CHAPTER I

INTRODUCTION

1.0 OVERVIEW

The Present Chapter deals with the conceptual frame work of the study. It starts from Education, Aims in education, Values, Classification of Values, Philosophies supports Values, Needs of Human Values in the society, Development of Values through education, Causes of the Value crisis in Modern Society, Role of school in Value Orientation, the Importance of School Atmosphere, Imbibing Values through Curricular Activities, Imbibing Values through co-curricular Values, Role of Teachers in Inculcating Values, Role of the Parents on Developing Values and Rationale for the Study. This chapter ends with the Chapterization.

1.1 INTRODUCTION

At the beginning of the second decade in 21st century, the education of future citizens needs to be redressed so that a better balance is achieved between Academic Excellence, Human values and Oral Perceptions. Since World War II the world has been a witness to a continuous and steady deterioration of values in Moral Standards all over the world. Braun, developer of World War II rockets as saying: “If the world’s ethical standards fail to rise with the advance of our technological revolution, we shall perish”. The whole country is experiencing massive erosion values. Political and Economic Corruption, Scandals and Scams, Antisocial and Anti-national Activities, etc., are on the rise all over the country.
When we look at the Modern Society we can visualize that degrading Violence, Exploitation, Political Corruption and Terrorism, the Armaments Race, the production of nuclear bombs, the ever-increasing Terrorism, and the Corruption in public life etc., are increasing day by day and this indicates that humanity seems to have lost its values. The application of scientific and technological knowledge to the comforts of man has reduced him to a mechanical being, resulting in degeneration of the value system.

A growing lack of trust in leaders has been seen in the modern world. Technological advance has been seen largely as the measure of progress. Gigantic advances have been seen in Weaponry, Space, Gadgets, Transportation, Communication, Organ transplants, and Genetic engineering. Unfortunately, we have not made similar progress in Ethical, Moral and Religious values. Today young people have to face innumerable value problems. There is breakdown in the lives of individuals, families and societies. All this is the result of the neglect of the moral and spiritual development and the sense of human dignity. Formal education can become a major agent in teaching social values, self-awareness, self-realization and self-evaluation.

In spite of the many achievements in quantity and quality, education stands at crossroads and our political and social life is threatened with erosion of the long-accepted values. Goals of secularism, democracy and ethics have come under enormous strain. The Youth of today and tomorrow should be imbued with “a strong commitment to human values and to social justice. Education should provide ample scope to study critically the Social, economic, cultural, moral and spiritual issues facing the people today.

The educational system has over-emphasized the development of the mind and has used all the resources of the world to nourish it. The soul has not
been given half as much care as is needed for its vital development. The development of the mind alone, without or with very little moral and spiritual development, has worked against human progress toward love, sympathy and brotherhood. Where man’s emotions and impulses are not refined, love and sympathy have not been awakened. Where fear of God has no place in man’s heart, his knowledge and especially the knowledge of science becomes dangerous for the safety of humanity. The School and Home are important agents through which the child is able to systematically know, learn, and develop the Moral Values.

The School Climate is important in creating an environment to develop the character. The character we form is very much influenced by the role models we choose. The school atmosphere, the Personality and behavior of the teachers and the facilities provided in the campus will have a large say in developing a sense of values. The School Assembly, the Curricular and Co-curricular activities, the celebration of festivals of all religions, Work experience, Team games, Subjects, clubs, and Social service programs can all help in indicating the values.

Parents and home plays a dominant role in educating a child. Parents are more accessible to the child than other members of the family. Mother is the first teacher and home is the first school and parents are first example in Social behavior. They can show their love to their children by doing everything necessary to make them follow the right path. If there is a strong family upbringing and the child feels secure, whether it is a Religious house or not, they feel more confident in doing the right thing. Such children have better judgment when it comes to choosing their friends and they stay in a better position to handle peer pressure. A special emphasis on the early training among pupils can provide better safeguards against, these and many other similar social evils.
1.2 EDUCATION

Education undoubtedly is one of the most powerful agencies molding the character and in determining the future of individuals and nations. Thus the whole realm of education is centered on the development of the moral aspect of man. Plato emphasized that educational effort should aim at the promotion of virtue. Herbert declared that the whole work of education, which is a long and complex training, should focus on one particular thing that could be summed up in the concept “Morality”. Mahatma Gandhi states, “Education of heart, or Moral Education is the prime function to provide. If we succeed in building character of the individual, society will take care of itself”. According to Bertrand Russel the chief aim of education is the “formation of character.”

