5.1 CONTEXT, NEED AND IMPORTANCE OF THE STUDY

The task of building an enlightened, strong and prosperous nation largely depends on its children who are to be rightly nurtured, groomed and developed with tenderness and care. Since time immemorial education has always played this important role and has thereby emerged as a natural characteristic of human societies. Education is an agent of social change, as it necessarily reflects the societal main ethos, aspirations and concerns. Thus the contemporary education is of utmost importance to everyone irrespective of caste, colour or creed. However Indian education is at crossroads, and needs thorough review to incorporate several new things including value education.

The International Commission on the Development of Education, established by UNESCO submitted a report “Learning to be”, an excellent document on the diagnosis of the problems of the present world and its system of education. The prescription it gives, if implemented, would lead to revolutionary changes in the world. The schools, colleges and universities are vital instruments for the preservation of spiritual and moral culture. The current developmental scenario regarding values throughout the world presents a very alarming picture. Though there is an unprecedented explosion of knowledge in science and technology, etc., the socio-cultural-emotional problems have presented an acute, dangerous and pathetic picture.
Consumerism, competition, lack of consideration for others, profit making, environmental and ecological imbalances are the result of emerging value crisis.

In India, various committees have been constituted to bring educational reforms, and almost all of them have highlighted the need for imparting value education to the schoolgoers.

The National Policy on Education (NPE, 1986) brought out by the Ministry of Human Resource Development (MHRD) stressed the urgent need for fostering “universal and eternal values” towards the unity and integration of the people, based on heritage, national goals and universal perception. The Ramamurthy Committee in 1992 highlighted the need for providing a climate for the nurture of values – personal, social, cultural and national values. The need for the present study arises from the existing value crisis in our country. The teacher and the taught are in the focus to implement the concept of value education in schools. There is an urgent need to strengthen the Value Education in schools and the classroom teacher with suitable techniques and activities can do this also while teaching the regular school subjects. The researches in the field of Education that have been done so far have focussed more on sociological, philosophical or psychological aspects of education and not on the classroom processes of value inculcation. Therefore the focus of research should now be on the classroom teaching-learning processes, teacher-pupil or pupil-pupil interactions as well as day-to-day happenings in the school system. The present study tries to bridge
this gap by focussing on the classroom interactions and activities to promote value inculcation among primary school children.

In this direction, a variety of teaching-learning materials and activities can be enlisted for value inculcation. A lot of imagination and innovation in the choice of methods and materials avoiding the didactic to pedantry has to be adopted by classroom teachers. Value learning can be effectively inculcated by enabling students to reason, question, reflect, care, feel and act as response to situations.

**Every school subject is a repository of values. It is for the teacher to identify and select values and to decide how to integrate them naturally in the process of teaching a subject to facilitate value inculcation.** Stories, legends, anecdotes, fables and biographies have to be selected to suit the age group so that context of value and purpose to be served can be used effectively to teach language and inculcate values simultaneously. A number of activities well planned and presented through selected context that appeal to the target group can facilitate the inculcation of values. The findings of the study will have far reaching uses for the classroom teachers in general and the language teachers in particular. It will embolden every classroom teacher to blossom and function as a value educator and educate the students in the real sense of the word.

5.2 OBJECTIVES OF THE STUDY
11. To find out the effectiveness of inculcation of values through teaching of English for the students of class V.

12. To analyse the class V textbooks of English to cull out the values inherent in the lesson and poems.

13. To enlist and select the values present in class V English textbooks that can be inculcated among the students of class V.

14. To prepare a package comprising of reading materials of stories, legends, myths, fables and biographies to provide a context for inculcation of selected values while teaching English to students of class V.

15. To find out the level of knowledge aspect of selected values of the students of class V through a pre-test.

16. To find out significant difference if any between boys and girls in their level of knowledge aspect of selected values through a pre-test.

17. To find out the effectiveness of the prepared package between the experimental groups of two selected schools.

18. To find out the effectiveness of the prepared package between students of experimental and control groups of two selected schools separately.

19. To find out significant difference if any, between students of experimental and control groups with reference to each value in unit tests (knowledge aspect) and observation schedule (action aspect).

20. To find out significant difference if any, between students of experimental and control groups with reference to each prime value in unit tests (knowledge aspect),
post-test (knowledge as well as empathy aspects) and observation schedule (action aspect).

5.3 HYPOTHESES OF THE STUDY

In this research study there are altogether 16 hypotheses. The hypotheses have been grouped into four categories under the following subtitles and tested for their significance.

