

**EFFECTIVENESS OF VALUE SENSITIZATION PROGRAM THROUGH**

**HINDI FILM CLIPS FOR SECONDARY SCHOOL STUDENTS**

**A DISSERTATION**

**SUBMITTED TO THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA,  
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### **CERTIFICATE**

This is to certify that the dissertation entitled effectiveness of value sensitization program through Hindi film clips for the secondary school students being submitted by Nilam Mehta towards the partial fulfilment of the requirements for the degree of Master of Education (M.Ed.) in the Maharaja Sayajirao University of Baroda, Vadodara is her original work. She has worked under my guidance and supervision and has completed it to my satisfaction. I find the dissertation suitable for submission and evaluation.

31<sup>st</sup> March 2020

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### DECLARATION

I, Nilam Mehta hereby declare that the dissertation entitled effectiveness of value sensitization program through Hindi film clips for secondary school students being submitted by me for the partial fulfilment of the requirements for the degree of Master of Education (M.Ed.) in the Maharaja Sayajirao University of Baroda, Vadodara is my original work and has not submitted earlier either to the Maharaja Sayajirao University of Baroda or any other institution for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done by me or any other person.

30<sup>th</sup> March,2020

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Vadodara

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## TABLE OF CONTENT

SR NO	CONTENT	PAGE NO
1	Certificate	i
2	Declaration	ii
3	Acknowledgement	iii
4	Table of content	iv
5	List of appendices	viii
6	List of tables	viii
7	List of graphs	ix
8	List of figure photographs	ix

## CHAPTER 1

### CONCEPTUAL FRAMEWORK

SR NO	CONTENT	PAGE NO
1.0	Introduction	1
1.1	Value: meaning and concept	2
1.1.1	Classification of values	3
1.2	Value education: meaning and concept	4
1.2.1	Need for value education	5
1.2.2	Objectives of value education	5
1.2.3	Importance of value education	6
1.2.4	Value education in India	7
1.3	Contribution of Hindi films in education	9
1.3.1	Importance of movies in our life	13
1.3.2	Role of movies in education	14
1.4	The rationale of the study	15
1.5	Specification of the problem	17
1.5.1	Statement of the problem	17
1.5.2	Objectives	17
1.5.3	Hypothesis	17
1.5.4	Explanation of the term	17

1.5.5	Operational definition of the term	18
1.5.6	Delimitations	18
1.6	Conclusion	18

## CHAPTER 2

### REVIEW OF RELATED LITURATURE

SR NO	CONTENT	PAGE NO
2.0	Introduction	20
2.1	Review of the related literature	20
2.2	Implications of the related literature for the present study	27
2.3	Main findings of the reviewed studies	30
2.4	Conclusion	31

## CHAPTER 3

### REASERCH METHODOLOGY

SR NO	CONTENT	PAGE NO
3.0	Introduction	32
3.1	Design for the present study	32
3.2	Population	33
3.2.1	Sample	33
3.3	Tool for data collection	33
3.4	Plan and procedure	37
3.5	Data collection	47
3.6	Data analysis	47

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

SR NO	CONTENT	PAGE NO
4.0	Introduction	48

4.1	Data analysis of the pre-test and post-test score of the students	49
4.1.1	Data interpretation of achievement test	50
4.2	Analysis of the reaction scale	52
4.2.1	Reaction of the students with reference to the selected film clips for value sensitization	53
4.2.2	Reaction of the students with reference to their awareness regarding value	59
4.3	Analysis of the additional value test based on selected movie clips	66
4.3.1	Interpretation of the additional value test	67
4.4	Major findings	68
4.5	Conclusion	69

## CHAPTER 5

### SUMMARY MAJOR FINDINGS AND DISCUSSION

SR NO	CONTENT	PAGE NO
5.0	Introduction	71
5.1	Value education	72
5.2	Importance of value education	73
5.3	Contribution of Hindi films in education	73
5.4	Rationale of the study	75
5.5	Hypothesis of the study	77
5.6	Statement of the problem	77
5.7	Objective of the study	77
5.8	Explanation of the terms	77
5.8.1	Operational definition of the terms	78
5.9	Delimitations	78
5.10	Design of the present study	78
5.11	Population	79
5.11.1	Sample	79
5.12	Plan and procedure	80

5.13	Tools and techniques	81
5.14	Data collection	82
5.15	Data analysis	82
5.16	Major findings	83
5.17	Discussion	85
5.18	The implication of the present study	86
5.19	Suggestion for the future research	87
5.20	Conclusion	87



## LIST OF APPENDICES

SR NO	CONTENT	PAGE NO
1	Activity for the clips	89
2	Achievement test	112
3	Reaction scale	120
4	Additional achievement test based on selected movie clips	124
5	Letter of appreciation	132

## LIST OF TABLES

SR NO	CONTENT	PAGE NO
1.1	Films and values	10
3.1	Type and weightage of questions in achievement test.	33
3.2	Type and weightage of questions in additional achievement test.	34
3.3	Distribution of various statement in reaction scale.	35
3.4	The selected film clips and related values.	37
3.5	Orientation and the schedule for value sensitization program	40
4.1	Statistical technique used for data analysis	48
4.2	Data analysis of pre-test and post test scores	49
4.3	Reaction of students with reference to selected film clips for value sensitization	53
4.4	Reaction of students with reference to their awareness regarding value	59
4.5	Student's understanding about movie clips and related values.	66

### **LIST OF GRAPHS**

SR NO	CONTENT	PAGE NO
4.1	Comparison of pre-test and post-test marks of the students	51
4.2	Graphical representation of the reaction of students with reference to selected film clips for value sensitization	56
4.3	Graphical representation of the reaction of students with reference to their awareness regarding value	62

### **LIST OF FIGURES AND PHOTOGRAPHS**

SR NO	CONTENT	PAGE NO
3.1	Phases of data collection	37
3.2	Photos of students watching movie clips	45
5.1	Phases of data collection	80

# CHAPTER 1

## CONCEPTUAL FRAMEWORK

### 1.0 INTRODUCTION

Education is a systematic attempt towards human learning. All learning is self-related and subjective, but our educational activity starts with the individual. Rousseau has said, "back to nature" but now it is better to say, "Back to basic value". The present education system can make students intelligent but not wise. We are following the pattern which can make us wealthy and provide us with a luxurious life. But what about the other things we must do to make our life meaningful. Thus, value education, in general, occupies a very prestigious place in the modern context of contemporary society. The problem of value education has assumed a prominence place during recent times.

According to T. Roosevelt (1930), "To educate a man in mind and not in morals is to educate a menace to society." The supreme end of education is expert discernment in all things – the power to tell the good from the bad, the genuine from the counterfeit, and to prefer the good and the genuine to the bad and the counterfeit.

Ghoshal (2016) Value awareness of students depends on many factors such as family, friends, teachers, mass media, curricular activities, cultural activities, socio-economic factors, environmental factors, etc. Value and value education have become a responsibility for parents, teachers, and society at large. Values play a vital role in the development of community and nation because values are guiding principles that shape our world outlook, conduct, and attitudes. Our actions and beliefs based on values. Values are either innate or acquired. Intrinsic values are inborn divine virtue such as mercy, love, kind, happiness, compassion, as well as positive moral qualities such as tolerance, respect, responsibility, simplicity, honesty, and compassion. Acquired values such as honesty, punctuality, trustworthiness, cooperation, justice, respect for others, forgiveness, hard work, loyalty, patriotism, courage, cleanliness, caring, etc. can be acquired by experience and education. Values are the motive power behind our purposeful action. They are the ends to which we act, and without them, life would be impossible. According to Rohilla (2010), people believe that the newspaper reflects the following educational values: political, literary, historical, environmental, aesthetic,

democratic, economic, humanistic, intellectual, national, religious, scientific, spiritual and universal values.

Technology is an increasingly vital aspect of modern scholastic experiences. It has enabled school teachers to devise their lecture notes as interactive, interesting, and rewarding.

According to Singh (2017), the use of multimedia packages on value integrated approach for teaching was found to make the students interested in learning and having inculcation of values among students.

Films have proven to improve pupil performance as lessons are more memorable and therefore, are retained more effectively. Technology is an excellent method to reinforce lectures and transform dull lessons into attention-grabbing and motivating learning experiences. These films contain colour, animated graphics, and sound to capture and maintain student attention. Due to technology, students can access and explore new concepts and ideas that were previously banished to the pages of books. When properly integrated into classroom instruction and curriculum, technology can be used to address the various learning styles and abilities of students. Attractive and notable pedagogic innovations through films create exciting learning experiences as they cater to the individualised need.

## **1.1 VALUE: MEANING AND CONCEPT**

C. Kluckhohn (1951): "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action."

Value regulates and guides human behaviour and action in day to daily life. Values are embedded in every word we select and speak what we wear, how we interact, our perception and interpretation of others' reactions in what we are saying and so on. Values have a major influence on an individual's behaviour and attitude and they serve as broad guidelines in all the situations. Values are standards or ideals with which we evaluate action, people, things or situations. Values reflect our attitudes about what we believe about everything. Values guide us to shape our priorities in deciding what is right and wrong. Values may be described as an emotional attitude that motivates a person directly or indirectly to act most desirably. They guide to do the right things in life. Values are the guiding principles of life which are helpful

for all-round development. They give directions and firmness to life and bringing joy, satisfaction, and peace to life. They bring quality to life.

W.H. Kilpatrick has explained the concept of values as, "that out of man's capacity for goal-seeking behaviour arise his wants and efforts and out of these come in consciously chosen ends. Because ends conflict, man is led to weigh his goal against each other, when this is done critically enough values emerge." (As cited is J.C Aggarwal)

From the above definition, a broad and simple working concept of value could be evolved as any human activity, thought and idea, feeling, sentiment or emotion which could promote self-development of the individual in all the dimensions could be said to constitute a value.

### 1.1.1 CLASSIFICATION OF VALUES

There are no hard and fast rules to classify values as they are closely interlinked and interrelated. Values are individual as well as social. Individual values refer to the good of oneself and social values refer to the good of others. **Plato** classified values into three categories- truth, beauty, and goodness.

In 1979, NCERT had brought out a document on values in education wherein as many as 83 essential human values were listed alphabetically. They are:

Abstinence 2. Appreciation of cultural values 3. Anti-untouchability 4. Citizenship 5. Consideration 6. Concern for others 7. Cooperation 8. Cleanliness 9. Compassion 10. Common cause 11. Common goal 12. Courage 13. Courtesy 14. Curiosity 15. Democratic decision making 16. Devotion 17. The dignity of manual work 18. Duty 19. Discipline 20. Endurance 21. Equality 22. Friendship 23. Faithfulness 24. Fellow feeling 25. Forward look 26. Freedom 27. Good manners 28. Gratitude 29. Gentleness 30. Honesty 31. Helpfulness 32. Humanism 33. Hygiene living 34. Initiative 35. Integrity 36. Justice 37. Kindness 38. Kindness to animal 39. Leadership 40. Loyalty to duty 41. National unity 42. National consciousness 43. Nonviolence 44. Obedience 45. Peace 46. Proper utilisation of time 47. Punctuality 48. Patriotism 49. Purity 50. Quest for knowledge 51. Resourcefulness 52. Regularity 53. Respect for others 54. Reverence for old age 55. Sincerity 56. Simple living 57. Social justice 58. Self-discipline 59. Self-help 60. Self-confidence 61. Self-respect 62. Self-support 63. Self-duty 64. Self-reliance 65. Self-control 66. Self-restrain 67. Social service 68. The solidarity of mankind 69. Sense of social responsibility 70. Sense of discrimination 71. Socialism 72. Secularism 73.

Respect for all religions 74. Sympathy 75. Spirit of inquiry 76. Teamwork 77. Truthfulness 78. Team spirit 79. Tolerance 80. Universal love 81. Universal truth 82. Value for nation 83. Value for the civic property (fernandez2002).

## **1.2 VALUE EDUCATION: MEANING AND CONCEPT**

"Excess of knowledge and power, without holiness, makes human beings devils."

- Swami Vivekananda

According to Tuba (2010), children don't bear with fixed ideas and unbiased. They learn them from their families, equals, mass media and society. Value and value education have become a responsibility for parents, teachers, and community at large. Value-education is a many-sided endeavour and in an activity during which young people are assisted by adults or older people in schools, family homes, clubs, and religious and other organisations, to make explicit those underlying their attitudes, to assess the effectiveness of these values for their own and others long term well-being and to reflect on and acquire other values which are more useful for long term well-being.

### **Definition of Value Education:**

According to good - "Value-education is the aggregate of all the process through which a person develops abilities, attitudes and other forms of behaviour of the positive values in the society in which he lives."

In the words of John Dewey (1966), "Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else".

The very purpose and principal function of education is the development of an all-round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help to make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. Educational institutions should give more importance to value-based education rather than preparing the students to get more marks in examinations. Jamalis (2007), the extracurricular activity and other after school activities are constructive in the all-round development of the students. These activities help the students to develop various skills and values like punctuality, time management, teamwork, hard work, etc. Education should mould the personality of an individual. Education should be a light of knowledge that should lead the world on the right path.

### **1.2.1 NEED FOR VALUE EDUCATION**

Mahatma Gandhi (1937) found that there is a great deal of moral degradation in society. The leading causes of moral degeneration are:

- Lack of respect for the sanctity of human life.
- Breakdown of parental control of children in families
- Lack of respect for authority, seen through the brazen breaking of the law and total disregard for rules and regulations
- Crime and corruption
- Abuse of alcohol and drugs
- Abuse of women and children and other vulnerable members of society.
- Lack of respect for other people and property.
- to teach the values of the culture and society
- to enable them to distinguish between right and wrong
- to form the conscience of youngsters
- to continue the traditions of society
- to make meaningful the practices and beliefs
- to connect to every human being in the right way

### **1.2.2 OBJECTIVES OF VALUE EDUCATION**

There are specific objectives which can be noted down in the case of value education. Mishra (1987) listed the following objectives for value education:

- Full development of a child's personality in its physical, mental, emotional and spiritual aspects.
- Inculcation of good manners and responsibility and cooperative citizenship.
- Developing respect for individuals and society.
- Inculcating a spirit of patriotism and national integration.
- Developing a democratic way of thinking and living.
- Developing tolerance towards and understanding of different religious faith.
- Developing a sense of human brotherhood at social, national and international levels.
- Helping children to have faith in themselves and in some supernatural power and order that is supposed to control this universe and human life.
- Enabling children to make a moral decision based on sound moral principles.

According to Rajput (1995), the silent features of value education followed:

- Value education and education about religions should not form a separate subject of study for examination at any stage.
- These would be so judiciously integrated with all subjects of study in the academic areas that the objectives thereof would be directly and indirectly achieved in the classroom, at the school assembly place, playground, cultural centres, and other places.
- Every teacher has to be a teacher of values.
- Every activity, unit, textbooks and classroom interaction should be examined from value identification/inculcation and reinforcement, and appropriate strategy needs to be evolved.

Value education needs to be integrated into all activities of the schools, classroom teaching, games, cultural activities, welfare services, help to needy students, remediation and nurturing of talent, etc. Gajjar (2014) suggested that participation in CCA fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school, community, and nation.

### **1.2.3 IMPORTANCE OF VALUE EDUCATION**

"IF WEALTH IS LOST NOTHING IS LOST

IF HEALTH IS LOST SOMETHING IS LOST

IF CHARACTER IS LOST EVERYTHING IS LOST"

**- Mahatma Gandhi**

Degrees available for all but the dignity has been gone down. Trained people are produced from many institutions but sincere people are very few. Therefore, we need a value-based education. The values such as truth, love, nonviolence, honesty, punctuality, integrity, self-discipline, equality, courage, cleanliness, democratic, self-reliance, are required to be inculcated in the young mind. These values are needed not only in the personality development



of an individual, but it is a critical factor for the survival of entire humanity. Education is the most potent weapon of inculcating such values. A value is a principle, a guide a norm by which a person lives. The need for value education has not been emphasised only in India. Still, its demand is felt important all over the world. The values or moral values present a real perspective of the development of any society or nation. They tell to what extent a community or nation has developed itself. Values are virtues, ideals, and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes, and conduct. Values, however, are our inborn divine virtues such as love, peace, happiness, mercy, and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty, and simplicity.

#### **1.2.4 VALUE EDUCATION IN INDIA**

In the UNESCO commission report, education for the 21<sup>st</sup> century – learning the treasure within, emphasise has been laid on the reorientation of pre-service teacher and in-service teacher education for enabling teachers in acquiring intellectual and emotional qualities that a nation wants to develop by them in their pupils.

UNESCO Commission Report (1996) emphatically talked about the reorientation of pre-service and in-service teacher education for facilitating teachers in attaining intellectual and emotional qualities that may be inculcated into students through them.

A National Resource Centre for Value Education (NRCVE, 2012) has been set up at NCERT as an outcome of strategic planning to realise the objective of value-based education at the school stage in the country.

National Council for Educational Research and Training (NCERT) in July 1970, emphasised the importance of inculcating in the students' moral and spiritual values which form a part of our culture viz., honesty, kindness, charity, tolerance, courtesy, sympathy and compassion.

The National Seminar on Primary and Work-oriented Education organised by NCERT in November 1976, in the context of International Education Year, recognised the relevance and importance of the Gandhian Values in reforming education.

In a paper entitled - "EDUCATION IN THE FIFTH YEAR PLAN (1974-79)", brought out by the Ministry of Education and Social Welfare, Government of India, it is pointed out — 'Perhaps, the most significant need of the hour is to transform the educational system to cultivate the basic values of humanism, democracy, socialism, and secularism....'

The idea of what values should be fostered through education has been best expressed in the Constitution of India. The Indian Constitution has explicitly laid down the fundamental duties of its citizens in Article 51A.

In its Preamble itself, the Constitution lays down four universal values:

JUSTICE, social, economic and political;

LIBERTY of thoughts, expression, belief, faith, and worship;

EQUALITY of status and opportunity; and to promote among them all;

FRATERNITY, assuring the dignity of the individual and the Unity and Integrity of the nation.

**The National Policy on Education (1986)** expressed concern over "The erosion of essential values and an increasing cynicism in society". It emphasised the cultivation of Social and moral values. Education should foster universal and eternal values, oriented towards the unity and integration of our people.

The National Policy on Education (NPE 1986) proposed readjustments in the curriculum to make education a forceful tool to inculcate social and moral values; to eliminate obscurantism, fanaticism, superstition, illiteracy, and fatalism.

**The National Curriculum Framework (2005)** echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality among diversity, the mutual interdependence of humans

to promote values that foster peace, humaneness, and tolerance in a multicultural society. Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children's creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance as well as the values enshrined in the Constitution assume significance in the framework.

The Central Board of Secondary Education (CBSE) has always addressed Value education as a priority area which should be fine-tuned with various aspects of learning both directly and indirectly. The Board has always facilitated the schools to implement value education in all the activities -Scholastic as well as Co-Scholastic. To focus the activities on value education, the Board conducted a National seminar cum Workshop on value education some years back. Board has introduced the system of Continuous and Comprehensive Evaluation (CCE) from March 2000 the focus is not to evaluate the child only on the cognitive domain but it must also include the affective domain.

CBSE (2013) Continuing with its efforts in the area of Values education, the Board had decided to follow an interdisciplinary in Values education where values are intermingled with the content of all subjects in Classes IX and X Students are assessed for 3-5 marks in each subject, in the Summative Assessment of Classes IX and X and major subjects in classes XI & XII, through questions which will be integrated with the content of the subjects and analysed based on the values they reflect. A question bank for the same has been uploaded on the website [www.cbseacademic.in](http://www.cbseacademic.in). The Board has also launched a Values Education Kit (VEK) which consists of a Teacher's Handbook, Graded Activity Cards from Nursery to XII and a CD of Songs of Peace.

### **1.3 CONTRIBUTION OF HINDI FILMS IN EDUCATION**

Cinema while providing the much-needed entertainment to movie admirers can also become a source of inspiration as well as education. People say that movies are a reflection of society. In movies, one can see the ongoing state of the society and also can learn things that can help in our life. A product of technological development, the modern concept of utilising movies as a tool for providing education continues to find new suitors with each passing day. With textbooks often failing to entice the younger students, combining learning with a source of

entertainment seems like the ideal way of getting the most out of them. Below are some Hindi films that have contributed to the field of education to help students, teachers as well as parents. According to Chatterjee (1992), there are huge impacts of television programs on life in general or, daily life. The considerable impact was there on their preference for television programs. When properly integrated into classroom instruction and curriculum, technology can be used to address the various learning styles and abilities of students. Attractive and notable pedagogic innovations through films create exciting learning experiences as they cater to the individualised need.

According to Makrani (2016), the importance of films is just not limited to entertain society but also, they are here to teach the audience. The study also shows that through the films people come to know the difference between good and evil, it touches the soul of the person with real emotion and opens the eye ethically. Some movies are made to raise awareness of the social issues affecting society as a whole. Some of the issues being addressed include economic, social and even cultural. People need to know and appreciate such values. They also get to know the importance and appreciate what people are going through or what they went through to get to where they are now. Movies play a major role in the delivery of these messages to people. Inspiration makes people motivated. They will always strive to be better irrespective of their current situations. Movies help people get inspired to be somewhere in life. The students get to see how people can be transformed into heroes and what they did to be where they are. It makes the students look at life from a very different perspective knowing that everything is possible. A regular person can make a change and be recognised by the whole world.

The following table shows films and values represented in them:

No.	Name of films	Values
1	My Name Is Khan	Secularism Respect for all religion Humanism
2	Chak De India!	Team spirit Punctuality Patriotism
3	3 idiots	Curiosity

		Quest for knowledge Creativity
4	3 idiots	Truthfulness Good manners Obedience
5	3 idiots	Honesty Sincerity Self-support Leadership
6	Ghajini	Concern for others Compassion Social service
7	English Vinglish	Respect for others Self-help Equality
8	Gully Boy	Gratitude Forward look Self-confidence Hard work
9	Gully Boy	Respect for women Gentleness Leadership
10	Hitchki	Sympathy Acceptance Sincerity
11	Nil Battey Sannata	Proper utilization of time Devotion Self-control
12	Nil Battey Sannata	Simple living Hard work

13	Kal Ho Na Ho	National unity Appreciation of cultural values Teamwork
14	Singham	Courage Loyalty to duty Sense of social responsibility Cooperation Honesty
15	Singham	Social service Social justice Helpfulness
16	M.S.Dhoni	Gentleness Endurance Determination
17	Sultan	Equality Encouragement of women
18	2 States	Self-respect Concern for others
19	Rang De Basanti	National consciousness Value of nation Democratic decision making Citizenship
20	Munnabhai MBBS	Cleanliness Kindness Tolerance Reverence for old age
21	Raazi	Self-confidence Patriotism Freedom
22	Dear Zindagi	Spirit of inquiry

		Initiative
23	Namastey London	Appreciation of cultural values Cooperation Courtesy Respect for others Value for nation

Table1.1: Films and values represented in them.

### 1.3.1 IMPORTANCE OF MOVIES IN OUR LIVES

Cinema has become a powerful vehicle for culture, education, leisure, and propaganda. In a 1963, report for the United Nations Educational Scientific and Cultural Organization looking at Indian Cinema and Culture, the author (Baldoon Dhingra) quoted a speech by Prime Minister Nehru who stated, "...the influence in India of films is greater than newspapers and books combined." Even at this early stage in cinema, the Indian film-market catered for over 25 million people a week- considered to be just a 'fringe' of the population.

All people love to watch movies from time to time. Movies of various sorts like comedies, action, war, fiction, drama, and documentary. By watching movies, people get to relax from their daily activities. Movies allow experiencing a life that people may never really get to experience by placing themselves on the shoes of the characters in the movie being watched.

Katariya (2016), movies have always inspired and motivated the viewers to handle real-life situations in a more efficient way. It can also be said that the challenges people face in their real lives and the way they treated them are illustrated in the movies. Real-life story movies, on the other hand, allow viewers to witness the lives of others which was experienced by them in real life at some point in time. They get to admire them on how they can solve and endure their real-life challenges.

Science fiction is a different thing. It makes viewers imagine what would happen if things that are yet impossible today become possible in the future. Sci-fi movies are an attempt to predict the conditions of the future through a movie. Movies that project a positive attitude in life and

work. Movies should project what should people truly enjoy and that is a full and beautiful life and love and caring for each other, such movies would in a way influence real life.

### **1.3.2 ROLE OF MOVIES IN EDUCATION**

Using movies to teach can be a challenge, but when carried out properly, it boasts of numerous benefits. Unlike texts, movies enable students to learn visually and quickly. Muhammad (2013) the film helps the students to understand social values in general, and the students can learn many values by watching films. It can also be helpful to learn different subjects. The movie Gandhi, for example, allows a student to view a recreation of the life of Mahatma Gandhi, a paramount figure in the history books. The visual clips provide a greater understanding and interest of the time and era as well as the lifestyle of the historical figure than simple words. Additionally, movies are not limited in the way books are. They occasionally go beyond the curriculum and touch upon topics that might not be part of the course but important nonetheless, like the class and gender conflicts forming an inherent part of the movie 'Gandhi'.

