Chapter Two

Review of Literature

2.1 Introduction

Review of Literature holds an important part of the research study. It gives a synopsis of the area of study. The aim of review of literature is to succinctly exhibit the researcher's level of understanding of the studies related to her/his study. Review of literature should justify researcher's choice of research question, theoretical or conceptual framework and method. It should establish the researcher's study as one link in a chain of research that is developing knowledge in her/his field.

With the help of Review of literature, the researcher has an understanding of the gaps in the concern area of study; it aids the researcher to venture into the areas less explored or completely unexplored. After a thorough literature review, the researcher understands the various studies done in that particular area, the different methodological approaches used in those studies, selection of samples, various tools to collect data and different qualitative and quantitative techniques used for data analysis. It guides the researcher to define her/his area of study in structured manner and get a holistic perspective of the topic of the study.

There were a total of 55 studies reviewed by the researcher in India and abroad, which have been presented under different themes below.

2.2 Studies related to Impact of different Variables on 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. The objectives of the present study were (i) to study the Religious, Moral and Social Values of class XI students, and (ii) to find out 33 their relationship with character traits and personality Adjustment. The investigation was of the survey type. The sample consisted of 560 students (148 Urban and 39 Rural Girls and 249 Urban and 124 Rural Boys) of class XI selected from 21 intermediate colleges for both Sexes of Allahabad district. The tools of the study were the Value Scale and Character Trait Questionnaire, both prepared by the investigator. Test-retest and split-half reliabilities of the Value Scale were significant. The data were tabulated and analysed using suitable statistical technique.

Findings revealed that there were differences in the values held between urban and rural students, between students of two sexes and between the three communities, viz. Hindu, Muslim and Christian. All the three values had greatest influence on character traits and lowest on personality adjustment. It was found that social and moral values influenced the personality traits much more than religious values, whereas all the character traits

(congeniality helpfulness, kind-heartedness, truthfulness and dutifulness) appeared to be significantly influenced by values.

The study suggested that the development and strengthening of health, social, moral and religious value system among students should be a very important function of the secondary schools, which would help in solving problems of student unrest and discipline.

Ahmed (1986) conducted a study of the impact of formal Cross-Cultural Education on Modernizing Attitudes and Values. A questionnaire was distributed to cross sectional samples of 1140 Saudi Male students. From the 900 usable returns, 200 were secondary students, 400 college students in Saudi Arabia and 300 college students in the United States. Factor analysis was used to construct the dependent variable scale and to profile the modernity of Saudi students. Regression analysis was employed to determine the impact of different independent variables on the dependent variables of modernity. This study revealed that (1) the Modern Saudi students prefer the urban life and are less inclined to trust people rather than their relatives and friends. (2) Mass media exposure positively affects the overall modernity and half of its dimensions, the same variable has no significant contribution to overall modernity of Saudi students in the United States and contributes to limited dimensions, (3) Age, in both countries has no significant contribution to students' overall modernity and affects very limited dimensions.

Bhargava (1986) conducted a study on the development of moral judgement among children at concrete and formal operational stages and its relationship with the variables of home and educational environment. The following tools were used in the study : (1) The Sinha and Verma Moral Judgment Test(1969), (2) The Sherry and Verma Family Relationship Inventory (1968), (3) the Srivastava Socio-Economic Status Scale (1978), (4) The Singh School Characteristic Index (1977), (5) The Sharma School Organizational Climate Description Questionnaire (1978) from teachers, (6) the Students Information Form, (7) the teacher information form, (8) the Test of Moral Dilemma, and (9) and Interview Schedule from Parents. The data as collected were analyzed with the help of t-test, Product-Moment Correlation, and Factor Analysis and Set-up Regression.

Findings revealed that (1) the measures of home variables (parental acceptance, SES, etc.), and the measures of school characteristics (teaching methods, co-curricular activities) correlated significantly with moral judgement at both stages. (2) Those children, who attended morning assembly excelled in moral judgement over children of schools those did not have morning assembly. (3) Boys and girls scored equally well on moral judgement.

Pradhan (1991) undertook a study on the variation in development of moral judgement of students in different types of schools (managed by government and private bodies) in relation to general intelligence, personal values, socio-economic status and sex. The results of the

study showed that the development of moral judgement among the students differed significantly with respect to different variables mentioned above.

Upadhyaya (1993) undertook a study to analyse the effect of stress and home environment on girl's moral judgement and values. The tools used were stress scale for students by K.S.Mishra and S.P. Pandey, Home environment inventory by K.S. Mishra, Moral judgement questionnaire by S.K. Pal and K.S Mishra and Hindi version of adapted Rokeach value survey by the researchers. The findings revealed that (1) The climate of the home played an important role in development of values. (2) Congenial and supportive environment also played a significant role. (3) If the parent-child's relationship is based on natural love and respect for each other, it is likely to help in the development of values like peace, beauty, family security, happiness, social recognition, equity, power, cheerfulness, logic obedience, courage, self-control and self determination. The researcher discussed some implications for teachers, parents and councilors for providing a supportive environment to the children at home.

The study was an attempt to find school effectiveness in terms of development of affective domain. The study explores the influence a secondary school has on adolescent value formation. This study adopted a survey method (longitudinal Study). The creation of a value change –effective schools (VCES) model enabled local school issues to be analysed in conjunction with an overarching theory and principle which are relevant to a broad educational community. The thesis demonstrates that a school has a significant, unique role to play in adolescent value formation. Value change did not emerge as a cause and effect phenomenon, but as a complex interaction of change agents operating within the terms of the value change – effective school model.

