CHAPTER I

CONCEPTUAL FRAMEWORK
# CHAPTER I

CONCEPTUAL FRAMEWORK

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CHAPTER I

CONCEPTUAL FRAMEWORK

1.1 Introduction

“Education according to the Indian traditions is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, training of human souls in the pursuit of truth, and the practice of virtue. It is a second birth, dvivitiyam Janma.”

- University Education Commission (1948 – 1949, p. 38)

Education in ancient India aimed at the following:

“Sarve bhavantu, Sukhinah, Sarve santu niramaya, Sarve bhadra ni pasyntu, Ma kaschit dukhabhay bhavet”. (Aggarwal, 2001, p.5)

Let all be happy and healthy,

Let all be courteous and gentle, and

Let nobody feel the pinch of sorrow.

Education has a very important role in human life. The process of acquiring education continues throughout the human life. The garden of life will be colourless and without fragrance in the absence of education. God created the human being strong, intelligent, righteous and beautiful. The human life designed by God has three aspects – the biological, the spiritual and the social. The biological aspect of human life is maintained and transmitted by nutrition and reproduction, the spiritual aspect of human life by prayer and meditation, and the social aspect of human life is maintained and transmitted by education. The word ‘education’ has a wide connotation and it is very difficult to give a precise definition of it. Man is an individual born with certain innate potentialities and talents. Education provides opportunities to develop these inborn potentialities.
The concept of education is like a diamond, which appears in different colours when seen from different angles. The main aim of education is the all round development of man. School plays a major role in this process. In this age of technology, the importance of school is enhancing day by day. A person cannot develop specific skills without training in those skills. Indoctrination plays its role in developing the cognitive aspect of child’s personality. Desired changes can be brought about in the affective aspect of child’s personality only through indoctrination. Schooling, literacy, instruction, training and indoctrination cannot be given the name of education but these play significant role in the achievement of the aims of education. The flowchart showing the aims of education is depicted in the Figure 1.1

![Figure 1.1 Flowchart showing the Aims of Education](image)

Education, by its very nature, influences and get influenced by the whole developmental processes. The dynamics of education and its role in social transformation and national development makes it essential that the content and processes of education are continuously renewed in order to keep them in tune with the changing needs, aspirations and demands of the society.

Education is a process, which draws out the best in man with the aim of producing a well-balanced personality – culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally
upright, physically strong, socially efficient, spiritually mature, vocationally self-sufficient and internationally liberal. It is a process of bringing about desirable changes in learner in the way he thinks, feels and acts, in accordance with his concept of the good life.

The main function of education is the development of an all-round and well-balanced personality of the students. But now-a-days more emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of children. Consequently, the other aspects of their personality like physical, emotional, social and spiritual, are not properly developed for the growth of attitudes, habits, values, skills and interests in the pupils.

Our country is undergoing radical social changes. So, the students who are the future citizens have to be trained to respond to and adjust with these social changes satisfactorily by equipping them with desirable skills and values. Modern India has been committed to the guiding principles of Socialism, Secularism, Democracy, National Integration and so on. These guiding principles should be emphasized in the educational system and suitable values are to be inculcated in the pupils for promoting equality, social justice, national cohesion and democratic citizenship. With these aims in view, radical reforms in the present lop-sided education are to be introduced and all attempts need to be made for developing well-integrated personalities of the individuals.

The most important aim of education since the beginning of human culture is that of character formation. It can be achieved through the inculcation of values in the processes of education. Value education is an integral part of the school curriculum and its different dimensions should be integrated to enrich the entire curriculum. Value education is a planned educational action aimed at the development of proper attitudes, values, emotions and behaviour patterns of the learner. There is a saying on value education, ‘Values cannot be taught but caught’. The inculcation of values is by no means a simple matter. Value education in all its comprehensiveness involves sensitizing the values, an ability to choose the right values in accordance with the highest ideals in one’s life, internalizing them, realizing and living in accordance with them. It is a lifelong quest. A complex network of environmental factors such as home, parents, peer group, community, the media and the society at large influence the inculcation of values.
By its very nature, value education cannot be looked at as a course of subject to be taught and evaluated in a fixed period. It is also not a sphere of activity separate from the general ongoing educational activities. Thus instead of considering value inculcation as a process of transmission of a particular piece of curriculum, a more holistic approach should be followed in the educational institutions for value orientation. It is possible only when value education is treated as an integral part of the educational process and school climate. Endorsing this view, Misra (2000) observed that recently the focus of value education has shifted to school-wide approach in which a teacher is treated as a mentor, a model and an example. There are different strategies for inculcating values and among them models of value education occupies a very prominent role. In the case of value education, a model of teaching is a way of thinking and doing for the development of moral caring, judging and acting.

The direct teaching of values through moralizing however is recognized to have limitations especially for adolescents, who by nature are indifferent or react negatively to techniques of pure teaching to some extent. Teaching of values through moralizing, advising and direct teaching seems to be ineffective today in the case of students. The parents offer one set of values, school projects a different set of values and religion proposes yet another set of values and moralization. In the world of value confusion and conflicts, teachers have to help their students to develop desirable value system.

The present concept of value education aims at settling the conflicts related to values in the practical life situations. The Value Analysis and Value Discussion Models start with presenting the value dilemma and these models are suited for solving the value conflicts and life conflicts by using various strategies. It is necessary to study the effectiveness of these models in developing the Valuing Competencies. So the investigator selected these two models.

1.2 Concept of Value

Values are judgements on what is desirable or valuable in one’s life. Values are a set of principles or standards of behaviour. Value means, something that has a price, something that has worth, something precious, something dear, something one is ready to suffer for, sacrifice for, and if necessary one is ready to die for it. ‘Value’ has been
defined as a belief upon which man acts by preference. We live by certain values. They
guide our behaviour and put meaning into our existence. We organize our desires and
ambitions around our values. A person is known by the values that he or she keeps.

The term Value comes from the Latin word, ‘Valere’, which means ‘to be
worth’, ‘to be strong’. The dictionary gives the following meaning: relative worth,
utility or importance, degree of excellence, something intrinsically valuable. According
to Oxford Dictionary of English, value means the moral or professional standards of
behaviour. A value is an endeavor, which satisfies psychological as well as physiological
needs. For Gandhiji, “Values are inseparable components of efflorescence and
development of personality.” According to John Dewey, Value means “to price, to
esteem, and to estimate something in order to hold it dear and desirable and also the
act of passing judgement upon the nature and amounts of values as compared with
something else.” (Venkataiah, 2007, p.1)

Values are principles, which guide man’s desires, feelings and actions. They
are also viewed as socially approved goals and desires and as social end. Values give
direction and firmness to life. They reflect one’s personal attitudes and judgements,
one’s decisions and choices, one’s behaviour and relationships, one’s dreams and
vision. They guide us to do the right things; they also help us to be morally sound.
Values are thus inseparable from life of the individual. It permeates the whole life,
since education is an essential requirement and an integral point of life, the aims of
education, content and methodology are viewed in terms of value development. Values
and development are used interchangeably. Human development cannot be conceived
in the absence of values.

