

VALUE EDUCATION: REFLECTIONS THROUGH SOCIAL STUDIES TEXTBOOKS OF SECONDARY SCHOOLS

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ABSTRACT

The key to successful value education in the class room is the teacher and the instructional material. The efforts were made to incorporate value education in the secondary level textbooks of social studies. Hence, it has become necessary to analyze these books in a systematic manner to ascertain the extent to which the value education has been incorporated and to study the perception of teachers about the incorporation of value education in the social studies textbooks. Descriptive research method has been used by the investigator to collect the relevant information for the study. In the present study, social studies text books of IXth standard has been analyzed to understand the extent to which value education has been incorporated. Stratified random sampling has been used to select hundred (100) social studies teachers teaching in CBSE and PSEB affiliated schools of Ferozepur and Fazilka district of Punjab. Perception scale was designed to find out the perception of teachers of social studies about the incorporation of value education in social studies textbooks. The study reflects that the social studies teachers of secondary schools affiliated to CBSE and PSEB feels that sufficient content reflecting social, economic, political, spiritual and moral values has been incorporated in all the social studies textbooks of IXth standard (Civics, History, Economics and Geography). However the content analysis of social studies textbooks of CBSE of IXth standard reflects that political, social, economic and moral values has not been incorporated in Geography textbook, moral,

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spiritual and economic values has not been incorporated in Democratic Politics textbook, whereas social values has not been incorporated in Economics textbook of IXth standard. In case of social study textbook of PSEB of IXth standard, moral and spiritual values has not been incorporated and in Civics textbook, political, spiritual, economic and moral values has not been incorporated whereas in Geography textbook moral, spiritual, political and social values has not been incorporated in Economics textbook of PSEB of IXth standard.

Key Words: Value Education, perception, content analysis, social studies teachers, social studies textbooks, CBSE and PSEB.

Theoretical Orientation of the Problem

Value education will be the brake that is very much needed to control the youths or it serve as a steering wheel which will steer our youths towards a fruitful and meaningful end .It will help the youths to listen to their inner voice- the conscience and they will hesitate and have second thoughts before committing a wrong deed, say stealing lying, cheating and such and also it will imbibe in them values like honesty, sincerity, truthfulness, courage, proper manners and also how to control their urges, desires and whims. Moral education should be made compulsory in all schools. We can't say that the personality of a youth or an individual is complete, just because he is well educated until and unless the knowledge of moral value is there in his education. Parents, elders and teachers should try to impart education to the youths. Organizing seminars and workshops based on moral or value educations, especially for the youths have become a must. There is the need and importance of organizing programmes in which it is discussed about the problems of youths, the causes of their moral degradation and how to solve it.

In the initial phases of value education movement during the last century, the early forties saw the United Nations announce action-oriented measures towards protection of life, liberty and propriety of citizen's rights. Some of the outcomes were the 'United Nations charter' of 1945, 'Universal Declaration Human Rights' of 1943, and the 'United Nations Declarations of the Rights of the child' of 1959. Indeed, as per the international conventions on human lights, teachers are dealing with a number of value education tasks of increasing person,

inherent self-worth and dignity, living with others, race of gender equity, enhancing opportunities for those with special needs, etc. In India, the preamble of the Indian Constitution has stressed the ideals of Justice, Liberty, Equality, and Fraternity. It has guaranteed certain fundamental rights and has given a Chapter of Directive Principles of the State Policy which embodies ideals and values that are salutary for the progress of India. The 1976 insertion of Article 51A includes emphasis on responsibilities obligations, and duties. Value education has had significant milestones in educational history of the independent India. But in pre-independence era no deliberate emphasis was given on value-component in either policy statements of curricula or other school programmes. However, the committees and commissions of the independent India recognize the need to revive interest and attitudes towards Indian cultural heritage, national unity and national cohesiveness, national unity and national cohesiveness, and basic human values.

