Chapter V
Discussion of Results
Children are the most valuable asset of the World. They are the future foundation of the Mankind. It has been rightly observed by Mrs. Indira Gandhi in her message on the International Year of the Child, “If we wish to lay firm foundations of a just and happier world, we have to take care of generations of children who need to be nursed and nourished, helped and equipped to play their role in the world of tomorrow”. It goes without saying that children constitute the base for a future civilization and on them only depends the human destiny\(^1\).

Swami Vivekananda has very rightly remarked, “The great national sin is the neglect of the masses & that is one of the causes of our downfall. No amount of politics would be of any avail until the masses in India are once more well educated”\(^2\).

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The entire super-structure of the educational setup of a nation rests upon primary education. It is on the start that the entire growth, development and enrichment of mental as well as physical potentialities of the child depend. If the child is looked after properly at the primary stage, the secondary education automatically gets a fillip and success is a natural consequence of the foundation laid. Rightly organised, primary education is the very first front and the most important one, from which our educationists should launch the attack in order to solve the obstinate educational problems of the country.

The primary task of education is the all-round development; the role of the research is to assess how far the teaching-learning process has been effective, to what extent an objective fixed has been fulfilled and how far the learning experiences provided have been appropriate and useful. In order to realise the set of objectives of primary education, learners are to be exposed to the teaching-learning process through meaningful experiences. After that, efforts are made to evaluate the extent to which the learners have been successful in achieving the desired target.

The objectives of education are derived from the environment – social and political system, economic structure, psychological development, cultural heritage and national needs and aspirations and existing store of human knowledge. Such objectives, by their nature, cannot be limited to the academic areas. They would naturally encompass the total personality of the learner i.e., growth - both in the scholastic and non-scholastic areas. Achievement in academic areas, and growth in personal and social qualities, interests, attitudes and skills, are all objectives in education. The present study was undertaken to analyze the objectives of primary education through different tools and techniques and to study the extent to which these objectives have been realized. An overview of the available Literature reveals that substantial work has been carried out on different aspects of primary education but so far no serious effort has been undertaken to empirically analyze the objectives laid by primary education.
Towards realizing this goal, the information obtained from the collected data was analyzed statistically and the results have been interpreted in chapter 4 (Statistical Analysis & Interpretation). On the basis of interpretations and research findings, the results are being discussed in light of the available literature under six headings and are presented on the basis of objectives laid down by primary education in the following order:

5.1. Mastery over the Basic Tools of Learning;
5.2. Scientific Temper of Learners;
5.3. Physical Development of Learners;
5.4. Social Development of Learners;
5.5. Moral Development of Learners;
5.6. Intellectual aspect of Learners.

The above classification was imperative in order to discuss the results in a lucid manner, to have clarity and to assess the extent to which the objectives of primary education have been fulfilled in scholastic and non-scholastic areas of learner’s personality.

5.1. Mastery over the Basic Tools of Learning

Regarding the aggregate marks of 5th & 8th grade students in an achievement test, the results reveal that maximum students in the sample government schools failed in the said test which was used for the first time as a tool for external evaluation as against the routine-teacher made tests. Moreover, the extent of failure is same in selected areas of rural, urban & semi-urban, where a large number of students failed on the basis of aggregate criteria.

While analyzing the subject-wise overall pass and fail percentage of 5th & 8th grade students, the results show that the maximum fail percentage is in Arithmetic (Applied Mathematics) followed by other subjects in the descending
order as Science, Writing and Reading Components of English & Urdu respectively. The area-wise pass and fail percentage reveal that in all study areas i.e., rural, urban and semi-urban; maximum fail percentage is in arithmetic and the maximum failure students are from the urban area. The findings of the present study are in tune with Al-Sahel (2005) who has focused on teachers' perceptions of the problem of underachievement and has indicated that the most related problems to underachievement in schools are reading difficulties and poor writing; homework negligence and daydreaming.

The overall performance standards of primary students in basic tools of learning reported that excluding reading, none of the students secured distinction, a small percentage obtained 3rd division and a large chunk of students failed in basic tools of learning. During area-wise investigation, it was observed through percentage analysis that 5th grade students of semi-urban area are ahead in reading and science knowledge; urban students have good writing skills while rural students showed good results on arithmetic. The results are confirmed when analyzing the statistical mean difference between rural, urban and semi-urban students over Comprehensive Achievement Test. Further, it was found that the semi-urban students of 8th grade are ahead on reading and writing; while rural students have shown good command on science knowledge and arithmetic during percentage calculation. From the available literature, no study is available on this vital aspect of performance standards of achievement test.

