

प्रकरण - तिसरे

संबंधित साहित्य आणि संशोधनाचे

परिशीलन

प्रकरण - तिसरे

संबंधित साहित्य आणि संशोधनाचे परिशीलन

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प्रकरण - तिसरे

संबंधित साहित्य आणि संशोधनाचे परिशीलन

२.१ संबंधित साहित्याचा अभ्यास

प्रस्तावना

संबंधित साहित्याचा अभ्यास केल्यामुळे आपण जे संशोधन करणार आहोत तेच संशोधन पूर्वी झाले आहे काय हे समजते व झाले असल्यास त्याची पुनरावृत्ती टाळता येते. भा.गो.बापट यांनी आपल्या "शैक्षणिक संशोधन" या ग्रंथात म्हटलेले आहे, "संदर्भ संशोधनाच्या अभ्यासाने संशोधकास पूर्वीच्या संशोधनाचे स्वरूप समजते. जुन्याचीच पुनरावृत्ती केव्हाच मान्य केली जात नाही." ^१ संशोधकाला या संबंधित संशोधनापासून संशोधनाची दिशा, कार्यपध्दती या विषयी मार्गदर्शन होते.

पूर्व संशोधनाच्या अभ्यासाच्या वेळी पूर्वीच्या संशोधकाने प्रतिसादकाची निवड करताना काय काळजी घेतली होती व कोणते धोरण स्वीकारले याचा अभ्यास उपयुक्त ठरतो. पूर्वीच्या संशोधकाने याच्या सारखाच प्रश्न कसा हाताळला आहे ते समजते, समस्या कशी सोडवावी, कोणत्या पध्दती व तंत्रे वापरावीत याची सूचना मिळते.

संशोधनाची योजना आखताना, संशोधनात जमविलेल्या माहितीचा अर्थ लावताना आणि अनुमान किंवा निष्कर्ष सांगताना संशोधकाच्या अनुभवाचा, ज्ञानाचा लाभ घेतला पाहिजे आणि त्यासाठी संशोधकाने इतर अधिकारी

१. भा.गो.बापट. "शैक्षणिक संशोधन", प्रथम आवृत्ती १९७७

नूतन प्रकाशन, भू २१८१ तदाशिव पेठ, पुणे ३०, पृष्ठ क्रमांक ६४.

व्यक्तीच्या पुस्तकाच्या अभ्यासातून काढलेली टिपणे आणि पूर्वीच्या संशोधनातून घेतलेले मार्गदर्शन यांच्या सारखीच स्वानुभवाची नोंद करणे आवश्यक ठरते.

संदर्भ साहित्याच्या आढाव्यामुळे संशोधकास आपल्या विषयातील नाविन्य काय आहे ते मांडता येते. डॉ. वि. रा. शिंताडे यांनी आपल्या "शैक्षणिक संशोधन पध्दती" या पुस्तकामध्ये संदर्भ साहित्याचा अभ्यास केल्याने पुढीलप्रमाणे अनेक फायदे सांगितले आहेत. "संदर्भ साहित्याचा अभ्यास केल्याने विषयाची व्याप्ती व मर्यादा अचूक ठरविता येते. विविध संशोधनात वापरलेल्या कसोट्या व पध्दती ध्यानात घेतल्याने संशोधकाला आपल्या संशोधनात कोणत्या कसोट्या वापराच्या लागतील व आपल्या संशोधनाची पध्दती कोणती ठेवावी याचे मार्गदर्शन मिळते. या विशिष्ट विषय क्षेत्रात कोणते संशोधन झालेले आहे व कोणते अजून बाकी आहे हे समजते. जे निष्कर्ष सिद्ध झालेले आहेत त्यांचा संशोधन प्रक्रियेत आधार घेता येतो. कोणत्या संख्याशास्त्राचा आधार व वापर करावा लागेल हे समजते. थोडक्यात अनेक पुस्तके वाचून ज्यासंबंधी आपणास निश्चित माहिती मिळणार नाही ती या अहवाल वाचनाने मिळते व वेळीही वाचतो." २

बेस्ट आणि कहन यांनी आपल्या रिसर्च इन एज्युकेशन या ग्रंथात म्हटले आहे, मान्यवर लेखकांच्या लिखाणाचा लोखवारा आणि पूर्व संशोधनातून हे सिद्ध होते की, संशोधकास जे ज्ञात आहे, त्याच्याशी तो परिचित आहे किंवा जे अद्याप ज्ञात नाही आणि ज्याची वाचणी घेतली नाही याच्याशीही तो परिचित आहे. प्रभावी संशोधन हे पूर्व ज्ञानावर आधारित असल्यामुळे ही

२. डॉ. वि. रा. शिंताडे. "शैक्षणिक संशोधन पध्दती", नूतन प्रकाशन, सदाशिव पेठ, पुणे, प्रथम आवृत्ती १९८९, पान क्रमांक ४१.

पायरी पूर्वी जे लेले आहे त्याची पुनरावृत्ती टाळण्यासाठी मदत करते आणि अर्थपूर्ण संशोधन करण्यासाठी सहाय्यक सूचना, परिकल्पना पुरविते.

