Chapter – III

A Review of Related Literature
CHAPTER – III
A REVIEW OF RELATED LITERATURE

3.1 MEANING AND RELEVANCE OF RELATED LITERATURE

Effective research being based upon knowledge, helps to eliminate the duplication of what has already been done, and provides useful hypotheses and helpful suggestions for significant agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area.

"The familiarity with the literature in any problem helps the students to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved" Best.

According to ‘Good, Barr and Scaters’ review of related literature is useful because it can meet several purposes.

- To show whether the evidence available solve problems adequately without further investigations and thus avoid the risk of duplication.
- To provide ideas, theories, explanation valuable in formulating the problems.
- To suggest methods of research appropriate to the problem.
- To locate comparative data useful in the interpretation of results.
- To contribute to the general scholarship investigations.
- To avoid the risk of duplicating the same study already undertaken.

In short the review of related literature solve many problems which are likely to confront the research and his work, it helps to:

- Define and delimiting the problem.
- Seeking new approach.
- Avoiding sterile approach.
• Insight into methods.
• Recommendations for further research.
• Sampling current opinions.

3.2 RESEARCHES CONDUCTED IN INDIA


The objectives of the study were:

1. To find out the effects of home and school environment on the development of scientific creativity.
2. To find out the extent to which home environment is related to scientific creativity.
3. To find out how school environment influences scientific creativity.
4. To find out how various aspects of home environment (viz. permissiveness, nurturance, reward, punishment, control, rejection, protectiveness, deprivation of privileges and social isolation) and school environment (viz. creative stimulation, cognitive encouragement, acceptance, permissiveness, rejection and control) contribute to the prediction of creative behaviour in science.
5. To find out whether children with high and low scientific creativity differ in their perception of home as well as school environment.
6. To conduct and standardize tests of scientific creativity, home environment inventory and school environment inventory.

The main findings of the study are:

1. Girls with high scientific creativity perceive more stimulation in their home environment (total perspective) and more nurturance in their home with low scientific creativity.
2. Boys with high scientific creativity perceive less social isolation in their home environment.
3. Significant relationship exists between (a) perceived school environment and originality among boys, (b) Perceived home environment and overall scientific creativity as well as two aspects of it viz. fluency and originality among girls and (c) Perceived home environment and inquisitiveness among boys. All of these five significant relationships between environment variables and dependent variables seem to be tied with verbal and non-verbal intelligence and socio-economic status. Besides this, the relationship between inquisitiveness and home environment (as perceived by boys) is tied with neuroticism. The relationship between perceived home environment and originality/fluency/overall scientific creativity among girls is tied with extraversion.

4. As compared to girls perceiving low stimulation in homes but normal stimulation in school environment, girls perceiving high stimulation in home environment and normal stimulation in school environment obtain higher scores on overall scientific creativity and the originality aspect of it.


The main objectives of the study were:

1. To identify moral development trends among children from the concrete operational stage (8+ to 11+ years) to the formal operational stage (12+ to 13+ years).
2. To examine the variables of home environment with moral judgement at the concrete operational stage and the formal operational stage.
3. To examine the variables of educational environment with moral judgement at the concrete operational stage and the formal operational stage.
4. To determine the relative contribution of significant correlates (home and educational) of moral judgement to the prediction of moral judgement at the concrete operational stage and the formal stage.
5. To determine the sex differences in moral judgement with respect to its development in the 8 to 15 years age group.
The sample of the study consisted of students, parents and teachers. The find\textit{ings} of the study were:

a. There was a significant development of moral judgement from one age group to the next successive age group.

b. Mean score on moral judgement at the formal operational stage were significantly higher than those at the concrete operational stage.

c. The measures of home variables were positively related with moral judgement at the concrete as well as the formal operational stage. These measures were parental acceptance, parental avoidance, family relationship, moral attitude of parents, SES.

d. The factor structures underlying moral judgement, home and educational environment were similar at concrete and formal operational stages. At the formal operational stage the factors were the group factor of organizational climate, the group factor of school characteristics and the group factor of home environment.

e. Home variables were significant predictors of moral judgement in terms of mother acceptance, SES and moral attitude of the formal operational stage; home environment was a significant predictor of moral judgement with respect to SES, mother acceptance, father acceptance, mother avoidance and the moral attitudes of parents.

f. Educational variables were significant predictors of moral judgement with respect to the open climate of the school (intimacy, disengagement), the moral attitude of teachers, co-curricular activities and school traditions at the concrete stage. At the formal operational stage, predictors were humanized thrust, open climate and psychological hindrance.

g. Children with both parents literate, children belonging to small families and the children belonging to religious families scored higher on moral judgement.

h. Children belong to schools having morning assembly excelled in moral judgement over children of schools which did not have morning assembly.

i. Boys and girls scored equally well on moral judgement.
Kothari (1986) studied Moral Concepts in relation to different types of interpersonal relationship. She examined the relationship between the development of moral concepts and the interpersonal relationships of the child with his parents, teachers and peers in a sample of 1249, VII grade Indian students. Data were acquired using a moral concepts development test and an interpersonal relationship questionnaire. Results indicate that the development of moral concepts was positively related to the child’s relationship with parents, teachers and peers.

Vasudev, Jyotsna and Hummel, Raymond C. (1987) studied “Moral Stage Sequence and Principled Reasoning in an Indian Sample”. They investigated the cross-cultural generality of L.Kohlberg’s (1981) stages of moral development in India, by interviewing 112 males and females (aged 11 – 50 years) from an urban middle and upper middle class population on Kohlberg’s dilemma. As analysis of variance (ANOVA) performed on the moral maturity scores indicated a significant effect of age but a non-significant effect of sex. A qualitative analysis of post convention oral reasoning among Indian adults revealed two themes:

a. The adaptation of principles to real-life dilemma and
b. The integration of indigenous moral and cross-cultural generality of Kohlberg’s model of moral development and raise cross-cultural issues in morality that cannot be assimilated in an overly formalized theory of moral reasoning.


Objectives:

(i) To study the difference between boys and girls in the degree of neuroticism, level of intelligence, scholastic achievement and need achievement.
(ii) To study the difference between high and low intelligence boys / girls in neuroticism, scholastic achievement and need achievement.
(iii) To compare boys and girls with high / low intelligence on neuroticism, scholastic achievement and need achievement.
Findings:

(i) Girls were superior to boys in intelligence and scholastic achievement, on the other hand boys compared to girls had a higher score in achievement motivation, level of success, perserverance and realistic attitude.

