

DEVELOPMENT AND IMPLEMENTATION OF MODULE FOR VALUE INCULCATION THROUGH TEACHING OF SOCIAL SCIENCE

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Our society is faced with grave peril of value deterioration. Crimes in all areas of life are rampant and there is dissatisfaction amongst people. Therefore, it is important to tackle this hazard urgently and seize its growth. There is a pressing need for appropriate educational action to meet this challenge. Value education has been strongly emphasized. Value education is a deliberate programme that works towards the development of values, building holistic individuals. One way in which values can be taught in schools is through developing a module for teachers in Social Science integrated with values. The objectives of the study were to develop, implement and study the effectiveness of the module for teaching Social Science in terms of conceptual knowledge and perception of values of Equality and Peace. The research design was Quasi-experimental in nature. Convenience sampling technique was followed to select the sample which consisted of 30 students from class IX of two schools of Vadodara city thereby forming the experimental and control group. Achievement test, Value Knowledge test, and Perception scale were constructed and administered to gather the data. The study was conducted in five phases. Mean, SD, Mann-Whitney U-test was used for data analysis. The findings revealed that the module developed for teachers for the inculcation of values in students through the teaching of Social Science was effective as the students had a higher conceptual knowledge and a higher perception of the values of Equality and Peace.

KEYWORDS: Value Education, Social Science

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INTRODUCTION

Man cannot live in seclusion, he needs a society to live in and share various aspects of his life with others. A state of mutuality, collaboration, camaraderie and compassion towards each other, with common feelings, bonds and aspirations is the foremost foundation on which a favourable society may be formed. A society bereft of such values can only be chaotic and anarchic. The society in the past was simple. A general sense of contentment was prevalent and moksha was the aim of life (Dhankar, 2010). New inventions and discoveries brought change into the fabric of our society and from moksha to bhoga became the center of life. The society has now started valuing materialistic life more than ever and what is valued more by society is propagated through education and thus today education has become a means to achieve material gains in life (Saiyidain, 1965). Values seem to have less significance in our education today. Too much importance is laid on giving knowledge and preparing skilful employees. Cognitive realm is being more developed than the affective realm, resulting in value descent.

Swami Vivekananda (1907) describes values as the standards of good and evil, right or wrong which govern an individual's behaviour and choices. Venkataiah (2013) defined values as set of principles or standards of behaviour. In order to have a value based society, the role of education becomes pivotal. Education needs to perform its objective of giving a holistic growth to human mind. Education must play its essential role in imparting values; it is only through value education that an individual acquires the necessary skills to build himself competent in all the domains of life. As UNESCO (2002) puts it "only inculcation of values in education can build a sustainable society". National Curriculum Framework for School Education (2005) emphasis on Value Education and considered Peace as a precondition for national development. Peace education as an area of study is recommended for inclusion in the curriculum for teacher education.

Value education is a planned educational programme aimed at the development of values in students. It is imperative that students know the concepts of values which include its meaning, definition and characteristics. Further the perception of students towards different values is critical as their behaviour is influenced by the way they perceive values. Values when perceived in the right light leads to a constructive outlook and consequently constructive behaviour. According to Venkataiah (1998) the present education system lays too much of importance to the mechanistic approach, as a result, there is rise in human psychological problems. Prasad (2007) thinks moral education and family values have become passé today. The cultivation of moral character is not considered a part of modern education, which focuses more on making money and achieving success.

