CHAPTER – V

5.1 Summary:-

Value literally means something that has a price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for. In other words, values are a set of rules or regulations of behaviour. In the words of Dewey, “the value means primarily to price, to esteem, to appraise and to estimate”. It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else.

Values are regarded as desirable, important, and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person’s character by occupying a central place in his life. Values reflect one’s personal attitudes and judgements, decisions and choices behaviour and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. But values may differ from one society to the other.

Value education means inculcating a sense of humanism, a deep concern for the well-being of others and the nation among the children. This can be accomplished only when it is instilled in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress.

Through value education we like to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education teaches us to preserve whatever is good and worthwhile in what was inherited from our culture. It helps us to accept respect, the attitude and behaviour of those who differ from us. Value education does not mean value imposition or indoctrination.
Value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception. This leads to fulfilment of the evolutionary role in man and in life.

Value education helps oneself and one’s relation to society. Value education makes one peaceful and by his personality, he adds peace to the society. Individual and society supplement each other.

Education is a personality building process. It has always been linked with society. It has both a personal and social dimension and like the two sides of the same coin, these are inseparable. According to Gandhiji, real education does not consist in packing the brain with information facts and figures, or in passing examinations by reading the prescribed number of books, but by developing the right character.

At present, our education system is largely involved in preparing the younger generation of developing their cognitive domains. Today what is being done is to educate the heads and hands and not the hearts. Lack of value education has been an important factor in the global scenario of growing violence and terrorism, pollution and ecological imbalances.

The Education Commission (1964 – 66) and the National Policy on Education (NPE – 1986) stressed the importance of value oriented education in our country. The Ramamurthy Committee Report (1990) recommended that the imparting of value education should be an integral part of the entire educational process.

Value education makes the youth powerful. They contribute a great deal to the national reconstruction and national development.

The above Policy has laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society, education should factor universal and eternal values oriented towards the unity and integration of our people.
In the present times of unprecedented changes dislocating traditional values and creating conflict between traditional and new values there is a universal concern in respect of erosion of values, promoting values and culture which fit in with the needs of the modern times. The process of developing into a modern nation with new social, political and economic institutions, and with emphasis on science and technology has thrown up many new values – challenges in all areas of our nation’s life.

In the article, “Values in the Modern Indian Education Thought “rightly observes: plain living and high thinking is becoming a outdated nation. Increase of one’s needs and desires and the efforts to fulfil them all has become the philosophy of life and education in the modern world”.

Craving for cheap popularity on the part of the teachers and the taught, short outs in study a longing of easy life, guide books – all need a serious attention on the part of the modern Indian educators. Their values and places must be fixed once and forever and the decisions taken by great educationalists in the interest of the nation should be strictly put into actual practice.

To get through the annual examination in a higher class has become the general immediate goal of education in India and it tells upon the methods of learning and teaching and on the national character as such in the long run. The whole attitude to education needs revision.

M.M.Prahallada in his article, “Contemporary significance of higher education”, beautifully explained the role of moral values in education. To quote him, “Indian Culture is rooted deeply in her spiritual values and unless these values find their way into the life of students, education will lose its significance and will not fulfil its function of endowing the students with a vision to life and by and with ideals to work for, therefore, indifference to the cherished goals of democracy, socialism, humanism and secularism, it is very essential that our education system should evolve a new positive morality which could effectively be built into the school, under graduate/post graduate curriculum.
Value education involves social education but extends beyond it in so far as it covers the way the individual deals with his own powers and potentialities as well how he behaves in his relationship with other people and the community at large.

The article, “human values in university management” suggests the following:

Value education means a positive effort for bringing about a synthesis of physical, intellectual, emotional, aesthetic, moral and spiritual values in a human being. is on revival of moral and spiritual values in education.

The Government should have no reservation in introducing and funding universal religion of human values in the form in the contents and in the methodology of education at all levels.

Programme of Action NPE (1992) emphasized value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values.

In addition to the emphasis of commissions on moral education, persons of eminence have also advocated the cause of moral education for all round development of the youth.

Education is a powerful and pervasive agent for all round development, individual and social transformation. This alone can sustain culture and civilization.

Gandhi said, “Unless the development of mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lopsided affair. By spiritual training, I mean education of the heart”. Thus, the true meaning of education is harmonious development of head, heart and hand, i.e., enlighten of mind, compassion and dignity of labour.
Sarvepalli Radhakrishnan said: The three things – vital dynamism, intellectual efficiency and spiritual direction together constitute the proper aim of education. Moral and spiritual training is an essential part of education. What we need today is the education of the whole man – physical, mental, intellectual and spiritual. If education is to help us to meet the moral challenge of the age and play its part in the life of the community, it should be liberating and life giving.

Swami Vivekananda had proclaimed: “We must have life building, man making, and character building education”.