Islam (2002) studied Value Pattern of College Students in Relation to some Select Socio-Educational Variables with the objectives (1) To examine the influence of sex, religion, language and local differences on the values of college students. (2) To compare the values of college students having varying courses of studies, that is, Art, Science and Commerce. (3) To find out the effect of college education to develop modern values among the students by computing the fresher and outgoing college students. (4) To examine the influence of some select socio-educational variables on the values of college students.(5) To examine the opinion of college students on some important social issues, namely, coeducation, status of women, family planning, choice of mate and religious belief etc. (6) To analyse the values of college students.

The Sample consisted of eight deficit colleges and 610 students from these colleges were selected for the study. He used Value Orientation Scale, Questionnaire, SES Index, Index for Media Exposure and Index for Library as the tools for the study. The Statistics

Techniques such as Mean, SD, and percentages were used. The comparison of the sub-groups was done by applying t-test and chi-square.

The findings showed that (1) The college students have been found to bear modern outlook in their values. (2) Difference in the value patterns of the college students in terms of gender, religion, mother tongue, locale, stream, SES, period of stay in the college, media exposure and library use have been found. (3) The College students have been found different in their attitudes towards social issues of co-education, status of women, family planning, choice of mate and religious beliefs.

Ahmed (2003) focused on comparative study on values among Science and Arts students at senior secondary level. ('Personal Value Questionnaires' by Sherry and Verma was administered). The result of the study revealed that there was no significant difference between the students of Science and Arts on all Ten values. However, mean score of science students was more on social, democratic, knowledge and power values whereas mean score of Arts students, was more on aesthetic, economic, hedonistic and religious values. The mean score of both the groups was the same on family prestige value.

Bhargava (2003) studied personality characteristics values and socio-economic status of pupil teachers in relations to their attitude towards social change. The survey method was used in this research. 500 B.ED students from Jhansi area were selected as a sample by random sampling method. Sixteen PF by R.B. Cattel an Indian adaptation of S.D.Kappor, personal values questionnaire of Shanta Kumari Agrawal, Socio – economic status of S.P. Kulsherestra, Attitude scale towards social change of P.Singh were used for data collection. The data were analysed with the help of mean, median, SD, correlation multiple regression, coefficient of determination and alienation, forecasting efficiency index and t-test. The study found that personality factors are significantly related to attitude towards social changes. Out of six values, only five personal, educational, social, materialistic and humanistic values of B.ED students were significantly related to attitude towards social change in positive direction. SES factor of subject are significantly related to attitude towards social change in positive direction. Personal, educational, social, materialistic and humanistic values of subject are significantly correlated with attitude towards social change.

Malti (2007) made a comparative study of values, intelligence and academic achievement of students of UP, CBSE and ICSE Board Schools. The study has compatibly employed descriptive survey research. Random-cum-cluster sampling technique has been suitably used to draw a sample of 450 students of different schools from three Educational Boards of Varansi City, namely, UP Board, CBSE & ICSE Board. 75 males and 75 females have been drawn Board – wise. Tools used were Personal Value Orientation Questionnaire (PVQ) of Sherry & Verma, General Mental Ability Test of M.C. Joshi and Achievement Test of Life

Science constructed and standardised by the investigator has been utilised for the study. Mean, Standard Deviation, and t-values have been computed for data analysis. In this study, the investigator has focused on values, General Mental Ability (GMA) and Achievement of 12th standard students of the selected school, family prestige, democratic, economic, hedonistic, aesthetic religious, knowledge – power and health, differences have been observed in the status of students Board - wise, gender-wise. The students of the three Boards have been reported to be almost at the same level of GMA. The students of ICSE Board & CBSE have been found to achieve greater on the test of Life Sciences as compared to that of UP Board.

Mohanty (2008) did a study on Development of Moral Judgement in Elementary School Children in relation to their Environment, Socio – Economic status and Intelligence. The objectives of her study were: 1) To assess the level of moral judgement in elementary school children reading religious based institution like Shishumandirs, Bidyamandirs and compare the same with the students of other schools. 2) To prepare a profile of elementary school children in percentage on different categories of moral judgement, like very poor, poor, average, above average and extra ordinary. 3) To study the home environment, socio-economic status and intelligence of those elementary school children included as the sample for present investigation. 4) To compare the difference in moral judgement, home environment, socio-economic status and intelligence due to sex variation. 5) To find out the relationship if any between the variable through a co-relation matrix. 6) To employ a differential analysis on moral judgement of elementary school children due to high and low home environment, socio-economic status and intelligence. The ex-post-facto type of design of co-relational study method has been suitably employed in the study. The findings of the study were: 1) There exists a significant difference in moral judgement of children of religious schools as compared to that of the children of the other schools. 2) There exists a significant difference in the moral judgement of boys and girls of the sample school level. 3) There exists a significant difference in socio-economic status of the boys and girls at the elementary school level. 4) There exists a significant difference in home environment of boys and girls. 5) There exists significant difference in intelligence of boys and girls at the elementary school level. 6) Highly sophisticated home environment influences better in the development of the moral judgement of the children at the elementary school level, as compared to low level of home environment. 7) No significant difference was found in the moral judgement of the boys and girls due to high or low level of SES. 8) High and low level of intelligence groups of students differed significantly in their scores on moral judgement. 9) There exists a positive relationship between moral judgement and home environment. 10) There exists a positive relationship between SES and development of moral judgement of

elementary children, but not significant. 11) There exists a positive relationship between the intelligence and development of moral judgement of elementary school children.

