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Awareness on Constitutional values among Prospective Teachers



Editors

Rev. Sr. Dr. L. Vasanthi Medona
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Dr. R. Indra Mary Ezhilselvi
Mrs. E. Michael Jeya Priya



*"The Constitution is for us all to live
together, A common life, we need each
other"- Pope Theodoros II*



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CHAPTER-I

I.1.INTRODUCTION

Education is a lifelong process and it is the preparation for life. The progress of the human life. And society depends upon the students. Education helps to develop personality of a child and Providing opportunities to attain self -directed goals. Gandhi says that "Education means all round drawing out of the best in child and man—body, mind and spirit". Education becomes the basis of personality development in all dimensions—moral, mental and emotional. Education is one of the key components that bring growth and progress into society. The More people in a society are educated, the more they can provide a beneficial contribution to their environment. This fact increases the importance of education in society and has resulted in governments investing in education more than ever before. The children of today are the adult Citizens of tomorrow. Building a brighter future is only possible with a more personalized Educational system. Education is indispensable for the wellbeing and survival of mankind. Education is the most powerful weapon that can make desirable changes in the social, economic, culture and political spheres of the life of the people. Human's progress is highly depending upon his education which help uprooting blind believes and

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convention and transporting modern and scientific way of thinking and doing. A nation moves up through education. Right kind of education and its blameless execution is necessary for the sustainable development of the nation, a nation need well educated and resourceful citizens. Education is the finest and final tool to develop universal brotherhood and humanity among the man kind. Jidhu Krishnamurthy(1964) says that as long as education does not cultivate an integrated outlook in life it has very less significant.

Education in the true sense is the understanding of one-self. In the educational system of India, 21st century has witnessed note -worthy changes with their origin in the evolution of the educational system. In the past few years, the Nation has witnessed a progress in employment at all the stages of education, a decrease in dropout rates, gender parity, a significant increase in the number of teachers in all form of institutions and a considerable growth in the number and spread of educational institutions. After Independence of India the respective governments have amended various amendments with respect to education. The right of children to free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4th August 2009. This Act illustrates the modalities of the significance of free and Compulsory Education for children between age group of 6 and 14 in India under Article 21(A) of the Indian

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Constitution. India became one of 135 countries to make Education a fundamental right of every child when the Act came into force on existence 1st April 2010. Justice, liberty, equality, and fraternity are the fundamental values of Indian constitution and also one of the essential columns of value education. Constitutional values are the relevant aspects for pursuing education since during seventy years of Indian independence; these fundamental principles have been established to be the one of the unique doctrine in the world. The reason aside for remarkable success of Indian constitution lies in the application of the Constitutional Values in the people's daily life. I

The Constitution of India guarantees equality to all citizens. Despite this, the daily lives of people in India are far from equal. Equality is a key feature of democracy and it influences all aspects of its functioning. The Constitution of any country serves several purposes. It lays down certain ideals that form the basis of the kind of country that we as citizens aspire to live in. A country is usually made up of different communities of people who share certain beliefs, but may not necessarily agree on all issues. A Constitution helps serve as a set of principles, rules, and procedures on which there is a consensus. These form the basis according to which the people want the country to be governed and the society to move on. This includes not only an agreement on the type of government but also on certain

ideals that the country should uphold. The Indian Constitution has certain core constitutional values that constitute its spirit and are expressed in various articles and provisions. The Indian Constitution contains all the values that are the universal, human and democratic of the modern age.

I.2. Constitutional Values and the Preamble of the Constitution

The constitutional values are reflected in the entire Constitution of India, but its Preamble embodies ‘the fundamental values and the philosophy on which the Constitution is based’. The Preamble to any Constitution is a brief introductory statement that conveys the guiding principles of the document. The Preamble to the Indian Constitution also does so. The values expressed in the Preamble are expressed as objectives of the Constitution. These are sovereignty, socialism, secularism, democracy, republican character of Indian State, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation. Let us discuss these constitutional values:

- **Sovereignty:** You may have read the Preamble. It declares India “a sovereign socialist secular democratic republic”. Being sovereign means having complete political freedom and being the supreme authority. It implies that India is internally all-powerful and externally free. It is free to

determine for itself without any external interference (either by any country or individual) and nobody is there within to challenge its authority. This feature of sovereignty gives us the dignity of existence as a nation in the international community. Though the Constitution does not specify where the sovereign authority lies but a mention of 'We the People of India' in the Preamble clearly indicates that sovereignty rests with the people of India. This means that the constitutional authorities and organs of government derive their power only from the people.

- **Socialism:** You may be aware that social and economic inequalities have been inherent in Indian traditional society. This is why socialism has been made a constitutional value aimed at promoting social change and transformation to end all forms of inequalities. Our Constitution directs the governments and the people to ensure a planned and coordinated social development in all fields. It directs to prevent the concentration of wealth and power in a few hands. The Constitution has specific provisions that deal with inequalities in the Chapters on Fundamental Rights and Directive Principles of State Policy.

- **Secularism:** We all are pleased when anyone says that India is home to almost all major religions in the world. In the context of this plurality (means more than one or two; many), secularism is seen as a great constitutional value. Secularism implies that our country is not guided by any one religion or any religious considerations. However, the Indian state is not against religions. It allows all its citizens to profess, preach and practice any religion they follow. At the same time, it ensures that the state does not have any religion of its own. Constitution strictly prohibits any discrimination on the ground of religion.
- **Democracy:** The Preamble reflects democracy as a value. As a form of government, it derives its authority from the will of the people. The people elect the rulers of the country and the elected representatives remain accountable to the people. The people of India elect them to be part of the government at different levels by a system of universal adult franchise, popularly known as 'one man one vote'. Democracy contributes to stability, continuous progress in society and it secures peaceful political change. It allows dissent and encourages tolerance. And more importantly, it is based on the principles of rule of law, inalienable rights of citizens,

independence of the judiciary, free and fair elections and freedom of the press.

- **Republic:** India is not only a democratic nation but it is also a republic. The most important symbol of being a republic is the office of the Head of the State, i.e. the President who is elected and who is not selected on the basis of heredity, as is found in a system with the monarchy. This value strengthens and substantiates democracy where every citizen of India is equally eligible to be elected as the Head of the State. Political equality is the chief message of this provision.
- **Justice:** At times you may also realize that living in a democratic system alone does not ensure justice to citizens in all its totality. Even now we find a number of cases where not only social and economic justice but also political justice is denied. The constitution-makers have included social, economic and political justice as constitutional values. By doing so, they have stressed that the political freedom granted to Indian citizens has to be instrumental in the creation of a new social order, based on socio-economic justice. Justice must be availed to every citizen. This idea of a just and

egalitarian society remains as one of the foremost values of the Indian Constitution.

- **Liberty:** The Preamble prescribes liberty of thought, expression, belief, faith, and worship as one of the core values. These have to be assured to every member of all the communities. It has been done so because the ideals of democracy can not be attained without the presence of certain minimal rights which are essential for a free and civilized existence of individuals.
- **Equality:** Equality is a significant constitutional value as any other. The Constitution ensures equality of status and opportunity to every citizen for the development of the best in him/her. As a human being, everybody has a dignified self and to ensure its full enjoyment, inequality in any form present in our country and society has been prohibited. Equality reflected specifically in the Preamble is therefore held as an important value.
- **Fraternity:** There is also a commitment made in the Preamble to promote the value of fraternity that stands for the spirit of common brotherhood

among all the people of India. In the absence of fraternity, a plural society like India stands divided. Therefore, to give meaning to all the ideals like justice, liberty and equality, the Preamble lays great emphasis on fraternity. In fact, the fraternity can be realized not only by abolishing untouchability amongst different sects of the community but also by abolishing all communal or sectarian or even local discriminatory feelings which stand in the way of unity of India. The dignity of the individual: Promotion of fraternity is essential to realize the dignity of the individual. It is essential to secure the dignity of every individual without which democracy can not function. It ensures equal participation of every individual in all the processes of democratic governance.

- **Unity and integrity of the Nation:** As we have seen above, the fraternity also promotes one of the critical values, i.e. unity and integrity of the nation. To maintain the independence of the country intact, the unity and integrity of the nation are very essential. Therefore, the stress has been given to fostering unity amongst all the inhabitants of the country. Our Constitution expects from all the citizens of India to uphold and protect the unity and integrity of India as a matter of duty.

- **International peace and a just international order:** The value of international peace and just international order, though not included in the Preamble is reflected in other provisions of the Constitution.
- **Fundamental Duties:** Our Constitution prescribes some duties to be performed by the citizens. It is true that these duties are not enforceable in the court of law like the fundamental rights are, but these duties are to be performed by citizens. Fundamental duties have still greater importance because these reflect certain basic values like patriotism, nationalism, humanism, environmentalism, harmonious living, gender equality, scientific temper and inquiry, and individual and collective excellence.

I.3.Philosophy and ideals of the Indian Constitution

The philosophy and ideals of the Indian Constitution are reflected in the Preamble to the Constitution of India. To understand the philosophy and ideals of the Indian Constitution, we must know the Preamble in the first place. The Preamble of the Indian Constitution says: “We, the people of India having solemnly resolved to constitute India into a Sovereign, Socialist, Secular, Democratic Republic and to secure to all its citizens: Justice, social, economic and

political; Liberty of thought, 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; In our constituent assembly this twenty-sixth day of November, 1949, do hereby adopt, enact and give to ourselves this constitution.” From the Preamble we can understand the philosophy and ideals of the Indian Constitution. India as a Sovereign state: The Preamble declares India as a sovereign state. It is free from any external control. No foreign power can interfere in the internal affairs of India. India can determine her foreign affairs according to her free will.

India as a Socialist state: It means the Constitution of India has a great objective to secure social and economic equality and fair distribution of wealth among all sections of people in the country.

India as a Secular state: The characteristic of Indian secularism is that India does not recognize any religion as the official or state religion and treats all religions equally.

India as a Democratic state: The Preamble describes India as a democratic state. The prime philosophy and ideal of the Indian Constitution is to make India a democratic state. India is regarded as the largest democratic state in the World.

According to Abraham Lincoln, “**Democracy is by the people, for the people and of the people.**”

To ensure Justice: Justice implies that the Government will try to promote the welfare of all the sections of the people. The Preamble embraces three types of Justice- social, economic and political. To ensure Social Justice the Constitution has made special arrangements for the weaker sections of the society, abolished untouchability, provided free education up to a certain standard, etc. With a view to providing political justice, the Constitution has introduced the principle of universal adult franchise and has given an equal right to all adult citizens to be elected or appointed to public services. Economic justice implies that the Constitution seeks to ensure economic security for the common people and to do away with unequal distribution of income and wealth.

To ensure Liberty: The other important philosophy and ideal of the Indian Constitution is to ensure liberty to its citizens for the all round development of their personality.

To ensure Equality: Equality is the basis of a democratic state. Equality is necessary for the development of a society.

To promote Fraternity among the people: The term fraternity has been incorporated in the Preamble as a means of assuring the dignity of the individual and the unity and integrity of the nation. The term ‘dignity of the individual’ means that the personality of the individual should be recognized, because, the recognition of the personality and the dignity of the individual is an essential condition to promote fraternity among the people.

India as a Welfare state: India is committed to the ideal of a welfare state and must establish socio- economic justice.

I.4.The Preamble to the Constitution

The Preamble to the Constitution of India states, “We, the people of India having solemnly resolved to constitute India into a Sovereign, Socialistic, Secular, Democratic, Republic and to secure all its citizens: Justice, social, economic and political; Liberty, of thought, expression belief, faith and worship; Equality, of status and of opportunity; and to promote among them all; Fraternity, assuring the dignity of the individual and the unity and integrity of the Nation; in our Constituent Assembly this twenty-sixth day of November, 1949, do hereby adopt, enact and give to ourselves this Constitution.” Thus our Constitution laid down that in the eyes of law everyone should have equal status, to no one justice be

denied, everyone should have liberty of thought and expression, and to practice his own faith and belief, and the dignity of each individual should be ensured. This has much significance for education in the emerging Indian society. Every Indian should know the exact meaning of the words of the Preamble to the Constitution of India as a responsible citizen. Basic Values of the Constitution The basic values enshrined in the Constitution are Democracy, Socialism, and Secularism which emphasize the following principles:- i. Democratic principles such as freedom, equality, tolerance, readiness to see the other's point of view, willingness to give and take, ability to adjust in and work with the groups. ii. Socialist principles such as respect for and commitment to equality in status and opportunity, maximizing production and wealthy and equitable distribution of wealth: and iii. Secular principles such as respect for all religions, freedom of worship, and readiness to see and manage civic affairs without reference to religion. Implication of Democracy Aims of Education---If education is concerned with the well-being of human beings, then education has to deal with the teaching of values. Only then our future generations will be able to create values for the good of any individual and for the welfare of the society. Those values are—development of democratic values, development of worthy interests, development of vocational efficiency, development of sound habits, development of thinking power, development of

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social outlook, development of harmonious personality, development of leadership, development of national and international feelings, and training for citizenship enabling them to distinguish between propaganda and reality and developing human qualities among them. Curriculum of Education--- Curriculum in a democracy should maintain the following principles:-- (i) Principle of relating contents to the needs and aspirations of the people of the society; (ii) Principle of diversification i.e. providing courses according to the aptitudes and interests of the students; (iii) Principle of vocational efficiency i.e. curriculum should create socially useful productive individuals; (iv) Principle of child-centred education i.e. maximum opportunities should be given to the child for active participation. (v) Principle of inclusive education. Strategies of Education---The strategies that make education democratic are----provision of equal opportunities, and recognition of individual differences, universal and compulsory education, free education, provision of adult education, child-centred education, activity-based methods of teaching, importance of individual attention, and social activities. Discipline in Education--- Discipline in a democratic set up implies self-discipline and social discipline. Attempts are made to provide social situations which encourage the same. Students are provided opportunities to conduct some of their own affairs. Provision for participation in cocurricular activities is made so that

they may work in groups. Administration in Education--- There should be a proper division of powers and responsibilities at various levels. 'Decentralization' and 'human relationship' should be the watchwords of educational administration.

I.5.Democratic Teacher Qualities-

A democratic teacher is a friend, philosopher and guide to his/her students. Sometimes he/she works as a social reformer. However, he/she possesses many qualities. He is devoted whole-heartedly to the ideals and values of democracy. Hence, he tries to impart the same faith to students through persuasion and affectionate rapport. He believes in the principle of individual difference. He allows every student to develop his individuality to the fullest extent according to his own interests, aptitudes and capacities. He tries to solicit maximum cooperation from the guardians, parents and other social agencies for the greatest possible development of students as dynamic and socially-oriented citizens of the future. He is fully conscious about his rights and duties towards the society. Hence, he tries to instill the same sense of responsibility in the students as to make them capable and intelligent citizens of tomorrow.

I.6.Implication of Socialism

The impact of socialism on education is as follows:- Aims of Education-- Development of democratic outlook, development of socialist values, ensuring equality of educational opportunity to all, Expansion of educational opportunities to all areas, developing values like dignity of labour, non-violence, unselfishness, selfless service, etc., and giving practical shape to the Constitutional Directives-- are some important aims of education in socialism.

Curriculum of Education

The contents should stress subject-matters like equality, socialistic movement, democratic duties of citizens, freedom, rights, non-violence, features of socialism, etc. Besides theoretical knowledge, practical experiences like discussion, debate, social service camp, social survey, introduction of ICT, etc. Strategies of Education--- Arrangement of equality in education, adequate scholarship, education of the backward section of the society, meeting the needs of slow learners, suitable legislation, etc. are some important means of education in socialism.

Common School System

The so-called public schools provide good education only to microscopic minority of rich children, which goes against the principles of socialism. The Kothari Commission advocated the abolition of this system and suggested common school system through the country. It will be open to all children irrespective of caste, creed, community, religion, economic conditions or social status.

Teaching of Socialism

A school can convey positive attitude and values regarding socialism to students through direct teaching of socialism, imbibing values into them through various activities, and teachers being models embodying the desired values and attitudes.

I.7.Implication of Secularism

The following are the characteristics of education for secularism in India:-

Aims of Education

These seek to develop India as a rational, democratic, progressive and modern welfare state. The philosophy of humanism guides such educational objectives. In simpler sense, India's educational energies are directed towards the well-being of all the citizens of the country.

Curriculum in Education

Indian curriculum at all levels emphasize promotion of secular values. Lessons in textbooks are free from religious bigotry and prejudice. The good ideas are presented in appropriate forms. Co-curricular activities promote harmony through observation of different birth anniversaries and festivals.

Teaching in Secularism

Scientific rationalism is stressed through teaching ignoring superstitions and irrational things. Science is taught in a practical manner to influence the attitudes and values of the pupils. The spirit of science with emphasis on experimentation, inquiry, proof and critical thinking permeates the teaching of other subjects as well.

Teacher in Secularism

The teacher is expected to treat their students impartially. Equal respect is given to all students and to all religious groups. He should work as a living model for ideals whose objective attitude and unbiased manners influence the students. Implication of Justice in Education Justice in the field of education implies that

every individual must have equal opportunity of upliftment, development and progress through education. As a result of which he can understand the principles or ideals incorporated in our constitution. To provide justice in the field of education, the doors of the temples of learning should remain wide-open to all the citizens. No discrimination should be allowed to take place among students belonging to different states, society or different castes, creed, colour, etc. An education of rights and duties becomes important to ensure to fight for justice.

I.8.Implication of Liberty in Education

An individual is entitled to criticize the government and the social evils. But his criticism should not go against the unity and solidarity of the country. The individual should be made free from external influence that prevents them from seeing and saying the truth. People should not ignore the national, social and even the personal interest of others. Education is the only instrument which can be used to guide the people for the scientific use of their right to speech. Similarly, it can guide people for the proper use of their other fundamental rights to belief, faith, worship, etc.

I.9.Implication of Equality in Education

The Constitution of India provides equality of opportunity. This provision of the Constitution becomes meaningless, if we do not allow equality of opportunity in the field of education. It is imperative to provide adequate facilities to children to develop their abilities to the optimum. Despite individual differences, importance of environment is very important for educational growth. In the words of Education Commission, “One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a lever, for the improvement of their education.”

I.10.Implication of Fraternity in Education

This right assures the dignity of the individual and the unity of the nation. All individuals of the country share the same nationality, and in that sense, all are brothers and sisters. There should not be any distinction of caste, colour, creed, language and gender in the development of the individuals. Fraternity upholds cohesiveness among people. Students, teachers, parents, nonteaching staff—all should be bounded with love, sympathy, understanding and fellow-feeling. Therefore, education should be planned in such a way that it can assure our objective of achieving fraternity through ‘we’ morale and nationalistic spirit.

I.11.Educational Provisions in Indian Constitution

Following are the articles in the Indian constitution that are related to Education in Indian Constitution

- Article 29 – provides equal opportunities in educational institutions.
- Article 30 – Provides minorities the right to establish and administer educational institutions.
- Article 45 – provisions for free and compulsory education for all children till the age of fourteen years.
- Article 46 – talks about taking special care to promote education and economic interests of SC/STs and other weaker sections.
- Article 337 – provides special provisions to education for the Anglo-Indian community.
- Article 330 A – related to facilities for educational instructions in the mother tongue
- Article 351 – related to the development and promotion of the Hindi Language.