I. Pre-test scores (refers to knowledge and empathy aspect of a value)

Hypothesis 1 There is no significant difference between the scores of the students of class V of the given school grouped under experimental and control groups with reference to pre-test (Knowledge aspect).

Hypothesis 2 There is no significant difference between the scores of the students of class V of the given school grouped under experimental and control groups with reference to pre-test (Empathy aspect).

Hypothesis 3 There is no significant difference between the scores of boys and girls of class V belonging to experimental and control groups of two schools with reference to pre-test (Knowledge aspect).

Hypothesis 4 There is no significant difference between the scores of boys and girls of class V belonging to experimental and control groups of two schools with reference to pre-test (Empathy aspect).

II. Treatment Period Scores

a. Unit Tests (Refers to Knowledge aspect of a value)

Hypothesis 5 There is no significant difference between the scores of the students of class V belonging to experimental and control groups with reference to each prime value in unit tests.

b. Observation Schedule (refers to action aspect of a value)
Hypothesis 6  There is no significant difference between scores of students of class V of the given school belonging to experimental and control groups with reference to prime values in observation schedule.

Hypothesis 7  There is no significant difference between the scores of students of class V grouped under experimental belonging to two selected schools with reference to observation schedule.

Hypothesis 8  There is no significant difference between the scores of boys and girls of class V of the experimental and control groups of the selected schools with reference to observation schedule.

III. Post-test Scores (Refers to Knowledge and Empathy aspect of a value)

Hypothesis 9  There is no significant difference between the scores of students of class V of the given school grouped under experimental and control groups with reference to post-test (Knowledge aspect).

Hypothesis 10 There is no significant difference between the scores of students of class V of the given school grouped under experimental and control groups with reference to post-test (Empathy aspect).

Hypothesis 11 There is no significant difference between scores of boys and girls of class V of the experimental and control groups of two schools with reference to post-test (Knowledge aspect).

Hypothesis 12 There is no significant difference between the scores of boys and girls of class V of the experimental and control groups of the two schools with reference to post-test (Empathy aspect).

Hypothesis 13 There is no significant gain by experimental and control groups of two schools in post-test.

Hypothesis 14 There is no significant gain by experimental and control groups of boys and girls of two schools in post-test.

IV. Comparison of Scores Obtained on Different Aspects of a Value (Knowledge, Empathy and Action)

Hypothesis 15 There is no significant difference between the scores of the students of class V belonging to experimental and control groups of selected schools with reference to each sub-value in unit tests.
Hypothesis 16  There is no significant difference between the scores of students of class V of the experimental and control groups with reference to each prime value in unit tests, post-test and observation schedule.

5.4 OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY

The present study is titled, “Inculcation of Values among Primary School Children through Language Teaching”.

The operational definitions of the terms used are as follows:

Inculcation: In the present study, the term inculcation is defined as “to impress upon the mind by repetition or persistent urging”, “an urging or impressing persistently upon one’s mind”, “it is an act to enforce by frequent admonition or repetition”. In this study, inculcation is the means by which values are introduced, taught through examples both personal and situational. This is used to impress upon the young minds the concept of a value and assist in internalising it.

Values are the essential attributes of human consciousness. In a general way, the word ‘value’ is the significance or importance attached to ideas, feelings, activities and experiences. Value is the quality of anything that renders it desirable or something that is prized, held in respect, deemed worthy or esteemed.

Here in this study values refer to the 25 values expressed in behavioural terms grouped under five prime values — Love, Truth, Peace, Right Conduct and Non-violence.

<table>
<thead>
<tr>
<th>Love</th>
<th>Truth</th>
<th>Peace</th>
<th>Right conduct</th>
<th>Non-violence</th>
</tr>
</thead>
</table>

DLII
1. Shares with others  | Speaks truth  | Cooperates  | Clean  | Kind to people
2. Cares for others  | Keeps promise  | Fair in dealings  | Gives respect to rules and elders  | Kind to animals
3. Respects self  | Asks questions  | Gives equal treatment  | Courageous  | Kind to plants
4. Friendly  | Thinks logically  | Peace loving  | Responsible  | Respects nature
5. Shows sympathy  | Loves to learn  | Content not greedy  | Honest  | Appreciates nature

These values were culled out of the lessons in English textbook of class V published by NCERT.

**Primary School Children**

In this study, ‘primary school children’ refer to the (60 + 60) 120 students in the age group of 9+ to 10+ studying in class V of Demonstration School (DMS) and Maharshi Public School (MPS). They are in the final stage of primary level, moving from stage of Heteronomy to Autonomy and are in the formative stage of conventional morality. They enjoy listening to stories, legends, fables and fairy tales and are amenable to value inculcation through language teaching. They look upon teacher as the role model and learn through peer group interactions.