The films exercise a great influence on the human mind very skilfully. They help to create lasting values in the pupils. There is also a wider use of films in education. Educational films are coming into the field to meet the challenge of commercial pictures, to supplement them and to explore new avenues of educating children and adults. These films can give more reality, influence attitudes, show cause, and effect relation and motivate the students. Thus, these motion pictures have a great instructional force that can be used intelligently in the classroom. There are many areas of learning which can be properly dealt with the help of films.

The educational films make the concept more clear, durable and realistic. Motion pictures arouse interest in children and satisfy their emotions. They can present abstract and complex problems of life and nature in concrete reality, illuminate the hidden meanings of events and mysteries of nature, reconstruct history in a short mirror of life. Motion pictures bring the past, the distance to the classroom. It can bring the whole world to the classroom. Events that occur over-days can be made to appear in seconds. So, Motion pictures can also be replayed any number of times when and where required. Motion pictures can best be used for the demonstration of skills and experiments. Motion pictures can serve the purpose better if they are made for specific age and ability groups if they can be fitted into the school syllabus if the



commentary is simple and straight forward. Motion pictures can be of great service in teaching the backward children because they do act on the imagination of children.

Today, education plays a vital role. It has to meet the demands of a dynamic world. The role of the various agencies in education has consequently increased. Thus, the role of mass media as passive agencies of education cannot be under-estimated. Because it has a tremendous influence on the attitude and behaviour of the people.

#### **1.4 THE RATIONALE OF THE STUDY**

Today our society is facing a severe crisis of values. Every day in NEWS we can see some or other indications of value crisis like corruption, violence, injustice, oppression, dishonesty, immorality, insincerity is rapidly spreading in every sphere of social life. On the other hand, moral, ethical, spiritual and human values are considered as outdated norms resulting in severe moral poverty. We must accept that the degradation of moral values is a problem for the entire society.

The NCF (2005) particularly emphasises 'Education for Peace' as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF (2005) puts it, "Peace is the contextually appropriate and pedagogical gainful point of coherence of values". Peace solidifies the purpose of values and motivates their internalisation." Education for peace has been considered as a strategy to make value education operative. It aims at enabling students with the values and attitudes required for living in harmony with oneself and others as responsible citizens.

Secondary education is one of the very important stages of education that precedes elementary education and proceeds higher education. Value conflict is one of the specific characteristics of these students. Hence, there is a need to nurture values in students for the development of good manners and responsible and cooperative behaviour. Standard 9 is the beginning step in secondary education and the student being tender to receive value education, the secondary level is considered for the proposed study. Value education can be taught by two approaches: (1) Traditional approach and (2) Modern approach. In traditional method values are taught by telling, role-playing, problem-solving, studying the biography of great man, etc. Value education in the modern approach is not just a process for the transfer

of information, but it is a planned activity aims to clarify the meaning and concept of value. The teacher plans and manages the activity which he/she has chosen. The researcher has chosen to teach values through Hindi film clips because they exercise a great influence on the human mind very skilfully. They help to create long-lasting values in the students. There is also big use of films in education. Educational films are coming into the field to meet the challenge of mainstream pictures, to supplement them and to explore new avenues of educating children and adults. These films can give more reality, influence attitudes, show cause, and effect relation and motivate the students. Therefore, these film clips have a great instructional force that can be used intelligently in the classroom.

In the older times, necessary human values were being developed among children in a joint family system under the patronage of grandparents. But now that the concept of joint family is vanishing, the guidance from elders is no longer available. Parents are unable to spend 'quality' time with their children as both father and mother are working for higher economic status and are in safe hands, are regards development of their personality including character development, once they get them admitted them in a good school. There is, therefore, growing demand for education to inculcate, nurture and develop necessary human values amongst the young generation for the welfare of the society.

Value education is imparted through various ways but when it is related to classroom teaching methods, we can see that it enables the teacher to inculcate values through content to the textbook. Here the major role played by the content of the textbook is to inculcate values among students. The present study focuses on the sensitisation of values. The present study is to be conducted at the secondary level through value related clips from Hindi films.

The researcher could not come across any study of value sensitisation at the secondary level. No direct study was found in value sensitisation through film clips. Thus, the researcher would like to do research. Here the purpose of researching this city is to give the benefit of value education to the secondary level students of this city. Thus, this work has its significance in the field of value education.

In the present study, the researcher focuses on developing a value sensitisation program through Hindi film clips and then implement it on secondary school students. It was done to examine the effectiveness of the program through Hindi film clips. The researcher also studied the reaction of students towards the implementation of value sensitisation programs.

## **1.5 SPECIFICATION OF THE PROBLEM**

### **1.5.1 STATEMENT OF THE PROBLEM**

EFFECTIVENESS OF VALUE SENSITISATION PROGRAM THROUGH HINDI FILM CLIPS FOR SECONDARY SCHOOL STUDENTS

### **1.5.2 OBJECTIVES:**

1. To develop a value sensitisation program through Hindi film clips for secondary school students.
2. To implement the value sensitisation program through Hindi film clips on secondary school students.
3. To study the effectiveness of the value sensitisation program on secondary school students.
4. To study the reaction of secondary school students on value sensitisation program through Hindi film clips.

### **1.5.3 HYPOTHESIS**

The following null hypothesis was formulated and tested at 0.01 level of significance:

There will be no significant difference in the mean achievement test score of the students in the pre-test and post-test with respect to the treatment given to through Hindi film clips.

### **1.5.4 EXPLANATION OF THE TERMS**

Value: The principles that help us to decide what is right and wrong and how to act in various situations.

Hindi film clip: The selected part of Hindi films which reflects situations/ lessons/ incidents that can teach or reflect values.

Sensitisation: To raise awareness of values for standard 9 students.

### **1.5.5 OPERATIONAL DEFINITION OF THE TERM**

Value sensitisation program – In this study, the value sensitisation program consists of raising awareness of values to the standard 9 students by showing them selected Hindi film clips.

Effectiveness in terms of achievement: In the present study effectiveness in terms of achievement means the difference between the score obtained by the students in pre-test and post-test after implementing the value sensitisation program.

Effectiveness in terms of reaction: Effectiveness in terms of reaction is the overall reaction of students with reference to selected film clips for value sensitisation and also the reaction of students with reference to their awareness regarding value.

### **1.5.6 DELIMITATIONS**

The proposed study is delimited to all the secondary school students in Raneshwar Vidhyalaya, Tandalja, Vadodara.

The study is delimited to only 23 Hindi movie clips for the secondary school students studying in Raneshwar Vidhyalaya, Tandalja, Vadodara.

### **1.6 CONCLUSION:**

The movie is a beautiful combination of art, literature, and science. It is rightly called the art form of the 21<sup>st</sup> century. Art and literature are reflections of life and they present the moments of life vividly. On the other hand, science studies the man and his world. So cinema, a combination of these three, invariably present man and his life in society. Cinema has perhaps the greatest potential to be the most effective mass media instrument.

Movies are sagas, myths, touchstones, and collective cultural heritage. They are also one way that people teach themselves and their children about values. Of course, kids get their most important lessons from the behaviour of their parents and teachers. But movies give them a chance to explain and expand on those lessons through a modern form of parables. The best way of learning is always by experiencing something, rather than by being told it, and watching movies can give learning experiences in a powerful and concentrated form. If

people choose the right movies, values can come alive in a way that is difficult to match even in real life. They can show so clearly that values matter. So, learning this way is easy and enjoyable. There are some great movies out there that not only show values in action but are also beautifully made and acted. The values conveyed through the medium of cinema have a lasting effect on the audience. The audience also has a moral, emotional involvement in the course of events and the roles of various characters, their language and style of speaking does leave an impression on the spectators.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION**

A review of related literature in the selected area helps the researcher to get an insight into the problem by studying the past research work, which already has been done. It provides an orientation to the present work and also provides knowledge about the research gap. Thus, it provides a substantial base on the rationale of the study. So, reviewing related literature is an essential aspect of any research activity.

#### **2.1 REVIEW OF THE RELATED LITERATURE**

The investigator has reviewed the related studies and has tried to go through every possible written work related to the present study. After careful analysis of the reviewed literature, the investigator has compiled the relevant information in brief on the following research studies:

**Chatterjee (1992)** conducted a study on the impact of television programs on higher secondary school students of science and commerce stream. The investigator studied 100 students of 11<sup>th</sup> std. from two English medium schools of Baroda, namely Gujarat Refinery English medium school and Rosary high school. The tool like inquiry cum opinionnaire, rating scale, and a structured interview was employed on the purposively selected sample. The major objectives for the study were: To study the opinion of higher secondary school students regarding the television program and to compare the opinion of the higher secondary students' school wise, streamwise and stepwise. The study showed that television has considerable "influence" on them in terms of desirable behaviours. The study also reveals that there are huge impacts of television programs on life in general or, daily life. The considerable impact was there with respect to their preference for television programs and minimum impacts were seen with respect to television programs on career guidance.

**Shah (1993)** studied the effectiveness of the instructional strategies (video film and booklet) in teaching selected aspects of puppetry to home science students in terms of gain in knowledge and development of ability. The researcher conducted an experimental method to check the effectiveness of the strategies concerning the students' academic achievement and

attitude towards instructional strategies. The result of the experiment indicates a significant gain in knowledge as well as the development of ability through both the strategies. However, the booklet was found to be less comparatively effective. The majority of the learners showed a highly positive attitude towards video film.

**Anuradha, K., Bharthi, V.V. and Jayamma, B. (2006)** studied "Television Viewing Behaviour of Adolescents – its Impact on their Academic Achievement". The main objective of the study was to study the television viewing behavior of adolescents and its impact on their academic achievement. The sample consisted of 48 adolescents (24 boys and 24 girls) along with their mothers selected randomly from government Telugu medium schools (8th, 9th and 10th standards) in Tirupati town. Adolescent's TV viewing behaviour was collected from students as well as their mothers by using two tools' omnibus schedule for parents' and 'omnibus schedule for children's (both developed by Anuradha and Bharathi, 1998). The finding of the study was that the adolescent did not differ significantly in their TV viewing behavior according to sex, grade, and type of family. The percentage of marks was found to be more for adolescents with cable connection than those without a cable connection.

**Jamalis, M.&Fauzee, M, S.O. (2007)** conducted a Study on developing human value through extracurricular activities. The study included the following objectives were to study the students' intrinsic and extrinsic motivations and the benefits accrued in participating in compulsory extra-curriculum activities. Secondly, this study examined the implications of these after-school activities on students' academic performances. Results suggested that most of the students participated in after-school programs because of their interest in gaining new knowledge and for reasons of self-improvement, which they argued emerged from their interests. The result suggested too that socializing with friends and developing a leadership role were key to the students' participation in extra- curriculum activities. as well as the study suggested too that after-school activities do not have any negative implications for students' academic work as long as they can manage their study timetable effectively and in fact that this type of activity is more likely to have a largely positive and lasting effect on their academic work.

**Mondal, B. H. & Mete, J. (2009)** conducted a study on the levels of value awareness among the secondary school students of West Bengal. The main objectives of the study were level of value awareness among boys and girl students, level of value awareness among rural and urban students, the interaction effect between the variables (gender and residential background). The main findings of the study were there is insignificant variation in value

awareness among boys and girls that indicating that gender factor was not a factor affecting value awareness among secondary school students. Urban students showed significant variation in value awareness than rural students which suggests that residential background plays a vital role regarding. The interaction analysis highlighted that gender was dependent on residential factor as well as a residential factor was dependent on gender factor. This means that there was a significant interaction between gender and residential background upon value awareness. a positive and significant correlation between gender and residential background upon value awareness.

**Tuba (2010)** studied the effectiveness of the value education program integrated with the 4th-grade science and technology instructional program. Both qualitative and quantitative research designs used in this study, which compressed achievement levels of the students in terms of the values set in the program between the students who attended and did not attend the application of the value education program integrated with the 4th-grade science and technology course. This study was based on the research model where pre-test, post-test, and experimental and control groups are employed. The pre-test scores in both groups were compared using the Mann Whitney U test for independent variables. After values education, it was found that students in the experimental group interrogated values concept and developed positive behaviors for the relevant values. Children do not bear with fixed ideas and unbiased. They learn them from their families, equals, mass media and society.

**Rohilla (2010)** conducted a study on educational values reflected in the newspaper. As per the objectives the researcher adopted content analysis and survey method. The major objective of the study is to identify the major educational values reflected in the newspaper based on the reaction of the readers. The research showed that most of the people are in favor of that newspaper reflects the following educational values: political, literary, historical, environmental, aesthetic, democratic, economic, humanistic, intellectual, national, religious, scientific, spiritual and universal values. The majority of the people felt that social, emotional, ethical, cultural and moral values are not properly reflected through the newspaper.

**Joshi, R. & Jadhav, J. (2013)** conducted A Study on the awareness of value education in female student-teachers. The main objectives of this study ware - to study the awareness of value education in female student-teacher, to identify the status of value education in female student-teachers and to study the importance of teacher educators as the support system. The



main findings of the study were 83% of the pupil teachers have correct notions about the concept of value education. 60% of the female pupil-teacher has responded positively about public value –such as Civics and Citizenship. 69% of the female Pupil Teacher has personal morality about value education such as freedom. 93% of the female pupil teachers are saying that they gave more preference to cultural & Ethical value. 70% of the female pupil teachers have said that they seek help from their teacher educators for implementing the application of value education.

**Muhammad (2013)** conducted a study on the use of films for teaching social values in English classes at the elementary level. The researcher employed the quantitative method using the survey as a tool to reach the findings. The researcher conducted the study to determine whether the use of films becomes effective for teaching social values in English classes at the elementary level. The research showed that 92% of students agreed that the film had helped them to understand social values in general and only 8% expressed that they were not sure about it.

**Gambari, I.A. & James, M. (2013)** studied the effectiveness of video-based cooperative learning strategy on high, medium and low academic achievers. As the study was experimental so the quasi-experimental research design was used and the achievement test was used in the proposed study. The main findings of this study are that the use of a cooperative video-based instructional package improved the performance of students in mathematics (Geometry). The better performance in Geometry could be 98 a result of the effectiveness of the competitive video-based instructional package (COMVIP). Also, the cooperative video instructional package (COOPVIP) enhanced the equal performance of the students at different achievement levels (High, medium and low). Also, the competitive video-based instructional package (COMVIP) and individualized video-based instructional package (IVIP) favored high achievers against medium and low achievers. COOVIP was more effective in teaching the mathematical concept of geometry and are also favor low and medium student.

**Nurir, Alsmadi, Al-Kabi, and Sharadgah (2013)** studied on studying the impact of using multimedia interactive programs at children's ability to learn basic math skills". The study examined the impact of utilizing multimedia technologies on enhancing, or not, the effectiveness of teaching students at early stages in Jordanian primary school. To achieved that objective a program is developed to test the students' abilities to understand mathematical basic knowledge and skills. Two groups were selected from a local school based on their

class distribution where one group was taught the subject in basic math using a program developed for this purpose. The second class was taught the same subject using traditional methods of teaching. Results showed that in such math skills at this age, using programs or multimedia-enhanced methods of teaching can be effective in getting students' attention especially when cartoon characters are used.

**Carmen (2014)** studied, "Dialogue in the classroom: the ideal method for values education in multicultural contexts." A single case study was conducted, which is the most relevant method to use when the data are qualitative. The case-study methodology involved carrying out in-depth fieldwork in a primary school, specifically, in a 5th-grade classroom. The approach used was based on dialogic tenets. To collect information, a series of techniques were selected that were consistent with the adopted research approach. These were basically: participant observation by the researcher in the classroom, interviews with the agents involved, debate forums and analysis of documents, seeking the triangulation of subjects, methods, and spaces and times. This information was used to carry out a three-level content analysis: (1) analytical reflection on the data, (2) selection, reduction and organization of data and (3) data categorization. This dialogic way of teaching is in opposition to learning alone and improves relationships in the classroom and the school.

**Gajjar, N.B. (2014)** conducted an analytical study on co-curricular activities and value education. The main objectives of the study were to find out the importance of co-curricular activities in value-based education. According to researcher co-curricular activities are related to value education and value inculcation at the teacher training program. This study revealed that co-curricular activities promote personal growth, physical and mental health; academic achievement, social and cultural values, and helps students formulate short- and long-range goals. The researcher suggested that CCAs are an integral part of our student's holistic education. According to him through CCA, students discover their interests and talents while developing values and competencies that will prepare for a rapidly changing world. He suggested that participation in CCA fosters social integration and deepens student's sense of belonging, commitment and sense of responsibility to school, community, and nation.

**Shaikh (2014)** conducted a study of the development of values among standard 8<sup>th</sup> Hindi medium students through a film-based multimedia package. The purpose of the study is to study the effectiveness of the developed multimedia package in terms of value perception of the students in the values of equality, co-operation, patriotism, respect for elders and

kindness. As the study was experimental so the quasi-experimental research design was used. Similar pre-test, post-test, reaction scale, and Mann- Whitney U test were used in the proposed study. The study shows that the developed multimedia package was found to be significantly effective in terms of enhancing values in students.

**Dutt (2014)** conducted a study of the effectiveness of video programs prepared by CIET in Mathematics for IX class students. The researcher employed the experimental method to study the effectiveness of a video program by CIET. The major objectives were: to study the effectiveness of video programs prepared by CIET in mathematics for IX class students and second was to compare the achievement in mathematics of the students of IX class of low intelligence group taught by the traditional method and through video programs prepared by CIET. The study shows that video program prepared by CITE was found to be significantly effective in terms of teaching mathematics to the students and also the students taught by different strategies gained good content knowledge after treatment. The group taught by video programs gained more content knowledge as compared to the first lecture method.

**Ansari (2015)** studied "A comparative study of the effectiveness of CAI, video lessons and lecture method on the achievement of secondary school science students". The study adopted the experimental method and assessed the impact of Computer Assisted Instruction (CAI), video lessons and the conventional method of teaching. A sample of 90 students was selected from SECAB School, Bijapur district, Karnataka. The sample was divided into three groups namely experimental-I, experimental-2 and control group. The study shows that the students taught by different strategies gained good content knowledge after treatment. The group taught by CAI gained better content knowledge compared to that of the lecture method and video program. Similarly, the group taught by video programs gained more content knowledge as compared to the first lecture method. It can be inferred from the findings of this study that the CAI is the most effective method of teaching compared to the lecture method and video program for teaching science at the secondary level.

**Manonmani (2015)** studied on the effectiveness of using Short films based on Thirukkural in Teaching Value Education to DTED Teacher Trainees. To compare the effectiveness of using short films based on Thirukkural in teaching with other conventional teaching methods of teaching value Education to DTED, teacher trainees. The present investigator directly handled all the sessions in all the experiment sites without affecting the routine work of the concern DIETs. Two short films were selected and screened for each subject unit. The final data analysis was done using 50 teacher trainees randomly selected from each DIETs. The

differential analysis was done using t-tests and one-way ANOVA. The outcome of the study is pointing out to the fact that using short films based on the Critical Inquiry Approach presentation is more effective in learning value education than the conventional teaching method.

**Ghoshal (2016)** conducted a study on the relationship between cultural activities and value awareness. The tool like awareness scale, attitude scale and questionnaire were employed on the purposively selected sample. The investigator studied the opinions of 720 students and 144 teachers from the district of Burdwan. The major objectives of the study were to analyze the attitude of secondary school teachers towards value awareness in relation to cultural activities and to study the trend of the relationship between value awareness and no. of activities conducted by the secondary schools. The research showed that value awareness of students depends on many factors such as family, friends, teachers, mass media, curricular activities, cultural activities, socio-economic factors, environmental factors etc. the study also proved that the awareness of values among the students of secondary schools and the cultural activities conducted by the schools both are positively correlated.

**Kataria (2016)**, conducted a study on patriotism in contemporary cinema: A content - analysis & study of audience perception towards Hindi movies. The main objective of the study was to quest the most effective movies on patriotism in contemporary cinema and their access to the audience. For the content analysis researcher used the census method, to examine every item in the population and contemporary cinema was taken as the universe. 10 National and 10 Filmfare awarded movies (2001-2010) were taken as a sample for the study. The researcher has studied the patriotism in contemporary Hindi cinema. A survey is a method of data collection, and in this study, the Haryana state is the 'universe' and 'respondents' are sample. The researcher has studied different types of preferences, information, purpose, etc. about patriotic Hindi movies in this study. The study concluded that movies have always inspired and motivated the viewers to handle real-life situations in a more efficient way. It can also be said that the challenges people face in their real lives and the way they handled them are illustrated in the movies. It was also concluded that the patriotic character, patriotic songs, and patriotic dialogues and the theme of these movies inspired the audience the most. Movies are a reflection of many events occurring around us and to successfully incite any positive action among the audience after watching such movies, these movies must be trustworthy.

**Makrani (2016)** conducted a study on the portrayal of policemen in popular Hindi cinema. The main objectives of the study are to compare the portrayal of policemen in Hindi films and policemen in real life and the second is to understand the kind of impression created on the mind of viewers by the portrayal of policemen in Hindi films. The researcher conducted the content analysis, survey and in-depth interview as a tool. The researcher studied that the importance of films are just not limited to entertain society but also they are here to teach the audience. The study also shows that through the films people come to know the difference between good and evil, it touches the soul of the person with real emotion and opens the eye ethically.

**Singh (2017)** conducted a study of value inculcation in the teaching of environmental studies through an integrated approach using a video-based multimedia package among elementary school students. The study was experimental. The researcher conducted an achievement test, conceptual value test, value perception scale and reaction scale. The major finding of the study was that the developed multimedia package on value integrated approach for teaching EVS was found to make the students interested in learning EVS having inculcation of values among students and considering the value integrated approach in learning EVS.

## **2.2 IMPLICATIONS OF THE RELATED LITERATURE FOR THE PRESENT STUDY**

Rohilla (2010) studied on educational values reflected in newspapers. The research shows that majority of the people felt that social, emotional, ethical, cultural and moral values are not properly reflected through the newspaper. Limitations of the newspaper are that they are in written form and sometimes it has images to provide more information. So, it depends on the readers to grasp the information the way they perceive it. Film clips exercise a great influence on the human mind very skilfully. They help to create lasting values in the pupils. There is also a wider use of films in education.

**Chatterjee (1992)** conducted a study on the impact of television programs on higher secondary school students of science and commerce stream. The study shows that television has considerable “influence” on them in terms of desirable behaviors. The study also reveals that there are huge impacts of television programs on life in general or, daily life. **Anuradha, K., Bharthi, V.V. and Jayamma, B. (2006)** studied “Television Viewing Behaviour of Adolescents – its Impact on their Academic Achievement”. The study shows that the

adolescent did not differ significantly in their TV viewing behavior according to sex, grade, and type of family. The run time of movies is less than television programs. The message which the teacher wants to deliver to the students can be delivered in less time by the movie clips compared to the television program.

**Makarani (2016)** shows in his study that through the films people come to know the difference between good and evil, it touches the soul of the person with real emotion and opens the eye ethically. **Kataria (2016)**, conducted a study on patriotism in contemporary cinema: A content analysis & study of audience perception towards Hindi movies. It was also concluded that the patriotic character, patriotic songs, and patriotic dialogues and the theme of these movies inspired the audience the most. Movies are a reflection of many events occurring around us and to successfully incite any positive action among the audience after watching such movies these movies must be trustworthy.

**Muhammad (2013)** studied the effectiveness of using films for teaching social values. The study shows that over 80% of the students agreed that the film had helped them to understand social values. With regard to the film being worthwhile use of their time, 92% of the student agreed it was. **Gambari, I.A. & James, M. (2013)** studied the effectiveness of video-based cooperative learning strategy on high, medium and low academic achievers. The study shows that the competitive video-based instructional package (COMVIP) and individualized video-based instructional package (IVIP) favored high achievers against medium and low achievers. **Shah (1993)** studied the effectiveness of the instructional strategies (video film and booklet) in teaching selected aspects of puppetry to home science students in terms of gain in knowledge and development of ability. The result of the experiment indicates a significant gain in knowledge as well as the development of ability through both the strategies. However, the booklet was found to be less comparatively effective. The majority of the learners showed a highly positive attitude towards video film.

**Shingh (2017)** studied value inculcation in the teaching of environmental studies through an integrated approach using a video-based multimedia package. It was found that it made the students interested in learning. Instead of selecting a full movie, the selected movie clip can be more effective than the whole movie or video. **Shaikh (2014)** in his study shows that the developed multimedia package was found to be significantly effective in terms of enhancing

values in students. In the present study, the researcher will use film clips which will take a minimum of 1-2 minutes so that it will be more effective for value sensitization in the students.