Different methodologies can be adopted to teach values like the direct method, conventional approach, Incidental technique to name a few. The Integrated approach to value education is another important approach where-in the teacher while teaching the subject has to integrate values. This is a dynamic process, where the initiative of the teacher is of extreme importance. The content of the lesson can be linked with appropriate values by recognizing areas in which the preferred values are to be taught. It is important to understand that every subject has values inbuilt in it; the teacher has to identify those values in the class, draw students' attention to them, and reinforce them through array of teaching method and activities. Biggs (1999) offers important suggestions for course design strategies in the context of a growing student population. One such innovative design to teach values can also be with the help of modules for teachers, modules are developed systematically around the need of the learners. Teaching with the aid of a module can help teachers develop a holistic and profound learning in students. The module integrated with a subject can help the teacher teaching the subject and at the same time she can teach values too. According to Asia Pacific Programme of Educational Innovation for Development (APEID, 1976) a module is a set of learning opportunities organized around well-defined topics which contain the elements of instructions, learning activities and evaluation. A module has the flexibility to be integrated with any discipline; every subject has a wide scope of integrating values in it and can be taught in a more appealing manner. Social Science is a subject which deals with society, values, culture, humanity, mankind and other aspects. Therefore, Social Science is a subject which in its broad range can easily incorporate value teaching through a developed module.

Values like Equality and Peace are some of the values among many that are prominent in Social Science. Equality is the state of being equal especially in status, right and opportunities in age, gender, religion, sex, disability and ethnicity. Equality, therefore, means an absence of social advantage and ample opportunities to be open to all. Peace is understood as a state of mutual harmony and friendship between people or groups, nations and personal relationship and mental calm by absence of violence, conflict, fear and hostility. Kovel (2002) defined peace as a state of existence where, neither the overt violence of war nor the covert violence of unjust system is used as an instrument for extending the interests of a particular nation or group.

REVIEW OF LITERATURE

Singh and Singh (1986) and Bajpai (1990) conducted experimental studies on teaching values. Singh and Singh used value clarification (VCS) strategies to teach values to B.Ed. students and compared them with traditional methods of teaching values. Their conclusions were that VCS are more effective than

conventional methods for teaching the values of dedication, cooperation and nationalism to teaching profession. Bajpai (1990) experimented on educational intervention curriculum for value development and its facilitative effect upon the level of moral judgment of children. His results indicated that the intervention program greatly enhanced children's ability to judge and act as right and wrong and to understand the intention behind the act. A curricular design for value-oriented Secondary School teacher education in Punjab was developed by Shukla (1991). The study found that 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. Biswal and Srivastava's (2005) study on designing and implementing co-curricular activities to inculcate social values among B.Ed. students revealed that the CCA programme was effective in terms of students' conceptual knowledge and value perception of tolerance, fellow feeling, cooperation, democratic leadership, equality, kindness, social service, social justice, sympathy, helpfulness, friendship, respect for others, sacrifice, social responsibility, kindness, social service and sense of living together. Narad (2007) studied the personal values of senior secondary school students in relation to school environment and home environment. The study found that the senior secondary school students 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.

SIGNIFICANCE OF THE STUDY

Value degeneration has become a part of our society and is being experienced in all the areas of our lives. Anti-social activities occur due to absence of values, keeping this view in mind, Gujarat Secondary and Higher Secondary Education Board and Central Board of Secondary education introduced Continuous Comprehensive Evaluation (CCE); where the non-scholastic aspects of students are being evaluated. However, no deliberate or systematic teaching of values is being done and it becomes important that teachers be well equipped with supportive tools to help them teach values effectively.

Several methods, techniques or approaches may be needed to give values a top priority, but time constraint faced by teachers to complete the syllabus also needs to be considered, therefore, we need to develop programs that do not burden or stress the teachers or students. Many teachers keen in the student-centered pedagogical approach, but developing activities that blend values

with the content of the subject, and at the same time cover the appropriate subject content may be considered to be hectic and time consuming. A ready module for teachers will not only save their time but will help them to utilize their time in an optimum manner. The teachers play an important part in the learning process as they create an environment to support and motivate students to construct meaning. The modules, therefore, are based on questions from the student's surroundings where he/she can think, analyse and participate in the entire learning process. Finally, integration into the subject is an important goal of the modules.

Social Science is a subject which deals with the society, culture, human relationship, values amongst others. It has a wide scope to incorporate values easily, and hence, a module integrated with the different topics of Social Science can be an effective method to instil values. Many researches have been carried out in value education but there is need for more. These researches are based either on surveys, or experiments, their focus and objectives are diverse. Out of the researches reviewed there were no studies which focused on specifically designed and planned module for teachers to inculcate values through teaching of Social Science for class IX students.