The analysis of data regarding mean difference between boys and girls of 5th grade students in basic tools of learning reveal that boys have shown proficiency on arithmetic test compared to girls, although the achievement in reading, writing & science is similar. The analysis of data regarding mean difference between boys and girls of 8th grade students in basic tools of learning reveal that excluding reading and writing, boys have shown better performance on science and arithmetic test than of girls. The results are partly in line with
Padhi & Jadhao, 1998 and Reid & Lyn, 1995. Padhi & Jadhao (1998) reported that the performance of girls was lower than that of boys. Reid & Lyn (1995) revealed that males' mathematics self-concept was statistically significantly higher than females', although females' achievement was superior. Our finding is in contradiction with Krieg, 2005 and Merisuo-Storm, 2006. Krieg (2005) has found that boys perform worse & gain less on maths. Merisuo-Storm (2006) revealed that girls enjoyed reading significantly more than boys. This difference could be attributed to different study sample. The present results further reveal that the boys and girls from rural, urban and semi-urban show a similar trend on reading, writing, arithmetic and science knowledge; but in case of semi-urban students, the mean of boys is decidedly better than girls.

During the interactive discussion of the investigator with the teachers and heads of sample schools of the present study, it is concluded that parents' negligence towards children's academic activities in relation to their achievement are responsible for poor performance. The lack of time on the part of parents was most often referred to as the greatest barrier impeding parent involvement. This finding is supported by a number of investigators, notably Driessen et al. (2005) who assessed that parental involvement is an important strategy for the advancement of the quality of education. Similarly, Englund et al. (2004) suggested that early parenting factors are important for children's academic achievement. Edwards & Warin (1999) suggested that primary schools are currently being obliged to use parents as assistants in the delivery of an overloaded curriculum in ways which do not draw on understandings of what parents do have to offer. Olmscheid (1999) revealed that schools should start a parental involvement program; training teachers and administrators in the development and implementation of parental involvement programs. Mary et al. (2001) observed that Lower and Upper Primary Teachers believed that parents
should be involved in assessment process. Rajaram & Sunil (2003) revealed that household characteristics play a significant role towards child schooling.

Another important factor observed during the present endeavour is the irregularity of students. Engaging children in the domestic activities without caring for their academic loss again reflects towards the non-involvement of parents with students achievements. Demand-side interventions may be needed to encourage the regular attendance of children in school. One possible approach is to create demand for attendance, through midday meal program or attendance scholarships. Researchers have found that such programmes have positive effects on learning achievement. Moreover teachers attendance is a strong predictor of students learning, strategies that more closely link teachers salaries to their work performance could also be considered.

The most important factor found responsible for low achievement is the maximum number of holidays enjoyed by education sector. During present investigation, from the available data in Kashmir Province, it was observed that the working days are decreasing year after year, as is clear from the following table:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of working days</th>
</tr>
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<tbody>
<tr>
<td>2003-2004</td>
<td>227</td>
</tr>
<tr>
<td>2004-2005</td>
<td>206</td>
</tr>
<tr>
<td>2005-2006</td>
<td>202</td>
</tr>
<tr>
<td>2006-2007</td>
<td>196</td>
</tr>
</tbody>
</table>

During the academic session 2007-08, the conditions would be similar since at the time of finalization of this thesis, the schools upto upper primary standard had already been closed for winter vacation w.e.f. 3rd Dec. 2007 which means that this year also the students would enjoy about 3 months winter vacation, which could get prolonged as in March the vacations are extended.

Needless to mention that the number of working days is never correlated with the syllabus to be covered by the students. This may be due to the dual
control on the schools without any coordination; the Directorate of School Education has control over the administrative matters while the State Board of School Education controls the Examination affairs. It is suggested that the system be overhauled and single line administration needs to be followed if the education sector is to be streamlined.

The above discussion reveals that on the average, children have shown poor performance in basic tools of learning. It is clear from the findings that the students have not attained the minimum levels of expected achievement. The students from all the areas viz., rural, urban & semi-urban have shown lowest achievement in their scholastic areas. They have failed to obtain basic tools of learning, as the following factors have been worked out by a number of workers who after investigations have made the following conclusions.

