

A SHORT SURVEY TO UNDERSTAND THE EXISTING VALUES STANDARDS

A Study By FRNV in partnership with Shri Ram Global School



SHRI RAM
GLOBAL
SCHOOL



A report by: Foundation for Restoration of National Values

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Introduction

Human and Social values primarily determine the peace and harmony in a Society. Haydon (2004) claims that just as people live in a physical environment, there is also an ethical environment around them. He goes on to suggest, values education is necessary to jointly contribute to the quality of the ethical environment. It is therefore important that values are inculcated in children early on, just when their habits are forming and personality is developing. These values should be maintained during adolescence, so that young people can appreciate themselves and others, and take responsibility for their own actions and the world around them.

In the present times, traditional values – human and social, seem to be wearing off, chasm arising between traditional and new values, and there seem to be a general concern in respect of fast erosion of values, promoting traditional system and beliefs that are in sync with 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.

Values in our education is hotly debated. 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 our country. 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.

Shri Ram Global School (SRGS) is contributing to Values-Based Education (VBE) through its much celebrated 7C's program. It focuses on seven cardinal principles: Compassion, Collaboration, Confidence, Curiosity, Courage, Commitment and Critical thinking. At present, the schools work in tandem with teachers and students, as the two key stakeholders in the process. In the last six years, through the 7C's program, teachers have tried to mould the character and personality of the students by enhancing their dignity and self worth.

To add value to the good work being done by SRGS, a study was conducted in Shri Ram Global School in collaboration with Foundation for the Restoration of National Values (FRNV). FRNV objective is implementation of the NVBES across the nation with the State Governments and the Centre through the process of including all stakeholders in the educational eco-system, and stimulating them to work collaboratively together, the NVBES (National Values-Based Education System) would emphasize the process of everyone 'living the collectively chosen values' and would not merely aim at making value education a "subject" to be taught [and forgotten, after school is over!] but one which promises to make a meaningful impact in the way young minds think and approach these important issues of life – for the rest of their lives and in any role.

Objectives of the Study

This was a comprehensive study done with different stakeholders such as teachers, children, parents aimed at finding out their understanding about Values and how they implement these values in their daily life. The study was designed to:

- ☐ Identify need for Value orientation
- ☐ Understand effectiveness of current Value program (7C)
- ☐ How NVBES can supplement & Complement the existing program

This report discusses the results and gives a brief interpretation of the responses section wise where section one talk about parents, section 2 interprets responses of children; section 3 discusses responses of teachers.

Data Collection Tools

Three sets of questionnaires for parents, teachers and children were developed by the research team in regular consultation with the school Principal. The questionnaires comprise close ended and open ended questions providing scope to the respondents to give their opinions on different values.

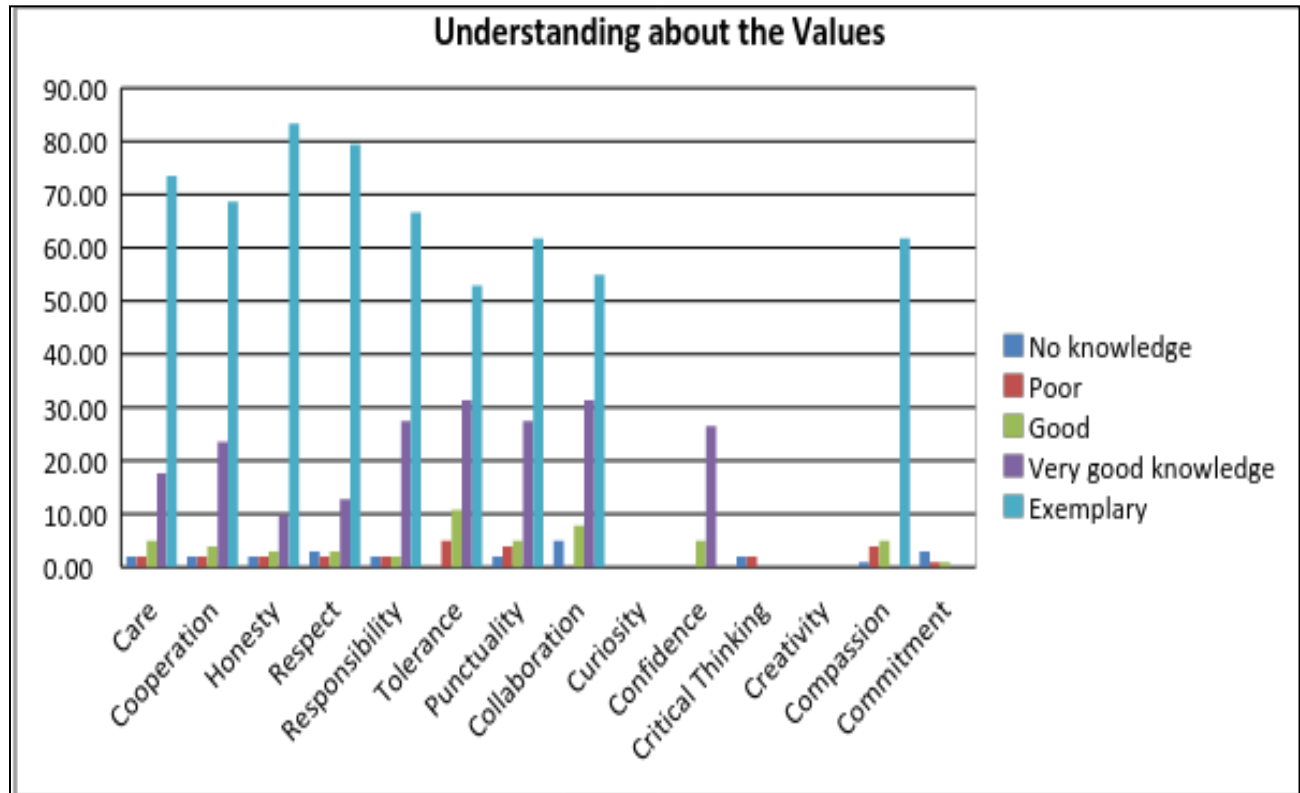
Methodology

The survey involved both Descriptive and Analytical research. While the descriptive research employed in the early stages of research, once data are ascertained, analytical research tools come into play. It is essentially an Empirical Qualitative one, for it aims to discover the underlying motives/ perspectives that guide human behavior. The sample size with regards to this project was constituted by the student community at the Shri Ram School. From the large strata of students, the task was to pick up a sample which is representative and adequate. For this purpose the methodology was that of Simple Random sampling wherein each element had an equal probability of being included. The next crucial question was of the most adequate technique. For this purpose, a combination of Stratified Sampling and Simple Random sampling was adopted with apt considering that the student community is not homogenous and is segregated on lines of age, experience, religion, gender amongst many. The present study selected the age group as the differing criteria for in this case age significantly molds perspectives. The community was hence divided amongst middle school, senior school, teachers and parents. This helped our data the requisite amount of representation. Having stratified the data, the next step was simple random sampling on the basis of a predetermined questionnaire. Together the two constitute Stratified Random Sampling. This was followed by analysis of the acquired data, deduction of crucial parameters and ascertaining of results on each.

Analysis and Interpretation

Section One: Survey results with Parents

A question was asked in the survey about their understanding of Values with parents. A total of 102 parents participated in this study. And following results were noted.

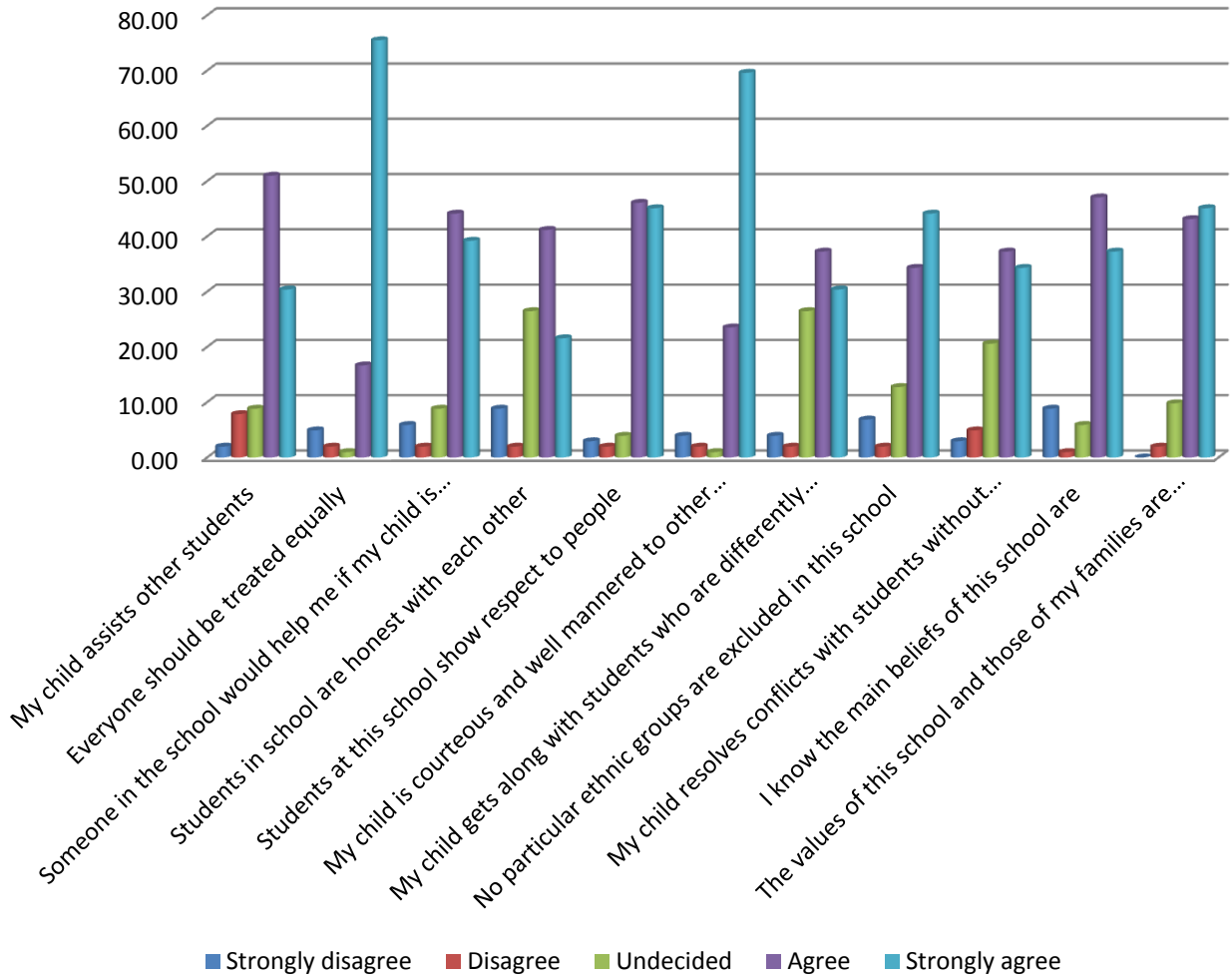


From the above table we find that the majority of the parents have an understanding and idea about Values such as Care, Cooperation, Honesty, Respect, Responsibility, Tolerance, Punctuality, Collaboration and Compassion. (For exact results, please refer to the table).

