

CHAPTER I

INTRODUCTION

Real education enhances the dignity of human being and increases his or her self-respect. If only the real sense of education could be realized by each individual and carried forward in every field of human activity, the world will be so much a better place to live in.

- A.P.J Abdul Kalam

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. In Rig-Veda, education is regarded as “the force that makes an individual self-reliant as well as selfless”. It makes an individual civilized, refined, and educated. The education given at earlier stages of an individual helps in the development of attitude competency and shapes the character (Farisia, 2020). Every society gives importance to education because it is a solution for all the problems (Parankimalil, 2012). Education is the process that tells how to live life well: how to find happiness; how to make others happy, how to manage all kinds of people and how to grow and succeed in the right manner. A person becomes perfect with education as he is not only gaining something from it, but also contributing to the growth of a nation (Barr, 2013).

Education is necessarily a process of inculcating values to equip the learner lead a life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for ‘character development’, ‘bringing out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the well being of an individual and the society at large. Whatever term may be used, the importance of developing values has long been embedded in the age old traditions of India’s civilization and cultural heritage, spanning over the centuries. The diverse and rich cultural heritage that we are so fortunate to inherit in our country is in many ways symbolic of the foundation and wellspring of values from which we draw our values nourishment. Life of individuals and communities and that of our saints, sages and philosophers are examples of values like self-discipline, survival in the absence of material resources, simplicity, handling conflicts

without violence, exploring simple but revolutionary ideas as a mark of superior conduct and living (NCERT, 2019).

Moreover, education is the vehicle of knowledge, self-preservation and success. It not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect (Bhardwaj, 2016). The importance of education is to empower an individual to succeed in the future. Success may be calculated in terms of monetary and respect at work. Education is necessarily a process of value inculcation among the learners so as to help them to lead a good, productive, self-satisfying and cooperative community life in accordance with the cherished values of humanity and ideals of the society (Rehman, 2016).

A study conducted by Mikkili (2014), viewed that the major purpose of education is to shape the personality of a child in such a way that he becomes a better learner, a better person, a better worker, not only in terms of knowledge, understanding and skills but also in terms of values and motives which give meaning and significance to all his behaviour. According to Sreenivasulu (2013), education is commonly referred to as the process of learning and obtaining knowledge at school, in the form of formal education. Education involves all experiences that an individual acquires inside or outside the school. In this respect, education is quite a significant process generating the basic foundations of socio-economic development. It is not sufficient to evaluate the value of education in terms of vocational knowledge and skill. The economic value of education relies upon attitudes, values, social and communicative skills rather than productive norms and technical knowledge. No matter whether it is national or local, any project regarding social development is to be considered within the framework of social relationships. The most important contribution of education is not only to upgrade the living standards of citizens but also to enable them to become better citizens of the nation. Education today is a prerequisite for development of people in addition to human rights and also an effective means for taking knowledge-based decisions and improving democracy.

Education improves and strengthens developmental capacities of individuals, communities, groups, institutions and countries. However, as Roosevelt said ‘trying to educate a person mentally without educating morally is to bring a menace into the society’. He indicated, this is possible through educating people to become supporters of each other

and not enemies. In this vein, education can create a safer, healthier and more prosperous world and enhance the living standards by changing the visions and perspectives of individuals (Turkkahraman, 2012). Education is not only an instrument of enhancing the efficiency but also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of the individual and societal life. Thus, the importance of education cannot be ignored (Gakhar and Kour, 2012).

Improvement of the quality of education has always been the key concern for education but it is not the only reason for value education. In recent times, quality education has been defined in more pragmatic terms. It has become synonymous with employability, preparation for the world of work, less and less consideration is given to the subject of education i.e. individual children and his/her full development as a human being. Quality of education should not be considered in fragmented terms but in a more holistic and expanded manner not in terms of number of years of schooling but the quality aspect of the development of the individual; the formation of the whole persons and full flowering of the human being and character building.

The current resurgence of interest in education as a powerful means to inculcate values among children 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. Wherever we look, we find falsehood and corruption. Majority of us are interested in our own families and not interested in fulfilling our responsibilities to society. Although erosion of values existed throughout the history of human existence and is shared by all cultures but current degeneration of values has become a matter of great concern in our country. The typical examples of value erosions are: people have become greedy and selfish. Honesty has begun to disappear in the society. Violence has become the order of the day. Corruption, abuse and power have become more common (NCERT, 2019).

