

Chapter – V

Summary, Findings & Conclusion

5.1. Introduction

Values are guiding principles, beliefs, set of standards that help us understand between right or wrong, good or evil. Values give direction to our lives and help us in all round enrichment, making our lives worthy. Thus, the key to a sustainable progressive society is a value based environment. Human and social values have unrelenting maintained mankind ever since the onset of advance civilisation with organised social structures. With so much progress in society in terms of latest advanced technologies, information overload, so much education around us, yet emotional quotient is at its low. Selfish, self-centered, sectarian, dogmatic and intolerant motives in the present complex society have taken priority over human concerns and widespread deterioration of human and social values has become a common occurrence. To overcome the immense challenge of value deterioration, value education can help to reinforce values and build a strong social foundation of society. Education in itself is value oriented, but with times, values in education seem to have taken a back seat and only education is what is offered to the young minds. Lack of value education has brought our society on the brink of value crisis. Therefore, great emphasis has been given by our educators, think-tanks, and policy makers to give top most priority to value education in schools. Schools are the best vehicles to instil values in children.

5.2 Meaning and Concept of Value

What are values? This question may seem simple but may appear nonfigurative and philosophical concept, quite debatable. Different philosophers, thinkers have defined the term value in many different ways. The term values, moralities etc. are subjective in characteristic; they are based on or influenced by personal feelings, tastes, or opinions. It is therefore, imperative to comprehend the term ‘value’ from the conceptual viewpoint. There are a number of commonly acceptable definitions and perspectives that have sufficient accuracy to provide us with a wide understanding of values. Values are deeply associated to experiences that form them, different experiences may bring out different values and hence values have the ability to be adapted to the changing experiences and consequently they change, treating certain things as right, desirable and worthy. Therefore, change in patterns of experiences might lead to revision in one’s values. Values may not be inert since man’s connection with the world is not inert.

As guides to behaviour, values gradually evolve and mature. Values then are fundamental principles which help us to distinguish between good, bad and just, they help us in all round enrichment. Values refer to a mode of conduct throughout our lives. As Mukerjee (1968) defines values, “as integrated experiences that simultaneously touch all the dimensions of human adaptation; natural, social and cultural, and transcend them in all their ‘propitiate’, forward orientation”. According to the Oxford dictionary (1986), values are standards of behaviour; one’s judgment of what is important in life. They are deep belief and faith in certain facts, ideas, concepts and viewpoint which have stood the test of time. Values are referred as interests, pleasures, likes, preferences, duties, moral obligations, desires, wants, needs and many other moralities of social orientations.

Values have an abstract perception to its meaning as they do not have a defined meaning, it takes a concrete shape and becomes more defined when it has a reference to a particular background, Garnett (1955) observed that the term ‘value’ has ambiguity to it, therefore ‘it should be avoided except where the contextual meaning is clear’. For instance, when we say a saint gives lecture about the importance of leading a good life, people may exclaim, how valuable the lecture was! Here value stands for high thinking. Similarly, when we say Mahatma Gandhi led a valuable life, the meaning of value stands for “dignified” or “principled” life (Rao 2006).

The meaning of value will have many connotations based on the context. Maslow (1971) said that ‘values are defined in many ways and may mean different things to different people’. What one may consider important may not be of any importance to other. Values have been attributed as certain ‘qualities’ that man gains knowledge of and understands them as useful for his growth and development. Sharma (2012) defines values as qualities that a person has learned to believe are important or worthwhile. They can be principles to live by or goals to be achieved’. Venkataiah (2013) also defined values as set of principles or standards of behaviour.

Rath, Harmin et al (1966,) depicted values as beliefs & attitudes that an individual demonstrates. It is the sentiments and appeal attached to the significance of an idea, concept or philosophy that makes our lives joyful, contented and peaceful.

In Hill’s (2004) opinion, individuals and society consider values as top priorities and attached them to certain beliefs and experiences in order to decide how they shall live and what they shall treasure.

From the above discussions, it can be understood that values are rules or code of conduct which help us make decisions about right and wrong, should and shouldn't, good and bad. Values are the strongest and deepest parts of our personality as they are shaped based on our environment, our upbringing and our experiences. Our beliefs, attitude, decisions, behaviour, judgements, are all influenced by values.

5.2.1 Nature and Classification of Values

Many of us when think of values, may have an instinctive idea about the nature of value, but seldom we may, be able to express clearly. Values are associated with something worth, something very important or something which has utility. When a value is attributed to a person, he or she assigns worth or importance to that value implying how important that value is to them. For instance, if "success" is a value, we confirm our belief that being successful is worth what we desire, or seek to achieve Akin (2010). However, Dilts (2006) argues that there is some other factor besides worth and importance to understand the nature of values. According to him, if the nature of value is to be understood a little further, we use criteria. How we relate to values, one person's criterion for "success" may be strong personal and family relationships, whereas, the other person's criterion for "success" could be career growth. It is basically our criteria that builds the abstract value of "success" more real for us, and therefore persuade our goals and behaviours. He further adds that the nature of values have the tendency of conflict, our values may sometime conflict with the values of others. It can be well said, that values are complex psychological constructs. They are ambiguous and abstract.

Values are hierarchical and fluid by nature Akin (2010), we may say that respecting human life is an absolute value. But, the next moment we may rationalize killing terrorists, or a criminal that has committed murder, or another person who is threatening the life of your kith and kin. This does not mean we do not value human life rather we do value human life, but not as much as we value justice, or defending our own people. So when we think about each of these values: human life, justice, defending our children, we see that there is a hierarchy, a ranking system. On the other hand nature of values can be described as a structured system. There are few number of values that form a person's value system. The social values are the same everywhere; accept that the degree may fluctuate. Values systematize people's conduct. These values are meaningful principles that direct successfully the blueprint of human action. Values are deeply attached to pleasure, joy, satisfaction of desires and they inhabit in the minds of people rather than in the objects. Values can be classified from several points of view. According to Plato, values are universal thoughts as truth, feelings, beauty, universal happiness, and will of goodness.

There are contextual values such as economic values, social values, cultural values, moral values, religious values educational values, personal values and aesthetic values. If a value helps in the achievement of certain end, purpose or objective that value is called instrumental value (Taneja. 1984). Values cannot be compartmentalized; their boundaries are blurred and may borrow each other's characteristics. Chand (2007) believed that all values have common characteristics to some degree and may overlap. Based upon the nature and a broad concept of value there are different classification on values, such as social, personal, national, ethical, aesthetic.

NCERT (1979) has listed 83 values under 3 heads like, (1) Social values (2) Ethical values (3) Spiritual values as follows.

1.Abstinence, 2.Appreciation of cultural values of others, 3.Anti-untouchability, 4.Citizenship, 5.Consideration for others, 6.Concern for others, 7.Co-operation, 8.Cleanliness, 9.Compassion, 10.Common cause, 11.Common goal, 12.Courage, 13.Courtesy, 14.Curiosity, 15.Democratic Decision making, 16.Devotion, 17.Dignity of manual work, 18.Duty, 19.Discipline, 20.Endurance, 21.Equality, 22.Friendship, 23.Faithfulness, 24.Fellowfeeling, 26.Freedom, 27.Forward look, 28.Good manners, 29.Gratitude, 30.Gentlemanliness, 31.Honesty, 32.Helpfulness, 33.Humanism, 34.Hygenic living, 35.Initiative, 36.Integrity, 37.Justice, 38.Kindness, 39.Kindness to animals, 40.Leadership, 41.Loyalty to duty, 42.National unity, 43.National consciousness, 44.Non-violence, 45.National consciousness, 46.Obedience, 47.Peace, 48.Proper utilization of time, 49.Punctuality, 50.Patriotism, 51.Purity, 52.Quest for knowledge, 53.Resourcefulness, 54.Regularity, 55.Respect for others, 56.Reverence for old age, 57.Sincerity, 58.Simple living, 59.Social justice, 60.Self-discipline, 61.Self-help, 62.Self-confidence, 63.Self-respect, 64.Self-support, 65.Self-study, 66.Self-reliance, 67.Self-control, 68.Self-restraint, 69.Social service, 70.Solidarity of mankind, 71.Sense of social responsibility, 72.Sense of discrimination, 73.Socialism, 74.Sympathy, 75.Secularism and respect for all religions, 76.Spirit of inquiry, 77.Team work, 78.Truthfulness, 79.Team spirit, 80.Tolerance, 81.Universal truth, 82.Universal love, 83.Value for national and civic property.

Realizing the great significance that values hold in our lives, due emphasis to value teaching in education has been emphasised by many.

Whether values can be taught or developed in young minds has been a topic to discussion, though, many theories on value development have proved that values can be developed and taught in children.

5.3 Theories on Value Development

It is often argued whether values can be taught or developed. Some opine that values cannot be taught they are caught i.e. they are learnt by seeing the behaviour of others. Values can be learnt and they can be developed too; many theories of value development have propounded that values can be developed, they can be taught. According to psychologist (Piaget's, 1965) Cognitive Theory of Moral Development, individuals create and recreate their knowledge of the world as a result of interactions with the environment. Piaget observed children's compliance of rules when playing and determined that morality, too, can be considered a developmental process. Kohlberg (1969) modified and elaborated Piaget's work, and significantly contributed in complimenting and expanding his work. Like Piaget, he too stressed that moral development is a cognitive process and is based on moral judgement. Moral judgement is further based on reasoning that children make. Like Piaget again, he asserts that moral judgement gradually develop as children grow older, depending further upon appropriate environment and social conditions. Elliot Turiel (1983) developed the Domain Theory. According to Domain Theory, the child's concepts of morality emerge out of the child's attempts to account for qualitatively differing forms of social experience. Turiel's studies have included interviews with children, adolescents and adults; observations of child-child and adult-child social interactions; cross-cultural studies and longitudinal studies examined the changes in children's thinking as they grow older. He concluded that morality and convention are distinct, parallel developmental frameworks,

Sociologist Massey (1988) has described three major periods during which values are developed. The Imprint Period, where up to the age of seven children are absorbing everything around them like sponges, accepting much of it as true. The Modelling Period, between the ages of eight and thirteen, children copy people, often their parents, but also others.

From the above theories, it may well be concluded that values can be developed in children. Developing of values can be done in many ways. Also, the above theories suggest that human nature is complex and goes through a churning process at different stages of life, where value systems are formed which help him define his course of life.

The nature of the values and beliefs that is formed during the formative stages of life is multifaceted. Therefore, it becomes imperative to inculcate values in the initial stages of life to avoid value deterioration in future.