We can find the liberty, fraternity, and equality has been deeply rooted by the laws in Indian society through governance. The guidance of constitution to the whole country is relevant and it is directly related with solutions of the issues of citizens

in the society. The preamble of Indian constitution is most significant. (Kaur, 2013) “On the other hand these values have been functioning in the society through various factors such as National Integration; Ideological unity and awareness about 'National Objectives' should be created among the citizens who hold different views and ideologies on political and religious and similar other fields”. (Dayton, John 1994)“ The basic use of public education is to prepare the students for the inculcation of Indian and democratic contribution through democratic values”. (Chitkara, 2002)

“Democratic value education is the basic purpose of public education under common school system in India. Dr. B. R. Ambedkar always uses to say “no constitution would work effectively unless certain preconditions are fulfilled” the most important factor is, of course, that which is responsible for implementing the constitution. Persons are not born with a perceptiveness of the values of democracy. Education in democratic processes is essential during the public schools, children must be taught the values through skills acquired by teacher and head masters.

Hence, it is necessary to know and aware students about constitutional values in their life are important aspect. In fact, these values have arisen from different categories like religion, literature, family and person and so on. The objectives of

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Indian constitution has not only shown the nature of government but also specified achievable objectives for society through government. In a country a constitution is important because it ensure that those who make decisions on behalf of the public fairly represent public opinion. It also sets out the Introduction 4 ways in which those who exercise power may be held accountable to the people they serve. And it set out where government powers end by guaranteeing individuals' specific rights and freedoms. These rights help to assure the protection and promotion of human dignity, equality and liberty. Constitutions may provide for the division of powers between the central government and the regions. The constitution of India is the frame work for political principles, procedures and Powers of the government. It is also the longest constitution in the world with 395 articles and 12 schedules. Originally it consists of 395 Articles arranged under 22Parts and 8 schedules.

A nation moves up through education. Right kind of education and its blameless execution is necessary for the sustainable development of the nation, a nation need well educated and resourceful citizens. Education is the finest and final tool to develop universal brotherhood and humanity among the man kind. Jidhu Krishnamurthy(1964) says that as long as education does not cultivate an integrated outlook in life it has very less significant. Education in the true sense is

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the understanding of one-self. In the educational system of India, 21st century has witnessed noteworthy changes with their origin in the evolution of the educational system. In the past few years, the Nation has witnessed a progress in employment at all the stages of education, a decrease in dropout rates, gender parity, a significant increase in the number of teachers in all form of institutions and a considerable growth in the number and spread of educational institutions. After Independence of India the respective governments have amended various amendments with respect to education. The right of children to free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4th August 2009. This Act illustrates the modalities of the significance of free and Compulsory Education for children between age group of 6 and 14 in India under Article 21(A) of the Indian Constitution. India became one of 135 countries to make Education a fundamental right of every child when the Act came into force on existence 1st April 2010. Justice, liberty, equality, and fraternity are the fundamental values of Indian constitution and also one of the essential columns of value education. Constitutional values are the relevant aspects for pursuing education since during seventy years of Indian independence; these fundamental principles have been established to be the one of the unique doctrine in the world. The reason aside for remarkable success of

Indian constitution lies in the application of the Constitutional Values in the people's daily life.

We can find the liberty, fraternity, and equality has been deeply rooted by the laws in Indian society through governance. The guidance of constitution to the whole country is relevant and it is directly related with solutions of the issues of citizens in the society. The preamble of Indian constitution is most significant. (Kaur, 2013) "On the other hand these values have been functioning in the society through various factors such as National Integration; Ideological unity and awareness about 'National Objectives' should be created among the citizens who hold different views and ideologies on political and religious and similar other fields". (Dayton, John 1994) "The basic use of public education is to prepare the students for the inculcation of Indian and democratic contribution through democratic values". (Chitkara, 2002) "Democratic value education is the basic purpose of public education under common school system in India. Dr. B. R. Ambedkar always uses to say "no constitution would work effectively unless certain preconditions are fulfilled" the most important factor is, of course, that which is responsible for implementing the constitution. Persons are not born with a perceptive of the values of democracy. Education in democratic processes is essential during the public schools, children must be taught the values through

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skills acquired by teacher and head masters. Hence, it is necessary to know and aware students about constitutional values in their life are important aspect. In fact, these values have arisen from different categories like religion, literature, family and person and so on. The objectives of Indian constitution has not only shown the nature of government but also specified achievable objectives for society through government. In a country a constitution is important because it ensure that those who make decisions on behalf of the public fairly represent public opinion. It also sets out the ways in which those who exercise power may be held accountable to the people they serve. And it set out where government powers end by guaranteeing individuals' specific rights and freedoms. These rights help to assure the protection and promotion of human dignity, equality and liberty. Constitutions may provide for the division of powers between the central government and the regions. The constitution of India is the frame work for political principles, procedures and Powers of the government. It is also the longest constitution in the world with 395 articles and 12 schedules. Originally it consists of 395 Articles arranged under 22Parts and 8 schedules. The values expressed in the Preamble are sovereignty, socialism, secularism, democracy Republican character, justice, liberty, equality, fraternity, human dignity and the

unity and integrity of the nation The Constitutional Values have already being cultivated in the Indian society through governance.

The values expressed in the Preamble are sovereignty, socialism, secularism, democracy Republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the nation The Constitutional Values have already being cultivated in the Indian society through governance. Since the Constitutional Values are playing vital roles in the every individual's life through education. The constitution of India is based upon Equality, Fraternity, Justice and Freedom are the four pillars of Indian constitution and it has different types of values like social, educational, democratic, economical, emotional, moral, cultural, religious, national and international. It is important to mention here that, without these values Indian democracy will never and ever succeed. Indian constitution is the main source of Values and their usefulness to every individual of India especially those who are away from the apex of development and those who are belong to minority category in socially, economically, and religiously. Democracy is the pillar of constitution which included different kinds of rights and responsibilities of every people of India. Report of the National Commission to Review the Working of the constitution (1999) has observed that citizenship is a solemn duty, which every individual must discharge with due diligence and

dedication.(Dahriya, 2002) “ To enable the younger generation to perform the duties related to the citizenship, we have to reorient the educational approach to the school curriculum and the teacher education programmes with a view to generate awareness and consciousness”. Thus it becomes necessary to find out how far the future generation of India is aware about the Indian constitutional values. The Constitution of any country serves several purposes. It lays down certain ideals that form the basis of the kind of country that we as citizens aspire to live in. A country is usually made up of different communities of people who share certain beliefs, but may not necessarily agree on all issues. A Constitution helps serve as a set of principles, rules and procedures on which there is a consensus. These form the basis according to which the people want the country to be governed and the society to move on. This includes not only an agreement on the type of government but also on certain ideals that the country should uphold. The Indian Constitution has certain core constitutional values that constitute its spirit and are expressed in various articles and provisions. In fact, in a layman’s understanding, value is that which is very essential or ‘worth having and observing ’for the existence of human society as an entity. The Indian Constitution Contains all such values, the values that are the universal, human and democratic of the modern age. To sensitize about the gravity of the issue and to

know how far the future generations are aware about the Indian constitutional values the researchers has conducted a study among prospective teachers in Tirunelveli district.

I.12. Significance of the Study

Indian constitution gives us justice, liberty, equality, and fraternity these basic national values are included in the Preamble of the Indian constitution and the need and importance of value education has become a significant aspect in India. No Constitution in the world will be fulfilled without these constitutional values. However, the researcher attempts to find out the answer to how constitutional Values could useful for human mankind. We recognize the need for Education we should remember these lines. “Why are battles and wars fought? Because values are not taught” In these lines, the significance of values has depicted. One of the abilities of men is to take decisions in all situations they face and humans understand the past, present, and future. It means all humans have wisdom and the right to live in the world. The constitutional values are situated in the Indian constitution. There are many values are enshrined in the Indian Introduction 6 constitution to enhance education. The researcher tried to acquire information about various articles and study the implementation of values at the school level.

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Constitutional value is an important source for the citizen to understand & think which might play a significant role to live peacefully in society. However, these values should be thought to students during school education. It needs to accept and inculcate constitutional values through the teaching-learning process, essential events, and projects according to the value of Indian constitution in educational institutions. It is necessary to study the Constitutional values, rights, and duties of a citizen in India. So there should be a compulsory subject in the educational sector even though in primary, secondary, and higher education also. The preamble of the constitution has given the aim of social justice under Articles 15, 16, and 17 which provided reservation to the backward classes to maintain equality. Section 44 has given equal citizenship the father of the Indian constitution wants to reconstruct the society with the base of justice. So equal opportunities are provided to the human being. The Preamble contained the basic structure of the constitution. “The legislative history of the preamble to the constitution justified its relevance. The preamble was not only very much a part of the constitution should be read and interpreted in the light of the grand and noble ideologies and visions expressed in the preamble”. The aim and objectives of our constitution must be included in the curriculum. There is a need to ingrain fundamental values in students for the future of Indian people because educational

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institutions play a vital role in imparting constitutional values through curriculum and other special activities for students' perspective but the fact is that, the students are unaware of constitutional values. They have learned the values of the Introduction of the Indian constitution from school activities and the syllabus as well as reading of preamble at pray time but prayer, pledge, and syllabus it is not enough for identifying the values of the Indian constitution and only faster reading of preamble at pray time. So it is important to run specific programs for inculcating constitutional values among students to make them aware of constitutional values. Seventy-two years have passed since we the citizens of India adopted the Indian constitution. The effort and the vision put into it by the makers have helped the constitution to withstand the ordeals of more than half a century. The preamble of the constitution sets the guidance in which the education system of the nation has to move. The makers of the Constitution were well aware of the debilitating effect on society of discrimination against the weak hence they made constitutional provisions to remove all forms of such centuries-old discrimination. While the power to make the amendments to the constitution is vested with the parliament, the people of the nation are the influential guardians of it. The task of educating the younger generation about the values, ideals, and ethos enshrined in the constitution is at last borne upon the teachers. But the dilemma is that our teachers

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are not that much divergent from this young age group. Nearly all of them are born after independence. Within a period of two to three years, there will be no one in the schools who were born before the date on which we adopted the constitution. Hence these teachers did not get the opportunity to absorb the spirit of our constitution from the generation, which was responsible for its development of it. So the teachers and young students are not much aware of the values of the Indian constitution. We need to understand the basic values of the constitution to craft constitutional culture in day-to-day life in the era of globalization, liberalization, and Introduction 8 privatization. This could be achieved in Primary, Upper Primary, Secondary Schools, and higher secondary schools. Our nation is rapidly developing in the twenty-first century even though our schools are not providing education at the global level. However, there is a current need to impart and cultivate Constitutional Values in students through basic education from schooling according to Constitutional Values in the Indian constitution. The constitutional values are reflected in the entire Constitution of India, Its Preamble embodies ‘the fundamental values and the philosophy on which the Constitution is based. These are sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity, and the unity and integrity of the Nation.

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Moreover, teaching about the constitution does not merely mean giving information and knowledge in the classroom, but it also covers all modalities which could sensitize a person, awaken his/her conscience and develop an attitude of behaving decently in a social set up. The preamble of the constitution sets the direction in which the education system of the country has to move. According to the Report of the National Commission to Review the Working of the Constitution citizenship is a solemn duty, which every individual must discharge with due diligence and dedication. The task of educating the younger generation about the citizenship, values, ideals, and ethos enshrined in the constitution is at last borne upon the teachers. In an economically and technologically driven age, teacher education needs to awaken humanistic, ethical, and spiritual values to encourage peace, justice, freedom, equality, and fraternity. The rightful place for the human rights concepts also calls for awareness about the constitution among our teachers. From among the five commitment areas identified by the NCTE document, commitment to the society and commitment to the basic human values cannot be fulfilled without a reference to the constitutional ideas. Understanding the values enshrined in the constitution of India with special reference to the fundamental right

vis-à-vis duties entailed is specifically outlined as an objective of teacher education. This necessitates a direct introduction of the constitution for would-be teachers and teachers need to possess at least a minimum level of knowledge, understanding, and appreciation of our constitution and its ideas. Hence to study how far the present curriculum of teacher education imparts researchers have selected this subject for studying the Awareness on Constitutional Values among prospective teachers and the present study is mainly focused on how the educational system helps the students to inculcate constitutional values, which are adopted by the Indian constitution. This research analyses, and interprets the values of the Indian constitution, based on the evaluation of prospective teachers.

I.13.Statement of the Problem

The present study entitled as "**AWARENESS ON CONSTITUTIONAL VALUES AMONG PROSPECTIVE TEACHERS**"

I.14.Operational Definition of Key Terms

Awareness

Awareness is the state of being aware, consciousness of a situation or object without direct Attention to it or definite knowledge of its nature. (Good1973) For

the present study awareness is operationally defined as awareness on values enshrined in Indian Constitution.

Constitutional Value

The values expressed in the Preamble are sovereignty, socialism, secularism, Democracy, Republican character, justice, liberty, equality, fraternity, and human dignity and the unity and Integrity of the Nation. For the present study Constitutional values operationally defined as the extent of awareness on constitutional values.

Prospective teachers

Teacher candidates who were enrolled in a teacher education program and in their final year of education. They are trained to be able to do teaching profession.

I.15.Variable of the Study

A variable is defined as an attribute of an object of study that has a quantity or quality that varies. Awareness on Constitutional values is the only one variable in this study

I.16.Objectives of the Study

To find out the level of awareness among

1. To find out the level of awareness on constitutional values among prospective teachers.
2. To find out the significant difference between UG and PG prospective teachers in their awareness on constitutional values
3. To find out the significant difference between Arts and Science group prospective teachers in their awareness on constitutional values
4. To find out the significant difference between rural and urban prospective teachers in their awareness on constitutional values
5. To find out the significant difference between hostellers and day scholars prospective teachers in their awareness on constitutional values.
6. To find out the significant difference between Nuclear and Joint family of prospective teachers in their awareness on constitutional values.
7. To find out the significant difference among Fathers Educational Qualification of prospective teachers in their awareness on constitutional values.

8. To find out the significant difference among Mothers Qualification of prospective teachers in their awareness on constitutional values.

I.17.Hypotheses of the Study

1. The level of awareness on constitutional values among prospective teachers is moderate.
2. There is no significant difference between UG and PG prospective teachers in their awareness on constitutional values.
3. There is no significant difference between Arts and Science group prospective teachers in their awareness on constitutional values
4. There is no significant difference between rural and urban prospective teachers in their awareness on constitutional values
5. There is no significant difference between hostellers and day scholars prospective teachers in their awareness on constitutional values.
6. There is no significant difference between Nuclear and Joint family of prospective teachers in their awareness on constitutional values.
7. There is no significant difference among Fathers Educational Qualification of prospective teachers in their awareness on constitutional values.

8. There is no significant difference among Mothers Qualification of prospective teachers in their awareness on constitutional values.

I.18.Methodology The present study adopts survey method in order to understand the awareness on Constitutional values among prospective teachers in Tiruevelei district.

I.19.Sample

The sample for the present study consists of 113 students from various B.Ed colleges in Tirunelveli District.

I.20.Tool

The investigators developed awareness questionnaire to test the awareness on constitutional values among prospective teachers in Tirunelveli district.

I.21.Statistical Techniques

In the present study the collected data were analysed using the following statistical techniques Basic descriptive statistics. In the present study the investigator use basic statistics mean, median, mode, standard deviation, were examined for the collected data of total sample and sub sample

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- To analysis of mean variation scores the researcher used ANOVA and t-test based on sub samples
- To analysis of level of awareness on constitutional values among higher secondary school students the researcher used percentage analysis

I.22.Data Collection Procedure

After deciding on the sample for present study, the researcher contacted the principals of the selected schools and requested permission through a permission letter to administer the test and to collect data. Owing to the outbreak of the Covid pandemic, the investigator opted to collect data through online mode using the platform of Google form. The same is send to students by collecting their Watsapp number and explained what they ought to do through audio messaging in regards to completing and submitting the Google Form.

I.23.Scope and Limitation of the Study

The present study of the research entitled ‘Awareness on Constitutional Values among prospective teachers , is very useful and valuable. The main objective of the present study was to study the level of awareness on the Constitutional values among prospective teachers. The scope of the study was wide as a general topic

because values of Indian constitution is connected with every people of India as well as with students are the future citizens of a nation. In fact all constitutional values are being correlated with each other. An appropriate tool were employed to measure the variable. The test was administrated on a sample of 160 prospective teachers.

I.24.Limitations

Limitations are some cut back or restrictions present during the study of the time carried out. It decides the boundaries of the study even with the due efforts by the researcher are follows

- The researcher has limited the studies on values of Indian constitution mentioned in the preamble.
- The researcher is limited to carry out the study in a small sample.
- Only **113 prospective teachers** were selected as sample.
- The sample selected for the study was not a state wide one.
- This research is delimited as prospective teachers in Tirunelveli district.

I.25.Organization of the Report

The report of the present study has been presented in five chapters.

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- Chapter I deals with the introduction, need and significance of the study, statement of the problem, definition of key terms, hypotheses, objectives, Methodology, scope and limitation of the study
- Chapter II This chapter give conceptual over view of constitutional values and also presents detailed a review of the related studies
- Chapter III Presents the methodology of the study. This covers a discussion of the variables, tools employed for the study, selection of sample, administration of the tools, consolidation of data and statistical procedures used for analysis
- Chapter IV Presents the details of analysis of data interpretation and discussion of result
- Chapter V Presents, major findings of the study, tenability of the hypotheses, educational implication and suggestions for further study.

I.26.CONCLUSION

This research is very much significance towards Secondary School students in Tirunelveli district because values of Indian constitution is connected with every citizen of India as well as with all students. In fact, all constitutional values are being correlated with each other. The study of constitutional values and the

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awareness in prospective teachers will be understood by this research and ultimately will help future generations to remove the lack of awareness by applying suggestions given in the research publication. However, present research elaborated the need of the research, statement of problem, Terminology, objectives, assumptions and variables of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 Introduction

Survey of related literature is an essential pre requisite to actual planning and execution of any research work. It is like surveying a place and calculate the distance and other peripherals and then drew the plan, it helps the researcher to avoid repetition, duplication of the same work and get idea about different methodologies, tools, etc. The review of related literature gives a clear cut idea about the problem on which the researcher is carrying the research. According to Galvan (2009), literature review is "a process of finding the sources of relevant material for particular topic or subject. " Literature means "the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed. biography, and reflective essays as well as literature can be classified according to historical periods, genres, and political influences" Literature reviews are essential in any research as they will support the argument

of the writer with a variety of experiences often times not possible to duplicate in the researcher's situation (Machi & McEvoy, 2016). Conceptual Frame Work of Indian Constitution Constitution describes the basic principles of the state, the structures and process of government and the fundamental rights of citizens in a higher law that cannot be unilaterally changed by an ordinary legislative act. The higher law is referred to as

Constitution. The Constitution of India is the supreme law of India. The document lays down the frame work that demarcates fundamental political code, structure, procedures, powers, and duties of government institutions and set out fundamental rights, directive principles, and the duties of citizens. Indian Constitution imparts Constitutional supremacy not parliamentary supremacy, and was adopted by its people with a declaration in its preamble Indian Constitution was adopted by Constituent Assembly of India on 26th November 1949 and it became effective on 26th January 1950. Indian Constitution declares India as sovereign, socialist, secular and democratic republic, assures its citizens Justice, equality and liberty and endeavours to promote fraternity. Our Constitution is not just mere a set of fundamental laws that form the basis of governance of our nation but Constitution embodies and reflects certain basic values, philosophy and objectives. These values do find expressions in various articles and provision of Indian Constitution.