1.3 Classification of Values

The general classification of values includes:

- Human values
- Social values
- Moral values
Spiritual values

Religious values

Aesthetic values

Political values

Coleman (1960) referring to the classification of values by Spranger (1928) states that there appear to be six main types of values which appeal to people in varying degree and around which they build the unity of their lives. These are described by Spranger in terms of pure or ideal type of men. They are: Theoretical, Economic, Aesthetic, Social, Political and Religious values. The classification of values by Coleman is as follows:

- The ideal or theoretical type of men for whom the primary value is the discovery of the truth.
- The economic man values what is useful and is rather practical.
- The aesthetic man sees the highest value in the form of harmony.
- The social man places a greater value on affiliation and love. He values other persons as individuals and tends to be kind and sympathetic.
- The political man places great value on power. His primary focus is on power, influence and active competition to expand, his power.
- For the religious man the highest value may be called unity. He seeks to comprehend and relate himself to higher level experience via his religious philosophy.

Some other classifications:

- Walter G Everett’s Classification: Economic values, Bodily values, Recreation values, Values of association, Character values, Moral values, Aesthetic Values and Religious Values
- Plato’s Classification: Truth, Beauty and Goodness
1.4 Concept of Value Education

Value Education is a programme of planned educational intervention with a view to develop values in the learners. The entire process of Value Education is a highly complex one that involves a wide range and variety of learning awareness and understanding, sensitivity, appreciation and concern, responsible choice and decision-making and willingness and commitment to action. In any case, Value Education is not to be looked upon as just one more course or subjects to be taught and test within a fixed period. Dimensions of Value Education should integrate with and enrich the entire curriculum. It is not a matter of absolute necessity that there should be a separate course for value development either in the school or teacher training curriculum to implement programmes and activities of value education.

A more comprehensive understanding of Value Education would improve critical consideration of several aspects – the general relationship between education, society and values, the objectives and scope of a programme of Value Education in school and training institutions and the substance and content of Value Education.

The purpose of Value Education is for the development of body and mind; to develop integrated and balanced personality. These relates to the sound and right development. Values are acquired, inherited and inculcated. They reflect an approach and a view to life, and it can be made possible by value education. The problem of values is a general one, common to all fields of human activity, and education is looked upon as an instrument for inculcating values. Values are not inborn in nature. No one is born with a set of values relating to events, situations, practices, individuals or institutions. These are shaped, nurtured and developed at home, educational institutions and society and all these can be made possible through Value Education.

1.5 Valuing Competencies

Valuing Competencies are the value clarifying abilities, which we use, in Valuing. Raths, Harmin and Simon (1966) first explained the process of Valuing in their book
‘Values and Teaching’, in which they described seven processes that leads towards value clarity. Valuing is a process by which we increase the likelihood that our living in general or decision in particular will first have positive value for us, and second be constructive in the social context (Kirschenbaum, 1973). Valuing is the tendency of a person to show preference (Carl Rogers, 1989).

Valuing is a value clarifying process, which is gradual and steady. It is a process wherein an individual prizes and esteems a principle dearly. The process of valuing is what we go through when we make judgement about things, events and people that we encounter in our day to day life (Archana Tomar, 1996). In valuing process, a principle is prized, held in respect, deemed worthy, esteemed and proclaimed. Valuing Competencies involve the abilities which develop sensitivity and awareness of what is right and what is wrong and what is beautiful, and the ability to choose the right values in accordance with one’s conception of highest ideals of life and internalizing and realizing them in thought and action.

**Processes of Valuing:**

Valuing according to Raths, Harmin and Simon (1966) is composed of seven processes that lead towards value clarity. Further Kirschenbaum (1973) formulated the Valuing process based on Raths’ seven processes. A comprehensive methodology, built on the positions of pragmatic philosophers and humanistic psychologists, has identified seven broad value clarifying abilities and developed a number of practical techniques to help students learn these abilities. The Valuing Competencies comprises of seven value clarifying abilities which are classified under the three major processes, namely Choosing, Prizing and Acting. The flowchart showing Valuing Competencies is given as Figure 1.2

1. **Choosing Freely**

Valuing Competencies involve choosing freely, not as a result of peer or authority pressure. There is a little likelihood that an individual who is forced to adopt a particular value will integrate that value into his/her value structure. If something is to guide one’s life, whether or not an authority is watching, it must be totally free choice. If there is force, the result will not last beyond the influence of that force.
2. Choosing From Alternatives

This is closely related to the first process, choosing freely. Making a number of choices available to the individual increases the chance that the individual can choose freely. It involves considering alternatives before a choice is made. It is evident, there can be no choice if there are no alternatives from which to choose. When we have many choices as to how we would spend our weekend – to take rest, to study, to go for a picnic with friends, to read a book, to work and to do social service – and we choose one from these alternatives, that choice will point to our values.

3. Choosing after Considering the Consequences

Valuing Competencies involve carefully examining the consequences of each
alternative. Impulsive thoughtless choices do not lead to values. For something to guide one’s life meaningfully, it must emerge from understanding and judgement. Only with the consequences of the alternatives one can make intelligent choices. Valuing is thoughtful in which the individual attempts consciously to reflect on what will happen if he/she chooses a particular value. Choosing impulsively will not lead to an intelligent value system.

4. Prizing and Cherishing

One should cherish his values and consider them an integral aspect of one’s existence. Person should be proud of and happy about his/her choice and feeling good about it. When we value something, we prize it, cherish it, esteem it, respect it and hold it dear. We are happy with our values and it flow from choices that we are glad to make.

5. Publicly Affirming

If one has chosen his values freely after considering the consequences, he should be willing to affirm those values. One should not be ashamed of his values but should be willing to share them when occasion arises. This process involves sharing your convictions with others, standing up for what we believe, to voice our opinions, and to publicly affirm our position.

6. Acting upon Choices

The values one hold should be apparent from his actions. In fact one’s activities should reflect the values he cherishes. It involves acting according to our choice and not just having good intentions. When we hold dear a value, it shows up in all aspects of our life. We have limited time, money and energy. How we spend our time, money and energy reveal what we value. Young people are continually formulating beliefs, goals and ideals. As part of their education, they should be encouraged to act on their beliefs, goals and ideals.

7. Acting with Consistency and Repetition

If one acts on his values, he should do so in a consistent and repeated pattern. It involves acting repeatedly and incorporating the behaviour into his life pattern. Our
value will show in different situations, at different times with consistency and become a pattern of action. If one’s actions are inconsistent with his values, then he/she should examine more closely the relationship between his values and actions.