2.3 Studies related to the Value System, Value Patterns of students

Patel, M.G. (1981) conducted a Study on the Prevalent Value System of the Students of South Gujarat Studying in Standards X and XI. The objectives were (i) to study the philosophical and psychological aspects of value systems, (ii) to construct an inventory of value systems, (iii) to establish the reliability, validity and norms of the inventory of value systems, (iv) to validate the prepared inventory against other available measurements of value systems, and (v) to study the relationship between value system and Sex, grade, area, and income level. The sample consisted of twenty-one high schools from four districts of South Gujarat, 989 students of X and XI standards were selected. The investigator prepared an information schedule for collecting relevant information. The Validity was determined on a group of 50 students by calculating the product-moment correlation between different scores. The reliability of the tool was established by the split-half method.

The major findings were: (1) As the age increased the students became more sociable. (2) The older students were more involved in economic value than younger ones. (3) The girl students scored higher than the higher income boy students. (4) In scientific Values, lower income Urban students scored higher than the higher income Urban students. (5) Students of both the Sexes and both the standards scored high for Moral value. (6) The majority of the students like to be active in Aesthetic or art oriented activities. (7) The Girls scored higher than the Boys on Religious, Moral and Scientific Values. (8) On Economics, Moral, Political and Aesthetic Values, the students of std. XI scored higher than the students of std. X. (9) On Social, rational and Moral Values the students with low income scored higher than students with higher income.

Kundu (1982) studied the value pattern of college students and its relation to psycho-social variables. The objectives of the study were: (1) to trace whether uniformity in the relationship within different values really existed in a recognizable form in the college students population. (2) To find out whether there was any unique combination of the value pattern with the selected psych-social variables. 'Allport Verson Lindzey Value Scale', Cattel's 16 PF and 'Tulane factors of Liberalism and Conservatism' were tools of the study.

The findings revealed: (1) Different mode of relationship existed between the value patterns of college students and the other selected psycho-social variables.

These different modes of relationship had been depicted through the four R's (2) There seemed to be a generalized trend towards the preference for theoretical value among the higher grades students population, indicating their true academic orientation and interest.

(3) A common trend of least preference of religious value seemed to be indicative of their more mature and realistic evaluation behaviour than the faith in supernatural power.

Shrivastatva (1983) examined the value pattern of primary school students. The sample consisted of 200 students of class Vth studying in Shishu Mandir, Convent, Khalsa and Corporation schools. Sadagun Vikas Prashnawali (children's Value Questionnaire) was administered. The results revealed that (1) Convent school children were significantly higher on knowledge and social values in comparison to those belonging to other schools except Shishu Mandir's children. (2) The Shishu Mandir children significantly scored the highest on patriotic and religious values. (3) Corporation school environment was the least conducive to patriotic, social and knowledge values.

Diwedi (1983) did an investigation into the changing social values and their educational implications. The objective of this work was to explore the present status of values of post graduate students and their guardians, and to assess the extent of change in students' values in comparison to those of older generation.

The study was conducted on the sample of 400 post-graduate students and 345 guardians in the age group of 40 to 60 years. A social value inventory developed by the researcher was used.

The results of the investigations showed that (1) Place of residence i.e. rural-urban, had a close relationship with values, such as religious, ethico-cultural, political and educational. (2) Gender also played an important role in the development of values. (3) Women were more religious, ethical, cultured and keenly interested in societal problems compared to men. (4) The old values were not shared by the modern youth. (5) The traditional caste wise occupational structure was no longer liked by the students. (6) Students favoured change in the old curriculum, were in favour of co-education and opposed traditional system of education.

Ratnakumari (1987) did a study of human values among high school students in Andhra Pradesh in relation to their social economic status and mass media exposure.

The major objectives of this study were (1) to identify different human values and their interrelatedness with a view to incorporating them in teaching programs. (2) To develop a convenient tool for measurement of value judgement that is suited to Indian conditions. (3) To identify specific associations of dependant variables like school efficacy and mass media with value orientation. The researcher intended to study human values from a humanistic point of view and ethical value (without religiosity or supernatural content) that are applicable for all human beings irrespective of their religion. The researcher identified 36 specific human values for excellence in all walks of life and to interrelate with his fellow

beings. These values according to the researcher can be suitably built in the academic curriculum of the higher secondary school.

Darmody (1991) did a study on the adolescent personality, formal reasoning and values. This study examined the relationship between levels of Piagetian formal reasoning ability and values preferences derived from the Rokeach Value Survey. The subjects were 448 secondary school students (mean age = 16.25 years). The results of the study were consistent with predictions about the likely changes in value rankings as formal reasoning ability develops. Subjects with high scores on formal reasoning ranked terminal values representing abstract notions with long-term implications higher than those focusing on immediate gratification. They also favoured the instrumental values of self-reliance, competence, and independence. Low scorers on formal reasoning showed a preference for value groupings which were personal, hedonistic, and involved immediate gratification and social approval.

Padmanaban(1992) assessed the value pattern of high school students and offered suggestions for improvement of values in the schools. The selected tools as follows: (1) Student Value Inventory, (2) Student Occupational Preference Inventory and (3) Self Concept Inventory administered on a sample of 1000 students of class IX of South Arcort district. The results of the study indicated that (1) The highest score was obtained on social values and the lowest on political values. (2) Boys and girls differed in respect to theoretical, economic, political, social and aesthetic values. (3) There was an association between the pupil's most preferred value and their caste and religious, socio-economic status and self-concept.

Malukchand (1992) made and attempt to investigate the values of higher secondary school students of Saurashtra with the following objectives: (1) To prepare and standardise a value scale covering knowledge humanistic, political, economic, aesthetic, social, religious and moral aspects. (2) To study value pattern of students studying in standard 11th and 12th of Saurashtra region. (3) To study the differences between the value patterns of boys and girls belonging to urban and rural areas, studying in general stream and science stream of higher secondary schools.

