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Abstract

Religions can contribute towards harmony and peace in our country and in the world. Our educational system needs to explore some of the dimensions of new ways of seeing, relating, acting and being to build a better humane society. Therefore the investigator took up this work to study and compare the philosophies of the eight selected schools run by the four major religious groups, namely, Hindu, Muslim, Sikh and Christian. In the context of an ever changing need of a global society the values had been classified into four areas, namely, (1) Moral and Spiritual Values, (2) Constitutional Values, (3) Modern Values and (4) Postmodern Values. The philosophies were studied in relation to inculcating different kinds of values and more importantly how far the above mentioned values, are being weighed in the philosophies of the selected schools and to study the effectiveness of these schools in inculcating Values in the students.

The objectives of the present study are as follows:

1. To study and compare the philosophy of sample schools run by different religious groups in relation to inculcating different kinds of values.
2. To study and compare the school culture in relation to inculcation of four sets of values.
3. To analyze and compare the role of co-curricular activities in inculcating the four sets of values in sample schools.
4. To study and compare the attitude towards the four sets of values of students studying in schools run by different religious groups.
5. To study the Perception of teachers working in sample schools about inculcation of four sets of Values.

Findings

a) The study of the Holy Books and the relevant documents of the schools

- The four religions under study does not differ significantly in the values they hold even though these religions have various expressions of its own such as the founders, the scriptures, doctrines, rituals, worship, devotion, celebrations, ethics, and symbols.
- All the selected schools emphasis the Religious Philosophies and ideals of the respective Religious groups through daily assemblies and other cultural activities such as singing and dancing, celebrations, talks, debates, recitations and speeches and other out-reaching programs and activities.
- They initiate and strengthen the beliefs, practices and values of the respective Religious groups in their students through the regular value education classes.

b) Attitude of Students towards the Four Sets of Values

- The students of all the eight Schools participated in the study showed a favourable attitude towards all the four sets of values except in the case of one school namely, Guru Nanak Public School which reflected a negative attitude towards Modern values.
- The students of the schools of all the four religious communities, except by Sikh community had on the average a perfect positive attitudes towards Moral and spiritual values.
- The students of the schools run by the Muslim community were having significant stronger positive attitudes towards the constitutional values than the students studying in schools run by other three communities.
- Students of Guru Nanak Public School reflected a negative attitude towards the Modern values, Abul Kalam Azad Boys public School showed positive attitude, while other six schools showed indifference towards modern values.
- The mean score for all the four religious communities were reflected clearly perfect positive attitude towards postmodern values.

c) Perception of Teachers towards the Four Sets of Values

- Teachers of all the eight Schools participated in the study, showed a positive perception towards all the four sets of values and the Comparison showed that the differences were not significant.

d) Perception of Teachers towards Value Education

- The teachers irrespective of the schools expressed their concern about the value oriented education, understand their responsibility of inculcating values in their students and were committed and eager to do the same.
- They realized the dangerous situation of value deprivation of the young generation in the present scenario and the negative influence of the modern media and communication technology.
- They felt the need of spending quality time with their students to inculcate values.
- The pressure of completing syllabus for the highly competitive examination system in our country was found a hindrance to education in the real sense of the word and more specifically for inculcating values in the students.
- All the teachers irrespective of the schools felt that they needed special training and orientation in value education to deal with the challenges they face regarding the inculcation of values.
- However they take great care to inculcate values in their students in spite of all the hurdles and challenges faced by the present educational system.

The survival of our society and the world depends upon the goodwill and a value based life of the people. The investigator felt that the findings might be of help to teachers, educationists, policy makers and other like-minded people, who are interested in the process of value oriented education.