CHAPTER V

SUMMARY FINDINGS CONCLUSION AND SUGGESTIONS

- THE STUDY IN RETROSPECT
- PROCEDURE OF THE STUDY
- OBJECTIVES OF THE STUDY
- HYPOTHESES OF THE STUDY
- METHODOLOGY IN BRIEF
- STATISTICAL TECHNIQUES USED
- MAJOR FINDINGS OF THE STUDY
- TENABILITY OF THE HYPOTHESES
- DISCUSSION BASED ON FINDINGS
- EDUCATIONAL IMPLICATIONS
- SUGGESTIONS FOR FURTHER RESEARCH
SUMMARY CONCLUSIONS AND SUGGESTIONS

A brief summary of the investigation is presented in this chapter. The points discussed are The study in retrospect, Procedure of the study, Objectives of the study, Hypotheses of the study, Methodology in brief, Materials and tools used in the study, Conclusion based on the Findings, Tenability of Hypotheses, Discussion on the basis of findings, Educational implications of the study, Suggestions and scope for further research.

5.1 THE STUDY IN RETROSPECT

This is an experimental study to find out whether value integrated education leads Upper Primary school students to Attainment of Values and Value Based Behaviour through the teaching of mother tongue - Malayalam.

5.2 PROCEDURE OF THE STUDY

At present absence of value based behaviour is a crucial issue in education. Hence studies in the subject are essential for the redressal of the problem. The investigator, after consulting experts, has thought about a strategy for attaining values and for the modification of the behaviour of children in a desirable way. It would be fairly easy to imbibe values in the pre-adolescent stage – later childhood. So it was decided to conduct the study in the terminal class of the upper primary section i.e. in standard VII.

The procedure is given below.

The investigator selected two divisions of Standard VII in a school, one as experimental and the other as control groups consisting of 42 students each. Investigator prepared a test for measuring value attainment and a scale for measuring
value based student behaviour. These tools were administered to about 300 students of Standard VII in four schools. The value attainment test and value based student behaviour scale were standardized based on the data.

5.2.1 Pre Test: The standardized test for value attainment and the scale for value based behaviour were administered to both the experimental and control group as pre test. The investigator taught Malayalam for both the groups for two months. For the experimental group the investigator used value integrated lesson plans and for the control group lesson plans without integrating values. The investigator taught three units which contained ten lessons by preparing thirty lesson transcripts of Kerala Patavali (Malayalam text book) for Standard VII.

5.2.3 Post Test: After completing the units and the lessons, the same test for Value Attainment and scale for Value Based Student behaviour were administered to both the experimental and control group.

5.2.4 Socio- Economic Status Scale; A scale for assessing the Socio-Economic Status of the students prepared by the investigator was also administered to the experimental group. According to the scores of the Socio-Economic Status scale the experimental group was divided into two- low and high to find out whether there exist any significant difference between these groups in the attainment of values and value based behaviour.

5.2.5 Intelligence Test: An intelligence test (Raven’s Standard Progressive Matrices) was also administered for measuring the intelligence of the experimental group. According to the test results the students were divided into two groups – High and Low groups to find out whether there exists any significant difference between these groups in Attainment of Values and Value Based Behaviour.
5.3 OBJECTIVES OF THE STUDY

1. To find out whether Value Integrated Education can modify Value Based Behaviour of Upper Primary School Students.

This objective is accomplish through the following sub objectives.

a) Compare the pre-test scores of the Upper Primary School Students of the experimental and control group on their Value Based Behaviour to ascertain the equality of the groups.

b) Compare the post test scores of the Upper Primary School Students of the experimental and control group on their Value Based Behaviour to ascertain the effect of Value Integrated Education.

c) Compare the gain scores of the Upper Primary School Students in experimental and control group on their Value Based Behaviour to ascertain the comparative effect.