Concurrently, efforts were made at reconstruction of Indian education system. The values emphasized during the freedom struggle under their influence of freedom fighters like Mahatma Gandhi and other eminent national leaders were: Non-Violence, Truth, Right Conduct, Peace and Love. The Indian cultural ethos at that time was embedded with human values of equality, non-sectarianism in the matter of caste, color and religion. Spiritual training came on the agenda of the University Education Committee (1948-49) as part of the efforts of educational and social transformation. The Secondary Education Commission (1952-55), too, observed that religious and moral education was essential in character development. This was followed by Commission on Religious and Moral Education, 1959 (Sri Prakasha Committee) having its terms of reference to moral and spiritual values. Around this time, the concerns about erosion of moral values were being felt intensely. These concerns led to organization of Conference of Ministers of Education (1960) which gave rise to formation of an Emotional integration Committee (1962). The committee made 213 recommendations covering all stages of education to meet the requirements of strengthening national consciousness among the people.

The focus on value education was further reiterated in all subsequent education policies. The National Policies on Education of 1968 and 1986 have been the landmarks in the history of educational development in India. The Secondary Education

Commission (1964-66) had restated the rationale of value orientation in education system and emphasized the need for immediate action on moral education and a sense of social responsibility. Among a number of sublime values emphasized were the ideals of non-violence, peace, truth and compassion exemplified by spiritual leaders and prophets like Guru Nanak, Lord Buddha, Sri Mahaveer, Sant Kabir. The Commission made significant recommendations for the blending of science and spirituality and for the use of direct and indirect methods in teaching of values.

The National Curriculum for Elementary and Secondary Education: A Framework (1988) laid down the general framework of value education in the core curriculum. Subsequently, the National Curriculum Framework for School Education (2000) made value education an undercurrent of the education system with significant portions devoted to value education through explicitly delineated objectives as well as underscoring of the value component and other affective processes involved in various curricular and co-curricular components.

In physical sciences, understanding of the true nature of science and philosophy is value laden as long as development of scientific temper related to science learning precedes the content component. Values, thus, form implicit and explicit curriculum in teaching of physical sciences. Indian Education Policies have, therefore, laid adequate emphasis on inculcating scientific temper and removing obscurantism and superstition. Prof. Yashpal Committee of UGC (NCERT, 1986-87) which provided guidelines for textbook writers, instructional material developers and teachers at secondary school level, included among other, inculcation of abilities to understand values underlying science course content. Such content on the other hand, has been found to influence attitudes towards science and learning outcomes, in a departmental research it was demonstrated that it was possible to identify attitudes and values underlying science following a content analysis model.

Educational literature of the world provides an exposition to a number of emphases, concept, approaches, and intervention methods related during the past century. All these concepts have and their own educational practices. The emphases have often taken the approaches and strategies such as direct pedagogy as in moral and character education, critical inquiry such as used in values clarification approach, integrated education and concurrent

education having an implicit curriculum imparted through deliberate transactional inputs .Whole school Approach etc.

There is an immense variety of opinions regarding the place of values in the curriculum and also regarding the strategies and approaches to be employed in teaching values. The perspective accounts of education (Cairns eball. 2001) have included the beliefs in value free culture and education held by positivists in mid-twentieth century. The rational, empirical and objective criteria required in scientific and technological advancement had been prevalent the (Lee, 2001). Nevertheless, the value-orientation inherent in this emphasis itself and environmental problems created by science and technology had necessitated strengthening of human values. The concept of value free education, therefore, did not have sympathizers for long. Education came to encompass acculturation and socialization, share values and acquisition of behavioral skills, knowledge of cultural standards. Stress on values in education figured in government documents and education philosophies of different countries from time to time. However, the diversity of opinion regarding their precise place in the curriculum remains as also the rich terminology used to address issues related to character, morality, values, culture, etc. Morality, values and education have overlapped considerably in Asia-Pacific and Western countries. In large measures values education and ethical inquiry have been taken as the same thing (Beck, 1988). In a cross country affective education study conducted by UNESCO (1992) that involved basically Asia-Pacific countries of the Education for Humanistic. Ethical / Moral Values and Culture Project, the definitions of value education and moral education have overlapped.