### 1.6 Dimensions of Valuing Process

Kirschenbaum (1973) further expanded the process of valuing. He pointed out that value clarifying process necessarily involves social discourse, communication, sharing of thoughts and feeling with others in a critical demand of the model. Hence students must also become skilled in listening and conflict resolution skills. The choosing and acting dimensions given by Kirschenbaum are similar to those processes incorporated in the original valuing process. According to him, the valuing process has five dimensions—thinking, feeling, choosing, communicating and acting and each containing several sub-processes. An individual can be engaged in all of them or some of them at the same time. It is helpful to separate them primarily as a means towards clarity of educational goals. The dimensions described below include several processes to illustrate the dynamics of each valuing dimensions.

#### 1. Thinking

Better value decision can be made according to one’s own or society’s standards. In this sense, anything one can do to help students to learn to think and to reason more effectively is useful to them in their value development. Included in this dimension are skills of thinking at various levels including critical thinking (Raths, 1967) moral reasoning at higher levels (Kohlberg, 1968) and divergent or creative thinking (Parnes, 1967). It is an essential dimension of valuing if students are to learn to control their own lives, get along in complex world, analyze advertising, propaganda and information and make crucial value decision.

#### 2. Feeling

Feeling is only a part of affective dimension. People who feel about themselves tend to be more effective by almost any set of criterion (Coombs et al, 1971). People who are aware of their feelings are psychologically more mature and more able to achieve their role more readily (Rogers, 1961). When one attempts to deny his own
feelings, one often finds that he comes out any way – sometimes in surprising ways that can interfere with his conscious goals. People who had learned a process of discharging distressful feelings (emotional or physical hurt, anger, fear, embarrassment, etc.,) have greater access to their full problem solving capacity and are free from the grip of patterned distress (Jackins, 1965).

3. Choosing

Goal setting and data gathering are essentials of decision making process after which ‘Choosing from alternatives’ and ‘Considering the consequences’ naturally follow. Choosing freely is another valuing process, which involves distinguishing the pressures and consequences urging us towards certain choices drawn from our own subjective sense of which choice is best.

4. Communicating

Value doesn’t develop in a vacuum, but through an ongoing process of social interaction. Therefore, the ability to send clear messages is an important valuing skill or process. To the extent that one can make his needs, values or desires known to others, one increases the probability that others will respond in ways that meet those needs. Appropriate sharing of feeling and thoughts can have a clarifying effect (Journad, 1964) i.e. how others respond to one and how one responds to public or private affirmation of his inner world, and one learns more about the nature of the value one has chosen. Another valuing process here is empathy, active listening or taking another’s frame of reference. This process opens up to a new alternative and decreases the likelihood that our values will become rough and become self-defeating through denying or excluding the external world.

Conflict resolution is a third valuing process under this dimension. Conflict can end with several outcomes, none of the parties may actualize his/her values, one party may win and other loses or all parties may achieve a satisfying solution with all realizing values as they desired for the situation (Gordan, 1975). It is particularly helpful in teaching individuals’ communication skills and processes that can facilitate value and goal satisfaction for individual and groups.
5. Acting

To act repeatedly upon our beliefs and consistently towards our goals increases our likelihood that our lives will have positive value to us. This could facilitate the process of acting skillfully in areas in which we do act. This would include academic, professional and personal settings. To read, to change a tyre, to cook a meal, to teach a class, to build a bridge, to clean up a polluted lake – whatever be the field of our endeavor - competence helps to increase the likelihood that the process and product will be not only personally satisfying but also socially productive.

Rohidekar (1995) on the basis of his experiences and research came out with pyramidal structure for Sequential Stages of Valuing. The flowchart showing the sequential stages of Valuing is given as Figure 1.3

![Figure 1.3 Flowchart showing Sequential Stages of Valuing](image)

1.7 Theoretical Perspectives on Moral Development

The present study aims to find and compare the effectiveness of Value Analysis Model and Value Discussion Model in developing Valuing Competencies among standard eight students by considering the various characteristics of the sample such as gender and type of management of school. Value Analysis Model and Value Discussion Model
were based on cognitive theory of Moral/Value development by Jean Piaget (1932) and Lawrence Kohlberg’s (1963).

Moral development refers to the development of moral concepts and moral behaviour. Character is the sum total of all the tendencies which an individual possesses. Character or moral development of an individual is an acquired or learned disposition. According to Mc Dougal (1998), character is the system or organization of sentiments. A morally mature person knows the distinction between right and wrong and accepts the authority of the moral laws, sacredness of duty, and respects the right of others. Around the age of ten, the individual enters the stage of autonomous morality. Cognitive development, less adult control and peer interaction lead children to autonomous morality. Children become aware that people can have different perspectives about moral action and those perspectives not objective consequences that should be the basis for judging behaviour. As children grow to adolescence they think and act in ways that are different from their earlier behaviour.

1.7.1 Piaget’s Theory on Moral Development

The cognitive developmental perspective of moral development, put forward by Jean Piaget (1932), assumed that individuals develop morality through construction. According to Piaget, cognitive maturity and social experience lead to advances in moral understanding, from a superficial orientation to physical power and external consequences to a more profound appreciation or interpersonal relationship, social institutions and law making systems. Piaget identified three stages in moral development. They are:

1. The Stage of Anomous Morality

This is the stage without law, where pain and pleasure act as the regulators of behaviour. At this stage the behaviour of the child is neither moral nor immoral; but non-moral or amoral. His behaviour is not guided by moral standards.

2. The Stage of Heteronomous Morality

At this stage children view rules as having a permanent existence, as unchangeable, and as requiring strict obedience. This stage is further divided into two sub-stages.
Heteronomy – Authority (Discipline of Authority)

Rewards and Punishments regulate moral judgement at this stage. Moral behaviour at this stage is controlled by external authority.

Heteronomy – Reciprocity (Discipline of Reciprocity)

At this stage, children start to use a standard of fairness called Reciprocity, in which, they express the same concern for the welfare of the others as they do for themselves. This is the stage of morality of co-operation with peers or equals.

3. The Stage of Autonomous Morality

At this stage children view rules as flexible, socially agreed on principles that can be revised to suit the will of majority. At this stage the individual himself is fully responsible for his behaviour. The rules governing moral behaviour come from within the individual.

Stages of Moral Judgement

Piaget described Moral Judgement in four stages based on the moral development. These stages are as follows:

1. The Ego-Centric Stages

Child’s judgement at this stage is only in so far as it gives pleasure or pain to him (or his body). At this stage, the child conforms to authority, if otherwise; it feels it will get hurt.

2. The Authoritarian Stage

At this stage, moral judgement is in terms of obedience to authority, parents, teachers etc. All moral judgement is now made in relation to the view that rules are virtually unbreakable. Obedience is taken as a value.