Ecalle et al. (2006), Blatchford et al. (2003), Reynolds et al. (2001), Foreman & Foreman (2006), La-Sage & Ye-Renmin (2000), Lawton (1999), Arora & Panda (1997) and Margaret (1991) have investigated the relationship between school size and academic achievement and have advocated positive relationship between school as well as class size and student achievement. Small classes are often considered indicators of educational quality. This happens only in very small classes. While reducing class size to twenty or fewer, pupils could boost achievement. The quality of teaching plays a critical role in children’s achievement.

Similarly, Velez et al. (1993) reported that the critical factors affecting the achievement of primary education were active teaching methods; access to textbooks & other instructional material; provision of basic infrastructure; teacher experience, subject matter knowledge & closeness to school; time on task & coverage of curriculum; student attitudes; homework practices, including parental involvement. Richard (1994) indicated that students are influenced by school environment to withdraw from the schools. In this connection, Govt.
needs to pay attention towards the School Buildings. The physical appearance of
the school should have an appeal and attraction to the young budding minds.
The trees, shrubs, the green lawns with flowers, the play spaces, parking where
ever necessary both for students and staff, the toilet and drinking water facilities,
the rest room, the recreation room; all these components are required to become
the point of attraction for those who want to get themselves educated. The
schools should have congenial environment for the achievement of educational
objectives.

Education of satisfactory quality demands teachers who are professionally
well prepared and are aware of the latest developments in the curriculum
transaction strategies and techniques of teaching. Teachers ought to be aware
that the relationship between the teacher and the student is an important one.
The influence and feedback from a teacher is second only to the family of a child
in formulating and maintaining a self-concept (Rosenberg, 1979). In 1993, Peng
& Lee found that a negative teacher-student relationship was one reason for the
poor performance of students. Rao et al. (1997) showed that teachers' interaction
with pupils, parents and elders had positive impact on enrollment in schools.

In order to universalize primary education, Mehrotra (2006) examined the
feasibility of the Central Government's goals to ensure that all children complete
5 years of school by 2007; 8 years by 2010 and assessed that these goals - more
ambitious than the global Education For All (EFA) goals, are unlikely to be
achieved without significant reforms by the Central and State Governments. The
researcher argued that central to universalizing primary education will be
improving the level, equity & efficiency of public spending.

A number of programmes to achieve the goal of UEE have been initiated
by the Government of India, MHRD and Department of Education. In this
regard, Tara (2007) discussed that programmes like DPEP and SSA launched by
the Government of India would be extremely useful for the successful
implementation of future programmes in primary education. Singh & Sridhar (2005) and Ohri & Pankaj (2002) have observed that Dropout rate has shown sharp decline and consequently retention rate of students in primary schools has increased sharply after DPEP, as it has brought positive changes in textbooks, infrastructural facilities, number of classrooms & blackboard have increased substantially and large number of female teachers were appointed in primary schools.

The above discussion reveals that the students have shown poor performance in basic tools of learning, which is one of the important objectives of primary education. The factors mainly responsible for this state of affairs include:

- The mechanism of accountability for teachers is much weaker, because of permanent job with salaries and promotions unrelated to performance;
- Negative student-teacher relationship;
- Maximum number of holidays & less number of working days. Also the number of days is not correlated with the syllabii;
- Incompletion of syllabii;
- Parent’s negligence, ignorance & lack of time towards children in academic activities;
- Irregularity of students by engaging them in the domestic activities;
- No detention policy;
- Lack of basic infrastructure i.e., school building, furniture, water & toilet facilities.

5.2. Scientific Temper of Learners

Science education fosters students' desire to meet challenges, to take risks, and to learn from mistakes. It prompts questions and a curiosity about the changing world and encourages students to design experiments, to observe, and to methodically use data and ideas to find justifiable solutions. Students are
encouraged to extend, reinforce, and consolidate science learning by communicating their ideas and findings to others. In science, students consider how technology affects human health, how it may be used to extend human abilities, and how it can be used as a tool to solve problems. Students should develop scientific temper by being inquisitive about things and asking why and how and trying to find the answers for them. Its purpose is to gain knowledge, to realize truth, to appreciate goodness and beauty.