5.4 Value Degeneration the Present Scenario

It is often seen how we constantly complain about the negative state of affairs around us, corruption, immorality, injustice, dishonesty to name a few. It is argued that things are beyond repairs. The advancement in science and technology that brought the industrial revolution also brought deterioration of values in families, socio-economic status of a child, broken family and nuclear family all have added to children's poor activism. High self-centred and accusative values are getting developed in place of true values (Bhatnagar, 1984). Intolerance, murders, agitations, stabbing dacoities, and other crimes that are raging the media and news channels are countless. The dominant money-oriented influence in our lives have put all the human values like truth, honesty, freedom of justice, peace, dignity of human being, sacrifice, brotherhood, consciousness, worship of work, non-violence, peaceful co-existence etc at stake. Instead, mistrust, injustice, selfishness, hatred due to caste, creed, race and religion, lack of national character, lust for positions, property and power have taken a fore front, creating turmoil in the society.

Our country is a witness to many high level multi-crore corruption cases. The ever increasing atrocious number of rape cases in the country, has shamed and shocked the conscience of the nation. The countless cases of domestic violence, human/child trafficking, eves teasing, adulteration of food and various other commodities, frauds, forgery, etc. seem to have become a part of our developed societies.

According to (Joshi, 1999), "Humanity is at a critical juncture. Joshi's views are pertinent to the present scenario of Indian society; it brings in the lime light, the inappropriateness between the material and social progress. Market economy and consumerism has compelled man to work on the principle of what is more profitable for him.

The multidimensional sides of the human being; the spirituality, humaneness and the bond with the fellow beings have been replaced by sordid selfish attitude (Kunnunki, 1984).

The present situation explicitly conveys the degeneration of values in our society. Value inculcation among young minds is the need of the hour. Effective educational strategies have to be formulated to meet the challenge.

5.5 Importance of Value Education

Value education is education that has all the components to fulfil all the aspects of personality development – the scholarly, societal, and emotional. While, nurturing the cerebral faculties, value education also cultivates affective and cognitive domains of brain (Seshadari, 1998).

Value education helps in evolving compassion towards others; consciousness of what is right and good, an aptitude to decide on the right values and then internalizing and practicing them in thoughts and actions. It goes beyond any doubt to prove the relevance of value education in today's scenario. Value oriented education can set in a right sense of discretion among the people in order to negate the negative impact of modern living. It will keep people deeply rooted to the essence of life and yet enjoy the fruits of modernity (Rao, 2006). In this process, the schools have a central role to play and fulfil the goals of value oriented education. Our educationists who were farsighted and had a deep sense of vision had incorporated all the aspects of holistic living in the education system.

Along with major curricular objectives they also fostered the humanistic ideology. They equally gave importance to inculcation of healthy and desirable set of values conducive to the welfare of a democratic society.

The (school) education along with the material development is expected to bring about growth of cultural, aesthetic and social values in the young generation. In this cut throat competitive rat race, only a strong base in values can help man to discern when and where to stop. It is only value education that can bring a sense of rationality in the minds of people and decide for themselves their true peace, happiness and contentment. With so much of seriousness given to value education, it is time to appraise today's value system widespread among students and explore the ways and means to adopt the most essential values in students. Hence it becomes very important to implement methods that would effectively deliver the aspect of values in the education system, bringing values to the forefront. This would help the students to develop an integrated growth of body, mind and spirit. The Indian constitution also clearly represents ideals and values that are beneficial for the growth and development of India.

The goals of education itself form a strong relationship between education and values, values cannot be separated from education. Human beings, values and education form a sacrosanct bond where, education is an essential medium to absorb, cultivate and continue values in a human being. According to Dr. Radha Krishnan (2008), education is not limited to imparting of information or training of skills. It has to give the educated a proper sense of values. Education is the very foundation of Value System. It stimulates the human faculty, helps in performing actions according to the socially desirable values. Therefore, our question about values and education are inseparable from the larger question of values in life. This means values are embodied in educational practice. However, it seems that the aims of education are not being fulfilled, either the value are missing from the education or values are given less priority in education system. It has been a matter of grave concern that educational systems in

India and abroad have failed to implement value education as it should have been (Venkataiah, 2010). Education is the process of developing the inner abilities and powers of an individual. Education implies change for better in a person (Chandra & Sharma, 2004).

The Education commissions and committees strongly advocate the development of fundamental, social and spiritual values. The committees and commissions set by government of India have shown the urgency for integrating appropriate programmes in educational system. Understanding the importance of values in education, the government of India through its policies has always tried to strength the education system by giving due importance to value education.

5.6 Policy Perspectives

Value education is education that has all the components to fulfil all the aspects of personality development – the scholarly, societal, and emotional. While, nurturing the cerebral faculties, value education also cultivates affective and conative domains of brain (Seshadari, 1998). Schools hold a great potential in playing an essential role of building the social, moral and spiritual values in children, preparing them to strongly face the different challenges of life in future. Character building as an objective of education was stressed in the curriculum framed by the National Council of Educational Research and Training (1975), it further said that curriculum should be related to national integration, social justice, productivity, modernization of society and cultivation of moral and social values.

Considering the deteriorating values in society, one of the significant features on forming the curriculum for schools, the National Policy on Education (1986) recommended the importance and gave immense stress on value education and laid emphasis on the renewal of the value education. A general structure of value education in the core curriculum was set by the National Curriculum for Elementary and Secondary Education – A framework (1988). It clearly mentions the inculcation and sustenance of personal, social, national and spiritual values. The Programme of Action (1992) emphasised value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations and character building. C.B. Chavan Committee (1999) reiterated that right from the primary school stage, deliberate, planned and sustained efforts to be made to inculcate basic human values among the students. The teacher is the key person who can inculcate all the required values in children. National Curriculum Framework for School Education (2005) emphasis on Value Education and considered Peace as a precondition for national development. Peace education as an area of study is recommended for inclusion in the curriculum for teacher education.

The inculcation of values becomes much easier, effective, and convincing, when the teachers themselves internalise values and through their own personality, character and action set an example before the students. School Environment should willingly organise to expose students to values formally as well as informally.

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From the above policy documents it is unequivocal that for the development of values and desirable habits in children, schools have always been looked upon as a fertile, training ground. But most of the educational institutions have contributed little in evolving an integrated approach in the curricular and co-curricular programmes for the all round development of human personality. It is therefore imperative that value education in schools be given top priority, for an all-inclusive growth and development of society.

5.7 Value Education in Schools Today

Value education is a planned educational programme aimed at the development of values in students. It makes an individual a good child, parent, adult and citizen and keeps the people and society healthy and intact. According to Venkataiah (1998) present education system lays too much importance to the mechanistic approach, as a result, there is rise in human psychological problems. Our present education system is not concern over inculcating values necessary to overcome material, social, religious, and spiritual problems of living. Most of the children only earn college diplomas and degrees, not proper rational and mature values. Education has become a tool to equip oneself for surviving in the competitive world. Cultivation of moral character is not considered part of modern education, which focuses more on making money and achieving success. Society today tends to weigh success in terms of money, power and social status rather than factors such as social contribution and faithfulness to one's family and cause. Imparting of value education is limited to mere expert lectures/discourses on values, ethics, morality etc. There are no conscious efforts made to bring about an internal change in an individual in our existing education system. The attributes like inquiring, nurturing, venturing and seeking are disappearing. State Council of Education Research & Training, Hyderabad (SCERT 2006) observed that there is no scope for the enrichment of cognitive resources of the child such as questioning, observation, inquisitiveness and expression. There is an absence of human values, individual values and social values.

The present education system is only developing mechanization of the child's mind. There is a weak scenario of teaching values in schools these days.

For the sake of economic growth in the society, the modern education is given far too much importance and the social, moral, ethical values are put on the back burner. Venkataiah (1998) though agrees that value education has taken a back seat, but he also does not deny the fact that partial and sincere efforts were made by many to work on this front. Sporadic implementations of value based programmes have been tried before and even at present few are trying hard to implement value education in the school system. But there are many obstacle which act as deterrent in the implementation of value education. The role of education is to bring about a desirable change in persons, knowledge, skills, attitude and values. Though, value education has been taking place but in a faint way, by schools trying to achieve its education objective through the curriculum it formulates.

Hence value education is being followed knowingly or unknowingly. The Central Board of Secondary Education (2009) took a progressive step by introducing Continuous Comprehensive Evaluation system (CCE). Gujarat Secondary Higher Secondary Board too introduced the CCE. One of the main aims of CCE is to evaluate scholastic and non-scholastic proficiency. Non-scholastic proficiencies include Life skills, Attitudes & Values, literary and Creative Skills, Scientific Skills, Aesthetic Skills and Performing Art, Sports and National Service Scheme.

Though, there may be many ideas to impart value education, however, values are not being taught in an organized and disciplined manner in schools. Many new methods and approaches may be needed to be work upon; more research work may be needed to find effective ways to implement such policies in educational institutions.

5.8 Teaching of Values

When seen from this perspective, values influence all aspect of educational processes, techniques, policy and procedures. In education of any society, the selection of curriculum, the type of discipline, administration and supervision, the questions of teaching methods, etc. are questions of values. Thus, the task of educator is not simple like declaring some values as educational values. Every teacher, every school and every system creates value situation from which students imbibe attitudes. Teaching should aim continuously on keeping the aggregate of values alive and growing, it should include all the teachers hope for students to learn so as life for them becomes as rich and fine as possible.

The conventional curriculum is more teacher centric than the learner. Now days, the emphasis is on more student-centred curriculum. This change has influenced the curriculum design process with a greater emphasis on the learning in terms of knowledge, skills and

competencies within the subjects. The focus is on how learners learn and the design of effective learning environments.

Many methods can be adopted to teach values. There is direct method, Incidental technique may be also be used for value inculcation. Other approaches to value education may be mentioned such as Critical Enquiry approach, Inculcation approach, Moral Reasoning approach, Value Clarification approach, helps students to use both rational thinking and emotional awareness to examine personal behaviour patterns, classify and actualize values.

Integration approach to value education is another important approach for an all round development of the personality. The teacher while teaching the subject has to integrate values. This is a dynamic process, where the initiative of the teacher is of extreme importance. The content of the lesson should be linked with appropriate values by recognizing area in which the preferred values are to be thought. It is important to understand that every subject has values inbuilt in it; the teacher has to identify those values in the class, draw students' attention to them, and reinforce them through array of teaching method and activities. Values are integrated with regular subjects to teach value education to students, it is done in an indirect way. In this approach there is more scope of drawing out the essence of the subject. Integrated value oriented education offers possibility for a better perception of each topic with respect to life, in fact, the integrated approach empowers the teacher to have an in-depth understanding to the theme or subject rather than to remain at the peripheral level (Kumari, 2003). There seems no point then to keep values in seclusion as 'Moral Science' or 'Character Formation' class. Integration is defined as a way to teach students that attempts to break down barriers between subjects and make learning more meaningful to students. The idea is to teach around themes or "organizing centers" that students can identify with (Beane, 1977). Many suggestions for developing new learning techniques have been proposed. One such innovative design to teach values can also be with the help of modules, modules are developed systematically around the need of the learner. Teaching with the aid of module can develop a holistic and profound learning.