**Language Teaching**

In this study, language teaching refers to a process used to develop the four skills of the language — Listening, Speaking, Reading and Writing. The teacher is the facilitator and organizer who provides situation to nurture these four skills, through joyous activities, especially at the primary stage. Here in this study language teaching
refers to teaching of English as a second language in Demonstration School and Maharshi Public School as a vehicle to teach the four skills and the 25 values present in the content of the textbooks of class V.

5.5 DESIGN OF THE STUDY

The design of the present study was made up of a pre-test Intervention — post-test design. The sample of the study was selected from the class V of the Demonstration School numbering 60, 30 from section A and 30 from section B of class V. The students of class V section A formed the control group and the students of class V section B formed the experimental group and they provided internal validation. The 60 students of Maharshi Public School were taken as sample to provide external validation for the study. 30 students of class V section A formed the experimental group and 30 students of class V section B formed the control group. All the 120 students selected for the study were in the age group of 9 to 11 years. To begin with, a Questionnaire to evaluate the empathy aspect of the values was administered to all 120 as pre-test in the month of June, 2002. The scores of the students from the school based evaluation reports at the end of class IV (2001-2002) with reference to social/personal traits were listed to reflect the knowledge aspect of the value. After the pre-test, from June 2002 to March 2003, the Value Education package consisting of stories, fables, anecdotes, biographies, fairy tales and legends with respective worksheets was used as intervention along with the prescribed English Textbook to the Experimental group of the Demonstration School and Maharshi School. The values present in the lessons of the English textbook were
highlighted in the package. The package was not used as Intervention to the Control groups of Demonstration School and Maharshi School. Eight unit tests, one at the end of every month, starting from July 2002 were conducted to evaluate the knowledge of values present in the lessons and poems for both control and experimental group of both schools. The behaviour of all the 120 students was observed and an observation schedule was maintained monthwise to assess the values inculcated through that unit. At the end of the academic year, the same questionnaire was administered as post-test to all the 120 students to evaluate the empathy aspect. The school based evaluation report at the end of class V (2002-2003) provided scores to reflect the knowledge aspect of values. The scores of 120 students from pre-test and post-test, unit tests and observation schedule were analysed using appropriate techniques.

5.5.1 Locale of the Study

The locale of the present study was — Demonstration School and Maharshi Public School of Mysore City. The study was confined only to the 60 students of class V of Demonstration School and 60 students of class V of Maharshi Public School. The study was conducted to find out the effect of the Value Education package prepared by the investigator on the extent of value inculcation while teaching English.

5.5.2 Sample

The students of class V studying in Demonstration School and Maharshi Public
School of Mysore city were taken as the sample so as to provide both internal and external validation. The 60 students of DMS provided internal validation as 30 of them formed the experimental group and 30 of them formed the control group. The 60 students of MPS provided external validation as 30 of them formed the experimental group and 30 of them formed the control group. The number was 60 (30+30) from DMS and 60 (30 + 30) from MPS because they belonged to different sections, namely A and B.

5.5.3 Tools Used in the Study

The following tools and information gathering devices were used to collect the necessary research data for the study. All these tools were developed by the Investigator except school based evaluation report.

5. A Questionnaire – for pre-test and post-test


   Pre-test (2001-2002) at the end of Class IV

   Post-test (2002-2003) at the end of Class V

7. An Observation Schedule – to observe student’s behaviour

8. Unit tests (eight) – to test the student’s knowledge of values

5.5.4 Administration of Tools

The pre-test using the questionnaire (empathy aspect) that was developed and validated by the investigator was given at the beginning of the academic year. The
scores of the students recorded in school based evaluation report by the classroom
teachers were taken for pre-test (knowledge aspect). Throughout the academic year
2002-2003, the behaviour of the students was recorded in the observation schedule
monthwise to collect qualitative data. Simultaneously a battery of eight unit tests,
each one at the end of the month was administered to collect quantitative data
regarding the knowledge of values acquired by the students during the academic year.
The school-based evaluation report was used to collect the data regarding knowledge
aspect of a value. The same questionnaire used for the pre-test was used for the

