**MORAL MATURITY OF B.Ed STUDENTS IN KERALA**

**UMA.K**

Dissertation
submitted to the University of Calicut

in partial fulfillment of the requirements

for the award of the Degree of

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2013**

**DECLARATION**

 I, Uma.k do hereby declare that this dissertation entitled "MORAL MATURITY OF B.Ed STUDENTS IN KERALA" has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College **Uma.K**

 Date:

**Mr AFEEF THARAVATTATH**

**Assistant Professor**

**Department of Education**

**Farook Training College**

**Calicut**

**CERTIFICATE**

I, Mr. Afeef Tharavattath., do hereby certify that this dissertation **MORAL MATURITY OF B.Ed STUDENTS IN KERALA** is a record of bonafide study and research carried out by Uma.K., under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College **Mr.Afeef Tharavattath**

 2013. (*Supervising Teacher*)

**ACKNOWLEDGEMENT**

 At the very outset the investigator thanks the most benevolent God Almighty who enabled her to successfully complete the work.

 The investigator wishes to acknowledge her deep sense of gratitude and indebtedness to the supervising teacher, **Afeef Tharavattath**, Assistant Professor in Education, Farook Training College, for his inspiring guidance in completing the study.

 The investigator extents her thankfulness to the Principal,
**Prof. A. Fazziluddin,** for the encouragement and support given for the study.

 The investigator is highly thankful to the Lecturers of Farook Training College, who have always been helpful to her. Her special gratitude goes to the Librarian and other members of Library staff for the help rendered in making the study a success.

 The investigator is highly thankful to the Heads of the colleges and teachers in different colleges in Malappuram, Kozkikkode and Palakkad Districts for the co-operation and assistance they provided for the collection of data.

 The investigator extent special thanks to **Dr. K.P Meera** Head of the department of education, University of calicut for providing necessary and sincere help for using library facilities

 Profoundly thanking **Mr. Vipin,** NaNo Photostat, Chenakkal for DTP and binding works.

 Finally the investigator extents her special thank to her classmates and family for constant encouragement given by them throughout the study.

Farook Training College **UMA.K**

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| VII | Details of colleges visited for data collection |

**APPENDIX 1**

**ITEM ANALYSIS OF PRELIMINARY MORAL DILEMMA TEST**

|  |  |
| --- | --- |
| Item Number | T value |
| 1 | 2.305 |
| 2 | 2.970 |
| 3 | 1.830\* |
| 4 | 5.847 |
| 5 | 2.768 |
| 6 | 5.386 |
| 7 | 4.150 |
| 8 | 2.232 |
| 9 | 2.658 |
| 10 | 7.149 |
| 11 | 2.585 |
| 12 | 5.169 |
| 13 | 4.337 |
| 14 | 5.204 |
| 15 | 1.770\* |
| 16 | 4.545 |
| 17 | 1.956 |
| 18 | 3.550 |
| 19 | 4.994 |
| 20 | 5.847 |
| 21 | 2.679 |
| 22 | 5.076 |
| 23 | 5.594 |
| 24 | 3.017 |
| 25 | 5.124 |
| 26 | 2.658 |
| 27 | 3.761 |
| 28 | 4.331 |
| 29 | 1.552\* |
| 30 | 3.953 |
| 31 | 3.421 |
| 32 | 2.186 |
| 33 | 2.440 |
| 34 | 6.779 |
| 35 | 7.686 |
| 36 | 3.202 |
| 37 | 4.141 |
| 38 | 2.719 |
| 39 | 2.234 |
| 40 | 5.241 |
| 41 | 2.211 |
| 42 | 6.111 |
| 43 | 3.294 |

\*Rejected items

**APPENDIX 2**

**FAROOK TRAINING COLLEGE**

**MORAL DILEMMATEST**

**AFEEF THARAVATTATH UMA.K**

**ASSISTANT PROFFESSOR M.Ed STUDENT**

**FROOK TRAINING COLLEGE FROOK TRAINING COLLEGE**

**GENERAL DATA SHEET**

Name of the student :

Gender : M/F

Subject of study : SCIENCE/ARTS/COMMERCE

Name of the institution :

Type of management : GOVERNMENT/AIDED/UNAIDED

Locality : RURAL/URBAN

**APPENDIX 5**

**FAROOK TRAINING COLLEGE**

**MORAL DILEMMA TEST (DRAFT)**

**English**

**AFEEF THARAVATTATH UMA.K**

**ASSISTANT PROFFESSOR M.Ed STUDENT**

**FROOK TRAINING COLLEGE FROOK TRAINING COLLEGE**

**Instructions**

This test contains certain situations of moral dilemmas which we may face in day to day life. Carefully read and understand the situations mentioned herein and tick mark (√) in the box against the answer which you may feel most suitable and right. All questions should be answered .One answer should only be given for one situation. The secrecy of your responses will be kept and this will be used for research purposes only.

1. Suppose a person who does not find money even for daily expense, has committed the crime of theft under a special circumstance.

(a) Cannot blame it as a wrong deed since it is for meeting daily expense

(b) Truth should have been given importance without considering the situation.

(c) Theft once is not a crime

(d) Whoever under this circumstance may do this.

2 If a student points out any mistake while I was taking the class.

1. I will scold the child
2. I will stick on my point
3. Will try to correct the mistake by accepting it
4. Will behave as though I haven’t heard it.

3 A child who always disturb others in the class.

1. Will be scolded
2. Will be given advice
3. Will be ignored
4. Will be given solution after finding out the reason for his misbehavior

4 My younger brother is a soldier. He sits at home even after his leave is expired. If so I will

1. Justify his act and give my support
2. Inspire him to leave home reminding him of his duty towards the mother land
3. Ask him to give up the job if it is a difficult one
4. Not respond

5 When I come to know that my brother or sister has copied through a friend, I will

1. Shout at the friend
2. Try to make brother/sister understand that it is wrong deed and instruct not to repeat.
3. Inform other members at home.
4. Ignore it.

6 If a political group ensures to fulfill my needs when I give vote to them

1. I will vote as my political view
2. I will vote by considering the candidate’s talent
3. I will not cast my vote
4. I will give my vote to the group who ensured me to fulfill my wish

7 If I get Rs.500/- from the road. Then I will

1. Not take
2. Will take
3. Will give to a beggar
4. Will search the owner

8. If a group of students complaints against you to the Principal, then I will

 (a) Never mind that students

 (b) Handle the matter privately

 (c) Analyze the problem and will try to solve it

 (d) Accept the issue with disagreements.

9. While I was standing in a queue at the end before a Maveli store. I will

 (a) Try to reach the forefront

 (b) Will wait in the queue and buy goods

 (c) Will curse my mother and stand in the queue

 (d) Will try to come first by acting illness

10. My friend’s marriage is fixed. Now I got information that his/her fiancé had an affair with someone. In this situation I will

 (a) Inform this to my friend and advise to withdraw from it.

 (b) Will not inform this to avoid issues

 (c ) Will inform his/her family to take necessary decisions

 (d.) Will meet fiancé and his/her lover and try to convince them

11. If I am in a bus and one of the bus workers misbehaves to me. In this case I will

 (a) Talk boldly against his misbehavior

 (b) Will not respond to it

 (C) Will get out from the bus.

 (d) Try to avoid that bus afterwards

12. If family issues are affecting my school activities it is

(a)As a human being it can happen

(b)A teacher has also the right to express the feelings like their students

(c) It is absolutely a wrong deed

(d) As a teacher it is not correct to mix up family issues with school matters.

13. If I notice that two of my family members are blaming our neighbor unnecessarily I will

(a) Go away from there

(b) Will advise that it is a bad habit

(c) Will join with them

(d) Will complain to the elder member of the family.

14 When I ask permission for joining a new course to my parents. Inform that there is no enough money for that. They advise me that I can join later. In this situation I

1. Will drop my wish
2. Ask my parents to borrow money
3. Will insist on joining the same course.
4. Understand the situation and will decide to join later.

15 If my mother try to praise about the education of my neighbor’s children. I will

1. Ask my mother to stop the praising.
2. Appreciate that student and try to take them as role models
3. Accept them with anger
4. Try to avoid them.

16 When I go to write examination I see an accident. In this situation I will

1. Go to school giving importance to examination.
2. Will help them as I can and after that attend the examination
3. Will not attend the examination because of the rescue activities.
4. Will help them if they are my relatives or one who knows

17 If a person or outsider is walking towards my school along the ground during the national anthem is going on without caring for the importance of it. Then I will

1. Curse him
2. Mock at him with my friends.
3. Never mind him because he is an outsider
4. Try to understand him the importance of national anthem.

18 It is noticed that some of my students in my class are using drugs. In this situation I will

1. Inform their parents
2. Search its source and stop that
3. Advise my students
4. Get them out of the class

19 A student named Anoop breaks the glasses of the car of a teacher who scolded him for a mistake not committed by him.

1. This deed is correct because he is innocent
2. Whatever may be the reason damaging the car is not correct
3. He should have proved his innocence
4. Should have complained to the Headmaster.

20 I am asking my father to buy a new vehicle for me. But he does agree to it. In this case I will

1. Quarrel with my father
2. Ask for it on a later date
3. Will not talk to my father until my agony is abated.
4. Will drop my wish

21. If my neighbors are quarreling with each other I will

(a) Go and enjoy it without interfering

(b)Never mind

(c) Rush there and solve the issue

1. Go later and make them understand and solve the issue.

22. When I came to know that two persons in high position send their parents to old age home for better care my reaction will be

(a) It is not wrong because sending them was for better care

(b) Caring of parents should be given more importance

(c) Doing it with the willingness of parents is not a mistake.

1. We should be ready to adopt changes in life style.

23. If I see a beggar lying down in the street while I walk along the road I will

(a) Pass by as if not noticed

(b) Help him by putting off my urgencies.

(c) Arrange another person to help him.

 (d) Give him a small amount of money to buy food items.

24. To build a value based society

(a) I think I have nothing to do with it.

(b) I will think that I can wait until others take the initiative.

(c) I will do sincerely what I can

(d) I will do what I can when I have time.

25. It came to notice that a child under 14 years old works in a hotel. I will

(a) Make the child free by calling child help line.

(b) Will convince the hotel authority that child labour is a crime.

(c) Ignore it

(d) Not mind to avoid an issue.

26. How I will behave towards my mother if she scolds me even for silly matters.

1. I will not listen to anything that my mother says.
2. Will scold back my mother
3. Will try to correct myself seeking the cause behind the scolding.
4. Try to change my mother’s character peacefully.

27. If I keep away from my home for higher studies

(a) I will give up it due to homesickness

(b) I will keep away from home making out the importance of higher studies.

(c) I will give my seat to someone else.

(d) I will join for a course in a nearby college.

28. If a child comes to clear his doubts during my busy hours. Then

(a) I will clear his doubts wholeheartedly.

(b) I will ask him to come later

(c) I will send back him saying no time.

(d) Will get rid of him by saying something.

29. On a Sunday a group of people came to make the canal in front of my house pollution free. Then I will

(a) Join with them voluntarily

(b) Celebrate the holiday without caring it.

(c) Take part in the activity to convince others

(d) Seek for excuses

30. If a poor child in my class does not bring lunch. Then I will

(a) Share my food with the child

(b) Have my lunch without caring for it

(C) Buy food and give to the child

(d) I will have my food because the quantity is too little to share

31. A punctual and disciplined student comes late to the class unusually. The teacher does not allow him to enter the class. Here

1. It is a denunciation since the student is punctual and disciplined
2. The teacher had to punish only the child who comes late every day.
3. He should enquire the reason and if reasonable he should be allowed to enter.
4. Allow him enter after giving slight punishment

32 A guest comes when my brother and myself quarreling with each other. Then

(a)Will not come outside and face the guest.

(b)Welcome them with a smile as if nothing has happened

 (c)Reflect anger while dealing the guest

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33. While leaving the class the teacher forget to take the documents of internal marks including mine. Then I will

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(c) Open it and rewrite my marks without anyone’s knowledge

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34. I see a child behaving impertinently to an office staff in my School. Then I will

(a) Not notice as it is to a non-teaching staff.

(b) Punish the child severely

(c) Make him understand to respect elders. Irrespective of teaching or non teaching

(d) After giving a slight punishment advise the child to respect others.

35. If a quarrel emerges amongst siblings in a home for property. Then the property

 (a) Divide between them properly

 (b) Give larger portion to the one who is economically backward

 (c) Seek advice of the head of the family

 (d) Seek the opinion of natives

36. Anti social activities are up to its peak next to Sajan’s house. One of them is Sajan’s friend. When the enquiry is in progress Sajan says that he knows nothing about it to save his friend.

(a) It is right because it was for saving his friend.

(b) It is wrong as it affects others too.

(c) Honesty possesses higher position than friendship.

(d) A person who posses social awareness should give importance to social goodness.

37. Amal is a manager of a company. His friend Shaju is one of the applicants to an important post in the company. Amal offers the job to Shaju without considering other candidates who have higher qualification. Here

(a) It is not wrong as Shaju has basic qualification.

(b) The highly qualified could be posted aiming the progress of the Company.

( c) Giving importance for friendship is moral.

(d) The interest of the institution could be given more importance than personal interest.

 38. If a good deal of time has to be spent for school club activities. Then I will

 (a) Do club activities interestingly

 (b) Do what I can do with in the school time

 (c) Not do club activities with the excuse that club activities do not come under curricular activities

(d) Let them to students

39. If a student becomes a nuisance to others most often while I am taking classes. Then I will

(a) Get him out of the class

(b) Scold the child as it paves a way for a lesson to other students.

(c) Call the student and enquire the reason for misbehavior.

(d) Go on the classes without listening the child.

40. In order to treat his mother, a cancer patient, Babu steals money of a person who earned it by working hard.

(a) It is not a crime since it is for saving his mother

(b) One’s life precious than another one’s hard work.

(c) Stealing is not a crime when done on inevitable exigencies

(d) Theft is a crime always.

41. I do not speak in a way which will mentally freeze the child in my class even though I am not in good terms with his father because

( a) Others will find fault with me

(b) As the students may unitedly turn against me

(c ) As revenge up on his father is better.

(d) The ethics of teaching is to give equal consideration to all students

42 The mother speaks for the youngest child when two brothers are engaged in quarrel. If so

1. It is right to speak for the youngest.
2. Scold the child responsible for the quarrel.
3. It is right to give more consideration to the youngest than elder.
4. The two were to be scolded.

43. See a relative on the way to college. If I spend time to speak with him I cannot reach college in time. Then I will

(a) Reach the college late after speaking to the relative.

(b) Assure him that I will meet him at home by convincing my urgency.

(c) Pretend that I don’t see him

(d) Avoid him

**APPENDIX 6**

**FAROOK TRAINING COLLEGE**

**MORAL DILEMMA TEST (FINAL)**

**English**

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 (b) Give larger portion to the one who is economically backward

 (c) Seek advice of the head of the family

 (d) Seek the opinion of natives

33. Anti social activities are up to its peak next to Sajan’s house. One of them is Sajan’s friend. When the enquiry is in progress Sajan says that he knows nothing about it to save his friend.

(a) It is right because it was for saving his friend.

(b) It is wrong as it affects others too.

(c) Honesty possesses higher position than friendship.

(d) A person who posses social awareness should give importance to social goodness.

34. Amal is a manager of a company. His friend Shaju is one of the applicants to an important post in the company. Amal offers the job to Shaju without considering other candidates who have higher qualification. Here

(a) It is not wrong as Shaju has basic qualification.

(b) The highly qualified could be posted aiming the progress of the Company.

( c) Giving importance for friendship is moral.

(d) The interest of the institution could be given more importance than personal interest.

 35. If a good deal of time has to be spent for school club activities. Then I will

 (a) Do club activities interestingly

 (b) Do what I can do with in the school time

 (c) Not do club activities with the excuse that club activities do not come under curricular activities

(d) Let them to students

36. If a student becomes a nuisance to others most often while I am taking classes. Then I will

(a) Get him out of the class

(b) Scold the child as it paves a way for a lesson to other students.

(c) Call the student and enquire the reason for misbehavior.

(d) Go on the classes without listening the child.

37. In order to treat his mother, a cancer patient, Babu steals money of a person who earned it by working hard.

(a) It is not a crime since it is for saving his mother

(b) One’s life precious than another one’s hard work.

(c) Stealing is not a crime when done on inevitable exigencies

(d) Theft is a crime always.

38. I do not speak in a way which will mentally freeze the child in my class even though I am not in good terms with his father because

( a) Others will find fault with me

(b) As the students may unitedly turn against me

(c ) As revenge up on his father is better.

(d) The ethics of teaching is to give equal consideration to all students

39 The mother speaks for the youngest child when two brothers are engaged in quarrel. If so

1. It is right to speak for the youngest.
2. Scold the child responsible for the quarrel.
3. It is right to give more consideration to the youngest than elder.
4. The two were to be scolded.

40. See a relative on the way to college. If I spend time to speak with him I cannot reach college in time. Then I will

(a) Reach the college late after speaking to the relative.

(b) Assure him that I will meet him at home by convincing my urgency.