"A summary of writing of recognised authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation." ³

संदर्भ ग्रंथ, ज्ञानकोष, शब्दकोष, हस्तपुस्तिका व वार्षिक, निर्देश सूची, योजनेद्वारा व नियतकालिके, शैक्षणिक संशोधन, अप्रकाशित साहित्य, संशोधन प्रतिपत्ती या सर्वासुद्धे उपयुक्त माहिती व कौशल्य प्राप्त होते. म्हणून संशोधकाने संबंधित साहित्याचा अभ्यास केला आहे.

३.२ संबंधित साहित्याचा अभ्यास

या संशोधनासाठी खालील साहित्याचा अभ्यास केला.

१] "शाळा प्रशासनातून ज्या ज्या मार्गांनी मूल्यशिक्षण देता येईल ते ते मार्ग आपण स्वीकारणे पाहिजेत. एवढेच नव्हे तर संस्कार करण्यासाठी आपली नवे मार्ग शोधणे पाहिजेत. प्रयत्नांचा डोंगर उभा करू तेव्हा मूल्यांची होणारी ही प्रचंड घसरण आपणास धोवयिता येईल म्हणून मूल्यशिक्षणाच्या

३. Best J. W. "RESEARCH IN EDUCATION", Forth Edition, New Delhi Prentice Hall of India Pvt. Ltd., 1982.

तात्त्विकेत्न मूल्यशिक्षण होत नसे हे माहित असताना सुध्या या स्वतंत्र तात्त्विकेत्नही संस्कार करण्याचा निर्धार करावा असे मला वाटते. पाठ्यात्य संस्कृतीचे हे संज्ञावाती वादक दूरदर्शनसारख्या अत्यंत प्रभावी माध्यमांतून भारताचे दरवाजे ठोठावू लागले आहे. ते थोपवून घरण्याचे सामर्थ्य शिक्षकांशिवाय अन्यत्र कोठेही नाही. शिक्षणाचे माध्यम यासाठी प्रयत्नांची पराकाष्ठा करून प्रभावी केले पाहिजे. सर्व बाजूंनी तटबंदी करून भारतीय संस्कृतीचे रक्षण केले पाहिजे. ४

२] "आजच्या शिक्षण प्रणालीतून आपणास उध्याचा भारत जर धडवायचा असेल तर आजच्या विद्यार्थ्यांना आपण कोणते शिक्षण दिले पाहिजे, त्यांच्यावर कोणते संस्कार केले पाहिजेत याचा विचार गांभीर्याने केला पाहिजे. विद्यार्थ्यांच्या ज्ञानात्मक, भावात्मक आणि क्रियात्मक विकासातून त्यांचे व्यक्तीमत्व धडवायचे व त्याला देशाचा सुजाण व आदर्श नागरिक करावयाचे ठरविले तर विद्यार्थ्यांत मूल्ये संस्कारित करण्याचा आग्रह धरला पाहिजे. ५

३] "शाळेत जडगारी प्रत्येक सुती ही उद्विष्टानुपती असावी आणि त्यातून अपेक्षित परिणाम साध्य व्हावा हे सार्वत्रिक गृहित आहे. दैनंदिन परिपाठातून शाळेचा दिनक्रम सुरु होतो. विविध विषयाची पायाभूत सामान्य माहिती शाळेतच मुलांना मिळते. त्याबरोबर वेगवेगळ्या अभ्यासपूरक आणि अभ्यासेतर उपक्रमांच्या माध्यमातून मुलांचा भावनिक, शारीरिक विकास व्हावा आणि ती समाजांमिषुय व्हावीत या हेतूंनी प्रयत्न केले जातात. या सर्व प्रयत्नांतून किमान पातळीपर्यन्तच्या भाषण, वाचन, लेखन आणि विचारांचे आदानप्रदान करण्याच्या क्षमता मुलांमध्ये विकसित व्हाव्यात याकरिता शिक्षक

४. डॉ. सुरेज करंदीकर. "मूल्यशिक्षण" फडके प्रकाशन, कोल्हापूर-१२
प्रथम आवृत्ती १९९७, पुढठ क्रमांक - प्रस्तावना.

५. कित्ता.

इतत असतात. शालेत राब्ट्राच्या भावीपिढीची जडण-घडण काळजीपूर्वक करावयाची असते. मुलांना फुलविण्याची, घडविण्याची ही जबाबदारी फार अवघड आहे. शिक्षकी पेशा पत्करलेल्या प्रत्येक व्यक्तीची ही व्यावसायिक बांधिलकी असते." ६

४] शिक्षण ही एक सामाजिक प्रक्रिया आहे. या प्रक्रियेतून विद्यार्थ्यांत ज्ञानात्मक, भावात्मक व क्रियात्मक अशा तीन स्तरांवर अपेक्षित बदल घडवून आणावयाचा असतो. दैनंदिन शालेय वातावरणात व अध्ययन अध्यापनातून नैतिक मूल्यांचे संस्कार कसे होतील याकडे शिक्षकाने लक्ष दिले पाहिजे.

