

**A CRITICAL STUDY OF THE EFFECTIVENESS OF
SOCIAL SCIENCE CURRICULUM TO DEVELOP
VALUES IN SECONDARY SCHOOL PUPILS**

VIJAYAN. N.K.

**Thesis submitted for the Degree of
DOCTOR OF PHILOSOPHY IN EDUCATION**

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UNIVERSITY OF CALICUT
2005**

DECLARATION

I, Vijayan, N.K, do hereby declare that this thesis entitled "A CRITICAL STUDY OF THE EFFECTIVENESS OF SOCIAL SCIENCE CURRICULUM TO DEVELOP VALUES IN SECONDARY SCHOOL PUPILS", has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

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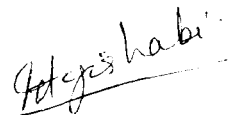
Vijayan. N.K

Dr. T.C. AYISHABI
Professor
Department of Education
University of Calicut
673 635.

Calicut University
21-11-2005

CERTIFICATE

Certified that this thesis entitled "A CRITICAL STUDY OF THE EFFECTIVENESS OF SOCIAL SCIENCE CURRICULUM TO DEVELOP VALUES IN SECONDARY SCHOOL PUPILS", is a record of bonafide study and research carried out by Mr. Vijayan. N.K, under my supervision and guidance and that it has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.



Dr. T.C. AYISHABI

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INTRODUCTION

Vijayan. N.K “A critical study of the effectiveness of social science curriculum to develop values in secondary school pupils” Thesis. Department of Education, University of Calicut, 2005

Chapter I

INTRODUCTION

-
- *Need and significance of the study*
 - *Special significance of the study*
 - *Statement of the problem*
 - *Title of the study*
 - *Definition of key terms*
 - *Objectives of the study*
 - *Methodology*
 - *Scope and limitations of the study*
-

INTRODUCTION

All civilized societies conduct their programme of education through well planned course of actions with a prime view to induct the young in to the culture and prepare them for a balanced and successful adult life. Therefore the role of education to achieve the objectives of life has become more crucial in the present day problems of society where values and morals are said to be deteriorating. India's national issues in fact owe their origin to the present crisis of values in different walks of life.

Everyday more and more people in the society are prone to vices and immorality. Why is this happening? Many will argue that it is a global phenomenon. Agreeing to that argument, we must think that why should such a phenomenon happen in India, a country well known for its high moral standards. Some may put the reason on the influence of television and films, some on the type of education, lack of parental controls, over politicization and so on. There are other ways of finding reasons also. But what are we going to do to arrest further erosion of the nation's moral values? Every thoughtful person will agree that well calculated steps must be taken to improve the quality of the country's human resources (Lokeswarananda Swami, 1985).

In a democratic country like India every citizen has to play a pivotal role in the upliftment of the nation. Therefore it is generally agreed that a citizen must be educated in such a way so that it would develop certain values in him both for the manifestation of his own self and for the country's progress. A country is great not by their number but by the character of its people. The nature of our society and its rapidly growing value conflict and problems suggest that the schools must prepare students for dealing with social controversies and cultural change in a systematic and creative way. From lower primary to secondary stage the manifold teaching - learning experiences provided through different subjects are with the prime goal of developing desirable skills and values related to real life. In other words, it is assumed that with the successful completion of ten year schooling, certain necessary skills, attitudes and values must have been developed in students at least in a minimum essential level. It may enable him to carry a successful adult life.

It has been rightly remarked that the destiny of a nation is being shaped in her classrooms. This process to a great extent, depends upon the kind of curriculum it envisages. Thus there is no doubt, the national issues of a country are invariably linked with both the system of education and the degree of effectiveness of its curriculum transaction.

The value development of children and young people has always been a matter of comment and concern at all time and at all levels. After independence almost all the commissions and committees have highlighted the need for value inculcation. Some of the important milestones in value education have been the recommendations of University Education Commission (1952-53), Sri Prakash Committee ((1961), Kothari Commission (1964-66), National Commission on Teachers (1983) and Programme of Action (1992), and the National Curriculum Framework for School Education (2000).

National Policy of Education (1986) observes, "In our culturally plural society, education should foster universal and eternal values oriented towards the unity and eternal values of our people. Such value education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism". Annual Report of the Ministry of Human Resource Development, Government of India (2002-03) excerpts show that introducing the component of value education in various regular courses and programmes even in higher education has got an increased focus now-a-days.

It can be understood that both in the individual and societal point of view teaching-learning processes in any subject are pivotal since they are concerned not only with social progress but also with moral, social, cultural, civic, personal and aesthetic development of the individual. The

recommendation of the Education Commission (1964-66) deserves special mention here. It emphasised that every teacher whatever his/her subject, must necessarily accept the responsibility of value development of their students. In this connection, the NCTE (1998) recommends that a teacher in the technological age must be having commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values.

In spite of these valuable observations, all educational practices in schools promote solely cognitive achievement in students. Iyer (1998) opines that the failure of our educational system to produce 'the human' it envisages is because that the schools today direct their time and energy solely for developing the cognitive domain, ignoring or paying a mere lip service to the affective domain.

Shelat and Mehta (2001) throw light on the fact that very few teachers make the affective goals like value inculcation, an explicit part of their teaching. Schools cannot help but teach attitudes and values. Unless these attitudes are critically examined and made explicit, we may be teaching students undesirable things, or desirable things in an undesirable way.

Scholars and educational experts are generally agreed on a point that social science teaching must be relevant to today's world and to the world of the foreseeable future. It is also agreed that the social science teacher is one

of the most important public servants of the country, because he is able to direct the moulding of mind and channelling the social behaviour of the future citizen. The subject of social science has been given the status of a core curriculum for ten-year schooling as an irreducible minimum programme, regarded as vital important for every citizen to be able to live satisfactorily in a modern society. The content of social science such as information about people and society, awareness of a variety of preferred ways of life, and divergent conflicting code of values are certainly necessary to autonomous moral decision making.

Gupta (2000) observes, "Latest concept regarding teaching of history is that it should not be treated as a course but a resource. Resource for what? Resource for inculcation of various moral, cultural and spiritual values by exploring the children to various socio-politico-cultural phenomena, various controversies . . ."

Apart from the special significance of social studies in relation to value development, the investigator has got a special interest in this area. The investigator is a graduate in education with moral education and social science education as specializations from the Ramakrishna Institute of Moral and Spiritual Education (RIMSE) Mysore. Having been educated from one of the foremost practical moral institutes of the world, the investigator

maintained a sustaining interest in the field of value education in the post-graduate level also.

The above explained educational background along with a detailed analysis of related literature convinced that it is the need of the hour to critically evaluate whether the secondary school social science curriculum is able to achieve one of its prime objectives - developing desirable attitudes and values in students. The present endeavor is focusing towards this need.

NEED AND SIGNIFICANCE OF THE STUDY

Many scholars have pointed out the need to rethink about the realization of objectives in teaching Social Science in relation to the societal demands. According to Eapen (1998), "A serious inadequacy in the school curricula during the present time is the absence of regular systematic instruction in social, moral and spiritual values. Value oriented education assumes special significance in the Indian context today, where young men and women are passing through the crisis of character".

Seshadri (1998) also holds the same view when he says, "values are also passed on imperceptible through the hidden curriculum. In any case, value education is not to be looked upon as just as a course or subject to be taught and tested within a fixed time frame. It is an integral part of the school curriculum and its different dimensions should integrate with and enrich the entire curriculum".

It is generally agreed upon that the hidden curriculum of social science has high potential as a resource and repertoire towards the goal of value inculcation. But unfortunately of all the subjects in the curriculum, the social science has been suffering from poor teaching. Our traditional teaching learning methods are desperately failing to bring about the desirable objective. Walleck and Warren quoted by Gupta (2000) is of the opinion that the failure of social science as a school subject is more, however than a pedagogical failure, a societal failure. Obstinate students, unaccepted purpose, the absence of motivation, unprepared teachers and dreary, dull catalogic, inconsequential content, all join part of its unpopularity.

When social science was included in the curriculum of the schools , it was generally held that any teacher could teach the subject. All that necessary was a text book and the ability to read it. It has been continuing as if the teacher's task was merely to see that the pupils knew the facts presented in the book. Critics point out that the traditional social science teaching and learning made school joyless, heartless and stiffy academic. Unless social science are dealing with values both personal and public, they will have missed the main stream of social concern (Joyce and Weil, 1995).

There exists two general opinions regarding the present social science curriculum in secondary schools. Firstly the curriculum is sufficient to develop values among the students, since it is embedded with various values.

Secondly, the value development process has not been fulfilled up to a satisfactory level since the teacher lacks awareness or in the absence of suitable methods of teaching and appropriate activities.

The National Curriculum Framework for School Education (2000) under the sub heading 'value development' runs, "The school curriculum has to contain components that communicate essential values in their totality. Every teacher has to be a teacher of values. Every activity, unit and interaction must be examined from the view point of value identification, inculcation and reinforcement and then deciding appropriate strategy for a balanced and judicious implementation".

It may be apt here to quote Rajput, (2001), "Yet another issue is related to the development of social, personal qualities, attitudes and values in children through social studies. No attempt has been made by the curriculum developers to identify stage wise, therefore, neither these are reflected in text books nor in class room teaching. On the contrary it is all the time being lamented that the values are not getting developed. Teachers are not conscious and cautious for this. The crux of the problem lies in the fact that unless these are specified at curricular level the entailing process will automatically leave the area unattended".

SPECIAL SIGNIFICANCE OF THE STUDY

While referring to the traditional trend of research in the field of education, Mitra (1974) criticised that most studies are like "tail (methodology) wagging the dog" where problems are chosen not first and foremost in terms of their importance but rather their suitability for study by the scientific method. It is a fact that in the field of education, however, one would like to see a systematic study of significant problems rather than a scientific study of insignificant problems (Schawebel, 1989 quoted by Raina, 1997).

It may be apt here to quote Raina (1997) in the 'Fifth Survey of Educational Research', "what is usually lacking is a critical review of research in which an effort is made to attack broad and fundamental problems facing research on the teaching of social science" (p. 340).

Hence, the present problem is originated mainly on the basis of the above observations that are made in the section of 'Social Science' in the Fifth Survey of Educational Research published in 1997 which still remains as an unbridged gap. So the investigator selected a significant problem like this to conduct a systematic study.

It is a fact that studies in social science, are to be carried out to test whether the major objective of Social Science curriculum i.e., 'value

development in pupils is fulfilled by its transaction. Hence the present study is designed as a critical investigation.

The following methodology will be suitable to carry out such a critical study of secondary school Social Science curriculum. First of all, enough verification, with regard to the syllabus, scheme of work, teachers' hand book etc. should be done to confirm whether they are adequately oriented towards value inculcation in students. The next foremost step should be a Content Analysis (written materials of the Social Science curriculum) to ensure the feasibility in terms of value potential. If that test is also passed it is essential to verify whether the given content is transacted, infact, in the most appropriate way. No doubt the effectiveness of the process of curriculum transaction solely depends upon the potentiality of the individual teacher who handles the subject. Hence the potentiality of teachers to develop values in students also is to be studied.

In short, a critical study of the present kind is possible only by adopting the methodology used for this investigation. No other methodology or research design will be forceful and become fruitful to study the problem in a comprehensive, objective and a more generalizable way.

STATEMENT OF THE SPECIFIC PROBLEM

Scholars as well as educators generally agree that the ultimate aim of Social Science teaching is to enable the pupils to imbibe certain essential and

eternal values. But the extent to which it can be effectively done depends upon the nature and extent of school exposure, and the professional commitment of teachers. Since the necessity of value inculcation has been emphasised by various committees and commissions, experts have suggested many approaches towards the achievement of this goal such as direct, indirect and incidental. Direct approach has only very little effect. A great majority of teachers are incapable of following a method that may be originated from an incident or situation, and hence the indirect approach is often recommended. The hidden curriculum can be used effectively for this purpose.

The teacher who transacts the curriculum has a pivotal role, for he has to master the real spirit of all these values, identify the hidden content area which can be effectively used for the purpose and also evolve strategies to deal with it. The present study offers a critical study of the effectiveness of all these components of the secondary school Social Science curriculum to develop necessary values in pupils.

For this purpose, the present study aims at a critical study of the following aspects of secondary school Social Science curriculum.

- 1) Content's Potentiality to develop values in students
- 2) Teacher's Ability for
 - a) Value Identification

- b) Value Definition
- 3) Teacher's Transaction Ability
- 4). Development of Values in students as
 - a) Ability for Value Definition
 - b) Value Preference

With the above design the study was entitled as follows.

TITLE OF THE STUDY

The problem for the present study is entitled "A CRITICAL STUDY OF THE EFFECTIVENESS OF SOCIAL SCIENCE CURRICULUM TO DEVELOP VALUES IN SECONDARY SCHOOL PUPILS".

DEFINITION OF KEY TERMS

The key terms included in the title of the study are defined as follows

i) Critical Study

Oxford Encyclopedic English Dictionary (Hawkins and Allen, 1991) gives the following meaning for critical study.

Deliberate, careful investigation involving adverse or censorious comments or judgements about a particular area of knowledge.

ii) Effectiveness

Dictionary of Education (Good, 1973) defines effectiveness as "use of a plan or instruction or presentation which causes a desired change in learner's behaviour"

iii) Social Science Curriculum

For the present study, Social Science curriculum refers to the total structure of ideas and activities followed by secondary schools to meet the learning needs of students and to achieve aims and objectives of instruction with special reference to the syllabus of History and Civics, Geography and Economics.

iv) Values

Harward Study Group (quoted by Seetharam, 1998) defined values thus.

"A value is a conception explicit or implicit, distinctive of an individual or characteristics of a group, of the desirable which influences the selection from variable modes, means and ends of action".

For the present study, value means preference or organisation of desirable interests, attitudes, opinions and judgements by making rational choice which holds and ranks high for individual and social development.

v) Secondary School Pupils

Students studying in standards VIII, IX and X in recognised high schools in Kerala State.

VARIABLES

The variables treated in the study are

- i) Effectiveness of Social Science curriculum
- ii) Values in secondary school pupils.

The variable "Effectiveness of Social Science curriculum" is studied with the following sub variables.

- a) Potentiality of the content of the curriculum to develop values.
- b) Potentiality of the teachers as evidenced by
 - i) Ability of the teachers for identification of values in the content
 - ii) Ability of teachers for defining the values inherent in the content.
- c) Level of transaction as evidenced by the ability of teachers in using activities suitable for transacting the content for the development of values.

The variable "Values in secondary school pupils' is studied with two sub variables.

- a) Ability of the students for defining values in the given content
- b) Value Preferences of students.

The Value Identification ability of students was not attempted because it does not guarantee that the students have developed values and made them the part of their character. And hence, Value Definition Ability and Value Preferences of students were included.

OBJECTIVES OF THE STUDY

The objectives of the present investigation are as follows:

- i) To identify whether moral, social, cultural, civic, personal and aesthetic values are inherent in the content of secondary school Social Science curriculum.
- ii) To find out whether the teachers are able to identify the various values that are hidden in the content of the secondary school Social Science curriculum.
- iii) To find out whether the teachers are able to define the various values that are hidden in the content of the secondary school Social Science curriculum.

- iv) To examine whether the secondary school Social Science teachers are able to follow activities suitable to develop values through their subject.
- v) To investigate whether the objective of value development is fulfilled by teaching Social Science in secondary schools.
- vi) To evaluate critically the curriculum of secondary school Social Science for development of values in students.

METHODOLOGY

a) Design of the study

The design of the present study follows a critical examination of the various data gathered to know whether the secondary school Social Science curriculum has the potentiality to develop necessary values in pupils. The data for this purpose is collected by document analysis of the topics of the curriculum and survey on teachers and pupils. The data are quantitatively and qualitatively analysed to ascertain critical examination of them.

b) Sample for the study

The study had a representative sample of one hundred and ten Social Science teachers of secondary schools from Kannur, Wayanad, Kozhikode and Malappuram districts of Kerala state. It also had one thousand pupils, i.e. five hundred pupils from IX standard and another five hundred pupils from X

standard, drawn from the above districts through stratified random sampling technique.

c) Technique and tools used in the study

The investigator employed the following technique and tools for measuring the variables.

1. Content Analysis
2. Value Identification Test in Social Science
3. Value Definition Test for Teachers
4. Data Sheet on Teaching Activities in Social Science
5. Checklist on Learning Activities in Social Science
6. Value Definition Test for Students
7. Value Preference Test
8. Teacher's Rating Scale of Students.

d) Procedure

The different steps in the procedure followed for the study are explained in brief as follows.

1. The investigator has done a Content Analysis of the text books to find out the content potentiality of secondary school Social Science curriculum to develop values in students. The investigator identified a host of moral, social, cultural, civic, personal and aesthetic values that

are inherent in the content. After preparing a draft of these values, the same was given to twenty five teachers of various categories. Their list includes, teacher educators, college teachers handling Social Science subjects and senior secondary school teachers, for judging its validity. Some additions and deletions were made based on their suggestions and pieces of advices.

2. The Value Identification Test in Social Science was administered on one hundred and ten teachers. This has been conducted with a view to find out whether the teachers are able to define various values that are hidden in the content of the secondary school Social Science curriculum.
3. The Value Definition Test for Teachers was administered on one hundred and ten teachers of secondary school Social Science. This had been conducted with a view to find out whether the teachers are able to define various values that are hidden in the content of the Secondary School social science curriculum.
4. The Data Sheet on Teaching Activities in Social Science was administered on one hundred and ten teachers. This was with a view to find out whether the teachers are able to follow activities suitable to develop values through secondary school Social Science curriculum.

5. The Checklist on Learning Activities in Social Science was administered on one thousand secondary school students. A sample of 500 students from IX standard and 500 from X standard was drawn from four districts of Kerala State. This test was conducted in order to find out whether the data given by teachers of Social Science are valid with reference to activities mentioned in the teaching of their subject towards the objective of value development. A comparison between the data and result of Data Sheet on Teaching Activities in Social Science and the Checklist on Learning Activities in Social Science helped to make a critical evaluation of the teaching activities of secondary school Social Science curriculum for the development of values.
6. The Value Definition Test for Students was administered on one thousand secondary school students. This has been conducted to find out whether the students are able to define various values by analysing the statements given based on the Social Science content.
7. The Value Preference Test was also conducted on one thousand secondary school students. This test had been administered to find out the value preferences of students so as to convince whether the objectives related to the development of values are fulfilled.

8. The Teacher's Rating Scale of Students had been administered on one hundred and ten secondary school teachers of Social Science. This was with a view to verify the validity of data given by students through Value Preference Test.

e) Techniques of analysis used

The techniques that were used in the analysis of the present study are as follows.

- i) Content Analysis.
- ii) Percentages and Mean percentages
- iii) Test of significance of differences in the Mean percentages
- iv) Co-efficient of correlation
- v) Qualitative criticism

SCOPE AND LIMITATIONS OF THE STUDY

The above descriptions of the study may be adequate to convey the scope and limitations of the present investigation. Since they have been formed as a part of routine description, an attempt has been made here to examine the scope and limitations of the study separately.

Scope of the study

As stated earlier, the variables treated in the study are highly significant in all its diverse aspects. The necessity of the present study is as

important as the objectives of education since it attempts to critically evaluate the effectiveness of Social Science - which is a part of the core curriculum in the school level - to develop values in students.

The investigator had taken utmost care in choosing the size and strata of the sample to make it a true representation of the population.

All the seven tools used in the study were constructed by the investigator in collaboration with his supervising teacher, exclusively for the present investigation. The validity and reliability of all tools have been established properly. The major tool viz. Value Preference Test is also standardised for this purpose.

In the process of data collection, the concept of '**informed consent**' of the sample was ensured. And also '**participant friendly data collection**' technique was followed to ensure maximum objective data.

Limitations of the study

Even though every care was taken to make the study as generalizable as possible, a few minor limitations have also crept in to it. Much of these limitations are inherent in almost all kind of social research of the present kind. However, the interpretations of the findings of the study have been made by keeping these limitations in mind.

The important limitations of the study which the investigator could locate are the following:

1. Due to practical difficulty, only four districts were selected for data collection.
2. Although the sample size of teachers was decided as two hundred, the investigator could collect the data from only one hundred and ten teachers.
3. Owing to limitations of time and effort, the investigator could not adopt 'observation' as a data collection technique both for teachers and students.

Still, with all its limitations, it is expected that they would not affect the result of the study and the results would certainly prove useful for improving educational practices and to reach valid generalizations.

The findings of the study may point towards serious pitfalls of Social Science teaching in secondary level which can bring serious hazards to the future of our country. The findings of the study may be a beacon light for policy makers of education, teachers, resource persons and curriculum constructors to make necessary readjustments in the curriculum construction and transaction, which may enable our future citizens to cope up with the new challenges of the nation and the world.

Above all, the present investigation is a systematic study of significant problem rather than a scientific study of insignificant problem (as suggested by Schawebel, 1989).

ORGANISATION OF THE REPORT

The report has been presented in five chapters. The introductory chapter (Chapter 1) presents a rationale for selecting the problem, its significance, statement of the problem, definition of key terms, variables, methodology and scope and limitations of the study in a nut shell.

Chapter II of the report at first presents a theoretical perspective of the variables in a detailed manner which includes the conceptual frame work of values and social science curriculum. The second part of the chapter contains the survey of related studies.

Chapter III is devoted for a detailed description of methodology adopted for the present study which includes variables of the study, procedure, technique and tools employed for data collection, selection of sample, data collection procedures, statistical techniques used etc.

Chapter IV of this report is meant for analysis and interpretations. This includes detailed statistical analysis of data, discussion and interpretations of the results.

Chapter V of this report includes summary of findings, conclusions and suggestions. The study in retrospect, restatement of the problem, major findings, Educational implications and suggestions for further research form part of this chapter.

REVIEW OF RELATED LITERATURE

Vijayan. N.K “A critical study of the effectiveness of social science curriculum to develop values in secondary school pupils” Thesis. Department of Education, University of Calicut, 2005

Chapter II

REVIEW OF RELATED LITERATURE

-
- *Theoretical perspective of the variables*
 - *Survey of related studies*
-

REVIEW OF RELATED LITERATURE

The Review of Related Literature is of vital importance in any research attempt. For the present study it helped the investigator to accomplish the following.

- i) Learn the history of the problem
- ii) Become familiar with the theoretical background of the problem
- iii) Assess the strengths and weaknesses of previous studies
- iv) Identify promising ways to study the problem.
- v) Develop a conceptual framework and rationale for the present study.

This chapter is treated under the following sections.

A. THEORETICAL PERSPECTIVE OF THE VARIABLES

B. SURVEY OF RELATED STUDIES

A. THEORETICAL PERSPECTIVE OF THE VARIABLES

This section consists of two divisions as

- i) VALUES- A CONCEPTUAL FRAMEWORK.
- ii) SOCIAL SCIENCE CURRICULUM

Each of these divisions is treated in a detailed manner as follows:

i) **VALUES- A CONCEPTUAL FRAMEWORK**

The various aspects and dimensions of the concept 'value' are given below.

What are values?

Value literally means something precious, dear, worthwhile. It gives direction and firmness and bring quality and meaning to life. Values prove a great source of motivation or movement for the person.

Since values are normative in all actions and understanding, they are central to one's life without which, one floats like a piece of drift wood in the swirling waters. (Singh, 2000, p.11)

The term value has got a wide denotation and connotation and its origin is as old as human society itself. Laws and codes of certain kinds evolved on the basis of their corporate living, which would lead their societies toward peace and progress. Values are the framework of code of conduct in a society. Even the concept of education has to be viewed as nothing but a set of values in essence.

Values are unique verbal concepts that relate to the worth given to specific kinds of objects, acts and conditions by individuals and groups. According to Skinner (2003), at least three dimensions can be found for values.

1. A quantitative element which indicates the amount of worth one allocates to the particular phenomenon.
2. A quality of elasticity which is evidenced by the extent to which a person holds to his ideals and
3. The interrelationship or system frequently referred to as the individual's 'hierarchy of values'.

Values have three anchor bases: first, the head-we perceive and see reason why something is valuable and intellectually we prize it high. Another anchor base is the heart- the language of the heart also tells us that something is worthwhile-we feel it as such. When mind and heart are involved, the whole person is involved leading to the third anchor base- the hand- in other words values lead to decisions and actions (PremSingh, 2004). It is evident from the following definitions that each one is highlighting various aspects of the concept value.

The International Association for Human Values (IAHV) defines human values as "attitudes, norms and behaviours that represent highest expression of human life". (World Peace Summit-India, 2003 in which the researcher was a delegate).

Values are the guiding principles decisive in day-to-day behaviour as also in critical life situations. It helps us in distinguishing the personally desired from universally undesired and vice-versa (Goyal, 1998).

“Values are standards used to decide whether some objects are good or bad, right or wrong, important or worthless, preferable or not preferable. The ‘objects’ in this definition can take many forms. They can be ideas, decisions, personal statements, actions, physical objects etc” (Ehman and Patrick, 1974).

In the words of Schofield (1974), "a Value is what a particular society values so highly that it finds it important to pass it on to each succeeding generation". In other words, it is the quality of anything that renders it desirable or something that is prized, held in respect, deemed worthy etc. A value is a relationship between a person and an environmental situation which evokes an appreciative response in the individual.

Bases of Values

The major bases of values as sources of their very origin and existence are explained below.

a) Philosophical basis of Values

Philosophical thought is normally organized around metaphysics (ontology), epistemology and axiology. Of these axiology which deals with values deserves special mention due to its practical importance to human

beings. The crucial concern before man, whatever may be philosophy, has always been 'What is good in life?' and 'What is the right way to live?' (Seshadri, 1992). Axiology with these notions of 'good' 'bad' 'right' 'wrong' constitute the field of ethics and the standards of judgement of beauty which constitute the field of Aesthetics.

Scholars are of the opinion that it is very difficult to define the term value in a satisfactory way. Some of them considered it as a fundamental category as indefinable like a colour - 'white' or 'green'. Its meaning and ramifications can be understood from human actions and responses.

There is a difference between a fact and a value. 'The colonization increased Britain's political and economic power' is merely a factual assertion. 'The exploitation made by Britain denotes the ugly annals of colonisation' is a value judgement. This kind of value judgements can be made on objects, actions, events, etc., and basic value terms such as 'good' 'bad' 'right' 'wrong' 'beautiful' 'ugly' can employ upon them. Judgements about good or bad exist only because people value something over others which are desirable and acceptable by the society.

Eastern Philosophy

The Eastern philosophy and western philosophy perceive values in different perspectives which are treated below. According to Indian philosophy, truth, goodness and beauty (Satyam, Sivam, Sundaram) which are

the attributes of the Absolute constitute the triumvirate of the highest ideals that man should seek- the eternal values. The Purusharthas viz. Dharma, Artha, Kama and Moksha have a gradation, with each value constituting a preparatory stage for the realisation of the succeeding one. Scholars interpreted Dharma as a moral value, Artha as an instrumental value; Karma as an intrinsic value and Moksha as a spiritual value. They are values which all men are naturally inclined to seek, irrespective of religious beliefs and in that sense, are secular values.

The ancient scriptures and sacred books are the treasure house of values. Vedas emphasized the need to strive to win prosperity along the path of Rita (Moral law). According to Brihadaranyaka Upanishad, three things are to be learnt: self control, munificence and compassion. Mundaka Upanishad stresses the importance of truth. Taittiriya Upanishad advocates the need for practicing truth and righteousness. The Katha Upanishad contains wise lessons that the intelligent one selects the preferable instead of the pleasurable; the non-intelligent one selects the pleasurable. According to Isha Upanishad one should see all beings in his very self and himself in all beings and should not feel any hatred for any one.

The message of Ramayana is that thoughtless and indiscrete actions result in failure and are often fraught with danger. The gist of Mahabharatha is that a good man should possess absence of malice, straight forwardness,

purity, contentment, sweetness of speech, self control, truthfulness and steadiness. Do not do to others what is disagreeable to oneself- that is virtue. Other sacred works such as Hitopadesha, Panchathantra, Vishnu Purana, Manusmrithi, Manu Samhitha etc. also are enriched with value laden messages.

The philosophy of Christianity, Islam, Buddhism, Jainism, Zorashtrianism, Confucianism etc. are also rich sources of values. The teachings of Jesus Christ and the 'Ten Commandments' of Christianity contains some values which are having universal appeal. The preachings of Prophet Muhammed are some perennial sources of values. He advocated charity, chastity and purity in desires and actions.

A host of spiritual leaders and historical figures such as Sankaracharya, Nanak, Kabir, Tulsidas, Chaithanya, Sri. Ramakrishna, Swami Vivekananda, Sarada Devi, Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi, S. Radhakrishnan, etc., deserve special mention with regard to their contribution to value education.

The Gandhian Values

The teachings and preachings of Mahatma Gandhi have not only of national importance but also universal appeal in the present age of global crisis. Gandhi being one of the greatest apostle of peace had a tremendous faith in non-violence and truth. He believed that all training without the

culture of the spirit of them are non-use. He emphasized the value system which accords prime importance to the development of head-hand- and heart. As Vivekananda, he also stood for man making education. Gandhi's educational philosophy viz. 'Basic education' has got relevance even today to cope up with the challenges of the new millennium. The concept of 'around development' of the child is indeed revolutionary for which the present system of education should strive to attain. Being a living embodiment of essential values, probably Gandhi's was the proudest face that India could project in the sneering future.

Western Philosophy

The different western philosophic schools hold divergent views regarding values. The idealists believe that "the objective of living and learning is to develop the natural man into the ideal man". According to them values substantially exist and man values them because they are realities and part of the fabric of cosmos.

The pragmatists, unlike the idealists, hold that values are not pre-existent, fixed or eternal. Values are instrument to serve the ends of life. The aim of living is therefore the ever enduring process of perfecting, maturing and refining. In such a world there are no absolute or eternal values. All values are relative to particular situations and times. A good act, an ethical act is measured by the results it yields.

The Naturalists and realists believe that values are found in nature and are discovered by man who is a rational being.

Rationalists consider the eternal and absolute nature of value in different perspectives. According to them, if values are really universal, they should be so among all communities in the world and man is the maker of all values.

Albert Einstein's Concept of Values

The world's renowned scientist holds a highly positive view regarding values. It indicates that science and scientists cannot neglect the necessity of values. According to Einstein, the clearing away of obstacles does not by itself lead to an ennoblement of social and individual life. For along with this negative result, a positive aspiration and effort for an ethical moral configuration of our common life is of ever rising importance. Hence no science can save us. He believed, indeed, that over emphasis on the purely intellectual attitude, often directed solely to the practical and factual in our education, has led directly to the impairment of ethical values.

b) Sociological basis of Values

Values are vital to any society because they serve as criteria for selection of action. Values also act as the base for judgement preference, choice or rejection. Values are thus standards that group members share, by

which they judge whether an action or even an object is beautiful, good, right and lawful or it is ugly, immoral and unethical. Values originate in the socio-cultural milieu of a given social system and are thus governed by the standards that each social system sets for itself.

Sociology of education emphasizes the point that the development of human personality which is the most important purpose of education should be thought of in terms of the ideals, customs, traditions and norms of the particular society. In this sense values are subjective and relative to the agent, time and place. Some sociologists hold the view that ethics and values are universal and unchangeable to a certain extent. They can only be broken or violated. They are the Do's and Don't's of the society.

c) Psychological basis of Values

Values are highly internalised structures. Internalization implies that values influence not only thoughts, feelings, expressions and actions but they form the core of one's personality. According to Nayar and Khader (1992) "Internalization means a process by which one learns to conform to rules in situations that may arouse impulses to break the rules which lack surveillance and sanctions or one expresses remorse for breaking a rule by self criticisms or by self-punitive actions".

Values are essentially affective in the sense that a strong feeling is central to a value. But it has cognitive and conative dimensions also. It

means that while there is a strong feeling behind a value, its very base lies in one's system of knowledge and beliefs and tends to create certain forms of behaviour.

Values are not inborn. They are acquired, learnt and developed. Each child develops values through his/her experiences in life through the various socio-cultural interactions. Family, school and society are playing their own role in providing varied experiences so that ability for critical thinking and reflection may be developed in children. Such experiences make for certain expectancies and interpretations with value content. Once they develop and apply their powers of critical and constructive thinking they should be able to analyse situations, make judgements, generate appropriate feelings, formulate sound opinions and adopt behaviours in tune with morality in particular and values in general.

Categories of Values

Various theorists and experts have categorized different values according to their own understanding and perceptions about the nature of values. Prahallada (1998) speaks of the following classification of values.

1. Spiritual Values
2. Material Values
3. Intellectual Values

4. Social Values
5. Moral Values
6. Political Values
7. Economic Values and
8. Cultural Values.

Nayar and Khader (1992) made a description of the psychological basis of development of the following categories of values.

1. Personal Values
2. Social Values
3. Moral Values
4. Aesthetic Values and
5. Spiritual Values

Scholars like Kay (1975), Wilson (1972) and Sarangi (1994) described the following values in general.

1. Democratic Values or Civic Values
2. Moral Values
3. Social Values
4. Spiritual Values and
5. Aesthetic Values.

Nazreth, rjm and Waples (1979) have listed out a range of forty one values under three categories such as

1. Personal Values
2. Neighbourly Values and
3. Community Values

Gupta (2000) enlisted various values as follows

1. Academic Values
2. Moral Values
3. Socio-political Values
4. Global Values
5. Environmental Values
6. Cultural Values
7. Traditional Values
8. Functional Values
9. Idealised Values and
10. Behavioural Values.

For the present study the investigator decided to cluster different values in to the following categories, based on the above classification.

I. Moral Values

For the purpose of convenience of analysis and grouping, these are treated in two divisions such as i) Universal values and ii) Individualistic values.

II. Social Values

i) Community values and ii) Neighbourly values together treated under the broad category of Social values

III) Cultural values

IV) Civic or Democratic values

V) Personal values

i) Self-based values and ii) Values for civilized life are grouped under personal values in the present study.

VI) Aesthetic Values

Various educationists and theorists tried to enlist different components of values differently. The number of values listed out by them are also varied. However the investigator followed the 'Eighty-three values of NCERT' for the present study as a basis for exploring the effectiveness of social science curriculum to develop them.

The Eighty-three values given in NCERT publication styled as “Documents on Social, Moral and Spiritual Values” are as follows. Goel (1979 as quoted by Gupta, 2000) as the compiler claims that the list has been compiled on the basis of documents included in the publication as well as a study of the Gandhian literature.

1. Abstinence
2. Appreciation of cultural values of others
3. Anti-untouchability
4. Citizenship
5. Consideration for others
6. Co-operation
7. Cleanliness
8. Compassion
9. Common-cause
10. Common good
11. Concern for others
12. Courage
13. Courtesy
14. Curiosity
15. Democratic decision making
16. Devotion
17. Dignity of the individual
18. Dignity of manual work
19. Duty
20. Discipline

21. Endurance
22. Equality
23. Friendship
24. Faithfulness
25. Fellow-feeling
26. Freedom
27. Forward look
28. Goodmanner
29. Gentlemanliness
30. Gratitude
31. Honesty
32. Helpfulness
33. Humanism
34. Hygienic living
35. Initiative
36. Integrity
37. Justice
38. Kindness
39. Kindness to animals
40. Loyalty to duty
41. Leadership
42. National unity
43. National consciousness
44. Non-violence
45. National integration
46. Obedience

47. Peace
48. Proper utilization of time
49. Punctuality
50. Patriotism
51. Purity
52. Quest for knowledge
53. Resourcefulness
54. Regularity
55. Respect for others
56. Reverence for old age
57. Sincerity
58. Simple living
59. Social justice
60. Self-discipline
61. Self-help
62. Self-respect
63. Self-confidence
64. Self-support
65. Self-study
66. Self-reliance
67. Self-control
68. Self-restraint
69. Social service
70. Solidarity of mankind
71. Sense of discrimination between good and bad
72. Sense of social responsibility

73. Socialism
74. Sympathy
75. Secularism and respect for all religions
76. Spirit of enquiry
77. Team work
78. Team spirit
79. Truthfulness
80. Tolerance
81. Universal truth
82. Universal love
83. Value for national and civic property.

Theories of Value Development

Some psychologists such as Jean Piaget, Lawrence Kohlberg and Norman. J. Bull have formulated descriptive theories of value (moral) development. Generally, they used the term 'moral' to denote the entire gamut of values.

Jean Piaget's Theory

The research findings of the famous Swiss Psychologist Jean Piaget show that like intellectual development, value development also takes place in stages and follows a regular sequence.

Piaget emphasized the role of cognitive process in value development and applied a structural approach. He believed that the child's progression

from sensory motor to pre-operational, to concrete operational and finally to formal thought has its counterpart in value development. He emphasized that growth in value judgement is a necessary concomitant of cognitive development.

Piaget calls the matured stage of value development as 'autonomy'. He is of the opinion that children consider neither the rules as absolute nor adult's views as always right. They treat rules as flexible and are aware of the possible diversity of views existing among people about right and wrong. Thus children judge an act as bad by intentions and rationality.

Lawrance Kohlberg's Theory

Lawrance Kohlberg taking off from Piaget's structural approach to development proposes a typological scheme to describe stages of thought which can be defined independently of the specific content of particular value decisions or actions. Kohlberg's theory of value development traces the steps by which children grow towards making truly value judgements. He has been able to demonstrate that value judgement tend to be universal, inclusive, consistent and based on impersonal or ideal grounds.

Norman. J. Bull's Theory

Bull's view of value development is a progression from one stage to another, tied to chronological age, from anomy, heteronomy, socionomy and autonomy.

According to him, in the stage of sociometry the socialization process starts with the help of family, school, peer group, etc. Autonomy is a stage of internal value development. Children at this stage develops conscience and tries to follow the moral codes. The sociometry and autonomy stages of Bull correspond roughly to late childhood and adolescence. As the conscience progresses in development, individual becomes capable of taking moral decisions independently and gradually replaces external control by the corresponding internal control.

Conclusion

The above theories are by and large complementary. While Piaget and Kohlberg focus on the basis and nature of value judgement, Bull stressed the sources of influence. It is understood that, by understanding those bases and nature of value development, teachers as major source of influence, should try to provide the students apt and appropriate experiences in relation to the teaching of specified content so as to develop desired values in them.

It may be apt here to quote Sarangi (1994), "The school curriculum, co-curricular activities, rules of the school, discipline of the school, personality of the teachers and environment of the school as a whole play an important role in influencing the moral development".

Major Factors Influencing Value Development

Inculcation of values is influenced by a complex network of environmental factors such as home, school, peer group, the media, community and society at large. Researchers and educationists such as Sharma and Sharma (2002), Ruhela (Ed. 2000 a), Alengaden (Ed. 2000), Luther (2001), Sombi (1990), Rai (1992), Pahuja (2004), etc., emphasized the importance of the role of schooling, parents and teachers in the development of values. They hold the view that moral and ethical lessons can be best imparted through practical representation of best ideals and values. Family members, adult members of society and teachers play a vital role towards this. School takes the highest position in the hierarchy and with in the school; as the teacher, so the taught; and with in the home as the parents, so the children; and as the home, so the society are common saying.

No doubt, the above suggested factors are influential in the emotional development of children which is complementary to value development also. Emotional development is rather a necessary concomitant or even more clearly, the part and parcel of value development. The sum total of emotional development- '**emotional intelligence**' being a newly emerged concept which is having a direct relevance with values, may be treated under a separate subheading in this chapter.

Values and School

A school is an organised environment where some purposeful and goal oriented activities and experiences are planned with a view to make some desirable changes in the learners. So the basic purpose of schooling is to produce individual whose action are motivated by interests, attitudes and values that are gratifying to them and beneficial to society at large.

A school inevitably includes a curriculum, the totality of all the experiences in and out of the school. Curriculum involves content, objectives, learning experiences and teachers as well, each playing its own vital role in the behaviour modification (in a more specific term- value development) of the learner. The studies of Bhadun (1989), Karpova and Marzinova (1990), Cotton (1994), Ratnakumari (1987), Bajpai (1990), and Padhan (1994) had proved this fact.

Out of the above mentioned components, the teachers and learning experiences deserve special mention with regard to pupil's value development. In the pursuit and promotion of values, the teacher has the most vital role to play. It is the teacher with whom is the first interaction of children after the parents happening. The researchers and scholars like Mehrotra (1986), Agarwal (1990), Anjali (1995), Venkataiah (1998), and Skinner (2003) proved through their studies and hold the view that teachers with vision and commitment, dealing with particular subjects such as

languages science, social science etc., can develop suitable strategies and methods which enable '**proper transmission of values**'.

Values are important in the learning process because they influence selection of stimuli to which the learner responds, the rapidity of learning, retention of the learned response and application of learned materials. The present study is confined to find out the effectiveness of Social Science curriculum with regard to the development of values in students. The necessity of ethical behaviour of students and role of social science curriculum and learning experiences have been stressed by many scholars such as Ediger (2004 a), Ediger (2004 b), Ediger (2002), Patel (1984), Muthappan (1984), Rao (1986), and Sarangi (1994).

Approaches and Strategies for Value Education

Scholars hold divergent views regarding the approaches and strategies that should be followed in our educational institutions to deal with values.

Approaches

The range of approach include Direct approach, Incidental approach, Indirect or Integrated approach etc., which are explained as follows.

a) Direct Approach

It refers to the introduction of separate curriculum and trained teacher for value education. Here value education is treated as a separate discipline.

The essential requirements of Direct approach in value education is as follows (Rao, 1994, p. 169).

- i) Certain values to be imbibed in children are best achieved through activities in which they directly participate.
- ii) Children's capacity for the understanding of any value in the cognitive field is on a rational basis through moral thinking.

The Inducto-deductive reasoning through story telling, teaching biographies and the use of Discovery techniques through life situations and proverbs are part of Direct approach. The criticism levelled against this approach lies in the fact that such an approach will emphasize the cognitive development only.

b) Incidental Approach

Whenever an incident which has a moral implication is noticed by a teacher he has an opportunity to use it for giving the right moral precept. Misdeeds, petty or serious, have to be taken cognizance of and suitable advice given to the person concerned. The advice tendered must be guided with sympathy without being hurt. The morally right actions have to go with a reward- a word of praise or encouragement. The basis of incidental approach lies in the belief that the purpose of value education being to strengthen the

morally right bonds and weaken the wrong ones, both types of action have to be taken cognizance of through the incidental approach.

c) The Integrated Approach

The approach consists in imparting value education not as a separate subject but through the existing subjects and activities, without incurring any extra cost, with no separate curriculum or time-table or an extra period. Broadly speaking there are three different ways of implementing this.

1. Through maintaining an appropriate environment in the school plant.
2. Correlating value education through other teaching subjects in the school.
3. Through organization of co-curricular activities and work-experience.

A synthesis of these three ways will bring tremendous results in value education. Many are agreeing to the Indirect or Integrated approach of value education. Some scholars prefer to call this approach as “ Hidden curriculum approach”.

d) Hidden Curriculum Approach

Hidden curriculum refers to the unofficial and informal instructional influences which may either support or weaken the attainment of manifest goals. It indicates that some of the outcomes of schooling are not formally

recognised. With regard to this some of the researchers and experts hold the view that whatever may be the school curriculum it should have a core, centering down of the objectives of character building.

Gordon (1975), Wilson (1972), Mc Neil (1990), and Seetharam (1998) have emphasized the importance of this approach. They are of the opinion that the proper teaching of a subject involves not only passing of the information in the content, but also inducing in the learner the qualities of mind and heart involved in the pursuit of the discipline.

e) Value Clarification Approach

Value clarification is a process that may be used in schools and colleges in the teaching of values. It helps students learn to make choices from alternate options based on individual belief system and consideration of the consequences of choosing particular options. It is an approach that tells a person what value should be or what value should not be cited with in a specific situation. Raths, Harmin and Simon (quoted by Singh, 2004) first explained this process in their book entitled “Values and Teaching”, in which they described seven sub processes that lead towards value clarity which are as follows.

- i. Choosing from alternatives.
- ii. Thoughtfully considering the consequences of alternatives.
- iii. Choosing freely

- iv. Prizing and cherishing
- v. Publicly affirming
- vi. Acting repeatedly and
- vii. Acting with a pattern or consistency.

Authors like Superka (1976), Seshadri (1992), and Singh (2004) hold the view that Value Clarification is an effective approach for value inculcation.

f) Value Analysis Approach

It is an effective approach towards value orientation in which through successive elements, the goals can be achieved. Superka (1976), Ehman and Patrick (1974), and Joshi (1998) consider it as an effective approach in Social Science classroom. The four views of Value Analysis are i) inculcation of core values ii) development of emotions and the self iii) encouragement of social action and its practice and iv) view of value analysis. They further include eight elements or goals as follows.

1. Stimulating thought about value issues.
2. Identifying and clarifying key concepts.
3. Defining key concepts.
4. Relating specific issues to general values.
5. Testing the consequences of a position on an issue.
6. Testing for complete information and multiple points of view.

7. Testing for relevance of data and arguments, and
8. Testing for logic and consistency in arguments.

g) Three Psychological Approaches

Three psychological approaches to value education have been suggested by Rani (2000) which are as follows.

- i) Psycho-analytic approach; which is the part and parcel of Freud's 'identification and internalization' theory of value development.
- ii) Cognitive development approach, which is related to Arnold Gessel's three distinct stages such as a) obedience b) rigid adherence to rules c) acting autonomously, and emphasized that value education in the schools must conform to these developmental stages of children. This includes the theories of Piaget and Kohlberg.
- iii) Learning theory approach: To the learning theories values are not ideas or mental stages. They are acts, behaviours, responses that are considered desirable. Children absorb them from the society, parents, teachers, mass media etc. Three kinds of mechanisms are postulated by them that underlie the development of values. They are
 1. The reinforcement and rewards
 2. Punishment and threat of it
 3. Modeling or imitation.

The following methods of teaching and learning in Social Studies which are capable of achieving cognitive and affective goals are suggested by Ediger (2004 a). They are i) Dramatization ii) Time line iii) Making models iv) Primary sources v) Basal text books vi) Fictional accounts and vii) Illustration and Snapshots etc.

The following methods and approaches are useful for inculcating values among students (Singh, 2004)

- a) Lecture method
- b) Golf-fish bowl method

(When a fish goes sick, it is taken out of the bowl and then treated and put back. In the similar way children are subjected to physical punishment or moral exhortation, whenever value problem arises).

- c) Providing religious education
- d) Silent-sitting
- e) Role playing
- f) Providing moral ideology
- g) Story telling
- h) Teacher-behaviour
- i) Activities etc.

h) Ignatian Pedagogical Paradigm (IPP)

Ignatian Pedagogical Paradigm presents a new way of looking at how a teacher is to teach. To quote Iyer (1998) "Ignatian Pedagogy - A practical approach was drawn up by the International Committee for Jesuit Education, a step to school renewal, with the main objective of giving an affective dimension to the teaching in schools with in the existing curricula".

The focus of IPP is a value based pedagogy. Pedagogy is the art and science of teaching and it cannot be reduced to mere methodology. It should include a global view and vision of the ideal human person to be educated. They also provide criteria for choices of means to be used in the process of education. The IPP involves a particular style and process of teaching. It calls for infusion of approaches to value learning and growth with in existing curricula. A perennial characteristic of this model is the on going systematic incorporation of methods from a variety of sources which better contribute to the integral, intellectual, social, moral and religious formation of the whole person. According to Charles (1998), "IPP calls for the infusion of approaches to value learning and growth within the existing curriculum, rather than by the addition of new courses. Today, burdened by an already over-crowded curricula, such an approach is definitely preferable and more acceptable".

The Dynamics (elements) of IPP are as follows.

- a) Context
- b) Experience
- c) Reflection
- d) Action
- e) Evaluation.

Among these, 'Reflection' deserves special mention. The normal teaching-learning process involves learning experiences and action. This model stresses on 'reflection' as the intermediary process that goes to meaning and ensures that action is based on meaning and not as a mechanical process of the Experience and Action- the Banking Approach.

Reflection is the key stage of the IPP. At this stage, the memory, the understanding, the imagination, and the feelings are used to capture the meaning and essential value of what is being studied; to discover the relationship with other aspects of knowledge and human activity and to appreciate its implications to furthering it. This stage helps the learner in becoming aware of their beliefs, values, attitudes and their entire way of thinking in such a manner that they are led to move beyond knowing to undertake 'action'.

The Context stage, Dynamics, and Teacher-Learner relationships in IPP are given in figures 1, 2, and 3 respectively.

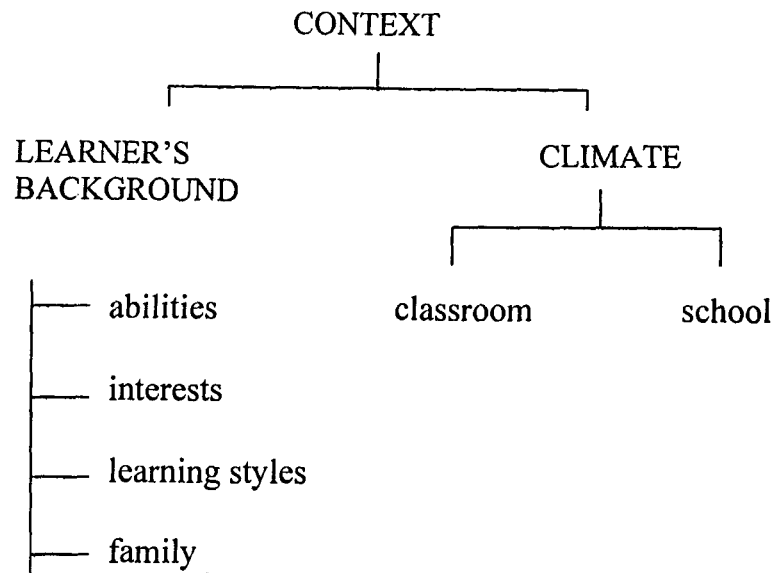


Figure. 1 Context Stage of Ignatian Pedagogical Paradigm

Figure 1 shows that, the context in IPP includes learner's background such as abilities, interests, learning style, and family, and climate includes classroom and school.

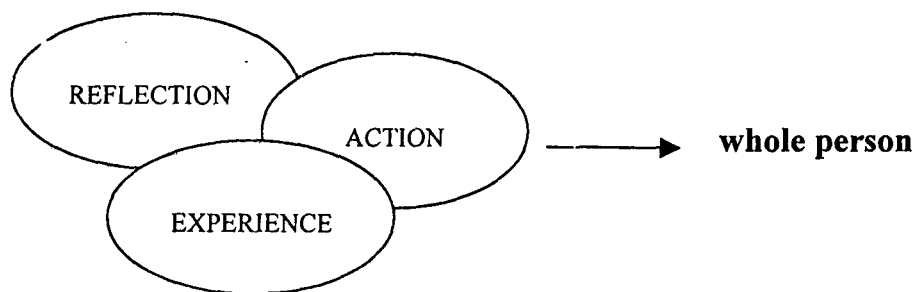


Figure. 2 The Dynamics of Ignatian Pedagogical Paradigm

Figure 2 shows that there are three dynamics in IPP such as experience, reflection and action. Reflection is the intermediary process between experience and action.

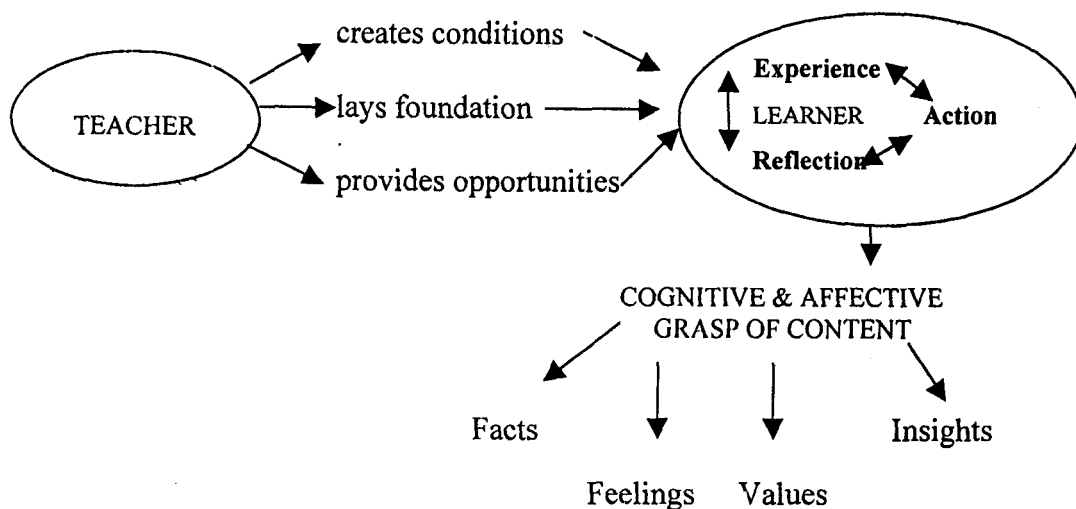


Figure. 3 Teacher-Learner Relationship in Ignatian Pedagogical Paradigm

It can be understood from figure 3 that in IPP, the teacher creates the conditions, lays the foundation and provides the opportunities for the continual interplay of learner's Experience, Reflection, and Action to occur. Starting with 'Experience' the teacher creates the conditions whereby learners gather and recollect the material of their own experience in order to distill what they understand already in terms of fact, feelings, values and insight they bring to the subject matter at hand.

The Approaches discussed so far offer a basic orientation towards practice. Actual Strategies to be practised in classrooms have emerged from those Approaches.

Strategies

There are some strategies which are potent enough to the development of values in learners which deserve special mention . They are as follows.

a) Jurisprudential Inquiry Model of Teaching (JIM)

JIM is considered to be an effective strategy for value development. The studies of Agarwal (1987), Hasan (1987), Dubey (1989), Tiwari (1992), and Singh (1992) proved that the model is effective in developing social competence and values.

Jurisprudential Inquiry Model is of an American origin which includes in the Social Family, one of the four families of Models of Teaching. With respect to goals, Social Family models give orientation by giving priority to the improvement of the individual's ability to relate to others, the improvement of democratic processes, and the improvement of society.

Jurisprudential Inquiry Model was developed by Oliver Donald and Shaver, P. James at Harward University for teaching young citizens to reflect on social issues. Essentially it is a high level model to citizenship education. One of the primary objectives of the model is to enable students to learn to

think systematically about contemporary issues. Since each citizen should understand the current critical issues, by giving them chance for analysing and debating on social issues, the jurisprudential approach helps students participate forcefully in the redefinition of social values.

The model is based on a conception of society where people differ in their views and priorities in which social values are legitimately conflicting with one another. Within the framework of a productive society and nation, it is essential that its citizens should talk to one another and successfully negotiate their differences. Rather they need the ability to resolve complex and controversial issues through reflective thinking and rational choice, to which a Social Science curriculum largely stands for.

The four major concepts included in the model such as I) Socratic dialogue ii) Public policy issues iii) Framework of values and vi) Rules for discussion, will prove beyond doubt that the model is inevitably crucial in helping the students for development of values through the teaching of Social Science.

‘Socratic dialogue’ is a strategy which is most reflective about the conception of values. In this the students take a position and the teacher challenges the position with varying questions. The teacher’s questions may be in such a way that it pushes student’s thinking about their stance and help them to learn. In short, the teacher's function is to probe the student's position

by questioning the relevance, consistency, specificity, and clarity of the student's ideas until they become more clear and complex.

A **'public policy issue'** is a question involving a choice or a decision for action by citizens in affairs that concern a government or a community. Public controversies usually tend to fill many pages of our newspapers and many hours of television coverage. One of the most difficult task of the teacher in this model is to assist students in integrating the details of a controversy or case in to public policy questions.

'Frame work of values' implies the legal-ethical framework that governs our social policies and decisions. Resolving a controversy involves screening the details of the case through this framework, for identifying the values and policies in question. Social values help us to analyse controversial situations because they provide a common framework that transcends any one particular controversy.

'Rules for discussion' denote the problems and ways of resolving them in the discussion. Participants in the Socratic dialogue need to explore these three kinds of assumptions in one another's position to assess the strength of alternative stances. viz. definitional, values and factual problems.

According to Oliver and Shaver (quoted by Joyce and Weil, 1994) people make decisions on issues involving values because they believe

1. Certain consequence will occur
2. Other consequences will be avoided
3. Important social values will be violated if the decision is not made.

The proponents of the model feel that the best stance on an issue is to maintain a balance of values in which each value is only minimally compromised. To achieve such a balance, each party in a controversy should try to understand the reasons and assumptions behind the other's position. Both party can reach in a useful compromise only by '**Rational Consent**' (The process of clarifying and resolving issues by solving definitional, values and factual problems).

b) Role Playing

Fannie and George Shafel quoted by Joyce and Weil (1992) designed a process to help students understand and develop their social values. Role playing of problematic situations is used to open up discussions of values and how they operate in daily lives. The model permits values to be studied as a core of the developing self-the place where social norms and personal identity and sense of meaning come together. The study of Singh (2004) suggested that it is an apt strategy for value inculcation.

In the words of Joyce and Weil (1992), "role playing is dealing with problems through action; a problem is delineated, acted out and discussed. Some students are role players; others observers. A person puts himself or

herself in the position of another person and then tries to interact with others who are also playing roles. As empathy, sympathy, anger and affection are all generated during the interaction, role playing, if done well becomes a part of life”.

The essence of role playing is the involvement of participants and observers in a real problem situation and the desire for resolution and understanding that this involvement engenders. This process provides a live sample of human behaviour that serves as a vehicle for students to: 1) explore their feelings; 2) gain insight in to their attitudes, values and perceptions; 3) develop their problem solving skills and attitudes; and 4) explore subject matter in varied ways.

The social science handbook for teachers for IX standard published in 2003, and for X standard published in 2004 emphasize that the teachers should keep in mind the recent concepts like Emotional Intelligence while planning strategies and learning experiences.

c) Emotional Intelligence and Values

‘Emotional Intelligence’ is a relatively new term coined by John Mayer and Peter Salovey to describe a person’s ability to understand one’s own emotions, the emotions of others and act appropriately based on these emotions. Emotional Intelligence has its roots in Social Intelligence introduced by Thorndike.

Mayor and Salovey (1993) quoted by Sudarsan (2002) say, “Emotional Intelligence is the type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them and to use the information to guide one’s thinking and action”.

The term had been popularised by the writings of Goleman (1998). According to him Emotional Intelligence refers to the capacity of recognising our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.

The emergence of the Emotional Quotient gave the explanation that people with high Intelligence Quotient might not necessarily be successful and a theory that true intelligence is actually a combination of both Emotional Quotient and Intelligence Quotient. The aim of every curriculum in general and that of the Social Science in particular is to equip the learner for a successful life.

An emotionally intelligent person is skilled in the following areas such as

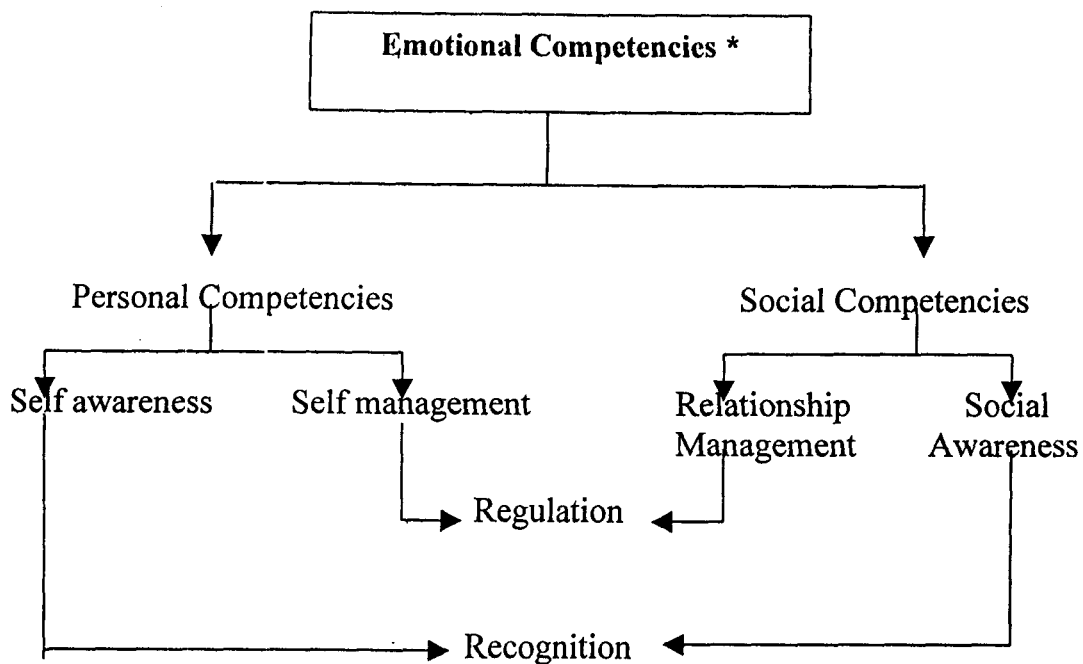
- i) Identifying one’s own emotions
- ii) Managing emotions
- iii) Motivating oneself
- iv) Recognizing others' emotions
- v) Handling relationships.

Goleman (1998) for the first time developed a framework of emotional competencies which determines the extent of emotional intelligence acquired by an individual. An emotional competency according to him is a learned capacity based on emotional intelligence that results in understanding performance at work.

The earlier framework consisted of five domains or dimensions such as

- 1) Self awareness
- 2) Self regulation
- 3) Motivation
- 4) Empathy
- 5) Social skills

This was further refined by Goleman, *et. al.*, (2000) as follows in figure 4.



** Adapted from Sudarsan (2002)*

Figure. 4 Dimensions of Frame work of Emotional Competencies

It is evident from the above figure that Emotional Competencies include personal and social competencies. Self awareness and self management together constitute personal competencies and social awareness and social management together constitute social competencies. Self awareness and social awareness lead to '**Recognition**' in society as well as in interpersonal relationships where as self management and relationship management lead to '**Regulation**' in life. A good Social Science curriculum along with appropriate teaching learning activities are indeed capable of bringing these desired effect.

Lautenschlager (1997) quoted by Mangal (2003) is of the opinion that to be emotionally intelligent one must become proficient in the Four A's of Emotional Intelligence i.e. i) Awareness ii) Acceptance iii) Attitude and iv) Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. There are times when the emotion follows an attitude or is coloured by an attitude. Unless the attitude is challenged the emotion will continue to be felt in the same direction. Action is the behaviour one takes based on emotion and attitude.