(c) Pretend that I don’t see him

(d) Avoid him

**APPENDIX 7**

**Details of Colleges Visited For Data Collection**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.No.** | **Name of the institution** | **Locality** | **Management** |
| 1. | N.S.S TRANING COLLEGE, OTTAPALAM | URBAN | AIDED |
| 2. | SREENARAYANA COLLEGE OF TEACHER EDUCATION | RURAL | UNAIDED |
| 3. | K.P.PM COLLEGE OF TEACHER EDUCATION. ANAKKAYAM | RURAL | UNAIDED |
| 4. | M.C.T TRANING COLLEGE, MALAPPURAM | URBAN | UNAIDED |
| 5 | MAJMA’S TRAINING COLLEGE | RURAL | UNAIDED |
| 6. | A.W.H COLLEGE OF TEACHER EDUCATION, CHERUVANNUR  | RURAL | UNAIDED |
| 7. | GOVERNMENT COLLEGE OF TEACHER EDUCATION, MANANCHIRA | URBAN | GOVENT |
| 8. | FAROOK TRAINNG COLLEGE | RURAL | AIDED |
| 9 | CUTEC MANJERI | URBAN | UCITY CENTRE |
| 10. | CUTEC KOOTILANGADI | RURAL | UCITY CENTRE |
| 11. | FAROOK B.Ed COLLEGE, KOTTAKKAL | URBAN | UNAIDED |
| 12. | S.N COLLEGE OF TEACHER EDUCATION ,CHELANNUR | RURAL | UNAIDED |
| 13. | B.S.S TRAINING COLLEGE, ALATHOOR | RURAL | UNAIDED |
| 14. | ORIENTALCOLLEGEOFTEACHEREDUCATION BALUSSERI | RURAL | UNAIDED |
| 15 | DEVAKI AMMA MEMORIAL TEACEHR EDUCATION COLLEGE , CHELEMBRA  | RURAL | UNAIDED |

**INTRODUCTION**

The concept of morality and ethics exists from the very beginning of social life of human beings. It is the base of his relations and dealings with the nature and society. Ethics and values are the result of rational and intellectual thinking of man who is the only creation having such power. The word ‘moral’ comes from the Latin word ‘mos’ which means customs, practices or way of accomplishing things. It is the differentiation of intentions, decisions and actions between those that are ‘good’ (or right) and those that are ‘bad’ (or wrong). The philosophy of morality is ethics.Morality may also be specifically synonymous with goodness or rightness.

Ethics or moral philosophy is the study of human actions with respect to their right or wrong actions. The actions of individuals or social group supplement the subject matter of ethics. Of course, moral philosophy is subjected to change with respect to time, place and beliefs such as religion, politics etc. Moral values are always personal values. They can only inherent in man and can be realized by man. According to Jean Piaget (1932) all morality consists in a system of rules and the essence of all morality is to be sought in the respect which the individual acquires for these rules.

 ‘Values cannot be taught but can be caught’ is the belief held by many people. But educationalists strongly advocate that values can be taught with sufficient care and caution. Even if it is held that children catch their values through the atmosphere it suggests and teaching should be such that children are enabled to discover all that is intended to be learned by means of their own growth and development. Blasi (1984) argued that morality is mere a characteristic of the agent than of either action or thinking. The ultimate source of goodness lies in goodwill and goodwill is at the base of ‘what a person is’.

Judgment is a complex process influenced and shaped by cognitive and affective factors and components. According to Kohlberg (1971) “an individual acquires and refines the sense of justice through a sequence of invariant developmental stages.” Moral judgment involves a cognitive capacity to define a situation in terms of right and wrong. Moral judgments are judgments about the good and right action. Not all judgments of good or right are moral judgments; however many are judgments of aesthetic, prudential or technological goodness or rightness. Unlike judgments of prudence or aesthetics, moral judgments tend to be universal, inclusive and consistent and have objective impersonal or ideal bases. Our everyday expression of maturity comes closest to the concept of the good citizen.

The meaning of maturity, as good citizenship implies that anyone can pass as mature who adjusts him or herself to a social role of being useful to others instead of harming them. If maturity were simply the same as good citizenship, then everyone who lived according to law and the more important customs would be classified as being mature. Morality demands good citizenship, which means acting in ways which are useful to other people, either directly or indirectly, and this means supporting the good of indicates that the mature person’s moral judgment, which is what we call a mature judgment in everyday language, cannot be reduced to a standard good moral judgment. Instead, a mature judgment is a good moral judgment of a person directly way of thinking does not mean that there are no mature men and women in that society.

Further, morality today can be correctly applied in different ways to the same situation, depending on the judge’s interpretation of the situation. All men have an individual personality and a unique life history with unique experiences, for which reason people’s perception and their interpretations of perception differ. This means that different mature men and women will interpret a certain situation differently, which means that their moral judgments will differ.

According to Jean Piaget (1932) all morality consists in a system of rules and the essence of all morality is to be sought in the respect which the individual acquires for these rules.

The aspects of anatomy of moral person are moral behavior, Moral values, moral character moral emotion, and Moral identity and, Meta Moral characteristics of morally educated person are compassionate, caring consistent, honest, self sacrificing, open minded, rational, socially active, just, courageous faith in oneself optimistic.

Moral judgments are certain judgments about what one “ought to “do (or not to do) or have done or (not have done).According to Nichols Moral (2004) judgments are based on ‘sentimental rules’ that is rules prohibiting actions that are independently and likely to elicit strong negative effect. These judgments are the basic of one’s Moral Maturity.

Education influences the structural elements of society and living mode of the individuals. In olden days we used to have ‘Gurukul” type of education system in India. They lived a life of tutelage and learnt everything taught by their Guru with ‘love’ (the highest moral value.) Even though different philosophers define education in different ways, they search at the same conclusion that the ultimate aim of education should be the all round development an integrated personality and make him useful to himself and the society. That is why Gandhi has rightly remarked “By education I mean the all-round drawing out of the best in child and man-mind, body and spirit." (Abraham and Annamma 1986)

Today education has become just a nine letter word as a superior term in the dictionary. Students are the future of the nation. Everyone has to prepare individually in the present for their future. They have to be mentally, physically, morally and emotionally fit for the betterment of the society. Education includes all round development of a person. Education plays a significant role in creating a person who has moral judgment ability. Moral education and value education have begun to reflect in the society.

All men have an individual personality and a unique life history with unique experiences, for which reason people’s perception and their interpretations of their perception differs. This means that different mature men and women will interpret a certain situation differently, which means that their moral judgments and their Moral Maturity will differ. This means that not only will mature men and women in different cultures differ in their judgments, but also even mature persons belonging to the same culture will occasionally come to different conclusions concerning what is good, what is right, which rights people have and which they do not have, and what should be done. Thus according to Aristotle, two mature persons may well make different moral judgments, which both satisfy the conditions for being mature judgments. This seems to indicate that the mature judgment cannot lay claim to objectivity, according to the way we use the expression ‘objectivity’ in everyday language. But if we examine the everyday use of the expression in relation to the expression ‘moral judgment’, we will find that a moral judgment can fulfill the criteria for objectivity also in other ways. Like in the case with the expression maturity, it may be easier to start by noting what objectivity in relation to moral judgment in everyday language does not mean. First of all, we would not use the expression of objectivity concerning a moral judgment if the end product, the linguistic claim, is vague i.e., not clearly formulated.

**NEED AND SIGNIFICANCE**

Education influences the structural elements of society and living mode of individuals. The main function of the education in modern time is the development of an all round well balanced personality of the learners. Education and educational institutions are the link between individual and society.

At present in our country a crisis of character is manifested through the lack of morality, irresponsibility of students, the role of money and the power of human affairs. Etc... Moral judgments are critical to individuals of all ages. There is great need for moral progress because the individuals today have more opportunities to engage in moral activities.

When education becomes an important instrument in the development of a country or a society, teachers must play a role of social engineers. A teacher should mainly focus his attention towards the development of an individual as a social being. For the construction of society having socially responsible and acceptable individuals, teachers should play a major role. They should know the moral values that are the basic structure of the development of an individual.

This acceptance by society shows that one is now supposed to be able to understand and adjust oneself according to the laws and social customs of one’s society, which means that one is seen as being responsible for one’s actions, and thus that one can rightly be blamed and punished for not adjusting oneself as expected. This means that an official adult is supposed to be a mental adult at least in the basic sense of being able to understand and adjust him or herself according to official law and to the more important customs. This means being able to function in ways which are seen as being appropriate for adults in a basic or minimal sense.

The structure of today’s society is not in a good manner. This is evident from the student unrest in our society. At higher level, in every college or university we can see strikes, misuse of student power, clash in between students as well as teachers and students. In lower level we can see untruthful, false, copying and dishonest practices. The student teachers have the responsibility to wipe all these evils through their approach. They can do this only when they are morally matured as charity begins at home.

Most human behavior is learned by observation through modeling. So in the educational process the personality of a teacher is very important. Personality is directly correlated with one’s degree of Moral Maturity. Moral Maturity of teachers may regulate the student’s moral thinking. Education is very vital for all round development of an individual’s personality. Therefore the teacher’s role is of central importance. Although traditionally family has been talking the responsibility of moral education of children with growing modernization and urbanization and breaking of joint family system, the family at present hardly offers moral values. The responsibility of imparting moral education to child thus shifts to school.

Teachers play a crucial leadership role in the process of value inculcation and making morally aware students, promoting rules and norms which have a concern for justice and community, and ultimately enforcing the rules. This role is not an easy one, as teachers must listen closely and understand a student's reasoning, in order to help the student to the next level of reasoning. This requires a delicate balance between letting the students make decisions, and advocating in a way which shows them the limits in their reasoning. A primary advantage to the just community approach is its effectiveness in affecting student’s actions, not just their reasoning. Students are, in effect, expected to ‘practice what they preach’.

The issue of Moral Maturity of prospective teachers has greater significance in the age of increasing violence, corruption and various kinds of antisocial activities. The citizens of tomorrow are in the hands of these prospective teachers of today. They have the responsibility to make good citizens of tomorrow with a socially acceptable and morally just mind. So in the light of all these aspects the investigator felt the need of assessing moral judgment ability of the B.Ed students.

**STATEMENT OF THE PROBLEM**

The present study is entitled as ‘**Moral Maturity of B.Ed students in Kerala’**

**DEFINITION OF KEY TERMS**

1. Morality: - The dictionary of Education defines morality as Conformity in behavior to some principle or code of right or good conduct as in expressions like training for morality. (Good -1973)
2. Maturity:- The stage at which development has reached its maximum and growth has ceased; applied to cells, organs, functions-both physical and mental-and entire organism.(Good,1973)
3. Moral Maturity:- The investigator decided to use the term Moral Maturity instead of morality to show that it is the point of maximum development of morality in the individual that is looked for in the present defined as “the stage of development when an individual or a group is able, through reasoned judgment of what is right and proper or what is wrong and improper, to implement principles of ethical conduct in accordance with individual or group potentialities, and in line with cultural expectations; and end product of the sum total of numerous processes of acculturation.”

(Good, 1973)

**VARIABLE OF THE STUDY**

Survey method is used for the conduction of this study and the major variable considered is ‘Moral Maturity’. The Classifying variables are gender, locale, and type of management and subject of the study.

**OBJECTIVES OF THE STUDY**

1) To find out the extend of Moral Maturity among B.Ed students

2) To find out whether there is any significant difference in Moral

Maturity in the sub samples based on

A) Gender

B) Locale

C) Subject of study

D) Type of management

**HYPOTHESIS OF THE STUDY**

1. There will be significant difference in Moral Maturity in the sub samples based on

A) Gender

B) Locale

C) Subject of study

D) Type of management

**METHODOLOGY OF THE STUDY**

**Sample**

The study was conducted on a sample of 400 teacher trainees from fifteen B.Ed colleges. Sample selection was done by stratified sampling technique, giving due representation to the factors like gender, type of management, subject and locale of the study.

**Tools**

1. General data sheet
2. Moral Dilemma Test (Afeef Tharavattath & Uma.K ,2013)

**STATISTICAL TECHNIQUES USED.**

1- Preliminary analysis like mean, median, mode skewness and kurtosis

2- Percentile Analysis

3- Test of significance of difference between mean scores

4- One way ANOVA followed by Scheffe’s post hoc analysis

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study is an attempt to find out the effect of different factors such as gender, locale, subject of study and type of management on Moral Maturity of B.Ed students in Kerala. Since the sample is taken from the colleges under Calicut university. The findings of the study can be generalized to the Kerala state. The investigator hopes the tool “MORAL DILEMMA TEST” (Afeef Tharavattath & Uma-2013) will have a wide applicability in this area of moral development studies.

Though considerable efforts have been made to make the study generalizable and precise still there are some limitations for this study. Some of them are given below.

1. Even though the present study is a statewide study, the sample selected for the study was confined to 3 districts (colleges under Calicut University) only in order to complete the study within the stipulated time.

2- It is widely accepted that there are so many factors influencing the Moral Maturity, for practical reasons only selected factors are considered.

3- The study was limited to the sample from B.Ed students. The characteristics of other student groups are not suitable with the items in the tool. It would have been better if the study is meant for other groups also.

**ORGANISATION OF THE REPORT**

Chapter 1 presents a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms objectives, hypothesis, methodology and scope and limitations of the study.

A brief description of the variable and studies in the area received by the investigator is attempted in chaper.2

In Chaper.3 the methodology of the study, describing in detail variable selected, tools employed selection of the sample, and procedure and statistical techniques used for analysis is presented.

Details of statistical analysis of the data and discussion of results are given in chapter 4.

Chapter 5 represents the summary of the study, major findings, educational implications and some suggestions for further research.

**REVIEW OF RELATED LITERATURE**

Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problem which is directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

 The main purpose of this chapter is to make awareness of the relevance of the study that the investigator or has selected. The study of related literature implies locating reading and evaluating report of researches as well as report of causal observation and opinion that are related to the individuals planned research project (Aggarwal, J.C. 1975) Review of literature is summary and synthesis of relevant literature on a research problem. A literature review is usually a critique of the status of knowledge on a carefully defined educational topic. The literature review enables a reader to gain further insights from the purpose and the results of a study. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

 The summary of the related literature promotes an understanding of the problem and avoids unnecessary duplication. It helps to formulate the design of the study and also provides comparative data on the basis of which findings can be evaluated and interpreted. So the investigator felt the absolute necessity of the survey of a number of books, journals, thesis dissertations, and other primary and secondary data.

 **PURPOSE OF THE REVIEW**

Review of related literature, besides, to allow the researcher to acquaint herself with her research current knowledge in the field or area in which he is going to conduct her research, serves the following purposes.

1. The review of related literature enables the researcher to define the limits of his field. It brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and precisely.
2. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas.
3. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings.
4. The review of related literature gives the researcher an understanding of research methodology which refers to the way the study is to be conducted.
5. The important specific reason for reviewing the related literature is to know about the recommendations of previous researches for further research which they have listed in their studies.

The result of the review is summarized in this chapter. For convenience this chapter is presented in to two sections.

* THEORETICAL OVER VIEW
* REVIEW OF RELATED LITERATURE

**THEORETICAL OVERVIEW**

Morality is the supreme essence of the civilized society which distinguishes man from animals. The entire supreme structure of our society and at the state is founded in it. The evolution of a welfare state necessarily requires a strong moral foundation. No civilization can survive for long, which is not based on the eternal principles of morality. A social order to be stable must, therefore, be based on pure foundation of morality, which is the expression in terms of behavior, maturity and conduct of the universal law of harmony. Moral Maturity which lead us to know the distinction between good and bad and proper and improper actions and the doctrine of right and wrong.

Moral Maturity is based on conscious choice in the light of consciously adopted principles by individuals. Individual who is held responsible for making choices and taking over decisions in relation to their Moral Maturity. Adolescents and children are found to differ in their Moral Maturity.

Frued, Erickson, Gean piaget (1938) Lawrene Kohlberg (1963) have given prominent contribution in the area of moral development.

**Theory of Freud**

According to Freud the personality consists of 3 basic components i.e., Id, ego, and super ego. The purpose of sole purpose of the impulsive id is to gratify instructional needs. The ego’s functions to restrain the id until realistic means for satisfying needs can be worked out. Finally super ego serves the child’s moral arbiter or internal censor by monitoring the acceptability of the ego’s thoughts and needs. Freud argued that a well developed super ego is harsh master that will punish the ego for moral transgressions by producing feelings of guilt and shame or loss of self –esteem. So a person who is morally mature should resist temptation to violate moral norms in order to avoid dreaded forms of negative moral effects.

**Erickson’s view**

In the view of Erickson both the ego and super ego play important role in moral development. The super ego dictates to the ego the kinds of behavior that are morally acceptable or unacceptable. But unless the ego is strong enough to inhibit the id’s undesirable impulses, a child will be unable to resist the id regardless of the strength of super ego. So Erickson assumes that moral behavior is a product of both the internalized rules of the super ego and the restraining forces of the ego that permit the person to obey these rules which are considered as the base of Moral Maturity.

**Piaget’s theory of moral development**

 According to Piaget Moral Maturity implies a respect for rules and a sense of social justice which requires that all people be treated fairly and equitably under the socially defined rules of order. Piaget formulated a theory of moral development that includes a pre moral period and two moral stages. According to Piaget pre-school children show little concern for awareness of rules by watching older children and imitating their moral behavior.

 Between the age of 5 and 10 child develops a strong respect for rules and a belief that they must be obeyed at all times. Children at those stages assumes that rules are laid down by authority figures such as good, the policy of their parents ( children believe that there is wrong side to any moral issue and right always means following the rules)

 By age 10 or 11 most of the children reach Piaget’s secured moral stage, the stage of moral relation or autonomous morality. Older autonomous children realize that social rules are arbitrary agreements that can be challenged and even changed with the consent of the people they govern. They also feel that rules can be violated in the service of human ne

 **Kohlberg’s theory of moral development**

Lawrence Kohlberg is known for putting forward a theory of development of moral judgments in the individual right from the years at early childhood. He has based his theory of moral development on the findings at his studies conducted on hundreds of children from different countries. Piaget described a two stage process of moral development, while Kohlberg’s theory of moral development outlined 6 stages within 3 different levels. Kohlberg extended Piaget’s theory, proposing that moral development is a continual process that occurs throughout the life span. Kohlberg differs from the popular view that children imbibe the sense and method of moral judgment from their parents and elders by a way of learning. Kohlberg explains his theory through a problem called ‘The Heinz Dilemma’. For studying the process of moral development and Moral Maturity of human beings Kohlberg first defined moral developments as the development of an individual’s sense of justice. For estimating one’s sense of justice he concentrates one’s views on morality with the help of test of moral judgments consisting of a set of moral dilemmas. He identified 3 levels of moral developments as;

1) Pre- conventional level (4 to 10 years).