Sri Shankar Dayal Sharma, former President of India, the scholar – and educationalist said, “The aim and objective of all education is to maintain, sustain and develop a healthy mind in a healthy body. Co-curricular and extra curricular activities have as much place in our system as the curriculum and the syllabus. The lack of such activities is the reason for the growing evils of habitual smoking, drinking and drug-addiction fast growing amidst our student community. Education is not injection or injunction. It is not indoctrination of views and ideas or just an imposition of one’s views upon others. In short, education should not be an infliction. The moment education becomes such as infliction, the consequence will be student indiscipline, strikes and agitations within the campus”.

Pandit Jawaharlal Nehru rightly said – “A vast responsibility rests on our universities and to keep their lights burning and must not stray from the right path even when passion convulses the multitude and blinds many amongst those whose duty is to set an example to others”.

Gurudev Rabindranath Tagore states – “Education must aim at the development of moral, spiritual and ethical values and we should seek them in our own heritage as well as in other cultures and civilizations it should be such that Indians do not lose sight of their rich heritage – their thought must be rooted to the ideals set forth in the great writings and works of our sages, poets and philosophers, the noble goals and high values set forth in our precious culture must be adhered to”.
Values in our education are a hotly debated subject now a days. This is because of the chaotic conditions observed in almost all spheres of our life. It is conjectured, not without reason, that this chaos is mainly due to lack of values in the education being imparted in India. If contemporary education is to be value-based, it can never be done without the teachers themselves understanding, appreciating and upholding the life-sustaining moral values. The teachers cannot have an excuse whatsoever. If one cannot practice these values, one should not dream of teaching as a job. In fact, teaching is not a job. It is a mission and vision for life and for prosperity.

The Indian culture is deeply rooted in spiritual values and unless these values find their way into the life of students, education will lose its significance and will not fulfil its function of endowing the students with a vision to live by and with the ideals to work for. Therefore, in difference to the cherished goals of democracy, socialism, humanism and secularism, it is very essential that our education system should evolve a new positive morality, which could effectively be built into the school curriculum.

It is essential that the teachers also should be exposed to the traditional values and ethics of education through training programmes from time to time. They should not confine to their job to a mere matter of completing syllabus and following the curriculum. There should be a platform for teachers to deliberate on any sensitive issues or topics as and when the need arises. They should also expose the ideas of accepting modernization, globalization and liberalization from the academic point of view. They should also learn while imparting their duties for which they are meant. By creating a conductive atmosphere for intellectual rigor and freedom of expression and thought, one can practice values in education.
5.2 Restatement of the Problem:

From the past, value oriented education is existing in India. It takes diversified changes in the ancient, medieval and modern period. When India freed from the Britishers in 1947 again various changes occurred in educational area – Indian philosophers Vivekananda, Tagore, Gandhiji, Aurabindo had immense role in imparting value based education after independence.

Moral judgement is a by-product of the child’s general social experience. Patterning of experience is necessary before the child is capable of higher forms of moral judgement. The ability to make moral judgement plays an important role in the moral development, as it is a process of defining a happening in terms of moral justifiability.

Moral development cannot be studied in isolation from other aspects of development, e.g., physical, intellectual, emotional and social. There are various studies to show the effect of these developments upon moral development. A certain amount of intellectual maturity is necessary for moral understanding and moral judgement, but that does not imply that the more intelligent a person is he is not necessarily a more moral person. Again, the emotionally affect less becomes a psychopath; but excessive emotions may also lead to immoral behaviour. That is why we find wide differences among the research findings in this area.

Though value oriented education is existing no empirical study has been conducted on the attitudes of students, so far as such the present investigation is intended to probe into this.

Hence the problem chosen for study was, “A study of moral judgement of secondary school students in relation to some variables”.

5.3 Objectives of the Study:

The following are the main objectives of the present study.

1. To see the significance of the difference between male and female students towards their moral judgement.

2. To see the significance of the difference between 9th class students and 10th class students towards their moral judgement.
3. To see the significance of the difference between 9th class students and Junior Intermediate students towards their moral judgement.

4. To see the significance of the difference between 9th class and Senior Intermediate students towards their moral judgement.

5. To see the significance of the difference between 10th class and Junior Intermediate students towards their moral judgement.

6. To see the significance of the difference between 10th class and Senior Intermediate students towards their moral judgement.

7. To see the significance of the difference between Junior Intermediate students and Senior Intermediate students towards their moral judgement.

8. To see the significance of the difference between Urban students and Rural students towards their moral judgement.

9. To see the significance of the difference between Urban students and Semi Urban students towards their moral judgement.

10. To see the significance of the difference between Rural students and Semi Urban students towards their moral judgement.

