

## **RADHA SOAMI SATSUNG BEAS: RISE THE MORAL VALUES IN CHILDREN THROUGH BAAL SATSUNG PROGRAMME**

*Dr. Gurwinder Singh Bhatti ( Ph.d in Education Punjabi University Patiala )*

**Abstract:** The world around us is in constant change, and education must adapt to keep up with these changes. Teachers are not only following a curriculum that moves toward standardized testing, but they are also struggling with issues of student behaviour and morality. Childhood is an important period for human moral and ethical development. The genesis of Baal Satsang programme is to raise a generation of boys and girls who have a clean and clear conscience. Baal Satsang means that specific programme is organising for children age group of 5 to 15 years children. To fulfil its own objectives to know Baal satsung produce moral values in children. A sample of 100 teachers was selected at random of which 50 teachers from Primary School and 50 teachers Upper Primary School of Ludhiana district, Block – Raikot and Samrala. A sample of 100 teachers was selected at random of which 50 teachers from Primary School and 50 teachers Upper Primary School of Ludhiana district, Block – Samrala. 90% of the primary teachers also agree that they should take responsibility, 82% of the primary teacher are of the view that students must be cooperative and 74% of the primary teachers also agree that acknowledging of good behaviour is one of the important moral values. And 84% view responsibility as the value and 74% of the upper primary teacher agree that students should acknowledging good behaviour respectively.

Overall majority of the PS and UPS teachers agree with the view that Baal satsung programme is more affected to raise the moral values in children.

**Key Words:** PS *Primary school teachers:* UPS *Upper primary school teachers:*

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### **Introduction**

The world around us is in constant change, and education must adapt to keep up with these changes. In schools across the country, teachers and school administrators see the need to change student relationships. Teachers are not only following a curriculum that moves toward standardized testing, but they are also struggling with issues of student behaviour and morality. There are many factors that cause students to be morally deficient and unable to solve problems peacefully and responsibly.

Morality is the ability to distinguish right from wrong. A person's morality guides his actions, thoughts, feelings and actions towards others. Just as it can follow a person's development, it can also follow a person's desires and intelligence. Promoting children's moral development is crucial to developing human compassion and empathy.

Childhood is an important period for human moral and ethical development. Knowledge of psychological development in middle childhood is essential for the development of morality. The genesis of Baal Satsang programme is to raise a generation of boys and girls who have a clean and clear conscience. The young minds of children are not polluted and hence they can be led into good ways of living, simplicity, humility and discipline. They must be taught to cultivate habits of discipline, for these alone can ensure happiness: both individual and social. Education is a process through which a child is made capable to attain the necessary competencies and skills to face the challenges in life to survive and to make struggle for existence. Education must aim at providing the child not livelihood, but, a life worth living. Education is a continuous and ongoing process of learning, which develops confidence in children. The promotion of human values must become an integral part of the educational process. The main aim of education is to prepare and develop the child physically, mentally and spiritually to lead a quality life. Main important factor is identified for achieving the goal of education for all. BaalSatsang means that specific programme is organising for children age group of 5 to 15 years children.

### **Brief History of Radha Soami Satsung Beas**

An institution namely Radha Soami Satsang Beas (RSSB) has been working since long to build social values in modern society in India as well as abroad in more ways than

one. This institution has a large number of followers who serve the society in a missionary mode. The philosophy of RSSB is said to be related with the core of all religions. The followers of RSSB are strongly attached with it and they are seen to serve the society with passion. The philosophical development of RSSB has spread gradually overtime in India and abroad. This study seeks to investigate the relevance of RSSB in today's world.

The main centre of RSSB is at Dera Baba Jaimal Singh, located on the banks of the River Beas in Amritsar district, the northern India state of Punjab. Although RSSB is not defined as a religion, the organization's fundamental teachings are not in conflict with those of other world faith. Master Gurinder Singh (1990 - ) is the present spiritual heads at RSSB.