The child begins to make judgment about what is right or wrong or good or bad. At this stage children obey the rules because it is a means to avoid punishment and children account for individual points of view and judge actions based on how they serve individual needs.

2) Conventional morality. (10 to 13 years) This stage of moral development is focused on living up to social expectations and roles. At this stage people begin to consider the society as a whole when making judgments. The conventional level of morality may be regarded as the level where the child identifies and respecting authority.

3) Post conventional morality: At this stage people begin to account for differing values, opinions and believe of other people. Kolhbeg’s final level of moral reasoning is based on universal ethical principles. It is the highest level of attainment of true morality.

**Review of Related literature**

McRae (1954) argues that no facet of a child’s development can be considered in isolation from the parental influence exercised. He studied moral judgment in the context of parent child relationships and clearly revealed the influence of socio economic factors.

The study of Ronald (1962) shows us that parental occupations are positively and significantly correlated with mature moral judgment in all areas.

 Rani (1968) did an exhaustive study on moral development of children, selecting a sample of 350 children ranging from six to 11 years. In her study age was found to be an important variable influencing the knowledge of moral values. The knowledge of various values did not vary much in the two sexes. Children who did not get any moral instruction in schools where in no way inferior in such knowledge to those receiving such instructions in schools only at the age of 10 to 11 years, boys and girls showed considerable variation in their pattern of different values. Religious influence of family did not contribute much to the acquisition of knowledge of moral values in children.

 Kalra (1978) studied the moral judgment in children belonging to different mental socio economic leaves he selected 1000 girls from 15 schools of Western Zone of Delhi. On the basis of intelligence the sample was divided into low, average and high groups. Each group was sub divided into three groups on the basis of their socio economic status. The results revealed that intelligence was positively related with the level of moral judgment at levels of socio economic status. The socio economic status positively related with the level of moral judgment at all levels of intelligence.

Bandhopadhyaya (1981) enunciated the growth and development of moral judgment in children, following the Piagetian tradition and indicated linear progression as a function of age. He reported a positive relationship between values and intelligence, irrespective of age, sex and type of school.

Annamma (1986) analyzed value aspirations and adjustments of college students in Kerala. The study was based on stratified random sampling and yielded conformity as the single important value without any rebellious tendencies. The subjects showed a distinctive set of social values and aspirations. The investigator did not obtain any significant relation between father’s education and occupation and value development among college students. But the size of the family was positively related to the value aspiration of the college students.

 Hema (1993) studied developing value judgment of secondary school students for future values through value analysis model. This study is a descriptive one and was conducted in three phases. The investigator concentrated on studying the future values of youth and the performed values in families. The result of this study was the applied value analysis model was suitable to value judgments in secondary school students.

Singh (1993) conducted a study of development of moral judgment among adolescents. This thesis mainly deals with the moral aspects of adolescence and dwells at length on its various facets. This study deals with the changing Indian view as regards the morality and the steps to be taken to increase the moral content in children. The thesis offers many conclusions, e.g. The school stage is very delicate, maximum attention needs to be given to it, and the family must provide a democratic and open environment.

 Chandra and Amita (1994) made a study on moral judgment among different types of school students in relation to intelligence and sex. Findings of this study revealed that there exists significant positive but moderate correlation between moral judgment and intelligence. Students studying in urban schools possessed significantly higher moral judgments than the rural students. No significant sex difference existed in the moral judgment ability of students of coeducational schools.

Anilkumar (1994) made a survey on moral maturity and certain selected determinates of IT among secondary school students with respect to their gender and locality. Sample for this study was 755 secondary school students. The investigator tested the understanding of the meaning ,concepts of moral values , capacity for moral thinking, moral action . He found that there was a significant difference in the moral maturity among the subsamples

 Diwakar (1995) conducted a study on the effect of some intervening strategies on development of contemporary values among teacher trainees. For this a scale was developed to measure value orientation. A pre-test post-test design was used. Sample 300 teacher trainees were taken up. The study revealed that the intervening strategies can promote the value of democracy and are useful in developing the value of national integration developed during experiment is retained over a long period.

Walker,Lawrence etal (1996) in their study, Naturalistic conceptions of Moral Maturity, examined naturalistic conceptions of Moral Maturity. This project sought a more Comprehensive understanding of moral excellence than evident in dominant theories of moral Development. Studies one and two involved different samples of 120 adults (17–25, 35–55, and above 65 years). Study 3 involved a sample of 180 undergraduates. In Study 1, a free-listing procedure was used to generate the attributes of a highly moral person as well as those for two related Person-concepts. In Study 2, a rating procedure for these attributes was used to generate a Prototype of the moral person-concept. In Study 3, a similarity-sorting task was used to uncover People’s implicit typology of Moral Maturity. The findings indicate that naturalistic notions of moral excellence not only contain themes of principled reasoning but also reference aspects of moral character and virtue that enlarge our understanding of the psychological functioning of the mature moral agent.

Raja, D.V. (1997). Made a study on moral judgment ability of missionary and non missionary school students. The sample selected for the study was 822 students He used moral judgment inventory as a tool for the study . He found that there was a significant difference between missionary and non missionary school student’s moral judgment ability.

Gilligan (2000) in his study Gender differences in moral orientation a meta-analysis. This meta-analysis was conducted to review quantitatively the work on gender differences in moral orientation. The meta-analysis revealed small differences in the care orientation favoring females and small differences in the justice orientation favoring males Together, the moderator variables accounted for 16% of the variance in the effect sizes for care reasoning and 17% of the variance in the effect sizes for justice reasoning. These findings do not offer strong support for the claim that the care orientation is used predominantly by women and that the justice orientation is used predominantly by men.

Bajwa & Guptha (2005) conducted a study on moral judgment academic achievement and personality of children. Thus study was conducted to investigate the effect of institutionalization and moral judgment academic achievement and personality of children. Institutionalized and non institutionalized subjects were compared on these variables. The sample consisted of 100 subjects, 50 institutionalized and 50 non - institutionalized. The results revealed that non institutionalized subjects shows significantly better moral judgment academic achievement and personality development. Hence institutionalization has negative effect on these variables

Rushdy (2005) made a stud on value based teacher’s training at new era development institute. This paper presents the experience of new era education society in teacher’s training for value education. Explaining that teacher’s training consists of three mastery components like content, method and process. The teacher should create a proper environment that enriches the process for inculcating values. The author further presents the features of teacher’s training programme offered by new era of development institute .Teacher trainees are equipped with capacities for value inculcation. The capacity to participate in community work experience for these is provided along with content of the course of teacher preparation.

Schonfeld, Mattson etal. (2005) made a study on Moral Maturity and Delinquency after Prenatal Alcohol Exposure. **The objective of this study is** prenatal exposure to alcohol is associated with cognitive, behavioral and social deficits, including delinquency. Although delinquent populations and those with intellectual and behavioral deficits exhibit impaired moral judgment and reasoning, this area remains unexplored in alcohol-exposed individuals. **The method used for this study is** Moral Maturity and delinquency were evaluated in 27 participants with prenatal alcohol exposure (ALC group) and 29 no exposed controls (CON group) matched on age (range: 10-18), gender, handedness, socioeconomic status and ethnicity. Moral Maturity was evaluated using the Socio moral reflection measure-Short Form, and delinquency was evaluated with the Conduct Disorder (CD) Questionnaire. Additional measures included social desirability and inhibition.  The **results were** the ALC group performed at a lower level of Moral Maturity than the CON group. Whereas Verbal IQ primarily predicted this difference, a deficit on the moral value judgment having to do with relationships with others was specific to prenatal alcohol exposure. Furthermore, delinquency was higher in the ALC group, and specific socio-moral values were predictive of delinquent behavior. Finally, half of the children and adolescents with a history of prenatal alcohol exposure but without fetal alcohol syndrome had probable CD. **Conclusions were** the results of this study indicate that interventions aimed at reducing delinquency in those with prenatal alcohol exposure are necessary, and targeting moral judgment for this purpose may be beneficial.

Seshadri (2005) develop a paper on an approach to value orientation in teacher education. This paper addresses the issue of teachers training for value education in schools. Defining value education as education itself, the author advocates the need for preparation of a teacher as an agent for social change, to equip him or her to deliver the quality of values as per the situation and explore the process by which the children develop values essential for living in a society. Teachers need to be trained to create values in students by making aware of values, morality and highlighting its need

Vanaja (2005) made an attempt to study opinion of primary school teachers of Guntur city towards moral education. The result of this study reveals that more than 85% of teachers opinioned that there should be special provision in school time table for moral education and moral education should be incorporated in school curriculum.

Anna & Gielen, (2006) made a study on Promotion of Moral Judgment Maturity through Stimulation of Social Role-Taking and Social Reflection It is an Italian Intervention Study. This Study examined social role-taking and moral judgment improvement after an educational group-oriented intervention emphasizing guided reflection and role-taking dimensions among 11 groups, made up of a total of 61 female and male Italian university students. They were compared to a control group of 59 students. Good empirical support for the reliability and validity of the American and German instruments was noted in the Italian setting. Students assumed more responsibility in a variety of social roles, exposed themselves increasingly to social role-taking opportunities, and showed increased moral judgment maturity after the educational Intervention. An active orientation toward role-taking opportunities was related to higher levels of moral judgment among both men and women.

 Steinberg & Cauffman. (2006) conducted a study on Analyses of differences between adolescents’ and adults’ judgment has emphasized age differences in cognitive factors presumed to affect decision making. In contrast, this article examines research and theory on three psychosocial aspects of maturity of judgment: responsibility, temperance, and perspective. For several psychosocial dimensions of maturity that are likely to affect judgment, the existing evidence, while indirect and imperfect, indicates that the greatest differences are found in comparisons between early adolescents versus middle and late adolescents. Developmental research on maturity that focuses specifically on mid- and late adolescence, that simultaneously examines both cognitive and non cognitive factors, and that investigates the relation between these factors and the ability to make good decisions is greatly needed.

Babu,S (2007). Condcuted a study on influence of home environment on moral behaviour of upper primary school students in malabar district. The researcher tried to find out the extent of relationship between home environment and moral behaviour and the same in it subsamples. The sample selected for this study was 600 upper primary school students. The investigator find that there exist a relationship between home environment and moral behaviour of upper primary students.

Abeer & Zaid (2009) In their research, Teaching and Learning Moral Values through Kindergarten Curriculum ,the researchers investigated kindergarten-aged children's moral values in Kuwait. This study utilized several quantitative and qualitative research methods in the course of looking at three terms--moral development, the meaning of value, and the meaning of morality--as experienced by kindergarten-aged children. Participants were 600 children and eleven teachers in six education districts in Kuwait. The instrument used was the Kindergarten Moral Value Questionnaire (KMVQ), which was administered in all six districts. Participating teachers and children were also observed and interviewed. Teachers' involvement and interaction with children during class and non-class activates were noted. Results indicated that using the KMVQ with kindergarten children provided valuable understanding of their judgments on various moral issues. Researchers focused on eight dimensions: truthfulness, honesty, gratitude, loyalty, reasonability, fairness, mercifulness, and patience. Each of these dimensions was included in several hypothetical situations to assess the morality level of each child. Most study outcomes were very encouraging. For example, more than 50% of the students showed high morality on each of the eight dimensions. Each of the statements in each of the dimensions was statistically significant at the 0.01 level. It was also found that the eight dimensions were significantly correlated at 0.01 levels. A conclusion and recommendations are provided.

Rajendraprasad & Vijayalhtha (2010) made a study on Value oriented education among university B.Ed students. In this study the investigator found that the B.Ed students were much concerned with their security and national security and were least concerned about the knowledge to be acquired through education raising concern on their least for knowledge and intellectual ability.

Adiguzel, Abdullah (2012) made study on The Relation between Candidates Teachers' Moral Maturity Levels and Their Individual Innovativeness Characteristics: A Case Study of Harran University Education Faculty. The purpose of the present study is to determine the relation between the Moral Maturity levels of candidate teachers and their individual innovativeness characteristics. The population of the study consisted of undergraduate students who were registered at Harran University Faculty of Education in the 2011 to 2012 academic year. Data were collected through the individual innovativeness scale and the Moral Maturity scale in the study. The validity and reliability tests of both scales were conducted by the researcher. According to the results obtained, it was determined that students were at the questioning level of individual innovativeness. The Moral Maturity level of students was found to be high. A positive and low level relation was determined between the students' level of individual innovativeness and their level of Moral Maturity.

Ahamamed & Tarique (2013) presented an article reflection up on moral judgment in pedagogic discourse. This paper discusses ethics in terms of teaching and moral situation arising in a pedagogic discourse. Under such condition, many times, it becomes as difficult for a teacher to arrive at a decision due to conflicting situations that it creates inherent in this assumption that there are no single principles for arriving at a solution under such paralytic situations. The authors strongly believes that there is no escape from such situation arising while teaching and if a teacher wants to address such situation then he or she must have to become a reflective teacher since no amount of physiological or pedagogical knowledge and skills in effective

**CONCLUSION**

The investigator reviewed the literature in a greater extent. Several studies were found on morality, value education, moral judgment, moral behavior etc...Only a few studies were found on moral maturity. But majority of the studies are conducted in school students. The reviews of the study revealed the trend in research on moral maturity. So the Need for research on this variable, Mora Maturity in the higher education students is highly evident.

**METHODOLOGY**

Methodology refers to the general strategy followed in collecting and analyzing data necessary for solving the research problem. Research methods are having great importance in a research process. The success of any research work depends upon the suitability of the methods, tools, and techniques followed by the researcher in collecting and processing data and statistical techniques applied for analyzing the data for drawing out the conclusion. An appropriate method is helpful to the researcher in exploring the diverse areas of study where as an inappropriate method will prove fatal in the findings of the study. A research method is a way to systematically solve the research problem. It may be understood as a science of studying how research is done systematically. Methodology is the science of proper modes and orders of procedure.

In the words of Good (1972) “Methodology is the science of methods or principle of procedure.” According to Mouley (1970) “Methodology includes sources of data, details about sample, method of gathering data, reliability of the instruments, statistical procedure and analysis etc.” Best (1981) says “A great variety of methods and procedures have been developed to the acquisition of data.”

 This chapter presents a brief account of procedures followed in the study. The methodology of the study has been described under the following major headings.

* Variables
* Objectives
* Hypothesis
* Tools employed
* Selection of sample
* Data collection procedure and consolidation of data
* Statistical techniques used for analysis

**VARIABLES**

The present study is intended to find out the Moral Maturity of B.Ed students. The only variable involved in the study is Moral Maturity. Gender, Locality, Subject of study, Type of management of institution are considered as classificatory variables.

**OBJECTIVES**

The following objectives are set for the study

1) To find out the extend of Moral Maturity among B.Ed students

2) To find out whether there is any significant difference in Moral Maturity in the sub samples based on

A) Gender

B) Locale

C) Subject of study

D) Type of management

**HYPOTHESIS**

1. There will be significant difference in Moral Maturity in the sub samples based on

A) Gender

B) Locale

C) Subject of study

D) Type of management

**PROCEDURE**

 The procedure of the present study is outlined in the following sections.

**a) Tools employed for the collection of data.**

The selection of the appropriate instrument or device required to collect data is the first step in an investigation. The selection or construction of suitable instrument or tool is of vital importance for successful research.

 Preliminary details like gender, locale, subject and type of management etc, where collected by using a preliminary data sheet by the investigator. To measure Moral Maturity a Moral Dilemma Test was constructed and standardized by the investigator with the help of her supervising teacher.

**b) Construction of Moral Dilemma Test**

 The investigator reviewed the literature related to Moral Maturity and moral behavior in detail.

 The tool used for the present study was Moral Dilemma Test
(Afeef Tharavattath and Uma. K, 2013). This was needed to measure the Moral Maturity of student teachers in Calicut University. The test was prepared and standardized by the investigator in consultation with her supervising teacher. The construction procedures of Moral Dilemma Test have been described under the following heads.

* Planning of the test
* Preparation of test items
* Try out if the test
* Item analysis
* Validity
* Reliability
* Scoring procedure

**Planning of the test**

 For the preparation of Moral Dilemma Test the investigator made an extensive study about the concepts of morality, Moral Maturity and moral behavior. The available literature shows that there are four dimensions that constitute the moral behavior which is the base of Moral Maturity.

**Preparation of the test**

 The investigator again held discussion with his supervising teacher and decided to prepare as many items as possible based on the dimensions. The investigator listed the items for the test with the help of the supervising teacher. The items of the test prepared on the basis of four dimensions proposed by Arathy Sen which was published in fifth survey of education (Buch M B, 1997).The dimensions are as follows.

1. Awareness of one’s own and other people’s feelings
2. Commitment to a set of rules and principles
3. Ability to make decisions
4. An attitude of accepting other peoples wants, interests, limitations etc

 Based on the above dimensions the investigator initially pooled 45 situational items. Each situations followed by four responses. The investigator took care to avoid factual items, which should be interpreted in more than one way. Some items were modified and some other deleted. Finally draft form of Moral Dilemma Test has 43 items. Out of this12 items measure the component ‘awareness of one’s own and other people’s feelings, 10 items measure the component ‘Commitment to a set of rules or principles, other 9 items measures the ability to make decision and remaining 12 items measure the component ‘an attitude of accepting other people’s feelings, wants, interest, limitations etc. As the sample was prospective teachers three different environments relevant to their context was taken into consideration and the investigator made another broad categorization based on the above components for the purpose of including questions from all situations that they face. The three environments mentioned above are family environment, school environment and society. Out of the total 40 questions 12 are relevant to family environment, 15 for school environment and the remaining 16 come from social environment.