**Nurir, Alsmadi, Al-Kabi, and Sharadgah (2013)** studied the impact of using multimedia interactive programs at children's ability to learn basic math skills". The study examined the impact of utilizing multimedia technologies on enhancing the skill or not, Results showed that in such math skills at this age, using programs or multimedia-enhanced methods of teaching can be effective in getting students' attention especially when cartoon characters are used. **Tuba (2010)** studied the effectiveness of value education programs integrated with science and technology instructional programs. It was found that students in the experimental group interrogated values concept and developed positive behaviors for the relevant values. **Gajjar, N.B. (2014)** (2014) conducted a study on value education towards the empowerment of youth- a holistic approach. The exposure gained by students through the value-education workshops and helped them to understand the value. A holistic approach to value education ensured that there is a balanced development of all dimensions of students' personality. However, the researcher in the present study would develop the program through film clips for value sensitization because the film contains color, animated graphics, and sound to capture and maintain student's attention.

**Carmen (2014)** studied, "Dialogue in the classroom: the ideal method for values education in multicultural contexts." A single case study was conducted, which is the most relevant method to use when the data are qualitative. This dialogic way of teaching is in opposition to learning alone and improves relationships in the classroom and the school. **Jamalis, M.&Fauzee, M, S.O. (2007)** conducted a Study on developing human value through extracurricular activities. the study shows that the students can develop various values through extracurricular activities and also shows that extracurricular activity is more likely to have a largely positive and lasting effect on the students' academic work. With textbooks often failing to entice the younger students, combining learning with a source of entertainment seems like the ideal way of getting the most out of them. If the teacher uses various movie clips and organizes according to activities it will be more effective than only school activity.

## 2.3 MAIN FINDINGS OF THE REVIEWED STUDIES

The main findings of the reviewed studies were as follows:

- Personality development of pupils is positively influenced by the use of various technology and curricular activities at the secondary stage.
- Social, Religious, and Moral values had the greatest influence on the student's character.
- The use of selected movie clips promotes personal growth and mental health; academic achievement, social and cultural values, and helps students formulate short- and long-range goals.
- Participation in CCA fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school, community, and nation.
- There is a significant positive correlation between religious, moral and social values. It is also found that Social and Moral Values influenced personality traits much more than Religious Values.
- The majority of the students' attitudes towards Religious education were found to be associated with such Values as Helpfulness, Preserving Traditions and adaption to nature.
- By watching movies students can learn discipline, team spirit, leadership, etc. that eventually develops them into sensitive human beings, which is the true meaning of education.
- Socializing with friends and developing a leadership role is key to the students' participation in extra- curriculum activities.
- The selected movies and video clips have a significant impact on personality development among secondary school students.
- The selected movies have a stronger impact on developing adaptation, self-confidence, honesty, sociability, sympathetic attitude, social obligation, sense of responsibility among secondary school students.



- The use of technology can contribute for enhancing the academic achievements of secondary school students.
- The studying of the values and value orientations is especially important in the adolescent age because it is the period of the ontogenesis when the development of value orientations happens enabling their functioning as a separate system. Many value orientations are formed just in the adolescent period because young people are more susceptible to social and cultural changes in society.

## **2.4 CONCLUSION**

Analysis of the review of studies and literature revealed that most of the studies were conducted in the area of Value Awareness, Attitudes towards Values, the relation between Values with Curricular Activities, Value Orientation, Importance of Value education, various factors and Values, Various types of Values, Development of Values, etc.

However, no one researcher conducted his or her study on the value sensitization program through Hindi film clips. Thus, a clear gap exists in the concept of value sensitization and Hindi film clips. In this study, the researcher intended to find out the relation between value sensitization and Hindi film clips among secondary school students to bridge the gap of knowledge. The area under investigation was novel and unexplored one with respect to the influence of Hindi film clips on values.

While the present study will reflect that value sensitization on the students become more effective by showing different film clips in which some situations reflect values.

Thus, from the reviewed studies, it can be seen that the use of films helps to inculcate values to the students more effectively. Films can be of great service in teaching the students because they do act on the imagination of the students.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

Research is important in both the scientific and non-scientific fields. In our life, new problems, events, phenomena, and processes occur every day. To find out a practical solution for tackling new problems that occur. Research assists in understanding nature and natural phenomena. Hence methodology is generally a system of methods used in a particular area of study to solve the problems. Research Methodology chapter describes research methods, approaches, and designs in detail highlighting those used throughout the study, justifying the choice of investigator through describing advantages and disadvantages of each approach and design taking into account their practical applicability to the research. The instrument that was used for data collection is also described, and the procedures that were followed to carry out this study are included. The researcher also discusses the methods used to analyze the data.

#### **3.1 DESIGN FOR THE PRESENT STUDY**

The study is pre-experimental in nature. This type of design is commonly used as a cost-effective way to conduct exploratory research to see if there is any evidence that warrants a full-scale experimental study. Pre-experimental designs are classified depending on whether there is a connection between one or two groups, and whether the groups are post-tested only, or both are pre-tested and post-tested. The present research falls under the category of single group pre-test post-test design.

O1   X   O2

Where O1 was the pre-test

X was an experimental group

O2 was post-test

## 3.2 POPULATION

The secondary school students of Raneshwar Vidhyalay affiliated to the Gujarat State Education Board in the city of Vadodara will be constituted as the population for the present study.

### 3.2.1 SAMPLE

There was a convenient sampling used for the present study. A convenient sampling is a non-probability sample that is selected based on the characteristics of a population and the objective of the study. The convenience sampling is also known as availability sampling.

The secondary school students (2019-2020) in Raneshwar Vidhyalaya Tandalja, Vadodara comprises the sample of the study.

## 3.3 TOOLS AND TECHNIQUES

### 1. pre-test and post-test as an achievement test

A pre-test and post-test were prepared by the investigator to know the level of knowledge and understanding of the students. Different questions were prepared like multiple choice questions, short ended questions, and true and false for the pre-test.

Sr. no	Type of questions	No of questions	Marks
1	Multiple-choice questions	20	20
2	Short ended	5	5
3	True or false	5	5
	Total	30	30

Table3.1: Type and weightage of questions in the achievement test.

There was a total of 30 questions in the pre-test and post-test, and each question was of one mark. So, the pre-test and post-test was 30 marks. An initial draft of the achievement test and its blueprint was given to the experts for validation. After getting their valuable feedback, suggestions and correction were made, and the final post-test was prepared.

## 2. An additional achievement test

There were short ended, multiple-choice questions, true or false and fill in the blanks type questions were framed from the selected clips to sensitize values to the students. The clips selected from Hindi films for the secondary school students of Raneshwar Vidhyalaya, tandalja, Vadodara.

Sr. no	Type of questions	No of questions	Marks
1	Multiple-choice questions	15	15
2	Short ended questions	10	10
3	True or False	15	15
4	Fill in the blanks	20	20
	Total	60	60

Table 3.2: Type and weightage of questions in additional achievement test.

## 3. Reaction scale

The reaction scale was constructed by an investigator comprising the area concerned with the implementation of value-based film clips.it was a five-point Likert scale. The initial draft was given to the expert for correction and suggestions and also point out language clarity, inconsistency in the presentation and direction of the statements (positive and negative). After receiving the reaction scale, some changes were made, and the final reaction scale was prepared.

In order to get the reactions of the students about the film clips, the reaction scale was used. The reaction scale consisted of 20 statements. Each statement carries five alternatives strongly agree, agree, undecided, disagree and strongly disagree. Students tick marks in an appropriate box ranging from strongly agree to disagree on the reaction scale strongly.

SA- Strongly agree, A-Agree, UD-undecided, D-decided, SD-Strongly disagree						
	Statement	SA	A	UD	D	SD
1	According to 3 Idiots movie: Thinking up new ideas and being creative should be important to us.					
2	It should be important for us to be rich and have a lot of money.					
3	According to Hichki movie every person in the world should be treated equally.					
4	We can learn good things while watching movies.					
5	Family movie teaches us that family comes before anything and everything.					
6	According to Dear Zindagi movie, it is important for us to live in a safe and secure surrounding.					
7	We should break rules when no one is around.					
8	According to Namastey London movie, we should be humble and modest.					
9	We should listen people who are different from us and try to understand them.					
10	Patriotic movies evoke the feeling of patriotism with its strong and powerful content and great performances.					
11	We should prefer to make our own decisions and do what feels right to us.					
12	Every movie teaches us moral values.					
13	Being successful should important to us.					

14	It should be acceptable to be late sometimes to the school.					
15	Various scenes of the movie make us emotional, sensitive and sympathetic in the real world.					
16	We should do the activities which give us pleasure.					
17	Being loyal to friends and family should be a priority in our life.					
18	We should care about nature.					
19	Movies are be only for the entertainment.					
20	We try to follow our traditional values and customs that our family and society have endowed on us.					

Table 3.3: Distribution of various statement in reaction scale.

### 3.4 PLAN AND PROCEDURE:

The study was conducted in four different phases as follow:

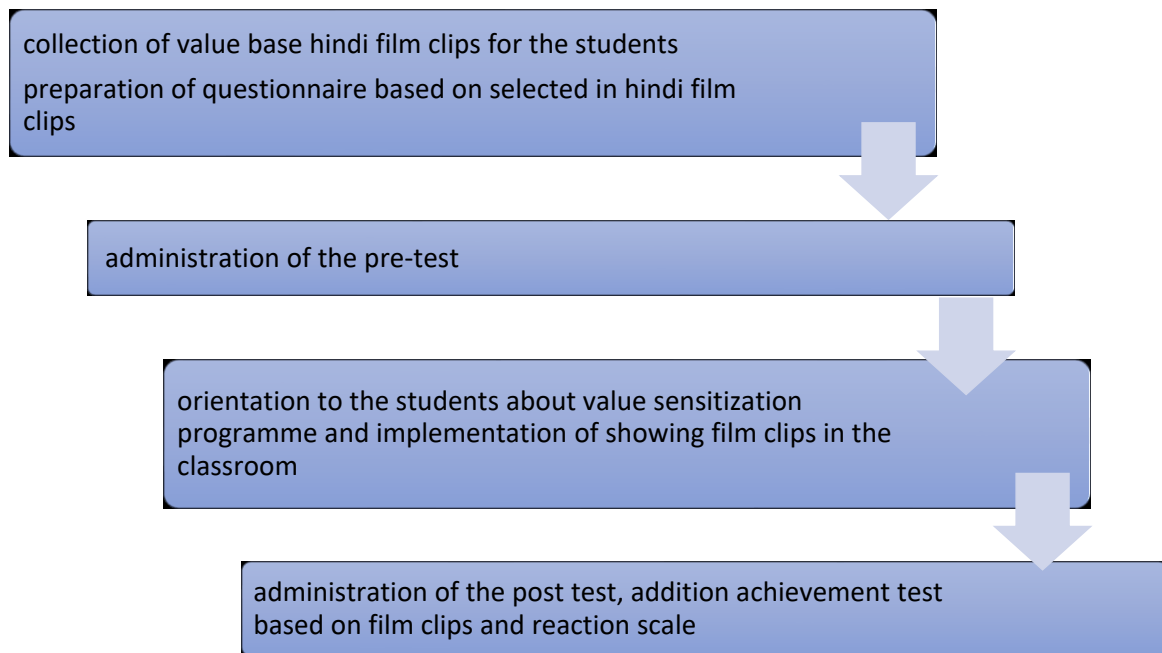


Figure3.1: Phases of data collection

#### **Phase 1: a collection of value-based film clips for the students and preparation of questionnaire based on selected in Hindi film clips**

A total of 23 movie clips selected by the investigator were from Hindi films for the secondary school students of Raneshwar Vidhyalay, tandalja, Vadodara. The investigator also prepared a questionnaire for pre-test and post-test for the students. These movie clips included the following values:

No.	Name of films	values
1	My Name Is Khan	Secularism Respect for all religion Humanism
2	Chak De India!	Team spirit Punctuality Patriotism

3	3 idiots	Curiosity Quest for knowledge Creativity
4	3 idiots	Truthfulness Good manners Obedience
5	3 idiots	Honesty Sincerity Self-support Leadership
6	Ghajini	Concern for others Compassion Social service
7	English Vinglish	Respect for others Self-help Equality
8	Gully Boy	Gratitude Forward look Self-confidence Hard work
9	Gully Boy	Respect for women Gentleness Leadership
10	Hitchki	Sympathy Acceptance Sincerity
11	Nil Battey Sannata	Proper utilization of time Devotion Self-control
12	Nil Battey Sannata	Simple living Hard work
13	Kal Ho Na Ho	National unity Appreciation of cultural values



		Teamwork
14	Singham	Courage Loyalty to duty Sense of social responsibility Cooperation Honesty
15	Singham	Social service Social justice Helpfulness
16	M.S.Dhoni	Gentleness Endurance Determination
17	Sultan	Equality Encouragement of women
18	2 States	Self-respect Concern for others
19	Rang De Basanti	National consciousness Value of nation Democratic decision making Citizenship
20	Munnabhai MBBS	Cleanliness Kindness Tolerance Reverence for old age
21	Raazi	Self-confidence Patriotism Freedom
22	Dear Zindagi	Spirit of inquiry Initiative
23	Namastey London	Appreciation of cultural values Cooperation Courtesy Respect for others

		Value for nation Courtesy
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Table 3.4: The selected film clips and related values.

### **Phase 2: administration of the pre-test:**

The investigator conducted a pre-test on the secondary school students of the experimental group with the view to measure their achievement level before the implementation of the value sensitization program. The achievement test was of 30 marks and was conducted for 30 minutes.

### **Phase 3: orientation to the students about value sensitization program and implementation of showing film clips in the classroom**

The investigator gave information about the value sensitization program to the students. After that, the investigator showed one by one movie clips to the students and made them ready for the questions. The students also discussed the importance of movies in the present time.

Following instructions were given to the students before starting the programme:

- The students have to pay attention while watching movie clips.
- After watching movie clips, the students have to answer the question related to a particular movie clip.
- The students can give their own opinion and can express their thoughts in group discussion.
- The students can share their own experience related to clips.

Day	Date & Time	Topic	Included Values	Activity in the class
1	23/12/2019 30 minutes	The orientation of value sensitization programme		
1	30 minutes	Implementation of pretest		

2	24/12/2019 90 minutes	<p>Clips to be shown today:</p> <p>Clip no.1: Achhe insan aur bure insan aur koi fark nahi Movie: My Name Is Khan</p> <p>Clip no.2: First we are Indians Movie: Chak De India!</p> <p>Clip no.3: collage hai pressure cooker nahi! Movie: 3 idiots</p> <p>Clip no.4: Ghajini Movie: Didi's idea works</p>	<p>Clip no.1: Secularism Respect for all religion Humanism</p> <p>Clip no.2 Team spirit Punctuality Patriotism</p> <p>Clip no.3 Curiosity Quest for knowledge Creativity</p> <p>Clip no.4: Concern for others Compassion Social service</p>	<p>1) Warm up activity</p> <p>2) Group discussion</p> <p>3) Question answer</p> <p>4) Discussion on values reflected in movie clips</p> <p>5) Experience sharing</p>
3	26/12/2019 90 minutes	<p>Clips to be shown today</p> <p>Clip no.1: nobody can help you better than you Movie: English Vinglish</p> <p>Clip no.2: Izzat dene ka! Movie: Gully Boy</p>	<p>Clip no.1: Respect for others Self help Equality</p> <p>Clip no.2: Gratitude</p>	<p>1) Warm up activity</p> <p>2) Group discussion</p>

		<p>Clip no.3: Hichki cha cha cha Movie: Hitchki</p> <p>Clip no.4: Bai ki beti kya Bai banegi? Movie: Nil Battey Sannata</p> <p>Clip no.5: Bajirao Singham ki kacheri Movie: Singham</p>	<p>Forward look Self confidence Hard work</p> <p>Clip no.3: Sympathy Acceptance Sincerity</p> <p>Clip no.4: Simple living Hard work</p> <p>Clip no.5: Social service Social justice Helpfulness</p>	<p>3) Question answer</p> <p>4) Discussion on values reflected in movie clips</p> <p>5) Experience sharing</p>
4	27/12/2019 90 minutes	<p>Clips to be shown today</p> <p>Clip no.1: Jo koshish karte hai wo kabhi nahi harte Movie: Kal Ho Na Ho</p> <p>Clip no.2: Merit me rehna hai Aur tike rehna hai Movie: M.S.Dhoni</p> <p>Clip no.3: Samay badal raha hai Movie: Sultan</p>	<p>Clip no.1: National unity Appreciation of cultural values Team work</p> <p>Clip no.2: Gentleness Endurance Determination</p> <p>Clip no.3: Equality Encouragement of women</p>	<p>1) Warm up activity</p> <p>2) Group discussion</p> <p>3) Question answer</p> <p>4) Discussion on values reflected in movie clips</p>

		<p>Clip no.4: Salary kitna loge bhai! Movie: 3 idiots</p> <p>Clip no.5: Yeh hai naya India Movie: Namastey London</p>	<p>Clip no.4: Honesty Sincerity Self-support Leadership</p> <p>Clip no.5: Appreciation of cultural values Cooperation Courtesy Respect for others Value for nation</p>	5) Experience sharing
5	28/12/2019 90 minutes	<p>Clips to be shown today</p> <p>Clip no.1: Jo bhi karunga dil se karunga Movie: 3 Idiots</p> <p>Clip no.2: Dadajaan ki kahani Movie: Dear Zindagi</p> <p>Clip no.3: Watan ke aage kuch nahi Movie: Raazi</p>	<p>Clip no.1: Truthfulness Good manners Obedience</p> <p>Clip no.2 Spirit of inquiry Initiative</p> <p>Clip no.3: Self confidence Patriotism Freedom</p>	<p>1) Warm up activity</p> <p>2) Group discussion</p> <p>3) Question answer</p> <p>4) Discussion on values reflected in movie clips</p>

		<p>Clip no.4: yeh tumhara bhi desh hai...</p> <p>Movie: Rang De Basanti</p>	<p>Clip no. 4</p> <p>National consciousness</p> <p>Value of nation</p> <p>Democratic decision making</p> <p>Citizenship</p>	<p>5) Experience sharing</p>
6	<p>30/12/2019</p> <p>90 minutes</p>	<p>Clips to be shown today</p> <p>Clip no.1: Jadu ki jappi</p> <p>Movie: Munnabhai MBBS</p> <p>Clip no.2: Lionhearted Singham</p> <p>Movie: Singham</p> <p>Clip no.3: Maths me dabba gull</p> <p>Movie: Nil Battey Sannata</p>	<p>Clip no.1:</p> <p>Cleanliness</p> <p>Kindness</p> <p>Tolerance</p> <p>Reverence for old age</p> <p>Clip no.2:</p> <p>Courage</p> <p>Loyalty to duty</p> <p>Sense of social responsibility</p> <p>Cooperation</p> <p>Honesty</p> <p>Clip no.3:</p> <p>Proper utilization of time</p> <p>Devotion</p> <p>Self-control</p>	<p>1) Warm up activity</p> <p>2) Group discussion</p> <p>3) Question answer</p> <p>4) Discussion on values reflected in movie clips</p> <p>5) Experience sharing</p>

		Clip no.4: Bhag bhag bhag sher aya sher Movie: Gully Boy	Clip no.4: Respect for women Gentleness Leadership	
		Clip no.5: Self-respect hai kya? Movie: 2 States	Clip no.5: Self-respect Concern for others	

Table 3.5: Orientation and the Schedule for value sensitization program

#### Phase 4: Implementation of the Post-test and Reaction scale

The post-test and additional test based on movie clips were administered to the students to check the level of student's value sensitization after showing value-based clips. The investigator also implemented the reaction scale on the students to get the opinion and reactions of the students on the value sensitization program.





Figure3.2: Photos of students watching movie clips.



### **3.5 DATA COLLECTION**

Initially, the investigator took permission from the Head of the department to conduct the value sensitization program for secondary school students. The investigator also took permission, time table and schedule from the principal of Raneshwar Vidhyalay. The investigator personally collected the data from the students. The investigator prepared a schedule for the data collection. The collection of data lasted from 23<sup>rd</sup> December 2019 to 30<sup>th</sup> December 2019. The investigator personally administered the achievement test and the reaction scale. The investigator collected data in three phases. Firstly, the pre-test was administered. The value sensitization program implemented and then the post-test and reaction scale were employed.

### **3.6 DATA ANALYSIS**

Data collected through pre-test and post-test were analyzed by using a t-test to find out a significant difference between pre-test and post-test mean scores. Investigator computed mean, standard deviation and standard error of the mean to measure the difference. Data collected through the reaction scale was analyzed by using percentage, frequency and intensity index, graphical representation of the reaction scale was also done. Content analysis of unstructured observation was done. The researcher also conducted one more achievement test to reaffirm the findings based on clips.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.0 INTRODUCTION

Data analysis is the most important part of any research. Data analysis helps in summarising collected data. It accounts for the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends. Data analysis means the critical examination of the collected data and data interpretation means the data gathered through the research. After collection of data with the help of relevant tools and techniques, the next logical step the investigator followed was to analyse and interpret the data with a view to arriving at a practical solution to the problem.

This chapter deals with the analysis of the data and interpretation based on the results obtained. The data which was obtained through the systematic procedure as given in the third chapter was analysed quantitatively using suitable statistical techniques according to the objectives. The overall performance of the students in both the tests has been analysed as a rise in the performance of the students from pre-test to post-test. Graphical representation has been done wherever it was necessary. After the analysis of the pre-test and post-test, the investigator analysed the reaction scale, which was given to the students at the end of experiment implementation. There was also an additional value test based on selected movie clips for the students and its analysis done through percentage analysis. The investigator also did an analysis of unstructured observation of the students after and during showing movie clips. Towards the end of the chapter, significant findings and conclusion have been mentioned.

Objective number	Objective	A tool used for data collection	Statistical techniques used for data analysis
3	To study the effectiveness of the values sensitisation	Achievement test	Mean, Standard deviation, Standard error of mean, t-test

	programme through Hindi film clips for 9 <sup>th</sup> standard students.		and frequency bar graph
		Additional value test based on selected movie clips	Percentage
4	To study the reaction of 9 <sup>th</sup> standard students on the value sensitisation program through Hindi film clips.	Reaction scale	Frequency, Percentage, intensity index, and frequency bar graph

Table 4.1: Statistical technique used for data analysis

#### 4.1 DATA ANALYSIS OF THE PRE-TEST AND POST-TEST SCORE OF THE STUDENTS

The pre-test was of 30 marks and the post-test of 30 marks. It consisted of multiple-choice questions, true or false and short ended questions type of questions. Fifty students from secondary school students (2019-2020) of Raneshwar Vidhyalay, Tandalja, Vadodara.

