 per cent) among boys and the lowest mean difference is self-confidence (Three per cent). The government school boys show high difference by 28 per cent for the value patience and the lowest mean difference is good eating habits and punctual (Five per cent). Among private school girls it was found that the mean difference have increased in the aspect of goal setting by (47 per cent) whereas the lowest mean difference is self-confidence and self-motivation (Six per cent) and for the government school girls the highest mean difference was for friendliness (37 per cent) and the lowest mean difference is self-confidence (Seven per cent).
- Among VII and VIII standard children the highest mean difference of personal values among boys is self-confidence (51 per cent) and the lowest mean difference is discipline (26 per cent). The government school boys have the highest mean difference for loving others (33 per cent) and the lowest mean difference is self-confidence (Five per cent). Among girls it was found that the mean difference have

increased in the aspect of self-motivation by (56 per cent) and the lowest mean difference is academically active (31 per cent) among private school girls. Whereas for the government school girls the highest and lowest mean differences are patience (36 per cent) and self-motivation (14 per cent) respectively.

In comparing the personal values from I – VIII standard children it could be understood that the major change has occurred in the values among private school boys was for self-confidence and self-motivation. For the children studying in lower classes it was very low (3-11 per cent) and for children studying in VII-VIII standard the value of self-confidence and self-motivation was 51 per cent and 30 per cent respectively. With respect to the government school children, discipline and patience among boys had a considerable improvement and positive attitude, self-confidence and self-motivation among girls is gradually improved. The boys are found to decline in their punctuality when going for higher classes.

Social Values: After the educational programme among the private school children the change in the social value inculcation was measured and found that:

- Among I and II standard children a high mean difference by 52 per cent among private school boys and the low mean difference for problem solving (5 per cent). Whereas, good co-operation (41 per cent) had highest mean difference among the government school boys and lowest mean is sociability and sharing material things (Four per cent). The private school girls show a high difference for being supportive by 58 per cent and the lowest mean difference is problem solving (Four per cent). The government school girls state that they have improved in the aspect of active participation (34 per cent) and were poor in sharing material things (Three per cent).
- Among III and IV standard children the highest mean difference among the private school boys is sociability (47 per cent) and the lowest mean difference is complimenting others (29 per cent). The government school boys reported that complimenting others (38 per cent) has high mean difference and effective communication (Three per cent) has low mean difference. Among girls the mean

difference have increased in the aspect of active participation by 42 per cent among private school girls and helping tendency by 35 per cent among government school girls. Whereas, the low mean difference was reported for decision making capacity (17 per cent) and problem solving (Three per cent) among the girls in private and government schools respectively.

- Among V and VI standard children the high difference is seen in respect others (44 per cent) among private school boys and the lowest mean difference among private school boys is sociability (26 per cent). Whereas, the highest mean difference among government school boys is helping others (41 per cent) and the lowest mean difference is problem solving (10 per cent). The highest mean difference identified among the private school girls is effective communication (49 per cent) and the lowest mean difference is encouraging and being supportive (20 per cent) while among the government school girls the highest mean difference is found with the value politeness (37 per cent) and the lowest mean difference is problem solving (Four per cent).
- Among VII and VIII standard children the highest mean difference among boys studying in private school is complimenting others (44 per cent) and the lowest mean difference is sharing material things (Nine per cent). With regard to government school boys, active participation and respect others (22 per cent) holds highest mean difference and sharing material things and sociability (Five per cent) holds the lowest mean difference. Among girls the highest mean difference was found for good cooperation (53 per cent) which is a valued characteristic that is essential for successful completion of the task and the lowest mean difference is sharing material things (11 per cent) among private school girls and among government school girls it is the helping tendency (50 per cent) scored high difference whereas the lowest mean difference is problem solving (Seven per cent) after the educational programme.

In comparing the social values from I – VIII standard children it could be understood that the major change has occurred in the values among private school boys was for Effective communication, Decision making capacity, helping tendency and

problem solving. With respect to the government school boys, sharing material things and sociability has an increase in their mean difference. Likewise, for private school girls it is complimenting others, good cooperation, helping tendency, problem solving and respect others had an increase in their mean difference whereas, for government school girls the values such as active participation, complimenting others, effective communication, helping tendency and sharing material things have high mean difference due to increase in their age.