Self-Science Curriculum for Emotional Development

Self-Science is a relatively new programme and process for teaching social and emotional skills. It is a flexible frame work in which students have ample opportunities for activities and experiments that may lead to discussion and learning. One of the noteworthy characteristics of Self-Science curriculum is, its content is driven by students' own experiences, concerns and questions. Hence this process works with pupils from any background, any age and any level. Through Self-Science students will be able to build thinking and feeling skills at the same time. So it can be considered as a

harmonious blending of cognitive and affective learning. Therefore it is highly helpful for the emotional development of students.

Self-Science is an experience-based programme designed for children to equip them with affective and cognitive skills that broaden their understanding and functioning in all learning and social situations. (Mc Cown and Mc Cormick, 1999).

The initial development of Self-Science curriculum was promulgated by Tyler and Hilgard. Carl Jung's writings about 'unconscious', 'archetypes' and the 'self ' and Jean Piaget's writings about developmental stages and learning process influence the programme considerably.

The five major components of Emotional Intelligence as suggested by Goleman (1995) such as i) improving problem solving skills ii) involvement with peers iii) impulse control iv) improved behaviour and v) sharing and other important social skills can be developed through Self-Science curriculum.

There is a cognitive structure for Self-Science, the trumpet process which helps to decide what to teach. As the scientific method is a tool for making discoveries the trumpet process is a tool for making discoveries about acting on issues having to do with emotions and 'innerspace'.

The values that extend by the self-science classroom practice as to that of the traditional are entirely different. Learning about one's self (thoughts, feelings, behavior) is the legitimate subject matter in school. Experiencing the present moment of students and teachers is important than remembering and interpreting bare facts. Learning words and concepts for, and learning how to negotiate one's emotions is pivotal. Non-judgemental acceptance and respect is central to the process of individual personal growth. In self-science curriculum, appropriate non-manipulative disclosure of thoughts and feelings is valued and facilitates personal growth in self and others.

Taking from the source, Stone and Dillehunt (1978) and Goleman (1995) listed out the main components of the Self-Science curriculum as follows.

- 1) Self awareness (observing and recognizing one's own feelings).
- 2) Personal decision making (examining and knowing one's own actions and its consequences).
- 3) Managing feelings (monitoring 'self-talk' to catch negative messages).
- 4) Handling stress (learning the value of exercise, guided imagery and relaxation methods).
- 5) Empathy (understanding others' feelings and concerns).
- 6) Communications (Talking about feelings effectively).
- 7) Self disclosure (valuing openness and building trust in a relationship).

- 8) Insight (identifying patterns in one's life and reactions).
- 9) Self-acceptance (feeling pride and seeing oneself in a positive light).
- 10) Personal responsibility (taking responsibility, recognising the consequences of one's decisions and actions).
- 11) Assertiveness (stating one's concerns and feelings without anger or passivity).
- 12) Group dynamics (co-operation; knowing when and how to lead, when to follow).
- 13) Conflict resolution (how to fight fair with other students, parents, teachers).

From the above descriptions and references, it can be ascertained that the Self-Science Curriculum is highly effective so as to enable the emotional development of pupils which in turn is beneficial to the value development also. In other words the social and emotional learning that can be enriched by the Self-Science Curriculum is complementary to the development of values in students.

Concluding Remarks

The conceptual framework of values treated above includes a theoretical overview and reviews the meaning of values, bases of values, categories of values, theories of value development, factors influencing value development, relationship between values and schools, and also some

approaches and strategies useful to develop values. This will help us to have a comprehensive view of the manifold aspects and dimensions of the concept - value and its development.

Among the approaches and strategies listed out here, some of them are highly useful in the teaching of Social Science in secondary schools so as to develop values in students. Integrated approach, Hidden curriculum approach, Value Clarification approach, etc. are some of the most extensively and effectively used approaches in Social Science. Instead of treating the Ignatian Pedagogical Paradigm as a separate approach, its dynamics may be incorporated in Hidden curriculum approach. Jurisprudential Inquiry Model being a novel strategy for effective inculcation of values has begun to get momentum in Social Science teaching. Role Playing may also be used to support or supplement other strategies. Emotional Intelligence being a necessary concomitant of value development, Emotional Development also deserve special attention. The vigour and vitality of Self-Science curriculum may also be taken in to consideration.

ii) **SOCIAL SCIENCE CURRICULUM**

The phrase 'Social Science' does designate the fields of research and study which are concerned with the determination of human conduct and human relationship. It include materials about human beings and their interrelations.

For the present study the meaning of the term Social Science is confined to the secondary level only. It denotes branches of knowledge such as History, Civics, Geography, Economics (Sociology and Business Studies included).

The scope of Social Science is very vast. The definition for History given by Johnson (1978) is good enough to reveal it. He said "History is everything that ever happened". The Social Sciences are the store houses of knowledge, the sources of scientific social knowledge; so far as such information exists. Social Science as one of the major curricular areas aims at equipping children with learning experiences in the context of social relationships, cultural norms, geographical settings, civic and political institutions in the cognitive domain and social personal qualities, interests, attitudes and values in the affective domain. The fostering of social competence is the sole responsibility of Social Science (Rajput, Sarla 2001).

Social Studies and Social Science

Social Studies is generally included in the curriculum at the primary level and has the constituents drawn from various disciplines of Social Science relevant for this level and organised in an integrated way. In other words, social studies are simplified materials of Social Science whose content as well as aim is designed primarily for instructional purposes in elementary schools. On the other hand Social Science is introduced at the secondary

level with a view to develop an insight in to human relationships, social values and attitudes prevalent in society. The level of the content is deeper in forms of facts and figures, processes and patterns.

Social Science as a Core Curriculum

The Social Science has gained a ground in the curriculum as a core curricular area, considered as minimum essential for ten year schooling. The core curriculum is an attempt to provide pupils with an opportunity to experience activities in the school which will make their life in the community more meaningful to them and to establish patterns of approach to future life situations. Much planning is required for the teacher whose responsibility becomes to guide pupil's activities in to educationally justifiable lines.

The correlation of core-components of the Social Science curriculum pauses a very important issue to be discussed. Scientific temper, cultural heritage, national unity, secularism, religious tolerance etc. are some of the vital core- components. Have they been fairly interwoven in the syllabus and text books ? If the answer is yes, 'Is our teacher equipped enough to transmit it further to pupils?', is a pertinent question. Is the development of social, personal qualities, attitudes and values in children through Social Science ensured ? Are they reflected in text books and in classroom teaching?

According to Rajput (2001), "it is all the time being lamented that the values are not getting developed. Teachers are not conscious and cautious for this... if at all there is a discussion for introducing these curricular concerns in schools, many educationists start to reflect in terms of increased work load of the teacher and time consuming process".

Objectives of Teaching Social Science

According to Vashist, (2004) the social science dealing exclusively with man's problems, becomes essential in any programme of education which aims to preserve known values and to achieve new heights of social relationships.

Social Science has been considered as one of the major partners of fulfilling the objectives of education. Now for the education of 21st century, some of the major curricular concerns have been identified which can as well as be taken as ideational objectives of Social Science (NCERT, 1999). These are as under

- i) Developing the sense of inter-dependence of man on environment-natural as well as social.
- ii) Providing education to establish socially cohesive society.
- iii) Developing understanding of an egalitarian social system where everyone has access for equal opportunity.

- iv) Strengthening national identity and preserving cultural heritage coupled with India's contribution to mankind.
- v) Developing life skills and promoting social- personal qualities.
- vi) Installing democratic norms and participatory behaviour.
- vii) Equipping the students to cope up with the challenges of globalization.
- viii) Developing the skills of learning to learn.

These ideational objectives are in fact long term objectives which cannot be realised in a short span of time. Therefore, scholars are of the opinion that these objectives need to be broken down in specific and minimal objectives to be attained through class room process.

The scheme of work, hand book for teachers as well as the text books in Kerala state chiefly deal with the following objectives.

- i) To enable the pupils to imbibe skills, understanding, attitudes and values which are useful for effective social life.
- ii) To enable the learners to analyse and utilise the contributions made by our ancestors for human progress.
- iii) To enable the students to develop congenial attitudes and values to identify their relevant and pivotal role and to respond suitably to manifold stimulus in life.

- iv) To enable the pupils to develop awareness and to rational thinking regarding events and developments of human beings and human community.
- v) To enable them to understand and analyse the crucial consequences of war and to develop a positive attitude towards peace.
- vi) To enable the learner to instill the qualities of critical thinking , observation ability, problem solving ability etc.

The Nature of Content in Social Science

Social Science is broadly, the study of the society in all its diverse and manifold aspects. In one sense, it is an unending dialogue between past and present in order to understand the future. The study of Social Science includes the relationship between an individual and society, the production of wealth and welfare of man, the factors of production viz., land, labour, capital and organization, the production and distribution of goods and services, the growth and development of human beings through ages, important events, phenomenon, ideas and ideologies, war and peace, the earth-its physical and natural features, the environment, resources - natural and human, man's civilized life, rights and duties, rule of law, the different types of governments, the activities, reforms of religious and political leaders, etc. with a prime view to the betterment of future. It is assumed that the study

of Social Science will bring about a social consciousness in students which will in turn help them to solve their future problems in society.

In short, the content of Social Science is a vast treasure house of knowledge about various people and society over the world. Thus the awareness of a variety of conflicting codes of value and assimilation of ideas regarding preferred ways of life will surely facilitate autonomous moral decision (Barrow, 1976).

A comparative profile of Social Science in three generations of National Curriculum Framework for School Education is given in Table 1 which will give a comprehensive view regarding the different aspects of the subject.

TABLE 1

Comparative Profile of Social Science in Three Generations of National Curriculum Framework for School Education*

Sl. No.	Areas	National Curriculum for 10 year School-1975	National Curriculum for Elementary and Secondary Education -1988	National Curriculum Framework for School Education-2000
1	Curricular areas	Seven curricular areas 1. The Sciences 2. Mathematics 3. Work Experiences 4. The Social Sciences 5. Languages 6. Art, Music etc. 7. Health & Physical Education.	Six curricular areas 1. Languages 2. Mathematics 3. Social Science and Sciences 4. Health & Physical Education. 5. Art Education 6. Work Education	Four curricular areas 1. Languages 2. Mathematics 3. Social Sciences and Science and Technology 4. Work Education, Art Education. Health & Physical Education.
2	Social & Personal qualities	No specific reference is made	No specific reference is made	Details regarding Emotional Quotient and Social Quotient are given
3	Social Science as core subject	Introduced core curricular areas	Inclusion of core elements in the curriculum of Social Science at all levels	Inclusion of core elements in the curriculum of Social Science at all levels
4	Approach of Organization of content units	Integrated approach	Integrated approach	Integrated approach-The themes and issues as basis of organization of the content areas.
5	Teaching strategy suggested	No specific strategy suggested	Training in the use of library, Audio- video programmes and computerised data bank as part of instructional process .Teaching of history should be objective and free from any communal, parochial and other prejudices-seminars, discussions assisted by newspapers and magazines for the study of contemporary problems	Instructional strategies may assume variety modes i) Activities like Observation, Demonstration, Project, Assignment and Field work. ii) Dramatization, discussion, debate, problem solving, discovery, creative writing. iii) Investigative approach, case studies and project work.

* Adapted from Rajput (2001)

The analysis of the curriculum frameworks leads to believe that conscious efforts have been made to dwell upon the teaching strategies but in a sketchy way. No doubt, much has been left to teacher's initiative, planning, and careful execution of these strategies and activities to achieve the objectives set for Social Science.

The Social Science Teacher

"Any one can teach social studies-poorly" (Ehman and Patrick, 1974). But to teach Social Science well so as to achieve its objectives requires sensitivity, willingness to work hard, a keen mind and a world vision. If a Social Science teacher simply thinks in the following way as "How do I breathe life into a text book that is dry as dust? How do I teach the same lesson five straight hours without losing my voice or going insane?", no doubt he or she can be a poor social science teacher. But to become a good Social Science teacher requires the mindset for life long learning with a right attitude.

Sidney Hook (1974) opines that every educator is committed to the proposition that one of the tasks of education is to teach values, no matter what his theory of subject is. Value analysis and development cannot and should not be avoided in the social studies classroom is apparent to discerning educators. "The teaching of some kind of values appears logically and empirically justified if we are to maintain our effectiveness as teachers"

(Fraenkel quoted by Phillips, 1974). Fenton (1966) suggested, "every teacher must deal with three sorts of attitudes and values: behavioural, procedural and substantive".

The above observations indicate that a Social Science teacher has special obligations to students in the area of value development, without which the students and teachers will not be human.

Social Science teachers should take every opportunity possible to help students analyse and develop values. Researchers and scholars through their studies had emphasized this point. The eminent works to this extent include Muthappan (1984), Patel (1984), Rao (1986), Sarangi (1994), Ediger (2002), Ediger (2004a), and Ediger (2004.b). Many opportunities for value clarification present themselves incidentally and unexpectedly in and outside the classroom and teachers should take advantage of these to prod students in developing sound and well-substantiated values. But in addition, teachers should plan rich experiences in which value conflicts are included for class study (Raths *et. al.*, 1966).

Most Scholars hold the view that whatever may be the school curriculum it should have a core, centering down of the objectives of developing desirable values and character building in the subject. Some other scholars such as Rao (1986), Rollin (quoted by Arora, 1983), and Sarangi (1994) believe and advocate that the subjects very much suited for indirect

value education are history, civics and literature. They are of the opinion that the study of Social Science as a component of general education is of crucial importance in facilitating the child's value development. It provides useful theoretical and practical orientation to independence and interdependence in the modern world.

Concluding Remarks

It can be summarised from the above description that the subject of Social Science is highly potent for the enrichment of values in the learner. The status of Social Science as a core curriculum, the objectives laid down for its teaching, the diversified and forceful content have proved beyond any doubt that value analysis and development cannot be avoided in the Social Science classroom.

As the next major section of this chapter, a survey of related studies is attempted and presented below.

B. SURVEY OF RELATED STUDIES

It has been a widely accepted fact in the education circle that curriculum research in the area of Social Science has been a low key affair and it continues to remain so. The percentage of this area in the five surveys of Research in Education shows this desparate condition.

It is 8.6% in the first survey, 5.6% in the second, 7% in the third, 9.3% in the fourth, 4.3% in the fifth and the over all figure is merely 7.56%. Though Social Science admittedly deserves a greater focus in curricular research, ofcourse one can venture to predict consistency in the coming years as well.

A detailed analysis of the research literature in this field also indicates that value development in secondary school pupils with regard to Social Science curriculum has stimulated research investigation very rarely. The survey proves that studies in this particular area are scanty. However the available literature, even though some of them are not much related to the present task directly, is reviewed as follows.

Though the researcher reviewed studies abroad, it was found that very few of them got relevance to the present study. It may be due to the increased local and national orientation of social science researches. It is rightly observed, "Social scientists usually work for solving day to day socio-economic issues facing society or a nation. Therefore in this context, generally their research is more local and national in nature than international. The urgency in certain research area to undertake research to solve local problems is more pressing for social scientists than writing for international audience. Therefore a major part of Social Science literature is more relevant

and focused towards local and national problems, which may be of little interest to other countries" (Tyagi and Johri, 2004, p.10).

Hence a few studies abroad which got direct relevance are included in the survey and not treated separately.

BOOKS

Gupta (1986) presents the theory and practice of value education and describes its implications and applications in the school situation. It provides guidelines to parents, teachers and social workers to develop desirable traits among students in relation to self and society. The author has felt the need for inculcation of moral, ethical, social, cultural and spiritual values among students to equip them to face the challenge of the modern society.

Bhat (1986) highlights that philosophy is concerned primarily with the problem of values. The quest and attainment of values constitute the core of human life. Real knowledge and education can lead towards the process of value realization. It is stressed that value seeking attitude and educational objectives are inter connected.

Kalra and Singh (1987) tried to focus on values as a basis of curriculum construction for youth development and training. Values have been classified in to five kinds namely essential, personal, social, cultural and institutional. A good teacher should reflect values rather than imposing them

on students. Youths should be given enough choices, be allowed to make own decisions and undergo the process of value clarification.

Agnihotri (1989) brings in to focus the deep study of the school environment correlating with the morale of the students. According to the author the school must be devoted to and engaged in the service of the basic democratic principles and goals, recognizing at the same time its service to the individual and to the progressive improvement of society.

Gupta (1989) shows concern over the deterioration of moral values in India. It asserts that education is destined to play a vital role in stemming this deterioration. The book highlights important dimensions of morality from the view points of moral reasoning, moral judgement and reformatory zeal.

Francis (1993) dwells on the major roles and goals of education. As there cannot be one educational process that fits each person and each nation, it has to be culturally coloured and enriched. Unless it helps the student to develop a personal identity as well as a social and national identity that essentially means a set of value perspectives and world views linked to one's cultural traditions, education cannot be said to have fulfilled its essential role.

Sarangi (1994) is of the opinion that the study of social science as a component of general education is of critical importance in facilitating the child's growth in to well informed and responsible citizen. It provides a

useful test for the discussion and understanding of independence and interdependence in the modern world.

Chatterji (1995) expresses deeper concern to articulate the system of humanistic values implied in the Indian constitution. The author makes a comparative study of four religious value systems namely Hinduism, Buddhism, Islam and Sikhism in order to bring out in concrete terms, the values that can be accepted and those that must be rejected in a secular society. The author concludes that if Indians want to live together as a community, they must strive for secular values.

Hassija (1995) ascertained that to get rid of human tragedies, author feels that immediate need is to change attitudes and to inculcate moral and humanistic values. The author opines that for different branches of knowledge, profession, community and sections of the society, essential values must be imbibed to make this world a better place to live.

Verma (1995) tests the hypotheses about interrelations of values and development. The first chapter advises earnestly the social scientists to incorporate the cultural traditions (involving civilization values) in their repertoire. He analyses that how far the values of civilization of the Indians help or hinder them and concluded that it is these values of civilization that sustain man wherever he is located.

Sharma (1997) focuses on three dimensions of value education such as value education and its conceptual frame, value education as personality enrichment of the teachers and students and value education through subject teaching. The students' module should have combination of three teaching techniques such as direct value education, value education through subjects and programmed value education. The teacher should also evolve the values in their work culture.

Chakrabarthy (1997) highlights the parameters of value education including dissemination of values that bring about desirable changes in their behaviour of learners especially in their personal and social life. Habits, desires and motivation directed towards value learning and value practices are important contributors to the nature and role of values in education. All values introduced and exercised in education are meant for social development and social prosperity.

Dutt (1998) emphasised that though curriculum development and improvement are concerned with the values, learning is at the core of value education. The task of the educator is to utilise the most effective principles of learning for promoting democratic values. The author presents psycho-social perspectives of value education. It is emphasised that teaching for character and values in education does not depend on the addition of new

disciplines but on the fuller use of the arts of interpretation, discovery, presentation, systematization and practice.

Chilana and Dawan (1998) focuses on the theoretical background of values in the framework of education. It emphasised that the role of school teacher is crucial in any action programme to nourish the values initially taught at home. The consciousness about value inculcation, it is concluded, must permeate the whole curriculum, formal or non-formal, the curricular and co-curricular activities.

Bhaskara (1998) helps the reader to be fully aware of the National Policy on Education and its implication for value education. The author lays stress on inculcation of values; i.e. discipline, reasoning, love and affection, among children in school-level education, which will help them in their future lives.

Sharma (Ed. 1999) focuses on the type of education that is needed for a just social order in a democracy. It lays stress on equality, quality and value based education. Education is considered to be the lever of social construction. It is expressed that education in human values must be in consonance with the accepted secular norms of equal respect for all religions, unity of faith, emotional, social and national integration.

Saraf (1999) highlights the curricular and co-curricular activities to imbibe human values in students. The pivotal role of the teacher who is

acknowledged through out the world as the king-pin, has been presented. Teacher-parent co-operation and the role of media in the promotion of values is indispensable.

Arora (1999) opines that education should be designed to achieve higher aim of life; imparting of value based education is a challenge in front of the educator. The responsibility is to be equally shared by the teacher and parents to impart moral values to the youth.

Bandiste (1999) opines that education in values should be a continuing process. It should be undertaken in a formal way. (i.e. through schools colleges and universities) as well as in an informal way. It is stressed that for the effective spread of humanist values participatory methods are better than any other methods.

Rao (1999) observes that in the educational system that is currently in vogue in our country, the emphasis is solely upon imparting knowledge, that is concerned with the academic subjects included in the curriculum, and no attention is usually paid to the development and the ways to inculcate values have been discussed.

Talsra and Nagda (Ed., 2000) emphasised that the human rights recognise the inherent dignity and fundamental freedom of all members of human family and are foundations of basic freedom, justice and peace in the world. It is stressed that peace and progress in a society will be possible only

when the government and the people are conscious of the need to ensure that every one enjoys human rights.

Ruhela (Ed., 2000 a) highlighted major roles of teachers, teacher-educators, researchers and educational planners who have developed the thought-provoking ideas or views to promote certain values. These values are peace, stability, integration and democracy.

Ruhela (Ed., 2000 b) highlights education as a process of realizing and assimilating values. Every educational system or thought must have a clear picture of the hierarchy of values. Certain values are basic like social, political, economic and aesthetic, being derived mainly from our heritage. As *the interest in the critical study of values in Indian education has now been reviewed all over the country*, education in human values has become an area of deep concern.

Alengaden's work (Ed., 2000) contains papers presented at a national seminar on education for third millennium, held at Dharma Bharati National Institute of value education for Peace, Indore (M.P). Some papers throw light *on the role of teachers and parents in making education value based.*

Luther (2001) studied the population situation in the country. In the backdrop of global as well as India's socio-economic environment, the consequence of exposure to electronic media, various school systems in India like the private schools, government schools and the parents and school

education are discussed. *Techniques and strategies for value education, teacher's role, and teachers' training*, role of school for building character, and vision of school education for the future are also discussed.

Rajput (2001) compiled the extracts on values of eminent philosophers, social thinkers and activists, educationists etc. The underlying current that connects these extracts is the emphasis on universal values like truth, love, peace and non-violence. The book also emphasises that it is the education sector that must take the responsibility of developing human values among pupils; and re-orient its curriculum towards unity and integration of the people.

Ediger (2002) holds the view that since social studies stresses a study of people from diverse perspectives, the social studies teacher should emphasise on a national balance among the various disciplines such as history, geography, political science and economics.

JOURNAL ARTICLES

Shamsuddhin (1980) in his article, 'Student discipline: Its cause and cure, focuses on the defects in the existing system of education and the need for revival of values among students. *The teacher's role is considered as pivotal*. The author concludes that the value of such education depends on the character and competence of teachers, who are the back bone of the system.

Anantharaman (1981) studied the effect of sex, social class and rural-urban locality on values. The author found that male students have more theoretical and practical values. Upper class subjects have more religious values. Subjects from urban locality have lesser theoretical and more aesthetic values.

Ediger (1981) in his article, 'Philosophy, the pupil and the curriculum,' highlights the philosophy of education. Whether the conscience of an individual should not be validated has been a subject of debate for philosophers and educationists. Morality is a leading objective for pupils to achieve in the school curriculum. Teachers need to be wellversed in selected philosophical schools of thought emphasised in the school curriculum, only then the teacher can lead and guide pupils in an effective discussion, involving values and related issues.

Ediger (1982) in his article titled 'Value and the curriculum' states that *a significant component of the school curriculum involves value development by learners*. Values such as politeness, truthfulness, non-killing, non-stealing and respect for others should be placed upon a carefully structured teacher – determined curriculum.

Bhani (1982) through an article titled 'Value-oriented education,' argues that there is a need for recognition that morals are by nature stable, but they also change in normal ways. The author emphasises that some reduction

in demoralising effects of cultural change may be hoped for, with some minimum agreement about the nature of existence, persons, societies and values.

Dekhtawala (1982) in his paper emphasises the importance of morale in the education system. Morale according to the author, reflects the degree of individual's self identification with an important purpose. Quality education plays an important role in developing such values. *Influence of teacher's morale* is also an important factor in providing such an education to the children.

Bahon (1982) in his article, 'Value oriented education' discussed various questions regarding the relationship between values and theory of education. Multidisciplinary approach has been suggested for value education with emphasis on the possibilities of teaching values through the 'science' and through the 'humanities'.

Avinashilingam (1983) conducted a study on the inculcation of social, ethical and spiritual values in education. The study reports on the inculcation of social, ethical and spiritual values in education that have an important learning on shaping the character and personality of young people.

Chandy (1984) in his paper 'Education for values; Need for Integration,' highlights the relationship between education and values and the need to integrate ethical values in to the learning teaching process at the level

of higher education. *The prime concern in the teaching learning process is the teacher, whose life, attitudes and outlook make an important impression on the students.*

Dutt (1984) in his paper, 'Values: The foundation of meaningful life' describes the importance of values that is well defined as an endeavour. It satisfies need system, psychological as well as physiological. Values not only help a man in 'self-drive' but also in 'self-device.' *An educated man without values has thoughts that never flow in to good actions. The thoughts of intellectuals are like arrows in a quiver, which scratch the back but never fly.* Values impart significance to life and meaning to death. Without values life becomes a series of meaningless events.

Filella (1984) makes an attempt to examine the relationship between values and the teaching-learning process. The author explains that the *teacher's role is considered as pivotal in the process of cultivating values as part of education.* The author states that education and values are inextricably inter-woven. It is to strive for something valuable. *Value education should not begin at the college level; rather it should begin at home and in the school.*

Kunnunkal (1984) in his paper 'Value oriented education' discusses the meaning and urgency of introducing values into education and society. Education by its nature as a preparation for life; has been and well continue to

be value oriented. There are three fundamental aims of value education, i.e., to enable the students to be (a) really Indian (b) truly modern and (d) deeply human. These three dimensions discover many other values also. The author suggests that the approach of value education should be integration with the various subjects and several co-curricular activities.

Seshadri (1984) in his paper 'Teachers and value education' opines that *cultivation of values is an inescapable dimension of the teaching profession, and the very nature of the educational process of which the teacher is the central element implies development of certain desired values and ideals.* Various disciplines like environmental studies, Indian philosophy, Indian history, Indian constitution, Indian art and literature, science, and religious education should be taught to the students at every level. These subjects can help in fostering values. The author wishes to emphasise that *schools are eminently suited to foster these values.*

Mehdi (1986) in his paper 'Psycho-philosophical perspective of value oriented education' highlights the necessity for providing opportunities, to test and evaluate the action and structure and restructure the experiences rather than teaching and setting the examples for developing values. The crux of the problem of value-oriented education lies in designing suitable situations with in children's own society and in their collective games, which would

enable them to discover morality in social action and formulate their values based on such a morality.

Bohra (1986) in an article viz., 'Values correlate with effective teachers' described the relationship between values and teachers' effectiveness. Results indicated that out of six values – theoretical, economic aesthetic, social, political and religious – only three values varied significantly between the effective and non-effective teachers. The effective teachers had more realistic tendencies than non effective teachers.

Ruhela (1987a) made an attempt to present a synoptic view of the emerging programme of education in Human Values. According to him, the teachers, parents and other citizens should participate in imparting human values. It is concluded that *the total development of value-education depends upon the teachers.*

Singh (1987) discussed the importance of human values and value clarification. According to him, a value is a preference for something that is socially or personally preferable. He has dealt with the role of values, education and values, *role of teacher in value orientation, value clarification and utility of value clarification.*

Sinha and Kao (1988) in his paper 'social values and development' stresses that there is a need to explore the possibility of reinterpreting

important values so as to make them conducive to development, rather than condemning them and demanding their wholesome development.

Seshadri (1988) suggested that in order to realize values that are implicit in scientific pursuit, value development should not be treated as an additional or covert objective of science teaching but as something that is organic part of activity of teaching science itself.

✓ Choudhury (1989) highlights the importance of values and value oriented education in the society. For value inculcation three steps viz. conducting a democratic classroom, democratizing the wider school programme and developing awareness for real life problems in the wider community have been suggested.

✓ Searai (1989) argues that value education is one of the most important components of the new scheme of school curriculum. The author emphasises that *the teachers can inculcate the right values through community services and work experiences.*

Gupta and Gangal (1989) conducted a study to identify the values that teachers emphasise in teaching at the primary and secondary levels. It was found that the teachers emphasise more on certain predominant moral values and neglect other values such as mercy, tolerance, social awareness, dynamism, presence of mind and dignity of labour. They suggest that *text*

books and value based – literature can play a vital role in inculcating values among the students.

Kareem (1989) through his article highlights the projection of human values through an appropriate life situation that has a greater degree of impact on students. *Attitudinal change and modelling instead of preaching, foundation lectures, seminars and extension works are suggested for value education. Teachers should also radiate values through their behaviour and conduct.*

Subramanyan (1990) discussed the purposes and methods of teaching history and making it lively. Teaching of history has been stated as to develop a spirit of inquiry in students rather than as a body of knowledge, which can be achieved through discussion method.

Kasinath and Patted (1990) made a study to investigate the educational perception, viz. instructional goal, learning process and evaluation perception of secondary school teachers. The findings of the study was that the *secondary school teachers have positive but not correct perception regarding the instructional goals, learning process and evaluation process.*

Sharma (1991) explained the importance, meaning and teaching of values in education. The author focuses on how to inculcate values among youth. *Teachers from various faculties can inculcate values through their chosen disciplines in class-room teaching.*

✓ Arulandram (1991) in his article emphasizes the importance of values like democracy, secularism, socialism, scientific temper, honesty, integrity, courage etc. which become an integral part of entire educational process and school climate. It addresses teachers as well as students.

Daniel (1991) emphasises that value education is a joint inquiry by the teacher and the taught. The teacher plays a significant role and it should be remembered that it is not possible to have lasting values in the educational system if the society itself is not being transformed.

Verma (1991) declares that values are determined by the social goals and objectives of society. It is highlighted that teaching is a bi-directional interactive activity. *The teacher should play the role of a facilitator, who could arouse and be a source of inspiration towards value development.* The teacher must also have a deep understanding of ancient values and their application.

Metha (1991) stressed the need for inculcation of moral values among children. It was considered that if true morality is to be attained, moral development should take place in two distinct phases; first, the development of moral concepts second, the development of moral behaviour. The role of hidden curriculum is emphasised.

Sharma (1992) explores the nature of right citizenship in terms of value education. The erosion of values is due to the invasion of western school of

thought in India. Special emphasis on value education should be laid through citizenship development programmes organised by SCERT, DIET and NGO's. *Role of teachers is indispensable for citizenship development.*

✓ Padhan (1993) conducted a study to find out the relationship of some values with moral judgement and socio-economic status. It was found that moral judgements were positively correlated with religious, social, democratic knowledge and health values, but negatively correlated with economic, hedonistic, power and family prestige values, and socio-economic status was positively correlated with social, economic, knowledge, power and family prestige values.

Joshi (1994) attempted to find out the moral values among adolescents belonging to joint and nuclear families. The adolescents from joint families were found to have higher scores on some moral values compared with the adolescents from nuclear families.

Bhargava (1995) emphasised the need for moral values in modern social order. He accepted that with the collaboration of both the teachers and parents it is possible to actualize the reality of inculcation of discipline and morality among students.

Samuel (1995) in his article discusses the deterioration of human values in developing countries like India as a result of "value ambiguity" and "behavioural incongruity." Four factors responsible for moulding values –

inborn qualities, family, school and education, and broad society – are identified.

Rajput (1995) investigated on the process of inculcation of values. It is emphasised that the quality and character of teachers can be developed by inculcating and internalising humanistic, ethical and moral values. The author points out that *a motivated teacher who is conscious of social responsibility can impart quality education in relation to values.*

Bhatnagar[✓] (1995) stressed that today the teacher should not only act as a preserver and propagator of Indian traditional values but also come forward to re-interpret these values in a new light as per the demands of the society. He should inculcate certain values such as truthfulness, secularism, creativity, spirit of inquiry, right conduct and discipline among students.

Bhandari (1996) discusses the role of socialising agents and importance of values in the development of personality of an educated human being. The main cause of ills today is lack of moral and ethical values. The author puts forward four propositions and suggests integration of value education in the methodology of education.

Bhat[✓] (1996) highlighting the importance of education, has stressed the inclusion of cultural values in the present educational system. For this purpose, the major objectives and strategies to be adopted at school, college levels, format of curriculum development, importance of teachers' training,

medium of instruction, and availability of teaching methods have been highlighted.

Shekhawat (1996) in his paper covers the main theme of two books viz. 'Standards of living' by Sen (1989) and 'Social values and development – The Asian perspective' ed., by Sinha and Kao (1988). It is emphasised that traditional ethical values and modern humanistic values are complementary to each other and are factors in promoting social and economic development.

Rani (1996) spoke of three psychological approaches, viz., psycho-analytic, cognitive development, and learning theories for value development. The schools and the curriculum should follow the approach for value education as suggested by John Dewey i.e. to discuss values rather than forcing them on children.

Shetty and Pushpanadhan (1997) opines that in the fast changing technological, educational scenario, where students are concerned mainly with their academic subjects, making value education more interesting is a necessity. *True education according to the authors, must humanise the person.*

Khirwarkar and Tomar (1997) emphasised the need for value education. Values are the criteria for determining the levels of goodness, worth or beauty. The author concludes that if the mankind is to last beyond

the next century the competitive value structure, in which people see only the parts of the puzzle of global survival, must be dismantled and replaced.

Dagar (1997) stresses that value education and moral education in particular constitute the sine qua non of education. It is emphasised that moral traits cannot be effectively inculcated by direct instructions. Orientation of all working teachers via special seminars, and conduction of moral education are a prerequisite.

Dash (1998) conducted a study of scope of value education in different subjects of secondary school curriculum in Orissa. The study mainly examined the scope of value education prevalent in the school education system at secondary level. It was found that there are 166 values in all school subjects. Some values like service to others, common good, co-operation, helpfulness, discipline and universal love have been over emphasised.

Jain (1999) asserts that in this materialistic society, "standard living" has taken the place of "standard life." *The importance of parents and teachers in value education has been highlighted.* The author emphasizes the importance of character, courage, intellectual integrity and sense of values.

Joshi Kireet (1999) lays focus on the role of teacher in value education which is irreplaceable; should be geared towards helping students develop the

art of practising values in concrete situations of life. The author suggested that *the teachers should themselves be value oriented and enthusiastically participate in different programmes of value education.*

Rajput (1999 a) opined that the school curriculum should be designed to promote qualities that make man socially effective and happy and also inculcate various personal, moral and social values. He emphasised that the *curriculum in school should attempt at development of non-cognitive areas of learning.*

Kishore (2000) stresses on the need of incorporating value education in science teaching. The author suggests that the role and attitude of science teachers in value education must be positive and they should be able to resolve the value conflict of children.

Das (2000) suggested that meaningful education should be imparted and the students should acquire knowledge with understanding and develop necessary abilities, attitudes and good moral character. Three approaches to moral development, i.e. curriculum approach, personality development approach, and moral dilemma approach are highlighted.

Kaw (2000) highlights the importance of education in human values. The author argues that the contemporary society lacks harmony, balance and equilibrium. Thus it needs values that can be taken up as part of an education

in human values programme. He suggests that a common and universal philosophy should be taught to the whole of humanity.

Rajput (2000) highlights the policy perspective regarding the role of teachers and teacher training institutions to promote value education which has been emerging from the recommendations of different committees. It is advocated that the curriculum content of the school education must be indigeneous. Value emphasis in school must form a part of every unit and activity.

Seetharam (2001) opined that value education cannot be circumscribed by text books alone; teachers too play an important role. There are various practical methods and techniques of imparting value education. The author concludes that *teachers' and schools' role in value education depends upon the teacher's attitude and personal commitment.*

Ambasht and Singh (2001) in his article 'Inculcation of values at secondary stage' opines that there is an urgent need to inculcate values among the students studying at different stages of education.

Dhokalia (2001) explored the genesis and identification of intrinsic human values along with instrumental and technical values, like democratic, constitutional and scientific. Education has great potentialities not only in arresting erosion of human values, but also in promoting them. According to

the author *value based education equips an individual to face the vicissitudes of life with courage and equanimity.*

Veeraraghavan (2001) articulates that temperament is essentially inborn, where as character is the evolving element of one's personality forged in the fire of life events. *A school which make value education a serious part of its curricular transaction, will require considerable effort and experimentation, but it is the most important task of the school of the twenty-first century.*

Behera (2003) comments that modernity tells us the truth that human values (morality of man) depend upon both science and spirituality. As a human being, man has power to rationalise everything as well as the power to inculcate faith upon certain things. In the process of living he may encounter conflicts or dilemmas between reason and faith, science and tradition, but he cannot denounce or underestimate any one of them.

Parashar and Dhar (2004) opine that values develop in early years. The life long behavioural pattern, attitude and perception of individuals are guided and directed by these values. They are most often reinforced by society, since sources of values are national culture, family, teachers, friends and other environmental factors.

Singh, V.P. (2004) is of the opinion that education is the potent force for social reconstruction. It is concerned not only with social progress, but

also with moral, political, social and economic development. Therefore the role of education to achieve the objectives in life has become more crucial in the present day problems of society where values and morals are said to be deteriorating.

Shekhawat (2004) quotes the Hon'ble Vice President of India in his convocation address of Andhra University, "Institutional education is important, but much more important is the education which is grounded on the sublime values of human life. . . We need men and women of character who will swear by humane values to ensure that larger concerns of the society are addressed with deep understanding of values of our heritage and culture".

Das (2004) argues that we must redesign our system of education at all levels to stress the importance of human values in human relations as well as in social development.

Nigavekar (2004), the former chairman of the UGC, holds the view that we need a value imparting education which not only gives a shape to one's own personality or character but also imparts a certain amount of real joy to life and work. There are many evils in the form of inefficiency, corruption, favouritism, riots and merciless killing of innocents that are throttling the progress of the nation (As quoted by Das, 2004).

Singh, R.P. (2004) observes that the curricular challenges have led to the diminution of the time and attention devoted to value education. One

could however concede the ground that schools do provide a very good platform for the propagation of certain values provided the teachers who teach them also have identical commitment and desirable amount of missionary spirit.

Shashtree (2004) is of the opinion that to invest a social purpose in to education, the teaching-learning process must aim at sharpening the problem solving capabilities of the learners. Socially useful knowledge will, therefore, involve coming to grips with the pressing problems of the day as well as their multi-dimensional cause analysis and identification of possible pathways for finding an appropriate solution.

DOCTORAL RESEARCHES

Kalra (1978) conducted a study to find out the difference if any in the levels of moral judgement in the children of different mental levels and to find out whether there was any difference in the levels of moral judgement in the children of different socio-economic levels. It was found that SES was positively related with the level of moral judgement at all levels of intelligence.

Bushan (1979) studied the value system preferred by prospective teachers in relation to their sex and family vocations. The study revealed that values discriminating between family vocation in the case of the male group were logic, independence, cleanliness, intellectuality, courage, forgiveness,

obedience, ambition and imagination, while in the case of the female group, these values were ambition, self control, obedience, imagination and broad mindedness.

Basawakumariah (1980) investigated how new Secondary Education offered the rural females with special reference to their status and values. Results revealed that the education influenced the concept of health and hygiene, beliefs and superstitions as well as food habits and values.

Pyari (1980) investigated in to the feeling of insecurity, family attachment and values of adolescent girls in relation to their educational achievement. It was concluded that the relationship between the security – insecurity scores and the educational achievement scores was negative and significant, and the relationship between the security – insecurity scores and the family attachment scores was positive.

Reddy (1980) investigated in to the values and attitudes of Indian youth. The study attempted to know the differences in the perception of values and attitudes of the youth of different backgrounds – rural and urban. The boys were found showing preferences to political, theoretical and economic values, whereas the girls showed preference to aesthetic, religious and social values. The rural students showed greater preferences for theoretical, economic, political and social values where as their urban counterparts were more inclined to aesthetic and religious values.

Mahatma (1980) investigated in to the classroom ethos and their relationship with teacher behaviour characteristics and teacher morale. The important findings were: Classrooms were generally characterised by personally supportive milieu and were less interactive and less democratic. Students desired more autonomy and decision making powers. The teacher defined learning direction for group actions. Lack of balance between theory and practice during the teaching – learning process was revealed.

Roy (1980) made a study of some factors and processes involved in the development of values. The aim of the study was to inquire into some of the factors and processes involved in the development of values. Findings show that standards of adolescent values (co-operation, honesty, altruism, tolerance, obedience) were lower than expected, but the development of value system was positively correlated with socialization. Boys and girls differed significantly in their values but not in the process of socialization. Value system significantly correlated with mental health.

Adhikari (1981) studied the attitude towards national defence and social values as resultants of socio-economic status and sex. The study proved that the urban and rural boys were similar in their attitudes and sex is not a major variable here.

Vaidhya (1981) conducted a study of relationship between the development of moral concepts in children and the moral values of parents.

The study confirmed that the development of moral concept depends upon many factors eg. home and family and the relationship of the child with parents and teachers.

Raj (1981) studied attitudes and values of teacher in context of socio-cultural background. It was a comparative study of expatriate Indian and native teachers of Ethiopia. The findings showed that the Ethiopian teachers scored significantly higher in theoretical, social and cultural values than the Indian teachers. On the score of academic and aesthetic values, no significant differences were found between the teachers. Indian teachers scored significantly higher than their Ethiopian counterparts on religious values.

Srivastava (1981) made a study to investigate the developmental trends of moral ideas among university students and also examined the effects of education, age and sex differences on moral development. The findings suggested that *for every increase on the educational ladder, there was corresponding decrease in moral values.*

Pinkeerani (1981) investigated in to the behaviour of students in and out of the school as related to their moral education; a study for curriculum change. The study revealed that the overall behaviour of students getting formal moral education was significantly different and better than of those who were not getting formal education. A majority of parents, teachers and

students agreed that moral education should become a necessary part of the school curriculum.

Patel (1981) conducted a study on the prevalent value system of the students of South Gujarat studying in standard IX and X. Findings revealed that with the increase in age students became more society oriented. Girl students of both standards scored high on moral values. A majority of students liked to be active in aesthetic or art oriented activities. On social, national and moral values, the students with lower income scored higher than the students with higher income.

Bahadur (1981) made a study on the comparative study of values, attitudes and conformity behaviour of adolescents in Kanpur. The major conclusions were that there were some significant age trends in respect of economic value; the boys and girls differed in political, theoretical, economic, religious and social values and the *rural and urban difference* were also observed.

Kurien (1981) conducted a study of values and attitudes of children with creative abilities. The objective of the study was to find out the relationship between creativity variables, certain values, and attitudinal variables. The creativity variables – fluency, flexibility, originality and total creativity – exhibited a different pattern of relationship to the value and

attitudinal variables. Social values and attitude towards others were the variables that differentiated the three creative groups.

Kumari (1981) made a critical analysis in to the personality needs, moral judgement and value patterns of secondary school teachers; the findings indicated that male and female teachers expressed high preference for the theoretical values and affiliation needs. The teachers of both the sexes expressed keen moral sense. Male teachers showed more inclination in the aesthetic, political and social values than female teachers.

Kundu (1982) made an investigation to trace whether uniformity in the relationship within different values really exists in a recognisable form in the college student population and to find out whether there was any unique combination of the value pattern with the selected psycho-social variables. It was found that recognizable value pattern was observable.

Roy (1982) studied creativity, age and value orientation as correlates of behavioral deviance. The aim of this paper was to study the interrelationship among creativity, value orientation and age. The findings suggested that creativity, value orientation and age were promoting and demoting functions in the trivariate set. Value orientation of fatalism and autocratism contributed to the most to withdrawing deviances.

Zamen (1982) made an investigation with the objectives of studying the religious, moral and social values of class XI students and to find out their

relationship with character traits and personality adjustment. It was found that social and moral values influenced the personality traits much more than religious 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.*

Gupta (1982) investigated in to the moral development of school children. The study reached at a conclusion that the development of moral reasoning takes place in stages. The children from VII, IX and XI differ significantly with each other on moral reasoning. The children from co-educational schools are better in moral reasoning than those from single-sex schools. *Girls are superior to boys in moral reasoning.*

Goswami (1983) conducted a study with the objectives to study the educational, moral, social, religious, cultural, aesthetic and economic values in post-basic schools in Gujarat to study the value orientation of students and teachers of post basic schools. The findings revealed that the post-basic schools provided a better atmosphere in schools to inculcate moral, social and religious values as compared to ordinary schools.

Diwedi (1983) made an investigation in to the changing social values and their educational implications. Results indicated that place of residence i.e., *rural-urban had a close relationship with the values, such as religious,*

ethico-cultural, political and educational. Sex also played an important role in development of values.

Kothari (1983) made a study to investigate the level of development of selected moral concepts of students of VII grade; the relationship between the existing moral concepts of the child and his interpersonal relationships with parents, teachers and peers, the impact of the instructional materials vis-à-vis the traditional methods of teaching, upon the development of the related moral concept of these children. Moral values selected for the students were duty, truth, responsibility, respect, obedience, helpfulness and honesty.

Gupta (1983) made *a critical study of the social studies curriculum with special reference to the secondary stage* in Himachal Pradesh. It is found that the curriculum did not reflect the change in human behaviour and human interaction with physical and social environment.

Bhatnagar (1984) conducted a study of some family characteristics as related to secondary school student activism, values, adjustment and school learning. Findings revealed that family size affected student activism, adjustment and values. Students belonging to large families had more activist tendencies, better adjustment and higher values; the intact family was positively related to educational and social values.

Bhatia (1984) investigated on the emotional, personal and social problems of adjustment of adolescents under Indian conditions with special

reference to values of life. Findings suggested that most adolescents stated that they were proud of being Indians, mainly because of their rich cultural heritage and strong family ties.

Muthappan (1984) conducted a study on the history curriculum in schools of Tamil Nadu. The study indicates the need to make history as a separate study and not to treat it as a part of social studies in the school curriculum.

Annamma (1984) analysed values, aspirations and adjustment of college students in Kerala. The study was based on stratified random sampling and found that conformity is the single important value in them. The subject showed a distinctive set of social values and aspirations.

Patel (1984) studied the present position of teaching History in the secondary schools in Gujarat. The study proved that *very few teachers prepared assignments or tests and used them in classroom teaching* and also reference materials and periodicals.

Ingole (1985) studied the position of teaching history in secondary schools with reference to curriculum and to find out the means and measures to improve the teaching of History.

Kar (1985) conducted a study on value education: A philosophical study. The investigator concludes that *there is often dissatisfaction with*

education in India and elsewhere, because it lacks the provisions for education in values in general. In spite of the recommendations of committees and commissions, value education has remained almost a non-starter in India. Lack of proper conviction in value education, and opposition to moral and spiritual education by some people are the major causes of this state of affairs.

Kothari's study (1985) proved that moral concepts and values develop at a differential rate among first and second generation learners.

Paul (1986) conducted a study as the value orientation of adolescent boys and girls to compare rural and urban adolescent boys and girls going to schools and colleges. It was found that in the case of terminal values, the school adolescents were more strongly oriented towards enjoying happiness and social recognition.

Mehrotra (1986) studied the job satisfaction of teachers in relation to their personal values and organizational climate at the ordinary level. The specific values such as personal, economic and knowledge values and their relationship with other variables were studied. The major conclusion indicated that job satisfaction was not so much governed by the external world of the teachers. Job satisfaction had been found to be significantly related with the economic value of male teachers and with the knowledge value of female teachers.

Ratnakumari (1987) made a study of human values among high school students in Andhra Pradesh in relation to their socio-economic status and mass-media exposure. The major objective of the study was to identify different human values and their interrelatedness with a view to incorporating them in teaching programmes. 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.

Pratibha (1988) conducted an experimental study on moral development in children. Results indicated that moral judgement was normally distributed. Sex did not have any significant role in determining the moral judgement of children, whereas intelligence played a vital role in the development of moral reasoning. The moral programme and approach of instruction, along with enriched content enhanced the moral standard of children irrespective of the psychogenic variables.

Bhadun (1989) carried out a study on the effect of feedback in improving personality, desirable behaviour, values and teacher perception among secondary and senior secondary school students. It was found that planned feed back had been effective in developing personality, desirable behaviour, pro-social values and teacher's perception in secondary and senior secondary pupils.

Chandrasekharan (1989) conducted a study with the objective to know the extent of value perception and need gratification among the graduate teachers of Tamil Nadu. The main findings of the study were (i) male and female teachers significantly differed in their value perception, particularly with regard to social, traditional, professional and economic values (ii) The value perception of teachers working in the government and private schools was found to be significantly different.

Karpova and Murzinova (1990) conducted a study on the role of play and school work in the development of moral behaviour in children. The level of moral behaviour was found to be directly correlated with the level of development of play activity.

Sombhi (1990) conducted a comparative study to find out the difference of value oriented education provided in three different institutions on students' value patterns and selected personality variables. The differential impact of schooling is attributed to the conscious efforts made in institutions like Sri Sathya Sai Higher Secondary School and Missionary school. *It was found that no deliberate attempt was made in central schools to nurture desirable value pattern and personality traits among students.*

Bajpai (1990) made an experimental study of an educational intervention curriculum for value development and its facilitative effect upon the level of moral judgement of children. Results indicated that the

intervention programme greatly enhanced children's ability to judge and act as right and wrong and to understand the intention behind the act.

Agarwal (1990) conducted a study to explore the determinants of job satisfaction in relation to some demographic variables and values. It was found that the teachers with high job satisfaction were found to have high theoretical, aesthetic, social and religious values. But at the same time they had only low scores for political and economic values.

Dubey (1991) conducted a critical study of the concept of value education in India at school level since 1947 to 1986. Opinions from 404 schools of all denominations selected randomly from Delhi were collected. Findings revealed that values like national integration, brotherhood, secularism and punctuality have been highlighted. Songs and legends which highlight socially accepted values, are missing from the curriculum. *Value crisis is due to lack of ideal leadership, neglect of affective domain in education, and concept practices in society.*

Chhabra (1991) made an experimental study pertaining to the impact of moral education programme upon moral judgement, ability of learners and *moral preferences* of primary school students. The study established the relation between education and behavioural pattern of learner; and the inculcation of morality in the learner's behaviours through education imparted to them.

Kalamani (1991) conducted a study on adolescent problems in the personal, family, socio-emotional and educational areas as well as their value system. Findings revealed that adolescent boys and girls had problems in personal, family, socio-emotional and educational areas. Adolescent students in higher secondary schools were low in political and religious values, but high in social values.

Padmanabhan (1992) conducted a study of values of high school pupils in relation to certain selected variables. The study attempted to assess the value pattern of high school pupils and offer suggestions for the improvement of values in the schools in the light of these findings. Results indicated that highest score was obtained on social values and the lowest on political values. Boys and girls differed in respect to theoretical, economic, political, social and aesthetic values.

Datta (1992) made a study with the objective of assessing the value pattern and compare the distribution of values among scheduled caste students in relation to aspiration, adjustment, academic achievement and need pattern with non-scheduled caste students. The findings revealed that low achiever scheduled caste and non-scheduled caste boys did not differ on different values, but low achiever scheduled caste girls were higher on theoretical, economic and aesthetic values compared to low achiever non-scheduled caste girls.

Jha (1992) made an investigation in to the generation gap in value judgement between parents and their children in secondary schools. The results showed that there was generation gap in value judgement relating to three variables. a) authoritarianism b) modernisation c) religiosity of parents and their daughters.

Singh (1992) conducted a study on the effect of jurisprudential inquiry model of teaching on value preference and social behaviour of school students. It draws upon that value preferences and social behaviour are the two determinants of behaviour pattern of every individual. *Therefore of necessity, teachers, educators, parents and students – in fact all - have to adopt methods like jurisprudential inquiry procedure in teaching, discourses and general dealings in order to build well-integrated value-oriented citizens and pave the way for value-based society, which is so crucial for the survival of the world community.*

Shah (1992) made an investigation in to the values of the higher secondary school students of Saurashtra. Results indicated that there was a significant relation among variables viz. sex, area, stream of study, and grade with aesthetic and religious values. Stream of branch of study was significantly related to social value, where as no relationship existed between sex, social value and humanistic values. There was no significant relation between the grade and knowledge and the social, political and moral values.

Jeena (1992) conducted a study on the value pattern among rural and urban children varying in educational level and social stratification. The study was undertaken to assess the terminal and instrumental values among school children and compare the value pattern among boys and girls from rural and urban areas and high and low socio-economic groups in Balasore district of Orissa. Significant differences in the value pattern in different variables were observed.

Rani (1992) conducted a study on the role of sex, intentions and motives in the development of moral judgement. Results indicated that a gradual development of awareness of intention rather than the consequences was observed, in all students in the age group of 5-15 years. A majority of children inferred moral judgement as good and bad on the basis of the consequences of happening. Boys were found to be superior to girls in making moral judgements.

Rai (1992) studied values, intelligence and aspiration of the VIII grade students belonging to three different sets of educational institutions vis-a-vis, Christian managed schools, Shishumandirs and Madrasas in Uttarpradesh. A mosaic value pattern was observed in relation to the three different types of institutions. Intelligence and aspiration of the students did vary in these three different sets of institutions.

Hema (1993) studied the developing value judgement of secondary school students for future values of the year 2005 AD through Value Analysis Model. The investigator concentrated on studying the future values of youth and the preferred values in families. The Value Analysis Model was applied to develop value judgement in secondary school students.

Upadhyay (1993) studied effects of stress and home environment on girls' moral judgement and values. The findings revealed that the climate of the home plays an important role in development of values. Congenial and supportive environment plays a significant role. If the parent-child relationship is based on natural love and respect for each other, it is likely to help in the development of values. Some implications are given for teachers and parents for providing a supportive environment to the children.

Parvez (1993) conducted a study of the attitude of school teachers and parents towards moral education at the compulsory stage of education. Findings showed that teachers had more favourable attitude than parents towards imparting moral education. There was no difference in the attitude of teachers towards moral education on the basis of caste, sex or training, *but difference existed on the basis of training, experiences, and education towards moral education.*

Arora (1993) investigated on the relationship between the nature of scientific knowledge and values among university teachers and students. The

tools used in the study were Value Reflecting Questionnaire (VRQ) and Scientific Thinking Style Questionnaire (STSQ). The conclusion that emerged from the study was that values do affect the understanding of the nature of scientific knowledge.

Bageswar (1993) made an investigation on the Value profile and self concept of women teachers of primary, secondary and higher secondary schools. The findings of the study revealed that value preferences given by women teachers in hierarchical order were knowledge, social, aesthetic, hedonistic, family prestige and power values. It was found that values and self concept were significantly related.

Bhattacharya (1993) made a study on value orientation and modern society. The study discussed the failure of transactional method of value orientation and inculcation of modern values. Importance has been given to the sources of modern values; i.e., convention, legislation, popular movement and revolution. Lastly stress has been given on the inculcation of humanitarian values for peaceful co-existence of modern society through 'attitudinal modernity' along with institutional and technological modernity.

Kumar (1993) investigated in to the impact of science and technology on cultural and social values among students and teachers of both genders. The findings of the study showed that the majority of teachers and students considered science and technological courses useful not because of their

inherent unity, but because they have the potential of orienting the teachers and students of both to cultural and social values.

Cotton (1994) with regard to a study of city Montessori school of Lucknow asserted that academic excellence, students' emotions and spiritual well being, universal values, global understanding and service can be effectively developed through a deliberate and purposive plan of action.

Padhan (1994) studied the moral values of school students in relation to different personal values. The study confirmed that there was a negative and significant correlation between moral judgement and personal values.

Srivastava (1994) studied the values in relation to personality traits and self-concepts. The study found that social values positively correlated with outgoing independent personality factors were significant.

Chandrakumar and Arockiasamy (1994) studied the gender difference in the value orientation among college students. The study found that both the male and female groups had shown a very moderate preference for values and there is no consistency in value preferences.

Kapoor (1995) investigated in to the value change in secondary schools. The main objective of the study was to determine whether value change can be brought about through an intervention programme on secondary school students. The result revealed that the experimental

intervention programme was effective in bringing about desired value change among the students. The study also indicated that the value – change programme was more effective for girls as compared to that for boys.

Patra (1995) made a comparative study of three social values among certain selected strata of youths of Arunachal Pradesh and West Bengal and prediction of good citizenship amongst Arunachal Pradesh youth with the help of the values. The samples were drawn from X, XI, and XII std. students. It was found that secularism and nationalism attain at the peak at class XI and democracy at XII, but no significant difference was found in these three values among the students belonging to the classes XI and XII but differences existed between students of classes X and XII.

Anjali (1995) conducted a study of teacher effectiveness in relation to values, job satisfaction and emotional stability of senior secondary school teachers of Himachal Pradesh. It was found that both male and female teachers with high values are more effective than with teachers with low values. It was also found that sex and values had no interaction effect on the effectiveness of teachers. *The study suggested that teachers should mould their behaviour accordingly in to day-to-day life and thus bridge the gap between teachers and taught, which is important in any educational system.*

Vijayakumari (1995) studied value orientation of secondary school teachers and their attitude towards educational issues. Findings of the study

were i) *In-service training courses for the teachers should be organised to focus their attention on the needs, goals and means of value-oriented education.* 2) *Orientation courses may be organised for teachers to prepare them for value based co-curricular activities and group activities.* 3) *There should be more exposure to value oriented education in pre-service training in order to create positive institutional climate; and seminars, discussions etc. should be encouraged in the classes.*

Dhand (1995) conducted a study to find out the comparative effectiveness of Value Discussion Model to traditional approach of teaching for developing values. In the study the Value Discussion Model was found superior to traditional approach.

Kumari (1996) studied the value orientation of Secondary School teachers and their attitude towards Educational issues. It was found that humanitarian values, traditional and social values emerged on the top among the teachers.

Datta (1996) investigated in to the interrelational study between fundamental and social values of the pupils of different educational grades and socio-economic status. It was an enquiry made to find out common factors between these two different types of values among the students of classes X to XII of south east Kolkata. The results proved that significant differences were observed in the attainment of values among different grades.

Kumar (1997) conducted a study attempting to compare the personality factors, values and self concept of graduate and post-graduate students. The findings indicated that the value of the students were not stable and they varied with culture and sex. It was found that a relation exists between values and academic achievements of students. Democratic and family values and the economic and knowledge values were found to be positively related to academic achievement of the students.

Bajpal (1997) conducted a study of values in relation to locale and gender. It was found that values i.e. theoretical, economic, social and political values were not significant in urban as compared to their rural counterparts.

Joshi (1998) studied the development of democratic values through value analysis technique in civics at secondary stage. The objectives of the study were 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 in different scores of groups. The value analysis technique was found to be effective in terms of developing democratic values among students through teaching of civics.

The relevant studies obtained are thus reviewed above. A brief trend report of the review is given below.

General trend shown by the studies reviewed

Altogether One hundred and Seventy studies were obtained as related to different areas of the present study. Eventhough a great majority of them were not directly related to the variables of the present study, studies which are having relevance with the present endeavour were reviewed. Thirty of them are books, sixty six are journal articles and seventy four are doctoral theses.

Among the seventy four doctoral thesis reviewed, the studies represented relationship between and among manifold variables as factors and strategies that affect different categories of values in teachers and students. A briefing of the studies reviewed in relation to their area and variable of focus has been attempted as follows.

a) Studies on students

Reddi (1980), Pyari (1980), Adhikari (1981), Bahadur (1981), and Kurien (1981) studied *values and attitudes* of children and adolescence in relation to *educational achievement and creativity*. Values and attitudes, educational achievement and creativity were positively correlated.

Kalra (1978), Roy (1980), Diwedi (1983), Pratibha (1988), Srivastava (1989), Shah (1992) , Rani (1992) and Bajpal (1997) had studied the role of *sex, locale and socio-economic status and age* in the development of values.

In all the studies it was found that sex and locale played a significant role. In some studies socio-economic status and age were not found as having a significant influence.

Patel (1981), Kundu (1982), Datta (1992), Padmanabhan (1992), Jeena (1992), and Kapoor (1995) had studied value system, value pattern and value change of school and college students. Girl students showed high value system and value patterns.

There were only two studies obtained on social studies curriculum in school. Gupta (1983) found that curriculum did not reflect a change in human behaviour and Muthappan (1984) emphasised the need to treat history as a separate subject.

Roy (1982), Zamen (1982), Paul (1986), Srivastava (1994) and Kumar (1997) studied values and their relationship with personality factors. The findings of these studies show that value and personality factors are positively correlated and *development and strengthening of health, social, moral and religious value systems among students should be a very important function of the secondary schools.*

Hema (1993) and Upadhyay (1993) conducted studies on value judgements of secondary school students for future values and effects of stress and home environment on girls' moral judgement and values. The studies revealed that *environment plays a significant role in value judgement.*

Sombi (1990) and Rai (1992) have conducted a comparative study on the difference of value – oriented education provided in three different institutions. A mosaic value pattern was found and the differential impact of schooling is attributed to the conscious efforts made in institutions.

Bhatnagar (1984), Bhatia (1984), and Annamma (1984) studied values and adjustment problems of students. The findings revealed that better adjustment and values are positively correlated.

Gupta (1982), Kothari (1983), Kothari (1985) and Prathibha (1988) conducted studies on the moral development of secondary and senior secondary school students. Findings revealed that children in VIII, IX and XI standards differ significantly in moral development, and intelligence played a vital role in this.

Singh (1992) conducted a study on Jurisprudential Inquiry Model of teaching on value preference. It was found effective.

Joshi (1998) studied the effectiveness of Value Analysis techniques. It was found to be effective in terms of developing democratic values in students.

Bhadun (1989), Karpova and Marzinova (1990), Cotton (1994) and Padhan (1994) studied values of secondary school children in relation to

teacher perception and school work. It was found that *teacher perceptions were positively correlated with values of school children.*

Ratnakumari (1987) and Bajpai (1990) studied human values in high school students and found that *values can be suitably built in the curriculum.*

Patra (1995) studied social values among youth. Differences in values were found between students of class X and XII.

Kalamani (1991) and Datta (1996) studied adolescence problems and value systems and social values of students respectively. The findings showed that adolescent students were low in political and religious values but high in social values.

b) Studies on teachers

There were sixteen studies available on teachers. Patel (1984) and Ingole (1985) studied the position of teaching history in secondary school in relation to values. The findings revealed that *very few teachers used effective teaching strategies and suitable activities in the classroom.*

Goswami (1983), Vijayakumari (1995) and Kumari (1996) studied value orientation of secondary school teachers. Findings show that even though some values like humanitarian and social values emerged on top among the teachers, the value orientation was not upto an adequate level.