2. To study the comparative effect of Value Integrated Education on Value Based Student Behaviour, in School, Family and other Social context of Upper Primary School Students

3. To find out whether Value Integrated Education leads to Value Attainment of Upper Primary School Students

This objective is accomplish through the following sub objectives.

a) Compare the pre-test scores of the Upper Primary School Students in experimental and control group on their Value Attainment to ascertain the equality of the groups.

b) Compare the post test scores of the Upper Primary School Students in experimental and control group on their Value Attainment to ascertain the effect of Value Integrated Education.
c) Compare the gain scores of the Upper Primary School Students in experimental and control group on their Value Attainment to ascertain the comparative effect.

4 To study the comparative effect of Value Integrated Education on the attainment of the Core Human Values of Upper Primary School Students

5 To see whether there is any significant effect of the levels of Intelligence and socio Economic Status on Value Based Behavior of Upper Primary School Students

6 To see whether there is any significant interaction effect of the levels of Intelligence and Socio Economic Status on Value Based Behavior of Upper Primary School Students

7 To see whether there is any significant effect of the levels of Intelligence and socio Economic Status on Value Attainment of Upper Primary School Students

8 To see whether there is any significant interaction effect of the levels of Intelligence and Socio Economic Status on Value Attainment of Upper Primary School Students.

5.4 HYPOTHESES OF THE STUDY

1. Value Integrated Education is effective for modifying Value Based Behaviour of the Upper Primary School Students.

2. Value Integrated Education is effective for modifying the Value Based Students Behaviour in School, Family and other Social Contexts of the Upper Primary School Students.

3. Value Integrated Education is effective for Value Attainment of Upper Primary School Students.
4. Value Integrated Education is effective for the attainment of the Core Human Values of Upper Primary School Students.

5. There is no significant effect of the levels of intelligence and Socio Economic Status on Value Based Behaviour of Upper Primary School Students.

6. There is no significant interaction effect of the levels of Intelligence and Socio Economic Status on Value Based Behaviour of Upper Primary School Students.

7. There is no significant effect of the levels of Intelligence and Socio Economic Status of students on Value Attainment of Upper Primary School Students.

8. There is no significant interaction effect of the levels of Intelligence and Socio Economic Status on Value Attainment of Upper Primary School Students.

5.5 METHODOLOGY IN BRIEF

The present study aims to test the effect of Value Integrated Education on Value Based Behaviour and Value Attainment of Upper Primary students using Non equivalent Pre -Test Post- Test Quasi Experimental design.

Sample for the Study.

The sample for the study, consisted of eighty four students (forty two students in experimental group and forty two students in the control group) from Standard VII of N.S.S. K.P.T Vocational Higher Secondary School, Ottapalam, Palakad District of Kerala.

Tools and Techniques used

1. Value Attainment Test for Upper Primary students.( Anilkumar & Saratchandra Raj 2011)

2. Value Based Behaviour Scale for Upper Primary students. (Anilkumar & Saratchandra Raj, 2011)

4. Raven’s Standard Progressive Matrices test.

5. Thirty value integrated lesson transcripts covering three units including six prose lessons and four poems of ‘Kerala Patavali’ Malayalam text book for standard VII

6. Thirty lesson transcripts covering three units including six prose lessons and four poems of ‘Kerala Patavali’ Malayalam text book for standard VII without integrating the values deliberately.

5.6. STATISTICAL TECHNIQUES USED

The statistical techniques used are

1. Test of significant of difference of means (t-test)

2. Analysis of Variance (ANOVA)

3. Analysis of Covariance (ANCOVA)

4. Two Way ANOVA

5.7. MAJOR FINDINGS OF THE STUDY

The investigator arrived at the following conclusions after analysing the data collected from the scores of pre test and post test.

1. Value Integrated Education modifies Value based Behaviour of Upper Primary School Students.

a) Students in the control group do not differ significantly in the pre test Value Based Student Behaviour score from that of the experimental group.

The critical ratio obtained for the pre test mean scores of the experimental and control group is 0.02 which is not significant even at 0.01 level. This shows that there
is no significant difference between the means of the pre-test scores of students in the experimental group and control group. Therefore it is inferred that the two groups do not differ significantly in their value based student behaviour before the experiment.