(ii) No significant difference was found between boys and girls in neuroticism, ego ideal, and internal control of fate.

(iii) There was no significant difference between low intelligence girls and boys with respect to neuroticism, scholastic achievement and internal control of fate.


Objective:

The study aimed to describe the students moral judgement in relation to certain personal and demographic variables such as locality, sex, class etc and certain psychological variables such as SES, intellectual ability, and attitude towards religion.

The sample comprised 1,400 students equally distributed between the two localities (urban & rural), the two sexes and seven classes (VI to XII) and it was selected by the stratified random sampling procedure. The tools used to collect data included Moral judgement Questionnaire, Raven's Progressive Matrices Test, SES scale, and Religious Attitude Scale. Analysis of variance and multiple regression analysis were used to analyse the data.

Findings:

Results indicated that students in different classes and of different age groups, differed significantly in their moral judgement. Urban students exhibited higher moral judgement than rural students. Students of different intellectual abilities, socio-economic status, and different subgroups differed significantly in their moral judgement.

Objective:

The aim of this paper was to study the moral judgement of children according to sex, SES, intelligence and religion, to develop a programme in the form of instructional material, study its impact on moral judgement, and suggest new approaches for effective moral training of youngsters.

The single group design was used and the tools included Moral Judgement Test (D.N Sinha and Mecra Verma), Groups Test of Intelligence (R.K. Tandon), and SES scale (R.L. Bharadwaj, Gupta and Chauhan).

Findings:

Results indicated that moral judgement was normally distributed. Sex did not have any significant role in determining the moral judgement of children, whereas intelligence played a vital role in the development of moral reasoning. The moral programme and approach of instruction, along with enriched content, enhanced the moral standard of children.


Objectives:

The objectives of this paper were to study the moral judgement of students studying in different classes at high school level, presented with a situation for judgement, and to find out its relationship with certain personal and situational variables, viz. locality, sex, class, intelligence, personality and socio-economic status. A total of 900 students, equally distributed between the two sexes between the two localities (urban and rural) and three classes VIII, IX and X served as subjects for the study. Moral Judgement Questionnaire, Raven’s Progressive Matrices, High School Personality Questionnaire and SES Scale were used to collect the data. Analysis of variance and correlation were used to analyse the data.
Findings:

Results indicated that class VIII students were significantly higher in their reasoning than class IX and X students. There was no significant difference between rural and urban students. Locality differences were significant only for stage 3 and level 1. There was no significant difference between the moral judgement of students classified on the basis of their intelligence and SES. The correlates between moral judgement and personality scores were low.


Objective:

The objective of the study is to find out the effect of family climate on adolescents of highly satisfactory family climate (HSFC) and highly dissatisfactory family climate (HDFC) regarding their level of home adjustment. The variables are SES (Socio-Economic Status Scale), intelligence, locality, sex etc.

The findings of the study were:

1. Family climate affects one's level of home adjustment. A positive relationship exists between these two variables.
2. As compared to SES and intelligence, family climate is more influential in determining one's level of home adjustment.
3. Positive relationship between family climate and home adjustment remained consistent in case of urban as well as male adolescents.
4. The variation in family climate failed to discriminate the adjustment of girls and rural adolescents with their family members. Thus, in determining the home adjustment of girls and rural adolescents, locality and sex are found as more prominent factors rather than family climate, socio-economic status and intelligence.

Bajpai, A. (1990). An experimental study of an educational intervention curriculum for value development and its facilitative effect upon the level of moral
Objective:

The main objective of this study was to develop an intervention programme to facilitate the development of moral judgement of children and to test its efficiency through an experimental study of two groups of children. The sample consisted of 80 children – 40 boys and 40 girls, aged 7+ and 8 + 1 enrolled in standard 2, in three schools in Lucknow and were assigned to two treatment groups i.e experimental and control.

Tools used were two sets of Piaget's stories highlighting particular aspects of moral judgement (pre and post test), Draw a Man test (Pramile Pattak), SES scale by Kuppuswamy and School Adjustment checklist (J.Pant) Mean, S.D and t-test were used for analysis of data.

Findings:

Results indicated that the intervention programme greatly enhanced children's ability to judge and act as right and wrong, and to understand the intention behind the act. Variables of intelligence, academic achievement, school adjustment, and family structure were significantly related to the concept of moral judgement, whereas no relation was found with SES, sex and birth order.


Religion is a complex phenomenon and it has influenced mankind in varying degrees throughout its history. It gives a meaning to existence of man. A man is guided throughout his life by a value system. Religion plays a very important part in building that value system. The researcher tried to establish a relationship between the two, and analysed the different religions like Hinduism, Islam and Jainism, to bring to the fore the common emphasis that is laid over the values in all these religions like love, compassion, truth etc. The author has concluded that Boys and
girls of these religions have a positive outlook towards religion. Moral reasoning of the boys and girls of the three religions were considerably high. There was some relationship between the religious understanding and moral reasoning of the pupils. There was a very slight or negligible relationship between the religious attitudes and moral reasoning of the pupils.


The research design was primarily designed to study:

1. The levels of social maturity of male and female students separately.
2. The levels of social maturity of students under the influence of various variables.
3. The relationship between the social maturity of students on the one hand and organisational climate and morale of teachers, on the other, as well as under the influence of different variables.
4. The levels of morale of male and female teachers separately.
5. The levels of morale of teachers under different variables.

After a thorough analysis of the data, the following findings were arrived at:

1. The social maturity level of female students was higher than that of male students.
2. In the schools studied it was found that the morale level of female teachers was higher than that of male teachers.
3. No single dimension of organizational climate was effective for the development of social maturity of students.
4. The morale of all teachers who formed the subject of this study was found to be non-effective in contributing to the development of social maturity of their students. No effect of morale of teachers of both sexes was noticed on the development of social maturity of male or female students or on the students of both sexes even under the influences of (i) Organisational climate (ii) School organizations and (iii) Localities.

This work was an experimental study pertaining to the impact of moral-education programme upon moral judgement, ability of learner's and moral preference of primary school students. It deals with the influence of treatment, sex, size of the family, working and non-working mothers, parents qualification and their interaction on moral judgement ability of learners, and the differences between the types of moral problems faced by the learners. The study established the relation between education and behavioural pattern of learner; and the inculcation of morality in the learner's behaviours through education imparted to him.