3. The Reciprocal Stage

Rules are now accepted because they emerge as the expression of reciprocity amongst social equals. An action is now deemed well, if it is socially fair, and bad, if it is socially unfair.
4. The Stage of Equity

When reciprocity is informed by altruistic concern (concern for others), it results in equity. This is not a legal relationship based on consideration of justice and equity but a human and moral relationship based on concern and compassion.

1.7.2 Kohlberg’s Theory on Moral Development

Lawrence Kohlberg (1963) defines Moral development as an individual’s sense of justice. According to Kohlberg, an individual passes through a series of stages in the evolution of his sense of justice and in the kind of reasoning he uses to make Moral Judgement. Kohlberg did an extended study of how children and adolescents make moral judgements. His approach to moral education is called cognitive development of moral judgement. First, he recommended giving a test of moral judgement to determine the stage of development at which each pupil functions. The pupils are asked to react to hypothetical moral dilemmas and their replies are analyzed to find the stage of moral development they belong to. Kohlberg and his associates found that such discussions of moral dilemmas accelerate moral development to the next stage. Kohlberg identified six stages of Moral Development and organized them into three distinct levels.

1. The Pre-Conventional Level (4 to 10 years)

At this level, the child judges morality in terms of effects produced by various actions. Morality is externally controlled. Children judge action by their consequences. Punishments are viewed as bad and those that lead to rewards are viewed as good. This level includes two different stages.

Stage I – The Punishment and Obedience Orientation Stage

In the beginning child’s morality is controlled by the fear of punishments. They try to obey parents to avoid punishments. The child assumes that powerful authorities hand down a fixed set of rules which he or she must unquestioningly obey.

Stage II – The Instrumental Purpose Orientation Stage

During this stage, children’s moral judgement is based on self-interest and
consideration of what others can do for them in return. Children obey the orders of others because it will help them to satisfy their needs. At this stage children recognize that there is not just one right view that is handed down by the authorities.

2. The Conventional Level (10 to 13 years)

During this level, individuals judge morality largely in terms of existing social norms or rules to ensure positive human relationship and societal order. At the conventional level, individuals continue to regard conformity to social rules as important, but not for reasons of self interest.

Stage III – The Good Boy – Good Girl Orientation Stage

During this stage, the child’s morality judgement is based on the desire to obtain approval of other members of the group. Good moral behaviours are those, which please others. At this stage children who are by now usually entering their teens see morality as more than simple deals. They believe that people should live up to the expectations of the family and community and behave in “good” ways.

Stage IV – The Social Order Maintaining Orientation Stage

At this stage the child follows the rules and regulation of society and takes decisions about things being right or wrong with a view to avoid censoring by the social system. Individual believes that laws cannot be disobeyed under any circumstances because they are vital for ensuring social order.

3. The Post-Conventional Level (Age 13 & above)

Individuals at the Post-conventional level move beyond unquestioning support for the rules and laws of their own society. At this level the individual judge morality in terms of abstract principles and values that apply to all situations and societies. The individual evaluates morality on the basis of internalized moral principles.

Stage V – The Social Contract Orientation Stage

At this stage the individual begins to think in rational terms valuing the rights of human beings, and welfare of society. Individuals regard laws and rules as flexible instruments. When laws are consistent with individual rights and interest of the majority
or welfare of the society, they are accepted. They respond positively to authority only if they agree with the principles upon which the demands of the authority are based.

Stage VI – The Universal Ethical Principle Orientation Stage

At this stage the individual judges morality in terms of self-chosen ethical principles of conscience that are valid for all humanity regardless of laws and social agreement. Individual’s moral judgement is now based upon his conscience and the belief in universal principles. The principles are universal; they apply to all. The principles of justice guide us towards decisions based on an equal respect for all.

Kohlberg (1963) has found that these are sequential stages of moral development which occur naturally and universally in all individuals, although development in some individuals, stop at any level. He found that the stages are sequential, that is, development to a stage cannot be reached unless the previous stages have been attained. Further, he found that ‘even when stage four has been attained, an individual cannot be taught principles of stage five directly, but must largely generate them himself by reorganizing his thinking after experiences of conflict’.

1.8 Methods of Value Education

Direct Method

Direct value inculcation refers to deliberate, systematic instruction given during the time of formation. In most of the schools and institutions, value education is imparted this way. In this approach, the values to be imparted and developed are explained, discussed and illustrated through stories, anecdotes, moral dilemmas and real life situations. An experienced and competent teacher of the school, headmaster or a spiritual leader can give instruction in values in a specified period of the school timetable.

Indirect Method

Value inculcation can be imparted through the regular subjects of the curriculum and co-curricular activities. Value based themes can be integrated at appropriate points in different subjects such as Language, Science, History, etc. There is no necessity of a
separate period or special books for value education. Every teacher has to be a teacher of value. However, this may require analysis of textbook, identification of plug points, and incorporation of values based themes at appropriate plug periods.

**Incidental Method**

Whenever the value inculcation and development are resorted in relation to a specific event or situation that actually occurs in the school, it is known as Incidental Method. Specific Values can be imparted on appropriate occasions. For example, acts of courage, bravery, discipline can be highlighted on various occasions in the school.

**1.9 Models of Teaching**

Models of teaching are structured, logically consistent, and cohesive and logically described alternative patterns of teaching. Each model of teaching is developed in its own theoretical terms. Joyce and Weil (1972) have defined models of teaching as “a plan or pattern that can be used to shape curriculum to design instructional materials and to guide instruction in the classrooms and other settings.” According to Sansanwal, Passi and Singh (1991), “A model of teaching is a blueprint wherein theory based; well sequenced, replicable steps are given for creation of certain instructional effects in the learner.” (Aggarwal, 1997, p.187). Broadly, models of teaching have been classified into four categories, they are:

- Information Processing Models
- Personal Models
- Social Interaction Models
- Behaviour Modification Models

**1.10 Models of Value Education**

Value inculcation can be achieved directly, indirectly or incidentally. In value education, there are different approaches like reward and punishment approach, explanatory approach, manipulative approach, etc. Many researchers, teachers and scholars believe that the above approaches are not effective in transmitting values, due to various factors. Many schools of thought reject the idea that absolute good exists
and can be known. Their basic assumption is that values are relative, personal and situational. Their concern is to help a student to clarify his own values, to choose the values that best suit him, to adjust him to a changing world and to play a significant role in influencing these changes. Two learner-centered approaches are suggested in this regard like the Clarifying Liberal Arts Approach and Value Skills Approach, to help the learner discover his own values.

1. Clarifying Liberal Arts Approach:

This approach is aimed at exposing the students to the best in the culture so that the student may find the best values for himself and his environment, not so that he might discover the right values for all times.

2. Value Skills Approach:

This approach believes that the problem is not so much as helping a student to find values as helping him learn skills to continue the value clarifying approach in all life situations. It is of no use to teach a set of values to students in this fast changing world or to discover their values, if we do not teach them how to apply values in concrete situations, so that one’s behaviour corresponds to one’s value system.