**b) Students in the experimental group do score significantly high in their Value Based Behaviour than that of the control group**

The mean scores of the experimental group after the treatment is 207.38 which is greater than that of the control group 172.61. The critical ratio obtained is 7.24, which is highly significant even at 0.01 level. Since the mean of experimental group is greater than that of the control group, it is inferred that experimental group is significantly higher than the control group in the case of Value based Behaviour.

**c) The gain scores of Value Based Behaviour of the experimental group is significantly higher than that of the control group.**

In the case of gain scores ,the mean scores of the experimental group 68.52 is greater than that of the control group 29.43. The obtained critical ratio is 7.55 which is highly significant even at 0.01 level. Since the mean of the experimental group is greater than that of the control group, it is inferred that experimental group is significantly higher than the control group in Value based Behaviour after the intervention.

The obtained $F_x$ is not significant at 0.01 level ($F_x = 0.00051; P > 0.01$). Since the F test applied to the pre-test scores $F_x$ falls short of significance at 0.01 level, it is clear that the Pre Test (x) Means do not differ significantly and obtained $F_y$ is significant at 0.01 level($F_y = 51.12; P< 0.01$). Since the $F_y$ falls beyond the 0.01 level of significance it can be tentatively interpreted that there is significant difference between the post test (y) means of the two groups.
The obtained $F_{y,x}$ ratio is highly significant at 0.01 level ($F_{y,x} = 62.69; p < 0.01$). It is clear from the significant $F_{y,x}$ ratio that the two final means which depend upon the experimental and control variables differ significantly after they have been adjusted for initial difference on $x$

The obtained critical ratio is 36.28 and the table value for significant difference for df 82 is 2.66 at 0.01 level ($CR = 36.28; p < 0.01$). The significant difference between the adjusted Post Test ($y$) means indicates that the students of the experimental and control groups differ significantly in their Value based Behaviour in the post-test. So the mean of the post-test scores of experimental and control groups clearly show that the experimental group is superior in Value based Behaviour. Therefore it can be interpreted that Value Based Behaviour of Upper Primary students taught through Value Integrated Education is better than the students who were taught without integrating values deliberately.

2. **Value Integrated Education is effective for improving Value Based Student Behaviour in the School, Family and Other Social Context of Upper Primary School Students.**

The critical ratio obtained for the school context in pre-test and post test scores of experimental group is 9.32, which is highly significant at 0.01 level. The mean score of the post test (69.14) is greater than that of the Pre test mean score, (56.24) of experimental group. And the pre test and post test critical ratio of the control group is 2.03, which is significant at 0.05 level. The mean of post test score (57.50) is greater than that of the Pre test mean scores (51.05) of control group. So it can be concluded that experimental group students have more improvement in Value based Behaviour in school context than the control group.
The critical ratio obtained for the Family context in pre-test and post test scores of experimental group is 9.27, which is highly significant at 0.01 level. The mean score of the post test (67.57) is greater than that of the Pre test mean score,(54.43) of experimental group. And the pre test and post test critical ratio of the control group is 5.70, which is significant at 0.01 level. The mean of post test score (63.55) is greater than that of the Pre test mean scores(56.38) of control group .So it can be concluded that experimental group students have more improvement in behaviour in context of family than the control group.

The critical ratio obtained for the social context in pre-test and post test scores of experimental group is 5.59, which is highly significant at 0.01 level. The mean score of the post test (65.31) is greater than that of the Pre test mean score,(53.86) of experimental group. And the pre test and post test critical ratio of the control group is 2.15, which is significant at0.01 level. The mean of post test score (56.07) is greater than that of the Pre test mean scores(50.86) of control group .So it can be concluded that students of experimental group have more improvement in value based behaviour in the social context of than that of the control group. From the above findings it can be concluded that value integrated education is effective for improvement of the behaviour of the students in family context

3. Value Integrated Education leads to Value Attainment of Upper Primary School Students.

\textit{a) Students in the control group do not differ significantly in the pre test Value Attainment score from that of the experimental group.}

Comparison of pre test scores in value attainment of the students in control and experimental group was made. The two groups were tested for significance and
the Critical Ratio obtained is 1.49. This is not even significant at 0.01 level. This shows that the two groups are same in value attainment at the pre test stage.