The findings of the study were: (1) There was a significant relation of the variables namely gender, residence area, stream of study and standard with aesthetic and religious values. (2) There was a significant relationship of the variables like gender, area and stream of study-with knowledge and moral values. (3) There was a significant relationship of the variables like gender, area and standard with economic value. (4) There was significant relationship of the variables- area and standard with humanistic values. (5) There was significant relationship of the variables- gender and stream or branch of study- with political value. (6) Stream or branch of study was significantly related to social and political values. (7) There was no significant relation of the standard and knowledge, social, political and moral values.

Miller et al (1992) studied as to how conflicts between justice and interpersonal responsibilities can be resolved. A two sessions study examined Indian and American adults and children reasoning about moral dilemmas involving conflicts between interpersonal and justice expectations. The findings revealed (1) Most Indians gave priority to the interpersonal expectations, whereas most Americans gave priority to the justice expectations. (2) Indians tended to categorise their conflict resolution in moral terms. In contrast, (3) when Americans gave priority to the interpersonal alternatives, they tend to categorise their resolution in personal terms. Results imply that Indians possess a post conventional moral code in which interpersonal responsibilities seem as fully principled terms as justice obligations Findings also suggests that a personal morality of interpersonal responsiveness and caring is linked to highly rights- oriented cultural views, such as those emphasized in the U.S.

Tattar& BAMU (2002) did a comparative study of values among students of colleges of education of Mumbai and Aurangabad cities. The objectives of the study were: (1) To investigate into moral, social, secular, cultural and religious values of B.Ed. students of Bombay city. (2) To investigate into moral, social, secular, cultural and religious values of B.Ed. students of Aurangabad city. (3) To find out whether there is significant difference in the moral, social, secular, cultural and religious values of B.Ed. students of Bombay city and Aurangabad city. (4) To find out whether there is significant difference in the moral, social, secular, cultural and religious values of male and female B.Ed. students of Bombay city and Aurangabad city. (5) To examine the extent to which different factors contribute to the development of values among the students. (6) To suggest measures to develop desirable values through teaching learning process.

The findings of the studies indicated that (1) The B.Ed. students of Aurangabad have been found significantly higher in terms of their mean scores on moral, secular and religious values than the B.Ed. students of Bombay. (2) The B.Ed. students of Bombay have been found significantly higher in terms of their mean scores on social and cultural values than the B.Ed. students of Aurangabad.

Biswal (2006) conducted a study entitled `A Study on the Perception of Gandhian Values among teacher trainees in the M.S. University of Baroda with the objectives (1) To study the perception of Gandhian values like, truth, non-violence, democracy, sarva dharma sambhava (secularism), equality, self-realisation, purity of ends and means, self–discipline, and cleanliness among teacher trainees at the M.S. University of Baroda, and (2) To study the relationship of personal and academic variables with the perception of Gandhian values among teacher trainees at the M.S. University of Baroda. The following findings were revealed. (1) High perceptions were found about all the nine taken Gandhian values like, truth, non-violence, democracy, secularism (Sarva Dharma Sambhabham), equality, self

realization, purity of ends and means, self discipline, and cleanliness among B.Ed. students. (2) In terms of degree of perception, the nine Gandhian values were ranked like, (a) Secularism (b), self realization (c), self discipline (d), cleanliness (e), equality (f), truth (g), democracy (h), non-violence (i) and purity of ends and means (j), from high perception to low perception by B.Ed. students, (3) Significant differences were found between the Hindu and non-Hindu B.Ed. students in terms of value perception of Gandhian values like, truth, self-realization, and purity of ends and means. (4) Non-Hindu B.Ed. students were found with significantly higher perception in the Gandhian values like, truth, self realization, and purity of ends and means, in comparison to their Hindu counterparts, (5) Significant differences were found between the English medium and vernacular medium B.Ed. students in terms of value perception of Gandhian value `cleanliness' and overall Gandhian value. English medium B.Ed. students were found with significantly higher perception in overall Gandhian value and cleanliness in comparison to their vernacular counterparts, (6) Significant differences were found between the B.Ed. students staying with family and B.Ed. students staying at hostels in terms of value perception of Gandhian values like, equality, purity of ends and means, and cleanliness. B.Ed. students staying with family were found with significantly higher perception in the Gandhian values like, equality, purity of ends and means, and cleanliness in comparison to their counterparts staying at hostel.

Gardia (2007) did a study of some Determiners of Democratic values among Higher Secondary students. A field survey method was suitably used for this study with the objectives to: (1) Explore the status of democratic values among higher secondary students. (2) Find out relationship of Democratic Values with Personal and Environmental variables. (3) Study if the Personal and Environmental variables are determiners of democratic values. The findings of the study showed: (1) Higher Secondary Students are good in the value of Co-operation, whereas, they are poor in the value of liberty. They are in moderate status with respect to the value of Equality, Dignity of Individual, Justice and Tolerance. (2) Cohesive Family Environment has been found to have Positive and significant correlation with the values of Liberty, Cooperation and Tolerance. (3) Creative Stimulation in School Environment has been found significantly effective for the development of democratic values. (4) Students belonging to higher SES have been found low in the value of Dignity of Individual. (5) Students with good Emotional Adjustment have been found good in the democratic value of Equality and Cooperation. (6) Students with high Occupational Aspiration Have been found high in the value of Liberty. (7) Cohesive Family Environment is the determiner of the Democratic Values-Liberty, Cooperation and Tolerance. (8) Creative Stimulation in the School Environment is the determiner of the Democratic values- Dignity of Individual, Equality and Justice. (9) SES has been found to be a negative determiner for

the Democratic Value-Dignity of Individual. (10) Emotional Adjustment has been found a determiner of the Democratic Values- Equality and Cooperation.