In recent times, there have been many exciting developments in the field of value education. Models of teaching is one of the important developments in the field of pedagogy and consequently in value education. In value education a Model of Teaching is a way of thinking and doing for the development of moral caring, judging, and acting. In an educational setting model of value education include, a theory, or a point of view, about how people develop morally and a set of strategies or principles for fostering moral development. Thus, a model of teaching for value education helps teacher to understand and practice values effectively. The value system of a person is the integrated structure of caring, judging and acting. The models of value education provide a broad based pedagogy to mobilize feeling, to guide thinking, and to sustain action.

Following are some of the Models of Teaching, which can be utilized in developing the various aspects of values.

- Rationale Building Model
Consideration Model

Value Clarification Model

Cognitive Moral Development Model

Social Interaction Model

Jurisprudential Inquiry Model

Role playing Model

Value Analysis Model

Value Discussion Model

**Rationale Building Model**

James Shaver (1982) developed the Rationale Building Model. Shaver views moral education primarily from the perspective of a pluralistic society. The rationale building approach emphasizes the role of critical reflection on the part of the teacher and students alike in moral education. Shaver focuses on the need to teach the specific analytic skill essential to democratic citizenship. Shaver has proposed not only a program for moral education, but he has suggested some basic considerations directly relevant to moral instruction. These considerations include the processes of value identification, value clarification, label generalization, value conflict analysis and qualified decision-making.

**Consideration Model**

Peter Mc Phail and his associates (1982) on the School Council of Moral Education Curriculum Project of Great Britain developed the Consideration Model. He emphasizes the importance of caring as distinct from judging. According to Mc Phail the task of moral education is to build on the fundamental core of consideration that all people naturally possess. The consideration model assumes that moral behaviour is self-reinforcing. In other words, it is generally pleasant and rewarding to treat another person considerably. The consideration approach places emphasis on role-playing, socio-drama, and creative writing as methods for enhancing interpersonal awareness.
Value Clarification Model

Lois Raths, Merrill Harmin and Sidney Simon (1966) developed Value Clarification Model in 1978. This model aims to decrease the value confusion and promote a consistent set of values through valuing process. The Value clarification process is designed to promote intelligent value choice through a process of choosing, prizing and behaving. The value clarification approach is an attempt to provide an education solution – valuing process that can be taught – that will reduce the behaviour symptoms of value confusion.

The Value Clarification has four key elements:

- Focus on life
- Acceptance of what is
- An invitation to reflect further
- Nourishment of personal powers

Cognitive Moral Development Model

The Cognitive Moral development Model was developed by Lawrence Kohlberg (1983) and introduced the emphasis on moral reasoning. Kohlberg’s theory of moral development and moral education considers moral judgement as representing naturally autonomous competing values. The overall aim of this model is to help students to think through moral controversy in increasingly clear and comprehensive ways. The purpose of engaging individuals in moral deliberation, from the cognitive developmental point of view is to promote movement through general stages of moral development.

The following steps are exercised in this model:

- Presents a problem before the students
- Ensure that students comprehend the value dilemma
- Help students to confront the moral components inherent in the problem
- Elicit students’ rationale for their judgements
- Encourage students with different rationale to interact with one another
Social Interaction Model

Fred Newman (1997) developed Social Interaction Model. This model aims to teach students how to influence public policy. Newman is concerned with developing student’s moral reasoning, but he gives more attention to the environmental competencies that sustain moral action. Learning how to influence public affairs is a complex matter. Newman’s programme is long term and interdisciplinary. The social interaction model recommended both course work and community involvement. The steps of the social interaction model are:

- To formulate policy goals based on moral deliberation
- To gather support to implement goals
- Dealing of definite psycho philosophic concern
- Resulting actual policy outcome

Jurisprudential Inquiry Model

Donald Oliver and James P. Shaver (1970) developed Jurisprudential Inquiry Model to help students to learn to think systematically about contemporary issues. Jurisprudential Inquiry Model is essentially useful in helping people rethink their positions on important legal, ethical and social questions. Jurisprudential Inquiry Model includes six steps. They are:

- Orientation to the case
- Identifying the issue
- Exploring the stances underlying the position taken
- Refining and qualifying position
- Testing assumption about facts, definitions and consequences

Role Playing Model

The Role Playing Model was developed by Fannie Shaftel and George Shaftel (1982). This model aims to involve students in a real problem situation and provides a live sample as a vehicle for students to explore their feelings, gain insight into their
attitudes, values and perceptions, develop their problem solving skills and explore subject matter in varied ways. The steps of Role Playing Model are the following:

- Warm up the group
- Select participants
- Prepare observers
- Set the stage
- Enact
- Discuss and evaluate
- Reenact
- Discuss and evaluate
- Share the experience

The analysis of various models of value education clarifies the need for comprehensive models for developing valuing competencies among the younger generation. Value Analysis Model and Value Discussion Model were taken in the present experimental study. These models help students to learn a highly systematic, step-by-step process for making moral decisions. It trains people to deal rationally with ethical problems having social issues. In other words, it deals with gathering and weighing facts in a value judgement.

A Model of Value education is not restricted to the development of a particular domain of the value system. It develops certain other aspects too. The implementation of a model of value development in real classroom is a challenging job and it requires a perfect understanding of the theoretical aspect as well as competence in the practical aspects of the model.

1.10.1 Value Analysis Model

Value Analysis Model was developed by Coombs and Frankael (1971) and based on Cognitive Theory of Moral/Value Development by Jean Piaget (1932) and Kohlberg (1963). The proponents of this theory believe that value education has its
basis in stimulating the active thinking of the child about moral problems, where a judgement is required. This theory visualizes the purpose of value education as enabling individuals to move through moral stages. The moral stages are structures of moral judgement, moral reasoning or value analysis. In other words, it shows the capacity of deciding in terms of general principles, whether a selected or given idea, object or action is good or bad, worth or worthless.

A detailed account of Value Analysis Model was set forth by Coombs (1971) in Metcalf’s ‘Value Education; Rationale, Strategies and Procedures’, which is the 41st Year Book of National Council of Social Studies. Later on Frankael (1977) proposed a system to analyse value conflicts. Keeping in view the ideas expressed by Coombs and Frankael, a model namely, Value Analysis Model was structured by B.K. Passi, Sansanwal and Singh (1988) during a workshop on ‘Value Orientation of B.Ed Student Teachers’ held at Department of Education, Devi Ahilya ViswaVidhyalaya, Indore, sponsored by NCERT, New Delhi.