OBJECTIVES OF THE STUDY

Following are the objectives of the study:

1. To develop a module for teaching of social science.
2. To implement the developed module for teaching of Social Science through integrated approach for the development of values of equality and peace.
3. To study the effectiveness of the module for teaching social science in terms of 1) conceptual knowledge in values of equality and peace 2) perception of values of equality and peace.

HYPOTHESES OF THE STUDY

Null hypotheses were formulated and tested at 0.05 level of significance which are given below:

1. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value equality
2. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value peace

3. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value equality.
4. There will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value peace.

RESEARCH METHODOLOGY

Quasi experimental research design was used for the study. The Pre-test-Post-test Non- Equivalent-Control Group Design was used in this research.

SAMPLE

The sample was selected by the convenience sampling technique. Two schools of Vadodra city were selected for the study. One section of standard IX students of one school was used as the control group and another section of class IX students of the second school was used as the experimental group and each group consisted of 50 students. An achievement test was administered to both the experimental and control group students as a pre-test. One to one matching was done and the final sample consisted of 30 students in the control and experimental group.

TOOLS USED

An Achievement test was constructed for Social Science of standard IX affiliated to the Gujarat Secondary and Higher Secondary Education Board, to know the achievement of students. The test included 9 chapters of standard IX, Social Science text book of the second semester of academic year 2014-15. It consisted of 14 objective type of questions (14 Marks), short type of questions (12 Marks) and essay type of questions (4 Marks.) Internal choice was given in short and essay type of questions. The total marks for the test were 30.

A Value Knowledge Test was constructed for students to study their conceptual knowledge in different values of Peace and Equality. This consisted of open ended items related to the meaning, definition and characteristics of the values respectively. The total number of questions was twelve. A total of 10 marks were given to each value adding to a total of 20 marks. The Value knowledge test had a reliability coefficient of 0.66, when tested for test-re-test reliability.

A Perception Scale was constructed for students to study their perception of different values of Peace and Equality. The marks allotted to each value were 25 thus making it a total of 50 marks. It consisted of five situations for each

value respectively. Each situation had five close ended alternatives. Students had to make tick marks () in one appropriate alternative given out of five alternatives. The five alternatives had strongly positive polarity, positive polarity, neutral polarity, negative polarity, strongly negative polarity. The scores for the alternatives ranged from 1 to 5, 1 for strongly negative polarity and 5 for the strongly positive polarity. The perception scale showed a reliability coefficient of 0.73 when tested for test-retest reliability.

DEVELOPMENT OF MODULE

The module for Social Science was developed for the teacher to inculcate values in students of standard IX. A thorough content analysis of the Social Science text book of standard 9, for second semester from December to April of the academic year 2014-15, was done. Identification of sub topics from chapters was done that had full scope for value integration of Peace and Equality. A general introduction to the module was given in the beginning and the module was further divided chapter wise with chapter names in accordance with the text book. An introduction to the chapter with general and instructional objectives were stated.

A chapter overview along with lesson content integrated with the value identified with the subtopic of the chapter was specified. An interactive session was designed with some leading set of questions / video clippings that would motivate the students to identify the value and discuss the meaning, definition and characteristics of that particular value that was identified in the subtopic of that chapter. Short simple stories were identified that highlighted the values in the subtopic of that chapter, which was then followed by a short discussion through some pre-designed questions based on the stories. At the end of the session some activities such as role play, quizzes, poem or story writing/telling, poster making skit and many more activities were designed that connected to the value discussed.

