

CHAPTER - IV

THE INTERVENTION
PROGRAMME

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4.0 INTRODUCTION

This chapter presents details of intervention programme which was developed and implemented by the investigator to achieve the stated objectives in chapter I. There are altogether ten sessions. Sessions were implemented in two phases.

Phase - I: PREPARATORY PHASE

Phase I included the icebreaking sessions. According to M. Smith (1977) "The value clarification process is most effectively taught and learned within an experimental format or design. The experimental method of teaching and learning emphasizes the participant's inner experience and external behaviour as the primary content, a psychological climate of involvement, trust and openness, group structures and the participant's responsibility for his own learning" (p.163). Thus, the effectiveness of the value clarification strategy programme will depend to what extent the researcher had built up trust and openness with the students. For this purpose the investigator conducted a couple of ice breaking sessions.

Phase- II: IMPLEMENTATION OF INTERVENTION PROGRAMME

In the second phase, intervention programmes for the identified value conflicts were conducted. There were three dilemmas and three activities included in the intervention programme. Critical Pedagogy was applied as

value clarification strategy for all the intervention programmes in the following format:

Value Clarification Strategy

- Step I
- * Formation of the groups
 - * Distribution of teaching points to the sample
 - * Identification of value conflict in the teaching point by the sample
- Step II
- * Discussion for Value Clarification
 - * Group secretaries present their reports to the entire group
 - * Summary of day's learning by the students as well the investigator.
- Step III
- Application of the value considered
- a. General
 - b. Personalization through
 - i. Action plan
 - Individual planning
 - Group planning
 - ii. Maintaining a diary

A detail description of each intervention programme is presented according to session wise.

4.1 PHASE – I : PREPARATORY PHASE INTERVENTION PROGRAMME

4.1.1 Session - I : Ice Breaking Session.

Time: 1 ½ hour

Materials: not required.

Introduction

The success and the effectiveness of any value clarification program first and foremost depends on knowing and building a rapport with the sample. The investigator conducted two games namely Bombing the City and Musical game with the following objectives:

Students shall be able

1. To come out of their shyness and inhibitions with the investigator.
2. To become familiar with the students thereby to build up rapport, trust & relationship with them.

Game I: Bombing the City

At first, the investigator drew a big circle with the help of the student. Inside the bigger circle again four small circles were drawn in four different places and wrote different names of cities in it as Kolkotta, Mumbai, Delhi and Chennai. The investigator asked them to stand on the bigger circle. Once all stood in a circle he explained to the students about the procedure of the game.

Procedure of the game

Music will be played. As music is on, all of you need to move along the outer circle slowly and gently. As soon as the music stops, you are to assemble in any one of the circles. A written name of cities in a piece of paper will be picked up by one of you, and then the animator will say, for example "a bomb fell in the city of Mumbai". Those who are standing in the circle are out. This game will continue till all are out.

Game II: Musical Game

The rules of the second game were told to them as follows:-

- a) Slow background music will be played. As music goes on, you are free to move and make an appropriate gesture according to the rhythms of the music inside the circle of the hall.
- b) While fast music was being played, students were asked to perform certain actions such as walking fast, or bus is about to leave, you are late by a few seconds. What do you do? Students answer run. So, students will be asked to run. When the music stops you have to freeze. It was played for about ten minutes.

Participants' Feedback

At the end of the second game, the investigator asked the student to sit down in their respective places. Once they were seated, the investigator asked them to reflect upon their learning in these sessions. To help the participant reflect, the investigator asked the following questions: Did you enjoy the game? What did you learn from these games? The following were the responses made by the participants.

- Participants felt happy to participate in the game.
- Participants said that it helped them to come out of their shyness.
- Participants experienced a sense of being one as a group.
- Participants learned to synchronize their actions with the rhythm of the music.

4.1.2 Session - II : Introduction to Writing Daily Logs

Time: 1 hour

Materials required: paper & Pen.

Introduction

The second session was spent to writing Daily Logs in two stages with the following objectives in mind.

1. To recapitulate students' learning of the pervious sessions.
2. To teach the student to write and maintain Daily Log (DL)

Procedure

The presentation of this session had two stages. At the first stage a few students were asked to summarize their learning from the previous session in their own words. Then, the investigator explained the meaning and importance of maintaining Daily Log in each one's life in the following words.

Daily log helps to reflect on our daily experiences. It also helps us to interact in a cumulative way whereby emerging clusters progressively reveal the inner meaning and patterns of our life.

At the second stage, students were given a format and practice to maintain the Daily Log. It was suggested that before writing the daily log they sit in stillness. Let yourself feel the inner movement of the events of your life and go back in memory over the last 24 hours. Remember as many specific details as you can: events, feelings, thoughts, desires, hope, emotions you experienced on conscious and non-conscious levels. What are the new ideas and insights you got from today's session? Articulate your new learning in your own words. Were you enthusiastic, anxious, light or heavy? You may start writing by making a brief open statement about the day as a whole. Then without censoring and without judging, record whatever you can, going step by step through each part of the day. What were your feelings about your tasks ahead? The effect that events, tasks and people had on you as you went on through the morning, noon and evening up to the time you were prepared for bed. Pay no attention to the style of writing. This is not an exercise in literature. Feel free to write in everyday language. Let the flow of words reach the paper without inadvertently censoring or editing the material you are recording. Do not exclude some things because you are ashamed of them. Be honest. Maintain a neutral position in the recording.