Mehrotra (1986) and Agarwal (1990) studied job satisfaction in relation to values. It was found that job satisfaction of teachers were positively correlated with values.

Bushan (1979), Raj (1981), Kumari (1981) and Chandrasekharan (1989) conducted studies to find out the significance of gender differences and socio-economic status in value system, attitude and values, moral judgement, value pattern and value perceptions of teachers. The studies revealed that male and female teachers showed significant differences.

Anjali (1995) studied teacher-effectiveness in relation to values. The study revealed that there was positive correlation between these two, where sex had no role to play.

Bageswar (1993) conducted a study on value profile and self concept of women teachers. The findings show that values and self concepts are significantly related.

Jhand (1995) studied the effectiveness of Value Discussion Model. VDM was found superior to the traditional teaching model.

Arora (1993) and Kumar (1993) conducted a study on the impact of scientific knowledge and science and technology on values among teachers. The findings show that, scientific knowledge and science and technology have the potential of orienting the teachers to cultural and social values.

A classification was also made on the basis of different aspects of the variable such as

- i) Necessity and importance of value education.
- ii) Role of school/curriculum/teachers in value education.
- iii) Factors influencing value development and relationship between them
and
- iv) Approaches and strategies for value development.

The studies are classified as given in table 2.

TABLE 2

**Classification of Studies Reviewed
(Doctoral Researches) on the basis of Different Aspects of the Variable**

Necessity and Importance of Value Education		Role of School/ Curriculum/ Teachers in Value Education		Factors Influencing Value Development and Relationship between them		Approaches and Strategies for Value Development	
1.	Patel (1981)	1.	Bushan (1979)	1.	Kalra (1978)	1.	Dhand (1995)
2.	Kundu (1982)	2.	Mahatma (1980)	2.	Basawakumariah (1980)	2.	Joshi (1998)
3.	Zamen (1982)	3.	Pinkeerani (1981)	3.	Pyari (1980)		
4.	Goswami (1983)	4.	Gupta (1983)	4.	Roy (1980)		
5.	Divedi (1983)	5.	Bhatnagar (1984)	5.	Adhikari (1981)		
6.	Kar (1985)	6.	Muthappan (1984)	6.	Vaidhya (1981)		
7.	Paul (1986)	7.	Ingole (1984)	7.	Kumari (1981)		
8.	Ratnakumari (1987)	8.	Patel (1984)	8.	Roy (1982)		
9.	Dubey (1991)	9.	Mehrotra (1980)	9.	Gupta (1982)		
10.	Padmanabhan (1992)	10.	Bhadun (1989)	10.	Kothari (1989)		
11.	Shah (1992)	11.	Karpova and Marzinova (1990)	11.	Kothari (1985)		
12.	Bhattacharya (1993)	12.	Bajpai (1990)	12.	Pratibha (1988)		
13.	Datta (1996)	13.	Patra (1995)	13.	Sombhi (1990)		
		14.	Anjali (1995)	14.	Agarwal (1990)		
		15.	Vijayakumari (1995)	15.	Chabra (1991)		
		16.	Kumari (1996)	16.	Kalamani (1991)		
				17.	Jha (1992)		
				18.	Jeena (1992)		
				19.	Rani (1992)		
				20.	Rai (1992)		
				21.	Hema (1993)		
				22.	Upadhyaya (1993)		
				23.	Parvez (1993)		
				24.	Arora (1993)		
				25.	Bageswar (1993)		
				26.	Kumar (1993)		

Contd....

Necessity and Importance of Value Education		Role of School/ Curriculum/ Teachers in Value Education		Factors Influencing Value Development and Relationship between them		Approaches and Strategies for Value Development	
				27.	Cotton (1994)		
				28.	Padhan (1994)		
				29.	Srivastava (1994)		
				30.	Chandrakumar and Arockiasamy (1994)		
				31.	Kumar (1997)		
				32.	Bajpal (1997)		

It can be understood from Table 2 that while 13 studies are emphasising the necessity and importance of value education, 16 studies are focusing on the role of school or curriculum or teachers in value education. 32 studies i.e., 43% of the doctoral theses reviewed are pertaining to factors influencing value development and their relationship between and among them. There are only two studies related to the approaches and strategies for value development. Other 15 studies are regarding attitudes and values of youth and college students.

Out of thirty related studies reviewed in books, a classification was made on the basis of different aspects of the variable such as

- i) Necessity and importance of value education
- ii) Role of school/curriculum/teachers in value education and
- iii) Approaches and strategies for value development.

The classified studies are given in Table 3

TABLE 3

**Classification of Studies Reviewed
(Books) on the basis of Different Aspects of the Variable**

Necessity and Importance of Value Education		Role of School/Curriculum/ Teachers in Value Education		Approaches and Strategies for Value Development	
1.	Gupta (1989)	1.	Gupta (1986)	1.	Gordon (1975)
2.	Chatterji (1995)	2.	Bhat (1986)	2.	Welson (1972)
3.	Hassija (1995)	3.	Kalra and Singh (1987)	3.	Ehman and Patrick (1974)
4.	Verma (1995)	4.	Agnihotri (1989)	4.	Superka (1976)
5.	Sharma (1997)	5.	Francis (1993)	5.	McNeil (1990)
6.	Dutt (1998)	6.	Venkataiah (1993)	6.	Rao (1994)
7.	Bhaskara (1998)	7.	Chakrabarthy (1997)	7.	Arora (1999)
8.	Sharma (1999)	8.	Chilana and Dawan (1998)	8.	Bandiste (1999)
9.	Talesra and Nagda (2000)	9.	Saraf (1999)	9.	Rao (1999)
		10.	Ruhela (2000 b)		
		11.	Luther (2001)		
		12.	Rajput (2001)		
		13.	Ediger (2002)		

It can be understood from Table 3 that nine studies are focusing on the necessity and importance of value education. Thirteen studies have emphasised the role of school, curriculum and teachers. Except Kalra and Singh (1987), Venkataiah (1993), and Saraf (1999) which underline the importance of curricular innovation, all other studies are on the role of school and teachers on value education either by using direct approach or integrated approach.

Under journal articles sixty six studies were reviewed which are classified on the basis of different aspects of the variable in the present investigation. These are given in Table 4.

TABLE 4

Classification of Studies Reviewed (Journal Articles) on the basis of Different Aspects of the Variable

Necessity and Importance of Value Education		Role of School/ Curriculum/ Teachers in Values Education		Factors Influencing Value Development		Approaches and Strategies for Value Development	
1.	Bhani (1982)	1.	Shamsudhin (1980)	1.	Anantharaman (1981)	1.	Bahon (1982)
2.	Chandy (1984)	2.	Ediger (1981)	2.	Padhan (1993)	2.	Mehdi (1986)
3.	Dutt (1984)	3.	Ediger (1982)	3.	Joshi (1994)	3.	Singh (1987)
4.	Kunnunkal (1984)	4.	Dekhtawala (1982)	4.	Samuel (1995)	4.	Kareem (1989)
5.	Ruhela (1987 a)	5.	Avinashilingam (1983)	5.	Behera (2003)	5.	Subramanyan (1990)
6.	Sinha and Kao (1988)	6.	Filella (1984)	6.	Premsingh (2004)	6.	Das (2000)
7.	Chaudhury (1989)	7.	Seshadri (1984)	7.	Parashar and Dhar (2004)	7.	Singh (2004)
8.	Bhargava (1995)	8.	Bohra (1986)			8.	Ediger, (2004a)
9.	Bhandari (1996)	9.	Seshadri (1998)				
10.	Bhat (1996)	10.	Searai (1989)				
11.	Shekhawat (1996)	11.	Gupta and Gangal (1989)				
12.	Shetty and Pushpanadhan (1997)	12.	Kasinath and Pattel (1990)				
13.	Khirwadkar and Tomar (1997)	13.	Sharma (1991)				
14.	Dagar (1997)	14.	Arulandram (1991)				
15.	Jain (1999)	15.	Daniel (1991)				
16.	Kishore (2000)	16.	Verma (1991)				
17.	Kaw (2000)	17.	Metha (1991)				
18.	Ambasht and Singh (2001)	18.	Sharma (1992)				
19.	Dhokalia (2001)	19.	Rajput (1995)				
20.	Shekhawat (2004)	20.	Bhatnagar (1995)				
21.	Singh (2004)	21.	Rani (1996)				
22.	Das (2004)	22.	Dash (1998)				
		23.	Seshadri (1998)				
		24.	Joshikireet (1999)				

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		25.	Rajput (1999 a)				
		26.	Rajput (2000)				
		27.	Seetha Ram (2001)				
		28.	Veeraraghavan (2001)				
		29.	Singh (2004)				
		30.	Nigavekar (2004)				
		31.	Shashtree (2004)				

It can be understood from Table 4 that twenty two studies have emphasised the necessity and importance of value education. Thirty one studies were showing the role of school/curriculum/teachers in value education. Out of these thirty one studies, Ediger (1981), Ediger (1982), Searai (1989) Sharma (1991), Metha (1991), Rani (1996), Dash (1998), Seetharam (2001) and Veeraraghavan (2001) were considering value education as a serious part of curricular transaction and which is an important task of teachers. Seven studies are about factors influencing value development. Eight studies are concerned with approaches and strategies for value development.

Major Trends Indicated by the Review

The review of studies with regard to the different aspects of the present variable gives us a comprehensive view of the investigations made in the past. A thorough analysis of one hundred and seventy studies reviewed, enable us

to draw certain broad conclusions about the major trends indicated by the studies.

- i) Most of the studies were conducted on the students' values and its relationship with other variables; and teacher's value orientation and value perception in relation with other variables.
- ii) Forty two (twenty five percent) studies are concerned with the role of school/curriculum/teachers on value education. Some other studies are on the role of sex, locale and socio-economic status in the development of values. Only twelve studies are concerned with value education as a serious part of its curricular transaction.
- iii) Studies about the Social Science curriculum and values are attempted on a very limited scale. (Only three studies are there in this area).

Contribution of Review of Related Literature to the Present Study

The review of related literature has contributed much to convince us that the major areas of study related to the variable are the need for values, factors leading to value development, relevance of Social Science curriculum towards the development of values etc.

The analysis finally focused on a point that studies concerned with value education as a serious part of its curricular transaction is the need of the hour. In the secondary school, the major components that influence value development with regard to curriculum are i) the content potentiality ii) the

teacher's potentiality and iii) transaction methods. These are complementary to each other and of crucial importance in each itself.

Therefore the present study is a critical study of these aspects for which an indepth investigation is necessitated. Therefore the methodology of the present study is designed in such a way to first find out whether the objectives of secondary school social science contain possibility of development of values. Then the effectiveness of content, teachers' potentiality and teachers' ways of transmission are to be investigated in a systematic and objective way as possible.

The detailed methodology of the study is presented in chapter III.

METHODOLOGY

Vijayan. N.K “A critical study of the effectiveness of social science curriculum to develop values in secondary school pupils” Thesis. Department of Education, University of Calicut, 2005

Chapter III

METHODOLOGY

-
- *Design of the study*
 - *Variables*
 - *Sample for the study*
 - *Technique and tools used for the study*
 - *Procedure of data collection*
 - *Techniques of analysis*
-

METHODOLOGY

The very purpose of the present study is to find out the effectiveness of Social Science curriculum to develop values in secondary school pupils.

The methodology adopted in the present investigation is classified and presented under the following headings.

1. Design of the study
2. Variables
3. Sample for the study
4. Technique and tools used for the study
5. Procedure of data collection
6. Techniques of analysis

DESIGN OF THE STUDY

The present study is a critical examination of various data gathered to find out whether the secondary school Social Science curriculum is potent enough to develop necessary values in pupils. The data for this purpose were collected by document analysis of the content of the curriculum and survey on teachers and pupils.

The data were collected from all possible sources so as to make it dense and were quantitatively and qualitatively analysed based on the

objectives of the study so as to reach at conclusions and finally ascertain critical examination of them in a related manner.

VARIABLES

The major purpose of the present investigation was to study the effectiveness of Social Science curriculum to develop values in secondary school pupils. So the variables selected for the study are

- i) Effectiveness of Social Science Curriculum
- ii) Values in secondary school pupils

The variable “Effectiveness of Social Science curriculum” is studied with the following sub variables.

- a) Potentiality of the content of the curriculum to develop values.
- b) Potentiality of the teachers as evidenced by
 - i) Ability of the teachers for identification of values in the content
 - ii) Ability of the teachers for defining values inherent in the content.
- c) Level of transaction as evidenced by the ability of teachers in using activities suitable for transacting the content for development of values.

The variable “Values in secondary school pupils” is studied with the following sub variables.

- a) Ability of students for defining values in the given content.
- b) Value Preferences of students

The Value Identification ability of students was not attempted because it does not guarantee that the students have developed values and made them a part of their character. And hence Value Definition ability and Value Preferences of students were included.

SAMPLE FOR THE STUDY

The important aspects that are taken in to consideration while selecting the sample for the present study are described below.

a) Population of the Study

The present investigation is mainly focusing on the effectiveness of Social Science curriculum and the development of values in secondary school pupils. High emphasis is given for the development of essential values and attitudes among the objectives of Social Science curriculum in the secondary level. The curriculum, being considered as a system, the inputs, processes and outputs are to be critically analysed. If the content of the curriculum is found effective towards the development of values in students it is the teachers' duty to transact it in a most suitable way so as to achieve the objectives to its

maximum extent. If teachers had performed their role well, the subjects to clarify its effectiveness, are students. Hence secondary school teachers and secondary school pupils form the population of the present study.

b) Size of the Sample

Regarding the size of the sample Krech and Crutchfield (1968) pointed out that a sample of five hundred would yield reasonably good result which would keep the error less than five percent. But the investigator fixed the sample size of students as One Thousand.

Considering the practical difficulty of collecting a huge sample from such a population, the size of sample of teachers was fixed as Two hundred (Recently the size of population has come down as a result of introduction of separate post for English Language. Earlier, i.e. before the year 2002, the English teachers were also handling Social Science and vice versa. So in a school having one or two divisions in each standard, only one or two Social Science teachers are available). Though the investigator intended to collect data from two hundred teachers, due to the non co-operation of some teachers the same target could not be achieved. After avoiding the incomplete answer sheets, the final number of teacher's sample had come down to One hundred and ten. Though the investigator selected comparatively a small sample, maximum care was taken to minimise the non-response error and non-coverage error.

c) **Sampling Technique**

It may be apt here to quote Corbetta (2003, p. 219), “If the phenomenon displays areas of greater homogeneity, it is possible to increase sample efficiency (greater accuracy for the sample size) by adopting stratified sampling”. To select the sample for the study, proportionate stratified sampling technique was used. Stratification helps to avoid bias and ensures greater representation. As Guilford and Frechter (1973) pointed out, stratification is a step in the direction of experimental control. This is applicable when the population is composed of sub groups or strata of different size so that a representative sample must contain individuals drawn from each category or strata, in accordance with the size of the sub group.

Rationale for the various strata considered

Indian Social Science researchers and experts suggested the following procedures with regard to sampling which has been widely used in the educational and other related researches. Accordingly the most satisfactory representative sample of the secondary school pupils could be obtained by giving representation to the following aspects.

- i) Sex of the subjects
- ii) Locale (Rural/Urban)
- iii) Type of Management of Schools

i) Sex

Scholars are of the opinion that for most of the variables, sex plays an important role. Sex being a basal variable determines achievement, achievement motivation, learning style, development of values etc. The classroom atmosphere and other environmental conditions may influence boys and girls differently. Hence almost equal distribution is to be given to boys and girls in the selection of sample.

ii) Locale

The location of the institution (Rural or Urban) has also got a relevance with the student performance. It is assumed that often Urban schools attain greater instructional efficiency when compared to rural schools. Often children from high socio-economic status study in urban schools in a greater proportion than in rural schools. By giving the locale a representation of 11:9 rural – urban schools, the factors like cultural difference of pupils and socio-economic levels can also be indirectly taken in to account.

iii) Type of Management of Schools

For the present study two types of management of schools were taken in to consideration, viz., Government and Aided. Though the proportion between government and aided schools is different from district to district, it is a matter of fact that more number of subjects are studying in Aided schools

in the state level. The reason behind this is that some of the Aided schools in the state are having 13 to 20 divisions for each standard of secondary school (Eg. P.K.M.M.H.S.S. Edarikode, Malappuram Dist., A.R. Nagar High School, Chendapuraya, Malappuram Dist. from where the investigator collected samples). Therefore due weightage is given to the selection of sample from government and aided schools in the proportion 7:13.

Accordingly, 20 schools were selected from four districts of Kerala namely Kannur, Wayanad, Kozhikode and Malappuram. A sample of 110 teachers of Social Science and 500 standard IX and 500 standard X pupils were obtained from these schools. The details of sample of students and teachers collected are shown in Table 5. The break up of sample of secondary school teachers and pupils are shown in Tables 6 and 7 respectively.

TABLE 5
The Details of Sample of Students and Teachers

Sl. No.	Name of School	Sample size Drawn			Type/ Locale
		IX Students	X Students	No. of Teachers	
KANNUR DISTRICT					
1	B.V.J.M.H.S, PERUMPADAVA	36	30	3	A-R
2	TAGORE MEMORIAL HSS, VELLORA	33	30	3	A-R
3	GOVT. HSS. MATHAMANGALAM	42	30	5	G-R
4	GOVT. BOYS HS. PAYYANNUR	30	30	6	G-U
5	ST. MARY'S GIRLS HS. PAYYANNUR	52	-	3	A-U
6	CHAPPARAPADAVA H.S. CHAPPARAPADAVA	37	30	7	A-R
7	MARYGIRI, H.S. TERTHALLY	-	30	4	A-R
8	MOOTHEDATH H.S. TALIPARAMBA	-	30	10	A-U
9	SEETHI SAHIB H.S. TALIPARAMBA	-	30	5	A-U
WAYANAD DISTRICT					
10	SARVODAYA H.S, ECHOME	-	20	3	A-R
11	S.K.M.J.H.S.S. KALPETTA	25	20	4	A-U
12	LOURDE MATHA H.S. PALLIKKUNNU	41	20	2	A-R
13	GOVT. HSS. KANIYAMBETTA	25	20	5	G-U
KOZHIKODE DISTRICT					
14	ZAMORIN'S H.S.S. TALI, CALICUT	-	36	6	A-U
15	GOVT. ACHUTHAN'S GIRLS, AZHCHAVATTAM	40	-	5	G-U
16	GOVT. GANAPATH BOYS H.S., CHALAPPURAM	40	-	4	G-U
17	B.E.M. GIRLS H.S., CALICUT	-	36	4	A-U
MALAPPURAM DISTRICT					
18	P.K.M.M.H.S.S. EDARIKODE, KOTTAKKAL	-	36	12	A-U
19	A.R. NAGAR H.S. CHENDAPURAYA	38	36	10	A-R
20	GOVT. MODEL H.S.S., CALICUT UNIVERSITY CAMPUS	51	36	9	G-R
		500	500	110	

Note : A - Aided, G - Government, R - Rural, U - Urban.

TABLE 6

**The Break-up of Total Sample of Secondary School Social Science Teachers
Based on Sub Samples, Educational Qualification and Years of Teaching Experience**

Sex		Locale		Type of Management		Educational Qualification		Teaching Experience in years		
Male	Female	Rural	Urban	Aided	Government	PG + B.Ed	Graduation+ B.Ed	1-9 years	10-17 years	18 yeas & above
53	57	51	59	76	34	26	84	26	38	46

N = 110

Table 6 shows that adequate representation is given to each stratum of population and also for teaching experience in the sample drawn from teachers.

As the size of the sub samples obtained for teachers was very low, the sub sample analysis of their data was not attempted.

TABLE 7

The Break-up of Sample of Secondary School Pupils

Total sample		Sex		Locale		Types of management	
IX Std.	X Std.	Boys	Girls	Rural	Urban	Government	Aided
500	500	491	509	559	441	343	657

From Table 7 it can be understood regarding the sample collected from each stratum that a proportionate representation is given according to the size of population so that a non-coverage error in sampling is avoided.

TECHNIQUE AND TOOLS USED FOR THE STUDY

The selection or construction of appropriate tools or devices to collect data are of vital importance in any research. The investigator employed the following technique and tools for the present study.

1. Document Analysis/Content Analysis
2. Value Identification Test in Social Science
3. Value Definition Test for Teachers
4. Data Sheet on Teaching Activities in Social Science
5. Checklist on Learning Activities in Social Science
6. Value Definition Test for Students
7. Value Preference Test
8. Teacher's Rating Scale of Students

The above mentioned technique (Content Analysis) and all the seven tools were prepared by the investigator in collaboration with his supervising teacher. These were exclusively constructed for collecting data for the present study.

The description of the technique and each tool is given below.

Content Analysis

This technique is used in the study for identifying various categories of values in an objectified manner from the secondary school Social Science text books. It may be apt here to quote some scholars to have a clear and precise understanding about this technique. It is “a research methodology that utilizes a set of procedures to make valid inferences from text. These inferences are about senders, the message itself or the audience of the message” (Weber, 1985, p. 9). According to Holsti (1969, p.14), Content Analysis is “Any technique for making inferences by objectively and systematically identifying specified characteristics of messages”.

For the present study the investigator followed the paper of Bauer (2000), entitled “Classical Content Analysis: A Review” as a path finder.

In the words of Bauer (2000, p. 134), “Content Analysis allows us to construct indicators of world views, values, attitudes, opinions, prejudices and stereotypes and compare these across communities”. Hence the works of Bauer (2000) formed the basis for the present methodology.

The Procedure of Content Analysis – Semantic

The procedure employed in the present Content Analysis is semantic by focusing on the relation between signs and their commonsense meaning – denotational and connotational meanings in the texts. Thus the investigator’s

major concern was to identify what is said in the texts and in the syllabus and its theme and valuations. Words - sentences - paragraphs - units are classified as exemplars of pre-defined themes and valuations.

The Syntactical and Thematic Units

The syntactical and semantic features of the text books allow the researcher to make informed guesses to identify and to infer values. Syntax describes the means of expression and influence or how something is said or written. It includes the type of words, their ordering and their frequency, the likelihood of influence of them over the students.

The syntactical units in the Content Analysis are all units, sub units, paragraphs and sentences of History, Civics, Geography and Economics in text books of each standard of secondary school. The thematic units are identified by understanding the peculiarity of the units, headings of subunits and paragraphs.

Steps followed in Content Analysis

The different steps followed in the Content Analysis are explained below.

a) Selection of particular texts

Since the present study is pertaining to secondary school Social Science, the investigator selected VIII, IX and X standard Social Science text books, scheme of work (syllabus) and hand books as 'text' for the study.

b) Sample

In Content Analysis, by sample we mean the size and volume of text units selected. A representative sample from the secondary school Social Science text books will not be sufficient to give a comprehensive and objective view so as to fulfill the objectives of the present study. Hence the investigator decided to take the text as a whole for the analysis without excluding any of the units.

c) Construction of coding frame

The investigator constructed a coding frame with the help of his supervising teacher that fits both the theoretical considerations and the materials. It decided the criteria by which the values can be identified from the content.

d) Pilot and revision of coding frames

The investigator made a pilot coding in order to test the feasibility of the frame. After that some modifications were made upon it.

The details of the coding frames used and the process of content analysis are presented in the following section.

Details of sample analysed

The sample in Content Analysis denotes the units taken for analysis. First of all, VIII Standard text book was taken into consideration. There is only one text book for VIII Standard Social Science. There are altogether 15 units in this text book.

Standard IX text books are in two volumes. First one includes History and Civics. Second volume includes Geography and Economics.

In standard X also there are two volumes of text books. The first volume carries 13 units and the second volume carries nine units altogether.

During the year 2004, the X standard text books also have been revised. But since it is after the data collection of the present study, it is not taken in to consideration. But it is also noted that the contents in the text book are almost the same as that of the earlier one.

Coding Frame and the process

The coding frame and the process involved in it can be explained with the help of Figure 4.

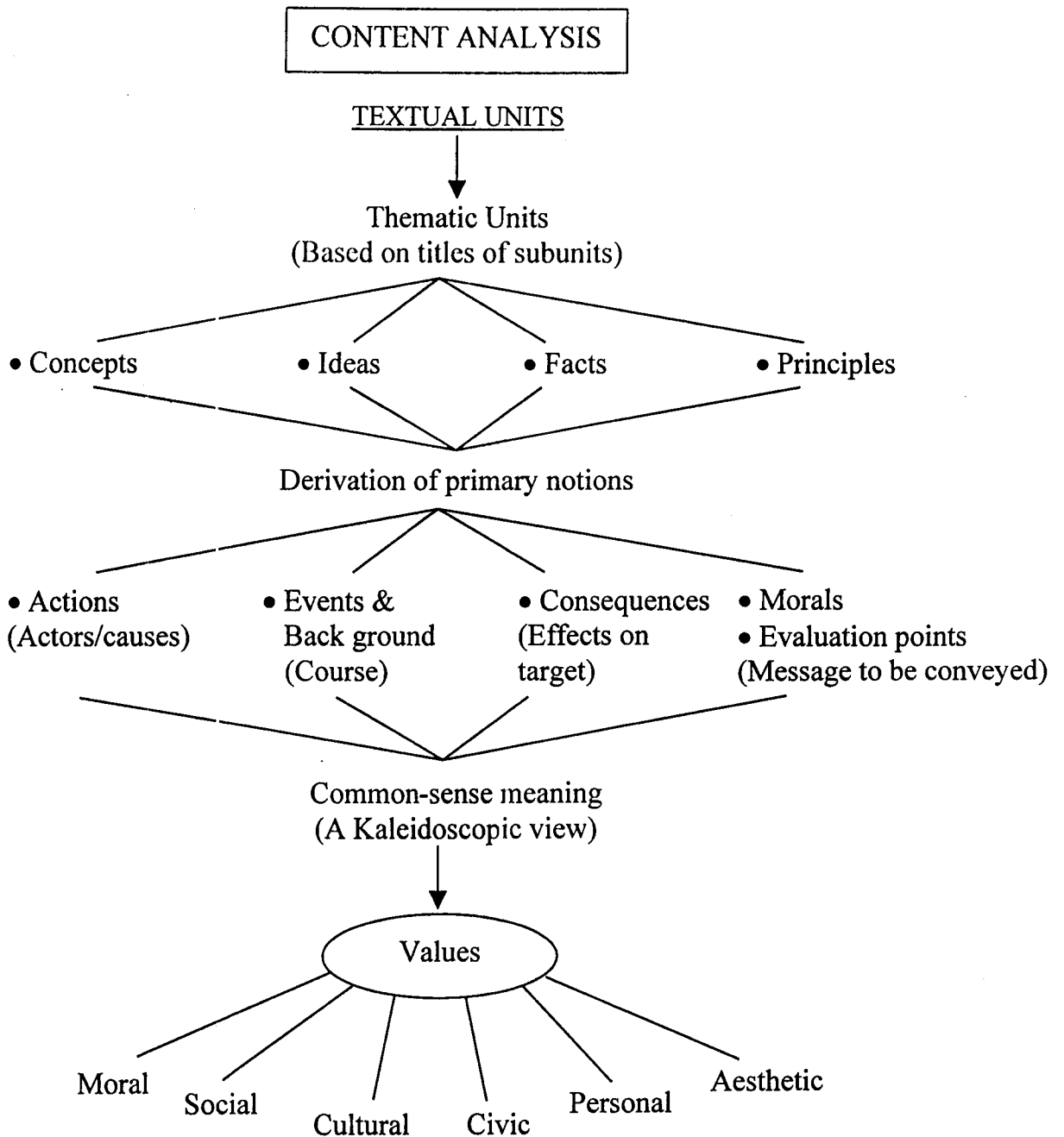


Figure 5. The Coding Frame and the Process Involved

From Figure 4 it can be understood that a definite procedure is followed for coding the values which are hidden in the contents. Taking each unit in a text book, by analyzing the title of the unit, the branch of Social Science, i.e., whether History or Civics, Geography or Economics is differentiated. The subtitles and each paragraph given under it are analysed carefully in such a way so that the concepts, ideas, facts and principles have been clearly identified. Then the objectives of inclusion of them in the content are reflected. It helped the investigator to derive some primary notions regarding them.

Whatever may be the branch of Social Science, behind every concept, fact, idea or principle, there will be some human stimulus-response relationship. In a historical terminology we can call it as causes. There will be someone as actors behind it. Their actions lead to the very course of the event and this kind of a series of stimulus – response links constitute the background. So actions are considered as one of the primary notions. Secondly the event – the course and its background have been considered. Thirdly the consequences or the effects were taken on target. Finally the moral or the message to be conveyed to the perceivers as the evaluative point of the given content is summarised. Then these primary notions were viewed through its common-sense meaning out of which a kaleidoscopic images of various values are brought out. After that the investigator tried to answer the questions, “what particular kind of quality or value, these primary notions are

capable of conveying?”. This question is answered with the help of 83 values enlisted by NCERT (1979). The various values identified through Content Analysis from the content of secondary school Social Science curriculum are given in Table 23.

Finally the values identified are classified in to different categories and numbered such as 1) Moral 2) Social 3) Cultural 4) Civic (5) Personal and 6) Aesthetic. Though the categories of values are not watertight compartments, the historicity and the social context of the primary notions were also taken in to consideration for this classification. The values coming under each category are shown in Tables from 24 to 29 in Chapter IV.

Validity and Reliability

“The Validity of a Content Analysis must be judged not against a ‘true reading’ of the text, but in terms of grounding in the materials and its congruence with the theory of the researcher and in the light of his or her research purpose” (Bauer, 2000, p. 341).

The purpose of the present study is finding out the effectiveness of secondary school Social Science curriculum to develop values in secondary school students. That is why the coding frame is constructed and coding process had been carried out in a way that is little bit different to that of the normal one.

The Social Science text books and the list of values identified through Content Analysis were given to some experts to have their judgements on it. Their suggestions and the consequent modification in it ensured judgement validity.

The investigator accepted all units in the text and coded all materials in the sample in order to avoid non-coverage error and non-response error so that an over all reliability of the process is established. The coherence and transparency of coding procedure is also an indication of its reliability.

General Nature of Tools

In the present study, all the seven tools have been developed with a view to measure different aspects of values with regard to Social Science curriculum. The tools such as the Value Identification Test in Social Science, Value Definition Test for Teachers and Value Definition Test for Students are constructed purely on the basis of VIII, IX and X Standard Social Science content and by giving representation to the components of values put forward by NCERT (Goel, 1979).

Steps Toward Validity

To ensure the validity of three tools, viz.,

- i) Value Identification Test in Social Science

- ii) Value Definition Test for Teachers and
- iii) Value Definition Test for Students,

the following criteria were used.

“Validity addresses the extent to which a measurement process measures what you want it to measure. This characteristic of a measurement process is not inherent in the process, as is reliability, but depends on the purpose you have for the data and the way the data are used” (Eichelberger, 1989, p.122). The investigator ensured the following types of validity for the above tools.

a) Content Validity

The primary concern here is that the measure appropriately represents and accurately assesses the value that make up the content to be assessed. For a test to have content validity it should be a representative sample of both the topics and the cognitive processes of a given course or unit. With reference to the Social Science curriculum, values are special form of affective goals. They are affective in their nature and cognitive in their development. The three above listed tools are having representation of the secondary school Social Science content and selected components of values.

b) Face Validity

This concern is addressed informally on the basis of expert judgement. The investigator sought the help of some teacher educators as well as

secondary school teachers to look over the test and to review both the material and the test to assure that the test is accurate, appropriate and fair. According to some scholars face validity is a more comprehensive and wholistic assessment of the measure's validity. Hence it can be concluded that the tools such as Value Identification Test in Social Science, Value Definition Test for Teachers and Value Definition Test for Students are able to yield valid measures.

Reliability of Tools

“A test score is called reliable when we have reasons for believing the score to be stable and trustworthy. Stability and trustworthiness depend upon the degree to which the score is an index of 'true-ability' – is free from chance error”. (Garrett, 1981, p. 337).

The reliability of the above three tests lies in the fact that they are criterion – referenced – tests. (constructed and validated on the basis of some criteria). Since they have validity, they also have reliability. In other words, since the above tools had been validated by using authentic and reliable criteria, they are having reliability also, because, to be a valid test must be reliable.

Description of the Tools

The seven tools used for collecting data for the study are described in detail below.

1. Value Identification Test in Social Science (VITSS)

This tool is used to find out whether the teachers are able to identify the various values that are hidden in the secondary school Social Science curriculum. The investigator attempted a tool like this because it is agreed that if the teachers are capable of recognizing the objectives of teaching Social Science, they should have the ability to identify the corresponding value in each of the stems in the content. The investigator initially pooled 50 items each of which are constructed based on a stem in the VIII, IX and X standard Social Science content and a particular value. Considering the practicability of administration of the test values having same connotations were omitted. But at the same time, it is ensured that important value components were not excluded. Thus 30 items were selected for the final test. Four values are also given as distracters. The teachers are expected to identify the appropriate value in the given item. To minimize confusions, equally competent values were avoided and values those are distantly related were included as distracters. An illustrative item from the Value Identification Test in Social Science is given below.

1) The value violated in the imperialist and colonialist expansion is ...

- a) Socialism b) Unity
c) Freedom d) Courage

a	b	c ✓	d
---	---	-----	---

Answer : Freedom

The rationale behind the answer is, that the grand exploitation made behind imperialism and colonialism are the epitome of denying the freedom of colonial people and most of the freedom struggles in world nations in 18th and 19th centuries were against this kind of slavery.

For every appropriate answer a score of 'One' was given. For a wrong response 'Zero' was given.

The Value Identification Test in Social Science consists of items in six categories of values such as Moral, Social, Cultural, Civic, Personal and Aesthetic and classified accordingly for the purpose of convenience of analysis which are given in Tables from 8 to 13. The value components and their item number under Moral Values in the Value Identification Test in Social Science are given in Table 8.

TABLE 8

**The Components and
Item numbers under Moral Values in VITSS**

Sl. No.	Values	Item No.
1	Peace	6
2	Dignity of Labour	9
3	Solidarity of mankind	14

It is understood from Table 8 that there are three moral values included in the items of Value Identification Test.

The value components and their item numbers under Social Values in the Value Identification Test in Social Science are shown in Table 9.

TABLE 9

**The Components and
Item numbers under Social Values in VITSS**

Sl. No.	Values	Item No.
1	Social Service	3
2	Justice	11
3	Common cause	16
4	Co-operation & Co-existence	20
5	Socialism & Secularism	24
6	Common good	26
7	Proper utilization of resources	30

It can be understood from Table 9 that there are seven social values included in the items of Value Identification Test in Social Science.

The value components and their item number under Cultural Values in the Value Identification Test in Social Science are given in Table 10.

TABLE 10
The Components and
Item numbers under Cultural Values in VITSS

Sl. No.	Values	Item No.
1	Unity in diversity	5
2	Unity	17
3	Peace & Non-violence	18
4	Anti-untouchability	21

It can be learnt from Table 10 that there are four Cultural Values included in the items of Value Identification Test in Social Science.

The value components and their item numbers under Civic Values in the Value Identification Test in Social Science are given in Table 11.

TABLE 11
The Components and
Item numbers under Civic Values in VITSS

Sl. No.	Values	Item No.
1	Freedom	1
2	Patriotism and Courage	2
3	Equality	12
4	National Spirit	13
5	Democracy	19
6	Patriotism & Devotion to nation	22
7	Citizenship	25
8	National Consciousness	27

Table 11 revealed that there are eight civic values included in the Value Identification Test in Social Science.

The value components and their item number under Personal Values in the Value Identification Test in Social Science are given in Table 12.

TABLE 12
The Components and
Item number under Personal Values in VITSS

Sl. No.	Values	Item No.
1	Forward look	4
2	Dignity of the Individual	7
3	Resourcefulness	8, 9
4	Self duty	15
5	Self sacrifice	23
6	Truth and self control	28

It can be understood from Table 12 that there are six personal values included in the Value Identification Test in Social Science.

The value component and its item number under Aesthetic Values in the Value Identification Test in Social Science are given in Table 13.

TABLE 13
The Component and
Item number under Aesthetic Value in VITSS

Sl. No.	Value	Item No.
1	Appreciation of Cultural Values	10

Table 13 reveals that one aesthetic value is included in the Value Identification Test in Social Science.

The final form of Value Identification Test in Social Science is given as Appendix I.

2. Value Definition Test for Teachers (VDTT)

The Value Definition Test for Teachers is used in the present study to find out whether the teachers are able to define various values that are hidden in the secondary school Social Science curriculum. The investigator initially pooled 65 items for this test based on various values identified through content analysis in VIII, IX and X standard text books of Social Science. After sufficient scrutiny by the investigator, his supervising teacher and some other experts it was found that some items carrying same value components are repeated. Accordingly some items were excluded and some were modified. The final form of Value Definition Test for Teachers consists of 50 items.

Each item is a statement based on a stem from the Social Science content. Two responses were given - Agree and Disagree. The test is not meant for measuring the degree of agreement and disagreement but to measure the ability of teachers to define a particular value that is inherent in the statement.

The rationale behind the name and structure of the Test is that more than mere identification, secondary school teachers of Social Science should be able to analyse and there by define correctly the dilemma that each statement poses.

For such meaningful analysis the tool was prepared in the mother tongue, i.e., Malayalam. An illustrative item from the Value Definition Test for Teachers will make the matter more clear, as follows.

1. The experimental mind of the European people resulted by the Renaissance, began to question the traditional believes, can be considered only as a challenge against their heredity.

Agree	Disagree
	✓

The above item is a negative statement. Hence the correct response is “Disagree”. It can be understood from the statement that owing to the influence of Renaissance the European people began to think rationally. If a

teacher is able to define that the value behind the statement is Rationalism (or vice versa) and it is not merely a challenge against heredity, it is assumed that he is having the ability to define that value.

With regard to the scoring of the Test, a score of 'One' was given to the response "Agree" to a positive item and "Disagree" to a negative item. Zero score is given if the response is otherwise. There are 23 positive items and 27 negative items in the Test.

The Value Definition Test for Teachers also consists of items in six categories of value such as Moral, Social, Cultural, Civic, Personal and Aesthetic and classified accordingly for the purpose of convenience of analysis. The component of value in each item of VDTT are shown separately in Tables from 14 to 19.

The value components and their item numbers under Moral Values in the Value Definition Test for Teachers are given in Table 14.

TABLE 14

The Components and Item numbers under Moral Values in VDTT

Sl. No.	Values	Item No.
1	Rationalism	1
2	Discrimination between good and bad	2
3	Dignity of labour	8, 39
4	Humanism	9
5	Universal love	16
6	Simple living	23, 47
7	Dutifulness	18
8	Abstinence	45
9	Scientific temper	30

It is found from Table 14 that there are nine Moral Values included in the 11 items of Value Definition Test for Teachers.

The value components and their item numbers under Social Values in the Value Definition Test for Teachers are shown in Table 15.

TABLE 15

The Components and Item numbers under Social Values in VDTT

Sl. No.	Values	Item No.
1	Socialism	4, 28
2	Justice	5, 27, 34
3	Sense of social responsibility	7, 36
4	Common good	11, 22
5	Interdependence	13
6	Common cause	21
7	Concern for others	29, 49
8	Proper utilization of resources	20

It can be understood from Table 15 that there are eight social values included in the 14 items of Value Definition Test for Teachers.

The value components and their item numbers under Cultural Values in the Value Definition Test for Teachers are given in Table 16.

TABLE 16

The Components and Item numbers under Cultural Values in VDTT

Sl. No.	Values	Item No.
1	Unity	17
2	Integrity	41
3	Secularism	14, 25
4	Anti-untouchability	31
5	Non-violence	10

It is learnt from Table 16 that there are five cultural values included in the Value Definition Test for Teachers through six items.

The value components and their item numbers under Civic Values in the Value Definition Test for Teachers are given in Table 17.

TABLE 17

The Components and Item numbers under Civic Values in VDTT

Sl. No.	Values	Item No.
1	Spirit of equality	26, 38
2	Patriotism	6
3	Democracy	3, 44
4	Democratic decision making	19
5	Citizenship	35
6	Freedom	32

It can be understood from Table 17 that there are six civic values included in the Value Definition Test for Teachers through eight items.

The value components and their item numbers under Personal Values in the Value Definition Test for Teachers are given in Table 18.

TABLE 18

The Components and Item numbers under Personal Values in VDTT

Sl. No.	Values	Item No.
1	Self support	12
2	Self duty	15
3	Hygienic living	24
4	Integrity of the individual	40
5	Discipline	37
6	Forward look	43
7	Gratitude	46
8	Tolerance	48

From Table 18 it can be understood that there are eight personal values included in the Value Definition Test for Teachers.

The value components and their item numbers under Aesthetic Values in the Value Definition Test for Teachers are given in Table 19.

TABLE 19

The Components and Item numbers under Aesthetic Values in VDTT

Sl. No.	Values	Item No.
1	Appreciation of cultural values	42
2	Orderliness	33
3	Proper utilization of leisure time	50

From Table 19 it is understood that there are three aesthetic values included in the Value Definition Test for Teachers.

The final form of Value Definition Test for Teachers is given as Appendix II

3. **Data Sheet on Teaching Activities in Social Science**

The Data Sheet on Teaching Activities in Social Science is used to find out whether the secondary school Social Science teachers are able to follow activities suitable to develop values through the content they teach. The sheet includes three columns in which in the first column a gist of relevant content area is cited; and in the second column the desired values that can be developed through the teaching of the cited content is listed out as objectives. All the important values identified from the content given in the corresponding column 1 have been listed here. The third column is kept blank where the respondent (teacher) has to fill up his answers. He has to list out activities used by him in the classroom for developing the values given in the second column.

There are 25 set of items in the Data Sheet. The content of different chapter in all the three standards i.e., VIII, IX and X are almost the same, but given in a graded manner. Hence to avoid repetition and to increase the effectiveness of answering, the items in the Data Sheet were limited to 25. Maximum care was taken to cover all chapters having varied content and all the values identified.

An illustrative item from the Data Sheet on Teaching Activities in Social Science is as follows:

1. Content	2. Desirable Values	3. Activities Used
1. <u>The growth of democracy</u> England towards democracy – Revolts by the colony people in America – Declaration of independence French revolution – Human rights declaration – Towards socialism	<ul style="list-style-type: none"> • Freedom • Common good • Justice • Democratic thinking • Equality 	

This tool was meant to identify whether teachers were using appropriate activities in the classrooms for developing values. For this, the investigator listed out all the possible general activities that can be used in the teaching of Social Science so as to develop values in students. Based on the degree of efficiency of these activities towards the goal of development of values, they were classified into three levels such as low, mediocre and ideal. The level of different activities meant for each item (set of content listed in

column 1) was fixed by considering the nature and gravity of values in each content area. The possible activities listed out are given as follows.

1. Verbal Illustration
2. Debate/Seminar on relevant issues
3. Collection of sayings/pictures/quotations
4. Collection of similar news/events to make comparisons with regard to values
5. Preparation of collage and writing captions (by considering the value/value violation involved)
6. Imaginary news
7. Role play (by focusing on values)
8. Utilising community resources
9. Formation of Clubs (Nature club, Social Science club etc.)
10. Gardening/Beautification
11. Making flow charts/Time-line by showing interdependence
12. Locating places in the map
13. Demonstration
14. News Writing by projecting values
15. Cleaning (Shramadan)

Validity of the Tool

The following procedure is adopted to ensure the validity of Data Sheet on Teaching Activities in Social Science.

Face Validity

This was ensured informally on the basis of expert judgement. The investigator sought the opinion of some senior secondary school teachers of Social Science who are the members of District Resource Group of Social Science and Teacher Educators to look over the Data Sheet and to review the material and the teaching – learning activities enlisted. They ascertained that these are appropriate and fair based on the content and the possible activities by which certain values can be developed in students.

The data collected with the help of this tool can be tabulated by plotting each activity suggested by the teachers in to each level of activity such as low, mediocre and ideal. The data is quantitatively and qualitatively analysed. The specimen of the Data Sheet on Teaching Activities in Social Science and an answer key are given as Appendix. III (a) and (b).

4. Checklist on Learning Activities in Social Science

The Checklist on Learning Activities in Social Science was used to verify the data given by the teachers in Data Sheet on Teaching Activities. This tool is intended to make a cross checking of data collected from teachers.

There are two columns, where in the first column, some hints of a particular content area are cited and in the second column some teaching – learning activities are suggested based on the list of activities already discussed above. These are given in the ascending order of its relative efficiency towards the development of values.

Students are directed to recall what all were the activities their Social Science teacher followed while handling this particular content area and to put a tick mark in the square just before each activity enlisted. If the activity followed by the teacher is not in the enlisted ones, they can tick against the square ‘others’ and mention the same in their own words. The tool was in Malayalam. An illustrative item from the checklist is given below.

1. Contents	2. Teaching/Learning Activities
1. <u>The growth of democracy</u> England towards democracy – Revolts by the American colonies - Declaration of independence - French revolution – Declaration of human rights – Towards socialism	1. <input type="checkbox"/> Verbal Illustration by teachers 2. <input type="checkbox"/> Discussion 3. <input type="checkbox"/> Collection of quotation or saying about freedom & democracy 4. <input type="checkbox"/> Making reports 5. <input type="checkbox"/> Collecting similar news 6. <input type="checkbox"/> Preparation of collage 7. <input type="checkbox"/> Others

The consolidation and analysis of this data were made on the basis of the levels of activities enlisted. The enlisted activities for each set of items were classified into three levels such as low, mediocre and ideal. Each student’s response sheet was valued accordingly and data were consolidated.

Validity of the Tool

To ensure the validity of Check list on Learning Activities in Social Science the same procedure used for Data Sheet on Teaching Activities was adopted.

Face Validity

This was ensured informally on the basis of expert judgement. The investigator sought the help of some teacher-educators and members of District Resource Group of Social Science to verify the Check list and to review the content matter given and desirable values enlisted.

Students response to each set of item is marked whether it falls into Low, Mediocre or Ideal level and the data are consolidated by calculating the number of responses in each level for each item. The data were analysed by calculating the percentage of activities suggested in each level. Each individual teacher's own students (the students in a class division where the particular teacher is handling Social Science) responses were scored and consolidated separately and the validity of this data was tested by comparing the levels of activities suggested between the teachers and students.

The specimen of the checklist is given as Appendix IV.

5. Value Definition Test for Students (VDTS)

This tool is used to find out whether the students are able to define various values that could have been developed in them by the teaching of secondary school Social Science. This test is a simplified form of Value Definition Test for Teachers. In other words, the same content or stem and also the value components of Value Definition Test for Teachers are used for each item in VDTS also. The only difference is some complex wordings have been avoided and the items have been brought down to the age and intellectual level of students. The tool is in Malayalam. There are 23 positive items and 27 negative items in the test together constituting a number of 50. An illustrative item from the Value Definition Test for Students is given below.

1. Veluthampi Dalava committed suicide in a temple when he was about to be caught by the British. It shows his cowardness.

Agree	Disagree
	✓

Scoring is made by giving a score of 'one' to the response "Agree" to a positive item and "Disagree" to a negative item. No score is given if the response is the opposite.

The components of values in the items of Value Definition Test for Students are given in Table. 20.

The specimen of the tool and the response sheet are given as AppendixV.

TABLE 20
The Components of Values in the
Items of Value Definition Test for Students

Item No.	Value
1	Rationalism
2	Discrimination between good and bad
3	Democracy
4	Socialism
5	Justice
6	Patriotism
7	Sense of social responsibility
8	Dignity of labour
9	Humanism
10	Non-violence
11	Common good
12	Self support
13	Co-operation/ Interdependence
14	Secularism
15	Self duty
16	Universal love (Solidarity of mankind)

Item No.	Value
17	Unity
18	Dutifulness
19	Democratic decision making
20	Proper utilization of resources
21	Common cause.
22	Common good
23	Simple living
24	Hygienic living
25	Secularism
26	Spirit of equality
27	Justice
28	Socialism
29	Concern for others
30	Scientific temper, Scientific thinking
31	Integration/Anti untouchability
32	Freedom/Common cause
33	Orderliness/Forward look
34	Justice
35	Citizenship
36	Sense of social responsibility
37	Discipline
38	Spirit of equality
39	Dignity of labour
40	Dignity of individual
41	Integrity of the individual

Item No.	Value
42	Appreciation of cultural values
43	Forward look
44	Democracy
45	Abstinence ; sense of discrimination between good & bad
46	Gratitude
47	Simple living
48	Tolerance
49	Concern for others
50	Proper utilization of leisure time

It is evident from Table 20 that the major components of all identified values have been formed the basis of the VDTS.

6. Value Preference Test (VPT)

The Value Preference Test is used in the present study to find out whether the students are able to choose the most appropriate values in different situations. The assumption is that if the teaching of Social Science in secondary schools is appropriate, students would have been able to recognize the needed values in such situations. The VPT also was prepared by the investigator in collaboration with his supervising teacher. The test is modelled after the 'Value Sheet' of Orlandi (1971) with some minor modifications. To convince about the relevance of such a format for a tool like this, it is apt here to quote Orlandi, 1971, p. 486. "Another approach to the evaluation of values

in Social Studies is to present the student with a 'Value Sheet' and the students required to take positions on some provocative statement that clarifies their stance".

The rationale behind the name of the test, i.e., "Value Preference Test" is that preference for a value is an expression of a level of internalization between mere acceptance of a value and commitment in the usual connotation of deep involvement in an area. Behaviour at this level implies to the point of being willing to be identified with a value and the individual is sufficiently committed to the value to pursue it; to seek it out, to want it (Fenton, 1966).

Initially the investigator prepared 50 items based on various categories of values as identified from the content of Social Science.

In the items of VPT, a real situation or an imaginary situation from life is cited as an issue or a problem which is to be solved. Four positions or alternatives or stances to each item were given. Students were asked to select one stance that comes closer to their own position. The idea is to get a statement about which the pupil can say "I would prefer to do this if I would have been in this situation".

An illustrative item from the Value Preference Test is given below.

1. On a youth festival day some of your friends bought a packet of intoxicative substance to taste.

- A. Due to curiosity you also taste it.
- B. Try your best to retract your friends from using it.
- C. Threaten them to report the teacher if they don't share it with you.
- D. You don't mind it, since the money spent on it is not yours.

1	A	B✓	C	D
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Students are asked to put a '✓' mark in the column of the alphabet in the response sheet in such a way so that their answer will mean that "I will be doing this if I were in that situation". The expected answer in the above item is B.

As the same value was repeatedly presented in more than one item, the investigator decided to item analyse to get the most valid items only for the test.

Garrett (1981) points out that the adequacy of a test depends upon the care with which items of the test have been chosen. The validity index of an item is determined by the extent to which the given item discriminates among examinees who differ sharply in function measured by the test as a whole.

Try Out Testing

The draft test was tried out on 370 students (185 from IX and 185 from X Standard) selected randomly and scored. Then they were arranged in the

descending order of scores. The upper 100 (27%) were selected as the high group and lower 100 (27%) were selected as the low group.

Discrimination Index

The discrimination index helps to identify poorly written or misleading items in a test. It estimates the extent to which an item differentiates students who score high on the test from students who score low. This is calculated by selecting the highest 27% and then lowest 27% of scores on the test. The discrimination index (D) is the difference in the proportion of higher – scoring students who answer the item correctly and the proportion of lower - scoring students who answer the item correctly. The discrimination index can range from +1.00 (when all students with high total scores answer the item correctly and all those with low total scores answer the item incorrectly) to –1.00 (when exactly the opposite occurs (Eichelberger, 1989 p. 123).

The discrimination index (D) was calculated by using the following formula.

$$D = \frac{U - L}{N}$$

Where,

U = Score of Upper group

L = Score of Lower group

N = Total Number (Sample)

(Budd and Budd, 1972)

The discrimination index of each item in Value Preference Test is shown in Table 21.

TABLE 21
The Discrimination Index of Items in Value Preference Test

Item No	Score in Upper Group	Score in Lower Group	Discrimination Index (Power)
1	99	73	0.26 – Rejected
2	99	57	0.42
3	99	81	0.18 – Rejected
4	93	59	0.34
5	96	53	0.43
6	84	48	0.36
7	95	47	0.48
8	72	44	0.30
9	88	28	0.60
10	86	40	0.46
11	97	64	0.33
12	95	69	0.26 – Rejected
13	95	59	0.36
14	91	61	0.30
15	91	60	0.31
16	79	53	0.26 – Rejected
17	89	48	0.41
18	95	64	0.31
19	96	45	0.51
20	85	34	0.51
21	96	55	0.41
22	75	30	0.45
23	99	47	0.52
24	97	49	0.48
25	94	41	0.53

Contd...

Item No	Score in Upper Group	Score in Lower Group	Discrimination Index (Power)
26	87	34	0.53
27	94	73	0.21 – Rejected
28	99	70	0.23 – Rejected
29	60	17	0.43
30	89	47	0.42
31	82	38	0.44
32	32	10	0.22 – Rejected
33	59	44	0.15 – Rejected
34	59	21	0.38
35	92	56	0.36
36	58	22	0.36
37	98	47	0.51
38	56	34	0.22 – Rejected
39	88	37	0.51
40	42	14	0.30
41	95	49	0.46
42	98	36	0.62
43	92	21	0.71
44	72	15	0.57
45	85	37	0.48
46	90	36	0.54
47	91	26	0.65
48	50	25	0.25 – Rejected
49	51	15	0.36
50	91	24	0.67

From Table 21 it is found that the discrimination index of the 50 items in VPT is having a range from 0.15 to 0.71. The items having a discrimination index of 0.30 and above only were selected for the final test. Items with 0.30

to -1.00 show low or negative discrimination index (Eichelberger, 1989). Accordingly, item Nos. 1, 3, 12, 16, 27, 28, 32, 33, 38 and 48 were rejected. Hence the final form of VPT contains 40 items only.

After the item analysis, the investigator made a careful examination of whether any major component of values which has not been received at least any connotation with other items was left out completely. But it can be understood from Table 22 that the corresponding values of items rejected have been part of other items also. Thus it is believed that the VPT is able to identify the value preferences of secondary school students adequately. The distribution of items in the Value Preference Test is shown in Table 22.

TABLE 22
Distribution of
Values in the Items of Value Preference Test

Item No.	Value
1	Honesty
2	Self restraint, Discrimination between good and bad
3	Service, Duty
4	Helping others, Kindness
5	Abstinence; Hygienic living
6	Self duty
7	Common good, Common cause
8	Simple living, Co-operation
9	Social responsibility, Civic duty
10	Discipline, Courtesy

Contd...

Item No.	Value
11	Co-operation, Friendship
12	Truthfulness, Honesty
13	Fellow feeling, Dignity of the Individual
14	Courage
15	Appreciation of Cultural Values
16	Discipline, Rationalism
17	Non-violence, Justice
18	Gratitude
19	Patriotism, Duty
20	Truthfulness
21	Abstinence, Purity
22	Concern for others
23	Citizenship
24	Ability to respond
25	Simple living
26	Universal love
27	Hygienic living
28	Dignity of labour
29	Proper utilization of time
30	Democratic decision making
31	Secularism, Justice
32	Justice
33	Unity
34	Tolerance
35	Self support; self reliance

Item No.	Value
36	Social responsibility
37	Quest for knowledge; Curiosity
38	Regularity; Punctuality
39	Peace; Co-existence; Co-operation
40	Endurance; Dignity of Individual
41	Fellow feeling
42	Purity of mind
43	Unity; Integrity
44	Leadership qualities
45	Concern for others; Empathy
46	Spirit of Equality
47	Friendship; Compassion
48	Patience; Endurance
49	Forward look
50	Devotion to work, Courtesy

When Table 21 and 22 are compared it can be understood that the essential values which should have been included, have not been discarded from the items of Value Preference Test. Even though the terminology is somewhat different from the rejected ones, values having similar meaning are there in some other items. For items rejected such as 38 (regularity, punctuality) and 48 (patience, endurance); item numbers 29 (proper utilisation of time) and 40 (endurance) respectively are there in the final test.

Validity of the Test

The validity of a test is how well it fulfills the function for which it is being used, the degree to which it is capable of achieving its aims. The validity of Value Preference Test has been established through the following methods.

Content Validity

For a test to have content validity it should be a representative sample of both the topics and the cognitive processes of a given course or unit. Values are special form of affective goals in Social Studies. They are affective in their nature and cognitive in their development. The Value Preference Test was constructed by giving representations to the major components put forward by NCERT (1979) which are also embedded in the secondary school Social Science curriculum.

The content validation of VPT was also done by careful and critical examination of the test items in relation to its objectives and thus made the following professional judgements (Stanley and Hopkins, 1972).

1. Does the test content parallel to the curriculum objectives in content and process?
2. Are the test and curricular emphases in proper balance?

3. Is the test face from pre-requisites that are irrelevant or incidental to the present measurement task? (Are the reading and vocabulary levels of the test appropriate for the examinees?)

The infinitives and objectives of taxonomy classification in the Affective domain are also taken in to consideration in the construction of items in Value Preference Test. The Infinitives and Direct objectives of VPT with regard to Taxonomy classification in the Affective domain are listed as follows (Orlandi, 1971, p. 482).

The students will be able to

- a) Differentiate answers
- b) Separate design
- c) Posturally respond to alternatives
- d) Respond to nuances
- e) Support view points and relevancy
- f) Protest against irrationality
- g) Deny irrelevancies
- h) Theorise parameter
- i) Be rated high by humanitarianism, ethics
- j) Resolve conflicts
- k) Resist injustice

- l) Approve laws and policies and
- m) Protest deceptions.

Hence it is believed that the Value Preference Test is having content validity.

Concurrent Validity

Two measures of the same variable can be given concurrently in order to assess the validity of a test. For this purpose a sample of 75 students were drawn from Tagore Memorial H.S.S. Vellora and BV.J.M. H.S. Perumpadava. "Value Sheet in Civics" (A test for measuring values which the investigator had constructed and standardised earlier for another study) and Value Preference Test were administered on the sample. After scoring, the co-efficient of correlation was computed. The co-efficient of correlation on scores of Value Sheet in Civics and Value Preference Test was found to be 0.44. It shows that there is a moderate correlation between these two measures. Hence it is assured that VPT is having concurrent validity also for measuring values developed in secondary school pupils.

Reliability of Value Preference Test

The reliability of a test is its trustworthiness or its consistency. The reliability of Value Preference Test has been determined by i) Split-half Technique ii) Test Retest Method.

i) Split-half technique

Through this technique, one hundred response sheets were randomly selected from 20 schools. Each response sheet was divided into two equivalent halves by separating the odd and even numbers of items and the correlation was found between these half tests. The first half represented performance in the odd number of items 1, 3, 5, 7 etc. and the second half represented the performance in the even number of items such as 2, 4, 6, 8 etc. Reliability of the whole test was estimated using Spearman – Brown prophecy formula.

$$r_x = \frac{2\text{roe}}{1 + \text{roe}}$$

(Mason and Bramble, 1978)

where,

r_x = the reliability co-efficient of the test.

roe = the correlation between scores on the odd and even items.

The reliability co-efficient for VPT was found to be 0.85. Reliability is generally considered to be high at $r > 0.80$ (Bauer, 2000). This shows that the test is having high reliability. Hence the Value Preference Test is reliable to measure the Value Preference of students.

i) Test – retest method

It is the simplest method of determining agreement between two sets of scores. One class division each from Tagore Memorial Higher Secondary School, Vellora and B.V.J.M. High School, Perumpadavu (A total sample of seventy-five students) was taken for this purpose. Value Preference Test was given and repeated on them. To offset – in part at least – the carry over effects such as memory, practice etc. sufficient time interval was given between the first and second test. (The first test was in the month of August 2003 and the second was in March 2004). The correlation was computed between first and second set of scores. The stability co-efficient (reliability co-efficient) is found to be 0.76 which indicates substantial correlation. Hence it can be concluded that the test has enough reliability.

The specimen copies of draft test, final test and answer key are given as Appendix VI.

7. Teacher's Rating Scale of Students

Teacher's Rating Scale of Students was prepared to verify the validity of data given by students in Value Preference Test by making a correlation of these two. This is a scale intending to know the value commitment of students with regard to their daily behaviour at school. The last year's class teachers of each respective class division were the respondent of this scale. Being their

previous year's class teachers, they were requested to rate their students in a five point scale.

There are seven columns in the scale which includes serial number, name of the pupil and five columns for rating such as 1) Valueless 2) Sometimes 3) Often 4) Very Often and 5) Always. The class teachers were also asked to give their personal details in the test. The teachers had to mark '✓' in the column which they felt correct against the name of each student. An illustrative model of Teacher's Rating Scale of Students is given below.

Sl. No.	Name of the Pupil	Valueless	Sometimes	Often	Very Often	Always
1						
2						

These response sheets were consolidated in to scores according to the rating. A score of zero for the rating 'Valueless', one for 'Sometimes', two for 'Often', three for 'Very Often' and four for 'Always' were given. The data and result of correlation done between Teacher's Rating Scale of Students and Value Preference Test was given in chapter IV – Analysis and Interpretations.

To outcaste the limitations of a Rating Scale which generally brings some halo effects of stringency, generosity, central tendency etc., the investigator had taken some cautions. Accordingly discussions were made with the respondents, viz., the class teacher of the sample's previous class

regarding the objectives of the study and about the pitfalls that may arise in the collection of data by using this tool. Some teachers opined that the notion of rating students in to two extremes either in 'Valueless' and in 'Always' will not be fair and just. The rationale behind this opinion is that they may act differently in different situations depending on the pressure of circumstances. Thus the rule of 'Informed consent' is followed here. A specimen copy of the Teacher's Rating Scale of Students is given as Appendix VII.

PROCEDURE OF DATA COLLECTION

"The reliability and validity as methods will be related to the degree of shared understanding of the aims of research". (Fraser, 2004, p. 24). Therefore, to increase the trustworthiness of data that are collected from teachers as well as students, the following method, viz., '*Informed Consent*' and *Participant Friendly* data collection was adopted as explained below.

Informed Consent

It is relatively a new concept which is of utmost importance in qualitative research. An excerpt from Reith Lecture – 5 (2002) will explain the concept clearly.

"Informed consent is therefore always important. It presupposes and expresses trust which we must already place to assess the information we're given. Should I have a proposed operation? (Should I participate in this

research?). . . To find trustworthy information, this can be dauntingly hard in a world of one way communication”.

