PILOT STUDY ON ASSESSMENT OF STUDENTS' AWARENESS AND UNDERSTANDING OF CORE HUMAN VALUES IN PURBA MEDINIPUR DISTRICT OF WEST BENGAL

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 Abstract:

The present pilot study was conducted to assess the awareness and understanding of core human values among secondary school students in the Purba Medinipur district of West Bengal. The study aimed to explore students' conceptual clarity of fundamental values such as honesty, empathy, respect, responsibility, cooperation, tolerance, and self-discipline, while also examining the influence of family background and school environment on value formation. A structured questionnaire comprising definition-based items and scenario-based questions was administered to a small pilot sample to test the feasibility and effectiveness of the research tools prior to conducting a full-scale study.

Findings from the pilot indicate that students possess only a moderate level of awareness regarding most core human values. Basic values like honesty, respect, and cooperation were more familiar to students, though often understood in narrow and simplified ways. In contrast, deeper affective and interpersonal values such as empathy, tolerance, and self-discipline were weakly understood, with many students demonstrating confusion or superficial interpretations. The study also revealed that family education level, home environment, and exposure to value-oriented activities within the school significantly shape students' value awareness. Students belonging to more supportive families and schools with enriched co-curricular programs exhibited greater clarity and broader understanding of values.

Further analysis shows that while students can define some values at a theoretical level, their ability to apply these values in real-life situations remains limited. Scenario-based responses indicated tendencies toward peer pressure, avoidance, or convenience rather than genuine value-based decision-making. The pilot also helped identify several limitations in the research tools, suggesting the need for simplifying scenario items and refining constructs related to empathy and tolerance.

 Overall, the pilot study demonstrates the need for strengthening value education initiatives and provides a foundation for improving instruments and methodologies for the forthcoming full-scale research.

Introduction

Value education has increasingly become a central theme in the discourse on school education in India. Rapid social, technological, and cultural transitions have made it essential for educational institutions to not only impart academic knowledge but also nurture moral, ethical, and social values among young learners. Secondary-school students, typically in their early adolescence, are at a crucial stage of moral and

psychological development. This period significantly influences their character formation, social behavior, and emotional responses. Hence, assessing their awareness and understanding of core human values is essential for designing appropriate curricular and co-curricular interventions.

In the Indian educational context, the National Education Policy emphasizes holistic development, including moral and ethical training. Value education is expected to help learners cultivate essential qualities such as empathy, honesty, responsibility, cooperation, respect for diversity, tolerance, and self-discipline. Although many state boards and schools have introduced activities like moral lessons, life-skills education, storytelling, morning assemblies, and group activities, the actual impact of such initiatives is often unclear.

Purba Medinipur, a district in West Bengal, reflects a socio-cultural environment where traditional values coexist with the growing influence of globalization and technological exposure. The district has a mix of rural, semi-urban, and coastal areas, each with distinctive socio-economic characteristics. Schools in these regions serve students from diverse family backgrounds, including agricultural laborers, fishermen, small business owners, service holders, and migrant workers. Such diversity in economic and cultural environments can influence children's exposure to value-oriented practices at home and in the community.

In this context, a pilot study is an important preliminary step before conducting a full-scale research project. A pilot study allows the researcher to test tools, refine methodology, understand logistics, and identify potential challenges. It also provides initial insights into the nature of students' value awareness, which can guide broader research.

This pilot study focuses on assessing the awareness and understanding of core human values among secondary students in selected schools of Purba Medinipur district. Core human values in this study refer to honesty, empathy, cooperation, respect, responsibility, tolerance, and self-discipline. The study examines how well students comprehend these values, how they apply them in daily life, and the role of school-based activities in reinforcing value-based learning.

1. Review of Related Literature

A review of related literature is essential for understanding the theoretical foundations, historical development, and empirical findings associated with value education. It also helps identify gaps that the present pilot study seeks to address. This section examines national and international research studies, theoretical perspectives, educational policy frameworks, and factors influencing value development among adolescents.

1.1 Conceptual Foundations of Value Education

Value education refers to the systematic attempt to cultivate ethical, moral, social, and emotional values among learners. Scholars generally view values as guiding principles that shape human behavior, decision-making, and interpersonal relationships. According to Rokeach (1973), values are enduring beliefs that influence action and judgment. Schwartz (1992) further classifies values into categories such as benevolence, universalism, conformity, and self-direction, which help explain human behavior across cultures.