The University Education Commission (1964-66) summarizes the Indian concept of education as follows; “Education according to Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is the initiation into a life of spirit, a training of human souls in pursuit of truth and the practice of virtue.”

Mahatma Gandhi states, “Education aims at development of the 3Hs:”hand, head and heart”. He says “Education is thus an awakening of the soul”. “It was to be their real teacher and guardian who must touch their hearts. I must share their joys”. Gandhi was broad –minded in religious views. He believed in mortality. Idealists only think about moral and religious education. He believed in absolute values, trust, beauty and goodness. The central purpose of education is to build character. To educate a man in mind and not in morals is to educate a menace to society. Theodore Roosevelt states, “Education is continuous and dynamic process.”
It is a process that leads to all round development of man and creates a ‘sound mind in a sound body’. It assists in discovering lasting values and modification of behavior.

“The first duty of the university is to teach wisdom, not trade; character, not technicalities” -Winston Churchill. Educated persons are those who can choose wisely and courageously under any circumstances. If they have the ability to differentiate between good and bad, wisdom and foolishness, virtues and vulgarities, regardless of the academic degrees they have, then they are educated. Life-centered ethics have to be dealt with, to develop the will, to live a morally good life, to keep away from evil, to develop a spirit of sacrifice and an attitude of consideration for others. Education plays key role in making people aware of value of environment. Positive attitude needs to be inculcated from childhood through parents and other members of the family and teachers. There is much psychological evidence that morality is learnt, and can be controlled and directed. Learning to control impulses, moral rules and principles, is a valuable guide, to apply the principles to new situations. For Swami Vivekananda, the goal of education is “Man making”. It is making of the whole human being.

1.2.1 Aims in Education

a. **Moral Aim.** The teacher, through instruction, is to impart higher ideas to the child with which the latter would control his lower impulses. The child’s character is to be modified and socially desirable moral virtue is to be cultivated. The ethical or moral aim is supreme in as much as it can be reconciled to all aims-provided “morality” is taken in a wider sense.

b. **Social Aim.** According to McElhiney and Smith designed, character education consists of, first, in developing proper attitudes and second, in
developing responses. This is a broad task: the enriching of students in the finer task, which includes enriching of students in the finer social manners and social cultures. It includes a development in the making of a satisfactory and satisfying social adjustment and the more important task of enriching life in those spiritual qualities, manners and ones responses in the face of moral situations which arise from day to day processes of character development.

c. **Behavioral Aim.** Character has to do with one’s attitudes toward badness or goodness. Character is an inner quality of the personality but it is manifested by outward sign which is called overt acts or conduct. Character is just one quality of the personality having to do with morality. By personality we mean all there is of an individual. Character lies in the field of the attitudes and reactions which this personality possesses. These attitudes and reactions are both intellectual and emotional. These are the ways one thinks, feels and responds when facing some reality of life whether philosophical or personal.

d. **Religious Aim.** Bhatia & Bhatia (1986) quote Mahatma Gandhi – “Fundamental principles of ethics are common to all religion. Through religion alone the feet of youth can be set “on the road to ultimate values”. Religion has been interpreted in many ways. It is given a supernatural, a social or a moral interpretation. In simple words; religion stands for the spiritual values of the life and for the relation of the human personality to the Divine. Religious education will give every learner a faith that will keep his eyes fixed on a goal, which will stimulate action, thought and a feeling of faith in God. While it is important to include the scientific temper in boys and girls, it is also essential to make them aware of the need to develop as a human being and to develop the spiritual side. This is vital since the control
of science and technology at the rate of which it is expanding requires this balance to be maintained.

e. **Environmental Aim.** Gandhi said, one cannot be truly human and civilized unless one looks upon not only all fellow-men but all creation with the eyes of a friend. According to Fanning, education in environmental matters teaches responsible conduct by individuals in protecting and improving the environment in its full human dimension. Environmental education is intended to promote among citizens the awareness and understanding of the environment, our relationship to it, and the concern and responsible action necessary to assure our survival and to improve the quality of life.