In the present scenario, 'value education is seen as important across countries' (Lee, 2001). In a survey conducted by the Consortium of Institutions for Development and Research in Education in Europe in the early 1990's, over three-fifths of the 26 participating countries clearly demonstrated that certain values are explicit in the general goals of education issued by the various ministries of education. Value education, as per this issued survey, covers a wide range of areas including religious values, character building, cultural heritage, societal norms, political values modes of behavior, attitudes, ideologies, etc. Analysis of changing value concerns in value education (cairn, 2001) in some countries including England, America, France, Germany, China, reveals various kinds of terminology which refers to such concerns in addition

to moral/values education. There is reference to cultural globalization, democracy issues in school system culture for collectivism, shared values, etc.

The trends in value education have seen controversies raging over approaches and strategies to be employed in teaching values/value inculcation. The role of education in this respect is not confined to presentation and transmission, it plays a role in development of value/moral judgment.

On the other hand, directive approaches have been very prominent in the East but with increased exchanges with the West, as well as economic liberalization, there are more and more emphases on allowing for individualization in values education (Lee, 2001). This is represented by an emphasis on rationality and personal autonomy and on the 'process' rather than 'ends' in education in general. The UNESCO's Affective Development project mainly comprising Asian countries has adopted a descriptive approach to values education and professes to be descriptive, conceptual and professes to be descriptive, conceptual, broad, and flexible. In "Living Value: An Educational Programme" (LVEP) (1999) supported by them, the suggested educational strategies involve reflective and focusing exercises and provide experiential opportunities.

Instances of special concerns related to value education have been evident in a number of recent UN activities such as announcing the Un Manifesto 2000 for a Culture of Peace and Non-Violence UNESCO-APNIEVE (2011) efforts at preparing training material for teacher education in values, UNICEF (UNESCO supported) Living Values: An Education Programme (1999), etc. UNESCO Principal Regional Office, Bangkok (1992) brought out Education for affective Development: A Guidebook on Programmes and Practices. The National Institute for Educational Research, Tokyo (1991), Japan has in a regional meeting formulated a well-developed programme for implementing a triumvirate of values as Humanistic, ethical, Moral and Cultural Values.

The National Council of Educational Research and Training (NCERT). New Delhi, India, has set up a National Resource Centre in Values Education (NRCVE) which is catering to value education needs of the country using multi-pronged strategies. With financial support for the Department of Education, Ministry of Human Resource Development (MHRD),

it has launched a nationwide value education programme. National and Regional level seminars/workshops have been organized to provide consultations towards formulation and implementation of strategies. These include teacher training and preparation of material. The NRCVE has also been enriched by procuring material from all over the country as also that prepared by the Department of Educational Psychology and Foundations of Education (DEPFE).

The Subject matter of values has been investigated widely in social sciences using all possible approaches to value research in sociology and psychology. Values have figured as a central construct in expounding principles and processes in organization of personality and in explaining the relationship between intra-individual and inter-individual measures of personal values (Smith, 1969) studied through 'elements of a single system (an individual), etc.

Idiographic research on values aims at identifying intrapsychic processes. Its relevance to cross cultural research has been deemed to be contributing to micro-level issues of interest related to socialization practices and their role in value-development. Quantitative research on the other hand, proved useful in sample status surveys on values and in cross-cultural comparisons on values. Such techniques could correct the highly speculative methods. Survey methods have the limitations of explaining the differences beyond providing a spectrum of values. Further, a great deal of construct validation of value tools, trans-generational value transmission, relationship between in erfamilial values and social stratification, value congruence between parents and off-springs, value change, etc.