मूल्यसंस्कारासाठी दैनंदिन अध्ययन-अध्यापन, वातावरण व विविध उपक्रम यांचाच माध्यम म्हणून शिक्षकाने विचार करावा व त्या दृष्टीने जाणिवपूर्वक नियोजन शिक्षकाने करावे. प्रत्येक विषय शिक्षकावर एक जबाबदारी येऊन पडते ती म्हणजे विविध शालेय अभ्यासक्रम, वेगवेगळे विषय, त्या विषयांची पाठ्यपुस्तके व अभ्यासपूरक उपक्रम यात समाविष्ट असलेल्या जीवनविषयक मूल्यांचा शोध घेणे ही होय. कारण शिक्षण व्यवस्थेत शिक्षक हाच एक जिवंत व जागृत घटक आहे. माध्यमिक अभ्यासक्रमात तर उद्दिष्टांच्या मांडणीत विद्यार्थ्यांना विशिष्ट सवयी लावणे, त्यांच्यात जाणिव निर्माण करणे, जोपासना करणे अशाच शब्दांचा वारंवार प्रयोग दिसतो. तेव्हा ज्या जाणिव निर्माण करावयाच्या व ज्या मूल्यांची जोपासना करण्यास सांगितले जाते. ती सर्व मूल्ये नैतिक मूल्येच आहेत. आपल्या विषयाचे अध्यापन केवळ संज्ञा, त्यातील संकलन, सूत्रे व सिद्धान्त, नियम, परिणाम यापुरतेच ज्ञानदानाचे नाही तर भावात्मक व क्रियात्मक स्वभावाची नैतिक मूल्येही त्यातून लक्षात घेतली जातील

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६. विजय देऊस्कर [संपादक], "सधतरंगी प्रेरणा" प्रथम आवृत्ती १९९७
महाराष्ट्र राज्य वैश्लेषिक संशोधन व प्रशिक्षण परिषद, सदाशिव पेठ, पुणे
पृष्ठ क्रमांक - प्रस्तावना.

व विद्यार्थ्यांत स्वयंकीर्ती जातील हे शिक्षकाने पहावयाचे आहे. एकाच घटकाच्या अध्यापनातून व उषःमातून एकापेक्षा अधिक मूल्ये कधी संस्कारित होतील हे पहाणे शिक्षकाला अशक्य आहे. एकंदरीत विद्यार्थ्यांनी जी नैतिक मूल्ये आत्मसात करावीत असे शिक्षकाला वाटते त्या मूल्यांशी सुसंगत असे अनुभव विविधतेने त्याने विद्यार्थ्यांना द्यावे. ७

५] मूल्य म्हणजे जे महत्त्वाचे आहे, योग्य आहे, श्रेयस आहे ते शिक्षणातून विद्यार्थ्यांचा व्यक्तिमत्त्व विकास व त्यांचे चारित्र्य संवर्धन घडवावयाचे असते. त्यांच्यावर चांगले संस्कार करावयाचे असतात. ही संस्कार प्रक्रिया म्हणजेच विशिष्ट मूल्ये विद्यार्थ्यांवर बिंबविण्याची प्रक्रिया. ८

६] मूल्य शिक्षण देणे ही एका शिक्षकाची जबाबदारी नसून ती एक उच्च दर्जाची व अध्यापकीय व्यवसायाची प्रतिष्ठापना करणारी सांघिक जबाबदारी आहे. शिक्षकाची आचारसंहिता निश्चित केली वर आचारसंहितेचे काटेकोर पालन करणारे शिक्षक समाजाला पुराविता असे तरच मूल्य शिक्षण यशस्वी होऊ शकते. "आधि केने मग सांगितले" ही शिक्षकाची भूमिका याकरिता महत्त्वाची आहे. शिक्षकाबरोबर मूल्य शिक्षण यशस्वी होण्यास पालकांचा व समाजाचा सहभाग याचे महत्त्वही कमी नाही. त्यामुळे मूल्यशिक्षणाची संकल्पना अतिव्यापक बनते. यादृष्टीने समाजाला शिक्षित करण्याची कल्पना ही "मूल्यशिक्षण" या संकल्पनेत समाविष्ट छ आहे. ९

७. डॉ. विद्या ठोंबरे. "नीतीमूल्ये" व शिक्षण, नूतन प्रकाशन, सदाशिव पेठ पुणे, प्रथम आवृत्ती.

८. ग. बा. कुंडले. "शैक्षणिक तत्त्वज्ञान व शैक्षणिक मानसशास्त्र", श्री विद्या प्रकाशन, पुणे, प्रथम आवृत्ती, १९९६

९. प्रा. ना. ग. पवार. "भारतीय शिक्षणातील आधुनिक विचार प्रवाह", नूतन प्रकाशन, सदाशिव पेठ, पुणे, प्रथम आवृत्ती, १९९१, पृष्ठ ६६



७] जोपर्यन्त शाब्देत विद्यार्थी असतो तोपर्यन्त नीतीमूल्ये पाळी जातात. जेव्हा विद्यार्थी शाळा सोडून जातो तेव्हा तेथील परिस्थिती, वातावरण बघून समाजातील वातावरण बघून नीतीमूल्ये कुठपर्यन्त पाळतील याची शंका वाटते कारण जे आपण अवलंबू नका सांगतो त्याचाच अवलंब समाजात होत असल्याचे दिसते. मग असे विसंगतीपूर्ण समाजजीवन असताना नीतीमत्तेने वागणे ही सर्व समाजाची जबाबदारी असताना फक्त शाब्देतील नीतीशिक्षण पुरेसे आहे का ?" १०