5.9 Meaning and Concept of Module

According to Asia Pacific Programme of Educational Innovation for Development (APEID 1976), a module is a set of learning opportunities organized around well defined topics which contain the elements of instructions, learning activities and evaluation. According to Davies (1981), a module is a precise type of learning resource.

Modules are basically self-contained, self-instructional packages, where students learn according to their individual requirements and ability. A module has clearly defined,

objectives; preferably in behavioural form. Taneja (1989) defined module as a unit of work in a course of instruction that is independent and a method of teaching that is based on the concept of building up skills and knowledge in discrete units. Modules are of two types, for students and for teachers. Modules for the teachers have a set of clear instructions on how to implement and teach with the help of module in the class. There is no extra planning or a long training session required for the teachers.

The motivation behind module teaching learning process is that important educational problems can be easily addressed. The reason being, that modules support effective learning and are extremely flexible in execution.

5.9.1 Importance of Modules for Teachers

The importance of the use of educational modules for teachers is encouraging. Teaching through modules help make certain that all students are receiving a good education and ample opportunities to master subjects. The use of modules activates the creativity of a teacher in designing lesson plans for the students. At the same time, the modules ensure that all students are being held to the same reasonable standards (Donnelly & Marrian, 2013). According to The National Science Foundation (NSF, 1995) the advantage of teaching through module is that it helps to create a lively, dynamic environment where learning and thinking are of prime importance and done effectively. The goal of the modules is to provide resources to the teachers that will allow them to transform their classrooms into active, student-centred learning environments. Planning a module is a process that requires time, commitment and a thoughtful, systematic approach. It is a method of structuring learning into modules by deep content analysis of the subject, in order to help design a module that supports students' learning. (Johnson, Johnson, & Smith, 1994)

5.9.2 Planning Modules for Teachers

The fundamental theoretical approach to a module is common whether the module is made for teachers or for students. In the initial stages of preparing a module, it is important to understand that a module cannot be made in isolation, It has to be integrated with a subject, programme or an activity. Hence the first step in developing a module is forming proper specific objectives of the module. The objectives to be achieved with the help of the module must be well defined. It is important that a module articulates its objectives in behavioural terms and specificity. The design of how the implementation of the module will be carried out by the teacher should be meticulously and distinctively laid down Mariani (1987) . Planning of topics, sub-topics to be included in the module must start, a cache of topics in line to the subject must be prepared. Various materials such as use of multi-media etc. and relevant learning activities, quizzes, storytelling etc. must be listed down.

The usefulness of the material must be assessed. Questions like, “are the selected topics, activities worthwhile?

Do they well integrate with the topics and sub-topics? How will the target group benefit from this module must be asked. Parkee and Rao, (1981).

5.9.3 Designing Modules for Teachers

Designing a module for teachers may have diverse styles but the basic framework remains the same. A module contains a rationale, synopsis of the content and reasons why the teacher should use it. The objectives to be attained or expected outcome of the module are stated in behavioural terms. A wide range of materials such as multi-media may be used to get the learners involved. Learning activities such as presentations, demonstration, drill simulation, problem solving, quiz, games storytelling etc. are used to increase students’ interest, Sejpal (2013). Finally evaluation at the end is kept to check the attainment of the objectives. The sequence of evaluation activities is designed to: a) Provide feedback on the students’ achievement. b) Continue from lower to higher cognitive levels. c) Equip the student to achieve the stated behavioural objectives. A module should have an prologue to topic and directions or suggestions for use. A guide or a manule is a part of a module. The manule should provide introduction to the topics, related activities and the various media used, with objectives. It should give instructions for learning activities, space for discussions should be provided. The manule or guide should be kept simple with only necessary directions. The students’ progress must be supervised, activities and discussions must be carried out with students in a group or individually. (Heinch et-al, 1990)

5.9.4 Revising Module

The first draft of the module should be reviewed with particular attention to the format, the components and editing. Test of the module is made of its readability, difficult level, content organization and competence. The developed module trail should be supervised over a carefully selected sample Morn (1988). A pilot test of the module must be conducted, and necessary modification if needed must be made.

5.9.5 Components of Module

1. The title
2. The Introduction
3. The overview
4. The instruction to the user
5. The objectives
6. The learning activities
7. The evaluation and feedback

5.9.6 Learning Activities in Module.

Appropriate activities in connection to the topic help to reiterate and re-enforce the subject matter that the teacher wants the students to imbibe, therefore, helping the student to retain the matter easily, Pareek, Rao (1981). The Activities involve senses hence the interest and focus is maximum. When students are involved in activities, they develop other attributes such as, confidence, inter-personal communication skills, a spirit of team, sportsman spirit etc. Activities bring change in the behaviour of the learner.

5.9.7 Characteristics of Module

The major characteristic of modules is their flexibility and the use of interceded instruction modified to individual or group learning situation. A module should be independent, self – contained, self instructional, with well defined objectives. Modules need to cater the individual differences, to enable active participation of the learner. The modules are flexible in implementation, there is an immediate reinforcement of responses and finally media - technology can be utilized to the optimum. The evaluation of the work is measured at the end of the unit. The major reason to use module for teaching is that it gives prominence to well-established conditions of learning alongside with flexibility in implementation Asad (2010).

The government has given lot of stress to integrate values with education. Module has the flexibility to be well integrated with any discipline; all subjects can be integrated with values. Every subject has a wide scope of smoothly integrating values in it and can be taught in a more appealing manner.

Social Science is a subject which deals with society, values, culture, humanity, mankind etc. Therefore, the investigator feels that Social Science is a subject which in its broad range can easily incorporate value teaching through the developed module.

5.10 Importance of Social Science

According to Preston (1970) due to changing times and advancement in technology, the social problems have not only increased but also have taken new forms. It has spread its tentacles in wide range of areas; from safeguarding of peace to eradication of poverty; from preservation of resources to control of crime; from making government more competent and less corrupt to maintaining security; from the provision of civil rights for all, to employment for all. The only effective and sustainable way to tackle such problems is to lay a strong foundation in young minds.

It is important that young children start to understand society and the circumstances which give rise to social problems. As adult citizens it will help them to contribute to the solutions of both the unsolved old problems and the new problems which society may face in future. The significance of social science is that it plays a very important role in sensitising children towards the study of man and his interactions with his social and physical environment in the past, present and emerging future.

According to NCF (2005) social sciences encompasses diverse concerns of society and include a wide range of content, drawn from the disciplines of history, geography, political science, economics and sociology. It further elaborates the significance of the social sciences by highlighting its increasing importance for jobs in the fast growing service sector, and indicating its necessity in laying the foundations for an analytical and creative mindset.

Within the school program, social science provides coordinated, systematic study, drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

The United States National Council for the Social Studies, (NCSS, 1992) defines social science as, “the integrated study of the various disciplines to promote civic competence. It is an inter-disciplinary subject with the primary purpose to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Social Science gives prominence to relationships among people, interaction between people and institutions, dealings between people and goods and services and relations between people and earth. According to The National Council of Educational Research and Training (NCERT, 2006), following are the reasons for the importance of Social Science.

It helps the students,

- To understand the society in which they live -
- To learn how society is structured, managed, and governed, and about the forces seeking to transform and re-direct society in many ways.
- To appreciate the values enshrined in the Indian Constitution such as justice, liberty, equality and fraternity and the unity and integrity of the nation and the building of a socialist, secular and democratic society.
- To grow up as active, responsible, and reflective members of society.
- To learn to respect differences of opinion, lifestyle, and cultural practices.
- To question and examine received ideas, institutions, and practices.
- To undertake activities that will help them develop social and life skills and make them understand that these skills are important for social interaction.

Thus we may conclude that Social Science has a very key role to play in the field of education. It is Social Science that can form a strong base for a healthy, democratic and value based society. History, geography and civics are the most important subjects in the program of social science for school children, with content influenced from various other fields to deepen and broaden children's understanding of people and their changing ways of living

5.10.1 Nature of Social Science

History, geography and civics are the most important subjects in the program of social science for school children, with content influenced from various other fields to deepen and broaden children's understanding of people and their changing ways of living. Social Science is a unique combination of various disciplines. It is a study of human relationships, man's development through ages; it includes commitment and action and aims at preparing the learner for whole some social living. Social Science is an integrated study that includes the academic disciplines related to society and human behaviour.

The nature of Social Science in its broadest sense is the study of society and the way people conduct themselves and influence the world. As Social Science includes a broad range of academic disciplines, some social scientists do not support one single definition. Instead they simply define the social sciences by listing the subjects they include, such as, Anthropology, communication, criminology, history geography etc.

According to Michaelis (1956), “the Social Science is concerned with man and his interaction with his social and physical environment; they deal with human relationships; the central function of the social science is identical with the central purpose of education – the development of democratic citizenship”.

The nature of Social Science is rooted in the study of people, their activities and relationships, as they interact with one another and with their physical and socio-cultural environment in an effort to meet their needs. It is essentially the study of human group experiences.

5.10.2 Objectives of Social Science

The key objective of Social Science is to help young people develop the aptitude to make knowledgeable and rational judgment for the betterment of the community as citizens of culturally diverse democratic society in an inter-reliant world. The National Council of Education Research and Training of India, clearly states the most important objective of Social Science, “to prepare the mind to reflect and build up skills to express one’s ideas freely”.

According to The National Curriculum Framework (2005), the objectives of teaching Social Science at the secondary level are to develop among the learners analytical and conceptual skills to enable him/her to:

- To understand the processes of economic and social change and development with examples from modern and contemporary India and other parts of the world.
- To critically examine social and economic issues and challenges like poverty, child labour, destitution, illiteracy, and various other dimensions of inequality.
- To understand the rights and responsibilities of citizens in a democratic and secular society.
- To understand the roles and responsibilities of the state in the fulfilment of constitutional obligations.
- To understand the processes of change and development in India in relation to the world economy and polity.

- To appreciate the rights of local communities in relation to their environment, the judicious utilisation of resources, as well as the need for the conservation of the natural environment.

The objectives of Social Science include a wide array of different aspects of life. Social Science program more accurately addresses the contemporary conditions of real life, which is more likely to help students develop a deeper understanding of how to know, how to apply what they know, and how to participate in building a better future.