It can be understood from the above excerpt that informing the subject with the purpose of research will increase the trustworthiness of data. Hence the investigator personally made some informal discussions with the teachers before the data collection. Before administering the tests, the students were also given an introduction.

Participant Friendly data collection

Scholars like Butler and Williamson (1996), Stanley and Seiber (1992) are of the opinion that we need to give the students detailed information about the research so that they can make an informed decision. Doing this requires the investigator to enter in to a dialogue with them about the aims and objectives of the research and the reasons for the research; what it is trying to achieve, what right they have in this process. The rapport established between the investigator and the students and friendly dialogue served this purpose.

Procedure followed in the Collection of Data

The investigator initially collected a detailed list of schools and its addresses in four districts of the geographical area of the present study namely Kannur, Wayanad, Kozhikode (Calicut) and Malappuram. There are 107 High Schools in Kannur district (53 Government, 54 Aided), 64 High Schools in

Wayanad district (34 Government and 30 Aided), 123 High Schools in Calicut district (41 Government and 82 Aided), and 114 High Schools in Malappuram district (46 Government and 68 Aided) altogether constituting a number of 408 (174 Government and 234 Aided) High Schools.

By considering the locale and type of management the investigator initially listed out 22 High Schools out of which two schools namely Rajas Higher Secondary School, Kottakkal (Malappuram district) and Government Ganapath Girls High School (Calicut district) were excluded due to the lack of willingness to co-operate with the research.

Finally Nine High Schools from Kannur district (Two Government schools and seven Aided schools) Four High Schools from Wayanad district (One Government school and three Aided schools) Four High Schools from Calicut district (Two Government schools and two Aided) and Three High Schools from Malappuram district (One Government and two Aided) were selected for data collection.

The data collection was started on the 21st July of 2003 in Kannur district. First of all the investigator visited nine schools in Kannur district. As a formal procedure to get permission from the head of schools, the investigator individually met them with an introducing letter of the Head of the Department, Department of Education, University of Calicut. The teachers of Social Science were also met and sought their co-operation for the study.

The heads of institutions concerned, provided tentative dates and time for the investigator to collect data in the respective schools. As per the time table the investigator reported at the school with all necessary tools. The teachers of Social Science were met individually and explained the need and purpose of the present study in a detailed manner. Some of the teachers welcomed with open hands while others were reluctant to give data.

Class divisions were selected according to the needs of the strata and size of the sample required. After visiting the class, the first five to ten minutes was spent for informal talks with children for making a 'child-friendly data collection'. In many schools, it is felt that students approach was as if they are ready to spend as much time as the investigator wants so as to avoid the monotony of usual class hours.

It took about two months to complete the data collection in Kannur district. The investigator started the data collection in Wayanad district in the month of October. The data collection in Calicut district started in the second week of November and finally in Malappuram district it was in the month of December 2003 and January 2004. The data collection procedures were completed by the month of January 2004.

Though majority of teachers showed interest in providing data, some teachers exhibited hesitation to give it. Some of them showed hesitation to

give full data in the pretext of their increased workload. Some other teachers feared about the confidentiality of the data collected from them.

Some of the heads of schools whole heartedly extended maximum help while some others were complaining of loosing class hours which may influence the result and regarding the accountability towards parents.

In some of the schools, the investigator had to visit even five or six times to collect the response sheets from teachers, for each time they were telling some excuses for not filling up the data. Of course, some other teachers promptly returned the response sheets on the date prescribed by them after filling all those necessary data.

Procedure followed for the study at a glance

The different steps in the procedure followed for the study are explained in brief as follows.

1. The investigator has done a Content Analysis of the text books to find out the content potentiality of secondary school Social Science curriculum to develop values in students. The investigator identified a host of moral, social, cultural, civic, personal and aesthetic values that are inherent in the content. After preparing a draft of these values, the same was given to twenty five teachers of various categories. Their list includes, teacher educators, college

teachers handling Social Science subjects and senior secondary school teachers for judging its validity. Some additions and deletions were made based on their suggestions and pieces of advices.

2. The Value Identification Test in Social Science was administered on One hundred and ten teachers. This has been conducted with a view to find out whether the teachers are able to identify various values that are hidden in the secondary school Social Science curriculum.
3. The Value Definition Test for Teachers was administered on one hundred and ten teachers of secondary school Social Science. This had been conducted with a view to find out whether the teachers are able to define various values that are hidden in the secondary school Social Science curriculum.
4. The Data Sheet on Teaching Activities in Social Science was administered on one hundred and ten teachers. This was with a view to find out whether the teachers are following activities suitable to develop values through secondary school Social Science curriculum.
5. The Checklist on Learning Activities in Social Science was administered on One thousand secondary school students. A sample of 500 students from IX standard and 500 from X standard was

drawn from four districts of Kerala State. This test was conducted in order to find out whether the data given by teachers of Social Science are valid with reference to the activities mentioned in the teaching of their subject towards the objective of value development. A comparison between the data and result of Data Sheet on Teaching Activities in Social Science and the Checklist on Learning Activities in Social Science helped to make a critical evaluation of the teaching activities of secondary school Social Science curriculum for the development of values.

6. The Value Definition Test for Students was administered on One Thousand secondary school students. This has been conducted to find out whether the students are able to define various values by analyzing the statements given based on the Social Science content.
7. The Value Preference Test was also administered on One thousand secondary school students. This test had been used to find out the value preferences of students so as to convince whether the objectives related to the development of values are fulfilled.
8. The Teacher's Rating Scale of students had been administered on One hundred and ten secondary school teachers of Social Science. This was with a view to verify the validity of data given by students through Value Preference Test.

TECHNIQUES OF ANALYSIS

The data collected from all sources described above were scored and consolidated.

SCORING AND CONSOLIDATION OF DATA

The consolidation of data of content analysis was completed with the classification of values in to different categories. In the process of classification of identified values from the content the investigator reviewed related literature such as Nazreth and Waples (1979) and Gupta (2000). Accordingly, a list of classified values was prepared.

The scoring of Value Identification Test in Social Science, Value Definition test for Teachers, Value Definition Test for Students and Value Preference Test was made using the answer key already prepared. One mark for each right response was awarded in each of these tests. The total score of each subject was tabulated on the response sheet. Quantitative statistical techniques like mean percentages ad other techniques were made use of with these data.

In the case of Data Sheet on Teaching Activities, the level of the activity used by each teacher was decided and marked in a separate sheet to see whether it falls in to Low, Mediocre or Ideal level. The total number of entries in each level for each item were counted and the percentages were

found. With regard to the Checklist on Learning Activities, the level of activity suggested by the students was decided based on the pre-planned level of activities. Total numbers of students' responses in each level for each item separately for each class relating to a teacher was counted. Later its percentages were calculated. The scoring of Rating Scale was made based on the degree of rating and each student's score was tabulated. This score was later used to correlate with the score of Value Preference Test.

TECHNIQUES OF ANALYSIS USED

The following techniques of analysis were used in the present study in order to reach at the findings. First of all as a preliminary step of processing data, the scoring of each set of response sheets were made and tabulated separately.

a) Content Analysis

This technique was practiced by using the coding frame. The identified values have been classified directly in to such categories as

- i) Moral Values
- ii) Social Values
- iii) Cultural Values
- iv) Civic Values

- v) Personal Values and
- vi) Aesthetic Values

This classification of values was based on the references, Nazreth and Waples (1979) and Gupta (2000).

b) Mean Percentages

The mean percentages of scores on Value Identification Test in Social Science, Value Definition Test for Teachers, Value Definition Test for Students and Value Preference Test were calculated for the total samples. The mean percentages of scores on Value Definition Test for Teachers and Value Identification Test for sub samples were also calculated by using the following formula

$$\text{Mean Percentage} = \frac{\text{Sum of gained scores}}{\text{Sum of maximum marks}} \times 100$$

c) Co-efficient of Correlation

The co-efficient of correlation was calculated to find out the degrees of relationship between the scores on Value Development and Teacher's Rating Scale of Students. This was computed by using the Pearson's product – moment co-efficient of correlation (r) formula which is as follows.

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

where,

ΣX = Sum of the X scores

ΣY = Sum of the Y scores

ΣX^2 = Sum of the squared X scores

ΣY^2 = Sum of the squared Y scores

ΣXY = Sum of the products of paired X and Y scores

N = Number of paired scores

(Best and Kahn, 1996, p. 304)

d) Percentages

The percentages of scores on Data Sheet on Teaching Activities in Social Science and Checklist on Learning Activities in Social Science were calculated. This computation was based on the tabulated score which were the result of activities fell in each level. The percentage of scores on Data Sheet on Teaching Activities in Social Science for each item on each level of activity was found out by using the following formula.

$$\text{Percentage} = \frac{\text{No. of teachers fell in each level}}{\text{Total Number(N)}} \times 100$$

The percentage in each level of activity for each item on the Checklist on Learning Activities in Social Science was calculated by using the following method.

$$\text{Percentage} = \frac{\text{No. of students suggested for each level}}{\text{Total Number (N)}} \times 100$$

e) Test of Significance of difference between Mean percentages of sub samples (Two - tailed test)

To find out whether there is any significant difference between the sub sample IX and X, Boys and Girls, Rural and Urban, and Government and Aided schools on scores of Value Definition Test for Students and Value Preference Test were calculated by using the following formula.

$$CR = \frac{P_1 - P_2}{\sqrt{PQ \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

where,

$$P = \frac{P_1 N_1 + P_2 N_2}{N_1 + N_2}$$

$$Q = 100 - P$$

P_1 & P_2 = Percentage of first and second samples.

N_1 & N_2 = No. in the first and second samples

(Garrett, 1981, p. 236)

f) Lower limit and Upper limit of confidence interval of percentage of performance

To extend the findings of Value Identification Test and Value Definition Test for Teachers to the population, the lower limit and upper limit

of confidence interval of percentage of performing the activity (the range of percentage of performance in the population) at 0.05 level of significance was calculated by using the following formula.

$$\text{lower limit} = P - 1.96 \sqrt{\frac{PQ}{N}}$$

$$\text{upper limit} = P + 1.96 \sqrt{\frac{PQ}{N}}$$

where,

P = Percentage of activities

Q = 100 – P

N = Number of subjects

(Garrett, 1979)

g) Qualitative criticism

The investigator made a qualitative criticism of the secondary school Social Science curriculum with reference to the objective of development of values in students. This includes the criticism of content potentiality, teacher's potentiality and the levels of teacher's transaction with the level of values developed in students.

The results of the analysis are presented in the following chapter.

ANALYSIS AND INTERPRETATIONS

Vijayan. N.K “A critical study of the effectiveness of social science curriculum to develop values in secondary school pupils” Thesis. Department of Education, University of Calicut, 2005

Chapter IV

ANALYSIS AND INTERPRETATIONS

-
- *Qualitative and quantitative analysis of data*
 - *Critical examinations of the findings.*
-

ANALYSIS AND INTERPRETATIONS

The present investigation was carried out to critically analyse the effectiveness of Social Science curriculum to develop values in secondary school pupils. The analysis of the data have been done as per the objectives of the study listed in Chapter I.

This chapter describes the details of analysis of data collected by various tools.

QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA

The analysis of data for the present study is done for the following dimensions.

- I. Content's Potentiality**
- II. Teachers' Potentiality**
 - a) Value Identification*
 - b) Value Definition*
- III. Teachers' Transaction**
- IV. Development of Values in Students**
 - a) Value Definition*
 - b) Value Preference*

I. CONTENT'S POTENTIALITY

To analyse the potentiality of the content to develop values in students, Content Analysis was done.

The physical unit of the present content analysis is text books of VIII, IX and X standard Social Science.

The syntactical units are all chapters, topics and sub topics, paragraphs and sentences of History, Civics, Geography and Economics in text books of each standard of secondary school.

Since the content analysis is only one aspect of the present study the investigator did not take 'Propositional units' in to consideration. (The process of deconstruction of complex statements in to kernels of meaningful statements).

Thematic or Semantic units are identified by understanding the peculiarity features of the chapter headings and sub headings.

The main dimension employed in the content analysis is Semantic, by giving focus on the relation between concepts and their common-sense meaning – denotational and connotational meanings in texts. Thus the investigator's major concern was on 'What is said in the texts?' and in the syllabus, its theme and valuations.

Steps followed in Content Analysis

a) *Selection of particular texts*

The investigator selected VIII, IX and X standard Social Science text books as 'text'.

b) *Sample*

Since a representative sample from the secondary school Social Science text books will not give an over all and an objective view regarding the objectives of the present study, the sample of the content analysis is decided as full without excluding any of the chapters.

c) *Construction of coding frames*

The investigator constructed a coding frame with the help of his supervising teacher that fits both the theoretical considerations and the materials.

d) *Pilot and revision of coding frame*

The investigator made a pilot coding in order to test the feasibility of the frame. After that, some modifications were made upon it.

e) *Reliability of the process*

The investigator coded all materials in the sample so the errors of non-coverage and non response are discarded in order to establish the over all reliability of the process.

Details of Sample Analysed

The sample in Content Analysis denotes the units taken for analysis. First of all, VIII standard text book was taken in to consideration. There is only one text book for VIII standard Social Science. There are, altogether 15 chapters in this text book. The first six chapters consists of History, next six chapters consists of Geography, then two chapters are of Civics and the last chapter is devoted for Economics. This text book was published in 1998.

Standard IX text books are in two volumes. First one includes History and Civics. Second volume includes Geography and Economics. The first seven chapters of volume I consists of History and four chapters are devoted for Civics. In the second volume, Geography is covered in first eight chapters and then four chapters are for Economics.

In standard X also there are two volumes of text books. The first volume carries 13 chapters altogether. The first ten chapters are of History and then three chapters are of Civics. In the second volume, first five chapters are of Geography and then four chapters are for Economics.

During the year 2003, the IX standard text books have been revised. Even though there are some changes in the approach of presentation and format, the contents are almost the same. There are two volumes. In the second volume which consists of Geography and Economics, there are 12 chapters altogether. Last two chapters are devoted for Business Studies. This is a major difference from the earlier text books.

During the year 2004, the X standard text books also have been revised. But since it is after the data collection of the present study, it is not taken in to consideration.

Procedure of Analysis and Results

A definite procedure for coding the values which are hidden in the contents are followed. Taking each unit, after reading the heading and sub heading, each paragraph given under it was carefully analysed. Firstly, the concepts in the paragraphs were identified. Then the objective of inclusion of the very concept in the content was reflected. It helped to identify the category of value involved in it. The common-sense meaning of the concepts or events were also analysed to identify the category of value and numbered as 1 (Moral value) 2. (Social value) 3. (Cultural value) 4. (Civic value) 5. (Personal value) and 6. (Aesthetic value). Then the investigator tried to answer the question that what particular kind of human quality or value, the very concept is capable of conveying? This question was answered with the

help of 83 values enlisted by NCERT. Though the categories of values are not watertight compartments, the historicity and the social context of the concept and event are also taken in to consideration for this.

The values thus coded or identified in the curriculum are enlisted in Table 23.

TABLE 23
Values Identified in the Content
of Secondary School Social Science Curriculum
STANDARD VIII

HISTORY

Unit No.	Topics & Sub topics		Values Identified
1	India and the Modern World		<ul style="list-style-type: none"> ● National Consciousness
	1.1	Beginning of Modern age in Europe	<ul style="list-style-type: none"> ● Socialism
	1.2	Industrial Revolution	<ul style="list-style-type: none"> ● Freedom
	1.3	Major developments in the 18 th , 19 th & 20 th Centuries and their impact on India	<ul style="list-style-type: none"> ● Unity ● Patriotism
	1.4	Coming of Europeans to India	<ul style="list-style-type: none"> ● Non-Violence
2	The Rise, Growth & Development of British Rule in India		<ul style="list-style-type: none"> ● Integrity
	2.1	British power in Bengal	<ul style="list-style-type: none"> ● Common cause
	2.2	Expansion of British power in Kerala	<ul style="list-style-type: none"> ● Quest for knowledge
	2.3	Impact of British rule in India	<ul style="list-style-type: none"> ● Unity ● Tolerance

Contd...

Unit No.	Topics & Sub topics		Values Identified
3.		Revolt against British rule	<ul style="list-style-type: none"> • Common good • Courage • Freedom • Endurance
	3.1	Early revolt in South India	
	3.2	Revolt of 1857-Nature and Consequences	
4.		British Policies & Administration in India after 1858	<ul style="list-style-type: none"> • Spirit of equality • Secularism and respect for all religions
	4.1	British policy and administration after 1858-Constitutional developments	
5.		Changes in Economy & Society	<ul style="list-style-type: none"> • Sense of social responsibility • Anti-untouchability • Self support • Forward look
	5.1	Decline of agriculture land - native industries	
	5.2	Economic changes under colonial system	
	5.3	Social and religious movements and cultural awakening	
6.		Economic and Cultural Progress in Kerala in the Modern Periods	<ul style="list-style-type: none"> • Self duty • Self reliance • Appreciation of cultural values • Forward look • Team work
	6.1	Economic progress in Kerala in the Modern Period	
	6.2	Development of Industries in Kerala	
	6.3	Development of Trade and Commerce	
	6.4	Cultural progress	

Contd...

CIVICS

Unit No.	Topics & Sub topics		Values Identified
		Independent India – Achievements And Challenges	
1.		Our National Goals	<ul style="list-style-type: none"> • Socialism
	1.1	Democracy – Socialism – Secularism	<ul style="list-style-type: none"> • Secularism
	1.2	National Integration	<ul style="list-style-type: none"> • Universal love
	1.3	International understanding	<ul style="list-style-type: none"> • Solidarity of mankind
2.		Strengthening our Democracy	<ul style="list-style-type: none"> • Citizenship
	2.1	Qualities of citizenship in Democracy	<ul style="list-style-type: none"> • Quest for knowledge
	2.2	Education for information	<ul style="list-style-type: none"> • Discipline
	2.3	Freedom of the press & media	<ul style="list-style-type: none"> • Freedom
	2.4	Wise use of votes	<ul style="list-style-type: none"> • Equality
	2.5	Equality of opportunity and social justice	
3.		Our Social Problems	<ul style="list-style-type: none"> • Justice
	3.1	Rural Society	<ul style="list-style-type: none"> • Concern for others
	3.2	Education for all	<ul style="list-style-type: none"> • Respect for others
	3.3	Problems relating to SC/ST	<ul style="list-style-type: none"> • Common good
	3.4	Ecological problems	
4.		National Integration	<ul style="list-style-type: none"> • Integration
	4.1	Our different languages	<ul style="list-style-type: none"> • Unity
	4.2	Necessity for mutual understanding	<ul style="list-style-type: none"> • Secularism

Contd...

Unit No.	Topics & Sub topics		Values Identified
	4.3	Dangers of communalism, casteism	• Appreciation of cultural values
	4.4	Regional interdependence	• Patriotism
	4.5	Unity of culture	• Courage
	4.6	Respect for National Symbols	• Duty
	4.7	Defence of the country	• Discipline
	4.8	Second line of dependence	
5.		The World as a Family of Nations	• Universal love
	5.1	Interdependence of Nations	• Peace
	5.2	The U.N. Principal Agencies	• Solidarity of Mankind
	5.3	India's foreign policy	• Co-existence
6.		World Problems	• Freedom
	6.1	Human Rights	• Universal Love
	6.2	Racial discrimination	• Tolerance
	6.3	Arms race	• Non-violence
	6.4	Disparities – Need for a Social Order	• Equality
GEOGRAPHY			
1.		Major Landforms	
	1.1	Mountains	• Scientific thinking
	1.2	Plateaus	• Inter dependence of man & nature
	1.3	Plains	
	1.4	Man and the major land forms	

Contd...

Unit No.	Topics & Sub topics		Values Identified
2.		Structure of the Earth	
	2.1	Layers	• Scientific thinking
	2.2	Temperature & pressure	• Concern over natural hazards
	2.3	Density of layers	
3.		Earth's Movements	
	3.1	Tectonic movements	• Scientific thinking
	3.2	Volcanoes	• Concern over natural hazards
	3.3	Earth quakes	
4. (A)		India-Location and Neighbours	• Peace
	4.1	Location of India in Asia	• Universal love
	4.2	Closest neighbours of India	• Forward look
(B)		India-Human Resources	• Common good & simple living
	4.1	Population	• Hygienic living
	4.2	Quality of Life	
5		Our State – Kerala	• Common good
	5.1	Location and neighbouring states	• Resourcefulness
	5.2	Physical setting	• Forward look
	5.3	Drainage	• Proper utilization of resources
	5.4	Climate	
	5.5	Natural vegetation	
	5.6	Natural resources	
	5.7	Kerala – Human Resources	

Unit No.	Topics & Sub topics		Values Identified
6.	Map and Map Study		<ul style="list-style-type: none"> • Resourcefulness • Accuracy • Precision • Aesthetic sense
6.1	Map scale		
6.2	Conversion of scale		
6.3	Signs & Symbols		
6.4	Colour schemes		
ECONOMICS			
1.	Indian Economy : Features and Problems		<ul style="list-style-type: none"> • Common good • Self reliance • Dignity of Manual Work • Co-operation
1.1	Economic development in India		
1.2	Planning		
1.3	Agriculture in Indian Economy		
1.4	Basic structure and consumer goods		
STANDARD IX			
HISTORY			
1.	Pre-historic life in Pre-historic Age		<ul style="list-style-type: none"> • Curiosity • Self help • Team work • Orderliness
1.1	Evolution of life		
1.2	Food production		
1.3	Use of metals		
2	Early Civilizations		<ul style="list-style-type: none"> • Appreciation of cultural values of others • Devotion • Dignity of the individual • Peace
2.1	World civilizations		
2.2	Indian civilization		
2.3	Buddhism, Jainism		
2.4	Judaism – Christianity		
2.5	Islam		

Contd...

Unit No.	Topics & Sub topics	Values Identified
3.	Early African and American Cultures 3.1 Maya – Aztec – Inca 3.2 Africa – Culture & Civilization	<ul style="list-style-type: none"> • Justice • Devotion • Dignity of Labour
4.	Medieval World 4.1 Feudal society 4.2 Arab civilization – Rise of Islam 4.3 India – Society – Culture and Science	<ul style="list-style-type: none"> • Justice • Dignity of the individual • Curiosity • Quest for knowledge
5.	Modern Age 5.1 Disintegration of feudal system 5.2 Renaissance 5.3 Reformation 5.4 Geographical Discoveries 5.5 Growth of Nation States	<ul style="list-style-type: none"> • Self help • Freedom • Humanism • Curiosity • Patriotism • Rationalism

Contd....

Unit No.	Topics & Sub topics		Values Identified
6.	Emergence of Parliament in England		<ul style="list-style-type: none"> • Freedom
6.1	Revolution of 1688		
7.	The Heritage of India		<ul style="list-style-type: none"> • Appreciation of beauty • Good manners • Sense of discrimination between good and bad • Proper utilization of time • Orderliness
7.1	The land and the people. Ancient, Medieval and Modern periods		
7.2	Art and Architecture		
7.3	Languages and Literature		
7.4	Music and Dances		
7.5	Science and Technology		
7.6	Philosophy and Learning		
CIVICS			
Citizen and Government			
1.	Man as a Social Being		<ul style="list-style-type: none"> • Co-operation • Common good • Inter-dependence
1.1	Human society		
1.2	Inter dependence of man		
2	Individual and Society		<ul style="list-style-type: none"> • Good manners • Truthfulness • Sense of social responsibility • National Consciousness • Value for National & Civic property
2.1	School community		
2.2	Man as a citizen		
2.3	Citizen and Government		

Contd...

Unit No.	Topics & Sub topics		Values Identified
3	Government at Local Level		
	3.1	Panchayat, Municipality, Corporation	<ul style="list-style-type: none"> • Justice • Unity • Self duty
4.	Government at State & National Levels		<ul style="list-style-type: none"> • Justice • Citizenship • Discipline • Endurance • Hygienic living
	4.1	The State Government; Legislature – executive and judiciary	
	4.2	The citizen – social and economic life. Health services – Education	
GEOGRAPHY			
1.	Our Natural Environment		
	1.1	Lithosphere – Atmosphere	<ul style="list-style-type: none"> • Sense of discrimination between good and bad
	1.2	Human interaction with the environment	<ul style="list-style-type: none"> • Inter-dependence
	1.3	Proper management of Environment	
2.a.	The Atmosphere		
2.b.	Water in the Atmosphere		<ul style="list-style-type: none"> • Scientific thinking
3.	Lithosphere		
	3.1.	The changing face of the earth	<ul style="list-style-type: none"> • Quest for knowledge
	3.2	The process of gradation	<ul style="list-style-type: none"> • Curiosity
	3.3	Agents of gradation	

Contd...

Unit No.	Topics & Sub topics	Values Identified
4	Hydrosphere 4.1 The oceans 4.2 Circulation of ocean water 4.3 Ocean and Man	<ul style="list-style-type: none"> • Self reliance • Proper utilization of resources
5.	Biosphere 5.1 Ecosystem 5.2 Major eco-system	<ul style="list-style-type: none"> • Inter dependence • Scientific thinking
6.	Natural Resources and their Utilizations 6.1 Natural resources 6.2 Depletion and degradation 6.3 Conservation of Resources	<ul style="list-style-type: none"> • Abstinence • Proper utilization of resources
7.	Human Interaction with the Environment 7.1 Population 7.2 Human occupation 7.3 Environmental Degradation 7.4 Geography & Area Development	<ul style="list-style-type: none"> • Inter-dependence • Self support • Self reliance • Preservation of natural environment
8.	Map and Map Study 8.1 Map scale 8.2 Conventional signs and symbols 8.3 Large scale & small scale maps 8.4 Relief representation	<ul style="list-style-type: none"> • Regularity • Accuracy and Precision

ECONOMICS		
Unit No.	Topics & Sub topics	Values Identified
1.	Understanding an Economy 1.1 Type of economy 1.2 Basic problems of an economy 1.3 Solutions	<ul style="list-style-type: none"> • Proper utilization of economic resources • Dignity of labour (manual work)
2.	An Overview of Indian Economy 2.1 Institutional set up of Indian economy 2.2 Main sectors of Indian economy	<ul style="list-style-type: none"> • Self reliance • Proper utilisation of time • Inter dependence
3.	Factors of Production 3.1 Production 3.2 Factors of production	<ul style="list-style-type: none"> • Team work • Unity • Integrity • Dignity of labour
4.	Slow Growth of National Income and Widening Inequalities 4.1 National Income 4.2 Gross National product	<ul style="list-style-type: none"> • Equality • Social justice • Common good
STANDARD X		
HISTORY		
1.	Imperialism 1.1 Colonisation, Imperialist exploitation	<ul style="list-style-type: none"> • Common good • Justice

Contd...

Unit No.	Topics & Sub topics	Values Identified
2.	<p>Freedom, Democracy & Nationalism</p> <p>2.1 American war of Independence</p> <p>2.2 French revolution</p> <p>2.3 National spirit in Europe</p> <p>2.4 Struggle against imperialism</p>	<ul style="list-style-type: none"> • Freedom • Democratic thinking • Decision making • Patriotism • Discrimination between good and bad
3.	<p>The Socialist Movement</p> <p>3.1 Labour movements – Socialists</p>	<ul style="list-style-type: none"> • Socialism • Freedom
4.	<p>The World Wars</p> <p>4.1 I World War – Causes and Consequences</p> <p>4.2 Russian Revolution</p> <p>4.3 Language of Nations – Fascism and Nazism</p> <p>4.4 II World War – Causes and Consequences</p>	<ul style="list-style-type: none"> • Peace • Co-existence • Courtesy • Solidarity of Mankind • Humanism • Discipline
5.	<p>Nationalist Movements in the 20th Century – Asia and Africa</p> <p>5.1 Indian National Movement</p> <p>5.2 Chinese Revolution</p> <p>5.3 Freedom struggle in African countries</p>	<ul style="list-style-type: none"> • Spirit of equality • Freedom • Fellow-feeling • Leadership qualities

Unit No.	Topics & Sub topics	Values Identified
6.	The World after II World War 6.1 The cold war 6.2 Problems of Independent countries 6.3 Non-aligned Movement	<ul style="list-style-type: none"> • Appreciation of good • Tolerance • Peace • Universal love
7.	Indian Awakening 7.1 Impact of British rule 7.2 Revolt of 1857 7.3 Socio-religious reform movements	<ul style="list-style-type: none"> • Forward look • Self respect • Sense of social responsibility • Initiation
8.	Awakening in Kerala 8.1 Dutch and English domination 8.2 Resistance to British domination – Pazhassi Raja – Veluthampi – PaliathAchan – Mopla Revolt 8.3 Social Awakening – Sree Narayana Guru – Vakkom Moulavi 8.4 Spread of Education 8.5 Beginning of National Movement	<ul style="list-style-type: none"> • Patriotism • Faithfulness • Resistance to evils (Abstinence) • Forward look • Quest for knowledge • National consciousness

Contd...

Unit No.	Topics & Sub topics	Values Identified
9.	Indian National Movement	<ul style="list-style-type: none"> • National Consciousness • Leadership • Non-violence • Patriotism • Secularism • Friendship • Endurance • Unity • Integration
	9.1 Growth of National Consciousness	
	9.2 Indian National Congress Swadeshi & boycott	
	9.3 Leadership of Gandhi – Jallian Wallabagh Massacre	
	9.4 Swarajists	
	9.5 Communal politics	
	9.6 Post II World War Upsurge	
	9.7 Partition & Independence	
10.	National Movement in Kerala	<ul style="list-style-type: none"> • Patriotism • Concern for others • Compassion • Purity • Initiative • Social Service
	10.1 Rise of National Consciousness	
	10.2 Congress Movement in Malabar	
	10.3 Awakening of Lower Classes	
	10.4 Socialist & Communist Movements	
	10.5 Quit India Movement in Kerala	
CIVICS		
1.	Indian Democracy at Work	
	1.1 Democracy – Values and assumptions – Rights of man - socially responsive citizens	<ul style="list-style-type: none"> • Citizenship • Abstinence
	1.2 Universal adult franchise	<ul style="list-style-type: none"> • Sense of social responsibility
	1.3 Political parties and their role	<ul style="list-style-type: none"> • Self control • Self respect

Contd...

Unit No.	Topics & Sub topics	Values Identified
2.	Challenges facing Indian democracy 2.1 Illiteracy 2.2 Problems of minorities 2.3 Parochialism 2.4 SC/ST conditions and problems 2.5 Women's problems 2.6 Law and social change 2.7 Anti-social practices	<ul style="list-style-type: none"> • Social Service • Endurance • Discipline • Self restraint • Anti-untouchability • Sense of discrimination between good and bad • Compassion • Courtesy
3.	India and the World 3.1 Need for friendly relations 3.2 World peace, NAM	<ul style="list-style-type: none"> • Peace • Co-operation • Solidarity of mankind
GEOGRAPHY		
1.	Earth's Crust - Rock & Minerals 1.1 Rocks and Minerals 1.2 Type of rocks	<ul style="list-style-type: none"> • Scientific thinking • Inter dependence
2.	Evolution of Continents and Oceans 2.1 Tectonic forces	<ul style="list-style-type: none"> • Scientific thinking • Curiosity

Contd...

Unit No.	Topics & Sub topics	Values Identified
3.	Earth's atmosphere	
	3.1 Temperature and pressure	<ul style="list-style-type: none"> • Curiosity • Quest for knowledge
	3.2 Type of winds	<ul style="list-style-type: none"> • Interdependence
4.a	Modern Techniques used for the study of Earth's Surface	
	4.1 Modern Instruments used by Geographers	<ul style="list-style-type: none"> • Quest for knowledge • Forward look
	4.2 Modern techniques to study the Earth's surface	<ul style="list-style-type: none"> • Scientific thinking
4.b	Map Projections	
	4.1 Role of Map Projections	
	4.2 Types of Map Projections	<ul style="list-style-type: none"> • Accuracy
5.a	India – Physical Setting	
	5.1 Drainage	<ul style="list-style-type: none"> • Hygienic living • Concern over natural hazards
	5.2 Climate	
	5.3 Vegetation of India	<ul style="list-style-type: none"> • Preservation of natural environment
5.b	Natural Resources of India	
	5.1 Water resources	<ul style="list-style-type: none"> • Self restraint • Simple living
	5.2 Mineral and power resources	<ul style="list-style-type: none"> • Proper utilization of resources
	5.3 Land use	
	5.4 Agriculture	

Contd...

Unit No.	Topics & Sub topics	Values Identified
5.c	Developing Resources 5.1 Manufacturing Industries 5.2 Transport and Communications 5.3 International trade 5.4 People: Population problems	<ul style="list-style-type: none"> • Initiative • Self support • Common good • Unity • Integration
ECONOMICS		
1.	Infra structure of Indian Economy 1.1 Meaning and need	<ul style="list-style-type: none"> • Proper utilization of economic resources
2.	Towards Economic Development 2.1 Industry 2.2 Foreign trade	<ul style="list-style-type: none"> • Self reliance • Self support • Initiative
3.	State as an Agency for Economic Development 3.1 State's role in promoting economic development	<ul style="list-style-type: none"> • Initiative • Common good • Self reliance • Forward look
4.	Public Expenditure 4.1 Sources of public revenue 4.2 Taxes	<ul style="list-style-type: none"> • Self duty • Faithfulness • Sense of social responsibility • Abstinence

From Table 23 it is evident that each unit of VIII, IX and X standard Social Science text books carries various categories of values remarkably well. It shows that the secondary school Social Science content is abundantly rich so as to develop values in students.

The investigator identified 69 values through the Content Analysis out of which 62 values are from the 'Eighty Three values' listed by the NCERT. The other seven values such as i) Co-existence, ii) Preservation of natural environment iii) Inter-dependence iv) Scientific thinking v) Orderliness vi) Appreciation of good, and vii) Appreciation of beauty (Aesthetic sense) are extra.

The investigator could identify almost all the values of 'Eighty-Three'. But since this exhaustive list of values having repetition as well as overlapping of purport conveyed by certain values, in the content analysis the number of identified values came down to 62 only.

Some values in the list of 'Eighty three', such as

- i) Duty and loyalty to duty
- ii) Kindness and kindness to animals
- iii) Respect for others and reverence to old age
- iv) Team work and team spirit
- v) Consideration for others and concern for others, are either repetitions or overlapping.

The investigator could not identify some values such as punctuality, obedience, gratitude, faithfulness, self control, kindness, reverence for old age etc. from the content. But it is a matter of fact that these values are in one way or other connoted by other values.

The scholars like Gupta (2000) and Kirpal quoted by Gupta (2000) spoke of listing and classification of values. Based on the applicability of values to the individual and to his manifold dimensions of life, and of the harmonious growth of societies, nations and of the world, the identified values have been classified in to six categories.

The different category of values identified in the content of secondary school Social Science curriculum as a whole are listed out separately and shown in Tables from 24 to 29.

The Moral values identified in the curriculum are grouped into two for the purpose of convenience of analysis viz. i) Universal values ii) Individualistic values, which are given in Table 24.

TABLE 24
Values Coming under the Category of Moral Values

MORAL VALUES			
A. Universal Values		B. Individualistic Values	
Sl. No.	Values	Sl. No.	Values
1.	Universal love	1.	Simple living
2.	Peace	2.	Discipline
3.	Humanism	3.	Dutifulness
4.	Rationalism	4.	Devotion
5.	Purity	5.	Good manners
6.	Abstinence	6.	Sense of discrimination between good and bad
7.	Scientific thinking	7.	Patience
8.	Co-existence		
9.	Preservation of natural environment		

The category of values which are enlisted in Table 24 have been abundantly seen in many of the chapters of standard VIII, IX and X Social Science content. There are manifold events and historical narrations in the content where the same values can be seen repeatedly.

The social values identified in the curriculum are grouped in to two for the purpose of convenience of analysis, viz. i) Community values ii) Neighbourly values which are shown in Table 25.

TABLE 25
Values Coming under the Category of Social Values

SOCIAL VALUES			
A. Community Values		B. Neighbourly Values	
Sl. No.	Values	Sl. No.	Values
1.	Socialism	1.	Faithfulness
2.	Secularism and respect for all religions	2.	Fellow-feeling
3.	Social service	3.	Common cause
4.	Justice	4.	Common good
5.	Sense of social responsibility	5.	Concern for others
6.	Team work	6.	Inter-dependence
7.	Proper utilization of resources		

Since Social Science largely deals with the events of different societies of the world and human beings through ages, it is found that secondary school Social Science content is a rich repertoire of the social values as shown in Table 25.

The Cultural Values identified in the Social Science content are given in Table 26.

TABLE 26
Values Coming under the Category of Cultural Values

CULTURAL VALUES	
Sl. No.	Values
1.	Anti-untouchability
2.	Solidarity of mankind
3.	Integrity
4.	Unity
5.	Non-violence
6.	National unity
7.	Compassion
8.	Courtesy
9.	Tolerance
10.	Dignity of manual work.

From Table 26 it is found that the secondary school Social Science content is rich with many cultural values also. In so many chapters and in many paragraphs these values can be seen in a recurring way.

The Civic Values identified in the Social Science content are shown in Table 27.

TABLE 27
Values Coming under the Category of Civic Values

CIVIC VALUES	
Sl. No.	Values
1.	Citizenship
2.	Democratic decision making
3.	Democracy
4.	Freedom
5.	Spirit of equality
6.	Patriotism
7.	National Consciousness
8.	Value for National and Civic property

Table 27 shows the list of Civic values which are hidden in the secondary school Social Science curriculum. It is an indication of the content potentiality for the development of Civic values in students.

The Personal values identified in the content area of secondary school Social Science can be grouped in to two, for the purpose of convenience of analysis viz. i) Self-based values and ii) Values for civilized life which are given in Table 28.

TABLE 28
Values Coming under the Category of Personal Values

PERSONAL VALUES			
A. Self-based Values		B. Values for Civilized Life	
Sl. No.	Values	Sl. No.	Values
1.	Self-support	1.	Hygienic living
2.	Self-duty	2.	Quest for knowledge
3.	Self-reliance	3.	Curiosity
4.	Self-control	4.	Forward look
5.	Self-respect	5.	Resourcefulness
6.	Endurance	6.	Leadership quality
7.	Courage	7.	Regularity
8.	Truthfulness	8.	Friendship
9.	Initiative	9.	Dignity of the individual

It is found from Table 28 that secondary school Social Science content is rich in Personal Values which are capable of being identified and made use of for their development in students.

The Aesthetic values identified in the content of secondary school Social Science curriculum have been enlisted in Table 29.

TABLE 29
Values Coming under the Category of Aesthetic Values

AESTHETIC VALUES	
Sl. No.	Values
1.	Appreciation of good
2.	Appreciation of beauty (Aesthetic sense)
3.	Orderliness
4.	Appreciation of cultural values

Table 29 is an indication of the potentiality of the content to develop aesthetic values in secondary school students.

From the values listed in Tables from 24 to 29 it can be concluded that adequate number of values have been identified in each category as aimed per the first objective of the study. In each paragraph of the content which contains some events or historical narrations different categories of values can be seen abundantly and in a recurring way. In short, each chapter of VIII, IX and X standard Social Science text books is inherent with a number of Moral, Social, Cultural, Civic, Personal and Aesthetic values. It is worthy of note that values under each class have been identified in the content.

Discussion of Results

The analysis of the content proved beyond any doubt that each unit of text books of History and Civics, Geography and Economics of VIII, IX and

X standards is remarkably rich with various categories of values. Any teacher who is aware of the particular objective of curriculum transaction can try to identify these values.

The overall values identified by the investigator under categories such as Moral, Social, Cultural, Civic, Personal and Aesthetic are 69 in number. Out of these, 16 are Moral values (Nine Universal values and seven are Individualistic values) 13 are Social values (seven community values and six neighbourly values) 10 are Cultural values, Eight are Civic values, 18 are Personal values (nine self based values and nine-values for civilized life) and Four are Aesthetic values.

Most of the values enlisted in the 'Eighty Three Values' published by NCERT, have been identified in the content except a few personal values such as punctuality, obedience, kindness, faithfulness, self control, reverence for old age etc. for which there are alternative value terminologies or terms having the same connotation. Moreover this may constitute only below 10 percentage of the total.

Apart from the 62 values identified as per the frame of reference of 'Eighty three values', seven other values also have been identified and listed out (Co-existence, Preservation of natural environment, Inter-dependence, Scientific thinking, Orderliness, Appreciation of good and Appreciation of beauty (Aesthetic sense)).

In short, the result of the content analysis reveals that the secondary school Social Science content as a whole is a rich repertoire of various categories of values which, if transacted appropriately, is capable of developing all these values in the students upto an appreciable level.

II. TEACHERS' POTENTIALITY

Teacher's potentiality with regard to value development in students is studied in two aspects. a) Value Identification and b) Value Definition.

a) Value Identification

The teachers of secondary school Social Science must have the ability to identify values by analysing the content area in Social Science, which is the primary step towards the goal of value development in students. To measure the value identification capability of teachers the mean percentage of Value Identification Test in Social Science (for total sample) and its range of percentage in the population were calculated. The result of the calculation are given in Table 30.

TABLE 30

**Data and Mean Percentage of Value
Identification Ability of Social Science Teachers**

N	Sum of Scores	Sum of Max. Marks	Mean %	% in the Population
110	2290	3300	69.39	60.78 – 78.00*

* Indicates the lower limit and upper limit of percentages in the population.

From Table 30 it is evident that the mean percentage for Value Identification Ability in Social Science is 69 only. A shortage of 31 percent is seen unattained. So it is inferred that the teachers of secondary school Social Science are not fully able to identify various values that are hidden in the content of the curriculum. Their level of identification ability was even below three-fourth. The lower limit of the percentage in the population is 60.78 and the upper limit is 78.00. This also shows that the percentage of performance of teachers in Value Identification is not up to a satisfactory level.

The mean percentage of Value Identification Ability for each category of values is given in Table 31.

TABLE 31

Attainment in each Category of Values in the VIT by Teachers

Sl. No.	Category of Values	Mean %
1.	Moral Values	76
2.	Social Values	65
3.	Cultural Values	73
4.	Civic Values	76
5.	Personal Values	65
6.	Aesthetic Values	91

From Table 31 it is found that the mean percentage of scores of teachers in identification of Aesthetic Value is high i.e. 91. In Moral and Civic Value, the mean percentage of teacher's performance is 76. An increasing difference of 7 percent is found in these two classes of values from that of the whole test. For the ability in Social and Personal Value Identification their mean percentage is lower than that of the whole test. The mean percentage for Cultural Value Identification is 73.

In short, much variation is not seen in the attainment of each category of values by teachers except in Aesthetic values from the total attainment.

Discussion of Results

The results indicate that the secondary school teachers are not fully able to identify various values that are hidden in the Social Science

curriculum. They are unable to identify certain values in the given content. The mean percentage on scores of Value Identification Ability in Social Science proved that a shortage of more than one fourth percentage is there in attainment. With regard to the development of values in students this is a major gap. Being teachers, who are supposed to transact the content in a most appropriate way so as to realise this foremost objective of Social Science teaching, they should have hundred percent ability in identification of values from the content. But the teacher's ability in identifying values except in Aesthetic values is desperately unsatisfactory. The range of percentage in population also show the same result.

b) Value Definition

It is assumed that the teachers of secondary school Social Science must have the ability to define correctly the values that are hidden in the extract of a given content.

To know the Value Definition Ability of teachers, the mean percentage and range of percentage in population were calculated on scores of total sample in Value Definition Test for Teachers which are given in Table 32.

TABLE 32

**Mean Percentage of Value
Definition Ability of Social Science Teachers**

N	Marks out of	Sum of Scores	Total Max. Marks	Mean %	% in the Population
110	50	4198	5500	76.32	68.38 – 84.26*

*Indicates the lower limit and upper limit of percentage in the population.

From Table 32 it can be understood that the mean percentage for the total sample in Value Definition Ability is 76. It is an indication of their inability in defining values up to a satisfactory level. The lower limit of percentages of scores of teachers in the population is 68.38 and the upper limit is 84.26. It shows that the teacher's performance in Value Definition in the population also, is not up to an optimum level.

The mean percentages for each category of values for teachers are given in table 33.

TABLE 33

**Attainment in each Category of Values
in the Value Definition Test by Teachers**

Sl. No.	Category of Values	Mean %
1.	Moral Values	79
2.	Social Values	70
3.	Cultural Values	72
4.	Civic Values	73
5.	Personal Values	74
6.	Aesthetic Values	84

From Table33 it is found that the mean percentage of Defining ability of Aesthetic Values by teachers is 84. It shows that among all classes of Values, the teachers show highest ability with regard to Defining Aesthetic Values. The mean percentage for Moral Value Definition is found as 79. In Social Value Definition, it is 70 percent In Cultural, Civic and Personal Value Definition abilities their mean percentage is just lower than that of the General Value Definition ability (whole test). The result reveals that in Cultural Value Definition the mean percentage is 72, Civic – 73 and Personal – 74. It shows that except in Aesthetic Value Definition the mean percentages of teachers for the other classes are more or less identical.

Discussion of Results

With regard to the Value Definition Ability also the secondary school Social Science teachers could not attain up to the expected level. The mean percentage on scores of Value Definition Test for Teachers is only seventy six. A shortage of twenty four percentage is remaining there in the attainment by them. In relation to the Definition Ability of Values under various categories the teachers exhibited more or less identical attainment except in the case of Aesthetic Values. In Aesthetic Values they show highest Defining Ability (Mean percentage is 84).

III. TEACHERS' TRANSACTION

It is agreed that whatever may be the extent of potentiality of the content, the effectiveness in relation to realisation of goals like development of values lies in the fact that how efficiently the teachers are transacting the prescribed content.

To assess the teachers' ability of transacting the content of Social Science in secondary schools for developing values in students, the data of Data Sheet on Teaching Activities in Social Science were analysed. The level of activities suggested by teachers and the percentage of teachers in each level for the 25 items from the content area were found out. The Summary of levels of activities identified and the percentages of teachers for each level for the total sample from the Data Sheet on Teaching Activities in Social Science is given in Table 34.

TABLE 34

**Data and Percentages of Teachers using Different Levels of Activities
(N=110)**

Sl. No. of Contents	The Level of Activities Suggested by Teachers and Percentages in Each Level					
	No. of teachers Low	%	No. of teachers. Mediocre	%	No. of teachers. Ideal	%
1	69	63	41	37	--	--
2	66	60	43	39	1	1
3	77	70	33	30	--	--
4	72	65	38	35	--	--
5	75	68	23	21	12	11
6	86	78	24	22	--	--
7	87	79	23	21	--	--
8	82	75	27	22	1	1
9	86	78	23	21	1	1
10	77	70	33	30	--	--
11	104	95	6	5	--	--
12	101	92	9	8	--	--
13	81	74	29	26	--	--
14	97	88	13	12	--	--
15	101	92	9	8	--	--
16	107	97	3	3	--	--
17	90	82	20	18	--	--
18	74	67	36	33	--	--
19	69	63	41	37	--	--
20	90	82	20	18	--	--
21	96	87	14	13	--	--
22	98	89	12	11	--	--
23	80	73	30	27	--	--
24	93	85	17	15	--	--
25	70	64	40	36	--	--

From table 34 it is found that in the Data Sheet on Teaching Activities in Social Science, except for item No.2, 5, 8 and 9 the percentage of teachers using ideal activity is zero. For item Nos. 2, 8 and 9 only one teacher out of 110 (1%) used ideal teaching activity. For item No.5, it is 12 (11%). For all the other 21 items, not even a single teacher claimed as using an ideal activity to teach the given content so as to develop values in students.

Only for 8 items such as No.1, 2, 3, 4, 10, 18, 19 and 25 mediocre level of activities are being used by 30 percent to 39 percent of teachers. In other words only for one third of items, at least 30% to 39% of teachers could use mediocre activities.

For other 8 items such as No.11, 12, 14, 15, 16, 21, 22 and 24 (one third of total items) only below 15% of teachers used at least mediocre activities. For these item Nos. the percentage of teachers using mediocre and low level activities respectively are, for item No. 11, 5% (M) and 95% (L); for item No. 12 and 15, 8% (M) and 92%(L). For item No. 14,21 and 22, 12%, 13%, and 11% (M) and 88%, 87% and 89% (L); for item No, 16, 3% (M) and 97% (L), and for item No. 24, 15% (M) and 85% (L). In other words, for the above listed 8 items more than 85 percent teachers used only low level of activities. In short, of the total 25 items, only 16 items showed mediocre level of activities practised, that too, by only 3% to 39% of teachers.

To verify the data given by the teachers in Data Sheet on Teaching Activities, the Checklist on Learning Activities in Social Science was administered on students. This tool helped to make a cross checking of the data collected from teachers with regard to the teaching activities they followed at the time of handling the given content area.

The level of learning activities as recalled and listed by the students and the percentage of students suggesting each level for the 25 items from the content area were calculated. The data and result as percentage of students listing the activities used by teachers from the Checklist on Learning Activities in Social Science are given in Table 35.

TABLE 35
Data and Percentages of Students listing
the Level of Activities Used by Teachers (N=1000)

Item No.	Level of Learning Activity (Low)		Level of Learning Activity (Mediocre)		Level of Learning Activity (Ideal)	
	No. of Students	%	No. of students	%	No. of students	%
1	623	62.30	306	30.60	71	7.10
2	737	73.70	256	25.60	7	0.70
3	792	79.20	201	20.10	7	0.70
4	768	76.80	208	20.80	14	1.40
5	786	78.60	200	20.00	14	1.40
6	748	74.80	237	23.70	15	1.50
7	764	76.40	221	22.10	15	1.50
8	733	73.30	261	26.10	6	0.60
9	781	78.10	215	21.50	4	0.40
10	794	79.40	195	19.50	11	1.10
11	787	78.70	207	20.70	6	0.60
12	794	79.40	195	19.50	11	1.10
13	790	79.00	200	20.00	10	1.00
14	808	80.80	184	18.40	8	0.80
15	800	80.00	193	19.30	8	0.80
16	803	80.30	189	18.90	8	0.80
17	805	80.50	188	18.80	4	0.40
18	808	80.80	188	18.80	4	0.40
19	829	82.90	165	16.50	6	0.60
20	802	80.20	193	19.30	5	0.50
21	801	80.10	191	19.10	8	0.80
22	795	79.50	193	19.30	12	1.20
23	821	82.10	174	17.40	5	0.50
24	838	83.80	156	15.60	6	0.60
25	833	83.30	160	16.00	7	0.70

From table 35 it is found that in the Checklist on Learning Activities in Social Science, except for item No.1, the percentage of students who listed Ideal activity in each of the 24 items is below two percentage. In 16 items it is below one percentage i.e., nearer to zero.

In the Data Sheet on Teaching Activities, for item Nos. 2, 8 and 9 one teacher (1%) used ideal activities. The teacher who used ideal activities for these three items is Mr. Varghese, K.J. of B.V.J.M.H.S. Perumpadava, Kannur district, whose students' Checklists were separately taken for cross checking the data. It is found that, of 30 students, only 11 students were taught by Mr. Varghese. Seven out of 11 students (64%) and six out of 11 students (55%) listed ideal activities for items 2 and 8 respectively and hence they can be considered as ideal. But for item number 9 only four students (36%) were listed ideal level of activities, which cannot be considered as ideal. But it is found that item No. 9 can be considered as mediocre level of activity since the other seven students also agree with it.

For item No. 5, 12 teachers (11%) out of 110 claimed as using ideal activities. The Check list of students who taught by them were separately taken for cross checking. Of the 12 teachers, the students of 10 teachers did not agree at all with their claims. Of the other two teachers, 28 percent of students of one teacher and 17 percent of students of the other teacher agreed with their claims. Since these percentages are very low, the claim of the

teachers cannot be considered as true and those activities also are considered under Low Level.

The number of teachers using mediocre level of activities as per the Data Sheet and their percentage, the number of students listing mediocre level of activities in Checklist and their percentage for those items can be compared as follows. For item No.1, 41 teachers (37%) and 306 students (30.60%); for item No.2, 43 teachers (39%) and 256 students (25.60%); for item No.3, 33 teachers (30%) and 201 students (20%); for item No.4, 38 teachers (35%) and 208 students (21%); for item No.10, 33 teachers (30%) and 195 students (20%), for item No.18, 36 teachers (33%) and 188 students (19%); for item No.19, 41 teachers (37%) and 165 students (17%) and for item No.25, 40 teachers (36%) and 160 students (16%).

Though 30% to 39% of teachers claimed that they use mediocre level activities for the eight items, (No. 11,12,14,15,16,21,22 and 24) the students' data agree with this only for one item and disagree for the rest seven items. Students' opinion range between 16% and 20% for these items. So the teachers' claim for these items also is doubtful and hence these items also are to be considered as belonging to low level. Therefore the only item that can be considered as mediocre level is item No. 1.

Of all the 25 items only one item (No.1) is attempted by the total sample of teachers up to a mediocre level.

Hence, all other items except 1,2 and 8 are practiced by all the teachers at a low level of transaction with regard to developing values in students.

In short, of 110 teachers, only one teacher used ideal level of activities, that too for only two items. The total sample of teachers were able to use atleast mediocre level of activities only for one item. In the case of rest of the 22 items, all the 110 teachers used only low level of activities while they transact those given content.

Discussion of Results

The teacher's ability in using suitable activities for teaching Social Science content so as to develop values in students is pathetically low. The cross checking of data given by students with that of teachers convinced the fact that even a single teacher out of the total sample was not able to use either ideal or mediocre level of activities for more than three items. For 88 percent of total items given, all the one hundred and ten teachers used only Low Level of Activities. This is a clear indication of almost all the teachers' incapability in using appropriate activities in Social Science classroom for developing values and hence usually resorting to low level of activities.

The values that might be developed in students by teaching the given content which are taught up to ideal and mediocre levels are 1) Common good 2) Justice and 3) Social service (Social Values), 1) Freedom 2) Democratic thinking 3) Equality and 4) Patriotism (Civic Values), 1) Self duty 2)

Empathy and 3) Courage (Personal Values) and 1) Appreciation (Aesthetic values).

IV. DEVELOPMENT OF VALUES IN STUDENTS

The development of values in secondary school students through Social Science curriculum is studied with respect to its two aspects:

- a) Value Definition Ability and
- (b) Value Preference.

a) Value Definition Ability of Students

It is assumed that by learning of the content in Social Science the students must be able to define various values correctly by seeing an extract or sentences which carries the meaning of the content.

To know the Value Definition Ability of students, the mean percentage and its range of percentage of scores on VDT for students in the population were calculated. The data and result of the analysis for the total sample are given in Table 36.

TABLE 36
Mean Percentage of Value Definition Ability of Students (Total Sample)

N	Marks out of	Sum of scores	Total Max. Marks	Mean %	% in Population
1000	50	30635	50,000	61.27	58.25 – 64.29*

*Indicates lower limit and upper limit of % in the population.

From Table 36 it is found that the mean percentage of Value Definition Ability for students is 61.27. A Shortage of 39% is seen in attainment. The lower limit of percentage of performance in VDTS is 58.25 and the upper limit is 64.29 which also indicates the inadequate level of Value Definition Ability of students in the population. This shows that the Value Definition Ability of students is very less than the expected level.

The mean percentages of Value Definition Ability for each category of values by students are given in Table 37.

TABLE 37
Mean Percentage of
Value Definition Ability for the Categories of Values for Students

Sl. No.	Category of Values	Mean %
1	Moral Values	60
2	Social Values	60
3	Cultural Values	57
4	Civic Values	55
5	Personal Values	63
6	Aesthetic Values	71

From Table 37 it is found that the mean percentage of scores of students in Value Definition Ability, the Aesthetic Values is the highest i.e., 71. This is 10 percent higher than that of the total sample. In Moral and Social Values students' Ability is 60 percent. For the Ability in Defining

Cultural and Civic Values they are lower than the average. Next to Aesthetic values Personal Values stand second (63%) in Defining Ability, which is also somewhat nearer to the total sample.

The mean percentages of sub samples such as IX standard students, and X standard students, Urban and Rural students, Government and Aided students, Boys and Girls were calculated separately and were compared.

The mean percentages and the range of percentage in the population for these sub samples for Value Definition Ability are shown in Table 38.

TABLE 38
Data and Mean percentages of
Sub-samples for Value Definition Ability of Students

Sub Sample	N	Marks out of	Sum of scores	Total Max. Marks	Mean %	% in population*
IX Standard	500	50	14605	25,000	58.42	54.10 – 62.74
X Standard	500	50	15446	25,000	61.78	57.52 – 66.03
Boys	491	50	11752	24550	47.96	43.54 – 52.38
Girls	509	50	14967	25450	58.80	54.52 – 63.08
Urban	441	50	16325	22050	58.40	53.80 – 63.00
Rural	559	50	17226	27950	61.63	57.60 – 65.66
Government	343	50	10521	17150	61.35	56.20 – 66.50
Aided	657	50	19556	32850	59.53	55.78 – 63.28

* The lower limit and upper limit of percentage in population.

From table 38 it is found that the mean percentage of Value Definition Ability for Students for IX standard is 58.42. This is 3% less than that of the total sample.

The mean percentage of Value Definition Ability for students for X standard is 61.78. This is more or less same to that of the total sample. This indicates that X standard pupils show Value Definition Ability identical with that of the total sample.

It is understood that the mean percentage of Value Definition Ability for Boys is only 47.96 (48%). A difference of 13% exists between the total sample and boys with regard to their Value Defining Ability. In other words, when comparing to the total sample, boys show less defining ability pertaining to values.

It is also found from Table 38 that the mean percentage of Value Definition Ability for Girls is 58.80 i.e., very near to the mean percentage of total sample. Only a difference of about 2% exists between the percentages of Total sample and girls. However girls are having an advantage of 11% with regard to their Value Defining Ability to that of boys.

The mean percentage of Value Definition Ability for Students for Urban sub sample is 58.40. It is 3% less than that of the total sample. But, since it is not a remarkable difference, it indicates that the Value Defining Ability of Urban students is almost identical to that of the total sample.

It is found from the same table that the mean percentage of Value Definition Ability for students for Rural sub sample is 61.63. It is more or less same to that of the total sample.

From Table 38 it is evident that the mean percentage of Value Definition Ability for Government school students is 61.35. This result is also very nearer to that of the total sample. It denotes that the Value Definition Ability of Government school students is more or less equal to that of the total sample.

From Table 38 is found that the mean percentage of Value Definition Ability for Aided School students is 59.53. This result also almost agrees with that of the total sample.

The range of percentage in the population on Value Definition Ability for Students also indicates an unsatisfactory level of attainment. The lower limit and the upper limit of percentages in each of the sub samples given in Table 38 show that the students' Value Definition Ability will remain unsatisfactory if the result is extended to the population also.

To find out whether there exists any significant difference between the comparable subsamples, the test of significance of difference in percentages was applied.

The test of significance of difference between mean percentages of IX and X standards for Value Definition Ability is presented in Table 39.

TABLE 39
Comparison of Value Definition Ability between IX and X Standards Students

Standard	N	Mean %	Critical Ratio
IX standard	500	58.42	1.08
X Standard	500	61.78	

The critical ratio given in Table 39 reveals that no significant difference exists between IX and X standard students with respect to their Value Definition Ability.

The test of significance of difference between mean percentages of Boys and Girls for Value Definition Ability is presented in Table 40.

TABLE 40
Comparison of Value Definition Ability between Boys and Girls

Sex	N	Mean %	Critical Ratio
Boys	491	47.96	3.44*
Girls	509	58.80	

* Significant at 0.01 level.

There is significant difference between Boys and Girls on Value Definition Ability for students (CR = 3.44. Significant at 0.01 level). Since

Girls show a higher percentage they are having higher Ability compared to boys with regard to Defining Values.

The mean percentages of Value Definition Ability for students between Urban and Rural were compared using the test of significance. The details of comparison is shown in Table 41.

TABLE 41
**Comparison of Value Definition
Ability between Urban and Rural Students**

Locale	N	Mean %	Critical Ratio
Urban	441	58.40	1.03
Rural	559	61.63	

The critical ratio obtained for the difference between Rural and Urban is 1.03, which is less than the value for being significant. Therefore it can be concluded that there is no significant difference existing between Rural and Urban students in their Value Definition Ability.

The data and results of test of significance of difference between Government and Aided schools are shown in Table 42.

TABLE 42

**Comparison of Value Definition Ability
between Government and Aided School Students**

Type of Management	N	Mean %	Critical Ratio
Government	343	61.35	0.56
Aided	657	59.53	

The critical ratio obtained is less than the value for significance even at the 0.05 level. Therefore it reveals that there is no significant difference between Government and Aided School students in their Value Definition Ability.

Discussion of Results

From the study the Value Definition Ability of students is not found satisfactory. It is much less than the expected level for total sample (61.27%).

The sub-samples analysis revealed that in all the sub samples such as IX and X standards, boys and girls, urban and rural, government and aided, it is almost identical with the result for the total sample except in boys. With regard to boys, the extent of their Value Definition Ability is even below fifty percent (47.96). Significant difference exists between boys and girls in their Value Definition Ability. In short the analysis revealed that the Value Definition Ability of students including in each of the sub samples lies just

above the average. It is an indication of their low ability to define a value even if the necessary content is studied.

With regard to various categories of values, the students' defining ability is highest in Aesthetic values. In Moral, Social and Personal values it lies just near the average only. In Cultural and Civic values the Value Defining Ability of students lies even lower than the average. Except in the case of civic and cultural values, the teachers' effort for developing values (as evidenced by their Data sheet) and the students' Value Definition Ability can be seen as having some positive relationship. It indicates that if all the other teachers put their purposive effort towards the goal of value development, the students' attainment of value would have been high in all categories of values.

b) Value Preference of Students

It is assumed that after learning the content of Social Science, the students of secondary schools must have the capability of making right preferences or rational choices in situations which contain some moral dilemmas.

The data collected by the Value Preference Test was used for this analysis. This data was first cross-checked with Teachers' Rating Scale of Students. Correlation was found between scores on Value Preference Test and Teacher's Rating Scale of Students in which correlation coefficient is found to be 0.69. It indicates that substantial relationship exists between the

scores of these two tools. Hence, students' data on Value Preference Test is treated as valid for the study.

To assess the Value Preference of students, the mean percentages of scores on Value Preference Test and the range of percentage in population were calculated for total sample and for each of the sub samples.

The data and result of mean percentages of Value Preference of students for total sample are given in Table 43.