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The preamble of Indian Constitution embodies the fundamental values and the philosophy on which the Indian Constitution is based. The preamble gave a key to unlock and explore the spirit of Indian Constitution. Recognising the significance of preamble, the preamble was amended in 1976 by the 42nd Constitutional amendment Act. The Constitution of India defines all aspects of the Indian political system and its basic objectives. It has provision regarding territories in India, citizenships, fundamental rights, directive principles of state policy and fundamental duties, the structure and functioning of government at union, state and local levels and other aspects of Indian political system.

The preamble of the Constitution of India starts with, “ We, the people of India having solemnly resolved to constitute India into a, Sovereign, socialistic, secular, Democratic, Republic and to secure all its citizen: justice, social, economic and political ;Liberty, of thought, 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 ; in our constituent assembly this twenty sixth day of November 1949 do here by adopt, enact and give to ourselves this constitution”. The values enshrined in Indian Constitution are: I) Sovereignty : By declaring India as a sovereign country, preamble emphasises complete political freedom. It indicates that our nation is

internally powerful and externally free. Political sovereignty is the hinge of our national polity. Accordingly, the Constitutional authorities derive their power only from the people. Hence for our political system must ensure the support approval of people to it. Article -51A(c), of this Constitution says that it shall be the duty of every citizen to uphold and protect the sovereignty, unity and integrity of India

II) Socialism The word socialism was added to the preamble by the 42nd amendment act of 1976. Socialism stands to end all forms of exploitations in all spheres of people's existence. Indian constitution direct the state to ensure a planned and

coordinated social advance in all fields while preventing concentration of wealth and power among the dominate section of the society. Indian constitution support land reforms, promote the well-being of deprived section of society. III)

Secularism : The word secular was added to the preamble of Indian constitution in between the words Sovereign and democratic by the 42nd amendment act of 1976. Secularism in Indian context indicate that India is not guided by any religion or any religious consideration even though India's polity is not against religions. Indian polity allows all its citizens to profess, preach and practice any religion. Articles from 25 to 28 of Constitution ensure freedom of religion to all Indian citizens. Indian Constitution strictly prohibits any discrimination on the ground

religion. All minority communities are granted the right to conserve their distinctive culture and the right to administer their Educational institutions. The care law between The Supreme Court in S. R. Bommai vs. Union of India held that secularism was an integral parts of the basic structure of the Constitution. Secularism aims to promoting cohesion among different communities in India

IV)Democracy India is a democratic Nation and adopted parliamentary democracy to ensure responsible and stable government. As a form of government democracy derives its authority from the will of people. The people elect the rulers of the nation. All the citizens without any discrimination on the ground of cast, creed, colour, religion, sex, languages spoken or education are allowed freedom of speech, thought, expression and association. Democracy stands for a Constitutional government, rule of law, inalienable rights to citizens, independence of judiciary, free and fair election and freedom of press etc. V) Republic India is not only a democratic nation but it also a republic .The most important symbol of being a republic is the office of the head of the state ie the president who is elected and who is not selected on the basis of heredity .This value strengthens and substantiates democracy where every citizen of India equally eligible to be elected as the Head of the State . VI)Justice The ideal of just society remains as one of the foremost values of Indian Constitution. The message

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of socio economic justice mentioned in the preamble to Indian Constitution has been translated into several many Articles enshrined in Part –III and Part IV of the Constitution. Social justice means the absence of socially privileged classes in the society and no discrimination against any citizen on grounds of caste, creed, colour, religion, gender or place of birth. Indian Constitution abolishes untouchability, prohibit exploitations of the women, children and the weak and advocates for reservation to improve the standard of the oppressed over ages. Article 38 of the Constitution aims to promoting a social order in which just viz social, economic, political shall inform all the institution of the nation has been enshrined in the preamble. Article 39 of the Constitution aims at secure that the operation of the legal system promote justice, on basis of equal opportunity, and shall, in particular, provide free legal aid, by suitable legislations or schemes or in any other way. To ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities. Article 142 of the Constitution act as an enabling provision which gives power to the Apex Court to pass any order or decree with aim of doing complete justice in any cause or any matter pending before it. VII) Liberty ; Article 21 of the Constitution of India Provides that, “No person shall be deprived of his life or personal liberty except according to procedure established by law” The preamble prescribed

liberty of thought, expression, belief, faith and worship as core values. The freedom of Indian citizens have been preserved and ensured through a set of fundamental rights. The preamble of Indian Constitution mentions essential individual rights such as freedom of thought, expression, belief, faith and worship which are assured to every member of the community against all the authorities of states by Part –III of the constitution. VIII) Equality Article 14 of the constitution of India provides for equality before law or equal protection of the laws within the territory of the India. It states that “ the state shall not deny any person equality before the law or the equal protection of the laws within the territory of India”

Article 15 of the Constitution secure the Indian citizen from every sort of discrimination by the state, on the grounds of religion, race, caste, sex, or place of birth or any of them. Article -16 of the Constitution assures equality of opportunity in matters of public employment and prevents the state from any sort of discrimination on the grounds of religion, caste, colour, sex, or place of birth. residence or any one of them. This Article also provides the autonomy to the state to grant special provisions for the backward classes. Article 17 of the Constitution abolishes the practice of untouchability. Practice of untouchability is an offense and anyone doing so is punishable by law. The untouchable offense Act of 1955 provided penalties for preventing a person from entering a place of worship or

from taking water from a tank or well. Equality is as significant Constitutional Value, Constitution ensures equality of status and opportunity to every citizen for the development of the best in him/her. Every Indian citizen is entitled to equality before law and equal protection of law. Indian Constitution assures equality of status and opportunity to every people for the development of the best in him/her. Equality before law in order to be effective requires some economic and education base. Equality substantiates democracy and justice. So Indian Constitution held equality as a core value. IX)Fraternity : Fraternity is indicative of common bond or a feeling of unity between people or communities acting either within the private or public sphere.

Fraternity prescribed as value in Indian Constitution, it stands for the spirit of common brotherhood among all citizens of India, and Fraternity has been a foremost objective to achieve in a country composed of different races, religions, languages and culture. Article -51A(e),of the Constitution declares it as a duty of every citizen of India to promote harmony and spirit of common brother hood amongst all the people of India transcending religious, linguistic and regional or sectional diversities. Article 51A-(f) of the Constitution further asks each citizen to value and preserve the rich heritage of our composite culture. According to justice D. D. Basue, “ Fraternity will be achieved not only by abolishing

untouchability amongst the different sects of the same community, but abolishing all communal or sectional or even local or provincial anti-social feelings which stands in the way of unity of India” X) Dignity of the individual .The Article 21 of the Constitution emphasises “right to live with dignity” and it is linked with “right to grow as a human being. ”. Like wise, human dignity is used as a lodestar for equality and to counter unfair discrimination while interpreting Article 14 of the constitution, thereby providing a clear linkage and connection between dignity, equality and unfair discrimination under Article 14 . Dignity of the individual also ensure our Constitution, dignity of the individual ensures equal participation of every citizen in all process of democratic governance. Fraternity and dignity of the individuals have a close link. Fraternity only achieved by the dignity of the individual will be secured

and promoted. So, the Indian Constitution give supreme importance to dignity of the individual. Indian Constitution acknowledges that all citizens, men and women equally, Article 39(a) of the Constitution have the right to adequate means of livelihood and Article 42 of the Constitution just and humane conditions of work. Article -17 of the Constitution has abolished the practice of untouchability by declaring it as a punishable offence. Indian Constitution too directs the state to take steps to put an end to exploitation and poverty. XI)Unity and integrity of the

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nation : India is a diversified country, linguistically, culturally, traditionally, physically, geographically etc so the Constitutional frame workers laid great stress for the need of ensuring the unity and integrity of the nation. To achieve this goal, India has been declared as a secular state and the principles of single citizenship has been adopted. Along with the unity of the nation the word integrity has been added by 42nd Constitutional Amendment Act in 1976. Unity and integrity of nation is very essential to maintain the independence of the nation. So the stress has been given on the ideal of fraternity which foster the unity among the individuals. Indian Constitution expect from the all Indians to uphold unity and integrity of India as a matter of duty. XII) International peace and just international order : Article 51 of the Constitution states that Promotion of inter national Peace and security The peace and just international order contribute to the development of India. Indian Constitution directs the government to make endeavour to promote international peace and security ; maintain just and honourable relations between nations ;and foster respect for international law and treaty obligations in the dealings of organised people with one another. ;and encourage settlement of international disputes by arbitration.

II.2.Review of related studies on Indian constitutional values

A careful review of research journals, books, thesis, dissertation and other sources of information on the problem to be studied is one of the important step in any research work. Here the researcher depicts the review of previous studies related to the variable of the present study.

This chapter deals with the internal review of the literature. It is an attempt to discover relevant materiel published in the problem area under study. This covers the empirical research studies done previously in the problem area. The studies conducted during the last few decades in the field of achievement that are more relevant and pertinent to the present investigation are discussed in this chapter.

II.3.Review of Related Literature

Review of related literature is important in any research & it is not meaningful without through analysis of related works. It begins with a search for a suitable topic & continues throughout the duration of the research project work. It is supposed to be an in depth study aiming to knowledge, a careful check should be made that the proposed study has not previously carried out. A study of the related literature implies locating, reading & evaluating reports of research as well as reports of casual observation& opinion that are related to the research projects

under taken. In the words of John Best (1980) "The research for related literature is one of the first steps in the research process. It is a valuable guide to defining problem, recognizing its significance, suggesting promising data, gathering tools appropriate study design and sources of data." In other words, review related literature is essential for any piece of research work. Review of related literature is helpful to the researcher in two ways. First of all it helps the researcher to glean ideas of the other, relating to a particular research question. Secondly it shows what the results of other studies have weighed in the light of study being conducted. By reviving the related literature, the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his Endeavour's would be likely to add to the knowledge in a meaningful way. Through the review of related literature the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

A careful review of the research, research journal, books, dissertation, theses and other sources of information of the problem to be investigated is one of the important steps in the planning of any research study. A careful review of the research enables the researcher to collect, analyze and synthesize prior studies

related to the present study. This, in turn, helps in building perspective for future research. A synthesis of related studies helps in identifying the significant overlaps and gaps among the prior works. Review of the literature in the area of research helps in building the foundation for future work. It implies locating, citing and evaluating research reports as well as reports of the causal observation and opinion that are related to the individual planned research project. Researcher takes advantage of the knowledge, which has accumulated in the past as a result of constant human endeavour. A review of related literature gives an understanding of previous work that has been done. It enables us to understand the frontiers in the field. It tells what remains to be done in the area. It also provides an opportunity for gaining insight into the methods, measures, subjects and approaches employed by other research- workers. In the present chapter an effort has been made by the investigator to review the related researches.

II.4. Meaning of the related study

Study of the related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project.

II.5. PURPOSE OF THE REVIEW OF RELATED LITERATURE

1. It can reveal sources of data that may not have existed.
2. It can illuminate a method of dealing with a problem situation that may suggest avenues of approach to similar difficulty one may be facing.
3. It can introduce the significant research personalities of whose work and collateral one may have had no knowledge.
4. It can help to see one's own study in historical and associational perspective in earlier and more primitive attacks on the same problem.
5. It can provide with new idea and approaches that may not have occurred and it can help evaluate own research efforts by comparing them with the similar efforts of other.

II.6. REVIEWED STUDIES

Salih USLU., and Mehmet ÇETİN (2022) conducted study on “Character and Values for World Citizenship: The Case of Social Studies Prospective Teachers”. The results of their research revealed that the Citizenship Knowledge Course taken by the social studies prospective teachers was found sufficient in terms of gender and world citizenship. It was concluded that there was no statistically significant difference in thinking variable while a significant difference existed in the whole

scale and some sub-factors in terms of class variable and the sufficiency of science technology and social change lesson in the context of world citizenship.

Mahaddeo Sadashiv Disale (2021) conducted study on “Development of Awareness Programme on Educational Provisions In Indian Constitution for Student Teachers”. The experimental research method was adopted for the study. The sample comprised 49 student teachers who admitted regular B.Ed. course at College of Education, Barshi. Awareness test of educational provisions in Indian constitution (pre- post test) and the awareness programme based on the educational provision in Indian constitution were administered on student teachers. For statistical analysis mean, ‘t’ test were worked out. The results showed that the most of student teachers have below average level of awareness of educational provisions in Indian constitution and there is no significant difference in awareness of male and female student teachers regarding educational provisions in Indian constitution. Also the Awareness Programme implemented related to educational provisions in Indian constitution was effective.

Patadiya(2020) studied the political awareness among the post graduate students of sardar patel university. The main aim of the study was to understand the political awareness among students. The investigator used descriptive research

method and applied random sampling method ,and the sample size is 124 . For collecting data self-constructed questionnaire was used .The study showed that most of the participant does not aware about the significant political designation and there is no significant association between gender and social group with respect to political awareness

Lahiani and Salman (2021) Investigated the level of political awareness among the Al Ain University students. The researcher used descriptive survey method and questionnaire was used for the data collection tool and the sample was selected by random sampling method. The research was carried out the sample size is 980 students including male and female. The finding of this study revealed that there was a considerably high level of political awareness among the university students. This study also shows that there were difference in the level of political awareness among students depending on the faculty.

Pradip Debnath (2019) conducted study on “Values Enshrined in Our Constitution: Their Educational Implications in the Emerging Indian Society”. The study showed that the Constitution is an essential document for any free nation to determine her social philosophy in terms of visionary goal that provides guidance and direction to the functioning of the State to protect the rights and

interests of her people, and to work for their welfare in all spheres of life. Similarly, it is also indicated how the citizens should conduct themselves and be responsible to the government. So, the present study was conducted to realize the basic ideals and values embedded in our Constitution and to study the educational significance of those values in the Constitution. The study has followed the secondary sources of data including the internet; and analytical treatment has been given to the same. The Preamble to the Constitution of India focuses the basic values like democracy, socialism and secularism along with the inherent ones such as justice, liberty, equality and fraternity. Each of the values has tremendous educational significance for the people of India. The achievement of these values must help us establish a harmonized Indian Nation which was the dream of Baba Saheb Ambedkar.

Priban (2019) published an article titled as Constitutional values as the Normalisation of Societal power: From a Moral Translation to a Systematic SelfValuation. This article the writer argues that values are fluid societal expectations which cannot be used as normative foundation of modern society. Sociology of Constitutional values must address the distinction between moral values in law and law as morale values. The writer concluded his argument by claiming that constitutional values and transvaluations need to be explained as part

of the legal and political self-referentiality ultimate by nation –states and stretching into contemporary supranational and transnational regimes of law and their internal value production.

Dioso(2019) conducted a research work named as Political awareness and participation of public administration students of Occidental Mindoro State College : This descriptive correlational study aimed to determine the relationship between the political awareness and participation of public administration of college students. For achieving the purpose of the study the investigator used quantitative method of study and using self-constructed questionnaires with a sample of 50 students of Bachelor in public administration and Masters in public administration. Pearson correlation analysis was used in order to determine the relationship of political awareness and participation of the samples. The result implies that the level of political awareness of the students in terms of public policies, political leaders, political institutions, political process, and political issue is very high.

Chandidas (2019) conducted a research on Constitutional values implementation in educational institute of Nanded District, the primary objective of the study has to understand the implementation of Constitutional values, the researcher selected

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survey method to know the awareness of students, teachers and head masters in Nanded district. The researcher collected data from 1165 students from 8th and 9th classes, 243 teachers. The findings of the study shows that most of the learners responded in in favour of sovereign, socialist, secularism, unity and integrity of Nation values are compared to freedom, Equality, justice and fraternity.

Runja, (2018) had published a research paper titled as “Salient features of constitution of India”, The Constitution of India is nothing but fundamental law document of India. It is also supreme deed of Independent India. It is clearing the doctrine, Powers of Separation, which explaining functional system of rules, structures and principles of our nation. It provides the citizen and other people, Liberty, Equality, Fraternity, Freedom and what not. Constitution of India is distinct with its features to the other Constitution of the world. This research paper is deals with sovereignty and Federalism of the Constitution of India and also deals with the effects of constitution amendments vis-a-vis socio economic justice. The Research paper also deals with the preamble of Constitution of India, which clears the importance of preamble and historical background of preamble in the Constitution of India. This research paper is also includes historical landmark judgements of Indian Supreme Court which judgements play his role in

Amendment in Constitutional provisions. It is also revolves round the Indian and international issues connected with it.

Somdyuti Rakshit (2018). Conducted study on the “Awareness of Fundamental Duties among Prospective Teacher Educators”. In his study he finds out the actual awareness of eleven Fundamental Duties among prospective teacher educators, then take some valuable suggestion from them for increasing the awareness of those duties, and lastly it give some suggestion to our Government for increasing the awareness of those eleven Fundamental Duties.

Jayesh M. Patel and Mitesh J. (2017).Dosh conducted “A study of student teachers’awareness for value inculcation” .The main objective of the study is to study the awareness of student teachers for value inculcation. 238 student teacherswere selected as the sample of the study. Three B.Ed. colleges of Visnagar city are selected for the study. Normative survey method was used. Questionnaire was usedfor data collection. Simple statistics was used for analysis of data. The main findings of the study are: student teachers are in favour of value education. They don't havemore exposure about value education. Student teachers' perception regarding the mechanisms of imparting value education in school is not clear. Student teachers are of the mix opinion regarding degradation of value education

is due to lack of specific syllabus, value oriented books, learning material, proper incentives and no contact between home and school.

S.Alexander Mohan and A.Esther Subashini(2016). Conducted study on “Role of Teachers in Inculcating Values among Students”. In their study the highlighted the role of family, school and society have important role in the individual build up and setting the life patterns of which the values is one of the major components. The teachers’ role in value inculcation is immense and superb as he/she is the guardian of organizing classroom teaching learning environment. They also discussed how to assign the new roles to these social institutions for developing all dimensions of values in the learners for their integrated as well as differentiated growth.

Thapliyal (2016) To create awareness about the constitutional values and to ascertain the views of student teachers regarding the achievement made in respect of each of the values /objectives in the present context in India. The tool stressed 9 constitutional values like Social & Economic justice, Liberty of status and opportunity , Equality of status and opportunity, Unity and integrity of the nation, Abolition of untouchability, International peace & security, Universal adult franchise, Sovereignty with the people of India, Independence of Judiciary. High

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achievement was found in abolition of untouchability and ensuring adult franchise. Equality of status and opportunity, and social and economic justice show low achievement, while the rest of the values show moderate achievement.

Ruchi Dubey (2015) conducted study on “Human Rights Attitude among Prospective Teachers. The findings of the study showed that the findings of the study imply that an effort needs to be made to make the human rights attitude more favourable among female prospective teachers. For this teacher education curriculum must incorporate human rights related issues in order to sensitize the female prospective teachers towards human rights issues.