### 1.3 VALUES

‘Value’ comes from the Latin word ‘valere’, which means to be of worth, to be strong. The dictionary gives the following meaning: relative worth utility or importance, degree of excellence, something intrinsically valuable. Value literally means something that has price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for; if necessary one is ready to die for it. Values are standards, rules, criteria, attitudes, guidelines, desirable ideas/beliefs and important things, which play a crucial role in shaping the life of individuals. Values give direction and firmness to life. They identify a person, giving him a name, a face and a character. Values means literally something that has a price, something precious, dear, worthwhile and hence something one is ready to suffer and sacrifice for, a reason to live and a reason to die for, if necessary, values give direction and firmness and bring to life the important dimensions of meaning. Hence they bring joy, satisfaction and peace to life.
Values are those standards or codes of conduct, which are conditioned by one’s cultural tenants, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to realize the cherished ideals and aims or life. High values lead to objective, fair and correct decision and action and ensure the welfare of all concerned, while low value do exactly the opposite. Values are essential for the whole persons, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

Value is the relation between a person and an environmental situation, which evoke an appreciative response in their individual. The other complimentary function of value is, it should also contribute to the welfare of the larger social unit such as family, the community and the nation of which the individual is member. Value system contains

i. a set of beliefs about nature of man
ii. rules laying down what ought and what ought not to be done
iii. Motives that incline us to choose the right and wrong course.

The most important problem of modern society is the theory of values. Values are more important because every human action is the reflection of individual value and every human institution is an outgrowth of social values. Axiology, a branch of philosophy, deals with the values. Values signify that quality of an individual or thing, which makes that individual or things important, responsible, and useful. Ethical and moral values are predominant in a given society where the right type of educational system is followed. Value is directly related to what one believes in or thinks. In brief we can also say that values deals with the religion, philosophy, ideology and morality of people. Values are not static; they may be changing according to the changes in the society but always they deal with the welfare of humanity. Values play a very important role in
understanding others with love and sympathy and without hatred. Value is what an individual desires, likes or prefers. According to Milton Rockeach, “a value is an enduring belief – a specific mode of conduct or end state of existence that is personally or socially preferable”. I conceive that the great part of the miseries of mankind is brought upon them by false estimates they have made of the value of things. ---Benjamin Franklin

1.3.1 Classification of Values

a. **Personal Values**: The principles and ideologies that a person follows in personal life.

b. **Universal Values**: Principles that all people across the planet are expected to adhere.

c. **Human Values**: Principles and ideologies that is basic to human nature to make their life smooth and happy.

d. **Religious Values**: Persons believe in a particular thought which is a guide for reasoning between good and bad.

e. **Civic Values**: Principles, which guide in the dos and don’ts of the citizens.

f. **Moral Values**: Principles and directives, which enables us to follow the correct and right path.

g. **Spiritual Values**: Principles, which gives directives to follow a faith in some philosophical thoughts.

h. **National Values**: Principles, which encourage a person to imbibe the feelings of patriotism and national integration.

i. **Social Values**: Principles and ideologies, which encourage us to live together.

j. **Scientific values**: Principles and directives which force us to test, analyze, verify inquire etc.
1.3.2 Philosophies Support Values

a. **Idealism.** Idealistic philosophy supports the moral aim as an ultimate aim in education. Identifying morality with the ready pursuit of the spiritual value called goodness or the quest after personal perfection and declaring that truth, beauty and goodness are the three absolutes inherent in the spiritual universe. The idealists conclude that education must lead the youth to the things that are true, honest, just, pure, and lovely and of good report.

b. **Reconstructionism.** World society is in a state of crisis and if current practices are not reversed, civilization as we know it will come to an end.

c. **Existentialism.** The most important aim in education is considering a person as one who lives and makes decisions. Human existence and the value related to it is the primary factor in education.

d. **Futurism.** The aim of the futurists is to help prepare people to respond to change and make choices in an intelligent manner as mankind moves into the future.

1.3.3 Need of Human Values in the Society

Mahatma Gandhi stated several times that the following seven deadly sins are committed by an individual. They are wealth without work, pleasure without consciousness; knowledge without consciousness; commerce without morality; science without humanity; religion without sacrifice; and politics without principles; each of these perversions reflects lack of values. People with character, integrity and the right values are not for sale. They know that money will buy amusement, but not happiness; a bed, but not sleep, a clock, but not more time;
companions, but not friend; finery, but not beauty; food, but not appetite; a house, but not a home; medicine but not health; and a ring, but not a marriage.