Participants' feedback

The following was the response made by the participants:

- Participants were happy to learn the technique of writing daily log.
- Participants were happy to know the importance of daily log.

4.1.3 Session-III : Focus Group Discussion to identify Value Conflicts

Time: 1.30 mts

Materials required: Paper and pen

Tool: Focus Group Discussion.

Introduction

The third session of the intervention programme aimed at identification of value conflicts as experienced by the sample of subjects. For this purpose focus group discussion was applied as tool for the discussion. To keep the discussion focused, the following objectives were identified.

1. To recapitulate students' learning from the pervious session.
2. To identify value conflicts as experience by the students.
3. To enlist the areas of value conflicts which are common to the entire class.

Procedure

After greeting the students, the investigator asked a few students to share their learning from the previous session. To facilitate sharing, the investigator asked a few questions such as: What was the exercise you did in the previous session? What did you learn from the previous session? Why is it important to maintain daily log in our life?

Today, we are going to do yet another very important activity. For this we need to form small groups. The investigator suggested them that they form groups of eight to nine. The only criteria put before them was that it should be formed according to like minded group. Thus, four groups of

nine each were formed. There were three moderators to assist the investigator. While selecting the moderator, their age and race was considered. They were trained to gather specific information that the researcher wanted from the focus group discussions. They were also trained to promote the interaction of the participants & ensure that the focus group discussion did not digress from the stated objectives.

For the identification of value conflicts prevailing among the sample group, the investigator conducted a focus group discussion. To initiate the discussion the investigator asked the following questions before the groups:

1. Enlist the things/qualities you are proud of in your personal life.
2. Are you surprised by some of the values practiced by the people around your locality?
3. What are some of the areas where you experience value conflicts in your personal life?

While the focus group was being conducted, the investigator and other moderators, maintained record of verbal and nonverbal responses of the participants in the field book according to the given questions. The moderators and the investigator recorded the key ideas that the participants had generated.

Observations by the investigator

- Cordial atmosphere prevailed through out the sharing session.
- Participants felt free and frank while sharing their experiences.

- Participants listened to each others' sharing.

4.1.4 Session IV: Focus Group Discussion to identify the ways of dealing with value conflicts by the sample of students.

Time: 1.30 mts.

Materials required: Paper & Pen

Tool: Focus Group Discussion

Introduction

The fourth session of the intervention programme was to help the sample to identify the ways of dealing with value conflicts in their life. The following objectives were set for the session.

1. To recapitulate the learning of the students from the pervious session.
2. To discover about themselves and their values under conflicts
3. To identify the ways of dealing with the value conflicts by the sample group.

Procedure

The investigator started the session with a brief recapitulation of the learning of the previous session. In the last session all of you have expressed certain practices that are going on in and around you which are just contrary to what you have been told or learnt. We also see people in and around us practicing double standards. That is to say, there is a difference in what they say and do. Some other moments of life, you may

have found difficult to choose between two equal things. As human beings, we undergo a spectrum of experiences. For most of us, life is not the same always. Sometimes, we experience pain, sorrow and another time joy and pleasure. A time specially the moment of difficulty we find utterly perplex to take decisions. Such practices raise doubts which cause confusion in your mind. In such situation what do you do?

After the short introduction, students were asked to form groups of eight. They were given the following questions to facilitate sharing:

1. Have you ever experienced value conflict in your life?
2. Describes the situation/ incident in you own words.
3. When faced with value dilemmas how did you arrive at solutions?
4. Whom did you approach for assistance?
5. What sort of help did you get?

While the focus group was being conducted, the investigator and the moderators maintained a record of the responses of the participants in the field book according to the given questions.

Participants' feedback

At the end, students were asked to share their learning from this session.

The following were the responses made by the participants.

- Participants become aware of the kinds of conflicts they have undergone in their life in the past.
- Participants become aware of the persons from whom they sought assistance.

- Participants learned to describe their feeling in a particular situation in their own word.

4.2 Phase– II : Implementation of Intervention Programme

Introduction

In the first phase of the study, the investigator had identified six areas of value conflicts and the ways of dealing with the value conflicts by the sample of subjects. After having identified the areas of conflicts, the researcher prepared the lesson plan for six areas. The lesson plan for the intervention programme consisted of three steps. In the first step teaching points were carefully selected and prepared on each area of value conflicts under study. While choosing the teaching point it was made sure that the content of it was related to the age, interest and enhanced learning in the students. The instructional objectives were written for each area under study in behavioural terms. In the second steps, the prepared teaching point was implemented following the steps enumerated on page 104. For the last step of the intervention programme the students were asked to adopt a few concrete plan of actions individually and collectively.

The prepared lesson plans which incorporated critical pedagogy was implemented in a series of intervention programmes. Detailed values clarification intervention programmes were as follows:

4.2.1 Intervention Programme V –Value conflict: Obedience/ Disobedience

Time: 1.15 hrs.

Materials required: Paper and pen

Introduction

The fifth session of the intervention programme was conducted using Critical pedagogy on the value conflict obedience/disobedience. The objectives for Session V were as follows:

Students shall be able

1. To make summary of their learning.
2. To comprehend the dilemma.
3. To analyze the value conflict on obedience and choose more satisfying alternatives after careful examination of the given dilemma in their life.