Jody Heymann., Amy Raub., and Adèle Cassola (2014) conducted study on “Constitutional rights to education and their relationship to national policy and school enrolment” In their article they assesses the status and evolution of education rights in 191 constitutions and analyzes their relationship to educational policies and enrolment rates. As of 2011, 81% of constitutions protected primary education universally and 53% designated it as free. A minority granted secondary (37%) and higher (35%) education or explicitly protected specific groups. Constitutions adopted after 1990, which belong predominantly to low- and middle-income countries, were more likely to protect education rights. Countries

that constitutionally protected free education were more likely to have corresponding national policies. Those that constitutionally guaranteed primary and secondary education had significantly higher net enrolment, independent of GDP and urbanization.

Krishan Lal (2014). Conducted study on “ Awareness of Right to Education act Among Teachers” In his study he showed that the Mean scores obtained by both the male and female prospective teachers, shows a favorable awareness towards RTE. Both male & female prospective teachers strongly favor the imparting about RTE. It has been found that Male Prospective Teachers towards awareness of RTE is favorable. It has been found that Female Prospective Teachers towards awareness of RTE is less favorable. It has been found that Male Prospective Teachers have positive attitude towards RTE in urban area. It has been found that Female Prospective Teachers have positive attitude towards RTE in rural area. It has been found that there is no significant difference between urban male and female prospective teachers towards RTE. It has been found that there is no significant difference between rural male and female prospective teachers towards RTE.

Govindarajan Singaravelu (2013) conducted study on “Study of National Values Awareness in Schools”. In his study In his he compare the awareness of the four values, enshrined in the Indian Constitution Justice, Liberty, Equality and Fraternity in I X standard students of Corporation and Aided schools in the city. The findings of the study showed that that there is a significant difference in the value Fraternity regarding the two types of schools.

Jayantibhai V.Patel(2008). Conducted study on “Constitutional Awareness Among M.Ed. Teacher Trainee: Challenges Before Teacher Training Programme” There study showed that There is no significant difference in the Constitutional awareness of student teachers belonging to Science, Commerce and Arts groups. This highlights the need for emphasizing the concepts of Constitutional Awareness education in the Curriculum for teacher preparation courses.

Velassery (2005) in his book explains in detail the of the caste system ideology and connects it with the concepts of religion and human rights. He then discusses the Indian perspective of the caste system and looks at “the issue of Human Rights as a contemporary mode of the ancient metaphysical wisdom built of reflection upon what it means to be Dharma and the ways of existing according to Dharma.”

He expresses the importance of this Dharma to the Indians, and how it contributes to wide acceptance of the caste system in India.

The review of literature was carried out to acquaint with the existing body of knowledge in the area of the study. It gave a theoretical background for the study and provide guidelines in the planning of the research work. The investigators reviewed International, National and state level studies to carry-out the review of literature. Extensive review of related studies shows that there are many studies done on related to Constitution but only few studies are conducted on Constitutional values especially the awareness study is very rare. The review of related studies enabled the researcher to gather extensive information and gave wide perception on the present on the topic of present study. Various studies about Constitutional values clearly said that awareness of Constitutional values are very essential to every citizen. It has applications in every one's life to a great extent.

II.7.Review in International & National Journals

There are so many journals I was searched for the review of literature and minimum of them we have selected

Aditya Singh, (2013) Preamble of Indian Constitution and Its Significance, The Preamble to the Constitution is guides according to the canons of statutory

explanation, the proper purpose of a Preamble is to clarify certain facts which are necessary to be explained before the enactment contained in the Act can be implicit. The preamble provides a key to unchain and discover the spirit of our Constitution. Without it, a proper approval of the objectives and values that find place in our Constitution seems a distant option. Therefore, it is necessary to revolve to the various terminology contained in the Preamble for a better understanding and interpretation of the Indian Constitution. In sum, the Preamble shows the general reason behind the several provisions of the Constitution but, nevertheless, it is never regarded as a cause of any substantive power or restriction.

Robert D. Baird, (2001) Traditional Values, Governmental Values, And Religious Conflict In Modern India, The values of the nation of India, articulated in the Preamble to the Constitution, are a modern set of values in step with the Universal Declaration of Human Rights. The Constitution of India embodies a number of values, which, while encouraging gather principles of human rights, oppose traditional beliefs and values that Indians have held for centuries. Sometimes these traditional beliefs and values have been expressed in doctrinal systems such as Hinduism, and sometimes they survive as the obvious basis of a lived life. The dominance of these traditional beliefs has in many cases interfered with the full scale implementation of the values articulated in the Constitution.

This Article focuses on how this has occurred in the area of religious liberty. Part II of this Article provides a context of several obvious Indian values which are at odds with the constitutional notions of equality and religious liberty.

Yogini S Barahate, (2014) Role Of A Teacher In Imparting Value-Education, If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation. Education has become a business today. This has changed the attitude of the students as well as the parents and it has further resulted in decline of respect for teachers and all those who are a part and parcel of education system. Gautama Buddha has rightly urge Desire is the root cause of Evil. Students are told not to fulfill their desires by improper ways, by remain to immoral activities. The present paper is an effort to state the importance of value education in the present education system so that the expectation generations will feed high ideals and values to contribute in the development of the society and the role of a teacher in imparting values. DR.

Savanam Chandra Sekhar, Et.Al (2012) Impart Value-Based Education, There is a need for imparting value-based education with a saintly bent of mind in educational institutions to whip out good citizens. Swallowing the qualities of good behavior, self-confidence and high values would help students earn a

significant place in society. Education without values is like a flourish without perfume. Students should understand that character building is equally important as career building. A good character in life is definitive thing that stretches person's self-realization. Therefore, students should learn not just from their curriculum, but from other specialty too to widen their knowledge base to emerge as bright citizens of the future. Mere goal to excel in life was not enough, and value-based education must be imparted to help students emerge as leaders in their chosen fields. This article is useful to educational institutions, government and parents to impart value-based education from all fronts to make good citizens for the nation.

Jody Heymann, (2014) Constitutional Rights To Education And Their Relationship To National Policy And School Enrolment, this article assesses the status and evolution of education rights in 191 constitutions and analyzes their relationship to educational policies and enrolment rates. As of 2011, 81% of constitutions protected primary education universally and 53% designated it as free. A minority granted secondary (37%) and higher (35%) education or plainly protected specific groups. Constitutions adopted after 1990, which belong principally to low- and middle-income countries, were more likely to protect education rights. Countries that constitutionally protected free education were

more likely to have matching national policies. Those that constitutionally assured primary and secondary education had significantly higher net enrolment, independent of GDP and urbanization.

Neeraj Gahlawat, (2011) Implementation and Enforcement of Right to Education In India, Education trains the human mind to think and take the right decision. It is through education that knowledge and information is received and spread throughout the world. An uneducated person cannot read and write and hence he is closed to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is shut off from the outside world. In contrast, an educated man lives in a room with all its windows open towards outside world. Without education, a man is so circumstanced he know not how to make best of himself. Therefore, for him the purpose of society is as-initio frustrated. Education is powerful because without it, early civilizations would have struggled to survive and thrive as a culture. It is important that adults trained the young of their society in the knowledge and skills they would need to master and eventually pass on. It is universally accepted that education empowers the people for the full development of human personality, strengthens the respect for human rights, and helps to overcome exploitations and traditional inequalities of caste, class and gender.

Justice Charles D. Gonthier, (2000) *Liberty, Equality, And Fraternity: The Forgotten Leg Of The Trilogy, Or Fraternity: The Unspoken Third Pillar Of Democracy*, this research paper explores the historical and theoretical foundations of the concept of fraternity, advancing the thesis that this third forgotten element of the French Revolution is integral to the proper functioning of a democracy. The principal concerns of fraternity-community, inclusion, equity and trust, and cooperation-are examined in their historical and present context. The role of fraternity in Canadian law is then examined, particularly in the areas of: constitutional law, taxation law, Good Samaritan laws, professional responsibility, fiduciary duties, the law of contracts, the law of trusts, and in family law.

Bhim Chnadra Mondal Et. Al (2009) *Value Awareness Among Secondary School Students of West Bengal*, The present investigation has been conducted to study the levels of value awareness among the secondary school students residing either at rural or urban sectors. A self-made situation based questionnaire was used to collect the data from 600 secondary school students. The collected data were analysed with suitable statistical techniques such as ANOVA, t-test etc. The results indicate that urban boys possess higher value awareness than that of its

rural counterpart. However no significant differences in the level of value awareness were found for boys and girls student.

Sandra Fredman, (2012) Comparative Study of Anti - Discrimination And Equality Laws Of The Us, Canada, South Africa And India, Part V considers who is bound by equality guarantees. Human rights at constitutional level are generally considered to bind only the State. This is true for the constitutional guarantees in the USA, Canada and India. However, in the US and Canada, courts are themselves bound by the equality guarantee. This means that they are required to interpret the common law in the light of the equality guarantee, thus potentially binding private parties, for example in contractual relations. Only in South Africa is there an express commitment to the horizontal application of the Constitution. In India, the only provision that binds both the public and private sector is Article 17, which outlaws untouchability. Nevertheless, in the Naz Foundation case, the Delhi High Court found that Article 15(2) incorporates the notion of horizontal application of rights. Statutory provisions tend to bind private parties. c often known as ‘Untouchables’ because physical untouchability is a central part of their subordination. Dominant castes would not accept food or water from them, and in parts of South India they were required to live as a group on the outskirts of villages. In his determined campaign to integrate the ‘Untouchables’, Ghandi

called them 'Harijan' or people of God; but members of this group in modern India prefer to be known as 'Dalits' or broken people. Dalits were oppressed for centuries, restricted to the most menial and degrading of tasks, and often subject to violence and humiliation. As well as these 'fundamental rights', the Indian Constitution also contains 'Directive Principles of State Policies', which include socio-economic and cultural rights. In principle, Directive Principles, unlike the fundamental rights, are not enforceable, but are intended to guide the State in its legislative and policymaking functions. However, the Supreme Court of India has relied on the directive principles to give substantive meaning to the fundamental rights, in particular, the right to life. This has opened up the opportunity to bring legal challenges in relation to socioeconomic inequalities in India. The Constitution gives the Supreme Court and the High Court's the power to enforce constitutional guarantees of fundamental rights.

II.8. Conclusion

The review of literature was carried out to acquaint with the existing body of knowledge in the area of the study. It gave a theoretical background for the study and provide guidelines in the planning of the research work. The investigators reviewed International, National and state level studies to carry-out the review of

literature. Extensive review of related studies shows that there are many studies done on related to Constitution but only few studies are conducted on Constitutional values especially the awareness study is very rare. The review of related studies enabled the researcher to gather extensive information and gave wide perception on the present on the topic of present study. Various studies about Constitutional values clearly said that awareness of Constitutional values are very essential to every citizen. It has applications in every one's life to a great extent. In prospective teachers life students learn about Constitution and the values prescribed in it. It is very essential to know about Indian Constitution and the values. So building awareness about Constitutional values very important among the citizens of India. Hence the investigators feels that it worthwhile to undertake a study to analyse the awareness of Constitutional values among prospective teachers.

CHAPTER-III

METHODOLOGY

III.1.Introduction

A research methodology in specific techniques that are adopted in research process to collect, assemble and evaluate data. It define the tools are used to gather relevant information in a research study. In short research methodology is the organised questioning and exploration by hypotheses formation or scientific testing of any inquisition or by following a set of standard rules for that procedures. The success of any research study depends up on the appropriateness of the method, tool and technique. The present study is Awareness on Constitutional Values among prospective teachers. The research design refers to the overall strategy selected to integrate the different components of the study in a coherent and logical way. It includes all the planned techniques and strategies in carrying out the study. The design of the study is of prime importance in conducting any research in a scientific manner. It ensures how the objectives are to be achieved, how population is to be defined and sampled, what tools are to be used for collecting the data, and how the data is to be analyzed. Infact, it is the blueprint of the detailed procedures for testing the hypotheses and analyzing the obtained data. In this way, the research design helps the researcher in testing the

hypotheses by drawing valid and objective conclusions regarding the relationship between independent and dependent variables. The Methodology employed by the research investigator to conduct research includes the following aspects.

- Statement of the Problem
- Operational definitions of the study
- Variables of the study
- Tools used for the study
- Population of the study
- Sample of the study
- Methods of collecting the data
- Formulation of hypothesis
- Statistical analysis of the study.

III.2 METHODOLOGY

Methodology is essential in systematic research. Methodology is a science of orderliness. It is a technique adopted for an orderly arrangement of fact and principles. The success of any research depends on the largely on the suitability of method, the tools and techniques used for the collection of data. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done. The various steps that

are generally adopted by a researcher in are studying his research problem along the logic behind them and explain why one is using a particular method or technique and why he or she is not using others. So that research results are capable of being evaluated either by the researcher himself or herself or by others, in what way and why the hypothesis has been formulated, what data have been used and a host of similar other question are usually answered when research methodology is concerning a research problem of study.

Methods of research may be classified from many points of view, the decision about the method or methods to be employed always depends upon the nature of problem selected and the kinds of data necessary for its solution. The methods of sociological research applicable to study related to education are as follows;

- i) Historical Method
- ii) Experimental Method
- iii) Genetic Method
- iv) Case study
- v) Survey Method

III.2.1. Method Adopted for the Present Study

For the present study, the investigator collected the data related to awareness on constitutional values among prospective teachers. Therefore it is more appropriate to elicit the response of the students on various items of the Tools included in the study. For this study survey method was found to be more appropriate. Therefore survey method is followed for the study. Survey research is often used to assess attitude, aptitude, knowledge, opinions, and feelings. Survey research can be accurate and specific or narrow, or it can have more global, widespread goals. Today, survey research is used by a variety of groups. Psychologists, Educational Psychologists and Sociologists often use survey research to analyze behavior of the people of present days, while it is also used to meet the more pragmatic needs of the media, such as, in evaluating political candidates, public health officials, professional organizations, and advertising and marketing directors. A survey consists of a predetermined set of statements or questions that is given to a selected sample. With a representative sample, that is, smaller portion of the larger population of interest, one can describe the attitudes of the population from which the sample was drawn. Further, one can compare the attitudes of different populations as well as look for changes in attitudes over time. A good sample

selection is key as it allows one to generalize the findings from the sample to the population, which is the whole purpose of survey research.

III.2.2 Reasons for Selecting Survey Method

Survey Method is important for the following reasons.

1. It provides comprehension of underlying issues in the area of study.
2. It focuses attention upon the needs that otherwise could remain unnoticed.
3. It provides extensive information about the nature of educational phenomena.
4. It gathers data from relatively large number of cases at a particular time.
5. It is concerned with generalized statistics of the whole population and with the characteristics of individuals.

III. 3 STEPS IN SURVEY METHOD

According to William Wireman (1985) the detailed steps in a survey method are as follows;

1. Planning
2. Development and application of sampling plan

3. Construction of questionnaire
4. Data collection
5. Translation of data
6. Data analysis
7. Conclusion and Reporting

III.3.1 Planning

The plan of action has to be drawn up to ensure scientific and objective merits of the study. Definition of the problem, operational definitions of variables, review and development of the survey design should be clearly drawn out.

III.3.2 Development and Application of Sampling Plan

The geographical area to be covered, the sample to be selected and detailed sampling procedure, should be defined and formulated.

III.3.3 Construction of Interview Schedule or Questionnaire

The tools of investigation generally used are interview schedule or questionnaire and the like. A specified investigation should require specified tools of inquiry. If no readymade tool is available, a suitable one will be prepared in a systematic

manner. The tools should be tested in a pilot sample before it is administered to the vast sample.

III.3.4 Data Collection

The data will be collected from the proposed group of persons or sources with the help of the tool to be employed in the study. The participation of parents, children is imperative to ensure comprehensiveness and authenticity of the data.

III.3.5 Translation of Data

Depending upon the extensiveness of the survey data and upon the nature of the material collected the handling of data usually takes initial tabulation and construction of category systems as necessary and technical preparation for analysis.

III.3.6 Data Analysis

Analysis of data comprises, various approaches designed to restrict the phenomena in their constitutional parts with a view to obtain greater insight into specified aspects. The statistical analysis of data is principally based on counts of numbers of units that fall into different classes and subclasses, where quantitative

responses have been obtained total for the classes are secured. From these numbers and totals, the arithmetic means can be computed for the different classes. Basic summary table can then be compiled more critical analysis can be applied to the data.

III 3.7.Data Collection Procedure

The collection of data is an extremely important of all research endeavours, for the conclusion of a study are based on what data reveal. As the result, the kind of data to be collected, the method of collection to be used, and the scoring of the data need to be considered with care. The term data is referred by Fraenkel & Walen (1993,) as the kinds of information researchers obtain on the subjects of their research. An important decision for every researcher to make during the planning phase of an investigation, therefore, is what kinds of data he or she intends to collect. The device the researcher used to collect data is called an instrument. After deciding on the sample for present study, the researcher contacted the principals of the selected schools and requested permission through a permission letter to administer the test and to collect data. Owing to the outbreak of the Covid pandemic, the investigator opted to collect data through online mode using the platform of Google form. The same is sent to students by collecting their

Whatsapp number and explained what they ought to do through audio messaging in regards to completing and submitting the google form.

III.3.8. Scoring and Consolidation of Data

The Google form were scored as per the scoring key prepared by the researcher. The scores obtained on the test were then consolidated and tabulated for further analysis. After rejecting the incomplete answer forms the investigator had 160 google forms for scoring. Statistical Technique Used for Analysis: Statistical knowledge help the researcher to use the proper methods to collect relevant and adequate to employ the accurate analysis and effectively present the result. The present study as part of primary analysis descriptive analysis of Mean Median and standard deviation. Descriptive Statistics for the present study in descriptive statistics, the researcher analyses the result of Awareness Test. It means that the researcher computes the scores of mean, median, mode, and standard deviation students' awareness.

III .3.9. Conclusion and Reporting

After collecting and analyzing the data, the researches have to accomplish the tasks of drawing inferences following by reporting. It is only through interpretation that the research can expose relations and processes that come under

his findings. Research report is considered a major component of the research study for the research task remains incomplete till the report has been presented. As the problem selected for the present study is concerned with one of the current problems, the investigator decided to employ the survey method for the collection of data.

III.4 Statement of the problem

The Constitution is an essential document for any free nation to determine her social philosophy in terms of visionary goal that provides guidance and direction to the functioning of the State to protect the rights and interests of her people, and to work for their welfare in all spheres of life. Similarly, it is also indicated how the citizens should conduct themselves and be responsible to the government. The Constitution of any country serves several purposes. It lays down certain ideals that form the basis of the kind of country that we as citizens aspire to live in. A country is usually made up of different communities of people who share certain beliefs, but may not necessarily agree on all issues. A Constitution helps serve as a set of principles, rules and procedures on which there is a consensus. These form the basis according to which the people want the country to be governed and the society to move on. This includes not only an agreement on the type of government but also on certain ideals that the country should uphold. The Indian Constitution

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has certain core constitutional values that constitute its spirit and are expressed in various articles and provisions. In fact, in a layman's understanding, value is that which is very essential or 'worth having and observing' for the existence of human society as an entity. The Indian Constitution Contains all such values, the values that are the universal, human and democratic of the modern age. The constitutional values are reflected in the entire Constitution of India, Its Preamble embodies 'the fundamental values and the philosophy on which the Constitution is based. These are: sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation. Moreover, teaching about constitution does not merely mean giving information and knowledge in the classroom, but it also covers all modalities which could sensitize a person, awaken his/her conscience and develop an attitude of behaving decently in a social set up. It is of paramount importance to ensure that our youths have the knowledge of constitutional values and laws so that they are more aware of their rights and duties. Teachers should make students aware of the constitutional and moral values along with imparting quality education to them. So the present study focuses on **“ Awareness on constitutional values among prospective teachers”**.