Emotional Values: After the educational programme among the private school children the change in the emotional value inculcation was measured and found that:

- Among I and II standard children the highest mean difference found among boys studying in private school is control temper (48 per cent) and the lowest mean difference is handling self-emotions (Five per cent) but among the government school boys the highest mean difference is calmness (32 per cent) and the lowest mean difference is handling self-emotions (Nine per cent). Among private school girls, the highest mean difference is showing kindness (44 per cent) and the lowest mean difference is handling self-emotions and understanding other's feelings (17 per cent) whereas among government school girls, the highest mean difference is sharing opinion with elders (34 per cent) and the lowest mean difference is handling self-emotions (11 per cent).
- Among III and IV standard children the highest mean difference among private school boys is control temper (45 per cent) and the lowest mean difference is understanding other's feelings (24 per cent) but among the government school boys the highest mean difference found among boys is handling self-emotions (45 per cent) and the lowest mean difference is sharing opinion with elders (13 per cent). Among girls the highest mean difference found is showing kindness (51 per cent) and the lowest mean difference is understanding other's feelings (19 per cent) in private school girls whereas, among the government school girls the highest mean difference is handling self-emotions (43 per cent) and the lowest mean difference is sharing opinion with elders (13 per cent).

- Among V and VI standard children the highest mean difference among boys studying in private school is showing kindness (51 per cent) and the lowest mean difference is sharing opinion with elders (29 per cent), whereas among the government school boys the highest mean difference found among boys is control temper (39 per cent) and the lowest mean difference is sharing opinion with elders (Six per cent). Among private school girls the highest mean difference is showing kindness (52 per cent) and the lowest mean difference is understanding other's feelings (28 per cent) whereas among girls in government school the highest mean difference is control temper (39 per cent) and the lowest mean difference is feeling guilty when committed mistakes (11 per cent).
- Among VII and VIII standard children the highest mean difference among boys studying in private school is showing kindness (43 per cent) and the lowest mean difference is feeling guilty when mistakes committed (20 per cent) and among the government school boys the highest mean difference found among boys is sharing opinion with elders (40 per cent) and the lowest mean difference is feeling guilty when mistakes committed (14 per cent). Among the private school girls the highest mean difference is expressing emotions in a right manner (55 per cent) and the lowest mean difference is feeling guilty when committed mistakes (19 per cent) and whereas among government school girls the highest mean difference is showing kindness (45 per cent) and the lowest mean difference is feeling guilty when committed mistakes (14 per cent).

In comparing the emotional values from I – VIII standard children it could be understood that the major change that occurred in the values among private school boys was for expressing emotions in the right manner. Handling self-emotions also has a significant increase in the mean difference with respect to the class of study. Likewise, for private school girls it is calmness, expressing emotions in the right manner, handling self-emotions, sharing opinion with elders, showing empathy and understanding others feeling had an increase in their mean difference. With respect to the government school boys, sharing opinion with elders, showing sympathy, understanding others feelings and expressing emotions in the right manner has an increase in their mean difference and the

girls had high mean difference for the values such as controlling temper, showing kindness, understanding others feelings, avoiding the feel of jealousy and calmness.

Spiritual Values: After the educational programme among the private school children the change in the spiritual value inculcation was measured and found that:

- Among I and II standard children the highest mean difference of spiritual values among private school boys is reading religious books (33 per cent) and the lowest mean difference is sincerely praying (Four per cent) and in case of government school boys reading religious books (25 per cent) has the highest mean difference and sincerely praying (Three per cent) has the lowest mean difference. Among private school girls the highest mean difference is reading religious books (26 per cent) and the lowest mean difference is motivating others to pray (Six per cent) whereas for the girls studying in government school the highest mean difference is motivating others to pray (23 per cent) and reading religious books (One per cent) holds the lowest mean difference.
- Among III and IV standard children the highest mean difference of spiritual values among private school boys is reading religious books and motivating others (14 per cent) and the lowest mean difference is sincerely praying (Two per cent) but for government school boys highest mean difference among boys is reading religious books (15 per cent) and the lowest mean difference is motivating others to pray and sincerely praying (Nine per cent). Among private school girls the highest mean difference is reading religious books (28 per cent) and the lowest mean difference is motivating others to pray (Six per cent) and in government school girls the highest mean difference is reading religious books (20 per cent) and the lowest mean difference is sincerely praying (Eight per cent).
- Among V and VI standard children the highest mean difference of spiritual values among private school boys is motivating others (30 per cent) and the lowest mean difference is sincerely praying (Five per cent) whereas among the boys studying in government school the highest mean difference among boys is visiting religious places (35 per cent) and sincerely praying (14 per cent) is the lowest mean difference. Among girls in private school, the highest mean difference is helping

the needy (25 per cent) and the lowest mean difference is sincerely praying (Four per cent) while in government school girls the highest mean difference is helping the needy (28 per cent) and thanking God daily (Seven per cent) is the lowest mean difference.