According to Jawarhar Lal Nehru, so far as the temper of science is concerned, we have fewer major obstructions in our way, because the essential basis of Indian thought for ages past fits in with the scientific temper and approach, though the later manifestations of the thought negate it. The prescription that he advocates all his life is scientific approach and scientific temper, which he did not equate with science. It should take us sometimes, henceforth, to follow the logic of his prescription, the optimization of the doze and the types of restrictions in thoughts and actions, it warns against as well as, the positive frame of intellectual and action based exercises that it suggests. Every Indian citizen has a constitutional duty under article 45A0 (h) to develop scientific temper, a term used by Jawarhar Lal Nehru.

While observing the primary students attitude towards Science by distributing them into three categories viz., Above Average, Average and Below Average, the results revealed that the maximum students possessed ‘Average’ scientific temper and very few students were having low scientific temper which shows positive attitude of students towards science education. The finding is in agreement with that of Perrodin (1966), who found that children consider science to be an important school subject. On area-wise science outlook of primary students, the present observations reveal that the semi-urban students have good scientific temper.
The mean difference of the data shows that rural, urban and semi-urban students show uniform Scientific temper. On gender-wise difference, all rural, urban & semi-urban boys and girls possess similar scientific temper. Same results were found by Laxshaminarayana & Sreekala, (2001); gender was not found to have any influence on science application ability.

The findings of the present study related to scientific temper show the good attitude of students towards science. They wish to have debates, seminars & quiz on science topics in schools. They want to develop scientific temper through science exhibition; by visiting science museums; by doing science projects & laboratory experiments and through outings & field studies.

The survey indicates that science has been taught most frequently in the primary grades by the classroom teacher. Most schools are not departmentalized at any grade level; that is, they do not provide special science teachers. The science-teaching pattern followed seems to depend on grade-level. In the lower grades, science tended to be integrated with other subjects whereas in the upper grades, schools most often followed the pattern of separate subjects, with some opportunity to follow special interests. Presently, science education in primary schools is in a state of flux. The curriculum reform movement in science was initiated at the secondary school level; it has come to include science programs from the kindergarten through the senior high school.

During present endeavour it was observed that great majority of the schools do not have science laboratories and if at all the schools have been provided with science equipments, no separate laboratories have been developed instead the science items are placed in some almirah/s and the students are seldom engaged in experimentation, which is the most unfortunate part of the system.
In teaching science, it is more important to help students to understand the scientific approach to life and develop a scientific temper than is to impart scientific knowledge or train them in specific scientific techniques. The attitude items included in the scientific temper scale are rationality, curiosity, aversion to superstitions, objectivity of intellectual beliefs, and suspended judgement. The scientific temper as it appears in the science education literature embodies the adoption of a particular approach to solve problems, to assess ideas and information or to make decisions. The facilities like library, laboratory, audio-visual aids, and exposure to eminent personalities, participation in fairs, exhibition, etc. will help in the inculcation and promotion of scientific attitude in the individuals.

A great deal of work will have to be done by teachers taking students out of their classes to carefully observe nature, observe things and their relationships, and to seek an understanding of the interdependence of man on his total environment. The purpose should not be to stuff the mind of children with facts and information but to sharpen their sense and to enable them to observe their environment. The focus of science education should instruct children in the proper care and use of the environment, nature, and health and safety issues. Science education plays a vital role in addressing health issues as well as communicable diseases. In the early primary years, focus is to be placed on hygiene, nutrition, exercise, and safety. These issues play an important factor in society. Teaching children the importance of health and safety can reduce future epidemics of sickness and communicable diseases spread through ignorance and lack of knowledge. In this way it should be possible for the primary school children to pick up not only the scientific attitudes but also the scientific method of doing things. Teaching of science at upper primary stage should be related to agriculture and animal husbandry and to technology and pollution and other such environmental problems. It is necessary to emphasis these areas so that even at this stage the pupils start thinking about solutions of the relevant problems. This approach will provide the added advantage of drawing attention of the students to researches in applied sciences, a field which is considerably neglected in this country. A child is a developing individual, who learns and gains experiences through various senses. During the childhood period, great development in
physical & mental spheres take place. The primary school child also make advancement intellectually during this stage in his observing, reasoning and thinking. He becomes curious to acquire knowledge from his surroundings and his talents are developed.