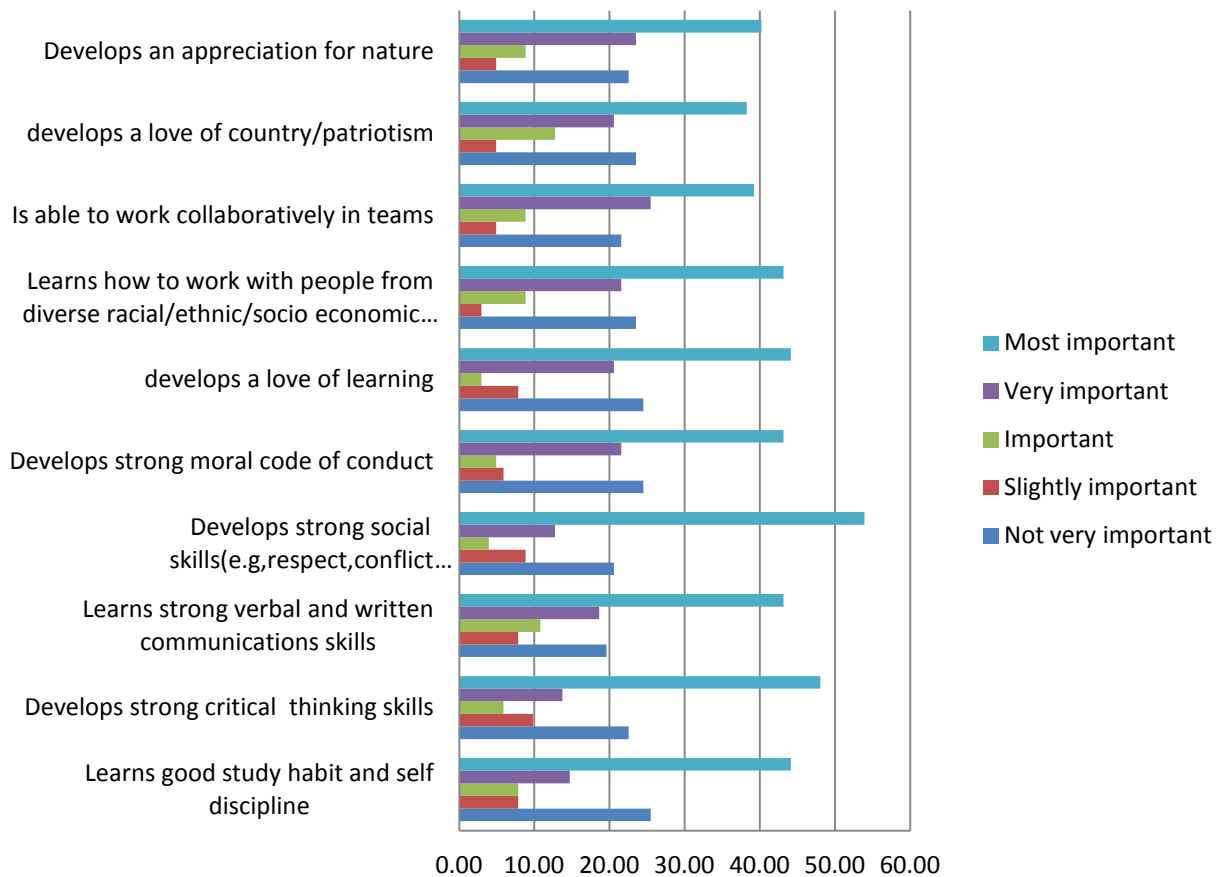
However, when it comes to Values such as Curiosity, Confidence, Critical Thinking, Creativity and Commitment, parents had no or poor idea about it. All these values help a child to develop new skills and practices in them which they can make use of, while taking major life decisions and making choices. It enables them with a sense of independence and holds them accountable for the outcomes of their decision making. These values majorly form a part of the personality which enables children to deal with difficult situations or even life crisis so to speak. These Values helps children to grow as well- balanced individuals.

Above results implies that there is a great need to inculcate these Values in parents so that they start to exhibit these in their day to day life. Children are then expected to learn by actively observing their parents, and be motivated to acquire these Values.

Parents understanding about values standards in the school



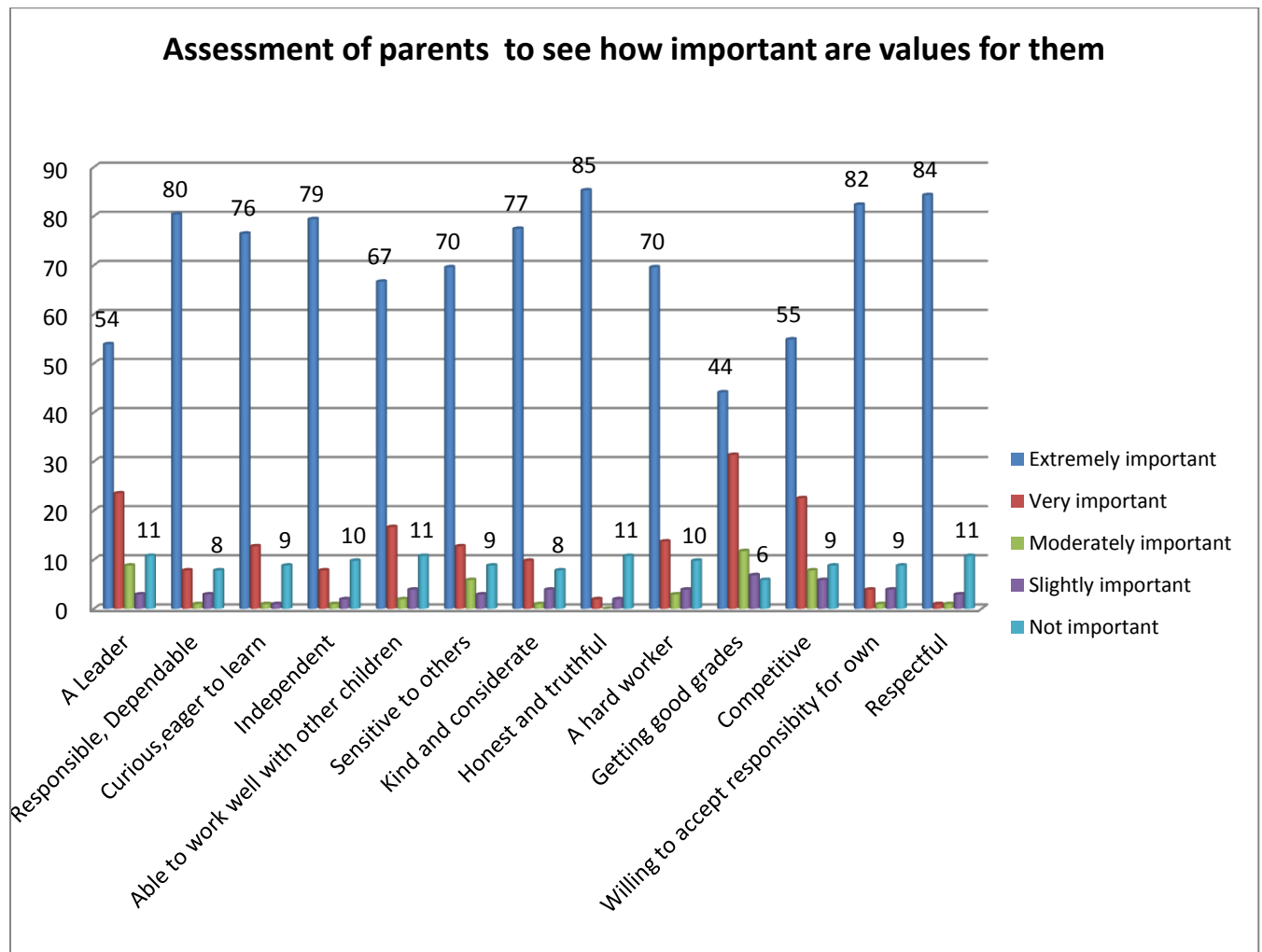
Parents opinions about value standards of the school



In a question asked to parents about their opinion on value standard of the school; about 43% and 45% (88%) of the respondents were of the opinion that the values of the school and those of their families are similar, which shows that the values being taught in the school are reinforced at their respective homes. The majority of the children come from families with high human values. Also about 84% of the parent respondents are well aware of the belief system of the school, which is again very interesting in that they are fully informed what values their children are learning at school. About 76% of the respondents were of the opinion that all the children should be treated equally, that shows the parents' active involvement in human values being inculcated by their children.

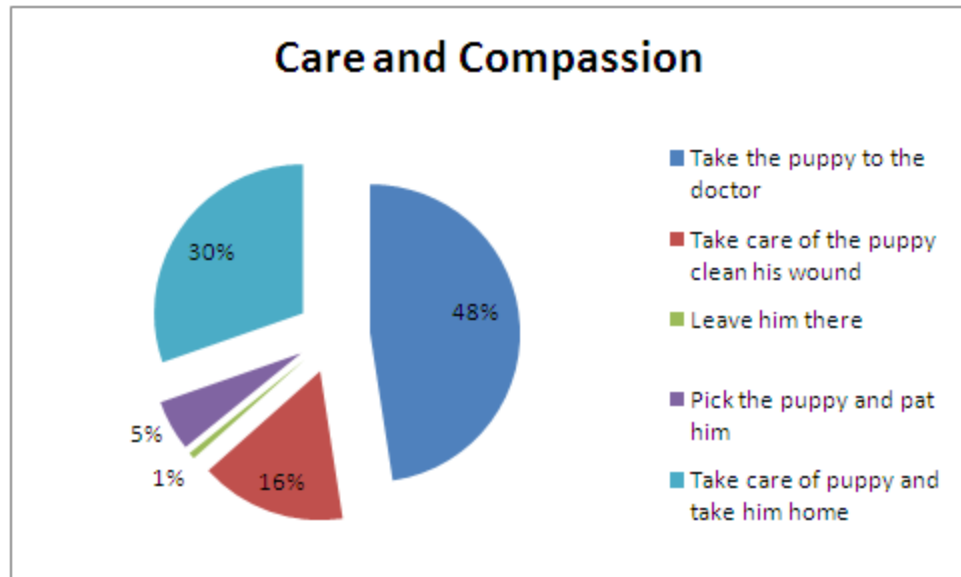
About 54% and 13% of the parent respondents were of the opinion that it is very important for the school to help a child to develop strong social skills (e.g., respect, conflict resolution, and ability to make friends) because it is much more important to a children's future life, than helping them develop their intellect. A question was asked to parents about their opinion on love for country/patriotism, about 38% and 21% of the respondents felt it to be very important for

their children and prepare them to be thoughtful, active citizens who have an appreciation for the basic values of the country and its national heritage. Other questions that were put to them were: working with people from diverse racial/ethnic/socio economic background or culture; critical thinking ; Good verbal and written communications skills; love for learning; good study habit and self discipline; It was found that a majority of the parent respondents felt that these values were very important for their children, as these would help them to lead a good life, irrespective of the difficulties and obstacles they faced in their life journey.

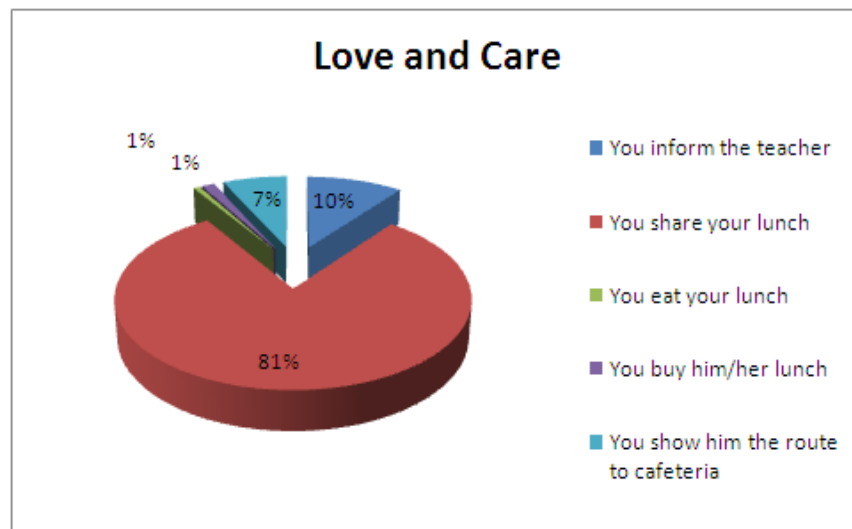


The above figure shows how important values are in the lives of the parents. About 20 questions based on different values were put to the parents. Majority of the parents were of the opinion that truth and honesty was extremely important for them. On the other hand, only 44% of the parents felt that scoring good marks in the exams was extremely important for them. About 84% of the respondents felt that it was very important for children to be respectful.

Section Two: Survey results with Children

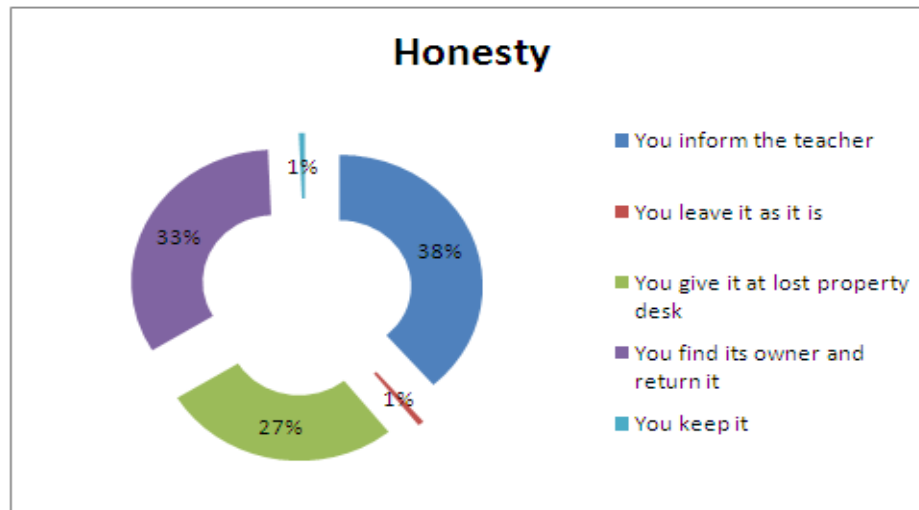


In the first question, the students were asked if they see an injured puppy on the street, what would they do. The objective of this question was to assess the value standards of the students. Which values? About 40% of the students said that they would take the puppy to the doctor. Interestingly, there are 30% of the students who were ready to go an extra mile by saying that they would take care of the puppy and take it home. Only 1% of them said that they would leave the puppy there and not do anything. This clearly indicates that the school has been successful in imbining human values like love, care and compassion in children with the help of VBE by actively engaging the teachers, parents, school administration and management.