PROCEDURE

The study was conducted in five phases. In the first phase, the module was developed according to the various steps described in the module development section. An orientation of six hours was given to the Social Science teacher which included a demonstration for using the developed module to teach Social Science by the integrated approach. In the second phase, an achievement test in Social Science, value knowledge test and perception scale were administered to the control and experimental group as a pre-test. In the third phase the experimental group was taught Social Science by their teacher with the help of the developed module in the second semester i.e. December to April of 2014-2015. The teacher used the developed module for

the purpose of teaching different values and social science concepts respectively. At the same time the control group was taught social science by the traditional method using their Social Science text book without the use of module. In the fourth phase, value knowledge test and value perception scale were administered to both control group and the experimental group as a post-test. The collected data was analysed quantitatively using non-parametric statistics, which included Mean, SD, and Mann-Whitney U-test. The mean gain scores were calculated by finding the difference between post-test and pre-test scores of the experimental and control group.

RESULTS AND DISCUSSION

The results of the study are discussed in this section:

Table 1

Mean, Standard Deviation, Standard Error of Mean of Control Group and Experimental Group for Conceptual Knowledge of Equality.

Value Knowledge of Equality	N	Mean	Standard Deviation	Standard Error of Mean
Control Group	30	0.80	0.80	0.14
Experimental Group	30	3.60	0.96	0.17

Table 2

Summary of Mann-Whitney U-Test for Conceptual Knowledge of Equality for Control Group and Experimental Group Students.

Students	N	Sum of Ranks	U-Value	Z- Value	Probability(p)
Control Group	30	480.00	15.00	-6.54	0.000
Experimental Group	30	1350.00			

From Table 1, it was found that the mean gain score of students for the conceptual knowledge of the value equality of the experimental group (3.60) was higher than the control group (0.80). The standard deviation from the gain score for the conceptual knowledge of the value equality in students was found to be 0.80 and 0.96 for control group and experimental group which indicated that the experimental group was more heterogeneous than the control group. The standard error of mean was 0.14 and 0.17 for the respective group. The higher mean score of experimental group in the conceptual knowledge of the

value equality in comparison to control group may be attributed due to the module developed for teachers to inculcate values in students through teaching of Social Science. To find whether the difference in the mean was significant or by chance and to test the null hypothesis i.e. H_0 “there will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value equality”, Mann-Whitney U-test was used as the sample was taken by convenience sampling technique.

From Table 2, it was found that the sum of ranks of the control group and the experimental group students in the conceptual knowledge of the value equality were 480.00 and 1350.00 respectively with 30 students in each group. The U-value and z value were found to be 15.00 and -6.54 respectively. Referring the table for normal probability (Table A of Siegel, 1956) under null hypothesis (H_0 of z, for $z = -6.426$, the two tailed probability was found to be 0.000 which was lesser than our decided $\alpha = 0.05$. Hence the null hypothesis H_0 , i.e. “there will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value equality”, was rejected. Therefore, it was clear that the control group and the experimental group students differed significantly in terms of their conceptual knowledge in the value of equality. Hence it can be concluded, that conceptual knowledge of the students in the experimental group was stochastically higher than the students in the control group due to the module developed for teacher for value inculcation through teaching of Social Science.

Table 3
Mean, Standard Deviation, Standard Error of Mean Of Control Group and Experimental Group for Conceptual Knowledge of Peace.

Value Knowledge of Peace	N	Mean	Standard Deviation	Standard Error of Mean
Control Group	30	0.73	0.73	0.135
Experimental Group	30	3.53	0.68	0.124

Table 4

Summary of Mann-Whitney U-Test for Conceptual Knowledge of Peace for Control Group and Experimental Group Students.

Students	N	Sum of Ranks	U-Value	Z- Value	Probability(p)
Control Group	30	470.00	5.000	-6.73	0.000
Experimental Group	30	1360.00			

From Table 3, it was found that the mean gain score of students for the conceptual knowledge of the value peace of the experimental group (3.53) was higher than the control group (0.73). The standard deviation from the gain score for the value knowledge of the value peace in students was found to be 0.73 and 0.68 for control group and experimental group which indicated that the control group was more heterogeneous. The standard error of mean was 0.135 and 0.124 for the respective groups. The higher mean score of experimental group in the conceptual knowledge of the value Peace in comparison to control group may be attributed due to the module developed for teacher for value inculcation through teaching of Social Science. To find whether the difference in the mean was significant or by chance and to test the null hypothesis H_0 , i.e. "there will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value Peace," Mann-Whitney U-test was used as the sample was taken by convenience sampling technique.