Objective:

The objective of the study is to find out the effect of adolescents of highly satisfactory family climate (HSFC) and highly dissatisfactory family climate regarding their school adjustment. The variables are SES (Socio-Economic Status Scale), intelligence, sex and locality either individually or altogether.

The findings of the study were:

1. The relationship between family climate and school adjustment is positive but family climate is less influential in the presence of other relevant variables (SES, IQ, Sex, locality and school).
2. In the case of rural adolescents (both boys and girls), family climate is not effective in their school adjustment whether SES, IQ, Sex and locality were controlled or varied.
3. In the case of urban adolescents, a negative and significant association was yielded between family climate and school adjustment (on controlling or not controlling the variables- SES and IQ). This association was remarkably diminished as soon as sex and locality were also controlled along with SES and
IQ. But in the case of urban girls again, family climate had shown paramount influence on school adjustment.

4. The cumulative influence of the variables- SES, intelligence, sex and locality was found to be more prominent in determining one’s level of school adjustment rather than the singular influence of family climate.


The present study was designed with the following objectives:

1. To study the relationship between some students variables such as sex, class, stream, age, caste, aspiration and socio-economic status factors- education, occupation and income (levels)- of the parents and performance in relation to other psychological factors such as achievement-motivation, self-concept, personality needs, students morale, performance, intelligence of tribal students of Rajasthan.

2. To study the score of achievement-motivation, self-concept, student’s morale, personality needs, intelligence level and performance of tribal students of Rajasthan.

3. To study the inter-relationship among the various variables as achievement-motivation, self-concept, performance, personality needs, student’s morale and intelligence.

4. To examine whether different ecological factors such as sex, class, stream, age, caste, aspiration of the students and SES factors have any significant effect on the predication of different variables such as self-concept, personal preferences, or personality needs, student’s morale and intelligence.

5. To analyse the various principal factors responsible for the personality make-up of the tribal students through factor analysis technique.
Findings:

The tribal students exhibit different types of behaviour and these can only be interpreted in the light of different environments-urban, semi-urban, rural and environments related to the remotest and far-flung areas situated in the forests, desert lands ad hillock and the same is true for different types of schools they are studying in. All these factors affect the learning behaviour of the children which predict their learning outcomes. So the study has revealed that achievement motivation, self-concept, personality pattern, intelligence levels and students morale need to be strengthened for better learning outcomes. As environmental influence helps to a great extent, to acquire learning in a substantial way, the effects of environments cannot be ignored, especially at home and in schools situated near the tribal areas as they predict the different types of classroom climates prevailing in Ashram Schools, residential schools and other schools in general.


The thesis mainly deals with the moral aspects of the adolescents and dwells at length on its various facets. The first part of chapter one deals with the moral development. The second one deals with the social content of morality. The third one deals with the changing Indian view as regards the morality and value system. The fourth one deals with the relationship between education and morality and the steps to be taken to increase the moral content in children. The thesis offers many conclusions, for example the school stage is very delicate, maximum attention needs to be given to it, and the family must provide a democratic and open environment etc.


The study was related to the effect of stress and home environment on girls moral judgement and values. The study has been reported as was causal, comparative and correlational, and also descriptive. The sample consisted of 468 girls of class IX.
of Allahabad city. The tools used were stress scale for students by K.S.Mishra and S.P. Pandey, Home environment inventory by K.S. Mishra, Moral judgement questionnaire by S.K. Pal and K.S Mishra and Hindi version of adapted Rokeach value survey by the researchers. The findings revealed that the climate of the home plays an important role in development of values. Congenial and supportive environment plays a significant role. If the parent child relationship is based on natural love and respect for each other, it is likely to helping the development of values like world of peace, world of beauty, family security, happiness, social recognition, equity, power, cheerfulness, logic, obedience, courage, self-control and self-determination. Some implications are given for teachers, parents, and counsellors for providing a supportive environment to the children at home.


Objectives:

1. To study the differences between low and high scientifically creative adolescents on various dimensions of creativity based on SI Model of Guilford.
2. To study personality differences between low and high scientifically creative adolescents in terms of Cattell’s trait theory.
3. To study the perception of home environment by low and high scientifically creative adolescents.
4. To study the perception of school environment by low and high scientifically creative adolescents.
5. To develop a tool to study the perceived home environment in terms of its various dimensions by scientifically creative adolescents.

Findings:

1. With regard to MSCT (Majumdar Scientific Creative Test) based on Guilford SI Model, the two groups, low and high scientifically creative adolescents, differ significantly from each other, on all the dimensions of the three parameters.
(operation, content, product) of the structures of the Intellect Model. High School (HSC) are better than low school (LSC) on each dimension.

2. A typical HSC adolescent differs markedly from a typical LSC adolescent in terms of most personality traits on Cattell’s HSPQ (High School Personality Questionnaire). These differences between the two groups are quite substantial viz. the HSC group is more resolved; critical; more abstract thinker; more stable emotionally; more excitable; more expedient; more venturesome; more toughminded; more individualistic; more self-assured; self-sufficient; self-disciplined and more relaxed than the LSC group.

3. With regard to the perceived impact of home environment on the scientific creativity of the adolescents, it can be inferred that both the groups differ from each other on various dimensions of home environment:
   a. The HSC group adolescents felt that they get more creative support from their parents than the LSC group.
   b. They feel that they get more cognitive support from their parents who fulfill the most intellectual needs of their wards.
   c. They seem to get more freedom to express themselves in their actions and reactions.
   d. Both the groups display a near similar perception. Thus they are creative regardless of the amount of reward or punishment at their homes.

   Vandana (1993), conducted a study of the “Development of Moral Reasoning and its Correlates”:

   **Objectives** of the study:

   1. To find the correlation between different dimensions of Mother Disciplinary Practices (MDP) and Moral Maturity (MM) of the subjects.
   2. To find the correlation between different dimensions of family relationship and Moral Maturity of the subjects.
   3. To find the correlation between different dimensions of school Environment and Moral Maturity of the subjects.
   4. To find the correlation between different dimensions of Home Environment and Moral maturity of the subjects.
   5. To study the effect of sex on Moral maturity of the subjects.
6. To study the effect of locale on Moral maturity of the subjects.
7. To study the effect of Father's education on Moral maturity of the subjects.
8. To study the effect of Mother's Education on Moral maturity of the subjects.
9. To study the effect of Family Income on Moral maturity of the subjects.
10. To find out the effect of Father's Occupation on Moral maturity of the subjects.