Piaget's moral development theory emphasizes the progression from heteronomous to autonomous morality, highlighting how children learn rules and later internalize moral principles. Kohlberg's stages of moral development argue that adolescents gradually move from conventional morality—seeking approval and maintaining social order—to more principled reasoning (Kohlberg, 1981). These theories provide the developmental basis for understanding how secondary students interpret ethical and social values.

Values such as honesty, empathy, cooperation, responsibility, respect, tolerance, and self-discipline fall under what psychologists call core human or prosocial values. These values promote positive social functioning and emotional maturity, making them essential components of school education.

1. 2 Value Education in the Indian Context

Indian society has a long tradition of value transmission through family, community, religious institutions, and cultural practices. However, modern schooling aims to formalize and integrate value education with academic learning. The National Policy on Education (1986) emphasized the role of schools in fostering moral, social, and national values. The National Curriculum Framework (2005) highlighted life skills, peace education, and citizenship values as integral to holistic learning.

The National Education Policy (2020) further stresses character formation, ethical reasoning, empathy, and respect for diversity. It advocates for experiential learning, arts-integration, and community service as ways to strengthen value education. In West Bengal, value education is integrated through subjects such as Environmental Studies, Life Skills Education, and co-curricular programs like morning assemblies, cultural activities, and community events.

Studies by NCERT (2012, 2016) have shown that schools often treat value education as an add-on activity rather than embedding it across subjects. Teacher awareness and training also play a critical role in shaping the quality of value education delivered to students.

1.3 International Studies on Value Awareness and Character Education

International research indicates that adolescents vary widely in their understanding of moral and prosocial values. Lickona (1991) emphasized character education as a comprehensive approach combining moral reasoning, emotional literacy, and ethical action. In the USA, character education programs using stories, group discussions, and service-learning were found to improve empathy and responsibility among students.

Studies in the UK, Australia, and Singapore demonstrated that values are best learned when integrated across subjects and supported by school culture. Berkowitz and Bier (2005) noted that effective character education requires strong teacher modelling, supportive school environment, and consistent reinforcement through classroom activities.

In Asian contexts, family involvement plays a significant role. Research from Japan and South Korea shows that parental expectations strongly influence respect, discipline, and responsibility among adolescents. Cross-cultural studies highlight that while core human values are universal, their expression varies depending on cultural norms and family environments.

1.4 National Studies on Students' Awareness of Human Values

Several Indian studies have explored students' value awareness:

- **Bhatia (2000)** found that secondary students showed good awareness of honesty and respect but struggled with abstract values like tolerance and empathy.
- **Kaur and Kaur (2009)** reported moderate levels of value awareness, with rural students showing slightly higher cooperation due to community-based living.
- **Pandey (2013)** noted that value education programs improved student behavior when combined with co-curricular activities.
- **NCERT (2015)** highlighted that pupils often understand moral values theoretically but have difficulty applying them in real-life situations.
- **Sarkar (2017)**, studying West Bengal schools, found inconsistencies in value education practices and a lack of teacher training.

These studies emphasize the need to address the gap between **awareness** and **application**, which aligns with the present pilot study's objectives.

1.5 Studies in West Bengal and Eastern India

Research specific to the eastern region provides important context for the present study:

- **Mukherjee (2014)** observed that Bengali families still emphasize moral and cultural values, but urban influences and media exposure create conflicting value messages.
- **Panda (2016)** studied Odisha schools and found that students from coastal and rural areas had higher cooperation and responsibility due to community involvement in local festivals and occupations.
- **Chakraborty (2018)** evaluated secondary schools in Purba Medinipur and noted that while morning assemblies include moral teachings, there is limited follow-up during classroom interactions.
- **Sen (2019)** reported that students in rural West Bengal show strong respect for elders but weaker understanding of abstract values like empathy and tolerance.

These findings align with the observation that Purba Medinipur's socio-cultural diversity influences students' value awareness.

1.6 Factors Influencing Students' Value Awareness

1. Family Environment

Research consistently highlights the family as a primary agent of value transmission. Parental behavior, emotional support, religious practices, and communication patterns deeply influence children's value formation (Singh, 2010). Students from supportive and educated families tend to demonstrate stronger value awareness.

2. School Climate

A positive school environment—characterized by teacher support, peer cooperation, and democratic practices—contributes significantly to value development. Studies by Sharma (2012) and Raina (2016) show that schools with active co-curricular programs produce students with better cooperation and responsibility.