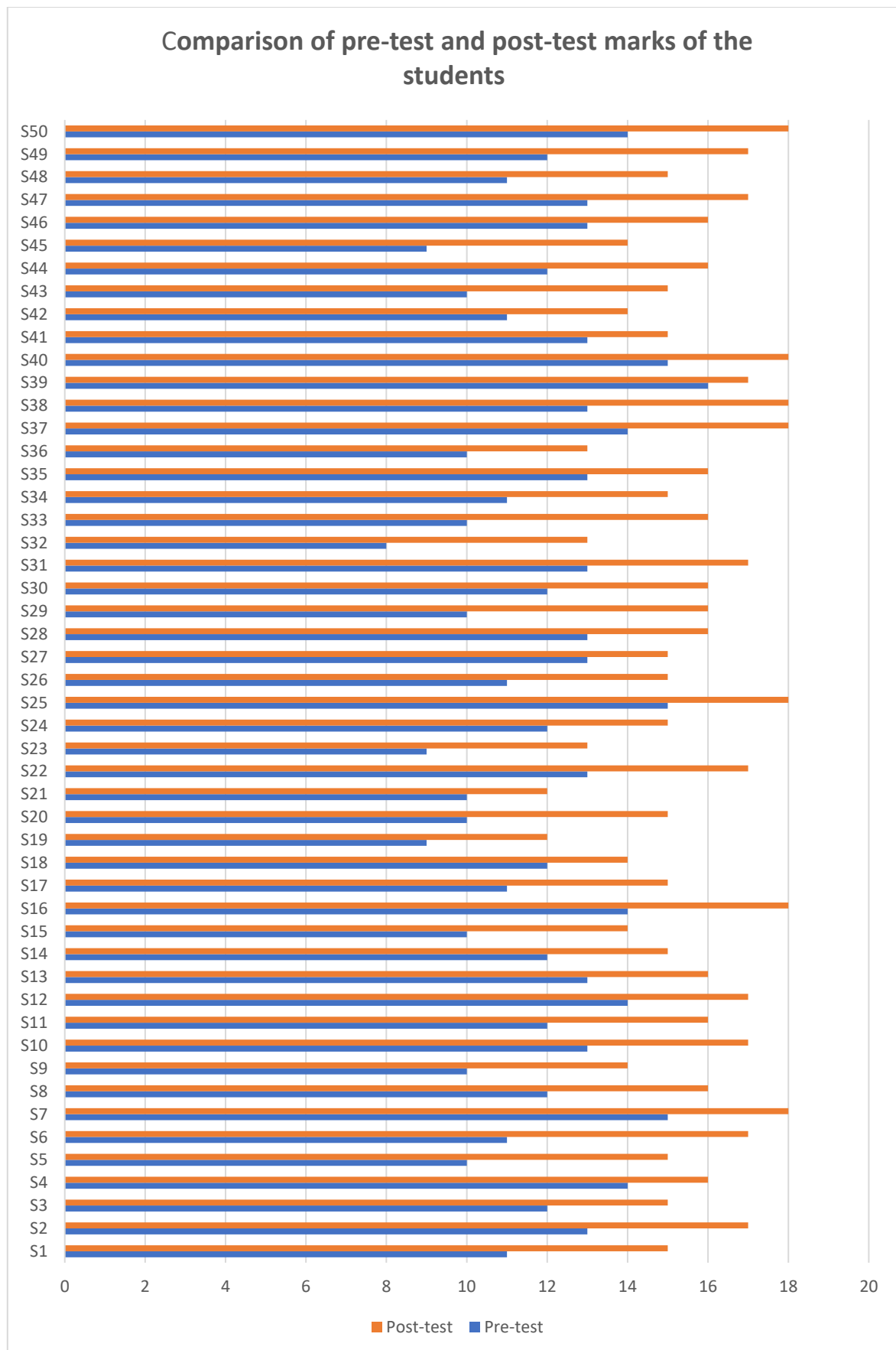
Test	N	Mean	Standard deviation	Standard error of the mean	t-value
Pre-test	50	11.94	1.7934	0.25362	-10.94
Post-test	50	15.66	1.5698	0.22200	

Table 4.2: Data analysis of pre-test and post-test scores

From the table, it can be observed that the mean of post-test was 15.66, which was higher than the mean of pre-test 11.94. The standard deviation of pre-test and post-test were 1.7934 and 1.5698, respectively. The standard error of the mean of pre-test and post-test were found to be 0.25362 and 0.22200, respectively. Calculated t-test was found to be -10.94

#### **4.1.1 DATA INTERPRETATION OF ACHIEVEMENT TEST:**

Data from the students were collected through a pre-test and post-test achievement test. Mean score of the pre-test was 11.94, and the mean score of the post-test was 15.66. The average difference between pre-test and post-test mean is 3.72. Calculate t value between pre-test and post-test mean is 10.94, which is greater than the table t value of 2.68 at 0.05 level. The null hypothesis of the present study that there will be no significant difference in the mean achievement score of the students in pre-test and post-test concerning the treatment given through value sensitisation program rejected and there is a significant difference in the achievement of the students in the pre-test and post-test score. Achievement after implementation of value sensitisation program through Hindi film clips was significantly higher than before the implementation of the program. So, it can be concluded that value sensitisation program was effective in terms of achievement of students in the value sensitisation. This may be due to the pre-class instructions and various activities like group discussion, thoughtful expressions of the students and sharing of their own experience related to the values in the classroom.



Graph 4.1: Comparison of pre-test and post-test marks of the students

### **Graph 4.1: Comparison of pre-test and post-test marks of the students**

Graph showing the pre-test and post-test score of 50 students. From the graph, it can be interpreted that the post-test score of all 50 students is more than a pre-test score.

## **4.2 ANALYSIS OF THE REACTION SCALE**

In order to achieve objective 4 of the present study i.e. to study the reaction of the students towards value sensitisation program through Hindi film clips, a reaction scale was administered on fifty-seven students. It was a 5-point Likert scale. Each statement contained five alternatives strongly agree, agree, undecided, disagree and strongly disagree. Data collected from the reaction scale were analysed by employing frequency, percentage and intensity index.

Intensity index for each positive statement in the reaction scale was calculated using the formula given below:

- Intensity index for positive statement= \_\_\_\_\_

F1= frequency of strongly agree

F2= frequency of agree

F3= frequency of undecided

F4= frequency of disagree

F5= frequency of strongly disagree

N= number of respondents

Intensity index for each negative statement in the reaction scale was calculated using the formula given below:

- Intensity index for positive statement= \_\_\_\_\_

F1= frequency of strongly agree

F2= frequency of agree

F3= frequency of undecided

F4= frequency of disagree

F5= frequency of strongly disagree

N= number of respondents

#### 4.2.1 REACTION OF THE STUDENTS WITH REFERENCE TO SELECTED FILM

##### CLIPS FOR VALUE SENSITISATION

No	Statement	SA	A	UD	D	SD	Intensity Index
1	According to 3 Idiots movie: Thinking up new ideas and being creative should be important to us.	56%	36%	4%	4%		8.88
2	We can learn good things while watching movies.	42%	28%	10%	14%	6%	7.72
3	Family movie teaches us that family comes before anything and everything.	64%	34%		2%		9.2
4	According to Hichki movie, every person in the world should be treated equally.	72%	28%				9.44
5	According to Dear Zindagi movie, it is important for us to live in a safe and secure surrounding.	76%	14%	2%	6%	2%	9.12
6	According to Namastey London movie, we should be humble and modest.	56%	34%	10%			8.92
7	Patriotic movies evoke the feeling of patriotism with its strong and powerful content and great performances.	70%	24%	2%	2%	2%	9.16

8	Every movie teaches us moral values.	48%	32%	6%	10%	4%	8.2
9	Various scenes of the movie make us emotional, sensitive and sympathetic in the real world.	70%	24%	2%	4%		9.2
10	Movies are only for the entertainment.	12%	24%	10%	26%	28%	5.32

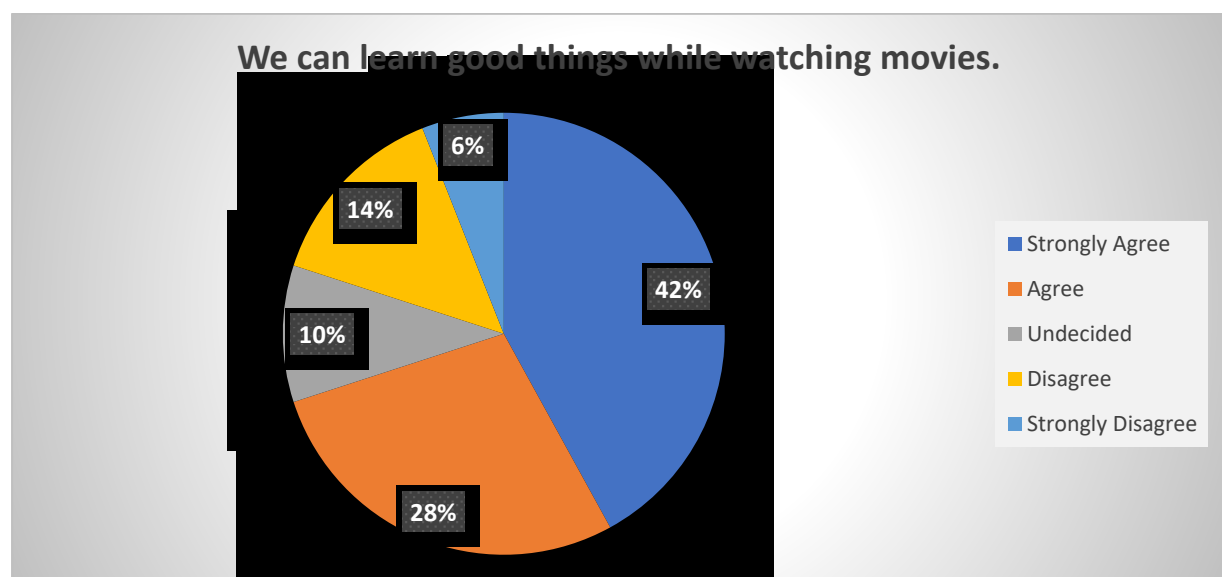
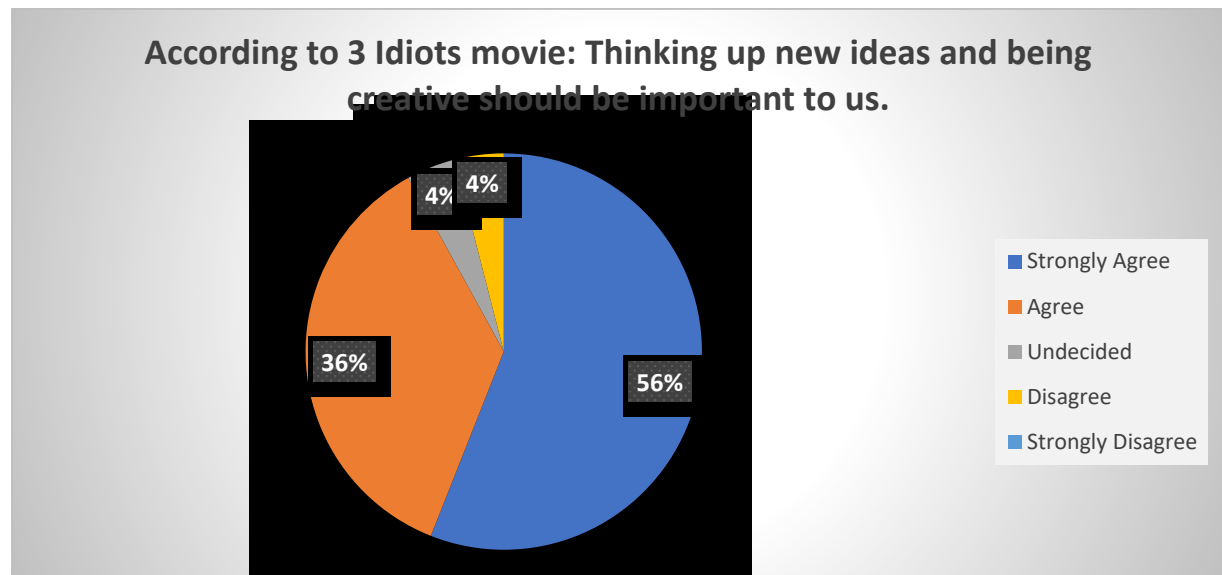
Table: 4.3: Reaction of students with reference to selected film clips for value sensitisation

- 92% of the students agreed (agree and strongly agree) that according to 3 Idiots movie: Thinking up new ideas and being creative should be important to us. While 4% of the students were indecisive on this statement and 4% of the students disagreed on this statement. The intensity index was also found to be 8.88, which leads to the conclusion that 3 Idiots movie teaches us thinking up new ideas and being creative should be important to us.
- 70% of the students agreed (strongly agree and agree) that we can learn good things while watching movies. While 10% of the students were indecisive. 20% of the students disagreed (disagree and strongly disagree) to the statement. The intensity index was also found to be 7.72, which leads to the conclusion that the majority of the students believed that we could learn a good thing while watching movies.
- 98% of the students agreed (strongly agree and agree) that family movie teaches us that family comes before anything and everything. While only 2% of the students disagreed to the statement. The intensity index was also found to be 9.2. So, it can be seen that majority of the students believed in the statement.
- 100% of the students believed that according to Hitchki movie, every person in the world should be treated equally. There were 72% of the students strongly agreed, and 28% of the students agreed that every person in the world should be treated equally. The intensity index was also found to be 9.44. So, it can be confirmed that all students had a positive preference for this statement.

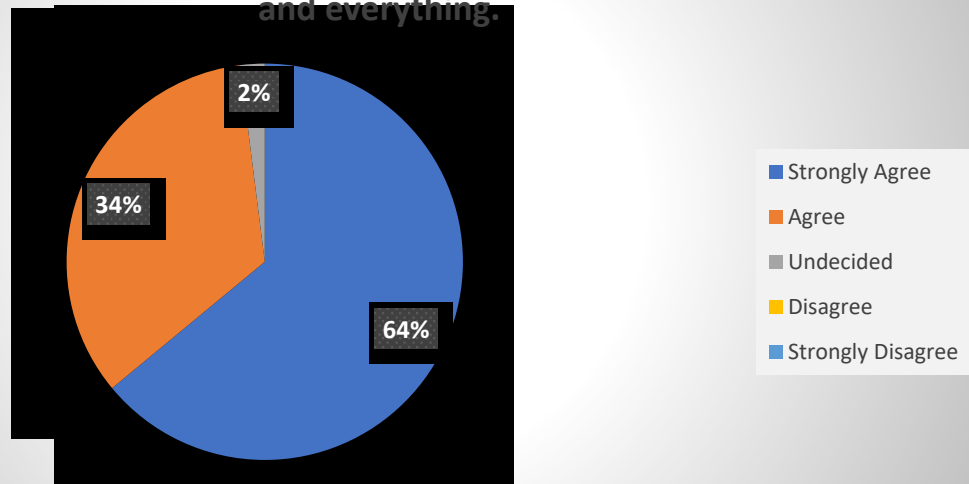


- 90% of the students believed that according to Dear Zindagi movie, it is essential for us to live in a safe and secure surrounding. There were 76% of the students strongly agreed, and 14% of the students agreed to the statement. Only 2% of the students were indecisive. 8% of the students disagreed (disagree and strongly disagree) to the statement. The intensity index was also found to be 9.12, which leads to the conclusion that the majority of the students believed that it is crucial for us to live in a safe and secure surrounding.
- 90% of the students agreed (agree and strongly agree) that according to Namastey London movie, we should be humble and modest. While only 10% of the students were indecisive to the statement. The intensity index was also found to be 8.92, which leads to the conclusion that the majority of the students wanted to be humble and modest.
- 94% of the students agreed (strongly agree and agree) that patriotic movies evoke the feeling of patriotism with its strong and powerful content and great performances. While only 2% of the students were indecisive to the statement. 4% of the students disagree (disagree and strongly disagree) to the statement. The intensity index was also found to be 9.16, which leads to the conclusion that the majority of the students agreed to the statement.
- 80% of the students agreed (strongly agree and agree) that every movie teaches us moral values. While only 6% of the students were indecisive to the statement. 14% of the students disagree (disagree and strongly disagree) to the statement. The intensity index was also found to be 8.2. So, it leads to the conclusion that the majority of the students agreed to the statement that every movie teaches us moral values.
- 94% of the students agreed (strongly agree and agree) that various scenes of the movie make us emotional, sensitive and sympathetic in the real world. 2% of students were indecisive. While 4% of the students disagree with the statement. The intensity index was also found to be 9.2. So, it can be confirmed that the majority of students had a positive preference for this statement.
- 36% of the students agreed (agreed and strongly agreed) that movies are only for entertainment. 10% of students were indecisive. 54% of the students disagreed (disagree and strongly disagree) that movies are only for entertainment. The intensity index was also found to be 5.32. So, it can be confirmed that the majority of students believed that movies are not only for entertainment.

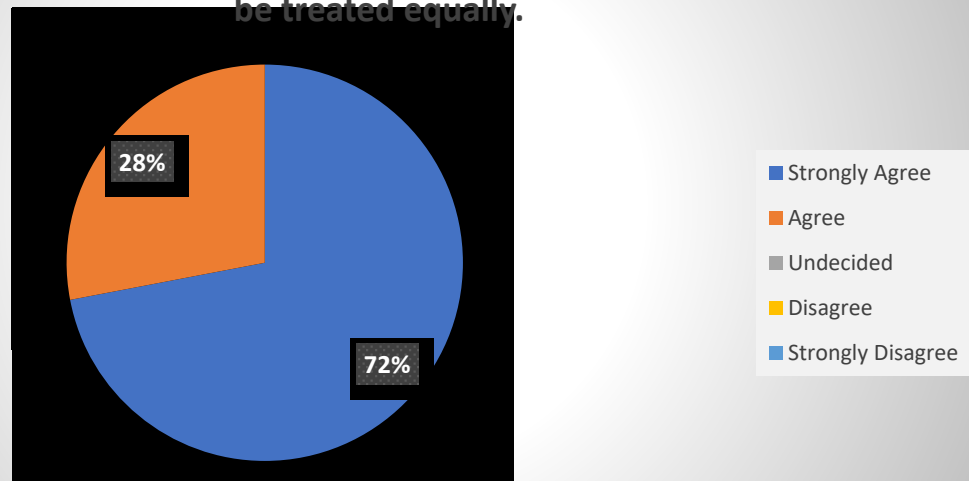
**Graph 4.2: Graphical representation of the reaction of students with reference to selected film clips for value sensitization**



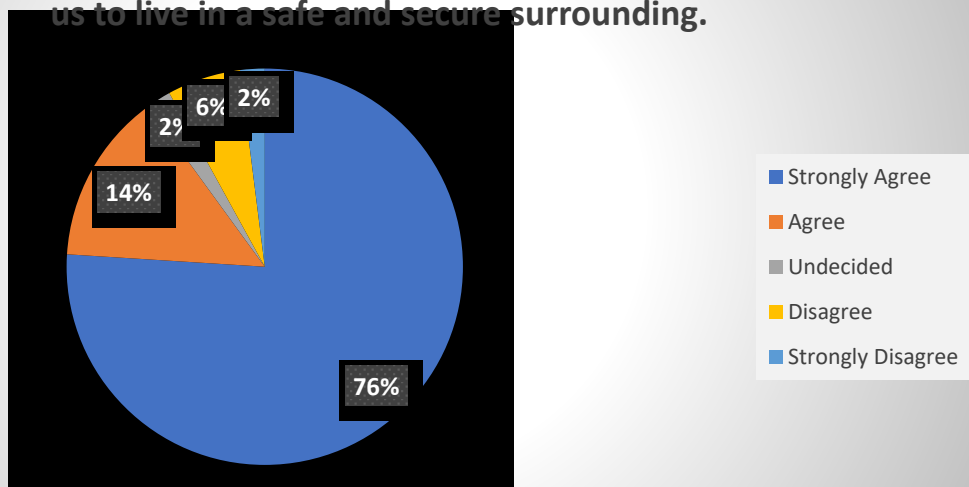
**Family movie teaches us that family comes before anything and everything.**



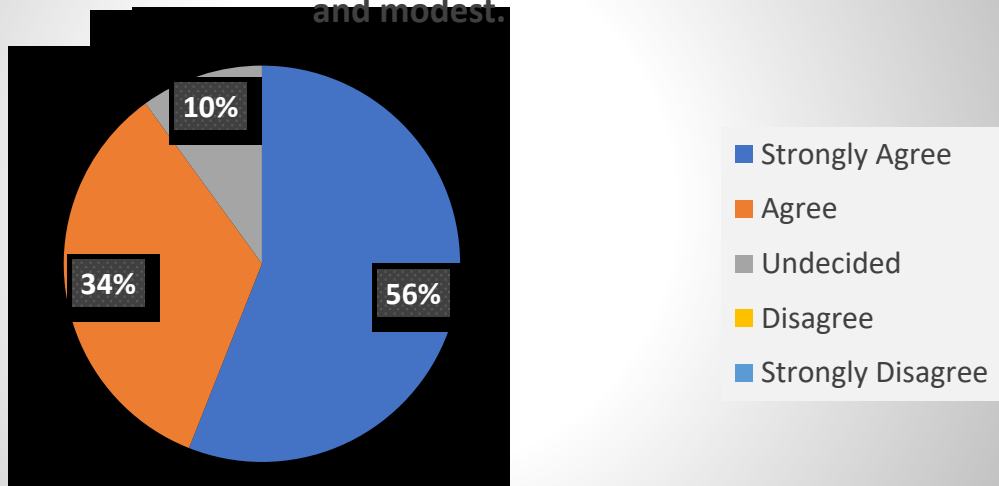
**According to Hitchki movie, every person in the world should be treated equally.**



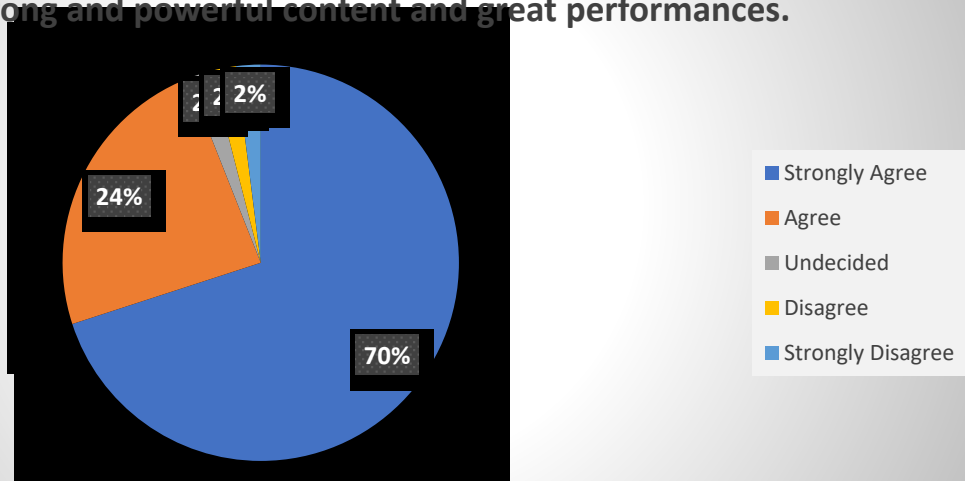
**According to Dear Zindagi movie, it should be important for us to live in a safe and secure surrounding.**



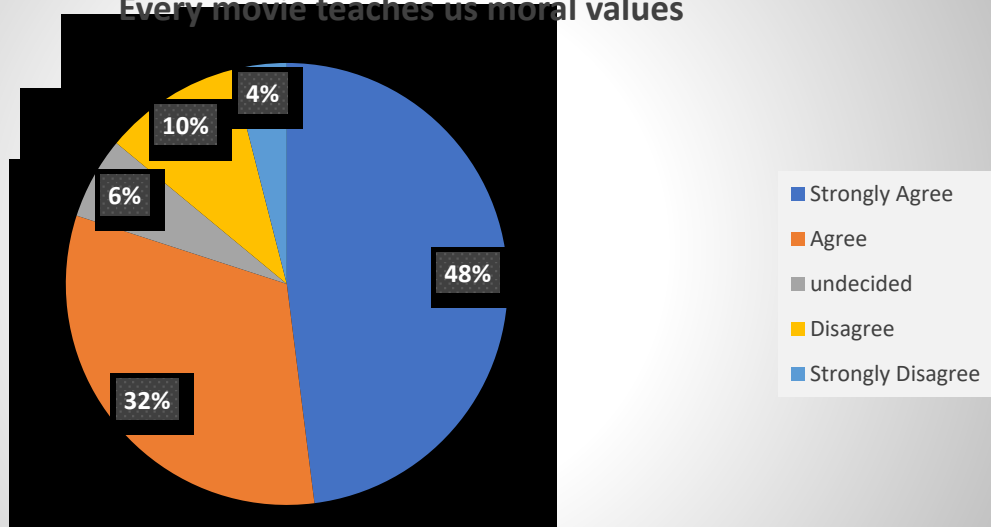
According to Namastey London movie, we should be humble and modest.