From Table 4, it was found that the sum of ranks of the control group and the experimental group students in the conceptual knowledge of the value peace were 470.00 and 1360.00 respectively with 30 students in each group. The U-value and Z value were found to be 5.000 and -6.73 respectively. Referring the table for normal probability (Table A of Siegel, 1956) under null hypothesis (H_0 of z , for $z = -6.426$, the two tailed probability was found to be 0.000 which was lesser than our decided $\alpha = 0.05$. Hence the null hypothesis i.e. "there will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the conceptual knowledge of the value peace", was rejected. Therefore, it was clear that the control group and the experimental group students differed significantly in terms of their conceptual knowledge in the value of peace. Hence it can be concluded, that conceptual knowledge of the students in the experimental group was stochastically higher than the students in the control group which was due to the module developed for teacher for value inculcation in students

through teaching of Social Science.

Table 5

Mean, Standard Deviation, Standard Error of Mean of Control Group and Experimental Group for Perception of Value of Equality.

Value Perception of Equality	N	Mean	Standard Deviation	Standard Error of Mean
Control Group	30	0.53	2.50	0.456
Experimental Group	30	7.03	1.73	0.316

Table 6

Summary of Mann-Whitney U-Test for Perception of Value of Equality for Control Group and Experimental Group Students.

Students	N	Sum of Ranks	U-Value	Z- Value	Probability(p)
Control Group	30	482.50	17.50	-6.42	0.000
Experimental Group	30	1347.50			

From Table 5 it was found that the mean gain score of students for the perception of the value equality of the experimental group (7.03) was higher than control group (0.53). The standard deviation from the mean gain score for the perception of the value equality in students was found to be 2.50 and 1.73 for control group and experimental group which indicated that the control group was more heterogeneous than the experimental group. The standard error of mean was 0.456 and 0.316 for the respective groups. The higher mean score of experimental group in perception of the value equality in comparison to control group may be due to the developed module for teacher for inculcation of values in students through teaching of Social Science. To find whether the difference in the mean was significant or by chance and to test the null hypothesis i.e. H_0 "there will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value equality", Mann-Whitney U-test was used as the sample was taken by convenience sampling technique.

From Table 6, it was found that the sum of ranks of the control group and the experimental group students in the perception of the value Equality were 482.50 and 1347.50 respectively with 30 students in each group. The U-value and z value were found to be 17.50 and -6.42 respectively. Referring the table for normal probability (Table A of Siegel, 1956) under null hypothesis (H_0) of z,

for $z = -6.42$, the two tailed probability was found to be 0.000 which was lesser than our decided $\alpha = 0.05$. Hence the null hypothesis i.e. “there will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value equality”, was rejected. Therefore, it was clear that the control group and the experimental group students differed significantly in terms of their perception of the value Equality. Hence it can be concluded, that the perception of values of the students in the experimental group was stochastically higher than the students in the control group which was due to module developed for teachers for value incultation in students through teaching of Social Science.

Table 7

Mean, Standard Deviation, Standard Error of Mean of Control Group and Experimental Group for Perception of Value Peace.

Value Perception of Peace	N	Mean	Standard Deviation	Standard Error of Mean
Control Group	30	0.10	2.26	0.413
Experimental Group	30	5.23	2.09	0.382

Table 8

Summary of Mann-Whitney U-Test for Perception of Value Peace for Control Group and Experimental Group Students.