८] आजचा विद्यार्थी शाब्देशिवाय मूल्यांच्या संदर्भात तो समाजाकडून बऱ्याच गोष्टी शिकत असतो. शाळा, समाज यांनी एकत्र येऊन आजचा विद्यार्थी घडविण्याचा म्हणजे उद्याचा नागरिक मूल्यांशिद्धीत घडविण्यासाठी भरकस प्रयत्नांची आवश्यकता आहे. त्यासाठी प्रसारमाध्यमे, प्रचार व कर्त्या शासनाधिका-यांनी आदर्श उभे करणे आज काळाची गरज आहे. शिक्षण पध्दतीतून ठरविलेली मूल्ये अंगवळणी पडलेली आहेत व त्याची दैनंदिन व्यवहारात तो सांगड घालीत आहे हे लक्षात घेऊन मूल्यमापनासंबंधीची स्पष्ट योजना असली पाहिजे. कार्यक्षमता, चारित्र्यसंवर्धन व इतर नीतीमूल्ये यांचे व्यवस्थितरित्वा शिक्षण कालखंडातच मूल्यांकन झाले पाहिजे. त्यासाठी शिक्षक, पालक, समाज व शासनअधिकारी या सर्वांचा पूर्णत्वाने सहभाग असला पाहिजे व तोच खरा आजच्या शिक्षण व्यवस्थेचा मूलभूत विचार येणा-या भविष्यकाळासाठी ठरणार आहे. " ११

१०. सु. ए. गुलदण्ड. "जीवनशिक्षण", डिसेंबर १९९८, संपादक, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे ३०, पृष्ठ क्रमांक २५.

११. डॉ. के. एम. महाजन. "मूल्यशिक्षण"-एक आवश्यकता", भारतीय शिक्षण एप्रिल १९९९, शिक्षण संवनालय, महाराष्ट्र राज्य पुणे-१, पृष्ठ क्र. १८०

२] नैतिकता कशी जोपासावयाची ही एक जटिल समस्या आहे. ही समस्या सोडविण्यासाठी नैतिक शिक्षणाचे पाठ विहित अभ्यासक्रमात समाविष्ट करावेत असे काही शिक्षणतज्ज्ञांचे मत आहे. तदनुसार नैतिक पुस्तके लिहून घेतली जातात व वेळापत्रकात नैतिक शिक्षणाचा पाठ अंतर्भूत केला जातो. ह्या त-हेचे औपचारिक शिक्षण मानसशास्त्रीयदृष्ट्या उपयुक्त होत नाही. कारण मुलांची दृष्टी संकुचित होण्याचा संभव असतो. मुलांना असे वाटते की, नैतिक शिक्षण केवळ नैतिक पाठ्यपुस्तकातच मिळते, त्याचा इतर विषयाशी संबंध येत नाही, तसेच नैतिक शिक्षणाचा पाठ असेल तेव्हाच नैतिक वर्तन ठेवायचे, ही मनोवृत्ती अन्विष्ट आहे. ह्याच्या उलट नैतिकतेचे पैलू ज्या वातावरणात विकसित होतील, असे वातावरण घरी-दारी, शाळा-संस्थातून असावयास हवे. नैतिकतेची संकुचित दृष्टी तोडून विशालदृष्टी धारण केली पाहिजे. नीतीच्या कोरड्या शाब्दिक उपदेशापेक्षा ज्या व्यक्तींना प्रत्यक्ष कृतीत, वर्तनात, नैतिक तत्त्वे दिशून आली अशांची उदाहरणे मुलांपुढे ठेवली पाहिजेत. उपदेशापेक्षा उदाहरण बरे. अभ्यासनिष्ठ व अभ्यासेतर विविध कार्यक्रमातून मुलांच्या नैतिक प्रेरणा उत्तेजित झाल्या पाहिजेत. नैतिकता ही व्यक्तीच्या व मुलांच्या वर्तनातून व अनुभवातून जीवनाचे एक अंग बनावयास पाहिजे." १२

१२. न. रा. पारसनीस. "प्रगत शैक्षणिक मानसशास्त्र", नूतन प्रकाशन, सदाशिव पेठ, पुणे २०, प्रथम आवृत्ती, १९९०, पृष्ठ क्रमांक ७३.

३.३ संबंधित संशोधनाचा अभ्यास - प्रस्तावना

पूर्वी झालेल्या कार्याचा शोध घेण्यासाठी दीर्घ प्रयत्न करावे लागत असले तरी त्यामुळे संशोधनाचे कार्य पटदत्तशीर व सफल होण्यास मदत होत असते. रा.श. मुळे, वि.तु. उमाटे यांनी आपल्या "शैक्षणिक संशोधनाची मूलतत्त्वे" या ग्रंथात या संदर्भात महत्त्वपूर्ण विचार मांडले आहेत. "The student should find analyse and evaluate critically every pertinent research report dealing with his chosen problem. Anything less than this will be neither sensible nor scientific." 13

विद्यार्थ्यांनी निवडलेल्या विषयाची ज्या संबंधित अशा संशोधन अहवालामध्ये चर्चा केली आहे, त्याचा त्याने शोध घेतला पाहिजे, विश्लेषण केले पाहिजे आणि समीक्षणात्मक दृष्टीकोनातून मूल्यमापन केले पाहिजे. असे केले नाही तर ते समजस व शास्त्रोपेक्षी असणार नाही. म्हणून प्रत्येक संबंधित संशोधनाचा अभ्यास बारीकाईने करणे आवश्यक असते. संशोधकाने पुढील संशोधनाचा अभ्यास केला आहे. या संबंधित संशोधन सम. बी. ब्रूच यांच्या "रिसर्च इन एज्युकेशन" या पुस्तकामध्ये प्रसिद्ध झालेले आहेत.