Procedure

The investigator asked a few students to recapitulate their learning from the previous session. Students said they have come to realize the area of value conflicts in their life and also became aware with different ways of dealing with value conflicts. Today, you are going to perform an exercise. For this purpose we need to form groups. The presentation of this session had three steps.

Step I: Formation of Groups and distribution of dilemma.

Four groups were formed by counting numbers such as 1, 2, 3, and 4. At the end all those having number 1 were asked to group in one place. Similarly number two, three and four. The investigator



asked each group to select a moderator, a secretary and a time keeper. The investigator himself distributed the value dilemma.

Dilemma 1

Value Conflict: Obedience/disobedience

Chief Minister's Gold cup football league tournament is organized every year. This year it is going to be played on May 13, 2005 between East Bengal Kolkatta and Sports Club Namchi. Both the teams are very good and the match is going to be very interesting. One of your favourite football players, Mr. Bhaichung Bhutia, is playing for the home team. You really like to watch him play. Your friends have planned not to attend class on May 13, 2005 and go to watch the football match. Your friends are pressurizing you to join them. Somehow, your parents come to know about your friend's plan to bunk the class. Your parents strongly advised you not to join them. Your friends decided that no one would say anything either to the Principal or the parents about it so that all of you can enjoy the match. What would you do? And why?

This was followed by silent reading. Then the group members were asked to study the problems of dilemma in detail.

Step II: Group Discussion

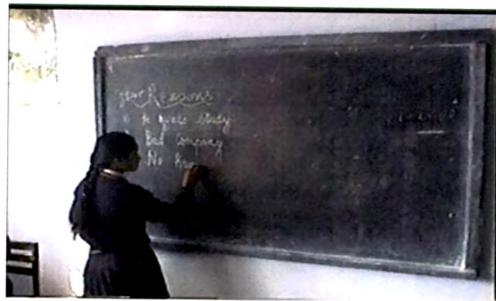
To facilitate group discussion, a list of questions related to the dilemma was given. Describe the situation in your own word. Identify the key issues/problems in the given dilemma. Why I should not



go to see the football match? Give your reasons. The groups were asked to begin their group discussion. Time allotted for discussion was one hour.

Step III: Group Presentation

Once all the groups had finished their discussion, the investigator asked the secretaries of each group to present their reports group wise. Main points were written on the blackboard by one of the volunteers.



Reasons for not going

1. He did not have permission either from his parents or from the Principal of the school. It was the parents wish that he should not miss the class.
2. It is not good to disobey parents/teachers. If the Principal did not announce a holiday to watch the football match that means, watching the match is less important than the study.
3. Students should obey rules and regulations of the school. One should not neglect his / her study.
4. Though his favourite football player was playing, it is improper to leave the class and go to see football match.
5. Recorded match is telecasted in the local channel in the evening. He could have seen it on the T.V.
6. In this case peer group pressure can lead to bad company.
7. If he really wanted to watch the match, he should have taken permission from the Principal.

Out of 35 students, one said that missing class for one day will not affect his study. Chief Minister's Football match is organized once in a year. Therefore, he would not mind missing the class for one day.

In order to develop critical thinking, the investigator asked the following questions: why should you obey your parents? Why is it good to



obey your parents? Is missing class for one day the only issue?

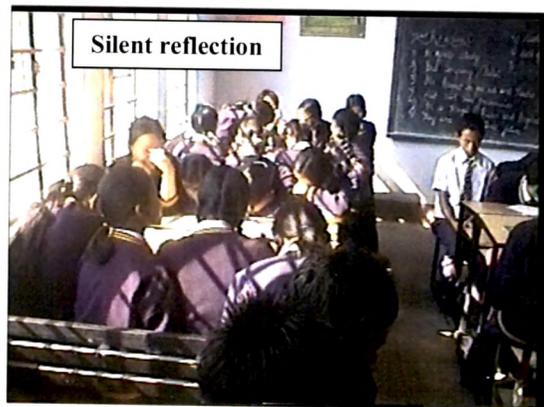
Participants' feedback

The students were asked to reflect about their learning in this session. The following were the responses made by the participants.

- Participants expressed the need for taking permission from the person concern.
- Participants realized that rules and regulations are necessary for every aspects of their life.
- Participants expressed their desire not to neglect his / her study.
- Participants learnt to think critically over issues before deciding future course of action.

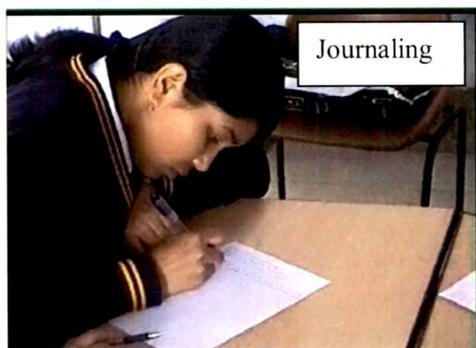
Silent Reflection

Now for a moment close your eyes and recall all that we did for last one hour and fifteen minutes. Ask yourself- what did I learn today? How am I going to put my learning into practice in my life? After five minutes of silent prayerful



reflection the students opened their eyes.