Findings:

The main findings of the study are presented as follows:

1. Related with Mother Disciplines and Moral Maturity:
   a. Power Assertion is found to be negatively correlated with the moral maturity of the subjects which means that higher Power Assertion, the lower will be the Moral Maturity.
   b. Induction is positively correlated with moral maturity of the subjects and significantly effects it.

2. Related with Family Relationship and Moral Maturity:
   a. Acceptance of the subjects by the parents is neither correlated nor significantly effects the moral maturity of the subjects.
   b. Mother Concentration is negatively correlated with moral maturity and effects it significantly. However it is not found to be so, in case of father concentration.
   c. Avoidance of the subjects by the parents is negatively correlated and significantly effects the moral maturity of the subjects.

3. Related with School Environment and Moral Maturity:
   a. Creative Stimulation, Cognitive Encouragement and Permissiveness are positively correlated with moral maturity. However, except the Cognitive Encouragement, both these significantly effects the moral maturity.
   b. Acceptance, Rejection and Control by teachers neither correlated nor effects the moral maturity of the subjects.
4. Related with Home Environment and Moral Maturity.

a. Reward and Nurturance given by parents are positively correlated with moral maturity of the subjects. Reward, significantly effects moral maturity.

b. Social Isolation, Deprivation of privileges and Rejection of the subjects are negatively correlated with and significantly effects moral maturity of the subjects by the parents.

c. Control, Protectiveness, Punishment, Conformity and Permissiveness of the subjects by the parents are neither correlated with nor effects the moral maturity of the subjects.


Objectives:

The main objectives of the study were:

1. To find out the level of morale of teachers.
2. To find out the level of morale of students.
3. To find out the relationship of teacher morale with sex, location, experience, type of schools, qualification, and subject specialization of teachers.
4. To find out the relationship of student morale with sex, location and type of schools.
5. To find out the relationship between teacher morale and student morale.

Findings:

1. The level of morale of teachers is high.
2. The morale of women teachers is higher than that of men teachers.
3. The morale of rural school teachers is higher than that of urban school teachers.
4. The morale of government and private school teachers was the same.
5. The morale of subject teachers (specialists) is same.
6. The level of morale of students is high.
7. The morale of girls is higher than that of boys.
8. The morale of rural and urban school students is same.
9. The morale of private school students is higher than that of government school students.
10. There is no significant relationship among the different dimensions of teacher morale.
11. There is no significant relationship between the length of the teaching experience of the teachers and their morale.
12. There is no significant association between the qualification of the teachers and their morale.
13. There is no significant association between the subject specialization of the teachers and their morale.
14. There is no significant relationship between the morale of the teachers and that of their students.


**Objectives** of the study:

1. To determine the extent of moral maturity among boys and girls at pre-adolescent age.
2. To compare the moral maturity in terms of Kohlbergian justice orientation between boys and girls at pre-adolescent age.
3. To compare the moral maturity scores of children belonging to different socio-cultural milieu.
4. To compare the moral maturity scores between boys and girls belonging to different Socio-Cultural milieu.
5. To find out the co-relation between different dimensions of Home Environment and moral maturity among pre-adolescence boys and girls.
6. To find out the Co-relation between different dimension of school environment and moral maturity among pre-adolescent boys and girls.
7. To study the effect of different disciplinary practices of parents on development of moral reasoning on pre-adolescent boys and girls.
8. To study the effect of different disciplinary practices of teachers on the development of moral reasoning among pre-adolescent boys and girls.

9. To study the development of moral reasoning among boys belonging to different socio-cultural milieu.

10. To study the development of moral reasoning among girls belonging to different socio-cultural milieu.

Findings:

1. Boys and girls do not differ on moral reasoning.

2. Children belonging to different socio-cultural milieu do not differ in regard to moral reasoning. However, a significant difference was observed between boys and girls of an elite social group. The girls of the elite social group were found to secure significantly higher on moral maturity than the boys of that group. In other social group that is the culturally and socially conscious subgroup and ruralities, there is no difference on moral maturity between boys and the girls.

3. In regard to the relationship between parental disciplinary practices and the moral reasoning, there was no correlation between different disciplinary practices and the moral maturity. In the case of boys except one variable that is punishment where the relationship is significant but negative.

4. There is no relationship between different components of school environment and moral maturity score in respect of boys group.

5. Socio-Cultural milieu is found to have a significant relationship with moral maturity. In the case of children of elite social class, three components of home environment viz. punishment, social isolation and deprivation of privileges are found to have significant correlation with moral maturity. The first significant correlation is found to be between MMS and punishment, which is negative. The second significant correlation is found with social isolation which is also negative. The third significant correlation is found with deprivation of privileges, this correlation is also negative.
6. In the case of children of socially and culturally conscious group there are only two significant correlations of MMS – one is with reward and other is with nurturance. Both these correlations are positive. It is interesting to note that in the case of children of elite social class these two variables had no correlation with MMS.

7. In the case of children of rural set up MMS is found to have low significant correlation with any component of home environment and parental disciplinary practices.

8. MMS is found to have no significant correlation with any component of school environment or teacher disciplinary practices on the children of elite social group. This shows that in the case of elite social teacher’s behaviours have absolutely no effect on child’s moral reasoning. Similarly MMS is found to have no relationship with components of school environment or teachers behaviour in the case of children of socio-culturally conscious group also.

9. In the case of children belonging to rural set up creative stimulation on the part of teachers and permissiveness have a significant positive correlation with moral maturity of these children.

10. So far as significant interaction effects are concerned there is a two way significant interaction between socio-cultural milieu and sex where girls of elite social group and boys of socio-culturally conscious parents group are found to have more moral maturity than any other group combination. These two groups are found to have almost equal scores on MMS.


Objective:

The study was undertaken to find out personality traits, moral values and national awakening among the students studying in different culturally –based schools.
**Findings:**

1. The leadership ability of the students studying in Western-Oriented schools was highest, whereas Hindu, Christian and Muslim school students were at the second and third position.

2. In creativity, students of Hindu cultural schools got first place and Muslim culture school students were at the lowest position.

3. The students of Saraswati Shishu Mandirs, scored higher on Moral value Test. Students of Western Culture and Christian culture schools were in second and third position.

4. In national awakening students of Hindu, Western, Christian and Muslim culture obtained the first, second, third and fourth positions, respectively.

5. Girls of Hindu and Western Culture were not found different on all the four variables as compared to boys, but the boys and girls of the Christian and Muslim culture differed significantly.

**Joshi, Dhananjay** (2003). An Analytical study of Social Science Subject Curriculum vis-à-vis Development of Moral Values and Civic Sense.