१३. रा.श. मुळे, वि.तु. उमाटे. "शैक्षणिक संशोधनाची मूलतत्त्वे"

प्रथम आवृत्ती १९८७, महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर, पृष्ठ क्रमांक ७०.

३.४ संबंधित संशोधनाय अभ्यास

1) TITLE : "A STUDY OF ATTITUDE TOWARDS NATIONAL DEFENCE AND SOCIAL VALUES AS RESULTANTS OF SOCIO ECONOMIC STATUS AND SEX". Ph.D. ¹⁴

Investigator : Adhikari G.S.

Institution : Kumaun University (1981)

Objectives : 1) to study the attitude of rural and urban students towards national defence, 2) to find out the relationship between national defence and socio-economic status (SES), 3) to identify the social values of objects in relation to their attitude towards national defence and (4) to understand the relationship between sex and national defence attitude.

Sample : A sample of 690 students was chosen randomly from recognised high school and intermediate colleges of Kumaun Region. The sample consist of urban boys (UB - 135), Urban girls (UG - 147), rural boys (RB - 341) and rural girls (RG - 67).

Tools and Techniques : The national defence attitude scales (NDAS), SES & measurement of study of values were administered among sample subjects to collect the data which were analysed with the help of mean, S.D. & 't' test.

14. M.B.Buch. "THIRD SURVEY OF RESEARCH IN EDUCATION"
(1979-83), New Delhi, N.C.E.R.T., 1985.

Findings : 1) No significant difference was found between the rural and the urban student in the area of national defence attitude. 2) The students coming from different SES strata were found to be almost similar in their attitudes towards national defence. 3) No remarkable difference was identified in the level of national defence attitude of RB and RG as well as UB and UG. 4) A significant difference in the mean national defence attitude scores of RB and UG and similarly of UB and UG was found. 5) The rural and the urban boys of all groups of SES (high moderate & low) were more or less similar in their social values. 6) Similarly subjects belonging to different SES groups had shown negligible difference in their social values whereas in case of RB a significant difference between high and moderate as well as between high and low SES groups was identified. 7) RB of low and moderate SES groups had shown difference in their aesthetic and religious values but were found to be almost similar in the area of political, economical and theoretical values. 8) RB of high and low SES groups differed only in the area of theoretical and aesthetic values while no remarkable difference in the area of social values was identified between high and moderate SES group of rural boys. 9) No significant difference in the social values (related to all five areas) of UB belonging to low and moderate as well as to high and low SES groups were found. 10) The difference between high and low SES groups were found.



and low SES group UB was found to be significant only in the area of theoretical values. 11) The comparison in the social values of RE RG of high and low SES groups as well as of low and moderate SES groups had not shown any significant differences but a significant difference between moderate and high SES groups was found in their political values. 12) UC of high and moderate SES groups were found to be almost similar in the five areas of social values where as a significant difference between low and moderate as well as of high and low SES groups was identified in the area of economic values.

2)"TITLE : " VALUES AND ATTITUDES OF INDIAN YOUTH".¹⁵

Investigator : Reddy N.V.

Institution : Department of Psychology, Osmania University, 1980 (IGSSR Financed).

Objectives : 1) To find out the developmental trends in the attitudes and values of the school going youth vis a vis their rural-urban and sex variation. 2) To study the attitudes and beliefs and their conformity and 3) to examine the identity diffusion of the migrant urban students in the terms of their ambivalence in attitudes and values. The dimensions of the social attitudes of students that

15. Ibid.

were investigated were conformity and non-conformity behaviour through their attitudes to authority and traditionalism modernism with reference to home, heterosexual relations, religious and social stratification and education.

Sample - About 1747 adolescent students were chosen from fourteen higher secondary schools and twenty-two colleges spread over the region of Talangana by using the stratified random sampling method. The sample included 876 rural, 657 urban and 214 migrant urban students. As regard the sex break up there were 1064 boys and 683 girls. The tools used to collect data were social Attitude Scale, Reaction to Authority, Inventory to measure conformity behaviour, Rokeach Beliefs System Scale adapted to study openmindedness, closemindedness, the osgood semantic differential technique to find out the differences in the perception to concepts and Allport Vernon-Lindzey study of values. Mean scores of different subject groups and the corresponding standard deviations and mean, scores differences were computed. Variances between groups and within groups as well as the F-ratios were computed and recorded. Critical ratios were computed.