11. To see the significance of the difference between Science students and Arts students towards their moral judgement.

12. To see the significance of the difference between M.P.C. students and Bi.P.C students towards their moral judgement.

13. To see the significance of the difference between Bi.P.C students and Arts students towards their moral judgement.

14. To see the significance of the difference between Arts students and M.P.C students towards their moral judgement.

15. To see the significance of the difference between School students and Junior College students towards their moral judgement.
16. To see the significance of the difference between the different age groups of students towards their moral judgement.

17. To see the significance of the difference between the different Family Size towards their moral judgement.

5.4 Hypotheses of the study:

The following null hypotheses were formulated for the present investigation based on the variables considered for the study.

1. There is no significant difference between male and female students towards their moral judgement.

2. There is significant difference between 9th class students and 10th class students towards their moral judgement.

3. There is significant difference between 9th class students and Junior Intermediate students towards their moral judgement.

4. There is no significant difference between 9th class students and Senior Intermediate students towards their moral judgement.

5. There is significant difference between 10th class students and Junior Intermediate students towards their moral judgement.

6. There is significant difference between 10th class students and Senior Intermediate students towards their moral judgement.

7. There is no significant difference between Junior Intermediate students and Senior Intermediate students towards their moral judgement.

8. There is significant difference between Urban students and Rural students towards their moral judgement.

9. There is no significant difference between Urban students and Semi Urban students towards their moral judgement.
10. There is no significant difference between Rural students and Semi Urban students towards their moral judgement.

11. There is no significant difference between Science students and Arts students towards their moral judgement.

12. There is significant difference between M.P.C students and Bi.P.C students towards their moral judgement.

13. There is significant difference between Bi.P.C students and Arts students towards their moral judgement.

14. There is no significant difference between Arts students and M.P.C students towards their moral judgement.

15. There is no significant difference between School students and Junior college students towards their moral judgement.

16. There is no significant difference between different age groups of students towards their moral judgement.

17. There is no significant difference between students having varied family size towards their moral judgement.

5.5 Conclusions:-

On the basis of the findings of the study, the following conclusions can be drawn.

1. There is no statistically significant difference between male and female students. Hence it can be concluded that sex has no influence on moral judgement of students.

2. No statistically significant difference is observed between the students regarding their moral judgement except ninth and Senior Intermediate and Junior Intermediate and Senior Intermediate.

3. There is significant difference between rural and urban students regarding their moral judgement. This indicates that the variable locality has influence.
4. No significant difference is evident between Arts and Science students. That indicates that the subject of study has no impact with their moral judgement. Among all subgroups Arts students have more moral standards.

5. Regarding the school and Junior college students, school children scored more judgement and statistically significant difference is evident between these students.

6. With regard to age, as age advances moral judgement also increases. Among the different age group students, significant difference in observed between 13-14, 13-16, 14-16 and 15-16 years age group. This shows that age is influencing factor of moral judgement.

7. Statistically Significant difference is observed when the size of the family is taken into consideration between 3-4, 3-7, 4-5, 4-6 and 5-7 members. That means as the family size increases, moral judgement decreases.

5.6 Educational Implications:

A number of psychologists like Piaget, Kohlberg, Loevinger, Peck and Havighurst, Freud, Durkheim and others have studied extensively the problem of moral judgement among children and hence the students’ potential upholders are already available to the teachers. But what is to be done is that the teachers have to take up the responsibility of providing moral instructions to the children, so that they can sharpen their sense of discrimination.

The findings of the present research have raised some important questions related to the educational needs of the children with special reference to their moral development.

1. The children have certain amount of moral stages namely good and bad, and obedient and punishment before entering to the school age. There seems to be an immediate need to develop other stages of Kohlberg moral development, through certain specific programmes to inculcate them among the students.
2. There is a need to develop specific curriculum for inculcation of values for different grades of schooling, or within the school subjects, it should be placed.

3. Certain specific theme training programmes were conducted to teachers at both levels (Elementary and Secondary). So that teachers can directly take-up responsibility in providing moral education to their students.

4. The present study has shown that class of study in which the student is studying appears to be the significant factor that determines the capacity of moral judgement. Hence it is an essential to change the moral atmosphere where the students have exhibited moral sense and discrimination. Even the NPE – 1986 also emphasis the importance of moral education as an integral part of the general educational system.

5. At present the system of education, forget its main task in fostering the development of whole some personality among students because of a sense of insecurity among the students. Hence in every school the guidance and counselling centers are opened to mould the students’ personality within the current techniques so that they can have a stable mind.

6. The quality of the society is determined by the persons those are having quality of intellectual and social values. The person who sticks on to the values is regarded and acts as model to others. Value less people are odourless flowers and ruin the society.