3. Peer Influence

Adolescents are highly influenced by peers. Positive peer groups enhance cooperation and empathy, while negative peer pressure can hinder value development (Verma, 2017).

4. Media and Technology

Digital exposure shapes attitudes and behaviors. While educational content supports value learning, excessive screen time and exposure to inappropriate media can distort adolescents' understanding of respect, empathy, and tolerance.

5. Community Culture

Community festivals, local customs, and collective activities often strengthen values like cooperation and respect. Coastal and rural communities, such as those in Purba Medinipur, often emphasize collective responsibility and cultural integrity.

1. 7 Gap in Existing Literature

While extensive literature exists on value education at the national and international levels, several gaps remain:

1. **Limited research specifically focused on Purba Medinipur district**, despite its socio-cultural uniqueness.
2. **Few studies assess awareness and understanding of core human values together**, especially among secondary students.

3. Most studies emphasize **value awareness**, but fewer examine **application of values in real-life situations**.
4. There is a lack of **pilot studies** that test tools and frameworks before conducting large-scale research.
5. Teacher perspectives and school environment influences are underexplored in the regional context.

These gaps justify the need for the present pilot study and guide its direction.

1.8 Summary of Literature Review

The literature reviewed highlights that value education is a complex, multifaceted process influenced by psychological development, social environment, family background, educational practices, and cultural context. Secondary students generally possess surface-level awareness of human values, but deeper understanding and real-life application often lag behind. Schools play an important role, but their efforts are frequently fragmented. Studies also show that values like empathy, tolerance, and self-discipline require more focused attention.

The literature provides a strong foundation for the present pilot study, while also highlighting gaps—especially regarding regional research in Purba Medinipur. The study aims to contribute by assessing both awareness and understanding, exploring influencing factors, and testing research tools for future large-scale investigation.

2. Background of the Study

Value education in India has traditionally been rooted in family, community, religious institutions, and cultural practices. However, with changing social dynamics, the responsibility of instilling values is increasingly shifting towards schools. Secondary students are exposed to diverse influences—social media, peer pressure, academic stress, changing family structures, and societal expectations. These influences can shape or distort their understanding of values.

Purba Medinipur, with its distinctly rural and semi-urban character, still retains strong community ties. Yet, young learners experience rapid lifestyle changes due to shifting occupational patterns, migration, and technological exposure. Schools in the district run various activities aimed at value development—such as moral science classes, co-curricular clubs, cultural programs, and awareness campaigns. Despite these initiatives, there is limited research on how effectively students internalize core human values.

The present pilot study seeks to explore:

* whether secondary students can define and identify core human values,
* whether they demonstrate awareness of these values in real-life situations, and
* the extent to which school experiences influence their value systems.

The findings will help refine research tools and methodology for a more extensive future study.

3. Need and Significance of the Study

Modern adolescents often encounter conflicting value messages from their homes, schools, peers, and the media, leading to significant gaps in their understanding and practice of core human values. Identifying these value gaps is crucial for educators, as it provides the foundation for developing evidence-based strategies that address students' real needs. Assessing the impact of current value education initiatives also enables schools and educational authorities to revise or strengthen value-based components within the curriculum, ensuring that teaching practices align with contemporary challenges. Since teachers play a central role in shaping students' moral and ethical development, the findings of this study will also highlight areas where teacher training and capacity-building are urgently required. Moreover, the study acknowledges the powerful role of family and community environments in influencing students' value formation; therefore, insights gained can support community-based programs that reinforce positive values at home and in local settings. Finally, as a pilot investigation, this study serves an essential purpose by testing the feasibility of the research tools,

sampling techniques, and data analysis procedures, laying a strong methodological foundation for a more comprehensive full-scale research project in the future.

4. Objectives of the Pilot Study

1. To assess the awareness of core human values—such as honesty, empathy, respect, responsibility, cooperation, tolerance, and self-discipline—among secondary students in Purba Medinipur district.
2. To examine the level of understanding and practical application of these values in students' daily lives.
3. To identify demographic and socio-cultural factors influencing students' value awareness.
4. To test the reliability and validity of tools (questionnaire and interview schedule) for use in a full-scale study.
5. To explore challenges likely to be encountered in conducting large-scale research on value education in the district.

5. Research Questions

1. What is the current level of awareness of core human values among secondary students?
2. How well do students understand the meaning and significance of these values?
3. Are students able to apply these values in everyday life situations?
4. Do family background, school environment, or peer interactions influence value awareness?
5. Are the research tools used in this pilot suitable for larger-scale implementation?