In 2019, more than at least 50 million RadhaSoami followers were estimated worldwide with many sub-centers based on the Guru. RadhaSoamisub-sects have their own headquarters. There are over 30 different Radha Soami groups in the world. The largest group's contemporaneous headquarters are in Beas, with parallel branches found in India and outside India (Annual Report, A dera dairy report 2015). In this backdrop the investigator wants to explore this institute which is said to have a great importance the world over, to know how these institutions are relevant to the modern life and the philosophical approach of Radha Soami.

Recently Radha Soami Satsung Beas organise wonderful and more effected Baal satsung programme for children whose is wise full and worth full even knowledgeable guidance for children. Whose provide moral values in children such values these are help them to become good human being and a good citizen in life.

### **Structure of Baal Satsung**

- Baal satsung programme is based on the produce moral values in children being good human beings.
- Age group between 5 to 15 are included in this programme.
- Baal satsung has time of 30 minutes on the day of Sunday.
- English, Punjabi and Hindi are used common languages during this season.
- Topics are chose according to produce values being good citizen.
- These topics are presents by telling meaningful interesting story.
- Speaker who telling the story calls Baal satsungkarta.

## Review of Related Literature

Fidana and Ulu (2021) conducted a study *An Analysis of the Studies on "The Values in Children's Literature Products" in Turkey*. It is concluded that the values in children's literature works are mostly analyzed in master's thesis. Within these studies the most frequently analyzed literary genre has also been found to be stories. In the master's thesis there are analyses on a single work or on multiple works. It has been also found that the literary works analyzed are mostly by Turkish authors. The values covered in children's literature works have been analyzed taking into consideration the Turkish courses educational programs and core values list. It has been found that the most frequent values covered in children's literature works affection truthfulness, honesty, helpfulness.

Yalcin (2021) conducted a study on *Moral Development in Early Childhood: Benevolence and Responsibility in the Context of Children's Perceptions and Reflections*. This study aimed to examine children's perceptions regarding the concepts of benevolence and responsibility in early childhood and the way they put them into practice. The study was designed according to the basic qualitative research method and consisted of 64 children between the ages of 4 and 5. The data were collected through interactive value stories, children's drawings related to the relevant values, and semi-structured interviews. It is concluded that the use of LVEP method through children literature instruction (story, poetry, drama) is able to improve learning achievement (listening, reading, speaking and writing skill) and implement character values (religious obedience, love and affection, responsibility and cooperation). Teachers believe that the use of LVEP method is suitable to integrate character values through children literature instruction. It means that various activities of LVEP method are compatible with children literature material and characteristics of LVEP method are also suitable to integrate characters value. Principal as decision maker provide full support to the development of character education.

Arafik (2020) conducted a study on the *Living Values Educational Program: Children Literature Instruction to Improve Character Values of Elementary School Students* and concluded that the use of LVEP method through children literature instruction (story, poetry, drama) is able to improve learning achievement (listening, reading, speaking and writing skill) and implement character values (religious obedience, love and affection,

responsibility and cooperation) on the part of Third Year students of SD AnakSaleh at Malang City. The improvement occurs not only on learning achievement but also on implementation of character values (religious obedience, love and affection, responsibility and cooperation). Students are more enthusiast and happy during instruction. Teachers believe that the use of LVEP method is suitable to integrate character values through children literature instruction. It means that various activities of LVEP method are compatible with children literature material and characteristics of LVEP method are also suitable to integrate characters value. Principal as decision maker provide full support to the development of character education.

The study by Tadjuddina et al (2019) aims to find the right moral concept for children's early moral development process in the academic, religious, and cultural aspects in Indonesia. The study was carried out by studying the interaction within the family, school, and environment. They concluded that firstly, the moral concepts that are in accordance with academics, culture, and religion in Indonesia are moral concepts that are in accordance with Piaget and Kohlberg's cognitive view that is applied in religious value. Secondly, the theory of positive moral development can increase children's moral development process through the interaction of a holistic approach (family, school, and community). Family interaction through authoritative and authoritarian parenting patterns tends to show a high interaction, resulting in a positive process of moral development. On the other hand, interaction in indulgent and indifferent parenting patterns in the process of children's moral development is less optimal. However, the interaction at schools and in communities between students, teachers, and the surrounding environment, can improve the stages of moral development of children by using dimensions of moral knowing, moral feelings, and moral actions that are integrated through moral values of discipline, honesty, fairness, caring, cleanliness, and respect for others.