5.10.3 Teaching Social Science the Present Scenario

For any subject to achieve its purpose, it is very important to have strong delivery system. It is only a teacher who can play the vital role in achieving the objectives of the concern subject. The methods of teaching any subject (Kumari & Rao, 1987) play a pivotal role in enhancing the efficiency of their practitioners. Lack of teacher's training programme has made the teaching of social science discouraging and inefficient. The textbooks are treated as the 'only source' of information. Cramming and rote learning (NCF, 2005) are the ways that Social Science is being taught in the Indian schools.

There is a dearth of creative contribution in teaching Social Science. The status of Social Science in India for long has been unproductive (Vyas, 1992). Although Social Science is being taught in schools and colleges for quite some time now, but no major contribution in this field has been seen. The content of Social Science is vast as it is inclusive of various other disciplines like History, Geography Civics etc. hence it becomes important that the teacher should have a vast knowledge of these subjects (Rice & William, 1999). Only a well-trained teacher with huge knowledge will be able to do justice in teaching the subject. Social Science is more teacher-centric based, memorization of facts, lectures and great deal of dependency on text books is being used to teach Social Science. Most of the schools in India have adapted to memorization method. A dry and drab way of dictating notes to the students and students inertly take those notes to only memorize and pass their tests or examinations. In India Social Science has not been given its due respect, as it is considered to be a non-utility subject (NCERT 2006).

Ministry of Human Resource and Development (MHRD 1997) in its report has presented a dismal picture of the present status of social science. Looking at the present scenario of Social Science teaching, it calls for an urgent overhauling to help the learner obtain knowledge and skills in an interactive environment. According to (NCF, 2005), many efforts are being put in, new innovative and more interactive methods are being suggested like discussions, debates projects etc and more emphasis on teacher's training has been given.

5.10.4 Values and Social Science

Social Science cannot be separated from values, values are an intricate part of social Science; Gordon (1977) in his studies concluded that “empirical Social Science, even in its most technical branches, includes value loading.” Values have always been central topic of social science (Boudon, 2001). National Curriculum for Elementary and Secondary Education (1988) is built on a foundation of socio-cultural, political and economic deliberation, which has a strong influence on the school curriculum, one of them being character building and inculcation of values. It further elaborates that the text book content should develop an approach where the values get an open representation and not remain hidden agenda. In Social Science values are explicitly obvious; hence values and Social Science are complementary to each other. NCSS (2008) has stated many qualities that can make Social Science a powerful and authentic subject, one of the most important qualities it stresses on are values. It states “Social Science teaching and learning are powerful when they are Value-Based”. Schools can bring a major change in the thinking paradigm of young minds. Suh (2002) beliefs that schools can play a bigger role to teach the democratic values through Social Science that help maintain us as a nation. School should teach the children to learn their roles as leaders, parents, group members, members in the family, in the community and so on.

Cengelci and Deveci (2011) also believe in imparting value education through Social Science. They concluded that Social Science pre-service teachers’ post training not only helped them develop awareness regarding value education but also enhanced their knowledge and skills on how to teach in their professional life.

From the above discussion, and understanding the nature, scope and objectives of Social Science, it may be well concluded that values can be naturally and effortlessly integrated with the subject of Social Science in order to effectively engrain values into students.

The schools are expected to lead the way to the achievement of goals of value oriented education. They should provide suitable opportunities for individuals to develop ethical, social, personal, spiritual and aesthetic values.

5.10.5 Values incorporated with Social Science

There were five values that the researcher found would easily integrate with the topics in Social Science text book of standard IX, with the help of a module. The five values were Equality, Peace, Freedom, Patriotism and Unity. The five values can be easily combined with the various topics and subtopics of the social science text book. The meaning and concept of these values have been elucidated as follows.

Equality: The state of being equal, especially, in status, rights, and opportunities in age, gender, religion, sex, disability and ethnicity. The main characteristics are consistent opportunities, equal policies and tolerance.

Peace: The term 'peace' is derived from the Anglo-French *pes*, and the Old French *pais*, meaning "peace, reconciliation, silence, agreement" *Pes* also comes from the Latin *pax*, meaning "compact, agreement, treaty of peace, tranquillity, absence of hostility." Commonly peace is understood as a state of mutual harmony and friendship between people or groups, nations and personal relationship and mental calm by absence of violence, conflict, fear and hostility. The main characteristics of peace are non-violence, harmony and friendship.

Freedom: The power or right to act, speak, or think as one wants without hindrance or restraint. Freedom is absence of subjection to foreign domination or despotic government. The main characteristics are responsibility, free choice, fearlessness and no domination.

Patriotism: Patriotism is a devotion to one's country and it is a related sentiment to nationalism. It is a feeling of love, compassion, sacrifice and pride for one's country. Patriotism means to be an active contributor in the growth and development of one's country. The main characteristics are honesty, responsibility, duty, tolerance, accountability and self-discipline.

Unity: The state or quality of being one; oneness or in accord; harmony, regardless of physical or psychological barriers. The main characteristics are freewill, fearlessness, tolerance.

5.11 Rationale of the Study

The failing value system has shaken the foundation of our society. There is an immediate need for taking action in this area. A society that lacks value system, can never grow, and prosper. Anti-social activities occur only due to absence of values. Education in itself is a complete program, which is capable of bringing a positive change in the society but due to the shift in the pattern of human thinking, education which is holistic in nature, now, is seemingly inclining towards the materialistic instincts of humans. Values have degenerated; therefore, it is of paramount importance that values need to be brought into the fore of education.

Gujarat Secondary Higher Secondary Education Board introduced Continuous Comprehensive Evaluation (CCE); one of the main aims of CCE was to focus on the non-scholastics aspects of students such as Life Skills, Attitudes & Values, Literary and Creative Skills, Scientific Skills, Aesthetic Skills and Performing Art, Sports etc., apart from scholastic areas.

In CBSE too, value based questions were being set in every subject; however, no deliberate or systematic teaching of values is being done. Hence, it becomes important that teachers should be well equipped; they should have good supportive tools to help them teach values to students effectively.

Many methods, techniques or approaches may be needed to give values a top priority, but time constraint faced by teachers to complete the syllabus also needs to be considered, therefore, we need to develop programs that do not burden or stress the teachers or students. Ready instructional materials in the form of modules, well integrated with the subjects may prove beneficial for teachers to impart values successfully.

There may be many teachers' keen in the student-centred pedagogical approach, but developing activities that blend well with the content of the subject, to tell a rational story, and cover the appropriate subject content is considered to be hectic and time consuming.

A ready module for teacher will not only save her time but will help her to utilize the time in an optimum manner. It is recognized that knowledge is constructed, discovered, and extended by students as they interrelate with their environment.

The teacher plays an important part in the learning process as he/ she creates an environment to support and motivate students to construct meaning. The modules, therefore, are based on questions from the student's surroundings where he/ she can think, analyse and participate in the entire learning process. Finally, integration into the subject is an important goal of the module.

Social Science is a subject which deals with society, culture, human relationship, values etc., it has a wide scope to incorporate values easily, and hence, a module integrated with the different topics of Social Science can be an effective method to instil values.

Post review of literature has shown that value education has had important achievements in education. Many researches have been carried out in value education and there is need for more. The investigator did not come across any study, research or investigation based on modules integrated with other discipline. Therefore, investigator was eager to work in this area, to develop a module in Social Science, to teach values.

5.12 Research Questions:

The researcher formulated the following research question for the study.

- 1) How far can the developed module be effective for value inculcation in students?

5.13 Statement of the Problem

Development and Implementation of a Module for Value Inculcation through Teaching of Social Science

5.14 Objectives of the Study

- 1) To develop a module for teaching of Social Science.
- 2) To implement the developed module for teaching of Social Science through integrated approach for the development of values like Equality, Peace, Freedom, Unity, and, Patriotism.
- 3) To study the effectiveness of the module for teaching Social Science in terms of conceptual knowledge of values, perception of values and value practice of Equality, Peace, Freedom, Unity and Patriotism along with achievement in Social Science.
- 4) To study the reaction of students towards the developed value based module for teaching Social Science through integrated approach for the development of values

5.15 Hypothesis

The proposed study had a null hypothesis and tested at the significance level of 0.05.

1. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value Peace.
2. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value Equality.
3. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value Freedom.
4. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value Unity.

5. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value Patriotism.
6. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of all five values as a whole.
7. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value Peace.
8. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value Equality.
9. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value Freedom.
10. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value Unity.
11. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value Patriotism.
12. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of all five values as a whole.
13. There will no significant difference between the mean gain scores of control and experimental group of class IX in the achievement of Social Science.

5.16 Explanation of terms

a) Module: This is an instructional material for the teacher which will consist of values like Peace, Equality, Unity, Freedom and Patriotism integrated with the topics of Social Science text book of standard IX.

b) Integrated Approach: Integrated approach in regard to value education is a process by which values can be spontaneously incorporated into the various subjects of the curriculum. In this study the teacher integrated the values in the developed module, with the different topics of Social Science.

c) Value Practice: The students displaying different values in their behaviour.

5.17 Operational definitions

a) Conceptual Knowledge of Values: The scores obtained by the students in the experimental and control group in the value knowledge test constructed for conceptual knowledge of values.

b) Perception of Values: The scores obtained by the students in the experimental and control group in the perception scale of values.

c) Effectiveness: The significant difference found between the experimental and control group in terms of conceptual knowledge of values and perception of values.

d) Achievement: The scores obtained in the achievement tests conducted in Social Science.

5.18 Delimitations of the study: The Present study is delimited to English Medium standard IX students of Secondary schools affiliated to Gujarat Secondary Higher Secondary Education Board. Values in the present study are de-limited to values of Peace, Equality, Unity, Freedom and Patriotism.

5.19 Implication of the Study

The researcher referred to a total of 56 studies. The studies were categorised based on the nature and types of study. The studies were based on various dimensions of values, like, value change in students, prevalent value system, value patterns, value education, personal values, etc., The studies were divided thematically into four categories namely (1) Studies related to Impact or influence of Variables on Values. There were 13 such studies under this category (2) Studies related to the Values System and Value Patterns of students. There were 13 such studies under this category. (3) Studies related to Teaching of Values and Curriculum. There were 21 such studies under this category and lastly (4) Studies related to Teaching Methodologies in Social Science. There were 8 such studies under this category.

In the studies reviewed, the researchers had adopted different research designs such as surveys, experimental, co-relational, and action to conduct their research. Their focus and objectives were diverse, the studies highlighted values under different conditions akin to correlation between various variables like family background, gender, rural-urban, religious background and different values like personal, national, religious moral, political. Other aspects of the studies were, teaching values through intervention programmes, strategies, and models. There were researches done on testing of value theories, identifying values in textbooks, value concepts in schools and colleges, development of values through various approaches.