7. In the present investigation, intelligence has significant relation with moral judgement. Hence, the teachers transmit the moral values among the individuals the same may be preserve, conserve and transmit for the future generation. On these lines the curriculum and teaching learning process should be there in the schools.
8. The present study has shown that, there is no significant difference in moral judgement of male and female students. This appears to be a positive sign for the development of the society. Our education is also overcoming the gender bias in schools through revamping its curriculum and its activities. The moral conduct in schools does not show any gender difference.

9. It was found that Hindus, Muslims and Christian students do not differ significantly in their moral judgement. Traditionally religion has been the basis of morality. A glance at the history of mankind reveals that religion has been the chief agent in promoting morality. It is the standard by which the acts and attitudes of the larger whiles are evaluated. In the early stages of society, religion promoted morality by certain commands and prohibitions set-forth by some divine personality. They served also a powerful source to lead to moral conduct. All religions preach the universal values of worldly peace and harmony. Hence, it is essential that students should be made to understand these are principles of every religion. This helps in developing secular values and this would contribute to global peace.

**In addition to this**

- The syllabus should include moral stories, illustrations, Bibliographies of great people.

- Literature from various religious and historical events related to our own country, which leads to national integration, should be included in curriculum.

- The teacher should attend the seminars, conferences, symposia, workshop related to value education and value orientation programmes.

- Teacher provides the student criteria for good thought.
- Developing study habits. Habit of self-evaluation and self-participation.
- Importance should be given to yoga, social activities, NSS and NCC.
- Compulsory physical education should be given to all students.
- The teacher should have sound theoretical knowledge regarding values and should apply in practical life and should be ideal teacher.
- Practical and develop the concept of unity, integration and international brotherhood in students.

5.7 Limitations of the study: For any investigator, it is not easy to conduct an exhaustive study. Due to time, money etc.

The present research study has the following limitations.

1. The study is limited to Chittoor District only.

2. The study is restricted to Telugu medium students of 9th, 10th and Intermediate students studying in Telugu medium schools run by Govt. of Andhra Pradesh.

3. The researcher included only 8 independent variables in the present study. This has been purposefully alone to do in depth analysis of these variables.

4. The present study is confined only to moral judgement of students at secondary level.

5.8 Suggestions for further research:

1. By taking subjects from other regions and other states can be carried out a similar study.

2. The study is confined to 9th, 10th and Intermediate students only. A similar investigation may be conducted by taking higher classes also namely students from graduate and postgraduate courses.
3. A similar study may be undertaken to cover the other age groups/standard of children drawn from the population.

4. An analytical study of moral judgement can be undertaken as related to the moral judgement of their parents and teachers.

5. Many social factors like modernization, atavism and so on may be examined for their effect on moral judgement.

6. Many psychological factors like self-esteem, self-concept, intelligence, interest, emotions, nationality and cognitive development and so on may be examined for their effect on moral judgement.

7. Other significant factors like parental attitude towards morality, emotional morality, parental commitment, parental behaviour, child-rearing practices, teachers behaviour, teacher’s control, peer influence etc. may be studied for their effect on moral judgement.

8. Experimental designs may be planned to examine the effective methods of developing programmes and techniques of giving moral instructions to children at various levels of schooling.
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PERSONAL INFORMATION

Name of the Student : 

Class : 

Name of the Institution : 

Place : 

Locality : Urban/Semi Urban/Rural 

Sex : M/F 

Religion : 

Caste : 

Age : 

No. of Family Members : 

Group in Intermediate : 

Profession you want to choose : 

Educational Qualifications : 

a) Mother : 

b) Father : 

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Dear Students,

I, R.Sucharitha, doing Research on “A Study of Moral Judgement of Secondary School Students in relation to some selected Variables” in Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati. For this I am gathering information from students on values – Judgement.

We face confusion in our day – today life in taking right decisions in many situations. I have given you 20 such situations here. For each situation, five alternatives were given. Please read all the situations carefully, understand it properly and give ‘( )’ mark on the opposite of the correct alternative. There is no ‘right’ or ‘wrong’ answer for this. You please choose the answer, which you think, is right decision making.

This information is mainly intended for research purpose only. So please give the correct information and help us in carrying out the research. Thank you for your co-operation.

R.SUCHARITHA
1. Venu’s dilemma

Siva ram was sentenced for ten years imprisonment for a crime. After two years, he escaped from the prison and reached a remote village. Nobody knew about Sivaram’s past life. He worked hard and earned money and he also helped the poor whenever they are in need. He got a very good name and respect in that village.

One day Mr. Venu came to the village, who completely knew about Sivaram’s past life. He also knew that police are searching for him and also offered a reward of Rs.10000/- if anybody inform about Sivaram. Under these circumstances Venu would inform the police or not.