Findings : 1) The rate of acquisition of modern attitudes with the increase in age was higher in the urban students than the rural ones. The rural subjects were more

traditionalistic than the urban subjects, especially in the areas of home, and heterosexual relations. 2) The rural students were more politically oriented than the urban group. The migrant urban students were least satisfied with the present educational system closely followed by the urban students. 3) The adolescents living in joint families revealed more traditional attitude than those coming from nuclear families. 4) The students coming from homes with higher socio-economic status expressed more modern attitudes than those coming from lower status homes. 5) The students with the deprived educational background were more favourably inclined to political participation than those with higher educational backgrounds. 6) The boys were found to be more non-conforming than the girls. The urban students were found to be more conforming than the rural and migrant urban students. 7) The rural students were more close minded than the urban or migrant urban students. 8) The boys were found showing preference to political, theoretical and economic values while the girls to aesthetic, religious and social values. 9) Economic status and political and theoretical values elicited greater favourable response from subjects with comparatively low socio-economic status where as aesthetic and religious values were more important to the higher socio-economic groups. 10) The rural students showed greater preference for theoretical, economic, political and social values, where as their urban counterparts were more inclined to aesthetic and religious values.



3) TITLE : "MORAL DEVELOPMENT IN CHILDREN".¹⁶ Ph.D.

Investigator : Rani M.

Institute : All.University 1968

Objectives : 1) To study the pattern of morality among children. 2) To analyse the developmental trends and some of the influences operating on the process.

Sample : The sample consisted of 350 children ranging from 6 to 11 years. The number of boys and girls was kept equal in the sample and they were separately divided into three age groups of 6 to 7 years, 8 to 9 years and 10 to 11 years. Half of the students belonged to Anglo-Vernacular schools and other half to missionary schools. Coloured progressive Matrices, Moral insight test and personal data from developed by the investigator were used for collecting data. Central tendency, measures of dispersion, correlation etc. were used for analysing the data.

Findings : 1) Age was found to be an important variable influencing the knowledge of moral values. Knowledge of different moral values seemed to increase with an increase in age. 2) The knowledge of various moral values did not seem to vary much in the two sexes. 3) Children who did not get any moral instruction in school were in no way inferior in such knowledge to those receiving such instruction in school.

16. Ibid.

4) A vary similar pattern of moral values was found in the children of all the three age groups, negative values was comparatively more dominant in them. 5) Only at the age of ten to eleven years boys and girls showed considerable variation in their pattern of different values. At the earlier ages, the differences were found to be quite negligible.

6) Children similar pattern of different values to that of those not receiving such instruction. 7) The mental ability of children did not considerably influence their knowledge of moral values, but its influence showed an increasing tendency with the maturity of the children. 8) Respect was the most children in their everyday behaviour closely associated with it were forgiveness and punya (good deeds) Betrayal of faith, greed, anger and falsehood were some of the negative values which were quite frequent in their behaviour.

9) Children in the begining were quite immature and showed a clear emotional reaction for the different moral values but as they grew older, they showed maturity, truth, purity, punya and respect were some of the positive moral values which received approval by most of the children. Greed was considered to be a shameful behaviour by them. Betrayal of faith gave them a feeling of guilt. Children generally showed a fearful reaction for most of the negative values.

10) Parents influence in the acquisition and development of moral values in children was vital significance, other important sources for such knowledge were teachers and books.

11) The religious influence of the family did not contribute much to the acquisition of knowledge of moral values in children.

4) TITLE : "AN EXPERIMENTAL STUDY OF THE PROBLEM OF MORAL INSTRUCTION IN UPPER PRIMARY SCHOOLS." ¹⁷
 Investigator : Seetharama A.S.
 Institution : Mysore University, 1974.

Object : The study aimed at finding the effect of direct moral instruction on the moral development of children.

Sample : For the purpose of the investigation, the test of moral development was developed. It comprised thirty-four situations involving moral judgement. The situations were reflective of life incidents in children's day to day activities. The test covered various aspects of morality like honesty, truth, responsibility, generosity, courtesy, kindness, service and sacrifice, love of fellowmen, patriotism, revolt against injustice etc. Suitable modifications in the test were made after a tryout. The study employed an experimental and control group. The dependent variable was the moral development in students. Moral development, intelligence and socio-economic status of 562 children studying in Standard VI and VII of four schools located in the different localities of the Mysore District were measured. From among them the experimental and control groups were

17. M.B. Buch. "SECOND SURVEY OF RESEARCH IN EDUCATION" (1972-78), Baroda, Society for Educational Research and Development, 1979.

formed by matching on means and standard deviations on the tested variables. The experimental group was taught the moral lessons by the investigator himself for a period of twelve weeks to avoid teaching variation. The experiment ended with the post testing of moral development. Analysis of the data involved chi-square techniques.

Findings : 1) Instruction of honesty and responsibility was more effective for girls than boys. 2) Boys improved on the nondeceitful behaviour by the moral instruction. 3) A definite improvement in moral judgement was brought by moral instruction. 4) There was a definite improvement on the subscale of kindness by moral instruction. 5) Scores on the fair play or the democratic character improved significantly for the experimental group while not of the control group for both boys and girls taken together and separately. 6) On the subscale of items on courtesy even to an enemy, no significant improvement was observed either in case of experimental or control group.

5) TITLE : DIFFERENTIAL VALUES OF STUDENTS AND TEACHERS AS A FUNCTION OF VARIOUS SOCIAL FACTORS."¹⁸
 Investigator : Sharma D.D.
 Institution : Jodhpur University, Ph. D.