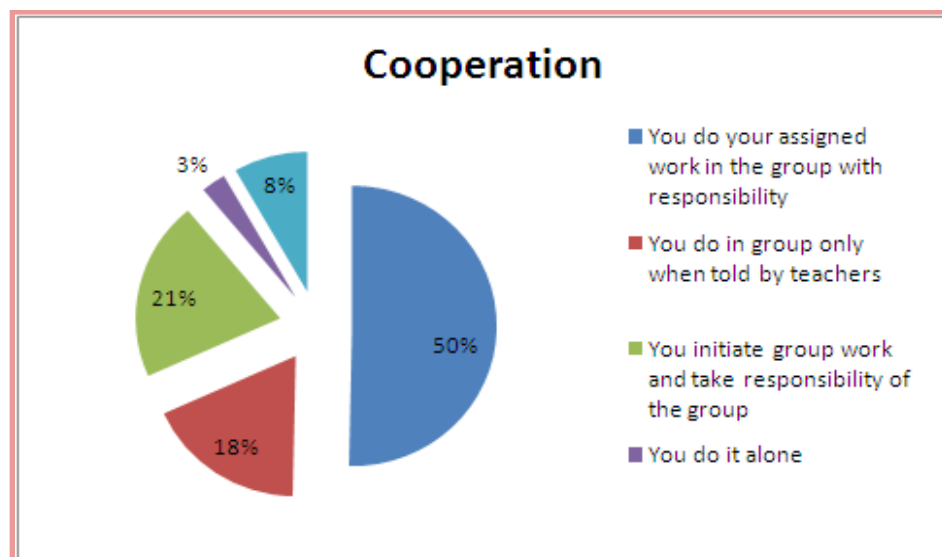


Notably, the above figure shows that about 81% of the respondents said that they would share their lunch with the child who forgets to bring his/her lunch. It's been proven many times that

children have a natural compassion and empathy. And while this is true, the type of environment greatly affects how a child perceives his/her surroundings. SRGS has been successfully providing a favourable environment at school and help raise a compassionate, sweet, and caring child.

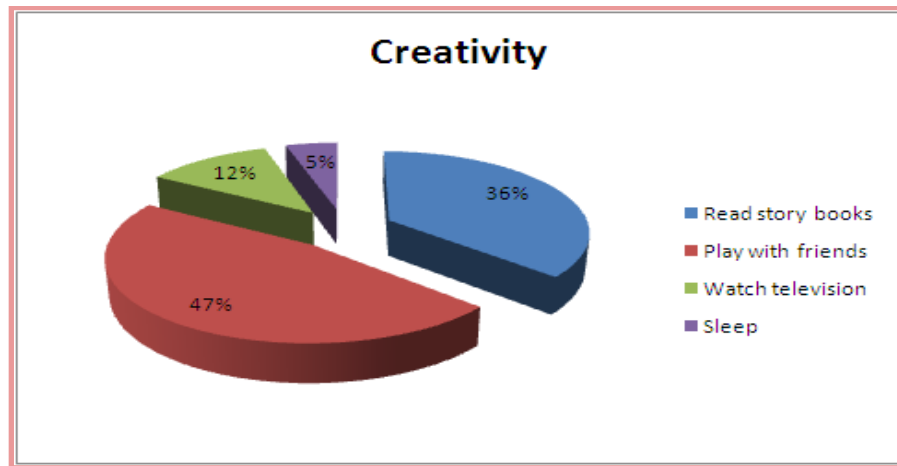


On asking the children, if they see an unclaimed pencil box lying on the table what would they do, the response was remarkably impressive. The figure shows that about 38% of the students said that they would inform the teacher while about 33% of them said that they would find the owner and return it. About 27% of the students said that they would give it to the lost property desk. This means that 98% of the students have shown honesty by saying that they would either give it to teacher or give it at the lost property desk or find the owner to return it which again reflects the strong values like honesty and truthfulness in children imbibed by the school.

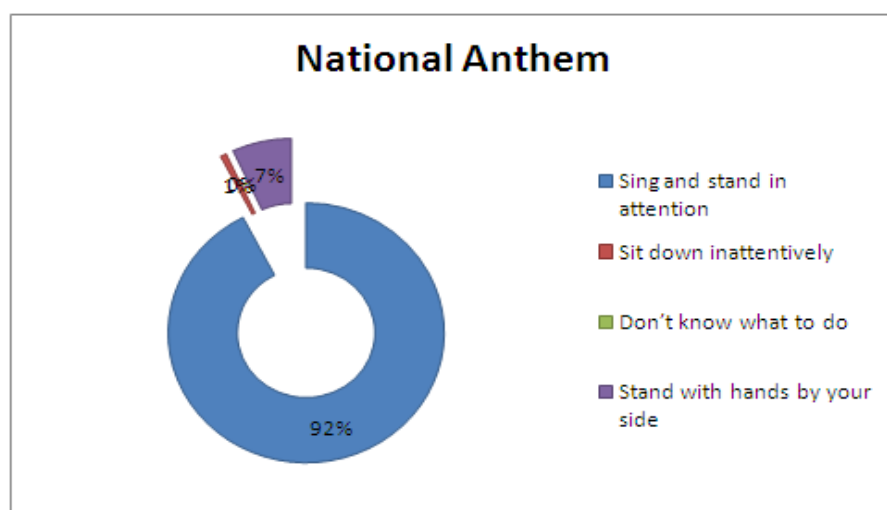


A question “when doing a project, do you like to do it alone or in a group”, was asked to assess

the value of cooperation and teamwork, and about 50% of the students said that they would do their assignment in group responsibly, while 18% of them said that they would work only when they were told by the teacher. On the other hand, about 21% of the students said that they would initiate the group work and take responsibility of the group indicating leadership and decision making skills in the children.

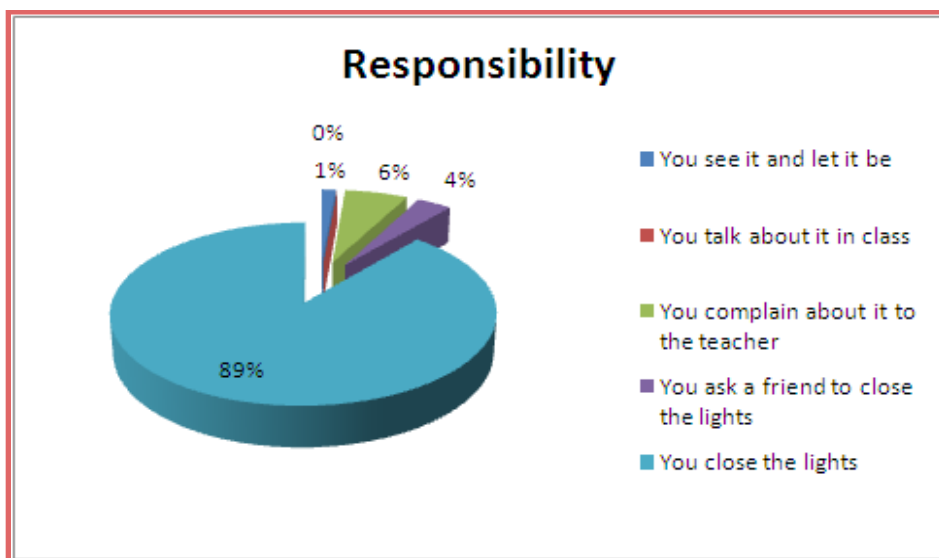
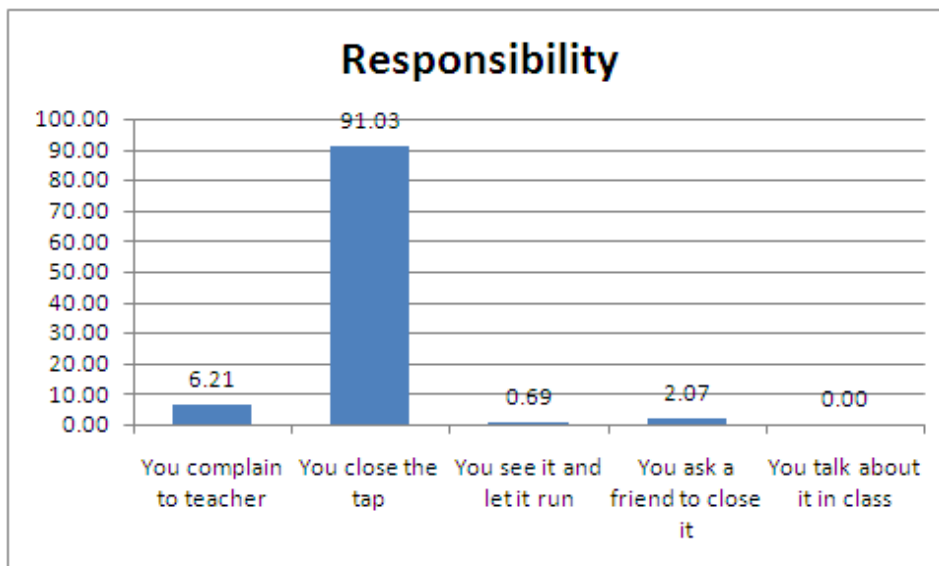


A question on what do they like to do in their free time, about 47% of the students said that they play with their friends while 36% of them said that they read storybooks. It indicates that the school is actively engaging the parents in promoting and imbibing the values in children which is clearly seen in the above figure showing majority of children either spend their free time in playing or reading books. The parents are well aware that play and reading are very important activities in supporting the healthy intellectual, emotional and social development in young children by providing opportunities and the support for play. Only 5% of them said that they sleep.



The perusal of the above figure shows that about 92% of the students said that they stand in attention while singing the National anthem which indicates that the school is successfully

imbibing the value for the National Anthem and patriotism in the students. By showing respect and honour to the anthem and flag, SRGS is trying to promote national identity, integrity and constitutional patriotism in children. The school celebrates National and religious festivals to foster a feeling of homogeneity.

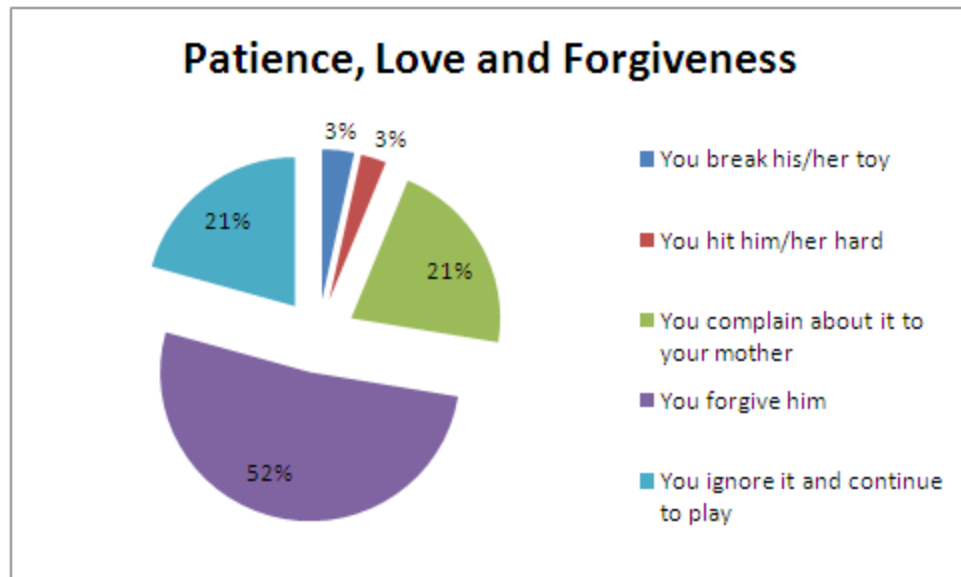


The above two figures show the results of questions regarding their awareness about environment and natural resources. The first graph is about the question on water. The question asked was, if they see a water tap running what would they do. About 91% of the students said that they would close the tap which is remarkable and reflect the impact of strong VBE. The children are socially responsible, even at their tender age.

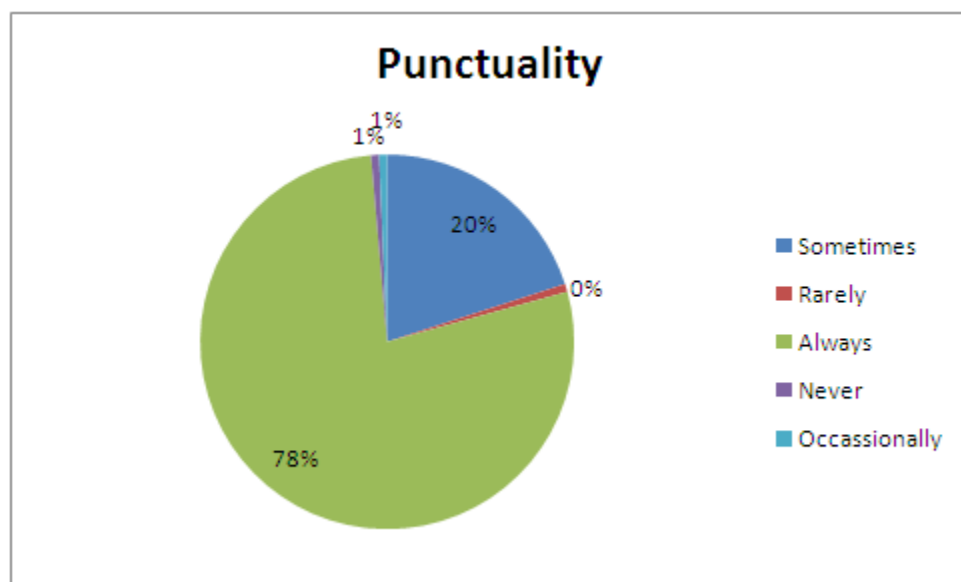
In the pie-diagram below, the results are shown of the question on electricity, if they see lights are on in the class and nobody is there what would they do. About 89% of the students said that

they would turn off the lights.