Korotaeva and Chugaeva (2019) conducted a study on *Socio-Moral Development of Preschool Children: Aspect of Theory and Practice*. They concluded that children of senior preschool age willingly included in the retelling of the actions described in the situation, but find it difficult to assess what is happening from a moral point of view. It is obvious that psychological and pedagogical work is necessary in this direction, taking into account the age characteristics of children, as well as social and moral guidelines relevant to the current situation of development of society.

## Objective of the study

The Objectives of the present study are:

1. To Access Radha Soami Satsung Beas to raise moral values in children through Baal Satsang programme.
2. To study the views and perceptions of the Teachers about rise in moral values in Primary and Upper Primary Govt. Schools, of Ludhiana district, Block – Raikot and Samrala.

## Research Methodology

A sample of 100 teachers was selected at random of which 50 teachers from Primary School and 50 teachers Upper Primary School of Ludhiana district, Block – Raikot and Samrala. They are (i) Respecting elders (ii) Responsibility (iii) Respecting all religion (iv) Acknowledge of good behaviour (v) Cooperative (vi) Helping mentality (vii) education and hard worker (viii) Self control (ix) Discipline (x) Empathy (xi) Kindness (xii) Love others (xiii) Justice (xiv) Trust in non-violence (xv) Forgiveness. To determine the content validity of the questionnaire from teachers who were incharge of the class and the suggestions made by them, the questionnaires were modified. Views and perceptions of teachers towards moral values developed through Baal Satsang programme. All the views and perceptions of teachers are taken on the various moral values developed in students during Baal Satsang. Descriptive survey method was used.

A sample of 100 teachers was selected at random of which 50 teachers from Primary School and 50 teachers Upper Primary School of Ludhiana district, Block – Raikot and Samrala.