The data of the present study was collected by administering the questionnaire,
unit test and by maintaining an observation schedule with regards to 60 students of
Demonstration School and 60 students of Maharshi Public School during the
academic year 2002-2003 and also school based evaluation reports for the years
2001-02 and 2002-03. The usual procedure followed in the administration of the
questionnaire was that the heads of the schools; Demonstration and Maharshi Public
School were contacted personally and the permission as well as cooperation was
requested. The Investigator met them and discussed the details and modus operandi of
the study with them. The purpose, need and importance of the study well as the need
for their assistance were explained to the students who were selected as the sample so
that they could actively and sincerely involve themselves in the process. The
investigator is very happy to place on record, her appreciation of the students who
were enthusiastic and highly co-operative while answering the questionnaire. The
students adhered to the prescribed time limit of 45 minutes. The condition for
administration of the Questionnaire was good in both the schools. Students were seated comfortably and had enough space between them thus making the answering of the questionnaire smooth and successful. The students did not feel any difficulty in reading the 35 situations given and ticking one of the three responses that followed each situation. They expressed their opinion about the situations by remarking that the situations were interesting, well within the sphere of their experience and written in a simple comprehensible language. The investigator personally thanked them for their interest, cooperation and involvement exhibited during the answering of the questionnaire.

The eight unit tests prepared by the Investigator were administered to 60 students of Demonstration School and 60 students of Maharshi Public School, one at the end of each month from July 2002 to March 2003. The investigator administered these to the students of Demonstration School and the collaborator did the same for the students of Maharshi Public School. The Investigator and collaborator observed the behaviour of students of respective schools from July 2002 to March 2003 and recorded their observations in the form of scores in the observation schedule prepared by the Investigator. They maintained a set of anecdotal records pertaining to behaviour of students during the academic year 2002-2003.

In this study, data was obtained with regard to
(i) **School Based Evaluation Report** recorded by the classroom teachers under formative and summative tests throughout the academic years 2001-02 and 2002-03.

(ii) **Questionnaire** used for pre-test and post-test comprising of 35 questions, the maximum score for each question being 3 and minimum 1.

(iii) **Observation Schedule** used to assess the behaviour of students with reference to 25 values grouped under 5 prime values – Peace, Love, Truth, Non-violence and Righteous Conduct, each sub value with a maximum of 10 and minimum of zero scores for a period of eight months.

(iv) **Unit Tests** numbering 8 to assess the extent of knowledge with reference to values taught through the lessons and poems in the unit taught a month in the academic year 2002-03. Each test with a maximum of 10 and minimum of zero score.

### 5.5.5 Analysis of the Obtained Data

Administration of these tools resulted in enormous data and manual analysis was impossible. Hence the obtained data was analysed with the computer assistance rendered by data processing center, at Maharaja’s College, Mysore.

### 5.5.6 Statistical Techniques Used

In order to see the main effects of the selected variables and the effect of their interactions, the Analysis of Variance technique was used to test the hypotheses formulated for the present study. For the analysis, Statistical Package for Social Sciences (SPSS) 1997 version 7.51, Springer Publications, Chicago, USA was used.
5.6 LIMITATIONS OF THE STUDY

The scope of the study is limited to the students of Demonstration School and Maharshi Public School of Mysore City. The investigation is confined only to the students of class V belonging to Demonstration School and Maharshi Public School of Mysore. The investigation is confined to find out the effect of the package prepared by the investigator on the extent of value inculcation while teaching English.

The investigation is confined only to the students of class V belonging to Demonstration School and Maharshi Public School of Mysore.

The investigation is confined to finding out the effect of the package prepared by the investigator on the extent of value inculcation while teaching English.

The preparation of the package was based on the selected values inherent in the English textbooks of class V prepared by NCERT.

The study is confined to investigating the effect of sex, parental education, occupation and income as well as the students’ academic performance on the extent of value inculcation.

5.7 FINDINGS OF THE STUDY

5.7.1 Introduction

The present research study was designed to study the effectiveness of the package prepared by the Investigator to inculcate selected values among the students of class V through language teaching.
To test the objectives of them study, a total of sixteen hypotheses were formulated and each one of them was tested for its significance. The results obtained have been briefly summarised here below.

**5.7.2 Main Effects**

The sixteen hypotheses and the results after testing them highlight the main effects.

In this research study there are altogether 16 hypotheses. The hypotheses have been grouped into four categories under the following subtitles and tested for their significance.

1. **Pre-test scores** (refers to knowledge and empathy aspect of a value)

   **Hypothesis 1** There is no significant difference between the scores of the students of class V of the given school grouped under experimental and control groups with reference to pre-test (Knowledge aspect)

   It means that the students of both groups did not differ significantly in scoring in pre-test (knowledge aspect). The school based evaluation report of students of both groups belonging to DMS and MPS in the academic year 2001-02 at the end of class IV proved that there was a randomisation of groups as they did not differ significantly in scoring with reference to pre-test (knowledge aspect). Therefore the previously formulated hypothesis is accepted.