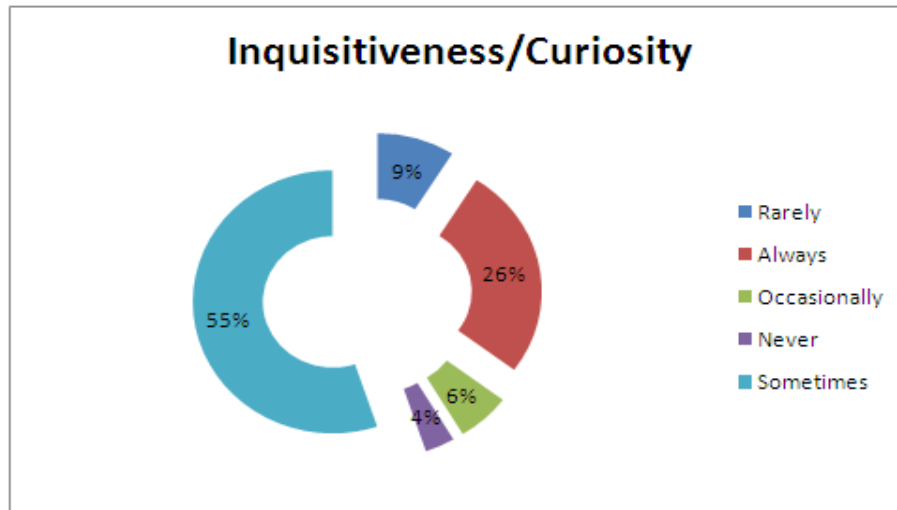
In both the diagrams, almost equal percentage of students said that they would inform about it to the teachers.



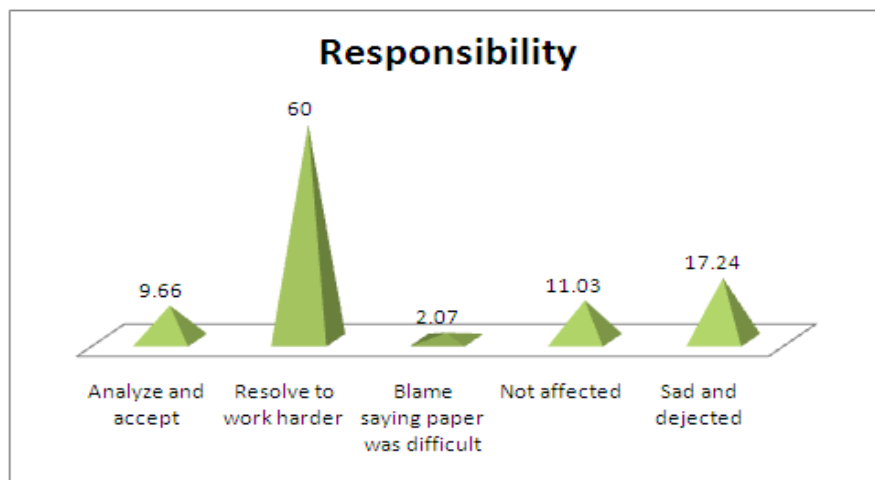
A question was asked to assess the values like patience, love and forgiveness. The question was - If your brother/sister breaks your favorite toys, then what will you do and there were five options to choose from. It is really appreciable that about 52% of the students said that they would forgive and 21% of them said that they would complain about it to mother, but there were 21% more of them who said that they would ignore it and continue to play. Basically, 52% children who said that they would forgive and 21% who said that they would ignore and continue to play, means about 73% of the children are exhibiting patience, love and care.



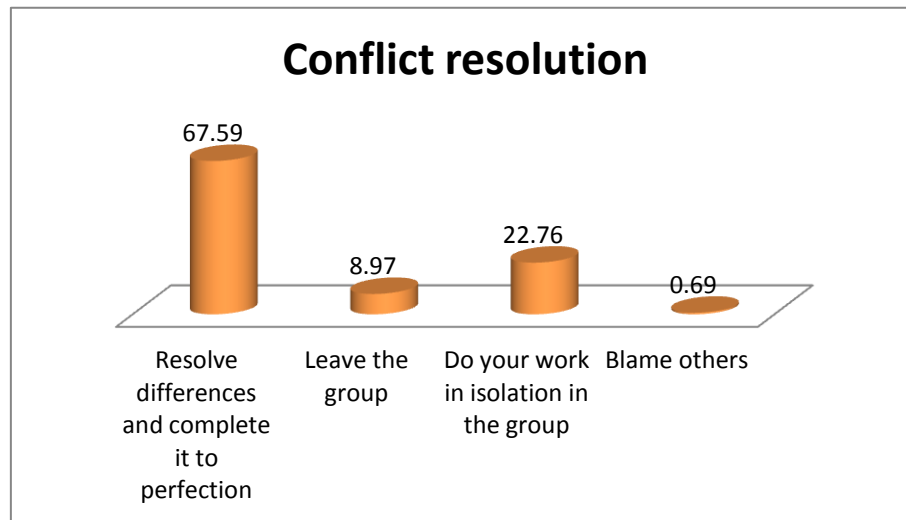
The above figure shows the results about discipline and punctuality. The question asked was about reaching school on time. Most of the students (78%) said that they always come on time; on the other hand 20% of the students said that they sometimes come on time. It clearly indicates that the majority of the parents and teachers understand their responsibilities and help their children and students in developing punctuality in their growing age.



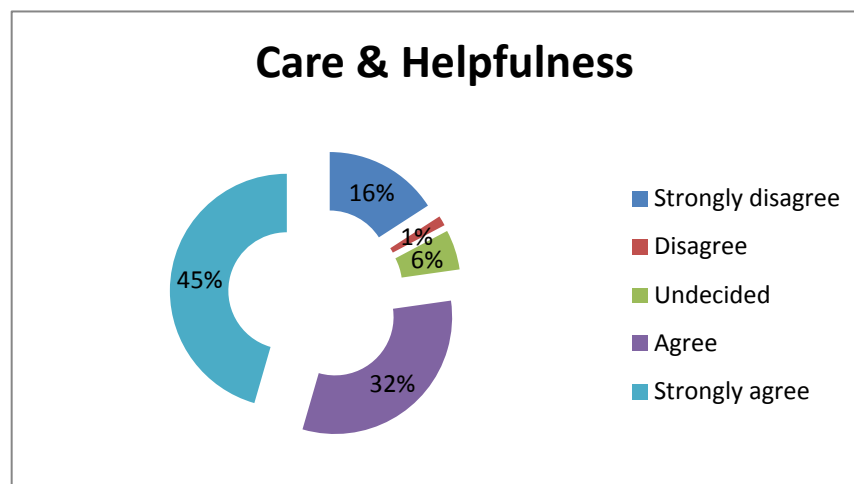
To assess the inquisitiveness in the students, it was asked how often did they ask questions in their classroom. About 55% of the students said that they did it sometimes. About 26% of the respondents always ask questions in the class. About 9% of the respondents rarely ask, and about 6% do so occasionally. Therefore, it is important for the teachers to encourage students to ask questions in the class. For example, it is more important to notice and reinforce curiosity when the teacher/parents see it in action. When a teacher praises students by describing how their questions, explorations, and investigations are contributing to their own or classroom learning, and tell them that they are valued for their motivation, regardless of the grade they achieve, it provides great encouragement to children.



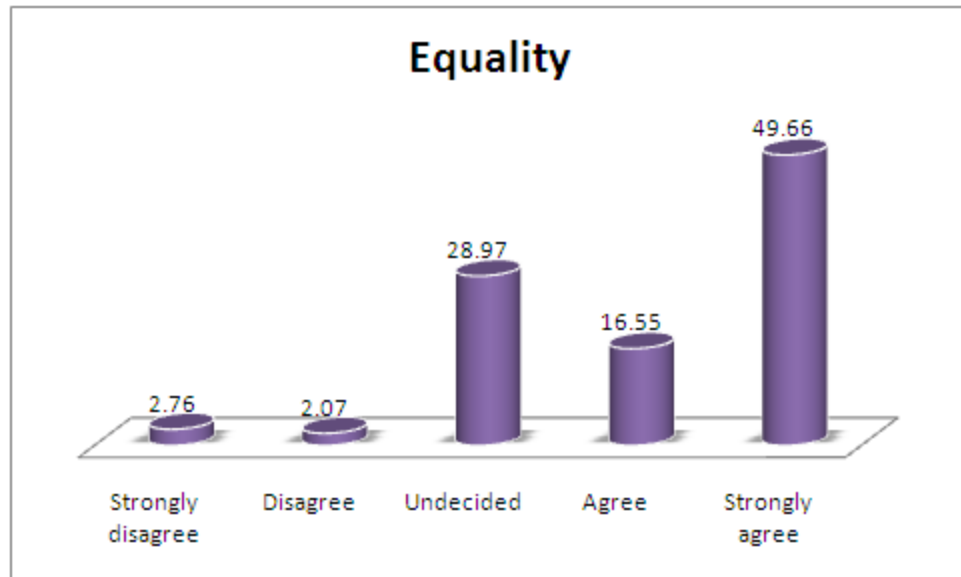
The above figure show the responses of children on a question, if they score low in test how do they feel. Majority (60%) of the students said that they resolve to work hard to get good score in the next test. While about 17% of the students said that they feel sad and dejected if they score low. The perusal of the above diagram indicates, the students are trained to take up the responsibility for their work. This value will help them in achieving their goals, develop their work skills, provide a sense of accomplishment and faith in self and so on.



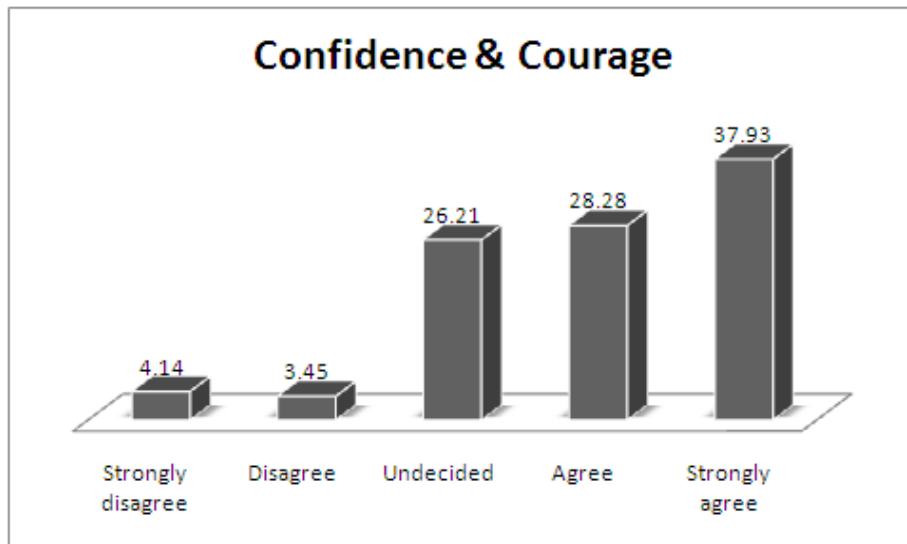
The above figure is based on the results of a question about conflict resolution. The question was, if in a group work you have a fight with one of your group member, what would you do. The majority (68%) of the respondents said that they would resolve the differences and complete the work. It clearly reveals that the school is successful in instilling problem-solving skills among the children in dispute because it involves allowing both parties to express their points of view, interests, and provide ways to find acceptable solutions. It also equips teachers with the necessary tools to teach students how to resolve conflict in nonviolent ways. The skills of conflict-resolution also help to develop problem-solving skills, effective communication and listening skills, critical and creative thinking skills, and other important life skills.