The present day educational system has ignored character training altogether. It lays greater emphasis on developing memorization and reproduction abilities. Development of values and the sense of one’s duty towards the nation, community and one’s self, and thinking skills do not find any place in the curriculum at any stage of education. As a consequence, there are explicit signs of erosion of values in practically every sphere of our life. Peace and harmony are conspicuously absent in the present day Indian Society. It takes place through encounter, experience, observation, relationship, reflection, doing and finally modifying behavior. The learner develops an attitude, a life decision and character. This influence’s the person’s behavior imparting a philosophy of life, a vision and a mission, thus developing” A Holistic View of Life”. Education is general and value education in particular occupies a prestigious place in the modern context of contemporary society. Education and values are inseparable. They are two sides of the same coin. Value oriented education has come into force to promote a sense of morality, aesthetic and intellectual knowledge among the students. Value education has the capacity to transform a diseased mind to a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a high end level of perception. Sri Ramakrishna Pramahamsa also stated that education is the process that tells us how to live life well; how to find happiness; how to make others happy; how to manage all kinds of people and happenings as well; and how to grow and succeed in the right manner.

Today there is deterioration of values in the society. The values have been neglected not only at the social level but at the national level also. In the educational programmes only mental developments have been stressed. In the modern age, the aim of education is all round development of personality. In the
present educational system, provision has been made for intellectual education by giving importance to intellectual development. Thus to be successful in life, important human qualities along with intellectual development should be the aim of value education. Value education is the positive effort towards bringing about a synthesis of different values in a human being. It is the teachers’ role to foster human values through his teaching in the classroom and follow those values. To the youth of today, the classroom messages are love, safety, security, belonging and warmth. Einstein remarked once: “try not to become a man of success but try to become a man of values.”

1.3.4 Development of Values through Education

To make the value aspect of our education programmes more prominent, the following ideas may be incorporated in the educational programmes.

i. Developing self-respect, awareness of self-growth, one’s uniqueness, self-confidence.

ii. Promoting selflessness, cooperative spirit, spirit of sharing.

iii. Cultivating respect for property, one’s own and that of other.

iv. Understanding the contribution of home towards the physical, emotional, cultural and spiritual development of young people.

v. Imparting clear direction on cleanliness, punctuality, use of refined language, courtesy, proper manner, respect for elders.

vi. Knowing of surroundings – visiting slums, villages, hospitals, orphanages, old people’s homes.

vii. Becoming aware of the need of the others.

viii. Promoting civic scene, awareness of oneself as a member of a community, civic duties.

ix. Awareness of one’s strength and weakness, and also those of others.

x. Love of friends, classmates, and the not so fortunate.
xi. Seeking to realize one’s potentialities and talents, disciplined learning in academics, sports, cultivating the scientific temper.

xii. Independent thinking, not blindly following others.

xiii. Exposure to great personalities.


xv. Knowing the provision to promote human dignity and justice, patriotism, national integrity, international understanding.

xvi. Protection of environment.

xvii. Dissemination of cultural heritage.

xviii. Modifying human behavior through values.

xix. Knowing one’s village/city, state, country.

xx. Promotion of equality and justice for all the citizens.

xxi. Prayer of various religions.

xxii. Awareness of good point in other religions.

xxiii. Appreciating the useful views of others and their cultural traditions.

xxiv. Propagation of value philosophy.

1.3.5 Causes of the Values Crisis in Modern Society

Crisis is not so much intellectual but rather moral and spiritual. There is lack of development of sound moral vision among human being along with the scientific and technological development. As a result human being can produce such powerful means of destruction like hydrogen and nuclear bombs and destroy the whole world in no time. Wealth worshipped as god, Pride has become a creed. Selfishness is entrenched in the intellect. The ego is flaunted, and desires become an adornment, righteousness has become merely a figurehead in the world, compassion has dried up, gratitude has waned, Hypocrisy has become the hallmark of life and love and affection has become lustful afflictions. Distortion of values is
partially due to imbalance between ancient values and explosion of knowledge in war field technology. Atomic weapons, bio-weapon, explosives, missiles etc., are threatening the whole mankind. Developed countries posses all kinds of dreadful weapons and are trying to boss over all developed and underdeveloped countries. Today the entire mankind is living in the shade of fear. Man’s very expense is at stake as he is indulging in wicked activities.

Prostitution, illegal marriages, broken home structure, divorce, etc., are also factors responsible for decline of values. Lack of mutual concern between parents at home, disaffection and lack of securities in families are other factors responsible for erosion of values. The role of home, school and society cannot be neglected in the degradation of values. Definitely the living styles of parents leave deep impression on the minds of children.