   **Hypothesis 2** There is no significant difference between the scores of the students of class V of the given school grouped under experimental and control groups with reference to pre-test (Empathy aspect).

   It means that the students of both groups did not differ significantly in scoring in pre-test (empathy aspect). The pre-test had 35 questions based on real life
situations. The students identified themselves with the characters in the situation, empathized with them and responded to the questions. As there was no significant difference in scoring, the hypothesis 2 is accepted.

**Hypothesis 3** There is no significant difference between the scores of boys and girls of class V belonging to experimental and control groups of two schools with reference to pre-test (Knowledge aspect).

The scores of boys and girls in the school based evaluation report that constituted the pre-test scores (knowledge aspect) did not differ significantly. Once again it is proved that sex does not influence the scores of students belonging to experimental and control groups of both the schools with reference to pre-test (knowledge aspect). Hence the hypothesis 3 is accepted.

**Hypothesis 4** There is no significant difference between the scores of boys and girls of class V belonging to experimental and control groups of two schools with reference to pre-test (Empathy aspect).

In this study the pre-test scores of boys and girls belonging to experimental and control groups of two schools with reference to the empathy aspect of a value do not differ significantly. This proves that sex is not a determining factor and so the hypothesis 4 is accepted.

II. Treatment Period Scores

a. Unit Tests (Refers to Knowledge aspect of a value)

**Hypothesis 5** There is no significant difference between the scores of the students of class V belonging to experimental and control groups with reference to each prime value in unit tests.
The knowledge of values tested through eight unit tests showed significant difference between the scores of experimental and control groups of both the schools. The control group scored significantly better than experimental groups. This reflected the acquisition of knowledge of values. But inculcation is one that should be reflected in behaviour. Mere knowledge of values may not ensure practice in real life. As significant difference is seen between scoring of groups the hypothesis 5 is rejected.

b. Observation Schedule (refers to action aspect of a value)

**Hypothesis 6**  There is no significant difference between scores of students of class V of the given school belonging to experimental and control groups with reference to prime values in observation schedule.

The regular and recurring observations of the students’ behaviour were reflected as scores in Observation Schedule maintained by the Investigator in DMS and collaborator in MPS throughout the academic year 2002-03. The experimental and control groups of both school showed significant difference in scoring with reference to each prime value. This proves the effectiveness of the package intervention. Therefore the hypothesis 6 is rejected.

**Hypothesis 7**  There is no significant difference between the scores of students of class V grouped under experimental belonging to two selected schools with reference to observation schedule.

There is a significant difference between the scores of students grouped as experimental belonging to DMS and MPS. It may be due to the intervention of the investigator as opposed to that of the collaborator, school atmosphere and its activities as well as interactions. As the experimental group of DMS has scored significantly better than that of MPS, the hypothesis 7 is rejected.

**Hypothesis 8**  There is no significant difference between the scores of boys and
girls of class V of the experimental and control groups of the selected schools with reference to observation schedule.

There is no significant difference between the scores of boys and girls belonging to experimental and control groups of both the schools with reference to Observation Schedule. It proves that sex is not a determining factor for the value inculcations that is done through the intervention of a package. Therefore the previously formulated hypothesis is rejected.

III. Post-test Scores (Refers to Knowledge and Empathy aspect of a value)

Hypothesis 9  
There is no significant difference between the scores of students of class V of the given school grouped under experimental and control groups with reference to post-test (Knowledge aspect).

The students of DMS belonging to experimental group scored significantly better than control group and students of MPS belonging to experimental group also scored significantly better than control group. This once again reiterates the effectiveness of the package that is reflected in their school based evaluation report. Irrespective of the evaluator, the experimental groups scored higher than control groups as the school based evaluation report is done by classroom teachers apart from Investigator and Collaborator. The hypothesis 9 is rejected.

Hypothesis 10  
There is no significant difference between the scores of students of class V of the given school grouped under experimental and control groups with reference to post-test (Empathy aspect).
A significant difference between scores of students of class V belonging to experimental and control groups of both schools was observed with reference to post-test (empathy aspect). It signifies that the school atmosphere, classroom interactions and implementation of package exert considerable influence over value inculcation and practice. The students of DMS gained significantly over the students of MPS and hence the hypothesis 10 is rejected.

**Hypothesis 11** There is no significant difference between scores of boys and girls of class V of the experimental and control groups of two schools with reference to post-test (Knowledge aspect).

Here too, sex does not influence the post-test scores (knowledge aspect) that was obtained from the school based evaluation report of the academic year 2002-03 at the end of class V. Thus the hypothesis 11 is accepted.