**Main Assumptions of Value Analysis**

*The Value Analysis is based on following assumptions:*

- As students begin to identify and think about values, they will be able to realize that values often conflict.
- Value conflict is a fact of life. Nobody can live without value conflict.
- Value conflict may often lead to inconsistencies in behaviour of individuals.
- Value conflict puts the individual into a painful situation. The individual tries to come out of the value conflict. He arrives at an appropriate and desirable conclusion.
- If students are given opportunities to identify, discuss and evaluate the alternative courses of actions along with the desirable consequences, they will be able to arrive at a conclusion relevant to the situation.

**Syntax of Value Analysis Model**

In analyzing a value dilemma through Value Analysis Model a teacher has to
follow seven steps in a classroom situation. They are presenting the dilemma, identifying and clarifying the value conflict, asking for conceivable alternatives, asking for evidence to support the likelihood of consequence occurring, asking for evaluation of likely consequences and asking for judgements as to which alternative seems the best and why. The flowchart showing the phases in Value Analysis Model is given as Figure 1.4.

**Figure 1.4 Flow Chart Showing the Phases of Value Analysis Model**

**Phase One – Presenting the Dilemma**

In a class room the value dilemma may be presented in the form of short readings, through a film, film strips, OHP/LCD projection, photostat etc., After presentation of the value dilemma the teacher asks certain questions in order to help the students to clarify the circumstances involved in the dilemma, identifies and defines difficult terms, and identifies the characteristics of the central character.
Phase Two – Identification and Clarification of Value Conflict

The teacher clarifies the value questions and helps the students to do the same. The responsibility of the clarification of value conflict should be shared by teacher and students. The teacher asks about the value conflict faced by the central character, the conflicting situations, etc. and the students identify the conflicting values in the dilemma presented.

Phase Three – Asking for Conceivable Alternatives

In this phase, the activities should be done through group work, brain storming and by encouraging the class to suggest ideas. What alternatives are open to the central character is the main theme of this phase. Here, the students identify the main alternatives open to the central character.

Phase Four – Asking for Possible Consequences of Each Alternative

In this phase, the students predict the consequences of each alternative. The teacher asks some questions in this phase. e.g. What might be the consequences of various alternatives? What might be the short range and long range consequences? What might happen if the alternative were to become a reality? Who would be affected and how? What about the effects on the future generation? etc.

Phase Five – Asking for Evidences to Support the Likelihood of Consequences Occurring

After listing the consequences of each alternative the teacher asks the students to begin the search for evidence to estimate the degree of desirability of each consequence occurring. The question encourages the students to search for data based on the previous experiences they gained from reports, newspaper articles, television-news etc., these evidences describe what happened in similar situations in the past. The teacher assesses the relevance of the evidences.

Phase Six – Asking for Evaluation of Likely Consequences

Here the teacher presents the criteria to analyze the consequences in terms of desirability/undesirability. The criteria vary from dilemma to dilemma and from group
to group. Each of the consequences is to be rated on a five-point scale. If the consequence is undesirable then the ratings will be -2 and -1. If the consequence is desirable then the ratings will be +2 and +1. If the consequence is neutral then the rating will be zero. The algebraic scores of all the consequences for a given alternative will be worked out. Such totals will be available for each of the alternatives. The alternative, which has the highest total, will be considered as the best alternative.

**Phase Seven – Asking for a Judgement as to which Alternative seems the best and why**

Based on the scores, the students decide that some consequences are desirable and some others are undesirable. The choices are ranked from the most desirable to the least desirable. They state the reasons for selection of the particular alternative as the most desirable in this situation. In similar situations students will be able to analyze their value conflicts or conflicts related to the different life situations.

**Effects of Value Analysis Model**

Value Analysis Model can give rise to two effects namely, Instructional Effects and Nurturant Effects. The instructional effects are the direct effects of Value Analysis Model while the nurturant effects are the indirect effects of Value Analysis Model.

**Instructional Effects of Value Analysis Model**

- Improving value identification
- Improving value analysis
- Improving value clarification
- Improving value judgement
- Improving value preference

**Nurturant Effects of Value Analysis Model**

- Improving scientific outlook
- Improving divergent thinking abilities
- Improving evaluation of consequences
- Improving ability of value preferences
1.10.2 Value Discussion Model

Value Discussion Model was developed by B.K Passi, Sansanwal and Singh (1988) based on Cognitive Theory of Moral/Value Development by Jean Piaget (1932) and Lawrence Kohlberg’s (1963) during a workshop on ‘Value Orientation of B.Ed Student Teachers’ held at Department of Education, Devi Ahilya Viswavidhyalaya, Indore, sponsored by NCERT, New Delhi. This model aims to enhance the stage of moral reasoning of students. Side-by-side the model is also useful in improving the listening skills, self-esteem, valuing competencies, attitude towards school and knowledge of key concepts. The role of a teacher is like a discussant, leader or mediator rather than authority figure. Non-judgement classroom climate is to be established that reflects trust, infirmity and tolerance.

This model is conceptualized under certain steps/captions like – requirements, syntax and effects of Value Discussion Model.

**Requirements of Value Discussion Model**

Dilemma – issues in conflict (dilemmas should be simple, open ended, choice of actions)

Discussion – free discussion and non-judgemental statements are the main requirements of Value Discussion Model

**Syntax of Value Discussion Model**

In discussing a value dilemma through Value Discussion Model a teacher has to follow five steps in a classroom situation. They are presenting the dilemma, dividing action, organizing small group discussion, conducting a class discussion and closing the discussion. The flowchart showing the phases in Value Discussion Model is given as Figure 1.5

**Phase One – Presenting the Dilemma/issue**

In phase one, a Dilemma is given to the students in the form of various value conflicting situations. It should be simple and open ended for the free interaction of the students.
In phase two, students are divided based on the choice of actions as results of the dilemma i.e. the situation given to them in phase one. Different groups are formed in the class for the sake of group discussion.

Phase Three – Organizing Small Group Discussion

In phase three, the group discussions of the students are organized properly with necessary guidance, suggestions and advices from the part of teacher. The student actively engages in creative interaction as their groups are formed on their own choices. It develops into a new form of ideas.

Phase Four – Conducting a Class Discussion

In phase four, all the groups are brought back in to the classroom with their newly formed ideas. The students go on with their free and non-judgemental discussions.
Phase Five – Closing the Discussion

In phase five, the teacher brings out the nut shell of the free discussion of the students. The teacher presents it before the class. The whole contributions are from the students only. Thus, the teacher concludes the discussion with an evaluation of the whole happenings in the class room and the discussions on the choices of their actions. There is no judgemental statement as conclusion.

Effects of Value Discussion Model

Value Discussion Model can give rise to two effects namely, Instructional Effects and Nurturant Effects. The instructional effects are the direct effects of Value Discussion Model while the nurturant effects are the indirect effects of Value Discussion Model.