The Government of India is undertaking a lot of efforts for enhancing the literacy rate of the country. Educational Statistics report given by MHRD in 2018 portrays that the overall literacy rate in India is 69.1%. This includes the literacy rate both in urban and rural areas. The Census of India, 2011 report on literacy rate projects that the rate is 74.04% with 14%

increase from the prior census of 2001. This is possible after taking lot of efforts by the Indian government in the education sector. The Government of India also reports that there will be an increase in the literacy rate of the country in the next census, 2021. The government had touched the pinnacle in the educational sector 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. It is the duty of the educationists to support the real facts of life by connecting classroom lectures with real-life experiences. The present education system should include personality development lessons, moral and ethical teaching. The education system should be beyond religion, region and language so that the children would grow up to be sensible, sensitive and responsible global citizens.

Bhardwaj (2016) opines that the greatest gift of education is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, belief in God, importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up to be the person we are meant to be. Value based education is a threefold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these.

Generally, at the beginning of a very young age, children learn to develop and use their mental, moral and physical powers, which they acquire through various types of education. A child's education not only starts at the schooling level but begins right from home. One does not only acquire knowledge from a teacher, one can learn and receive knowledge from a parent, family member and even from an acquaintance. In almost all schools in any society imparting education is extremely vital and necessary if they want to achieve success. However, unfortunately, we have places in the world where not everyone has an opportunity to receive this formula type of education. Learning subjects in school is not enough, one can learn history, maths, science in school, and be "book smart"; in addition, one can learn how to live life by knowing what to say when, acting a certain way in certain situations and be "street-smart". (Sreenivasulu, 2013)

A study conducted by Kaur (2015), points out that today's education has become just a nine-letter word as a superior term in the dictionary. Moreover, the education system became a business where it is treated like any other profession. The problem is also with us. The reason being if we who make the society and if we improve ourselves, we can improve our society. No one is born as a criminal or a spoilt person but it is the environment that is deviating the child's way of taking the right path. Hence it is clear that good teachers can bring about changes among children by imparting and practicing good value education.

Awasthi (2014) explains that today's modern era is era of globalization wherein inclination of our youth toward western life style and culture is natural. This inclination is not only limited to youth wherein almost everybody in country is running a blind race of cut throat competition to accumulate more money and things of leisure and pleasure. In the recent years, increase in percentage of crimes committed by youth especially adolescents has created a line of concern on the face of parents. The root cause of the problem lies in quality of education provided to our children. Parents are putting more emphasis on materialistic education based on educational achievements of a child, neglecting the overall development of the child. It has been an observation that not only the parents are the cause but also teachers and schools are also responsible for misdirecting the education. Furthermore curriculum and syllabus is not favourable for teaching moral values to child. It is high time now the parents and teachers have recognized the importance of value education in the life of an individual.

Oviawe, et. al., (2017) opined that in the present scenario where we live, the society gives emphasize only on material gains and profits. It is not an exaggeration to say that in this materialistic era of science and technology, where everything except morality, has reached its echelon, the values unlike other aspects have gone into abysses, wherein human existence and its future look dismal and lead us darkness. Though every nation is worried about the continuous corrosion of values, yet no serious action has been taken by any of the nations for restoration of values.

A research study conducted by Khan (2016) reiterated the fact that these days we are all surrounded by gross consumerism and an aggressive rush for self fulfilment. Moreover, the social system worldwide is undergoing great transformation. In Indian scenario, for

example, we are gradually moving from joint family system to nuclear family system. Also, there is a high degree of stress, especially in the younger generation, owing to fast paced modern day lifestyle. The factors like religious fanaticism, stockpiling of nuclear weapons and terrorist activities are posing grave threats to global peace. There is a proliferation of vast amounts of information because of internet and media, and this may cause negative impacts, mainly in the more impressionable young minds, unless and until they have something robust to anchor upon. It is here that inculcation of values among the children can play a very important role by shielding them from all such influences. Hence, the need for value education in today's context cannot be overemphasized.