Some of the goals and values of science instruction which are emphasized by a majority of the educators included in the survey are to:

- Help children develop their curiosity and ask what, how & why questions;
- Help children learn how to think critically;
- Provide knowledge about typical areas of science study, such as weather, electricity, and plant & animal life;
- Help children learn concepts and ideas for interpreting their environment;
- Develop an appreciation and an awareness of the environment;
- Help children develop problem-solving skills;
- Develop responsibility for the proper use of science knowledge for the betterment of man;
- Incorporate co-curricular activities;
- Provide democratic atmosphere in the classroom;
- provide necessary first hand experiences & develop basic concepts;
- Increase their skill of observation;
- Give them opportunities to use tools, equipment and material;
- Stimulate their curiosity, desire for exploration, discovery and seek answers to their questions;
- Help them in the development of the scientific outlook.
5.3. Physical Development of Learners

Children are by nature playful and happy. They are full of vigour and joy. They express and enjoy themselves through play. They reach out to the world in a constant act of discovery through play and activities making the environment a part of their life. That is why; play is regarded as a creative and developing process of the child and finds an important place in various educational systems for children. Children should be given ample opportunities of playing through which they can learn qualities of cooperation, leadership, fellow-feeling, confidence and self-reliance. In group activities and friendly interactions they can learn many things which supplement the classroom teaching. Unfortunately, education to young children is becoming more imposing and constraining; consequently, the teaching-learning process is falling to achieve the desired objectives; there is more wastage and stagnation; there are more dropouts the truants. Therefore attempts should be made to do away with these short comings and deficiencies by utilising various media and materials in schools. It can be minimised by adopting play way method. Educational plays and games will help making school activities more meaningful and interesting. Effort should be made to locate talent among boys and girls and facilities should be provided to enable them to develop their capacities and attain national and international standards of excellence, in sports. Practical knowledge for maintaining one's health and physical fitness should be given at all stages. The teachers should be imaginative and resourceful in devising low cost and simple play materials and games for young children. Locally available raw materials are to be used in preparing these aids like toys, games and puppets. Teachers should prepare them with a view to developing in children concepts of number, colour and form, improving language and motor skills as well as health habits. Physical exercises, games and sports, recreative activities and other big muscle activities involving individual and group practices enable one to gain efficiency in action,
a sound health, pleasing manners, pleasant character and such other desirable qualities that in turn aid to develop a sound mind.

While checking the percentage of facilities available for physical activities like Physical Exercise, Sports and Games, Work Experience and Socially Useful Productive Work (SUPW) at Primary & Upper Primary Stage, it was observed that most attention is given to Mass P.T. and least attention is paid to Indoor Games. On the whole it was found that careful attention has not been given to physical facilities in schools. The schools lack the basic infrastructure for performing physical activities. On area-wise difference, semi-urban students are having good facilities with regard to physical activities followed by rural students while as urban students are having minimum facilities. Lack of literature on this aspect is sufficient to reflect that this field is being neglected in schools. Notwithstanding that schools have been acknowledged as the primary institution with responsibility for promoting activity in young people and more specifically, school physical education has been recognized as having a key role to play. Moreover physical education needs proper attention as it provides physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership, obedience to rules, moderation in victory and balance in defeat; it is also great factor in the mental hygiene of the students.

While comparing the physical development of boys and girls with the AIIMS Norms, it was found that the height, weight, chest circumference of boys & girls of the age 10+ & 13+ years is less than the AIIMS Norms which makes confirms that the personal development of students is unsatisfactory. On comparison of the rural, urban, semi-urban boys and girls; physical development of rural boys and semi-urban girls of the age (10+ & 13+ years) was found to be satisfactory.

During the investigation it was observed that the present position of physical education is far from satisfactory, as it is not given equal status in the
school time-table; there is a shortage of trained physical directors for the schools; most of the schools have no playgrounds particularly in urban schools; teachers do not show an active interest in the organization and supervision of games and sports but consider these activities as impediment in the way of teaching and learning. Only few outstanding players and athletes are encouraged to participate in them with a view to win distinctions in competitions and tournaments.

The findings are supported by the study of Humphries & Ashy (2006) who revealed that physical education specialist is needed for the implementation of physical education. Cale & Harris (2006) revealed that school-based physical activity interventions can be effective & achieve a range of positive outcomes, suggesting that teachers' efforts to promote physical activity through physical education programmes can indeed be worthwhile.