Zamen (1982), Bhargava (1986), Upadhyaya (1993), Islam (2002) did their studies on influence of various variables on different values. Zamen (1982) did a study of social religious and moral values of students of class XI and their relationship with moral character traits and personality adjustment. Bhargava (1986) studied the development of moral judgement among children at concrete and formal operational stages and its relationship with the variables of home and educational environment, Upadhyaya (1993) undertook a study to analyse the effect of stress and home environment on girl's moral judgement and values. Islam (2002) studied value pattern of college students in relation to some select socio-educational variables. The objectives of these studies were to learn the relationship between moral judgement, values and different variables like, family background, sex, rural-urban background, religious background, caste, general intelligence, socio-economic status, stress, home environment, school environment, etc.

Patel (1981), Ratnakumari (1987), Darmody (1991), Malukchand (1992), Tatar & Bambu (2001), Lie & Chang (2008), focused on finding out the value system and value patterns of students. Patel (1981) conducted a study on the prevalent value system of the students of South Gujarat of standard X and XI. Ratnakumari (1987) did a study of human values among the high school students of Andhra Pradesh. Darmody (1991) studied the personality, formal reasoning and values in adolescents. Malukchand (1992) investigated the values of higher secondary students of Saurashtra. Tatar & Bambu (2001) did a comparative study of values among students of college of Mumbai and Aurangabad cities. Lie & Chang (2008) explored the perceptions of filial piety among university students in Taiwan. These were survey types of researches, where the objective was to understand or measure the existing value beliefs in the students of different age groups, cities etc. There were studies conducted on the various methods or approaches through which values can be taught. Researchers like Singh & Singh (1986), Andrew (1993), Skinner (1999), and Christopher (2008) centered their studies on strategies and approaches like Value Clarification Strategy (VCS), teaching values through text books, culture and developing instructional material to teach and develop values in students. Kothari (1984) studied the development of moral concept among first generation learners and second generation learners in Indore, Bajpai (1990) did an experimental study of an educational intervention curriculum for values teaching, and Shukla (1991) developed curricular design for value orientated Secondary School teacher education in Punjab.

Sarangi (1994) studied the base and implication of moral education and the interest of children in moral education. Matousek's (1996) study was based on to find character traits of public school teachers. Thakkar's (2005) case study on values incorporated in the English textbook and the importance of the text book in incorporating values.

There were different types of studies conducted. Bajpai (1990), Diwakar (1995), Biswal and Srivastava (2005), and Kujur (2007) based their studies on experiments where intervention programmes, instructional material were developed and experimented to discover new and more effective ways of teaching values. Experiments on the impact or effect of such intervention programmes were also conducted. Bajpai (1990) experimented on educational intervention curriculum for development and its facilitative effect upon the level of moral judgement of children, Diwakar (1995) did a study on the effect of some intervening strategies on the development of contemporary values among teacher trainees, Biswal and Srivastava (2005) conducted a study on Designing and implementing co-curricular activities to inculcate social values among B.Ed. students, Kujur (2007) studied the impact of Value Clarification Strategies for enabling students of class VIII to deal with value conflicts. The main objective of Diwakar (1995), Bajpai (1990), Kujur (2007) was to test the efficacy of their intervention programme or strategies in developing values in students. There were studies conducted at different levels, using different methodologies, tools to achieve their objectives. Kothari (1984), Bajpai (1990) Sarangi (1994), Shrivastava (1983), etc. based their study on Primary level students. Zamen (1982), Das (1991), Padmanaban (1992), Kapoor (1995), Joshi (1998), Durance (1995), Ahmed (2003), based their study on Secondary level students and Thakkar (2005), Malukchand (1992), Ratnakumari (1987), Gardi, (2007) Narad (2007), Malti (2007) based their study on Higher Secondary level students.

Patel (1981), used research tools such as Value Change Effective Schools model (VCES), Inventory of Value System, Children's Value Questionnaire, Student Value Inventory, Student Occupational Preference Inventory, Self Concept Inventory, Personal Value Questionnaire. Zamen (1982), used tools such as Value Scale and Character Trait Questionnaire, Test-retest and split-half reliabilities of the Value Scale were significant. The data were tabulated and analysed using suitable statistical techniques. Similarly, Islam (2002) used Value Orientation Scale, Questionnaire, SES Index, Index for Media Exposure and Index research tools. Bhargava (1986) used the Sinha and Verma Moral Judgment Test(1969), The Sherry and Verma Family Relationship Inventory (1968), the Srivastava Socio-Economic Status Scale(1978), The Singh School Characteristic Index (1977), The Sharma School

Organizational Climate Description Questionnaire (1978) from teachers, the Students Information Form, the teacher information form, the Test of Moral Dilemma, and Interview Schedule from Parents. Patel (1981) prepared an information schedule for collecting relevant information on the prevalent value system in students.

There were few studies that reviewed the methodology of teaching Social Science for improving understanding and achievement in Social Science. Chakarborty (1978) did an inquiry into strategies of classroom teaching, Ingole (1985) studied the position of teaching History in secondary schools of Sholapur, Premlata (1992) did a study on peer tutoring in the promotion of verbal spatial abilities and academic achievement in the Geography. Jayria (2009) conducted a study on teaching social studies at the secondary level. Gupta (1983), Ingole (1985), Raina (1990) did survey type of studies to find the position of curriculum, textbooks, teachers background, techniques of teaching.

From the above review of related literature the researcher did not come across studies on teaching values to students of IX with the help of a developed module for teachers integrated with Social Science.

5.20 Plan and Procedure of the Study

The study has been done with the objective to inculcate values in children through teaching of Social Science by integrating a module for teachers, developed by the researcher. This chapter has been divided into two sections. Section I describes in detail the steps adopted to develop the module in which it includes the process of choosing the course content, identifying of values that incorporate well with the topics/sub-topics of the chapter and the selection of many activities vis-a-vis the values that were identified in the chapters. Section II describes the methodology of the research. It explains in detail the population, sampling technique, description of the tools, method of data collection and techniques used for analysing the data.

5.20.1 Segment I

5.20.1.2 Systematisation of the Module

The module was developed on the basis of planned and arranged system. The content for the module was based on the selected chapters from the Social Science text book of class IX. No pre-determined values were planned, only values that naturally emerged from the selected chapters of the text book were identified. Only those sub-topic/s that had the full feasibility to easily integrate with the identified values, were selected from the chapters.

To integrate the identified values with the sub-topic/s, reflective questions, stories, questions from the stories and activities were prepared and selected. While doing so, the age criteria, entry behaviour of the students, and time constraint were kept in mind. Preparing of questions, selection of stories and activities were kept short and simple, yet they were challenging enough to make the students think beyond their basic understanding of value. The stories selected were contextualized to Indian context.

5.20.1.3 Development of the Module

This segment discusses in details the various steps taken to develop the module for the teachers. 1) Selection of chapters from Social Science text book of standard IX. 2) Content analysis of the chapters of the Social Science text book and value identification. 3) Selection of suitable subtopics from the main chapters that were value laden. 4) Development and selection of various activities.

5.20.1.4 Selection of Chapters from the Social Science Text Book

The Social Science text book of class IX was published by Gujarat State Board of School Textbooks for Gujarat State Board schools. The text book had a total of 19 chapters, which were divided into three units, History, Civics and Geography respectively. To develop a module to teach Social Science along with values integrated in the text book, the researcher selected nine chapters of the second semester syllabus of the academic year 2013-14 (December). The second semester syllabus included two chapters from History, three chapters from Civics and four chapters from Geography. Details of what constituted in the nine chapters of the text book, are mentioned in Chapter 3.

5.20.1.5 Content Analysis of Chapters and Value Identification

A thorough content analysis of the nine chapters from the second semester of the academic year 2013-14 (December) of Social Science text book of class IX was done. While doing the content analysis, the researcher carefully kept in mind and took detail note of the values that were prominently emerging from the chapters. It was observed that values like Peace, Equality, Patriotism, Unity and Freedom were frequently occurring in all the selected nine chapters, hence, these values were considered appropriate for integration with the nine chapters of Social Science text book.

5.20.1.6 Selection of suitable Sub-topics to Integrate the Identified Values

Selection of relevant sub topic/s that had the full scope of integration with the identified values from the text book, i.e. Peace, Equality, Patriotism, Unity and Freedom from each of the nine chapters was done. The sub-topics in the chapters were read meticulously to find out which of the identified values strongly surfaced from them and could be well integrated. Details of the chapters, subtopic/s and values identified and integrated with the subtopic/s are given below in the form of a table.

TABLE 5.1: NAME OF THE CHAPTERS, SUBTOPIC AND VALUES IDENTIFIED.

Chapter. No.	Name of the Chapter	Sub-topic	Values Identified
6	Post Independence India – 1	Integration of Princely States & Formation and reorganization of Indian States	Unity and Equality
7	Post Independence India – 2	Regionalism	Equality and Peace
10	Organs of Government	Legislature	Unity and Patriotism
11	Judiciary in India	Independence of Judiciary	Freedom
12	Indian Democracy	Agencies of Public Opinion	Freedom
16	Drainage System	Rivers: Life Line of Human Civilization	Equality
17	Natural Vegetation	Natural Vegetation Region	Peace
18	Wild Life	Wild Life in Danger	Freedom
19	Population	Sex-ratio	Equality

5.20.1.7 Selection of various Stories and Activities

Stories and activities are a good way to keep children engaged, interested and focused. With the help of stories and activities the learning outcomes are more effective and long-lasting. In activity based learning, learners willingly with eagerness internalize and implement concepts easily.

Based on the five values that were identified i.e. Peace, Equality, Patriotism, Unity and Freedom from the selected nine chapters of the Social Science text book, the researchers made a list of several stories and activities that were significant and relevant to the identified values.

The stories were selected from Panchtantra, Jataka tales, old children fables, and other internet sources. The activities that were selected were short, crisp and yet interesting for the students. Activities like, debate, quiz, group discussions, mock sessions, skits, poster making, slogan writing, story writing or storytelling, poem writing, role play and many more such activities were listed out.

A brief account of the stories and activities used for value inculcation with Social Science topics have been mentioned in Chapter 3. A synoptic view of stories and activities selected for value inculcation is given below.