Dimension wise distribution of items in the Moral Dilemma Test is given below in Table 1

**Table 1: Dimension wise distribution of items in Moral Dilemma Test**

|  |  |  |
| --- | --- | --- |
| Sl. No | Dimension | Item number |
| 1 | Awareness of one’s own and other people’s feelings | 1,5,7,12,13, 18,20,22,26,33,38,39 |
| 2 | Commitment to a set of rules and principles | 3,9,14, 17,24,25,28,29,31,34 |
| 3 | Ability to make decisions | 4,6,10,11,16,21,27,43,35 |
| 4 | An attitude of accepting other peoples wants, interests, limitations etc | 2,8,15,19,23,30,32,36,37,40,41,42, |

Examples of item for each dimension in the Moral Dilemma Test as given below;

Dimension 1:- Awareness of one’s own and other people’s feelings

Example: - Suppose a person who does not find money even for daily expense, has committed the crime of theft under a special circumstance.

(a) Cannot blame it as a wrong deed since it is for meeting daily expense

(b) Truth should have been given importance without considering the situation.

(c) Theft once is not a crime

(d) Whoever under this circumstance may do this.

Dimension 2:- Commitment to a set of rules and principles

Example: - While I was standing in a queue at the end before a Maveli store. I will

(a) Try to reach the forefront

(b) Will wait in the queue and buy goods

(c) Will curse my mother and stand in the queue

(d) Will try to come first by acting illness

Dimension 3:- Ability to make decisions

Example: - If a political group ensures to fulfill my needs if I give vote to them. Then

(a) I will vote according to my political view

(b) I will vote by considering the candidate’s talent

(c) I will not cast my vote

(d) I will give my vote to the group who ensured me to fulfill my wish

Dimension 4:- An attitude of accepting other peoples wants, interests, limitations etc

Example: - If a student points out any mistake while I was taking the class.

(a) I will scold the child

(b) I will stick on my point

(c) Will try to correct the mistake by accepting it

(d) Will behave as though I haven’t heard it.

\*Copy of draft test is given as appendix 3

**TRY OUT OF THE TEST**

 Try out of the draft was done in order to select suitable items for the final test by empirically testing the significance of each item in the draft test. For this, the test was administered to a sample of 370 students selected using stratified sampling technique. Proper instructions were given regarding the method of responding. The response was scored according to the scoring procedure. Each item have 4 responses and for most appropriate response had 4 marks and least response given the score 1. Response found to be almost appropriate was given 3 marks and least but one scored 2

**ITEM ANALYSIS**

 Garrett (1981) points out, “the adequacy of a test depends up on the care with which the items of the test have been chosen. The validity index of an item is determined by the extent to which the given item discriminates among examinees that differ sharply in the function measured by the test as a whole”.

 It is necessary to analyze each item in order to retain the items those that suit the purpose and rationale of the test. Such a process of re-examining each item is known as item analysis. Item analysis is thus an integral part of the reliability and validity of the test. The following stages were involved in the item analysis.

1. Determining the highest 27% and lowest 27% of the sample.

The 370 response sheets obtained after the preliminary test were scored and total score for each sheet was noticed. The scores were arranged in descending order of the total score and the highest 27% and lowest 27% with respect to the total scores were separated.

As the total number is 370 its 27% is 100, and hence the topmost 100 and lowest 100 scripts were selected. The averages of scores obtained for each item by the upper group as well as the lower group were calculated separately. The significance differences between the two mean scores were calculated by using as the following formula.



Where

  = Mean of the upper group for an item

  = Mean of lower group for an item

  = Standard deviation of the upper group for an item

  = Standard deviation of the lower group for an item

 N1 = Sample size of upper group

 N2 = Sample size of lower group.

 Items with t value greater than 1.96, the cut off value for significance at 0.05 levels, were s selected for the final test. The critical ratios obtained for the items were given as appendix.1

**PREPARATION OF THE FINAL TEST**

 After the item analysis 40 statements were included in the final test. Among this 12 items measure the component ‘ awareness of one’s own and other people’s feelings, 8 items measure the component ‘ commitment to a set of rules or principles, other 9 items measure the ability to make decision and remaining 11 items measure the component ‘an attitude of accepting other people’s feelings, wants, interest, limitations etc. As the sample was prospective teachers three different environments relevant to their context was taken into consideration and the investigator made another broad categorization based on the above components for the purpose of including questions from all situations that they face. The three environments mentioned above are family environment, school environment and society. Out of the total 40 questions 11 are relevant to family environment, 14 for school environment and the remaining 15 come from social environment.

\*Copy of final test is given as appendix 4

**RELIABILITY**

 Reliability of a test refers to its consistency. Otherwise reliability ensures degrees to which a test agrees with itself. The reliability of the present tool was established by test-retest method. Reliability of this test was estimated by test retest method on a sample of 40 students with a gap of one month between two administrations. The reliability co-efficient obtained is 0.81. The value indicates that the test is reliable to measure the Moral Maturity.

**VALIDITY**

 Validity of the present test was ensured by using face validity. Each item of the test was evaluated by the experts in the field. Modifications were made in the test as per the suggestion of these experts before finalizing the test. Thus the test can be considered as valid for measuring Moral Maturity of the selected sample. “A test is said to have face validity, when it appears to measure whatever the author in mind what he taught he was measuring “(Garret-2005 p 355).”

**SAMPLE**

**Selection of the sample**

 Selection of sample is an important aspect of any research. A sample is a small proportion of a population selected for observation (Best and Khan 2006) For fixing the sample the investigator took into consideration the following aspects:

1. The size of the sample should be compact enough to permit a close study. Since a tool has to be administered, the investigator had to limit the sample to a manageable size.
2. The size should permit the type of statistical procedures intended to be in the study.

 The population under study was prospective teachers. (B.Ed students in Kerala). Due to practical reasons, stratified random sampling techniques were adopted. The study was conducted on a sample of 400 students from fifteen B.Ed colleges through stratified random sampling technique. The strata considered during the selection of sample were gender, subject, locale and type of management. Due representation was given to the gender (male & Female), Locale (Rural & Urban), Subjects (Arts, commerce and Science), Management of colleges (Government, aided and unaided) The samples were collected from different training colleges under Calicut University in 3 revenue districts viz. Malappuram, Calicut and Palakkad due representation is given to the factors like gender, locale, subjects and type of management.

**Gender**

 Gender has great influence on findings of research. Since it has been found that sex difference exists in many of the psychological variables. the ratio of male students are low in this stream(B.Ed) of education. The investigator decided to give due weightage to male and female students.

**Locale of the school**

 The number B.Ed colleges in rural areas are more than the number of B.Ed colleges in urban area. So the investigator decided to give due weightage to the locale of the colleges.

**Subject of study**

The three main streams of subjects in B.Ed curriculum were science, commerce and arts. Commerce students were less than that of science and arts stream students. So the investigator decided to give due representation to the subject of study.

**Type of management**

 The existing colleges in Kerala fall in to four broad categories as Government, Aided, Un-aided, university centers. Since there are more unaided colleges than Government and Aided colleges in kerala. The investigator includes university centers under the category of unaided colleges it was decided to give proper weightage to each type of college management.

\* List of colleges from where the samples were collected is given as Appendix 7

**TABLE 2:BREAK UP OF FINAL SAMPLE**

|  |  |  |  |
| --- | --- | --- | --- |
| GENDER | LOCALE | SUBJECT OF STUDY | TYPE OF MANAGEMENT |
| MALE | FEMALE | URBAN | RURAL | SCIENCE | COMMERCE | HUMANITIES | GOVERNMENT | UNAIDED | AIDED |
| 48 | 352 | 202 | 198 | 153 | 74 | 173 | 96 | 192 | 112 |

**DATA COLLECTION PROCEDURE; SCORING & CONSOLIDATION OF DATA**

 **Data Collection procedure**: - After finalizing the sample size and the tools to be used, the investigator prepared a list of teacher education colleges to be visited. Government Colleges, Aided Colleges, Un-aided colleges and University Centers were included according to the proportions. The investigator approached Heads of the institutions personally for seeking permission to collect data from their institutions. The investigator also met the subject experts of allotted classes and necessary arrangements were made to collect the data. The student teachers were asked to read the instructions carefully and to fill up the sheet with appropriate response. Necessary clarifications of doubts were done whenever needed by the investigator.

 **Scoring and consolidation**: - Before scoring the response sheet, sheets with incomplete data were deleted. The response sheets were scored according to the scoring procedure. Each item have 4 responses and for most appropriate response had 4 marks and least response given the score 1. Response found to be almost appropriate was given 3 marks and least but one scored 2. The scores obtained from the samples were tabulated and consolidated for further analysis, while doing this the data was consolidated separately for each stratum for convenience of further analysis and thus out of 430 data sheets incomplete sheets were omitted and finally 400 data sheets were selected for final analysis.

**STATSTICAL TECHNIQUES**

 The score obtained from 400 students were subjected to statistical treatment. Statistical techniques used in the present study were:

**PRELIMINARY ANALYSIS.**

 Preliminary statistics like mean, standard deviation, skewness and kurtosis were calculated for the variable Moral Maturity for the total sample and sub samples based on gender, locale, type of management, and subject of study.

**PERCENTILES**

The percentile norms for the total sample to find the extent of Moral Maturity

It can be calculated using the formula

Pp = L + [pN – F/f] x i (Garrett, 1981)

Where,

P = Percentage of the distribution wanted

L = Exact lower limit of the class interval upon which Pp

lies.

pN = part of N to be counted off in order to reach Pp.

F = sum of all scores up on intervals below L.

f = number of scores within the interval upon which Pp falls.

i = length of the class interval.

**TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN MORAL MATURITY SCORES OF VARIOUS SUB GROUPS**

Test of significance of difference between mean scores of moral maturity was calculated by using t test.

Formula for calculating t is



Where,

 = Mean of the upper group for an item

 = Mean of lower group for an item

 = Standard deviation of the upper group for an item

 = Standard deviation of the lower group for an item

N1 = Sample size of upper group

N2  = Sample size of lower group.

 **ONE WAY ANOVA**

 To find out whether there exist any significant difference in Moral Maturity among the sub groups based on subject of study and type of managements, one way ANOVA technique was used by the investigator followed with Scheffe’s F –test as post hoc analysis. Analysis of variance (ANOVA) has been defined as the separation of variance described to other group (Fisher, 1950) in its simplest form analysis of variance is used to test the significance of the difference between the means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is international statistical procedure.

**ANALYSIS AND INTERPRETATION**

 Analysis is the detailed examination of the data. The process of analysis is crucial in terms of determining what the research will be said to have found. Analysis is the thorough study of collected data, which is converted to tabulated form, so as to determine actual facts, which are inherent.

**OBJECTIVES**

The following objectives are set for the study

1) To find out the extend of Moral Maturity among B.Ed students

2) To find out whether there is any significant difference in Moral Maturity in the sub samples based on

A) Gender

B) Locale

C) Subject of study

D) Type of management

**HYPOTHESIS**

2) There will be significant difference in Moral Maturity in the sub samples based on

A) Gender

B) Locale

C) Subject of study

D) Type of management

**Preliminary Analysis**

As the first step of analysis, important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis were computed for the total sample. This will help to get a general idea of the distribution of scores. This section of analysis is intended to reveal the basic properties of the test scores for total sample. This will help to get a general idea of the distribution of scores. The statistical constants are presented in table 1

Details of the preliminary analysis for Moral Maturity test scores are clear from table 3.

**Table 3: Preliminary analysis of Moral Maturity test scores**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | D | Skewness | Kurtosis |
| Moral Maturity | 400 | 150.61 | 151.00 | 149.0 | 5.00 | -.769 | .840 |

**Discussion**

The table reveals that the measures of central tendency viz, mean, median, mode of the variable Moral Maturity of total sample are almost equal with slight variation only. It can be seen that, values of arithmetic mean, median, and mode for the variable Moral Maturity are 150.61, 151,149 respectively The extent of skewness for the variable Moral Maturity of total sample is-0.769 this shows that the distribution is negatively skewed. The value of kurtosis is .840, which suggests that the above distribution is lepto kurtic. A smoothed frequency cure of Moral Maturityof B.Ed students in the total sampleas expressed in the following figure.

**Figure 1: smoothed frequency curve of Moral Maturity of B.Ed students in the total sample**

**MAJOR ANALYSIS**

1) To find out the extent of Moral Maturity of B.Ed students in Kerala

**PERCENTAGE ANALYSIS**

 In the study the investigator estimated the extents of Moral Maturity by using, mean and Standard deviation. The high Moral Maturity group was categorized on the basis of mean + standard deviation. And the lower Moral Maturity group on the basis of mean – standard deviation. That group who came between the high and low was categorized as average Moral Maturity group. Here, in this study those students who scored 155.62 and above were grouped as highly Moral Maturity category and those who scored 145.61 and below as low Moral Maturity group. And categorized as average group who scored between 145.61 and 155.62 Percentage of students under the extents of Moral Maturity for the total sample is shown in the table below.

**Table 4: Percentage of students under the extents of Moral Maturity**

|  |  |  |
| --- | --- | --- |
| Extent | No of students | Percentage |
| High | 90 | 22.5 |
| Low | 52 | 13 |
| Moderate | 258 | 64.5 |
| Total | 400 | 100 |

**Discussion**

From the table above it is understood that 22.5% of the student teachers are having high Moral Maturity, 13% are having the least Moral Maturity whereas 64.5% shows moderate level of Moral Maturity. A graphical representation of the distribution scores is also give a clear idea about the extent of Moral Maturity.

**Fig 2: Percentage of students under the extend of moral maturity**

**Percentile analysis**

The extent of Moral Maturity in the total sample was established by calculating the percentage by using mean score and standard deviation and the percentiles.

**Table 5: Percentile norms for the total sample**

|  |  |
| --- | --- |
| Percentile | Value |
| 10 | 144 |
| 20 | 147 |
| 30 | 149 |
| 40 | 150 |
| 50 | 151 |
| 60 | 152 |
| 70 | 153 |
| 80 | 155 |
| 90 | 156 |

 The above table reveals that the 10th percentile of the Moral Maturity scores of B.Ed students is144, that means the Moral Maturity scores of 10% B.Ed students lies below the score is144, also from the table the percentile value also shows 50% of the 400 students scored below151. It also shows that 90% of the 400 students score below156 in the distribution of Moral Maturity scores.

2) To find out whether there is any significant difference in Moral Maturity in the sub samples based on

1. Gender
2. Locality
3. Type of management
4. Subject of study

**A) Comparison of the mean scores of Moral Maturity with respect to gender**

To find out if there is any difference in Moral Maturity of B.Ed students with respect to gender, test of significance of difference between mean was employed. t Value obtained for the sub sample gender is presented in table 6

**Table 6:** **Details of Test of Significance of difference between Mean Scores of Moral Maturity based on the Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SL NO | Gender | Size of the sample | Mean score | Standard deviation | t value |
| 1 | Male | 48 | 155.20 | 3.90 | 7.19\* |
| 2 | Female | 352 | 149.99 | 4.81 |

\*Significant at 0.05 level

**Discussion**

The table shows that t-value obtained for the variable Moral Maturity with respect to gender is 7.19 which is greater than 1.96, the required value of t for significance at 0.05 level. This suggests that there is significant difference (at 0.05 level) between male and female students, with respect to their Moral Maturity on the basis of mean scores of two groups. The Moral Maturity of male students mean score=155.20) is higher than the female students (mean score=149.99).

The high mean score associated with the male students show that they are having higher Moral Maturity than the female students. A graphical representation of the Moral Maturity of B.Ed students with respect to their gender as shown below.

**Fig 3-Moral Maturity OF B.Ed students with respect to gender**

B) Comparison of the mean scores of Moral Maturity with respect to locality

To find out if there is any difference in Moral Maturity of B.Ed students with respect to the locality, test of significance of difference between mean was employed. t value obtained for the sub sample locale is presented in table 7

**Table 7: Details of Test of Significance of difference between Mean Scores of Moral Maturity based on the Locale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SL NO | Locale | Size of the sample | Mean score | Standard deviation | t value |
| 1 | Urban | 201 | 149.53 | 5.84 | 4.44\* |
| 2 | Rural | 198 | 151.71 | 3.68 |

\*Significant at 0.05 level

**Discussion**

The table 7 shows that t-value obtained for the variable Moral Maturity with respect to the locality is 4.44 which is greater than 1.96, the required value of t for significance at 0.05 level.

This suggests that there is significant difference (at 0.05 level) between moral maturity of B.Ed students with respect their locality. The rural student teachers shows a slight increase in their Moral Maturity (mean score151.71) than the urban student teachers (mean score=149.53) The high mean score associated with the rural student teachers show that they are having higher Moral Maturity than the urban student teachers. . A graphical representation of the Moral Maturity of B.Ed students with respect to their locale as given below

**Fig 4-Moral Maturity OF B.Ed students with respect to locale**

**3)** To find out whether there is any significant difference in Moral Maturity in the sub sample based on the subject of study.

**ONE -WAY ANOVA**

A one- way ANOVA was conducted to compare the effect of the subject of study (science, commerce and arts groups) on Moral Maturity

**Table 8: Results of ANOVA of Moral Maturity for Science/commerce/arts B.Ed students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Sum ofsquares | Df | Meansquares | F |
| Betweengroups | 1830.99 | 2 | 915.49 | 44.53 |
| Withingroups | 8161.48 | 397 | 20.55 |
| total | 9992.47 | 399 |  |

**Discussion**

 The obtained f value for the variable Moral Maturity is 44.53. This value is greater than the f value, 3.025 for (2,397) degrees of freedom at 0.05 level. So there is a significant difference of Moral Maturity of B.Ed students based on the subject of study. It means that the 3 groups differ significantly in their Moral Maturity.