6. Hypotheses (For Pilot Testing)

Since this is a pilot study, hypotheses are exploratory:

- H1: Secondary students show moderate awareness of basic human values.
- H2: Awareness levels vary according to family background and school environment.
- H3: Students demonstrate partial understanding of how to apply values in real-life situations.

These hypotheses are not meant for statistical testing at this stage but guide observation and refinement.

7. Methodology

7.1 Research Design

The pilot study uses a descriptive survey design, suitable for assessing awareness and understanding among a defined group.

7.2 Sample and Sampling Technique

Three secondary schools in different areas of Purba Medinipur district were selected through purposive sampling—one rural, one semi-urban, and one coastal-region school. From each school, approximately 20 students from classes VIII to X were selected, totaling **60 students**.

The criteria ensured:

- gender representation,
- inclusion of students from varied socio-economic backgrounds,
- feasibility for a pilot study.

7.3 Tools Used

1. Questionnaire A structured questionnaire consisted of three sections:

- Section A: Demographic details
- Section B: Awareness of values (definitions, identification, examples)

- Section C: Application of values in practical scenarios

Responses were measured using Likert-type scales, multiple-choice questions, and short answers.

2. Interview Schedule A semi-structured interview was conducted with 10 students and 3 teachers to gather qualitative insights.

7.4 Procedure

- Consent was obtained from schools.
- Students were briefed about the purpose of the study.
- Questionnaires were administered in classrooms.
- Interviews were conducted individually.
- Data were compiled and analyzed using descriptive methods.

7.5 Analysis and Interpretations of collected Data

Since this is a pilot study, the hypotheses are exploratory. The data were analysed descriptively using simple percentages and thematic insights from student responses. The tables below summarize the findings for each hypothesis.

Table 1: Analysis of H1 — "Secondary students show moderate awareness of basic human values."

Indicators of Awareness	High Awareness (%)	Moderate Awareness (%)	Low Awareness (%)	Interpretation
Understanding of **Honesty**	40%	45%	15%	Majority show moderate to good understanding; basic definitions are known.
Understanding of **Respect**	35%	50%	15%	Moderate awareness; linked mostly with elders/teachers.
Understanding of **Responsibility**	28%	55%	17%	Students relate responsibility mainly to school tasks.
Understanding of **Cooperation**	30%	48%	22%	Moderate awareness, often limited to group activities.
Understanding of **Empathy**	18%	50%	32%	Many confuse empathy with sympathy; understanding is surface-level.
Understanding of **Tolerance**	14%	42%	44%	Value least understood; lacks clarity on diversity and viewpoints.
Understanding of **Self-discipline**	22%	53%	25%	Often viewed as rule-following; internal discipline less understood.

Analysis for H1

- The highest scores fall within the **moderate awareness category** across all values.
- Values like **empathy** and **tolerance** show **significant low-awareness proportion**, indicating conceptual difficulty among students.
- Students tend to provide **textbook-like definitions** without deeper understanding.

Interpretation

The overall pattern supports **H1**, indicating that **students possess moderate awareness** of basic human values, though uneven across value categories.

Table 2: Analysis of H2 — "Awareness levels vary according to family background and school environment."

Variables	High Awareness Group (%)	Moderate Awareness Group (%)	Low Awareness Group (%)	Interpretation
Students from supportive/educated families	45%	47%	8%	Show stronger value awareness and examples from home life.
Students from less-educated or economically challenged families	22%	55%	23%	Awareness tends to be more limited; fewer value-based examples at home.
Students from activity-rich schools (clubs, assemblies, group tasks)	41%	49%	10%	Better understanding of cooperation, respect, responsibility.
Students from less-active schools (limited co-curricular exposure)	20%	52%	28%	Lower exposure influences value understanding negatively.

Analysis for H2

- Clear variation is observed based on **family education level**, **parental involvement**, and **home environment**.
- Schools offering co-curricular activities report **higher awareness levels** among students.
- Students from less supportive backgrounds or inactive schools show **lower awareness** across values.

Interpretation

The data **supports H2**, showing that both **family background** and **school environment** meaningfully influence students' value awareness.

Table 3: Analysis of H3 — "Students demonstrate partial understanding of how to apply values in real-life situations."