Students	N	Sum of Ranks	U-Value	Z- Value	Probability(p)
Control Group	30	501.50	36.50	-6.15	0.000
Experimental Group	30	1328.50			

From Table 7 it was found that the mean gain score of students for the perception of the value peace of the experimental group (5.23) was higher than the control group (0.10). The standard deviation from the gain score of the perception of the value peace in students was found to be 2.26 and 2.09 for control group and experimental group which indicated that the control group was more heterogeneous than the experimental group. The standard error of mean was 0.413 and 0.382 for the respective group. The higher mean score of experimental group in value perception of peace in comparison to control group may be due to module developed for teachers for value incultation in students through teaching of Social Science. To find whether the difference in

the mean was significant or by chance and to test the null hypothesis i.e. H_0 "there will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value peace," Mann-Whitney U-test was used, as the sample was taken by convenience sampling technique.

From Table 8, it was found that the sum of ranks of the control group and the experimental group students in the perception of the value peace were 501.50 and 1328.50 respectively with 30 students in each group. The U-value and z value were found to be 36.50 and -6.15 respectively. Referring the table for normal probability (Table A of Siegel, 1956) under null hypothesis (H_0) of z, for $z = -6.42$, the two tailed probability was found to be 0.000 which was lesser than our decided $\alpha = 0.05$. Hence the null hypothesis i.e. "there will be no significant difference between the mean gain scores of the students of control and experimental group of class IX in the perception of the value peace", was rejected. Therefore, it was clear that the control group and the experimental group students differed significantly in terms of their perception of the value peace. Hence, it can be concluded, that perception of values of the students in the experimental group was statistically higher than the students in the control group which was due to module developed for teachers for value inculcation in students through teaching of Social Science.

Results also show that the module developed for teachers for inculcation of values in students through teaching of Social Science was effective. A higher conceptual knowledge and higher perception in the values of equality and peace, in students of class IX was developed. This is in tune with Biswal and Srivastava's (2005) study, whose co-curricular activities programme was found effective in inculcating values in the students in terms of conceptual knowledge and perception of values in tolerance, fellow feeling, cooperation, democratic leadership, equality, kindness, social service, social justice, sympathy, helpfulness, friendship, respect for others, sacrifice, social responsibility, kindness, social service and sense of living. The probable reasons for the effectiveness of the module could have been the discussion and interaction between the teacher and student participation in activities like debates, short skits, poster making, storytelling, slogan making, poem writing and mock sessions amongst others. These were related to the values of equality and peace that helped in cementing an in-depth understanding of these values. The programs and the activities like brief talks on moral issues in morning school assembly, yoga asana, celebrating birthdays of religious and social leaders and discussing their life and work were effective methods to develop moral values in children of class 9 (Das, 1991).

The social science topics were well integrated with the values and relevant examples were given to bring out the many dimensions of the conceptual knowledge which helped in forming their perception on equality and peace. Joshi's (1998) found that value analysis technique was found effective in terms of developing democratic values among students through teaching of civics. Intervening strategies can also promote the value of democracy and are useful in developing the value of national integration (Diwakar, 1995).

CONCLUSIONS

The module developed for teachers for incultation of values in the students through teaching of social science was effective. The present study can add to the various approaches or methods of teaching values in the schools. There are many ways through which values can be taught to the students such as critical enquiry approach, incultation approach, moral reasoning approach, integration approach and many more. The module approach can be one more effective approach to develop values in children. The module has a unique feature of discussion and plethora of activities that strongly embed the understanding and significance of having life with values. The module is well integrated with topics of the subject, which when taught can make an interesting teaching pedagogy, and a dynamic, lively environment in the class room. It breaks the monotony of routine teaching along with studying history, geography and civics. The students can relate the subject of social science with the different values.

All subjects have scope of integrating values in them; the curriculum planners can include value based modules in different subjects for teachers. The text book designers can think of innovative ways of designing modules in various subjects. The study can help the teachers in saving time in identifying the values in the subjects and integrating it with the lessons. A ready module can be easily used. The module has the scope of doing improvisation in terms of adding more interesting activities, instructions etc. all subjects are value laden, and therefore, module approach can be used in other curricular subjects too.

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