TABLE 43

**Data and Mean Percentage for
Value Preference of Students (Total Sample)**

N	Marks out of	Sum of scores	Total Max. Marks	Mean %	% in Population
1000	40	25654	40,000	64.13	61.66 – 67.10*

*Indicates the lower limit and upper limit of % in the population.

From Table 43 it is found that the mean percentage of Value Preference of students for total sample is 64.13. Even though there exists a difference of 3% between the mean percent of Value Definition Ability of students (61.27%), it is an indication of their inadequate performance. The lower limit of percentage of performance of students for the variable is 61.66 and the upper limit is 67.10 which also substantiate their insufficient Value Preference Ability.

To find out whether there is any significant difference between two comparable sub samples on grades, sex, locale and type of management, the mean percentages of the variable were calculated for each sub sample which were then compared. The data and results of this analysis are given in Table 44.

TABLE 44

**Data and Mean Percentages of Value
Preference of Students for the Sub-samples**

Sl. No.	Sub sample	N	Marks out of	Sum of scores	Total Max. Marks	Mean %	% in Population *
1	IX Std	500	40	12589	20,000	62.94	58.71 – 67.17
2	X Std	500	40	12661	20,000	63.30	59.07 – 67.53
3	Boys	491	40	11820	19640	60.30	55.97 – 64.62
4	Girls	509	40	12926	20360	63.48	59.30-67.66
5	Urban	441	40	10663	17640	60.45	55.89 – 65.01
6	Rural	559	40	15337	22360	68.59	64.74 – 72.44
7	Government	343	40	9067	13720	66.09	61.08 – 71.10
8	Aided	657	40	16425	26280	62.50	58.80 –66.20

* The lower limit and upper limit of percentage in population.

From Table 44 it is found that the mean percentage of Value Preference for IX standard students is 62.94. This is more or less identical to that of the total sample. Only a difference of one percent exists between the total and the IX standard students in the results obtained.

It is evident from the same table that the mean percentage of Value Preference for X standard students is 63.30. This statistic also lies very nearer

to that of the total sample. It is only one percent less than that of the total sample.

It is understood from the same table that the mean percentage of Value Preference for Boys is 60.30. A difference of 3% is manifested when compared to that of the mean percentage of the total sample. That means, with regard to Value Preference, capability of Boys is 3% less than that of the total sample. However this is not a major difference.

From Table 44 it is evident that the mean percentage of Value Preference for Girls is 63.48. This is more or less same to that of the total sample. The difference in percentages, (that is only 1%) is not worthy of note.

The mean percentage of Value Preference for Urban sub sample is found to be 60.45. This is 4% less than that of the total sample.

It is found from the same table that the mean percentage of Value Preference for Rural sub sample is 68.59 (69%). An advantage of 5 percent is there for rural sub sample than that of the total sample.

With regard to the Government school students, the mean percentage of Value Preference is found to be 66.09. This is 2 percent higher than the total sample.

It is found from Table 44 that the mean percentage of Value Preference for Aided School students is 62.50. This is also more or less identical with the total sample. Only a difference of one percentage exists between the Aided school students and the total sample.

The range of percentage of performance of students in the population for Value Preference also reveals the same result. The lower limit and the upper limit of percentages given in Table 44 show that the students' Value Preference level in each of the sub samples will remain unsatisfactory if the result is extended to the population also.

To find out whether there exists any significant difference between the comparable sub samples, the test of significance of differences in percentages were applied. The results are presented from Table 45 to 48.

TABLE 45
Comparison of Value Preference
between Students of IX and X Standards

Standard	N	Mean %	Critical Ratio
IX	500	62.94	0.11
X	500	63.30	

The critical ratio given in table 45 reveals that no significant difference exists between IX and X standard students with regard to their Value

Preference. It means that in the case of Value Preference, IX and X students show equal capability.

TABLE 46

Comparison of Value Preference between Boys and Girls

Sex	N	Mean %	Critical Ratio
Boys	491	60.30	1.03
Girls	509	63.48	

The critical ratio found from the test indicates that the difference is not significant as shown in Table 46. In short, between boys and girls no significant difference exists with regard to their Preferences in Values. Boys and Girls are identical in preferring values in situations of dilemma.

TABLE 47

**Comparison of Value Preference
between Urban and Rural Students**

Locale	N	Mean %	Critical Ratio
Urban	441	60.45	2.66*
Rural	559	68.59	

* Significant at 0.01 level.

From Table 47 it is evident that the critical ratio found is significant at 0.01 level. It indicates that there exists significant difference between Urban and Rural students in their Value Preferences. The mean percentage of Value Preference for Urban students is 60.45 and for Rural students is 68.59. Rural

students are having an advantage of 8.5% with regard to the mean percentage of Value Preference. That means Rural students are having higher Value Preferences.

TABLE 48
Comparison of Value Preference
between Students of Government and Aided Schools

Type of Management	N	Mean %	Critical Ratio
Government	343	66.09	1.12
Aided	657	62.50	

From Table 48 it can be understood that no significant difference exists between Government and Aided school students in their Value Preferences.

Discussion of Results

The findings of the study show that the Value Preference of the secondary school students as a whole is not up to a satisfactory level. Their level of Value Preference for the total sample is much lower than the expected one. (only up to 64.13%).

In sub samples based on grade, that is in classes IX and X, the level of students' Value Preference was found almost identical to that of the total sample.

In the sub samples based on Sex, between Boys and Girls also the difference in the levels of Value Preference is not significant and also lies nearer to that of the total sample. A small difference of 3% exists between the sub samples Boys and Girls. In the sub samples based on Locality, the level of Value Preference in Urban students show a statistic, that is more or less same to that of the total sample. Whereas in Rural sub sample, the level is some what high. i.e. 5 percent higher than that of the total sample. When the mean percentages of scores of Urban and Rural sub samples were compared, it showed that a significant difference exists between them at 0.01 level.

With regard to the sub samples based on Type of Management, both for the Government students (66.09%) and for the Aided students (62.50%), the attainment in Value Preference is very nearer to that of the total sample. Even though a difference of 3% exists between these two sub samples it is only a negligible one.

In short, the level of appropriate Value Preference of students in secondary schools for total sample and for all the sub samples except Rural students, is showing just above sixty percent only. Rural students showed 69% attainment which is significantly different from that of urban students.

In other words the secondary school students in general show low Value Preferences, whereas the Rural students exhibited some what higher, but still not satisfactory level of preferences in values.

CRITICAL EXAMINATION OF THE FINDINGS

A critical examination of the findings of the present study has been tried out based on the following aspects of secondary school Social Science curriculum such as i) Objectives of the curriculum ii) Content's potentiality iii) Teachers' Potentiality iv) Teachers' Transaction and v) Development of Values in Students.

i) Objectives of the Curriculum

Social Science has been introduced at the secondary level with a view to develop an insight in to human relationships, necessary values and attitudes prevalent in society. It has been considered as one of the major partners in fulfilling the objectives of education. The observation of NCERT (1999) is true that the major curricular concerns which have been identified for the education of 21st century can as well as be taken as ideational objectives of Social Science also.

The preface of text books in Social Science, scheme of work/syllabus and secondary school Social Science Hand book as well as the National Curriculum Framework for School Education 1988 and 2000 etc., have emphasised the development of various values as one of the major objectives of teaching Social Science.

So it is clear that adequate emphasis is given in its objectives, while Social Science has been introduced with a view to give enough exposure to social realities, to instill human values in students. It is also assumed that it is the bounden duty of every teacher of Social Science to ensure that this objective has been realised effectively.

ii) Content's Potentiality

The secondary school Social Science content is abundantly rich with various categories of values which are hidden in it irrespective of its presentation and approach. Though these values are not explicitly explained and named in the content area, a close reading and a grasp of commonsense meaning will make any teacher convinced that VIII, IX and X standard Social Science content has high value potential. The IX standard text books of Social Science have been revised in the year 2003 and consequently the X standard text books are in the year 2004. Except the addition of one or two new units no note worthy changes have been observed. Each unit in History, Civics, Geography and Economics is pregnant with a host of Moral, Social, Cultural, Civic, Personal and Aesthetic values. The Content Analysis made by the investigator proved beyond any doubt that in Social Science there is not a unit or sub unit which is free from values. While making the coding process if each occurrence of the same or different values was counted, it may exceed thousand. He could also notice that all the values listed by the

authentic sources and some extra also are present in the content of these three grades.

Hence it can be considered that cent percent is the potentiality of secondary school Social Science content with regard to the development of values.

iii) Teachers' Potentiality

Teachers' potentiality in relation to the development of values in students was analysed with regard to its two aspects. Firstly the teachers' ability with regard to Value Identification was analysed. It is one of the most important pre-requisite that, once the objective set for the teaching of Social Science is recognised for developing values and the content is found potent for the same, the teachers should be able to identify various values that are hidden in the content. If the teachers are unable to identify these values from the content, it may be due to two reasons. It is either because they are teaching without understanding the aims and objectives of teaching the given content, or because they are purposefully ignoring this crucial area due to the over emphasis of knowledge in the cognitive level only.

The teachers must have showed hundred percent ability in identifying the values in the content. But they did not even score seventy percentage of the expected level. A shortage of more than 30% is seen which is indeed a

noteworthy mis-input from the part of the teachers in developing values in students through the curriculum.

Another most important pre-requisite for value development in students is the ability from the part of teachers to define a particular value by analysing a content or situation. In this aspect also the secondary school Social Science teachers could not reach even nearer to the satisfactory level. Even though there is a slight positive difference in definition ability from that of value identification, about one fourth of the total ability remains unachieved. It is a very major shortcoming from the part of teachers who are having a key role in transacting the content for developing values in students. If the teacher is not able to define the meaning of a value, how she/he can teach a value to the students is worthy of thinking. In short the teachers are exhibiting a partisan perspective by which they are having a blind or unnecessary adherence of the content under the pressure of examination oriented training.

This may be due to the unavailability of either pre-service or in-service orientation regarding the necessity of this prime area of objectives.

iv) Teachers' Transaction

It is a matter of fact that whatever may be the potentiality of the content, the effectiveness in relation to realisation of goals like development of values lies in how effectively the teachers are transacting the prescribed

content. Only one teacher, out of 110 teachers, used ideal level of activities, that too for only two items. The total sample of teachers were able to use at least mediocre level of activities only for one item. All the 110 teachers used only low level of activities for rest of the 22 items, while they transact the given content. It is an indication of their poor ability to transact the content effectively towards the development of values. In the case of moral, social, personal and aesthetic values, the teacher's effort for developing values (as evidenced by their Data sheet) and the Students' Value Definition Ability can be seen as having some positive relationship. It indicates that if all the other teachers put their purposive effort towards the goal of value development, the students' attainment of values would have been high in all categories of values.

The findings of the study reveal that most of the teachers may be near completely incapable of making use of appropriate activities to develop values in students. We can assume the reason behind it is that most of the teachers are not at all taking into consideration the hidden values while they plan and execute teaching - learning activities. If they were capable enough to do it, they could have suggested such activities in the Datasheet supplied to them, even if they had not practised them while handling those particular units.

In other words, the teacher's ability in suggesting suitable activities so as to develop values in students is pathetically low. Among the different aspects of the continuum of curriculum a major gap has been occurred in teachers' potentiality and their teaching activities for developing values in students.

v) Development of Values in Students

The development of values in students has been studied with its two aspects in the present study. viz., i) Value Definition Ability of Students. ii) Value Preference of Students.

The Value Definition Ability of students is not found up to a commendable level. It is much less than the expected level for total sample and in almost all the sub samples. The analysis revealed that the Value Definition Ability of Students including in each of the sub sample lies nearer to the average. It is an indication of their low ability to define a value even if the necessary content is studied. It may be pointed out here that the Value Definition Ability of teachers is 76% while that of the students is only 61%. A gap of 15% in this regard, throws light into the assumption that the teachers do not take efforts to transmit whatever definitions they already know for different values. One of the reasons for this deplorable state of affair is the teachers' negligence towards this prime area of concern in their teaching. If their teachers had adequately emphasised and appropriately followed

strategies to develop necessary values with the help of the content, the students would have attained the ability to define a particular value by analysing the given content.

The attainment of Value Preference of the secondary school students as a whole is also not upto a satisfactory level. The level of attainment of Value Preference of students in secondary schools for the total sample and for almost all the sub samples, except for Rural students is a bit above the average only. When students are given with some situations which are like moral dilemmas, students must be able to make their *preference* based on their *reflective thinking* and *rational choice*. In the present study the students in IX standard as well as X standard show only a nominal performance. They have failed to provide any proves for that they are having the ability to resolve the value issues and clarify with the value questions involved in the content area of Social Science. Of course this is what Social Science in particular and education in general are aiming at.

In short, if the Social Science curriculum is like a system, major pitfalls are seen in the product level of that system, i.e., value development in students. This has not been achieved up to an adequate level. The objective set for the teaching of Social Science to this extent has not been fulfilled. For this, the teachers are to be held responsible. In a cyclical relationship of various aspects of the curriculum, the objectives are given adequate emphasis

on Value development – the content is highly potent for the development of values, but in the next stage, in the potentiality of teachers and their transaction ability, weakness is found remarkably.

If teachers are having adequate level of potentiality and they are succeeding in transacting the content in a satisfactory manner, the Value Definition Ability and Value Preference of students would have been high and upto an adequate level.

So it is crystal clear that a major gap is being occurred at the stage of teacher intervention in education, which should be seriously thought about. Otherwise teachers themselves will be untrue towards the society and nation. It is also an indication of the absence of teachers' consciousness towards this crucial sphere of influence. Hence the sandwiched state of affair of teacher interaction between curriculum and students must be changed. The saturation happened to the noble objectives of Social Science must be compensated.

SUMMARY OF FINDINGS, CONCLUSIONS AND SUGGESTIONS

Vijayan. N.K “A critical study of the effectiveness of social science curriculum to develop values in secondary school pupils” Thesis. Department of Education, University of Calicut, 2005

Chapter V

MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

-
- *The study in retrospect*
 - *Major findings of the study*
 - *Interpretation and conclusion of results*
 - *Educational implications of the study*
 - *Suggestions for further research*
-

SUMMARY OF FINDINGS, CONCLUSIONS AND SUGGESTIONS

This chapter covers details of the relevant aspects related to the study such as major findings, conclusions, educational implications and suggestions. To have a comprehensive view, the study in retrospect is also attempted.

THE STUDY IN RETROSPECT

Restatement of the problem

The problem for the present study is entitled “A CRITICAL STUDY OF THE EFFECTIVENESS OF SOCIAL SCIENCE CURRICULUM TO DEVELOP VALUES IN SECONDARY SCHOOL PUPILS”.

Variables

The variables treated in the study are

- i) Effectiveness of Social Science Curriculum.
- ii) Values in secondary school pupils.

The variable “Effectiveness of Social Science Curriculum” is studied with the following sub variables.

- a) Potentiality of the content of the curriculum to develop values.
- b) Potentiality of the teachers as evidenced by :

- i) Ability of the teachers for identification of values in the content.
 - ii) Ability of the teachers for defining the values inherent in the content
- c) Level of transaction as evidenced by the ability of the teachers in using activities suitable for transacting the content for the development of values.

The variable, Values in secondary school pupils is studied with two sub variables.

- a) Ability of students for defining values
- b) Value preference of students.

Objectives

The objectives of the present investigation are as follows.

- i) To identify whether moral, social, cultural, civic, personal and aesthetic values are inherent in the content of secondary school Social Science curriculum.
- ii) To find out whether the teachers are able to identify the various values that are hidden in the content of the secondary school Social Science curriculum.

- iii) To find out whether the teachers are able to define the various values that are hidden in the content of secondary school Social Science curriculum.
- iv) To examine whether the secondary school Social Science teachers are able to follow activities suitable to develop values through their subject.
- v) To investigate whether the objective of value development is fulfilled by teaching Social Science in secondary schools.
- vi) To evaluate critically the curriculum of secondary school Social Science for development of values in students.

Methodology

a) Design of the study

The design of the present study follows a critical examination of the various data gathered to know whether the secondary school Social Science curriculum has the potentiality to develop necessary values in pupils. The data for this purpose is collected by document analysis of the topics of the curriculum, and survey on teachers and pupils. The data are quantitatively and qualitatively analysed to ascertain critical examination of them.

b) Sample for the study

The investigator has drawn a representative sample of one hundred and ten Social Science teachers of secondary schools from Kannur, Wayanad, Kozhikode and Malappuram districts of Kerala state. Thousand pupils i.e. five hundred pupils from IX standard and another five hundred pupils from X standard also were drawn from the above districts through stratified random sampling technique.

c) Technique and tools used in the study

The investigator employed the following technique and tools for measuring the variables.

1. Content Analysis
2. Value Identification Test in Social Science
3. Value Definition Test for Teachers
4. Data Sheet on Teaching Activities in Social Science
5. Checklist on Learning Activities in Social Science
6. Value Definition Test for Students
7. Value Preference Test
8. Teacher's Rating Scale of Students

Techniques of Analysis used

The techniques that were used in the analysis of the present study are as follows.

- i) Content Analysis
- ii) Percentages and Mean percentages
- iii) Test of significance of differences in the Mean percentages
- iv) Co-efficient of Correlation
- v) Qualitative Criticism

MAJOR FINDINGS OF THE STUDY

The major findings of the study are presented below in the sequential order of the objectives.

1. The Content Analysis proved beyond doubt that each unit of text books of History and Civics, Geography and Economics of VIII, IX and X standards is remarkably rich with various categories of values. This finding is fully agreeing with the earlier findings of Rollin (quoted by Arora, 1983), Rao (1986), and Sarangi (1994). The investigator identified altogether 69 values which can be grouped under different categories such as Moral, Social, Cultural, Civic, Personal and Aesthetic values. Out of these 16 are Moral values (nine universal, seven individualistic) 13 are Social values (seven community values

and six neighbourly values), 10 are Cultural values, eight are Civic values, 18 are Personal values (nine self based values and nine values for civilized life) and four are Aesthetic values.

Apart from the 62 values identified as per the frame of reference of 'Eighty-three values' listed by the NCERT, seven other values also have been identified and listed out. They are Co-existence, Preservation of natural environment, Interdependence, Scientific thinking, Orderliness, Appreciation of good and Appreciation of beauty.

In short, the result of the content analysis reveals that the secondary school Social Science content as a whole is a rich repertoire of various categories of values which if transacted properly, is capable of developing all these values in the students up to an appreciable level.

2. In Value Identification Ability, the secondary school Social Science teachers are not fully able to identify various values that are hidden in the content of the curriculum. The mean percentage on scores of Value Identification for Teacher is 69 only. A shortage of 31% is seen unattained. In other words their level of value identification ability was even below three-fourth. The attainment of teachers in value identification ability under various categories also, is more or less the same, except in the case of Aesthetic values (Mean percentage is 91%).

3. In Value Definition Ability also the secondary school Social Science teachers' attainment remained unsatisfactory. The mean percentage on scores of Value Definition Test for Teachers (76%) shows a remarkable gap. The unattained percentage (24%) i.e., nearly one fourth of the expected level (100%) is not a negligible gap. In the Definition Ability of Values under various categories also the teachers exhibited more or less the same attainment except in the case of Aesthetic Values. For Aesthetic Values they show highest defining ability (Mean percentage is 84%).
4. It is found that the secondary school Social Science teachers are not able to follow activities suitable to develop values through the teaching of their subject.

The percentage of teachers who used Ideal level of activity for teaching Social Science content towards the development of values is very low. In the Data Sheet on Teaching Activities in Social Science except in four set of items, the percentage of teachers using ideal activity is zero. In three items, out of this four, only one teacher used ideal activity and for one item 12 teaches used ideal activity. All the 110 teachers used only low level of activities for 22 items (out of 25) while they transact those given content. It is an indication of their poor ability to transact the content for developing values. In short it can be concluded that the teachers' ability in using/at least

suggesting suitable activities so as to develop values in students is pathetically low.

The cross checking of data given by students with that of teachers, convinced the fact that except Item No. 1, for all the 24 items more than 85 percent of teachers used only Low level of teaching activities with regard to Social Science content towards the objective of development of values in students. This finding is agreeing with the findings of Patel (1984) and Ingole (1985).

5. The findings show that the Value Definition Ability of Students is not satisfactory (61.27%). It is much less than the expected level for total sample (100%). In all the sub-samples such as IX and X standard, girls, students of urban, rural, government and aided schools the level of their Definition Ability is almost the same except in Boys. With regard to Boys, the percentage of their Value Definition Ability is even below fifty percentage (48%). In short, the Value Definition Ability of Students, including for the sub-samples, lies just above the average level. It is an indication of their low ability to define a value even if the necessary content is studied.
6. It is found that the Value Preference of the secondary school students as a whole is not upto a satisfactory level. Their percentage of

performance in Value Preference Test for the total sample is much lower than the expected level (64.13%).

In sub samples based on standard, that is in class IX and X, the level of students' Value Preference was found almost identical to that of the total sample.

In the sub samples based on sex, i.e., between Boys and Girls also the difference in attainment of Value Preference is not significant and also lies nearer to that of the total sample.

In the sub samples based on locality, the level of Value Preference in Urban students show a statistic that is more or less same to that of the total sample. Whereas in Rural sub sample, the attainment is some what high i.e., 5% higher than that of the total sample, which is significantly different from that of the Urban sample.

With regard to the sub sample based on type of management, i.e., both for Government students and for the Aided students the attainment in Value Preference is very nearer to that of the total sample.

In short, the level of attainment of Value Preference of Students in secondary schools for total sample and for all the sub samples except Rural students, is showing only a little more than sixty percent. Rural students showed 69% attainment.

In addition to these, for cross checking the consistency and validity of data in Value Preference Test of Students, scores of Teacher's Rating Scale of Students were correlated with it. It is found that substantial relationship exists between these two scores ($r = 0.74$) that means the data and result of Value Preference Test is valid.

INTERPRETATION AND CONCLUSION OF RESULTS

A summary of critical examination of the findings as interpretation and conclusion is treated in the following subheadings given as follows.

i) Objectives of the curriculum

The preface of text books, scheme of work or syllabus, handbook, National Curriculum Framework for School Education etc. are emphasizing the development of values as one of the major objectives of secondary school Social Science curriculum. So it is the bounden duty of every Social Science teacher, to ensure that this objective has been realised effectively through their teaching.

ii) Content's potentiality

The secondary school Social Science content is abundantly rich with various categories of values which are hidden in it. Each unit in History, Civics, Geography and Economics is pregnant with a host of Moral, Social, Cultural, Civic, Personal and Aesthetic values. There is not a unit or sub unit

in the VIII, IX and X standard Social Science text book which is free from values.

iii) Teachers' potentiality

Once the objectives set for the teaching of Social Science are recognised and the content is found potent, it is the duty of teachers to ensure the realization of the goal of value development. It is found from the study that the teachers do not have at least seventy percent ability in identifying values which are hidden in the content. They are also moderately unable to define a particular value by analysing a given content or situation. It is either because they may be teaching without understanding the aims and objectives of teaching the given content or because they are purposefully ignoring this crucial area due to the pressure and over emphasis of knowledge in the cognitive level.

iv) Teachers' transaction

The findings of the study reveal that most of the teachers are not at all taking in to consideration the hidden values while they plan and execute teaching-learning activities. It may be due to their incapability of using appropriate activities. If they are capable to do so, they could have suggested such activities in the Data Sheet supplied to them, even though they did not practice them while handling those particular units. Among the different aspects of the continuum of curriculum, the teachers' potentiality and their

proper transaction ability stand sandwiched in making them less able to realise the goal of value development in students. In the case of moral, social, personal and aesthetic values, the teacher's effort for developing values (as evidenced by their Data sheet) and the Students' Value Definition Ability can be seen as having some positive relationship. It indicates that if all the other teachers put their purposive effort towards the goal of value development, the students' attainment of values would have been high in all categories of values.

v) Development of values in students

The Value Definition Ability of Students is not found at a commendable level. They have showed low ability to define a value even if the necessary content is studied.

The attainment of Value Preference of the secondary school students as a whole is also not upto a satisfactory level. Even though the Rural students showed a comparatively higher level of preference for values than that of the other sub samples, that too was not up to a substantial level.

One of the reasons for this deplorable state of affair is the teachers' negligence towards this prime area of concern in their teaching. If their teachers had adequately emphasized and appropriately followed strategies to develop necessary values with the help of the content, the students would have shown defining ability and preference for values upto the most

satisfactory level. Of course, this is what Social Science in particular and the education as a whole in general aiming at.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study shows that in the secondary school Social Science curriculum, the gamut of values that can be covered is vast. Since value inculcation is not an additional subject and work it should permeate all curricular activities. Its success depends largely upon the enthusiasm and commitment of teachers. If the teachers are not able to identify and define values that are hidden in the Social Science curriculum in a satisfactory way, who will be there to bear the torch light of this pivotal responsibility?

More over, our future citizens will grope in darkness and there will be nothing like 'desirable', 'do's' and 'don'ts'. The subject of Social Science has been suffering from routine mirror looking teaching. The real potentiality of this core curriculum which would have been the beacon light for the future generations is kept unused in the hand of the captains of the ships who merely resort to 'rear views' only.

So it is high time to rethink about the age old teaching methods and focus of emphasis. Otherwise we will be untrue, cheating and purposefully neglecting the diseased child without providing any medical treatment.

In short, the teaching-learning experiences with regard to Social Science curriculum in secondary school are merely becoming some intellectual exercises without helping them to *reflect the information* and to *internalise the value* in each teaching-learning situation. This is quite unfortunate and dangerous. The findings of this study should open the eyes of teachers as well as teacher-educators and policy makers.

Some suggestions for improving the present educational practices in the light of the findings of the study are given below:

1. Some intensive in-service courses should be urgently given to secondary school Social Science teachers so as to enable them to identify various values in the curriculum and to develop potential to define them properly in order to make them the inevitable part of every teaching-learning experience.
2. NCERT, SCERT, NCTE and DIET may organise some inservice programmes to enable the teachers to learn the know-how in adopting most appropriate teaching strategies with special focus on value development in their students. The orientation in new strategies like Reflective Practices, Ignatian Pedagogical Paradigm, Jurisprudential Inquiry Model of Teaching, Co-operative Learning Strategy, Investigative approach, Activity approach etc. will add vigour and vitality to their Social Science teaching.

3. The teacher will have to be given focused training regarding the evaluative practices that would follow to ensure whether values have been internalised in students.
4. The curriculum of teacher education may be revised in the light of the new policy thrusts with an emphasis on the integration of values.
5. To enrich the repertoire of future teachers, the latest trend of paradigm shift in the teaching strategies from behaviourist approach to constructivist approach has to be taken seriously in pre-service training programmes.
6. Frequent awareness programmes for parents may be organised in order to familiarise them with the need of social-personal qualities including values in students through classroom teaching. Otherwise they may raise hackles against changing the traditional focus of classroom teaching.
7. The teacher-educators should also be oriented to the need of the hour for value education, its recent trends and strategies, and the effectiveness of integrated approach through the existing Social Science curriculum with a prime objective of developing values in students. It helps to leave no scope of mishandling of proper training in this regard.

8. Some state wide workshops may be conducted in order to develop some standard modules in Social Science towards the prime objective of value development.
9. Statewide seminars and workshops may be conducted with a view to give content enrichment in the concepts of latest developments like *Reflective Practices, Emotional Intelligence, Self Science Curriculum, Social Cohesion, Tolerance Education, Peace Education, Multi-Cultural Education, etc.*
10. Since children are under the magnetic influence of some media like television and internet, the management of channels and search agencies and the censoring authority must take an initiative to make all the programmes free from value violation. They can launch some purposeful activities separately towards this goal. Print media like newspapers and magazines can also play a vital role in this regard.
11. In fact it requires a kind of mass movement in the society where all concerned, the parents, the teachers and students wake up to this call (Value development in children through integrated approach). Then only *life-skill education* and *value-education* can attain increased momentum.

SUGGESTIONS FOR FURTHER RESEARCH

Since the present study throws light on the desperate state of realisation of the objectives of secondary school Social Science curriculum, the investigator may suggest the following opinions for further studies.

1. The secondary school Social Science curriculum is suffering from poor teaching methods and activities. Hence studies pertaining to the effectiveness of models of teaching which are conducive enough to develop various values can be carried out.
2. Preparation of some effective modules or packages in Social Science towards value development can be tried out so that it can be implemented in the teacher-education programmes.
3. It is assumed that the goal of value development or value education in students may be effective through an integrated approach in Social Science as well as in other subjects like Science and Languages. Studies can be carried out regarding the implementation of intensive inservice programmes for integrated approach through different school subjects.
4. The influence of some variables like peer group, parental style, learning style of students, achievement motivation, intelligence etc. can

be studied with reference to the development of values in secondary school students.

5. Experimental studies regarding the effect of some new trends like Co-operative Learning Strategy, Ignatian Pedagogical Paradigm and Reflective Practices in the development of values with special reference to Social Science curriculum can be carried out.
6. The effect of Self Science Curriculum in secondary school Social Science to develop values can be studied.
7. Critical studies like the present investigation can be extended to other subjects like Science, Languages and Mathematics.

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APPENDICES

APPENDIX I (A)

VALUE IDENTIFICATION TEST IN SOCIAL SCIENCE

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

Directions: This is a test which intends to find out the values identified by teachers in the secondary school social science curriculum. Find out the values (moral, social, cultural, civic, personal, aesthetic, etc.) in each of the item that you have identified from your own teaching experience and put a '✓' mark in the suitable column of the response sheet given.

1. The value violated in the imperialist and colonialist expansion is ____
a) Socialism b) Unity c) Freedom d) Courage
2. The episode of Kunhali Marakkars in the history of Kerala is an example of ____
a) Courage and Patriotism b) Initiative
c) Secularism d) Integrity
3. ____ can be felt as a value in the socio cultural reform movement led by Ram Mohan Roy
a) Self support b) Integrity
c) Social Service d) Quest for knowledge
4. The progress of modern education in the 18th C. in India shows our preference for the value
a) Dutifulness b) Common cause
c) Team work d) Forward look
5. We may highlight our differences in religion, language, food and customs only to teach the value of ____
a) Equality b) Unity in diversity
c) Patriotism d) Common good
6. India's policy of Non-Alignment is an epitome of ____
a) Discipline b) Patriotism c) Peace d) Justice

- 7. The meaning and importance of the Human Rights reflects the value _____
 - a) Dignity of the individual
 - b) Self duty
 - c) Universal love
 - d) Good manners
- 8. The value that would be projected while dealing with the explosive rate of population is _____
 - a) Resourcefulness
 - b) Healthy and Hygienic living
 - c) Tolerance
 - d) Simple living
- 9. From the significance of agriculture in Indian economy we can be drawn the value of _____
 - a) Rationalism
 - b) Humanism
 - c) Dignity of labour
 - d) Initiative
- 10. We teach different civilizations to enable the students to get the value of _____
 - a) Courage and conviction
 - b) Sense of social responsibility
 - c) Appreciation of cultural values of others
 - d) Good manners
- 11. In France, just before the revolution, the burden of taxes fallen heavily on the people of the third estate. Here we can see the violation of the value of _____
 - a) Socialism
 - b) Justice
 - c) Freedom
 - d) Rationalism
- 12. The Declaration of the Rights of Man in 1789 adopted by the National Assembly emphasise the value of _____
 - a) Truth and non-violence
 - b) Co-operation and co-existence
 - c) Equality
 - d) Citizenship
- 13. In the history of the Unification of Italy and Germany one can infer the value of _____
 - a) Unity in diversity
 - b) Courage
 - c) National spirit
 - d) Orderliness
- 14. "One who views every human beings with a sense of equality is the real religious person" In this words of Guru Nanak what value can be inferred?
 - a) Solidarity of mankind
 - b) Appreciation
 - c) Faithfulness
 - d) Devotion

- 23. The heroic annals of Bhagat Singh in the history of India shows the value of _____
 - a) Endurance
 - b) Tolerance
 - c) Self sacrifice
 - d) Dutifulness
- 24. Gandhiji's dream about India was with a people having no distinction in economic, political and religious basis. This dream denotes the value of _____
 - a) Socialism and secularism
 - b) Devotion and commitment
 - c) Anti-untouchability
 - d) National consciousness
- 25. Rights and duties guaranteed by Indian constitution indicate which of the following values?
 - a) Socialism
 - b) Secularism
 - c) Discipline
 - d) Citizenship
- 26. The interdependence of individuals in the society bring forth which of the following values?
 - a) Common good
 - b) Social service
 - c) Resourcefulness
 - d) Humanism
- 27. During the freedom movement, many people joined in the revolts even by sacrificing their livelihood. It indicates their _____
 - a) Courage
 - b) National consciousness
 - c) Universal love
 - d) Simple living.
- 28. The 'Satyagraha' episode of Mahatma Gandhi reflects which of the following values?
 - a) Social service
 - b) Self duty
 - c) Faithfulness
 - d) Truth and self control
- 29. The progress in the factors such as education, health, balanced diet, shelter, information technology, etc. shows the preference to which of the values?
 - a) Quest for knowledge
 - b) Resourcefulness
 - c) Curiosity
 - d) Orderliness
- 30. The depletion of natural resources and the increasing rate of growth of population refers to the necessity of inculcation of which value?
 - a) Proper utilization of time
 - b) Proper utilization of resources
 - c) Hygienic living
 - d) Dignity of manual work

APPENDIX I (B)

VALUE IDENTIFICATION TEST IN SOCIAL SCIENCE

RESPONSE SHEET

Name of the Teacher: Male/Female
School Teaching experience

1	a	b	c	d
2	a	b	c	d
3	a	b	c	d
4	a	b	c	d
5	a	b	c	d
6	a	b	c	d
7	a	b	c	d
8	a	b	c	d
9	a	b	c	d
10	a	b	c	d

11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d
16	a	b	c	d
17	a	b	c	d
18	a	b	c	d
19	a	b	c	d
20	a	b	c	d

21	a	b	c	d
22	a	b	c	d
23	a	b	c	d
24	a	b	c	d
25	a	b	c	d
26	a	b	c	d
27	a	b	c	d
28	a	b	c	d
29	a	b	c	d
30	a	b	c	d

VALUE DEFINITION TEST FOR TEACHERS

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

2003

നിർദ്ദേശങ്ങൾ: ഇത് സാമൂഹ്യശാസ്ത്രവുമായി ബന്ധപ്പെട്ട് ഗവേഷണ ആവശ്യത്തിനുപയോഗിക്കാനുള്ള ഒരു ടെസ്റ്റാണ്. ഏതാനും പ്രസ്താവനകൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോ പ്രസ്താവനയ്ക്കും 'യോജിക്കുന്നു', 'വിയോജിക്കുന്നു.' എന്നീ രണ്ട് പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. പ്രസ്താവനകൾ വായിച്ച് തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിലെ ചോദ്യനമ്പറിനു നേരെ ഉചിതമെന്നു തോന്നുന്ന പ്രതികരണത്തിനുള്ള ചതുരത്തിൽ '✓' ചിഹ്നമിടുക.

1. യൂറോപ്പിൽ നവോത്ഥാനത്തെത്തുടർന്നുണ്ടായ ശാസ്ത്രബോധത്താൽ പല വിശ്വാസങ്ങളും ചോദ്യം ചെയ്യപ്പെട്ടുതുടങ്ങി. ഇത് പാരമ്പര്യത്തോടുള്ള വെല്ലുവിളിയായി മാത്രമേ കണക്കാക്കാൻ സാധിക്കൂ.
2. മുതലാളിത്ത വ്യവസ്ഥിതിയിൽ ഗവൺമെന്റിന്റെ ഇടപെടൽ കൂടാതെ വ്യാപാരം നടത്താനുള്ള വ്യക്തി സ്വാതന്ത്ര്യം മുതലുടമകൾക്ക് ലഭിക്കുന്നു. അതുകൊണ്ട് ഇത് ആധുനിക സമൂഹത്തിന് അനുകരണീയമായ വ്യവസ്ഥയാണ്.
3. അമേരിക്കൻ കോളനിവാസികൾ ബ്രിട്ടന്റെ മേധാവിത്വത്തിനെതിരെ മുഴക്കിയ മുദ്രാവാക്യമായ 'പ്രാധിനിത്യമില്ലാതെ നികുതിയില്ല' എന്നത് സ്വന്തം കർത്തവ്യങ്ങളോടുള്ള അവരുടെ അവഗണനയ്ക്കുദാഹരണമാണ്.
4. ആധുനിക സമൂഹത്തിൽ പണക്കാരനും പാവപ്പെട്ടവനും തമ്മിലുള്ള അന്തരം കുറച്ചുകൊണ്ടുവരിക എന്നത് തീർത്തും അപ്രാപ്യമാണെന്ന് ഞാൻ കരുതുന്നില്ല.
5. ഫ്രഞ്ച് സമൂഹത്തിൽ ഉപരിവർഗ്ഗത്തിന്റെ സുഖസമൃദ്ധ ജീവിതത്തിന് വേണ്ടി സാധാരണ ജനങ്ങൾ കഠിനാധ്വാനം ചെയ്യേണ്ടി വന്നു. ഇത് ന്യായീകരിക്കാൻ കഴിയാത്ത അനീതിയാണ്.
6. ബ്രട്ടീഷുകാരാൽ കൊലചെയ്യപ്പെടുമെന്ന് ബോധ്യമായപ്പോൾ വേലുത്തമ്പിദളവ കൊട്ടാരക്കര - മണ്ണടി ക്ഷേത്രത്തിൽ ഒളിച്ചു കടന്ന് ആത്മഹത്യ ചെയ്തത് ഭീരുത്വമായേ വ്യാഖ്യാനിക്കാൻ കഴിയൂ.
7. വ്യവസായ - വാണിജ്യമേഖലയിൽ ഇന്ന് നിലനിൽക്കുന്ന കിടമത്സരങ്ങൾക്കും ലാഭച്ഛായ്ക്കും അനുസൃതമായി സമൂഹത്തിൽ ക്ഷേമം കൈവരുന്നുണ്ട് എന്നു കരുതാൻ വയ്യ.
8. സമൂഹത്തിലെ വിദ്യാഭ്യാസവന്നരായ യുവാക്കൾ കൈത്തൊഴിലും കുലിപ്പണിയും മൊക്കെ ചെയ്യുന്നതിനേക്കാൾ നല്ലത് ഉയർന്ന ജോലി ലഭിക്കാനായി ക്ഷമയോടെ കാത്തിരിക്കുന്നതാണ്.
9. 'മാനവികതാവാദം' ലൗകിക അനുഗ്രഹങ്ങളേക്കാൾ മനുഷ്യന്റെ മഹത്വത്തെ പ്രകീർത്തിക്കുന്നു. ഇത് ദൈവികതയ്ക്ക് എതിരാണെന്ന് ഞാൻ കരുതുന്നില്ല.
10. ഫ്രാൻസിലെ റക്തരൂഷിതമായ സപ്തംബർ കൂട്ടക്കൊല ഫ്രഞ്ചു വിപ്ലവത്തിന്റെ തന്നെ മാഹാത്മ്യം നഷ്ടപ്പെടുത്തുന്ന സംഭവമാണ്.

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11. ശിശുമരണനിരക്കും പകർച്ചവ്യാധികളും ജനസംഖ്യാവർദ്ധനവിനെ കുറച്ചു കൊണ്ടുവരുന്ന ഘടകങ്ങളെന്ന നിലയിൽ അവയെ നിയന്ത്രിക്കാൻ സർക്കാർ നടപടികളെടുത്തില്ലെങ്കിൽ പോലും വിമർശിക്കാൻ കഴിയില്ല.
12. ഇംഗ്ലണ്ടിലെ ഫ്യൂഡലിസത്തിനു സമാനമായി, ജൻമികളും സാധാരണക്കാരും തമ്മിലുള്ള ഒരു പരസ്പര സംരക്ഷണപരിപാടി ആധുനിക കേരള സമൂഹത്തിലായാലും ഞാൻ ഇഷ്ടപ്പെടുന്നുണ്ട്.
13. ധനികനും വിദ്യാസമ്പന്നനുമായ ഒരാൾക്ക് പരാശ്രയമില്ലാതെ ഈ സമൂഹത്തിൽ സുഖമായി ജീവിക്കാൻ കഴിയും എന്ന് ഞാൻ കരുതുന്നു.
14. ഓരോ മനുഷ്യനും വിശ്വസിക്കുന്ന മതത്തേക്കാൾ പ്രധാനം അവനവന്റെ സംസ്കാരവും ജീവിതശൈലിയുമാണ്.
15. വൈയക്തിക കാരണങ്ങളാൽ ചുമതലകൾ നിർവ്വഹിക്കാൻ കഴിയാത്തവർക്കും അവകാശങ്ങൾ നേടാനുള്ള ധാർമ്മികമായ അർഹത ഉണ്ടായിരിക്കുന്നതാണ്.
16. ലോകപൗരൻ എന്ന സങ്കല്പം ഒരു വ്യക്തിയുടെ ദേശീയബോധത്തോടുള്ള സ്വയം അവഗണനയായേ കണക്കാക്കാൻ സാധിക്കൂ.
17. സമൂഹത്തിലെ ഒരു വ്യക്തിയ്ക്കും തനിക്ക് ആവശ്യമുള്ളതെല്ലാം സ്വയം സജ്ജമാക്കാൻ സാധ്യമല്ല എന്നത് ഒരു വസ്തുതയാണ്.
18. ധാർമ്മിക ചുമതലകളുടെ ലംഘനം ശിക്ഷാർഹമല്ലാത്തതുകൊണ്ട് വിദ്യാർത്ഥികൾ അവ നിർവ്വഹിക്കണമെന്ന് നിഷ്കർഷിക്കാൻ കഴിയില്ല.
19. തൊഴിലാളികളുടെ വേതനം, സേവനവ്യവസ്ഥകൾ എന്നിവയിൽ തീരുമാനമെടുക്കാൻ മുതലുടമകൾക്ക് പരിപൂർണ്ണ സ്വാതന്ത്ര്യം ഉണ്ടാവുക എന്നത് സാമൂഹ്യ നീതിക്ക് എതിരാണ്.
20. സ്വന്തം ആവശ്യത്തിനനുസൃതമായി മനുഷ്യൻ പരിസ്ഥിതിയെ മാറ്റിയെടുക്കുന്നതിൽ തെറ്റില്ല.
21. കേരളത്തിലെ മാപ്പിളലഹള പലപ്പോഴും ഭൂവുടമകൾക്കെതിരായുള്ള സമരമായിത്തീർന്നത്, സമരക്കാർ സ്വകാര്യസ്വത്തവകാശത്തിന് എതിരായിരുന്നു എന്നതിന്റെ സൂചനയാണ്.
22. ഓരോരുത്തരും സ്വന്തം പുരോഗതിക്കുവേണ്ടി പ്രയത്നിച്ചാൽ സാമൂഹ്യ പുരോഗതി താനേ ഉണ്ടാകും എന്ന ധാരണ ശരിയാണ്.
23. മനുഷ്യന്റെ പ്രകൃതിയോടുള്ള ചൂഷണമനോഭാവം അവന്റെ സാമൂഹ്യ ജീവിതത്തെ സാരമായി ബാധിക്കും.
24. നാം വലിച്ചെറിയുന്ന ഉപയോഗശൂന്യങ്ങളായ വസ്തുക്കളാൽ വിനാശകരങ്ങളായ അവശിഷ്ടവാരകങ്ങൾ ഉൽപാദിപ്പിക്കപ്പെടുന്നു എന്നത് ശരിയാണ്.
25. ഹിന്ദുക്കളും മുസ്ലീങ്ങളുമായ ബ്രിട്ടീഷ് ഇന്ത്യൻ പട്ടാളക്കാർ, ഗ്രീസ് പുരട്ടിയ തിര ഉപയോഗിക്കാൻ വിസമ്മതിച്ചത് കർത്തവ്യബോധത്തിന്റെ ലംഘനമായിരുന്നു എന്നു കരുതാം.
26. സമൂഹത്തിലെ അധഃകൃത വർഗ്ഗങ്ങൾക്ക് നൽകുന്ന തൊഴിൽ സംവരണങ്ങൾ, ഭരണഘടന അനുശാസിക്കുന്ന സമത്വം എന്ന ആശയത്തിന്റെ ലംഘനമായി കാണാൻ കഴിയില്ല.
27. നമ്മുടെ രാജ്യത്തെ സമ്പത്ത് മുഴുവൻ ഏതാനും വ്യക്തികളുടെ കൈകളിൽ കേന്ദ്രീകരിക്കുന്നത് സാമൂഹ്യനീതിയ്ക്ക് നിരക്കുന്നതല്ല.
28. മുതലാളിത്ത വ്യവസ്ഥിതിയിലെ തിന്മകൾക്കെതിരെയുള്ള ശക്തമായ ഒരു പ്രതിവിധിയായി സ്ഥിതിസമത്വ വാദത്തെ കാണാൻ കഴിയും.
29. ഏറ്റവും അടിസ്ഥാനാവശ്യങ്ങൾ പോലും ഏറ്റവും പരിമിതമായ തോതിൽ നിറവേറ്റാനാകാത്ത തരം ജീവിതം നയിക്കുന്നവർ നമ്മുടെ സമൂഹത്തിലുണ്ട്. അവർക്കുവേണ്ടി എന്തെങ്കിലും ചെയ്യാൻ നമ്മളാൽ സാധ്യമാണെന്നു കരുതുന്നില്ല.
30. ചരിത്രം, ഭൂതകാലത്തിന്റെ ജീവസ്സ് അറ്റ സംഭവവികാസങ്ങളുടെ പഠനം എന്ന നിലയിൽ മൂല്യവത്തായ ഒരു ശാസ്ത്ര ശാഖയായി കരുതാൻ വയ്യ.

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31. ആദിമവേദകാലംമുതൽ നിലവിലുള്ള സാമൂഹ്യ സ്ഥിതി എന്ന നിലയിൽ ജാതിവ്യവസ്ഥയെ പൂർണ്ണമായി അംഗീകരിക്കാനേ വിദ്യസമ്പന്നർക്കു കഴിയൂ.
32. ഇന്ത്യയിലെ ഒന്നാം സ്വാതന്ത്ര്യസമരത്തിന്റെ നേതാക്കളെല്ലാം തന്നെ താന്താങ്ങളുടെ സ്വന്തം പ്രശ്നങ്ങൾ പരിഹരിച്ചുകിട്ടാൻവേണ്ടി മാത്രം സമരത്തിലേക്ക് ആകൃഷ്ടരായവരായിരുന്നു.
33. ഒരു സമൂഹം സംസ്കാരത്തിന്റെ പാതയിലെത്തുമ്പോഴാണ് നഗരങ്ങൾ ഉടലെടുക്കുന്നത്.
34. സർക്കാരിന്റെ ഭരണകക്ഷികൾ തെരഞ്ഞെടുപ്പുപ്രചാരണത്തിന് ഔദ്യോഗിക ഭരണ സംവിധാനം ഉപയോഗിക്കുന്നത് തെറ്റാണ്.
35. മറ്റുള്ളവർക്ക് ഹാനികരമായാൽ പോലും ഒരുവന് അവന്റെ അവകാശങ്ങളെ ഇഷ്ടാനുസരണം ആസ്വദിക്കാനുള്ള സ്വാതന്ത്ര്യമാണ് ജനാധിപത്യം നൽകുന്നത്.
36. നിയമങ്ങൾ, മാറിമാറി വരുന്ന സാമൂഹ്യാവസ്ഥകളോട് പൊരുത്തപ്പെടുന്നവരായിരിക്കാൻ കാലാനുസൃതമായ മാറ്റങ്ങൾ വരുത്തുന്നത് അഭികാമ്യമായിരിക്കും.
37. ഒരു ജനാധിപത്യ രാജ്യത്ത് പൗരൻമാർ അച്ചടക്കരഹിതരായാൽ ഓരോരുത്തർക്കും അവരവരുടെ അവകാശങ്ങൾ നന്നായി ആസ്വദിക്കാൻ കഴിയും.
38. സമൂഹത്തിലെ ഉയർന്നവർക്കും താഴ്ന്നവർക്കും എല്ലാ കാര്യങ്ങളിലും തുല്യപരിഗണന നൽകുക എന്നത് അസാദ്ധ്യമാണ്.
39. ഓരോ തൊഴിലിനും ലഭിക്കുന്ന പ്രതിഫലത്തിന്റെ വലിപ്പം ചെറുപ്പമനുസരിച്ചാണ് ആ തൊഴിലിന്റെ മഹത്വം നിശ്ചയിക്കുന്നത്.
40. നമ്മുടെ സമൂഹത്തിൽ എല്ലാവരും തുല്യരായിക്കണമെന്നു കാഴ്ചപ്പാട് ഓരോ വ്യക്തിയുടെയും അതുല്യമായ ശേഷികൾക്ക് എതിരല്ല.
41. ഒരാളുടെ വൈയക്തിക മൂല്യത്തിന്റെ അളവു പ്രതിഫലിക്കുന്നത് അവന്റെ ഭൗതിക നേട്ടങ്ങളിലാണ് എന്ന ധാരണ തെറ്റാണ്.
42. വൈദേശിക സംസ്കൃതികളെക്കുറിച്ച് മനസ്സിലാക്കുമ്പോൾ അവ യാതൊരു വസ്തുതകളിലും തദ്ദേശീയ സംസ്കാരത്തേക്കാൾ ഉന്നതമല്ല എന്ന് തോന്നാറുണ്ട്.
43. പാശ്ചാത്യരുടെ ജീവിതരീതികൾ അനുകരിക്കുകയാണ് ഭാരതീയർക്ക് സംസ്കാരസമ്പന്നരാകാനുള്ള ഏറ്റവും എളുപ്പവഴി എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.
44. വിദ്യാർത്ഥികളിൽ മത്സരബുദ്ധി വളർത്താൻ ഇഷ്ടപ്പെടാത്തതുകൊണ്ട്, സ്കൂളിൽ ജനാധിപത്യരീതിയിൽ നടക്കുന്ന തെരഞ്ഞെടുപ്പിന് ഞാൻ എതിരാണ്.
45. അവകാശങ്ങളും കടമകളും ഇരുവഴിപ്രക്രിയകൾ ആണെന്ന് അറിയാമെങ്കിലും എല്ലാവിധ സമരങ്ങളെയും ഞാൻ അനുകൂലിക്കാറുണ്ട്.
46. ഫീസ് കൊടുത്ത് ട്യൂഷൻ ക്ലാസ്സുകളിൽ പഠിക്കുന്ന വിദ്യാർത്ഥികൾ അധ്യാപകരെ വേഹുമാനിക്കണമെന്ന് ശഠിക്കാൻ കഴിയില്ല.
47. ഒരാൾക്ക് യഥേഷ്ടം സമ്പത്തുണ്ടെങ്കിലും എളിയ ജീവിതം നയിക്കുന്നത് മൂല്യവത്തായ കാര്യമാണ്.
48. നമ്മുടെ നിത്യജീവിതത്തിൽ, സമൂഹവുമായി ഇടപഴകുമ്പോൾ എത്ര വിരുദ്ധാഭിപ്രായങ്ങൾ ഉണ്ടായാലും അവ കേൾക്കാനും വിലയിരുത്താനുമുള്ള കഴിവ് നല്ലതാണ്.
49. മറ്റുള്ളവരുടെ പ്രശ്നങ്ങൾ മനസ്സിലാക്കുകയും അവയ്ക്ക് പരിഹാരം കാണാൻ ശ്രമിക്കുകയും ചെയ്യുന്നത് വളരെ നല്ല ഗുണമാണ്.
50. വിദ്യാർത്ഥികൾ ജീവിതത്തിന്റെ പ്രാരംഭഘട്ടത്തിൽ ഉള്ളവർ എന്ന നിലയിൽ എത്ര സമയം വേണമെങ്കിലും കളികളിൽ മുഴുകുന്നതിൽ തെറ്റില്ല.

APPENDIX II (B)

VALUE DEFINITION TEST FOR TEACHERS

(ENGLISH VERSION)

Dr. T.C. Ayishabi
Professor

N.K. Vijayan
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

Direction: This is a test in Social Science to be used for research purpose. It contains some statements. Two responses such as 'Agree' and 'Disagree' are given to each statement. Read the statements and mark your response by a '✓' mark in the suitable column against each question number in the answer sheet given.

1. The experimental mind of the European people resulted by the Renaissance began to question the traditional believes. It can be considered only as a challenge to heredity.
2. Since, Capitalism gives freedom to entrepreneurs without any governmental interference, it is a copiable system to the modern society.
3. The slogan "No taxation without representation" made by American colony people against Britain, shows the denial of their duties.
4. I don't think that socialism is a system which is completely unattainable.
5. The common people in French society had to work hard for the luxurious life of the upper class. This was a pure act of injustice.
6. Veluthambi Dalava committed suicide in a temple when he was about to be caught by the British. It shows his cowardness.
7. It can't be regarded that there are social merits corresponding to the competition and profit motive that exists in the field of trade and commerce.
8. It is better to wait patiently for landing in higher professions, rather than doing some manual daily wage jobs, for our educated youth.
9. I don't think that the Humanism, which praise the greatness of man above all worldly blessings is denying the existence of God.
10. The whole greatness of French revolution had been lost in the bloody so called September Massacre.

11. We can't criticise the stand of the government even if they are not taking any measures to reduce epidemics and infanticide as they control population growth.
12. I would appreciate if there is a mutual social insurance programme between the landlords and common people in the present Kerala society similar to that of Feudalism in England.
13. I think that a wealthy and educated person can live comfortably without depending on anybody in this society.
14. A person's culture and way of life are more important than the religion in which he believes.
15. Those who can't discharge their duties, due to personal reasons also have the right to ensure their Rights.
16. The very concept of 'World Citizen' can be considered only as a self negation to one's own national consciousness.
17. It is a fact that no person in the society can find out all the things he needed in his life.
18. Since non-observation of moral duties is not punishable, a citizen need not necessarily discharge them.
19. The entrepreneurs having full freedom to decide upon the labourer's wages and service conditions, is against social justice.
20. There is nothing wrong in changing the environmental according to the needs of man.
21. The Mopila rebellion in Kerala often becoming a revolt against land lords shows that the activists were against private property.
22. The conception that if each one is working for his own good, social progress will automatically come in to existence, is true.
23. The exploitation attitude of man towards nature will largely influence his social life.
24. It is true that the waste materials that we are dumping around produce dangerous gases.
25. The Hindu and Muslim British Indian Soldiers refusing to use the greased catridge was the negligence of their duty consciousness.
26. The reservation for employment for the disadvantaged sections of society; cannot be considered as a negation of the idea of equality.

27. It is not social justice that the whole wealth of our country is getting accumulated in the hands of a few.
28. Socialism can be considered as one of the strongest alternatives of the evils of capitalism.
29. There are some persons in the society who are not in a position to meet the basic needs even at a minimum level. I don't think that we can do anything for them.
30. Since history is the study of dead yesterdays, it can't be considered as a valuable/meaningful branch of science.
31. The educated persons are forced to recognize the caste system since it has come in to existence in the very ancient days.
32. Almost all the leaders of first War of Indian Independence had been attracted to it only for the redress of their own personal problems.
33. Cities are evolved when a society is reaching to culture.
34. Making use of the official/government system by the ruling parties for their election propoganda is irregular.
35. Democracy ensures the freedom for a person to enjoy his rights according to his own whims and fancy even if it influences badly the others.
36. It would be better if rules are changed according to the changing social state of affairs.
37. In a democratic country if citizens become indisciplined no one can enjoy their rights well.
38. It is impossible to give equal treatments to the wealthy and the poor in all matters.
39. The dignity of a profession/work is being determined by the remuneration obtained for each of it.
40. The viewpoint that all must be equal is not against the unique capabilities of each person.
41. The concept that the value of one's personality reflects in his material gains, is not right.
42. When I understand many things about foreign cultures, I felt that they are in no way superior to our own culture.
43. I believe that the easiest way to become Indians to be cultured is to imitate the western way of life.

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44. Since I don't like to encourage competitive spirit among students, I am quite against even democratic elections in the school.
 45. I do support all kind of strikes, even though I understand the fact that rights and duties are the two sides of the same coin.
 46. The students who are attending tuition classes by paying fee do not necessarily respect their teachers.
 47. Even though one may have enough wealth, leading a simple life is something great.
 48. In our day to day life, when we are mingling with the society, the ability to hear and analyse opposing views is indeed good.
 49. Trying to understand others problems and helping them to solve the same is a positive quality.
 50. Since children are in the starting point of life there is nothing wrong for them in spending as much time as they like for plays and games.

APPENDIX II (C)

VALUE DEFINITION TEST FOR TEACHERS

2003

RESPONSE SHEET

Name: Class: Sex: B / G

School: S.S. Teacher's Name:

Sl. No.	Agree	Disagree
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Sl. No.	Agree	Disagree
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APPENDIX III(A)
DATA SHEET ON TEACHING ACTIVITIES IN SOCIAL SCIENCE

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2003

Name of the teacher Male / Female Age Teaching experience in years
 School Class in which subject handled in last year

Directions: This is a sheet which intends to know what activities you have followed for the teaching of the given content to develop the values listed in column No.2 of this sheet. You are requested to write the activities as detailed as possible in column No.3.

1. Content	2. Desirable Values	3. Activities suggested
<p><u>1. The Growth of Democracy</u> England towards democracy Revolts by the colony people in America – Declaration of independence – French revolution – Human rights declaration – Towards socialism</p>	<ul style="list-style-type: none"> • Freedom • Common good • Justice • Democratic thinking • Equality 	
<p><u>2. Against colour discrimination</u> The Policy of Apartheid – Colonial system – Slavery – Sale of slaves. The freedom of Latin America</p>	<ul style="list-style-type: none"> • Appreciation • Freedom • Spirit of equality 	

1. Content	2. Desirable Values	3. Activities suggested
<p><u>3. Kerala – Its Cultural Past</u> Foreign contacts – The influence of religions – Worshipping centres – Art forms – Art – architecture and sculpture – Education – Language and literature – Caste system</p>	<ul style="list-style-type: none"> • Tolerance • Universal love • Appreciation • Forward look • Social responsibility • Devotion 	
<p><u>4. Our Society - Past and Present</u> Sociology - Meaning and scope - Social changes - Rise of cities - Basic factors of society - Family</p>	<ul style="list-style-type: none"> • Common good • Concern for others • Inter-dependence • Co-operation • Truthfulness 	
<p><u>5. Man and the environment</u> Deforestation – Afforestation – Urbanisation – Industrialization – Understanding the nature – Trees – Protection of water – Kerala – God's own country – Nature Clubs</p>	<ul style="list-style-type: none"> • Discipline • Self restraint • Simple living • Proper utilization of resources • Hygienic living 	
<p><u>6. We Rule Ourselves</u> Indian Constitution – Constitution amendment – Fundamental rights of a citizen – Directive principles – Fundamental duties</p>	<ul style="list-style-type: none"> • Discipline • Abstinence • Freedom • Citizenship 	
<p><u>7. Kerala Economy</u> Land utilization – Land reforms – Unity in Agriculture – Group farming – Industrial sector – Service sector – Economy survey – Kerala and economic development – Education and development – Economic planning – People's involvement in planning</p>	<ul style="list-style-type: none"> • Proper utilization of resources • Team work • Dignity of labour • Curiosity • Rationalism • Quest for knowledge 	

1. Content	2. Desirable Values	3. Activities suggested
<p><u>8. The Starting of Foreign Dominancy</u> Dual rule – charter acts – Doctrine of lapse – Deplorable condition of peasantry – famine – Reform movements led by Ram Mohan Roy, Swami Vivekananda, etc.</p>	<ul style="list-style-type: none"> • Courage • Patriotism • Empathy/Sympathy • Social service • Self duty 	
<p><u>9. The Growth of Indian National Movement</u> Changing society – The influence of English Education. The rise of Indian National Congress – Non-co-operation – Swadeshi movement – Partition of Bengal Chitagong revolt – Role of Gandhiji – Sathyagraha Chauri – Chaura – "Do or die"</p>	<ul style="list-style-type: none"> • Unity • Integration • Patriotism • Endurance • Non-violence • Leadership • National consciousness • Secularism • Tolerance 	
<p><u>10. Towards Freedom</u> Cabinet Mission – Nehru – Prime Minister – Partition of India – Unity in diversity – Non-Aligned Movement – planning commission</p>	<ul style="list-style-type: none"> • Initiative • Impartiality • Integration • Forward look • Peace 	
<p><u>11. Life in Pre-historic Age</u> Evolution of life – Food production – Use of metals</p>	<ul style="list-style-type: none"> • Curiosity • Self help • Team work 	
<p><u>12. Early Civilization</u> World civilization – Indian civilization – Buddhism – Jainism – Judaism – Christianity – Islam</p>	<ul style="list-style-type: none"> • Appreciation of cultural values of others • Devotion • Dignity of the individual • Peace 	

1. Content	2. Desirable Values	3. Activities suggested
<u>13. Early African and American Cultures</u> Maya – Aztec – Inca African culture and civilizations	<ul style="list-style-type: none"> • Justice • Devotion • Dignity of labour 	
<u>14. Medieval World</u> Feudal society Arab civilization – Rise of Islam India – Society, culture and science	<ul style="list-style-type: none"> • Justice • Dignity of the individual • Curiosity • Quest for knowledge 	
<u>15. Modern Age</u> Disintegration of feudal system – Renaissance – Reformation – Geographical discoveries – Growth of Nation states	<ul style="list-style-type: none"> • Self help • Freedom • Humanism • Curiosity • Patriotism • Rationalism 	
<u>16. The Heritage of India</u> The land and the people. Ancient Medieval and Modern Periods Art and Architecture Languages and Literature Music and Dances Science and Technology Philosophy and Learning	<ul style="list-style-type: none"> • Appreciation • Good manner • Sense of discrimination between good and bad • Proper utilization of time • Orderliness 	
<u>17. Man as a social being</u> Human society – Inter dependence of man	<ul style="list-style-type: none"> • Co-operation • Common good 	
<u>18. Individual and Society</u> School community – Man as a citizen – Citizen and government	<ul style="list-style-type: none"> • Sense of social responsibility • Co-operation • Inter-dependence 	

1. Content	2. Desirable Values	3. Activities suggested
<u>19. Our Environment</u> Lithosphere – Atmosphere Human interaction with the environment proper management of Environment	<ul style="list-style-type: none"> • Sense of discrimination between good and bad 	
<u>20. Natural Resource and their Utilization</u> Natural resources Depletion and degradation Conservation of resources	<ul style="list-style-type: none"> • Abstinence • Proper utilization of resource 	
<u>21. Map and Map study</u> Map Scale Conventional signs and symbols Relief representations	<ul style="list-style-type: none"> • Purity / Clarity / Exactness • Regularity 	
<u>22. Understanding an Economy</u> Type of economy Basic problems of an economy solution	<ul style="list-style-type: none"> • Self help • Self support 	
<u>23. An overview of Indian Economy</u> Institutional set up of Indian economy main sectors	<ul style="list-style-type: none"> • Self reliance • Self support 	
<u>24. Factors of Production</u> Production Factor of production	<ul style="list-style-type: none"> • Team work • Self support 	
<u>25. Slow Growth of National Income and Widening Inequalities</u> National Income Gross National Product	<ul style="list-style-type: none"> • Equality • Social justice 	

APPENDIX III (B)

**ACTIVITIES SUGGESTED FOR DIFFERENT LEVELS OF DATA SHEET ON TEACHING ACTIVITIES
(ANSWER KEY FOR DATA SHEET)**

Sl. No.	Title of the Contents	Teaching Activity (Low)	Teaching Activity (Mediocre)	Teaching Activity (Ideal)
1	<u>The Growth of Democracy</u> England towards democracy Revolts by the colony people in America – Declaration of independence – French revolution – Human rights declaration – Towards socialism	<ul style="list-style-type: none"> • Verbal Illustration • Discussion of learning points etc. • (Or small group/large group; between teacher and students) 	<ul style="list-style-type: none"> • Debate on relevant issues. • Collection of quotations or sayings about freedom and democracy • Making reports etc. 	<ul style="list-style-type: none"> • Collection of similar news and its presentations in the class. • Preparation of Collage* etc. and writing captions by considering the value or violated value.
2.	<u>Against Colour Discrimination</u> The Policy of Apartheid – Colonial system – Slavery – Sale of slaves. The freedom of Latin America	<ul style="list-style-type: none"> • Verbal Illustration and the like 	<ul style="list-style-type: none"> • Discussion or debate • Collection of pictures • Drawing pictures etc. 	<ul style="list-style-type: none"> • Role play • Imaginary news. • Report writing and presentation
3.	<u>Kerala – Its Cultural Past</u> Foreign contacts – The influence of religions – Worshipping centres – Art forms – Art – architecture and sculpture – Education – Language and literature – Caste system	<ul style="list-style-type: none"> • Verbal Illustration • Discussion etc. 	<ul style="list-style-type: none"> • Collection of prayers of different religions and comparison of meaning etc. • Collection of pictures etc. 	<ul style="list-style-type: none"> • Visiting important local places. • Study tour/picnic • Utilising community resources etc.