Considerations:

1. He would inform because if not informed he would be encouraging more crime in the society. (  )

2. He would inform because he would get the reward of Rs.10000/- from the Govt. (  )

3. Venu would not inform to the police because he was afraid that villagers might abuse him. (  )

4. He would not inform because the criminal was changed into a good man. (  )

5. He would not inform because it was not going to do any good (  )
2. Doctor’s Dilemma

Raghuram had been suffering from unbearable pain, on account of cancer. The doctor had been giving some tablets to him for temporary relief from the pain. The tablets would give him relief for an hour or two. Thereafter he would continue to suffer from intolerable pain. Again he has to take the tablets and so on.

There was also an injection to give temporary relief from the pain. But an excess dosage of this injection was given, the patient would die. Both the patient and the doctor were aware of this fact. The patient was experiencing very acute pain, as the days passed. He would not bear the pain anymore and requested the doctor to give him an extra dose of the injection and kill him. Under these circumstances, whether the doctor would give an extra dose or not

**Considerations:**

1. Doctor would not give the injection because it was against the rules. If he caught by the police, he would be sent to jail. (   )

2. The doctor would not give him injection because doctors were supposed to save the lives. (   )

3. Doctor would not give the injection because, if he caught, he would lose his job. (   )

4. The doctor would give the injection because; he was helping the patient to get rid of his pain. (   )

5. The doctor would give the injection on getting legal permission. (   )
3. Radha’s dilemma

Rani and Radha were good friends. They were studying X standard in the same school. At the time of annual examinations, Rani fell sick and unable to prepare for the examinations, if she fails in the exam, she will lose one valuable year. So Rani’s parents requested Radha to allow Rani to copy from her paper. Under these circumstances, Radha allowed to copy or not

Considerations:

1. Radha would not help because as a responsible student she would like to uphold school’s rules and regulations. ( )

2. Radha would not help because if caught in the examinations, her parents would punish her. ( )

3. Radha would not give her paper but would not object Rani if she copies from her paper. ( )

4. Radha would help Rani because if not helped she might lose her friendship. ( )

5. Radha would help Rani on sympathetic grounds. ( )
4. Principal’s Dilemma

Chandra was a poor Engineering student. He was very intelligent in studies. He always gets first rank in his studies. He lost his father. His mother was sick and can’t do any work. Chandra studied with his Principal’s help. Before the Final examinations he was selected in a reputed company. He has to join in the company after the final semester. At the time of the last exam, the Principal got the news that Chandra’s mother has died. If the Principal sends Chandra, he would lose one exam as well as job. Under these circumstances, the Principal sends him or not.

Considerations:

1. Principal would intimate Chandra as it is his duty to intimate. (   )
2. Principal would intimate him on sentimental reasons. (   )
3. Principal would not intimate because if he lose one exam, he would lose one year and job also. (   )
4. Principal would not intimate because if sends him now all the hard work that he has been doing would be in vain. (   )
5. He would not inform because, Chandra is a poor student, he now got the opportunity to stand on his own legs. (   )
5. Prabhu’s dilemma

Prabhu was a retired employee. He got one lakh rupees as pension. He has one son and one daughter. His son was an unemployed and had been searching for a job for a long time. His daughter is of 25 years old and she has to be married. Prabhu wanted to spend his pension on the marriage of his daughter. Meanwhile his son got a good job in a company. but they asked to deposit one lakh rupees for that. So he asked his father to give him the required money. Under these circumstances, Prabhu agrees to give him money or not.

Considerations:

1. Prabhu would not give him money because if he spends that money, he could not do his daughter’s marriage. (  )

2. Prabhu would not give him money because he may get another job. (  )

3. Prabhu would not give him money because for him the daughter’s marriage was more important. (  )

4. Prabhu would give him money because his son might help him after he gets a job. (  )

5. Prabhu would give him money because, after a long time, his son got a job. (  )
6. Raghu’s dilemma

Raghu was an honest man. He drives auto and earns for his living. His wife had a heart problem and the doctors advised him to get operated as soon as possible, otherwise her life might be at risk. It costs Rs.50000/- for the operation. But he can’t offer such a big amount. One day, a man traveled in his auto with a suitcase, while getting down, he forget to take his suitcase. Raghu found Rs.50000/- in that suitcase. Under these circumstances, he returns the suitcase or gets his wife operated.