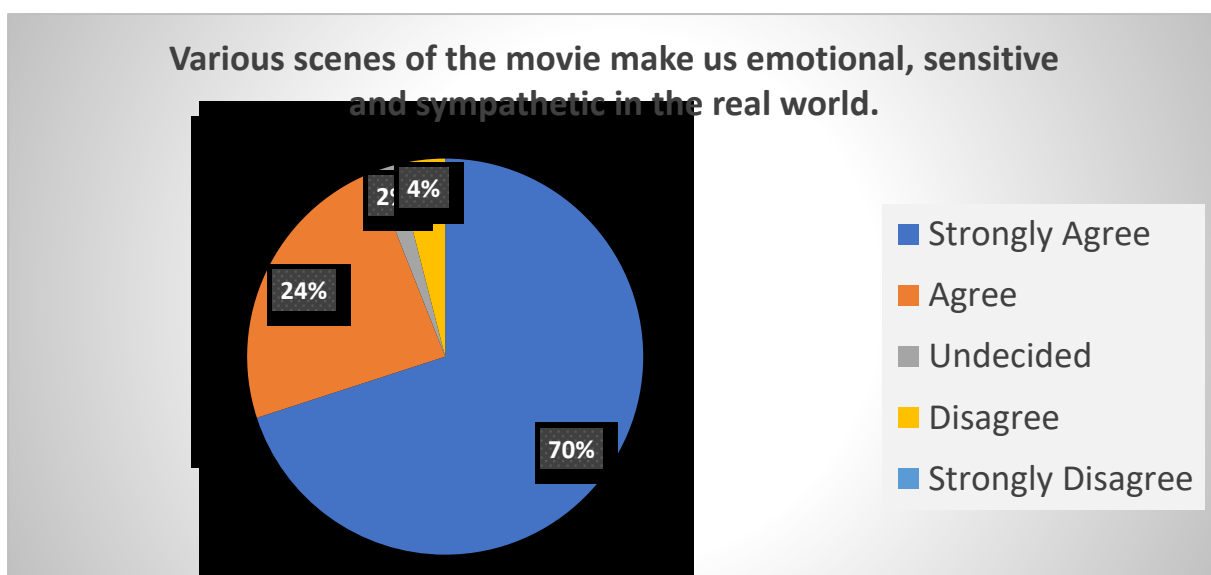
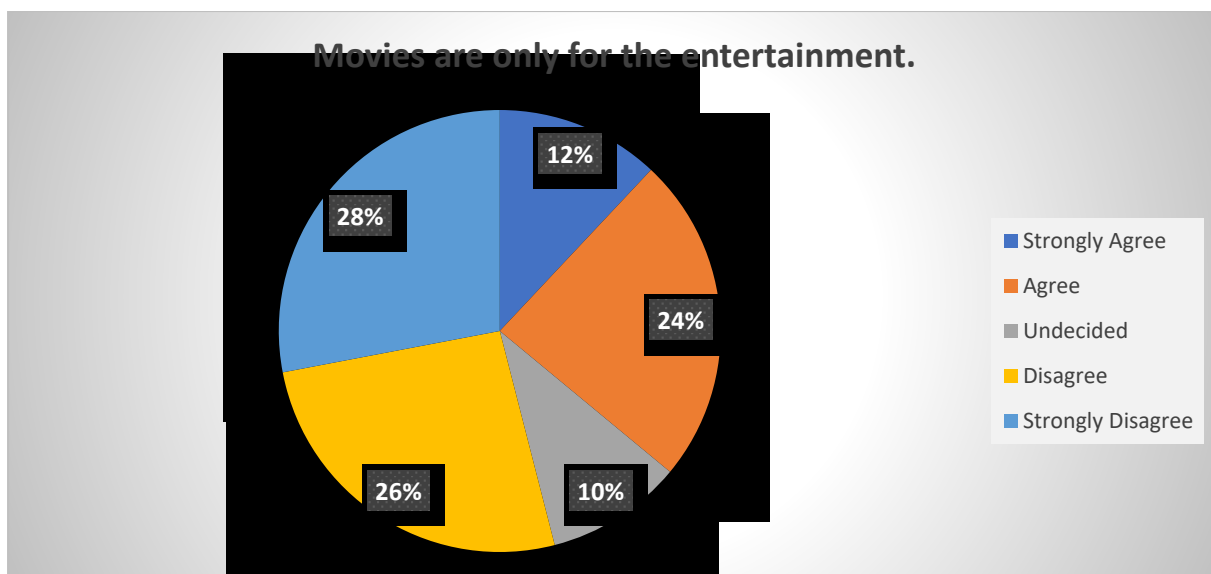


Patriotic movies evoke the feeling of patriotism with its strong and powerful content and great performances.



Every movie teaches us moral values





#### 4.2.2 REACTION OF THE STUDENTS WITH REFERENCE TO THEIR AWARENESS REGARDING VALUE

No	Statement	SA	A	UD	D	SD	Intensity Index
1	It should be important for us to be rich and have a lot of money.	2%	12%	10%	38%	38%	4.8

2	We should break rules when no one is around.			4%	40%	56%	2.56
3	We should listen people who are different from us and try to understand them.	74%	24%	2%			9.44
4	We should prefer to make our own decisions and do what feels right to us.	62%	28%	2%	6%	2%	8.84
5	Being successful should be important to us.	66%	28%		4%	2%	9.04
6	It should be acceptable to be late sometimes to the school.		22%	14%	54%	10%	4.96
7	We should do the activities which give us pleasure.	40%	34%	6%	10%	10%	7.68
8	Being loyal to friends and family should be a priority in our life.	76%	22%	2%			9.48
9	We should care about nature.	82%	16%	2%			9.6
10	We try to follow our traditional values and customs that our family and society have endowed on us.	64%	28%	2%	6%		9.0

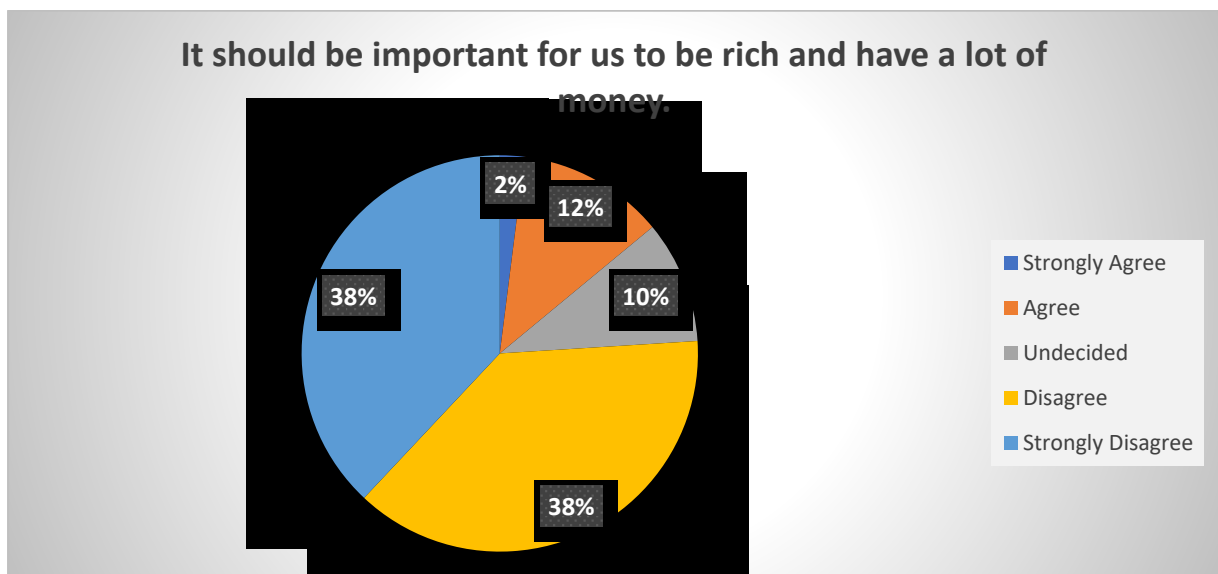
Table 4.4: Reaction of students about their awareness regarding the values

- 14% of the students believed (agree and strongly agree) that it should be important for us to be rich and have a lot of money. While 10% of the students were indecisive. 76% of the students disagreed (disagree and strongly disagree) to the statement. The intensity index was also found to be 4.8. So, it can be confirmed that students did not believe this statement.

- 96% of the students disagreed (disagree and strongly disagree) that we should break the rules when no one is around. Only 4% of the students were indecisive. The intensity index was also found to be 2.56 which leads to the conclusion that majority of the students were aware of the importance of rule, and they disagreed with breaking the rules.
- 98% of the students agreed (strongly agree and agree) that we should listen to people who are different from us and try to understand them. 2% of students were indecisive. The intensity index was also found to be 9.44. So, it can be confirmed that the majority of students had a positive preference for this statement.
- 90% of the students agreed (strongly agree and agree) that we should prefer to make our own decisions and do what feels right to us. While only 2% of the students were indecisive to the statement. 8% of the students disagree (disagree and strongly disagree) to the statement. The intensity index was also found to be 8.84, which leads to the conclusion that the majority of the students agreed to the statement.
- 94% of the students agreed (strongly agree and agree) that being successful should important to us. While only 6% of the students disagree (disagree and strongly disagree) to the statement. The intensity index was also found to be 9.04, which leads to the conclusion that the majority of the students agreed to the statement.
- 22% of the students agreed that it should be acceptable to be late sometimes to school. While only 14% of the students were indecisive to the statement. 64% of the students disagree (disagree and strongly disagree) to the statement. The intensity index was also found to be 4.96. So, it leads to the conclusion that the majority of the students disagreed to the statement.
- 74% of the students agreed (strongly agree and agree) that we should do the activities which give us pleasure. 6% of students were indecisive. While 20% of the students disagree (disagree and strongly disagree) to the statement. The intensity index was also found to be 7.68. So, it can be confirmed that the majority of students had a positive preference for this statement.
- 98% of students agreed (agree + strongly agree) that being loyal to friends and family should be a priority in our life. 2% of students were indecisive. The intensity index was also found to be 9.48. So, it can be confirmed that the majority of students had a positive preference for this statement.

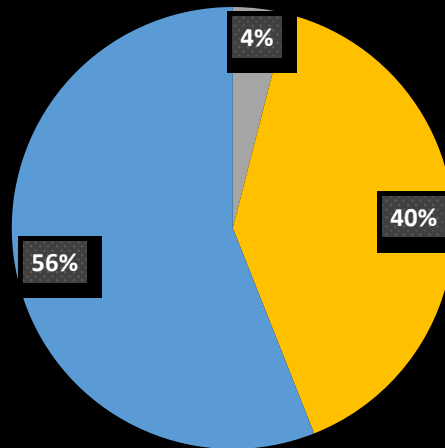
- 98% of students agreed (agree + strongly agree) that we should care about nature and only 2% of students didn't become aware of the importance of nature. The intensity index was also found to be 9.6. So, it can be confirmed that the majority of students had a positive preference for this statement.
- 92% of the students agreed (agree and strongly agree) that we try to follow our traditional values and customs that our family and society have endowed on us. While only 2% of the students were indecisive, and 6% of the students disagreed on this statement. The intensity index was also found to be 9.0. So, it can be concluded that majority of the students had positive preference to follow our traditional values and customs that our family and society have endowed on us.

**Graph 4.3: Graphical representation of the reaction of students with reference to their awareness regarding the values**



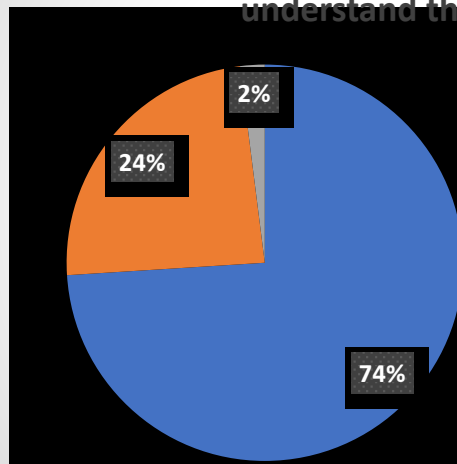


We should break rules when no one is around.



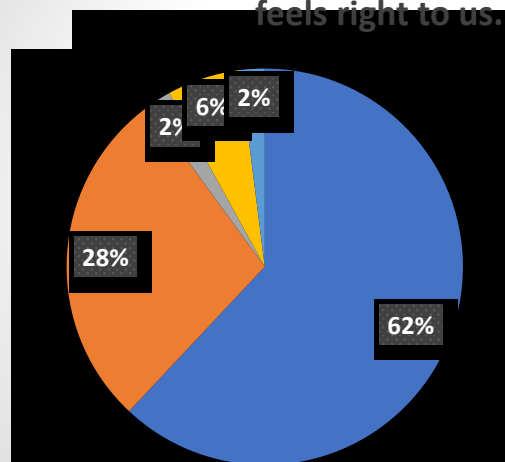
- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

We should listen people who are different from us and try to understand them.



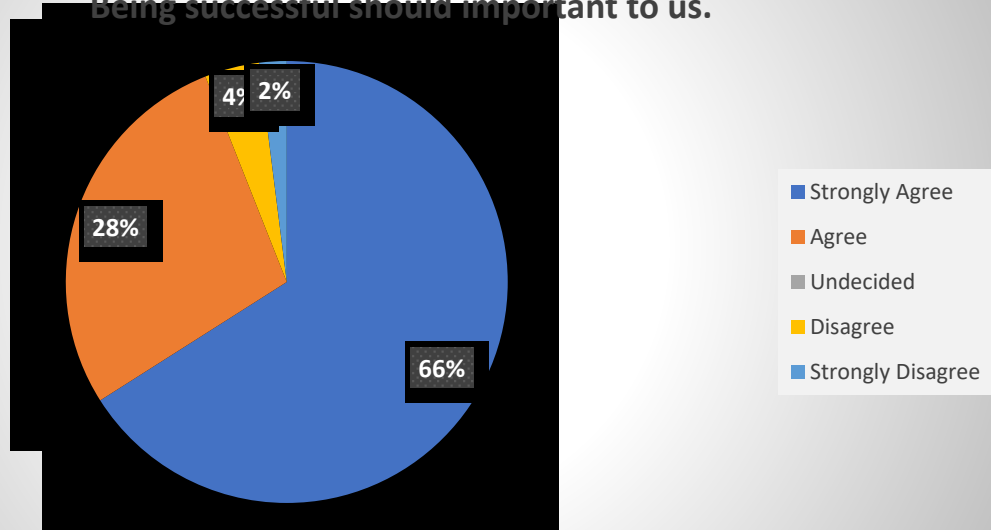
- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

We should prefer to make our own decisions and do what feels right to us.

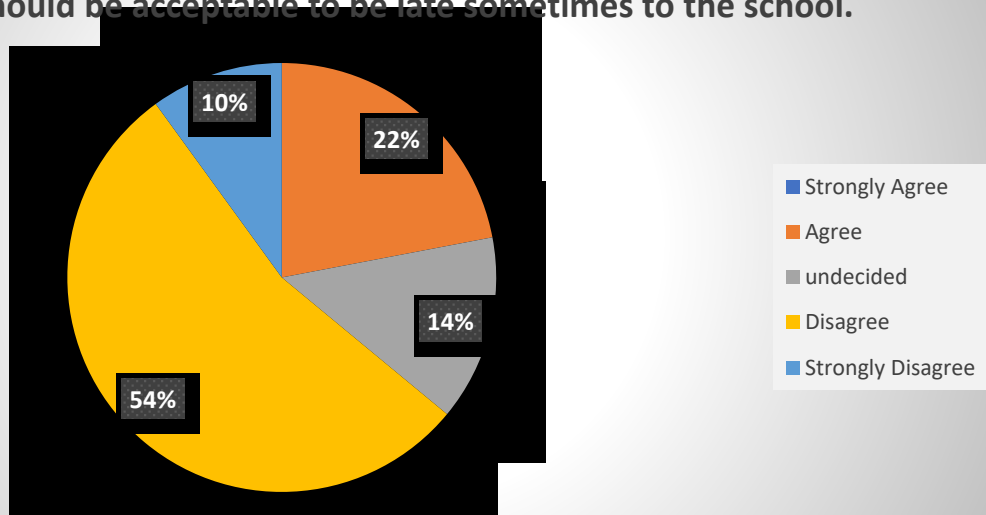


- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

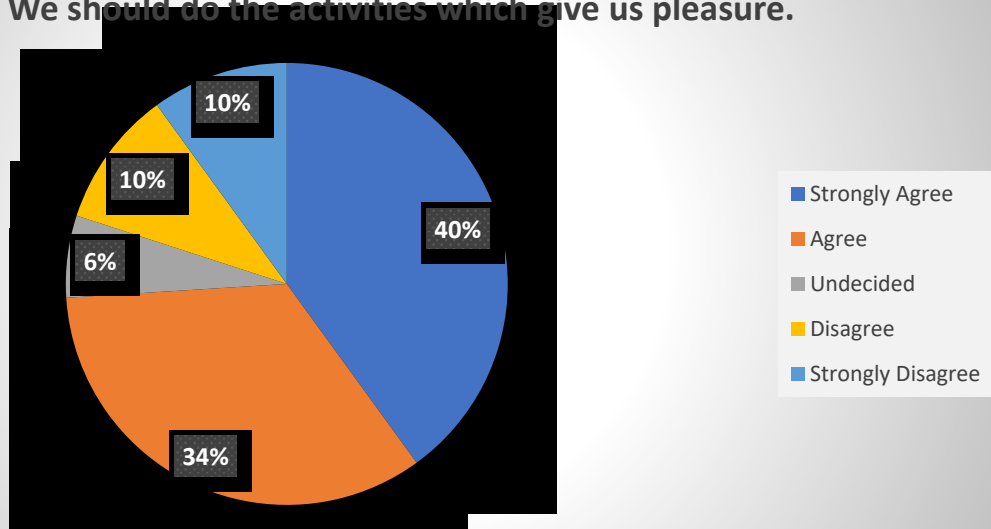
Being successful should important to us.



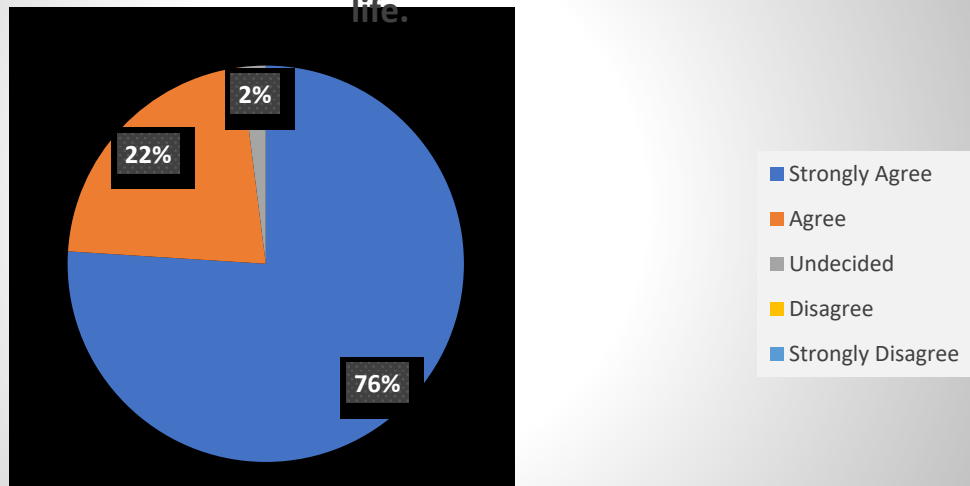
It should be acceptable to be late sometimes to the school.



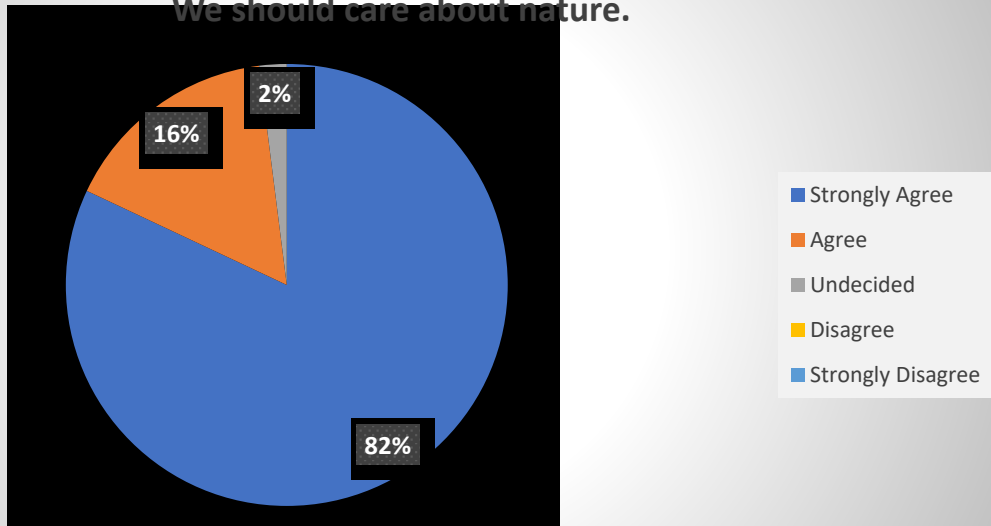
We should do the activities which give us pleasure.



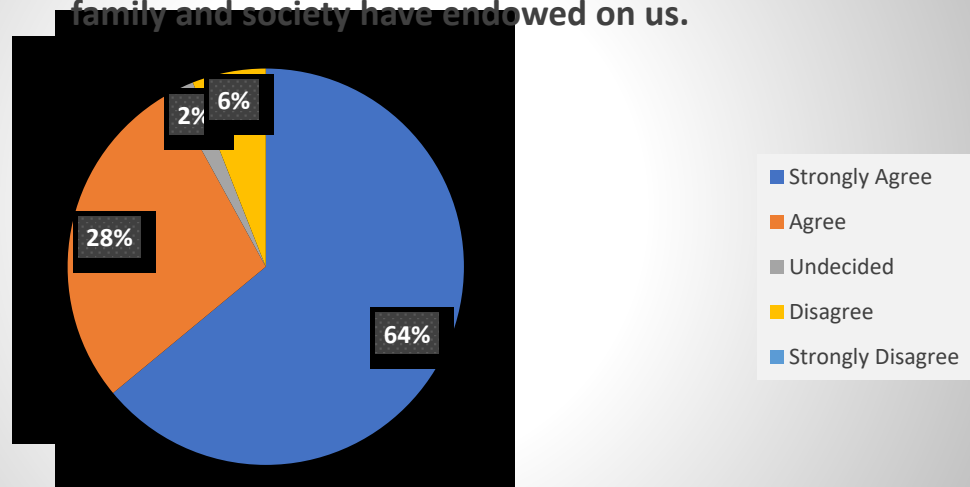
Being loyal to friends and family should be a priority in our life.



We should care about nature.



We try to follow our traditional values and customs that our family and society have endowed on us.



#### 4.3 ANALYSIS OF THE ADDITIONAL VALUE TEST BASED ON SELECTED MOVIE CLIPS:

The additional value test based on clips was of 60 marks. Each question carried one marks. There were multiple-choice questions, true or false, short ended and yes or no types questions. There were 23 movie clips shown to the students and after showing each movie clip students answered of the questions based on clips. In this test, there were some movie-related question and some value related questions asked to the students. The below table shows the level of students' understanding of the following movie clips and related values.

No.	Name of films	Students understanding of the movie clip and related values		
		Above average	Average	Below average
1	My Name Is Khan	92%	6%	2%
2	Chak De India!	96%	4%	-
3	3 idiots (1)	90%	4%	6%
4	3 idiots (2)	80%	12%	8%
5	3 idiots (3)	90%	6%	4%
6	Ghajini	75%	20%	5%
7	English Vinglish	88%	10%	2%
8	Gully Boy (1)	100%	-	-
9	Gully Boy (2)	80%	10%	10%
10	Hitchki	90%	6%	4%
11	Nil Battey Sannata (1)	88%	8%	4%
12	Nil Battey Sannata (2)	90%	4%	6%
13	Kal Ho Na Ho	80%	14%	6%
14	Singham (1)	90%	6%	4%
15	Singham (2)	88%	10%	2%
16	M.S.Dhoni	74%	16%	10%

17	Sultan	94%	6%	-
18	2 States	80%	12%	8%
19	Rang De Basanti	70%	20%	10%
20	Munnabhai MBBS	80%	10%	10%
21	Raazi	80%	16%	4%
22	Dear Zindagi	74%	20%	6%
23	Namastey London	90%	8%	2%

Table 4.5: Student's understanding about movie clips and related values.

From this table, it can be seen that students understanding about movie clips and related values are categorise into above average, average and below average in three different parts. There are 40 to 60 marks for above average, 20 to 40 marks for average and below 20 marks for below average.

#### 4.3.1 INTERPRETATION OF THE ADDITIONAL VALUE TEST

- 100% of the students could understand the first clip from Gully boy movie and gave the right answers to this clip.
- From My Name Is Khan, Chak De India, 3 Idiots (clips-1 and 3), Hitchki, Singham (clip-1), Nill Battey Sannata (clip-2), Sultan, Namastey London these 9 movie clips, the students' understanding can be seen between 90% to 96%.
- From 3 Idiot (clip-2), English Vinglish, Gully boy (clip-2), Nill Battey Sannata (clip-1), Kal Ho Na Ho, Singham (clip-2), 2 States, Munnabhai MBBS and Razi these 9 movie clips, the students' understanding can be seen between 90% to 96%.
- From Ghajni, MS Dhoni, Rang De Basanti and Dear Zindagi these 4 movie clips, the students' understanding can be seen between 70% to 78%.
- So, it can be concluded that value sensitisation program through Hindi film clips was effective in terms of students' understanding about values in movie clips.