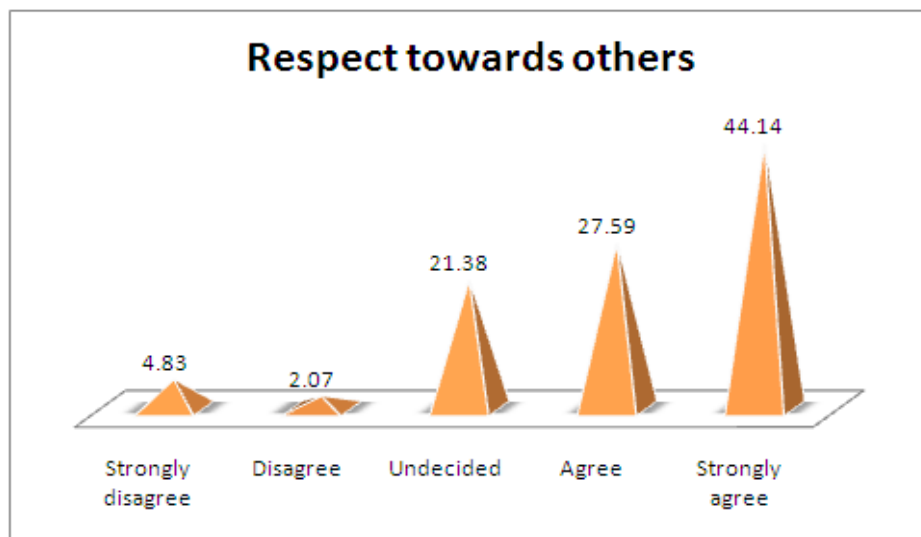
The above question was asked that will you assist other student when you can and about 46% of the students strongly agreed and, 32% agreed that they will help other students if they are able to help them. It indicates that about 78% of the students showed their interest in helping fellow students, which *increases motivation and helps students take responsibility* for their own and their peers' learning. While about 16% of the students said that they would not help other students if they need some assistance/help.



About 50% of the students strongly feel that all the students should be treated equally. It is very clear from the above table that the school is successfully promoting equality among the students by organizing such activities that require collaboration so that students and learn to treat each student equally, give them a chance to take responsibility for their own learning, express themselves, and learn at their own pace. It is important to note that about 29% of the students were undecided whether all the students should be treated equally or not. It is assumed that these students think that each student is different from other student and therefore, need different strategy to deal with them. For example, one student might need a threat of a phone call to a parent, threat of staying in from recess, the threat of extra homework. Another student might need a reward like verbal praise, positive note from the teacher, getting to be first in line all day long, reading a book while others continue to work. Still another student might need extra help in class, extra time with the teacher, and help from a classmate, and so on.



About 38% and 28% of the students said that they would stand up for other students which show the strong connect between the children and also respect and care for each other. This involves gradual growth of consciousness from the self to the other and knowledge of the self as a member of a class, the school, family and community.

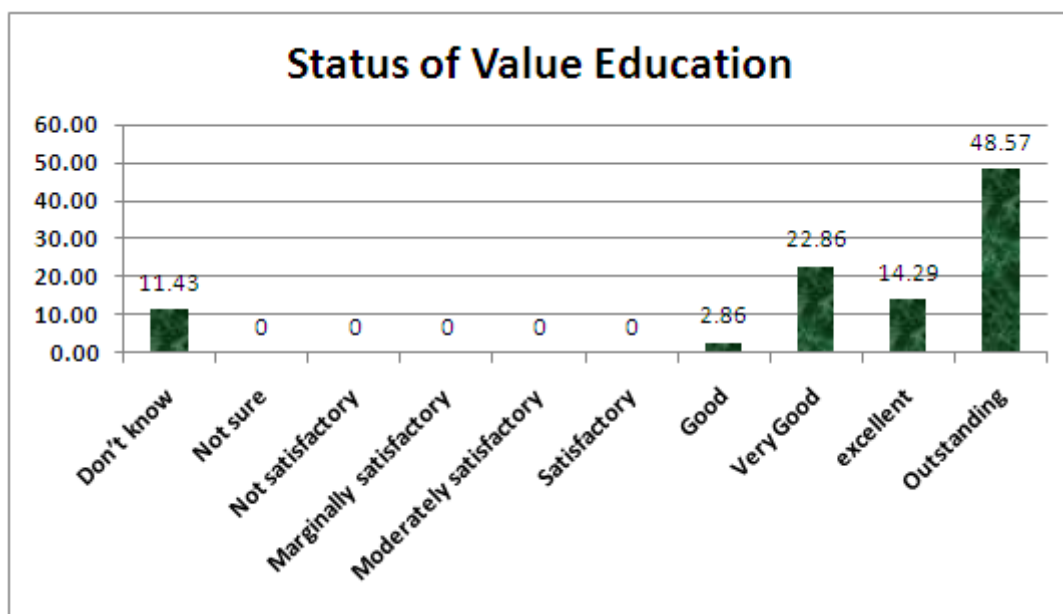


The above figure shows that about 44% and 28% of the students feel that they show respect to people, no matter who they are. It again indicates that the school is every effectively imbining the values in their students through teaching and other extra-curricular activities. There are still 21% of the students who are undecided about it whether they show respect to everyone or not. It is known that most students are comfortable interacting with people, behaviors, and ideas that they are familiar with but react with fear and apprehension when faced with the unfamiliar. Therefore, it is important to emphasize on culturally responsive instruction to train students to respect different viewpoint and culture.

Section Two: Survey results with Teachers

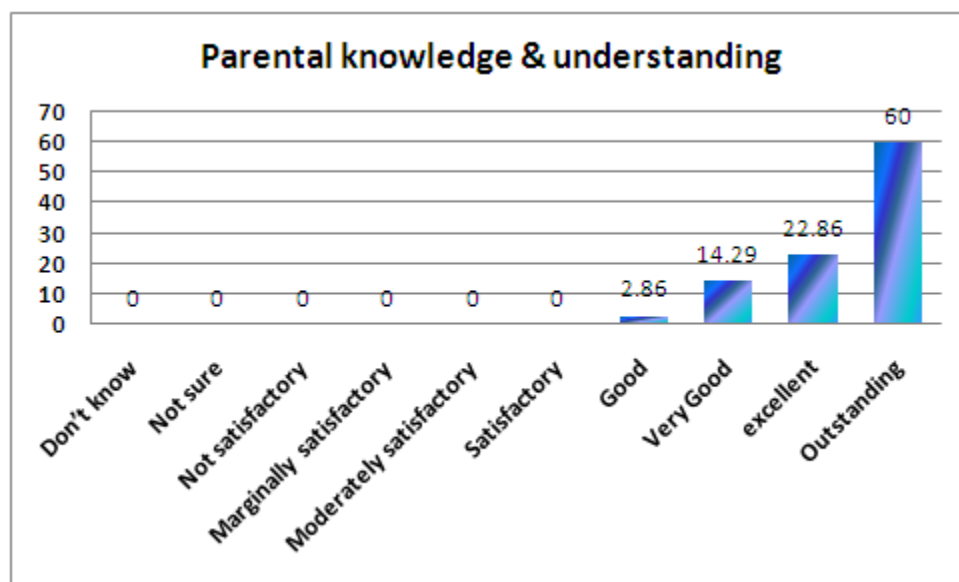
Today our schools are concentrating on delivering academic achievement to the students. Less concentration is given to their personal behaviour. Even the behaviour of the youth towards the elders in discourteous ways is really worrisome. Therefore, it is crucial that from childhood parents & teachers give proper guidance to the children. All schools should implement suitable programmes to make the students aware about the importance of values from the very beginning. Values should not only be taught overtly, but also embedded in the patterns of social relations and interactions, the codes of conduct, modes of discourse amongst students themselves as they partake of school life, and in their interactions with teachers and administrators etc. Shri Ram Global School has recognized the crucial need of values and started its seven C's programme wherein children, academic and non-academic staff of the school and parents of the school children are involved. The mission is to let all students develop skills to make and verbalize ethical decisions, to respect the human dignity of others, to help others, and to oppose and counteract oppression and harassment of individuals or groups. The school does not teach values education as a specific subject; however, values education is more or less integrated with other teaching subjects like social studies, science and physical education. Moreover, values education is also expected to be expressed in the informal curriculum, for example in classroom management, teacher-student interactions, rule setting, student participation, conflict management, and counteracting harassment and discrimination.

In accordance with the aim of the school, a questionnaire was designed in consultation with the school Principal.

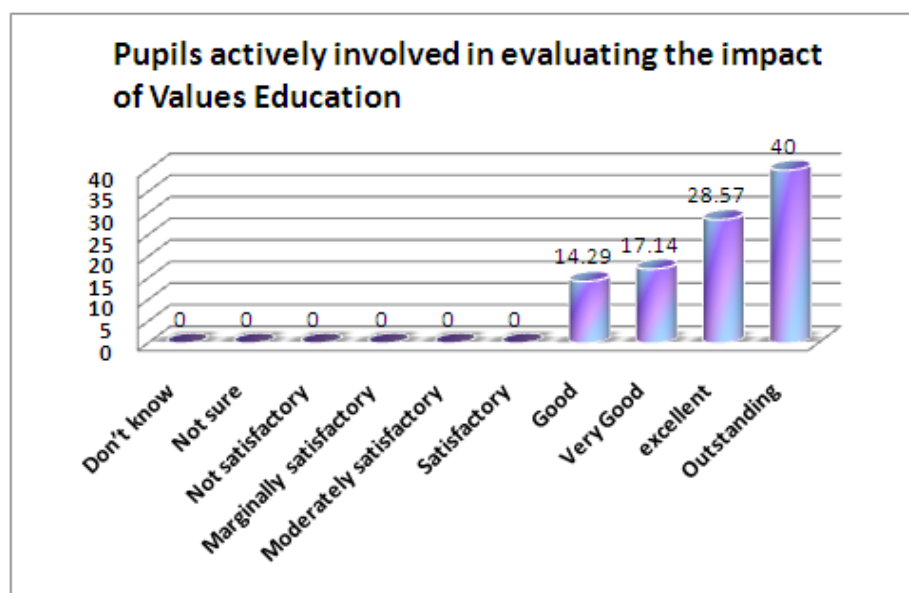


The first question was to understand how the SRGS teachers perceive their school. This question has 20 statements and the respondents were asked to give their feedback on a 10 point scale. The

first statement was to know teachers' views on whether the Values Education underpins the ethos of the school or not and about 49% of the respondents were of the strong opinion that their school's' culture excel in values. On the contrary, there were about 11% of the respondents who said that they don't know or they can't say anything about it.

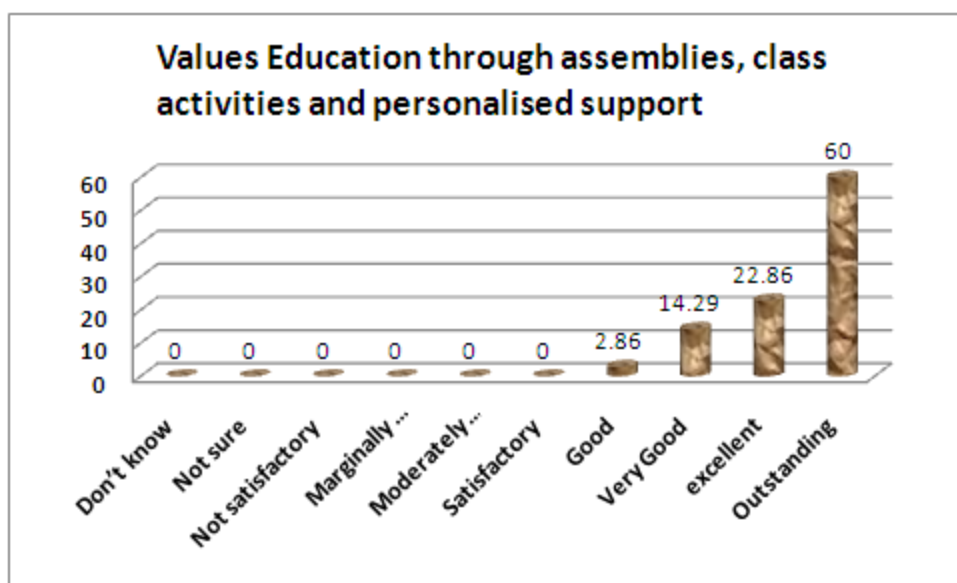


The school on a regular basis updates the knowledge and understanding of parents through newsletters, websites, etc. About 60% of the respondents were of the opinion that their school is outstanding in this area as newsletters were posted and website updated on a regular basis, and hence keeping the parent community well informed of the school activities.