Value education is a multiplex of philosophical, psycho-educational, and sociological concerns. Meaningful education in values should be on the nature of values, on ego functions and on social context determining value systems. Research in values and value education as great potential and multiple possibilities towards axiomatic, Developmental and process-centered research. It has been made possible through empirical investigations to arrive at some tentative and some tenable conclusions. And attempt at surveying these researches led to identification of studies of a large variety presented in the following sections.

Indian values are immanent in great works of art, culture, and scriptural texts. Attempts have been made to analyze Mahabharata for evidence of educational and value component and discovering the "gems". The essence of dharma is the right conduct which

includes love, truth, non-violence, concern for others, equanimity of mind, etc. Sen(1996) identified environmental social, political and administrative value inherent in plays of Kalidas.

Curriculum in Social Studies is that part of the school curriculum which includes subject matter and activities that enable the child to acquire an understanding of human relationships, knowledge of the environment, dedication to the basic principles and values of the society and a commitment to participate in the process through which the society is maintained and improved.

The Secondary Education Commission (1950-52) has defined social studies as a term, is comparatively new in Indian education. It is meant to cover the ground traditionally associated with History, Geography, Economics, Civics etc. This whole group of studies has, therefore, to be videoed as a compact whole whose subject is to adjust the students to their social environment. Through social studies the students are able to acquire not only the knowledge but the attitude and values which are essential for successful group living and civic efficiency.

Social study is the field of scientific knowledge and academic scholarship that study social groups and more generally human society. It encompasses diverse concerns of society and includes a wide range of content, drawn from the disciplines of history, geography, political science, economics and sociology. The selection and organization of material into a meaningful social science curriculum, enabling students to develop critical understanding of society, is therefore a challenging task of all the text books used in schools, notwithstanding the policy directive that there principles should cut across all subjects, its only content of social studies text books that clearly address the core curricular issues of paramount social significance. An effective program of teaching social studies in schools should help people to take keen interest in ways people live and function through various socio-economic and political institutions. It will enable children to develop insight into human relation, values and attitudes.

Singh (2004) submitted a report on a critical analysis of a prescribed text book in Punjabi and found out that prose portion was too simple for class VIII and while selecting the topics the interest of the students of this age group was not properly considered and some topics were simply repeated by introducing a change in heading or with minor changes here and there in the subject-matter and language which does not serve any purpose. Sharma

(2005) “The Social Studies is understood to be that whose subject matter relates directly to the organization and development of human society and to man as a member of social group”.

Kaur (2007) conducted research on a critical analysis of the text books in social studies for IV and V classes of Junior Basic school in Punjab found that ‘Get up’ wise text books were satisfactory and illustrations were not adequate, presentation and content wise, they were poor. Laleremruati (2007) conducted research on evaluation of text books in social studies as prescribed by secret in Mizoram at middle school level and found that from ‘Get up’ point of view the book is fine. But presentation’ point of view the subject matter is presented in sample manner and exercises are helpful in recapitulating the whole lesson. From the content point of view, the course is adequate and having problems related with everyday life. The text books are not having bibliography at the end.

The questions which has emerged in value education are related to the most effective ways to integrate value education in the larger life of a teacher training college and schools, the effectiveness of instructional approaches for introducing students to various dimensions of value problems, the effectiveness of instructional material that are most effective for inculcating understanding of value education in students, the perception of teachers towards the prescribed instructional material. In the backdrop of the above, the investigator made an attempt to analyze the social studies text books of secondary schools with reference to value education.

Objectives

1. To study the extent to which value education has been incorporated in the social studies text books of IXth standard of PSEB affiliated secondary schools.
2. To study the extent to which value education has been incorporated in the social studies text books of IXth standard of CBSE affiliated secondary schools.
3. To compare the extent to which value education has been incorporated in the social studies text books of IXth standard of P.S.E.B and CBSE affiliated secondary schools.
4. To find out the perception of teachers about incorporation of value education in the social studies text books of IXth standard of P.S.E.B affiliated secondary schools.