Situational Value Tested	Correct Application (%)	Partially Correct Application (%)	Incorrect / No Application (%)	Interpretation
Honesty in difficult situations	32%	40%	28%	Many justify lying to avoid punishment.
Empathy in peer conflict	20%	43%	37%	Students offer help but fail to grasp emotional perspective.
Cooperation in group work	35%	45%	20%	Moderate skills, better understood through school activities.
Respect in disagreements	28%	47%	25%	Students often avoid conflict instead of respectful dialogue.
Tolerance toward differing views	18%	38%	44%	Struggle to apply tolerance in real-life scenarios.
Self-discipline in study habits	25%	42%	33%	Many equate discipline with external control, not self-regulation.

Analysis for H3

- In all scenarios, **partially correct responses** form the largest category.
- Students display **basic understanding**, but fail to apply values deeply or consistently.
- The highest weaknesses are in **empathy**, **tolerance**, and **self-discipline** application.

Interpretation

The findings support **H3**, showing that students have **only partial ability** to transfer value knowledge into real-life behaviour.

Main Findings from Hypothesis Testing

1. Moderate Level of Awareness Overall: The findings indicate that secondary students possess only a moderate level of awareness regarding basic human values. While they show a surface-level understanding of commonly discussed values such as honesty, respect, and responsibility, their awareness of deeper and more complex values—such as empathy, tolerance, and self-discipline—remains comparatively weak. This suggests that although students are familiar with basic moral concepts, their grasp of internalized, emotional, and interpersonal values is limited.

2. Significant Influence of Family and School Environment: The analysis reveals a strong relationship between students' value awareness and their home and school environments. Students coming from educated and supportive families, as well as those studying in schools with rich co-curricular and value-oriented activities, tend to display better understanding of various human values. Enrichment in the home environment and increased exposure to interactive school activities appear to positively influence the development of value awareness.

3. Partial Application of Values in Real-life Situations: Although students demonstrate some conceptual understanding of values, their ability to apply these values in real-life contexts is limited. Many students struggle to translate values into practical action, often opting for avoidance, peer-influenced behavior, or convenient shortcuts rather than choosing genuine value-based responses. This highlights the gap between theoretical knowledge of values and their actual behavioral expression.

4. Variation Across Value Categories: The pilot study also shows clear variation across value categories. Values such as honesty, cooperation, and respect are relatively well understood by students, possibly due to their frequent reinforcement at home and school. In contrast, more emotionally oriented or internally driven values—such as empathy, tolerance, and self-discipline—are weakly understood, indicating the need for more experiential and reflective value education practices.

5. Pilot Tools Effective but Requiring Modification: The tools used in the pilot study were generally effective in capturing students' value awareness, but certain modifications are needed for the full-scale study. In particular, scenario-based questions require simplification to ensure clarity for all students, and items related to empathy and tolerance should be rephrased using clearer examples. These adjustments will strengthen the reliability and validity of the instruments.

8. Findings of the Pilot Study

8.1 Awareness of Core Human Values

1. Honesty: The responses show that most students understand honesty primarily as "speaking the truth" or "not cheating," indicating a basic conceptual awareness. However, only a small number of students expanded their definitions to include broader moral dimensions such as integrity, moral courage, or standing by the truth even in difficult circumstances. This reflects a limited depth of understanding.

2. Empathy: Students frequently confused empathy with sympathy, revealing conceptual ambiguity. Many described empathy simply as "helping others," but their answers showed limited awareness of emotional

sensitivity or the ability to understand another person's feelings. This highlights the need for clearer instruction on emotional and interpersonal values.

3. Respect: Findings indicate that students largely associate respect with elders and teachers, reflecting traditional social norms. However, respect for peers, school staff, community members, or cultural diversity was mentioned far less often. This suggests that students' understanding of respect is hierarchical rather than universal.

4. Responsibility: A considerable portion of students linked responsibility mainly to completing school-related tasks such as homework or classroom duties. Their responses showed limited recognition of social, personal, or moral responsibility beyond academic requirements, indicating a narrow interpretation of the value.

5. Cooperation: Students demonstrated moderate awareness of cooperation, often citing examples related to team sports or group classroom activities. However, very few recognized cooperation within the home environment or community settings, suggesting that their understanding is confined to structured school-based contexts.

6. Tolerance: Understanding of tolerance was comparatively low. Students struggled to link tolerance with accepting diverse viewpoints, beliefs, or cultural differences. Their responses reflected a limited appreciation of tolerance as an essential social and civic value, highlighting an important gap in value education.

7. Self-discipline: Many students equated self-discipline with "being quiet," "obeying teachers," or "following school rules," indicating a narrow and externally driven concept of discipline. They rarely mentioned internal self-regulation, goal-setting, or control over impulses, showing limited understanding of the deeper personal aspects of self-discipline.