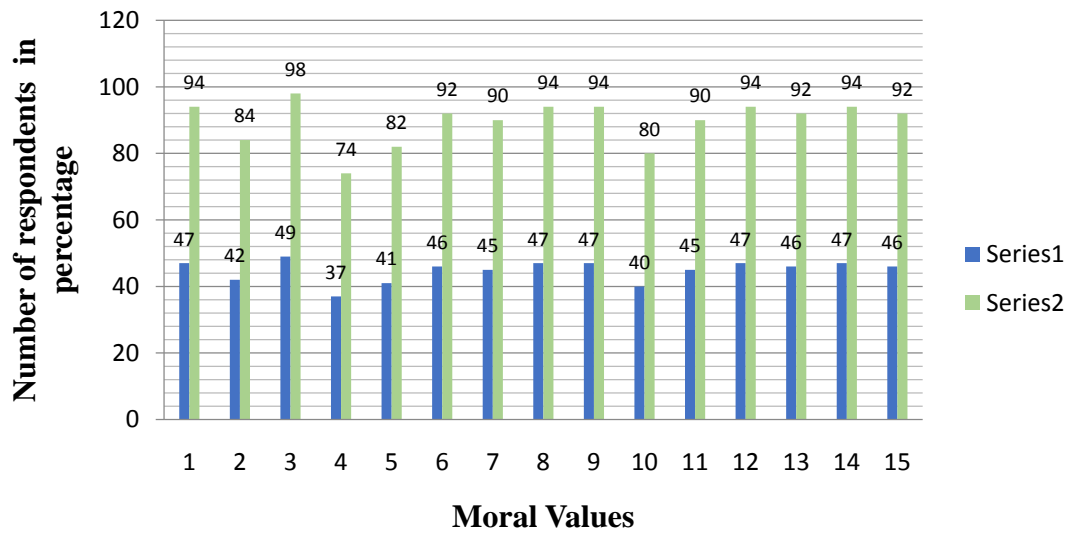
## Data Analysis

Table 1

Views and perception of teachers of Primary School and Upper Primary School

<b>District: Ludhiana</b>		<b>Block: Raikot and Samrala</b>					<b>Total (N)</b>
<b>Items of Moral Values</b>	<b>Teachers</b>						
	<b>Primary School</b>			<b>Upper Primary School</b>			
	<b>N=50</b>	<b>Yes</b>	<b>%age</b>	<b>N=50</b>	<b>Yes</b>	<b>%age</b>	
Respecting elders	50	47	94.00	50	46	92.00	100
Responsibility	50	42	84.00	50	45	90.00	100
Respecting all religion	50	49	98.00	50	48	96.00	100
Acknowledge of good behaviour	50	37	74.00	50	40	80.00	100
Cooperative	50	41	82.00	50	42	84.00	100
Helping mentally	50	46	92.00	50	46	92.00	100
Education and hard worker	50	45	90.00	50	46	92.00	100

Self control	50	47	94.00	50	47	94.00	100
Discipline	50	47	94.00	50	46	92.00	100
Empathy	50	40	80.00	50	36	72.00	100
Kindness	50	45	90.00	50	45	90.00	100
Love others	50	47	94.00	50	47	94.00	100
Justice	50	46	92.00	50	47	94.00	100
Trust in non-violence	50	47	94.00	50	46	92.00	100
Forgiveness	50	46	92.00	50	49	98.00	100



Series 1 Respondents primary school teachers  
 Series 2 Respondents upper primary school teachers

**Interpretation:**

Views and perception of teachers is seen from Table 1 that 98% of the primary teachers are of the view that students for respecting all religion. It is followed by 94% of the primary teachers agree that the students should also perceive for other moral values such as respecting for elders, self control, discipline, love others and trust in non-violence. 92% of the primary teachers are of the view that students should also help mentally, in justice and to forgive. The importance of teaching moral values to students helps them to stand for themselves and others when an injustice is happening. Moral values help in building a strong character from childhood. Good values and beliefs help them to be strong in any situation and inspire them to work hard for the results and do not let them give up. The importance of teaching values is that it prepares their mental conditioning and strengthens their determination to overcome tough conditions and situations.

90% of the primary teachers also agree that they should take responsibility, 82% of the primary teacher are of the view that students must be cooperative and 74% of the primary

teachers also agree that acknowledging of good behaviour is one of the important moral values.

Whereas 98% of the upper primary teachers agree that moral value of the student should be forgiveness. It is followed by 98% of the upper primary teachers students should respect all religion. 94% of the upper primary teachers are of the views that respecting elders, self control, discipline, love others and trust in non-violence should be followed by the students followed by 92% of the upper primary teachers with the values of helping mentally, for justice, 90% of the upper primary teachers views education and hard worker and kindness as mortal values. Teaching students good values and responsibility helps them to think from others' perspective and help others. It might also help them to know their purpose in life and what good things they need to do for others in society. Moral values help people to be more selfless and put the needs of others before themselves.

And 84% view responsibility as the value and 74% of the upper primary teacher agree that students should acknowledging good behaviour respectively.

### **Conclusion**

Today's children will be tomorrow's responsible citizens. It is very important for parents to teach their children to develop good behaviour. Wrong morality will make children irresponsible in the future. It has been determined that there is a significant difference between girls and boys in terms of moral behaviour. Today, Baal satsung organise moral values in children are the foundation of life because they are the future of the country. They hold the key to change, so Radhasoami has the responsibility to provide them with a successful environment to grow and develop in society. This starting point will affect them throughout their lives and into the future. Baal satsung produce to children with moral character grow up to be responsible young people. Those who are not good not only ruin their lives when they get old, but also pose a threat to people.

Thus, the importance of moral values is that it builds their character, teaches them to think about others, boosts self-confidence, helps them cope with difficult situations, counters bad influence from peers, changes their perception of the world, helps them tell right from wrong. Baal satsung is the source of inspiration for children. The relationship between children and society is very strong. The moral education can be taught at educational institutions. Today's children are fundamental to the society as they are the nation's future. They hold the key to change and hence it is the effective role which is played by Baal satsung



school and society to provide them with an environment that is complete and conducive for their growth and development. The initial environment will impact the rest of their lives and ultimately the society's future. Therefore Baal satsung is acting great, effective and dynamic role to develop the moral values in children in modern society.

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