* Collage – An art form in which, variously, small objects, bits of news papers, photos, pictures drawings etc. are pasted together on a large sheet paper in incongruous relationship for their symbolic or suggestive effect.

Sl. No.	Title of the Contents	Teaching Activity (Low)	Teaching Activity (Mediocre)	Teaching Activity (Ideal)
4.	<u>Our Society - Past and Present</u> Sociology - Meaning and scope - Social changes - Rise of cities - Basic factors of society - Family	<ul style="list-style-type: none"> • Verbal Illustration etc. 	<ul style="list-style-type: none"> • Seminar/Debate on social changes or urbanisation – merits and demerits etc. 	<ul style="list-style-type: none"> • Drawing sequential charts or pictures showing the growth of human societies. • Flow charts showing interdependence of individual – family – society etc.
5.	<u>Man and the environment</u> Deforestation – Afforestation – Urbanisation – Industrialization – Understanding the nature – Trees – Protection of water – Kerala – God's own country – Nature Clubs	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Collection of poems (Theme against deforestation) • Versication etc. 	<ul style="list-style-type: none"> • Formation of Nature club and planning activities. • Planting trees etc. • Making a good garden (Project) etc.
6.	<u>We Rule Ourselves</u> Indian Constitution – Constitution amendment – Fundamental rights of a citizen – Directive principles – Fundamental duties	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion or debate on rights and duties – two sides of a same coin etc. 	<ul style="list-style-type: none"> • Framing laws for their own school/class. • Seminar on patriotism • Project – "Democracy in India." etc.
7.	<u>Kerala Economy</u> Land utilization – Land reforms – Unity in Agriculture – Group farming – Industrial sector – Service sector – Economy survey – Kerala and economic development – Education and development – Economic planning – People's involvement in planning	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion regarding need for planing. • Importance of collective responsibilities etc. 	<ul style="list-style-type: none"> • Role play of a "Gramasabha" • Collection of news, pictures, statistics of current economic state of affairs.

Sl. No.	Title of the Contents	Teaching Activity (Low)	Teaching Activity (Mediocre)	Teaching Activity (Ideal)
8.	<p><u>The Starting of Foreign Dominancy</u></p> <p>Dual rule – charter acts – Doctrine of lapse – Deplorable condition of peasantry – famine – Reform movements led by Ram Mohan Roy, Swami Vivekananda, etc.</p>	<ul style="list-style-type: none"> • Verbal Illustration • Discussion 	<ul style="list-style-type: none"> • Assignment – preparation of an essay. • Collection of pictures etc. 	<ul style="list-style-type: none"> • Dramatization • Collection of events from the life of great personalities – presentation in the class – identification of values involved etc.
9.	<p><u>The Growth of Indian National Movement</u></p> <p>Changing society – The influence of English Education. The rise of Indian National Congress – Non-co-operation – Swadeshi movement – Partition of Bengal Chitagong revolt – Role of Gandhiji – Sathyagraha Chauri – Chaura – "Do or die"</p>	<ul style="list-style-type: none"> • Verbal Illustration • Discussion – eg: The Role of Gandhi etc. 	<ul style="list-style-type: none"> • Comparison of Gandhian weapons to that of Nethaji's ideas. • Presentation of merits and demerits. 	<ul style="list-style-type: none"> • Collection of pictures/stamps of National leaders • Seminar on national movement. • Imagine and write (The fate of freedom movement in Gandhi's absence) etc.
10.	<p><u>Towards Freedom</u></p> <p>Cabinet Mission – Nehru – Prime Minister – Partition of India – Unity in diversity – Non-Aligned Movement – planning commission</p>	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion (eg: The partition of India) 	<ul style="list-style-type: none"> • Collection of events and stories related to the consequences of partition and its presentation (Eg: Novel of Khushwanth Singh – A train to Pakistan).

Sl. No.	Title of the Contents	Teaching Activity (Low)	Teaching Activity (Mediocre)	Teaching Activity (Ideal)
11.	<u>Life in Pre-historic Age</u> Evolution of life – Food production – Use of metals	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion Any simple Assignment. 	<ul style="list-style-type: none"> • Finding predecessor (Listing the earliest model of conveyance, tools, machines equipments etc.). • Imagine and write (If not – what will happen) •
12.	<u>Early Civilization</u> World civilization – Indian civilization – Buddhism – Jainism – Judaism – Christianity – Islam	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion (Eg: Ancient civilization and modern life). 	<ul style="list-style-type: none"> • Collection of pictures and drawing symbols of different religions and of its ideologies. • Finding predecessors etc.
13.	<u>Early African and American Cultures</u> Maya – Aztec – Inca African culture and civilizations	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Making reports. • Comparing different cultures – Project. • Merits and demerits of ancient cultures.
14.	<u>Medieval World</u> Feudal society Arab civilization – Rise of Islam India – Society, culture and science	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Imagine and write. • Finding predecessors. • A project/Assignment
15.	<u>Modern Age</u> Disintegration of feudal system – Renaissance – Reformation – Geographical discoveries – Growth of Nation states	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Imagine and Write (What would have been the fate of the world if geographical discoveries not happened) etc. 	<ul style="list-style-type: none"> • Collection or translation of literary work during Renaissance etc. • Project/Assignment (Renaissance is a rebirth in every field) etc.

Sl. No.	Title of the Contents	Teaching Activity (Low)	Teaching Activity (Mediocre)	Teaching Activity (Ideal)
16.	<u>The Heritage of India</u> The land and the people. Ancient Medieval and Modern Periods Art and Architecture Languages and Literature Music and Dances Science and Technology Philosophy and Learning	<ul style="list-style-type: none"> • Verbal Illustration • Discussion 	<ul style="list-style-type: none"> • Collection of pictures or and dotes of art and literature etc. 	<ul style="list-style-type: none"> • Conduct of study tour/picnic etc. • Imagine and write. • Creative writings etc.'
17.	<u>Man as a social being</u> Human society – Inter dependence of man	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion (Eg: Can an individual exist in isolation (without a society)? 	<ul style="list-style-type: none"> • Making a slow chart showing the interdependence between and among human beings etc.
18.	<u>Individual and Society</u> School community – Man as a citizen – Citizen and government	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion etc. (Eg: Whether the inter dependence bet the school and society is inevitable) 	<ul style="list-style-type: none"> • Debate/Seminar on Individual and Society. • Do's and Don'ts
19.	<u>Our Environment</u> Lithosphere – Atmosphere Human interaction with the environment proper management of Environment	<ul style="list-style-type: none"> • Verbal Illustrations 	<ul style="list-style-type: none"> • Discussion or • Simple Projects 	<ul style="list-style-type: none"> • Making reports. • Collecting and presentation of relevant scientific reports statistics inmagazines etc. • An imaginary debate between nature and us etc.

Sl. No.	Title of the Contents	Teaching Activity (Low)	Teaching Activity (Mediocre)	Teaching Activity (Ideal)
20.	<u>Natural Resource and their Utilization</u> Natural resources Depletion and degradation Conservation of resources	<ul style="list-style-type: none"> • Verbal Illustrations 	<ul style="list-style-type: none"> • Discussion and noting (just and intelligible use of natural resources) 	<ul style="list-style-type: none"> • Imagine and write • Assignment • Project • Collection of articles in print media.
21.	<u>Map and Map study</u> Map Scale Conventional signs and symbols Relief representations	<ul style="list-style-type: none"> • Verbal Illustrations. 	<ul style="list-style-type: none"> • Preparation of Maps by using scale (Local/State/India/ World etc. 	<ul style="list-style-type: none"> • Locating places. • Marking symbols of signs. • A project/Debate reg. borders of two countries "Line of Control" Pak Occupied Kashmir". Etc.
22.	<u>Understanding an Economy</u> Type of economy Basic problems of an economy solution	<ul style="list-style-type: none"> • Verbal Illustrations 	<ul style="list-style-type: none"> • Discussions. • Project "basic issues of Indian Economy" 	<ul style="list-style-type: none"> • Imagine and write. • Make a comparative study of different economy and evaluate merits and demerits.
23.	<u>An overview of Indian Economy</u> Institutional set up of Indian economy main sectors	<ul style="list-style-type: none"> • Verbal illustrations 	<ul style="list-style-type: none"> • Discussion (small group/large group between teacher and students) 	<ul style="list-style-type: none"> • Collection of current events/statistics, pictures. • Imagine and write. • Project/Assignment
24.	<u>Factors of Production</u> Production Factor of production	<ul style="list-style-type: none"> • Verbal Illustration 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Flow chart making. • Project/Assignment on Merits and de merits of Capitalism.

<p>6. നമ്മെ നമ്മളാൽ ഭരിക്കുന്നു ഇന്ത്യൻ ഭരണഘടന - ഭരണഘടനാ ഭേദഗതി മൗലികാവകാശങ്ങൾ - നിർദ്ദേശക തത്വങ്ങൾ മൗലിക ചുമതലകൾ</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച (അവകാശങ്ങളും കടമകളും ഒരേ നാണയത്തിന്റെ രണ്ടു വശങ്ങൾ) 3. <input type="checkbox"/> സ്വന്തം ക്ലാസ്സിന് ഒരു നിയമം നിർമ്മിക്കൽ 4. <input type="checkbox"/> സെമിനാർ (ദേശഭക്തി/ദേശസ്നേഹം) 5. <input type="checkbox"/> (മറ്റുള്ളവ)
<p>7. കേരളത്തിന്റെ സമ്പദ് വ്യവസ്ഥ. ഭൂമിയുടെ ഉപയോഗം - ഭൂപരിഷ്കരണം - കൂട്ടുകൃഷിയിലെ ഐക്യം -വ്യവസായ മേഖല - സേവന മേഖല - സാമ്പത്തിക സർവ്വേ - കേരളവും സാമ്പത്തിക വികസനവും - വിദ്യാഭ്യാസവും വികസനവും - സാമ്പത്തികാസൂത്രണം - ആസൂത്രണത്തിൽ ജനപങ്കാളിത്തം</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച (കൂട്ടുത്തരവാദിത്തത്തിന്റെയും ആസൂത്രണത്തിന്റെയും മേന്മകൾ) 3. <input type="checkbox"/> വാർത്തകൾ ശേഖരിക്കൽ 4. <input type="checkbox"/> ചിത്രങ്ങൾ ശേഖരിക്കൽ 5. <input type="checkbox"/> ഒരു ഗ്രാമസഭയുടെ ഭാഗം അഭിനയിക്കൽ 6. <input type="checkbox"/> (മറ്റുള്ളവ)
<p>8. വൈദേശികാധിപത്യത്തിന്റെ തുടക്കം ദിഭരണം - ചാർട്ടർ നിയമങ്ങൾ ദത്താവകാശ നിരോധന നയം - കർഷകരുടെ ശോചാവസ്ഥ ക്ഷാമം - സ്വാമി വിവേകാനന്ദൻ - രാജാറാം മോഹൻ റോയ് എന്നിവർ നയിച്ച പരിഷ്കരണ പ്രസ്ഥാനങ്ങൾ</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> ഉപന്യാസം തയ്യാറാക്കൽ 4. <input type="checkbox"/> ചിത്രങ്ങൾ ശേഖരിക്കൽ 5. <input type="checkbox"/> സംഭവകഥകൾ ശേഖരിക്കൽ 6. <input type="checkbox"/> നാടകാഭിനയം 7. <input type="checkbox"/> (മറ്റുള്ളവ)
<p>9. ഇന്ത്യൻ ദേശീയ പ്രസ്ഥാനത്തിന്റെ വളർച്ച മാറുന്ന സമൂഹം - ഇംഗ്ലീഷ് വിദ്യാഭ്യാസത്തിന്റെ സ്വാധീനം - ഇന്ത്യൻ നാഷണൽ കോൺഗ്രസിന്റെ ഉദയം - നിസ്സഹകരണ പ്രസ്ഥാനം - സ്വദേശി പ്രസ്ഥാനം - ബംഗാൾ വിഭജനം - ചിറ്റഗോങ്ങ് വിപ്ലവം -</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച (ഗാന്ധിജിയുടെ പങ്ക്) 3. <input type="checkbox"/> കുറിപ്പെഴുതൽ (ഗാന്ധിയൻ സത്യാഗ്രഹങ്ങൾ)

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Sl. No.	Title of the Contents	Teaching Activity (Low)	Teaching Activity (Mediocre)	Teaching Activity (Ideal)
25.	<u>Slow Growth of National Income and Widening Inequalities</u> National Income Gross National Product	<ul style="list-style-type: none"> • Verbal Illustrations. 	<ul style="list-style-type: none"> • Discussions. • "In equalities – causes and consequences. 	<ul style="list-style-type: none"> • Debate/Seminar on social and economic in equalities or Reservation system. • Whether economic reservation is possible of etc.

APPENDIX IV A

CHECKLIST ON LEARNING ACTIVITIES IN SOCIAL SCIENCE

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2003

നിർദ്ദേശങ്ങൾ: ഇത് സാമൂഹ്യ ശാസ്ത്രത്തിന്റെ അധ്യാപന - പഠന പ്രവർത്തനങ്ങളെ അധികരിച്ചുള്ള ഒരു ചെക്ക്‌ലിസ്റ്റാണ്. ഒന്നാം കോളത്തിൽ തന്നിരിക്കുന്ന വിഷയവിവരങ്ങൾ പഠിപ്പിച്ചപ്പോൾ ഏതൊക്കെ പ്രവർത്തനങ്ങളായിരുന്നു നിങ്ങളുടെ അധ്യാപിക/അധ്യാപകൻ പിന്തുടർന്നിരുന്നത് എന്ന് ഓർക്കുന്നുണ്ടാകുമല്ലോ. രണ്ടാം കോളത്തിൽ തന്നിരിക്കുന്ന പ്രവർത്തനങ്ങളിൽ ഏതൊക്കെ നിങ്ങൾ ചെയ്തിരുന്നുവോ, അതിനു നേരെയുള്ള നമ്പറിന്റെ ചതുരത്തിൽ '✓' മാർക്ക് കൊണ്ട് സൂചിപ്പിക്കുക. തന്നിരിക്കുന്നവയിൽ പെടാത്ത മറ്റുള്ളവ ഉണ്ടായിരുന്നുവെങ്കിൽ അത് പ്രത്യേകം എഴുതുവാനുള്ള സ്ഥലം തന്നിട്ടുള്ളത് ശ്രദ്ധിക്കുമല്ലോ.

വിഷയ വിവരം (ഉള്ളടക്കം)	പഠന (ബോധന) പ്രവർത്തനങ്ങൾ
<p>1. ജനാധിപത്യത്തിന്റെ വളർച്ച</p> <p>ഇംഗ്ലണ്ട് ജനാധിപത്യത്തിലേക്ക് - അമേരിക്കയിലെ കോളനി വാസികളുടെ സമരം - സ്വാതന്ത്ര്യപ്രഖ്യാപനം - ഫ്രഞ്ച് വിപ്ലവം - മനുഷ്യാവകാശ പ്രഖ്യാപനം - സോഷ്യലിസത്തിലേക്ക്</p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം</p> <p>2. <input type="checkbox"/> ചർച്ച (സ്വാതന്ത്രത്തിന്റെ പ്രാധാന്യവും മറ്റും)</p> <p>3. <input type="checkbox"/> മഹദ് വചനങ്ങളുടെ ശേഖരണം (സ്വാതന്ത്ര്യത്തെയും ജനാധിപത്യത്തെയും കുറിച്ചുള്ളവ)</p> <p>4. <input type="checkbox"/> റിപ്പോർട്ട് തയ്യാറാക്കൽ</p> <p>5. <input type="checkbox"/> വാർത്തകൾ ശേഖരിക്കൽ</p> <p>6. <input type="checkbox"/> കൊളാഷ് തയ്യാറാക്കൽ</p> <p>7. <input type="checkbox"/> മറ്റുള്ളവ</p>
<p>2. വർണ്ണവിവേചനത്തിനെതിരെ</p> <p>വർണ്ണവിവേചന നയം - കോളനി വ്യവസ്ഥ - അടിമത്ത സമ്പ്രദായം - അടിമക്കച്ചവടം - ലാറ്റിൻ അമേരിക്കയുടെ സ്വാതന്ത്ര്യം.</p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം</p> <p>2. <input type="checkbox"/> ചർച്ച</p> <p>3. <input type="checkbox"/> ചിത്രങ്ങൾ ശേഖരിക്കൽ</p>

	4. <input type="checkbox"/> ചിത്രം വരക്കൽ 5. <input type="checkbox"/> ഭാഗം അഭിനയിക്കൽ 6. <input type="checkbox"/> സങ്കല്പിച്ച് വാർത്തയുണ്ടാക്കൽ 7. <input type="checkbox"/> (മറ്റുള്ളവ)
3. കേരളം സംസ്കാരത്തിന്റെ ഇനലെകൾ വൈദേശിക ബന്ധങ്ങൾ - മതങ്ങളുടെ സ്വാധീനം - ആരാധനാലയങ്ങൾ - കലാരൂപങ്ങൾ - കല - വാസ്തുശില്പം - വിദ്യാഭ്യാസം - ഭാഷയും സാഹിത്യവും - ജാതിവ്യവസ്ഥ.	1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> ചിത്രങ്ങൾ ശേഖരിക്കൽ 4. <input type="checkbox"/> വിവിധ മതങ്ങളുടെ പ്രാർത്ഥനകൾ ശേഖരിച്ച് അന്ത:സത്ത കണ്ടെത്തൽ 5. <input type="checkbox"/> പ്രാദേശിക സ്ഥലസന്ദർശനം 6. <input type="checkbox"/> പഠനയാത്രകൾ 7. <input type="checkbox"/> (മറ്റുള്ളവ)
4. നമ്മുടെ സമൂഹം - ഇനലെയും ഇന്നും സമൂഹശാസ്ത്രം - അർത്ഥവും വ്യാപ്തിയും - സാമൂഹ്യമാറ്റങ്ങൾ നഗരങ്ങളുടെ ഉദയം - സമൂഹത്തിന്റെ അടിസ്ഥാനഘടകങ്ങൾ - കുടുംബം.	1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച (സാമൂഹ്യമാറ്റങ്ങളെക്കുറിച്ചും മറ്റും) 3. <input type="checkbox"/> സംവാദം (നഗരവൽക്കരണം - ഗുണഭോജങ്ങൾ) 4. <input type="checkbox"/> ചാർട്ട് ഉണ്ടാക്കൽ (വ്യക്തി - കുടുംബം - സമൂഹബന്ധം കാണിക്കുന്നത്) 5. <input type="checkbox"/> (മറ്റുള്ളവ)
5. മനുഷ്യനും പരിസ്ഥിതിയും വനനശീകരണം - വനവൽക്കരണം - നഗരവൽക്കരണം - വ്യവസായ വൽക്കരണം - പ്രകൃതിയെ അറിയൽ - മരങ്ങൾ - ജലസംരക്ഷണം - കേരളം - 'ദൈവത്തിന്റെ സ്വന്തം രാജ്യം' പ്രകൃതി ക്ലബ്ബുകൾ	1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> കവിതകൾ ശേഖരിക്കൽ (പ്രകൃതി സ്നേഹമുള്ളവ) 4. <input type="checkbox"/> കവിതകൾ രചിക്കൽ 5. <input type="checkbox"/> മരങ്ങൾ വച്ചുപിടിപ്പിക്കൽ 6. <input type="checkbox"/> പ്രകൃതി ക്ലബ്ബുകളുടെ രൂപീകരണം 7. <input type="checkbox"/> (മറ്റുള്ളവ)



<p>ഗാന്ധിജിയുടെ പങ്ക് - "സത്യംഗ്രഹം"</p>	<p>4. <input type="checkbox"/> ചിത്രങ്ങൾ/സ്റ്റാമ്പുകൾ ശേഖരിക്കൽ</p> <p>5. <input type="checkbox"/> സെമിനാർ (ദേശീയ പ്രസ്ഥാനം)</p> <p>6. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതൽ (സ്വാതന്ത്ര്യ പ്രസ്ഥാനത്തിലേക്ക് ഗാന്ധിജിയുടെ വരവ് ഇല്ലായിരുന്നെങ്കിൽ)</p> <p>7. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p><u>10. സ്വാതന്ത്ര്യത്തിലേക്ക്</u> ക്യാബിനറ്റ് മിഷൻ - നെഹ്റു - പ്രധാനമന്ത്രി - ഇന്ത്യവിഭജനം നാനാത്വത്തിൽ ഏകത്വം - ചേരിചേരാ പ്രസ്ഥാനം - ആസൂത്രണകമ്മീഷൻ</p>	<p>1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം</p> <p>2. <input type="checkbox"/> ചർച്ച (ഇന്ത്യ വിഭജനം)</p> <p>3. <input type="checkbox"/> സംഭവകഥകൾ ശേഖരിക്കൽ (വിഭജനത്തിന്റെ ദുരന്തമുഖങ്ങൾ)</p> <p>4. <input type="checkbox"/> വാർത്തകളും ചിത്രങ്ങളും ശേഖരിക്കൽ</p> <p>5. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p><u>11. ചരിത്രാതീതകാലത്തെ ജീവിതം</u> ജീവന്റെ ആരംഭം - ഭക്ഷ്യോദ്പാദനം ലോഹങ്ങളുടെ ഉപയോഗം</p>	<p>1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം</p> <p>2. <input type="checkbox"/> ചർച്ച</p> <p>3. <input type="checkbox"/> മുൻഗാമികളെ കണ്ടെത്തൽ (ഇപ്പോൾ നാം ഉപയോഗിക്കുന്ന ഉപകരണങ്ങളുടെ പേരു പറഞ്ഞ് അവയുടെ മുൻഗാമികളെ കണ്ടെത്തൽ)</p> <p>4. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതൽ (കണ്ടുപിടുത്തങ്ങൾ ഇല്ലായിരുന്നെങ്കിൽ)</p> <p>5. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p><u>12. പ്രാചീന സംസ്കാരങ്ങൾ</u> ലോക സംസ്കാരങ്ങൾ - ഇന്ത്യൻ സംസ്കാരം - ബുദ്ധമതം - ജൈനമതം - ജൂതമതം - ക്രിസ്തുമതം - ഇസ്ലാം മതം.</p>	<p>1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം</p> <p>2. <input type="checkbox"/> ചർച്ച (പ്രാചീന സംസ്കാരവും ആധുനിക ജീവിതവും)</p> <p>3. <input type="checkbox"/> മതചിഹ്നങ്ങളുടെ ചിത്രങ്ങൾ ശേഖരിക്കൽ</p> <p>4. <input type="checkbox"/> മതആശയങ്ങളുടെ അന്ത:സത്ത ശേഖരിക്കൽ</p> <p>5. <input type="checkbox"/> മുൻഗാമികളെ കണ്ടെത്തി എഴുതുക</p> <p>6. <input type="checkbox"/> (മറ്റുള്ളവ)</p>

<p>13. <u>പുരാതന ആഫ്രിക്കൻ - അമേരിക്കൻ സംസ്കാരങ്ങൾ</u> മായൻ സംസ്കാരം - അസ്ടെക് - ഇൻക - ആഫ്രിക്കൻ സംസ്കാരവും നാഗരികതയും</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> താരതമ്യം ചെയ്തുകൊണ്ടുള്ള കുറിപ്പുകൾ 4. <input type="checkbox"/> പഴമയിലെ ഗുണങ്ങൾ കണ്ടെത്തൽ 5. <input type="checkbox"/> (മറ്റുള്ളവ)
<p>14. <u>മദ്ധ്യകാലലോകം</u> ഫ്യൂഡൽ സമ്പ്രദായം - അറേബ്യൻ സംസ്കാരം ഇസ്ലാം - മതത്തിന്റെ ആരംഭം - ഇന്ത്യ - സമൂഹം - സംസ്കാരം - ശാസ്ത്രം</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതൽ 4. <input type="checkbox"/> മുൻഗാമികളെ കണ്ടെത്തി എഴുതുക 5. <input type="checkbox"/> (മറ്റുള്ളവ)
<p>15. <u>ആധുനികയുഗം</u> ഫ്യൂഡൽ വ്യവസ്ഥിതിയുടെ തകർച്ച - നവോത്ഥാനം - മതനവീകരണ പ്രസ്ഥാനങ്ങൾ - ഭൂമിശാസ്ത്ര കണ്ടുപിടുത്തങ്ങൾ - ദേശരാഷ്ട്രങ്ങളുടെ വളർച്ച</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതുക (ഭൂമിശാസ്ത്രപരമായ കണ്ടുപിടുത്തങ്ങൾ ഇല്ലായിരുന്നെങ്കിൽ) 4. <input type="checkbox"/> ശേഖരണം (നവോത്ഥാന സാഹിത്യഗ്രന്ഥങ്ങളുടെ തർജ്ജിമ) 5. <input type="checkbox"/> (മറ്റുള്ളവ)
<p>16. <u>ഇന്ത്യയുടെ സാംസ്കാരിക പാരമ്പര്യം</u> ഭൂമിയും ജനതയും - പ്രാചീന - മധ്യ - ആധുനിക കാലഘട്ടങ്ങൾ കലയും വാസ്തുശില്പവും - ഭാഷയും സാഹിത്യവും - സംഗീതവും നത്തവും - ശാസ്ത്രവും സാങ്കേതികവിദ്യയും - അറിവും തത്വശാസ്ത്രവും.</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> അദ്ധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> ചിത്രങ്ങൾ ശേഖരിക്കൽ 4. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതൽ 5. <input type="checkbox"/> സർഗ്ഗാത്മക രചനകൾ 6. <input type="checkbox"/> പഠനയാത്ര 7. <input type="checkbox"/> (മറ്റുള്ളവ)

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<p>17. <u>മനുഷ്യൻ ഒരു സാമൂഹ്യജീവി എന്ന നിലയിൽ</u> <u>മനുഷ്യ സമൂഹം - മനുഷ്യന്റെ പരസ്പരാശ്രിതത്വം</u></p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച (ഒരു വ്യക്തിക്ക് സ്വന്തമായി നിലനില്പുണ്ടോ?) 3. <input type="checkbox"/> ഫ്ലോചാർട്ട് വരയ്ക്കൽ (മനുഷ്യന്റെ പരസ്പരാശ്രിതത്വം സൂചിപ്പിക്കുന്നത്) 4. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p>18. <u>വ്യക്തിയും സമൂഹവും</u> <u>വിദ്യാലയവും സമൂഹവും - മനുഷ്യൻ ഒരു പൗരനെന്ന നിലയിൽ, പൗരനും ഗവൺമെന്റും</u></p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച (വിദ്യാലയവും സമൂഹവും ബന്ധപ്പെടേണ്ടതുണ്ടോ?) 3. <input type="checkbox"/> സംവാദം (മനുഷ്യന് സമൂഹത്തിലല്ലാതെ നില നില്പുണ്ടോ?) 4. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p>19. <u>നമ്മുടെ പരിസ്ഥിതി .</u> <u>ലിത്തോസ്ഫിയർ - അന്തരീക്ഷം</u> <u>പരിസ്ഥിതിയുമായി മനുഷ്യന്റെ ഇടപെടൽ</u> <u>പരിസ്ഥിതിയുടെ യഥാവിധിയുള്ള ഉപയോഗം</u></p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> റിപ്പോർട്ട് ഉണ്ടാക്കൽ 4. <input type="checkbox"/> സാങ്കല്പിക സംവാദം (നമ്മളും പ്രകൃതിയും തമ്മിൽ) 5. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p>20. <u>പ്രകൃതിവിഭവങ്ങളും അവയുടെ വിനിയോഗവും</u> <u>പ്രകൃതിവിഭവങ്ങൾ - വിഭവങ്ങളുടെ ശോഷണം</u> <u>പ്രകൃതിവിഭവങ്ങളുടെ സംരക്ഷണം.</u></p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച (പ്രകൃതിവിഭവങ്ങളുടെ ശരിയായ ഉപയോഗം) 3. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതൽ - ഇല്ലായിരുന്നെങ്കിൽ 4. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p>21. <u>ഭൂപടവും ഭൂപടനിർമ്മാണവും</u> <u>ഭൂപടസ്കെയിൽ - പരമ്പരാഗത ചിഹ്നങ്ങളും അടയാളങ്ങളും - ഭൂപകൃതി പ്രത്യേകതകളുടെ പ്രതിനിധാനം</u></p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> സ്കെയിൽ ഉപയോഗിച്ച് ഭൂപടം തയ്യാറാക്കൽ 3. <input type="checkbox"/> ഭൂപടത്തിൽ ചിഹ്നങ്ങളും അടയാളങ്ങളും രേഖപ്പെടുത്തൽ 4. <input type="checkbox"/> (മറ്റുള്ളവ)</p>

<p><u>22. സമ്പദ്വ്യവസ്ഥയെ മനസ്സിലാക്കൽ</u> വിവിധതരം സമ്പദ്വ്യവസ്ഥകൾ ഒരു സമ്പദ്വ്യവസ്ഥയുടെ അടിസ്ഥാന പ്രശ്നങ്ങൾ - പരിഹാരങ്ങൾ</p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> കുറിപ്പ് തയ്യാറാക്കൽ 4. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതുക (ഇല്ലായിരുന്നെങ്കിൽ) 5. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p><u>23. ഇന്ത്യൻ സമ്പദ്വ്യവസ്ഥ</u> ഇന്ത്യൻ സമ്പദ്വ്യവസ്ഥയുടെ നിലനില്പ് പ്രധാനമേഖലകൾ</p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> ചിത്രങ്ങൾ ശേഖരിക്കൽ 4. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതുക (ഇല്ലായിരുന്നെങ്കിൽ) 5. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p><u>24. ഉദ്പാദനത്തിന്റെ ഘടകങ്ങൾ</u> ഉദ്പാദനം - ഉദ്പാദന ഘടകങ്ങൾ ഭൂമി - തൊഴിലാളി - മൂലധനം - സംഘാടനം</p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച 3. <input type="checkbox"/> ചാർട്ട് തയ്യാറാക്കൽ 4. <input type="checkbox"/> (മറ്റുള്ളവ)</p>
<p><u>25. ദേശീയ വരുമാനത്തിന്റെ നേരിയ വളർച്ചയും അസമത്വങ്ങളുടെ വർദ്ധനയും</u> ദേശീയ വരുമാനം മൊത്ത ദേശീയ ഉദ്പാദനം</p>	<p>1. <input type="checkbox"/> അധ്യാപകന്റെ വിശദീകരണം 2. <input type="checkbox"/> ചർച്ച (സാമ്പത്തികാസമത്വം) 3. <input type="checkbox"/> സംവാദം 4. <input type="checkbox"/> സങ്കല്പിച്ചെഴുതുക 5. <input type="checkbox"/> (മറ്റുള്ളവ)</p>

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APPENDIX IV(B)

CHECKLIST ON LEARNING ACTIVITIES IN SOCIAL SCIENCE

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

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Directions: This is a checklist based on the teaching – learning activities in Social Science. In column No.1 certain content area are cited . You may be remembering what are the different activities that your teachers were followed while teaching these content. Please put a '✓' mark against the serial number of activity given in column No.2. Separate column for listing some other activities used by your teacher apart from the listed ones is also there.

Sl. No.	Content	Sl. No.	Teaching (Learning) Activities)
1.	<u>The Growth of Democracy</u> England towards democracy Revolts by the colony people in America – Declaration of independence – French revolution – Human rights declaration – Towards socialism	1. 2. 3. 4. 5. 6. 7.	<input type="checkbox"/> Verbal Illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Collection of sayings (Regarding Freedom and Democracy) <input type="checkbox"/> Making Reports <input type="checkbox"/> Collection of similar News <input type="checkbox"/> Preparation of Collage <input type="checkbox"/> Others

Sl. No.	Content	Sl. No.	Teaching (Learning) Activities)
2.	<u>Against Colour Discrimination</u> The Policy of Apartheid – Colonial system – Slavery – Sale of slaves. The freedom of Latin America	1. 2. 3. 4. 5. 6. 7.	<input type="checkbox"/> Verbal Illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Collection of pictures <input type="checkbox"/> Drawing pictures <input type="checkbox"/> Role play <input type="checkbox"/> Imaginary news <input type="checkbox"/> Others
3.	<u>Kerala – Its Cultural Past</u> Foreign contacts – The influence of religions – Worshipping centres – Art forms – Art – architecture and sculpture – Education – Language and literature – Caste system	1. 2. 3. 4. 5. 6.	<input type="checkbox"/> Verbal Illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Collection of Pictures <input type="checkbox"/> Collection of prayers of different religions and comparison of meaning etc. <input type="checkbox"/> Visiting important local places. <input type="checkbox"/> Study tour/picnic

Sl. No.	Content	Sl. No.	Teaching (Learning) Activities)
4.	<u>Our Society - Past and Present</u> Sociology - Meaning and scope - Social changes - Rise of cities - Basic factors of society - Family	7. 1. 2. 3. 4. 5.	<input type="checkbox"/> Others <input type="checkbox"/> Verbal Illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Debate (Urbanization – merits & demerits) <input type="checkbox"/> Preparation of chart showing inter-dependence of individual-family society etc. <input type="checkbox"/> Others
5.	<u>Man and the Environment</u> Deforestation – Afforestation – Urbanisation – Industrialization – Understanding the nature – Trees – Protection of water – Kerala – God's own country – Nature Clubs	1. 2. 3. 4. 5. 6. 7.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Collection of poems <input type="checkbox"/> Versification <input type="checkbox"/> Planting trees etc. <input type="checkbox"/> Formation of Nature/Eco clubs <input type="checkbox"/> Others.
6.	<u>We Rule Ourselves</u> Indian Constitution – Constitution amendment – Fundamental rights of a citizen – Directive principles – Fundamental duties	1. 2. 3. 4. 5.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Debate (Rights and Duties – Two sides of same coin) <input type="checkbox"/> Framing laws/rules for their own school/class <input type="checkbox"/> Seminar (Patriotism) <input type="checkbox"/> Others

Sl. No.	Content	Sl. No.	Teaching (Learning) Activities)
13.	<u>Early African and American Cultures</u> Maya – Aztec – Inca African culture and civilizations	1. 2. 3. 4. 5.	<input type="checkbox"/> Verbal Illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Comparing different cultures <input type="checkbox"/> Finding merits and demerits of ancient culture <input type="checkbox"/> Others
14.	<u>Medieval World</u> Feudal society Arab civilization – Rise of Islam India – Society, culture and science	1. 2. 3. 4. 5.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Imagine and write <input type="checkbox"/> Finding predecessors <input type="checkbox"/> Others
15.	<u>Modern Age</u> Disintegration of feudal system – Renaissance – Reformation – Geographical discoveries – Growth of Nation states	1. 2. 3. 4. 5.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Imagine and write (Fate of the World in the absence of geographical discoveries). <input type="checkbox"/> Collection <input type="checkbox"/> Others

Sl. No.	Content	Sl. No.	Teaching (Learning) Activities
16.	<u>The Heritage of India</u> The land and the people. Ancient Medieval and Modern Periods Art and Architecture Languages and Literature Music and Dances Science and Technology Philosophy and Learning	1. 2. 3. 4. 5. 6. 7.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Collection of pictures <input type="checkbox"/> Imagine and write <input type="checkbox"/> Creative writing <input type="checkbox"/> Study four/picnic <input type="checkbox"/> Others
17.	<u>Man as a social being</u> Human society – Inter dependence of man	1. 2. 3. 4.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion (can an individual exist in isolation) <input type="checkbox"/> Making a Flow chart (Showing the inter dependence of man) <input type="checkbox"/> Others
18.	<u>Individual and Society</u> School community – Man as a citizen – Citizen and government	1. 2. 3. 4.	<input type="checkbox"/> Verbal Illustration <input type="checkbox"/> Discussion (Need for the inter dependence of school and society) <input type="checkbox"/> Debate <input type="checkbox"/> Others

Sl. No.	Content	Sl. No.	Teaching (Learning) Activities)
19.	<u>Our Environment</u> Lithosphere – Atmosphere Human interaction with the environment proper management of Environment	1. 2. 3. 4. 5.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Making report <input type="checkbox"/> An imaginary debate between nature and us <input type="checkbox"/> Others
20.	<u>Natural Resource and their Utilization</u> Natural resources Depletion and degradation Conservation of resources	1. 2. 3. 4.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion (just use of natural resources) <input type="checkbox"/> Imagine and write <input type="checkbox"/> Others
21.	<u>Map and Map study</u> Map Scale Conventional signs and symbols Relief representations	1. 2. 3. 4.	<input type="checkbox"/> Verbal Illustration <input type="checkbox"/> Preparation of maps by using scales <input type="checkbox"/> Marking signs and symbols in a map. <input type="checkbox"/> Others
22.	<u>Understanding an Economy</u> Type of economy Basic problems of an economy solution	1. 2. 3. 4. 5.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Making Notes <input type="checkbox"/> Imagine and write <input type="checkbox"/> Others

Sl. No.	Content	Sl. No.	Teaching (Learning) Activities
23.	<u>An overview of Indian Economy</u> Institutional set up of Indian economy main sectors	1. 2. 3. 4. 5.	<input type="checkbox"/> Verbal Illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Collection of pictures <input type="checkbox"/> Imagine and write <input type="checkbox"/> Others
24.	<u>Factors of Production</u> Production Factor of production	1. 2. 3. 4.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion <input type="checkbox"/> Preparation of chart <input type="checkbox"/> Others
25.	<u>Slow Growth of National Income and Widening Inequalities</u> National Income Gross National Product	1. 2. 3. 4. 5.	<input type="checkbox"/> Verbal illustration <input type="checkbox"/> Discussion (Economic in equality) <input type="checkbox"/> Debate <input type="checkbox"/> Imagine and write <input type="checkbox"/> Others

APPENDIX IV (C)

CHECKLIST ON LEARNING ACTIVITIES IN SOCIAL SCIENCE
2003

RESPONSE SHEET

Name Class Male / Female
School S.S. Teacher's name

- | | | | | | | | | |
|-----|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------|
| 1. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 2. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 3. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 4. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 5. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 6. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 7. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 8. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 9. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 10. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 11. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 12. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 13. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 14. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 15. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 16. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 17. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 18. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 19. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 20. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 21. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 22. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 23. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 24. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |
| 25. | 1. <input type="checkbox"/> | 2. <input type="checkbox"/> | 3. <input type="checkbox"/> | 4. <input type="checkbox"/> | 5. <input type="checkbox"/> | 6. <input type="checkbox"/> | 7. <input type="checkbox"/> | |

APPENDIX V A

VALUE DEFINITION TEST FOR STUDENTS

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2003

നിർദ്ദേശങ്ങൾ: ഇത് സാമൂഹ്യശാസ്ത്രവുമായി ബന്ധപ്പെട്ട്, ഗവേഷണ ആവശ്യത്തിനുപയോഗിക്കാനുള്ള ഒരു ടെസ്റ്റാണ്. ഏതാനും പ്രസ്താവനകൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോ പ്രസ്താവനയ്ക്കും 'യോജിക്കുന്നു', 'വിയോജിക്കുന്നു,' എന്നീ രണ്ട് പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. പ്രസ്താവനകൾ വായിച്ച് തന്നിരിക്കുന്ന ഉത്തര കടലാസിലെ ചോദ്യനമ്പറിനു നേരെ ഉചിതമെന്നു തോന്നുന്ന പ്രതികരണത്തിനുള്ള ചതുരത്തിൽ '✓' ചിഹ്നമിടുക.

1. യൂറോപ്പിൽ നവോത്ഥാനത്തെത്തുടർന്നുണ്ടായ ശാസ്ത്രബോധത്താൽ പല വിശ്വാസങ്ങളും ചോദ്യം ചെയ്യപ്പെട്ടുതുടങ്ങി. ഇത് പാരമ്പര്യത്തോടുള്ള വെല്ലുവിളിയായി മാത്രമേ കണക്കാക്കാൻ സാധിക്കൂ.
2. മുതലാളിത്ത വ്യവസ്ഥിതിയിൽ ഗവൺമെന്റിന്റെ ഇടപെടൽ കൂടാതെ വ്യാപാരം നടത്താനുള്ള വ്യക്തി സ്വാതന്ത്ര്യം മുതലുടമകൾക്ക് ലഭിക്കുന്നു. അതുകൊണ്ട് ഇത് നമ്മുടെ സമൂഹത്തിനും നല്ലതാണെന്ന് കരുതുന്നു.
3. അമേരിക്കൻ കോളനിവാസികൾ ബ്രിട്ടന്റെ മേധാവിത്വത്തിനെതിരെ 'പ്രാധിനിത്യ മില്ലാതെ നികുതിയില്ല' എന്ന മുദ്രാവാക്യം മുഴക്കി. ഇത് സ്വന്തം കർത്തവ്യങ്ങളോടുള്ള അവരുടെ അവഗണയ്ക്കുവാഹരണമാണ്.
4. ആധുനിക സമൂഹത്തിൽ, പണക്കാരനെന്നോ പാവപ്പെട്ടവനെന്നോ ഉള്ള വ്യത്യാസം കുറച്ചുകൊണ്ടുവരിക എന്നത് തീർത്തും നേടാൻ കഴിയാത്ത ഒരു കാര്യമാണെന്ന് ഞാൻ കരുതുന്നില്ല.
5. ഫ്രഞ്ച് സമൂഹത്തിൽ, ഉപരിവർഗ്ഗത്തിന്റെ സുഖസമൃദ്ധ ജീവിതത്തിന് വേണ്ടി സാധാരണ ജനങ്ങൾ കഠിനാധ്വാനം ചെയ്യേണ്ടി വന്നു. ഇത് ന്യായീകരിക്കാൻ കഴിയാത്ത അനീതിയാണ്.
6. ബ്രട്ടീഷുകാരുടെ കൊലചെയ്യപ്പെടുമെന്ന് ഉറപ്പായപ്പോൾ വേലുത്തമ്പിദളവ കൊട്ടാരക്കര - മണ്ണടി ക്ഷേത്രത്തിൽ ഒളിച്ചു കടന്ന് ആത്മഹത്യ ചെയ്തത് ഭീരുത്വമായേ വ്യാഖ്യാനിക്കാൻ കഴിയൂ.
7. വ്യവസായ - വാണിജ്യമേഖലയിൽ ഇന്ന് നിലനിൽക്കുന്ന കിടമത്സരങ്ങൾക്കും ലാഭച്ഛേദങ്ങൾക്കും അനുസരിച്ച് സമൂഹത്തിൽ ക്ഷേമം കൈവരുന്നുണ്ട് എന്നു കരുതാൻ വയ്യ.
8. നമ്മുടെ സമൂഹത്തിലെ വിദ്യാഭ്യാസവന്നരായ യുവാക്കൾ കൈത്തൊഴിലുകളോ കൂലിപ്പണികളോ ചെയ്യുന്നതിനേക്കാൾ നല്ലത് ഉയർന്ന ജോലി ലഭിക്കാനായി ക്ഷമയോടെ കാത്തിരിക്കുന്നതാണ്.
9. 'മാനവികതാവാദം' ലൗകിക അനുഗ്രഹങ്ങളേക്കാൾ മനുഷ്യന്റെ മഹത്വത്തെ പ്രകീർത്തിക്കുന്നു. ഇത് ദൈവികതയ്ക്ക് എതിരാണെന്ന് ഞാൻ കരുതുന്നില്ല.
10. ഫ്രാൻസിലെ രക്തരൂഷിതമായ സപ്തംബർ കൂട്ടക്കൊല ഫ്രഞ്ചു വിപ്ലവത്തിന്റെ തന്നെ മാഹാത്മ്യം നഷ്ടപ്പെടുത്തുന്ന സംഭവമാണ്.
11. ശിശുമരണനിരക്കും പകർച്ചവ്യാധികളും ജനസംഖ്യാവർദ്ധനവിനെ കുറയ്ക്കുന്ന ഘടകങ്ങളാണ്. അതുകൊണ്ട് അവ നിയന്ത്രിക്കാൻ സർക്കാർ നടപടി കളെടുത്തില്ലെങ്കിൽപോലും വിമർശിക്കാൻ കഴിയില്ല.

12. ഇംഗ്ലണ്ടിലെ ഫ്യൂഡലിസത്തിനു സമാനമായി, ജന്മികളും സാധാരണക്കാരും തമ്മിലുള്ള ഒരു പരസ്പര സംരക്ഷണപരിപാടി നമ്മുടെ ഇന്നത്തെ കേരളീയ സമൂഹത്തിലായാലും ഞാൻ ഇഷ്ടപ്പെടുന്നുണ്ട്.
13. ധനികനും വിദ്യാസമ്പന്നനുമായ ഒരാൾക്ക് യാതൊരാളെയും ആശ്രയിക്കാതെ തന്നെ ഈ സമൂഹത്തിൽ സുഖമായി ജീവിക്കാൻ കഴിയും എന്നാണ് ഞാൻ കരുതുന്നത്.
14. ഓരോ മനുഷ്യനും വിശ്വസിക്കുന്ന മതത്തേക്കാൾ പ്രധാനം അവനവന്റെ സംസ്കാരവും ജീവിതശൈലിയുമാണ്.
15. വ്യക്തിപരമായ കാരണങ്ങളാൽ ചുമതലകൾ നിർവ്വഹിക്കാൻ കഴിയാത്തവർക്കും അവകാശങ്ങൾ നേടാനുള്ള അർഹത ഉണ്ടായിരിക്കുന്നതാണ്.
16. ലോകപൗരൻ എന്ന സങ്കല്പം ഒരോആളിന്റെയും ദേശീയബോധത്തിനോടുള്ള സ്വയം അവഗണനയായേ കാണാൻ സാധിക്കൂ.
17. സമൂഹത്തിലെ ഒരു വ്യക്തിയ്ക്കും ജീവിതത്തിൽ ആവശ്യമായതെല്ലാം സ്വയമേവ കണ്ടെത്തി ഉപയോഗിക്കുക സാദ്ധ്യമല്ല എന്നത് ഒരു വസ്തുതയാണ്.
18. ധർമ്മിക ചുമതലകളുടെ ലംഘനം ശിക്ഷാർഹമല്ലാത്തതുകൊണ്ട് ഒരു പൗരൻ അവ നിർവ്വഹിക്കണമെന്നില്ല.
19. തൊഴിലാളികളുടെ വേതനം, സേവനവ്യവസ്ഥകൾ എന്നിവയിൽ തീരുമാനമെടുക്കാൻ മുതലുടമകൾക്ക് പരിപൂർണ്ണസ്വാതന്ത്ര്യം ഉണ്ടാവുക എന്നത് സാമൂഹ്യ നീതിക്ക് എതിരാണ്.
20. തന്റെ ആവശ്യങ്ങൾക്കനുസരിച്ച് മനുഷ്യൻ പരിസ്ഥിതിയെ മാറ്റിയെടുക്കുന്നത് തെറ്റല്ല.
21. കേരളത്തിലെ മാപ്പിളലഹള പലപ്പോഴും ഭൂവുടമകൾക്കെതിരായുള്ള സമരമായിത്തീർന്നത്, സമരക്കാർ സ്വകാര്യസ്വത്തവകാശത്തിന് എതിരായിരുന്നു എന്നതിന്റെ സൂചനയാണ്.
22. ഓരോരുത്തരും അവനവന്റെ പുരോഗതിക്കുവേണ്ടി പ്രവർത്തിച്ചാൽ സാമൂഹ്യ പുരോഗതി താനേ ഉണ്ടാകും എന്ന ധാരണ ശരിയാണ്.
23. മനുഷ്യന്റെ പ്രകൃതിയോടുള്ള ചൂഷണമനോഭാവം അവന്റെ സാമൂഹ്യ ജീവിതത്തെ സാരമായി ബാധിക്കും.
24. നാം വലിച്ചെറിയുന്ന ഉപയോഗശൂന്യങ്ങളായ വസ്തുക്കളാൽ വിനാശകരങ്ങളായ അവശിഷ്ടവാതകങ്ങൾ ഉൽപാദിപ്പിക്കപ്പെടുന്നു എന്നത് ശരിയാണ്.
25. ഹിന്ദുക്കളും മുസ്ലീങ്ങളുമായ ബ്രിട്ടീഷ് ഇന്ത്യൻ പട്ടാളക്കാർ, ഗ്രീസ് പുരട്ടിയ തിര ഉപയോഗിക്കാൻ വിസമ്മതിച്ചത് കർത്തവ്യബോധത്തിന്റെ ലംഘനമായിരുന്നു എന്നു കരുതാം.
26. സമൂഹത്തിലെ അധഃകൃത വർഗ്ഗങ്ങൾക്ക് നൽകുന്ന തൊഴിൽ സംവരണങ്ങൾ, ഭരണഘടന അനുശാസിക്കുന്ന സമത്വം എന്ന ആശയത്തിന്റെ ലംഘനമായി കാണാൻ കഴിയില്ല.
27. നമ്മുടെ രാജ്യത്തെ സമ്പത്ത് മുഴുവൻ ഏതാനും വ്യക്തികളുടെ കൈകളിൽ കേന്ദ്രീകരിക്കുന്നത് സാമൂഹ്യനീതിയ്ക്ക് നിരക്കുന്നതല്ല.
28. മുതലാളിത്ത വ്യവസ്ഥിതിയിലെ തിന്മകൾക്കുള്ള ശക്തമായ ഒരു പ്രതിവിധിയായി സ്ഥിതിസമത്വ വാദത്തെ കണക്കാക്കാൻ കഴിയും.
29. നമ്മുടെ സമൂഹത്തിൽ ഏറ്റവും അടിസ്ഥാനപരമായ ആവശ്യങ്ങൾ പോലും ഏറ്റവും ചെറിയ തോതിലെങ്കിലും നിറവേറ്റാനാകാത്തവർ ഉണ്ട്. ഇത്തരക്കാർക്കു വേണ്ടി എന്തെങ്കിലും ചെയ്യാൻ നമ്മളാൽ കഴിയും എന്നു തോന്നുന്നില്ല.
30. ചരിത്രം, കഴിഞ്ഞകാല സംഭവങ്ങളുടെ ജീവസ്സ് അറ്റ പഠനം എന്ന നിലയിൽ മൂല്യവത്തായ ഒരു ശാസ്ത്ര ശാഖയായി കരുതാൻ വയ്യ.
31. ജാതിവ്യവസ്ഥ ആദിമകാലത്തുതന്നെ നിലവിൽ വന്ന ഒരു സാമൂഹ്യ വ്യവസ്ഥിതി എന്ന നിലയിൽ അതിനെ അംഗീകരിക്കാനേ വിദ്യാസമ്പന്നർക്കു കഴിയൂ.

32. ഇന്ത്യയിൽ, ഒന്നാം സ്വാതന്ത്ര്യസമരത്തിന്റെ നേതാക്കളെല്ലാം സ്വന്തം പ്രശ്നങ്ങൾ പരിഹരിച്ചുകിട്ടാൻവേണ്ടി മാത്രം സമരത്തിലേക്ക് ആകൃഷ്ടരായവരായിരുന്നു.
33. ഒരു സമൂഹം സംസ്കാരത്തിന്റെ പാതയിലെത്തുമ്പോഴാണ് നഗരങ്ങൾ ഉടലെടുക്കുന്നത്.
34. ഭരണം നടത്തുന്ന സർക്കാരിന്റെ ഭരണകക്ഷികൾ തെരഞ്ഞെടുപ്പു പ്രചാരണത്തിന് ഔദ്യോഗിക ഭരണ സംവിധാനം ഉപയോഗിക്കുന്നത് തെറ്റാണ്.
35. മറ്റുള്ളവരെ ദോഷകരമായി ബാധിച്ചാൽപോലും ഒരുവന് അവന്റെ അവകാശങ്ങളെ ഇഷ്ടാനുസരണം ആസ്വദിക്കാനുള്ള സ്വാതന്ത്ര്യമാണ് ജനാധിപത്യം നൽകുന്നത്.
36. നിയമങ്ങൾ മാറിമാറി വരുന്ന സാമൂഹ്യ അവസ്ഥകളോട് പൊരുത്തപ്പെടുന്നതാകാൻ കാലത്തിന് യോജിച്ച മാറ്റങ്ങൾ വരുത്തുന്നത് നന്നായിരിക്കും.
37. ഒരു ജനാധിപത്യ രാജ്യത്ത് പൗരൻമാർ അച്ചടക്കരഹിതരായാൽ ഓരോരുത്തർക്കും അവരവരുടെ അവകാശങ്ങൾ നന്നായി ആസ്വദിക്കാൻ കഴിയില്ല.
38. സമൂഹത്തിലെ ഉയർന്നവർക്കും താഴ്ന്നവർക്കും എല്ലാ കാര്യങ്ങളിലും തുല്യപരിഗണന നൽകുക എന്നത് അസാധ്യമാണ്.
39. ഓരോ തൊഴിലിന്റെയും മഹത്വം നിശ്ചയിക്കുന്നത് അതിന് ലഭിക്കുന്ന പ്രതിഫലത്തിന്റെ വലിപ്പം ചെറുപ്പമാണ്.
40. നമ്മുടെ സമൂഹത്തിൽ എല്ലാവരും തുല്യരായിക്കണം എന്ന കാഴ്ചപ്പാട് ഓരോ വ്യക്തിയുടെയും അതുല്യമായ ശേഷികൾക്ക് എതിരല്ല.
41. ഒരാളുടെ, വ്യക്തി എന്ന നിലയിലുള്ള മൂല്യത്തിന്റെ അളവു പ്രതിഫലിക്കുന്നത് അയാളുടെ ഭൗതിക നേട്ടങ്ങളിലാണ് എന്ന ധാരണ തെറ്റാണ്.
42. വൈദേശിക സംസ്കാരങ്ങളെക്കുറിച്ച് മനസ്സിലാക്കുമ്പോൾ അവ യാതൊരു തരത്തിലും നമ്മുടെ സ്വന്തം സംസ്കാരത്തേക്കാൾ ഉയർന്നതല്ല എന്ന് തോന്നാറുണ്ട്.
43. പാശ്ചാത്യരുടെ ജീവിതരീതികൾ അനുകരിക്കുകയാണ് ഭാരതീയർക്ക് സംസ്കാരസ്വന്തരാകാനുള്ള ഏറ്റവും എളുപ്പവഴി എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.
44. വിദ്യാർത്ഥികളിൽ മത്സരബുദ്ധി വളർത്താൻ ഇഷ്ടപ്പെടാത്തതുകൊണ്ട്, സ്കൂളിൽ ജനാധിപത്യരീതിയിൽ നടക്കുന്ന തെരഞ്ഞെടുപ്പിന് പോലും ഞാൻ എതിരാണ്.
45. അവകാശങ്ങളും കടമകളും ഒരേ നാണയത്തിന്റെ രണ്ടുവശങ്ങൾ ആണെന്ന് അറിയാമെങ്കിലും എല്ലാവിധ സമരങ്ങളെയും ഞാൻ അനുകൂലിക്കാറുണ്ട്.
46. ഫീസ് കൊടുത്ത് ട്യൂഷൻ ക്ലാസ്സുകളിൽ പഠിക്കുന്ന വിദ്യാർത്ഥികൾ അധ്യാപകരെ ബഹുമാനിക്കണമെന്ന് ശഠിക്കാൻ കഴിയില്ല.
47. ഒരാൾക്ക് യഥേഷ്ടം സമ്പത്തുണ്ടെങ്കിലും എളിയ ജീവിതം നയിക്കുന്നത് മൂല്യവത്തായ കാര്യമാണ്.
48. നമ്മുടെ നിത്യജീവിതത്തിൽ, സമൂഹവുമായി ഇടപഴകുമ്പോൾ എത്ര വിരുദ്ധാഭിപ്രായങ്ങൾ ഉണ്ടായാലും അവ കേൾക്കാനും വിലയിരുത്താനുമുള്ള കഴിവ് നല്ലതാണ്.
49. മറ്റുള്ളവരുടെ പ്രശ്നങ്ങൾ മനസ്സിലാക്കുകയും അവയ്ക്ക് പരിഹാരം കാണാൻ ശ്രമിക്കുകയും ചെയ്യുന്നത് വളരെ നല്ല ഗുണമാണ്.
50. വിദ്യാർത്ഥികൾ ജീവിതത്തിന്റെ പ്രാരംഭഘട്ടത്തിൽ ഉള്ളവർ എന്ന നിലയിൽ എത്ര സമയം വേണമെങ്കിലും കളികളിൽ മുഴുകുന്നതിൽ തെറ്റില്ല.

APPENDIX V (B)

VALUE DEFINITION TEST FOR STUDENTS

(ENGLISH VERSION)

Dr. T.C. Ayishabi
Professor

N.K. Vijayan
Research Scholar

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT**

Direction: This is a test in Social Science to be used for research purpose. It contains some statements. Two responses such as 'Agree' and 'Disagree' are given to each statement. Read the statements and mark your response by a '✓' mark in the suitable column against each question number in the answer sheet given.

1. The experimental mind of the European people resulted by the Renaissance began to question the traditional believes. It can be considered only as a challenge to heredity.
2. Since, Capitalism gives freedom to entrepreneurs without any governmental interference, it is a copiable system to the modern society.
3. The slogan "No taxation without representation" made by American colony people against Britain, shows the denial of their duties.
4. I don't think that socialism is a system which is completely unattainable.
5. The common people in French society had to work hard for the luxurious life of the upper class. This was a pure act of injustice.
6. Veluthambi Dalava committed suicide in a temple when he was about to be caught by the British. It shows his cowardness.
7. It can't be regarded that there are social merits corresponding to the competition and profit motive that exists in the field of trade and commerce.
8. It is better to wait patiently for landing in higher professions, rather than doing some manual daily wage jobs, for our educated youth.
9. I don't think that the Humanism, which praise the greatness of man above all worldly blessings is denying the existence of God.

10. The whole greatness of French revolution had been lost in the bloody so called September Massacre.
11. We can't criticise the stand of the government even if they are not taking any measures to reduce epidemics and infanticide as they control population growth.
12. I would appreciate if there is a mutual social insurance programme between the landlords and common people in the present Kerala society similar to that of Feudalism in England.
13. I think that a wealthy and educated person can live comfortably without depending on anybody in this society.
14. A person's culture and way of life are more important than the religion in which he believes.
15. Those who can't discharge their duties, due to personal reasons also have the right to ensure their Rights.
16. The very concept of 'World Citizen' can be considered only as a self negation to one's own national consciousness.
17. It is a fact that no person in the society can find out all the things he needed in his life.
18. Since non-observation of moral duties is not punishable, a citizen need not necessarily discharge them.
19. The entrepreneurs having full freedom to decide upon the labourer's wages and service conditions, is against social justice.
20. There is nothing wrong in changing the environment according to the needs of man.
21. The Mopila rebellion in Kerala often becoming a revolt against land lords shows that the activists were against private property.
22. The conception that if each one is working for his own good, social progress will automatically come in to existence, is true.
23. The exploitation attitude of man towards nature will largely influence his social life.
24. It is true that the waste materials that we are dumping around produce dangerous gases.
25. The Hindu and Muslim British Indian Soldiers refusing to use the greased cartridge was the negligence of their duty consciousness.

26. The reservation for employment for the disadvantaged sections of society; cannot be considered as a negation of the idea of equality.
27. It is not social justice that the whole wealth of our country is getting accumulated in the hands of a few.
28. Socialism can be considered as one of the strongest alternatives of the evils of capitalism.
29. There are some persons in the society who are not in a position to meet the basic needs even at a minimum level. I don't think that we can do anything for them.
30. Since history is the study of dead yesterdays, it can't be considered as a valuable/meaningful branch of science.
31. The educated persons are forced to recognize the caste system since it has come in to existence in the very ancient days.
32. Almost all the leaders of first War of Indian Independence had been attracted to it only for the redress of their own personal problems.
33. Cities are evolved when a society is reaching to culture.
34. Making use of the official/government system by the ruling parties for their election propaganda is irregular.
35. Democracy ensures the freedom for a person to enjoy his rights according to his own whims and fancy even if it influences badly the others.
36. It would be better if rules are changed according to the changing social state of affairs.
37. In a democratic country if citizens become indisciplined no one can enjoy their rights well.
38. It is impossible to give equal treatments to the wealthy and the poor in all matters.
39. The dignity of a profession/work is being determined by the remuneration obtained for each of it.
40. The viewpoint that all must be equal is not against the unique capabilities of each person.
41. The concept that the value of one's personality reflects in his material gains, is not right.
42. When I understand many things about foreign cultures, I felt that they are in no way superior to our own culture.