5. To find out the perception of teachers about incorporation of value education in the social studies text books of IXth standard of CBSE affiliated secondary schools.

Research Questions

1. What is the extent to which value education has been incorporated in the social studies text books of IXth standard of PSEB affiliated secondary schools?
2. What is the extent to which value education has been incorporated in the social studies text books of IXth standard of CBSE affiliated secondary schools?
3. What is the extent of similarities and differences in the incorporation of value education in social studies text books of CBSE and PSEB affiliated schools?
4. How teachers perceive the incorporation of value education in the social studies text books of IXth standard of P.S.E.B affiliated secondary schools?
5. How teachers perceive the incorporation of value education in the social studies text books of IXth standard of CBSE affiliated secondary schools?

Delimitations

- The study has been confined to the social studies text books of 9th standard of CBSE and PSEB affiliated secondary schools in Punjab.
- The study has been confined to the teachers teaching social studies to secondary classes.
- The study has been confined to Ferozepur and Fazilka district of Punjab.

Design of the study

The present study is descriptive in nature thus descriptive research method has been used by the investigator to collect the relevant information for the study. In the present study, contents analysis of social studies text books of IXth standard prescribed by PSEB and CBSE board has been done to understand the extent to which the value education component has been integrated in compliance with the goals of value education mentioned as under.

Table 1 : List of Social Studies Secondary Schools Text Books of IXth Standard Prescribed by PSEB

S.No.	Title of the Book	PSEB Board	Year of publication	Publisher	Author
1	Civics text book for class IX	PSEB	2003	Punjab School Education Board	Amar Singh Bhatia
2	Geography text for class IX part-I	PSEB	2004	Punjab School Education Board	Gurdev Singh Barha and Surinder Singh Bhatia
3	History Text book for class IX	PSEB	2008	Punjab School Education Board	Daljit Kaur
4	Economics text book for class IX	PSEB	2004	Punjab School Education Board	T.R Jain

Table 2: List of Social Studies Secondary Schools Text Books of IXth Standard Prescribed by CBSE

S.No.	Title of the Book	CBSE Board	Year of Publication	Publisher	Author
1	Democratic politics	CBSE	2006	National Council of Educational Research and Training	P.Rajakumar et al

2	History Text book for class IX part-I	CBSE	2009	National Council of Educational Research and Training	Peyyeti Rajakumar et al
3	Geographytext book for class IX part-I	CBSE	2007	National Council of Educational Research and Training	Neerja Shukla et al
4	Economics text book for class IX	CBSE	2009	National Council of Educational Research and Training	Peyyeti Rajakumar et al

Sample

A sample is a small proportion of population selected for observation and analysis. By observing and analyzing the sample, research worker makes certain inferences about characteristics of a population from which it is drawn. The sampling frame includes all the social studies teachers teaching secondary classes in the secondary schools affiliated to CBSE and PSEB in Ferozepur and Fazilka district of Punjab. Fifteen schools (15) affiliated to CBSE and ten schools (10) affiliated to PSEB were selected from Ferozepur district. Ten schools (10) affiliated to CBSE and fifteen schools (15) affiliated to PSEB were selected from Fazilka district by stratified random sampling technique to make a total sample of twenty five (25) CBSE and twenty five (25) PSEB affiliated schools. Two social studies teachers were selected from each secondary school affiliated to CBSE and PSEB to make a total sample of hundred (100) social studies teachers out of which fifty (50) teachers belong to CBSE affiliated and PSEB affiliated secondary schools each.

Tools

Content Analysis: In the present study, content analysis technique has been used to find out the extent to which values has been incorporated in the social studies curriculum The content of the books of prescribed syllabus has been analyzed with reference to value education in the Social Study Textbook of Secondary Schools. Perception scale for teachers has been designed by

the investigator to study the perception of teachers towards incorporation of value education in the social studies text books of IXth standard.