Now write down what you have learned in your book. Session closed with each student writing what he/she has learned. You could begin your sentence as I learned..., I realized...



4.2.2 Intervention Programme No. VI : Value conflict: Interest / Lack of interest in study.

Materials required: Not required.

Time: 1.30 minutes

Introduction

The sixth session of the intervention programme was on value conflicts: Interest/lack of interest in study. To develop interest for study, the investigator planned for a quiz contest. The quiz questions were asked from various areas. Two sessions were set aside for this activity. In the first session, quiz contest was held. The second session was spent in reflection on quiz results which was intended to lead the sample group to discover the importance of study in their life. The objectives for this session were as follows:

Students shall be able

1. To review their learning of the previous lesson.
2. To develop interest for study.

3. To analyze the value conflict on study and choose more satisfying alternatives after careful examination of the quiz programme in their life.

3.2.2.1 Session 1: Quiz Contest

The investigator recapitulated the previous lesson by asking the following questions; can any one tell us what you learnt in the previous session. Can you tell us how you have translated your previous learning on obedience into a concrete situation? Give your own examples. It's better that you read from your diary. A summary of some specific incidents mentioned by the students were: respect our parents, teachers, elders, follow rules and regulations of school and the society with conviction. Now, we have begun to see the meaning of obeying in our life. Obedience is not viewed as mere submission to the authority rather with understanding and conviction that they have their specific role to play in each one's life. We learned to analyze the problem by looking from different perspectives.

Well then, today we are going to do another exercise, I am sure you will enjoy it. As announced earlier we will have inter group quiz competition. For this purpose let us divide the entire class into three groups.

Procedure

The investigator divided the entire class into three groups of ten each. Each group was asked to select a speaker. Each group was given a name, namely Gandhi, Tagore, & Dewey. The investigator himself was the quiz

master. Two volunteers were asked as time keeper and scorer on the blackboard. Then the investigator read the following rules:

- For each correct answer, ten points will be awarded, and for passed on questions five points.
- Each group will get 40 seconds to answer the question.
- Only one from the group is allowed to answer.
- There is no negative mark for the wrong answer.
- Quiz master's decision is final.

The quiz questions comprised of various areas namely, Sikkim, religion, current events and sports.

Activity No. I

Value Conflict area: Interest/Lack of interest in study

ROUND 01 : SIKKIM

1. Sikkim became a part of Indian Union in the year 1975. What is the chronological number of Sikkim in the list of states of Indian Union? Ans: 22nd.
2. Name the first Chief Minister of Sikkim.
Ans: Kazi Lhendup Dorjee Khangsherpa.
3. Name the glacier from which the river Rangeet originates.
Ans: Rathong glacier.
4. Name the three state languages of Sikkim. Ans: Lepcha, Bhutia and Limboo.
5. Till what Standard do the students of Sikkim Government schools receive uniform FREE? Ans: Upto Standard V.
6. The present Chief Minister, Mr Pawan Kumar Chamling composed his first poem when he was still a school student. Give the title of that poem. Ans: Veer Ko Parichaya.
7. Being a border state, there are many Passes in Sikkim in its Eastern, Northern and the Western borders. Name the pass in the West. Ans: Chiwabhanjang.
8. Who wrote the Gazetteer of Sikkim? Ans: Risley H. H.
9. Who is the present Minister of education? Ans: B.B. Gurung

ROUND 02: GENERAL

1. A historic memorandum of Border Trade between India and China was signed by the representatives of the two nations. When was this memorandum signed. Ans: 23.6.03
2. On Sept 22, 2003 an unmanned spacecraft after having completed 14 years on its mission had a suicide plunge into the atmosphere of the planet Jupiter. Name the spacecraft. Ans: Galileo.
3. Following his explicit support to a banned organization, Miss Jayalalita expressed her commitment to arrest a union minister in the interest of the National Security. Name the minister.
Ans: Mr. Kannappan
4. Name the cricket player who has been honoured with the title "Officer of the Order". Ans: Steve Waugh .

ROUND 03: SCIENCE

1. Name the rock, also known as White Gold, which is also eaten by human beings. Ans: Sodium Chloride or the Common salt.
2. Two decades ago a killer gas almost wiped off the city of Bhopal. Name the gas. Ans: Methyl Iso Cyanide.
3. To improve the quality of a petroleum product the common practice of using a particular heavy metal as an additive has been banned because of its hazardous consequence. Name the metal. Ans: Lead.
4. Why is the use and manufacture of plastic banned? Ans: because of its non biodegradable nature.
5. The Police have a gas commonly known as Tear gas in its armory to dispel mobs. Name the gas. Ans: Nitrous Oxide.
6. What is dry ice? Ans: Solid Carbon Dioxide.

ROUND 04: AUDIO

1. The title of the song was Ghar Mandir Se Nahin Kam sung by Lata Mangeshkar. Name the Film from which this number is taken? Ans. Haquiquat.
2. This was Samai Dheere Chalo from the film Rudali. Identify the singer. Ans. Asha Bhonsle.
3. Meri Chunari Ud Ud Jaye- a famous number from the album Meri . Chunari Ud Ud Jaye by Falguni Pathak. Name its lyricist. Ans. Lalit Sen.