III.5 Title of the study

It is entitled as “*Awareness on constitutional values among prospective teachers in Tirunelveli District*”.

III.6 Operational definitions of important key terms

Awareness

Awareness is the state of being conscious of something. More specifically, it is the ability to directly know and perceive, to feel, or to be cognizant of events. Another definition describes it as a state wherein a subject is aware of some information when that information is directly available to bring to bear in the direction of a wide range of behavioral actions. Awareness could be defined as the perception of operational elements and events with respect to time or area, the comprehension of their meaning, and the projection of their status after some variable has changed, such as time, or some other variable, such as a predetermined event.

Constitutional Values

“Constitution is not merely lawyers document, it is a vehicle of Life, and its spirit is always the spirit of Age- B.R.Ambedkar.

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Constitution means a set of fundamental principles, basic rules and established precedents (means standards/instances). It identifies, defines and regulates various aspects of the State and the structure, powers and functions of the major institutions under the three organs of the Government – the executive, the legislature and the judiciary. It also provides for rights and freedoms of citizens and spells out the relationships between individual citizen and the State and government

Prospective Teachers

Teacher candidates who were enrolled in a teacher education program and in their final year of education. Prospective teacher is a student teacher who is pursuing B.Ed. course in a teacher education institute.

Tirunelveli District

The district is located in the southern part of Tamil Nadu. It has borders with Tenkasi district to the north, Kanyakumari District to the south and Thoothukudi district to the east and Thiruvananthapuram district and Kollam district of Kerala to the west.

III.7 Objectives of the study

1. To find out the level of awareness on constitutional values among prospective teachers

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2. To find out the significant difference between UG and PG prospective teachers in their awareness on constitutional values
3. To find out the significant difference between Arts and Science group prospective teachers in their awareness on constitutional values
4. To find out the significant difference between rural and urban prospective teachers in their awareness on constitutional values
5. To find out the significant difference between hostellers and day scholars prospective teachers in their awareness on constitutional values.
6. To find out the significant difference between Nuclear and Joint family of prospective teachers in their awareness on constitutional values.
7. To find out the significant difference among Fathers Educational Qualification of prospective teachers in their awareness on constitutional values.
8. To find out the significant difference among Mothers Qualification of prospective teachers in their awareness on constitutional values.

III.8. Hypotheses of the Study

1. The level of awareness on constitutional values among prospective teachers is moderate.

Awareness on Constitutional Values among Prospective teachers

2. There is no significant difference between UG and PG prospective teachers in their awareness on constitutional values.
3. There is no significant difference between Arts and Science group prospective teachers in their awareness on constitutional values
4. There is no significant difference between rural and urban prospective teachers in their awareness on constitutional values
5. There is no significant difference between hostellers and day scholars prospective teachers in their awareness on constitutional values.
6. There is no significant difference between Nuclear and Joint family of prospective teachers in their awareness on constitutional values.
7. There is no significant difference among Fathers Educational Qualification of prospective teachers in their awareness on constitutional values.
8. There is no significant difference among Mothers Qualification of prospective teachers in their awareness on constitutional values.

III.9. POPULATION AND SAMPLE FOR THE STUDY

POPULATION OF THE STUDY

Population is the most important part or element of research procedure. To draw inferences about the research problems a well specified and identifiable group is

required which will be selected on the basis of some selected measures and this entire group is known as population or universe of the study. The main purpose of research is to discover the principles that have universal application but to study a whole population to arrive at generalizations would be impossible. John Best and Khan go on to say that, "Some populations are so large that their characteristics cannot be measured." Meanwhile Moore supposes that "It is very seldom that it is possible to survey the complete population." However in ordinary usage population in sense, population may consist of any kind of members whatever. Hence a population is any group of individuals that have one or more characteristics in common which are of interest to the researcher. The population may be all the individuals of a practical type or a more restricted part of the group. Population in the opinion of Moore is that "All people or objects under observation." While Cochran says that the word population denotes the aggregate from which the sample is chosen. According to J. C. Aggrawal, "Population means aggregate of totality of objectives, subjects or individuals regarding which inferences are to be made." The present research is an attempt to find out the fact and actual situation of implementation of constitutional values at secondary school level. It is also an attempt to study implementation point of views and the awareness of students, teachers and head masters regarding values in Indian

constitution. The researchers have selected 113 prospective teachers for the sample of the research. The prospective teachers from Tirunelveli are taken as the population for the present study. The female prospective teachers are taken as the sample. The total of 113 prospective teachers were involved in the student and the questionnaire were used to analyse the awareness on constitutional values.

III.10.Data collection

III.10.1. Tool of the research

For collecting unknown data required for the study of any problem, it is necessary to adopt a systematic procedure and this can be done by using various devices, these devices thus employed are called as tools. Factual material or data unknown or untapped so far is essential in every study. They can be obtained from any sources direct or indirect. It is necessary to adopt or evolve a systematic procedure to collect essential data. Relevant data, adequate in quantity and quality should be collected. They should be sufficient reliable and valid. The major tools of research in education can be classified broadly into the following categories: – Inquiry forms - Questionnaire Schedule , Check list, Rating Scale, Score Card, Opinionnaire A) Observation B) Interview C) Sociometry – Psychological tests - Achievement Test, Aptitude Test, Intelligence Test, Interest Test and Personality

Measures Inquiry forms are a class of data gathering devices which make use of properly prepared. Performs or forms for inquiring into and securing information about certain phenomena under study out of a number of such inquiry forms perhaps the used and most abused of tools in the questionnaire. The researcher has selected and used questionnaire for the collection of data from prospective teachers in Tirunelveli district.

III.10.2.Questionnaire

According to Goode and Hat, “In general the word questionnaire refers to a device for securing answers to questions by using a form which the respondents fill in him.” Barr, Davis and Johnson defines questionnaires “a systematic compilation of questions that are submitted to a sampling of population from which information is desired. The apparent ease of planning and using a questionnaire tend to make it appealing to novices in research. Often referred to as the lazy man’s way of gaining information, questionnaire is yet the most flexible of tools which possesses unique advantages over other kinds of tools in collecting both quantitative and qualitative information. Careful preparation of a good questionnaire however takes a great deal of time, ingenuity and had work. Usually the questionnaire sent out by the fresh research workers suffer from certain errors

with the result that the reaction to questionnaires is often unfavorable and response is slow scanty and frequently disappointing providing a very flimsy basis for generalization.” Moore says, “Questionnaires are extremely flexible and can be used to gather information on almost any topic from large or small numbers of people.” According to Nunan, “the questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field setting. While John Best and Khan consider questionnaire as the most appropriate and useful data gathering device in a research project.

III.10.3. Development Process of the Tool

The Constitution Values Awareness Scale (CVA) was constructed by the investigators with the objective to measure the awareness level of college students. Systematic procedures were followed in the process of tool construction like:

- i. Planning,
- ii. Preparing,
- iii. Trying out and
- iv. Evaluating

1. Planning

Awareness on Constitutional Values among Prospective teachers

The following steps include the activities and task performed in the planning for construction of the tool:

- i. The objective of the tool was fixed to measure the level of Awareness
- ii. The content area and dimensions was defined.
- iii. Decisions over the type and number of items to be included in the scale under each dimension were outline.
- iv. A three point scale with scoring key according to nature of items, positive and negative was sketched out.

2. Preparation of items

This step requires understanding and mastery of the subject content and skill for preparing the statements. Hence the items are drawn out from various sources and the items were preliminary item pool is prepared.

i. Sources of items

- a. Review of Indian and international studies and literature based on Detrimental Effects of Single-use Plastics Awareness.
- b. Ideas, opinions, suggestions, information's regarding awareness on detrimental effects of single use plastics were gathered from experts, professors, teachers,

parents and students.

After a vigilant scrutiny of the available sources 80 statements were framed by the investigator and guide.

ii. Criteria for selection of items

- a. It should be in simple and clear statement form, with no sort of ambiguity in its meaning or language.
- b. Items should be appropriate to respondent's level.
- c. It should be arranged in an order from easy to difficult.
- d. Compound and complex sentences should be avoided.
- e. An item should express only one opinion and
- f. The statement should not lead to multiple interpretations.

iii. Pooling of items

The Constitutional Values Awareness Scale (CVA) was constructed primary with 25 statements.

iv. Establishing Validity

According to Lee Chronbach "validity is the extent to which a test measures

what it purposes to measure”. Prior to the administration of the tool, the investigator to bring forth the expert’s judgement, regarding the suitability, adequacy, objectivity and clarity of the pooled items.

- a. The newly constructed tool was given to experts, in the field of education for the establishment of “Face Validity”, which is a subjective statement that the tool appears to cover the relevant content, and “content validity”, which involves the systematic examination of the content to determine whether it covers a representative sample of the domain to be measured.
- b. Expert’s opinion on the clarity, and suitability in measuring the particular dimension.
- c. Arrangements of items in random order and were subjected to expert’s scrutiny.

Some items were modified, deleted and rearranged based on their suggestions. Thus the face validity and content validity of the tool was established. Thus, 20statements were retained in CVA.

3. Trying Out

The main task of try out is to improve and modify the language ambiguity and difficulty. The subjects are selected from the population for which the test is designed. It helps to:

- i. To refine the instrument.
- ii. To identify the difficult items and to delete the ambiguous or difficult statements.
- iii. To estimate reliability index of the tool.

It enables the investigators to select the required number of items for inclusion in the final form of scale Final tool is prepared.

III.11.Pilot study

Pilot study is a preliminary try out of the instrument with a small number of individuals. The purpose of pilot study is to refine the instrument including the correlation of deficiencies. A pilot study is not the major data collection of the data.

Before finalizing, the rough draft of the Constitutional Values Awareness Scale consisted of 20 statements. The tool was administered to St.Ignatius College of Education(Autonomous), Palayamkottai with prior permission from the head of the institution. The questionnaire was distributed to 30 students to know whether the items included in the questionnaire measure what they have to measure viz. On basis of their responses Scoring was done and Item vs. Item whole correlation was calculated. Ambiguous items were deleted. Only items having high level

precision were retained.

III.12.Item whole correlation

Karl Pearson's product moment correlation co-efficient was calculated between the item score and the total score to find validity index of the item. In this method "each item score is correlated with the total scale mean score. The items which are significant at 5% level are accepted and selected. The table value at 5% significance level is 0.195. Hence, statements with correlation value above or equal to 0.195 were selected. Items having validity index below 0.195 were deleted from the draft questionnaire, thus 5 items were deleted. So the final tool contained 20 items. Thus, the validity of the tool was established. The validity indices are given in the following.

Table 3.1

Item Vs Whole Correlation of Constitutional Values Awareness Scale

ITEM NO.	'γ' VALUE	REMARKS
*1.	0.139	Deleted
*2.	0.180	Deleted

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3.	0.430	Selected
4.	0.288	Selected
5.	0.281	Selected
6.	0.394	Selected
7.	0.329	Selected
*8.	0.149	Deleted
9.	0.233	Selected
10.	0.393	Selected
11.	0.303	Selected
12.	0.413	Selected
*13.	0.075	Deleted
14.	0.441	Selected
15.	0.371	Selected
16.	0.318	Selected
17.	0.248	Selected
18.	0.318	Selected
19.	0.202	Selected
*20.	0.142	Deleted

Awareness on Constitutional Values among Prospective teachers

21.	0.196	Selected
22.	0.356	Selected
23.	0.379	Selected
24.	0.276	Selected
25.	0.346	Selected

At 5% level of significance, for 98 df the table value is 0.195

III.13.Establishing Reliability

Reliability refers to the consistency of scores and stability of test for a certain population. The investigators employed split half method to establish the reliability of the tool. This method of estimating reliability involves both the characteristics of stability and equivalence. In this method result obtained from one half of the scale items being checked against the result from other half of the items. This method is appropriate for testing co-efficient of homogeneity.

The whole tool was split into two halves-odd and even numbered statements. The responses were scored and reliability coefficient of correlation between the two sets of scores was calculated. The reliability index of the tool was estimated by the Spearman Brown formula. The reliability index of Constitutional Values Awareness Scale is found to be 0.60.

SPLIT-HALF RELIABILITY VALUE OF THE TOOL

S.No.	Tool	Spilt-half ‘γ’ value
1.	Constitutional Values Awareness (CVA)	0.60

III.14.DESCRPTION OF THE TOOL

Personal Data form

The personal data form is used to collect general information of the college students. It includes some personal information about the respondents such as type of college, group of study, locality of college, mode of residence, type of family, locality of residence, father’s education, and mother’s education.

Constitutional Values Awareness (CVA)

The investigator has used a Self-made Questionnaire of Constitutional Values Awareness (CVA)Scale developed by the investigators for collecting data for this study. It is intended to measure the level of Awareness on Constitutional Values among Prospective teachers. The scale consists of 20 Statements. The statements are of positive and negative in nature.

Scoring Key

In the Scoring key, a score is a number assigned to an investigators to provide a quantitative description of respondent's performance on a particular test. Scores are assigned to all the responses. All the statements would be scored for the CVA in the following manner for the positive and negative questions.

Scoring Key

RESPONSE	CHOICE	
	Positive	Negative
Agree	1	2
Disagree	2	1

III.15.Area of the study

The investigators had selected Tirunelveli district for their study.

III.15.1.Population

“Population is defined as a group of individuals that have one or more characteristic is common that are of interest to the researchers”.

The researchers has confined the population of the present study only to college

students studying in various college of Tirunelveli.

III.15.2.Sample and sampling design

According to John, a sample, as the name implies, is a smaller representation of a larger whole.

W. Best (2008) “A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, certain inferences can be made about the characteristics of the population from which it drawn”. The investigators have derived the sample for the present study from 300 students studying in college from various colleges in Tirunelveli.

The most basic form of probability sample is the simple Random Sampling technique. With the simple random sample, each unit in the population has an equal probability of inclusion in the sample. Gay (1987) reports: “Random sampling is the best single way to obtain a representative sample. The investigators have used the Simple Random Sampling Technique for this study.

III.15.3.Administration of the tool

The investigators personally visited the colleges with the permission of the concerned Head of the colleges. The personal data form along with Constitutional values Awareness Scale was distributed to the students. The students were given enough time to respond to the item of the tools.

III.15.4.College selected for study

Table 3.2

SAMPLE WISE DISTRIBUTION OF THE COLLEGES

S.No.	NAME OF THE COLLEGE	NO. OF SAMPLES
1.	St. Ignatius College of Education(Autonomous),Palayamkottai.	113
TOTAL		113

Table 3.3. MODE OF RESIDENCE WISE DISTRIBUTION OF THE SAMPLE

PLACE OF RESIDENCE	NO. OF STUDENTS	PERCENTAGE
Day Student	77	68.1%
Hosteller	36	31.85%
Total	113	100%

Figure.3.1. Place of residence wise distribution of the sample

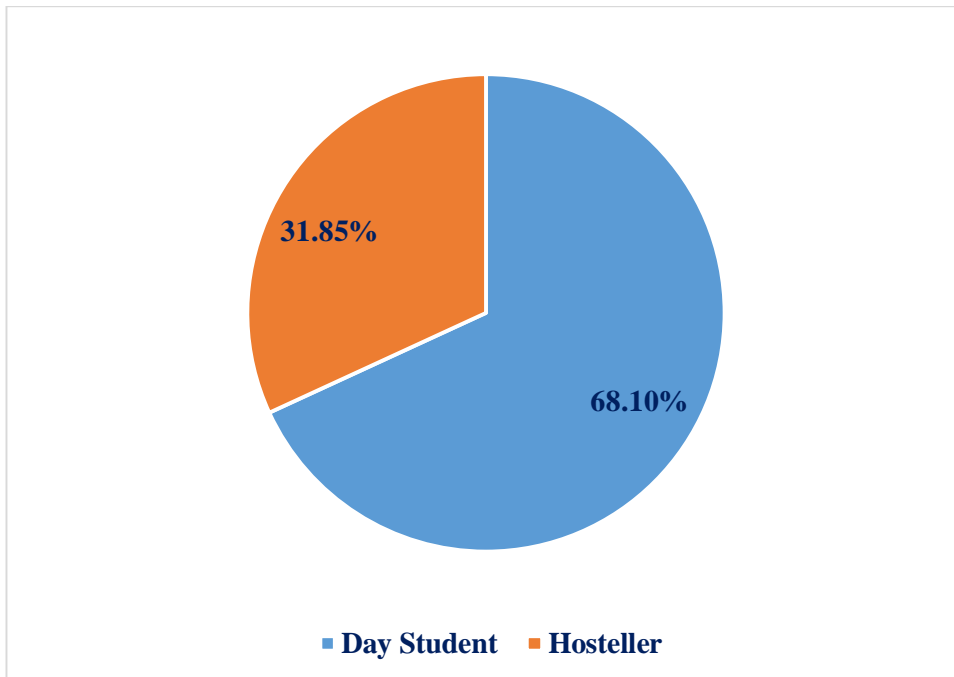


Table 3.4 TYPE OF FAMILY WISE DISTRIBUTION OF THE SAMPLE

TYPE OF FAMILY	NO.OF STUDENTS	PERCENTAGE
Joint	39	34.5%
Nuclear	74	65.4%
Total	113	100%