Even in this dynamic society, values and standard do not change quickly and some of them, at any rate, have an abiding significance. The whole socio-political setting and physical environment in which they have to be worked out are in a state of constant transition and consequently, they have to be interrupted in the light of new condition. Cultural values, the gracious fruit of centuries of co-operative efforts and moral values, which is distinguished, which distinguish men from animals, have been totally changed in these years. The modern youth receiving education are losing their idealism and living in spiritual vacuum. Moral values have no respect now. Man fails to distinguish between right and wrong, good and evil. Highest respect is being placed on wealth and power. Religious have now become a private affair and stress is being laid on secularization of social relationships. Human relations are becoming impersonal and secondary.

The older generations have lost their sense of morality. Therefore the younger generation completely ignores the traditional or even any idea of value
system. Loss of leadership among the teachers is another manifestation of the deterioration of values in the modern society. A teacher has to perform three important activities. People in an industrial society develop a growing sense of insecurity in social relations because of the emphasis on individuals.

### 1.4 ROLE OF SCHOOL IN VALUE ORIENTATION

Sutherland stresses that schools are to be concerned not simply with progress in thinking about morality but with associating moral judgment with moral behaviors and methods which are proposed to do this demand attention. School function is to teach our young human values like skill of interdependence’ by working independently, skill of comparison through loving and caring. If classroom sends messages of love, safety, security, belonging, warmth, messages which say this is a place where the individual is respected and trusted, where human being may engage in human activity, in such a classroom, learning and living are united. The pursuit of internal happiness must be one of the chief aims of education and not mere possessing and developing material comforts in this life. The flexible, broad and human curriculum must provide ennobling and elevating experience to students. School must have facilities to inculcate values in students and should create a useful life environment frothier progress.

The main dictum of schools is that they should provide a healthy climate for sharing responsibilities and community relationships. The well known fact is “practice is better than precept”. That is why every school should have a firm authority structure whose rules, principles and forms of punishment should be clear and defensible. The students should be encouraged to have proper role taking means for their value development.
Education is a value and school is an instrument to realize it. But what is value today is efficiency with which the school prepares the child to compete for success in a market economy. The value frame provided by home, community, school, peer group, media and society are different and often contradictory. Values propagated by the electronic media and peer group on many occasions are more powerful than values taught in the school or by the parents. Schooling has thus gradually distanced itself from its central purpose of education. Education like other consumer goods is marketed by the profit motive. The genuine objective of education like development of personality, moral character, creative self-expression, democratic citizenship, nurturing of talent have suffered serious neglect in schooling. Therefore the need for reexamining of the objectives of education vis-à-vis schooling practice and transformation of schools and training institutions is strongly felt by many. Only value-oriented education will promote individual and social welfare, love, peace, good will and understanding.

1.4.1 The Importance of School Atmosphere

The school atmosphere, the personality and behavior of the teachers and the facilities provided in the campus will have a large say in developing a sense of values. We would like to emphasize that the consciousness of value must permeate the whole curriculum and programme of activities in the campus. It is not only the teachers in-charge of normal instruction who are responsible for building character; every teacher, whatever is the subject, must necessarily accept this responsibility. The school assembly, the curricular and co-curricular activities, the celebration of festivals of all religions, work experience, team games, subject clubs, and social service programme—all this can help in including the value of cooperation and mutual regard, honesty, and integrity, discipline and social responsibility. These values have significance in the society today, when young men and women are passing through a crisis of character. Carl Rogers says, “When
a teacher creates a classroom climate of realness, unconditional positive regard and empathy, when he trusts the constructive tendency of the individual and the group, he has truly brought up an educational revolution”. It is increasingly accepted that the school’s primary task is to inculcate moral values, since all human act have an impact upon others. It is the school’s function to produce individuals who cannot feel isolated in the midst of mankind. The chief function is to produce socially self actualizing persons.

Education is an ethical practice. The value transferred to students through the school as an institution also includes credentials, competition and a utilitarian approach to learning. All educational institutions agree upon essential competencies, albeit at varying academic levels. Therefore, the quality enhancement program should focus on enhancing essential learning that could bring the entire college together to work toward a common goal, a goal that is consistent to prepare students to succeed in the real world.