**Hypothesis 12** There is no significant difference between the scores of boys and girls of class V of the experimental and control groups of the two schools with reference to post-test (Empathy aspect).

The scores of boys and girls of class V belonging to experimental and control groups of two schools did not show any significant difference with reference to post-test (empathy aspect). The responses to questionnaire did not reflect any influence of sex. Hence the hypothesis 12 is accepted.

**Hypothesis 13** There is no significant gain by experimental and control groups of two schools in post-test.

The significant gain in post-test by the experimental group of two schools proves the effectiveness of the package irrespective of the school and the teacher. The experimental groups of both schools have significantly gained in the post-test and so hypothesis 13 is rejected.
Hypothesis 14 There is no significant gain by experimental and control groups of boys and girls of two schools in post-test.

Sex does not significantly influence the gain between the scores of boys and girls of two schools in post-test. Hence the previously formulated hypothesis 14 is accepted.

IV. Comparison of Scores Obtained on Different Aspects of a Value (Knowledge, Empathy and Action)

Hypothesis 15 There is no significant difference between the scores of the students of class V belonging to experimental and control groups of selected schools with reference to each sub-value in unit tests and observation schedule.

In testing this hypothesis, this study obtained significant differences in the scores of students grouped under experimental and control groups with reference to each sub value in unit test and observation schedule. This signifies that each sub value has its knowledge and practice aspects. The knowledge of a value need not necessarily manifest in its practice. At the same time, practice of a value need not ensure the theoretical why and how of a value. It also underlines the fact that feeling a value and adopting it in one’s behaviour need not be based on mere knowledge of a value. A value inculcated indirectly and covertly can influence a child to be manifested in its behaviour rather than a direct sermon. Hence the previously formulated hypothesis 15 is rejected.

Hypothesis 16 There is no significant difference between the scores of students of class V of the experimental and control groups with reference to each prime value in unit tests, post-test and observation schedule.
In testing this hypothesis, the present study obtained significant differences among the scores of students belonging to experimental and control groups in post-test, unit test and observation schedule. It signifies the fact that there is a lot of difference between assessing the knowledge of a value, empathizing or feeling a value and practicing a value. The unit tests tested the knowledge of a value, Questionnaire provided situations through which the student could empathise with characters and the response was assessed, Observation Schedule assessed the behaviour of students. Therefore significant differences were found in scores of experimental and control groups as experimental scored better in post-test and observation schedule and control groups scored better in unit tests. Hence the previously formulated hypothesis 16 is rejected.

The present research study was designed to study the effectiveness of the package prepared by the Investigator to inculcate selected values among the students of class V through language teaching. The following are the findings of the study.

1. The statistical analysis clearly indicates that there is no significant difference in the scores of experimental and control groups of the two schools selected, with regard to pre-test. This confirms that the randomisation of the groups done by the investigator is highly valid and that has set the stage for testing the effectiveness of the package to be used for the experimental groups of the two selected schools.
2. This study obtained no significant difference between boys and girls in relation to their scores in pre-test. This indicates that sex, as a single variable does not show any significant difference on the scoring in the pre-test.

3. This study obtained significant difference between scores of experimental and control groups in each of the five prime values — Love, Peace, Truth, Right Conduct and Non-Violence in unit tests. It shows that the extent of value inculcation that is assessed in unit test pertains only to the level of knowing a value. The two control groups have scored significantly better in unit tests. This finding may be interpreted that mere knowing of values does not guarantee automatic inculcation of values. This further supports the fact that values can be inculcated by practice alone and every one should become practitioners of values.

4. The present study obtained significant difference between the scores of students in experimental and control groups vis-à-vis prime values in observation schedule. It signifies that inculcation of values can be better assessed by observing student’s behaviour over a period of time rather than by giving a one-time paper pencil test. Each prime value exerts a singular
influence over the students and hence there is difference in scores of each prime value.

5. This study obtained significant difference in the scores of students grouped under experimental and control groups with reference to each sub value in unit test as compared with observation schedule. This signifies that each sub value has its knowledge feeling and practice aspects. The knowledge of a value need not necessarily manifest in its practice. At the same time, practice of a value need not ensure the theoretical why and how of a value. It also underlines the fact that feeling a value and adopting it in one’s behaviour need not be based on mere knowledge of a value. A value inculcated indirectly and covertly can influence a child to manifest it in its behaviour rather than through a direct sermon.