Considerations:

1. Raghu would return his suitcase because it was against to his policy (   )
2. Raghu would return the suitcase because he has no right to spend others money (   )
3. Raghu would return the suitcase because he was afraid that the man might complain to the police (   )
4. Raghu would not return the suitcase because he can get his wife operated with this money (   )
5. Raghu would not return the suitcase because he has no other source to get money (   )
7. Sridhar’s Dilemma

RajaRao’s was a rich businessman. His son Sridhar was studying Engineering. His college principal arranged an educational tour to Singapore and asked the students to be ready with Rs.50000/- RajaRao gave his son the amount he required. Next week they had to start for the tour. Meanwhile, RajaRao’s companies got sudden loss and he lost his property. But he did not intimate the matter to his son. However, Sridhar came to know about this incident. Under these circumstances, Sridhar returns the money or goes to the tour

**Considerations:**

1. As a responsible son, he does not go to the tour; he returns the money to support his father. (   )
2. Sridhar would return the money, as it would help his father at this moment. (   )
3. As his father did not inform this matter to him, he also would remain unknowingly (   )
4. He would not return the money as it is a compulsory educational tour. (   )
5. Once the money was taken to go for tour, feeling guilty to return at last decided to go for tour. (   )
8. Gateman’s Dilemma

A group of twenty children was playing near by rail track. There are two rail tracks, one is in use where as the other is not in use. These twenty children were playing on the useful track, and where as one wise child was playing on the useless track.

Meanwhile, the train is coming. The children did not listen to the whistle of the train. The gateman also shouted at the children, but the children could not listen. Since the train is running fast, it would become useless to show the danger signal by the gateman. The Gateman thought to divert the train towards the useless track to save the lives of majority of children. If so the innocent child who is aware of danger will die.

Under these circumstances, what would the Gateman do

**Considerations:**

1. The Gateman would divert the train towards the useless track because twenty lives are more important than one life. ( )

2. The Gateman would divert the train towards the useless track, as he was responsible to save the majority of lives. ( )

3. The Gateman would not divert the train because the boy who was aware of danger has no right to take away the innocent boy’s life. ( )

4. The Gateman would not divert the train because it may lead to accident if the train would pass by the useless track. ( )

5. Because it is the duty to divert the train on the right track, it is necessary to divert the train on the track which is in use. ( )
9. Ramya’s Dilemma

Suresh and Ramya is a newly married couple. Suresh joins as a scientist in Bangalore. Ramya works as a teacher in a Govt school at Hyderabad. They have one son. Ramya faces many difficulties to look after his son as she has to go for the job.

Meanwhile, Suresh got promotion with more salary. He asked his wife to resign her job and shift to Bangalore and their salary will be sufficient for them to live happily.

Under these circumstances, Ramya resigns her job or continues

Considerations:

1. Ramya would resign her job, as the family relationships are more important than job. (   )

2. Not only providing good education to the child with the money earned if both work, but also with the intention that it is more secured, Ramya should not resign. (   )

3. Ramya would not resign because women should have job to stand on their own legs (   )

4. Ramya would resign her job obeying her husband. (   )

5. Ramya would not resign her job as it is difficult to get a Govt job (   )
10. Company’s Dilemma

One reputed company advertises for Manager Post in their company. Nearly hundred people have applied for the job. They conducted a written test and two of them were selected in the written test with equal marks. So they decided to conduct an another test for both of them. The two young men were given two boxes wrapped with a costly material. They were asked to open the boxes with in five minutes. The first man carefully cut the costly material and preserved it and so he was late by two minutes. The second man opened the box with in the time not considering the packing material.

Under these circumstances who would be selected by the company.

Considerations:

1. The company would select the first man thinking that he would save the properties of the company carefully. (       )

2. The company would select the first man because he was careful in doing his job. (       )

3. The company would not select the second person because he would not save the properties of the company when compared to first man. (       )

4. The company would select the second person thinking that he would take quick decisions when time needs. (       )

5. The company would select the second man because he has done his duty in time. (       )
11. Ramana’s Dilemma

Mr. Ramana was working as a clerk in an office. He had two daughters and one son. His monthly income was the only source to meet the minimum necessities of the family. He has to look after his mother and father who were aged. His elder son was studying X standard. He did not work hard and often did not go to school also. His father always scolds him to study well, but he does not listen to him. One day Mr. Ramana told his son that he would buy a bicycle if he would get a first class in annual exams. His son worked hard and got first class in the exams. He remained his father for the cycle, but Ramana had no money to buy the cycle. Under these circumstances what would Ramana do.

**Considerations:**

1. Ramana would buy the bicycle if not his son would not value his words in future. (   )
2. Ramana would not buy the cycle, as he has no money. (   )
3. Ramana would not buy the bicycle as he has many responsibilities to look after. (   )
4. Ramana would convince his son of his financial position. (   )
5. Ramana would buy the bicycle even by borrowing money. (   )
12. Mukund’s dilemma

Dr. Mukund was very busy in the wedding of his only daughter. He was busy in inviting guests and in dinner arrangements. Meanwhile, he received a phone call from the hospital where he was working that one person was brought to the hospital that was severely injured in an accident and he was bleeding severely. The patient’s relatives tried for other doctors but nobody was available at that time. They requested to attend the patient, otherwise he would lose his life. Under these circumstances what would Dr. Mukund do?