So it is found to be statistically significant and this prompts for a post hoc test. The investigator conducted Scheffe’s test to identify the groups which differ significantly in their Moral Maturity. This test is designed to compare each of one condition to every other condition. This test will compare arts with commerce and science subjects, commerce with arts and science subjects and also compare science with arts and commerce subjects. The results of Sheffe’s test is given below

**Table 9: Results of Post hoc (Scheffe’s test) for Moral Maturity for Science/commerce/arts B.Ed students**

|  |  |  |
| --- | --- | --- |
| Group sampleSubject(I) | Group compared(J) | MeanDifference(I-J) |
| arts | Commerce | .27 |
| Science | 48\* |
| commerce | Arts | -0.27 |
| Science | 4.20\* |
| science | Arts | -4.47\* |
| Commerce | -4.20\* |

 \*significant at the 0.05 level.

Post hoc comparisons using the Scheffe test indicated that the mean difference for the arts and commerce groups (.27) shows no significant difference in Moral Maturity. However, the subjects arts and science having mean difference (4.47\*) shows significant difference and also shows significant difference for commerce and science groups with mean difference (4.20\*)

These results suggest that the subjects science and arts do have an effect on Moral Maturity Scheffe’s post hoc criteria for significance indicated that the science group shows a significantly lower Moral Maturity (M=147.90) than arts group (M=152.38)

(4) To find out whether there is any significant difference in Moral Maturity in the sub sample based on the type of management (aided/government/unaided)

One way ANOVA was conducted to compare the effect of type of management (aided, govt. and unaided schools) on Moral Maturity.

**Table 10: Results of ANOVA of Moral Maturity for Government/aided/unaided B.Ed students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Sum ofSquares | Df | Meansquares | F |
| Between groups | 201.98 | 2 | 100.99 | 4.09 |
| Within groups | 9790.48 | 397 | 24.66 |
| total | 9992.47 | 399 |  |

**Discussion**

The obtained F value for the variable Moral Maturity is 4.09. This value is greater than the f value, 3.025 for (2,397) degrees of freedom at 0.05 level. So there was a significant difference in Moral Maturity based on type of management

 This result indicates that there is an effect of Moral Maturity with respect to the type of management. It is found to be statistically significant and this prompts for a post hoc test. The investigator conducted Scheffe’s test for post hoc analysis

**Table 11: Results of post hoc test (Scheffe’s test) for Moral Maturity for Government/aided/unaided B.Ed students**

|  |  |  |
| --- | --- | --- |
| Group sampleManagement(I) | Group compared(J) | MeanDifference(I-J) |
| Government | Aided | -2.04\* |
| Unaided | -.70 |
| Aided | Government | 2.04\* |
| Unaided | 1.33 |
| Unaided | Government | .70 |
| Aided | -1.33 |

\*significant at the 0.05 level.

The results of Post hoc analysis shows that, the mean difference for the Govt and Aided B.Ed students (-2.04\*) shows a significant difference between their moral maturity. The mean score of Govt. B.Ed students shows (151.75) a slight increase in their moral Maturity than the aided B.Ed students Moral Maturity (149.71) and there is no significant difference of Moral Maturity among other sub groups like Government and unaided, unaided and aided B.Ed students.

**SUMMARY**

 In the present study the investigator attempts to find out the extent of Moral Maturity among B.Ed students and the result reveals that majority of the students are having an average level of Moral Maturity (65%). The percentages lie at the extreme ends of highly Moral Maturity (22.5%) and low Moral Maturity (13%).

 Comparison of mean score of Moral Maturity based on gender reveals that male students are having higher Moral Maturity than female students. With respect to the locality of the institution rural student teachers have high Moral Maturity than the urban student teachers. With respect to the subject of study it is found that science group and commerce group are having high Moral Maturity. Based on the type of management of colleges, it is found that there is a significant difference in Moral Maturity among Government and aided college B.Ed students. But the other types of management like Government and unaided and aided and unaided B.Ed students have no significance difference in their Moral Maturity.

**TENABILITY OF HYPOTHESIS**

Based on the findings, the tenability of the hypothesis of the study was examined.

The hypothesis states that there will be significant difference in Moral Maturity in the sub samples based on

a) Gender

b) Locale

c) Subject of study

d) Type of management

Based on the result of t test,

1) There is significant difference in Moral Maturity in the sub sample based on gender.

2) There is significant difference in Moral Maturity in the sub sample based on locality.

So the hypothesis based on these aspects (a and b) are substantiated.

Based on results of ANOVA

3) There is significant difference in Moral Maturity in the sub sample based on subject of study.

 So the hypothesis based on this aspect (c) is accepted.

4) There is significant difference in Moral Maturity in the sub sample based on type of management. Govt and Aided B.Ed students show a significant difference between Moral Maturity. But there is no significant difference of Moral Maturity among other sub groups like Government and unaided, unaided and aided B.Ed students

So the hypothesis based on this aspect (d) is partially substantiated.

**SUMMARY AND FINDINGS**

This chapter provides an overview of the significant aspects of study viz; study in retrospect, major findings of the study, educational implications and suggestions for further research in this area.

**STUDY IN RETROSPECT**

Various aspects related to the different stages in the extensions of the present study like problem, variables, objectives, hypothesis, methodology are viewed retrospectively.

**RESTATMENT OF THE PROBLEM**

 **“Moral Maturity of B.Ed students in Kerala”**

**VARIABLE**

The main variable involved in the study is:

* Moral Maturity

The Classifying variables are:

* Gender,
* Locale,
* Type of management
* Subject of the study.

**OBJECTIVES OF THE STUDY**

i) To find out the extend of Moral Maturity among B.Ed students

ii) To find out whether significant difference exist in Moral Maturity among the B.Ed students based on

1. Gender
2. Locale
3. Subject of study
4. Type of management

**HYPOTHESIS OF THE STUDY**

1- There will be significant difference in Moral Maturity in the sub samples based on

1. Gender
2. Locale
3. Subject of study
4. Type of management

**METHODOLOGY**

 The methodology of the present study is briefly described below.

**SAMPLE**

 The study was conducted on a sample of 400 teacher trainees’ from fifteen B.Ed colleges. Sample selection was done by stratified sampling technique, giving due representation to the factors like gender, type of management, subject and locale of the study.

**TOOLS**

1. General data sheet
2. Moral Dilemma Test(Afeef Tharavattath & Uma.k ,2013)

**STATISTICAL TECHNIQUES USED**

1- Preliminary analysis like mean, median, mode skewness and kurtosis

2- Percentile Analysis

3- Test of significance of difference between mean scores

4-One way ANOVA followed by Scheffe’s post hoc analysis

**MAJOR FINDINGS OF THE STUDY**

When the percentage scores and of Moral Maturity for the total sample is measured and the following results are obtained...

* 22.5% of the student teachers are having high Moral Maturity.
* 13% are having the least Moral Maturity
* 64.5% shows moderate level of Moral Maturity.

 In order to find out whether there exists any significant difference in Moral Maturity of B.Ed students on various sub groups based on gender and locale, test of significance of difference between means is used and the following results were obtained;

* There is significant difference (7.19) between male and female student teachers with respect to their Moral Maturity at 0.05 level.
* The Moral Maturity of male student teachers (mean score=155.20) is higher than the female student teachers (mean score=149.99).
* There is significant difference (4.44) between rural and urban students with respect to their Moral Maturity at 0.05 level.
* The rural student teachers shows a slight increase in their Moral Maturity (mean sore=151.71) than the urban student teachers (mean sore=149.53)

 In order to compare Moral Maturity of subgroups based on type of management and subject of study, one way ANOVA was conducted and the following results were obtained;

* Post hoc comparison indicated that arts and science B.Ed students have a mean difference (4.47\*) shows significant difference in their Moral Maturity.
* The science group shows a significantly lower Moral Maturity (M=147.90) than arts group (M=152.38)
* Post hoc comparison shows a significant difference in Moral Maturity of commerce and science stream students with mean difference (4.20\*)
* The commerce stream students shows a significantly higher Moral Maturity (M=152.10) than science student teachers (M=147.90)
* The commerce and arts stream students have no significant difference in their Moral Maturity
* The results of Post hoc analysis shows that, the mean difference for the Govt and Aided B.Ed students (.2.04\*) shows a significant difference between Moral Maturity
* The Govt. B.Ed student’s (M= 151.75) shows a slight increase in their maturity than the aided (M=149.71)and Unaided B.Ed student’s (M= 150.41) Moral maturity.
* Post hoc comparison indicated that government and unaided B.Ed students have no significant difference in their Moral Maturity
* Post hoc comparison indicated that aided and unaided B.Ed students have no significant difference in their Moral Maturity

**Conclusion**

Major findings of the study helped the investigator to arrive at the following conclusions. The majority of B.Ed students have moderate level Moral Maturity. The classificatory variables like gender, locale has an effect on Moral Maturity of B.Ed students. Male B.Ed students show a high Moral Maturity than the female B.Ed students and the rural B.Ed students have slight increase in their Moral Maturity than the urban B.Ed students. Arts and commerce B.Ed students keep a high Moral Maturity level than the science B.Ed students. The type of management has only a slight effect on the Moral Maturity of B.Ed students. But students in aided institutions and Government institutions show a significant difference in their Moral Maturity.

**EDUCATIONAL IMPLICATIONS**

 The present study attempted to find Moral Maturity of B.Ed students in Kerala. The findings of the study and conclusion drawn from the findings helped the investigator to suggest the educational implications.

* Moral Maturity of B.Ed students is not found to be satisfactory. So attempts should be made to increase, Moral Maturity. Teacher education institutions must encourage the trainees in developing their Moral Maturity. For that the investigator likes to suggest some programmes which are given below.
	+ Setting educational goals based on morality.
	+ Organization of pre service awareness programmes to improve Moral Maturity.
	+ Chances to involve in social activities to improve their moral strength
	+ Co curricular activities should be arranged based on moral values.
	+ Curriculum for B.Ed should be modified to include provision for moral education.
	+ Teacher educators should act as a role model with a high Moral Maturity.
	+ Occasions to conduct Seminars, assignments and moral classes by the student teachers.

**SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the study and limitations encountered in the present study helped the investigator to suggest the following for further research.

1. The study can be conducted among the students of other professional institutions such as engineering colleges, medical colleges, and technical schools.
2. A comparative study of Moral Maturity of the students of professional colleges and arts and science colleges can be done.
3. To study the impact of age on Moral Maturity.
4. A study of Moral Maturity of B.Ed students belonging to different socio economic status
5. Influence of home environment on Moral Maturity of B.Ed students.
6. Influence of peer group on Moral Maturity of secondary school students.
7. Influence of media on the morality of students.
8. Moral Maturity of prospective teachers both at primary and secondary level
9. To study the effect of parents education on Moral Maturity of secondary school students.

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**APPENDIX - 4**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE (P.O.) CALICUT.**

MORAL DILEMMA TEST

|  |  |
| --- | --- |
| **Afeef Tharavattath** | **Uma. K** |
| Asst. Professor in Education | M.Ed Student |
| Farook Training College | Farook Training College |

# \n¿t±iß-ƒ

\mw Hmtcm-cp-Øcpw Pohn-X-Øn¬ A`n-ap-Jo-I-cn-t®-°m-hp∂ Nne [m¿ΩnI ˛aqey- t\_m[ {]Xn-k-‘n-I-fmWv Cu tNmZym-h-enbn¬ Dƒs°m-≈n-®n-cn-°p-∂-Xv. Xmsg sImSp-Øn-cn-°p∂ kµ¿`ßƒ {i≤m-]q¿∆w hmbn®v X∂n-cn-°p∂ DØ-c-ß-fn¬ \nßƒ°v tbmPy-sa∂v tXm∂p∂ DØ-c-Øn\p t\sc-bp≈ tImf-Øn¬ ‘icn’ ( a) AS-bm-f-s∏-Sp-Øp-I. Hcp kµ¿`-Øn\v Hcp DØcw am{Xta tcJ-s∏-Sp-Øm-hq. F√m tNmZy-ßƒ°pw DØ-c-ßƒ tcJ-s∏-SpØ-Ww.

\nß-fpsS {]Xn-I-c-W-ßƒ hfsc cl-ky-ambn kq£n-°p∂-Xm-sW∂pw Kth-j-Wm-h-iy-Øn\p am{Xta D]-tbm-Kn-°p-I-bp≈p-sh∂pw Dd∏v Xcp-∂p.

1. **Hcp {]tXyI kmlNcyØn¬ Znhk®nehn\v t]mepw ]Ww Is≠Øm≥ \_p≤nap´nb Hcp hy‡n tamjWw \SØn F∂ncn°s´;**

|  |  |
| --- | --- |
| a) PohnX®nehn\p th≠nbmbXn\m¬ AXns\ sXs‰∂v |  |
| ]dbm≥ ]‰n√.b) GXv kmlNcyØnepw kXyk‘X°v {]m[m\yw | Q |
| sImSp°Wambncp∂p. | Q |
| c) Hcp XhW tamjWw \SØpI F∂Xv sX‰√. | Q |
| d) a‰mcmbmepw Cßs\ sNøpambncp∂p. | Q |

1. **Rm≥ ¢mskSp°ptºmƒ h∂ sX‰v Hcp Ip´n Nq≠n°mWn®m¬;**

|  |  |
| --- | --- |
| a) Ip´nsb hg°p]dbpw. | Q |
| b) Xs‚ hmZØn¬ Dd®p \n¬°pw. | Q |
| c) sX‰v AwKoIcn®v XncpØm≥ {ian°pw. | Q |
| d) tI´Xmbn `mhn°n√.**3. Fs‚ A\pP≥ ]´mf°mc\mWv, F∂m¬ Ah[n Xo¿∂n´pw Ah≥ Xncn®pt]mImsX ho´nencn°p F¶n¬ Rm≥;** | Q |
| 1. Ahs‚ {]hrØnsb \ymboIcn®v ]n¥pW \¬Ipw.
2. cmPytØmSp≈ ISasb°pdn®v ]d™v Ahs\ t]mIm\mbn
 | Q |
| \n¿\_‘n°pw. | Q |
| c) {]bmks∏´ tPmenbmsW¶n¬ AXv Dt]£n°m≥ Bhiys∏Spw. | Q |
| d) {]XnIcn°mXncn°pw.**4. kz¥w A\pPt\m A\pPØntbm tIm∏nbSn®Xmbn Hcp kplrØv aptJ\ Adn™m¬ Rm≥;** | Q |
| 1. ]d™ kplrØns\Xnsc t£m`n°pw.
2. A\pPs\/A\pPØnsb hnfn®v sNbvXXv sX‰msW∂pw C\n
 | Q |
| Bh¿Øn°cpsX∂pw ]d™v a\ nem°pw. | Q |
| c) ho´nse a‰p≈hscIqSn Adnbn°pw. | Q |
| d) AXv Imcyam°msX X≈n°fbpw. | Q |

1. **Fs‚ Bhiyßƒ \ndth‰nXcmsa∂ Dd∏n¬ Hcp {]tXyI cmjv{Sob ]m¿´n Ah¿°p Xs∂ thm´v tcJs∏SpØWsa∂v Bhiys∏´m¬ Rm≥;** a) F¥pXs∂bmbmepw Fs‚ cmjv{Sob Imgv®∏mSn\\pkcn®v

thm´p tcJs∏SpØpw. Q b) ÿm\m¿∞nIfpsS Ignhns\ Bkv]Zam°n thm´p tcJs∏SpØpw. Q

* 1. B¿°pw thm´p sNømXncn°pw. Q
	2. Bhiyßƒ \ndth‰n Xcmsa∂v ]d™XpsIm≠v

 B ]m¿´n°v thm´p sNøpw. Q

1. **tdmUneqsS \S∂p t]mIsh Hcp 500 cq]mt\m´v If™p In´nbm¬ Rm≥**

|  |  |
| --- | --- |
| a) FSp°msX \S∂pt]mIpw. | Q |
| b) a‰mcpw ImWmsX Ioinem°pw. | Q |
| c) ASpØp≈ Hcp bmNI\v FSpØpsImSp°pw. | Q |
| d) DSaÿs\ Is≠Øm≥ {ian°pw. | Q |

1. **F\ns°Xnsc Hcp Iq´w hnZym¿∞nIƒ {][m\[ym]It\mSv**

**]cmXn ]dbp∂p F¶n¬** **Rm≥;**

* 1. B Ip´nsb ]n∂oSv {i≤n°mXncn°pw. Q
	2. kzImcyambn Ahsc ssIImcyw sNøpw. Q
	3. ]cmXnbpsS ]n∂nep≈ Imcyw a\ nem°n ]cnlcn°m≥ {ian°pw. Q
	4. AXr]vXntbmsS sX‰v AwKoIcn°pw. Q
1. **ho´nte°p≈ km[\ßƒ hmßm\mbn amthen tÃmdnseØnbt∏mƒ**

**\o≠ hcnbpsS Ahkm\w \n¬t°≠n h∂m¬ Rm≥;**

|  |  |
| --- | --- |
| a) Fßs\sb¶nepw ap∂nseØm≥ {ian°pw. | Q |
| b) im¥\mbn Iyqhn¬ \n∂v km[\ßƒ hmßn°pw. | Q |
| 1. kpJans√∂p \Sn®v ap∂nseØm≥ {ian°pw.
2. km[\ßƒ hmßm≥ ]d™b® AΩsb ]gn®psIm≠v
 | Q |
| Iyqhn¬ \n¬°pw. | Q |

1. **Fs‚ Bflm¿∞ kplrØns‚ hnhmlw Dd∏n®ncns°**

**{]Xn{ipXhc\v/h[phn\v as‰mcmfpambn \_‘ap≈Xv Rm≥ Adn™m¬;**

|  |  |  |
| --- | --- | --- |
| a) | kplrØnt\mSv hnhcw ]d™v hnhmlØn¬ \n∂pw |  |
|  | ]n∑mdm≥ Bhiys∏Spw. | Q |
| b) | Xocpam\n® hnhmlw apSßmXncn°m≥ hnhcw ad®psh°pw. | Q |
| c) | ho´pIm¿°v hnhcw sImSpØv DNnX Xocpam\ØnseØm≥ |  |
|  | Bhiys∏Spw. | Q |
| d) | {]Xn{ipXhcs\/h[phns\ bpw \_‘ap≈ Bfnt\bpw I≠v ImcyKuchßƒ t\_m≤ys∏SpØn AXn¬ \n∂pw ]n∑mdm≥ |  |
|  | Bhiys∏Spw. | Q |