Figure 3.2. Type of family wise distribution of the sample

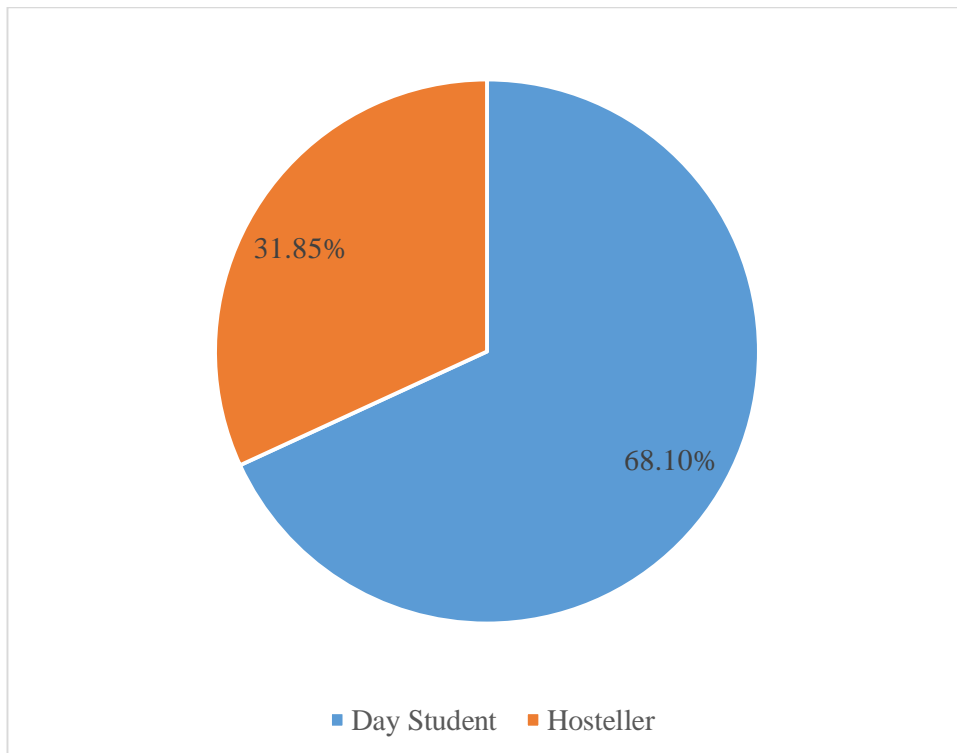
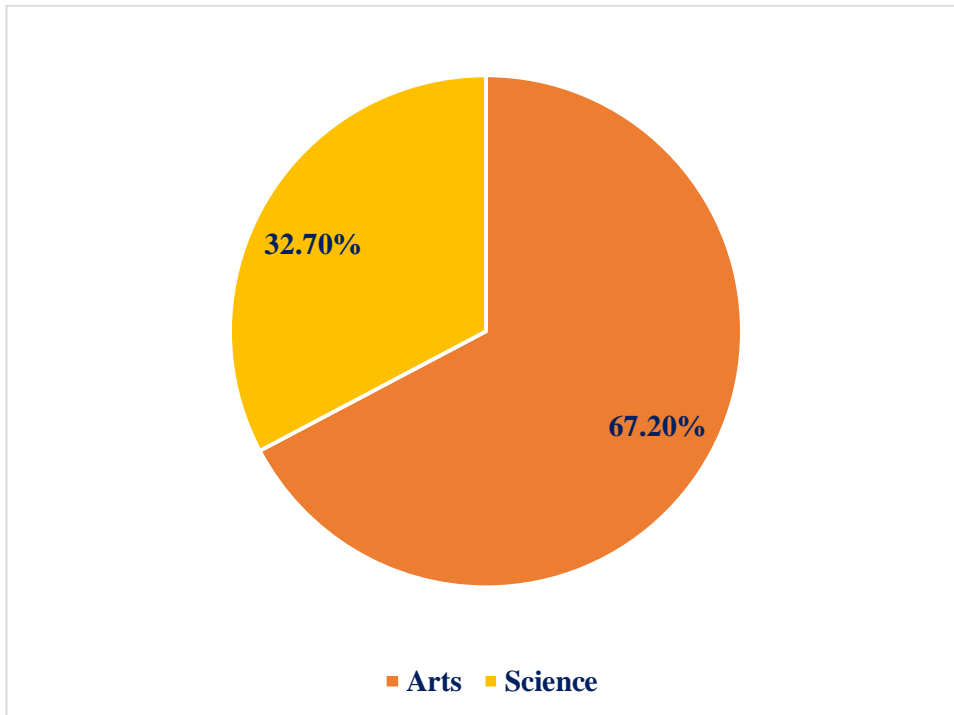


Table 3.5 GROUP OF STUDY WISE DISTRIBUTION OF THE SAMPLE

Group of the study	No. of students	Percentage
Arts	76	67.2%
Science	37	32.7%
Total	113	100%

Figure 3.3 Group of study wise distribution of the sample



**Table 3.6 LOCATION OF THE HOME ENVIRONMENT WISE
DISTRIBUTION OF THE SAMPLE**

Location of the Home Environment	No. of students	Percentage
Rural	40	35.3%
Urban	73	64.6%
Total	113	100%

**Figure.3.4 Location of the Home environment college wise distribution of
the sample**

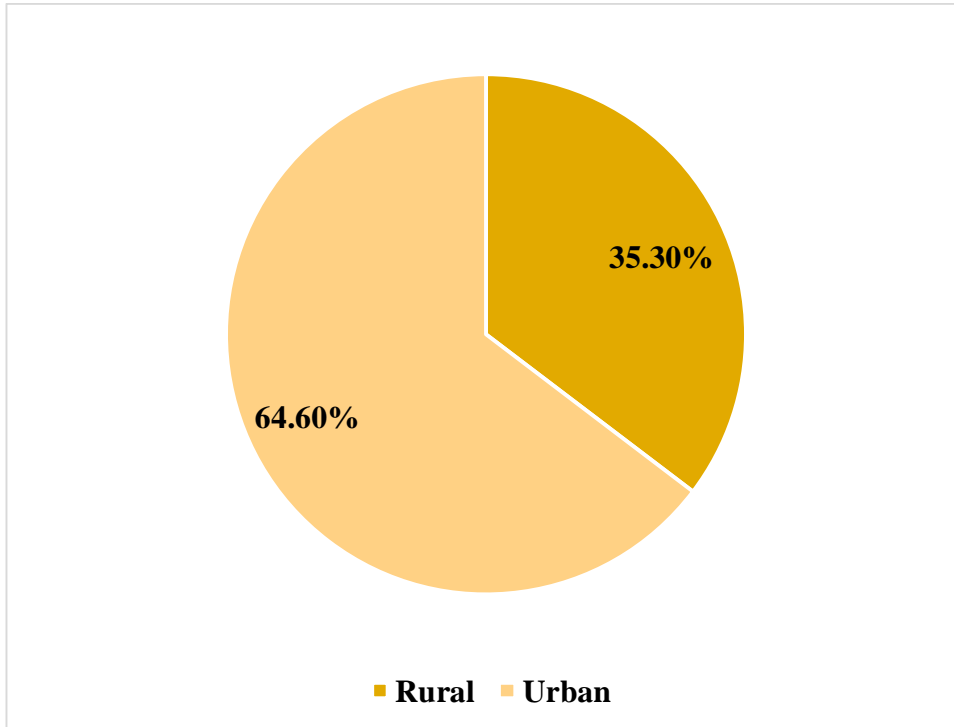


Table 3.7. MODE OF RESIDENCE WISE DISTRIBUTION OF THE SAMPLE

Mode of Residence	No. of students	Percentage
Day scholar	64	56.6%
Hosteller	49	43.3%
Total	113	100%

Figure. 3.5 Mode of residence wise distribution of the sample

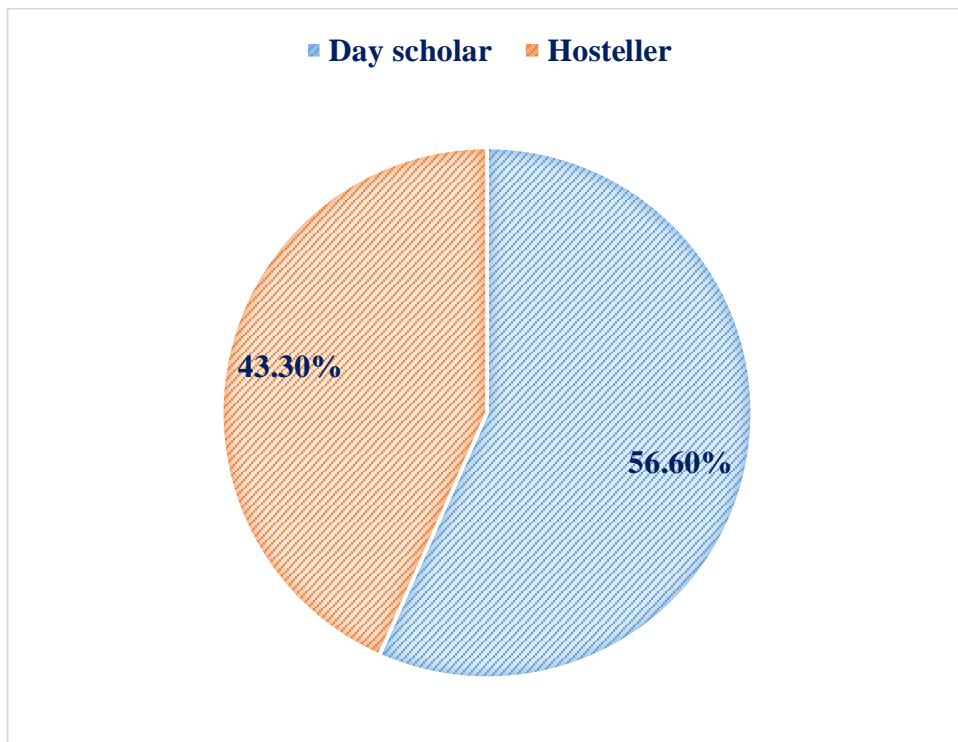


Table 3.8 FATHERS' EDUCATION WISE DISTRIBUTION OF THE SAMPLE

Fathers' Education	No. of Students	Percentage
School	24	21.2%
UG	15	13.27%
PG	72	63.7%
Total	113	100%

Figure.3.9. Fathers' Education wise distribution of the sample

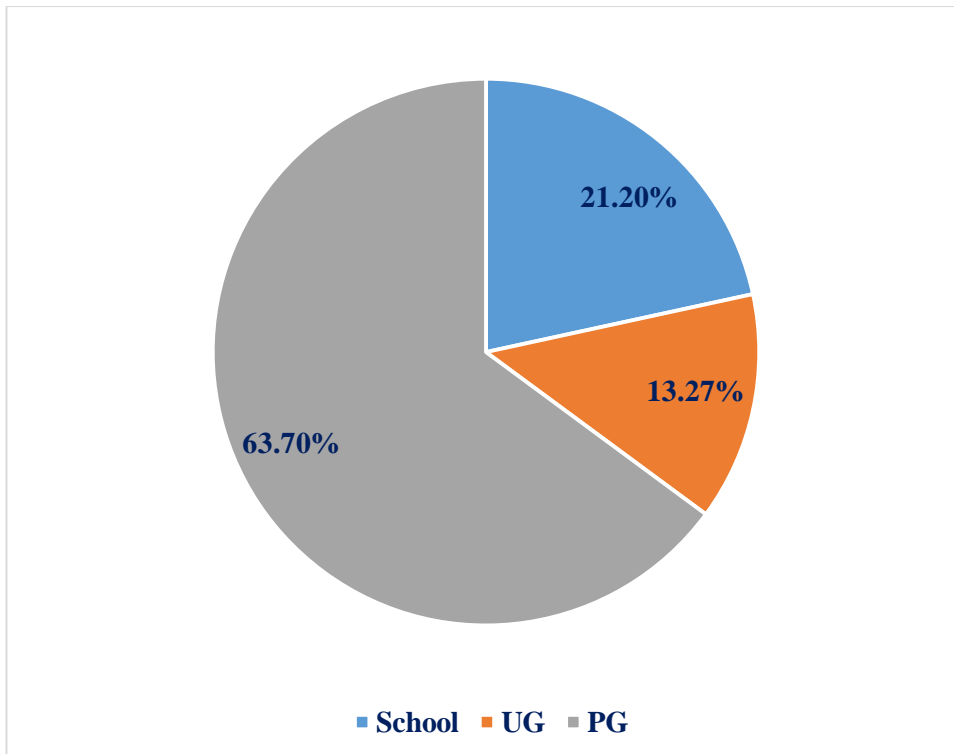
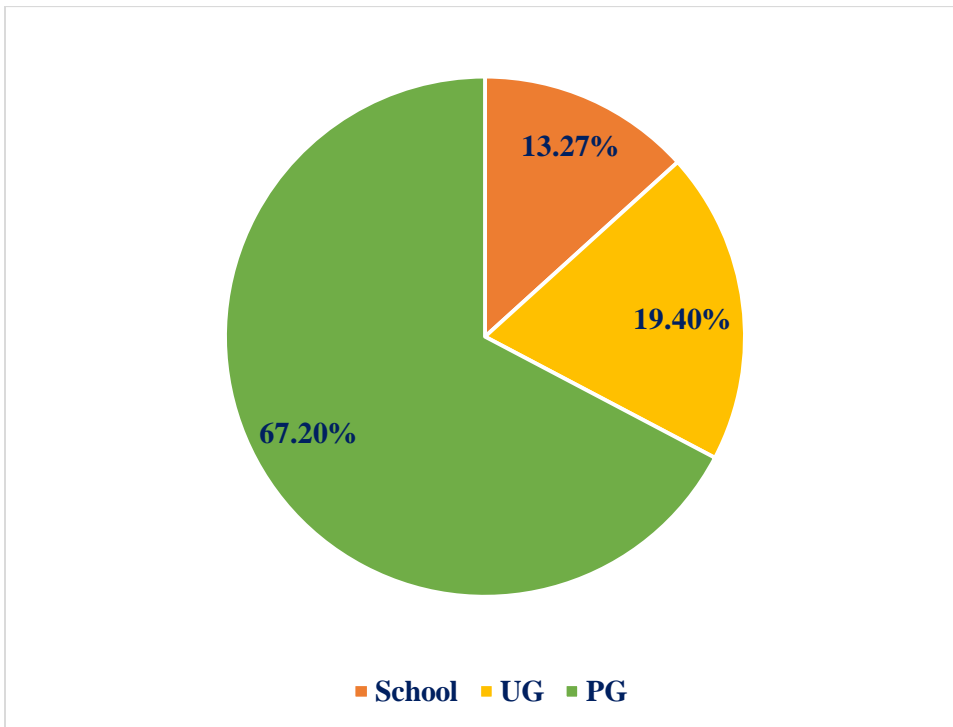


Table 3.9 MOTHERS' EDUCATION WISE DISTRIBUTION OF THE SAMPLE

Mothers' Education	No. of Students	Percentage
School	15	13.27%
UG	22	19.4%
PG	76	67.2%
Total	113	100%

Figure.3.10. Mother's Education wise distribution of the sample



III.16.Statistical techniques used

“Statistics signifies the method or methods of dealing with numerical facts”. According to Croxton & Cowden "It is a science of collecting, summarizing, analyzing and interpreting numerical facts”. Since, research often yields such quantitative data; statistics is a basic tool of measurement and research. “The real purpose of statistical methods is to make sense out of facts and figures, to prove the unknown, and to cast light upon the situation”. Statistics help in drawing conclusions from facts affected by a multiplicity of causes in any department of enquiry. Thus main purpose of statistical analysis is to draw general conclusion and inferences or making predictions on the basis of particulars facts and evidences.

III.17.Uses of statistics in research

The advantages of statistical thinking’s and operations in research are:

- i. It permits the most exact kind of description.
- ii. It forces us to be definite and exact in our procedures and in our thinking
- iii. It enables us to summarize our results in a meaningful and convenient form.
- iv. It facilitates us to draw general conclusions.

v. It enables us to predict.

vi. It enables us to analyze some of the causal factors underlying complex and otherwise bewildering events.

Research is based on statistics and statistical techniques that are used in data analysis. For analyzing and interpreting the data the investigators have used the following statistical techniques:

1. ARITHMETIC MEAN

Arithmetic average or mean can be easily defined as the sum of all the values of the items in a series divided by the number of items. It is represented by symbol \bar{X} . The investigator has used the following formula for calculating mean.

Formula

$$\bar{X} = A + \frac{\sum fd}{N} \times C$$

Where

\bar{X} = Arithmetic mean

A = Assumed Mean

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C	=	Length of the Class Interval
f	=	Frequency
d	=	Deviation of the midpoint of different Class Intervals from assumed mean i.e. (x-A)
N	=	Total frequency

In the present study the investigator has used arithmetic mean for studying Academic Procrastination and Achievement with regard to background variables like Gender, Place of Residence, Type of Family, Group of Study, Location of College, Nature of College, Social Media Usage, Participation in community Services, Father's Education, Mother's Education, Type of College, Father's Occupation and Mother's Occupation.

Uses of Mean

- i. It is the more stable, reliable, accurate and widely used measure of central tendency.
- ii. In computation equal weightage is given to every item in series.
- iii. It provides a good basis for comparison.

iv. It can be used for further analysis and algebraic treatment.

2 STANDARD DEVIATION

Karl Pearson introduced the concept of Standard Deviation in 1893. Standard deviation of a set of scores is defined as the square root of the average of the squares of the deviations from the Arithmetic mean. It is denoted by the Greek letter sigma σ .

Formula

$$\sigma = C \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where

σ = Standard deviation

c = Length of the Class Interval

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f = Frequency

N = Total frequency

d = Deviation of the midpoint of different class intervals from assumed mean. i.e. (x-A)

In the present study the investigator has used Standard Deviation for studying Academic Procrastination and Achievement with regard to background variables like Gender, Place of Residence, Type of Family, Group of Study, Location of College, Nature of College, Social Media Usage, Participation in community Services, Father's Education, Mother's Education, Type of College, Father's Occupation and Mother's Occupation.

Uses of Standard Deviation

- i. It provides the more reliable measures of variability.
- ii. It is used when the distribution is normal.
- iii. It is stable and less fluctuating hence, widely used in sampling theory.
- iv. It is used in the study of symmetrical frequency distribution.
- v. It is used in co-efficient of correlation.

1. t' - TEST

The „t“ is the ratio between the observed difference of two means and standard error mean difference. It is to test the significance of the difference between the means of two samples or groups.

Formula

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

M1 = Mean of the first sample

M2 = Mean of the second sample

σ_1 = Standard deviation of the first sample

σ_2 = Standard deviation of the second sample

N1 = Total number of frequency of the first sample

N2 = Total number of frequency of the second sample

In this study, the investigator has used the t- test for testing the hypothesis at 5% level of significance. In the present study the investigators have used t test for studying Academic Procrastination and Achievement with regard to background

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variables like Gender, Place of Residence, Type of Family, Group of Study, Location of College, Nature of College, Social Media Usage, Participation in community Services, Father's Education, and Mother's Education.

Uses of t – test

- vi. It is used for process of determining the significant difference between two means of the two groups.
- vii. It can be used for large as well as small sample.

CHAPTER IV

ANALYSES AND INTERPRETATION OF DATA

IV.1.Introduction

“There’s a world of difference between truth and facts. Facts can obscure the truth”-Maya Angelou

Data analysis is one of the important steps in the process of a research. It is a method, which underlies the whole process of research from a selection of a problem and its reduction in size to the point where the data process and the conclusions are reached. After the data are being collected, the researcher turns his focus of attention on his analysis. Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing them in such a manner that they will answer to the research questions. “Analysis of data in a general way involves a number of closely related operations, which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research questions” (Kothari, 1989). After collection of data, researcher started to analyze and interpret it. In this research researcher has collected questionnaire from prospective teachers in Tirunelveli District. This chapter deals with the

statistical analysis of the collected data and its interpretations. Analysis can be defined as the thorough study of collected data, which is converted to tabulated form so as to determine the actual facts, which are inherent. The present study was intended to find out Awareness on Constitutional Values among prospective teachers.

IV.2.Importance of analysis

The collected data are clumsy, confusing and complicated. They have to be arranged in an orderly, systematic and organized way before it can serve any worthwhile purpose. The analysis of data involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research questions.

IV.3.Function of analysis of data

- i. In order to obtain the significant results.
- ii. To convert the raw data in meaningful interpretations.
- iii. To evaluate parameters.
- iv. To test the null hypothesis.

Awareness on Constitutional Values among Prospective teachers

v. To draw some inference or make generalizations.

IV.4.Method of data collection

Researchers have collected data from Prospective teachers. Researcher collected the questionnaire from 113 student teachers from Tirunelveli district. so while making analysis of collected data, the researcher used statistical measure percentage and made its interpretation in this chapter.