Table (5.2) A Synoptic View of Stories and Activities selected for Value Inculcation

Chapter No.	Name of the Chapter	Sub-topic	Value Identified	Stories Selected	Activity Selected
6	Post Independence India – 1	Integration of Princely States & Formation and Re-Organisation of Indian States	Unity and Equality	United we Stand, Divided we Fall and We are All Equal	Quiz and Debate
7	Post Independence India – 2	Regionalism	Equality and Peace	I am Just as You and Two Brother Kings	Listicles, acts of Discrimination and Addressing Bulling Behaviours
10	Organs of Government	Legislature	Unity and Patriotism	Lion and Two Bulls and Service to the Nation	Mock Parliament Session and Listicles, acts of Patriotism
11	Judiciary in India	Independence of Judiciary	Freedom	Bird in Golden Cage	Truth and Dare
12	Indian Democracy	Agencies of Public Opinion	Freedom	King and his Atrocities	Slogan making for bulletin Board
16	Drainage System	Rivers: Lifeline of Human Civilisation	Equality	Black or White	On Apartheid Information gathering
17	Natural Vegetation	Natural Vegetation Region	Peace	Crow and an owl	Group Discussion
18	Wild Life	Wild life in Danger	Freedom	Where there is Freedom there is Fear	Symbol of Freedom
19	Population	Sex-Ratio	Equality	All Deserve Respect	Writing and Reciting a poem

5.21 Outline of the Module

The Module was developed by the researcher for the teachers of Social Science to inculcate values in students of class IX through teaching of Social Science. Following was the way in which the module was designed.

Introduction

The module begins with the Introduction page. Under this heading, in the first paragraph of the introduction, very briefly it is stated, how the world today has become acquisitive and self-centered and that only value laden life can bring prosperity and happiness in an individual's life and in the society as well.

The second paragraph discusses the importance of value oriented education, teachers and the significant role they play in imparting values in children. In the third paragraph the importance of the respective subject is discussed and how it has the scope of integrating values that can give a new dimension to the subject.

The Last paragraph of the introduction gives an overview of the module; it mentions the number of chapters it consists of, the values identified for the subject, various stories that would be narrated and various activities such as, debates, group discussions, role-plays, skits, poster making, games, quizzes etc. would be conducted at the end of every chapter.

Chapter Number and Chapter Name

Under this heading, chapter number and chapter name is mentioned. A short introduction to the chapter is given. A brief over-view of the identified value/s, subtopic/s of the chapter and how with the help of activities the session will be made meaningful and interactive is stated.

General Objectives

Under this heading, 'General Objectives' have been stated, which the students are expected to achieve by the end of the chapter. In 'General Objectives' the students would get a broad-spectrum of understanding of the value that would be discussed in the chapter.

The student will understand the significance of the particular value in an individual's life and in the society. The student will also understand the difference between the value's positive and negative aspect.

Instructional Objectives

Under this heading, ‘Instructional Objectives’ have been stated, which the students are expected to achieve by the end of the chapter. ‘Instructional Objectives’ are more specific, they give detailed understanding in behavioural forms of the value that would be discussed in the chapter. The student will be able to give the meaning, definition and characteristics of the value, also, will be able to give precise examples, narrate stories in regard to that particular value.

Chapter Overview / Theme

Under this heading, a summary of the chapter is written. In one or two paragraphs the gist of the chapter is highlighted.

Lesson Content Integrated with Values

Under this heading, the values inherent in the sub-topic/s of the chapters have been identified. A brief description of the sub-topic/s is given, how the value is highlighted and how the value has been integrated with the sub-topic/s has been explained briefly.

Value/s Identified

Under this heading, the value identified in the chapter is mentioned.

Interactive Session

Under this heading, the teacher would create a background to an interactive session by asking three to four reflective questions based on the identified value which she intends to discuss and integrate with the sub-topic. The objective of interactive session is to have discussion on the identified value/s.

The students are prodded to discover the value on their own from the sub-topic and come out with their own understanding of the value. In the process of the discussion, students themselves discover the many facets of the ‘value’ that was being discussed.

The teacher with the help of the interactive questions only facilitates the students to discuss and arrive to some understanding of the value.

The interactive questions are well planned that will compel the students to think, to connect to their own lives, to their surroundings and thus they will gain a deeper understanding of the value. They will discover the meaning, definition and characteristics of the value. The value discussions are based on the five identified values integrated with the various sub- topics of the Social Science subject. The five values taken for the study were Equality, Peace, Patriotism, Unity and Freedom.

After the Interactive Session, the teacher from the modules gives the precise meaning, definition and characteristics of the particular ‘value’ that was discussed.

Meaning

Under this heading, the meaning of the identified ‘value’ is given

Definition

Under this heading, the definition of the identified ‘value’ is given.

Characteristics

Under this heading, the major characteristics of the identified ‘value’ are described.

Story Telling

Under this heading, the teacher tells a short story to the students. The stories are simple yet relevant. The story is well connected to the value/s that was being discussed in the class. The stories are narrated while the values are being taught and integrated with the subtopic/s of the chapters. These stories would reiterate the understanding of the concept and percept of the values of peace, equality, unity, freedom and patriotism. Selection of appropriate and relevant stories was done that would strongly relate to the selected value.

Discussion

Under this heading, the teacher asks questions to the students related to the story and connecting the questions to the related value/s. This is to create an interactive environment, and to reiterate the significance of the value that was being discussed in the class. This makes the students think in various other ways to develop a value in them.

Unit End Activity

Under this heading, short and simple activity is conducted that would give the children to implement what they have learnt and will strengthen their understanding of the value even better. The activity is carefully selected keeping in mind the learning potential of the value from the activity, the practicality of the activity and the enjoyable aspect of the activity.

Integration approach was used to teach the topics of Social Science and values together. In order to make the theoretical concepts of values more profound, practical understanding was equally important therefore, different types of activities were developed and selected for the inculcation of values. The developed and selected activities included quiz, slogan making, poster making, debates, mock sessions, and group discussions.

5.21.1 Validation of the Module

Validation of module was done by three experts (appendix IX), one expert from the Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, and two experts were Social Science teachers, one from Convent of Jesus and Mary, Vadodara and second from Navrachana Vidyani Vidyalaya. Modifications were made with respect to content and language appropriateness and finally the Social Science Module was developed and was ready for implementation.

5.22 Segment II

5.22.1 Research Methodology

Quasi-experimental design was followed for the study. The Pre-test-Post-test Non-Equivalent-Control Group Design was followed in this research. The design of the study is shown graphically which is as follows:

Pre-test Post-test Groups

Experimental Group	O ₁	X	O ₂
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Control Group	O ₃	C	O ₄
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O₁ & O₃ = Pre-test

O₂ C O₄ = Post-test

X = Treatment

C = No Treatment

5.22.2 Population: All the students of class IX Secondary Schools of Vadodara affiliated to Gujarat Secondary and Higher Secondary Education Board constituted as the population for the present study.

5.22.3 Sample: The sample was selected through convenience sampling technique. Two schools of Baroda city were selected for the experiment. First school was Convent of Jesus and Mary used as control group and the second school, Navrachana Vidyani Vidyalaya was used as the experimental group. All the students of class IX of both the schools were considered as sample. The sample also consisted of the Social Science teacher of the experimental group.

There were 53 students in control group and 38 students in experimental group. An achievement test was administered to both the control and experimental group as a pre test. One to one matching was done taking into account the equivalent scores obtained by students of both groups in the achievement test. The mean score of the control and experimental group was found to be 7.9 and 8.2 respectively. Therefore the groups were perfectly matched. After one to one matching, the sample consisted of 30 students in experimental group and 30 students in the control group.

5.22.4 Tools and Techniques: The following tools were constructed for the study by the investigator.

5.22.4.1 Achievement Test: Achievement test (appendix I) was constructed for the subject of Social Science of class IX, to know the achievement of students before and after the intervention programme. The test included 9 chapters of second semester of Social Science text book of the academic year 2014-15. Following nine chapters were included for the achievement test. (History) Post Independent India –I, Post Independent India – II, (Civics) Organs of Government, Judiciary in India, Indian Democracy, (Geography) Drainage System, Natural Vegetation Wild Life, and Population.

The pattern of question paper was similar to the question paper constructed in the school. All the questions asked were taken from the textbook; there were a total of 24 questions. The question paper had 3 parts, Part A, Part B (section a & b) and Part C. The test consisted of objective type of questions, multiple choice based. The short type of questions and essay type of questions were descriptive in nature. Part A consisted of 14 objective types of questions. Part B (section a & b) consisted of 8 short type of questions and Part C consisted of 2 essay type of questions. All questions were compulsory. Internal choices were given in Part B (section a & b) and Part C. One hour time was given to complete the question paper both for pre-test and post-test.

5.22.4.1.2 Marking Scheme

The total marks of the test were 30 marks. The question paper had 3 parts, Part A consisted of 14 objective types of questions, (all Compulsory) and each question carried 1 mark. Part B (section a & b) consisted of 8 short type of questions. Section (a) had 4 questions (internal choice of any 3 questions), each question carried 2 marks. Section (b) had 4 questions (internal choice of any 2 questions), each question carried 3 marks. Part C consisted of 2 questions (internal choice of any 1), each question carried 4 marks.

5.22.4.1.3 Validation of Achievement Test

The achievement test was validated by three experts (appendix V) from Faculty of Education and Psychology, Department of education, the Maharaja Sayajirao University of Baroda, Social Science teacher of Convent of Jesus and Mary, Vadodara and teacher of Navrachana Vidyani Vidyalaya, Vadodara. The tool was validated for the appropriateness of the content and language.

5.22.4.2 Value Knowledge Test

A value knowledge test (appendix II) on values was constructed by investigator which consisted of open ended items. The questions were related to the conceptual knowledge of the five values of Peace, Equality, Unity, Freedom and Patriotism. It consisted of four questions for each value respectively, the total number of questions were twenty. The four questions on each value were related to the meaning of the value, the definition of the value, the characteristics of the value and the different ways to develop the value.

5.22.4.2.1 Marking Scheme

There were four questions on each value. The total number of questions was 20 for five values. Question 1 and 2 carried 2 marks each. Question 3 and 4 carried 3 marks each. The total added to 10 marks for each value. The sum total marks for the whole test was 50.

5.22.4.2.2 Validity of the Value Knowledge Test

The value knowledge test was shown to three experts (appendix VI) from Faculty of Education and Psychology, Department of Education for its validation of its content and appropriateness.

5.22.4.2.3 Reliability of the Value Knowledge Test

Test retest Pearson Correlation Coefficient was done to check the reliability of the tool. The Value knowledge test had a reliability coefficient of 0.66, when tested for test retest reliability.