Narad (2007) has studied the personal values of senior secondary school students in relation to school environment and home environment. Descriptive Survey method has been suitably employed for the study. The sample of 900 senior secondary school students (300 from each cultural region of Punjab viz., Doaba, majha and Malwa) was drawn employing multi-stage random sampling technique (district, school and students). The data were collected from Hoshiarpur, Amritsar and Ferozepur districts. Total ten schools (five governments and five private) were selected randomly from each district. Thirty students (15 males and 15 females) from each school were again selected. Tools used for the study were (1) Personal Value Questionnaire (sherry & Verma, 1971), (2) School Environment Inventory (Misra, K.s., 1984), and (3) Home Environment Inventory (Misra, K.S., 1989) was used. The data were analysed by Mean, Median, Standarad Deviation, Skewness, Kurtosis, Analysis of variance and t-test.

The study found that(1) The senior secondary school students of the three cultural regions of Punjab i.e. Doaba, Majha and Malwa did not differ significantly with respect to religious , Social, Hedonistic and Power values, but they differed significantly with respect to Democratic, Aesthetic, Economic, Family Prestige and Health values. (2) The students belonging to Doaba region were found to have higher knowledge of Health values as compared to the students of Majha region. (3) The students belonging to Majha region were found to have higher family prestige value as compared to the students of Doaba and Malwa regions. (4) The Students of Majha regions were found to have higher Health value as compared to the students of Malwa region. (4) The students of Malwa region had higher democratic value than the students of Doaba regions. (5) The students of Malwa region had higher Aesthetic and economic values as compared to the students of Majha region.

Tsai etal (2008) explored the perceptions of filial piety among university students in Taiwan. Young Asians have been more influenced than their parents by recent social and economic developments, creating an intergenerational gap in attitudes towards filial piety. This gap directly influences expectations about ways of caring for ageing parents and intergenerational well-being. Resolving these differences depends on intergenerational communication. Data were collected in four audiotaped focus group interviews with 40 students (37 females, three males, average age = 21.3 years) at two universities in northern Taiwan during 2006. Transcripts were analysed by thematic analysis. Taiwanese university students are likely to practice filial duty differently from their parents, but this does not mean they are less filial. The findings reflected (1) A shift from their parents' views, particularly the filial practice of

living with one's older parents. These young adults loved and respected their parents, but would consider alternative living situations for them, depending on future circumstances. As considering an alternative to culturally traditional filial practice may have an impact on intergenerational well-being. The study found that (2) filial piety, collective utility, and the cerebral values in their society, tend to be matched with conventional stage criterion judgement in the scoring manual. They also pointed out, however, that (3) Some graduate students respond in relation to filial piety, which they argue to be post-conventional , were difficult to score because there are no criterion judgement to match in the manual.

2.4 Studies related to Teaching of Values and Curriculum

Pinkeerani (1981) made a comparative study of the behaviour of students with schools of formal moral education and those schools without formal moral education.

The findings of the study were: (1) the overall behaviour of the students was found significant in the case of the students who received moral instructions and was almost the same in the case of others without moral education. (2) The overall behaviour of the students without moral instruction were significantly poor and different, and when compared with those who received the moral instruction. (3) Seventy seven percent of parents, sixty seven percent of teachers and eighty three percent of the students suggested for a compulsory school curriculum for moral education consisting of the examples from different religions and lives of great characters.

Kothari (1984) made a study of the development of moral concept among first generation learners and second generation learners in Indore. The objectives of the study were: (1) To inquire into the level of development of selected moral concepts of VII grade children, belonging to the first generation of learners and the second generation of learners. (2) To find out the extent of the relationship between the existing moral concepts of children and their parents, teachers and peers. (3) To study the impact of the specially developed instructional materials vis-a-vis the development of selected moral concepts of VII grade children who are first generation school learners and second generation school learners. The findings indicated that (1) The parents' educational level was significantly related with the development of moral concepts of their children. (2) The mother's academic qualifications had a significant impact on the existing moral concepts of her child. (3) The father's academic qualification also had an important impact on the existing moral concept of his child. (4) Better interpersonal relationship with the parents encouraged the development of moral concept among their children. (5) Better interpersonal relationship with teachers encouraged the development of moral concepts among their children. (6) Better interpersonal relationship with peers helped formation of the moral concepts among students. (7) Treatment given in the form of instructional materials was found to be more effective in developing the selected

moral concepts among the first generation learners than among the second generation learners.

Kar (1985) conducted a study entitled "value education a philosophical study" The objective of his study were: (1) To elucidate the concept of value education with its components concept 'value' and 'education'. (2) To generate normative guidelines relating to different aspects of value education such as aims, curriculum and methodology. (3) To analyze the concept of 'value', to classify values and to elucidate the concept of moral and spiritual values in detail.

He gave the conclusion on the basis of this study that there is an urgent need of value education, and value education has to include all values in general, social, moral and spiritual values in particular keeping in mind the needs for value education, the world of values, concept of an educated person, the principles of justification values and the principles of education.

Singh and Singh (1986) conducted an experimental study using value clarification (VCS) strategies in comparison with traditional method to teach values to B.Ed students.

Their conclusions were: (1) VCS are more effective than conventional methods for teaching the values of dedication, cooperation and nationalism to teaching profession. (2) VCS are found to be more effective than traditional methods in the inclusion of scientific outlook.