ROUND 05: RELIGION

1. Name the founder of the Christian Denomination called the Baptists. Ans. John Smyth.
2. Which is the oldest Hindu Scripture. Ans. Rig Veda or Vedas.
3. Name the three jewels of Buddhism. Ans. Buddha, Dharma, Sangha.
4. Except one sect of Hinduism, all others practice cremation of their dead. Name the sect of Hinduism, which buries its dead. Ans. Lingayat

At the end the score of each group were: Gandhi - 45, Tagore - 60 and Dewey - 35. The winners were awarded small prizes. At the end the investigator thanked the groups and announced that the session is not yet over, we shall continue in the next session.

4.2.2.2 Session II: Follow up of the previous session

The session began by recapitulating scores of the previous quiz session. The scores were written group wise on the blackboard. The investigator

asked the students; did you enjoy the quiz competition? All said that they enjoyed the programme. They were asked to sit in the same group. The investigator gave a few questions for discussion such as: Write down how you feel about your quiz score? Why do you think you did poorly/well? How do you think you can improve your score? What concrete steps are you going to take to improve your poor performance?

The group reports presented by the secretaries were as follows:

Reasons for high score.

1. Many questions were related to Sikkim. Therefore they were easy and interesting.
2. They watch T.V. and learn.
3. Read general knowledge books.
4. Group was very cooperative.
5. Quiz competition was announced well in advance therefore some of them had already prepared for the event.

Reasons for poor score.

1. Many quiz questions were very difficult. Some of them were never even heard of.
2. Events were viewed on the T.V. but not written down therefore answers to quiz questions were not recalled easily.
3. Don't have the opportunity of reading newspapers, magazines, books etc.
4. Questions were very tough.
5. Lack of reading habit.

6. It was our bad luck that we got hard questions.

Participants' feedback

At the end students were asked to reflect about their learning in this session. The following were the responses made by the participants.

- Students have learnt the importance of study habits. Those who study scored high in the quiz competition and those who did not, they could not contribute to the group.
- Students expressed their desire to read general knowledge books as well as text books.
- Students felt happy to gain new information about different subjects.

Summary of students' learning by the investigator

Regular study habit increases one's performance. Lack of interest in study leads to poor performance. The more you read, the more knowledgeable one becomes.

Now for a moment close your eyes and recall all that we did for the last one hour and fifteen minutes. Ask to yourself what did I learn today? After five minutes of silent prayerful reflection students open their eyes. Now write down what you have learned in your book. Session closed with each student writing what he/she has learned. You could begin your sentence as I learned

4.2.3 Intervention Programme No.VII: Value conflict: Honesty /Dishonesty.

Time: 1.30 minutes.

Materials required: Paper and pen

Introduction

In the seventh session the theme/area of value conflict was Honesty/dishonesty. To lead the students into a meaningful reflection the investigator prepared a dilemma and set the following objectives for the session:

Students shall be able

1. To review their learning of the previous lesson.
2. To state the main problem on honesty in the given dilemma.
3. To analyze the value conflict on honesty in the given dilemma.

Procedure

Good afternoon students. Good afternoon sir. Dear students can any one of you recall what were the activities you did in the previous session. A few students were given the opportunity to express their learning from the previous session. A summary of students' learning and concrete steps taken by the students were: they had made their time table for self study, have got into the habit of writing down new ideas, collectively they had started a bulletin board for the class. In the absence of any teacher they had unanimously agreed not to make noise in the class.

Today, I have another very interesting exercise for you. Are you ready? If you are ready let us begin. As usual let us divide into groups. Four groups

were formed and each group was asked to elect a moderator, a secretary and a time keeper. Once it was done the investigator distributed the dilemma to various groups. Then the investigator asked the students to read and understand the problem involved in the dilemma.

Dilemma: 2

Value conflict: Honesty/dishonesty

Mr Suresh was a student of class VIII of Govt. New Secondary School in the year 2005. He was rather weak in studies and older than the rest of the class. Being older than other students, he used to bully everyone. He used to beat the students and pick up unnecessary quarrels with every one. He would not allow anybody to study in the absence of either the class teacher or the subject teacher. He became really a nuisance in the school. So the school administration decided to expel him out of the school.

At that time Governor's Gold cup was being played at Bhaichung Bhutia stadium, Namchi. The organizing committee had made a special student concession in the entry fee. Though Suresh was expelled from the school, yet he had the school uniform with him. To get the student concession, he wore the school uniform and enjoyed the benefit of being a student. You being his closest friend came to know about it. Should you inform the organizing authority about this? Why?

To facilitate the discussion, the investigator put before them the following questions: Describe the situation in your own words. Do you think Suresh is misusing the uniform to get his way out? Should/shouldn't you inform the Sports Authority about Suresh's behaviour? Substantiate your position.

While the discussion was on the investigator went around from group to group observing their discussions. In between, if clarifications were asked he clarified their doubts. After, discussion was over, the secretaries of various groups were asked to present their reports. Main points, arguments, suggestions were written on the blackboard by the investigator.

Reasons for disclosing to the Sports authority

1. It's a fraud case.
2. He was dishonest about himself.
3. He is to be punished for misusing the uniform.
4. He is not a student therefore he should not misuse the school uniform.
5. Misusing the school uniform for watching a football match is totally wrong.
6. Telling one lie may lead to telling mistake in future.
7. One should not use wrong means to get an entry ticket for the match.