According to Arora, (2017) the future growth in any country depends on its youth. Unfortunately, youth in India is getting increasingly inclined towards violence, social evils and lack of respect towards the world around them. Education is the means to make any desired change and fulfil the accomplishments by setting examples to others. The profession of teaching demands that teachers should demonstrate high ethical standards in all situations. It is obvious that even though schools may have very good modern and highly equipped technology and digital teaching aids but if it does not have teachers with high values then the system will be a failure.

Kumar (2017) revealed that we are creating a generation of youth who are neither Indian nor Western, with the result that they find themselves caught in a dilemma. We are building a purely economic society which seeks security in money and not in concern for social harmony and social well-being. Wherever we go we hear people talking of corruption. This has become so widespread that it is at the root of many other evils like injustice, exploitation and violence.

The schools are the microcosms of the world and disorder of the world surfaces in schools in many ways. The state of growing up of children and youth in our country has changed and is further changing fast. We do not need scientific surveys to tell us what our own eyes and ears are revealing. The number of dysfunctional families has grown in which children indulge in crime, violence in school and outside. Surprisingly mass media has senselessly gripped our children and assaults them with information, views and prejudice in a manner that young minds can hardly discern or judge. While the questioning attitude and

critical thinking needs to be encouraged in children, we find that many young people and children treat teachers with disrespect and question out of arrogance and see it as a way of questioning authority. A hurry-up society often lacks a sense of community and fraternity. The peers exert powerful influence on value development. The issues related to drug abuse, irresponsible sexual behaviour, vandalism, commercialization, stealing, cheating, confusion between heroes and celebrities as role models are witnessed more often than ever before. In a general sense, parents, schools and the public feel that our youth have lost qualities of civility, respect and responsibility. The children and youth need to be educated to practice the commonly held values of harmony and peace with self and others. The fact is today's children are envoys of the future society. Therefore, value education is very important for children in school as it trains them to become good citizens in the future and this also necessitates the awareness of values and value education (Carpers, 2018).

The term Value comes from the Latin word '*Valera*', which means to be of worth, to be strong. The dictionary gives the following meaning: relative worth utility or importance, degree of excellence and something intrinsically valuable. Value literally means something that has price, something precious, dear and worthwhile. Hence, it is something one is ready to suffer and sacrifice for; if necessary one is ready to die for it (Suriyachinnavar, 2016). The term Values is used to refer to the principle and fundamental conviction which act as general guides to behaviour, the standard by which particular actions are judged to be good or desirable and examples of values are love, equality, freedom, justice, happiness, security, peace of mind and truth (Cubukcu, 2014).

Values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Values are those qualities that should be imbibed in all to enhance development of personality. Those qualities should be upgraded in all respects (Khan, 2017). According to John Dewey, Value means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else. Values are regarded as desirable, important and held in high esteem by a particular society in which a person lives. Values are the guiding principles of life which are conducive to all round development. Thus

values give meaning and strength to a person's character by occupying a central place in his life (Inyang, 2017).

People, especially the young, are confused about their values and value system. They are facing value conflicts and dilemmas. Many young people openly reject some of the traditional values and question dogmatic beliefs held sacred for centuries. Education is the tool to imbibe values in all children. Hence, these should be inculcated in children from a very tender age. Values could be inculcated as an integrated form with school subjects or as a separate subject in order to prepare the children to become good citizens of the nation. Value education covers the entire domains of learning the cognitive, affective and psychomotor (Kumar, 2017).

Awasthi (2014) stressed that it is also the responsibility of parents to incorporate essential human values among children in their early childhood especially before going to school. Once he or she is admitted to school it is expected that parents and teachers will jointly carry out their duty to teach him or her values for making a better man or woman who can stand tall in life even in the worst situations.

In the olden times, individuals are taught moral lessons at home and in school such as love fellow human beings, respect elders, do not do wrong things, never speak lies, love your country, don't be jealous. To the contrary, nowadays everywhere crime flourishes and there is corruption in all aspects. The people are unaware of the truth and jealousy has become the overall base of life. The most important assets of a nation are the citizens themselves and when the citizens are healthy, patriotic, honest and sincere, the nation will progress at a much faster pace. Hence, value education in schools and college becomes essential to impart moral education to children which can be done by many ways: telling stories, preaching, group discussions, yoga and meditation (Kaur, 2015).