Sonbhi (1990) conducted a study to find out the effectiveness of values–orientated education provided in three different institutions on students' value patterns and selected personality variables. The findings of the study revealed that (1) Students studying in Sri Satya Sai Higher Secondary Schools have the highest number of desirable values and their value patterns and personality traits are marked superior to other two groups of students. (2) The differential impact of schooling is attributed to the conscious efforts made in institutions like Sri Satya Sai Higher Secondary School and Missionary School. (3) It was found that no deliberate attempts were made in central schools to nurture desirable value pattern and personality traits among students.

Shukla (1991) developed a curricular design for value – orientated Secondary School – teacher education in Punjab. The study found that (1) There was an ample score for integrating value education with teaching subjects and various activities such as classifying approach, indirect contrived approach and the integration through subject approach were considered and recommended for integrated value education. The study recommended that value education programme should be based on various approaches and activities in order to have better appeal for students.

Das (1991) studied the methods adopted by selected secondary schools in India for development of moral and ethical values and measurement of value judgement of students of class 9 of these schools. He found that (1) 7 schools out of the group of schools selected and 1 out the 7 other schools were found to have a very high mean moral judgement score. (2) The programs and the activities of these 8 schools aimed at moral judgement were as follows: (a) one period a week was provided in the school for moral education. (b) Brief talks on moral issues were given in the assembly. (c) Yoga asana were taught to students. (d) Birthdays of religious and social leaders were observed by discussing their life and work. (e) Teachers observed and recorded the behaviour of the students and evaluated their personality in cumulative records.

Dubey (1992) attempted to ascertain the status of value education in Indian education and highlight the educational implications of value education. His major findings revealed that (1) Values such as national integration, brotherhood, secularism, punctuality, have been emphasized. (2) Folk songs and legends that highlight several socially accepted values were missing from the curriculum. (3) The value crisis was due to lack of ideal leadership, neglect of affective domain in education and corrupt practices in the society.

Andrews (1993) carried out a study entitled "Two Hundred years of Value Teaching in Reading Text books". The study examined the values taught in reading textbooks over 200 years including the top seven U.S Public schools through 1995.

The objectives of this study were: 1) To study the leading values taught in reading text books. 2) To find out the difference in values both quantitatively and qualitatively from that of 100 years ago. The results indicated that: 1) The average reader of 100 years ago was taught some values in approximately 65% of the selections in the book, while the average number of selections with values content today is 35%. (2)) The values of today are not only quantitatively different from the values of yesterday they are also qualitatively different.

Sarangi (1994) studied the bases and implication of moral education in schools. His objective was to study the extent of utilization of moral education and the interest of children in moral education. The findings showed: (1) There is a necessity of imparting moral education at primary school level. (2) The themes of prayer conducted by all the schools under study are 'self-control', 'God' and 'Goddess' and nationalistic feelings. (3) The activities in the morning are: speech on moral education, stories of specific character, inspiring sentences from culture and Literature.

(4) Guest lectures, discussions, social service programmes are organised for awakening moral values and instilling good behaviour, cooperation and helpfulness among children. (5) Special period of moral education is taken by specially trained teachers. (6) Moral talks and

questions – answer methods are useful in imparting moral education. 7) Newspapers, magazines radio broadcasts and tapes are used by the teachers for moral education.

Matousek (1996) studied to determine character traits of Arizona public school teachers. For achieving this goal a survey was conducted, and administered to a stratified random sample of K 12 teachers in 25 selected Arizona school districts. This study tested a list of statements advocating the teaching of fifteen character traits and asked to indicate their degree of agreement. Each trait was presented opposite ten different methods to teach that trait. Teachers indicated their tendency to use the methods to teach each trait. Means and standard deviations were then calculated and rank ordered for each trait, each method across all fifteen traits and each method on a trait by trait basis. In addition, by using a chi square analysis, it was found that certain teacher characteristics were positively related to the responses. The study found that (1) The traits such as responsible, honest, cooperative, tolerant, civic minded, courteous, self-disciplined, self-respecting, compassionate, patriotic, self-restraint, sober, and moral should be taught in public school. (2) Participants indicated a strong tendency to use role modeling to teach the above traits and a definite tendency to use spontaneous class discussion to do the same. Participants were generalists, males, or junior high, middle school, or high school teachers respectively. (3) Participants with whom religion played little or no life role perceived themselves as having fewer tendencies to use trait-method combinations.

Joshi (1998) did the study `Development of democratic values through value analysis technique in civics at secondary stage' with the objectives to study the effectiveness of value-analysis technique in terms of developing democratic values among students through teaching of civics, and trends in development of democratic values on different scores of different groups. The value analysis technique was found to be effective in terms of developing democratic value among students, through teaching of civics.

Skinner (1999) conducted a study entitled "Teaching through Traditions: Incorporating Languages and Culture into Curricula". This study discussed the challenges to the perpetuation of American Indian Languages and Cultures, as well as successful strategies and practices for developing culturally relevant curriculum. Seven values common to traditional Native Education were identified that could form the basis of a tribal code of education or curriculum and six recommendations were offered to move public schools towards equality and equity.

Thakkar (2005) conducted a case study on the 'Study of the values incorporated in the English textbook and reflections of teachers and students of std. XI'. Major findings of the study revealed that: (1) among the 8 values, personal value is the highest occurring value; while environmental value was the least. (2) The teachers considered the textbook very

important in incorporating values by saying that textbook is having value education in its root.