**b) Students in the experimental group do score significantly high in their Value Attainment than that of the control group.**

Comparison of post test scores in Value Attainment of the students in control and experimental group was made. The two groups were tested for significance and the critical ratio obtained is 6.68. Which is highly significant at 0.01 level. **This shows the superiority of the experimental group in Value Attainment after the experiment.**

**c) The gain scores of Value Attainment of the experimental group is significantly higher than that of the control group.**

Comparison of the gain scores of the post test in Value Attainment of students in experimental and control group was also made. Critical ratio was found out and tested for significance. Out of the significant analysis it is inferred that experimental group is better in Value Attainment than the control group. The experimental group’s mean score is 18.95 and that of the control group is 11.93. A significant critical ratio is obtained (5.80). which is highly significant even at 0.01 level.

The table value of F ratio for df 1/82 is 3.98 at 0.01 level. So the obtained Fx is not significant at 0.01 level (Fx = 2.25; P > 0.01). Since the F test applied to the pre-test scores Fx falls for short of significance at 0.01 level, it is clear that the Pre test (x) means do not differ significantly.

The table value of F ratio for df 1/82 is 7.01 at 0.01 level. So the obtained Fy is significant at 0.01 level (Fy = 45.76; P < 0.01). Since the Fy falls beyond the 0.01 level of significance, it can be interpreted that there was significant difference between the posttest (y) means of the two groups.
The obtained $F_{y,x}$ ratio was tested for significance. Since the table value of $F$ ratio for df 1/81 is 7.01 at 0.01 level the obtained $F_{y,x}$ ratio is highly significant even at 0.01 level ($F_{y,x} = 27.61; P < 0.01$). It is clear from the significant $F_{y,x}$ ratio that the two final means which depend upon the experimental and control variables differ significantly after they have been adjusted for initial difference on $x$.

The obtained Critical Ratio is 53.47 and the table value for significant difference for df 82 is 2.66 at 0.01 level ($CR = 53.47; P < 0.01$). The significant difference between the adjusted $y$ means indicates that students of the experimental and control groups differ significantly in their Value Attainment in the post-test. So the mean of the post-test scores of experimental and control groups clearly show that the experimental group is superior in Value Attainment. Therefore it is interpreted that *Value Attainment of students taught through Value Integrated Education is better than the students who were taught without integrating values deliberately.*

4. **Value Integrated Education is effective for attaining the five Core Human Values—Truth, Righteous Conduct, Love, Peace and Non-Violence.**

The critical ratio obtained for the value Truth in pre-test and post-test scores of experimental group is 12.95, which is highly significant at 0.01 level. The mean score of the post test (5.33) is greater than that of the Pre test mean score (2.26) of experimental group. And the pre test and post test critical ratio of the control group is 1.90, which is not significant at 0.05 level. *So it can be concluded that the attainment of the value Truth in the students of experimental group is significantly higher than that of the control group.*

The critical ratio obtained for the righteous conduct in pre-test and post-test scores of experimental group is 11.06, which is highly significant at 0.01 level. The mean score of the post test (6.17) is greater than that of the Pre test mean score (2.74)
Summary Findings

Conclusions and Suggestions

of experimental group. And the pre test and post test critical ratio of the control group is 7.24, which is significant at 0.01 level. The mean of post test score (4.31) is greater than that of the Pre test mean scores (2.69) of control group. *So it can be concluded that the students of the experimental group are better in attainment of the value Righteous Conduct than that of the control group.*

The critical ratio obtained for the value Love between pre-test and post test scores of experimental group is 14.42, which is highly significant at 0.01 level. The mean score of the post test (6.88) is greater than that of the Pre test mean score, (1.90) of the experimental group. The critical ratio between the pre test and post test of the control group is 5.64, which is significant at 0.01 level. The mean of post test score (4.33) is greater than that of the Pre test mean scores (2.07) of control group. *So it can be concluded that the students of the experimental group are better in attainment of the value Love than the control group*.