Participants' feedback

The investigator asked the students to reflect their learning in this session

The following were the responses made by the participants.

- All felt that the school uniform was misused.
- Students felt that false means does not justify the end.
- Students have learnt to analyze problems from different perspectives.

- Students learnt to stand for the right reason. They unanimously agreed to report the case to the sports authority.

Summary of students learning by investigator

Mr. Suresh is not a student anymore. He, therefore, using the school uniform to get a ticket to see the football match is a misuse of the school uniform. All of you have rightly said means does not justify the end.

Now for a moment close your eyes and recall all that we did for the last one hour and fifteen minutes. Ask yourself what did I learn today? How do you propose to practice your learning in a concrete life situation? After five minutes of silent prayerful reflection the students were asked to open their eyes. Now write down what you have learned in your diary. Session closed with each student writing what he/she has learned. You could begin your sentences as I learned ..., I realize...

4.2.4 Intervention Programme No. VIII: Value conflicts: Discipline/Idiscipline

Time: 1.30 minutes

Materials required: Paper and pen

Introduction

Intervention programme number VIII is on the value conflict discipline/indiscipline. The investigator had prepared two sets of activities to be performed by the students. In the first set of activity, students were to act out as type writer. The second set of activity consisted of ranking ten

given words according to group's priority. The objectives for this session were as follows:

Students shall be able

1. To review their learning of the previous lesson.
2. To understand the main issue involved in the action play.
3. To analyze the value conflict on discipline and choose more satisfying alternatives after careful examination of the given dilemma in their life.

Procedure

The session began by reviewing students' learning from the previous session by the investigator. He asked a few students to state their specific learning and some of the concrete steps they have taken to implement their learning from the previous session. A brief summary of the learning of the sample was as follows: A few said as a result of their learning, they are honest in doing their home work, accept their limitations and not hide them from others and have spoken the truth to their parents, teachers and elders. They will not adopt unfair means to get things done.

Today, we are going to do a set of group activities. These activities involve groups. Let us form the groups by counting 1, 2. Thus, students were divided into two groups. Having divided the groups, a leader was asked to elect by the group members. The group leaders were called by the investigator separately and gave them the following instructions:

Instructions to Group no. 1

- Involve each and every member of the group.

- The group leader is to be kind and firm.
- Try to convince others that any ideas that is meaningful is accepted.
- The task of group I was to make a **TYPE WRITER** and act it out before the audience with the help of the entire group.
- Time allotted for you is ten minutes.

Instruction to Group no. 2

Your group work involves ranking the following ten items according to group's priority: put 1 to 10 against the items.

Cloths	Peace	Study	Service	Leisure
Environment	Silence	Time	Money	Friends

- Whole group has to reach a consensus in the ranking of items.
- Each and every one in the group must participate in the game.
- Time allotted for you is ten minutes.

At a signal from the investigator, the groups started working. While the groups were preparing the items, the investigator went around observing the group's activity. After ten minutes, each group was asked to present its item before the entire class. The first group presented a picture that depicted a **TYPE WRITER**. The investigator asked the second group, what picture did you see being depicted before you? The answer was the type writer. Very good.

The second group was unable to arrive at a consensus. Hence, they could not rank the given items. They could not complete their work. There was

a confusion. All the same the investigator thanked them for their sincere efforts. All were asked to sit in the same group.

The investigator said, dear students, just now you have witnessed two scenes right in front of you. In the first scene, the group enjoyed acting it before you, as much as you enjoyed watching it. On the contrary the second group could not perform the given task within the stipulated time.

Now, get back to your groups and spend sometime recalling two different scenes. To involve the students into a group discussion, the following questions were given to them by the investigator: - Why do you think group I managed to perform the given task on time? Why do you think group II was unable to complete the given task on time? How do you propose to complete the given task of group II?

Report of Group I

Reasons for completing the task.

Instructions were clear. Task to be performed was well specified. Each member of the group put their ideas together and evolved an idea of the type writer. Everybody worked together for the presentation. It was fun working together.

Report of group II

Reasons for inability to complete the task.

It was difficult to arrive at a consensus because each one thought his/her ranking was correct and the other was wrong. There were no clear cut

guidelines as how to proceed. Difference of opinion led to disappointment as some felt their ideas were not respected. As a result work was incomplete. It was not pleasant at all working together.

Participants' feedback

The following were the responses made by the participants.

- It was fun performing the given activities and at the same time it was educative too.
- They became aware of the forces influencing their value system.
- They realized how one's action however small may be affect the other.
- Rules and regulations are means to help achieve goal.

Summary of students learning by investigator

You have learnt through these activities that for completing any given works we need rules and regulations. Observance of these help to achieve one's goal. Absence of rules and regulations lead to utter confusion, chaos and misunderstanding. When no specific guidelines are given, members in the group try to evolve new ideas which take mighty long time to arrive at consensus. The work suffers.

Now for a moment close your eyes and recall all that we did for last one hour and fifteen minutes. You have experienced for yourself two kinds of situations. Do you want to live without rules and regulations and suffer your work? Ask yourself what did I learn today? How would you like to translate your learning in a concrete life situation? After five minutes of

silent prayerful reflection the students opened their eyes. Now write down what you have learned in your log book. Session closed with each student writing what he/she had learned. You could begin your sentence as I learned ..., I discover in me...