**Objectives:**

The objectives of the study were to analyse Indian Constitution, different Commissions, Committees and other documents related to the development of moral values and civic sense and second was to analyse curriculum.

**Findings:**

The findings of this study was very important. It suggested that moral value determines human behaviour. In this concern, all committees and commissions recommended directly or indirectly those methods that are helpful in developing moral values. In his observation of teachers, he found that teachers were not interested in teaching moral values. Textbooks were only medium to inculcate moral
values while other activities were neglected. There was a lack of intrinsic motivation in teacher’s work.


Objectives:

1. To study the impact of Parental Involvement on the Academic Achievement of adolescents.

2. To study the association of Parental Aspirations (Educational and Occupational) with Academic Achievement of adolescents.

3. To study the impact of Parental Involvement and Parental Aspirations (Educational and Occupational) on the Achievement of the adolescents.

Results:

The results of the present investigation revealed that high and low Parental Involvement yielded different Achievement scores. It was concluded that High Parental Involvement results into higher achievement and low parental Involvement leads to lower Achievement of +2 students. At adolescence stage the modern parents feel more concerned and rather a total involvement in the child’s activities could have possibly resulted into higher academic achievement of their children. High parental Involvement led to higher aspirations scores (both Educational and Occupational) of the children.


Objectives:

1. To study and find out the difference in the family environment of adolescent children of working and non-working mothers.
2. To study and compare the academic achievement of adolescent children of working and non-working mothers.

Findings:

The results of the study shows that family environments of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement also children of working mothers were much better than the adolescent children of non-working mothers.

3.3 RESEARCHES FROM ABROAD

Helkana, Klaws and Ikonen, Merja (1986) studied the relationship of L. Kohlberg’s (1976) stages of moral reasoning to various forms of social participation, family size and responsibility related responses to moral judgemental and projective story completion tasks in two samples (N=100 and N=116) of Finnish pre adolescents, adolescents, and young adults (upto age 26 years). Selected results show that peer rated leadership, number of leadership roles and number of siblings were associated with advances in moral stages for all age groups. Students at each higher stage of moral structure more often attributed responsibility for the consequences of inaction in their moral judgements and in projective guilt responses and saw their consciences as being more active.

White, Charles B. (1988) conducted a study on “Age, education and sex effects on adult moral reasoning”. The role of age and education in adults moral reasoning was examined, utilizing L. Kohlberg’s cognitive developmental stage theory of moral development (L. Kohlberg and colleagues) and the standard scoring system for assessing moral judgements by Colby et al (1977). Results indicate no overall significant effect for age of reasoner, no significant effect for sex, and a significant effect for education on moral judgment. However, the effect of age was significant in the group with 18 or more years of education but not the group with less than 18 years of education.

Iwasa (1989) conducted a comparative research, which was intended to clarify some characteristics of post conventional stage reasoning in comparison with those of
conventional stage reasoning, focusing on people's action choices as their response to
the changes of situational factors in the dilemmas.

The subjects of this research were 63 (31 male and 32 female) American and 52 (26 male and 26 female) Japanese adults. Most of them were well-educated people, mostly with graduate level education. Their age range was from mid-20s to 60s, though the number of subjects in the 50s and 60s was very small. The major portion of the sample was collected in graduate schools of well-known universities both in the United States and in Japan, with the hope of finding as many post conventional reasoners as possible.

First, they were interviewed with Moral Judgement Interview Form B dilemmas in order to identify their stage scores of moral reasoning. Then, they were presented with original and situationally modified versions of the Heinz dilemma in Moral Judgement Interview.

By this study Iwasa concluded that American post-conventional reasoners could abstract a conflict between right to life and right to property from situational details in which the dilemma is embedded. In other words, they could think of human life by itself. When the relative importance of human life and property right is weighed, the former has the overwhelming priority. In contrast, Japanese postconventional reasoners rather showed resistance to the dichotomous framework of the dilemma and to the extraction of the conflict between right to life and right to property from the actual situation. For them human life means, from the beginning, living within various human relationships and within society. It was more moral, for them, to pursue a way to achieve harmony between individual and society, or seek a way to save life by socially allowable measures, and if the woman dies in the process of trying to obtain the drug, it may be considered to be the end of her natural life.

Langford (1989) studies looked at autonomy in the content of and justifications for moral judgements using both a questionnaire and a focussed interview technique, dealing with moral decisions in the areas of child rearing, schools, work and political and economic management. One aim was to examine both developmental changes and developmental stability in the correlational structure of the content of attitudes to autonomous decision-making. A second was to look at
the types of justifications offered for choices in an interview focusing on the control of decision-making. A third was to examine relations between justification types and the content of judgements.

**Bakken Linda, Ellsworth** (1990) Conducted a study on moral development in adulthood (28-55 years old) and its relationship to age, sex, and education. Bakken et al, administered the moral judgement interview (MJI) to a non-random sample of 32 white males and 62 white females. Three age groups were established: 28-36 years, 37-45 years and 48-65 years. Findings indicate the continued development of moral judgements through middle adulthood for both males and females, although significant, gender differences were noted at each age level, with males scoring higher than females on the MJI. Educational level also demonstrated a relationship to moral development. Overall age appears to be a more determining factor of moral judgement for men, while for females both educational level and age appear significant.

**Mwanwenda, Juntufye S.** (1991) conducted a study on psychological aspects of sex differences in moral reasoning, concludes that the attribution of greater moral reasoning powers to men may be due in addition to overall cultural factors and to flaws in the assessment process.

**Killen, Melanie** (1992) conducted a study on social and moral development in early childhood. Focus of this is on social cognitive development in early childhood and on some of the studies, which have examined social judgement and moral behaviour in the pre-school period.

Theoretical foundations of research on early social and moral development are described followed by an examination of selected research in social and moral development and current research on preschoolers, social interaction and social judgement is discussed and analysed how children resolve conflicts in the pre-school setting.

**Miller, Jea G. and Bersoff, David** (1992) entitled their study as “Culture and Moral Judgement: How are conflicts between justice and interpersonal responsibilities resolved?”
A two session study examined Indian and American adults and children's (N=140) reasoning about moral dilemmas involving conflicts between interpersonal and justice expectations. Most Indian gave priority to the interpersonal expectations, whereas most American gave priority to the justice expectations. Indians tended to categorise their conflict resolution in moral terms. In contrast, when Americans gave priority to the interpersonal alternatives, they tended to categorise their resolution in personal terms. Results imply that Indian possess a post conventional moral code in which interpersonal responsibilities are seen in as fully principled terms as justice, obligations and may be accorded precedence over justice obligations. Finding also suggests that a personal morality of interpersonal responsiveness and caring is linked to highly rights-oriented cultural views, such as those emphasized in the US.