#### 4.4 MAJOR FINDINGS

- Mean score of the pre-test was 11.94, and the mean score of the post-test was 15.66. The average difference between pre-test and post-test mean is 3.72. Calculate t value between pre-test and post-test mean is -10.94 which is greater than the table t value of 2.68 at 0.05 level. The null hypothesis of the present study that there will be no significant difference in the mean achievement score of the students in pre-test and post-test concerning the treatment given through value sensitisation program rejected. There is a significant difference in the achievement of the students in the pre-test and post-test score. Achievement after implementation of value sensitisation program through Hindi film clips was significantly higher than before the implementation of the program.
- 76% of the students disagreed to the statement that it should be important for us to be rich and have a lot of money. Only 10% of the students were indecisive to the statement of being rich and have lots of money. 96% of the students disagreed that we should break the rules when no one is around. 64% of the students disagreed that it should be acceptable to be late sometimes to school. 92% of the students agreed that we try to follow our traditional values and customs that our family and society have endowed on us, and 6% of the students disagreed on this statement.
- Majority of the students (98%) agreed that we should listen to people who are different from us and try to understand them. 90% of the students were in favour that we should prefer to make our own decisions and do what feels right to us. Students (94%) agreed that being successful should be important to us, and 6% of the students disagree to the statement. Majority of students (98%) agreed that being loyal to friends and family should be a priority in our life. 74% of the students agreed that we should do the activities which give us pleasure. 98% of students believed that we should care about nature.
- 92% of the students agreed that according to 3 Idiots movie: Thinking up new ideas and being creative should be important to us. The students believed that 3 Idiots movie teaches us thinking up new ideas and being creative should be important to us. 70% of the students agreed that we could learn good things while watching movies. While 10% of the students were uncertain. 98% of the students agreed that family movie teaches us that family comes before anything and everything.

- Majority of the students (100%) believed that according to Hitchki movie, every person in the world should be treated equally. 90% of the students believed that according to Dear Zindagi movie, it is important for us to live in a safe and secure surrounding. 90% of the students agreed that according to Namastey London movie, we should be humble and modest. 94% of the students agreed that patriotic movies evoke the feeling of patriotism with its strong and powerful content and great performances. While only 2% of the students were indecisive, and 4% of the students disagree with the statement.
- 80% of the students agreed that every movie teaches us moral values. While only 6% of the students were indecisive, and 14% of the students disagree with the statement. 94% of the students agreed that various scenes of the movie make us emotional, sensitive and sympathetic in the real world. 2% of students were indecisive, and 4% of the students disagree with the statement. 54% of the students disagreed that movies are only for the entertainment, and 36% of the students agreed, and 10% of students were indecisive.
- 100% of the students could understand the first clip from Gully boy movie and gave right answers of this clip and from My Name Is Khan, Chak De India, 3 Idiots (clips-1 and 3), Hitchki, Singham (clip-1), Nill Battey Sannata (clip-2), Sultan, Namastey London these 9 movie clips, the students' understanding can be seen between 90% to 96%.
- From 3 Idiot (clip-2), English Vinglish, Gully boy (clip-2), Nill Battey Sannata (clip-1), Kal Ho Na Ho, Singham (clip-2), 2 States, Munnabhai MBBS and Razi these 9 movie clips, the students' understanding can be seen between 90% to 96%, and from Ghajni, MS Dhoni, Rang De Basanti and Dear Zindagi these 4 movie clips, the students' understanding can be seen between 70% to 78%.

#### 4.5 CONCLUSION

Analysis of data means studying the organised material in order to find out inbuilt facts.

Interpretation leads to the establishment of descriptive concepts that can provide a guide for future research studies. In the present study, from analysing data obtain through achievement test it can be interpreted that the effectiveness of the programme was positive. Students had a significant achievement in their post-test score of the achievement test.

Analysis and interpreting the data obtained from the reaction scale, it can be seen that majority of the students believed that they can learn moral values with fun from movies and it can be also seen that movies are very useful tool to teach something good to the students with enjoyment.

Analysis of the additional value test based on selected movie clips shows that the students can know the crux of the clip shown to them.

Analysis of the unstructured observation shows that the students were very eager to watch movie clips and ready to answer of the questions and also for the group discussion about their thoughts and views related to particular clip and values.

Overall the value sensitisation program through Hindi film clips was an amusing and interesting program for the school students. In the final chapter implication of the present study and suggestions for future researches will be discussed.



## **CHAPTER 5**

### **SUMMARY MAJOR FINDINGS AND DISCUSSION**

#### **5.0 INTRODUCTION**

Education is a systematic attempt towards human learning. All learning is self-related and subjective, but our educational activity starts with the individual. Rousseau has said, "back to nature" but now it is better to say, "Back to basic value". The present education system can make students intelligent but not wise. We are following the pattern which can make us wealthy and provide us with a luxurious life. However, what about the other things we must do to make our life meaningful. Thus, value education, in general, occupies a very prestigious place in the modern context of contemporary society. The problem of value education has assumed a prominence place during recent times.

C. Kluckhohn (1962): "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action."

Value regulates and guides human behaviour and action in day to daily life. Values are embedded in every word we select and speak what we wear, how we interact, our perception and interpretation of other's reactions in what we are saying, and so on. Values have a significant influence on an individual's behaviour and attitude, and they serve as broad guidelines in all the situations. Values are standards or ideals with which we evaluate action, people, things or situations. Values reflect our attitudes on what we believe about everything. Values guide us to shape our priorities in deciding what is right and wrong. Values may be described as an emotional attitude that motivates a person directly or indirectly to act most desirably. They guide to do the right things in life. Values are the guiding principles of life which are helpful for all-round development. They give directions and firmness to life and bringing joy, satisfaction, and peace to life. They bring quality to life.

Ghoshal (2016) Value awareness of students depends on many factors such as family, friends, teachers, mass media, curricular activities, cultural activities, socio-economic factors, environmental factors, etc. We learn good things from everywhere like school, educational institute, society, working environment, television programs, movies, newspapers, online motivational videos, etc. According to Rohilla (2010), people are in favor of that newspaper

reflects the following educational values: political, literary, historical, environmental, aesthetic, democratic, economic, humanistic, intellectual, national, religious, scientific, spiritual and universal values.

According to Tuba (2010), children do not bear with fixed ideas and unbiased. They learn them from their families, equals, mass media and society. Value and value education have become a responsibility for parents, teachers, and society at large. Gajjar (2014) suggested that participation in CCA fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school, community, and nation. Values play a vital role in the development of society and nation because values are guiding principles that shape our world outlook, conduct, and attitudes. Our actions and beliefs are based on values. Values are either innate or acquired. Innate values are inborn divine virtue such as mercy, love, kind, happiness, compassion, as well as positive moral qualities such as tolerance, respect, responsibility, simplicity, honesty, and compassion. Acquired values such as honesty, punctuality, trustworthiness, cooperation, justice, respect for others, forgiveness, hard work, loyalty, patriotism, courage, cleanliness, caring, etc. can be acquired by experience and education. Values are the motive power behind our purposeful action. They are the ends to which we act, and without them, life would be impossible.

## **5.1 VALUE EDUCATION**

Value-education is a many-sided endeavour and in an activity during which young people are assisted by adults or older people in schools, family homes, clubs, and religious and other organisations, to make explicit those underlying their attitudes, to assess the effectiveness of these values for their own and others long term well-being and to reflect on and acquire other values which are more effective for long term well-being.

Jamalis (2007) the extracurricular activity and other after school activities are constructive in the all-round development of the students. These activities help the students to develop various skills and values like punctuality, time management, teamwork, hard work, etc. The very purpose and primary function of education is the development of an all-round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help to make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation.

**Carmen (2014)** studied, "Dialogue in the classroom: the ideal method for values education in multicultural contexts." This dialogic way of teaching is in opposition to learning alone and improves relationships in the classroom and the school

Educational institutions should give more importance to value-based education rather than preparing the students to get more marks in examinations. Education should mould the personality of an individual. Education should be a light of knowledge that should lead the world on the right path.

## **5.2 IMPORTANCE OF VALUE EDUCATION**

Degrees available for all but the dignity has been gone down. Trained people are produced from many institutions, but sincere people are very few. Therefore, we need a value-based education. The values such as truth, love, non-violence, honesty, punctuality, integrity, self-discipline, equality, courage, cleanliness, democratic, self-reliance are required to be inculcated in the young mind. These values are required not only in the personality development of an individual, but it is a critical factor for the survival of entire humanity. Education is the most powerful weapon of inculcating such values. A value is a principle, a guide a norm by which a person lives. The need for value education has not been emphasised only in India. However, its need is felt important all over the world. The values or moral values present a real perspective of the development of any society or nation. They tell to what extent a society or nation has developed itself. Values are virtues, ideals, and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes, and conduct. Values, however, are our inborn divine virtues such as love, peace, happiness, mercy, and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty, and simplicity.

## **5.3 CONTRIBUTION OF HINDI FILMS IN EDUCATION**

Technology is an increasingly vital aspect of modern scholastic experiences. It has enabled school teachers to devise their lecture notes as interactive, exciting, and rewarding.

Technology is an excellent method to reinforce lectures and transform dull lessons into

attention-grabbing and motivating learning experiences. According to Singh (2017), the use of multimedia packages on value integrated approach for teaching EVS was found to make the students interested in learning EVS having inculcation of values among students.

Films have proven to improve pupil performance as lessons are more memorable and therefore, are retained more effectively. Muhammad (2013) the film helps the students to understand social values in general, and the students can learn many values by watching films. It can also be helpful to learn different subjects.

The films contain colour, animated graphics, and sound to capture and maintain student attention. Due to technology, students can access and explore new concepts and ideas that were previously banished to the pages of books. According to Chatterjee (1992), there are huge impacts of television programs on life in general or, daily life. The considerable impact was there on their preference for television programs. When properly integrated into classroom instruction and curriculum, technology can be used to address the various learning styles and abilities of students. Attractive and notable pedagogic innovations through films create exciting learning experiences as they cater to the individualised need.

Cinema, while providing the much-needed entertainment to movie admirers, can also become a source of inspiration as well as education. People say that movies are a reflection of society. In movies, one can see the ongoing state of the society and also can learn things that can help in our life. A product of technological development, the modern concept of utilising movies as a tool for providing education continues to find new suitors with each passing day. With textbooks often failing to entice the younger students, combining learning with a source of entertainment seems like the ideal way of getting the most out of them.

According to Makrani (2016), the importance of films is just not limited to entertain society but also, they are here to teach the audience. The study also shows that through the films people come to know the difference between good and evil, it touches the soul of the person with real emotion and opens the eye ethically.

Cinema has become a powerful vehicle for culture, education, leisure, and propaganda. In a 1963 report for the United Nations Educational Scientific and Cultural Organization looking at Indian Cinema and Culture, the author (Baldoon Dhingra) quoted a speech by Prime Minister Nehru who stated, "...the influence in India of films is greater than newspapers and books

combined." Even at this early stage in cinema, the Indian film-market catered for over 25 million people a week- considered to be just a 'fringe' of the population.

Some movies are made to raise awareness of the social issues affecting society as a whole. Some of the issues being addressed include economic, social and even cultural. People need to know and appreciate such values. They also get to know the importance and appreciate what people are going through or what they went through to get to where they are now. Movies play a significant role in the delivery of these messages to people. Inspiration makes people motivated. They will always strive to be better irrespective of their current situations. Movies help people get inspired to be somewhere in life. The students get to see how people can be transformed into heroes and what they did to be where they are. It makes the students look at life from a very different perspective knowing that everything is possible. A regular person can make a change and be recognised by the whole world.

#### **5.4 RATIONALE OF THE STUDY**

Today our society is facing a severe crisis of values. Every day in NEWS, we can see some or other indications of value crisis like corruption, violence, injustice, oppression, dishonesty, immorality, insincerity is rapidly spreading in every sphere of social life. On the other hand, moral, ethical, spiritual and human values are considered as outdated norms resulting in severe moral poverty. We must accept that the degradation of moral values is a problem for the entire society.

The NCF (2005) particularly emphasises Education for Peace as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF (2005) puts it, "Peace is the contextually appropriate and pedagogical gainful point of coherence of values". Peace concretises the purpose of values and motivates their internalisation." Education for peace has been considered as a strategy to make value education operative. It aims at equipping students with the values and attitudes required for living in harmony with oneself and others as responsible citizens.

Secondary education is one of the very important stages of education that precedes elementary education and proceeds higher education. Value conflict is one of the specific characteristics of these students. Hence, there is a need to nurture values in students for the development of good manners and responsible and cooperative behavior. Standard 9 is the

beginning step in secondary education and the student being tender to receive value education, the secondary level is considered for the proposed study. Value education can be taught by two approaches: (1) Traditional approach and (2) Modern approach. In traditional method values are taught by telling, role-playing, problem-solving, studying the biography of great man, etc. Value education in the modern approach is not just a process for the transfer of information, but it is a planned activity aims to clarify the meaning and concept of value. The teacher plans and manages the activity which he/she has chosen. The researcher has chosen to teach values through Hindi film clips because they exercise a significant influence on the human mind very skilfully. They help to create lasting values in the students. There is also wider use of films in education. Educational films are coming into the field to meet the challenge of commercial pictures, to supplement them and to explore new avenues of educating children and adults. These films can give more reality, influence attitudes, show cause, and effect relation and motivate the students. Thus, these film clips have a great instructional force that can be used intelligently in the classroom.

In the older times, necessary human values were being developed among children in a joint family system under the patronage of grandparents. But now that the concept of joint family is vanishing, the guidance from elders is no longer available. Parents are unable to spend quality time with their children as both father and mother are working for higher economic status and are in safe hands, are regards development of their personality including character development, once they get them admitted them in a right school. There is, therefore, growing demand for education to inculcate, nurture and develop necessary human values amongst the young generation for the welfare of the society.

Value education is imparted through various ways but when it is related to classroom teaching methods, we can see that it enables the teacher to inculcate values through content to the textbook. Here the significant role played by the content of the textbook is to inculcate values among students. The present study focuses on the sensitisation of values. The present study is to be conducted at the secondary level through value related clips from Hindi films.

The researcher could not come across any study of value sensitisation at the secondary level. No direct study was found in value sensitisation through film clips. Thus, the researcher would like to do research. Here the purpose of doing research in this city is to give the benefit

of value education to the secondary level students of this city. Thus, this work has its significance in the field of value education.

### **5.5 HYPOTHESIS OF THE STUDY**

The following null hypothesis was formulated and tested at 0.01 level of significance:

There will be no significant difference in the mean achievement score of the students in pre-test and post-test concerning the treatment given through value sensitisation program.

### **5.6 STATEMENT OF THE PROBLEM**

EFFECTIVENESS OF THE VALUE SENSITISATION PROGRAM THROUGH HINDI FILM CLIPS FOR SECONDARY STUDENTS

### **5.7 OBJECTIVE OF THE STUDY**

1. To develop the value sensitisation program through Hindi film clips for secondary school students.
2. To implement the value sensitisation program through Hindi film clips on secondary school students.
3. To study the effectiveness of the value sensitisation program on secondary school students.
4. To study the reaction of secondary school students on value sensitisation program through Hindi film clips.

### **5.8 EXPLANATION OF THE TERMS**

Value: The principles that help us to decide what is right and wrong, and how to act in various situations.

Hindi film clip: The selected part of Hindi films which reflects situations/ lessons/ incidents that can teach or reflect values.

Sensitisation: To raise awareness of values for standard 9 students.

### **5.8.1 OPERATIONAL DEFINITION OF THE TERM**

Value sensitisation program – In this study, the value sensitisation program consists of raising awareness of values to the standard 9 students by showing them selected Hindi film clips.

Effectiveness in terms of achievement: In the present study effectiveness in terms of achievement means the difference between the score obtained by the students in pre-test and post-test after implementing the value sensitisation program.

Effectiveness in terms of reaction: Effectiveness in terms of reaction is the overall reaction of students with reference to selected film clips for value sensitisation and also the reaction of students concerning their awareness regarding value.

### **5.9 DELIMITATIONS**

The proposed study was delimited to all the secondary school students in Raneshwar Vidhyalaya, Tandalja, Vadodara.

The study was delimited to only 23 Hindi movie clips for the secondary school students studying in Raneshwar Vidhyalaya, Tandalja, Vadodara.

### **5.10 DESIGN FOR THE PRESENT STUDY**

The study was pre-experimental in nature. This type of design is commonly used as a cost-effective way to conduct exploratory research to see if there is any evidence that warrants a full-scale experimental study. Pre-experimental designs were classified depending on whether there is a connection between one or two groups, and whether the groups are post-



tested only, or both are pre-tested and post-tested. The present research fell under the category of single group pre-test post-test design.

O1   X   O2

Where O1 was the pre-test

X was an experimental group

O2 was post-test

## **5.11 POPULATION**

Standard 9<sup>th</sup> students of Raneshwar Vidhyalay affiliated to the Gujarat State Education Board in the city of Vadodara would be constituted as the population for the present study.

### **5.11.1 SAMPLE**

There was convenience sampling used for the present study. A convenience sampling is a non-probability sample that is selected based on the characteristics of a population and the objective of the study. The convenience sampling is also known as availability sampling.

The students studying in the standard 9<sup>th</sup> (2019-2020) in Raneshwar Vidhyalaya Tandalja, Vadodara comprises the sample of the study.

## 5.12 PLAN AND PROCEDURE:

The study was conducted in four different phases as follow:

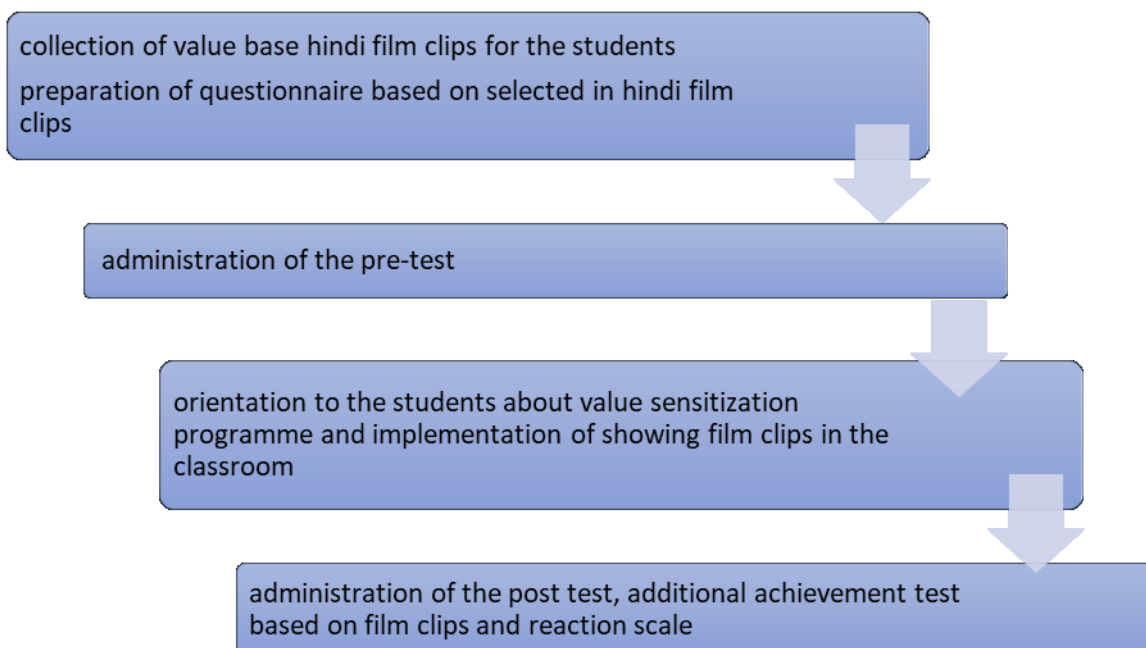


Figure 5.1: Phases of data collection

### **Phase 1: a collection of value-based film clips for the students and preparation of questionnaire based on selected in Hindi film clips**

A total of 23 movie clips selected by the investigator were from Hindi films for the secondary school students of Raneshwar Vidhyalay, tandalja, Vadodara. The investigator also prepared a questionnaire for pre-test and post-test for the students. Each movie clip included some values.

### **Phase 2: administration of the pre-test:**

The investigator conducted a pre-test on the secondary school students of the experimental group with the view to measure their achievement level before the implementation of the value sensitisation program. The achievement test was of 30 marks and was conducted for 30 minutes.

### **Phase 3: orientation to the students about value sensitisation program and implementation of showing film clips in the classroom**

The investigator gave information about the value sensitisation program to the students, and after that, the investigator showed one by one movie clips to the students and made them ready for the questions. The students also discussed the importance of movies in the present time.

Following instructions were given to the students before starting the program:

- The students have to pay attention while watching movie clips.
- After watching movie clips, the students have to answer the question related to the particular movie clip.
- The students can give their own opinion and can express their thoughts in group discussion.
- The students can share their own experiences related to clips.

### **Phase 4: Implementation of the post-test, additional achievement test based on selected movie clips and reaction scale**

The post-test and additional achievement test based on movie clips were administered to the students to check the level of student's value sensitisation after showing value-based clips.

The investigator also implemented the reaction scale on the students to get the opinion and reactions of the students on the value sensitisation program.

## **5.13 TOOLS AND TECHNIQUES**

### **1. pre-test and post-test as an achievement test**

A pre-test was prepared by the investigator to know the level of knowledge and understanding of the students. Different questions were prepared like multiple choice questions, short questions, and true and false for the pre-test.

There was a total of 30 questions in the post-test, and each question was of one mark. So, the post-test was 30 marks. An initial draft of the post-test and its blueprint was given to the experts for validation. After getting their valuable feedback, suggestions and correction were made, and the final post-test was prepared.

There were short, multiple-choice questions, true or false and fill in the blanks type questions were framed from the selected clips to sensitise values to the students. The clips selected from Hindi films for the secondary school students of Raneshwar Vidhyalaya, Tandalja, Vadodara.

## **2. Reaction scale**

The reaction scale was constructed by an investigator comprising the area concerned with the implementation of value-based film clips. It was a five-point Likert scale. The initial draft was given to the expert for correction and suggestions and also point out language clarity, inconsistency in the presentation and direction of the statements (positive and negative). After receiving the reaction scale, some changes were made, and the final reaction scale was prepared.

In order to get the reactions of the students about the film clips, the reaction scale was used. The reaction scale consisted of 20 statements. Each statement carries five alternatives strongly agree, agree, undecided, disagree and strongly disagree. Students tick marks in an appropriate box ranging from strongly agree to disagree on the reaction scale strongly.

## **5.14 DATA COLLECTION**

Initially, the investigator took permission from the Head of the department to conduct the value sensitisation program for secondary school students. The investigator also took permission, time table and schedule from the principal of Raneshwar Vidhyalay. The data was personally collected by the investigator from the students. The investigator prepared a schedule for the data collection. The collection of data lasted from 23<sup>rd</sup> December 2019 to 30<sup>th</sup> December 2019. The investigator personally administered the achievement test and the reaction scale. The investigator collected data in three phases. Firstly, the pre-test was administered. The value sensitisation program implemented and then the post-test and reaction scale were employed.

## **5.15 DATA ANALYSIS**

Data collected through pre-test and post-test were analysed by using a t-test to find out a significant difference between pre-test and post-test mean scores. Investigator computed

mean, standard deviation and standard error of the mean to measure the difference. Data collected through the reaction scale was analysed by using percentage, frequency and intensity index, graphical representation of the reaction scale was also done. Content analysis of unstructured observation was done. The researcher also conducted one more achievement test to reaffirm the findings based on clips.

## 5.16 MAJOR FINDINGS

- The mean score of the pre-test was 11.94, and the mean score of the post-test was 15.66. The average difference between pre-test and post-test mean is 3.72. Calculate t value between pre-test and post-test mean is -10.94 which is greater than the table t value of 2.68 at 0.05 level. The null hypothesis of the present study that there will be no significant difference in the mean achievement score of the students in pre-test and post-test with respect to the treatment given through value sensitisation program rejected and there is a significant difference in the achievement of the students in the pre-test and post-test score. Achievement after implementation of value sensitisation program through Hindi film clips was significantly higher than before the implementation of the program.
- 76% of the students disagreed with the statement that it should be important for us to be rich and have a lot of money. Only 10% of the students were indecisive to the statement of being rich and have lots of money. 96% of the students disagreed that we should break the rules when no one is around. 64% of the students disagreed that it should be acceptable to be late sometimes to school. 92% of the students agreed that we try to follow our traditional values and customs that our family and society have endowed on us, and 6% of the students disagreed on this statement.
- The majority of the students (98%) agreed that we should listen to people who are different from us and try to understand them. 90% of the students were in favour that we should prefer to make our own decisions and do what feels right for us. Students (94%) agreed that being successful should be important to us, and 6% of the students disagree with the statement. The majority of students (98%) agreed that being loyal to friends and family should be a priority in our life. 74% of the students agreed that we should do the activities which give us pleasure. 98% of students believed that we should care about nature.