The critical ratio obtained for the Value Peace, between pre-test and post test scores of experimental group is 9.30, which is highly significant at 0.01 levels. The mean score of the post test (5.83) is greater than that of the Pre test mean score, (3.17) of experimental group. The critical ratio of the control group between the pre test and post test is 0.067, which is not significant at 0.01 level. *So it can be concluded that the students of the experimental group are better in attainment of the value Peace than the control group*.

The critical ratio obtained for the value, Non violence between pre-test and post test scores of experimental group is 27.06, which is highly significant at 0.01 level. The mean score of the post test (13.04) is greater than that of the Pre test mean score, (3.55) of experimental group. The critical ratio between pre test and post test of the control group is 8.14, which is not significant at 0.01 level. The mean of post test
score (9.24) is greater than that of the Pre test mean scores (4.33) of the control group,

So it can be concluded that students of the experimental group are better in the attainment of the value, Non violence than the control group

The above findings it can be concluded that the Value Integrated Education is more effective in attainment of the value Non Violence among the five core human values.

5. Value Integrated Education effects significantly on Value Based Behaviour of Upper Primary school students irrespective of their Intelligence and Socio Economic Status levels.

The main effect of the level of Socio Economic Status on Value Behavior is not significant (F=2.983;P=.088), similarly the main effect of the level of intelligence is also not significant (F=3.288;P=.074). So the change occurred in the value behaviour has to be because of the value integrated education hence Value Integrated Education effect significantly on the value behaviour of upper primary school students irrespective of their intelligence and socio economic status level

6. The interaction effect of the level of intelligence and the levels of Socio Economic Status do not significantly effect the Value Based Behaviour

The interaction effect of the level of intelligence and the levels of socio economic status do not significantly effect the Value Based Behaviour. The F ratio does not fall below 0.05 level of significance. There is no significant interaction between the factor of intelligence levels and the factor of Socio Economic Status levels (F=0.034;P=.854) so as to exert any significant effect on value behaviour.
7. The levels of Intelligence and Socio Economic Status effect significantly on Value Attainment

The post-test scores of Value Attainment of Upper Primary Students revealed that the main effect of the level of socio economic status on Value attainment is significant \((F=4.25; P=.042)\), Similarly the main effect of the level of intelligence is also significant \((F=12.359; P=.001)\) so the levels of intelligence and socio-economic status influence the Value Attainment.

8. The interaction effect of the level of Intelligence and Socio Economic Status is not significantly effect the Value Attainment of Upper Primary school students

There is no significant interaction effect the factor of between the factor of intelligence levels and the factor of Socio Economic Status levels was found out \((F=0.001; P=.970)\). So in the value attainment there is no interaction effect of levels of Intelligence and Socio Economic Status.

5.8 TENABILITY OF HYPOTHESES

1. Value Integrated Education is effective for modifying Value Based Behaviour of the Upper Primary School Students.

The scores of students in the experimental group and control group in pre test on value based behaviour revealed no significant difference whereas after the experiment, the post test for the experimental group is high and it was at the same level for the control group as in the pre test. Both the test scores were processed under proper statistical analysis. It is proved that value integrated education is effective for modification of value based behaviour of upper primary students. The
finding of the study thus substantiates the second hypothesis and the hypothesis stands supported.

2. **Value Integrated Education is effective for modifying the Value Based Behaviour in School, Family and other Social contexts of the Upper Primary School Students.**

   The critical ratio obtained for pre test and post test scores of school, family and other social context 9.32,2.03,9.27,5.70,5.59 and 2.15 respectively are greater than the table value 1.96 at .05 level of significance. That means there exists a significant effect. So the hypothesis Value integrated education is effective for modifying the Value based Behaviour in School, Family and other Social context of Upper Primary School Students is stand supported.

3. **Value Integrated Education is effective for Value Attainment of Upper Primary School Students.**

   The scores of students in the experimental group and control group in pre test revealed no major difference whereas after the experiment, the post test scores were high for the experimental group and for the control group it was in the same level as in the pre test. On statistical analysis it is proved that value integrated education is effective for attainment of values in upper primary students. The finding of the study thus substantiates the hypothesis.