- 43. I believe that the easiest way to become Indians to be cultured is to imitate the western way of life.
- 44. Since I don't like to encourage competitive spirit among students, I am quite against even democratic elections in the school.
- 45. I do support all kind of strikes, even though I understand the fact that rights and duties are the two sides of the same coin.
- 46. The students who are attending tuition classes by paying fee do not necessarily respect their teachers.
- 47. Even though one may have enough wealth, leading a simple life is something great.
- 48. In our day to day life, when we are mingling with the society, the ability to hear and analyse opposing views is indeed good.
- 49. Trying to understand others problems and helping them to solve the same is a positive quality.
- 50. Since children are in the starting point of life there is nothing wrong for them in spending as much time as they like for plays and games.

APPENDIX V (C)
VALUE DEFINITION TEST FOR STUDENTS
2003
RESPONSE SHEET

Name: Class: Sex:

School: S.S. Teacher's Name:

Sl. No.	Agree	Disagree
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Sl. No.	Agree	Disagree
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APPENDIX VI (A)

VALUE PREFERENCE TEST

(DRAFT)

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

2003

നിർദ്ദേശങ്ങൾ: മൂല്യങ്ങളോടുള്ള നിങ്ങളുടെ അഭിലഷണീയത അറിയുവാനുള്ള ഒരു ടെസ്റ്റാണിത്. ഏതാനും സന്ദർഭങ്ങളും അവയ്ക്കോരോന്നിനും നാലുവീതം പ്രതികരണങ്ങളും താഴെ കൊടുത്തിരിക്കുന്നു. “ഞാനായിരുന്നുവെങ്കിൽ ഇങ്ങനെയായിരിക്കും ചെയ്യുക” എന്നർത്ഥം വരുന്നരീതിയിൽ തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിൽ ഉചിതമായ പ്രതികരണത്തിന്റെ അക്ഷരത്തിന് താഴെ ‘✓’ അടയാളം രേഖപ്പെടുത്തുക.

1. നിങ്ങളുടെ ബന്ധുവിന്റെ കടയിൽ ഒരു ദിവസം നിങ്ങൾക്ക് വിൽപ്പനയ്ക്കായി നിൽക്കേണ്ടി വന്നു. മുഖപരിചയമുള്ള ഒരാൾ 40 രൂപയുടെ സാധനങ്ങൾ വാങ്ങി ഒരു കറൻസി നോട്ടുതന്നു. നിങ്ങൾ ബാക്കി 60 രൂപ കൊടുത്തു. പിന്നീടാണ് ശ്രദ്ധിച്ചത് അയാൾ തന്നത് 500 രൂപയുടെ നോട്ടാണെന്ന്. നിങ്ങൾ എന്തു ചെയ്യും?
 - A) ബാക്കി 400 രൂപ കടക്കാരന് അവകാശപ്പെട്ടതല്ല എന്നു മനസ്സിലാക്കി സ്വന്തം പോക്കറ്റിലിടും.
 - B) തനിക്കല്ല, രൂപ തന്ന വ്യക്തിക്കാണല്ലോ തെറ്റു പറ്റിയത് എന്നു കരുതി സമാധാനിക്കും.
 - C) രൂപ തന്നയാളെ എത്രയും പെട്ടെന്ന് അന്വേഷിച്ച് കണ്ടുപിടിച്ച് ബാക്കി തുക ഏൽപ്പിക്കും.
 - D) ബാക്കിരൂപ തൊട്ടടുത്തുള്ള മൂന്നു മതങ്ങളുടെ നേർച്ചപ്പെട്ടിയിൽ നിക്ഷേപിക്കും.

- 2) നിങ്ങളുടെ സ്കൂളിൽ യുവജനോത്സവം നടക്കുന്ന ഒരു ദിവസം വിനോദത്തിന് ധാരാളം സമയം കിട്ടി. നിങ്ങളുടെ ഏതാനും കൂട്ടുകാർ ചേർന്ന് കടയിൽ നിന്ന് ഒരു ലഹരി പദാർത്ഥത്തിന്റെ പായ്ക്കറ്റ് വാങ്ങി രൂപിക്കാൻ തുടങ്ങി. നിങ്ങൾ
 - A) ആകാംക്ഷയുടെ പേരിൽ ഒരു പ്രാവശ്യം അൽപം വാങ്ങി രൂപിച്ചു നോക്കും.
 - B) വാങ്ങി ഉപയോഗിക്കാൻ വിസമ്മതിക്കുകയും കൂട്ടുകാരെ അതിൽനിന്ന് ശക്തമായി വിലക്കുകയും ചെയ്യും.
 - C) തനിക്കുകൂടി തന്നില്ലെങ്കിൽ അദ്ധ്യാപകരെ അറിയിക്കുമെന്ന് ഭീഷണിപ്പെടുത്തും.
 - D) തന്റെ പൈസയ്ക്കൊന്നുമില്ലല്ലോ അവർ വാങ്ങിയത് എന്നു കരുതി അതിൽ ഇടപെടാതിരിക്കും.

3. നിങ്ങൾ ഏതാനും കൂട്ടുകാരോടൊത്ത് ഒരു വിനോദയാത്ര പോകുന്നു എന്നു വിചാരിക്കുക. ജീപ്പിൽ ആർത്തുല്ലസിച്ച് പോകുമ്പോൾ പെട്ടെന്ന് റോഡരികിൽ വാഹനമിടിച്ച് കിടക്കുന്ന ഒരു വഴിയാത്രക്കാരൻ സഹായത്തിനായി കൈകൾ നീട്ടുന്നത് കണ്ടു. നിങ്ങൾ
 - A) ഡ്രൈവറോട് വണ്ടി നിർത്തനാവശ്യപ്പെട്ട് പരിക്കേറ്റയാൾ പരിചിതനാണോ എന്നു നോക്കും.

- B) യാത്രയുടെ സന്തോഷാവസ്ഥ നശിപ്പിക്കാതിരിക്കാൻ വണ്ടി നിർത്താതെ പോകും.
- C) വണ്ടി നിർത്തിയിട്ട് പരിക്കേറ്റയാളെ എടുത്ത് എത്രയും പെട്ടെന്ന് ആശുപത്രിയിലെത്തിക്കും.
- D) വണ്ടി നിർത്തിയിട്ട് മറ്റേതെങ്കിലും വാഹനം വരുന്നതുവരെ കാത്തു നിൽക്കും.

4. നിങ്ങൾ ഒരു റെയിൽവേ സ്റ്റേഷനിൽ ട്രെയിൻ കാത്തു നിൽക്കുകയാണ് എന്നു വിചാരിക്കുക. സമീപത്തായി വളരെ ഭാരമുള്ള ഒരു പെട്ടിയുമായി ഒരു വൃദ്ധൻ നിൽക്കുന്നു. അപ്പോൾ, ട്രെയിൻ എത്തുന്നത് അടുത്ത പ്ലാറ്റ് ഫോമിലാണെന്ന് ഉച്ചഭാഷിണിയിൽക്കൂടി അറിയിപ്പു വരുന്നു. അയാൾ നിങ്ങളുടെ സഹായം തേടുന്നു. നിങ്ങൾ

- A) അവരുടെ അഭ്യർത്ഥന കേൾക്കാത്ത രീതിയിൽ എത്രയും പെട്ടെന്ന് അടുത്ത പ്ലാറ്റ് ഫോമിലേക്കു പോകും.
- B) തനിക്ക് അത് എടുക്കാൻ ബുദ്ധിമുട്ടാണെന്ന് വളരെ സഹതാപത്തോടെ അറിയിക്കും.
- C) വൃദ്ധനെ പെട്ടിയെടുക്കാൻ സഹായിച്ചുകൊണ്ട് അടുത്ത പ്ലാറ്റ് ഫോമിലേക്കു പോകും.
- D) മറ്റാരോടേങ്കിലും പറഞ്ഞുനോക്കാം എന്നു പറഞ്ഞ് വേഗത്തിൽ അവിടെ നിന്ന് പോകും.

5. നിങ്ങൾ ഒരു വൈകുന്നേരം കൂട്ടുകാരോടൊത്ത് പാർക്കിൽ ചെലവഴിക്കുന്നു എന്നു വിചാരിക്കുക. ചവറ്റുകൊട്ട വളരെ ദൂരെയാണ് എന്നതുകൊണ്ട് ഭക്ഷണവും ചായയുമൊക്കെ കൂടിച്ച പ്ലാസ്റ്റിക് അവശിഷ്ടങ്ങൾ അവിടെത്തന്നെയിടാം എന്ന് കൂട്ടുകാർ പറയുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.

- A) കൂടിയിരുന്ന് സംസാരിക്കുന്നതിന്റെ രസം നഷ്ടപ്പെടുത്താതിരിക്കാൻ അവ അവിടെത്തന്നെയിടാൻ സമ്മതിക്കും.
- B) അവ പാർക്കിലെ വേലക്കാർ ചവറ്റുകൊട്ടയിൽ ഇട്ടോളും എന്ന വിശ്വാസത്തിൽ അതിനോട് യോജിക്കും.
- C) അവ എല്ലാം ചവറ്റുകൊട്ടയിൽത്തന്നെ നിക്ഷേപിക്കണമെന്ന നിർബന്ധം പിടിക്കും.
- D) കൂട്ടുകാരുടെ തീരുമാനത്തിന് എതിർ നിൽക്കാതെ ഭൂരിപക്ഷാഭിപ്രായം മാനിക്കും.

6. നിങ്ങളുടെ സ്കൂളിൽ ഒരു പരീക്ഷ-മാർഗ്ഗനിർദ്ദേശക്യാമ്പ് സംഘടിപ്പിക്കുന്നു എന്നു വിചാരിക്കുക. അന്നു തന്നെ നിങ്ങളുടെ ഒരു ബന്ധുവിന്റെ വിവാഹവും ഉണ്ട്. നിങ്ങൾ . . .

- A) ക്യാമ്പ് ഉണ്ടെങ്കിലും വിവാഹത്തിന് പോകാൻ തന്നെയും കൂടി കൂട്ടണമെന്ന് മാതാപിതാക്കളോട് പറയും.
- B) ആ ദിവസം ക്യാമ്പ് നടക്കുന്ന കാര്യം വീട്ടിൽ നിന്ന് രഹസ്യമായി സൂക്ഷിക്കും.
- C) ക്യാമ്പിന്റെ വിശദാംശങ്ങൾ കൂട്ടികളോട് ചോദിച്ചറിയാം എന്ന വിശ്വാസത്തിൽ വിവാഹത്തിന് പോകും.
- D) വിവാഹത്തിന് വരുന്നില്ല, ക്യാമ്പിൽ പങ്കെടുക്കാനാണ് കൂടുതൽ താൽപര്യമെന്ന് മാതാപിതാക്കളെ അറിയിക്കും.

7. നിങ്ങളുടെ വീടിനടുത്ത് ഒരു പുഴയുണ്ട് എന്നു വിചാരിക്കുക. വേനൽക്കാലത്ത് അതിൽനിന്ന് കൃഷിയാവശ്യത്തിന് വെള്ളം പമ്പു ചെയ്യരുതെന്നു തദ്ദേശ സ്വയംഭരണ അധികൃതർ ഉത്തരവിറക്കിയിട്ടുണ്ട്. നിരവധി തവണ ചെയ്യരുതെന്ന് പറഞ്ഞിട്ടും നിങ്ങളുടെ അയൽക്കാർ അതിരാവിലെ വെള്ളം പമ്പു ചെയ്യുന്നു. നിങ്ങൾ. . . .

- A) വിട്ടിൽ അച്ഛനോട് പറഞ്ഞ് തങ്ങൾക്കും വെള്ളം പമ്പു ചെയ്യാനുള്ള സജ്ജീകരണങ്ങൾ ഒരുക്കും.
 - B) തങ്ങൾക്കും വെള്ളം പമ്പു ചെയ്തു തരികയാണെങ്കിൽ മാത്രമേ പരാതി കൊടുക്കാതിരിക്കൂ എന്ന് അവരോട് പറയും.
 - C) എത്രയും പെട്ടെന്ന് അധികൃതർക്കു പരാതി എഴുതി നൽകും.
 - D) അസഭ്യമായ ഭാഷയിൽ ഭീഷണി മുഴക്കിക്കൊണ്ട് അയാൾക്കൊരു ഉറമക്കത്ത് അയക്കും.
8. കേരളവനം വകുപ്പിന്റെ ആഭിമുഖ്യത്തിൽ നടത്തുന്ന പത്തുദിവസത്തെ പ്രകൃതി പഠന ക്യാമ്പിന് നിങ്ങൾ ഇടുക്കി വനമേഖലയിൽ എത്തി എന്നു വിചാരിക്കുക. സുരക്ഷിതമെങ്കിലും താമസസൗകര്യങ്ങൾ കുറവും ഭക്ഷണരീതികൾ വ്യത്യസ്ത വുമാണെങ്കിൽ നിങ്ങൾ. . .
- A) എത്രയും പെട്ടെന്ന് തിരിച്ചു പോകാനുള്ള ആഗ്രഹം പ്രകടിപ്പിക്കും.
 - B) ഒരു വ്യത്യസ്ത അനുഭവം എന്ന നിലയിൽ പൂർണ്ണ മനസ്സോടെ അവിടുത്തെ രീതികൾ ശീലിക്കാൻ ശ്രമിക്കും.
 - C) മറ്റ് കുട്ടികളെക്കൂടി അവിടുത്തെ ബുദ്ധിമുട്ടുകളെക്കുറിച്ച് ബോധവാന്മാരാക്കി അവരേയുംകൂടിക്കൂട്ടി വീട്ടിൽ പോകാൻ സമ്മർദ്ദം ചെലുത്തും.
 - D) അവിടെ വരാനും ഇത്തരം ത്യാഗങ്ങൾ സഹിക്കാനുമുണ്ടായ സാഹചര്യങ്ങളെ ശപിച്ച് പത്തുദിവസം യാത്രികമായി തള്ളി നീക്കും.
9. നിങ്ങളുടെ അടുത്ത പരിചയക്കാരനായ ഒരാൾ ഒരു ക്രിമിനൽ കേസിൽ പോലീസ് തെരയുന്ന വ്യക്തിയാണെന്ന് വിചാരിക്കുക. അയാൾ ഒളിവിൽ കഴിയുന്ന സ്ഥലം നിങ്ങൾക്ക് നന്നായി അറിയാം. എങ്കിൽ നിങ്ങൾ. . . .
- A) അയാളെ കൂടുതൽ സുരക്ഷിതനായി ഇരിക്കാൻ സഹായിക്കും.
 - B) അയാൾ ഒളിച്ചിരിക്കുന്ന സ്ഥലം പോലീസിനോട് വെളിപ്പെടുത്തും.
 - C) അയാളെയോ പോലീസിനെയോ സഹായിക്കില്ല.
 - D) പോലീസിന് തെറ്റായ വിവരങ്ങൾ നൽകി കബളിപ്പിക്കാൻ ശ്രമിക്കും.
10. വളരെ അത്യാവശ്യമായി വാഹനത്തിൽ പോകുന്ന നിങ്ങൾ തിരക്കേറിയ ഒരു തെരുവ് സർക്കിൾ എത്തിയപ്പോഴേക്കും ചുവന്ന സിഗ്നൽ തെളിഞ്ഞതായി കാണുന്നു. അവിടെ അപ്പോൾ ട്രാഫിക് പോലീസുകാരൻ ഇല്ലെങ്കിൽ നിങ്ങൾ. . .
- A) സിഗ്നലിനെ അനുസരിക്കാൻ കഴിയാത്ത കുറ്റബോധത്തോടെ മുന്നോട്ടു പോകും.
 - B) സിഗ്നൽ അനുസരിച്ച് വേണ്ടത്രസമയം കാത്തുനിൽക്കും.
 - C) അത്യാവശ്യകതയെ മുൻനിർത്തി വാഹനത്തിന്റെ ലൈറ്റ് തെളിയിച്ച് കടന്നുപോകാൻ ശ്രമിക്കും.
 - D) വരിയുടെ ഏറ്റവും മുൻനിരയിലേക്ക് കടക്കാൻ പഴുതുകളുണ്ടോ എന്നു നോക്കും.
11. നിങ്ങളും ഏതാനും കുട്ടുകാരും ദേശീയ പ്രതിഭാപൂരസ്ക്കാര പരീക്ഷയ്ക്ക് വാശിയോടെയുള്ള തയ്യാറെടുപ്പിലാണെന്ന് വിചാരിക്കുക. പ്രത്യേകമായി പഠന സഹായി (ഗൈഡ്) കൾ ഒന്നും കിട്ടാനില്ലെന്നറിഞ്ഞ് എല്ലാവരും കൂടി ചർച്ച ചെയ്ത് പഠിച്ചുവരികയാണ്. അതിനിടയിൽ നിങ്ങളുടെ ഒരു ബന്ധു നല്ലൊരു പഠന സഹായി കൊണ്ടുത്തന്നാൽ നിങ്ങൾ. . . .
- A) അത് എല്ലാവരെയും കാണിച്ച് യോജിച്ച് പഠിക്കാൻ ഉപയോഗിക്കും.
 - B) അത് കിട്ടിയ കാര്യം ആരെയും അറിയിക്കാതെ സ്വയം പഠിച്ച് വിജയിക്കാൻ ശ്രമിക്കും.

- C) ഏറ്റവും അടുത്ത ഒരു കൂട്ടുകാരനോ/കൂട്ടുകാരിക്കോ അത് ഉപയോഗിക്കാൻ കൊടുക്കും.
 - D) അതിന് ആവശ്യക്കാരുണ്ടെങ്കിൽ കൂടിയ വിലയ്ക്ക് വിൽക്കാൻ ശ്രമിക്കും.
12. ക്ലാസ്സിലെ, നിങ്ങളുടെ ഏറ്റവും അടുത്ത കൂട്ടുകാരൻ/കൂട്ടുകാരി, ഇൻസ്ട്രുമെന്റ് ബോക്സ് വാങ്ങാൻ പൈസ ഇല്ലാത്തതിനാൽ മറ്റൊരു കുട്ടിയുടെ 50 രൂപ മോഷ്ടിച്ചതായി നിങ്ങൾ അറിഞ്ഞു. ക്ലാസ്സീച്ചർ ചോദിച്ചപ്പോൾ ആ കുട്ടി ശക്തമായി കുറ്റം നിഷേധിച്ചു. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ. . . .
- A) കൂട്ടുകാരനെ രക്ഷിക്കാൻവേണ്ടി അവനല്ല പൈസയെടുത്തതെന്ന് വരുത്തിത്തീർക്കാൻ ശ്രമിക്കും.
 - B) തെറ്റുചെയ്ത കൂട്ടുകാരനോട് സത്യം തുറന്നു പറഞ്ഞ് അധ്യാപകനോടും കുട്ടിയോടും ക്ഷമ ചോദിക്കാൻ പറയും.
 - C) കൂട്ടുകാരൻ അറിയാതെ അധ്യാപകനെ യഥാർത്ഥവസ്തുത അറിയിക്കും.
 - D) ഒന്നും അറിയാത്ത രീതിയിൽ ക്ലാസ്സിൽ വെറുതേയിരിക്കും.
13. നിങ്ങളും സുഹൃത്തും സ്കൂളിൽ ഒന്നാം റാങ്ക് വാങ്ങുന്നതിനുള്ള വാശിയേറിയ മത്സരത്തിലാണ്. അപ്പോഴാണ് ആ സുഹൃത്തിന് അസുഖമായി രണ്ടാഴ്ചയോളം അവധിയിലായത്. സുഹൃത്ത് അവധികഴിഞ്ഞ് വന്ന് നിങ്ങളോട് ക്ലാസ്സ് നോട്ടുകളും ചില സംശയങ്ങളും ചോദിക്കുന്നു. അപ്പോൾ. നിങ്ങൾ
- A) പൂർണ്ണമല്ലാത്ത നോട്ടുകൾ കൊടുക്കുകയും സംശയങ്ങൾക്കുത്തരം ഭാഗികമായി പറഞ്ഞുകൊടുക്കുകയും ചെയ്യും.
 - B) നോട്ട് പൂർത്തിയായിട്ടില്ല എന്നു പറയുകയും, സംശയത്തിന് ഉത്തരം മറിയില്ല എന്നു പറഞ്ഞ് ഒഴിഞ്ഞുമാറുകയും ചെയ്യും.
 - C) നോട്ട് എഴുതിയെടുക്കാൻ കൊടുക്കുകയും ആത്മാർത്ഥമായി സംശയ നിവാരണം നടത്തുകയും ചെയ്യും.
 - D) നോട്ട് മറ്റ് കുട്ടികളോടും, സംശയം അധ്യാപകരോടും ചോദിക്കാൻ പറയും.
14. നിങ്ങൾക്ക് നന്നായി നീന്താനറിയാം എന്ന് സങ്കല്പിക്കുക. ഒരു ദിവസം നിങ്ങൾ ഒരു കുളത്തിന്റെ കരയിൽക്കൂടി നടന്നു നീങ്ങുമ്പോൾ ഒരു സ്ത്രീ നെഞ്ചത്തടിച്ചു നിലവിളിക്കുന്നു. അവരുടെ അഞ്ചു വയസ്സുള്ള കുട്ടി കാൽവഴുതി വെള്ളത്തിൽ വീണിരിക്കുന്നു. ഇത്തരം സന്ദർഭത്തിൽ നിങ്ങൾ. . . .
- A) അൽപ്പം വൈകിപ്പോയി എന്ന് ഊഹിച്ച് ആ അമ്മയെ സാന്ത്വനിപ്പിക്കാൻ ശ്രമിക്കും.
 - B) പെട്ടെന്ന് കുളത്തിൽ ചാടി കുട്ടിയെ രക്ഷപ്പെടുത്താൻ ശ്രമിക്കും.
 - C) പെട്ടെന്ന് സമീപത്തെ മുതിർന്ന ആളുകളെ വിവരമറിയിക്കാൻ ശ്രമിക്കും.
 - D) കരഞ്ഞുകൊണ്ടിരിക്കുന്ന അമ്മയെ സമാധാനിപ്പിച്ച്, കുട്ടിയെ രക്ഷപ്പെടുത്താൻ അവരെ പ്രേരിപ്പിക്കും.
15. നിങ്ങൾ സ്കൗട്ട് & ഗൈഡ്സിലെ അംഗങ്ങൾ എന്ന നിലയിൽ ദേശീയ ക്യാമ്പിൽ പങ്കെടുക്കാൻ ബാംഗ്ലൂരിൽനിന്നും എത്തി എന്നു വിചാരിക്കുക. നിങ്ങളുടെ ഗ്രൂപ്പിൽ ഭൂരിഭാഗം പേരും അന്യസംസ്ഥാനങ്ങളിൽ നിന്നുള്ളവരാണ്. അവരുടെ രീതികൾ നിങ്ങളുടേതിൽനിന്നും വ്യത്യസ്തമായതുകൊണ്ട് നിങ്ങൾ
- A) നിരന്തരമായി നിങ്ങളുടെ അധ്യാപകരോട് പരാതിപ്പെടും.
 - B) നമ്മുടേതിൽ നിന്ന് വ്യത്യസ്തമായ രീതികൾ പാലിക്കുന്നത് ശക്തമായി എതിർക്കും.
 - C) വളരെ സന്തോഷപൂർവ്വം അവരുടെ രീതികൾ പഠിക്കാൻ ശ്രമിക്കും.
 - D) വളരെ സ്നേഹപൂർവ്വം അവരെക്കൂടി നമ്മുടെ രീതികൾ പാലിക്കാൻ വേണ്ടി നിർബന്ധിക്കും.

- 16. നിങ്ങളുടെ അടുത്ത സ്കൂളിലെ കുട്ടികൾ ഒരു ദിവസം പഠിപ്പിച്ചുമാറ്റി സമരം ചെയ്യണം എന്ന ആവശ്യവുമായി മുദ്രാവാക്യങ്ങൾ മുഴക്കിക്കൊണ്ട് നിങ്ങളുടെ സ്കൂളിലെത്തുന്നു നിങ്ങൾ. . . .
 - A) ഉടൻ തന്നെ സഹപാഠികളെ മുഴുവൻ വിളിച്ചുകൂട്ടി സമരത്തിനിറങ്ങും.
 - B) സ്വയം പുറത്തിറങ്ങി സമരക്കാരുടെ കൂടെ കൂടും.
 - C) ഹെഡ്മാസ്റ്റർ ഒരു തീരുമാനമെടുത്ത് അറിയിക്കുന്നതുവരെ ക്ഷമയോടെ കാത്തിരിക്കും.
 - D) എന്തുചെയ്യണമെന്നറിയാൻ ഉടൻ ഹെഡ്മാസ്റ്ററെ സമീപിക്കും.
- 17. ഒരു കുപ്രസിദ്ധ ഭീകരൻ ഒരു എം.പി. യെ തട്ടിക്കൊണ്ടുപോയി തടങ്കലിൽ പാർപ്പിക്കുന്നു എന്നു വിചാരിക്കുക. അയാളെ വിട്ടയക്കുന്നതിനായി ജയിലിൽ കഴിയുന്ന തന്റെ അമ്പതോളം കുട്ടികളെ വിട്ടയക്കണമെന്നാണ് ഭീകരന്റെ ആവശ്യം. താങ്കളാണ് ഈ രാജ്യത്തിന്റെ പ്രധാനമന്ത്രി എങ്കിൽ
 - A) എത്രയും പെട്ടെന്ന് ഭീകരന്റെ കുട്ടികളെ വിട്ടയച്ച് എം.പി. യെ മോചിപ്പിക്കും.
 - B) ഭീകരനെ പിടികൂടുന്നവർക്ക് വൻതുക പ്രതിഫലമായി വാഗ്ദാനം ചെയ്യും.
 - C) തന്ത്രപരമായ നീക്കത്തിന് കേന്ദ്രസേനയെ നിയോഗിച്ച് ഭീകരനെ പിടികൂടാൻ ശ്രമിക്കും.
 - D) ഭീകരനുമായി സംസാരിക്കാൻ ഇടനിലക്കാരെ ഏർപ്പാടാക്കും.
- 18. നിങ്ങൾ കൂട്ടുകാരോടൊത്ത് ഒരു ക്രിക്കറ്റ് ടൂർണ്ണമെന്റ് നടത്താൻ തീരുമാനിച്ചു. അതിനായി ഗ്രൗണ്ടിൽ പവലിയൻ (ടെൻ്റ്) തയ്യാറാക്കാൻ പണിയെടുത്തു കൊണ്ടിരിക്കുന്നു. നിങ്ങളുടെ ബുദ്ധിമുട്ട് കണ്ട് മുതിർന്ന ഒരാൾ സഹായിക്കാൻ വരുന്നു. അയാൾ പണി ചെയ്യുന്നതിനിടയിൽ കാലിന് സാരമായി മുറിവേറ്റ് അവിടെ നിന്ന് പോകുന്നു. നിങ്ങൾ. . .
 - A) പവലിയൻ പൂർത്തിയാക്കുന്നതിനായി കൂട്ടുകാരെ കൂടുതൽ സഹായിച്ചു കൊണ്ടിരിക്കും.
 - B) പണി തീർന്നതിനുശേഷം എല്ലാവരും കൂടി അദ്ദേഹത്തിന്റെ വീടുവരെ പോകാൻ തീരുമാനിക്കും.
 - C) പണി നിർത്തിയിട്ട് കുറച്ച് പൈസ സംഘടിപ്പിച്ച് അദ്ദേഹത്തെ ആശുപത്രിയിൽ പോകാൻ സഹായിക്കും.
 - D) വിളിക്കാതെ വന്ന് ഇങ്ങോട്ട് സഹായം നൽകിയതാകയാൽ ആ കാര്യത്തെ കുറിച്ച് ചിന്തിക്കുകയേയില്ല.
- 19. ദേശീയ ഗാനം ചൊല്ലുമ്പോൾ, നിങ്ങളുടെ ക്ലാസ്സിൽ അദ്ധ്യാപകരില്ലാത്തപ്പോൾ ഒരു കുട്ടി സ്ഥിരമായി ഗോഷ്ടി കാണിച്ച് മറ്റുള്ളവരെ ചിരിപ്പിക്കാൻ ശ്രമിക്കുന്നു എന്നു കരുതുക. നിങ്ങൾ. . .
 - A) ഈ കാര്യം അദ്ധ്യാപകന്റെ ശ്രദ്ധയിൽപെടുത്തി ഒരു പൊതുകാര്യമായി അസംബ്ളിയിൽ പറയാൻ അപേക്ഷിക്കും.
 - B) എന്തെങ്കിലും വാങ്ങിത്തന്നില്ലെങ്കിൽ ഇക്കാര്യം അദ്ധ്യാപകരെ അറിയിക്കും എന്ന് പറയും.
 - C) ദേശീയഗാനത്തെ ബഹുമാനിക്കേണ്ടതിനെക്കുറിച്ച് ഒരു പ്രസംഗം ചെയ്യാൻ അദ്ധ്യാപകന്റെ അനുവാദം തേടും.
 - D) താനുമായി ബന്ധമില്ലാത്ത കാര്യമാണെന്നുറച്ച് അതിൽ ഇടപെടാതിരിക്കും.
- 20. നിങ്ങളുടെ സ്കൂൾ മാസികയിലേക്ക് ക്ലാസ്സിൽ മിക്കവരും തന്നെ സൂഷ്ടികൾ നൽകുന്നുണ്ട് എന്ന് വിചാരിക്കുക. എന്തെങ്കിലും സാഹിത്യസൂഷ്ടികൾ എഴുതി നൽകാൻ ക്ലാസ്സ് ടീച്ചർ നിരന്തരമായി ആവശ്യപ്പെടുന്നു. നിങ്ങൾക്ക് ഒരു സാഹിത്യസൂഷ്ടി ഉണ്ടാക്കാൻ കഴിയുന്നില്ല. നിങ്ങൾ
 - A) ക്ലാസ്സിൽ എഴുതി നൽകാൻ തയ്യാറാകും.
 - B) എന്തെങ്കിലും സാഹിത്യസൂഷ്ടികൾ എഴുതി നൽകാൻ തയ്യാറാകും.
 - C) ക്ലാസ്സിൽ എഴുതി നൽകാൻ തയ്യാറാകും.
 - D) ക്ലാസ്സിൽ എഴുതി നൽകാൻ തയ്യാറാകും.

- A) ഏതെങ്കിലും പഴയ മാസികയിൽ നിന്ന് ലളിതമായ ഒരു സൂഷ്ടി പകർത്തിയെഴുതി സ്വന്തം പേരിൽ നൽകും.
 - B) ക്ലാസ്സിൽ നന്നായി എഴുതുന്ന കുട്ടുകാരനോട് ഒരേണ്ണം തനിക്കുവേണ്ടി എഴുതിത്തരാൻ പറയും.
 - C) വീട്ടിലുള്ള മുതിർന്നവരോട് പറഞ്ഞ് ഒരു സൂഷ്ടി സംഘടിപ്പിച്ച് നൽകും.
 - D) തനിക്ക് എഴുതാൻ കഴിയുന്നില്ലെന്ന കാര്യം ക്ലാസ്സ് ടീച്ചറെ അറിയിക്കും.
21. നിങ്ങൾക്ക് നിങ്ങളുടെ അടുത്ത ബന്ധുവിന്റെ ചികിത്സാ ആവശ്യത്തിനായി അയ്യായിരം രൂപ അത്യാവശ്യം വരുന്നു. ഈ സമയത്തുതന്നെ ഒരു പരിചയക്കാരൻ നിങ്ങളെ സമീപിക്കുന്നു. നിങ്ങൾക്ക് തീർത്തും അറിവില്ലാത്ത ഒരു കേസിൽ സാക്ഷി പറയുകയാണെങ്കിൽ പതിനായിരം രൂപ തരാമെന്ന് വാഗ്ദാനം ചെയ്യുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.
- A) പണം വാഗ്ദാനം ചെയ്ത വ്യക്തി പറയുന്ന രീതിയിൽ സാക്ഷി പറയാൻ തയ്യാറാകും.
 - B) പണം ആദ്യം തന്ന് സഹായിക്കണമെന്നും സാക്ഷി പറയുന്ന കാര്യം പിന്നീട് ആലോചിച്ച് പറയാമെന്നും പറയും.
 - C) തനിക്ക് അറിവില്ലാത്ത ഒരു കാര്യത്തിൽ സാക്ഷി പറഞ്ഞിട്ട് പണം വേണ്ടെന്ന് അറിയിക്കും.
 - D) സാക്ഷിപറയാൻ മറ്റൊരാളെ ഏർപ്പാടാക്കി തരാമെന്നും പകുതി പണം തനിക്ക് നൽകണമെന്നും പറയും.
22. സ്കൂളിലെ ഓരോ ക്ലാസ്സിലും എഴുപതു ശതമാനം മാർക്കിൽ കൂടുതൽ കിട്ടിയവർക്ക് എഴുതാൻ കഴിയുന്ന ഒരു സ്കോളർഷിപ്പ് പരീക്ഷയിൽ നിങ്ങൾ പങ്കെടുക്കുന്നു. അതിന്റെ ഫീസ് 50 രൂപ കൊടുക്കാൻ ഇല്ല എന്നതുകൊണ്ട് നിങ്ങളുടെ ഏറ്റവും അടുത്ത കുട്ടുകാരൻ/കുട്ടുകാരി അതിൽ പങ്കെടുക്കുന്നില്ലെന്ന് അറിയാുന്നു. നിങ്ങൾ എന്തുചെയ്യും.
- A) ആ കുട്ടിയുടെ രക്ഷിതാക്കളെ അറിയിച്ച് എങ്ങനെയെങ്കിലും പൈസ ഉണ്ടാക്കി നൽകാൻ ആവശ്യപ്പെടും.
 - B) എല്ലാവർക്കും ഒരു പോലെ പൈസ ഉണ്ടാകില്ലല്ലോ എന്നു പറഞ്ഞ് ആ കുട്ടിയെ സമാധാനിപ്പിക്കും.
 - C) ആരോടെങ്കിലും അമ്പതുരൂപ വാങ്ങി നൽകാൻ കുട്ടിയെ പ്രേരിപ്പിക്കും.
 - D) നിങ്ങളുടെ വീട്ടിൽചെന്ന് അച്ചനമ്മമാരെ കാര്യം ധരിപ്പിച്ച് പൈസ വാങ്ങി പരീക്ഷയെഴുതാൻ വേണ്ടി കുട്ടിക്കുനൽകും.
23. ഇന്ത്യയുടെ ദേശീയ പതാകയേയും ദേശീയ ഗാനത്തേയും നമ്മുടെ സംസ്കാരത്തെയും ബഹുമാനിക്കാൻ വിമുഖത കാട്ടുകയും പലപ്പോഴും അപമാനിച്ച് സംസാരിക്കുകയും ചെയ്യുന്ന രണ്ടു കുട്ടികൾ നിങ്ങളുടെ ക്ലാസ്സിൽ ഉണ്ടെന്നു വിചാരിക്കുക. ഇവരുടെ ഇത്തരം പ്രവൃത്തികളോട് നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?
- A) അവരുടെ വിവരമില്ലായ്മയെ ഓർത്ത് സഹതപിക്കും.
 - B) ഇനിയും അത്തരം പ്രവർത്തികൾ തുടർന്നാൽ അധ്യാപകരെ അറിയിക്കുമെന്ന് ഭീഷണിപ്പെടുത്തും.
 - C) ദേശീയപതാകയേയും ദേശീയ ഗാനത്തേയും മറ്റും ബഹുമാനിക്കേണ്ടതിന്റെ ആവശ്യകത പറഞ്ഞു മനസ്സിലാക്കും.
 - D) അവരെ ക്ലാസ്സിൽ വെച്ച് പരസ്യമായി കളിയാക്കും.
24. ഒരു തുറന്ന പ്രദേശത്തെ സ്റ്റേജിൽ നിരവധി കലാപരിപാടികൾ നടന്നു കൊണ്ടിരിക്കുകയാണ്. കാണികളായി നൂറുകണക്കിന് ആളുകളുണ്ട്. പെട്ടെന്ന് വൈദ്യുത പ്രവാഹം നിലയ്ക്കുന്നു. നിങ്ങളുടെ ഏതാനും കുട്ടുകാർ കൂവി വിളിക്കുകയും, തമാശയ്ക്ക് ചെറിയ കല്ലുകളെടുത്ത് മറ്റുള്ളവരെ എറിയുകയും ചെയ്യുന്നു. അപ്പോൾ നിങ്ങൾ

- A) കൂട്ടുകാർ ചെയ്യുന്നത് ആസ്വദിക്കുകയും തമാശയ്ക്ക് അവരുടെ കൂടെ കൂടുകയും ചെയ്യും.
- B) മനസ്സിൽ കൂട്ടുകാരോട് അമർഷം തോന്നുമെങ്കിലും മിണ്ടാതെയിരിക്കും.
- C) കൂട്ടുകാർ അങ്ങനെ ചെയ്യുന്നതിനെതിരെ പ്രതികരിക്കുകയും അവരെ അതിൽ നിന്ന് പിന്തിരിപ്പിക്കുകയും ചെയ്യും.
- D) പിന്നീട് സംഘാടകരെ വിവരം അറിയിക്കാമെന്ന ധാരണയിൽ ശാന്തമായിരിക്കും.

25. നിങ്ങൾ സാമാന്യം നന്നായി സമ്പത്തുള്ള ഒരു വീട്ടിലെ അംഗമാണെന്നു വിചാരിക്കുക. നിങ്ങളുടെ ഏതാവശ്യങ്ങൾക്കും ഇഷ്ടം പോലെ പണം നൽകുന്നവരാണ് നിങ്ങളുടെ മാതാപിതാക്കൾ എങ്കിൽ നിങ്ങൾ. . .

- A) അത്യാവശ്യകാര്യങ്ങൾക്ക് മാത്രം പണം ചെലവാക്കി മിതത്വം പാലിക്കും.
- B) ജീവിതം ഒന്നേയുള്ളൂ എന്നതുകൊണ്ട് പരമാവധി ആപ്ലോദത്തിനും ആവശ്യംബരത്തിനും വേണ്ടി പണം ചെലവഴിക്കും.
- C) സുഹൃത്തുക്കളുടെ ഏതാവശ്യങ്ങൾക്കും പണം നൽകുന്നതിനായി മാതാപിതാക്കളോട് വാങ്ങിക്കൊണ്ടിരിക്കും.
- D) രക്ഷിതാക്കളുടെ സാമ്പത്തികസ്ഥിതിയ്ക്കനുസരിച്ചുള്ള പരമാവധി ധാരാളിത്തത്തിൽത്തന്നെ ജീവിയ്ക്കും.

26. അഫ്ഗാനിസ്ഥാനിലെ ഒരു പ്രദേശത്തെ മുഴുവൻ കുടുംബങ്ങളും കൊടിയ പട്ടിണി അനുഭവിക്കുന്ന ചിത്രം നിങ്ങൾ ടി.വി. യിലും പത്രങ്ങളിലും കാണുന്നു എന്നു വിചാരിക്കുക. അപ്പോൾ നിങ്ങൾ . . .

- A) അവരും തങ്ങളെപ്പോലെയുള്ള മനുഷ്യജീവികളാണല്ലോ എന്നോർത്ത് സഹതപിക്കും.
- B) നാട്ടിലെ പ്രമുഖ സന്നദ്ധസംഘടനകളുടെ ഭാരവാഹികളോട് അവർക്ക് എന്തെങ്കിലും സഹായമെത്തിക്കാൻ കഴിയുമോ എന്നാരാഞ്ഞ് അതുമായി സഹകരിക്കും.
- C) ലോകത്തിന്റെ വിവിധഭാഗങ്ങളിലെ അതുപോലുള്ള എത്രയേറെ ചിത്രങ്ങൾ നിത്യേന കാണുന്നു എന്നു വിചാരിച്ച് നിസ്സംഗത പ്രകടിപ്പിക്കും.
- D) പത്രത്തിലെ ചിത്രങ്ങൾ വെട്ടിയെടുത്ത് ഒരു പ്രത്യേക ബുക്കിലാക്കി അനുയോജ്യമായ അടിക്കുറിപ്പുകൾ തയ്യാറാക്കും.

27. നിങ്ങളുടെ ക്ലാസിലെ ഒന്നു രണ്ടുകുട്ടികൾ ഉച്ചഭക്ഷണം കഴിച്ച് സ്ഥിരമായി ഇലയും മറ്റും ജനലിൽക്കൂടി പുറത്തിടുന്നത് നിങ്ങൾ കാണാറുണ്ട് എന്നു വിചാരിക്കുക. നിരവധി തവണ പറഞ്ഞിട്ടും അവർ അത് തുടരുന്നുവെങ്കിൽ നിങ്ങൾ എന്തുചെയ്യും

- A) മധുരപലഹാരങ്ങളോ മറ്റോ വാങ്ങിത്തന്നില്ലെങ്കിൽ ക്ലാസ് ടീച്ചറെ അറിയിക്കും എന്ന് പറയും.
- B) ആ വിവരം ഹെഡ്മാസ്റ്ററെ അറിയിച്ച് അവർക്ക് തക്കതായ ശിക്ഷ വാങ്ങിക്കൊടുക്കുവാൻ ശ്രമിക്കും.
- C) ക്ലാസ് ടീച്ചറോട് കാര്യം പറഞ്ഞ് അങ്ങനെ ചെയ്യുന്നതിന്റെ ദോഷഫലങ്ങൾ അവരെ പറഞ്ഞ് മനസ്സിലാക്കിക്കും.
- D) ക്ലാസിലെ മറ്റു മുതിർന്ന കുട്ടികളെ വിളിച്ച് അവരെ കായികമായി ഉപദ്രവിക്കും.

28. നിങ്ങളുടെ സ്കൂളിൽ ഗാന്ധിജയന്തി ദിനത്തോടനുബന്ധിച്ച്, ഏതാനും പരിസരശുചീകരണ പ്രവർത്തനങ്ങൾ നടക്കുന്നു. ഒരു അധ്യാപകൻ നിങ്ങളെ വിളിച്ച് ഗൗണ്ടിനകത്തുള്ള പുല്ല് ചെത്തുവാൻ ആവശ്യപ്പെടുന്നു. നിങ്ങൾ

- A) താൻ സ്കൂളിൽ വരുന്നത് അത്തരം പണികൾ ചെയ്യാനല്ല എന്ന ഉറച്ച വിശ്വാസത്തിൽ അത് ചെയ്യുന്നതിൽ നിന്ന് ഒഴിവാകും.

- B) സ്കൂൾ എല്ലാത്തരം അനുഭവങ്ങളും ലഭ്യമാകുന്ന കേന്ദ്രം എന്ന നിലയിൽ അത്തരം പണിയും സന്തോഷപൂർവ്വം ചെയ്യും.
- C) പരസ്യമായി അനുസരണക്കേട് കാണിക്കാൻ കഴിയില്ല എന്നുറച്ച് എത്രയും പെട്ടെന്ന് അവിടം വിടും.
- D) കൂലി സ്വയം കൊടുത്തു മറ്റൊരാളെ പണിയെടുക്കാൻ ഏർപ്പാടാക്കും.

29. ഒരു ദിവസം നിങ്ങളുടെ ക്ലാസ് ടീച്ചർ അപ്രതീക്ഷിതമായി അവധിയായെന്ന് വിചാരിക്കുക. ആദ്യത്തെ രണ്ടു പിരീയഡുകളിൽ നിങ്ങൾ പരിപൂർണ്ണമായും ക്ലാസ്സിൽ സ്വതന്ത്രരാണ്, നിങ്ങൾ

- A) ശബ്ദമുണ്ടാക്കാതെ, അടുത്തിരിക്കുന്ന കുട്ടിയുമായി ചേർന്ന് എഴുതി കളിക്കുന്ന കളികളിലേർപ്പെടും.
- B) ക്ലാസിൽ വർത്തമാനം പറയാതെ നിശബ്ദമായി ഇരിക്കാൻ ശ്രമിക്കും.
- C) ഏതെങ്കിലും മറ്റ് അധ്യാപകർ വരുന്നതുവരെ തൊട്ടടുത്ത ക്ലാസിലെ അധ്യാപകർ പഠിപ്പിക്കുന്നത് കേൾക്കുമെങ്കിൽ അത് ശ്രമിക്കും.
- C) ഏതെങ്കിലും വിഷയത്തിൽ നോട്ടുബുക്കോ ടെക്സ്റ്റ് ബുക്കോ എടുത്ത് പഠിക്കും.

30. നിങ്ങൾ ഒരു പഞ്ചായത്തിന്റെ പ്രസിഡന്റ് ആണെന്നു വിചാരിക്കുക. ഒരു വാർഡിലെ വികസനപ്രവർത്തനങ്ങളുടെ മുൻഗണനാക്രമം നിശ്ചയിക്കാൻ ആ പ്രദേശത്തെ മുഴുവൻ വോട്ടർമാരുടെയും ഒരു സഭ ചേർന്നു. ആ യോഗത്തിൽ നിങ്ങൾ തീരുമാനങ്ങളെടുക്കുമ്പോൾ. . .

- A) പ്രസിഡണ്ടിന്റെ അധികാരം ഉപയോഗിച്ച് മുൻഗണനാക്രമം നിശ്ചയിക്കും.
- B) പ്രസിഡണ്ടായി മത്സരിച്ച് ജയിപ്പിച്ച രാഷ്ട്രീയ പാർട്ടി അംഗങ്ങളുടെ ആഭിപ്രായങ്ങൾ ആരായും.
- C) മുൻഗണനാക്രമം തീരുമാനിക്കുന്നതിൽ ജനങ്ങളുടെ ഭൂരിപക്ഷാഭിപ്രായം പരിഗണിക്കും.
- C) പേരിന് മാത്രം ജനങ്ങളോട് അഭിപ്രായങ്ങൾ ആരായുകയും നേരത്തേയെടുത്ത തീരുമാനം ജനങ്ങളെ അറിയിക്കുകയും ചെയ്യും.

31. നിങ്ങൾ ഒരു അംഗീകൃത സ്കൂളിന്റെ മേലധികാരിയായി പ്രവർത്തിക്കുകയാണ് എന്നു വിചാരിക്കുക. പ്രസ്തുത സ്കൂൾ ഒരു മതത്തിന്റെ സംഘടന നേരിട്ടു നടത്തുന്നതാണെന്നും വിചാരിക്കുക. ഉപജില്ലാ യുവജനോത്സവത്തിൽ പങ്കെടുപ്പിക്കാനുള്ള കുട്ടികളെ തിരഞ്ഞെടുക്കുന്നതിൽ നിങ്ങൾ എന്ത് മാനദണ്ഡം കൈക്കൊള്ളും? . . .

- A) എല്ലാ മതനേതാക്കളുടെ മക്കൾക്ക് പ്രാമുഖ്യം നൽകും.
- B) സ്കൂൾ നടത്തുന്ന മത സംഘടനയുമായി ബന്ധപ്പെട്ട മതവിഭാഗങ്ങൾക്ക് ആദ്യ പരിഗണന നൽകും.
- C) കുട്ടികളെ തിരഞ്ഞെടുക്കുന്ന ദൗത്യം സ്കൂൾ നടത്തിപ്പ് സമിതിക്ക് പൂർണ്ണമായി നൽകും.
- D) മറ്റു പരിഗണനകളൊന്നും നൽകാതെ കലാമൂല്യമുള്ള പരിപാടികൾ അവതരിപ്പിക്കാൻ കഴിവുള്ള കുട്ടികളെ കണ്ടെത്തും.

32. നിങ്ങൾ ഒരു ക്ലാസ്സിന്റെ ലീഡറാണെന്നിരിക്കട്ടെ. ഒരു സന്നദ്ധസംഘടനയുടെ ആഭിമുഖ്യത്തിൽ നടത്തുന്ന സൗജന്യവിനോദയാത്രയിൽ നിങ്ങളുടെ ക്ലാസ്സിൽ നിന്നും അഞ്ചുപേരെ തിരഞ്ഞെടുക്കേണ്ടതുണ്ട്. ഇതിനുള്ള അധികാരം ക്ലാസ്സ് ടീച്ചർ നിങ്ങൾക്കു തന്നെ എന്നു വിചാരിക്കുക. നിങ്ങൾ. . . .

- A) പ്രധാന കുട്ടുകാരെ രണ്ടു മൂന്നു പേരെയെങ്കിലും ഉൾപ്പെടുത്താൻ ശ്രമിക്കും.
- B) സാമ്പത്തികശേഷിയുടെയോ പഠനനിലാവാരത്തിന്റെയോ അടിസ്ഥാനത്തിൽ ഒരു മാനദണ്ഡമുണ്ടാക്കി തിരഞ്ഞെടുക്കും.

- C) കൂട്ടുകാരോട് അഭിപ്രായമാരാഞ്ഞ് അവർ പറയുന്ന രീതിയിൽ ചെയ്യും.
- D) ഇഷ്ടമുള്ള നാലു കുട്ടികളുടെ പേര് എഴുതി നൽകി, നറുക്കിട്ടെടുത്തതാണെന്ന് അവകാശപ്പെടും.

33. നിങ്ങളുടെ ശാസ്ത്രാധ്യാപകൻ ക്ലാസ്സിനെ ആറു ഗ്രൂപ്പുകളാക്കി തിരിക്കുന്നു. ഇരുപത്തഞ്ചു ശാസ്ത്ര-പൊതു-വിജ്ഞാന ചോദ്യങ്ങൾ എല്ലാ ഗ്രൂപ്പുകൾക്കുമായി നൽകുന്നു. ഏറ്റവും കൂടുതൽ ശരിയുത്തരം ലഭിക്കുന്ന ഗ്രൂപ്പിന് സമ്മാനവും നിശ്ചയിച്ചു. നിങ്ങൾക്ക് ആദ്യം തന്നെ എല്ലാ ഉത്തരങ്ങളും കിട്ടി എന്നു വിചാരിക്കുക. നിങ്ങൾ എന്തു ചെയ്യും? . .

- A) ഗ്രൂപ്പിലെ മറ്റംഗങ്ങൾക്കുകൂടി ശരിയുത്തരം പറഞ്ഞു കൊടുക്കും.
- B) എത്രയും പെട്ടെന്ന് അധ്യാപകനെ കണ്ട് തനിക്കു ശരിയുത്തരങ്ങൾ കിട്ടിയ കാര്യം അറിയിക്കും.
- C) മറ്റു ഗ്രൂപ്പിലെ ചില കൂട്ടുകാർക്ക് ശരിയുത്തരം രഹസ്യമായി നൽകും.
- D) യാതൊരു ഗ്രൂപ്പിലെയും അംഗങ്ങൾക്ക് നൽകാതെ, അധ്യാപകൻ ശരിയുത്തരം വായിക്കുന്ന നിമിഷം ഉത്തരവുമായി എഴുന്നേറ്റ് നിൽക്കും.

34. നിങ്ങൾ കൂട്ടുകാരൊത്ത് ഒരു സാമൂഹ്യതർക്കവിഷയത്തെ അധികരിച്ച് ഒരു സംവാദം സംഘടിപ്പിക്കുന്നു എന്നു വിചാരിക്കുക. സംവാദത്തിനിടയിൽ കൂട്ടുകാരിൽ ഭൂരിഭാഗം പേരും അപ്രതീക്ഷിതമായി നിങ്ങളുടെ അഭിപ്രായത്തിന് എതിരായ വാദഗതികൾ കൊണ്ടുവന്നു. നിങ്ങൾ എന്തു ചെയ്യും? .

- A) മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങളെയും വാദഗതികളെയും പരിഗണിക്കാൻ ശ്രമിക്കും.
- B) സംവാദം കഴിഞ്ഞതിനുശേഷം അവരുടെ പ്രവർത്തിയെ വിമർശിക്കും.
- C) ഭൂരിപക്ഷമാളുകൾക്കും ഇത്തരം എതിരഭിപ്രായം പ്രകടിപ്പിക്കാനായിരുന്നുവെങ്കിൽ സംവാദം നടത്തേണ്ടതില്ലായിരുന്നു എന്നു പറയും.
- D) മേലിൽ ഇത്തരം വിരുദ്ധാഭിപ്രായം പ്രകടിപ്പിക്കാതെ കഴിയുന്നത്ര അഭിപ്രായഐക്യം ഉണ്ടാക്കാൻ ആവശ്യപ്പെടും.

35. മദ്ധ്യവേനലവധിക്കാലത്ത്, നിങ്ങളുടെ വീടിനടുത്തുള്ള വായനശാലയിൽ വൈകുന്നേരങ്ങളിൽ രണ്ടുമണിക്കൂർ പൂസ്കവിതരണം നടത്തുന്ന ജോലി ഏറ്റെടുക്കാൻ നിങ്ങളെ ഒരാൾ നിർബന്ധിക്കുന്നു എന്നു കരുതുക. ഒരു ദിവസം 30 രൂപയാണ് നിങ്ങൾക്ക് വാഗ്ദാനം ചെയ്യുന്ന പ്രതിഫലം. നിങ്ങൾ എന്തു ചെയ്യും? .

- A) തൃപ്തമായ 30 രൂപയ്ക്ക് അത്രഭാരിച്ച ഒരു ജോലി ഏറ്റെടുക്കാൻ തയ്യാറാകില്ല.
- B) മദ്ധ്യവേനലവധി എന്നത്, പഠനം കഴിഞ്ഞ് ഉല്ലാസിക്കേണ്ടുന്ന സമയമായതുകൊണ്ട് അത്തരമൊരു ഉത്തരവാദിത്തം ഏറ്റെടുക്കില്ല.
- C) ജോലി ഏറ്റെടുക്കാൻ നിർബന്ധിക്കുന്ന വ്യക്തിയോടുള്ള മമത കൊണ്ടുമാത്രം മനസ്സില്ലാമനസ്സോടെ ഏറ്റെടുക്കും.
- D) അവധി കഴിയുമ്പോഴേക്ക് നല്ല ഒരു തുക സമ്പാദിക്കാനാകും എന്നതു കൊണ്ട് സന്തോഷപൂർവ്വം ഏറ്റെടുക്കും..

36. നിങ്ങളുടെ വീടിന്റെ അടുത്തായി അക്ഷരാഭ്യസമില്ലാത്തവർ താമസിക്കുന്ന ഒരു കോളനി ഉണ്ടെന്നു വിചാരിക്കുക. കോളനിയിലെ കുട്ടികൾക്ക് ഛർദ്ദിയും അതിസാരവും പടരുന്നതായി നിങ്ങൾ അറിയുന്നു. നിങ്ങൾ എന്തു ചെയ്യും? .

- A) കോളനി സന്ദർശിച്ച് കുട്ടികളുടെ രക്ഷിതാക്കളെ ആശ്വസിപ്പിക്കുകയും കൈയിലുള്ള പൈസ അവർക്ക് നൽകുകയും ചെയ്യും.
- B) കോളനി വാസികളെ സഹായിക്കാൻ കൂട്ടുകാരെകൂടി ഒരു പണപ്പിരിവ് നടത്തും.

- C) അടുത്തുള്ള പ്രാഥമികാരോഗ്യകേന്ദ്രത്തിൽ വിവരമറിയിക്കാനുള്ള ഏർപ്പാടുകൾ ചെയ്യും.
- D) കുട്ടികളെക്കൂട്ടി ആശുപത്രിയിലെത്തിക്കാൻ അവരുടെ രക്ഷിതാക്കളോട് ആവശ്യപ്പെടും.
37. നിങ്ങളുടെ സയൻസ് ടീച്ചർ വിഷമം പിടിച്ചതും എന്നാൽ അത്യാവശ്യം അറിഞ്ഞിരിക്കേണ്ടതുമായ സയൻസിലെ 10 ചോദ്യങ്ങൾക്കുത്തരം കണ്ടെത്തുവാൻ ആവശ്യപ്പെടുന്നു. ശരിയുത്തരം കണ്ടുപിടിച്ചവർക്ക് സമ്മാനവും വാഗ്ദാനം ചെയ്യുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.?
- A) എന്തായാലും എല്ലാം ശരിയായിട്ട് സമ്മാനം കിട്ടാൻ സാധ്യതയില്ല എന്നതുകൊണ്ട് അതിനുവേണ്ടി അധികം മെനക്കെടില്ല.
- B) സമ്മാനം പ്രതീക്ഷിച്ചല്ലെങ്കിലും ഉത്തരം അറിഞ്ഞിരിക്കേണ്ടത് അത്യാവശ്യമെന്നതുകൊണ്ട് കണ്ടുപിടിക്കാൻ ശ്രമിക്കും.
- C) പിറ്റേ ദിവസം ക്ലാസ്സിൽ വന്നിട്ട്, ആരുടേതെങ്കിലും നോക്കിയെഴുതാൻ ശ്രമിക്കും.
- D) ടീച്ചറെ ദേഷ്യം പിടിപ്പിക്കാതിരിക്കാൻ രണ്ടോ മൂന്നോ ചോദ്യങ്ങൾക്കുത്തരം കണ്ടുപിടിക്കും.
38. നിങ്ങളുടെ സ്കൂളിൽ ഒരു സന്നദ്ധസംഘടനയുടെ ആഭിമുഖ്യത്തിൽ കരാടെയുടെയും യോഗാസനത്തിന്റെയും സൗജന്യക്ലാസ്സ് സംഘടിപ്പിക്കുന്നു എന്നു കരുതുക. ഇതിൽ ഒന്നിന്റെ ക്ലാസ്സിൽ സ്വയമേവ ചേരുകയും ക്ലാസ്സിന് പോകാൻ തുടങ്ങുകയും ചെയ്തു. പിന്നീട് നിങ്ങൾ
- A) കഴിയുന്നത്ര ആവശ്യങ്ങൾ മാറ്റിവെച്ച് സ്ഥിരമായി ക്ലാസ്സിൽ പങ്കെടുക്കാൻ ശ്രമിക്കും.
- B) എന്തെങ്കിലും ആവശ്യങ്ങളില്ലാത്ത ദിവസങ്ങളിൽ പങ്കെടുക്കും.
- C) രണ്ടു ക്ലാസ്സുകളിലും മാറി മാറി പങ്കെടുക്കാൻ ശ്രമിക്കും.
- D) സാമാന്യം പഠിച്ചെടുക്കുന്നതുവരെ മാത്രം ഒഴിവു സമയങ്ങളിൽ ഏതെങ്കിലുമൊന്നിൽ പങ്കെടുക്കും.
39. ഇന്ത്യയുടെ പ്രധാനമന്ത്രിയായി നിങ്ങൾ തെരഞ്ഞെടുക്കപ്പെടുന്നു എന്നു സങ്കല്പിക്കുക. മറ്റ് രാജ്യങ്ങളോട് നിങ്ങൾ ഏത് രീതിയിലുള്ള സമീപനമാണ് പുലർത്തുക.
- A) വേണ്ടി വന്നാൽ ഏതു രാജ്യത്തോടും യുദ്ധം ചെയ്യാനുള്ള മാനസി കാവസ്ഥ കൈവരിക്കും.
- B) അയൽ രാജ്യങ്ങളെ ഇന്ത്യയുടെ ചൊൽപ്പടിക്ക് നിർത്തിക്കാനുള്ള തന്ത്രങ്ങൾ മെനയും.
- C) അമേരിക്കയെപ്പോലും യുദ്ധത്തിന്റെ പാതയിൽ നിന്നും തിരിച്ചുകൊണ്ടുവരാനുള്ള ശ്രമങ്ങൾ നടത്തും.
- D) അമേരിക്കപോലുള്ള ലോകത്തിലെ ഒന്നാം കിട രാജ്യങ്ങളുടെ പാത പിന്തുടരും.
40. നല്ല തിരക്കുള്ള ഒരു ബസ്സിന്റെ മുൻഭാഗത്തെ സീറ്റിലിരുന്ന് നിങ്ങൾ യാത്രചെയ്യുകയാണെന്ന് വിചാരിക്കുക. ഒരു ചെറിയ കുട്ടിയെയും എടുത്ത് ബസ്സിൽ കയറിയ സ്ത്രീ കുട്ടിയെ നിങ്ങളുടെ മടിയിൽ ഇരുത്തുന്നു. നിങ്ങൾക്ക് രണ്ടുപേർക്കും ഇറങ്ങേണ്ടുന്ന സ്റ്റോപ്പ് എത്തുന്നതിന് കാൽ മണിക്കൂർ മുമ്പ് കുട്ടി മുത്രമൊഴിക്കുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.?
- A) കുട്ടിയെ, സ്ത്രീ എടുക്കുന്നതുവരെ ക്ഷമയോടെ കാത്തിരിക്കും.
- B) പെട്ടെന്ന് സ്ത്രീയെ വിളിച്ച് കുട്ടിയെ കൈമാറുകയും മടിയിൽ മുത്രമൊഴിച്ച കാര്യം പറയുകയും ചെയ്യും.
- C) കുട്ടിയുടെ അമ്മയെ വിളിച്ച് വഴക്ക് പറയും.