- Among VII and VIII standard children the highest mean difference of spiritual values among private school boys is motivating others (26 per cent) and the lowest mean difference is visiting religious places (13 per cent) whereas among government school boys the highest mean difference is motivating others to pray (32 per cent) and the lowest mean difference is visiting religious places (10 per cent). Among private school girls the highest mean difference is motivating others to pray (42 per cent) and the lowest mean difference is reading religious books and sincerely praying (22 per cent) while among government school girls, the highest mean difference is motivating others to pray (30 per cent) and the lowest mean difference is thanking God daily and having faith in God (Seven per cent).

In comparing the spiritual values from I – VIII standard children it could be understood that the major change that is occurred in the values among private school boys was for sincerely praying. Likewise, for private school girls motivating others to pray, helping the needy, visiting religious places and sincerely praying are the values that have highest mean difference. With respect to the government school boys, motivating others to pray, helping the needy and sincerely praying are the values that have highest mean difference. The government schools girls had high mean difference for the values such as motivating others to pray, helping the needy, reading religious books and visiting religious places.

Moral Values: After the educational programme among the private school children the change in the moral value inculcation was measured and found that:

- Among I and II standard children the highest mean difference among boys is avoid hurting others and developing good manners (43 per cent) and the lowest mean difference is truthfulness (11 per cent) but in government school boys highest mean difference among boys is grateful (32 per cent) and the lowest mean difference is being good company to others (15 per cent). Among private school

girls the highest mean difference is developing good manners (47 per cent) and the lowest mean difference is forgiving others (20 per cent) and among government school girls the highest mean difference is forgiving others (30 per cent) and the lowest mean difference is generous (12 per cent).

- Among III and IV standard children the highest mean difference among boys is grateful (40 per cent) and the lowest mean difference is being bad company to others (17 per cent) whereas in government school boys highest mean difference among boys is obeying elders (34 per cent) and the lowest mean difference is truthfulness (19 per cent). Among private school girls the highest mean difference is developing good manners (47 per cent) and the lowest mean difference is truthfulness (13 per cent) and among government school girls the highest mean difference is forgiving others (35 per cent) and accepting the advice (17 per cent) is the lowest mean difference.
- Among V and VI standard children the highest mean difference among boys is avoid hurting others (45 per cent) and the lowest mean difference is forgiving others (29 per cent) and among government school boys the highest mean difference is for obeying elders (42 per cent) and the lowest mean difference is for developing good manners (23 per cent). Among private school girls the highest mean difference is grateful (40 per cent) and the lowest mean difference is responsible (21 per cent) while among government school girls the highest mean difference is obeying elders (43 per cent) and developing good manners (21 per cent) has the lowest mean difference.
- Among VII and VIII standard children the highest mean difference among boys is respect elders (48 per cent) and the lowest mean difference is being good company to others (26 per cent) while among government school boys the highest mean difference among boys is grateful (45 per cent) and the lowest mean difference is truthfulness (17 per cent). Among private school girls the highest mean difference is truthfulness (56 per cent) and the lowest mean difference is accepting the advice (31 per cent) and among government school girls the highest mean difference is respect elders (49 per cent) and the lowest mean difference is generous (21 per cent).

In comparing the moral values from I – VIII standard children it could be understood that the major change that occurred in the values among private school boys was for respecting others. Likewise, for private school girls it is truthfulness, obeying elders, being good company to others, forgiving others, generous, gratefulness and responsibility are the values that have high mean difference. With respect to the government school boys, being grateful, obeying elders, having courtesy, forgiving others, avoid hurting others and being good company to others had an increase in their mean difference. The girls had high mean difference for the values such as respecting elders, obeying elders, being grateful, responsible, accepting the advice, being good company to others and generous.

c. Findings based on the comparative analysis

The paired samples t-test was used to determine whether two means are significantly different from each other.

The t-test was conducted for different age groups of the children, gender, private school and government school towards personal values. The hypothetical results between different age groups of the children, gender and the school they study towards personal values also reveal that there is a significant difference exists between the mean values of the private school and government school children with respect to their age group and gender. It was found that irrespective of the different age groups the children show a significant growth in acquiring personal values after the educational programme. The value of $p < 0.05$ depicts a significant difference for children studying in class I to VIII in their level of acquiring knowledge on personal values. Thus it was revealed that there is no significant difference in the mean scores of the educational programme of the private and government school children in terms of personal values with respect to their age and gender.

The t-test was conducted for different age groups of the children, gender, private school and government school towards social values. The hypothetical results between the different age groups of the children, gender and the school they study towards social values also reveal that there is a significant difference exists between the mean values of the private school and government school children with respect to their age group and

gender. It was found that irrespective of the different age groups the children show a significant growth in acquiring social values after the educational programme. The value of $p < 0.05$ depicts a significant difference for children studying in class I to VIII in their level of acquiring knowledge on social values. Thus it was revealed that there is no significant difference in the mean scores of the before and after educational programme of the private and government school children in terms of social values with respect to their Gender.