Christopher (2008) studied Teachers' beliefs and an attitude toward approaches to character education. In this study researcher highlighted, that character education has always had a role in public education. Classroom pedagogical approaches address curricula and activities that either focus on teaching character or integrate character into other academic subject approaches. The cultural / school approach implies an environmental approach to character education that utilises teachable moments, classroom, and school rules, and discipline. The purpose of the study was to examine teachers' beliefs and attitudes towards approaches to character education, and establish components that teachers identified as necessary for effective character development and character education programmes. A Grounded theory tradition guided this research, using interviews with 30 teachers. Data analysis included; questioning, comparisons, meaning of words, looking at language (in vivo), time, and using metaphors and similes. The participants' responses were developed into seven themes related to character and character education: terminology as the law, roles, unification, simplification of implementation, authenticity and teachable moments and subcultures. The study found that (1) Scripted and canned programmes character education curricula to be useful when used as resources at the elementary level and irrelevant at the high school level. (2) Teachers need to authentically incorporate the development of character into the school day and give time to this issue.

Rundle (1977) conducted a study on the stimulation of Moral Development in the Elementary School and the Cognitive Examination of Social Experience: A Fifth Grade Study. According to him "Action works better than talk". He used a Moral Dilemma Discussion Approach, where he conducted a test in school settings with fifth grade students. This study generally consisted of teacher-led discussions of moral dilemmas and a measure of moral reasoning as the dependent variable was done. Student reasoning was assessed by the Moral Judgment Interview (MJI) in which a subject is interviewed on a series of dilemmas and the responses stage was scored by procedures developed by Kohlberg and his associates. The study then compared the effect of talking about other people's moral dilemmas with the effect of solving and acting on the real life dilemmas of the class room over 12 week period,. His findings showed that 5th grades' students who merely discussed hypothetical dilemmas showed no significant gains in moral reasoning, whereas students who debated and resolved issues of classroom management showed an unusually large gain. This again suggests that efficacy of moral education programme is in part a function of relevance of the dilemmas discussed. In addition, it is important to recognize, however the groups receiving moral discussion using hypothetical dilemmas was led by a teacher who had not received training in

moral education procedures. Thus, the group differences may have resulted from differential levels of experience with moral education procedures rather than from exposure to real versus hypothetical dilemmas.

Bajpai (1990) did an experimental study of an educational intervention curriculum for value development and its facilitative effect upon the level of moral judgement of children. The main objectives of this study were to develop an intervention program to facilitate the development of moral judgement of children and to test its efficiency through an experimental study of two groups of children. The sample consisted of 80 children; 40 boys and 40 girls, aged 7+ and 8+ enrolled in standard 2 in three schools in Lucknow and were assigned to two treatment groups i.e. experimental and control. Tools used were sets of Piaget's stories highlighting particular aspect of moral judgement (pre-post test) draw a man test by Pramila Pattak, SES scale by Kuppuswamy and school adjustment checklist by J. Pant. Results indicated that (1) The intervention program greatly enhanced children's ability to judge and act as right and wrong and to understand the intention behind the act. (2) Variables like intelligence, academic achievement, school adjustment and family structure were significantly related to the concept of moral judgement whereas, no relation was found with SES, gender and birth order.

Diwakar (1995) did a study of effect of some intervening strategies on the development of contemporary values among teacher trainees. The study was conducted to find out the effect of different strategies on the development of values mainly secularism, democracy, national integration and non-violence among prospective teachers. A scale to measure value orientation was developed. A pre-test, post-test design was used. Samples of 300 teacher trainees were taken up. The study revealed that (10 The intervening strategies can promote the value of democracy and are useful in developing the value of national integration. (2) It was also found that the value of democracy and national integration developed during experiment.

Kapoor (1995) did an experimental study on the value change in secondary school students. The experimental subjects showed (1) Significant change in self-respect, wisdom, and a sense of accomplishment. The study also indicated that (2) The value-change programme was more effective for girls as compared to that for boys. (3) There was a significant change in favour of girls for the values, self-respect and a sense of accomplishment.

Biswal and Srivastava (2005) conducted one study entitled 'Designing and implementing co-curricular activities to inculcate social values among B.Ed. students'. The findings of the study revealed: (1) The CCA programme was found to be effective in terms of students conceptual knowledge in all the taken social values for the present study and as a whole, as the adjusted mean conceptual knowledge value scores of the experimental group in these values were

found significantly greater than those of control group. (2) The CCA programme was found to be effective in terms of student's value perception in all the taken social values. (3) The CCA programme was found to be effective in terms of students reaction towards the major components of CCA like, morning assembly, purely value related activities, special CCA activities, celebration of different days, activities related to community and other aspects of CCA. (4) Female B.Ed. students have significantly more value perception and conceptual knowledge than their male counterparts in the social values.

Saoji (2006) did a study on value education in 'Gramgeeta' of respected National saint Tukdoji Maharaj. The main objectives of the study were: (1) To review the values reflected in the lessons of the Gramgeeta of National Saint Tukdoji Maharaj. (2) To study the values depicted in Gramgeeta. (3) To study the educational values of Gramgeeta. (4) To study the social values of Gramgeeta. (5) To study values reflected by Gramgeeta with respect to value education. (6) To study the usefulness of values reflected in Gramgeeta.

Historical research and survey methods were employed for conducting the study. The findings of the study revealed that (1) All ten values identified by the investigator had been fully established in the lessons of Gramgeeta of National Saint Tukdoji Maharaj. (2) The ten values were Patriotism, Dignity of labour, Punctuality, Sensitivity, Humbleness, Cleanliness, Respect for all religions, National integrity, Gender equity and scientific attitude.

Kujur (2007) did a study on the impact of Value Clarification Strategies for enabling students of class VIII to deal with Value Conflicts. The study was a qualitative intervention study with pre-test intervention and post-test design on the single group of subjects. Observation method was used to determine what difference appears or what change or modification occurs in the experimental group. The tools for investigation such as focused Intensive Journal, group discussion, critical inquiry Paradigm, observation, unstructured interviews and anecdotal records were used. The objectives of the study were: (1) Identification of conflicting values (2) Dealing with present value conflicts. (3) Administration of value clarification strategies to deal with value conflicts. (4) Impact of the implementation programme on the sample of subjects.