Perception Scale for Teachers: To the best of the investigators knowledge, there was no tool available to study the perception of social studies teachers teaching in CBSE and PSEB affiliated schools about the incorporation of value education in the social studies text books. So, the investigator constructed the perception scale. The perception scale consists of 25 statements reflecting social, moral, political, economic and spiritual values. It is a five point scale. Face validity refers to the degree to which a study assesses the specific concept that the researcher has to measure face validity has been done to determine validity of the scale. The views of various research experts were taken in to considerations that belong to the field of education, language and research. All these efforts helped the investigator to frame the first draft of the scale. Finally 25 items were included in final draft of the scale.

Conclusion

Conclusion Based on Analysis of Secondary Schools Social Studies Textbooks of CBSE and PSEB.

After completing the analysis, it can be concluded from the present research that there is sufficient matter related to subject in text books of both the PSEB and CBSE boards. The text books are easy to understand and the facts have been present in clear and lucid language. The text book contributes to the knowledge imparted to the students. The topics covered under the text books are appropriate to enhance the knowledge, attitude related to value education among the students. The information given in the text books is very useful for students to know new things, which are interesting to memorize and also build up the attitude towards value education. The content related to value education incorporated is helping the students to know their values. The values covered in CBSE and PSEB boards text books are almost same and are helpful in understanding the concepts related to values and create awareness among students about values.

Through the content analysis of CBSE and PSEB History text book of IXth standard, it has been found that maximum values has been incorporated in this text book in both cases of CBSE and PSEB. Out of these different values social values such as cooperation, unity, belongingness and political values such as leadership, citizenship, social justice and spiritual

values such as sacrifice, forgiveness, non-violence and economic values such as consumer awareness, economic consciousness, exchange value and moral values such tolerance, truthfulness, honesty has been infused in PSEB history text book of IXth class.

In Geography text book of IXth standard of PSEB it has been found that social values such as cooperation, unity, belongingness has been incorporated but political values such as leadership, citizenship, social justice and spiritual values such as sacrifice, forgiveness, non-violence and economic values such as consumer awareness, economic consciousness, exchange value and moral values such tolerance, truthfulness, honesty has not been reflected.

In Economics text book of PSEB of IXth standard it has been found that economic values such as consumer awareness, economic consciousness and exchange value has been reflected but social values such as cooperation, unity, belongingness and political values such as leadership, citizenship, social justice and spiritual values such as sacrifice, forgiveness, non-violence and moral values such tolerance, truthfulness, honesty has not been incorporated in Economics text book of PSEB of IXth class.

In Civics text book of PSEB of IXth standard it has been found that social values such as cooperation, unity, belongingness and political values such as leadership, citizenship, social justice and economic values such as consumer awareness, economic consciousness, exchange value but moral values such tolerance, truthfulness, honesty and spiritual values such as sacrifice, forgiveness, non-violence has not been infused.

Through the content analysis of CBSE History text book of IXth standard it has been observed that social values such as cooperation, unity, belongingness and political values such as leadership, citizenship, social justice and economic values such as consumer awareness, economic consciousness, exchange value and moral values such tolerance, truthfulness, honesty has been incorporated but spiritual values such as sacrifice, forgiveness, non-violence has not been infused.

In Geography text book of IXth standard of CBSE it has been observed that social values such as cooperation, unity, belongingness and political values such as leadership, citizenship, social justice and economic values such as consumer awareness, economic consciousness,

exchange value but moral values such tolerance, truthfulness, honesty and spiritual values such as sacrifice, forgiveness, non-violence has not been infused.

In Democratic Politics text book of IXth standard of CBSE it has been seen that social values such as cooperation, unity, belongingness and political values such as leadership, citizenship, social justice and moral values such tolerance, truthfulness, honesty has been observed but spiritual values such as sacrifice, forgiveness, non-violence and economic values such as consumer awareness, economic consciousness, exchange value has not been infused. In Economics text book of CBSE of IXth standard it has been found that social values such as cooperation, unity, belongingness and political values such as leadership, citizenship, social justice and economic values such as consumer awareness, economic consciousness, exchange value and moral values such tolerance, truthfulness, honesty has been incorporated but spiritual values such as sacrifice, forgiveness, non-violence has not been infused.