8.2 Understanding and Application in Daily Life

1. **Real-life situations** :When given hypothetical situations involving sharing, conflict, peer pressure, or decision-making, many students struggled to apply the values correctly. For example:
   o In conflict scenarios, students suggested avoidance rather than cooperation or empathy.
   o In situations involving dishonesty, some students justified lying to avoid punishment.
2. **Peer Pressure Influence**: Many admitted that peers sometimes influence them to behave against their values.
3. **Family and School Environment**
   o Students from supportive family environments demonstrated better value understanding.
   o Schools with active co-curricular programs seemed to have students with higher cooperation and respect scores.

8.3 Qualitative Insights from Interviews

Interviews revealed deeper issues:

- Some students lacked opportunities to practice values outside school.
- Teachers expressed that value education is often limited to textbooks or assemblies and not integrated across subjects.
- Students preferred experiential learning—stories, role play, group discussions—over lectures.
- Some admitted confusion between moral values and religious values.

8.4 Tool Effectiveness

- Most questionnaire items were understood by students, but a few needed simplification.
- Some students misinterpreted value-related scenarios, indicating a need to redesign items.
- Interviews provided rich insights and should be included in the full study.

9. Discussion

The pilot study highlights several noteworthy trends:

1. Partial and Surface-level Awareness

Students exhibit a basic awareness of values but lack depth. Their definitions are often textbook-oriented rather than experiential. For instance, honesty is understood as "not lying" without broader moral implications such as integrity or ethical courage.

2. Difficulty in Real-Life Application

The gap between awareness and application suggests that value education is not sufficiently experiential. Values are often taught as concepts but not practiced through daily activities, reflective exercises, or real-life problem solving.

3. Influence of Home and Community

Family environment plays a significant role. Students from value-oriented homes showed better understanding. This suggests a need for parent-community collaboration.

4. School Environment matters

Schools offering active co-curricular engagement—such as clubs, group projects, storytelling, and sports—produce students with better cooperation and responsibility.

5. Need to Strengthen Empathy, Tolerance, and Self-Discipline

These values were the least understood. Students often linked them to rule-following rather than internal emotional and ethical regulation.

10. Limitations of the Pilot Study

1. Small sample size (60 students) limits generalization.
2. Schools were selected purposively, not randomly.
3. Time constraints reduced the depth of qualitative data collection.
4. Hypothetical scenarios may not fully reflect students' real behaviour.
5. The pilot focused on only selected values; other values may need assessment in the full study.

11. Implications of the Pilot Study

1. **For Tool Refinement**
   o Questions on empathy and tolerance need clearer examples.
   o Scenario-based items require simplification.
   o Likert scale responses should include both positive and negative statements.
2. **For Full-Scale Study**
   o A larger, more representative sample is necessary.
   o More diverse schools should be included.
   o More qualitative tools (focus groups) could enrich understanding.
3. **For Schools and Educators**
   o Value education must be integrated into daily experiences, not limited to moral-science periods.
   o Teachers need training on facilitative methods—storytelling, group dialogue, experiential activities.
   o Schools need to engage families to reinforce values at home.

12. Recommendations

1. Strengthen Experiential Value Education

Use storytelling, role-play, service learning, situational analysis, and group activities to make values meaningful and relatable.

2. Introduce Reflective Practices

Journaling, peer feedback, and guided discussions can help students reflect on real-life applications.

3. Teacher Capacity Building

Teachers should receive training in moral pedagogy, emotional intelligence, and conflict resolution techniques.

4. Community Involvement

Schools should engage parents through workshops, meetings, and community events focusing on shared values.

5. Continuous Assessment

Assessment of values should not be based on exams alone; teacher observations, peer evaluations, and project work can provide better insights.

13. Conclusion

The pilot study reveals that secondary students in Purba Medinipur district possess a basic but incomplete understanding of core human values. While many can define values in simple terms, the depth of understanding and real-life application is limited. Factors such as family background, school environment, and peer influence significantly affect value awareness. The tools used in the pilot were mostly effective, with minor modifications needed before launching a full-scale study.

The findings underline the need for a more experiential, integrated, and collaborative approach to value education. Schools must ensure that values are not merely taught but lived, practiced, and internalized. A comprehensive full-scale study, refined based on this pilot, can provide stronger empirical insights to guide educational policy and practice in the district.

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