The t-test was conducted for different age groups of the children, gender, private school and government school towards emotional values. The hypothetical results between the different age groups of the children, gender and the school they study towards emotional values also reveal that there is a significant difference exists between the mean values of the private school children with respect to their age group of 7 – 13 years whom are studying in III standard to VIII standard but for the government school children there exists a significant difference irrespective of age group and class of study. It was found that the children show a significant growth in acquiring emotional values after the educational programme from third standard onwards. This clearly portrays that children between 5-6 years does not have much change in their emotional level of acquiring the values. The value of $p < 0.05$ depicts a significant difference for children studying in class III to VIII in their level of acquiring knowledge on emotional values. The t value .872, $p > 0.05$ shows there is no significant difference occurs for both male and female children from private school who is studying in I and II standard with an age group of 5 – 6 years. Thus it was revealed that there is no significant difference in the mean scores of the before and after educational programme of the private and government school children in terms of emotional values with respect to their gender.

The t-test was conducted for different age groups of the children, gender, private school and government school towards spiritual values. The hypothetical results between the different age groups of the children, gender and the school they study towards spiritual values also reveal that there is a significant difference exists between the mean values of the private school and government school children with respect to their age group and gender. It was found that irrespective of the different age groups the children show a

significant growth in acquiring spiritual values after the educational programme. The value of $p < 0.05$ depicts a significant difference for children studying in class I to VIII in their level of acquiring knowledge on spiritual values. Thus it was revealed that there is no significant difference in the mean scores of the before and after educational programme of the private and government school children in terms of spiritual values with respect to their gender.

The t-test was conducted for different age groups of the children, gender, private school and government school towards moral values. The hypothetical results between the different age groups of the children, gender and the school they study towards moral values also reveal that there is a significant difference exists between the mean values of the private school and government school children with respect to their age group and gender. It was found that irrespective of the different age groups the children show a significant growth in acquiring moral values after the educational programme. The value of $p < 0.05$ depicts a significant difference for children studying in class I to VIII in their level of acquiring knowledge on moral values. Thus it was revealed that there is no significant difference in the mean scores of the before and after educational programme of the private and government school children in terms of moral values with respect to their gender.

d. Findings on the Knowledge gained by the school children

After the educational programme the highest mean difference of knowledge gained by the boys studying in private school is patriotism (32 per cent) and the lowest mean difference seen is interacting and communicating with others and praying (Nine per cent) whereas among girls the highest mean difference is caring others (22 per cent) and the lowest mean difference is cleanliness (Two per cent). Among the selected elementary government school children the highest mean difference found among boys after the educational programme was patriotism (32 per cent) and the lowest mean difference is praying (Three per cent) while among girls, the highest mean difference is caring others (25 per cent) and the lowest mean difference is praying (Five per cent).

e. Findings on the Attitudes developed by the school children

After the educational programme, the highest mean difference of attitudes developed by the selected elementary school children among boys studying in private school was compromising and unity (30 per cent) and the lowest mean difference is fear of God (Nine per cent) whereas among girls the mean difference of knowledge gained towards values is Active and smart as well as understanding (27 per cent) and the lowest mean difference is fear of god (Two per cent) after the educational programme. While among the selected elementary school children studying in government school, the highest mean difference of knowledge gained among boys is sharing ideas and polite (33 per cent) and the lowest mean difference is God fearing and humble and gentle (Six per cent) while among girls the highest mean difference is active and smart and understanding (21 per cent) and the lowest mean difference is kind and simple (Three per cent) after the educational programme.

f. Findings based on the parents and teachers opinion

The parents opined that after the educational programme there is an improvement among their children in all aspects. Highest mean of difference is noticed in aspects of values such as active participation in school competition, helping with simple work at home, co-operation among siblings, sharing feelings with siblings, sharing feelings with parents, obeying elders and doing homework ranged between (23-32 per cent). The parents are undoubtedly happy about the educational programme conducted for their children as they can see positive changes and transformation of the attitudes of their children.

The teachers happily expressed that children developed positive attitude through human value educational programme. There was much difference in aspects like sharing things with other children, taking care of school properties, sharing feelings with teachers, good-cooperation among children and active participation in any activities in school after the educational programme by (27-36 per cent).

g. Suggestion of Parents and Teachers regarding Imparting Human Values Educational programme among the Selected Elementary School Children

- Ninety five percent suggested that human value education should be part of the curriculum. Ninety-four felt that it should be also conducted in every school. Eighty-nine and eighty-seven suggested that human values educational programmes should be conducted daily and to conduct more social service activities.