Instructional Effects of Value Discussion Model

- Improving value clarification
- Improving value judgement
- Improving value preference
- Improving value identification

Nurturant Effects of Value Discussion Model

- Improving learning skills
- Improving self-esteem
- Improving attitude towards school/college
- Improving adjustment
- Improving classroom climate
- Nourishment of personal power

Through analyzing the steps of Value Analysis Model and Value Discussion Model, it is clear that the value dilemmas, which the students face in their practical life, can be handled by these models and help them to develop the Valuing Competencies.

A model of teaching Value education is not restricted to the development of a
particular domain of the value system. It develops certain other aspects too. The implementation of a model of Value development in a real situation of the classroom is a challenging job and it requires a perfect understanding of the theoretical aspect as well as a competence in the practical aspects of the model.

1.11 Statement of the Problem

The study aims to find and compare the effectiveness of Value Analysis Model and Value Discussion Model in developing Valuing Competencies among standard eight students by considering the various characteristics of the sample such as gender and type of management of school. Thus the study is entitled as ‘Effectiveness of Value Analysis Model and Value Discussion Model in developing Valuing Competencies’.

1.12 Operational Definitions of Key Terms

Educational terminologies have different interpretations. In any research on education, it is desirable to define the key terminologies used so that there is no misconception of the theme as well as the results of the study. The following key terms used in the study are defined for clarification.

1.12.1 Effectiveness

According to Oxford dictionary (1975) effectiveness is ‘being able to bring about the result intended’. Chamber’s Twentieth century dictionary (1972) defines effectiveness as ‘being successful in producing a result or effect’. Effectiveness means ‘the quality of being effective’. Effective means producing or adapted to produce its proper result.

In the present study, effectiveness means desired result produced in the Valuing Competencies of standard eight students through the implementation of Value Analysis Model and Value Discussion Model.

1.12.2 Value Analysis Model

Value Analysis Model was developed by Coombs and Frankael (1971) based on the theories of moral reasoning to help students to learn a highly systematic, step-by-step process for making moral decisions. It is a model of teaching values in which value dilemmas in the conflicting situations are analysed through seven steps. The
following are seven steps in executing Value Analysis Model in a classroom situation: presenting the dilemma, identifying and clarifying value conflict, asking for conceivable alternatives, asking for possible consequences of each alternative, asking for evidence to support the likelihood of consequence occurring, asking for evaluation of likely consequences, and asking for judgement as to which alternative seems best and why.

In the present study, the instructional material prepared by the investigator based on Value Analysis Model is used.

1.12.3 Value Discussion Model

Value Discussion Model was developed by Sansanwal and Passi (1988). It is based on the theories of moral reasoning to help students to improve the listening skills, self-esteem, valuing competencies, attitude towards school and knowledge of key concepts through highly systematic step-by-step process. It is a model of teaching values in which value dilemmas in the conflicting situations are discussed through five phases. The following are five steps in executing Value Discussion Model in a classroom situation: presenting the dilemma/issue, dividing on action, organising small group discussion, conducting a class discussion and closing the discussion.

In the present study, the instructional material prepared by the investigator based on Value Discussion Model is used.

1.12.4 Valuing Competencies

Valuing Competencies are the value clarifying abilities used in daily life when we make judgement about things, events and people or the abilities to choose correct values in value conflicting situations through analysis and discussion of value dilemma. Valuing Competencies are value clarifying abilities used in the process of Valuing. Valuing is the tendency of a person to show preference (Carl Rogers, 1989). The process of valuing is what we go through when we make judgement about things, events and people that we encounter in our day to day life (Archana Tomar, 1996).

In the present study, the seven value clarifying abilities based on the three processes namely; Choosing, Prizing and Acting described by Raths, Harmin and
Simon (1966) are taken into consideration as Valuing Competencies. They are Choosing Freely, Choosing from Alternatives, Choosing after considering the Consequences, Prizing and Cherishing, Publicly Affirming, Acting when Situation Demands and Acting with Pattern of Consistency and Repetition.

1.13 Objectives of the Study

1. To develop Valuing Competencies Scale of standard eight students.
2. To develop Instructional materials based on Value Analysis Model and Value Discussion Model for developing Valuing Competencies among standard eight students.
3. To find out the level of Valuing Competencies of standard eight students before and after the implementation of Instructional materials based on Value Analysis Model, Value Discussion Model and existing method.
4. To find out the effectiveness of Value Analysis Model in developing Valuing Competencies over the Existing method for the total sample and for the sub-samples based on (a) Gender and (b) Type of Management of School.
5. To find out the effectiveness of Value Discussion Model in developing Valuing Competencies over the Existing method for the total sample and for the sub-samples based on (a) Gender and (b) Type of Management of School.
6. To compare the effectiveness of Value Analysis Model and Value Discussion Model in developing Valuing Competencies for the total sample and for the sub-samples based on (a) Gender and (b) Type of Management of School.

1.14 Hypotheses of the Study

1. There is a significant difference between experimental group I (Value Analysis Model) and control group in the Valuing Competencies for the total sample.
2. There is a significant difference between experimental group I (Value Analysis Model) and control group in the Valuing Competencies for the sub-samples based on (a) Gender and (b) Type of management of school.
3. There is a significant difference between experimental group II (Value Discussion Model) and control group in the Valuing Competencies for the total sample.
4. There is a significant difference between experimental group II (Value Discussion Model) and control group in the Valuing Competencies for the sub-samples based on (a) Gender and (b) Type of management of school.

5. There is a significant difference between experimental group I (Value Analysis Model) and experimental group II (Value Discussion Model) in the Valuing Competencies for the total sample.

6. There is a significant difference between experimental group I (Value Analysis Model) and experimental group II (Value Discussion Model) in the Valuing Competencies for the sub-samples based on (a) Gender and (b) Type of management of school.

1.15 Methodology in Brief

The purpose of the study was to find out the effectiveness of Value Analysis Model and Value Discussion Model in developing Valuing Competencies of standard eight students and also to compare the effectiveness of these two models. Valuing Competencies Scale was used to assess the Valuing Competencies of standard eight students. Instructional Materials based on Value Analysis Model and Value Discussion Model was used in the present study.

The method adopted for the study was experimental. The design selected for the experiment was Pre-test Post-test Non-equivalent group design. The geographical area of the study was Pathanamthitta district of Kerala state. In the present study, three schools were taken by giving due weightage to gender and type of management of school. It includes Government, Aided and Private school. The sample for experiment comprised of 462 students of standard eight from nine divisions of three schools. In each school, three divisions were taken, two divisions were considered as experimental group I and experimental group II and one division was considered as control group.

After the selection of sample, investigator administered Valuing Competencies Scale as pre-test to the entire sample before implementing the instructional material on Value Analysis Model and Value Discussion Model. The students were divided into three groups. Each group was exposed to one of the three types of Instructional method viz., Value Analysis Model, Value Discussion Model and existing method.
Experimental Group I: Students were taught by Value Analysis Model
Experimental Group II: Students were taught by Value Discussion Model
Control group: Students were taught by Existing method

After the completion of the instruction, Valuing Competencies Scale as post-test was administered to all the three groups. Thus, obtained data were analyzed and interpreted for further statistical treatments. Mean, Standard deviation, Independent samples ‘t’–test, Analysis of Variance (ANOVA), and Analysis of Co-Variance (ANCOVA) were employed for the analysis of data.