Conclusion based on perception of teachers of PSEB and CBSE, with reference to the integration of Value Education in Secondary Schools Social Studies Textbooks.

- Ninety percent teachers of PSEB schools strongly agree but none of the teachers strongly disagree to the role of social studies textbooks in consciousness of students with reference to value of money. Sixty two percent teachers of CBSE schools strongly agree but four percent teachers disagree to the role of social studies textbooks in consciousness of students with reference to value of monetary.
- Fifty four percent teachers of PSEB schools strongly agree but none of the teachers strongly disagree about the contribution of social studies textbooks in developing consciousness of students with reference to economics. Forty percent teachers of CBSE schools strongly agree but two percent teachers strongly disagree about the contribution of social studies textbooks in developing consciousness of students with reference to economics.
- Sixty percent teachers of PSEB schools strongly agree none of the teachers strongly disagree about the development of consumer awareness among students through social studies books. Forty two percent teachers of CBSE schools strongly agree none of the teachers disagree about the development of consumer awareness among students through social studies books.

- Sixty two percent teachers of PSEB schools strongly agree none of the teachers strongly disagree about the contribution of social studies books in development of knowledge of trade and business among students. Thirty eight percent teachers of CBSE schools strongly agree but four percent teachers disagree about the contribution of social studies books in development of knowledge of trade and business among students.
- Forty six percent teachers of PSEB schools strongly agree but four percent teachers strongly disagree about inculcation of altruism among students by social studies books. Twenty eight percent teachers of CBSE schools strongly agree but four percent teachers disagree about inculcation of altruism among students by social studies books.
- Forty four percent teachers of PSEB schools strongly agree but four percent teachers disagree about development of discipline among students through social studies textbooks. Thirty eight percent teachers of CBSE schools strongly agree but four percent teachers strongly disagree about development of discipline among students through social studies textbooks.
- Forty four percent teachers of PSEB schools strongly agree but four percent teachers strongly disagree about imbibing the value of cooperation and team work by students from social studies textbooks. Twenty four percent teachers of CBSE schools strongly agree but six percent teachers strongly disagree about imbibing the value of cooperation and team work by students from social studies textbooks.
- Forty percent teachers of PSEB schools agree but two percent teachers disagree about development of social service among students through social studies textbooks. Thirty four percent teachers of CBSE schools strongly agree but four teachers disagree about development of social service among students through social studies textbooks.
- Forty six percent teachers of PSEB schools strongly agree none of the teachers strongly disagree to the dignity of manual work among students through social studies textbooks. Thirty four percent teachers of CBSE schools agree but two percent teachers strongly disagree to the dignity of manual work among students.
- Fifty percent teachers of PSEB schools strongly agree but four percent teachers strongly disagree to the role of social studies books in the inculcation of patriotism among students. Forty two percent teachers of CBSE schools agree but eight percent teachers strongly disagree to the role of social studies books in the inculcation of patriotism among students.