Considerations:

1. Dr. Mukund would go because as a doctor it was his duty to save one’s life. (  )
2. Dr. Mukund would go because life is more important than marriage. (  )
3. Dr. Mukund would not go and he would try for other doctors. (  )
4. Dr. Mukund would suggest other doctors of the hospital, as it was the responsibility of all of them. (  )
5. Dr. Mukund would not go as it was his only daughter’s marriage. (  )
13. Ranga’s dilemma

Sudhir and Ranga were good friends. Ranga was poor but very intelligent. Sudhir was an average student. Sudhir’s father was an employee and earns well. Ranga’s father was drunkard and always beats his mother. He spends all his money in drinking. He did not even pay fee for his son. It was Sudhir’s father who helped Ranga for his studies. One night Sudhir wanted to take notebook from Ranga. So he took his father to Ranga’s house. There he saw Ranga’s father beating his wife and son severely. Sudhir’s father wanted to stop this and he throws him aside. He falls on a stone and lost his life. Ranga was shocked. On hearing the crying of his wife, people gathered there. Some one called the police. Under these circumstances what would Ranga do?

Considerations:

1. Ranga would inform the police about what had happened. (    )
2. Ranga would reveal the police that Sudhir’s father had killed his father. (    )
3. Ranga would not reveal the truth because Sudhir’s father helped him in his studies. (    )
4. Ranga would not tell the truth because Sudhir’s father did not wantedly kill him, it so happened accidentally (    )
5. Ranga would not tell the truth because even if his father was alive he was not helpful to his family (    )
14. Kishan Lal’s Dilemma

Ramlal was a trader who had risen from poverty to riches. When he was about to take his last breath, he called his son Kishanlal aside and said that he had a wish that an orphanage be built for the benefit of orphans. He gives all his wealth and asks his son to spend half of his wealth towards constructing the orphanage. Soon afterwards, Ramlal died.

Kishanlal was about to start the work. But his wife advised him not to start the work immediately. She advised to invest the entire money on business first; later with the profits, he would begin the construction. Under these circumstances, what would Kishanlal do?

Considerations:

1. Kishanlal would not follow the advice of his wife, because it was his responsibility to construct the orphanage with his father’s money.  
2. Kishanlal would not follow the advice of his wife because his wife was greedy.  
3. Kishanlal would not follow the advice of his wife because it has no guarantee of getting profits in the business.  
4. Kishanlal would follow the advice of his wife, as it would increase his business as well as he would construct the orphanage.  
5. Kishanlal would follow the advice of his wife, as it was correct.
15. Sudha’s dilemma

Sudha and Suresh are wife and husband. Suresh works as a Software Engineer in U.S.A. Sudha works as a lecturer in a Govt. Degree college in Hyderabad and she lives with her six year old son. One day, her husband comes to Hyderabad without prior intimation. Later, she came to know that her husband will be going to donate his liver to his father who was seriously ill from some days. If this transplantation did not take place he would not survive. But Sudha does not accept for this transplantation as it would affect the health of his husband. But Suresh would not hear the words of his wife. But Sudha was very serious about this matter and even she wants to go to the court on this account. Under these circumstances what would Suresh do?

Considerations:

1. Suresh would take his wife to the doctor and seek their advice. ( )

2. Suresh would not hear the words of his wife as he thought that his father’s life was more important for him. ( )

3. Suresh would convince his wife that nothing would happen to his life. ( )

4. Suresh would hear the words of his wife. ( )

5. Suresh would hear the words of his wife and drops the idea of donation. ( )
16. The children’s dilemma

Raju and Anil are brothers. One day they are coming from school to home. On the way a scooterist was passing by. He is driving fastly and a bag dropped on the way. The scooterist did not notice it. He drove fastly and went off. The two children found a lot of money in that bag. They were afraid to give that bag to the police station.

So, they decided to give it to their parents and ask them to hand over it to the police station. But their parents did not want to hand over the bag to the police station. They want to spend the money on their own. But these children did not like this. But their parents threatened them not to reveal this matter anywhere under these circumstances, what did the children do?

Considerations:

1. The children reveal the fact and make their parents to accept and protect the law. ( )
2. The children would inform to the police about the fact by themselves. ( )
3. Because the children would understand the nature of their parents, they will take care not to happen such things. ( )
4. The children would not reveal it to any body as it would be shame on the part of their parents. ( )
5. The children would not reveal this matter to any body because they are afraid of their parents. ( )
17. Father’s Dilemma

Once there lived a farmer, who had two sons. The elder son was a hard working young man, but the younger one was impatient, restless and discontented boy. He did not help with the work on the farm but spent the time dreaming. He wanted to travel and see the world.

One day the younger son asked his father for the share of the property. He wanted to travel over the world and seek his fortune. The farmer was sad, but he gave his son the money.