1.4.2 Imbibing Values through Curricular Activities

The task of the teacher is to contribute towards this process of fostering genuine values. Teachers often face the temptation to limit themselves to imparting information rather than preparing their pupils for life. The pressures of academic requirements often stifle the efforts of well meaning educators who struggle hard to fire their students with enthusiasm for higher ideals. Hence teachers in this challenging process of transmitting values are most warmly welcomed. Every subject can be means of building good character and values. Some examples are given below:

a. **Language:** In language through conversation and discussion the teacher educator can enable students to embody higher and noble ideas.
b. **Social Sciences:** Through social science in general we can develop values like secularism, socialism, hard work and democracy etc.

c. **Geography:** Through geography we can develop values of conservation, preservation, adventure etc.

d. **Economics:** Through economics a teacher can lay emphasis on the value of thrift and saving, which lead to the prosperity of a person.

e. **Civics:** Through civics we can develop values of cooperation, sense of mutual welfare, obedience of law, concern for environment etc.

f. **Science:** Everything in nature has a lesson to teach. For example, we can say while blowing up a balloon, if person blows too much air into it, it will burst. Similarly if we are too greedy and acquire more material wealth sooner or later, we will have problems.

g. **Mathematics:** In mathematics there is a wide scope of imparting values like neatness, accuracy, proper planning etc.

Thus we can say that education and values go hand in hand and values are inherent in every module of learning; even co-curricular activities can serve as a sound base for the inculcation of values among students.

### 1.4.3 Imbibing Values through Co-curricular Values

As the students spend a lot of their time at school, it demands that we should set fresh goals for attainment in the personal, emotional, social, moral and spiritual fields of human development. Dr. Radha Krishnan said, “We must realize the talents of the children and help them to become what they are to the full potential. It is the machine that constructs; it is the living spirit that creates. Song, dance and literature are creative activities”. The co-curricular activities naturally helps in the smooth running of the school and makes the children strong, steady, healthy and creative. Active participation in co-curricular activities arouses
curiosity, creates interest and inculcates values. Values that can be generated in the co-curricular activities are:

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

b. **Psychological values**: The co-curricular activities provide to the child psychological compensation. They play a significant role in the training of emotions. The pent-up emotions find effective outlet through activities. When the mind is free of the emotional load, the alternate, precision, determination, self-control, courage etc, come into focus.

c. **Civic Values**: Experiences like self government, student council, organizations of various activity clubs like sanitation club, red ribbon club etc, membership of various committees etc, provide for responsible behavior persistence in efforts and fulfillment of the tasks.

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

e. **Moral Values**: Through sports pupils developed integrity, uprightness, impartiality, honesty, and also fair play.

f. **Academic Values**: Co-curricular activities like debates, discussion etc supplement class works and widen the bookish knowledge. Literary activities like symposia, recitations and publication of magazines etc enrich the knowledge of various aspects and language skills.

g. **Vocational Values**: Introduction of leisure time activities or hobbies like photography, clay modeling, album making, coin and stamp collection,
tailoring, gardening, weaving, knitting and some such handicrafts facilitates the children to have them as the feature vocation and develop creativity too.

h. **Culture Values:** Dramatics, Folk dance, music, pageants, celebration of social and religious functions etc. provide glimpses of our culture which can preserve, transmit and develop our cultural heritage. Aesthetic & Recreational values: Sports, culture programmes dances, dramas etc give relaxation from normal routine drawing, painting, fancy dress, fine arts, preparation of models, and flow shows etc develop aesthetic sensitivity.

i. **Disciplinary Values:** students get a number of opportunities to frame and follow certain rules and regulations concerning activities thus they develop self discipline and a sense of responsibility.

j. **Value of Oneness:** it is developed through celebration of birthdays of great men and women belonging to different countries and religions. Celebration of international days like UNO day, world education day, etc can considerably promote oneness of humanity and cultivate the ideas and feelings of international understanding in the students.

### 1.5 ROLE OF TEACHERS IN INCULCATING VALUES

If contemporary education is to be value based it can never be done without the teachers themselves understanding, appreciating and upholding the life sustained moral values. The teacher cannot have excuse whatsoever. If one cannot practice these values, one should not dream of teaching a job. It is a mission and vision for life and for posterity. That is the kind of realization that should be created in present day teachers.

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

The commitment and responsibility of teachers is very essential to make the excellent teacher–student relationship and maintain peaceful school atmosphere. Teachers should be a model to the student in his character, behavior and all virtuous things. The teachers are expected to advice and guide the pupils regarding their general behavior in school and outside the school. The role of the teacher differs in various stages of education. For instance, the role of nursery school teacher is different from that of a university professor. The ethos of teachers function as a class does not change level-wise or area-wise but expectations within a given group do. Teachers must plan their programme in such a manner as to assist children in developing desirable sentiments. The teacher can help to build a good self-image of the child. The child should be helped to look upon himself as honest, upright and reliable. There should not be any gap between their preaching and practice.