6. The present study found significant difference between the scores of students grouped under experimental belonging to two different schools with reference to observation schedule. It signifies that assessing a student’s behaviour through an observation schedule throughout the year under 25 sub values has its practical difficulties. As two different teachers were involved in this task, the element of subjectivity, lack of regularity in marking the schedule or
absence of clarity in understanding the scoring procedure might have had a role to play.
7. The present study obtained significant difference among the scores of students belonging to experimental and control groups in post-test, unit test and observation schedule. It signifies the fact that there is a lot of difference between assessing the knowledge of a value in a situation, in a paper pencil test and in behaviour. The post-test was a questionnaire with situations to highlight values and three options to test the application of the knowledge of a value in a given situation. The unit tests were paper pencil tests to assess the knowledge of values. The observation schedule assessed the practice of a value throughout the academic year. Therefore, significant differences were found in scores of experimental and control groups as experimental scored better in post-test and observation schedule and control groups scored better in unit tests.
8. This study obtained no significant evidence to state that sex influenced the behaviour and scoring in observation schedule. It signifies that sex does not influence the inculcation and practice of values in daily life.
9. The present study obtained no significant difference between the scores of boys and girls
in experimental or control group, belonging to DMS or MPS. It signifies that sex has no influence over scores of boys and girls in post-test.

10. This study obtained significant difference between the scores of the two groups of the given school. It signifies that the school atmosphere, classroom interactions and intervention of Value Education package exert considerable influence over the value inculcation and value practice among the students of class V.

11. This study obtained significant difference between the scores of the two groups of given schools — control and experimental. It signifies that the package has been effective irrespective of the teacher, students and school ambience.

Both the schools have registered gains in experimental groups, thus denoting the efficacy of the package. It also signifies that teacher and the school atmosphere can make a difference as DMS experimental group has gained significantly as compared to MPS group.

12. The present study obtained no significant difference in the gain of boys and girls with reference to scores obtained on pre-test and post-test. It signifies that sex does not influence value inculcation or practice.
13. The study reiterates that sex is not an influencing factor for inculcation of values. Whether it is a unit test (knowledge aspect) Questionnaire situation based value experiencing empathy aspect (questionnaire) or practicing the values learnt that are observable and rated in an Observation Schedule, there is no significant difference between the scores of boys and girls. Given the same learning ambience, guidance and knowledge, boys and girls can imbibe values in the same measure.

14. The study emphasizes the finding that value inculcation is not possible by just preaching, instructing or informing students about values. Any amount of talking about values will not ensure inculcation of values. Students who know about values and score in paper-pencil tests need not necessarily practice them in daily life.

15. The present study proves that integrated, situation based learning of values, that too at the primary school level, facilitates the inculcation of values. The values that are inherent in the lessons taught, if highlighted, emphasised and elaborated with the help of legends, myths, fables, biographies and anecdotes influence the minds of children (9 to 11 years). They enable the children to know, feel, appreciate and practice those values.
16. Another finding of the present study is that the value-inculcation is not a one-shot affair. It is a regular, continuous and comprehensive process. The teacher has to constantly watch the progress and record it so as to get the requisite feedback and change the strategies.

17. The present study shows that the school atmosphere, classroom interactions, content of language textbook as well as how a teacher uses it influences the value inculcation. This is an important finding of the study.

18. The finding of the study indicates that if the school as a system plans in detail all its activities both curricular and co-curricular and identifies value plug points, these can serve as initiators for value inculcation among the students throughout the year.

19. Another finding of the study is that the integration of art education activities while teaching language goes a long way in inculcating values. Drawing and painting, music, dance, drama and model making, etc. provide ample opportunities to inculcate values. The aesthetic values that are common to language and art education activities are inculcated through joyful learning activities both individual or group.
20. An important finding of the study is to do with Appreciation that is given to children with good behaviour and excellent value system. They serve as good role models for others as opposed to the students who are appreciated for academic excellence alone.

5.8 IMPLICATIONS OF THE STUDY

The main objective of this study was to test the effectiveness of the value education package developed by the investigator on the extent of value inculcation among the 120 students of class V belonging to Demonstration School and Maharshi Public School. On the basis of the findings of the present study, the educational planners, Teacher educators, Administrators and Textbook writers may draw up several plans and schemes to facilitate teachers to implement the present Value Inculcation strategies adopted by the Investigator.

Results of the study showed that sex was not an influencing factor for the inculcation of values. Given the same learning ambience, guidance, knowledge and experience, boys and girls can imbibe values in the same measure. It also shows that there is no significant difference between the scores of boys and girls in a paper-pencil test (unit test), situation based value learning (questionnaire) or practicing the values that are observable and assessable (observation schedule).