Objects : 1) The educational standard was a determinant of various values of students as related to their teachers.

18. M.B.Buch. "THIRD SURVEY OF RESEARCH IN EDUCATION"(1979-83)
 New Delhi, N.C.E.R.T. 1985.

2) The values related to moral and ethical standard were much less preferred by students than by teachers. 3) Teachers were more aesthetic and money minded than students. 4) There were sex differences with regard to various values differences between students and teachers. 5) The variations in values would be associated with the social class of the students.

Sample : A sample of 280 subjects was randomly selected from the government high school (boys) and girls) and the university of Jodhpur. At the school level, half of the sample consisted of male subjects and the other half of female subjects. A scale of values developed by Bhatnagar, in Hindi, on the lines of Allport. Vernon and Lindzey study of the values, was used. The test was standardized for Hindi speaking population. The split half reliabilities of the six parts related to the six values were established for the theoretical values it was 0.71, for the aesthetic 0.64, for the economic 0.72, for the social 0.60, for the political 0.76 and for the religious 0.65, validities of these scales ranged between 0.45 to 0.56. The scale was administered individually and in the group of students and their teachers. Mean, Standard deviation and t-test were employed to analyse the data.

Finding : 1) The mean difference between the male and female high school students was significant only in the case

of the theoretical value. No significant differences were found in the case of other values namely political, social, religious, economic and aesthetic. 2) There was no significant difference between the mean scores of the male and the female high-school teachers on social, religious, economic, aesthetic, theoretical and political values. However the mean scores of the male teachers were higher than those of their female counterparts on religious, economic and theoretical values whereas in the case of social, aesthetic and political values their mean scores were lower than those of the female teachers. 3) The mean scores of the male teachers were higher on social and economic values than those of their students but were lower than those of their students on the religious values. 4) The mean difference between the male teachers and their female students was significant on the political value on the remaining five values no significant difference was found. 5) There was a significant mean difference between the high school female teachers and their male students on the aesthetic values on the remaining values no significant difference were found. 6) The male university students scored higher on theoretical and political values than their female counterparts. 7) The mean difference between the male teachers and their male students of the university was significant on religious and political values. No significant differences were found on social, economic, aesthetic and theoretical values. 8) The mean difference between the female teachers and their female students of the university was significant on social and

theoretical values. However, there was no significant difference in the case of religious, economic, aesthetic and political values. 9) The mean difference between the male teachers and the female students of the university was found to be significant for the theoretical values.

RESEARCHES DONE DURING THE PERIOD 1988-92

During the period 1988-92, i.e. the period covered in the fifth survey of educational research, we have thirty one studies in the area of moral education. Out of these, five are M.Phil dissertations, nineteen are Ph.D.theses and seven are independent studies. The Ph.D.theses and M.Phil dissertations have been completed in thirteen universities and two higher education institutes. Out of seven independent studies two are sponsored by S.C.E.R.Ts, one by the N.C.E.R.T., one by the Regional Institute of Education and three have been published in Indian Journal of Educational Review.

Area of Research : Regarding the area of research, four studies are on values and value education, eleven studies on value development and value orientation, seven studies are on moral judgement, three studies on value clarification, one study on value patterns, one study on value preferences, two on instructional strategies, one on measurement of values, one on stage structure of value development, one on concept and implementation and three on content analysis.

Seventeen researches have selected secondary school students as their subjects. Four studies are on teachers, one on teacher education. In two studies, college students have been selected as subjects. In one study persons of all categories have been selected. One study is on implementation. One on concept and four studies are theoretical analyses.

Methodology : Regarding methodology, the experimental method has been used in eight studies, In three studies, there is content analysis, to find out the elements of moral education in text-books. One study is of conceptual type. The are of the survey type.

Techniques of Data Analysis : Statistical techniques used in the researches have varied from simple calculations of frequency, percentages, measures of central tendencies and measures of variability to ANOVA and ANCOVA Test. Theoretical analysis has been made in two studies without using any quantities measures.

Tools : The following types of tools has been used in the researches under consideration : Questionnaires and opinionnaires on value identification, value judgement and value education. Value scales to measures values indicated by students, teachers etc. Value judgement scale, value clarification scale, reaction scale towards value discussion model, Moral inventory, Value inventory, Interview schedule, Value check list, personal data bank, Bio-data sheet,

Intelligence tests, Personality tests, Attitude tests, Interest inventory, Instructional material for educational intervention, and tests to measure motivation, beliefs etc.

More than 90 tools in the form of tests, questionnaires etc. have been used in the studies on moral development and moral education included in the Fifth Survey. Some of them have been constructed in India in the Indian situation and some constructed and standardised abroad and adapted to suit the Indian situation. Tests prepared by the investigators themselves are mainly on moral judgement and moral values.

Variables : The variables taken in studies are intelligence, S.E.S., Sex, Caste and Social Class. Family relationship and family structure, Regional Differences, Adjustment, Self-concept and Self-acceptance, Locality, Nature of school, Age and grade, Religion, Stream of study, Education of the parents, Discipline in the family and Moral attitude of the parents.