1. **Rm≥ \_kn¬ Ibdnbt∏mƒ \_k vPoh\°m¿ Fs∂ Ifnbm°p∂ coXnbn¬ kwkmcn®m¬;**

|  |  |
| --- | --- |
| a) Xt‚StØmsS Ah¿s°Xnsc kwkmcn°pw. | Q |
| b) Nncn®psIm≠v tIƒ°mØ `mhØn¬ \n¬°pw. | Q |
| c) \_kn¬ \n∂pw Cdßnt]mIpw. | Q |
| d) ]n∂oSv B \_kn¬ IbdmXncn°pw.**11. ho´nse Nne {]iv\ßƒ Fs‚ kvIqƒ {]h¿Ø\ßsf kzm[o\n°p∂p. CXv;** | Q |
| 1. Hcp a\pjys\∂ \nebn¬ Nnet∏mƒ Cßs\ kw`hn°mw.
2. Ip´nIfpsS hnImcßƒ t]mse A[ym]I¿°pw AhcpsS
 | Q |
| hnImcßƒ {]ISn∏n°m≥ AhImiap≠v. | Q |
| d) Xo¿®bmbpw sX‰mb Hcp {]h¿ØnbmWv.d) A[ym]\ PohnXØnte°v hy‡n]camb Imcyßƒ | Q |
| Iq´nt®¿°p∂Xv sX‰pXs∂bmWv. | Q |

**12. ho´nse c≠v AwKßƒ XΩn¬ Ab¬ho´pImcpsS Ip‰w ]dbp∂Xv Fs‚ {i≤bn¬ s]´m¬ Rm≥;**

|  |  |
| --- | --- |
| a) AhcpsS CSbn¬ \n∂pw Hgn™pamdpw. | Q |
| b) Ip‰w ]dbp∂Xv sX‰msW∂v Ahsc ]d™v t\_m[ys∏SpØpw. | Q |
| c) Ip‰w ]dbm≥ AhtcmSpIqsS IqSpw. | Q |
| d) ho´nse apXn¿∂ AwKtØmSv ]cmXns∏Spw.**13. F\n°njv´s∏´ Hcp ]pXnb tImgvkn\v tN¿°m\mbn A—\ΩamtcmSv Bhiys∏´t∏mƒ IqSpX¬ ]Ww NnehmIpsa∂XpsIm≠v ]n∂oSv tN¿°msa∂v Ah¿ ]dbp∂p. Rm≥;** | Q |
| a) B{Klw Dt]£n°pw. | Q |
| 1. XXvImew ]Ww ISw hmßn Xs∂ tN¿°Wsa∂v Bhiys∏Spw.
2. F¥ph∂mepw X\n°nt∏mƒ Xs∂ tImgvkn\v
 | Q |
| tNcWsa∂v hmin ]nSn°pw. | Q |
| d) ho´nse \_p≤nap´v a\ nem°n ]n∂oSv tNcmsa∂v hnNmcn°pw. | Q |

1. **XnSp°Øn¬ ]co£°p th≠n t]mIp∂ Rm≥ tdmUn¬ Hcp A]ISw**

**ImWp∂p F¶n¬ Rm≥;**

* 1. ]co£°v {]m[m\yw sImSpØv thKØn¬ kvIqfnte°v t]mIpw. Q
	2. A]ISØn¬s∏´ Bfns\ c£n°m≥ Xs∂sIm≠v

Bhp∂Xv sNbvXv s]s´∂v ]co£s°Øpw. Q c) c£m{]h¿Ø\ßƒ°p th≠n ]co£ am‰n sh°pw. Q

 d) X\n°dnbmhp∂ BfmsW¶n¬ am{Xw c£n°m≥ {ian°pw. Q

1. **kvIqfn¬ tZiobKm\w Be]n®psIm≠ncn°ptºmƒ tZiobKm\Øns‚ {]m[m\yw AdnbmØ Hcp km[mcW°mc≥ kvIqƒ {Ku≠nte°v \S∂v hcp∂p F¶n¬ Rm≥;**

|  |  |
| --- | --- |
| a) Abmsf hg°p]dbpw. | Q |
| b) a‰p≈htcmsSm∏w tN¿∂v Abmsf ]cnlkn°pw. | Q |
| 1. kvIqfn\p ]pdØp≈ BfmbXn\m¬ {i≤n°mXncn°pw.
2. kmh[m\w hnfn®v tZiobKm\Øns‚ {]m[m\ysØ°pdn®v
 | Q |
| ]d™p a\ nem°pw.**16. Fs‚ ¢mknse Hcp Iq´w hnZym¿∞nIƒ ab°pacp∂v D]tbmKn°p∂Xmbn Adn™m¬ Rm≥;** | Q |
| 1. ho´pImsc Adnbn°pw.
2. AXns‚ DdhnSw Is≠Øn AXn¬\n∂pw ]n≥Xncn∏n°m≥
 | Q |
| \S]Sn kzoIcn°pw. | Q |
| c) Ip´nIsf hnfn®v D]tZiw \¬Ipw. | Q |
| d) Ip´nIsf ¢m n¬\n∂pw ]pdØ-p\- n¿Øpw. | Q |

**17. sNømØ Ip‰Øn\v Xs∂ hg°p]d™ A[ym]Is‚ Imdns‚ Nn√v A\q]v Fdn™pS°p∂p;**

|  |  |
| --- | --- |
| a) sX‰p sNømsX iImcn®Xn\m¬ A\q]v sNbvXXv icnbmWv. | Q |
| b) F¥mbmepw hkvXp \in∏n®Xv sX‰pXs∂bmWv. | Q |
| c) A[ym]It\mSv Xs‚ \nc]cm[nXzw sXfnbn°Wambncp∂p. | Q |
| d) slUvamÃtdmSv ]cmXns∏SWambncp∂p.**18. A—t\mSv ]pXnb Hcp hml\w hmßn Xcm≥ Bhiys∏s´¶nepw A—\Xv sNømXncp∂m¬** | Q |
| a) A—s\Xnsc kwkmcn°pw, | Q |
| b) ]n∂oSv tNmZn°msa∂p IcpXn kwba\w ]men°pw. | Q |
| c) k¶Sw Xocp∂Xphsc A—t\mSv an≠mXncn°pw. | Q |
| d) ths≠∂p h°pw.**19. Ab¬ ho´nse c≠pt]¿ XΩn¬ hg°nSp∂Xp ImWptºmƒ;** | Q |
| a) {]iv\Øn¬ CSs]SmsX t]mbn I≠p\n¬°pw. | Q |
| b) {i≤n°mXncn°pw. | Q |
| 1. thKØn¬ t]mbn {]iv\w ]cnlcn°m≥ {ian°pw.
2. At∏mƒ {]XnIcn°msX ]n∂oSv t]mbn kwkmcn®v {]iv\w
 | Q |
| ]cnlcn°m≥ {ian°pw. | Q |

**20. PohnXØn¬ Db¿∂ \neIfnep≈ DtZymKw hln°p∂ c≠ va°ƒ AhcpsS A—\Ωamsc IqSpX¬ ]cnNcWw In´m≥ hr≤kZ\Øn¬ B°nb hnhcw**

**Adn™t∏mƒ Fs‚ {]XnIcWw**

|  |  |
| --- | --- |
| a) IqSpX¬ ]cnNcWw In´m\mbn sNbvXXmbXn\m¬ Ah¿ |  |
| sNbvXXv sX‰√.b) Ah\hs‚ Xnc°pItf°mƒ {]m[m\yw sImSpt°≠Xv | Q |
| amXm]nXm°fpsS ]cnNcWØn\pw kt¥mjØn\pw BWv. | Q |
| 1. amXm]nXm°fpsS kΩX{]Imcw CXv sNøp∂Xv sX‰√.
2. PohnXssienIƒ°\pkcn®v am‰ßƒ DƒsIm≈m≥ \mw
 | Q |
| XømdmIWw.**21. Rm≥ Xnc°n´v hgnbneqsS \S∂pt]mIptºmƒ Hcp bmNI≥ hoWv InS°p∂Xv I≠m¬.** | Q |
| a) ImWmØt]mse IS∂pt]mIpw. | Q |
| b) Fs‚ Xnc°v am‰nh®v Abmsf klmbn°pw. | Q |
| c) as‰mcmsf hnfn®v klmbn°m≥ G¿∏mSm°pw. | Q |
| d) `£Ww hmßm\mbn Abmƒ°v Hcp sNdnb XpI sImSp°pw. | Q |

**22. aqeym[njvTnXamb Hcp kaqlw sI´n∏Sp°p∂Xn\mbn**

|  |
| --- |
| 1. F\n°v H∂pw sNøm\ns√∂v IcpXpw. Q
2. a‰p≈h¿ ap≥ssI FSp°s´ F∂v IcpXpw. Q
3. F∂m¬ Ignbp∂sX√mw Bflm¿∞ambn sNøpw. Q
4. kabap≈t∏mƒ Ign-bp-∂Xv sNøpw. Q

**23. Rm≥ Hcp tlm´en¬ `£Ww Ign°m\mbn Ibdnbt∏mƒ AhnsS****14˛hb n\v Xmsgbp≈ Hcp Ip´n tPmen sNøp∂Xmbn I≠p At∏mƒ** |
| **Rm≥;**a) ssN¬Uv sl¬∏v sse\n¬ hnfn®v hnhcw Adnbn®v Ip´nsb |  |
| c£s∏SpØpw. | Q |
| b) \_methe sX‰msW∂v tlm´¬ Poh\°mcs\ t\_m≤ys- ∏S- pØpw. | Q |
| c) C°mcyw {i≤n°msX `£Ww Ign®v t]mIpw. | Q |
| d) {]iv\amI≠ F∂p IcpXn an≠mXncn°pw.**24. \n mc Imcyßƒ°pt]mepw AΩ Fs∂ iImcn°p∂p F¶n¬ AΩtbmSv Fßs\ s]cpamdpw.** | Q |
| a) AΩ ]dbp∂sXm∂pw {i≤n°mXncn°pw. | Q |
| b) AΩsb Xncn®v iImcn°pw. | Q |
| 1. iImcØn\p ]n∂nep≈ Imcyw a\ nem°n XncpØm≥ {ian°pw.
2. kam[m\]q¿∆w AΩbpsS kz`mhØn\p am‰w hcpØm≥
 | Q |
| {i≤n°pw.**25. D]cn]T\Øn\imbn ho´n¬ \n∂pw amdn\n¬t°≠ Hchkcw h∂m¬ Rm≥;** | Q |

1. ho´n¬ \n∂pw hn´p\n¬°m\p≈ hnjaw ImcWw ]T\w Dt]£n°pw.Q
2. ]T\Øns‚ {]m[m\yw a\knem°n ho´n¬ \n∂pw hn´v\n¬°pw. Q
3. Xs‚ ko‰v as‰mcmƒ°v \¬Ipw. Q
4. ASpØp≈ tImtfPn¬ at‰sX¶nepw tImgvkn\p tNcpw. Q
5. **Xnc°n´ tPmenIƒ°nSbn¬ Hcp Ip´n kwibw tNmZn°m\mbn h∂m¬ Rm≥;**
	1. ]q¿Æ a\t msS sNbvXpsImSp°pw. Q
	2. ]n∂oSv hcm≥ ]dbpw. Q
	3. kabans√∂v ]d™v Ip´nsb Xncn-®-b°pw. Q
	4. Fs¥¶nepw ]d™vsImSpØv Hgnhm°pw. Q
6. **Fs‚ ¢mknse ]mhs∏´ Hcp Ip´n D®`£Ww sIm≠phcmXncp∂p F∂v**

**IcpXpI Rm≥;**

* 1. Fs‚ `£Ww B Ip´n°pw IqSn ]¶psh°pw. Q
	2. AXv {i≤n°msX Fs‚ `£Ww Ign°pw. Q
	3. `£Ww hmßns°mSp°pw. Q
	4. Fs‚ `£Ww Ipd®p am{XambXn\m¬ Rm≥ Xs∂ Ign°pw. Q
1. **IrXy\njvTbpw A®S°hpap≈ Hcp hnZym¿∞n Akm[mcWambn H Znhkw sshIn hcp∂p. A[ym]I≥ Ip´nsb ¢mkn¬ Ib‰mXncn°p∂p.**

**ChnsS;**

* 1. IrXy\njvTbpw A®S°hpap≈ Ip´nbmbXn\m¬ A[ym]I≥

sNbvXXv Ip‰amWv. Q b) F∂pw sshInhcp∂ Ip´nsb am{Xw in£n®m¬ aXnbmbncp∂p. Q

c) sshInbXns‚ ImcWw At\zjn®v \ymbamsW¶n¬

Ib‰Wambncp∂p. Q d) sNdnb in£ \¬Inb tijw ¢mkn¬ Ib‰mambncp∂p. Q

1. **ho´n¬ sh®v Rm\pw ktlmZc\pw XΩn¬ hg°p\S°p∂ kabØv**

**AXnYn ho´nte°v Ibdn hcnIbmsW¶n¬ Rm≥;**

* 1. ]pdtØ°ndßmXncn°pw. Q
	2. hg°ns‚ tZjysa√mw am‰nsh®v Nncn®psIm≠v Ahsc kzoIcn°pw.Q
	3. AXnYntbmSp≈ s]cpam‰Øn¬ tZjyw {]Xn^en∏n°pw. Q
	4. hg°ns‚ ImcWw AXnYntbmSv ]dbpw. Q
1. **Ft‚XS°ap≈ Ct‚W¬ am¿°ns‚ tcJIƒ A[ym]I≥ ¢mkn¬ h®v ad∂pt]mbn F∂ncn°s´. At∏mƒ Rm≥;**

|  |  |
| --- | --- |
| a) tcJIƒ Xpd∂p t\m°msX A[ym]Is\ Gev]n°pw. | Q |
| b) kplrØns\°q´n Xpd∂p t\m°pw. | Q |
| c) Bcpw ImWmsX Xpd∂p t\m°n Fs‚ am¿°v XncpØnsbgpXpw. | Q |
| d) kplrØns\sIm≠v Fs‚ am¿°v XncpØn FgpXn°pw.**31. kvIqfnse Hm^okv Poh\°mct\mSv Hcp Ip´n [n°mc]cambn s]cpamdp∂Xv I≠m¬ Rm≥;** | Q |
| a) A\[ym]It\mSmbXn\m¬ {i≤n°msX IS∂pt]mIpw. | Q |
| 1. Ip´nsb hfn®v ISpØ in£ \¬Ipw.
2. A[ym]Icpw, A\[ym]Icpw ASßp∂ apXn¿∂hsc
 | Q |
| \_lpam\n°Wsa∂v ]d™v a\ nem°pw.d) Ip´n°v Hcp sNdnb in£ \¬Inb tijw A[ym]I\pw | Q |
| A\[ym]Icpw XpeycmsW∂v ]d™v a\ nem°pw. | Q |

1. **Hcp ho´nse ktlmZcßƒ XΩn¬ kzØn\pth≠n X¿°w D≠mIp∂p**

**F∂ncn°s´; kzØv,**

* 1. c≠p t]¿°pw Xpeyambn hoXn®v \¬IWw. Q
	2. kmºØnIambn ]nt∂m°w \n¬°p∂ Bƒ°v IqSpX¬ \¬IWw.Q
	3. IpSpw\_\mYs‚ D]tZiw tXSWw. Q
	4. \m´pI- mc- psS A`n{-]mbw tNmZn°Ww. Q
1. **kmPs‚ hoSn\SpØv kmaqlyhncp≤ieyw cq£ambncn°p∂p. AXn¬ Hcmƒ kmPs‚ kplrØpw BWv. AXn\m¬ At\zjWw h∂t∏mƒ**

**X\n°Xns\°pdn®v H∂pw Adnbns√∂v tPm¨ ]dbp∂p, F¶n¬;**

* 1. kplrØns\ c£n°m≥ th≠n kmP≥ sNbvXXv icnbmWv. Q
	2. a‰p≈hscIqSn \_m[n°p∂ {]iv\ambXn\m¬ sNbvXXv sX‰mWv. Q
	3. kplrXv \_‘Øns\°mƒ hepXv kXyk‘XbmWv. Q
	4. kmaqlyt\_m[ap≈ Hcp hy‡n kaql\∑°mWv {]m[m\yw

 sImSpt°≠Xv. Q

1. **Aa¬ Hcp Iº\nbpsS amt\PdmWv. Hcp {][m\ XkvXnIbnte°p≈ At]£Icn¬ Xs‚ kplrØmb jmPp Dƒs∏´ncp∂p. IqSpX¬ tbmKyXbp≈ a‰v DtZymKm¿∞nIsf IW°m°msX Aa¬ jmPphn\v tPmen \¬Ip∂p. ChnsS;**
	1. ASnÿm\tbmKyXbp≈ BfmbXn\m¬ jmPphns\

 \nban®Xn¬ sX‰n√. Q

* 1. Iº\nbpsS ]ptcmKXn IW°nseSpØv IqSpX¬

tbmKyXbp≈hsc \nban°Wambncp∂p. Q c) kplrXv \_‘Øn\v {]m[m\yw sImSpØXv Xs∂bmWv [m¿ΩnIX. Q

d) hy‡nKX XmXv]cyßtf°mƒ ÿm]\Øns‚ XmXv]cyØn\v

 {]m[m\yw \¬IWambncp∂p. Q

1. **kvIqfns‚ ¢∫v {]h¿Ø\ßƒ°mbn IqSpX¬ kabwhn\ntbmKnt°≠n h∂m¬ Rm≥;**
	1. XmXv]cy]q¿∆w ¢∫v {]h¿Ø\ßƒ sNøpw. Q
	2. kvIqƒ kabØn\p≈n¬ \n∂v sNøm≥ ]‰p∂h am{Xw sNøpw. Q
	3. ¢∫v {]h¿Ø\ßƒ ]mTy{]h¿Ø\ßfn¬ hcp∂X√