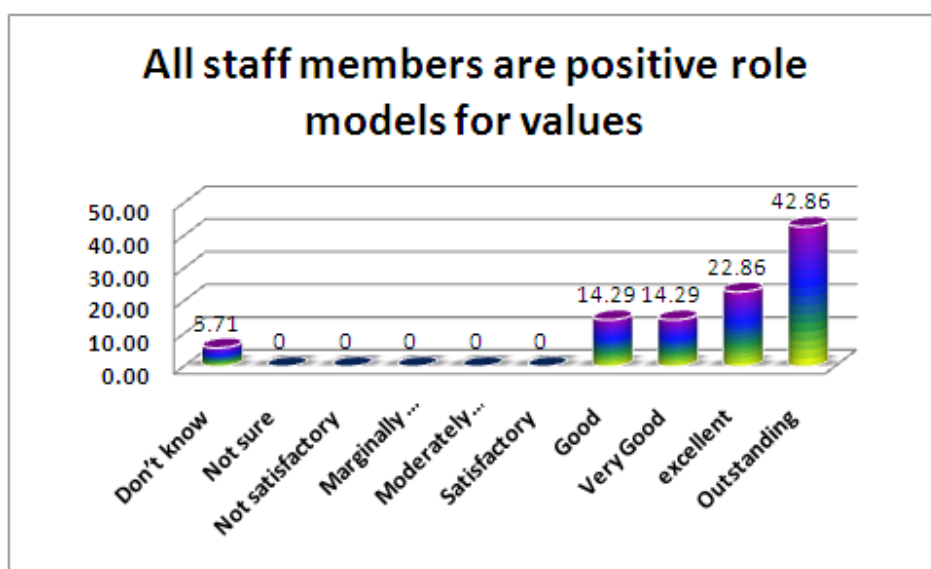


On asking, whether the children are actively involved in evaluating the impact of values education, about 40% of the teachers reported that pupils exceptionally involved in the

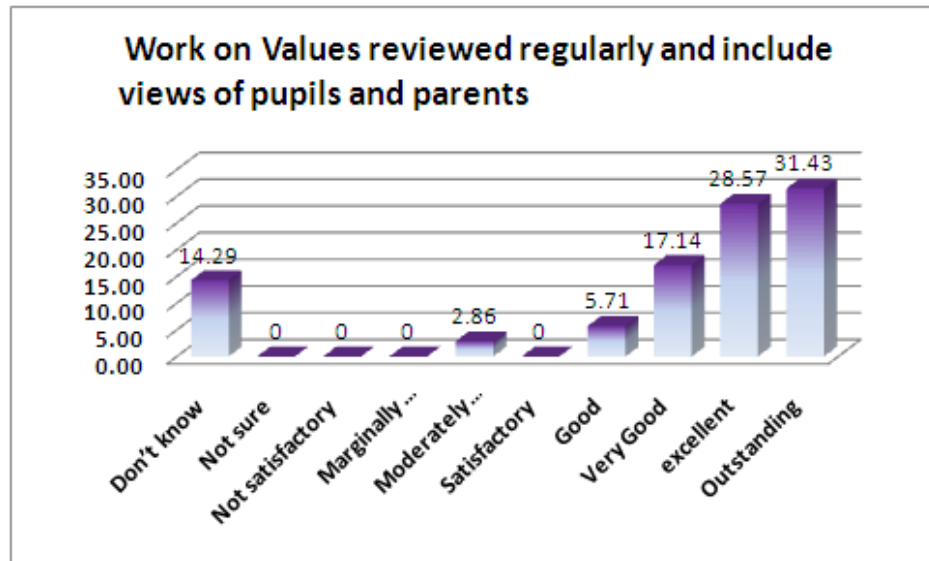
evaluation and about 14% of the respondents were of the opinion that the school engages the children in the evaluation in an effective way. Interestingly, nobody responded from satisfactory to don't know on the scale.



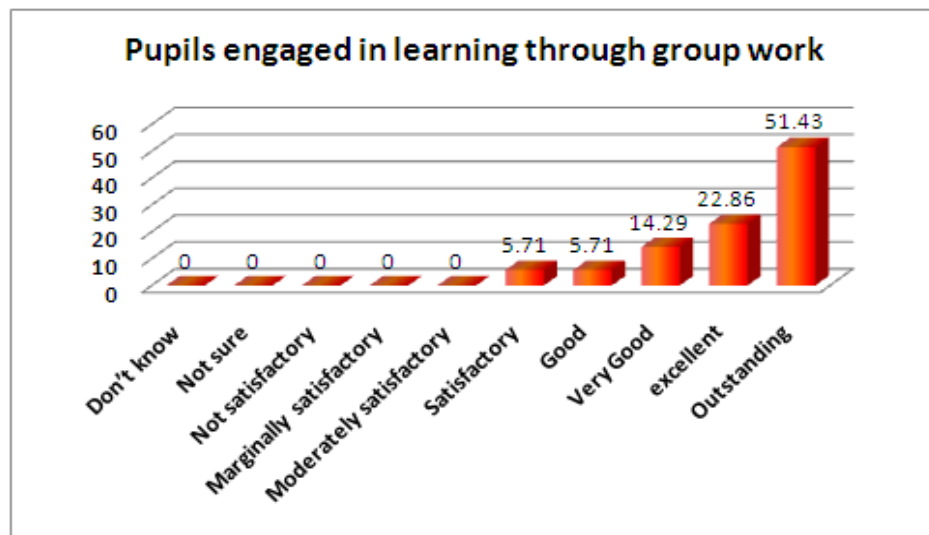
The above graph shows that majority (60%) of the respondents reported that the school has been using morning assemblies, classroom activities and personalized support to inculcate values in the students. However, nobody responded from satisfactory to don't know on the scale.



The above graph shows that about 43% of the respondents think that they are the role models for their students while there are about 6% of the respondents do not even know about it or do not know what to say indicating that there is still a need for capacity-building of teachers on VBE.

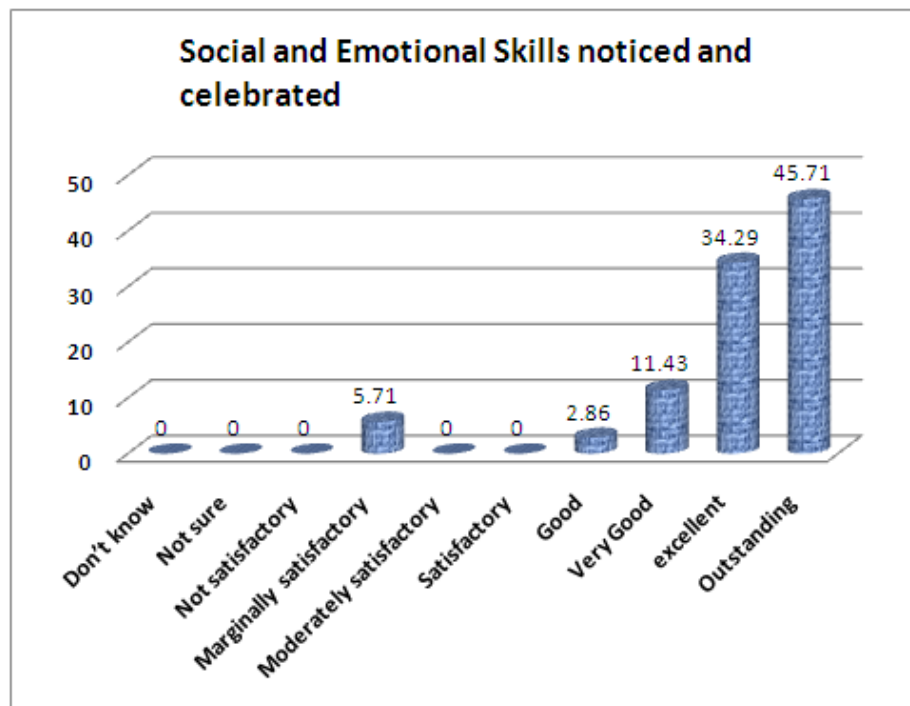


The perusal of the above table indicates that almost 60% (29% and 31%) of the respondents think that values based activities are reviewed by the school authorities on a regular basis and the views and opinions of parents and teachers are included in the activities in order to make them more effective and appropriate. It also indicates that parent's feedback and inputs are greatly encouraged and used for future planning. The perception of a collaborative school climate could be a good indicator of a democratic environment pervading the school.

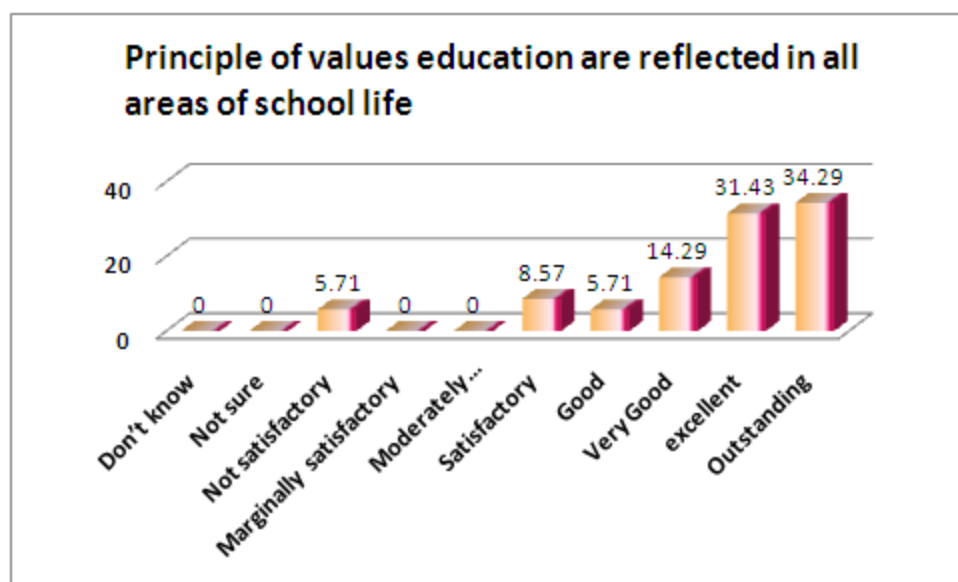


The above graph indicates that about 51% of the respondents think that the school put a lot of emphasis on activity-based learning to foster self-learning and allows a child to study according to his or her aptitude and skill. This method also helps to promote better understanding of a lesson among students as they learn the lesson by practicing the task themselves. It also inspires the students to apply their creative ideas, knowledge and minds in solving problems as well as promoting competitive spirit among them and help them to express their emotions through active

participation in the group activity.

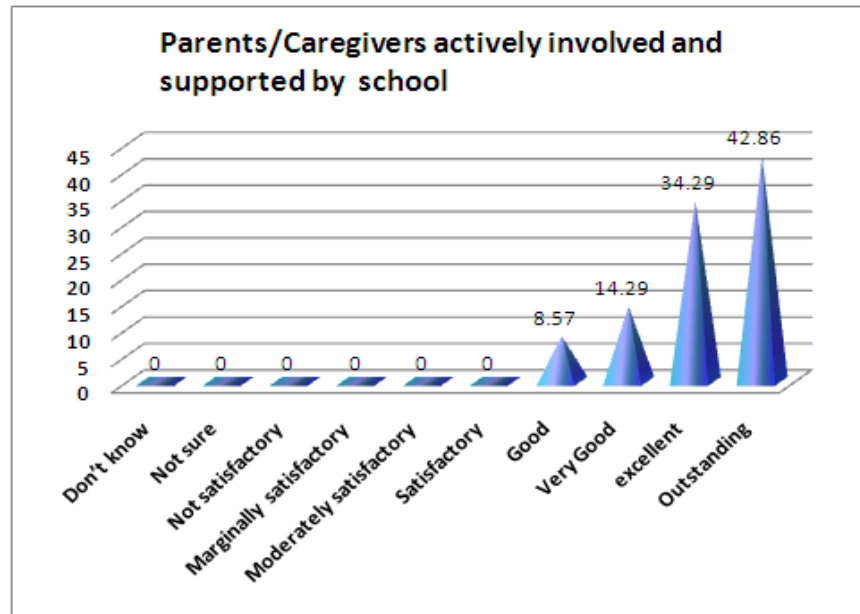


About 46% and 34% of the respondents reported that the school is exceptionally good at noticing the social and emotional skills and also in celebrating it in the school with students. It clearly indicates that the teaching method followed by teachers helps in developing students' personalities, social traits and interpersonal management skills.

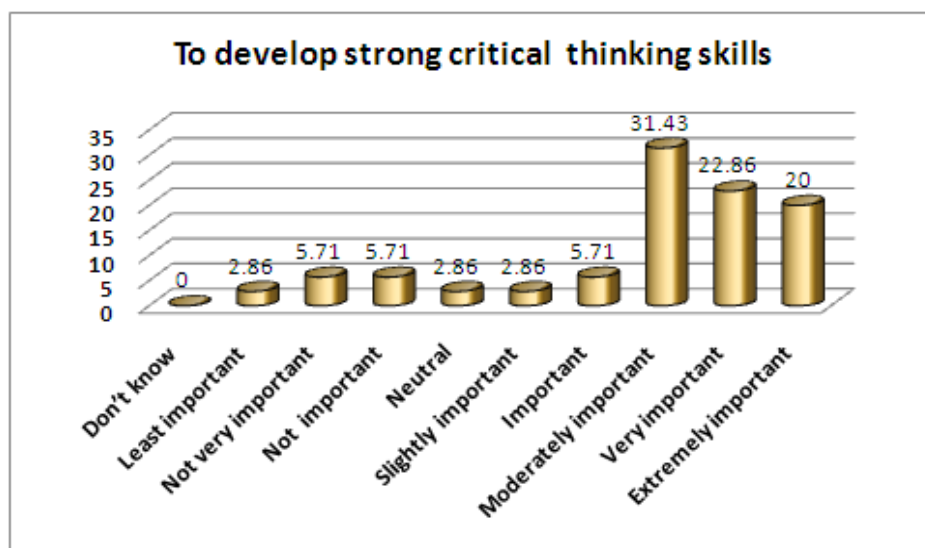


The above figure indicates that almost 65% of the respondents strongly feel that values are imbibed in the school culture and they are reflected in day-to-day work. Interestingly, on the

other hand, there were still 5.71% of the respondents who were not satisfied and thought that school culture is not exhibiting values based culture.