4. **Value Integrated Education is effective for the attainment of the Core Human Values of Upper Primary School Students.**

   The obtained critical ratios in pre test and post test of experimental and control group 11.60,7.24 for Righteous conduct,14.42 and 5.64 for Love ,27.06 and 8.14 for Non violence are greater than the table value 1.96 at 0.05 level of significance and the obtained critical ratios of the pre test and post test of experimental group is 12.95
for Truth and 9.30 for Peace are significant at 0.05 level. But the critical ratio obtained between pre-test and post test for control group is 1.90 for Truth and 0.067 for Peace is less than the table value at .05 level of significance. Hence the hypothesis Value integrated education is effective for the attainment of core human values in upper primary school students is substantiated in the case of the values Righteous conduct Love and Nonviolence and not supported in the case of Truth and Peace.

5. There is no significant effect of the levels of intelligence and Socio Economic Status on Value Based Behaviour of Upper Primary School Students.

By analysing the data of the main effect of the level of Socio Economic Status on Value Behaviour is not found significant (F=2.98;P=0.09) , similarly the main effect of the level of intelligence is also not significant(F=3.29;P=0.07) as the F ratio does not falls below 0.05 level of significance there is no significant interaction between the factor of intelligence levels and the factor Socio Economic Status levels (F=0.03;P=0.85) . Hence the hypothesis stands supported.

6. There is no significant interaction effect of the levels of Intelligence and Socio Economic Status on Value Based Behaviour of Upper Primary School Students.

F ratio for interaction effect of the levels of Intelligence and Socio Economic Status on Value Based Behaviour does not fall below 0.05 level of significance there is no significant interaction between the factor of intelligence levels and the factor Socio Economic Status levels(F=0.03;P=0.85) so as to exert any significant effort on value behaviour. So the hypothesis is supported.

7. There is no significant effect of the levels of Intelligence and Socio Economic Status of students on Value Attainment of Upper Primary School Students.

The main effect of the levels of Socio Economic Status on Value Attainment is significant (F=4.25;P=0.04) Similarly the main effect of the level of Intelligence is
also significant ($F=12.36; P=0.001$). This means the Socio Economic Status and Intelligence have significant effect in Value Attainment. Hence the hypothesis is not supported.

8. There is no significant interaction effect of Intelligence and Socio Economic Status on Value Attainment

The F ratio for the interaction effect of Intelligence and Socio Economic Status on Value Attainment does not fall below 0.05 level of significance. That means there is no significant interaction between the factors of Intelligence level and Socio Economic Status level ($F=0.001; P=0.970$) on value attainment. Hence the hypothesis is supported.

5.9 DISCUSSION BASED ON FINDINGS

Based on the above findings of the study it can be ascertained that value integrated education is essential to attain values and thereby to protect future humanity from further deterioration. If we really intend for a value based society value education should be promoted. It is undoubtedly proved that value integrated education is the best way of inculcating values in children. Unless there is deliberate value integration, there will not be value attainment and value based behaviour. Instead of hidden values, explicit values are necessary and they should be meaningfully interacted in the class. Teachers should not have the wrong notion that cognitive development – memorisation, is the be-all and end-all of education. Teachers should make it a point that they deal with not only cognitive areas of learning but also of the affective and psycho motor domain. Values are inherent in children. Those values may be brought out and nourished by a deliberate attempt by the teacher.
The behaviour of a child is the sum total of the manifestation of the attained values, both positive and negative from his/her environment including the family, school and society. When the family and society fail in this attempt it is the school which shoulders the responsibility of promoting positive values.

Value based behaviour can be expected only from a person who had the opportunity of imbibing values from his experience. An inspired teacher who gives such experiences in his/her classroom activities, while imparting lessons of various subjects can help the students to attain values. Value attainment will ultimately lead to behaviour modification.

The study further shows that irrespective of the variation in intelligence and difference in socio economic status, a child can attains values. This makes teachers’ effort easy. Mother tongue plays an important role in the development of behaviour. In the teaching of mother tongue, in the actual classroom, there are immense opportunities to incorporate values. The parables, poems, proverbs, films, newspaper cutting, photographs, pictures, miming, role play, seminar, debate etc., can be effectively used to integrate values in teaching a language.