F∂Xn\m¬ sNømXncn°pw. Q d) Ip´nIsf G¬]n®v ]n∑mdpw. Q

1. **Rm≥ ¢mkv FSpØpsIm≠ncn°p∂ kabØv ]et∏mgpw Hcp Ip´n**

**¢mkn¬ {i≤n°msX a‰p Ip´nIƒ°v ieyw D≠m°nsIm≠ncn°p∂p**

**F¶n¬ Rm≥;**

|  |  |
| --- | --- |
| a) Ip´nsb ¢mkn¬ \n∂pw ]pdØm°pw. | Q |
| 1. a‰p≈h¿°v ]mTamIp∂ coXnbn¬ Ip´nsb iImcn°pw.
2. ]n∂oSv Ip´nsb hnfn®v s]cpam‰Øn\p ]n∂nse Imcyw
 | Q |
| At\zjn®dnbpw. | Q |
| d) Ip´nsb {i≤n°msX ¢mkv apt∂m´v sIm≠pt]mIpw.**37. Iym≥k¿ \_m[n® AΩsb c£n°p∂Xn\pth≠n \_m\_p as‰mcmƒ ITn\m[zm\w sNbvXv kzcq]n® ]Ww tamjvSn°p∂p.**a) AΩbpsS Poh≥ c£n°p∂Xn\pth≠n BbXn\m¬ | Q |
| sNbvXXv sX‰√. | Q |
| b) HcmfpsS ITn\m[zm\tØ°mfpw hepXv as‰mcmfpsS Poh\mWv. | Q |
| c) tamjWw F∂Xv [¿Ω\oXns°XncmbXn\m¬ sNbvXXv sX‰mWv. | Q |
| d) AXymhiy kµ¿`ßfn¬ tamjvSn°p∂Xv sX‰√. | Q |

1. **kzImcy PohnXØn¬ F\n°v tZjyap≈ HcmfpsS aIs\ am\knIambn Xf¿Øp∂ coXnbn¬ Rm≥ ¢mkn¬ kwkmcn°mdn√. ImcWw;**

|  |  |
| --- | --- |
| a) a‰p≈h¿ Xs∂ Ip‰s∏SpØpsa∂Xn\m¬. | Q |
| 1. Ip´nIƒ kwLSnXambn X\ns°Xnsc Xncnbpsa∂Xn\m¬.
2. aIt\mSv sNøp∂Xn\p]Icw A—t\mSp Xs∂ sshcmKyw
 | Q |
| Xo¿°Wsa∂Xn\m¬.d) F√m Ip´nIƒ°pw Xpey ]cnKW\ \¬IWsa∂XmWv | Q |
| A[ym]Is‚ ISa F∂Xn\m¬. | Q |

1. **c≠v ktlmZc∑m¿ tN¿∂v hg°n´t∏mƒ AΩ Cfb ktlmZcs‚ ]£w tN¿∂v kwkmcn°p∂p F¶n¬;**
	1. sNdnb BfpsS ]£w tN¿∂v kwkmcn®Xv icnbmWv. Q
	2. hg°ns‚ ImcWw At\zjn®v ImcW°mcs\ hg°p

]dbWambncp∂p. Q c) henbIp´ntb°mƒ ]cnKW\ sNdnb Ip´n°v \¬Ip∂XmWv icn. Q

 d) c≠pt]tcbpw hg°v ]dbWambncp∂p. Q

1. **tImtfPnte°v hcp∂ hgn Hcp \_‘phns\ ImWp∂p. AhtcmSv kwkmcn®m¬ tImtfPn¬ IrXy kabØv FØm\pw ]‰n√. At∏mƒ**

**Rm≥;**

* 1. \_‘phnt\mSv kwkmcn® tijw tImtfPn¬ sshIns- bØ-pw. Q
	2. kz¥w Xnc°v AhtcmSv ]d™v ]n∂oSv ho´n¬ h∂v ImWmsa∂v

Dd∏p\¬Ipw. Q c) \_‘phns\ I≠Xmbn `mhn°mXncn°pw. Q

 d) Ahsc {i≤n°msX kz¥w Imcyw t\m°n t]mIpw. Q

**APPENDIX - 3**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE (P.O.) CALICUT.**

MORAL DILEMMA TEST

|  |  |
| --- | --- |
| **Afeef Tharavattath** | **Uma. K** |
| Asst. Professor in Education | M.Ed Student |
| Farook Training College | Farook Training College |

# \n¿t±iß-ƒ

\mw Hmtcm-cp-Øcpw Pohn-X-Øn¬ A`n-ap-Jo-I-cn-t®-°m-hp∂ Nne [m¿ΩnI ˛aqey- t\_m[ {]Xn-k-‘n-I-fmWv Cu tNmZym-h-enbn¬ Dƒs°m-≈n-®n-cn-°p-∂-Xv. Xmsg sImSp-Øn-cn-°p∂ kµ¿`ßƒ {i≤m-]q¿∆w hmbn®v X∂n-cn-°p∂ DØ-c-ß-fn¬ \nßƒ°v tbmPy-sa∂v tXm∂p∂ DØ-c-Øn\p t\sc-bp≈ tImf-Øn¬ ‘icn’ ( a) AS-bm-f-s∏-Sp-Øp-I. Hcp kµ¿`-Øn\v Hcp DØcw am{Xta tcJ-s∏-Sp-Øm-hq. F√m tNmZy-ßƒ°pw DØ-c-ßƒ tcJ-s∏-SpØ-Ww.

\nß-fpsS {]Xn-I-c-W-ßƒ hfsc cl-ky-ambn kq£n-°p∂-Xm-sW∂pw Kth-j-Wm-h-iy-Øn\p am{Xta D]-tbm-Kn-°p-I-bp≈p-sh∂pw Dd∏v Xcp-∂p.

1. **Hcp {]tXyI kmlNcyØn¬ Znhk®nehn\v t]mepw ]Ww Is≠Øm≥ \_p≤nap´nb Hcp hy‡n tamjWw \SØn F∂ncn°s´;**

|  |  |
| --- | --- |
| a) PohnX®nehn\p th≠nbmbXn\m¬ AXns\ sXs‰∂v |  |
| ]dbm≥ ]‰n√.b) GXv kmlNcyØnepw kXyk‘X°v {]m[m\yw | Q |
| sImSp°Wambncp∂p. | Q |
| c) Hcp XhW tamjWw \SØpI F∂Xv sX‰√. | Q |
| d) a‰mcmbmepw Cßs\ sNøpambncp∂p. | Q |

1. **Rm≥ ¢mskSp°ptºmƒ h∂ sX‰v Hcp Ip´n Nq≠n°mWn®m¬;**

|  |
| --- |
| 1. Ip´nsb hg°p]dbpw. Q
2. Xs‚ hmZØn¬ Dd®p \n¬°pw. Q
3. sX‰v AwKoIcn®v XncpØm≥ {ian°pw. Q
4. tI´Xmbn `mhn°n√. Q

**3. ¢mkn¬ an°t∏mgpw a‰p Ip´nIsf D]{Zhn®psIm≠ncn°p∂****Ip´nsb Rm≥**1. iImcn°pw. Q
2. Ip´nsb hnfn®v D]tZiw \¬Ipw. Q
3. kz`mhØn\p ]n∂nep≈ ImcWw Is≠Øn ]cnlcn°m≥ {ian°pw. Q
 |
| d) Ip´nsb {i≤n°mXncn°pw.**4. Fs‚ A\pP≥ ]´mf°mc\mWv, F∂m¬ Ah[n Xo¿∂n´pw Ah≥ Xncn®pt]mImsX ho´nencn°p F¶n¬ Rm≥;** | Q |
| 1. Ahs‚ {]hrØnsb \ymboIcn®v ]n¥pW \¬Ipw.
2. cmPytØmSp≈ ISasb°pdn®v ]d™v Ahs\ t]mIm\mbn
 | Q |
| \n¿\_‘n°pw. | Q |
| c) {]bmks∏´ tPmenbmsW¶n¬ AXv Dt]£n°m≥ Bhiys∏Spw. | Q |
| d) {]XnIcn°mXncn°pw.**5. kz¥w A\pPt\m A\pPØntbm tIm∏nbSn®Xmbn Hcp kplrØv aptJ\ Adn™m¬ Rm≥;** | Q |
| 1. ]d™ kplrØns\Xnsc t£m`n°pw.
2. A\pPs\/A\pPØnsb hnfn®v sNbvXXv sX‰msW∂pw C\n
 | Q |
| Bh¿Øn°cpsX∂pw ]d™v a\ nem°pw. | Q |
| c) ho´nse a‰p≈hscIqSn Adnbn°pw. | Q |
| d) AXv Imcyam°msX X≈n°fbpw. | Q |

**6. Fs‚ Bhiyßƒ \ndth‰nXcmsa∂ Dd∏n¬ Hcp {]tXyI cmjv{Sob ]m¿´n Ah¿°p Xs∂ thm´v tcJs∏SpØWsa∂v Bhiys∏´m¬ Rm≥;** a) F¥pXs∂bmbmepw Fs‚ cmjv{Sob Imgv®∏mSn\\pkcn®v

thm´p tcJs∏SpØpw. Q b) ÿm\m¿∞nIfpsS Ignhns\ Bkv]Zam°n thm´p tcJs∏SpØpw. Q

1. B¿°pw thm´p sNømXncn°pw. Q
2. Bhiyßƒ \ndth‰n Xcmsa∂v ]d™XpsIm≠v

 B ]m¿´n°v thm´p sNøpw. Q

**7 tdmUneqsS \S∂p t]mIsh Hcp 500 cq]mt\m´v If™p In´nbm¬ Rm≥**

1. FSp°msX \S∂pt]mIpw. Q
2. a‰mcpw ImWmsX Ioinem°pw. Q
3. ASpØp≈ Hcp bmNI\v FSpØpsImSp°pw. Q
4. DSaÿs\ Is≠Øm≥ {ian°pw. Q
5. **F\ns°Xnsc Hcp Iq´w hnZym¿∞nIƒ {][m\[ym]It\mSv**

**]cmXn ]dbp∂p F¶n¬** **Rm≥;**

* 1. B Ip´nsb ]n∂oSv {i≤n°mXncn°pw. Q
	2. kzImcyambn Ahsc ssIImcyw sNøpw. Q
	3. ]cmXnbpsS ]n∂nep≈ Imcyw a\ nem°n ]cnlcn°m≥ {ian°pw. Q
	4. AXr]vXntbmsS sX‰v AwKoIcn°pw. Q
1. **ho´nte°p≈ km[\ßƒ hmßm\mbn amthen tÃmdnseØnbt∏mƒ**

**\o≠ hcnbpsS Ahkm\w \n¬t°≠n h∂m¬ Rm≥;**

|  |  |
| --- | --- |
| a) Fßs\sb¶nepw ap∂nseØm≥ {ian°pw. | Q |
| b) im¥\mbn Iyqhn¬ \n∂v km[\ßƒ hmßn°pw. | Q |
| 1. kpJans√∂p \Sn®v ap∂nseØm≥ {ian°pw.
2. km[\ßƒ hmßm≥ ]d™b® AΩsb ]gn®psIm≠v
 | Q |
| Iyqhn¬ \n¬°pw. | Q |

1. **Fs‚ Bflm¿∞ kplrØns‚ hnhmlw Dd∏n®ncns°**

**{]Xn{ipXhc\v/h[phn\v as‰mcmfpambn \_‘ap≈Xv Rm≥ Adn™m¬;**

|  |  |  |
| --- | --- | --- |
| a) | kplrØnt\mSv hnhcw ]d™v hnhmlØn¬ \n∂pw |  |
|  | ]n∑mdm≥ Bhiys∏Spw. | Q |
| b) | Xocpam\n® hnhmlw apSßmXncn°m≥ hnhcw ad®psh°pw. | Q |
| c) | ho´pIm¿°v hnhcw sImSpØv DNnX Xocpam\ØnseØm≥ |  |
|  | Bhiys∏Spw. | Q |
| d) | {]Xn{ipXhcs\/h[phns\ bpw \_‘ap≈ Bfnt\bpw I≠v ImcyKuchßƒ t\_m≤ys∏SpØn AXn¬ \n∂pw ]n∑mdm≥ |  |
|  | Bhiys∏Spw. | Q |

1. **Rm≥ \_kn¬ Ibdnbt∏mƒ \_k vPoh\°m¿ Fs∂ Ifnbm°p∂ coXnbn¬ kwkmcn®m¬;**

|  |  |
| --- | --- |
| a) Xt‚StØmsS Ah¿s°Xnsc kwkmcn°pw. | Q |
| b) Nncn®psIm≠v tIƒ°mØ `mhØn¬ \n¬°pw. | Q |
| c) \_kn¬ \n∂pw Cdßnt]mIpw. | Q |
| d) ]n∂oSv B \_kn¬ IbdmXncn°pw. | Q |

1. **ho´nse Nne {]iv\ßƒ Fs‚ kvIqƒ {]h¿Ø\ßsf kzm[o\n°p∂p. CXv;**

|  |  |
| --- | --- |
| 1. Hcp a\pjys\∂ \nebn¬ Nnet∏mƒ Cßs\ kw`hn°mw.
2. Ip´nIfpsS hnImcßƒ t]mse A[ym]I¿°pw AhcpsS
 | Q |
| hnImcßƒ {]ISn∏n°m≥ AhImiap≠v. | Q |
| d) Xo¿®bmbpw sX‰mb Hcp {]h¿ØnbmWv.d) A[ym]\ PohnXØnte°v hy‡n]camb Imcyßƒ | Q |
| Iq´nt®¿°p∂Xv sX‰pXs∂bmWv.**13. ho´nse c≠v AwKßƒ XΩn¬ Ab¬ho´pImcpsS Ip‰w ]dbp∂Xv Fs‚ {i≤bn¬ s]´m¬ Rm≥;** | Q |
| a) AhcpsS CSbn¬ \n∂pw Hgn™pamdpw. | Q |
| b) Ip‰w ]dbp∂Xv sX‰msW∂v Ahsc ]d™v t\_m[ys∏SpØpw. | Q |
| c) Ip‰w ]dbm≥ AhtcmSpIqsS IqSpw. | Q |
| d) ho´nse apXn¿∂ AwKtØmSv ]cmXns∏Spw.**14. F\n°njv´s∏´ Hcp ]pXnb tImgvkn\v tN¿°m\mbn A—\ΩamtcmSv Bhiys∏´t∏mƒ IqSpX¬ ]Ww NnehmIpsa∂XpsIm≠v ]n∂oSv tN¿°msa∂v Ah¿ ]dbp∂p. Rm≥;** | Q |
| a) B{Klw Dt]£n°pw. | Q |
| 1. XXvImew ]Ww ISw hmßn Xs∂ tN¿°Wsa∂v Bhiys∏Spw.
2. F¥ph∂mepw X\n°nt∏mƒ Xs∂ tImgvkn\v
 | Q |
| tNcWsa∂v hmin ]nSn°pw. | Q |
| d) ho´nse \_p≤nap´v a\ nem°n ]n∂oSv tNcmsa∂v hnNmcn°pw. | Q |

1. **Ab¬ ho´nse Ip´nIfpsS hnZym`ymk]camb t\´ßsf°pdn®v AΩ**

**]pIgvØn ]dbptºmƒ Rm≥;**

|  |  |
| --- | --- |
| 1. AΩtbmSv an≠mXncn°m≥ Bhiys∏Spw.
2. B Ip´nIsf A\ptamZn°pIbpw Ahsc amXrIbm°m≥
 | Q |
| {ian°pIbpw sNøpw. | Q |
| c) Aev]w tZjytØmsS Ahsc AwKoIcn°pw. | Q |
| d) B Ip´n-ItfmSv an≠mXncn°pw. | Q |

1. **XnSp°Øn¬ ]co£°p th≠n t]mIp∂ Rm≥ tdmUn¬ Hcp A]ISw**

**ImWp∂p F¶n¬ Rm≥;**

* 1. ]co£°v {]m[m\yw sImSpØv thKØn¬ kvIqfnte°v t]mIpw. Q
	2. A]ISØn¬s∏´ Bfns\ c£n°m≥ Xs∂sIm≠v