IV.5.AWARENESS ON CONSTITUTIONAL VALUES

A. PERCENTAGE ANALYSIS

Objective 01

To find out the level of awareness on constitutional values among prospective teachers

TABLE 4.1

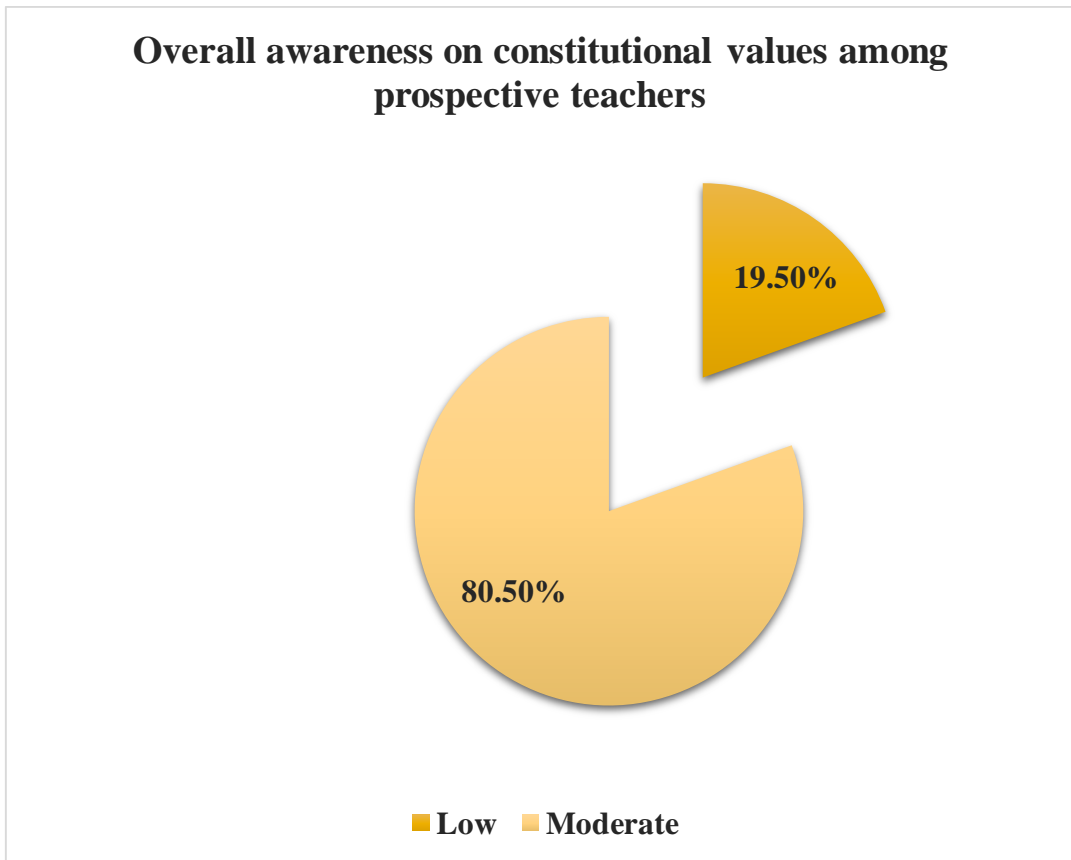
LEVEL OF AWARENESS ON CONSTITUTIONAL VALUES AMONG PROSPECTIVE TEACHERS

	Low		Moderate		High	
	N	%	N	%	N	%
Overall awareness on constitutional values among prospective teachers	22	19.5%	91	80.5%	0	0%

Awareness on Constitutional Values among Prospective teachers

It is inferred from the above table that 19.5% of prospective teachers have low, and 80.5% have moderate level of awareness on constitutional values.

Figure-4.1



IV.6.AWARENESS ON CONSTITUTIONAL VALUES

B. HYPOTHESES TESTING

NULL HYPOTHESIS-01

There is no significant difference between UG and PG prospective teachers in their awareness on constitutional values

TABLE-4.2

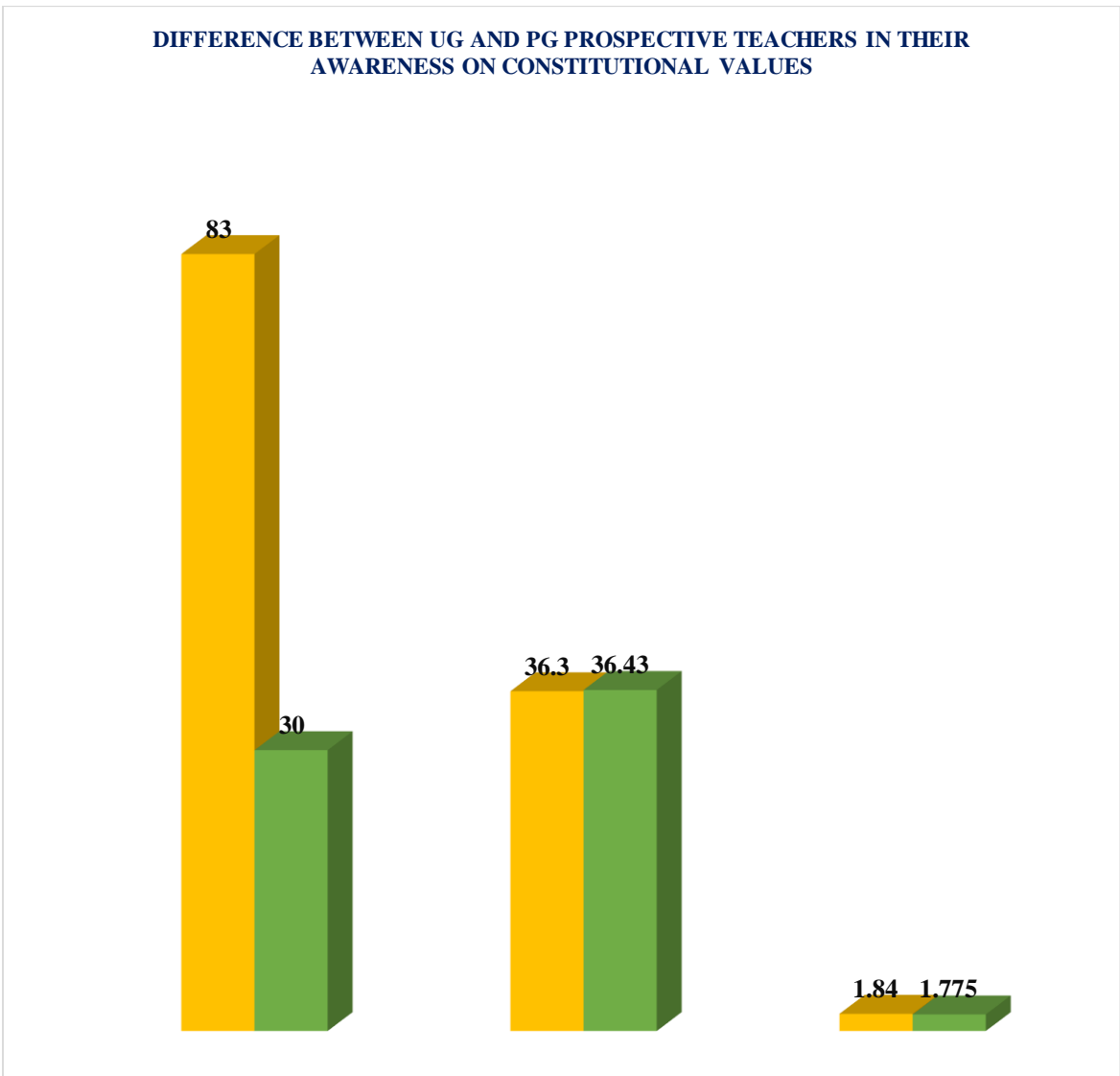
DIFFERENCE BETWEEN UG AND PG PROSPECTIVE TEACHERS IN THEIR AWARENESS ON CONSTITUTIONAL VALUES

Awareness on Constitutional Values	Graduate	N	Mean	S.D	Calculated 't' value	Remarks
	UG	83	36.30	1.840	0.346	NS
	PG	30	36.43	1.775		

(At 5% level of significance the table value of „t“ is 1.96, S - Significant, NS - Not Significant)

It is inferred from the above table that there is no significant difference between undergraduate and Post graduate Prospective teachers in their awareness on constitutional values.

Figure 4.2



Null Hypothesis-02

There is no significant difference between Arts and Science group prospective teachers in their awareness on constitutional values

TABLE-4.3

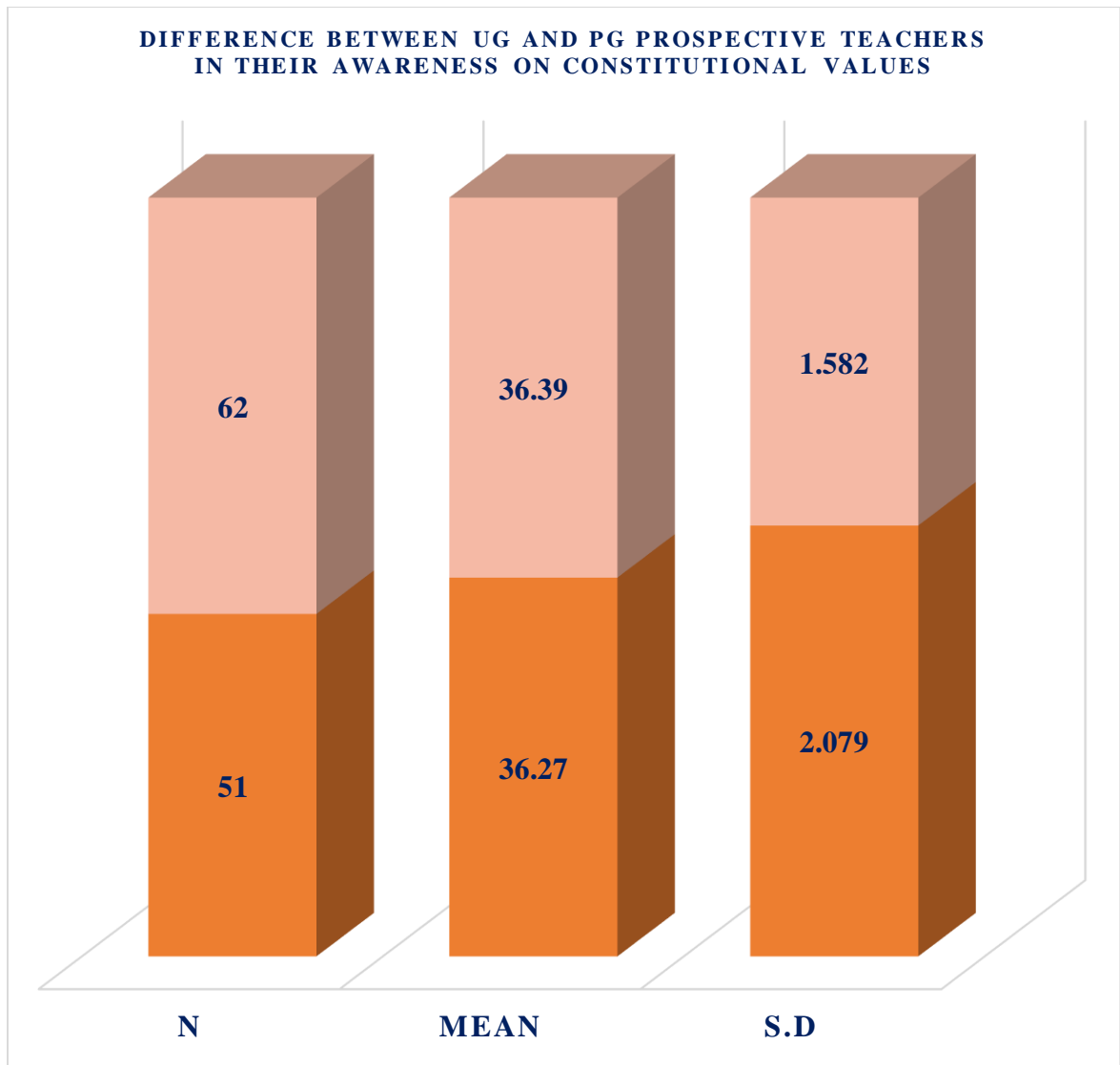
DIFFERENCE BETWEEN UG AND PG PROSPECTIVE TEACHERS IN THEIR AWARENESS ON CONSTITUTIONAL VALUES

Awareness on Constitutional Values	Major Study	N	Mean	S.D	Calculated 't' value	Remarks
	Science	51	36.27	2.079	0.327	NS
	arts	62	36.39	1.582		

(At 5% level of significance the table value of „t“ is 1.96, S - Significant, NS - Not Significant)

It is inferred from the above table that there is no significant difference between arts group and science group prospective teachers in their awareness on constitutional values.

Figure 4.3



Null Hypothesis-03

There is no significant difference between rural and urban prospective teachers in their awareness on constitutional values

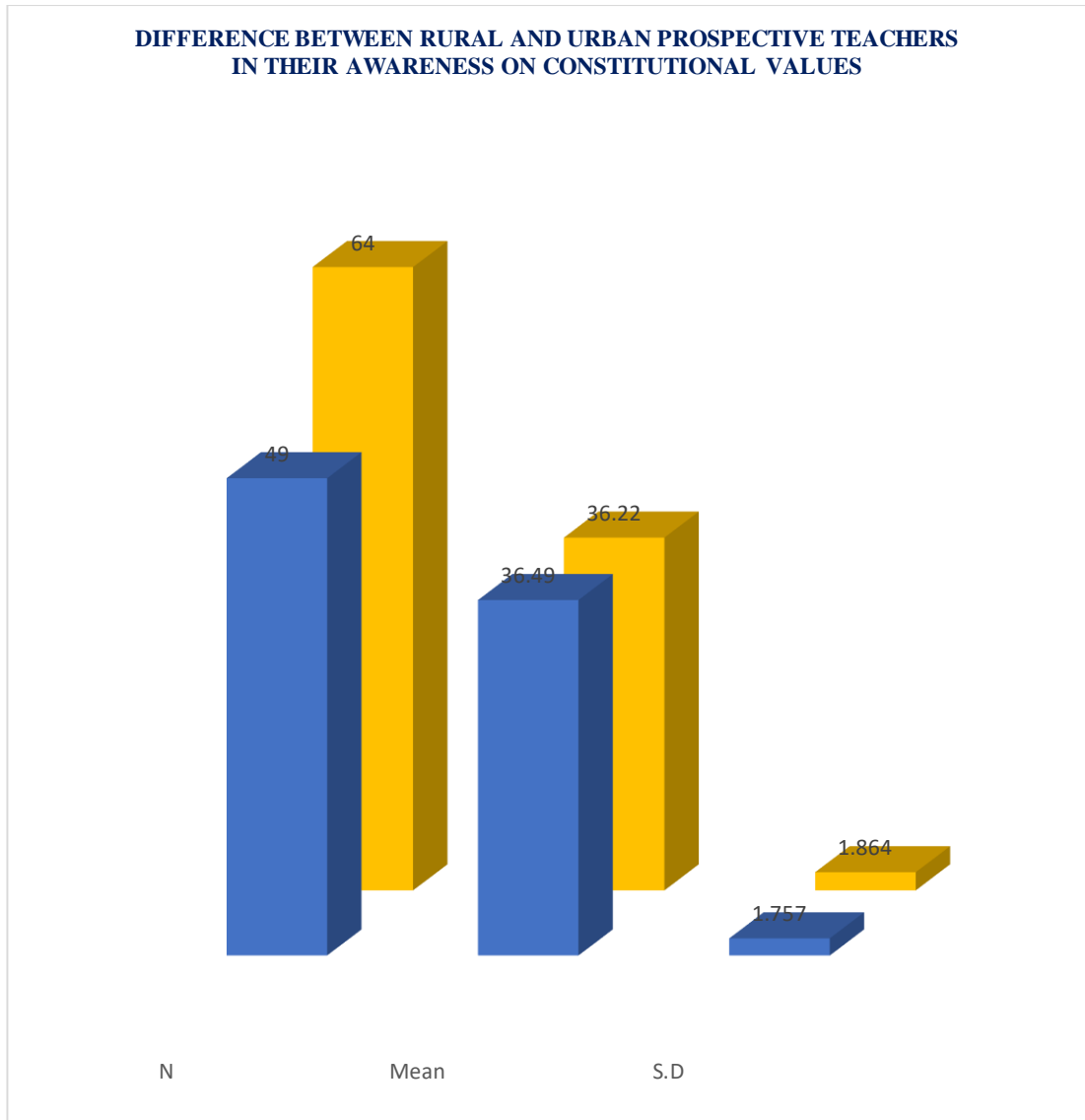
DIFFERENCE BETWEEN RURAL AND URBAN PROSPECTIVE TEACHERS IN THEIR AWARENESS ON CONSTITUTIONAL VALUES

Awareness on Constitutional Values	Location of Home environment	N	Mean	S.D	Calculated 't' value	Remarks
	Rural	49	36.49	1.757	0.791	NS
	Urban	64	36.22	1.864		

(At 5% level of significance the table value of „t“ is 1.96, S - Significant, NS - Not Significant)

It is inferred from the above table that there is no significant difference between rural an urban group prospective teachers in their awareness on constitutional values.

Figure 4.4



Null Hypothesis-04

There is no significant difference between hostellers and day scholars prospective teachers in their awareness on constitutional values.