Correlations Test retest

		VAR00005	VAR00006
VAR00005	Pearson Correlation	1	.665**
	Sig. (2-tailed)		.000
	N	97	97
VAR00006	Pearson Correlation	.665**	1
	Sig. (2-tailed)	.000	
	N	97	97

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics (Cronbach Alpha)

Cronbach's Alpha	N of Items
.614	5

5.22.4.3 Perception Scale

Perception Scale (appendix III) was constructed by the investigator to study the perception of students on different values of Peace, Equality, Unity, Freedom and Patriotism that had been identified from the Social Science text book. There were five situations for each value respectively. Each situation had five close ended alternatives. The students had to make tick mark (✓) in one appropriate alternative given out of five alternatives. The five alternatives had strongly positive polarity, positive polarity, neutral polarity, negative polarity, strongly negative polarity. There were a total of 25 situations based on five different values; all situations given value wise were placed in a jumbled manner to avoid any pattern error.

5.22.4.3.1 Marking Scheme

The scores for the alternatives in each situation ranged from 1 to 5, 1 for strongly negative polarity, 2 for negative polarity, 3 for neutral polarity, 4 for positive polarity and 5 for the strongly positive polarity. Each situation had a total score of 5, adding to a total score of 25 for each value. The sum total score of all 25 situations for five different values added to 125.

5.22.4.3.2 Validity of the Perception Scale

The perception scale was given to 3 experts (appendix VII) from the Faculty of Education and Psychology, Department of education, the Maharaja Sayajirao University of Baroda. It was validated for its content and language appropriateness. The experts made suggestions regarding modifying few situations. They gave few situations for certain items. The

suggestions given by the experts were duly incorporated by the researcher. Initially, there were 60 items in the perception scale and after validation there were 50 items.

5.22.4.3.3 Reliability of Perception Scale: Test retest Pearson Correlation Coefficient, as well as Cronbach's Alpha was done to check the reliability of the tool. The perception scale showed a reliability coefficient of 0.73 when tested for test retest reliability and 0.649 was the Cronbach's Alpha score.

Correlations Test Retest

	VAR00001	VAR00002
VAR00001 Pearson Correlation	1	.733**
Sig. (2-tailed)		.000
N	97	97
VAR00002 Pearson Correlation	.733**	1
Sig. (2-tailed)	.000	
N	97	97

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics (Cronbach Alpha)

Cronbach's Alpha	N of Items
.649	5

5.22.4.4 Observation: The Social Science Teacher was asked to observe the specific value based behaviour of the students during the school hours and note it in the teacher's diary. The teacher observed the students behaviour related to different values that were being taught through the developed module. The teacher would note down their actions or behaviour related to different values in a diary.

5.22.4.5 Reaction Scale: In order to get the reaction of the students of the experimental group towards the new way of teaching values integrate with Social Science, A Likert type five point reaction scale (appendix IV) was used. The reaction scale had 20 items. These items were related to different components like the effectiveness of the module, effectiveness of the activities conducted, significance of the values integrated with the Social Science topics, relevance of the stories integrating with different values, participation of the class, understanding values conceptually, perception of values, value practice, explanation of values, classroom management, time management, learning experiences.

5.22.4.5.1 Marking Scheme: Each statement had 5 options mentioned in the scale. The five options widely ranged from strongly agree, agree, undecided, disagree and strongly disagree. The scores allotted to each option were: Strongly agree (5), agree (4), undecided (3) disagree (2) strongly disagree (1). The students were required to tick (✓) on one option for each item.

5.22.4.5.2 Validity of the Reaction Scale: Three experts (appendix VIII) from Faculty of Education and Psychology, Department of education, the Maharaja Sayajirao University of Baroda were consulted for the validation of the tool. The tools were validated in terms of relevance of content and appropriateness of language. The suggestions were incorporated by the researcher.

5.22.4.6 Procedure for Data Collection

Five research tools as described above were used to collect data. The data collection was done in five different phases. The data was collected during the second semester of the academic session December 2013 to March 2014. The data was personally collected by the researcher during this academic session.

5.22.4.6.1 Phase I: Development of Module

Module was developed according to the various steps of module development.

5.22.4.6.2 Phase II: Orientation to Teachers

An orientation of three days, four hours each was given to Social Science Teachers of experimental group by the researcher. On the first day of the orientation, using power point presentation, the teachers were given a comprehensive understanding of the meaning and concept of value, nature and classification of values. With the help of many contemporary examples, the researcher discussed how values are constantly deteriorating in present times and therefore the urgent need of value education. Further, what is value education, the importance of value education, and the various government policies that emphasise on including value education in schools were discussed. The different methods and approaches used for teaching values were highlighted, giving special stress to the integration approach. The teachers were then familiarised with developed module and its components. How the module was developed by the researcher and how the values were identified and integrated with the various sub-topic/s of Social Science was elicited.

On the second day of the orientation, a demonstration of two chapters was given by the researcher to the teachers on how to use the developed module to teach values to students by integrating it with the subject of Social Science. On the third day of the orientation the teachers gave a demonstration of the two chapters on how they would teach values with the help of developed module through Social Science.

5.22.4.7 Phase III: Pre-test

Phase III was conducted in the month December 2013, beginning of second semester. To administer the pre-tests, due permission was taken from the principals of the two schools selected for the purpose of the study. In this phase pre-tests were administered on both the control and the experimental group.

The achievement test was administered to both control and experimental group. The time allotted for the test was 1 hour and 30 minutes. Most of the students from both the experimental and control group took full 1 hour 30 minutes to finish the test.

The value knowledge test was administered to both the experimental and control group. The time allotted for this test was 1 hour and 30 minutes.

The perception scale was administered to both experimental and control. The time allotted for this test was 1 hour and 30 minutes.

The data from the pre-tests which included the achievement test, value knowledge test and perception scale were collected.

5.22.4.8 Phase IV: Implementation

This phase was conducted during the second semester of the academic session from December 2013 to March 2014. There were 125 working days in the second semester of the session, six periods per week were allotted to Social Science subject; each period was of 50 minutes. There was a total of 5 hours per week for teaching Social Science. There were a total of 80 hours for teaching Social Science for the whole second semester of the academic session. During this period of phase IV, the experiment was conducted. The experimental group consisted of students who were taught Social Science by the teacher with the help of the module developed by the researcher. The teacher used the developed module for the purpose of teaching different values and Social Science topics respectively. The teacher integrated the five identified values with the sub-topics of the chapters as specified in the module. Discussion and lecture method was used by the teacher, giving different examples from social, cultural backgrounds, current happenings, and personal experiences to create an interactive session with the students on values. The teacher by discussion method helped the students to identify the value that emerged from the sub-topic of the chapter.

With the help of reflective questions as directed in the module, the teacher had discussion with students that helped them to draw out their own understanding of the identified value. Later, the teacher gave the precise meaning, definition and characteristics of the value that was being discussed from the module.

Value laden story telling by the teacher was followed, using discussion and lecture method, followed by a discussion on the story. Few reflective questions related to the story are answered by the students where the focus is on the identified value.

With the help of various activities as directed in the module, the students were given simple task

to complete, which helped them to comprehend the identified value in more holistic way.

Activities such as quiz, debates, poster making, mock sessions, slogan writing, were conducted to make the students understand the conceptual and perceptual side of the values.

At the same time the control group was taught Social Science by the traditional lecture and discussion method using the Social Science text book. The teacher did not use the developed module to integrate values for teaching Social Science. There were no discussions, storytelling or activities conducted with the students for value inculcation. The teacher only taught them the subject, gave them class projects and home assignments that were related to the various topics of Social Science.



5.22.4.9 Phase V: Post-tests

Post-test of achievement in Social Science was conducted after the syllabus of Social Science was completed at the end of the second semester (March) of the academic year 2013-14. The achievement test was administered to both control and experimental group.

To test the conceptual knowledge of students in different values, the value knowledge test was administered to both control and experimental group at the end of the second semester (March) of the academic year 2013-14. The time allotted for the test was 1 hour and 30 minutes.

To test the perception of different values of the students, perception scale was administered to both control and experimental group at the end of the second semester (March) of the academic year 2013-14. The time allotted for the test was 1 hour and 30 minutes.

To test the reaction of students of experimental group on the method of teaching values through teaching of Social Science, reaction scale was administered to them. The time allotted for the reaction scale was 1 hour and 30 minutes.

All students from both the experimental and control group took full 1 hour 30 minutes to finish the post-tests.

The data from the post-tests which included the achievement test, value knowledge test, perception scale and reaction scale were collected.



5.22.4.10 Observation: The observation of the students of the experimental group was done by their subject teacher. The teacher looked for value based behaviour in the students during the school hours. The observations were duly noted down in the teacher's diary. At the end of the second semester (March) of academic year 2013-14, reaction scale was administered on the students of the experimental group.

5.22.5 Procedure of Data Analysis

The data collected in the four phases was analyzed quantitatively and qualitatively. The analysis of the data were done objective wise which is given below:

Data Analysis related to objective 1: To develop module for teaching Social Science. There was no statistic used for this objective.

Data Analysis related to objective 2 : To implement the developed module for teaching of Social Science through integrated approach for the development of values like Equality, Peace, Freedom, Unity, and, Patriotism, along with achievement in Social Science. There was no statistics used for this objective

Data Analysis related to objective 3: To study the effectiveness of the module for teaching Social Science in terms of conceptual knowledge of values, perception of values and value practice of Equality, Peace, Freedom, Unity and Patriotism along with the achievement in Social Science. The value knowledge, perception of value, value practice for each value and for all values as a whole and achievement in Social Science were taken separately for analysis.

The value knowledge, perception of value and achievement test were analysed quantitatively by using non-parametric statistics, Mean SD, Mann Whitney U-test, The data related to observation for value base behaviour was analysed qualitatively based upon the observations made by teacher in the diary

Data Analysis related to objective 4: To study the reaction of students towards the Social Science teaching through value based module. A reaction scale was used for collecting the data. The data was analysed by percentage and Average Intensity Index was calculated.

The following chapter is on data analysis wherein the analysis has been done objective wise.

5.23 Major Findings of the study

The major findings related to all the four objectives are given below.

1. The developed module for value inculcation through teaching of Social Science was found to be effective in terms of the conceptual knowledge of students' in each of the taken values for the study like, equality, peace, patriotism, freedom and unity. The mean gain scores of conceptual knowledge of the experimental group in each of these values were found

significantly higher than those of control group. The students in the experimental group had higher conceptual knowledge than the control group in the values of equality, peace, patriotism, freedom and unity.

2. The developed module for value inculcation through teaching of Social Science was found to be effective in terms of the conceptual knowledge of students' in all the values for the study like, equality, peace, patriotism, freedom and unity when taken as a whole.