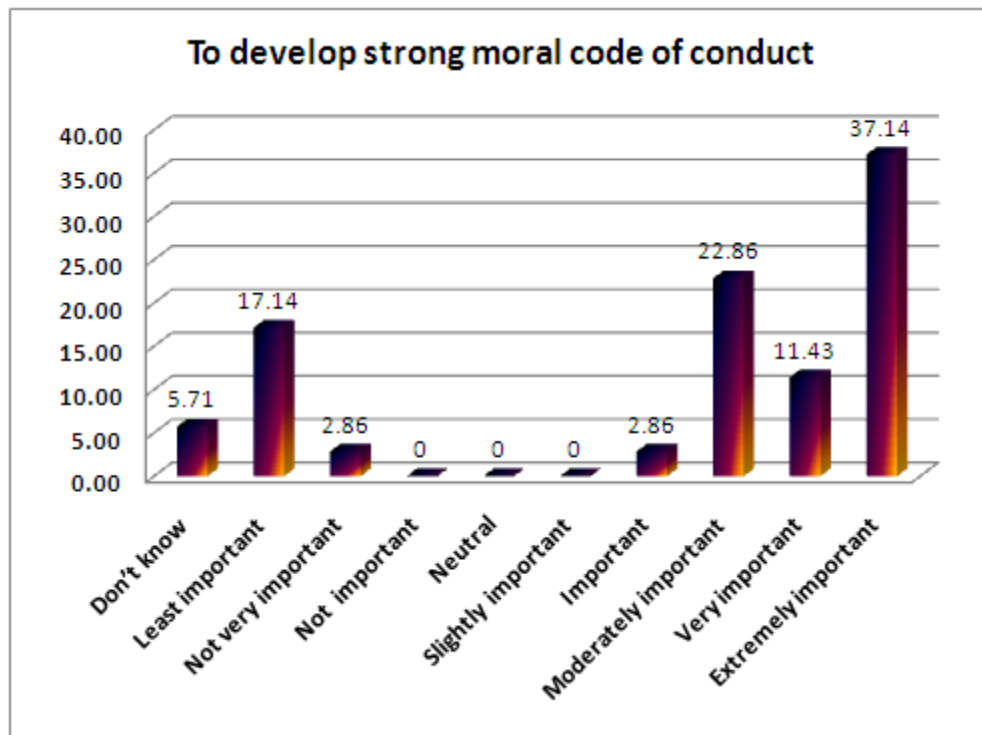


The above figure shows that the majority of the respondents feel that the school has been engaging and supporting the parents in the activities to promote values. SRGS understands that parents play a great role in molding the child's character. The skills, attitude and emotions that make or mar the future of the child are to build during these crucial years. The parents are the first teachers in social behavior that children learn from. Therefore, it can be concluded that SRGS recognizes the importance of parents' role, and help and support them to become exemplars of the virtues, which they want their children to imbibe.

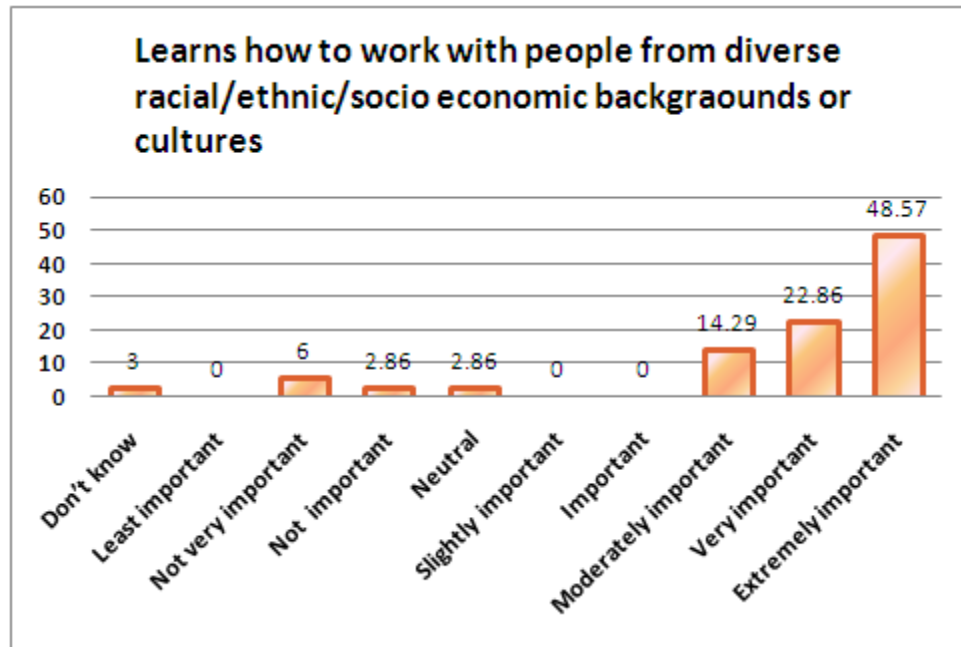


About 31% of the teacher respondents feel that the school should work more to develop critical

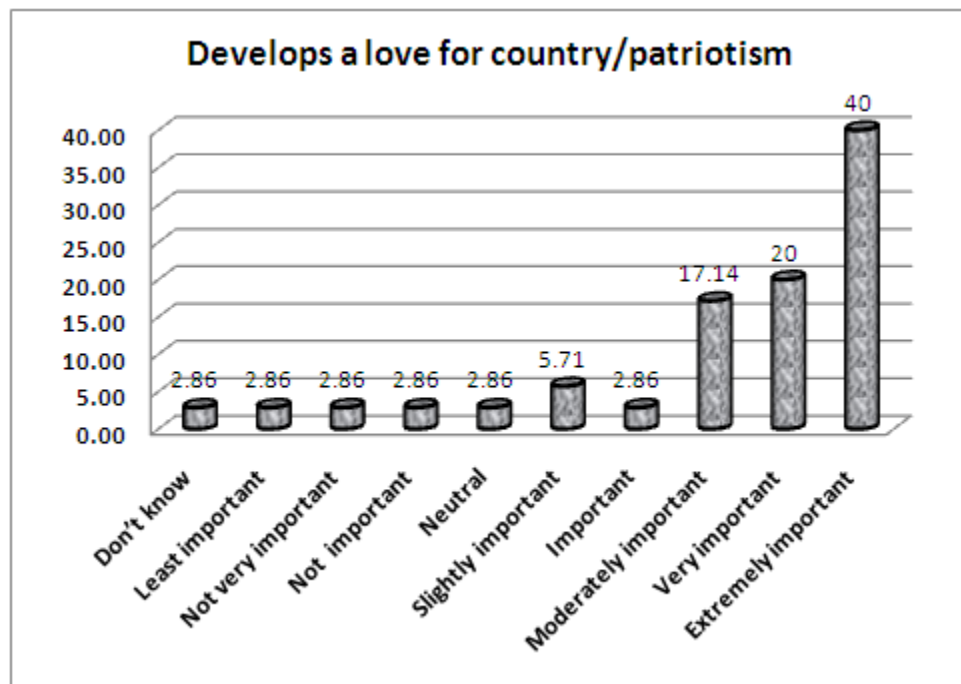
thinking in students. But about 23% and 20% of the respondents strongly feel that school has been working to develop critical thinking skills in students. The above figure shows that there is a need to focus more on critical thinking making students more inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating good critical thinking skills is an area which needs to be considered while planning activities for future.



The above figure shows that about 37% of the respondents feel that to develop strong moral conduct is extremely important for the school while 17% think it to be least important for the school. There are still 23% of the respondents who think that it is not very important for the school. Character in children implies a development of healthy set of values and morals like good manners, polite, civic, helpful, strong enough to do the right thing, stand up for himself and for the right thing etc. and obviously, no single education program in schools can help in inculcating these values. It is the overall atmosphere of the school which has an all round influence on the character of the child.

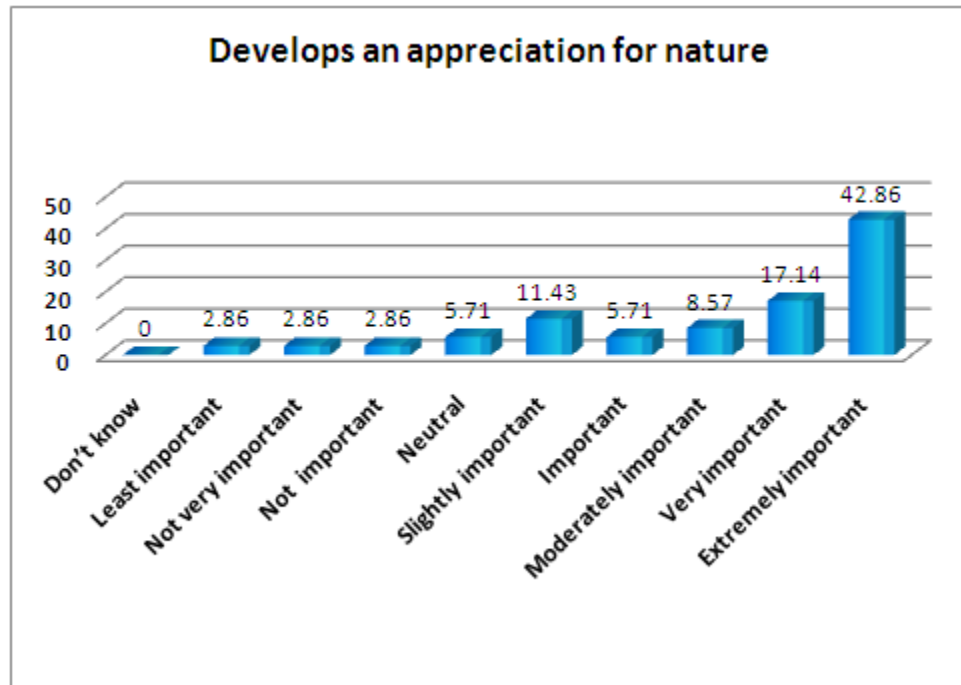


Almost 50% of the respondents believe that the school gives ample opportunities to them and their students to intermingle with people from diverse backgrounds so that children can understand their own as well as other cultures, values, beliefs, attitudes, behaviors, and strengths and weaknesses.

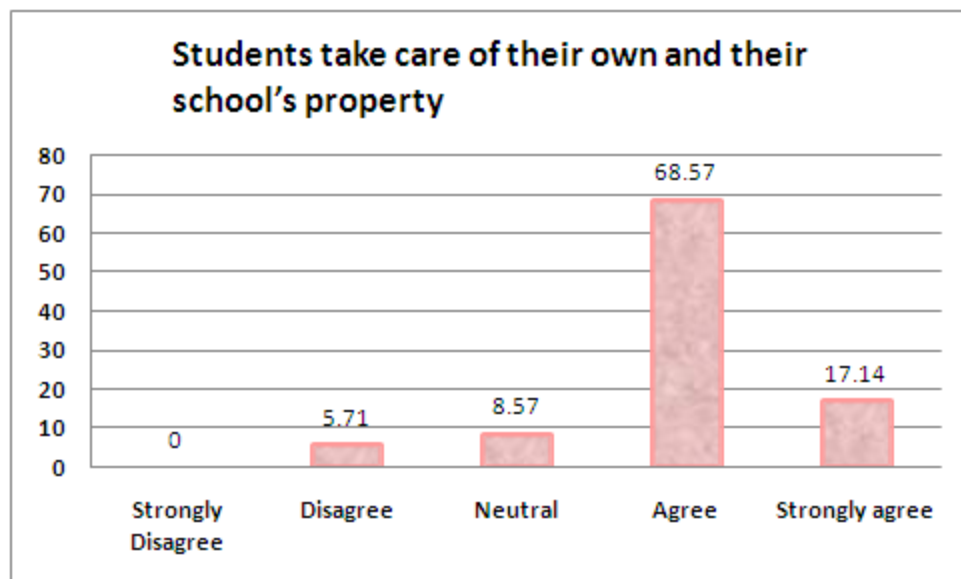


About 40% of the respondents feel that their school is doing excellent work to inculcate love for the country in children, however about 14% of them either think that it is not very important or they don't know about it. Patriotism means love, respect and loyalty towards one's country.

SRGS give extreme importance to instill values of patriotism in children to help them to become responsible citizens.