Additional burden is not imposed on teachers while implementing the value integrated education. All teachers in all subjects and class, if shown a little interest, in the future of children, can easily implement the value integrated education and thus be a meaningful social engineer in its true sense.

5.10 EDUCATIONAL IMPLICATIONS OF THE STUDY

The investigator found that behaviour modification and value attainment of Upper Primary students are possible, in the actual class room context. The study clearly shows that the strategies used in the study can be implemented in the actual
classrooms of any level or any class. Though the research was connected with language learning, it can be incorporated in any subject by adapting the same strategies. The only thing is that teachers may be given awareness classes and the administrators and supervisors should see that the teachers actually implement value integration in the classes. Integration of values in the subject areas can be included in teacher training – both in pre-service and in-service. Areas of topics suitable for value integration shall be marked in the text books and syllabi. The curricular and co-curricular activities in schools should be so arranged as to include value integration.

Values should have a place in the evaluation system also. Values should be a part of the continuous and comprehensive evaluation (CCE) as far as possible. Values like sincerity, punctuality, truthfulness etc. shall be given due merit in the CCE. Values, if carefully integrated, will make the class lively and prevent the monotonous atmosphere of the school as a whole. A teacher, committed to the promotion of values in his/her students can use stories, parables, anecdotes etc. in the appropriate context and make the class a very energy spurting one. The values that are given in the curricular framework can be achieved by integrating the core human values: Truth, Righteous conduct, Love, Peace and Non violence through pre planned and pre determined curricular activities by the teacher. Students with strong adherence to values may have high confidence and the personality of such students will be developed in its true sense. They will have the inner strength to face difficult situations in life. Values will empower and equip children to find their place in the future community. If education is for individual development, value integrated education must be an inseparable part of it.

Integration of values in the actual classroom situation does not demand any extra infrastructure in schools. The authorities do not need any financial commitment
in its implementation. This can be dealt with in the present class room, within the existing parameters of syllabi and curricula. The values so integrated in the teaching-learning activities will enable the children to have intimacy with their co-learners and this will make strong relationships among them. The empathy so developed will promote a selfless student society. Cordiality in the student community will promote co-operative learning instead of competitive learning. This will enhance social constructivism and greater cognitive development. When children with good behaviour and conduct are given approbation, other children will also be encouraged to practice these values. The school disciplinary problems can be solved to a great extent by implementing value integrated education. There would be a feeling that each and every one of them is an essential and valuable element of the society. The psychological problems of the youth which lead them to the use of drugs and other intoxicants and Juvenile delinquency can be reduced. If a strong character is developed in children during their school days, the increased rate of suicide can also be minimized. Every young man and woman will have a feeling that he/she is important to their family and society. Disintegration of families faced by modern nuclear families can also be prevented when children are taught the importance of parental love in the class. Character is the need of the day. A society that loves the environment, loves the living and non living things of nature, will be rejuvenated. A society without exploitation, peace and prosperity may be the ultimate possibility of value integrated education.

5.11. SUGGESTIONS FOR FURTHER RESEARCH

The present study is limited to one school, one class and one subject. This study can be further extended. The suggested areas are
1. Studies on a larger sample. This may extend the study to upper primary classes of more schools, lower primary classes, high school classes, higher secondary classes and even to undergraduate level.

2. The present study is connected with language learning—mother tongue. The study can be extended to other languages and subjects, especially social studies which is a fertile area in the realm of values.

3. The study can be conducted in other districts and states even in the remote areas and in cities.

4. Government schools, aided schools, unaided schools, rural schools, urban schools etc can be taken as sample either separately or collectively. These samples can be used for comparative studies.

5. The institutions such as Sathyasai institutes, Ramakrishna institutes, Rishivalley schools, and charitable institutions run by Hindu organizations, Catholic and other Christian schools, schools run by Muslim organizations etc. can be taken as samples separately or collectively for experimental or comparative study.

6. A comparative study on the basis of locality i.e. urban, rural, semi-urban, hill track etc.

7. Comparative study within the schools on the basis of community is also possible. The students belonging to the community which runs the school can be compared to the children of other communities learning in the same school.