Teacher is supposed to be the ethical watchdog of the society. He is a role model for his students and also for the society. His secret of teaching values is to inspire and kindle the quest among the students by means of his own example of character and mastery of knowledge. It means by embodying values with ourselves we can really radiate values to our students. So a good teacher should posses a sound psychological knowledge of the different parts of the being, of the different qualities that come into play in various actions and the right laws of the development of personality in relation to the development of capacities and values
of an integrated personality. It requires specific training for teachers before entering the profession.

Every teacher is first a moral education teacher and then only a teacher in a subject of his specialization. This is the most fundamental and basic requirement for the growth and development of morality among the children in any educational institution. Teachers have a responsibility to show themselves as models to children through their ideas and ideals. This will help children to develop their ego-ideal. Role of a teacher in organising co-curricular activities in school as a Planner, Leader, an Organiser, a Recorder and Evaluator, a Manager, a Decision Maker, an Advisor, a Motivator, a Communicator, and a Coordinator.

Considering Co-curricular activities a teacher has to make adjustment in the time table to provide for those activities encourage pupil participation and also provide guidance while participating, as an integral part of curriculum. Then these activities will have a wholesome effect and have great educational values too. All the co-curricular activities should be organized with a spirit of devotion. Thus by planning a coherent programmed on different activities, rich in stimuli will also be heightening their abilities of self-expression, preparation for vocation, sentiment of loyalty, organizing ability, creativity, constructiveness and maintain good relations between school and community. Without these activities the school will be no more than a teaching shop and the children no more than bookworms. He has to set an example by having the right attitudes to work. He has to inculcate in students the habit of punctuality and regularity. A Teacher should bring desirable and constructive changes in students through instruction, example and influence. School usually has an elaborate system of activities and learning experiences which in its totality is called curriculum. It is with the help of this that schools bring about modification of behaviour of their pupils in desired direction.
1.6 IMPORTANCE OF MORAL SITUATION

Moral life cannot grow in a vacuum. It is relative throughout the environment in which it is nurtured. Moral laws and moral virtues vary considerably with different times and places. Hence, the moral aim in education keeps in view the inculcation of such moral virtues. One who has good attitudes and good reactions in a moral situation has good character, one who has bad attitudes and bad responses, reveals there by his bad character. Character is made up of our habitual attitudes and responses to hundreds of moral situations. If any good or right character is lacking, then the character is by so much imperfect.

The main responsibility of a teacher in a classroom is to ensure that goals of education are attained. These can be specified as learning in terms of predetermined knowledge, skills, and attitudes in specific subjects. It is through these subjects that a teacher strives to achieve school goals as well as an all-round development of students, which is a broader goal of education. In order to achieve this, a teacher creates an artificial environment in the classroom for facility learning of students. Teacher provides instruction to the students, motivates them for learning, helps them to rectify their mistakes, guides them in different situation and evaluates their performance, etc. in other words, a teacher uses content as a medium or tool not only to enable students acquire knowledge, skills and attitudes but also to help them in the all-round development of their personality which is what education stands for.
Parents or home plays a dominant role in educating a child. Parents are more accessible to the child than other family members: ”Mother is the first teacher and Home is the first school”. The newly born baby is dependent on parents who nourish and bring it up. The elders at home teach the developing baby behavior, dress codes, customs, and aspirations and so on. The minds of children develop in the major way through the process of non-formal education at home.

According to Pestalozzi ”Home- A centre of love and affection is the best place for education and first school of child”. Dynamic parenting is the right solution for the present value crisis. If the nation has to prosper improvement must begin with parents. Without the harmony at home, there is no peace in the nation. It is an unfortunate fact that 90% of children are pampered and spoilt by the parents themselves. We have to give them a sense of inner peace and contentment and achievement so that they can look at external indicators of success, as not only measure of wealth. If home is filled with the clear fragrance of contentment and peace, all its occupants will be happy and healthy. The elders have a great responsibility towards the generation that is coming up. In the upbringing of our children we have to give them an understanding of human values and a sense of control based spirituality. They should equip the children with certain factors such as: awareness of truth, a sense of responsibility, emotional maturity, communication skills, awareness of intellectual development, sense of judgment and observation, cultural awareness, development of personality, religious & spiritual values and leadership qualities. Parents play a great role in molding the child’s character. The skills, attitude and emotions that make or mar the future of the child are to build during these crucial years. The mother and father are the first examples in social behavior that children see before them and learn to imitate. The parents should set their children on the right path right from their early years. They
should not hesitate to correct them and even punish them when they take to wrong ways. They can show their love for their children by doing everything necessary to make them follow the right path. It is only when parents show firmness in dealing with their children that they will develop along right lines. Children should not see their parents worried, helpless, discontented or distressed. Parents must be exemplars of the virtues, which they want their children to imbibe. When the child grows up into a responsible citizen, he/she contributes back to the society many times over.