Childhood is the right time to explore new things and nurturing the things around them. Today's children are so busy that they forget recreational things in life like playing, reading journals and books. Even the schools have put a lot of pressure on children instead of encouraging them to participate in other activities. This results in not having exposure to outside world as they always spend their childhood in examinations, doing assignments, homework and preparing for examinations.

Preschool period is where the first social skills are acquired and the first purposeful relationships are established. Social skills that are acquired in this period also form the basis of the skills to be acquired by individuals in the future. Social skills are defined as certain behaviours to be displayed by individuals in order to fulfil the tasks/roles given by society. Social skills are behaviours that are shaped by social competence within the learned situations and conditions. They not only encourage children to establish and sustain positive social relationships with their peers, teachers and family, but also enable peer acceptance and social adaptation. The acquisition of social skills enables children to be successful in the social environment, will only be possible through a planned program. Family is the basic foundation conveying the social and cultural values, as well as social skills to children. While social skills and values are taught by parents in the first years of childhood; new skills and values are acquired by children depending on the increase in their interaction with the environment and the crowd around them in the later years. The first five years of a child's life have a critical importance for forming early cognitive, social-emotional and organizational skills and competences that are required for a lifelong social adaptation (Sapsaglam & Omeroglu, 2016).

People's values, worldviews, knowledge and creativity are central to sustainable development that is linked to culture. Human dignity, fundamental freedom, human rights, equity, and care for the environment have been important values through the history of the United Nations. Sustainable development considers it important to pass these values to the future generations (UNESCO, 2019). Ulavere, (2017) opines that learning is often understood as gaining values and knowledge related to sustainable development. Value education is the basis of education for sustainable development. It is necessary to devote attention to values as the main goal of education.

Sri Ramakrishna Paramahansa also stated that education is the process that tell us how to live life well; how to find happiness; how to make others happy; how to manage all kinds of people and happenings as well; and how to grow and succeed in the right manner. Today, there is a deterioration of values in society. The values have been neglected not only at the social level but also at the national level. In the educational programmes only mental developments have been stressed. In the modern age, the aim of education is all round development of personality. In the present educational system, provision has been made for

giving importance to intellectual development. Thus, to be successful in life, important human qualities along with intellectual development should be the aim of value education (Suriyachinnavar, 2016).

Awasthi, (2014) opined that there could be a number of essential values that are to be inculcated in an individual in different ages. It could be family values, moral values, religious values, social values, spiritual values, environmental values, ethical values, national values and international values. The types of values a child can learn and follow in his or her life depend upon his age group. In early childhood a child can learn simple values like honesty, truthfulness, punctuality, respecting elders, love, but in later stages of life, they can be governed by other complex values. Besides teaching the values through text books or by lectures, it is better to demonstrate them effectively. The Kothari Commission also suggested similar recommendations for incorporating essential values in children through value education.

The recent crisis in values that our country has been currently facing has revived the concern for value education. The government has projected this issue to be one of the priorities in the National Education Policy. The National Education Policy of 1986 has taken note of erosion of the essential values and accordingly has stressed on need for readjustment in the curriculum in order to make education a forceful tool for developing social and moral value in our youth. The Indian National Policy on Education has been modified in 1992, and considered value education as an integral part of education and noted that (UGC, 2010): “The existing division between the formal system of education and country’s rich and varied cultural traditions needs to be bridged. Education can bring the fine synthesis between change oriented technologies and country’s continuity of cultural tradition. The curriculum and processes of education will be enriched by cultural content in as much manifestation as possible. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should also lay primary emphasis on this aspect. The growing concern over the erosion of essential values and an increasing cynicism

in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for cultivation of social and moral values” (Singh, 2011).

The national curriculum framework for school education (2000) has also given due stress for value education in schools. It has stressed that the school curriculum must contain components that may embed essential values in the fresh and pure minds of school children. This revival of interest in value education in recent years in our country has arisen from the growing realization that such values were earlier created by religious education but India, being a country of diverse culture, religions and creeds, cannot adopt any religious education. As such coining the idea of value education in the curriculum has been observed as a remedy (Jindal, 2013).