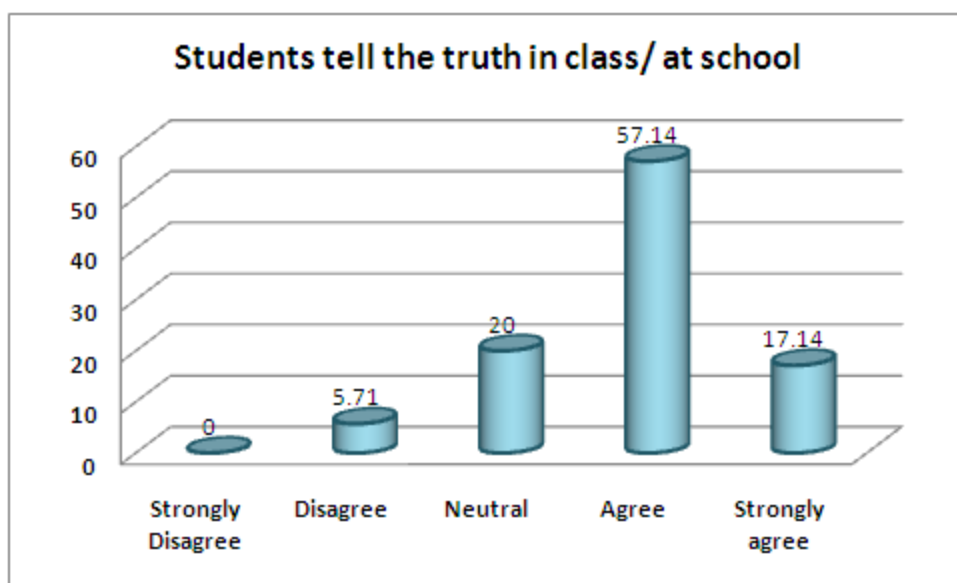


The above figure shows that about 43% of the respondents think that the school is providing numerous opportunities to develop and nurture children's innate curiosity about the natural world. It also indicates that the classroom activities help to foster their understanding of the interconnectedness of all living and non-living things, and instills in them an abiding sense of care and responsibility for the well-being of their communities and Earth.

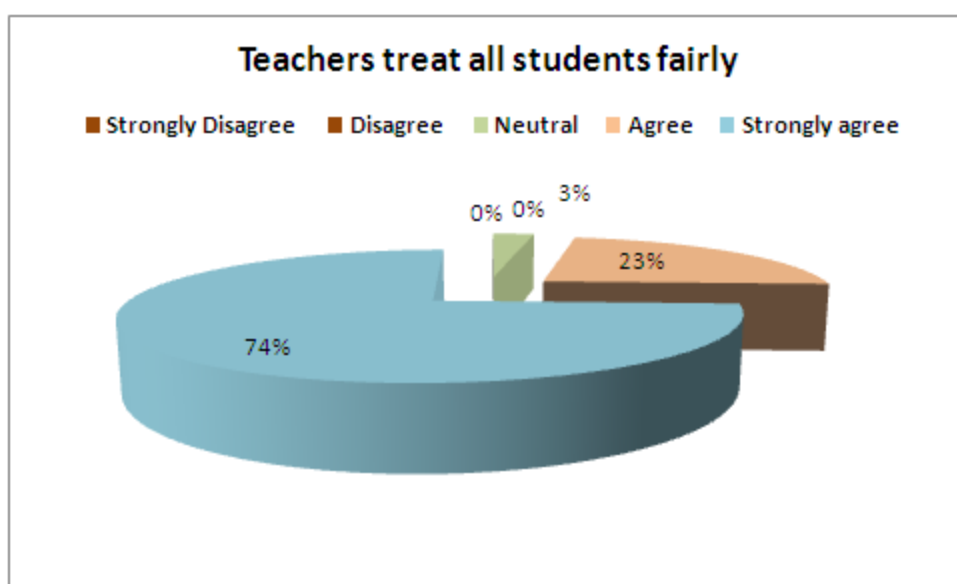


Majority of the respondents (69%) feel that all the students take care of their belongings and at

the same time they have also learnt to be responsible for the school property. As a result, they become friendly, cooperative, vigilant, punctual, and disciplined and are able to take care of their things as well as of the school with care and responsibility.

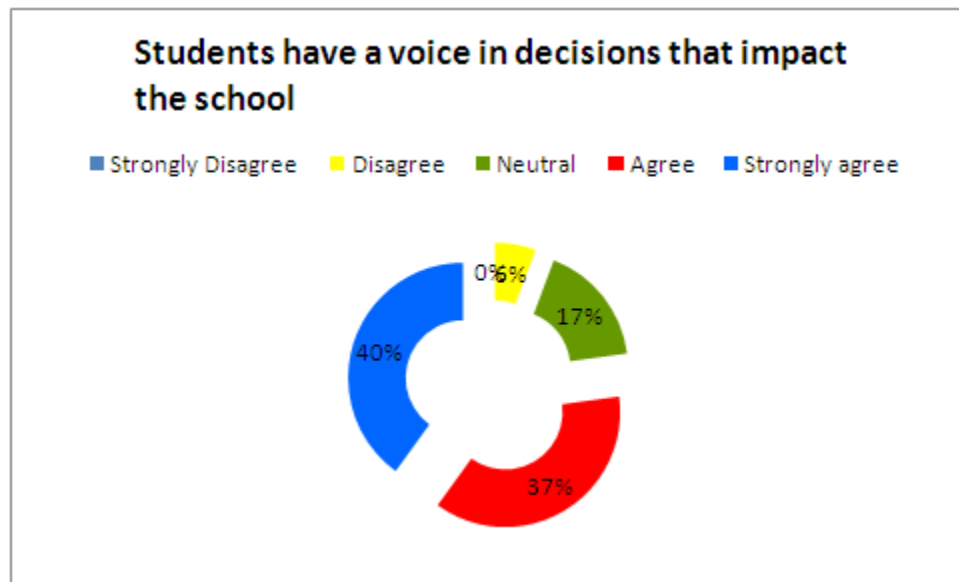


About 57% of the respondents agree that their students tell the truth in the class while about 17% of them strongly agree that their children tell truth. Interestingly, about 20% of them were neutral about it. It indicates that the SRGS teachers are 'moral agents' who are setting example by the way they speak to pupils and the effort they put into their work. Besides teaching their subject, they are also devoting sometime in the classroom to instill human values in their students.



About 74% of the respondents strongly feel that they treat all the students fairly and equally. It shows that they treat each student equally, give them a chance to take responsibility for their own

learning, express themselves, and learn at their own pace. Teachers listen, consider, and thoughtfully reply to their students' ideas, even when they challenge the teacher's views. They show concern about their students and their academic performance. They call them using their names, talk to them before and after class, answer questions thoroughly, and invite students who appear to be having problems with the course to discuss those problems and potential solutions. Consider student complaints, take remedial action when the complaints are valid, and carefully explain their position when the complaints are not valid.



About 40% of the respondents strongly agree and 37% agree that the students contribute positively to the school's ethos, as the caliber and abilities of a large percentage of the student body is taken into account. The students have the chance to provide their inputs for improving school climate and academic quality indicating that school has broadened the notion of distributed leadership to include considering young people themselves as capable and valuable members of a school community who can help initiate and implement the required change. It is also important to note here that students benefit from opportunities to practice the problem solving, leadership and creative thinking required participating in a decision-making school community.

Limitations of the Study:

Integrating additional methods of data collection could have increased the scope and depth of analyses. Besides using the questionnaires as primary data collection tool, data collection method of focus group could also be used in addition to questionnaire to get a fuller picture about the level of effectiveness of seven C's programme.

Students and parents selected to participate in the study were chosen by the teachers and on the willingness of those students and parents identified to participate in the study. This purposeful

selection process greatly limited the range and variety of cases examined in the study. Besides the researchers team of FRNV, teachers from SRGS were also engaged in data collection and therefore, the biases and preconceptions of the researchers must be taken into consideration. No other limitation was identified.

Results and Conclusion:

In the present day and age, Education include ultra modern technology where we are inclined more toward knowledge and ranks in examinations, rather than applying the learning in our day to day life, and utilizing the knowledge for the development of society, nation and ourselves in true sense. Teachers are putting more and more emphasis on marks obtained by students rather than evaluating them as a whole whether they are ready to face ups and downs of life or not. Parents are choosing the schools which are advertising for better academic achievement of their student, neglecting other aspects of education. Parents and Teachers want t students to acquire education which can help him/her to get a better job and position in the employment market, which will ultimately help him/her to earn money and things of leisure and pleasure. But it is interesting to note that in this modern world also, SRGS recognized the need to imbibe values in their students and very successfully doing that by using VBE in their schools.

With the help of VBE, the school is able to impart certain essential moral, ethical, cultural, social, spiritual values in children necessary for their all round development and prepares them as a complete man. VBE also built the character and is necessary for development of personality of an individual. The school curriculum includes physical health, mental health, etiquettes and social behaviour, civic rights and duties etc in its day-to-day school activities.

Basic purpose of education – to enlighten the inner soul of an individual enabling him in understanding the life in better way has lagged behind in the race of modernization. In near future if we failed to incorporate the essential VBE in our children, the whole meaning of Education will be lost in this materialistic world. Thus Teachers play an important role in the nation building by character building of the students. The best and the greatest profession in the world is that of a teacher, because the future of a nation depends upon the type of teachers who shape the future generations. Every teacher plays the most important role in shaping the students as enlightened citizen.

It was also noted during some discussions with children, teacher and parents that schools have been organizing a number of cultural and sports events to impart values like team spirit, sharing, spirit of cooperation, patience, courtesy etc. “Thought for the Day” is employed in assemblies trigger moral thoughts in them. Teachers give importance to cooperative learning. Skits, role plays propagating moral values are performed by students under the guidance of teacher. Teachers encourage the students to go to the libraries- the treasure house of knowledge. Classics are available in the library which are morally rich and inspiring. The schools also organize

games, excursions, visits to places of historical importance to value and preserve the rich heritage of our composite culture. Club activities like nature club, literary club, social service camps, blood donation camps are organized to foster in students to appreciate, demonstrate sensitivity and skills in fulfilling their responsibility as citizens towards shaping of a better society. Many teachers said that sharing of information with parents and community and communication among staff are the aspects that characterized their schools.

However, the analysis of the data from parents indicated that a large proportion of the the parent respondents do not understand the importance of values like critical thinking skills, creativity, curiosity, confidence and commitment for themselves and their children. With regard to the students, a significant proportion of the student respondents show the lack of discipline, responsibility, punctuality, inquisitiveness and curiosity. It is evident from the above results that besides teachers, parents also play a crucial role in promoting and imbibing values in children as can be seen that a lots of parents do not understand the importance of critical thinking skills, creativity, curiosity and commitment. These incredibly important skills are used in everything from putting together puzzles to mapping out the best route to work. These skills will be of great help to our children to make good decisions, understand the consequences of their actions and solve problems.

Way Forward:

From the above discussion we can come to conclusion that providing VBE to our children from early childhood especially during adolescence age group, can help us in overcoming the problem of deteriorating moral values in our youth. Parents and teachers have to rethink and re-orient themselves on the type of education they wish to impart to the future generation. Collaborative efforts of parents, teachers, society and media can bring the Indian youth on right track to live a disciplined life.

FRNV has been promoting NVBES for several years and this study only supports what we always believed: **NVBES should be incorporated in all schools; all the teachers should be trained for its effective implementation; and all the stakeholders should be actively involved in the education ecosystem.**

There are few points which need to be emphasized as a way forward for SRGS:

- Encourage children to explore, ask questions, test their theories, think critically about results and think about changes they could make or things they could do differently.
- Children are often given lots of information at a time, and it is important for them to evaluate/assess that information to determine if it is true, important and whether or not they should believe it. Help children learn the skills by teaching them to evaluate new

information. Have them think about where or who the information is coming from, how it relates to what they already know and why it is or is not important.

- It is also important to teach problem-solving skills by using activity-based teaching methods. When dealing with problems or conflicts, it is necessary to use critical thinking skills to understand the problem and come up with possible solutions so that they can use critical thinking in the process of finding solutions to problems.

Critical thinking skills are necessary to live a productive life by challenging an ever competitive world. The main goal of teaching children critical thinking is to help them become empowered to take the accurate sense of information, adapt to new and emerging situations and develop necessary skills to identify, and solve any type of problems.

Parents may express their doubts as to why their children need to develop these skills. Of all the skills, critical thinking skills are the ones that help their children in mastering their academic curriculum, as well as general study materials. In essence, thinking in children is essentially motivated by asking critical questions. Asking the right type of questions will help children clarify, solidify and crystallize basic thinking and logic. Critical thinking also helps children to develop a sense of deep inquisitiveness and curiosity. It will also help them in asking the right and precise types of questions, critically examine critical problems, and later find and seek ways to solve complex problems on their own. In other words, critical thinking process assists children in becoming independent and expressive in their basic persona. These skills will also help them in developing life-long ability to solve problems.

Punctuality among children was another Value that need attention from parents and teachers.

- The parents should teach the children to complete their activities on time. If they have to complete the homework of the school the parents should teach the children to complete their homework on time.
- The parents should teach the children to balance their timings between work and play. The parents should not pressurize their children with many activities.
- The school should encourage the punctuality and draw parents' attention to tardiness, late coming or irregular attendance and take appropriate steps to deal with the problem.

The most important agent for building the character of the student is a teacher. Swami Vivekananda's words should not be forgotten by the teachers- ***"Arise, Awake and Stop not till the goals are achieved"***. Swami Vivekananda says that "character is nothing but a bundle of habits formed through repeated acts". It comes through "Samskaras" or past impressions. Character building can change the nation. As strong foundation is required for a strong building, strong character is required for nation-building.