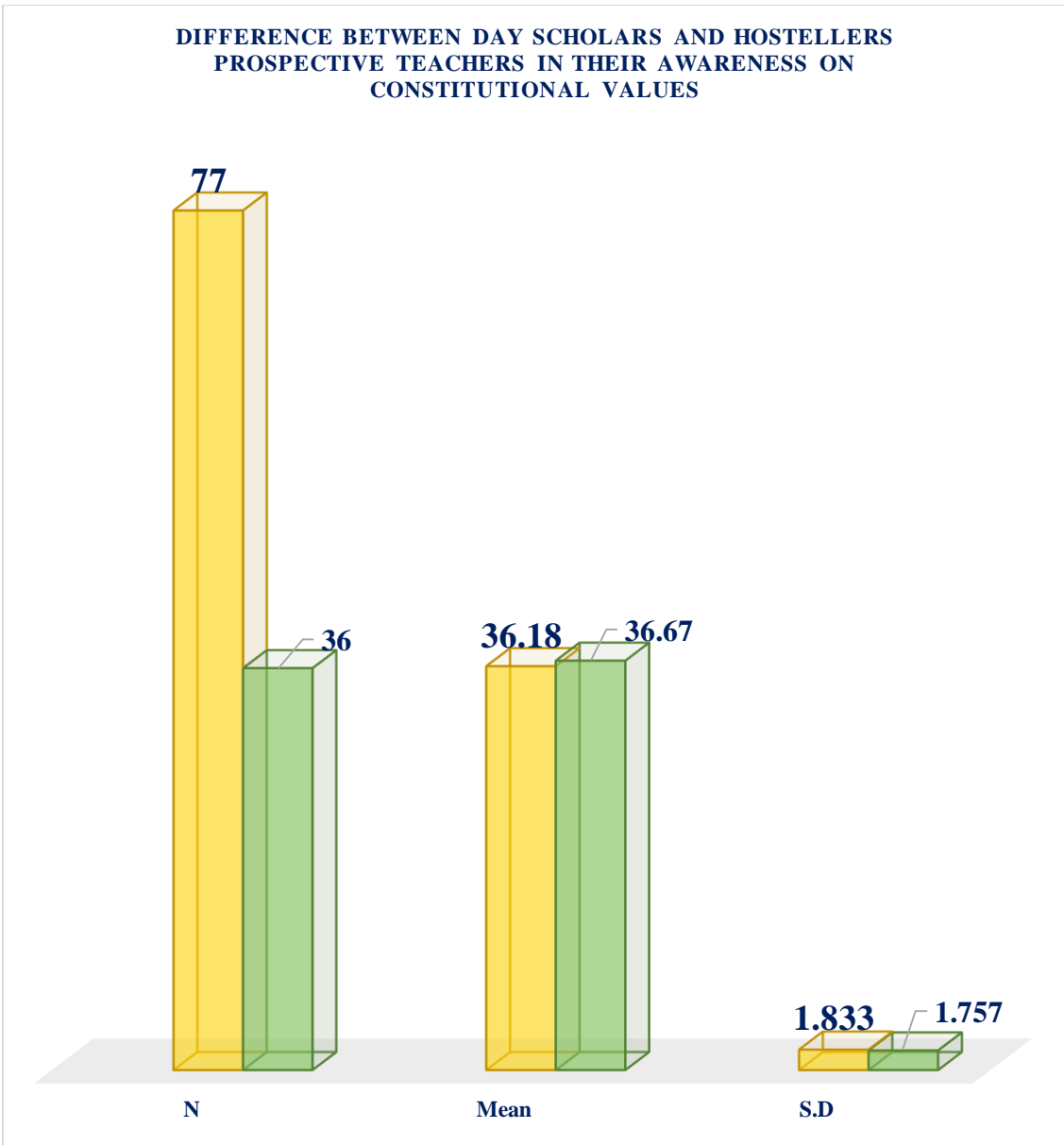
**DIFFERENCE BETWEEN DAY SCHOLARS AND HOSTELLERS
PROSPECTIVE TEACHERS IN THEIR AWARENESS ON
CONSTITUTIONAL VALUES**

Awareness on Constitutional Values	Mode of Residence	N	Mean	S.D	Calculated 't' value	Remarks
	Dayscholar	77	36.18	1.833	1.348	NS
	Hosteller	36	36.67	1.757		

(At 5% level of significance the table value of „t“ is 1.96, S - Significant, NS - Not Significant)

It is inferred from the above table that there is no significant difference between day scholars and hosteller's prospective teachers in their awareness on constitutional values.

Figure 4.5



Null Hypothesis-05

There is no significant difference between Nuclear and Joint family of prospective teachers in their awareness on constitutional values.

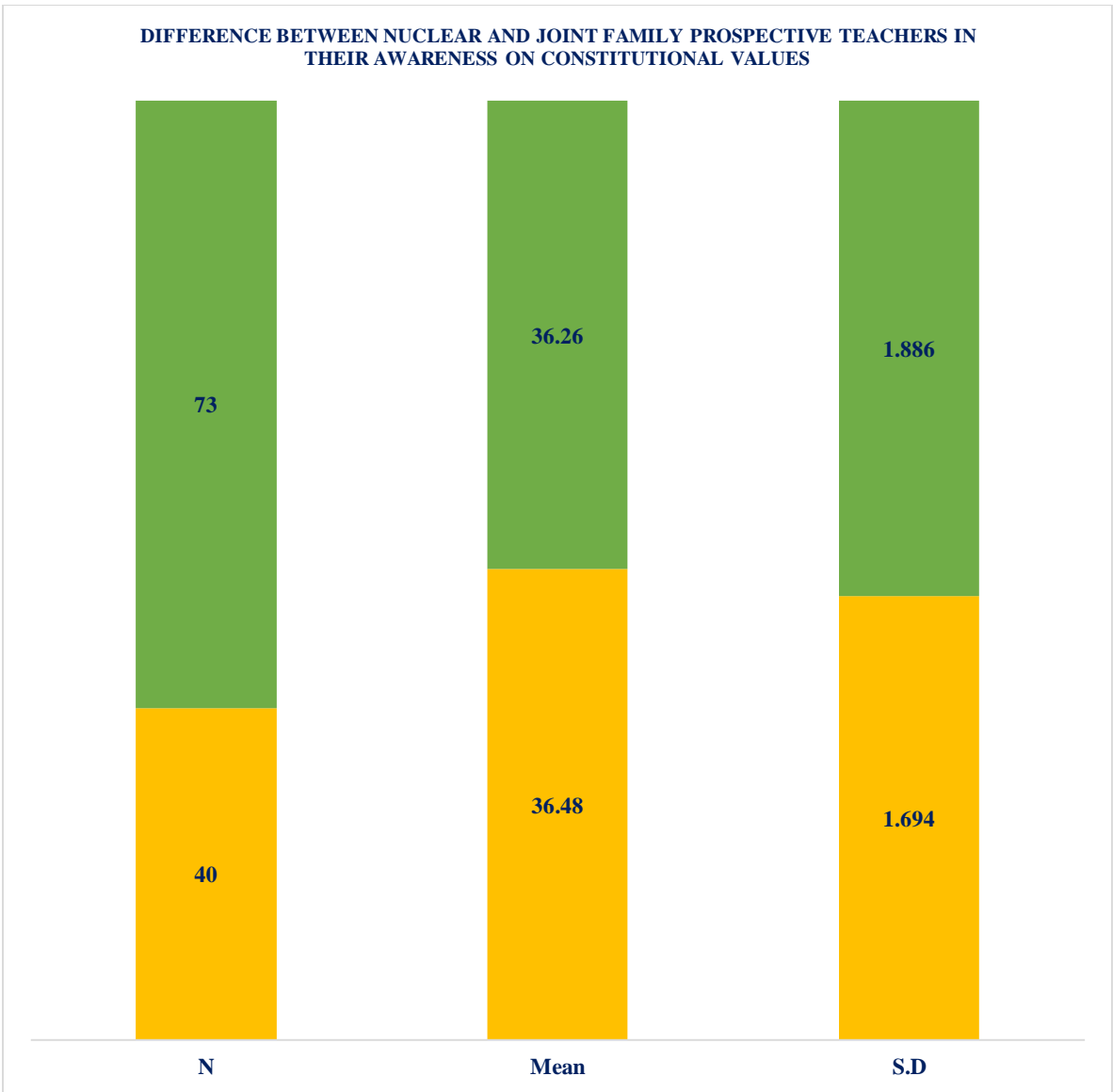
**DIFFERENCE BETWEEN NUCLEAR AND JOINT FAMILY
PROSPECTIVE TEACHERS IN THEIR AWARENESS ON
CONSTITUTIONAL VALUES**

Awareness on Constitutional Values	Type of Family	N	Mean	S.D	Calculated 't' value	Remarks
	Nuclear	40	36.48	1.694	0.619	NS
	Joint	73	36.26	1.886		

(At 5% level of significance the table value of „t“ is 1.96, S - Significant, NS - Not Significant)

It is inferred from the above table that there is no significant difference between nuclear and Joint family prospective teachers in their awareness on constitutional values.

Figure 4.6



Null Hypothesis-06

There is no significant difference among Fathers Educational Qualification of prospective teachers in their awareness on constitutional values.

TABLE 4.25

**DIFFERENCE AMONG THE MEAN SCORES OF PROSPECTIVE
TEACHERS IN THEIR AWARENESS ON CONSTITUTIONAL
VALUES WITH RESPECT TO FATHERS EDUCATIONAL
QUALIFICATION**

	Type of college	Sum of squares	Mean of squares	Calculated 'F' value	Remark
Awareness on Constitutional Values	Between	40.77	20.770	1.88	NS
	Within	322.0895	11.691		

(At 5% level of significance, for 2,297, df the table value of 'F' is 3.03, S - Significant, NS - Not Significant)

It is inferred from the above table that there is no significant difference among the mean scores of prospective teachers in their awareness on constitutional values with respect to fathers educational qualification.

Null Hypothesis-07

There is no the significant difference among Mothers Qualification of prospective teachers in their awareness on constitutional values.

DIFFERENCE AMONG THE MEAN SCORES OF PROSPECTIVE TEACHERS IN THEIR AWARENESS ON CONSTITUTIONAL VALUES WITH RESPECT TO MOTHERS EDUCATIONAL QUALIFICATION

	Nature of college	Sum of squares	Mean of squares	Calculated 'F' value	Remarks
Awareness on Constitutional Values	Between groups	6.200	3.100	1.18	NS
	Within groups	754.037	5.128		

(At 5% level of significance, for 2,297, df the table value of 'F' is 3.03, S - Significant, NS - Not Significant)

It is inferred from the above table that there is no significant difference among the mean scores of prospective teachers in their awareness on constitutional values with respect to mothers educational qualification.

CHAPTER V

FINDINGS OF THE STUDY

V.1.Introduction

The investigators have carried out a survey on “Awareness on Constitutional Values among Prospective Teachers” On the basis of the analysis of data collected through a distribution of questionnaire on the sample of 113 students in Tirunelveli District.

V.2 Summary, Findings, Conclusions and Suggestions

Educational research is expected to provide remedial recommendations for various issues in the field of education. An important purpose of research studies is to arrive at generalization based on interpretation. This chapter presents a summary of the procedure used for the study along with major findings, educational implications and suggestions for further research in the field.

Restatement of the Problem The problem of present study was stated as

“AWARENESS ON CONSTITUTIONAL VALUES AMONG PROSPECTIVE TEACHERS ”

Objectives of the Study

1. To find out the level of awareness on constitutional values among prospective teachers
2. To find out the significant difference between UG and PG prospective teachers in their awareness on constitutional values
3. To find out the significant difference between Arts and Science group prospective teachers in their awareness on constitutional values
4. To find out the significant difference between rural and urban prospective teachers in their awareness on constitutional values
5. To find out the significant difference between hostellers and day scholars prospective teachers in their awareness on constitutional values.
6. To find out the significant difference between Nuclear and Joint family of prospective teachers in their awareness on constitutional values.
7. To find out the significant difference among Fathers Educational Qualification of prospective teachers in their awareness on constitutional values.
8. To find out the significant difference among Mothers Qualification of prospective teachers in their awareness on constitutional values.

V.3.Findings of the study

the findings are summarized below.

- 19.5% of prospective teachers have low level , and 80.5% have moderate level of awareness on constitutional values.
- There is no significant difference between undergraduate and Post graduate Prospective teachers in their awareness on constitutional values.
- There is no significant difference between arts group and science group prospective teachers in their awareness on constitutional values.
- There is no significant difference between rural an urban group prospective teachers in their awareness on constitutional values.
- There is no significant difference between day scholars and hosteller's prospective teachers in their awareness on constitutional values.
- There is no significant difference between nuclear and Joint family prospective teachers in their awareness on constitutional values.
- There is no significant difference among the mean scores of prospective teachers in their awareness on constitutional values with respect to fathers educational qualification.

- There is no significant difference among the mean scores of prospective teachers in their awareness on constitutional values with respect to mothers educational qualification.

V.4.Educational implications

The Constitution of India is more than just a book of law. The Constitution of India is the result of many struggle and agitations for internal democracy in India. Hence we must take seriously the current moves against the Constitutional Core Values. There for the educational system and the curriculum should give students the opportunity to study Constitutional Values. Through the education only can protect the Constitution and its Values. It is very important to improve the Awareness on Constitutional Values among prospective teachers.

To improve Awareness on Constitutional Values among the prospective teachers students some suggestions are given below

- During the time of curriculum construction effective planning should be done to aware the prospective teachers on Constitutional Values.
- EPC Course on Constitutional values can e provided to make them understand the basic constitutional values.

Awareness on Constitutional Values among Prospective teachers

- Government can establish special awareness programmes at state and district level to aware the prospective teachers on Constitutional Values.
- The curriculum should be focus on all core Values of Indian Constitution
- Promote citizenship education during their course by incorporating practical experience.
- Conduct workshops to aware the prospective teachers on Constitutional Values.
- Should be read preamble of Indian Constitution at least once in a week at college assembly it helps the students to know Values of Indian Constitution.
- Encourage prospective teachers to participate seminars and workshops related to Constitutional Values and prepare seminar papers on Constitutional Values.

V.5.Suggestions for further research

Every Educational Research has its own limitations and shortcomings. The present research has no expectations as it focusses on the Awareness on Constitutional Values among prospective teachers in Tirunelveli district. So for the continuation of the present study the researchers put forward the following suggestions

Awareness on Constitutional Values among Prospective teachers

The findings and limitations of the present study helped the investigators to put forward the following suggestions for further research in the area

- The study can be repeated using a sample in other educational levels viz: Secondary school, college level, and also professional course on state wide or any district wise.
- A study of Awareness on Constitutional Values among teachers can be conducted.
- A comparative study of Awareness on Constitutional Values conducted in between professional course collegiate students and non –professional course collegiate students A comparative study of Awareness on Constitutional Values conducted in between working women and non-working women.
- A comparative study of Awareness on Constitutional values conducted between in-service teachers and pre-service teachers.
- For the protection of the constitution, for inculcation of ideas and ethos enshrined in it, enhancing the unity and integrity of our nation, to prepare better and committed teachers and for human rights education, the teachers and the would be teachers need to possess at least a minimum

level of knowledge, understanding and appreciation of our constitution and its ideas, hence teacher education Curriculum need serious attempt for effective transaction of constitutional ideas within the preview of teacher education curriculum.

- It is now a well-established dictum that no nation can rise above the level of its teachers. As a catalytic agent of change, the teacher is expected to play the dual role of a conservator ensuring the continuity and a social transformer bringing about changes towards individual and national progress. To perform these functions effectively, among other things, teachers need to be sensitized towards the constitutional goals of justice, liberty, equality and fraternity

V.6.Conclusion

A constitution is important because it ensures that those who make decisions on behalf of the public fairly represent public opinion. It also sets out the ways in which those who exercise power may be held accountable to the people they serve. It articulates the rights of citizens that institutions, procedures or legislation must not infringe, and which the state must strive to ensure. Politically, it establishes, distributes and limits governmental power and provides mechanisms for

deliberating and deciding on public policy. Education plays an important role to change the thinking of the people. The right to education and other opportunities are for everyone irrespective of the caste, creed, gender and class. We need to accept all and leave none as long as education in India is concerned. The prime concern of education is to evolve the good, the true and the divine in man so as to establish a moral life in the world. It should essentially make a man pious, perfect and truthful. The welfare of humanity lies neither in scientific or technological advancements nor in acquisition of material comforts. The main function of education is to enrich the character. What we need today more than anything else is moral leadership founded on courage, intellectual integrity and a sense of values. Since education is a powerful instrument of social change and human progress, it is also a powerful tool to cultivate values in an individual. Therefore, all the educational institutes have greater responsibility to impart learning and cultivation of constitutional values through education.

Quoting the words of Pandit Jawaharlal Nehru:

“We have to build the noble mansion of free India where ‘ALL’ her children may dwell”, and this mansion needs to be built by its dwellers, all of them, and all of us, and only then will we be united and free and equal in the true sense.”

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APPENDIX - I PERSONAL DATA FORM

(Kindly fill up the following)

Name of the prospective teacher

Name of the Institution

Type of Family

Nuclear Joint

Mode of Residence

Day Hosteller

scholar

Location of Home environment

Rural Urban

Education Qualification of students

UG PG

Group of Study

Arts Science

Fathers Education Qualification

UG PG School Level

Mothers Education Qualification

UG PG School Level

Are you a First Generation Learner

Yes No

APPENDIX - II CONSTITUTIONAL VALUES AWARENESS

[PILOT STUDY]

Instructions: Read the following statements carefully and there are two responses given for each question. You show your opinion and tick (✓) against your favorite response. By verifying your correct or wrong answers, your awareness can be counted.

S.NO	STATEMENT	YES	NO
1.	I am aware of the objectives of constitutional values Education.		
2.	I am aware of the noble values of equality and social justice.		
3.	I feel that if basic needs of humans are not satisfied, people become anti – social elements.		
4.	I know everyone has the basic right of education.		
5.	Every child has equality in education.		

Awareness on Constitutional Values among Prospective teachers

6.	Democracy is the rule of the people, elected by the people, for the people'		
7.	Child labour should be eradicated from the society.		
8.	I agree that Indian society is diversified.		
9.	The basic unit of society is family.		
10.	42 nd amendment of the constitution was the word secularism added to preamble		
11.	Activity oriented education will distract children from learning.		
12.	I agree that Indian constitution protects the diversified society of the Nation.		
13.	President appoints state governors		
14.	I am determined to teach constitutional values to others.		
15.	I feel that Education is the proper tool to make everyone aware of constitutional values.		

Awareness on Constitutional Values among Prospective teachers

16.	I am aware that constitutional values have to be instilled since childhood.		
17.	President is the Commander –in- chief of Indian Army?		
18.	Constitutional values education teaches to respect the fundamental rights and personal freedoms of an individual.		
19.	Supreme court is the highest court in India		
20.	Constitutional values education leads to “Living in harmony with everyone”.		
21.	total number of Articles in the constitution of India is 444		
22.	Knowledge of constitutional value education will not improve my standard of living.		
23.	Constitution values education enables children to protect themselves from any instance of abuse.		

Awareness on Constitutional Values among Prospective teachers

24.	Acquiring constitutional values education is essential to achieve right to live, right for development, right to protection and right to participation.		
25.	I agree that every Indian Citizen must be aware of the preamble of the constitution.		
26.	I am aware that constitution of India in the fortress that protects our rights.		

APPENDIX - III CONSTITUTIONAL VALUES AWARENESS

[FINAL STUDY]

Instructions: Read the following statements carefully and there are three responses given for each question. You show your opinion and tick (√) against your favourite response. By verifying your correct or wrong answers, your awareness can be counted.

S.NO	STATEMENT	YES	NO
1.	I am aware of the objectives of constitutional values Education.		
2.	I am aware of the noble values of equality and social justice.		
3.	I feel that if basic needs of humans are not satisfied, people become anti – social elements.		
4.	I know everyone has the basic right of education.		
5.	Every child has equality in education.		

Awareness on Constitutional Values among Prospective teachers

6.	Child labour should be eradicated from the society.		
7.	I agree that Indian society is diversified.		
8.	The basic unit of society is family.		
9.	Activity oriented education will distract children from learning.		
10.	I agree that Indian constitution protects the diversified society of the Nation.		
11.	I am determined to teach constitutional values to others.		
12.	I feel that Education is the proper tool to make everyone aware of constitutional values.		
13.	I am aware that constitutional values have to be instilled since childhood.		
14.	Constitutional values education teaches to respect the fundamental rights and personal freedoms of an individual.		

Awareness on Constitutional Values among Prospective teachers

15.	Constitutional values education leads to “Living in harmony with everyone”.		
16.	Knowledge of constitutional value education will not improve my standard of living.		
17.	Constitution values education enables children to protect themselves from any instance of abuse.		
18.	Acquiring constitutional values education is essential to achieve right to live, right for development, right to protection and right to participation.		
19.	I agree that every Indian Citizen must be aware of the preamble of the constitution.		
20.	I am aware that constitution of India in the fortress that protects our rights.		