Bhp∂Xv sNbvXv s]s´∂v ]co£s°Øpw. Q c) c£m{]h¿Ø\ßƒ°p th≠n ]co£ am‰n sh°pw. Q

 d) X\n°dnbmhp∂ BfmsW¶n¬ am{Xw c£n°m≥ {ian°pw. Q

1. **kvIqfn¬ tZiobKm\w Be]n®psIm≠ncn°ptºmƒ tZiobKm\Øns‚ {]m[m\yw AdnbmØ Hcp km[mcW°mc≥ kvIqƒ {Ku≠nte°v \S∂v hcp∂p F¶n¬ Rm≥;**

|  |  |
| --- | --- |
| a) Abmsf hg°p]dbpw. | Q |
| b) a‰p≈htcmsSm∏w tN¿∂v Abmsf ]cnlkn°pw. | Q |
| 1. kvIqfn\p ]pdØp≈ BfmbXn\m¬ {i≤n°mXncn°pw.
2. kmh[m\w hnfn®v tZiobKm\Øns‚ {]m[m\ysØ°pdn®v
 | Q |
| ]d™p a\ nem°pw.**18. Fs‚ ¢mknse Hcp Iq´w hnZym¿∞nIƒ ab°pacp∂v D]tbmKn°p∂Xmbn Adn™m¬ Rm≥;** | Q |
| 1. ho´pImsc Adnbn°pw.
2. AXns‚ DdhnSw Is≠Øn AXn¬\n∂pw ]n≥Xncn∏n°m≥
 | Q |
| \S]Sn kzoIcn°pw. | Q |
| c) Ip´nIsf hnfn®v D]tZiw \¬Ipw. | Q |
| d) Ip´nIsf ¢m n¬\n∂pw ]pdØ-p\- n¿Øpw.**19. sNømØ Ip‰Øn\v Xs∂ hg°p]d™ A[ym]Is‚ Imdns‚ Nn√v A\q]v Fdn™pS°p∂p;** | Q |
| a) sX‰p sNømsX iImcn®Xn\m¬ A\q]v sNbvXXv icnbmWv. | Q |
| b) F¥mbmepw hkvXp \in∏n®Xv sX‰pXs∂bmWv. | Q |
| c) A[ym]It\mSv Xs‚ \nc]cm[nXzw sXfnbn°Wambncp∂p. | Q |
| d) slUvamÃtdmSv ]cmXns∏SWambncp∂p.**20. A—t\mSv ]pXnb Hcp hml\w hmßn Xcm≥ Bhiys∏s´¶nepw A—\Xv sNømXncp∂m¬** | Q |
| a) A—s\Xnsc kwkmcn°pw, | Q |
| b) ]n∂oSv tNmZn°msa∂p IcpXn kwba\w ]men°pw. | Q |
| c) k¶Sw Xocp∂Xphsc A—t\mSv an≠mXncn°pw. | Q |
| d) ths≠∂p h°pw.**21. Ab¬ ho´nse c≠pt]¿ XΩn¬ hg°nSp∂Xp ImWptºmƒ;** | Q |
| a) {]iv\Øn¬ CSs]SmsX t]mbn I≠p\n¬°pw. | Q |
| b) {i≤n°mXncn°pw. | Q |
| 1. thKØn¬ t]mbn {]iv\w ]cnlcn°m≥ {ian°pw.
2. At∏mƒ {]XnIcn°msX ]n∂oSv t]mbn kwkmcn®v {]iv\w
 | Q |
| ]cnlcn°m≥ {ian°pw. | Q |

**22. PohnXØn¬ Db¿∂ \neIfnep≈ DtZymKw hln°p∂ c≠ va°ƒ AhcpsS A—\Ωamsc IqSpX¬ ]cnNcWw In´m≥ hr≤kZ\Øn¬ B°nb hnhcw**

**Adn™t∏mƒ Fs‚ {]XnIcWw**

|  |  |
| --- | --- |
| a) IqSpX¬ ]cnNcWw In´m\mbn sNbvXXmbXn\m¬ Ah¿ |  |
| sNbvXXv sX‰√.b) Ah\hs‚ Xnc°pItf°mƒ {]m[m\yw sImSpt°≠Xv | Q |
| amXm]nXm°fpsS ]cnNcWØn\pw kt¥mjØn\pw BWv. | Q |
| 1. amXm]nXm°fpsS kΩX{]Imcw CXv sNøp∂Xv sX‰√.
2. PohnXssienIƒ°\pkcn®v am‰ßƒ DƒsIm≈m≥ \mw
 | Q |
| XømdmIWw.**23. Rm≥ Xnc°n´v hgnbneqsS \S∂pt]mIptºmƒ Hcp bmNI≥ hoWv InS°p∂Xv I≠m¬.** | Q |
| a) ImWmØt]mse IS∂pt]mIpw. | Q |
| b) Fs‚ Xnc°v am‰nh®v Abmsf klmbn°pw. | Q |
| c) as‰mcmsf hnfn®v klmbn°m≥ G¿∏mSm°pw. | Q |
| d) `£Ww hmßm\mbn Abmƒ°v Hcp sNdnb XpI sImSp°pw.**24. aqeym[njvTnXamb Hcp kaqlw sI´n∏Sp°p∂Xn\mbn** | Q |
| a) F\n°v H∂pw sNøm\ns√∂v IcpXpw. | Q |
| b) a‰p≈h¿ ap≥ssI FSp°s´ F∂v IcpXpw. | Q |
| c) F∂m¬ Ignbp∂sX√mw Bflm¿∞ambn sNøpw. | Q |
| d) kabap≈t∏mƒ Ign-bp-∂Xv sNøpw.**25. Rm≥ Hcp tlm´en¬ `£Ww Ign°m\mbn Ibdnbt∏mƒ AhnsS** | Q |
| **14˛hb n\v Xmsgbp≈ Hcp Ip´n tPmen sNøp∂Xmbn I≠p At∏mƒ****Rm≥;**a) ssN¬Uv sl¬∏v sse\n¬ hnfn®v hnhcw Adnbn®v Ip´nsbc£s∏SpØpw. Q b) \_methe sX‰msW∂v tlm´¬ Poh\°mcs\ t\_m≤ys- ∏S- pØpw. Q1. C°mcyw {i≤n°msX `£Ww Ign®v t]mIpw. Q
2. {]iv\amI≠ F∂p IcpXn an≠mXncn°pw. Q
3. **\n mc Imcyßƒ°pt]mepw AΩ Fs∂ iImcn°p∂p F¶n¬ AΩtbmSv Fßs\ s]cpamdpw.**
	1. AΩ ]dbp∂sXm∂pw {i≤n°mXncn°pw. Q
	2. AΩsb Xncn®v iImcn°pw. Q
	3. iImcØn\p ]n∂nep≈ Imcyw a\ nem°n XncpØm≥ {ian°pw. Q
	4. kam[m\]q¿∆w AΩbpsS kz`mhØn\p am‰w hcpØm≥

 {i≤n°pw. Q1. **D]cn]T\Øn\imbn ho´n¬ \n∂pw amdn\n¬t°≠ Hchkcw h∂m¬ Rm≥;**
 |

a) ho´n¬ \n∂pw hn´p\n¬°m\p≈ hnjaw ImcWw ]T\w Dt]£n°pw.Q

|  |  |
| --- | --- |
| b) ]T\Øns‚ {]m[m\yw a\knem°n ho´n¬ \n∂pw hn´v\n¬°pw. | Q |
| c) Xs‚ ko‰v as‰mcmƒ°v \¬Ipw. | Q |
| d) ASpØp≈ tImtfPn¬ at‰sX¶nepw tImgvkn\p tNcpw.**28. Xnc°n´ tPmenIƒ°nSbn¬ Hcp Ip´n kwibw tNmZn°m\mbn h∂m¬ Rm≥;** | Q |
| a) ]q¿Æ a\t msS sNbvXpsImSp°pw. | Q |
| b) ]n∂oSv hcm≥ ]dbpw. | Q |
| c) kabans√∂v ]d™v Ip´nsb Xncn-®-b°pw. | Q |
| d) Fs¥¶nepw ]d™vsImSpØv Hgnhm°pw.**29. Fs‚ hoSn\SpsØ Hcp tXmSv amen\yhnap‡am°m\mbn RmbdmgN Hcp kwLw BfpIƒ Xømdmbn h∂p. Rm≥;** | Q |
| a) kzta[bm Ahcn¬ Hcmfmbn ]¶ptNcpw. | Q |
| b) AXv {i≤n°msX ho´n¬ Ah[n Znhkw BtLmjn°pw | Q |
| c) a‰p≈hsc t\_m[n∏n°m≥ th≠n {]h¿Ø\Øn¬ ]¶ptNcpw. | Q |
| d) HhnI- g- nh- pI- ƒ Is≠Øpw. | Q |

1. **Fs‚ ¢mknse ]mhs∏´ Hcp Ip´n D®`£Ww sIm≠phcmXncp∂p F∂v**

**IcpXpI Rm≥;**

* 1. Fs‚ `£Ww B Ip´n°pw IqSn ]¶psh°pw. Q
	2. AXv {i≤n°msX Fs‚ `£Ww Ign°pw. Q
	3. `£Ww hmßns°mSp°pw. Q
	4. Fs‚ `£Ww Ipd®p am{XambXn\m¬ Rm≥ Xs∂ Ign°pw. Q
1. **IrXy\njvTbpw A®S°hpap≈ Hcp hnZym¿∞n Akm[mcWambn H Znhkw sshIn hcp∂p. A[ym]I≥ Ip´nsb ¢mkn¬ Ib‰mXncn°p∂p.**

**ChnsS;**

* 1. IrXy\njvTbpw A®S°hpap≈ Ip´nbmbXn\m¬ A[ym]I≥

sNbvXXv Ip‰amWv. Q b) F∂pw sshInhcp∂ Ip´nsb am{Xw in£n®m¬ aXnbmbncp∂p. Q

c) sshInbXns‚ ImcWw At\zjn®v \ymbamsW¶n¬

Ib‰Wambncp∂p. Q d) sNdnb in£ \¬Inb tijw ¢mkn¬ Ib‰mambncp∂p. Q

1. **ho´n¬ sh®v Rm\pw ktlmZc\pw XΩn¬ hg°p\S°p∂ kabØv**

**AXnYn ho´nte°v Ibdn hcnIbmsW¶n¬ Rm≥;**

* 1. ]pdtØ°ndßmXncn°pw. Q
	2. hg°ns‚ tZjysa√mw am‰nsh®v Nncn®psIm≠v Ahsc kzoIcn°pw.Q
	3. AXnYntbmSp≈ s]cpam‰Øn¬ tZjyw {]Xn^en∏n°pw. Q
	4. hg°ns‚ ImcWw AXnYntbmSv ]dbpw. Q
1. **Ft‚XS°ap≈ Ct‚W¬ am¿°ns‚ tcJIƒ A[ym]I≥ ¢mkn¬ h®v ad∂pt]mbn F∂ncn°s´. At∏mƒ Rm≥;**

|  |  |
| --- | --- |
| a) tcJIƒ Xpd∂p t\m°msX A[ym]Is\ Gev]n°pw. | Q |
| b) kplrØns\°q´n Xpd∂p t\m°pw. | Q |
| c) Bcpw ImWmsX Xpd∂p t\m°n Fs‚ am¿°v XncpØnsbgpXpw. | Q |
| d) kplrØns\sIm≠v Fs‚ am¿°v XncpØn FgpXn°pw.**34. kvIqfnse Hm^okv Poh\°mct\mSv Hcp Ip´n [n°mc]cambn s]cpamdp∂Xv I≠m¬ Rm≥;** | Q |
| a) A\[ym]It\mSmbXn\m¬ {i≤n°msX IS∂pt]mIpw. | Q |
| 1. Ip´nsb hfn®v ISpØ in£ \¬Ipw.
2. A[ym]Icpw, A\[ym]Icpw ASßp∂ apXn¿∂hsc
 | Q |
| \_lpam\n°Wsa∂v ]d™v a\ nem°pw.d) Ip´n°v Hcp sNdnb in£ \¬Inb tijw A[ym]I\pw | Q |
| A\[ym]Icpw XpeycmsW∂v ]d™v a\ nem°pw. | Q |

1. **Hcp ho´nse ktlmZcßƒ XΩn¬ kzØn\pth≠n X¿°w D≠mIp∂p**

**F∂ncn°s´; kzØv,**

* 1. c≠p t]¿°pw Xpeyambn hoXn®v \¬IWw. Q
	2. kmºØnIambn ]nt∂m°w \n¬°p∂ Bƒ°v IqSpX¬ \¬IWw.Q
	3. IpSpw\_\mYs‚ D]tZiw tXSWw. Q
	4. \m´pI- mc- psS A`n{-]mbw tNmZn°Ww. Q
1. **kmPs‚ hoSn\SpØv kmaqlyhncp≤ieyw cq£ambncn°p∂p. AXn¬**

**Hcmƒ kmPs‚ kplrØpw BWv. AXn\m¬ At\zjWw h∂t∏mƒ**

**X\n°Xns\°pdn®v H∂pw Adnbns√∂v tPm¨ ]dbp∂p, F¶n¬;**

* 1. kplrØns\ c£n°m≥ th≠n kmP≥ sNbvXXv icnbmWv. Q
	2. a‰p≈hscIqSn \_m[n°p∂ {]iv\ambXn\m¬ sNbvXXv sX‰mWv. Q
	3. kplrXv \_‘Øns\°mƒ hepXv kXyk‘XbmWv. Q
	4. kmaqlyt\_m[ap≈ Hcp hy‡n kaql\∑°mWv {]m[m\yw

 sImSpt°≠Xv. Q

1. **Aa¬ Hcp Iº\nbpsS amt\PdmWv. Hcp {][m\ XkvXnIbnte°p≈ At]£Icn¬ Xs‚ kplrØmb jmPp Dƒs∏´ncp∂p. IqSpX¬ tbmKyXbp≈ a‰v DtZymKm¿∞nIsf IW°m°msX Aa¬ jmPphn\v tPmen \¬Ip∂p. ChnsS;**
	1. ASnÿm\tbmKyXbp≈ BfmbXn\m¬ jmPphns\

 \nban®Xn¬ sX‰n√. Q

* 1. Iº\nbpsS ]ptcmKXn IW°nseSpØv IqSpX¬

tbmKyXbp≈hsc \nban°Wambncp∂p. Q c) kplrXv \_‘Øn\v {]m[m\yw sImSpØXv Xs∂bmWv [m¿ΩnIX. Q

d) hy‡nKX XmXv]cyßtf°mƒ ÿm]\Øns‚ XmXv]cyØn\v

 {]m[m\yw \¬IWambncp∂p. Q

1. **kvIqfns‚ ¢∫v {]h¿Ø\ßƒ°mbn IqSpX¬ kabwhn\ntbmKnt°≠n h∂m¬ Rm≥;**
	1. XmXv]cy]q¿∆w ¢∫v {]h¿Ø\ßƒ sNøpw. Q
	2. kvIqƒ kabØn\p≈n¬ \n∂v sNøm≥ ]‰p∂h am{Xw sNøpw. Q
	3. ¢∫v {]h¿Ø\ßƒ ]mTy{]h¿Ø\ßfn¬ hcp∂X√

F∂Xn\m¬ sNømXncn°pw. Q d) Ip´nIsf G¬]n®v ]n∑mdpw. Q

1. **Rm≥ ¢mkv FSpØpsIm≠ncn°p∂ kabØv ]et∏mgpw Hcp Ip´n**

**¢mkn¬ {i≤n°msX a‰p Ip´nIƒ°v ieyw D≠m°nsIm≠ncn°p∂p F¶n¬ Rm≥;**

|  |  |
| --- | --- |
| a) Ip´nsb ¢mkn¬ \n∂pw ]pdØm°pw. | Q |
| 1. a‰p≈h¿°v ]mTamIp∂ coXnbn¬ Ip´nsb iImcn°pw.
2. ]n∂oSv Ip´nsb hnfn®v s]cpam‰Øn\p ]n∂nse Imcyw
 | Q |
| At\zjn®dnbpw. | Q |
| d) Ip´nsb {i≤n°msX ¢mkv apt∂m´v sIm≠pt]mIpw.**40. Iym≥k¿ \_m[n® AΩsb c£n°p∂Xn\pth≠n \_m\_p as‰mcmƒ ITn\m[zm\w sNbvXv kzcq]n® ]Ww tamjvSn°p∂p.**a) AΩbpsS Poh≥ c£n°p∂Xn\pth≠n BbXn\m¬ | Q |
| sNbvXXv sX‰√. | Q |
| b) HcmfpsS ITn\m[zm\tØ°mfpw hepXv as‰mcmfpsS Poh\mWv. | Q |
| c) tamjWw F∂Xv [¿Ω\oXns°XncmbXn\m¬ sNbvXXv sX‰mWv. | Q |
| d) AXymhiy kµ¿`ßfn¬ tamjvSn°p∂Xv sX‰√. | Q |

1. **kzImcy PohnXØn¬ F\n°v tZjyap≈ HcmfpsS aIs\ am\knIambn Xf¿Øp∂ coXnbn¬ Rm≥ ¢mkn¬ kwkmcn°mdn√. ImcWw;**

|  |  |
| --- | --- |
| a) a‰p≈h¿ Xs∂ Ip‰s∏SpØpsa∂Xn\m¬. | Q |
| 1. Ip´nIƒ kwLSnXambn X\ns°Xnsc Xncnbpsa∂Xn\m¬.
2. aIt\mSv sNøp∂Xn\p]Icw A—t\mSp Xs∂ sshcmKyw
 | Q |
| Xo¿°Wsa∂Xn\m¬.d) F√m Ip´nIƒ°pw Xpey ]cnKW\ \¬IWsa∂XmWv | Q |
| A[ym]Is‚ ISa F∂Xn\m¬. | Q |

1. **c≠v ktlmZc∑m¿ tN¿∂v hg°n´t∏mƒ AΩ Cfb ktlmZcs‚ ]£w tN¿∂v kwkmcn°p∂p F¶n¬;**
	1. sNdnb BfpsS ]£w tN¿∂v kwkmcn®Xv icnbmWv. Q
	2. hg°ns‚ ImcWw At\zjn®v ImcW°mcs\ hg°p

]dbWambncp∂p. Q c) henbIp´ntb°mƒ ]cnKW\ sNdnb Ip´n°v \¬Ip∂XmWv icn. Q

 d) c≠pt]tcbpw hg°v ]dbWambncp∂p. Q

1. **tImtfPnte°v hcp∂ hgn Hcp \_‘phns\ ImWp∂p. AhtcmSv kwkmcn®m¬ tImtfPn¬ IrXy kabØv FØm\pw ]‰n√. At∏mƒ**

**Rm≥;**

* 1. \_‘phnt\mSv kwkmcn® tijw tImtfPn¬ sshIns- bØ-pw. Q
	2. kz¥w Xnc°v AhtcmSv ]d™v ]n∂oSv ho´n¬ h∂v ImWmsa∂v

Dd∏p\¬Ipw. Q c) \_‘phns\ I≠Xmbn `mhn°mXncn°pw. Q

 d) Ahsc {i≤n°msX kz¥w Imcyw t\m°n t]mIpw. Q