This paper examines religious affiliation and commitment of teenagers as a function of the quality of mother-child interaction and the mother's religious commitment, as an illustration of the principle that transmission of parental norms and values to their children is facilitated or inhibited by the quality of their interaction. We expected that in cases where mother-child interaction was good, parents would be better able to impose their own values upon their children resulting in a lower disaffiliation and higher religious commitment in high quality of family-interaction families. This expectation was tested using data from 223 British adolescent-mother pairs, by means of logistic and ordinary regression analysis. The results largely supported the hypotheses, exemplifying how mothers in their role of moral agents may profit from good mother-child relationships.

The current study suggested that maintaining good parent-child relationship is one of the more useful instruments in parents' tool boxes in transmitting parental values to their offspring. In principle we would expect that this not only applies to the transmission of religious values but also to moral values in general-whether or not these are embedded in a firm religious belief or not. Thus, while our results strictly speaking only pertain to religious values, they are also of relevance to the
transmission of moral values in general; in both cases a good parent-child interaction will be conducive to the internalisation of parental values.


The impact of the individuals life condition on the relation between moral judgement and (delinquent) behaviour was investigated in a sample of 162 adolescents and young adults. The sample consisted of two groups: homeless youth and institutional youth i.e. youth with a history of residential care. The difference in life conditions between both groups is characterised by a lack of stable social relationships and specific survival demands for the homeless youth group. Homeless youth reported much more delinquent behaviour than institutional youth, but this difference could not be attributed to the level of moral judgement. However, while for institutional youth a conventional level of moral reasoning was associated with lower levels of delinquency in four domains of deviant behaviour, including violence and vandalism, no such association was found for homeless youth. In the latter group, important predictor variables explaining delinquent behaviour, besides being male were: a restrictive and affectionless parenting style, predominance of individuation over attachment and a passive coping style. It is concluded that delinquent behaviour in homeless youth appeared to be caused by a lack of stable social relationships, as well as by a lack of moral internalisation, with affect and cognition not being integrated.


Three experiments were designed to investigate effects of mood on college students capacities of moral reasoning. Following a mood induction, the standard or a modified version of the Defining Issues Test (DIT) was administered to measure moral reasoning. The results of experiment I, using the standard short form of the DIT, showed elated subjects performed more poorly and took longer than subjects in neutral and sad mood conditions. The results of Experiment 2, using the self-oriented DIT, showed that mildly depressed subjects performed better than did subjects in neutral and happy mood conditions. The results of the third experiment, presenting
more socially disturbing moral dilemmas, showed no effect for either happy or sad mood conditions. Reviewing recent literature of studies on mood and cognition, this study extended the theories and predictions of those studies to the moral context for the purpose of exploring our moral reasoning capacities in real life and enriching our current understanding from moral educational situations.

The aim of the present study was to open a discussion about mood effects on moral reasoning, to foster research initiatives in a different aspect of moral and character education, and to help educators become more competent in the study of student's moral behaviour.

In educational settings, guided peer discussion of moral issues and problems is a well-known method of developing moral reasoning. Teachers using such methods should note that the effects of any existing mood might affect students performance on moral issues tasks, depending on the characteristics of the issue under discussion.

Furthermore, today, more than before, particularly as a result of a high rate of juvenile crime and socially disturbing and disastrous incidents that occur inside and outside of schools, society expects help from the educational systems in educating young people in moral values, citizenship education and democratic education. Even though it is not a simple task to be undertaken only by schools, combining educational situations with real-life factors can provide educators with better understanding of students processes of reasoning and judgements. Affects and moods are inseparable factors of any real-life situation and should be considered in research studies that aim at being applicable in moral education.


Socialization models depicting parenting practices and social cognitions associated with prosocial and antisocial behaviours have been studied. However, little research has focussed on processes underlying the link between parenting and these behaviours. Per J.E. Grusec and J.J. Goodnow's (1994) internalization model,
children and adolescents develop expectancies regarding their parent’s reactions to their behaviours. Adolescents’ expected parental reactions to prosocial behaviours were hypothesized to predict prosocial behaviours; expectations regarding antisocial behaviours were expected to predict antisocial behaviours. For this study, 80 adolescents (mean age 14 years) and their parents reported adolescent’s antisocial and prosocial behaviours. Adolescents completed a measure of prosocial moral reasoning and an assessment of how appropriately they expected each parent to react to prosocial and antisocial behaviours. Expected parental reactions to antisocial behaviour predicted lower levels of delinquency and aggression (adolescent report). Expected parental reactions to prosocial behaviour predicted higher levels of prosocial behaviour (adolescent report) and lower levels of delinquency and aggression (mother report).


The present study assessed adolescent prosocial behaviour towards parents, siblings, and grandparents and its correlates among Turkish early adolescents. The goals of the present study were fourfold. First, we examined age differences in adolescents and their parents reports of prosocial behaviours within the family. Second, gender differences in prosocial acts were explored. Third, we assessed the contribution of the three cognitive and affective variables, including perspective taking, prosocial moral reasoning and empathy, to adolescent prosocial acts. Fourth, we examined the effects of parenting style and parent attachment on prosocial behaviours as well as on perspective taking, prosocial moral reasoning, and empathy. In the present study, we developed the Adolescent Prosocial Behaviour Measure (APB) to assess different domains of Turkish adolescent’s prosocial acts, including helpfulness, affection, sharing, and respect, toward parents, siblings and grandparents. In this study, 436 adolescents (227 girls, 209 boys, M age = 12.92, SD=.82, range 11.33- 14.83) 335 mothers, and 309 fathers were recruited from Ankara, Turkey. Adolescents were asked to complete the measures of prosocial behaviour, parenting style, parent attachment, pro-social moral reasoning, perspective taking and empathy. All mothers and fathers completed a questionnaire about their adolescent’s prosocial behaviour within the family context. The data revealed that younger age groups
showed more prosocial and respect behaviours than older age groups. Also, girls were more prosocial toward all family members and showed more respect behaviour toward mother and grandparents.