Dash & Satapathy (2001) have observed that the teachers were in favour of health education and the health check-up was not a regular practice in rural schools whereas in urban schools it was a regular practice; in rural school, there was no provision in the timetable for health check-up and also many schools lacked first aid facility.

5.4. Social Development of Learners

The results of the present study reveals that majority of the students lack general awareness regarding their patriotism; while observing the overall percentage of students on their awareness regarding Social Development by classifying them into Above Average, Average and Below Average category, the results show that maximum students were recorded in the Average Category with respect to their awareness regarding heritage, citizenship, & tradition dimensions of social development. The results are partly in line with Connolly &
Hosken (2006), who have revealed that students showed positive effects towards promoting awareness and respect for diversity on general and specific effects of educational programmes.

During area-wise investigation, it was observed that semi-urban students attain good knowledge regarding the heritage and tradition dimension of social development; rural students have more awareness regarding the citizenship; urban students possess good knowledge regarding the patriotism and general awareness. On the whole, the results indicate that semi-urban students have better awareness towards social development.

The gender-wise comparison reveal that boys possess more knowledge than girls on heritage dimension and general awareness, while as girls are more aware than boys on citizenship, patriotism and social traditions, which indicates that boys and girls differ in awareness towards social development. During area-wise gender difference it has been reported that the semi-urban boys and urban girls are more aware regarding the general awareness; rural boys and urban girls possess more knowledge regarding social heritage; semi-urban boys and rural girls possess good knowledge regarding citizenship dimension; awareness regarding patriotism is mostly known by the rural boys and urban girls; semi-urban boys and girls have good knowledge regarding tradition dimension of social development. On the whole semi-urban boys and urban girls have shown more awareness with respect to knowledge towards social development. The finding is partly in line with Khadse (1992) who found that social development was equally good among boys and girls in urban area.

Brewer (2006) claimed that social studies in primary school curriculum helps young people to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Myers (2006) made an argument that a new orientation to social studies education is necessary in order to understand and
address the effects of globalization. The study of Zaman (2006) examined teachers' perceptions of citizenship & citizenship education and revealed strong consensus among teachers in the three countries suggesting that civics education matters a great deal for students' political development and for their countries; teachers do not demonstrate a great deal of differentiation among the citizenship models and categories prescribed in the literature.

The social studies curriculum offers student's opportunities to reflect critically upon social and cultural events and issues in order to examine the present, make connections with the past, and consider the future. Students are encouraged to engage in in-depth study from multiple perspectives (for example, time, place, culture, and values), to think critically, to make logical connections and reasoned judgments, and to practise effective communication. Students also study mass media and the impact of technological innovation on individuals and society.

5.5. Moral Development of Learners

The results of the present study have found that maximum students exhibit good attitude towards moral development. Further, the students have shown good attitude towards honesty, spirituality, sincerity and desirable behaviour. On area-wise difference, the semi-urban students showed desirable attitude towards morality, spirituality and helpful behaviour whereas, urban students have shown positive attitude towards honesty and sincerity.

While evaluating the gender-wise attitude of primary students it has been found that boys have shown good attitude than girls with regard to honesty, spirituality, helpful behaviour and morality, while as girls have shown positive attitude towards sincerity dimension of moral development. The present findings are supported by Muthamma (1982) who found significant difference in moral judgement of boys & girls. The results are partly in line with De Souza's
(1974) who examined the values like dutifulness, sincerity, cooperation, honesty, loyalty & respect to seniors concluded that the mean scores of boys of V to X classes were high & varied between classes & there was no significant relation of the values of teachers & students and also of parents & boys.

While focusing upon area-wise gender difference, urban boys & girls were in favour of sincerity and honesty dimension; however, semi-urban boys & girls have shown good attitude towards morality, spirituality and desirable behaviour. On the whole, students from urban area possess positive attitude towards moral development.

The results by Craft & Morgan (1994) led to the conclusion that moral development increases the moral reasoning of primary school children. Also, real-life dilemma discussions are more effective in promoting children’s moral judgments at the primary level and are useful in teaching moral education as an integral part of the curriculum.