- Forty six percent teachers of PSEB schools strongly agree but six percent teachers strongly disagree about the contribution of social studies textbooks in the development of social justice among students. Thirty four percent teachers of CBSE schools strongly agree but six percent teachers strongly disagree about the contribution of social studies textbooks in the development of social justice among students.
- Sixty percent teachers of PSEB schools strongly agree but two percent teachers disagree about the development of leadership among students through the content of social studies textbooks. Thirty eight percent teachers of CBSE schools strongly agree but two percent teachers strongly disagree about the development of leadership among students through the content of social studies textbooks.
- Fifty eight percent teachers of PSEB schools are strongly agree but two percent teachers strongly disagree about development of code of conduct among students through the content of social studies textbooks. Forty percent teachers of CBSE schools strongly agree but two percent teachers disagree about development of code of conduct among students through the content of social studies textbooks.
- Fifty percent teachers of PSEB schools agree but two percent teachers strongly disagree to aware to perform duties in accordance to law among students. Thirty four percent teachers of CBSE schools strongly agree but four percent teachers strongly disagree to aware to perform duties in accordance to law among students.
- Forty six percent teachers of PSEB schools strongly agree but four percent teachers strongly disagree to the role of social studies textbooks in the development of faith in God among students. Thirty percent teachers of CBSE schools agree but six percent teachers strongly disagree to the role of social studies textbooks in the development of faith in God among students.
- Forty eight teachers of PSEB schools strongly agree but four percent teachers disagree about development of self-realization among students through social studies textbooks. Thirty percent teachers of CBSE schools agree but four teachers disagree about development of self-realization among students through social studies textbooks.
- Forty six percent teachers of PSEB schools strongly agree but two percent teachers strongly disagree about development of secularism among students through social studies

textbooks. Forty percent teachers of CBSE schools strongly agree but six percent teachers disagree about development of secularism among students through social studies textbooks.

- Thirty six percent teachers of PSEB schools strongly agree but four percent teachers strongly disagree about development of truth among students through social studies textbooks. Forty two percent teachers of CBSE schools agree but two percent teachers strongly disagree about development of truth among students through social studies textbooks.

- Forty eight percent teachers of PSEB schools strongly agree but two teachers strongly disagree about development of tolerance through social studies textbooks. Forty two percent teachers of CBSE schools are strongly agree none of the teachers are strongly disagree about development of tolerance among students through social studies textbooks.

- Fifty eight percent teachers of PSEB schools strongly agree but two percent teachers strongly disagree about development of truthfulness and respect among students through social studies textbooks. Thirty eight percent teachers of CBSE schools strongly agree but two percent teachers strongly disagree about development of truthfulness and respect among students through social studies textbooks.

- Fifty four teachers of PSEB schools strongly agree but two teachers disagree about development of honesty among students through social studies textbooks. Thirty percent teachers of CBSE schools agree but two percent teachers strongly disagree about development of honesty among students through social studies textbooks.

- Sixty percent teachers of PSEB schools strongly agree but four percent teachers strongly disagree about development of sympathy and kindness among students through the content of social studies textbooks. Thirty eight percent teachers of CBSE schools agree but four percent teachers disagree about development of sympathy and kindness among students through the content of social studies textbooks.

- Seventy six percent teachers of PSEB schools strongly agree but two percent teachers strongly disagree about development of non-violence among students through social studies textbooks. Thirty six percent teachers of CBSE schools strongly agree but two percent teachers strongly disagree about development of non-violence among students through social studies textbooks.

- Seventy six percent teachers of PSEB schools strongly agree but two percent teachers are strongly disagree that text books of social studies essential tool for imparting values. Forty

percent teachers of CBSE schools strongly agree none of the teachers disagree that text books of social studies are essential tool for imparting values.

- Seventy eight percent teachers of PSEB schools strongly agree none of the teachers disagree that text books cover all necessary dimensions of values. Forty percent teachers of CBSE schools strongly agree but four percent teachers strongly disagree that text books cover all necessary dimensions of values.

RECOMMENDATIONS

Based on the finding of the study, the investigator wishes to make the following recommendations:

- Value education should be made compulsory at secondary level in schools.
- The content related to moral and spiritual values should be included in Civics textbook of PSEB.
- The chapters related to political, spiritual, economic and moral values should be included in Geography textbook of PSEB.
- There content which rich in moral, spiritual, political and social values should be incorporated in Economics textbook of PSEB.
- The content related to political, spiritual, economic, moral values should be included in Geography textbook of CBSE.
- The chapters related to moral, spiritual and economic values should be added in Democratic Politics textbook of CBSE.
- There content rich in social values should be included in Economics text book of CBSE.
- A separate text book should be designed for value education.

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