In the context of social changes, education is not only to impart information and to teach skills to the children but also to inculcate the values of humanism, democracy, socialism, secularism, and national integration. It is necessary to realize that our national objective to build a democratic and social order is based on equality, social justice, fraternity and freedom. India was a very rich country in the cultural heritage and spiritual aspects but now it has become a nation of violence, terrorism, extremism, corruption. Hence in order to remove all these from our society, value-oriented education is highly needed (Kalita, 2015).

According to New Education Policy, 2020 the aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. This new policy also laid foundation on traditional Indian values and all basic human and Constitutional values such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity which will be developed in all children.

The field of value education is as broad as human life itself. In India during Ramayana and Mahabharata period, values were taught to the child along with formal education in gurukuls, where Guru or Priest teaches the children at their ashrams through different methods and prepares them to face their life. In modern days, gurukuls were replaced by formal schools and colleges which are providing formal education to children. It has been observed not only schools and colleges but also family, society, mass media and other means of communication also affect the learning of a child. Parents and teachers can utilize these instruments for incorporating essential values within the child. The method and strategy in imparting value education depends upon the values chosen, age of the child and certain other factors.

Family being the first and major agency of socialization has greater influence and bearing on value inculcations. It is the home, which sets the pattern for the child's attitude. People and society, aid intellectual growth in the child and support his/her aspirations and good values. Family is the cornerstone of the society and the human in society cannot function without it. It is a universal social institution and is the first home of citizenship in which mother is the first and most important teacher of the child. From mother, he/she would learn values of life like truthfulness, honesty, love, respect to elders and selfless service.

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 first agency of education, also has equally important role to play in inculcating living values among children (Singh, 2013). The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization, consumerism are putting immense pressure on children, families and schools leading to distortion of values. It points out the need for schools to come up with new ways of educating children and the role of value education in meeting the challenges of the present times (NCERT, 2019).

Brinda (2016) opines that usually parents are the first people to have influence on a child and their values. They are the child's first teachers and role models and are responsible for shaping the child's behaviour and implementing positive values in them. Good manners

are acquired more by observation than by formal teaching because the mind of the children develops in a major way through process of non-formal education at home. Since children imitate their parents from childhood itself, it is very important for the parents to be aware and alert with their behaviour and attitude. The behaviour of children very much depends upon the child rearing method used by the family members, especially parents.

Values have the capacity to transform a diseased mind into a very young, fresh, innocent, healthy natural and attentive mind. It can be infused through various activities by which the child can easily catch the attitude. Although, values can be transferred to children through hidden or unplanned method, it is a complex method and the teacher has to be competent and trained enough to carry out such type of experiments (Awasthi, 2014). Values are the foundation of culture. The aim of values education is to help learners improve their social tendencies by adopting social and universal values, support character development, raise good citizens, and enhance academic efforts and achievement (Durdukoca, 2019). While giving information about an educational program organized under the context 'the living values, one should explain that this program is based on twelve major values: peace, respect, love, tolerance, honesty, humility, cooperation, responsibility, happiness, freedom, simplicity and unity. They add that according to the designers of this program, these values are universally acceptable and should be encouraged in people so as to make the world a better place to live in (Silay, 2013).

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 formed on the basis of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgement, choices, action and grounds for decision-making in behaviour. Value thus is considered to be an enduring belief upon which human beings act by preferences (NCERT, 2019).

The individual is the first building block of values architecture. It is to be noted that any integration to take place the child's need for security, dignity, identity and well-being

have to be met. A society to be at peace is possible only when, its individual members need to be protected against violence, injustice, humiliation and discrimination. The second factor by inculcating values is the family, which plays a crucial role in fostering values in a child. A child growing in a conflict ridden home is unlikely to be peace oriented and healthy relationships in a stable family create sound values. The home is the nursery for inculcating values. The community to which a person belongs is the third block. The relationship between the individual and community is intimate; it plays an important role in the identity formation of an individual, and determines the level of security the child enjoys. Value education goes a long way to minimize the insecurity of communities and to promote a sense of belonging. Every society also has certain shared characteristics that its members endorse, adopt and employ, which influence the collective decisions taken by it. The nation is the paramount building block of values. A country that allows its citizen to be overtaken by hate and negativity lets its energies be wasted. Values are basic to progress and well-being. The nations at peace comprise the building blocks of global values.