- 92% of the students agreed that according to 3 Idiots movie: Thinking up new ideas and being creative should be important to us and the students believed that 3 Idiots movie teaches us thinking up new ideas and being creative should be important to us. 70% of the students agreed that we could learn useful things while watching movies. While 10% of the students were uncertain. 98% of the students agreed that family movie teaches us that family comes before anything and everything.
- The majority of the students (100%) believed that according to Hitchki movie, every person in the world should be treated equally. 90% of the students believed that according to Dear Zindagi movie, it is important for us to live in safe and secure surroundings. 90% of the students agreed that according to Namastey London movie, we should be humble and modest. 94% of the students agreed that patriotic movies evoke the feeling of patriotism with its strong and powerful content and great performances. While only 2% of the students were indecisive, and 4% of the students disagree with the statement.
- 80% of the students agreed that every movie teaches us moral values. While only 6% of the students were indecisive, and 14% of the students disagree with the statement. 94% of the students agreed that various scenes of the movie make us emotional, sensitive and sympathetic in the real world. 2% of students were indecisive, and 4% of the students disagree with the statement. 54% of the students disagreed that movies are only for entertainment and 36% of the students agreed, and 10% of students were indecisive.
- 100% of the students could understand the first clip from Gully boy movie and gave right answers of this clip and from My Name Is Khan, Chak De India, 3 Idiots (clips-1 and 3), Hitchki, Singham (clip-1), Nill Battey Sannata (clip-2), Sultan, Namastey London these 9 movie clips, the students' understanding can be seen between 90% to 96%.
- From 3 Idiot (clip-2), English Vinglish, Gully boy (clip-2), Nill Battey Sannata (clip-1), Kal Ho Na Ho, Singham (clip-2), 2 States, Munnabhai MBBS and Razi these 9 movie clips, the students' understanding can be seen between 90% to 96% and from Ghajni, MS Dhoni, Rang De Basanti and Dear Zindagi these 4 movie clips, the students' understanding can be seen between 70% to 78%.

## 5.17 DISCUSSION

"We need man making and nation building education" Swami Vivekananda

Life without values education is like a ship without a rudder. Values work as a guidance system and help us reach our destination. Education without values or insight will fall short of achieving its goal. Mere teaching, learning, improving knowledge and skills without building character and mind may not contribute to the holistic development of children, which is a must for the world to become a better place. Despite the increasing literacy rate and more people receiving education, the crime rate is refusing to come down. The rise in crimes, violence and other destructive activities in the society can be recognised as poor inculcation of values.

Education policymakers need to lay more stress on education with much stress on imparting human values and edification. This will have better results than mere education. The need of the hour is to impart value-based education. The stress should be on values such as patience, honesty, tolerance, sympathy, and love for fellow brethren and sisters. The students must be indoctrinated to keep values as a top priority. The youngsters need not only to be taught how to develop their skills, talents, and abilities; they must also be taught how to use these skills, talents, and abilities for the welfare and betterment of all. Once values become everyone's priority in life, all the negative aspects of life will automatically dwindle. The world direly needs people with high values to make it a better place to live in.

Schools of tomorrow need to be different even at the present moment; one can see students struggling at school, though we have progressed still the focus in schools of student excellence is on what a child scores in the exams. In school, the teacher should use science and technology to teach them moral values with fun and interest. Instead of giving them a lecture, the teacher can show them pictures, videos, television programs and also use movie clips for teaching subjects and also for value education so that the students can be aware of values by showing them and they can understand the difference between good and bad, right and wrong and also about do and don'ts. Using movies to teach can be a challenge, but when carried out properly, it boasts of numerous benefits. Unlike texts, movies enable students to learn visually.

The motion pictures exercise a great influence on the human mind very skilfully. They help to create lasting values in the pupils. There is also a wider use of films in education. Educational films are coming into the field to meet the challenge of commercial pictures, to supplement them and to explore new avenues of educating children and adults. These films can give more reality, influence attitudes, show cause, and effect relation and motivate the students. Thus, these motion pictures have a great instructional force that can be used intelligently in the classroom. There are many areas of learning which can be properly dealt with with the help of films.

### **5.18 THE IMPLICATION OF THE PRESENT STUDY**

Implication suggests how the findings may important for policy, practice, theory, teachers, students, parents, and subsequent researches. Research implications are the conclusions are down from results and explain how the findings may be necessary for policy, practice, theory, teachers, students, and parents.

#### For the schools:

To encourage teachers to use and implement value sensitisation programs through Hindi film clips for students.

To train teachers in teaching values to the students through different technologies.

To encourage teachers to adopt such a program in their teaching-learning process for bringing awareness among the students about values.

#### For the teachers:

value education can be made more interesting by the use of different techniques because the students can learn quickly with the help of it with proper guidance.

The film clips can be used to teach different subjects at different standards.

Value sensitisation programs through film clips can be used for hyperactive students and ill-disciplined students to get their attention.

Teachers can get an opportunity to develop such kind of program for their professional development.



For students:

Students can be encouraged for discipline and punctuality and the awareness of other values through selected film clips.

A value sensitisation program can be used to enhance the quality of lifestyle among students.

The value sensitisation program encourages more collaboration and communication in the classroom through various activities like group discussion, expressing thoughts, etc.

### **5.19 SUGGESTION FOR FUTURE RESEARCH**

The finding of the present study has more suggestions for researchers who want to work in this area. So, the researchers may think of the following areas to study further:

Effectiveness of value sensitisation program through Hindi film clips for the elementary school students.

Effectiveness value sensitisation program through cartoons for primary school students.

Effectiveness value sensitisation program through the activity for the primary school students.

Effectiveness value sensitisation program through film clips on rural and urban school students.

To study the perception of teachers on implementing value sensitisation programs through Hindi film clips for secondary school students.

### **5.20 CONCLUSION**

Everyone knows that life is precious and important. We protect our lives because we care more than anything else. If life is too important, the value of life is more important. The investigator in this study made a sincere attempt in developing a value sensitisation program and did it through Hindi film clips. The study revealed that the value sensitisation program was effective in both in terms of achievement and reaction of students. The study also made students aware of this program and the students can understand the values hide in movies. The students also found that the program was exciting and innovative and also felt that other subjects also can be learned through the film clips. The inclusion of video, group discussion, thoughtful expression,

and experience sharing made this program more interesting and informative. This program also valuable to track students in learning and teaching them good things in life.

The present study is also an attempt to make students, teachers and parents to make aware of different useful videos and movies which can be utilised in the teaching-learning process and also for inculcating values among the children of different age. This can be also useful for solving problems of the students with care and fun. Today the students are growing up in technological world so it is better to use technology to solve their problems and encourage them to overcome.

Thus, the value sensitisation program through Hindi film clips can be useful for teachers who want to change their teaching-learning process in value education. The teachers can also use them in teaching different subjects rather than lecture method.

The result from this study suggests that value sensitisation program that includes technology in value awareness process. Technology like film clip and videos that the students like the most and they can learn so many things with interest and fun. It became easier for teachers to teach moral values and other things to students with entertainment.

## APPENDICES – 1

### Activity for the selected film clips

#### Activity 1

Acche insaan aur bure insan aur koi fark nahi.

Movie: My Name Is Khan

Value: Secularism, respect for all religion and humanism

**Description:** In this clip, a mother teaches her son about goodness. She also teaches no discrimination related to religion only one discrimination is that good person and a bad person.



#### Objective:

1. This activity will develop values of Secularism, equality, no discrimination, and humanity.
2. The students will imbibe the values of Secularism, equality, no discrimination, and humanity and demonstrate them.

#### Questions:

1. What was the mother's reaction when Rizvan was speaking something wrong? (happy or angry)
2. According to mother there is no discrimination except bad and good. (true or false)
3. What is a good thing in the following list? (Fight, anger, love)

## Activity 2

First, we are Indians.

Movie: Chak De India!

Value: Punctuality, team spirit, and patriotism

### Description:

In this clip, the coach of Indian women's hockey team does not allow the late coming player and punish her to teach punctuality and discipline to the team. He also teaches his team to see ourselves as Indian first above any affiliation with state, caste, religion, etc...



### Objective:

1. This activity will develop values of Punctuality, team spirit, and nationality.
2. The students will imbibe the values of Punctuality, team spirit, and nationality and demonstrate them.

### Questions:

1. Why did the coach punish Priti Sabrawal?
2. Player should play first for\_\_\_\_\_.
3. The coach teaches the lesson of \_\_\_\_\_.

### Activity 3

Collage hai,

Pressure cooker nahi!

Movie: 3 Idiots

Value: curiosity, quest for knowledge and creativity

#### Description:

Here there is a classroom scene. Engineering students teaches the importance of curiosity to the teachers and students.



#### Objective:

1. This activity will develop values of creativity, friendliness, leadership, critical thinking and innovative thinking.
2. The students will imbibe the values of creativity, friendliness, leadership, critical thinking and innovative thinking and demonstrate them.

#### Question:

1. How should we learn anything?
  - a. With curiosity
  - b. With stress
2. What should be the purpose of learning?
  - a. To learn something new
  - b. To take degree

## Activity 4

Didi's idea works

Movie: Ghajni

Value: concern for others, compassion and social service

### Description:

In this scene, some handicapped children come to see the museum but there are no special facilities for them near the gate so they can't enter but a girl helps them to solve their problem.



### Objective:

1. This activity will develop values of sympathy and help.
2. The students will imbibe the values of sympathy and help and demonstrate them.

### Questions:

1. Why did the handicapped children become happy?
  - a. Because a girl helps them to enter the gate
  - b. Because they get ice cream from the girl
2. If you were at the girl's place what will you do?



## Activity 5

Nobody can help you better than you

Movie: English Vinglish

Value: respect for others, self-help and equality

### Description:

There is a wedding scene and the family member has to speak few words for the newly married couple in English but when Shashi's turn comes, her husband and daughter feel embarrassing and deny to speak but Shashi tries and gives a very inspirational speech in English.



### Objective:

1. This activity will develop values of Love for family, support to one another, respect, and self-esteem.
2. The students will imbibe the values of Love for family, support to one another, respect, and self-esteem and demonstrate them.

### Questions:

1. According to Shashi what is the role of family?
  - a. Give respect, support and love
  - b. To be strick on rules
- b. Shashi believes that the family should not be judgemental. (true or false)
- c. We should give equal status to every member in our family. (unequal or equal)

## Activity 6

Izzat dene ka!

Movie: Gully Boy

Value: gratitude, forward look, self-confidence and hard work

### Description:

In this scene, there is a discussion between a father and a son. Father tries to convince his son to quit the singing competition and advise him to continue his job but he denies it because from that he cannot get respect.



### Objective:

1. This activity will develop values of Respect, consistency, hard work and uplifting.
2. The students will imbibe the values of Respect, consistency, hard work and uplifting and demonstrate them.

### Questions:

1. What can we see in Murad's character?
  - a. Self-confidence
  - b. Fear
  - c. Anger
- b. The father is in worry because \_\_\_\_\_.
  - a. He has cared for his son.
  - b. He has frustration with his son.
- c. Murad says that he will work hard for his dream. (true or false)



## Activity 7

Hichki cha cha cha

Movie: Hichki

Value: sympathy, acceptance and sincerity

### Description:

Here there is an interview scene between a principal and a teacher Naina an aspiring teacher suffers from Tourette syndrome. Her condition causes her to make uncontrollable sounds likened to hiccups. When the principal asks why she was so persistent for the particular school, she explains that she was inspired by Mr. Khan a former principal. He had believed in her and announced that she would never be expelled for being different.



### Objective:

1. This activity will develop values of Acceptance and compassion.
2. The students will imbibe the values of acceptance and compassion and demonstrate them.

### Questions:

1. Naina was inspired by by\_\_\_\_\_.
  - a. Mr. Khan
  - b. Parents
2. The teachers should treat \_\_\_\_\_ the students like Naina.
  - a. Politely
  - b. Equally

## Activity 8

Bai ki beti kya Bai banegi?

Movie: Nil Battey Sannata

Value: simple living and hard work

### Description:

In this scene, there is a talk about luck and hard work between maid and owner. The maid says that her daughter wants to be a maid this makes her mother upset so she wants to advice from her owner.



### Objective:

1. This activity will develop values of hard work, generosity, tolerance, the pleasure of life and determination.
2. The students will imbibe the values of hard work, generosity, tolerance, pleasure of life and determination and demonstrate them.

### Questions:

1. The man can be only by\_\_\_\_\_.
  - a. Luck
  - b. Hard work
2. What is the moral of the clip?

## Activity 9

Bajirao Singham ki kacheri

Movie: Singham

Value: social service, social justice and helpfulness

### Description:

In this clip, there is a kacheri scene. Here a moneylender complains of not returning his money back. Here Singham teaches the importance of law to both moneylender and giver.



### Objective:

1. This activity will develop values of Love for duty, honesty, follow rules and justice.
2. The students will imbibe the values of Love for duty, honesty, follow rules and justice and demonstrate them.

### Questions:

1. Zamindar filed case against Sada because he was a thief. (true or false)
2. Why did Singham punish zamindas's man?
3. Singham \_\_\_\_\_ to Sada because of his poor condition. (helped or punished)

## Activity 10

Jo koshish karte hai wo kabhi nahi harte

Movie: Kal Ho Na Ho

Value: national unity, appreciation of cultural values and team work

### Description:

In this clip, Aman gives suggestions to Jenny how she can improve her restaurant business with the help of our culture, traditions and hard work. He also advises that with the help of these she can get success.



### Objective:

1. This activity will develop values of Cultural, persistency, Uplifting and inspiring.
2. The students will imbibe the values of Cultural, persistency, Uplifting and inspiring and demonstrate them.

### Questions:

1. One who tries hard, will never \_\_\_\_\_.
  - a. Fail
  - b. Succeed
2. We have strength of \_\_\_\_\_.
  - a. Money
  - b. Force
  - c. Hindustan

## Activity 11

Merit me rehna hai

Aur tike rehna hai

Movie: M S Dhoni

Value: gentleness, endurance and determination

### Description:

In this scene, there is a conversation between MS Dhoni and a Railway officer. In this conversation, Dhoni talks about the confusion between his job and his dream and asks him what he should do in life.



### Objective:

1. This activity will develop values of Patience and determination.
2. The students will imbibe the values of Patience and determination and demonstrate them.

### Questions:

1. What should we do in tough times?
  - a. We should quit the situation.
  - b. We should face and try to overcome.
2. The coach \_\_\_\_\_ to MS Dhoni.
  - a. Supports
  - b. Humiliates



## Activity 12

Samay badal raha hai

Movie: Sultan

Value: equality and encouragement of women

### Description:

In this clip there are two friends are talking about their career and one friend asked her friend why she wants to be a wrestler and her reply gives an indication about changing time.



### Objective:

1. This activity will develop values of Equality, confidence, and encouragement.
2. The students will imbibe the values of Equality, confidence, and encouragement and demonstrate them.

### Questions:

1. Why does Aarfa become a wrestler?
2. Father supports Aarfa in her career. (true or false)
3. What is the life goal of Aarfa?
4. Should the girls get equal opportunity in society?  
(Yes/no)

### Activity 13

Salary kitna loge bhai!

Movie: 3 Idiot

Value: honesty, sincerity, self-support and leadership

#### Description:

In this clip, there is an interview scene and an interviewer asks the candidate to change his attitude but he denies compromising with his principals.



#### Objective:

1. This activity will develop values of Friendliness, inspiration and positive attitude.
2. The students will imbibe the values of Friendliness, inspiration and positive attitude and demonstrate them.

#### Questions:

1. How should we handle situations in our life?
  - a. Peacefully
  - b. Logically
  - c. With anger
  - d. With fear
2. Should you change your moral values for benefit purposes? (true or false)
3. The candidate gets selected for job because of his honesty. (true or false)

## Activity 14

Yeh hai naya india

Movie: Namastey London

Value: appreciation of cultural values, cooperation, courtesy, respect for others and value for nation

### Description:

In this clip, there is a party scene. Here one Britisher tries to humiliate an Indian lady in a comic way but her friend feels sad and decides to show them the real India and makes them speechless.



### Objective:

1. This activity will develop values of respect, honesty, kindness, sympathy, responsibility, virtues and fairness.
2. The students will imbibe the values of respect, honesty, kindness, sympathy, responsibility, virtues and fairness and demonstrate them.

### Questions:

1. Why does jess feel bad at a party?
  - a. Because she is Indian and she can't listen to anything against India.
  - b. Because she has no interest in a party.
2. We should give respect to every one because \_\_\_\_\_.
  - a. It is our culture.
  - b. We also want respect from others.



## Activity 15

Jo bhi karunga dil se karunga

Movie: 3 Idiots

Value: truthfulness, good manners and obedience

### Description:

In this scene, there is a family conversation. A father wants to make his son an engineer but he wants to follow his dream and do something new so he wants his father's permission.



### Objective:

1. This activity will develop values of Support, care, and inspiration.
2. The students will imbibe the values of Support, care, and inspiration and demonstrate them.

### Questions:

1. We should do work in which we have \_\_\_\_\_.
  - a. Interest
  - b. Boredom
2. How should we convince our parents?
  - a. Forcefully
  - b. peacefully

## Activity 16

Dadajaan ki kahani

Movie: Dear Zindagi

Value: spirit of inquiry and initiative

### Description:

In this clip, a psychiatrist tells a story to her patient. The story is about one's readiness to do something but if one is not ready to do then it is useless to do.



### Objective:

1. This activity will develop values of curiosity, initiative, and self-awareness.
2. The students will imbibe the values of Curiosity, initiative, and self-awareness and demonstrate them.

### Questions:

1. The life goal of Pyarelalji was to climb Mount Everest. (true or false)
2. The Chinese group wanted to \_\_\_\_\_ Pyarelalji but he couldn't understand their language. (help or trap)
3. We should choose the way for it we are \_\_\_\_\_. (ready or not ready)

## Activity 17

Watan ke aage kuch nahi

Movie: Raazi

Value: self-confidence, patriotism and freedom

### Description:

This scene is between a coach and a girl who is ready to be a secret agent for India. She says there is nothing more than motherland and she can do anything for the motherland.



### Objective:

1. This activity will develop values of Patriotism, self-dependence and self-confident.
2. The students will imbibe the values of Patriotism, self-dependence and self-confident and demonstrate them.

### Questions:

1. According to coach the girl should depends on \_\_\_\_\_.
  - a. Herself
  - b. Parents
  - c. Neighbour
2. The dream of the girl was to be a doctor. (true or false)
3. What does the girl believe in \_\_\_\_\_?
  - a. There is nothing more than motherland.
  - b. There is nothing more than money.

## Activity 18

Yeh tumhara bhi desh hai.....

Movie: Rang De Basanti

Value: national consciousness, value of nation, democratic decision making and citizenship

### Description:

In this clip, there is a party scene and friends are talking about the country and government system. They also discuss the contribution given to the country by our freedom fighters.



### Objective:

1. This activity will develop values of
2. The students will imbibe the values and demonstrate them.

### Questions:

1. We should think first for our country. (true or false)
2. How can we become a responsible citizen?

## Activity 19

Jadu ki jappi

Movie: Munnabhai MBBS

Value: cleanliness, kindness, tolerance and reverence for old age

### Description:

In this clip, a sweeper is cleaning the floor and he becomes irritated on people who are disturbing him in his work and he starts shouting. At that time Munna comes and hugs him for a while. He also says thank you for his service to the patients.



### Objective:

1. This activity will develop values of cleanliness, self-discipline, humor.
2. The students will imbibe the values of cleanliness, self-discipline, humor and demonstrate them.

### Questions:

1. Why did sweeper become angry?
2. Munna said heartily thank you to the sweeper Makhsudbhai. (yes or no)
3. How did Munna make Makhsudbhai happy?



## Activity 20

Lionhearted Singham

Movie: Singham

Value: courage, loyalty to duty, sense of social responsibility, cooperation and honesty

### Description:

In this clip, there is a police party scene and a strong police officer comes and talks about their duty. He says that people expect so much from us and it is our duty to make them feel safe. He feels proud to be a strong policeman.



### Objective:

1. This activity will develop values of Cooperation, honesty, confidence and justice.
2. The students will imbibe the values of Cooperation, honesty, confidentiality, justice and demonstrate them.

### Questions:

1. What is the duty of a policeman?
2. Instead of doing recognize what is wrong we should improve it. (true or false)
3. The symbol of lions on cap shows \_\_\_\_\_. (Courage or honesty)

## Activity 21

Maths me dabba gull

Movie: Nil Battey Sannata

Value: proper utilization of time and devotion, self-control

### Description:

In this scene, Chanda meets a collector and asks how to be a collector. The collector politely talks with her and gives necessary suggestions that will help Chanda to make her daughter a collector.



### Objective:

1. This activity will develop the values of hard work, generosity, tolerance, and determination.
2. The students will imbibe the values of hard work, generosity, tolerance, and determination and demonstrate them.

### Questions:

1. We should behave with others \_\_\_\_\_.  
a. Politely      b. Arrogantly      c. Angrily
2. One can be collector only by \_\_\_\_\_.  
a. Hard work      b. Luck      c. Money
3. The collector helps Chanda by giving money to her. (true or false)

## Activity 22

Bhag bhag bhag sher aya sher

Movie: Gully Boy

Value: respect for women, gentleness and leadership

### Description:

In this scene, a girl sings a song in college festival but some students create disturbance for her. At that time a rapper comes and teaches a lesson by singing raps that makes them feel guilty.



### Objective:

1. This activity will develop values of Respect for women, dignity, and fairness.
2. The students will imbibe the values of Respect for women, dignity, and fairness and demonstrate them.

### Questions:

1. The girl left the stage because \_\_\_\_\_.
  - a. Some students created a disturbance.
  - b. She finished her song.
2. MC Sher teaches a lesson to the boys by fighting with them. (true or false)
3. What was the reaction of boys after hearing raps?
  - a. Feel insulting
  - b. Become happy
  - c. Become angry



### Activity 23

Self-respect hai ke nahi?

Movie: 2 States

Value: self-respect and concern for others

#### Description:

Here there is a wedding scene and the groom's parents demand dowry. Ananya tries to convince the groom that he is doing wrong and he should have self-respect.



#### Objective:

1. This activity will develop values of Self-respect.
2. The students will imbibe the values Self-respect and demonstrate them.

#### Questions:

1. How did the family members help the bride's mother?
  - a. By giving support
  - b. By taking objection against the groom's family
2. Ananya taught a lesson of \_\_\_\_\_ to duke.
  - a. Self-respect
  - b. Hard work

## APPENDICES – 2

### સિદ્ધિ કસોટી

વિદ્યાર્થીનું નામ:

સમય: 40 મિનિટ

ધોરણ: 9

ગુણ: 30

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પ્ર. 1. સૌથી યોગ્ય વિકલ્પ પસંદ કરો અને તેની સામે ટિક માર્ક લગાવો. (1 x 20 = 20)

1. જો તમે તમારા વર્ગના એકમાત્ર સમૃદ્ધ વ્યક્તિ છો અને અન્ય બધા ગરીબ છે, તો તમે....
  - a. દરરોજ શ્રેષ્ઠ કપડાં પહેરીશ અને મારી સ્થિતિનો ગર્વ કરીશ.
  - b. ફક્ત મારા ગરીબ મિત્રો માટે જ ઘણી વસ્તુઓ ખરીદીશ જે મારા વખાણ કરે છે.
  - c. મારી જાતને દરેક માટે મૈત્રીપૂર્ણ બનાવીશ અને ક્યારેય એવું કશું કરીશ નહીં જેનાથી તેઓને નીચું દેખાશે.
  - d. વર્ગ ખંડની સામે એક અલગ બેઠક રાખીશ.
2. રાષ્ટ્રગાન દરમિયાન ઊભું રહેવું જરૂરી છે કારણ કે.....
  - a. બધા ઉભા રહે છે
  - b. રાષ્ટ્ર સન્માન માટે
  - c. નિયમના પાલન માટે
  - d. ફરજિયાત હોવાથી
3. એક વિજ્ઞાન પ્રદર્શન ચાલી રહ્યું છે, તમે.....
  - a. મને રસ નથી.
  - b. જો મારી પાસે સમય હશે તો હું જઈશ.

- c. હું તેને ચૂકીશ નહીં.
- d. હું આગલી વખતે જઈશ.
4. તમને પાર્ટી માટે આમંત્રિત કર્યા છે. ઘણા સમૃદ્ધ લોકો પણ પાર્ટી માટે આવી રહ્યા છે.....
- a. હું મારો શ્રેષ્ઠ ડ્રેસ પહેરીશ.
- b. હું પહેરવા માટે મારા મિત્રનો ડ્રેસ ઉધાર લઈશ.
- c. જો મારી પાસે સારો ડ્રેસ ન હોય તો હું પાર્ટીમાં ભાગ લઈશ નહીં.
- d. હું પૈસા ઉધાર લઈશ અને નવી ડ્રેસ ખરીદીશ.
5. તમારો ખાસ મિત્ર તમારી ફૂટબોલ ની રમતમાં જોડાવવા રાહ જોઈ રહ્યો છે કોઈ મહત્વપૂર્ણ વર્ગના સમય દરમિયાન પરંતુ તમે જાણો છો કે શિક્ષક ખૂબ કંટાળાજનક છે. તો તમે....
- a. રમતનો આનંદ માણશો અને મિત્રને ખુશ કરશો.
- b. વર્ગમાં કંટાળો આવે છે તેવો અન્ય વિદ્યાર્થીઓને મનાવીશ અને મારી રમત માટે સમૂહ યોજના બનાવીશ.
- c. ખોટું બહાનું આપીને શિક્ષકની પરવાનગી લઈશ.
- d. ખુલ્લા દિમાગથી વર્ગમાં ભાગ લઈશ. શિક્ષકને મારી મુશ્કેલીઓ સમજાવીશ.
6. હું ચોરી, ખોટું બોલવું, ધૂમ્રપાન કરવા જેવા કાર્યો કરવાનું ટાળું છું કારણ કે
- a. જો હું આવું કરું તો મારા માતાપિતા મને સજા કરશે.
- b. લોકો મારા વિશે ખરાબ વિચારી શકે છે.
- c. હું જાણું છું કે આ ખોટું છે અને તેમ ન કરવાનું નક્કી કરીશ.