The son took the money and set off happily. He traveled to distant cities and saw many wonderful things. He made a lot of friends and spent money lavishly on them. He enjoyed himself and gave no thought to his future.

As the time passed by, he had no money and also friends. He had to sell his belongings to get food. Afterwards, he began to beg for food. He now realized his mistake and repented for what he had done. One day, his father happened to see the son begging. Under these circumstances, what would his father do?

Considerations:

1. The father would allow his son to join with him as his son repents for his mistake. (  )
2. The father would allow his son, as he could not see his son begging and starving for food. (  )
3. The father would not allow his son as he has given his share of property. (  )
4. The father would not allow his son, as he was lazy. (  )
5. The father would not allow him as his elder son would not accept him (  )
18. Sudhir’s Dilemma

Sudhir was studying X standard. The previous day of Maths examination, he had prepared himself well. He had learnt all important principles and sums. He was determined to achieve his goal of securing a place in the first three places.

Fifteen minutes before the exam, all children were hurriedly going through their notes, before entering the hall. But Sudhir stood silent, recollecting what he had read. After entering into the room and receiving the question paper, he felt that the paper was tough and almost all questions are twisted. He gathered confidence and started answering each question. When Sudhir completed answering all questions there were still thirty minutes time left. Pavan who stood first in previous exams also completed his exam was sitting beside Sudhir. Sudhir wanted to check his answers with that of Pavan. As he was checking, he found different answers from that of Pavan. Pavan asked him to change the answers, as he was correct. Under these circumstances what would Sudhir do?

Considerations:

1. Sudhir would not change his answers, as Pavan may be wrong. (   )
2. Sudhir would not change his answers, as there was only thirty minutes time. (   )
3. Sudhir would not change his answers, as he was confident of his answers. (   )
4. Sudhir would change his answers as Pavan intelligent and stood first in previous exam (   )
5. Sudhir would change his answers, as he was not sure that his own answers were correct. (   )
19. Ramayya’s Dilemma

Ramayya and Rayanna are neighbors in the village of Ramapuram. Their two houses are alone and far from the rest of the village. Ramayya is a farmer. He works in his fields for his living. Early in the morning he goes out with his axe to work in the fields and returns home in the evening with firewood around his fields and brings it along with him in the evening. He was much attached to his axe which was very much helpful.

Rayanna has a grocery shop. He sells household necessities and makes a living on the profits he gets. Though Ramayya and Rayanna are neighbors some how Ramayya is jealous of Rayanna.

One day before starting for work, Ramayya looked for his axe in the usual place, but could not find it. He searched everywhere, inside and outside his house but in vain. He suspected Rayanna as he remembered Rayanna coming along the way, where he usually kept his axe. A suspicion crossed Ramayya’s mind. He directly went near Rayanna and quarreled for his axe. Rayanna said that he does not know about the axe, but Ramayya did not leave him. He demanded to pay for his axe. Rayanna that was sensitive paid the amount, though he was innocent.

Next morning, Ramayya came out to go to work. Casually, he looked at the firewood bundle he had brought the other evening and he was surprised to see his axe there tucked into the bundle. He was ashamed of his behaviour. Under these circumstances, he would ask for an excuse or not?
Considerations:

1. Ramayya would ask for an excuse because he has done a mistake. (   )

2. Ramayya would ask for an excuse because he was rude with Rayanna. (   )

3. Ramayya would ask for an excuse because, if Rayanna happened to see the axe, then he would quarrel with him. (   )

4. Ramayya would not let him know about his axe as Rayanna would abuse him. (   )

5. Ramayya would not ask for an excuse because he was jealous of him. (   )
20. Raju’s Dilemma

Once there lived two friends called Bhanu and Raju. Bhanu hailed from a good family whereas Raju’s family was not so good. Bhanu’s parents taught him to behave well, where as Raju never bothered with values and morals.

Daily they used to go to tuition to their class teacher’s house. One day, Raju stole money for his expenses from the teacher’s purse, which was kept in the cupboard. Bhanu, noticed it and told Raju to return the money. But Raju rejected his advice. He warned Raju saying that he would inform the teacher. Bhanu told him to accept his request with in three days. But from that day onwards Raju refused to talk to Bhanu. Meanwhile the teacher came to know that she had lost money and she tried to enquire about it. Bhanu on the second day went to the teacher and told her that he had taken the money. On next day, the teacher told about the incident in the class and wanted to punish Bhanu. On hearing this what would Raju do?

**Considerations:**

1. Raju would repent for what he has done and reveal the truth. (   )

2. Raju would give the money to Bhanu and asks him to give the money to the Teacher. (   )

3. Raju would not accept his mistake because it would make Bhanu a hero of the class. (   )

4. Raju would not accept his mistake because of the fear of his teacher. (   )

5. Raju would not accept his mistake as it would be an insult and shame before others. (   )