4.2.5 Intervention Programme No. IX: Value conflict:

Punctuality/Lack of Punctuality

Time: 1.30 minutes

Materials required: Paper and pen.

Introduction

The value conflicts considered for the 9th session was on punctuality/lack of punctuality. Dilemma was prepared for the intervention programme.

While preparing the dilemma, students' age and interest was considered.

The objectives for the session were:

Students will be able

1. To review their learning of the previous lesson.
2. To clarify the value conflict and analyze the issue of punctuality in the given dilemma.
3. To analyze the value conflict on punctuality and
4. To choose more satisfying alternatives after careful examination of the given dilemma in their life.

Procedure

The investigator recapitulated sample's learning of the previous session by asking the following questions: Can anyone of you summarize your learning on discipline from the previous session? Also tell the group

where you have practiced discipline in your life. A summary of areas where they have practiced discipline were: followed school rules and regulations, obeyed parents, teachers, elders, brothers and sisters. Following schools rules and regulations came from within and they did not see these as imposed upon them. They did not make noise in the class whenever the teachers were absent.

Today we shall do another exercise. For this purpose let me divide you into four groups. After the formation of the groups, the investigator presented the dilemmas to the groups. The investigator asked the groups to read the dilemma carefully and try to understand the key issue involved in it.

Dilemma: 3

Value conflict: Punctuality/Lack of Punctuality

Your friend is seriously sick. He has been admitted in Namchi Govt. hospital for a few days of observation. There is no body to reach food for him. His parents are staying far away. You have informed his parents about his sickness. It will take two to three days for them to come to Namchi. Meantime, being his closest friend you need to look after him. Food needs to be prepared for the patient and has to be reached everyday in the morning. On the first day you went to the hospital to reach the food. Due to this you reached school late. The Prefect of Discipline caught you for coming late and reported the matter to the Principal. Without asking for an explanation, the Principal punished you severely. He further warned you that if you were found coming to school late again in future, he would call your parents and expel you from the school. If you continue to go to the hospital to reach food everyday, you would be late for a week for your class. Should you go to the hospital to reach food and come to the school late and bear the consequences of being expelled from the school? What will you do in this circumstance? And why?

Then, he asked the groups to proceed for a discussion. After an hour of discussion, the group secretaries were asked to present their report.

Reasons for going to the hospital:

1. He should continue to take food for the patient.
2. Health was more important than being late for school.
3. He could have explained to the Principal the reason for being late.
4. All value health.
5. In this case one should not be frightened to be punished for a just cause.
6. Inform the Principal about the health condition of his friend
7. Ask for a leave.

Participants' feedback

You have spent an hour and fifteen minutes in this session. Now, can some of you describe your learning from this session in your own words? Or what did you learn from this session? What sort of insight did you get from this session? Students' responses were:

- Students were able to analyze and justified for coming late in this particular situation.
- Looking after the sick was preferred at that moment.
- Students felt that reasons have to be sufficiently reasonable.
- Students said that the authority concerned needs to be informed either through writing or verbally through friends.

Summary of students learning

You must have heard people saying- time is money. Yes, punctuality is the ability to do right things in right time. Once time is lost it never comes again. Sometime lack of proper utilization of time can prove to be very expensive. Do you want to make deliberate effort to execute your plan on time?

Now for a moment close your eyes and recall the dilemma. Ask to yourself what did I learn today? Am I punctual to go to school? Recall of the instances where are you going to be punctual in your life. After five minutes of silent prayerful reflection the students opened their eyes. Now write down what you have learned in your book. Session closed with each student writing what he/she has learned. You could begin your sentence as I learned ..., I realized...

4.2.6 Intervention Programme No. X: Value conflict:

Cooperation /Non-Cooperation

Time: 1.30 minutes

Material required: Three set of squares postcard

Introduction

No man is an island. Human beings need each others' cooperation. By being cooperative human can achieve or do marvelous thing. To enable the students to reflect in the area of cooperation an activity was carried out. The objectives of this session were:

The students will be able

1. To review their learning of the previous session.

2. To value the need for cooperation in each others life.
3. To reflect their own behaviours which may contribute towards or obstruct the solving of a group problem?
4. To analyze the value conflict on cooperation and choose more satisfying alternatives after careful examination of the given activity in their life.

Time required : 15 minutes for the exercise.

Materials Utilized : Three set of squares postcard.

1. Tables that will seat eight participants each.
2. One set of squares for each group.

Procedure:

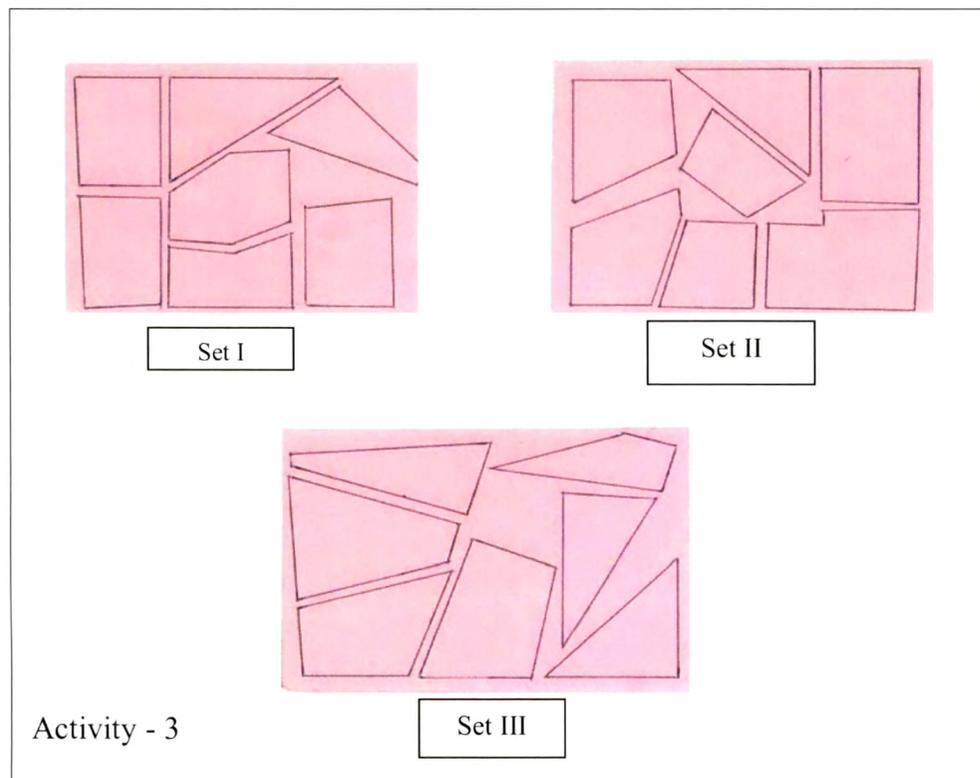
In order to recapitulate students' learning from the previous session, the investigator asked the students to share their learning from the previous session with each other for three minutes. After three minutes some of them were asked to tell their learning to the entire class. A summary of their learning were as follows: They appreciate the value of being punctual. They had no problem in coming to school on time. There was an order in their daily activities namely for study, games and recreation. A few of them said that they returned home as soon as the school is closed.

Today let us do yet another very interesting activity. The procedure of this activity is as follows:

The investigator gave the following directions for making a set of squares to the groups.

1. A set consists of seven pieces of cardboard which have been cut into different patterns and when properly arranged, will form a square.
2. When the investigator gives the signal to begin, the task of your group is to form squares.
3. No member may speak
4. No member may ask another member for a card or in any way signal that another person is to give him a card.
5. Members may, however, give cards to other members.
6. Once you complete forming the square, report it to the investigator.
7. 15 minutes was given to complete the task.

Three sets of Cut Squares



Investigator gave the signal; "Begin Working" The investigator moved around and carefully observed the responses of different members. The process of functioning by each group was also taken note of.

At the end of 15 minutes the game was stopped. The investigator gave the following questionnaire to the groups for discussion: What qualities does the game bring about? What is the significance of the parts? Why group 2 was able to complete first reassembling the different pieces together? Why group 1 was was the last one to complete the process of reassembling? Share your experiences. After 40 minutes of discussion, the group secretaries were asked to present their group reports.

Reasons for re assembling.

1. Each one put his / her idea together.
2. Each one cooperated.
3. When pieces did not fit it was passed on to the next group.
4. Motto was to win.
5. Followed the instructions given by the moderator.

Reasons for unable to reassemble.

1. Motto was to get complete different pieces fast & win the game.
2. Initially group did not want to cooperate with the other group.
3. Group was not ready to part with given pieces because if pieces are given, other group may complete faster than us and we may lose the game.

Participants' feedback

Hope, you enjoyed the game. Now, having gone through the game for yourself, can you tell your learning and insights to all of us present here?

A summary of their learning were as follows:

- They learnt to be cooperative.
- Lack of cooperation came as an obstruction to accomplish the given task.
- It's a joy working when every body cooperates.
- Difficult task can be achieved by being cooperative. It brings unity among the group members.
- Students became aware of the contribution of each member.

Summary of students' learning by the investigator

One's selfishness and greed to hold on to things destroys the team spirit and cooperation. When each one thinks and feels for the other, work progress is faster. Lack of cooperation slowed down the process of completing the given task. When each one cooperates in whatever possible way work is done faster.

Now for a moment close your eyes and recall the game which you played. Ask to yourself what did I learn today? Am I cooperative? What are the areas where you are going to be cooperative in your life? After five minutes of silent prayerful reflection the students opened their eyes. Now write down what you have learned in your book. Session closed with each student writing what he/she has learned. You could begin your sentences as I learned ..., I realized...

4.3 POST INTERVENTION PROGRAMME

A week after the completion of value discussion sessions in the experimental group, post test was administered to the group. The same tools that were used for the pre test were used for the post test. The investigator himself distributed the questionnaire to the students. At the end the investigator himself collected the questionnaire. There was no time limit for responding. However, most of them took an hour to complete the test. Two of them took fifty minutes to complete it.

4.4 CONCLUSION

Keeping in mind, the six value conflicts under study, intervention programmes were conducted applying critical pedagogy on the sample group. Daily Log was used by the sample group to write down their learning resulting from the intervention programme. The teaching points were chosen to promote lively and enriching interactions during the session. The next Chapter deals with the analysis of data and interpretations according to the research questions stated in Chapter I.