- d. મને આવું કરવામાં ડર લાગે છે.
7. તમને ખાતરી છે કે તમારી પરીક્ષાના પ્રશ્નપત્રો બહાર નીકળી ગયા છે, એક વિશ્વાસુ વિદ્યાર્થી તરીકે તમે શું કરશો?
- a. જાતે વાંચીશ અને પરીક્ષામાં ઉચ્ચ સ્કોર મેળવવાનું લક્ષ્ય રાખીશ.
- b. મારા કામમાં ધ્યાન આપીશ અને તેના વિશે ચિંતા નહીં કરું.
- c. શાળામાં સંબંધિત અધિકારીઓને તાત્કાલિક જાણ કરીશ.
- d. મારા ખૂબ નજીકના મિત્ર સાથે શેર કરીશ.
8. જ્યારે તમારી માતા તમને તમારા રૂમને વ્યવસ્થિત કરવાનું કહે છે, ત્યારે તમે...
- a. હું તેમની વાત માનીશ.
- b. હું તે પછી આરામથી કામ કરીશ
- c. વ્યવસ્થિત કામ કરવાનો ઇનકાર કરીશ
- d. મારા ભાઈ-બહેનને તે કરવા કહીશ.
9. તમારી પાસે દૂરબીન છે અને સમાચાર આવ્યા છે કે આકાશમાં ગ્રહો આજે રાત્રે સીધી લાઈનમાં ગોઠવાશે. તમે...
- a. હંમેશની જેમ પલંગ પર સુઈ જઈશ.
- b. મારા બાચનો ક્યુલરને મારા મિત્રને જોવા આપી દઈશ.
- c. આ દુર્લભ ઘટનાને જોવાનું ચૂકીશ નહીં.
- d. આવતીકાલે ટીવી પર ઇવેન્ટ જોઈશ.

10. તમારા વર્ગના શિક્ષકે આવતીકાલે જ જવાબ આપવા માટે ખૂબ જ રસપ્રદ પ્રશ્ન છોડી દીધો

છે. તમે....

- a. ઉત્સાહથી શિક્ષકનો જવાબ સાંભળવા માટે આવતી કાલની રાહ જોઈશ.
- b. જવાબ માટે લાઇબ્રેરી જઈશ.
- c. મિત્રો સાથે ચર્ચા કરીશ.
- d. આખી રાત ચિંતન કરીશ કે આનો જવાબ શું હશે.

11. રક્તદાન માટે તાત્કાલિક વિનંતી છે અને ફક્ત તમારું બ્લડ ગ્રુપ દર્દી સાથે મેળ ખાય છે.

તમે....

- a. જીવન બચાવવા માટે રક્તદાન કરીશ.
- b. સમાન જૂથવાળા અન્ય લોકોની શોધ કરીશ અને તેમને દાન આપવા કહીશ.
- c. આપીશ નહીં કારણ કે મને ડર લાગે છે
- d. દર્દીને તેના ભાગ્ય ઉપર છોડીશ.

12. ધૂમ્રપાન કરનારાઓમાં ફેફસાના કેન્સર માટે જાગૃતિ લાવવા મેરેથોનનું આયોજન કરવામાં

આવ્યું છે. તમે....

- a. ભાગ લઈશ નહીં.
- b. હું દોડીને અભિવ્યક્ત કરીશ કે જીવન એક ઉપહાર છે અને આપણે તેને ધૂમ્રપાન દ્વારા બગાડવું જોઈએ નહીં.
- c. દોડીશ નહીં, કારણ કે તે મારી ભૂલ નથી.
- d. ડોક્ટરોને આ મેરેથોન ચલાવવામાં મદદ કરીશ.

13. તમને તમારી ઉત્તરવહી મળી છે, તમારા ગુણની કુલ સંખ્યામાં કોઈ ભૂલ છે જે તમને વર્ગમાં

પ્રથમ બનાવે છે નહીં તો તમે વર્ગમાં ત્રીજા સ્થાને હો, તો તમે શું કરશો?

- a. હું શિક્ષકને તેના વિશે કહીશ.
- b. હું જાહેર નહીં કરું, ખુશ રહીશ હું પ્રથમ છું
- c. તે શિક્ષકની ભૂલ છે, તેથી હું દોષી નથી.
- d. હું આગામી ટર્મ શરૂ થશે ત્યારે હું શિક્ષકને કહીશ.

14. તમે સરકારી નોકરી માટે નિમાયા છો. તમારા બોસ હંમેશા મોડા આવે છે.....

- a. તે મારા માટે એક ફાયદો છે, કારણ કે હું પણ મોડા જઈ શકું છું.
- b. ભલે તે મોડા આવે કે સમયસર, હું સમયસર જઈશ.
- c. કેટલીકવાર મોડેથી જઈશ.
- d. બીજાને પણ મોડા આવવા કહીશ.

15. તમે તમારી પરીક્ષામાં નિષ્ફળ ગયા છો કારણ કે તમે સારો અભ્યાસ કર્યો નથી. તમારા પિતા

તમને તેના વિશે વાત કરવા બોલાવે છે. તમે.....

- a. ઘરથી ભાગી જઈશ અને એક અઠવાડિયા પછી આવીશ.
- b. મારા પિતાનો સામનો કરીશ અને મારી નિષ્ફળતા સ્વીકારીશ.
- c. ખોટા બહાનાથી મારી નિષ્ફળતાનો બચાવ કરીશ.
- d. સારી રીતે નહીં ભણાવવા માટે શિક્ષકને દોષ આપીશ.

16. તમે જોયું કે એક વ્યક્તિ અકસ્માત પછી રસ્તા પર લોહીલુહાણ છે. તમારી પ્રથમ પ્રતિક્રિયા...

- a. ત્યાંથી ભાગી જઈશ.

- b. કાપડથી લોહી બંધ કરવાનો પ્રયાસ કરીશ અને બીજાઓને મદદ માટે બોલાવીશ.
- c. કોઈ અન્ય પહેલ કરે તેની રાહ જોઈશ.
- d. નજીકની હોસ્પિટલમાં મદદ માટે દોડીશ.

17. તમારા ઘરના નોકર પાસે કોઈ ફંક્શન માટે પહેરવાનો સારો ડ્રેસ નથી. તમે....

- a. મારો શ્રેષ્ઠ ડ્રેસ આપીશ.
- b. તેને ફંક્શનમાં આવવા ના કહીશ.
- c. મારા કપડાંમાંથી એક ડ્રેસ આપીશ જે થોડો જૂનો લાગે છે
- d. તેને નવો ડ્રેસ ખરીદવા પૈસા આપીશ.

18. મુશ્કેલીના સમયમાં આપણે શું કરવું જોઈએ?

- a. આપણે પરિસ્થિતિ છોડી દેવી જોઈએ.
- b. આપણે સામનો કરવો જોઈએ.
- c. બીજાની મદદ લેવી જોઈએ.
- d. સમય પર છોડી દેવું જોઈએ.

19. આપણે દરેકને સન્માન આપવું જોઈએ કારણ કે.....

- a. તે આપણી સંસ્કૃતિ છે.
- b. આપણે બીજાઓ પાસેથી પણ આદર માંગીએ છીએ.
- c. માતા-પિતાના કહેવાથી સન્માન આપવું જોઈએ.
- d. પોતાની સારી છાપ ઉભી કરવા માટે સન્માન આપવું જોઈએ.

20. આપણે બીજાઓ સાથે કેવી રીતે વર્તવું જોઈએ.

- a. નમ્રતાપૂર્વક
- b. ધમંડી બનીને
- c. ગુસ્સાથી
- d. પ્રેમથી

પ્ર. 2. તમારા પોતાના શબ્દોમાં સવાલનો જવાબ આપો:

(1 x 5 = 5)

1. સારા માણસમાં કયા ગુણો હોવા જોઈએ?

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2. એક ગેમ જીતવા માટે ટીમમાં કેવા ખેલાડી હોવા જોઈએ?

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3. દુનિયાના બધા ધર્મ આપણને શું શીખવે છે?

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4. વર્ગ મોનિટરમાં કયા ગુણ હોવા જોઈએ?

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5. આપણે સમયનો કુશળતાપૂર્વક ઉપયોગ કેવી રીતે કરવો જોઈએ?

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પ્ર ૩.. નીચે આપેલ વિધાન સાચા છે કે ખોટા તે જણાવો.

(1 x 5 = 5)

નિવેદન

1	આપણા માટે ધનિક બનવું અને ઘણા પૈસા હોવા જોઈએ તે મહત્વનું હોવું જોઈએ.	
2	જ્યારે કોઈ પણ આસપાસ ન હોય ત્યારે આપણે નિયમો તોડવા જોઈએ.	
3	પૈસા કરતાં વફાદારી મહત્વની નથી.	
4	દુનિયામાં ખરાબ અને સારા સિવાય કોઈ ભેદભાવ ના હોવા જોઈએ.	
5	વિશ્વના દરેક વ્યક્તિ સાથે સમાન રીતે વર્તવું જોઈએ.	

### APPENDICES – 3

#### Reaction scale

	નિવેદન	પૂર્ણ સહમત	સહમત	અનિર્ણિત	અસહમત	પૂર્ણ અસહમત
1	3 ઇડિઅટ્સ મૂવી અનુસાર નવા વિચાર સાથે વિચારવું અને સર્જનાત્મક બનવું આપણા માટે મહત્વપૂર્ણ હોવું જોઈએ					
2	આપણા માટે ફક્ત ધનિક બનવું અને ઘણા પૈસા હોવા જોઈએ તે મહત્વનું હોવું જોઈએ.					
3	હિંચકી મૂવી અનુસાર દુનિયાના દરેક વ્યક્તિ સાથે સમાન રીતે વર્તવું જોઈએ.					
4	મૂવીઝ જોતી વખતે આપણે સારી વસ્તુઓ શીખી શકીએ.					
5	કૌટુંબિક મૂવી શીખવે છે કે કુટુંબ સૌથી પેહલા આવે છે.					

6	ડિયર જિંદગી મૂવી અનુસાર, આપણા માટે સલામત અને સુરક્ષિત રહેવું મહત્વપૂર્ણ છે.					
7	જ્યારે કોઈ આસપાસ ન હોય ત્યારે આપણે નિયમો તોડી શકીએ છીએ.					
8	નમસ્તે લંડન મૂવી મુજબ આપણે નમ્ર બનવું જોઈએ.					
9	આપણે એવા લોકોને સાંભળવું જોઈએ જેઓ આપણાથી જુદા છે અને તેમને સમજવાનો પ્રયત્ન કરવો જોઈએ.					
10	દેશભક્તિની મૂવી તેની મજબૂત અને શક્તિશાળી સામગ્રી અને મહાન પ્રદર્શનથી દેશભક્તિની ભાવના ઉત્તેજિત કરે છે.					
11	આપણે આપણા પોતાના નિર્ણયો લેવાનું પસંદ કરવું					

	જોઈએ અને જે આપણને યોગ્ય લાગે તે કરવું જોઈએ.					
12	દરેક મૂવી આપણને નૈતિક મૂલ્યો શીખવે છે.					
13	ફક્ત સફળ થવું આપણા માટે મહત્વપૂર્ણ હોવું જોઈએ.					
14	શાળામાં ક્યારેક મોડું થવું તે સ્વીકાર્ય હોવું જોઈએ.					
15	મૂવીના વિવિધ દ્રશ્યો વાસ્તવિક દુનિયામાં આપણને ભાવનાત્મક, સંવેદનશીલ અને સહાનુભૂતિશીલ બનાવે છે.					
16	આપણે એવી પ્રવૃત્તિઓ કરવી જોઈએ જે આપણને આનંદ આપે.					
17	મિત્રો અને કુટુંબ પ્રત્યે વફાદાર રહેવું એ આપણા જીવનની					

	પ્રાથમિકતા હોવી જોઈએ.					
18	આપણે પ્રકૃતિની કાળજી લેવી જોઈએ.					
19	મૂવી ફક્ત મનોરંજન માટે હોય છે.					
20	આપણે આપણા પરંપરાગત મૂલ્યો અને રિવાજોને અનુસરવાનો પ્રયત્ન કરવો જોઈએ જે આપણા કુટુંબ અને સમાજે આપ્યું છે.					

## APPENDICES – 4

An additional achievement test (based on selected Hindi film clips)

### પ્રશ્નો:

#### Clip 1: My Name Is Khan

1. જ્યારે રિઝવાન કંઈક ખોટું બોલી રહ્યો હતો ત્યારે માતાની પ્રતિક્રિયા શું હતી?  
(ખુશ અથવા ગુસ્સે)
2. માતાના મતે ખરાબ અને સારા સિવાય કોઈ ભેદભાવ નથી. (સાચું કે ખોટું)
3. નીચેની સૂચિમાં સારી વસ્તુ શું છે? \_\_\_\_\_. (લડવું, ક્રોધ, પ્રેમ)

#### Clip 2: Chak De India

1. કોચે પ્રિતિ સબરાવાલને શા માટે સજા આપી?  
\_\_\_\_\_
2. ખેલાડીએ પહેલા \_\_\_\_\_ માટે રમવા જોઈએ. (a) દેશ (b) પોતાના
3. કોચ \_\_\_\_\_ નો પાઠ શીખવે છે. (a) નિયમિત (b) બળ

#### Clip 3: 3 Idiots

1. આપણે કઈ પણ શીખીશું? (a) રસ સાથે (b) તણાવ સાથે
2. શીખવાનો હેતુ શું હોવો જોઈએ? (a) કંઈક નવું શીખવા માટે (b) ડીગ્રી લેવા

Clip 4: Ghajni

1. વિકલાંગ બાળકો કેમ ખુશ થયા?

(a) કારણ કે એક છોકરી તેમને પ્રવેશદ્વારમાં પ્રવેશ કરવામાં મદદ કરે છે

(b) કારણ કે તેમને છોકરી પાસેથી આઈસ્ક્રીમ મળે છે

2. જો તમે છોકરીની જગ્યાએ હોત તો તમે શું કરશો?

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Clip 5: English Vinglish

1. શશી મુજબ કુટુંબની ભૂમિકા શું છે?

(a) માન, ટેકો અને પ્રેમ આપો

(b) નિયમો પર વળગી રહેવું

2. શશી માને છે કે કુટુંબ નિર્ણાયક હોવું જોઈએ નહીં. (સાચું કે ખોટું)

3. આપણે આપણા કુટુંબના દરેક સભ્યને \_\_\_\_\_ દરજ્જો આપવો જોઈએ.

(a) અસમાન (b) સમાન

Clip 6: Gully Boy

1. આપણે મુરાદના પાત્રમાં શું જોઈ શકીએ?

(a) આત્મ વિશ્વાસ

(b) ડર

(c) ક્રોધ

2. પિતા દુઃખ માં છે કારણ કે \_\_\_\_\_.

(a) તેને પોતાના દીકરાની ચિંતા છે.

(b) તે તેના પુત્રથી હતાશા છે.

3. મુરાદ કહે છે કે તે તેના સ્વપ્ન માટે સખત મહેનત કરશે. (સાચુ કે ખોટુ)

Clip 7: Hichki

1. નૈના \_\_\_\_\_ દ્વારા પ્રેરિત હતી. (a) શ્રી ખાન (b) માતા – પિતા

2. કલ્પના કરો કે તમે નૈનાના વર્ગમાં હતા, તમે તેને કેવી રીતે ટેકો આપશો?

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3. શિક્ષકોએ નૈના જેવા વિદ્યાર્થીઓની \_\_\_\_\_ વર્તણુક કરવી જોઈએ.

(a) નમ્રતાપૂર્વક (b) સમાન

Clip 8: Nil Battey Sannata

1. માણસ ફક્ત \_\_\_\_\_ દ્વારા જ બની શકે. (a) નસીબ (b) મહેનત

2. આમાંથી તમને શું શીખવા મળ્યું?

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Clip 9: Singham

1. જમીનદારે સદા વિરુદ્ધ કેસ કર્યો કારણ કે સદા ચોર હતો. (સાચુ કે ખોટુ)

2. સિંધમે જમીનદારેના માણસને કેમ સજા આપી?

(a) તેઓએ કાયદો તોડ્યો (b) તેઓ ચોર છે.

3. સિંધમે સદાને ખરાબ હાલતને કારણે \_\_\_\_\_ કરી. (મદદ અથવા સજા)



Clip 10: Kal Ho Na Ho

1. યાઇનીઝ રેસ્ટોરન્ટ શા માટે ખૂબ સરસ રીતે ચાલે છે?

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2. જે વ્યક્તિ સખત કોશિશ કરે છે, તે કદી નહીં થાય. (a) નિષ્ફળ (b) સફળ

3. આપણી પાસે \_\_\_\_\_ ની તાકાત છે.

(a) પૈસા (b) બળ (c) હિન્દુસ્તાન

Clip 11: M S Dhoni

1. કઠિન સમયમાં આપણે શું કરવું જોઈએ?

(a) આપણે પરિસ્થિતિ છોડી દેવી જોઈએ. (b) આપણે સામનો કરવો જોઈએ

2. કોચ એમએસ ધોનીને \_\_\_\_\_.

(a) આધાર આપે છે (b) અપમાનિત કરે છે

Clip 12: Sultan

1. આરફા કુસ્તીબાજ કેમ બને છે?

(a) તે સમાજમાં પરિવર્તન માંગે છે (b) તે ખૂબ જ મજબૂત છે

2. પિતા તેની કારકિર્દીમાં આરફાને ટેકો આપે છે. (સાચું કે ખોટું)

3. આરફાનું જીવન લક્ષ્ય શું છે? \_\_\_\_\_

4. સમાજમાં છોકરીઓને સમાન તક મળવી જોઈએ? \_\_\_\_\_ (હા / નાં)

Clip 13: 3 Idiots

1. આપણે આપણા જીવનની પરિસ્થિતિઓને કેવી રીતે સંભાળીએ?

(a) શાંતિથી (b) ક્રોધ સાથે (c) ડર સાથે

2. તમારે લાભ માટે નૈતિક મૂલ્યોને બદલવા જોઈએ? \_\_\_\_\_ (a) હા (b) ના

3. ઉમેદવાર તેની પ્રામાણિકતા ને કારણે નોકરી માટે પસંદ કરે છે. (સાચુ કે ખોટુ)

Clip 14: Namastey London

1. જેસને પાર્ટીમાં કેમ ખરાબ લાગે છે?

(a) કારણ કે તે ભારતીય છે અને તે ભારત સામે કંઈપણ સાંભળી શકતી નથી.

(b) કારણ કે તેને પાર્ટીમાં કોઈ રસ નથી.

2. આપણે દરેકને આદર આપવો જોઈએ કારણ કે \_\_\_\_\_

(a) તે આપણી સંસ્કૃતિ છે. (b) આપણે બીજાઓ પાસેથી પણ આદર માંગીએ છીએ.

3. લોકોને નમસ્તે શુભેચ્છા પાઠવવા આપણે શા માટે હાથ જોડીએ છીએ?

---

Clip 15: 3 Idiots

1. આપણે તે કામ કરવું જોઈએ જેમાં આપણ \_\_\_\_\_ છે.

(a) રસ (b) કંટાળો

2. આપણે આપણા માતાપિતાને કેવી રીતે ખાતરી આપવી જોઈએ?

(a) બળપૂર્વક (b) શાંતિથી

Clip 16: Dear Zindagi

1. પ્યારેલાલજીનું જીવન લક્ષ્ય એવરેસ્ટ પર ચડવું હતું? (સાચુ કે ખોટુ)

2. ચાઈનીઝ જૂથ પ્યારાલાલજીને \_\_\_\_\_ કરવા માંગતો હતો, પરંતુ તેઓ તેમની ભાષા સમજી શક્યા નહીં. (સહાય અથવા હેરાન)

3. આપણે એવો માર્ગ પસંદ કરવો જોઈએ કે જેના માટે આપણે \_\_\_\_\_.

(તૈયાર છે કે તૈયાર નથી)

Clip 17: Raazi

1. કોય અનુસાર, છોકરી \_\_\_\_\_ પર આધારીત હોવી જોઈએ.

(a) પોતાના (b) માતા – પિતા (c) પડોશી

2. છોકરી નું સ્વપ્ન ડોક્ટર બનવું છે. (સાચુ કે ખોટુ)

3. છોકરી શું માને છે?

(a) માતૃભૂમિ સિવાય બીજું કશું નથી. (b) તેના સ્વપ્ના સિવાય બીજું કશું નથી.

Clip 18: Rang De Basanti

1. આપણે આપણા દેશ માટે પહેલા વિચારવું જોઈએ. (સાચુ કે ખોટું)
2. આપણે જવાબદાર નાગરિક કેવી રીતે બની શકીએ?

Clips 19: Munnabhai MBBS

1. સફાઈ કામદાર કેમ ગુસ્સે થયો?
- 

2. મુન્નાએ સફાઈ કામદાર મસુસુદભાઈનો હૃદયથી આભાર માન્યો. (સાચુ કે ખોટું)
  3. મુન્નાએ મસુસુદભાઈને કેવી રીતે ખુશ કર્યા?
- 

Clip 20: Singham

1. પોલીસ કર્મચારીની ફરજ શું છે? \_\_\_\_\_
2. શું ખોટું છે તે ઓળખવાને બદલે આપણે તે સુધારવું જોઈએ. (સાચુ કે ખોટું)
3. કેપ પર સિંહોનું પ્રતીક બતાવે છે \_\_\_\_\_. (હિંમત અથવા પ્રામાણિકતા)

Clip 21: Nil Battey Sannata

1. આપણે બીજાઓ સાથે \_\_\_\_\_ વર્તવું જોઈએ.
- (a) નમ્રતાપૂર્વક (b) ઘમંડી બનીને (c) ગુસ્સાથી

2. એક માત્ર \_\_\_\_\_ દ્વારા કલેક્ટર બની શકાય છે.

(a) મહેનત (b) નસીબ (c) પૈસા

3. કલેક્ટરે ચંદા ને પૈસા આપીને મદદ કરી. (સાચુ કે ખોટુ)

Clip 22: Gully Boy

1. છોકરીએ સ્ટેજ છોડી દીધું કારણ કે \_\_\_\_\_.

(a) કેટલાક વિદ્યાર્થીઓએ ખલેલ કરી. (b) તેણે પોતાનું ગીત પૂરું કર્યું.

2. એમસી શેર છોકરાઓને લડાઈ દ્વારા પાઠ ભણાવે છે.

(સાચુ કે ખોટુ)

3. ગીત સાંભળ્યા પછી છોકરાઓની પ્રતિક્રિયા શું હતી?

(a) અપમાનજનક લાગે છે (b) ખુશ થયા

Clip 23: 2 States

1. કુટુંબના સભ્યોએ કન્યાની માતાને કેવી રીતે મદદ કરી?

(a) મદદ આપીને (b) વરરાજાના પરિવાર સામે વાંધો ઉઠાવીને

2. અનન્યાએ ડ્યુકને \_\_\_\_\_ પાઠ શીખવ્યો. (આત્મસન્માન / મહેનત)



# શ્રી રાણેશ્વર કેળવણી મંડળ સંચાલિત શ્રી રાણેશ્વર વિદ્યાલય, વડોદરા

ઝૈનબ પાર્ક સોસાયટી, સનફાર્મા લેબની પાસે, તાંદલજા, વડોદરા - ૩૯૦ ૦૧૨. ફોન : ૨૩૪૨૭૭૭

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જા.નં.:

તા.

30<sup>th</sup> December 2019


## Letter of Appreciation

This is an immense pleasure to have Ms. Nilam Mehta here to conduct her experiment for the dissertation work titled, 'Effectiveness of a Value Sensitization programme through Hindi Film clips for the Students of Standard IX' from 23<sup>rd</sup> December, 2019 to 30<sup>th</sup> December, 2019. The programme was well-appreciated by the students. Our Students found engrossed in the presentations with Hindi film clips kudos to Nilam's communication style, activities and explanation.

We are glad to be selected for the experiment of such spirit.

I wish Ms Nilam Mehta a wonderful future and bright career ahead.

With respect and blessings,

  
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