Sarangi (1994) studied moral education in schools and found that the activities in morning assembly include speech on moral education, stories on specific character; inspiring sentences from culture & literature. The author observed the necessity to impart moral education at primary level through guest lectures, discussions, social service programs, co-operation & helpfulness among children. Newspapers, magazines, radio broadcasts & tapes were used by teachers for moral education. Seetharamu (1974) found that the remarkable improvements in the moral judgement of the students were because of the direct moral instruction which consisted of the values of honesty, responsibility, non-deceitful behaviour & democratic character. Merrett & Tang (1994) discussed that the children thought praise & reward were appropriate for good behaviour & good work & that, on the whole, the amount of praise & blame they received in school was about right. Both for praising their good work & behaviour & as a punishment, a letter sent from school to parents was believed to be very potent.
In the study of Crozier & Dimmock (1999), it has been found that name-calling & the assignment of unkind nicknames were prevalent & hurtful features of school life. It was proposed that these names are hurtful because they threaten the child's identity.

The behaviour of students with formal & without formal moral education was taken up by Pinkeerani (1981) who found that the overall behaviour of the students without moral instruction were significantly poor and different when compared with those who received the moral instruction.

Knowledge of moral values was found to be directly related with age by Sinha & Varma (1972) and Rani (1968) who have observed that knowledge of moral value showed an increasing tendency along with the maturity of the children. Respect, forgiveness & good will were the most frequently practised moral values in daily behaviour. Negative values like betrayal of faith, greed, anger & falsehood were quite frequent in the children's behaviour.

Moral Values should be inculcated from the earliest childhood. At primary Stage, simple and interesting stories about the lives and teachings of prophets, saints and religious leaders should be included in the syllabus. Through school programme, the attitude of 'service' and the realization that 'work is worship' should be developed in the child. Good elements should be gathered from all important religions and taught to children so that when they grow up they may possess the spirit of universal brotherhood, tolerance and sacrifice and learn to respect others views and sentiments. Moral virtues like honesty, truthfulness, loyalty, cooperation, fellow-feeling, justice, temperance and self-control promote the social efficiency of an individual. Good behaviour is a significant part and powerful medium of moral education. The practical aspect of the teaching of good manners is very gradual. Being initiative by nature, the children can learn many things of good manners in their family. Good manners can form a background of moral education but for this the teachers should be well mannered in order that they may be ideals and worth imitating for children.
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5.6. Intellectual development of Learners

While analyzing the overall percentage of 5th & 8th grade students over non-verbal intelligence test, the learners have been classified into different categories viz., very superior, superior, bright average, average, dull average, inferior and very inferior. The results indicate that maximum students possessed average intelligence and minimum number of students were listed in very inferior category. On area-wise difference, rural students have shown more intelligence while comparing with urban and semi-urban students.

The analysis of data regarding statistical mean difference between rural, urban and semi-urban students showed that rural student are good on intellectual development than urban and semi-urban students. While as urban and semi-urban students do not differ in terms of intellectual development.

The gender-wise percentage of students over intelligence test showed that gender does influence, as boys have shown more intelligence than girls. The results are confirmed by statistical mean difference between boys and girls. Duckworth & Seligman (2006) have found that primary school girls do not out perform boys on IQ tests.

On gender-difference, rural boys and girls have obtained good score on intelligence test. On area-wise gender difference, semi-urban boys are more
superior to girls and both the genders from rural and urban areas have shown similar intellectual development.

From the review of literature, it is clear that the primary student's intellectual aspect has been poorly attended so far. Through fine arts, students are provided with unique ways to understand the world and communicate that understanding. Fine arts study develops discipline, motivation, and confidence and encourages curiosity, innovation, and creativity.

Various strategies which support the intellectual development of students are found across curricula. For example, activities that involve students in exploring, describing, justifying, and explaining decisions promote the development of communication skills and can be found in such varied subjects as visual arts, mathematics, science, and social studies. Components specifically related to intellectual development focus on: practical applications, to demonstrate theoretical knowledge; career and lifestyle development, as an ongoing process; environmental studies, to facilitate a responsible attitude toward the earth; technology, to prepare students for the workplace; personal and global effects of science and technology; and an understanding of media practices and techniques.

The schools provide an instructional program for students that emphasize the development of critical thinking and strong basic skills in reading, language arts, social studies, science, and mathematics. Cultural arts, computer literacy, and library skills are integral components of the primary curriculum. National standardized testing and local testing assist teachers in identifying student strengths and weaknesses. Appropriate test-taking skills are implemented through instruction within the classroom. Primary students participate in after-school mini-courses, academic competitions, country science fairs, spelling bees, Battle of the Books, Young Authors, and many other special interest offerings.