The findings were (1) Conflicts in values occurred between (a) Students' values and teachers practiced values. (b) Students' values and people in power and authority. (2) Lack of congruence of personal values upheld by the sample with the double standard of value practices by teachers and people in power and positions were the causes of value conflicts. (3) It was observed that 94% students depended on parents, teachers, friends and others for the solution of their value conflicts. (4) Comprehensive results obtained from the analysis of pre-test and post-test data on experimental group, a significant increase in the average stage value score of 19 (56%) out of 34 students increased from stage three to stage four. The

average stage value of 15 (44%) students, there was an increase in the average stage value scores in terms of points. The impact of intervention programme to deal with conflicts on the sample of subjects was significant as change of behaviour of the students was observed in the above mentioned value conflicts.

2.5 Studies related to teaching Methodologies in Social Studies

Chakaraborty (1978) did an inquiry into the strategies of classroom teaching. The broad objectives of the study were to find out the effectiveness of strategy 1(lecturing and questioning answering) Strategy 2 (lecturing and questioning answering by using behavioral objectives) and strategy 3 (discussion by using instructional materials) on the development of knowledge, comprehension, application ability and total achievement in geography of pupils of standard IX. Second objective of the study was to find out the effectiveness of above stated strategies. The study showed that the strategy 2 was more effective than strategy 1 and strategy 3 was most effective than strategy 2. Lecturing and question answering with behavioral objectives and discussions by using instructional materials were more effective positively and conclusively than just lecturing and question answering.

Pratibha (1979) studied the effect of integrated approach of teaching social science as against the conventional method of teaching, on the performance of students of IV standard. The objectives of the study were: 1) to develop instructional strategy for teaching social studies course. 2) to find out the performance of the pupils taught through the integrated approach and the conventional approach with respect to the following: a) knowledge and comprehension. b) skill. c) attitude. 3) to find out the effectiveness of the integrated approach in terms of pupils' performance o achievement. Experimental design was employed for this study. Major finding of the study was that the integrated method was more effective than the conventional method.

Gupta (1983) conducted a critical study of the social studies curricular with special reference to secondary stage in Himachal Pradesh. The objectives of the study was to analyze the aims and objectives, content of the curriculum, methods, techniques, teaching material and strategies of evaluation employed in social studies at school level. It was the status survey type of study. The major findings of the survey were the syllabus was not appropriately integrated with respect to human relationship, social adjustment and there was no scope of self analysis in curriculum of social science. Lecture method was frequently used and no creative methods were used like project method, activity method. Students were not exposed to various learning experiences like assignment, observation, discussion and interpretation. The social studies teachers did not build a wholesome community environment.

Ingole (1985) did a study of the position of teaching History in secondary schools of Sholapur district. The objectives of the study were to find out the existing position of teaching History with reference to curriculum textbooks, methods, facilities etc. The study was a survey type, the data was collected using structured interview questionnaire and observation schedule. Major findings of the study were: the teachers were well qualified but 40% had not offered History as special subject at graduate level. According to the teachers the objective of teaching History could rarely be achieved through regular teaching due to inadequacies of curriculum, textbook and time. Narration was the most popular method for teaching and teaching aids were rarely used.

Raina (1990) conducted a critical survey of teaching at a micro level by choosing to study existing state of affairs in the state of Rajasthan. The study revealed that the academic and professional background of the teachers was poor, the teaching and the set objective was not in tune, and 86 % teachers used only lecture method. Non-availability of instructional material, aids was observed and suggestions for improvement were offered.

Premlata (1992) studied utility of peer tutoring in the promotion of verbal spatial abilities and academic achievement in the geography. Major objectives of the study were to identify the effectiveness of the peer tutoring of scholastic achievement in geography. Experiment was conducted on the students both male and female students of class Ix and X. The findings of the study were the peer tutoring strategy had a significant role in increasing the verbal and spatial abilities as well as in raising the level of the entire academic achievement of the student in geography. It was found that the strategy was more useful for now, average achievers and the classroom climate was found to improve.

Draper (2002) did an investigation on inquiry based approach to teaching secondary level social studies. The main aim of study was to design, implement and examine a case study based curriculum to teaching social studies at standard VII in order to better understand the experiences of a teacher and students when implementing this type of instructional approach.

Jayria (2009) conducted a study of teaching social studies at the secondary level in Hindi medium school of Baroda city. The objectives of the study were to study the academic qualifications and teaching experiences of teachers teaching of social sciences with reference to the pedagogical aspects like, objective of the curriculum, use of library, introducing a lesson, presentation, and evaluation.

Two tools were used for data collection namely questionnaire, observation schedule. Major findings were that majority of the teachers teaching social science are highly qualified, 67/74 % teachers have B.ED training with social science, by and large 5 methods like discussion, project, self-study, observation on the basis from obtained data it was found that majority of teachers are using textbook while teaching, majority of respondents 76.74 % said that

adequate books and teaching aids are not available, lack of time and resources play a vital role in organising field visits in social studies.

2.6 Implication for the Present Study

The researcher referred to a total of 54 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 of different Variables on Values. There were 10 such studies under this category (2) Studies related to the Values System and Value Patterns of students. There were 14 such studies under this category. (3) Studies related to Teaching of Values and Curriculum. There were 22 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 has surveys, experimental, and co-relational to conduct their research. Their focus and objectives were diverse, the studies highlighted values under different conditions akin to co-relation 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 (993), Islam (2002) conducted 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. Tsai (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.