Finally, findings of this study indicated that parenting style and parent attachment were significant predictors of adolescent prosocial and respect behaviours as well as perspective taking and empathic concern. Perspective taking and prosocial moral reasoning were positively associated to empathy. Also, perspective taking and empathy significantly contributed to adolescent prosocial and respect behaviours toward family members. The current findings suggest that early adolescents prosocial and respect behaviours can be better understood from a relational perspective stressing the joint effects of the individual characteristics of adolescents and their parents as well as the qualities of their mutual relationships.


One hundred and ninety-six Israeli middle-school students participated in a study that explored the effects of moral orientation (moral versus conventional) and of three situational variables on attitudes toward two types of cheating in school exams- copying from others (active) and letting others copy (passive). Several vignettes that were comprised of different combinations of the three situational variables exam importance, supervision level and peer’s norms were used as the main instrument. It was found that a-morally oriented students approved significantly more of cheating than morally oriented students. Importance of exam had marginally significant effects on active copying. Level of supervision during exam and classmates norms had significant effects on both active and passive cheating attitudes.

72 students were classified as morals, 89 as a-morals, and 35 as ‘morally undefined’. Undefined participants were excluded from the moral perspective analysis but included in all situational variables effects analysis. Student’s perceptions of cheating as a moral or an a-moral issue have significant effects on their attitude toward cheating. A-morals, who perceive the dilemma of ‘to cheat or not to cheat’ as
a conventional or norm-driven issue, are more approving of students who copy from others as well as those who let others copy, compared to morals. It is likely that, as is the case with other concrete attitudes, there will be some connection with student’s actual cheating behaviour.


There has been a trend in contemporary ethics to believe that a morally admirable agent would feel negative self-assessing emotions following even the best possible choice in a moral dilemma. A commonly held reason for holding this position is that agents who are well-brought up are trained to feel negative self-assessing emotions when they do something morally forbidden under ordinary circumstances, and that agents acting for the best in a dilemma will nonetheless recognize their deed as morally forbidden. Jason challenge this view and reach the conclusion that without the further notion that the agent morally failed, negative self-assessing emotions ought to be discouraged in favour of emotions such as grief and sadness, which are negative and self-conscious, but not self-assessing. Jason then offer some cognitive strategies moral educators could impart to help persons feel emotions that better reflect the nuances of moral dilemmas.


Kohlberg’s theory of moral development explores the roles of cognition and emotion but focuses primarily on cognition. Contemporary post-formal theories lead to the conclusion that skills resulting from Cognitive-affective integration facilitate consistency between moral judgement and moral behaviour. Rest’s four-component model of moral development delineates these skills specifically. The components, moral motivation, moral sensitivity, moral reasoning and moral character, operate as multi dimensional processes that facilitate moral development and subsequently promote moral behaviour. The relationships between these components have been relatively unexplored, thereby missing the opportunity to unpack the processes underlying moral growth and development. In this study, moral motivation
(spirituality), moral sensitivity (post-formal skills) and moral reasoning are operationalised to examine the mediational effects of moral sensitivity of medical students. In the complex moral environment of medical students opportunities arise to question values and develop cognitive-affective skills, among them spirituality and post-formal thinking which are linked to increases in post-conventional moral reasoning. The models tested indicate that moral sensitivity mediates the relationship between moral motivation and moral reasoning.

The present study suggests that refinement of the four-component model can advance by specifying potential relationships between the components and novel operationalizations of these components across professional groups. The data in the study address the necessity of both moral motivation and moral sensitivity for moral reasoning, and suggest that moral motivation impacts moral reasoning only indirectly through moral sensitivity. The lack of a direct association between moral motivation and moral reasoning without accounting for moral sensitivity means that ideals that lead to prioritization of moral values do not necessarily enhance moral decision-making. In addition to moral ideals and values one must also have emotional regulation skills, perspective taking skills, as well as the desire and ability to synthesize multiple viewpoints to arrive at principled solutions to moral dilemmas.


The present study examined the independent and interactive relations of effortful control and two family environment variables (parent-adolescent conflict and negative family relations) on the subsequent conduct problems and depressive symptoms of 459 European American and Latino adolescents between the ages of 10 to 14. Hierarchical regression analyses showed that even after baseline levels of conduct problems were taken into account, lower levels of effortful control and poorer family relations were uniquely predictive of more conduct problems 1 year later. A three-way interaction among effortful control; negative family relations, and ethnicity indicated that among European Americans only, effortful control moderated the negative family relations effect. High levels of effortful control protected European American adolescents living in homes characterized by negative family relations from
elevated levels of subsequent conduct problems. Contrary to findings for the conduct problems outcome, only baseline levels of depressive symptoms predicted subsequent depressive symptoms.


This study investigated the relation of peer interactions, family social environment and personality to prosocial orientation in Chinese adolescents. The results indicated no sex differences in general prosocial orientation and inclination to help others, but sex differences in inclination to maintain an affective relationship and inclination to co-operate and share with others. In general, prosocial orientation was associated negatively with peer negative influence and peer delinquent behaviour, and positively with peer positive influence. Prosocial orientation was associated with positive family social environment. In addition, prosocial orientation was associated negatively with psychoticism and neuroticism, but positively with social desirability. The findings suggested that positive peer interactions, good family social environment and positive personality tended to increase the prosocial orientation of adolescents.


On two occasions separated by one year, 2,758 Chinese adolescents respond to instruments assessing perceived parental behavioural control (indexed by parental knowledge, expectation, monitoring, discipline, demandingness, and control based on Chinese concepts), parental psychological control and parent-child relational qualities (satisfaction with parental control, readiness to communicate with the parents and perceived mutual trust between parents and their children). Chinese adolescents generally perceive their father’s behavioural and psychological control to be lower than those of the mothers, mother-child relational qualities are also perceived to be relatively more positive than father-child relational qualities. Results further show that perceived parental differences in parental control are moderated by the gender of the participant, and adolescent girls have more favourable perceptions of parent
adolescent relational qualities than do adolescent boys. Regarding time differences, the scale scores of measures assessing perceived parental control and parent-child relational qualities decline in early adolescent years in the Chinese culture.

### 3.4 ARTICLES AND BOOK REVIEWS


A survey of the moral development programmes and activities in selected 18 Public, Central and Navodaya schools is presented. The schools were selected with the help of a questionnaire prepared by the author. Findings revealed that all the schools considered that development of moral and ethical values is the main objective of education. The programmes and activities commonly followed by them for moral education were: prayer in school assembly, debates on moral issues, tutorial system, evaluation of personality by teachers, celebrating birth-days of great leaders by discussing their messages and practicing yogasanas.