The parents must guide their children to follow the example of an optimist, for whom, the glass is half full, but not half empty. Parents must join the company of the optimist’s eyes who see only flowers on the rose plant but not pessimist’s eyes who looks at only the thorns beneath the flowers. So, the children must be guided to see the positive side of their life. Helping hands are holier than praying lips. The parents must train their children to be good, to do Good and to see Good. Parents must guide their children to become practical heroes but not platform heroes. The parents must provide education, which inculcates universal and ethical values like compassion, courage, honesty, tolerance and truthfulness that will help in developing balanced individuals and in creating a human society.

1.8 RATIONALE FOR THE STUDY

Many people feel, that there is, at present, a state of total chaos in society as far as values are concerned. However, a number of people do not share deep concern over the so-called deterioration of values. In the past, people were living in a protected and self-contained society. The fall in values in modern times is attributable to overemphasis on wealth, power and consumerism. The older generations have lost their sense of morality. Therefore the younger generation completely ignores the traditional values or even any ideal value system. Loss of
leadership among the teachers is another manifestation of the deterioration of values in the modern society and People in an industrial society develop a growing sense of emphasis on individualism.

Does a student of this generation know Moral Values and to develop the ability of making conscious moral decisions? Do School Climate and Home Environment help to develop Moral Values among the students? This study attempts to ascertain the influence of Organizational Climate on the prevalence of Moral Values among the Higher Secondary students in Chennai city. Today, young people need help and guidance in the development of their values and value system more than ever before. The soul has not been given half of the care as much as is needed for its vital development. The development of the mind alone, without or with very little Moral and Spiritual development, has worked against human progress towards Love, Sympathy and Brotherhood. Where man’s emotions and impulses are not refined, love and sympathy are not awakened. When fear of God has no place in man’s heart, his knowledge and especially the knowledge of science becomes dangerous for the safety of humanity.

The child is essentially a behaving organism, and that the teacher’s ultimate concern is to cultivate not wealth of muscles; nor fullness of knowledge; nor refinement of feeling but strength and purity of character. Children should develop a healthy and strong body. He should develop the ability to think logically, to plan wisely, to distinguish right from wrong, good from evil, beauty from ugliness, truth from falsehood and godliness from ungodliness.
### 1.9 CHAPTERISATION

The Thesis contains five chapters as follows:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Chapter I</strong></td>
<td>Conceptual framework of the thesis deals with Education, Values, Role of school in Value Orientation, the Importance of School Atmosphere, Imbibing Values through Curricular and co-curricular Activities, Role of Teachers and Parents on Developing Values and Rationale for the Study and Chapterization.</td>
</tr>
<tr>
<td><strong>Chapter II</strong></td>
<td>Review of related literature concentrates on studies related to Value pattern, Moral Judgment, Impact of Organisational Climate and Values of different Profession done in India and Abroad and Analogy of the studies.</td>
</tr>
<tr>
<td><strong>Chapter III</strong></td>
<td>Methodology provides information regarding the Design, Population and Sample of the studies. Pilot study, Tools used, Data collection, Statistical Techniques used for the Data analysis and Limitations of the study.</td>
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<tr>
<td><strong>Chapter IV</strong></td>
<td>Data analysis deals with the results of Moral values and Academic achievements of the students with different School Climate and Home Environment, with respect to Demographic variables.</td>
</tr>
<tr>
<td><strong>Chapter V</strong></td>
<td>Summary and findings deals with the findings, Discussions and Conclusion of the study, Recommendation for the further study based on the present study in detail.</td>
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**Bibliography**

Bibliography provides List of Books, Dissertations, Government Reports, Journals and News Papers which helped the researcher in the process of the study.

The forthcoming chapter deals with the Review of Related Literature.