1.16 Scope of the Study

Teaching values through moralizing, advising and direct teaching seems to be ineffective today. The parents offer one set of values, the school projects a different set of values, and religion proposes yet another set of values and moralization. Here comes the role of teachers in developing a desirable value system. The present study aims at identifying and developing the Valuing Competencies of standard eight students. The attempt made here is in terms of:

- Identifying important values fundamental for life such as justice, integrity, human dignity, service, concern for fellow beings and environment.
- Resolving value dilemmas and making moral decisions on the basis of sound moral principles and
- Upholding and proclaiming the principles publicly.

The students are to be trained to use various strategies to facilitate the process of Valuing through Value Analysis and Value Discussion. A training programme using a step-by-step procedure dealing with value issues will provide ample scope to search for facts, gather and weigh facts involved in Valuing Competencies. Hence, the comprehensive instructional materials based on Value Analysis Model and Value Discussion Model are more explicit and sustained to fulfill these needs. The present study is an innovative attempt to identify the Valuing Competencies and to develop Valuing Competencies through the implementation of the comprehensive instructional material based on Value Analysis Model and Value Discussion Model.
1.17 Need and Significance of the Study

Modern age of Science and Technology has created certain trends like industrialism, mechanism and materialism. In-spite of spectacular achievements in Science, man is not happy and contented. Violence, frustration, immorality, self-centeredness, egoism are rampant everywhere. Powerful tools of destruction like atom bombs and hydrogen bombs are in the possession of mankind. That is why; in-spite of wonderful scientific achievements, the world is a place of violence, gloom and unease.

Such unsatisfactory situations have arisen due to crises of values and character. There is no harmony between the inner and outer self, between the men and between one place and another. Now the questions arise: What is the remedy of all these ills? How can mankind live in unity amid diversities? How can social justice and fellow-feeling be ensured in the modern world? How can mankind carve out for itself a preferred future of peace and prosperity?

Inculcation of desirable values in the pupils is felt essential for finding out answers to the above problems. Mankind has ample choices. But the future of the human society depends on judgement of choices or sense of values. Man may make choice either with reference to his own personal satisfaction or in a spirit of community service and common well-being.

The present educational system, with all its complexities has proved to be deficient in so far as it neglects or does not give the deserving importance to values in human life. Thus human sufferings and sorrows are forever on the increase in spite of the phenomenal explosion of knowledge. Values have become the neglected lot in the current educational system and consequently the maxim ’Education changeth man’ ceases to be meaningful or has almost lost its value. ‘Education without vision is waste; education without mission is life burden’. Education in our life enables us to become comfortable and to look after our family well. But so far as the social progress is concerned, value-based education is an unavoidable necessity.

If a nation is to be strong, then the character of the people of that nation needs to be elevated. It has been widely agreed that for character building of the future
citizens, education in moral values has to be organized in educational institutions. The question arises here is that, what strategy should be followed to impart it in an effective manner so that men of high moral standard and sound character are developed in educational institutions. From the reports of several committees and commissions appointed from time to time, it is obvious that there has been consensus regarding inclusion of values in educational system. It is high time to do so, if we intend to safeguard the present set up of society from further deterioration and degeneration.

India has been debating on issues of value education in schools since independence. The various commissions and documents (Wardha Shikshan Parishad, 1937; the Sargent Committee, 1944; Religious Education Committee of the Central Advisory Board of Education, 1945; University Education Commission 1948-1949; Secondary Education Commission, 1952-53; The Committee on Religious and Moral Education, 1959; Kothari Commission, 1964-1966; Faure Commission of UNESCO, 1972; The National Policy on Education, 1986; The UNESCO report of the International Commission on Education for the 21st century, 1996; National Curriculum Framework for School Education, 2000& 2005) observed the need for moral basis in all levels of education. In order to establish unity and perfection, education should encourage the universal values. Violence, superstitions, fanaticism, fatalism, etc. should be eradicated through the medium of Value education.

Value education has been one of the favourite topics of all educationalists, social reformers, preachers, scholars, saints and savants. There are different methods for inculcating values in the students, and different schools implement different methods. Eventhough efforts are made to impart values to the students; it is an accepted fact that not all those methods were so effective in arousing and shaping one’s values. Today, students, especially the adolescents are confused about their values and value system. They may know values and value systems. But they are confused with the selection, application and judgement on values in their practical life. They are facing value conflicts and dilemmas and they disrespect values and value systems. Thus, it points out the need for an effective method for value education. It is true that values are caught rather than taught. But it is equally true that values must also be taught using effective methods. To inculcate values through Value Analysis Model and Value Discussion Model, we
have to start the initial preparations and training among students.

This study attempts to find the effectiveness and to compare the effectiveness of Value Analysis Model and Value Discussion Model in developing Valuing Competencies among standard eight students for the total sample and for the sub-samples based on gender and type of management of school. The study regarding the effectiveness and comparison of two different instructional models viz. Value Analysis Model and Value Discussion Model for developing Valuing Competencies helps a lot in understanding the effective models.

1.18 Delimitations of the Study

Research studies generally may have limitations due to many factors. It is the responsibility of the researcher to see that the study is conducted with maximum care in order to be reliable.

1. The study is limited to one educational district of Kerala and was confined, only to the standard eight students.

2. The comprehensive instructional materials was developed based only on Value Analysis Model and Value Discussion Model.

3. The experiment was conducted in three schools – one government, one aided and one private school for a period of six months each.

4. Classroom intact group was selected for experimenting, as the one to one equalized group was not possible practically.

In spite of the above delimitations with respect to selection of sample population, content material, allotment of time for teaching the prescribed content material, the investigator hopes that the findings and the instructional material based on Value Analysis Model and Value Discussion Model prepared by following the strict norms of models of teaching, will be of use for the teachers, students and the educationists.

1.19 Organisation of the Research Report

The report is presented in five chapters, the details being as follows:

Chapter one include a brief introduction to the study emphasizing need and
significance of the problem, presentation of theoretical background of values and moral development, Value education and models of teaching, statement of the problem, definitions of the terms, objectives of the study, hypotheses formulated in terms of the method adopted for the study and delimitations of the study.

Chapter two presents the review of related studies pertaining to the area under investigation.

Chapter three gives a description of the methodology adopted for the present study.

Chapter four is concerned with the analysis and interpretation of the data, the results of analysis made in accordance with the objectives stated and hypotheses formulated.

Chapter five summarizes the study in retrospect. The major conclusions and findings emerged from the results of the analysis are included. The implications of the study are discussed and suggestions for further research are also given.