**Chishty, S.B.H.** (1991). Teaching of moral education. The Primary teacher, 16(2), 30-33. This article focuses on the ‘what’, ‘why’ and ‘how’ of moral education. The author believes that some desirable changes regarding values such as honesty, patriotism, mutual help and punctuality can be brought out through attitudinal changes under moral education and not under religious education in a secular country like India. He asserts that moral education is not “otherman-directed activity” but “inner-directed activity”. A suggested programme for moral education emphasizes three stages, viz. the need stage, the exploratory stage, and the suggestive stage. It is advocated that moral awareness should be promoted to orient the progress in science and technology towards the welfare of mankind. Some common values should be rediscovered to unite human beings.


The main objective of this article is to develop consciousness about the moral and spiritual education among the school goers. It is considered that moral and
spiritual education has a significant role for cognitive tuning and shaping the minds of the students. The author believes that spiritual education is meant to make the mind more broad based. The students may be taught to be more accommodating, liberal, tolerant, social, secular etc. The author has made an attempt to reveal the measures to create a viable cognitive map for the Chinese school children. He found that the child education in China is guided to achieve morality, creativity, discipline, dignity of labour, and love for the country. Both India and China do not differ much in terms of the basic measures. Recommendations of National Policy of Education (1986) and Acharya Ramamurti Committee (1990) have been highlighted with further suggestions for curriculum renewal. Teachers, educators and administrators are considered to be viable models for moral and spiritual education for children in India and China.


The main objective of this study was to find out the relationship of 10 values with moral judgement and socio-economic status. The sample for the study consisted of 196 students (89 females and 107 males) selected from four secondary schools of Bhubaneshwar (Orissa). The tools such as Personal values Questionnaire (developed by Sherry) Defining Issues Test (developed by James Rest) and Socio-economic status scale (developed by Bhardwaj) were used. It was found that moral judgements were positively correlated with religious, social, democratic, knowledge, and health values, but negatively correlated with economic, hedonistic, power, and family prestige values and the socio-economic status was positively correlated with social, economic, knowledge, power and family prestige values.


The main objective of this paper was to study whether variation exists in the development of moral judgment among school students studying in rural and urban schools. A total of 148 students of IX class of Marmugao Taluk of Goa state were
randomly selected for this study. The tools used to collect the data included Test of Moral Judgement and Group Test of Intelligence. The t-test and product moment coefficient of correlation were used. The finding indicated that students studying in urban schools possessed significantly higher moral judgement than the rural school students. It was also revealed that there was a significant positive correlation between moral judgement and intelligence.

**Dagar, B.S. & Dhull, I.** (1994) in the book entitled “Perspective in Moral Education” threw light on importance of morality in present society i.e marked by violence, greed, rapes, thefts, bank robbery, drug addiction, terrorism, pollution etc. But it is essential that we as teachers or teacher educators obtain a right perspective of morality, moral consciousness and moral education, for these terms are often misconceived by many of us.

First, misconception results from relating morality with religion. The dictates of the Quran, the Gita, or the Bible are taken as the final words or the ultimate authority. But moral education is different form religious education because it is possible to live without a religion but it is unthinkable to live without any set of moral values to guide our behaviour.

Secondly, religious education is authoritarian, whereas education in its true sense is anti-authoritarian. Religious education denies an individual the right to choose the principle of morality and behaviour according to his own thinking.


The main objective of this study was to study the effectiveness of cognitive moral development in terms of moral judgement, value clarification, self-concept, and self-confidence. A total of 208 students of class IX were selected randomly from different socio-economic backgrounds, whose age ranged between 13 to 15 years. Tools used in this study were Moral Judgement Scale by the investigator, Value Clarification Scale by Singh, Reaction towards Cognitive Moral Development Model Scale by the investigator, Self-confidence Scale by Bhawalkar, Self concept Rating
Scale by Deo, Culture Fair Intelligence Test by Cattell, Group Test of General Mental Ability by Jalota and Socio-economic status scale by Kulshrestha (years not mentioned). The data were treated using the mean, SD, ANOVA, Trend analysis, chi-square etc. The major finding was that cognitive moral development enhances moral judgement, value clarification, self-confidence and self concept.


The article stresses that value education and moral education in particular constitute the sine qua non of education. Moral education is often misinterpreted in terms of religious education, though they are distinct. The mode of moral education is suggested keeping in view its form and concept. It is emphasized that moral traits cannot be effectively inculcated by direct instructions. The problems of treating moral education as a separate subject have been discussed. Orientation of all working teachers via special seminars and conduction of orientation courses on moral education are a pre requisite for including moral education as a subject.

Vyasa, M.B. (1997). In his document “Moral Education in School: Why and How, Modern Indian Education” emphasized on those ideals that can develop and inculcate moral character in children. Why moral education is necessary, the writer gives clarification that there are many reason to impart moral education. For example, degradation in values, changes of time and values, science and value, money and value etc. There is emphasis on role of education in upgradation of morality.

The environment of school, curriculum related activities, social activities, learning and thinking process, style of presentation, historical ideals, education of geography, literal and emotional education, the writer focus on ‘how’ these factors influence the moral education. The writer focus on the development of those values that give emphasis on the preservation of culture and the cooperation of family, school and community is necessary.

The author highlights the degradation of moral values among the youth of Manipur. She defines moral values which, according to her, are always associated with the social norms of a particular community. She highlights the different factors that are directly or indirectly responsible for the degradation of morality among the youth of Manipur. Socio-religious factors, educational factors, the role played by media, family structure, alcohol, drugs and corruption are the factors she thinks responsible for the erosion of values among the youth.

3.5 NEWS RELATED TO MORAL VALUES

Negi, Dr. Bharat Singh (2006). In his article entitled “Educational Institutions and Human Values” published in ‘Employment News’ defined values as socially approved goals and desires: those are internalized through the process of conditioning, learning or socialization and become subjective preference, standards and aspirations. The values are classified as physical, mental, economic, moral, religious, cultural and spiritual. There are many reasons due to value education has reiterated. These are lack of serious and systematic effort on the part of government to implement value-based education. In his article, many suggestions are recommended, through which value education can be inculcated in the educational institutions.

Kalam, Dr. A.P.J. Abdul (2006). Hon’ble Ex-President of India addressed the ‘Dikshant Samaroh’ in ‘Jain Bharati University’ New Delhi said that we need such a education that can determine economic development with moral development. With this, we can make a healthy and strong society. Each and every citizen of India should make contribution in the development of the country.