Schools are strategically placed to inculcate in children and youth 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. To make this possible, school must act out of a fundamental understanding of the multiplicity of factors, which influence the development of children and youth. They must focus on working with all social action groups with viable programmes which cater to children and youth and this should include parents and community groups. The schools rules and regulations, teaching and other staff relationships must be infused with democratic principles and quality of physical environment must be shaped deliberately to continually and consistently provide opportunities that support and reinforce the adoption of positive values within the school, family and nation. The role of school is also to provide an environment, which challenges the moral reasoning of children, and force them to see contradictions in their reasoning (Kaur 2015).

A study conducted by Singh (2013), found that a teacher can easily develop children into compassionate and useful citizens by inculcating values that our society has cherished. Therefore, a teacher must have a commitment to the nation, society and children. It must be ensured that the least restrictive and right kind of environment is created in schools for inculcating values. 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. Success of the initiative for values development in children substantially depends on the vision, motivation, skills, attitudes, values and behaviour of teachers themselves. It is important nevertheless that teachers become better role models and relate with their children in pleasant and meaningful ways. They need to handle children's disruptive behaviour as well as promote desirable behaviour, values and virtues. Directing and regulating the children's behaviour and acts in the classroom is a challenge (NCERT, 2019).

According to Ameta (2015), a teacher does not simply transmit values and beliefs to children but these emerge from wide array of relationship between teacher and children. Often teachers are effective when they express how their own moral questions are related to children when they model how to think through moral issues and dilemmas through stories, poetry, and dramas. The fair, generous, caring and empathetic teachers model these qualities and can effectively guide children in sorting out the questions of children in each school. The teachers should encourage children work in groups, research, organize, create and design their own stories and identify the values, discuss the issues, explain the impact and demonstrate the behaviour in their environment. The teacher's responsibility is to motivate children towards community participation by planting trees, cleaning thrash and adapting new teaching strategies. They provide high quality teaching and learning to children within a safe, supportive and success oriented environment.

The school children are members of small society which exerts a tremendous influence on their moral development. Teachers serve as the role model to children in every school; they play a major role in inculcating their ethical behaviour. Moreover, peers at school diffuse boldness about cheating, lying, stealing and consideration for others. Though there are rules and regulations, the educational institution has to infuse value education to the children in an informal way as they play a major role in developing ethical behaviour in them.

Primary Education is also referred to as elementary education for the age group of 6 to 14 years old children. These are considered important foundational years for the children, where their basics strengthen, they develop soft skills, understanding, language ability,

enhanced creativity. (Veldman,et. al., 2020). According to Ghazi and Ullah (2015), after the preoperational stage, the concrete operation stage in children begins with the age group of (7-11 years) and its characteristics are proper exercise of logic, reasoning, resolve difficulties, problems and go through hindrances in a logical way. A child's thinking power is turned into further development to that of grown up adult in this stage. Hence, this age group is the appropriate stage where human values should be inculcated and imparted in children and they can acquire whatever is seeded. Also, understand and practice the values that bring positive changes in the society (Sharma, 2016).

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

Therefore, an attempt was made to conduct a study titled "Analyzing the Impact of Inculcating Human Values among Selected 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 educational programme.
- To evaluate the impact of human value education on selected elementary school children, parents and teachers.

HYPOTHESIS

The hypotheses of the study are as follows:

- 1) There is no difference between private and government elementary school children regarding personal, social, emotional, spiritual and moral values.

- 2) There is no difference between private and government elementary school children on their personal, social, emotional, spiritual and moral values regarding gender.
- 3) There is no difference between private and government elementary school children on their personal, social, emotional, spiritual and moral values regarding age group.

Hence, by taking up this research study inculcating human values among elementary school children has to take place and will provide hope to see a positive transformation in their attitudes, behaviour and character of the children, which can play a vital role for the betterment of the society. It will surely help in moulding 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.

LIMITATIONS OF THE STUDY

1. It was not easy to get permission from the higher authorities to carry out the study.
2. Time given by the school authorities was not enough during the educational programme as they also have to complete the syllabus for the school children and follow the time table.
3. Due to time constraint only some important values were selected along with the opinions and suggestions from the parents to inculcate in the children at school.