3. The developed module for value inculcation through teaching of Social Science was found to be effective in terms of the perception of values of students' in each of the taken values like, equality, peace, patriotism, freedom and unity. The mean gain scores of the perception of the values of the experimental group in these values were found significantly higher than those of control group. The perception of the students of the experimental group was higher than the control group in equality, peace, patriotism, freedom and unity.

4. The developed module for value inculcation through teaching of Social Science was found to be effective in terms of the perception of values of students' like, equality, peace, patriotism, freedom and unity when taken as a whole.

5. There was no difference found in the achievement of students in Social Science of the experimental and control group. The achievement of the students of both the group was the same. The developed module for value inculcation through teaching of Social Science did not bring down the achievement scores.

6. The developed module for value inculcation through teaching of Social Science was found effective in inculcating all the taken values like equality, peace, patriotism, freedom and unity in terms of value practice in students. Behaviour of students of experimental group at different situations like attending assembly, participation in class projects, group projects, playing team sports and during recess showed the explicit indication of the values like equality, peace, patriotism, freedom and unity. These behaviours of the students in terms of these values showed the effectiveness of the module approach.

7. The developed module for value inculcation through teaching of Social Science was found effective in terms of student's reaction towards the developed module. Their reaction towards the developed module was favourable. The average intensity index was 4.22.

5.24 Discussions

The developed module for teachers to inculcate values in students through teaching of Social Science was found to be effective in developing the conceptual knowledge of the values like, equality, peace, patriotism, freedom and unity of class IX. One of the probable reasons of its effectiveness could have been the various value discussions and the frequent repetitions of these value discussions that took place in the class. These discussions included giving

conceptual clarity related to the meaning, definition and characteristics of values. The Social Science topics were well integrated with values and appropriate examples were given bringing out the different aspects of values. This finding is supported in Pinkeerani's (1981) study which found that the overall behaviour of students of schools with formal moral education was significant compared to those schools without formal moral education; the overall behaviour of the students without moral instruction was significantly poor and different.

Bajpai's (1990) experimental study of an educational intervention curriculum for value development and its facilitative effect upon the level of moral judgement of children showed that the intervention program greatly enhanced children's ability to judge and act as right and wrong and to understand the intention behind the act. Biswal and Srivastava's (2005) Co-Curricular Activities program was found to be effective in terms of the development of the student's conceptual knowledge in the values like tolerance, cooperation, equality, friendship, fellow-feeling, democratic leadership, kindness, social justice, sympathy, helpfulness, respect for others, sacrifice, social responsibility, kindness, social service and sense of living.

The developed module for teachers to inculcate values in students through teaching of Social Science was found to be effective in developing their perception of the values of equality, peace, patriotism, freedom and unity. One of the reasons for its effectiveness could have been the various value based activities like poster making, games, mock parliament sessions, slogan making, debates, group discussions and storytelling, conducted in the class. This finding is supported by Rundle's (1977) study "Action works better than talk" found that discussions about other people's moral dilemmas with the effect of solving and acting on the real life dilemmas of the class room was more effective than merely talking hypothetical dilemmas.

The students who debated and resolved issues of classroom management showed unusually large gains in moral reasoning. Das's (1991) study on the methods adopted by selected secondary schools in India for development of moral and ethical values in students of class 9 found that schools who adopted programmes and activities such as brief talks on moral issues, Yoga asanas, celebrating birthdays of religious and social leaders by discussing their life and work, had a very high mean moral judgement scores. Similarly Sarangi's (1994) study on the bases and implication of moral education in schools showed that the activities in the morning, like speech on moral education, stories of specific character, inspiring sentences from culture and Literature, guest lectures, discussions, social service programmes instil good behaviour, cooperation and helpfulness among children. Moral talks and questions – answer methods were useful in imparting moral education. Newspapers, magazines radio broadcasts

and tapes were used by the teachers for moral education. Biswal and Srivastava' (2005) Co-Curricular Activities programme revealed in their study that the programme was found to be effective in terms of students' value perception in all the social values like tolerance, cooperation, equality, friendship, fellow-feeling, etc. Joshi's (1998) study on Development of democratic values through value analysis technique in civics at secondary stage found that the value analysis technique was effective in terms of developing democratic value among students, through teaching of civics. Intervening strategies can also promote the value of democracy and are useful in developing the value of national integration. (Diwakar, 1995) Bajpai's (1990) experimental study of an educational intervention curriculum for value development of children showed the intervention program greatly enhanced children's ability to judge and act as right and wrong and to understand the intention behind the act.

The developed module for teachers to inculcate values in students through teaching of Social Science was found to be effective in the development of the value conceptual knowledge and the value perception in students of all the values as a whole.

The achievement of students in Social Science was found to be the same in both the groups. It was observed that inspite of the value based activities conducted in the experimental group the achievement of Social Science did not go down in the experimental group. The probable reason could be due to the enough time given to teach the subject by the teachers. Also the teachers in both the groups may have followed good teaching methods and practices.

The developed module for teachers to inculcate values in students through teaching of Social Science was found effective in inculcating all the taken values like equality, peace, patriotism, freedom and unity in terms of values practiced in student's behaviour. This finding is supported by Kujur's (2007) study on the impact of Value Clarification Strategies for enabling students to deal with Value Conflicts, found positive impact of intervention programme on students, a significant change of behaviour in the students was observed when they dealt with value conflicts. Similarly, Das's (1991) study on methods adopted by selected secondary schools in India for development of moral and ethical values of students in schools, found that the various methods used for development of moral and ethical values did show values based behaviour in students. The teachers observed and recorded the behaviour of the students and evaluated their personality in cumulative records. Kapoor's (1995) experimental study on the value change in secondary school students too found that value change can be brought through intervention programme on secondary school students. Joshi's (1998) value analysis technique was found to be effective in terms of developing democratic value among students, through teaching of civics. Diwakar's (1995) study on effect of some intervening strategies on the development of contemporary values among teacher trainees

revealed that the intervening strategies can promote the value of democracy and national integration. It was also found that the value of democracy and national integration developed during experiment.

The students had a high positive reaction towards the integrated module approach of teaching Social Science for value inculcation. The average intensity index was 4.22. They reacted positively towards the different components like the integration of the Social Science topics with the values, citing of examples, the value based activities like debates, mock parliament sessions, slogan making, and the story telling, the class room management, timely completion of the course, the new methodology of teaching used amongst others.

The positive reaction could have been because of the interesting story telling sessions, the interesting activities that took place at the end of the class that broke the monotony of the routine class room teaching, new approach to study Social Science along with discussions on different values and value based examples. Singh and Singh's (1986) experimental study using value clarification (VCS) strategies in comparison with traditional method found that VCS are more effective than conventional methods for teaching the values of dedication, cooperation and nationalism to teaching profession.

Bajpai's (1990) intervention programme was found effective in enhancing the moral judgement of students. Kapoor's (1995) study showed major change in value behaviour through intervention programme on secondary school students. Joshi's (1998) Value Analysis Technique was found effective in developing democratic values. The finding of Biswal and Srivastava's (2005) study found the developed Co- Curricular Activities programme effective in terms of students' reaction towards the major components of Co- Curricular Activity.

5.25 Implications of Present Findings

Value –Based Modules for different Subjects

The text book designers in the Text Book Boards can plan value based modules for teachers for different secondary school subjects. Here values are identified and incorporated with the topic/s or subtopic/s, along with value discussions and various innovative activities. The students will be greatly benefitted by this approach, as they will not only understand the subject well but will break the monotony of the routine lectures, make the subject more interesting and the seeds of values will be sowed in students. It will give them a deeper and richer understanding of values and help them to practice values in life. The developed value based modules will help teachers to save their time in preparing modules, they will have a ready module to implement from day one and there will be no extra period to devote exclusively for value building.

Teacher Education

The policy makers should make value integrated pedagogy a mandatory part of teacher education. This programme should lay a strong foundation of making the teacher trainees understand the significance of values in life. It should prepare the teachers to be able to comprehend the various subtleties of values such as the meaning, definitions, characteristics and others. The value education programme should teach the teacher trainees the many approaches, methods and techniques to teach values to students. It should well equip the teacher trainees with evaluation tools to evaluate values in students. Among the many skills of teaching, value education programme should emphasize on integration skills.

The key to incorporate values in school subjects is ‘integration’. Such holistic value education programme will deeply ingrain all the concepts and aspects of value education in teacher trainees, which in turn will help them to teach values in schools smoothly.

Module for Inculcating Values in Schools

Schools’ principals and educational administrators can encourage teachers to use the module as an instructional strategy to inculcate values in students through teaching of Social Science. Three to four days orientation session may be organised for teachers on the use of the module. Modules for teachers can be made by teachers themselves.

5. 26 Suggestions for Further Research

- 1) The module for school teachers to inculcate values in students through teaching of Social Science may be developed and a study be conducted at Primary and Higher Secondary school level.
- 2) Value based module through teaching of other curricular subjects may be conducted for further studies at Primary Secondary and Higher Secondary school level.
- 3) A multimedia based module for teaching values through any other curricular subjects may be conducted.
- 4) Other Universal, Social and Personal values can be incorporated than Equality, Peace, Patriotism, Freedom and Unity to teach students with the help of a module through teaching of Social Science.
- 5) A comparative study can be conducted to inculcate values in students through teaching of two or more subjects in terms of value development through integrated modules.
- 6) Self-instructional value integrated module for students with Social Science and other curricular subjects may be developed.

5.27 Conclusions

The module developed for teachers for inculcation of values in the students through teaching of Social Science was effective; the study had a higher conceptual knowledge, perception, and value practice. The present study can add to the various approaches or methods of teaching values in the schools. There are many ways through which values can be taught to the students and module can be another effective way to develop values in children.

The module has a unique feature of discussion and plethora of activities that strongly embed the understanding and significance of having life with values. The module is well integrated with topics of the subject, which when taught can create an interesting, dynamic, and lively environment in the class room. It breaks the monotony of routine teaching along with studying history, geography and civics. The students can relate the subject of Social Science with the different values.

All subjects have scope of integrating values in them; the curriculum planners can include value based modules in different subjects for teachers. The text book designers can think of innovative ways of designing modules in various subjects. The study can help the teachers save time in identifying the values in the subjects and integrating it with the lessons. A ready module can be easily used. The module has the scope of doing improvisation in terms of adding more interesting activities, instructions etc. all subjects are value laden, and therefore, module can be used in other curricular subjects too. Over and above this it is important to understand that for any programme to be a success 'Will' plays a very crucial role. No matter how holistic, comprehensive and sophisticated a programme may be, till the time there is no will of teachers involved, it can never achieve its goal.