The study implies that value inculcation is not possible by just talking, instructing, informing or preaching about values. Any amount of talking about values will not ensure inculcation of values. Mere knowledge of values does not necessarily ensure their inculcation.
The results of the study highlight the importance of an integrated, situational learning of values especially at primary school level. Primary school children are influenced by stories, legends, myths, fables, biographies and anecdotes. If the values presented through the lessons in the English textbook are highlighted, emphasised and exemplified through these stories, that strategy facilitates the learning of values. This enables the children to know about values, understand them, feel and appreciate them and finally practice them.

The results indicate that value-inculcation is not a one-shot affair. It is a regular, continuous and comprehensive process that has to be monitored and regulated. The teacher has to constantly watch the progress and record it so as to get the requisite feedback and change the strategies to facilitate the process of value inculcation.

The results show that the school atmosphere and classroom interactions, play a vital role in value inculcation. Children do observe and imibe values that are practiced in their surroundings. The school ambience reinforces the inculcation of values.

The results of the study highlight the importance of the content in the English language textbooks. Whenever the content of the lesson is rich in values the classroom interactions can be woven around the values. Classroom discussions can generate opinions, clarify doubts and create an atmosphere to inculcate values.

The implications of the study reiterates the role of joyful, pupil oriented activities and strategies in teaching the language as well as in the process of value inculcation.

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5.9 SUGGESTIONS

1. The school as a system should plan in detail all its activities both curricular and co-curricular and identify value plug points that can serve as initiators for value inculcation throughout the year.

2. The classroom teachers should value-orient their classroom interactions. As each subject is a repository of values, the teachers should highlight them while transacting the content.

3. Teachers should plan activities to inculcate values. These activities need not be exclusive for value inculcation, but inclusive of content learning (cognitive), appreciating values (affective) and practicing values (psychomotor).

4. The classroom interactions should involve teacher-pupil and pupil-pupil contact. Above all, the pupil-pupil interactions that foster inter-personal relationships have to be encouraged by teachers. It is during these interactions and relationships that socialisation and practice of values blossom.

5. The integration of art education activities while teaching language goes a long way in inculcating values. Drawing and painting, music dance, drama, model making and gardening, etc. provide ample opportunities to inculcate values. The aesthetic values that are common to language and art education activities can be inculcated through joyful learning activities both individual or group.

6. Equal importance is be given for children to learn and enjoy physical education, art education and work experience activities. They provide a lot of opportunities to inculcate personal, social and aesthetic values.
7. Celebration of festivals, birthdays of seers, prophets, national leaders and international days to provide opportunities for children to imbibe human values.

8. Appreciating children with good behaviour and excellent value system more than academic excellence helps in setting good models.

9. Using community resources like Prajapitha Brahma Kumari, Ramakrishna Ashram, Ramachandra Mission, Sathya Sai Institutions to orient classroom teachers to teach value education to students is a valuable suggestion.

10. Every school should plan orientation workshops wherein classroom teachers can identify values in the curricular subjects and plan integrated lesson plans to inculcate values.

11. Every teacher-training institute – D.Ed. or B.Ed. college should train the teacher trainees in the art and science of inculcating values.

12. The heads of the schools should be oriented to the concept of value oriented education, so that they can train students to develop as real human beings and not as information accumulating machines.

13. The textbook writers should plan to introduce and emphasise values in the content and activities of the subject.

14. The progress report of the school should carry social and personal values to be graded systematically giving it equal importance with academic performance of every pupil.

5.10 SUGGESTIONS FOR FURTHER STUDY
The present research study has opened up many desirable avenues for further study. Some of them, which deserve immediate attention of researchers, are suggested below.

1. The present research study was carried out on V standard students of CBSE schools. In order to give more conclusive result, this study could be extended to the students studying in other standards.

2. The present study can be replicated by taking V standard students of State Government schools.

3. The present study can be converted into a longitudinal study, with the same students for 2 or 5 years, i.e. till they finish class VII or X and observe if the values inculcated are retained.

4. The present study inculcates values through language teaching. Similar efforts can be made to inculcate values through other curricular subjects.

5. The latest AHPL concept “Art of healthy and productive living” planned for primary schools by NCERT can be tried out to find the efficiency of AHPL to inculcate the specified values among the students of primary school.

6. Any school can plan for a comprehensive value inculcation programme using the curricular and co-curricular activities for a given class and study its efficacy.

7. This study inculcated values through a package of legends, stories, myths, biographies and fables and language activities using integrated approach. Other strategies can be planned to inculcate values.
8. A study comparing the efficacy of integrated approach with that of direct approach to inculcate values can be carried out.