While moral judgement, value development, value awareness etc. have been taken as dependent variables, the most frequently used independent variables are intelligence, S.E.S., Sex, Attitude, Self concept and family background.

Research Findings : The major findings of the thirty one researches under consideration have here are -

1) A significant positive relationship exists between intelligence and moral judgement. However, in this area, we get findings that are opposed to each other. e.g. while in the study made by Rani Urmila, we find significant positive relationship between intelligence and moral judgement, the study of Sibia Sukhvinder almost rejects the claim that intelligence is associated with a more mature judgement of moral value. This difference in findings may be due to a difference in tools as well as a difference in levels of intelligence of the students. Further research should be carried out to find the truth in this area.

2) Moral education affects the growth of moral judgement positively. Here also, we get contradictory findings. According to the finding obtained by Madu Kapani, no significant difference is found in the ability to identify values between the control and experimental group of students teachers through the value clarification method, however, the findings of Sheela show that value confrontation was more effective among student teachers in inculcation of values. This contradiction as if may be due to a difference in methods of treatment.

3) The level of value awareness in all grades is poor.

4) Significant relationship exist between moral values and age, sex, residential area and stream of study. For theoretical and social values, boys scores higher. Girls exhibited significantly higher scores in moral judgement. Moral judgement increases with age.

5) No significant difference was found between moral judgement and S.E.S.

6) Moral judgement was found to be normally distributed.

7) The value discussion model was found to be effective in terms of value clarification

8) Significant development was found in self concept and self acceptance treated through the value discussion model.

9) A psitive significant change was found in social and educational adjustment and classroom climate.

10) Value inclikation through the value confrontation treatment lead to significant qualitative changes and significant qualitative improvement.

After analysing the objectives, methodology, research tools and findings of the thirty one research abstracts, we find that although researches have been done in some important areas of moral development and moral education, many more areas

remain untouched. We give below a table showing the universities and other institutes taking up the issue of moral education as a topic for research, the number of researches done in each university / institute and the area of moral education in which research has been conducted.

From the table No.3.1 it is be clear that not more than ten percent of the universities in India are interested in conducting research work on moral education. It may be due to the fact that it is difficult to get data for such researches as very few institutions have provision for moral education. Inspite of the concrete suggestions given by the Sri Prakash Committee for moral education in schools and colleges, the recommendations made by the Kothari Commission on the issue and the recent emphasis on value oriented education, very little provision has been made in our schools and colleges for such education. If there is no education, how can be there be research on education ? Again, there are more researches in the area of moral development than in the area of moral education. Most researches that are being done are more psychological than educational. Many researches are on correlative of moral development. Existing value patterns have been surveyed but researches on inculcation of values through educational intervention are very few in number. Our suggestion is that while doing research work more stress should be given to formulation of educational

objectives, preparation of instructional materials - both curricular and co-curricular development of strategies and trying out those materials through experimental design of researches. From the analysis of the abstract, we find that experimental researches are very few in number. The majority of the researches have been done in the area of value judgement or moral judgement. That is a necessary step towards moral maturity. But it should be kept in mind that correct moral judgement is not the total issue. Education should be such that moral sentiments are awakened and moral conduct is produced. We know that there is often discrepancy and gap between moral judgement and moral behaviour. Researches should be done to develop such strategies that can minimise the gap. Researches should suggest how teachers, parents and the whole society can play their roles in inculcating moral values and moral behaviour in children and thus transform the society into a better society.

TABLE NO. 3.1

NUMBER AND AREAS OF RESEARCHES CARRIED BY
DIFFERENT UNIVERSITIES ON MORAL EDUCATION

Sr. No.	Universities or Institution	No. of Researches	Area of research
1.	Agra University	04	Values and SES values changes process and job satisfaction, sex, motives and moral judgement, regional differences in moral judgement.

Sr. No.	Universities or Institution	No. of Researches	Area of research
2.	Angappa University	02	Value orientation in textbook (English & Tamil literatures)
3.	Annamali University	01	Values and their correlates
4.	Devi Ahilya Vishwa Vidyalaya	01	Models of values Clarification
5.	Lucknow University	01	Educational intervention for value development.
6	Madurai Kamraj University	01	Value system of adolescents
7	Nagpur University	02	Religions and moral education through literature
8	North Eastern Hill University	01	Values and self concept and implementation of value education (1947-86)
9	Patna University	01	Inculcation of values, value Patterns, correlates of moral judgement.
10	Punjab University	03	Study of values.
11	Saurashtra University	01	Moral judgement and its correlates
12	Utkal University	01	Moral judgement, value preferences
13	Sri Venkateswara University	03	Moral development.
14	Dayalbagh Educational Institute	01	Values- concepts and implications

Sr. No.	University or Institution	No. of researches	Area of research
15	Sri Satya Sai Institute	01	Values clarifying strategy and value orientation
16	N.C.E.R.T.	01	Value clarifying strategy and value orientation.
17	SCERT, Pune	01	Value clarification and development of values.
18	SCERT Udaipur	01	Strategies of instruction in moral education
19	RCE, Bhubaneshwar	01	Methods of development of moral values and measurement of value judgement.
20	Work published in Indian Educational Review	03	Stage structures in moral judgement ; Percieved value emphasis in the institution, teacher values.
TOTAL		31	