- D) കുട്ടിയെ താഴെ നിർത്തി തുവലകൊണ്ട് തുടയ്ക്കും.
41. നിങ്ങളുടെ ക്ലാസ്സിൽ നിങ്ങളെക്കൂടാതെ ഒന്നാം റാങ്കിന് വേണ്ടി മത്സരിക്കുന്ന രണ്ടുകുട്ടികൾകൂടി ഉണ്ടെന്നു വിചാരിക്കുക. ഒരു ദിവസം ഗണിതം പഠിപ്പിക്കുന്ന ടീച്ചർ രണ്ടുകണക്കുകൾ ഗൃഹപാഠമായി തന്നു. നിങ്ങൾ അതു രണ്ടും ശരിയായി ചെയ്തു. പിറ്റേദിവസം രാവിലെ ക്ലാസ്സിലെത്തിയപ്പോൾ മറ്റു രണ്ടു കുട്ടികൾ ആ കണക്കു ചെയ്യാൻ സഹായം ആവശ്യപ്പെടുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?
- A) താൻ ചെയ്തതും തെറ്റാണ്, ശരിയായി ചെയ്യാൻ അറിയില്ലെന്ന് പറയും.
- B) വളരെ സന്തോഷപൂർവ്വം ആ കുട്ടികളെ കണക്കു ചെയ്യാൻ സഹായിക്കും.
- C) താൻ സ്വന്തമായി ചെയ്താണെന്നും വേണമെങ്കിൽ സ്വയം ചെയ്താൽ മതിയെന്നും പറയും.
- D) താൻ കണക്ക് ചെയ്തിട്ടില്ല, ചെയ്യാൻ അറിയില്ല എന്ന് കള്ളം പറയും.
42. നിങ്ങളുടെ അടുത്ത കുട്ടുകാരിൽ ഒരാൾ, മറ്റുള്ളവരുടെ സാധനങ്ങൾ കൗശലപൂർവ്വം കൈക്കലാക്കുന്നതിനെക്കുറിച്ച് സ്ഥിരമായി സംസാരിക്കുകയും അതിന് പ്രേരിപ്പിക്കുകയും ചെയ്യുന്നു എന്നു വിചാരിക്കുക. നിങ്ങൾ എന്തു ചെയ്യും?
- A) കുട്ടുകാരന്റെ കൂടെ കൂടി മറ്റുള്ളവരുടെ സാധനങ്ങൾ കൈക്കലാക്കും.
- B) മറ്റുള്ളവരുടെ സാധനങ്ങൾ കൈക്കലാക്കുന്നതിൽ പങ്കുചേരില്ലെങ്കിലും കുട്ടുകാർ തരുന്നവ വാങ്ങും.
- C) പ്രേരണയിൽ വഴങ്ങില്ല എന്നു മാത്രമല്ല കുട്ടുകാരനെ പിന്തിരിപ്പിക്കാൻ ശ്രമിക്കുകയും ചെയ്യും.
- D) കുട്ടുകാരൻ പറയുന്നതുകേട്ട് തീരുമാനമെടുക്കാൻ കഴിയാതെ നിസ്സംഗനായിരിക്കും.
43. നിങ്ങൾ ഇന്ത്യയുടെ കരസേനയിൽ ഒരു അംഗമാണെന്നു വിചാരിക്കുക. റെജിമെന്റിനകത്ത് ഏതാനും തമിഴ്നാട്ടുകാർ ചേർന്ന് ഒരു അനധികൃത സംഘമുണ്ടാക്കി അനാവശ്യമായ പ്രാദേശികവാദം പ്രകടിപ്പിച്ചുവരുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?
- A) ഏതാനും മലയാളികളെ സംഘടിപ്പിച്ച് അതിന് ബദൽ ആയ മലയാളി സംഘടനയുണ്ടാക്കും.
- B) മലയാളി അംഗങ്ങളെ കൂട്ടി തമിഴരുടെ സംഘടനയെ തകർക്കാൻ ശ്രമിക്കും.
- C) അവരിൽ തന്റെ പ്രധാനകുട്ടുകാർ ഉള്ളതുകൊണ്ട് അതിനെ എതിർക്കില്ല.
- D) ഇത്തരം സംഘങ്ങളെ ശക്തമായി എതിർക്കുകയും എല്ലാ അംഗങ്ങളുടെയും ഒത്തൊരുമയ്ക്ക് വേണ്ടി ശ്രമിക്കുകയും ചെയ്യും.
44. നിങ്ങളുടെ സ്കൂളിൽ പ്രവർത്തിക്കുന്ന സാമൂഹ്യശാസ്ത്ര ക്ലബ്ബിലെ സജീവാംഗമാണ് നിങ്ങൾ എന്ന് വിചാരിക്കുക. പത്ര-മാസികകളിലെ സംഭവങ്ങളുടെ വാർത്തയും ഫോട്ടോകളും ശേഖരിച്ച് നോട്ടീസ് ബോർഡിൽ പ്രദർശിപ്പിക്കാൻ യോഗം തീരുമാനിച്ചു. വിവിധ അംഗങ്ങളിൽ നിന്ന് ഇവ ശേഖരിച്ച് ബോർഡിൽ പതിക്കേണ്ടുന്ന ഉത്തരവാദിത്തം ഏറ്റെടുക്കാൻ ഒരു കുട്ടി തയ്യാറാവാണമെന്ന് അധ്യാപകർ ആവശ്യപ്പെടുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.
- A) സ്വന്തമായി എഴുന്നേറ്റ് നിന്ന് ആ ഉത്തരവാദിത്തം ഏറ്റെടുക്കും.
- B) അത് ഏറ്റെടുക്കാൻ തന്നെക്കാൾ മിടുക്കരായ കുട്ടികൾ ഉണ്ടാകുമെന്നു കരുതി പ്രതികരിക്കാതിരിക്കും.
- C) തന്റെ ഏറ്റവും അടുത്ത കുട്ടുകാരനെ അത് ഏറ്റെടുക്കാനായി നിർബന്ധിക്കും.
- D) നല്ല നേതൃഗുണമുള്ള കുറേ കുട്ടികളുടെ പേര് വിളിച്ചുപറയും.

45. നിങ്ങൾ ഒരു ഗ്രാമത്തിലെ സ്കൂളിൽ സ്കൗട്ടിന്റെയും ഗൈഡിന്റെയും ഒരു ക്യാമ്പിൽ പങ്കെടുക്കുകയാണ് എന്നു വിചാരിക്കുക. അദ്ധ്യാപകർ വഴികളിലൂടെ ചില ചിഹ്നങ്ങൾ വരച്ചുവെച്ചത് നോക്കി മനസ്സിലാക്കി രണ്ടുകിലോമീറ്റർ ദൂരെയുള്ള ലക്ഷ്യസ്ഥാനത്തെത്തുക എന്ന ഒരു കളി ആരംഭിച്ചു. ഏറ്റവും ആദ്യം ലക്ഷ്യസ്ഥാനത്തെത്തുന്ന കുട്ടിക്ക് ഒരു സമ്മാനമുണ്ട്. നിങ്ങൾ ഏതാണ് 1½ കി.മി. പിന്നിട്ട് ഏറ്റവും മുന്നിലെത്തിയപ്പോൾ പിന്നിൽ നിന്ന് ഒരു കരച്ചിൽ കേട്ടു. ഒരു പെൺകുട്ടിയുടെ/ആൺകുട്ടിയുടെ കാലിൽ ഒരു കുപ്പിയുടെ ചിലി തറച്ചതായിരുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?

- A) മറ്റ് കുട്ടികൾ എത്തിച്ചേരുന്നതുവരെ നിന്നിടത്തുതന്നെ നിൽക്കും.
- B) ളടൻ കുട്ടിയുടെ അടുത്തെത്തി കാലിൽ നിന്ന് ചിലി നീക്കം ചെയ്യും.
- C) പെട്ടെന്ന് ലക്ഷ്യസ്ഥാനത്ത് റിപ്പോർട്ട് ചെയ്ത് തിരിച്ചുവരും.
- D) സഹായത്തിനുവേണ്ടി ഉച്ചത്തിൽ വിളിക്കുകയും സ്വയം മുന്നോട്ടു നീങ്ങുകയും ചെയ്യും.

46. നിങ്ങൾ ഒരു സ്കൂളിന്റെ ഹെഡ്‌ടീച്ചർ ആണെന്നു വിചാരിക്കുക. സൗജന്യ വിതരണത്തിന് കുറച്ച് ടെക്സ്റ്റുബുക്കുകൾ എത്തിച്ചേർന്നു. അവ എല്ലാ ക്ലാസ്സിലെയും മുഴുവൻ കുട്ടികൾക്കും കൊടുക്കാൻ തികയില്ല. നിങ്ങളുടെ ബന്ധത്തിലുള്ള ഏതാനും കുട്ടികൾ ഒൻപതാം തരത്തിലുള്ള രണ്ടു ഡിവിഷനിൽ ഉണ്ടെന്നു കരുതുക. പുസ്തകവിതരണത്തിൽ നിങ്ങൾ എന്ത് മാനദണ്ഡം പുലർത്തും?

- A) ബന്ധുക്കളായ കുട്ടികളുടെ ക്രമനമ്പർ വരത്തക്കരീതിയിൽ ഒരു രീതി സ്വീകരിക്കും.
- B) ബുക്കുകൾ ക്ലാസ്സീച്ചറെ വിളിച്ച് ഏൽപ്പിക്കുകയും തന്റെ ബന്ധുക്കളായ കുട്ടികളെ പരിഗണിക്കണമെന്നു പറയുകയും ചെയ്യും.
- C) ഉചിതമായ മാനദണ്ഡം കണ്ടെത്തി വിതരണം ചെയ്യാൻ ക്ലാസ്സീച്ചറെ ഏൽപ്പിക്കും.
- D) നന്നായി പഠിക്കുന്ന കുട്ടികൾക്ക് മാത്രം നൽകണമെന്ന് പറഞ്ഞ് ക്ലാസ്സീച്ചറെ ഏൽപ്പിക്കും.

47. എസ്.എസ്. എൽ. സി. പരീക്ഷയ്ക്ക് വെറും രണ്ടാഴ്ച മാത്രമുള്ളപ്പോൾ നിങ്ങളുടെ ഒരു കുട്ടുകാരന്റെ/കുട്ടുകാരിയുടെ അമ്മയ്ക്ക് അസുഖമായി കിടപ്പിലായി എന്നു വിചാരിക്കുക. അവരുടെ വീട്ടിൽ മറ്റാരുമില്ല. അവരുടെ വീട് നിങ്ങളുടെ വീടിന്റെ സമീപത്തുതന്നെയാണ്. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ എന്തു ചെയ്യും?

- A) മറ്റൊരാളിലും വലുതാണ് തന്റെ പരീക്ഷ എന്ന വിശ്വാസത്തിൽ പറഞ്ഞാൽ മുഴുകും.
- B) തനിക്ക് നിരവധിതവണ വരണമെന്ന് തോന്നിയിരുന്നെന്നും എന്നാൽ വീട്ടുകാർ വിട്ടില്ല എന്നും കുട്ടുകാരനെ അറിയിക്കും.
- C) പേരിനുമാത്രം ആ വീടുവരെ ചെന്ന് കുട്ടുകാരനെ സമാധാനിപ്പിച്ച് പെട്ടെന്നു തിരിച്ചു വരും.
- D) കുറേ സമയം വായിച്ച്, ഇടവേള സമയങ്ങളിലെല്ലാം ആ വീട്ടിൽ പോയി കുട്ടുകാരനെ സഹായിക്കും.

48. നിങ്ങളും നിങ്ങളുടെ മാതാപിതാക്കളും ഒരു തൊഴിൽ മാർഗ്ഗനിർദ്ദേശക്യാമ്പിൽ പങ്കെടുക്കാനായി തിരുവനന്തപുരത്ത് എത്തി. നഗരത്തിൽ മുറിയെടുത്തു. നിങ്ങൾ ബാത്ത്റൂമിലേക്ക് കയറിയ സമയത്ത് അച്ഛനുമമ്മയും ഒരു ബന്ധുവീട്ടിൽപോയി വരാമെന്നറിയിച്ച് റൂമിൽ നിന്നിറങ്ങി. അവർ, അറിയാതെ പുറത്തുനിന്നും മുറിയുടെ വാതിലിന്റെ ഓടാനമ്പൽ (ലാച്ച്) ഇട്ടു. നിങ്ങൾ എന്തു ചെയ്യും?

- A) കൗണ്ടറിലുള്ള ആളെ അറിയിക്കുന്നതിന് ഉച്ചത്തിൽ ശബ്ദമെടുക്കും.
- B) അച്ഛനുമമ്മയും തിരിച്ചു വരുന്നതുവരെ കാത്തിരിക്കും.

C) ജനലിൽക്കൂടി, ആരെങ്കിലും കാണുമോ എന്ന് നോക്കി അവരോട് വാതിൽ തുറന്നു തരാൻ പറയും.

D) വാതിൽ അടച്ചതറിഞ്ഞ് ഉച്ചത്തിൽ കരയും.

49. സമാന്യം സാമ്പത്തികശേഷിയുള്ള ഒരു കുടുംബത്തിലെ അംഗമായ നിങ്ങൾ പ്രീ-ഡിഗ്രി ഒന്നാം ക്ലാസ്സോടെ പാസ്സായി എന്നു വിചാരിക്കുക. ഉടൻതന്നെ ഒരു സ്വകാര്യകമ്പനിയിൽ അക്കൗണ്ടന്റായി സാമാന്യം നല്ല ശമ്പളത്തിൽ ഒരു ജോലി വാഗ്ദാനം ലഭിക്കുന്നു. നിങ്ങൾ ഏതു വഴി സ്വീകരിക്കും?

A) സാമാന്യം നല്ല ശമ്പളമായതുകൊണ്ട് ഉടൻതന്നെ ജോലി സ്വീകരിക്കും.

B) നന്നായി പഠിച്ച് ഡിഗ്രികൂടി നല്ല മാർക്കിൽ പാസ്സാകണം എന്ന ദൃഢനിശ്ചയത്തോടെ ജോലി തൽക്കാലം വേണ്ടെന്നു വയ്ക്കും.

C) വീട്ടുകാരോടും നാട്ടുകാരോടും അഭിപ്രായം ചോദിച്ച് അവർ പറയുന്ന രീതിയിൽ ചെയ്യും.

D) ഉയർന്ന വിദ്യാഭ്യാസത്തിനു പോകണമോ, ജോലി സ്വീകരിക്കണമോ എന്ന സംശയത്തിൽ ഏതാനും മാസങ്ങൾ ചിന്തിക്കും.

50. നിങ്ങളുടെ സ്കൂളിൽ അധ്യാപകർക്കും കുട്ടികൾക്കുമായി ഒരു ഓണസദൃ ഏർപ്പാടു ചെയ്യുന്നു. അന്നുതന്നെ ലൈബ്രറിയിലെ നിലവിലുള്ള ബുക്കുകളുടെ വിശദവിവരങ്ങൾ എടുക്കാൻ ഒരു അധ്യാപകൻ നിങ്ങളുടെ സഹായം തേടുന്നു. ആ ജോലി ഉച്ചയ്ക്ക് പന്ത്രണ്ട് മണിക്ക് മുമ്പ് തീർത്ത് സദൃ തുടങ്ങാം എന്ന് പറഞ്ഞിരുന്നുവെങ്കിലും തീർന്നില്ല. ഒരു മണിക്കൂർ ജോലി കൂടി അവശേഷിക്കുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?

A) കൃത്യം പന്ത്രണ്ട് മണിക്ക്, ചെയ്യുന്ന പണി നിർത്തിയിട്ട് സദൃ കഴിക്കാനായി പോകും.

B) അധ്യാപകൻ പറഞ്ഞതല്ലെ എന്നു വിചാരിച്ച് വീണ്ടും അനിഷ്ടത്തോടെ അൽപ്പസമയം കൂടി ചെയ്യും.

C) ഇനി സദൃ കഴിക്കാൻ പോയിട്ട് ബാക്കി പിന്നീടെപ്പോഴെങ്കിലും ചെയ്താൽ മതിയോ എന്ന് ആരായും.

D) ഒരു മണിക്കൂർകൂടിയെടുത്ത് ആ ജോലി ഭംഗിയായി തീർത്തിട്ട് സദൃ കഴിക്കാൻ പോകും.

APPENDIX VI (B)

VALUE PREFERENCE TEST

(DRAFT)

Dr. T.C AYISHABI
Professor

N.K VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2003

Directions:- This is a test which intends to know your preference towards values. Some situations and four responses for each situation are given. You have to put a '✓' mark against the alphabet in such a way so that your answer will mean that "I will be doing this, if I were in that situation".

1. You are happened to be at one of your relative's shop for sometimes as a sales man. Then a customer, seeming to be familiar to you comes and buy something worth Rs. 40/-. You give him Rs. 60/- as balance. Later on you noticed that the currency note which he has given is of Rs. 500/-. What will you do?
 - A. Keep the money with you since the shopkeeper has no right on the balance amount.
 - B. Console yourself for it happened not because of your fault.
 - C. Search the man and hand over the balance amount immediately.
 - D. Deposit the balance amount in to the charity boxes of three religions as near by an offering to god.
2. On a youth festival day, in your school, some of your friends bought a packet of intoxicative substance to taste. What will you do?
 - A. Due to curiosity you also taste it.
 - B. Try your best to retract your friends from using it.
 - C. Threaten them about reporting to the teacher if they don't share it with you.
 - D. You don't mind it, since the money spent on it is not yours.
3. Imagine that you are going for a picnic with your friends by a jeep and on the way you have seen a man injured in an accident crying for help. Then you
 - A. Ask the driver to stop the vehicle to see whether the man is familiar or not.
 - B. Tell the driver not to stop there for not spoiling the thrill of the journey.
 - C. Stop the vehicle and take him to hospital
 - D. Wait there till another vehicle comes.

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4. Imagine that you are waiting for a train in a railway platform. Beside you there is an old man carrying a bulky luggage on his hand. When it is announced that the train is coming in the next platform, and he seeks your help. Then you will
 - A. Move towards the next platform immediately, as if you didn't hear his request
 - B. Express your inability very politely
 - C. Move towards the next platform by helping the old man also.
 - D. Rush to the next platform by promising to engage somebody else.
 5. Imagine that you are spending an evening in a park with your friends. After having some snacks your friends are about to put the plastics, waste etc, there itself in the pretext that the waste basket is far away. Then you will...
 - A. Agree with them for not to spoil the spirit of enjoyment.
 - B. Agree with them believing that scavengers will deposit them in the waste box.
 - C. Compel them to drop the waste in the basket itself provides in the park.
 - D. Agree with them by respecting the opinion of the majority
 6. Imagine that an examination orientation camp is conducted in your school and on the same day there is a marriage of your relative. Then you will.
 - A. Ask your parents to take you to the marriage, even though there is the camp.
 - B. Conceal the matter of the Camp from your parents.
 - C. Attend the marriage hoping to get information about the camp from friends later on
 - D. Let the parents know your interest to attend the camp and not the marriage
 7. Imagine that there is a river near by your house and there is a notice of the local body (Panchayat) not to pump water for irrigation purpose. One of your neighbors is regularly pumping water in early morning by neglecting the notice. Then you will
 - A. Bring to the notice of your father for arranging means to pump water for our use also.
 - B. Tell them that unless they are giving water for your use also, you will complaint to the local self authority.
 - C. Soon complaint to the local self authority.
 - D. Sent an anonymous letter to your neighbor in abusing language.

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8. Imagine that you have reached for a ten-day nature-study camp at Idukki conducted by the Forest Department. Though the location is safe the food and accommodation are not good enough. Then you will
 - A. Express your idea to go back immediately
 - B. Consider it as a variety experience and try to adjust with it
 - C. Convince your friends the difficult condition and persuade them also to quit the camp.
 - D. Simply pass the days mechanically by cursing your fate.
 9. Imagine that you know the place where one of your friends is hiding, who is being searched by the police in a criminal case. Then you will...
 - A. Help him to be more secure.
 - B. Inform the police about his hiding place.
 - C. Neither help him nor the police
 - D. Mislead the police by giving false information.
 10. Suppose you were in a hurry to reach some where but when you reached a busy traffic circle, the red signal was there, with no traffic police then you will...
 - A. With a guilty conscious you will proceed.
 - B. Wait till the signal is Okay
 - C. Put on the lights of your vehicle to show emergency, and will proceed.
 - D. Will search for a way to reach at the front of the line
 11. Imagine that you are preparing for a national talent search examination with your friends. As you came to know that no study material available in the market, you were combine doing study with your friends meanwhile you get a 'Rank file' (Study aid). Then you...
 - A. Share it with others and study combinely .
 - B. Keep the matter secret and utilize the book for yourself only.
 - C. Share it to one of your close friends only.
 - D. Sell the Rank file to some body for higher price.
 12. You come to know that one of your friends had stolen Rs. 50 from another class mate for buying an instrument box because of lack of money. When the class teacher interrogated the child he denied the charge. In this context you...
 - A. Raise arguments to support your friend
 - B. Persuade your friend to accept the charge and to say sorry to the teacher and the child.
 - C. Bring the actual facts to the notice of the teacher, without the knowledge of your friend.
 - D. Simply sit in the class as if you don't know anything.

13. You and your friend are competing for bagging the first rank in your class. Mean while your friend had to take leave for two weeks due to illness. After the leave your friend asks you for some notes and some doubts for clarification. Then you will.
- A. Give him some incomplete notes and get his doubts cleared partially.
 - B. Slip from the scene by saying that notes are incomplete and you don't know the answers.
 - C. Give your notes for copying and get his doubts cleared.
 - D. Say him to seek the help of other children.
14. Imagine that you are able to swim well. When you are passing by the side of a pond, you see a woman crying for help, for her five years old child hand shipped in to water. In this situation, you will...
- A. Console assuming that it is late.
 - B. Leap in to water and try to rescue the child.
 - C. Try to inform the elders in that locality.
 - D. Pacify the mother and persuade her to help the child.
15. Imagine that you have reached Bangalore to attend a National Camp for Scouts & Guides. Most of the members in your group are from outside the state whose culture and manners are entirely different from you. In this context you will....
- A. Complain to the teacher every now and then
 - B. Strongly protest in following the culture and manners different from you.
 - C. Try to assimilate their culture and manners
 - D. Cordially persuade them to follow our manners.
16. Some students from the neighboring school come to your school by shouting slogans for conducting a strike at your school. Then you will...
- A. Call all fellow-students and move for participating in the strike.
 - B. Come out of the class voluntarily and join with them.
 - C. Wait patiently till the headmaster immediately announces decision taken by him.
 - D. Go to the headmaster to know the decision token by him.
17. Imagine that a terrorist has kidnapped an M.P demanding the release of 50 of his gangsters kept in jail. If you are the Prime Minister of this country you will...
- A. Release the terrorists immediately to rescue the M.P
 - B. Offer reward for those who arrest the terrorist.
 - C. Deploy the central force for special operation to eliminate the terrorist.
 - D. Send an envoy to discuss with the terrorist.

18. You and your friends have decided to conduct a cricket tournament and you were making pavilion in the ground. Seeing your hardship, a man offered his help. While helping you in the work, his leg has injured and he left the place. Then you will.....
- A. Go on helping my friends for the completion of the pavilion.
 - B. Decide that all of you can go together to his home after completing the job.
 - C. Stop the work, collect some money and rush him to hospital.
 - D. Don't mind him further, since he has not been invited for doing the work.
19. One of your classmates used to cockle others to make them laugh while the national anthem is being sung in the absence of your teacher in the class. Then you will...
- A. Tell the teacher about this and request him to present the matter in the assembly.
 - B. Threaten that boy/girl if he didn't give something for you, you will complain to the teacher.
 - C. Seek the teacher's permission to deliver a speech on the necessity of honoring national anthem.
 - D. Not be interested in it for that has no connection with you.
20. Most of your classmates contributing articles to your school magazine. Your teacher had asked you many times to contribute an article. But you are not able to do it yourself. Then you will...
- A. Copy any simple work of some body else from some old magazines and give it to the teacher under your name.
 - B. Ask a classmate who is good at creative writing, to write something for you.
 - C. Ask your family members to manage to get something and give the same.
 - D. Inform the teacher that you are unable to do it.
21. You are badly in need of Rs. 5000/- for the treatment of your nearest relative. Mean while a stranger offers you double the amount Then you will...
- A. Be ready to give words as he wishes
 - B. Ask him to help at first and then consider the matter later.
 - C. Tell him that you don't want the money by being a fraud witness.
 - D. Demand half the amount for engaging somebody else to give witness.

22. You are one of the candidates of a scholarship examination for those who got more than 70% of marks. One of your dearest friends is not participating in it as he/she cannot pay Rs. 50 as entrance fee. What will you do?
- A. Request the student's parents to manage the amount somehow.
 - B. Console the student by saying that all cannot be alike in terms of money.
 - C. Persuade the student to collect the amount from somebody.
 - D. Manage the amount from home by explaining the matter to your parents and help the friend.
23. Imagine that there are two students in your class who are reluctant to honour the national flag and national anthem and insult them sometimes. How will you react?
- A. Have pity on their ignorance
 - B. Threaten to report it to the teacher if they continue to do so.
 - C. Instruct them the need for respecting the national anthem and the national flag
 - D. Insult them in front of others.
24. Suppose, when hundreds of spectators are watching an open stage programme, the power had gone. Suddenly you are there with your friends. Meanwhile some of your friends shouted and started to throw stones for fun. Then you will...
- A. enjoy it and join with them.
 - B. Feel angry with your friends but keep quiet.
 - C. React against them strongly and retract them.
 - D. Keep quiet for the time being for informing the organizers later.
25. Imagine that you belong to a family which is having sound financial background. For whatever needs, parents give you enough money. Then you will...
- A. Keep modesty in spending money
 - B. Enjoy life by spending money lavishly for luxuries because life is for once.
 - C. Get more money from parents for meeting every need of your friends.
 - D. Live in high ostentation in tune with the financial background.

26. Suppose, you are watching a T.V news or a report in newspaper regarding the sufferings of people in a locality in Afghanistan. Then you will...
- A. Feel pity about them that they are also human beings like us.
 - B. Approach the leaders of some non-governmental organizations to think about raising some fund for their relief.
 - C. Simply neglect it as one among the thousands of scenes around the world.
 - D. Cut the picture from the paper and paste them in an album and prepare some captions for them.
27. Imagine that you have seen some students in your class used to throw the wastes through the windows after their lunch. You have warned them many times. Still they continue. Then you will.....
- A. Tell them that you will inform the teacher unless they give some sweets to you.
 - B. Inform the Headmaster and try to ensure that they will be punished.
 - C. Report it to the class teacher to convince them the bad impact of doing so
 - D. Seek the help of other grown-up students to bully them.
28. On Gandhi Jayanthi day some cleaning works are arranged in your school. Then one of your teachers asked you to pluck the grass from the ground. Then you will...
- A. Stand away boldly thinking that you are coming to school not for doing these kind of menial works.
 - B. Accept the work with great pleasure by considering the fact that school is a centre of rendering all kind of experiences.
 - C. Quit the place swiftly not to disobey the teacher.
 - D. Manage to engage some body by providing wage for him.
29. Imagine that one day your class teacher goes on leave unexpectedly and you are totally free for the first two periods. Then you will.....
- A. Engage yourself in a writing game with some other children, silently.
 - B. Simply try to sit in the class silently
 - C. Try to listen the teaching in the adjacent class till other teacher comes.
 - D. Try to study something from a not book /text book of any subject.

30. Imagine that you are the president of a Panchayath and convene a meeting of the people for the preparation of priority list for the development activities. When you have to take decisions in that meeting, what criterion you would hold?
- A. Prepare a priority list by delegating the power of the president.
 - B. Discuss with the leaders of the political party supported you in the election.
 - C. Gather the opinion of the majority of people in the preparation of the priority list.
 - D. Discuss the matter with the people for name sake only and implement the decision which was taken earlier.
31. Suppose you are working as the head of a School which is run by a religious organization. What criteria would you follow in the selection of participants for the District Youth Festival?
- A. Giving priority to the sons/daughters of the leaders of all religions.
 - B. Give prime concern to the children belonging to the particular community that runs the institute.
 - C. Hand over the charge of selection to the governing body of the school.
 - D. Select students based on their capability of artistic performance, without considering anything else.
32. Imagine that you are the leader of the class. Five students in your class can participate at free of cost, in the study tour to be conducted by a social organization. You have been entrusted the responsibility of selecting the five. Then you will
- A. Try to include at least two or three of your friends.
 - B. Adopt a criterion based on their economic status or academic brilliance.
 - C. Seek the opinion of your friends and act accordingly.
 - D. Select five of your friends and declare that they have been selected through a lot/lucky dip.
33. Your science teacher has divided your class in to six groups and given you 25 questions on science and GK and offer a prize for the winning group. You have got all the answers at first and what will you do?
- A. Tell the answer to the other members of your group.
 - B. Inform the teacher at once that you have got all the answers.
 - C. Give the answer to some of your friends in the other group, secretly.
 - D. Stand up with the answer in the class, without sharing it to anybody while the teacher reads the answer in the class.

34. With the co-operation of your friends you are conducting a debate on socially controversial issue. In the debate, quite unexpectedly your friends brought argument against your views. Then what will you do.
- A. Try to consider their opinions and arguments also
 - B. Criticize them when the debate is over.
 - C. Tell them about the meaninglessness of conducting such a debate if they have to differ from your opinion.
 - D. Ask them to make agreements in opinion rather than making contradictory opinions.
35. In a summer vacation, you are compelled to take over charge of issuing books in a library in your locality. It is for two hours every evening and they offered Rs. 30. per day as remuneration. What will you do?
- A. Not ready to under take such a responsible job for such a meager amount of Rs. 30/- per day.
 - B. Not ready to undertake it for summer vocation is meant for enjoyment only.]
 - C. Accept the responsibility with a half mind due to the intimacy towards the person who compelled you to do so.
 - D. Accept it with great pleasure because you can earn a good amount by the end of vacation.
36. Imagine that there is a tribal colony in your neighborhood where a number of illiterate people are living. You have come to know that diarrhea and dysentery are spreading to children of that colony. Then what will you do?
- A. Visit the colony for consoling the parents of the children and give them some money.
 - B. Make a fund collection with the help of your friends to help them.
 - C. Make necessary arrangements to inform the nearest primary health centre.
 - D. Ask the parents to take their children to the hospital.
37. Your science teacher has given you 10 difficult questions which are part of essential minimum knowledge, to find out its answers. He also offers a prize to those who offer correct answers. Then what will you do?
- A. You won't try much since the questions are very difficult and you are not going to get the prize, any way.
 - B. Try to find out the answers, though not expecting the prize but as it is essential for one to know.
 - C. Try to copy the answer from some body's book from the class.
 - D. Try to find out the answer of one or two questions for not to make the teacher angry.

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38. Imagine that a voluntary organization is conducting a free Carate and Yoga class in your school. You have voluntarily joined in either of the two and started to attend classes. Then you will.
- A. Try to attend the class regularly by learning all other extra activities
 - B. Try to attend the class only when you are absolutely free
 - C. Try to attend the two classes on alternative days.
 - D. Attend only one class in free hours till you pick up the basic things.
39. Imagine that you were elected as the Prime minister of India. What approach would you follow towards other countries?
- A. Acquire the mental power to fight with any nation if necessary.
 - B. Try to formulate strategies to bring all the neighboring courtiers in to the beak and call of India.
 - C. Try to change even America from the path of war.
 - D. Follow the path of world's developed nations like America.
40. While you are travelling in a bus by sitting in the front seat, a woman has entered with a baby and gave it on your lap. Half an hour your destination it urinated on your lap. Then you will. . .
- A. Wait patiently till the mother takes the baby.
 - B. Call the mother at once and hand over the child by informing her the matter
 - C. Call the mother and scold her.
 - D. Let the child stand up on his foot and clean your lap with the towel.
41. There are two more students besides you, competing for the first rank in your class. The Maths teacher gave you two home assignments. You have done them. When the next day you reached the class the other two children asked your help to complete the home work. Then what will you do?
- A. Say them that yours is also wrong since your don't know how to solve the problem.
 - B. Help them to solve the problem with pleasure.
 - C. Say them that you have done it yourself and they too can do it themselves.
 - D. Lie them that you also didn't do them since you don't know how to do.

42. Imagine that one of your friends always talks about and persuade other to snatch other's belongings. Then you will.....
- A. You too join with him in stealing others' belongings.
 - B. Though you are not participating in stealing others' things, you will receive it from him without hesitation.
 - C. Not only will not yield to his pressure but also will try to withdraw him from doing so.
 - D. Sit idle for, you can't take a decision.
43. Imagine that you are a soldier in Indian army and some Tamilians have formed a local organization in your regiment for encouraging parochialism. What will you do?
- A. Organize counter organization of Keralites.
 - B. Try to dissolve and defeat their organization with the help of Malayali soldiers
 - C. Do not raise objections against it since many among its members are your friends.
 - D. Strongly protest against this kind of organisations and work for the unity of all.
44. Suppose you are an active member in the social science club in your school. The committee has decided to exhibit some articles and photos of current world events on the notice board. The teacher invite voluntary willingness to undertake the duty of collecting the matter and affixing them on the notice board. What will you do?
- A. Stand up voluntarily to take up the duty.
 - B. Do not respond due to a feeling that there are some other students who are able to do it more effectively.
 - C. Compel your best friend to take over the charge.
 - D. Announce the name of some students who are capable of doing it.
45. Imagine that you are attending a scout/guider camp in a village school. In the camp the Instructor assigned a game in which the participants have to reach a destination which is about 2km away from the starting point, based on some signs and marks. The person who first reaches the destination will get a prize. You are in the front and when you covered almost 1.5km you heard the cry of a girl/boy whose leg is injured by a broken glass. Then what will you do ?
- A. Wait there till other children come.
 - B. Rush to him/her and remove the glass piece immediately.
 - C. Try to report at the finishing point soon and come back later.
 - D. Cry loudly for help and proceed yourself

46. Imagine that you are the head teacher of a school. Some new text books have reached for free distribution, but not sufficient enough to give to all the students. Some of your relatives are there in two divisions of IX std. What criterion would you follow in distributing the books.
- A. Arrange an order of distribution in which the students in your relation falls.
 - B. Hand over the books to the class teacher and ask him to consider your relatives.
 - C. Instruct the class teacher to distribute on the basis of a most suitable criterion.
 - D. You ask the class teacher to supply the books only to studious students.
47. One of your friends mother fell ill just two weeks before the S.S.L.C examination. There is no one else at his home for their help. Your home is nearer to their home. Then what will you do?
- A. Involve in study by realizing the examination is important than anything else.
 - B. Inform your friend that, though you decided to visit his house many times, your parents didn't allow you.
 - C. Visit his/her home for name sake console the child and return soon.
 - D. Go to the friend's house to help him/her on all intervals of study.
48. Imagine that you along with your parents reached Trivandrum to attend a career guidance camp. There you have hired a room. When you went to bathroom your parents went to your relative's house, by putting the latch of the door of your room from outside unknowingly. What will you do?
- A. Shout aloud to inform the persons in the reception counter.
 - B. Wait patiently till they return.
 - C. Look through the window for somebody who passes by that way to open the latch.
 - D. Cry aloud, as soon as you come to know that the latch is put.
49. Imagine that you belong to a well-to-do family and have passed the plus two course with first class. Soon you are offered the post of an accountant with good salary in a private firm. In this context which of the following options would you prefer?
- A. Accept the job since they offer attractive salary.
 - B. Discard the job offer with the intention of taking a degree also with high marks.
 - C. Seek parents and neighbors opinion and act accordingly.
 - D. Think for some months whether to accept the job or join for higher study.

50. Imagine that an Onam feast is arranged in your school for teachers as well as students. One teacher sought your help to verify the stock of books in the library, on the some day, hoping that the work may finish before 12 O'clock. Unfortunately the work was not over by the expected time. The work can be completed by one more hour.. Then what will you do ?
- A. Stop doing the work at 12 O'clock and go for feast
 - B. Continue the work for some more time with all dislike only because the teacher asked you to do so.
 - C. Seek the teachers consent for doing the remaining work after the feast.
 - D. Finish the job neatly sparing one more hour and attend the feast afterwards.

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APPENDIX VI (C)

VALUE PREFERENCE TEST

(FINAL)

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

2003

നിർദ്ദേശങ്ങൾ: മൂല്യങ്ങളോടുള്ള നിങ്ങളുടെ അഭിലാഷണീയത അറിയുവാനുള്ള ഒരു ടെസ്റ്റാണിത്. പുതാനും സന്ദർഭങ്ങളും അവയ്ക്കോരോന്നിനും നാലുവീതം പ്രതികരണങ്ങളും താഴെ കൊടുത്തിരിക്കുന്നു. “ഞാനായിരുന്നുവെങ്കിൽ ഇങ്ങനെയായിരിക്കും ചെയ്യുക” എന്നർത്ഥം വരുന്നരീതിയിൽ തന്നിരിക്കുന്ന ഉത്തരക്കടലാസിൽ ഉചിതമായ പ്രതികരണത്തിന്റെ അക്ഷരത്തിന് താഴെ ‘✓’ അടയാളം രേഖപ്പെടുത്തുക.

1. നിങ്ങളുടെ സ്കൂളിൽ യുവജനോത്സവം നടക്കുന്ന ഒരു ദിവസം വിനോദത്തിന് ധാരാളം സമയം കിട്ടി. നിങ്ങളുടെ ഏതാനും കൂട്ടുകാർ ചേർന്ന് കടയിൽ നിന്ന് ഒരു ലഹരി പദാർത്ഥത്തിന്റെ പായ്ക്കറ്റ് വാങ്ങി രൂപിക്കാൻ തുടങ്ങി. നിങ്ങൾ
 - A) ആകാംക്ഷയുടെ പേരിൽ ഒരു പ്രാവശ്യം അൽപം വാങ്ങി രൂപിച്ചു നോക്കും.
 - B) വാങ്ങി ഉപയോഗിക്കാൻ വിസമ്മതിക്കുകയും കൂട്ടുകാരെ അതിൽനിന്ന് ശക്തമായി വിലക്കുകയും ചെയ്യും.
 - C) തനിക്കുകൂടി തന്നില്ലെങ്കിൽ അദ്ധ്യാപകരെ അറിയിക്കുമെന്ന് ഭീഷണിപ്പെടുത്തും.
 - D) തന്റെ പൈസയ്ക്കൊന്നുമല്ലോ അവർ വാങ്ങിയത് എന്നു കരുതി അതിൽ ഇടപെടാതിരിക്കും.

2. നിങ്ങൾ ഒരു റെയിൽവേ സ്റ്റേഷനിൽ ട്രെയിൻ കാത്തു നിൽക്കുകയാണ് എന്നു വിചാരിക്കുക. സമീപത്തായി വളരെ ഭാരമുള്ള ഒരു പെട്ടിയുമായി ഒരു വൃദ്ധൻ നിൽക്കുന്നു. അപ്പോൾ, ട്രെയിൻ എത്തുന്നത് അടുത്ത പ്ലാറ്റ് ഫോമിലാണെന്ന് ഉച്ചഭാഷിണിയിൽക്കൂടി അറിയിപ്പു വരുന്നു. അയാൾ നിങ്ങളുടെ സഹായം തേടുന്നു. നിങ്ങൾ
 - A) അവരുടെ അഭ്യർത്ഥന കേൾക്കാത്ത രീതിയിൽ എത്രയും പെട്ടെന്ന് അടുത്ത പ്ലാറ്റ് ഫോമിലേക്കു പോകും.
 - B) തനിക്ക് അത് എടുക്കാൻ ബുദ്ധിമുട്ടാണെന്ന് വളരെ സഹതാപത്തോടെ അറിയിക്കും.
 - C) വൃദ്ധനെ പെട്ടിയെടുക്കാൻ സഹായിച്ചുകൊണ്ട് അടുത്ത പ്ലാറ്റ് ഫോമിലേക്കു പോകും.
 - D) മറ്റാരോടുകിലും പറഞ്ഞുനോക്കാം എന്നു പറഞ്ഞ് വേഗത്തിൽ അവിടെ നിന്ന് പോകും.

3. നിങ്ങൾ ഒരു വൈകുന്നേരം കൂട്ടുകാരോടൊത്ത് പാർക്കിൽ ചെലവഴിക്കുന്നു എന്നു വിചാരിക്കുക. ചവറ്റുകൊട്ട വളരെ ദൂരെയെന്ന് എന്നതുകൊണ്ട് ഭക്ഷണവും ചായയുമൊക്കെ കുടിച്ച പ്ലാസ്റ്റിക് അവശിഷ്ടങ്ങൾ അവിടെത്തന്നെയിടാം എന്ന് കൂട്ടുകാർ പറയുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.
 - A) പാർക്കിൽ ചെലവഴിക്കുന്നു എന്നു വിചാരിക്കുക. ചവറ്റുകൊട്ട വളരെ ദൂരെയെന്ന് എന്നതുകൊണ്ട് ഭക്ഷണവും ചായയുമൊക്കെ കുടിച്ച പ്ലാസ്റ്റിക് അവശിഷ്ടങ്ങൾ അവിടെത്തന്നെയിടാം എന്ന് കൂട്ടുകാർ പറയുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.

- A) കൂടിയിരുന്ന് സംസാരിക്കുന്നതിന്റെ രസം നഷ്ടപ്പെടുത്താതിരിക്കാൻ അവ രേഖിപ്പിക്കുന്നതിനായി സമ്മതിക്കും.
 - B) അവ പാർക്കിലെ വേലക്കാർ ചവറുകൊടുത്തിൽ ഇട്ടോളം എന്ന വിശ്വാസത്തിൽ അതിനോട് യോജിക്കും.
 - C) അവ എല്ലാം ചവറുകൊടുത്തിൽത്തന്നെ നിക്ഷേപിക്കണമെന്ന നിർബന്ധം പിടിക്കും.
 - D) കൂട്ടുകാരുടെ തീരുമാനത്തിന് എതിർ നിൽക്കാതെ ഭൂരിപക്ഷാഭിപ്രായം മാനിക്കും.
4. നിങ്ങളുടെ സ്കൂളിൽ ഒരു പരീക്ഷ-മാർഗ്ഗനിർദ്ദേശക്യാമ്പ് സംഘടിപ്പിക്കുന്നു എന്നു വിചാരിക്കുക. അന്നു തന്നെ നിങ്ങളുടെ ഒരു ബന്ധുവിന്റെ വിവാഹവും ഉണ്ട്. നിങ്ങൾ. . . .
- A) ക്യാമ്പ് ഉണ്ടെങ്കിലും വിവാഹത്തിന് പോകാൻ തന്നെയും കൂടി കൂട്ടണമെന്ന് മാതാപിതാക്കളോട് പറയും.
 - B) ആ ദിവസം ക്യാമ്പ് നടക്കുന്ന കാര്യം വീട്ടിൽ നിന്ന് രഹസ്യമായി സൂക്ഷിക്കും.
 - C) ക്യാമ്പിന്റെ വിശദാംശങ്ങൾ കൂട്ടികളോട് ചോദിച്ചറിയാം എന്ന വിശ്വാസത്തിൽ വിവാഹത്തിന് പോകും.
 - D) വിവാഹത്തിന് വരുന്നില്ല, ക്യാമ്പിൽ പങ്കെടുക്കാനാണ് കൂടുതൽ താൽപര്യമെന്ന് മാതാപിതാക്കളെ അറിയിക്കും.
5. നിങ്ങളുടെ വീടിനടുത്ത് ഒരു പുഴയുണ്ട് എന്നു വിചാരിക്കുക. വേനൽക്കാലത്ത് അതിൽനിന്ന് കൃഷിയാവശ്യത്തിന് വെള്ളം പമ്പു ചെയ്യരുതെന്നു തദ്ദേശ സ്വയം ഭരണ അധികൃതർ ഉത്തരവിറക്കിയിട്ടുണ്ട്. നിരവധി തവണ ചെയ്യരുതെന്ന് പറഞ്ഞിട്ടും നിങ്ങളുടെ അയൽക്കാർ അതിരാവിലെ വെള്ളം പമ്പു ചെയ്യുന്നു. നിങ്ങൾ. . . .
- A) വീട്ടിൽ അച്ഛനോട് പറഞ്ഞ് തങ്ങൾക്കും വെള്ളം പമ്പു ചെയ്യാനുള്ള സജ്ജീകരണങ്ങൾ ഒരുക്കും.
 - B) തങ്ങൾക്കും വെള്ളം പമ്പു ചെയ്തു തരികയാണെങ്കിൽ മാത്രമേ പരാതി കൊടുക്കാതിരിക്കൂ എന്ന് അവരോട് പറയും.
 - C) എത്രയും പെട്ടെന്ന് അധികൃതർക്കു പരാതി എഴുതി നൽകും.
 - D) അസഭ്യമായ ഭാഷയിൽ ഭീഷണി മുഴക്കിക്കൊണ്ട് അയാൾക്കൊരു ഊമക്കത്ത് അയക്കും.
6. കേരളവനം വകുപ്പിന്റെ ആഭിമുഖ്യത്തിൽ നടത്തുന്ന പത്തുദിവസത്തെ പ്രകൃതി പഠന ക്യാമ്പിന് നിങ്ങൾ ഇടക്കി വനമേഖലയിൽ എത്തി എന്നു വിചാരിക്കുക. സുരക്ഷിതമെങ്കിലും താമസസൗകര്യങ്ങൾ കുറവും ഭക്ഷണരീതികൾ വ്യത്യസ്തവുമാണെങ്കിൽ നിങ്ങൾ. . .
- A) എത്രയും പെട്ടെന്ന് തിരിച്ചു പോകാനുള്ള ആഗ്രഹം പ്രകടിപ്പിക്കും.
 - B) ഒരു വ്യത്യസ്ത അനുഭവം എന്ന നിലയിൽ പൂർണ്ണ മനസ്സോടെ അവിടുത്തെ രീതികൾ ശീലിക്കാൻ ശ്രമിക്കും.
 - C) മറ്റ് കൂട്ടികളെക്കൂടി അവിടുത്തെ ബുദ്ധിമുട്ടുകളെക്കുറിച്ച് ബോധവാന്മാരാക്കി അവരേയുംകൂടിക്കൂട്ടി വീട്ടിൽ പോകാൻ സമ്മർദ്ദം ചെലുത്തും.
 - D) അവിടെ വരാനും ഇത്തരം ത്യാഗങ്ങൾ സഹിക്കാനുമുണ്ടായ സാഹചര്യങ്ങളെ ശപിച്ച് പത്തുദിവസം യാത്രികമായി തള്ളി നീക്കും.
7. നിങ്ങളുടെ അടുത്ത പരിചയക്കാരനായ ഒരാൾ ഒരു ക്രിമിനൽ കേസിൽ പോലീസ് തെരയുന്ന വ്യക്തിയാണെന്ന് വിചാരിക്കുക. അയാൾ ഒളിവിൽ കഴിയുന്ന സ്ഥലം നിങ്ങൾക്ക് നന്നായി അറിയാം. എങ്കിൽ നിങ്ങൾ. . . .
- A) അയാളെ കൂടുതൽ സുരക്ഷിതനായി ഇരിക്കാൻ സഹായിക്കും.
 - B) അയാൾ ഒളിച്ചിരിക്കുന്ന സ്ഥലം പോലീസിനോട് വെളിപ്പെടുത്തും.
 - C) അയാളെയോ പോലീസിനെയോ സഹായിക്കില്ല.

- 8 D) പോലീസിന് തെറ്റായ വിവരങ്ങൾ നൽകി കബളിപ്പിക്കാൻ ശ്രമിക്കും.
 വളരെ അത്യാവശ്യമായി വാഹനത്തിൽ പോകുന്ന നിങ്ങൾ തിരക്കേറിയ ഒരു തെരുവ് സർക്കിൾ എത്തിയപ്പോഴേക്കും ചുവന്ന സിഗ്നൽ തെളിഞ്ഞതായി കാണുന്നു. അവിടെ അപ്പോൾ ട്രാഫിക് പോലീസുകാരൻ ഇല്ലെങ്കിൽ നിങ്ങൾ. . .

 - A) സിഗ്നലിനെ അനുസരിക്കാൻ കഴിയാത്ത കുറ്റബോധത്തോടെ മുന്നോട്ടു പോകും.
 - B) സിഗ്നൽ അനുസരിച്ച് വേണ്ടത്രസമയം കാത്തുനിൽക്കും.
 - C) അത്യാവശ്യകതയെ മുൻനിർത്തി വാഹനത്തിന്റെ ലൈറ്റ് തെളിയിച്ച് കടന്നുപോകാൻ ശ്രമിക്കും.
 - D) വരിയുടെ ഏറ്റവും മുൻനിരയിലേക്ക് കടക്കാൻ പഴുതുകളുണ്ടോ എന്നു നോക്കും.
- 9. നിങ്ങളും ഏതാനും കൂട്ടുകാരും ദേശീയ പ്രതിഭാപൂർണ്ണക്കാര പരീക്ഷയ്ക്ക് വാശിയോടെയുള്ള തയ്യാറെടുപ്പിലാണെന്ന് വിചാരിക്കുക. പ്രത്യേകമായി പഠന സഹായി (ഗൈഡ്) കൾ ഒന്നും കിട്ടാനില്ലെന്നറിഞ്ഞ് എല്ലാവരും കൂടി ചർച്ച ചെയ്ത് പഠിച്ചുവരികയാണ്. അതിനിടയിൽ നിങ്ങളുടെ ഒരു ബന്ധു നല്ലൊരു പഠന സഹായി കൊണ്ടുത്തന്നാൽ നിങ്ങൾ. . . .

 - A) അത് എല്ലാവരെയും കാണിച്ച് യോജിച്ച് പഠിക്കാൻ ഉപയോഗിക്കും.
 - B) അത് കിട്ടിയ കാര്യം ആരെയും അറിയിക്കാതെ സ്വയം പഠിച്ച് വിജയിക്കാൻ ശ്രമിക്കും.
 - C) ഏറ്റവും അടുത്ത ഒരു കൂട്ടുകാരനോ/കൂട്ടുകാരിയോ അത് ഉപയോഗിക്കാൻ കൊടുക്കും.
 - D) അതിന് ആവശ്യക്കാരാണെങ്കിൽ കൂടിയ വിലയ്ക്ക് വിൽക്കാൻ ശ്രമിക്കും.
- 10 നിങ്ങളും സുഹൃത്തും സ്കൂളിൽ ഒന്നാം റാങ്ക് വാങ്ങുന്നതിനുള്ള വാശിയേറിയ മത്സരത്തിലാണ്. അപ്പോഴാണ് ആ സുഹൃത്തിന് അസുഖമായി രണ്ടാഴ്ചയോളം അവധിയിലായത്. സുഹൃത്ത് അവധികഴിഞ്ഞ് വന്ന് നിങ്ങളോട് ക്ലാസ്സ് നോട്ടുകളും ചില സംശയങ്ങളും ചോദിക്കുന്നു. അപ്പോൾ. നിങ്ങൾ

 - A) പൂർണ്ണമല്ലാത്ത നോട്ടുകൾ കൊടുക്കുകയും സംശയങ്ങൾക്കുത്തരം ഭാഗികമായി പറഞ്ഞുകൊടുക്കുകയും ചെയ്യും.
 - B) നോട്ട് പൂർത്തിയായിട്ടില്ല എന്നു പറയുകയും, സംശയത്തിന് ഉത്തരം മറിയില്ല എന്നു പറഞ്ഞ് ഒഴിഞ്ഞുമാറുകയും ചെയ്യും.
 - C) നോട്ട് എഴുതിയെടുക്കാൻ കൊടുക്കുകയും ആത്മാർത്ഥമായി സംശയ നിവാരണം നടത്തുകയും ചെയ്യും.
 - D) നോട്ട് മറ്റ് കുട്ടികളോടും, സംശയം അധ്യാപകരോടും ചോദിക്കാൻ പറയും.
- 11 നിങ്ങൾക്ക് നന്നായി നീന്താനറിയാം എന്ന് സങ്കല്പിക്കുക. ഒരു ദിവസം നിങ്ങൾ ഒരു കുളത്തിന്റെ കരയിൽക്കൂടി നടന്നു നീങ്ങുമ്പോൾ ഒരു സ്ത്രീ നെഞ്ചത്തടിച്ചു നിലവിളിക്കുന്നു. അവരുടെ അഞ്ചു വയസ്സുള്ള കുട്ടി കാൽവഴുതി വെള്ളത്തിൽ വീണിരിക്കുന്നു. ഇത്തരം സന്ദർഭത്തിൽ നിങ്ങൾ. . . .

 - A) അൽപ്പം വൈകിപ്പോയി എന്ന് ഉറപ്പിച്ച് ആ അമ്മയെ സാന്ത്വനപ്പെടുത്താൻ ശ്രമിക്കും.
 - B) പെട്ടെന്ന് കുളത്തിൽ ചാടി കുട്ടിയെ രക്ഷപ്പെടുത്താൻ ശ്രമിക്കും.
 - C) പെട്ടെന്ന് സമീപത്തെ മുതിർന്ന ആളുകളെ വിവരമറിയിക്കാൻ ശ്രമിക്കും.
 - D) കരഞ്ഞുകൊണ്ടിരിക്കുന്ന അമ്മയെ സമാധാനിപ്പിച്ച്, കുട്ടിയെ രക്ഷപ്പെടുത്താൻ അവരെ പ്രേരിപ്പിക്കും.
- 12. നിങ്ങൾ സ്കൗട്ട് & ഗൈഡ്സിലെ അംഗങ്ങൾ എന്ന നിലയിൽ ദേശീയ ക്യാമ്പിൽ പങ്കെടുക്കാൻ ബാംഗ്ലൂരിൽനിന്നും എത്തി എന്നു വിചാരിക്കുക. നിങ്ങളുടെ ഗ്രൂപ്പിൽ ഭൂരിഭാഗം പേരും അന്യസംസ്ഥാനങ്ങളിൽ നിന്നുള്ളവരാണ്. അവരുടെ രീതികൾ നിങ്ങളുടേതിൽനിന്നും വ്യത്യസ്തമായതുകൊണ്ട് നിങ്ങൾ

 - A) നിരന്തരമായി നിങ്ങളുടെ അധ്യാപകരോട് പരാതിപ്പെടും.
 - B) നമ്മുടേതിൽ നിന്ന് വ്യത്യസ്തമായ രീതികൾ പാലിക്കുന്നത് ശക്തമായി എതിർക്കും.

- C) വളരെ സന്തോഷപൂർവ്വം അവരുടെ രീതികൾ പഠിക്കാൻ ശ്രമിക്കും.
 D) വളരെ സ്നേഹപൂർവ്വം അവരെക്കൂടി നമ്മുടെ രീതികൾ പാലിക്കാൻ വേണ്ടി നിർബന്ധിക്കും.
13. ഒരു കൂപ്രസിദ്ധ ഭീകരൻ ഒരു എം.പി.യെ തട്ടിക്കൊണ്ടുപോയി തടങ്കലിൽ പാർപ്പിക്കുന്നു എന്നു വിചാരിക്കുക. അയാളെ വിട്ടയക്കുന്നതിനായി ജയിലിൽ കഴിയുന്ന തന്റെ അമ്പതോളം കുട്ടാളികളെ വിട്ടയക്കണമെന്നാണ് ഭീകരന്റെ ആവശ്യം. താങ്കളാണ് ഈ രാജ്യത്തിന്റെ പ്രധാനമന്ത്രി എങ്കിൽ
- A) എത്രയും പെട്ടെന്ന് ഭീകരന്റെ കുട്ടാളികളെ വിട്ടയച്ച് എം.പി. യെ മോചിപ്പിക്കും.
 B) ഭീകരനെ പിടികൂടുന്നവർക്ക് വൻതുക പ്രതിഫലമായി വാഗ്ദാനം ചെയ്യും.
 C) തന്ത്രപരമായ നീക്കത്തിന് കേന്ദ്രസേനയെ നിയോഗിച്ച് ഭീകരനെ പിടികൂടാൻ ശ്രമിക്കും.
 D) ഭീകരനുമായി സംസാരിക്കാൻ ഇടനിലക്കാരെ ഏർപ്പാടാക്കും.
14. നിങ്ങൾ കൂട്ടുകാരോടൊത്ത് ഒരു ക്രിക്കറ്റ് ടൂർണ്ണമെന്റ് നടത്താൻ തീരുമാനിച്ചു. അതിനായി ഗ്രൗണ്ടിൽ പവലിയൻ (ടെന്റ്) തയ്യാറാക്കാൻ പണിയെടുത്തു കൊണ്ടിരിക്കുന്നു. നിങ്ങളുടെ ബുദ്ധിമുട്ട് കണ്ട് മുതിർന്ന ഒരാൾ സഹായിക്കാൻ വരുന്നു. അയാൾ പണി ചെയ്യുന്നതിനിടയിൽ കാലിന് സാരമായി മുറിവേറ്റ് അവിടെ നിന്ന് പോകുന്നു. നിങ്ങൾ. . .
- A) പവലിയൻ പൂർത്തിയാക്കുന്നതിനായി കൂട്ടുകാരെ കൂടുതൽ സഹായിച്ചു കൊണ്ടിരിക്കും.
 B) പണി തീർന്നതിനുശേഷം എല്ലാവരും കൂടി അദ്ദേഹത്തിന്റെ വീടുവരെ പോകാൻ തീരുമാനിക്കും.
 C) പണി നിർത്തിയിട്ട് കുറച്ച് പൈസ സംഘടിപ്പിച്ച് അദ്ദേഹത്തെ ആശുപത്രിയിൽ പോകാൻ സഹായിക്കും.
 D) വിളിക്കാതെ വന്ന് ഇങ്ങോട്ട് സഹായം നൽകിയതാകയാൽ ആ കാര്യത്തെ കുറിച്ച് ചിന്തിക്കുകയേയില്ല.
15. ദേശീയ ഗാനം ചൊല്ലുമ്പോൾ, നിങ്ങളുടെ ക്ലാസ്സിൽ അദ്ധ്യാപകരില്ലാത്തപ്പോൾ ഒരു കുട്ടി സ്ഥിരമായി ഗോഷ്ടി കാണിച്ച് മറ്റുള്ളവരെ ചിരിപ്പിക്കാൻ ശ്രമിക്കുന്നു എന്നു കരുതുക. നിങ്ങൾ. . .
- A) ഈ കാര്യം അദ്ധ്യാപകന്റെ ശ്രദ്ധയിൽപെടുത്തി ഒരു പൊതുകാര്യമായി അസംബളിയിൽ പറയാൻ അപേക്ഷിക്കും.
 B) എന്തെങ്കിലും വാങ്ങിത്തന്നില്ലെങ്കിൽ ഇക്കാര്യം അദ്ധ്യാപകരെ അറിയിക്കും എന്ന് പറയും.
 C) ദേശീയഗാനത്തെ ബഹുമാനിക്കേണ്ടതിനെക്കുറിച്ച് ഒരു പ്രസംഗം ചെയ്യാൻ അദ്ധ്യാപകന്റെ അനുവാദം തേടും.
 D) താനുമായി ബന്ധമില്ലാത്ത കാര്യമാണെന്നുറച്ച് അതിൽ ഇടപെടാതിരിക്കും.
16. നിങ്ങളുടെ സ്കൂൾ മാസികയിലേക്ക് ക്ലാസ്സിൽ മിക്കവരും തന്നെ സൂഷ്ടികൾ നൽകുന്നുണ്ട് എന്ന് വിചാരിക്കുക. എന്തെങ്കിലും സാഹിത്യസൂഷ്ടികൾ എഴുതി നൽകാൻ ക്ലാസ്സ് ടീച്ചർ നിരന്തരമായി ആവശ്യപ്പെടുന്നു. നിങ്ങൾക്ക് ഒരു സാഹിത്യസൂഷ്ടി ഉണ്ടാക്കാൻ കഴിയുന്നില്ല. നിങ്ങൾ
- A) ഏതെങ്കിലും പഴയ മാസികയിൽ നിന്ന് ലളിതമായ ഒരു സൂഷ്ടി പകർത്തിയെഴുതി സ്വന്തം പേരിൽ നൽകും.
 B) ക്ലാസ്സിൽ നന്നായി എഴുതുന്ന കൂട്ടുകാരനോട് ഒരേണ്ണം തനിക്കുവേണ്ടി എഴുതിത്തരാൻ പറയും.
 C) വീട്ടിലുള്ള മുതിർന്നവരോട് പറഞ്ഞ് ഒരു സൂഷ്ടി സംഘടിപ്പിച്ച് നൽകും.
 D) തനിക്ക് എഴുതാൻ കഴിയുന്നില്ലെന്ന കാര്യം ക്ലാസ്സ് ടീച്ചറെ അറിയിക്കും.

17. നിങ്ങൾക്ക് നിങ്ങളുടെ അടുത്ത ബന്ധുവിന്റെ ചികിത്സാ ആവശ്യത്തിനായി അയ്യായിരം രൂപ അത്യാവശ്യം വരുന്നു. ഈ സമയത്തുതന്നെ ഒരു പരിചയക്കാരൻ നിങ്ങളെ സമീപിക്കുന്നു. നിങ്ങൾക്ക് തീർത്തും അറിവില്ലാത്ത ഒരു കേസിൽ സാക്ഷി പറയുകയാണെങ്കിൽ പതിനായിരം രൂപ തരാമെന്ന് വാഗ്ദാനം ചെയ്യുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.

- A) പണം വാഗ്ദാനം ചെയ്ത വ്യക്തി പറയുന്ന രീതിയിൽ സാക്ഷി പറയാൻ തയ്യാറാകും.
- B) പണം ആദ്യം തന്ന് സഹായിക്കണമെന്നും സാക്ഷി പറയുന്ന കാര്യം പിന്നീട് ആലോചിച്ച് പറയാമെന്നും പറയും.
- C) തനിക്ക് അറിവില്ലാത്ത ഒരു കാര്യത്തിൽ സാക്ഷി പറഞ്ഞിട്ട് പണം വേണ്ടെന്ന് അറിയിക്കും.
- D) സാക്ഷിപറയാൻ മറ്റൊരാളെ ഏർപ്പാടാക്കി തരാമെന്നും പകുതി പണം തനിക്ക് നൽകണമെന്നും പറയും.

18. സ്കൂളിലെ ഓരോ ക്ലാസ്സിലും എഴുപതു ശതമാനം മാർക്കിൽ കൂടുതൽ കിട്ടിയവർക്ക് എഴുതാൻ കഴിയുന്ന ഒരു സ്കോളർഷിപ്പ് പരീക്ഷയിൽ നിങ്ങൾ പങ്കെടുക്കുന്നു. അതിന്റെ ഫീസ് 50 രൂപ കൊടുക്കാൻ ഇല്ല എന്നതുകൊണ്ട് നിങ്ങളുടെ ഏറ്റവും അടുത്ത കൂട്ടുകാരൻ/കൂട്ടുകാരി അതിൽ പങ്കെടുക്കുന്നില്ലെന്ന് അറി യുന്നു. നിങ്ങൾ എന്തുചെയ്യും.

- A) ആ കുട്ടിയുടെ രക്ഷിതാക്കളെ അറിയിച്ച് എങ്ങനെയെങ്കിലും പൈസ ഉണ്ടാക്കി നൽകാൻ ആവശ്യപ്പെടും.
- B) എല്ലാവർക്കും ഒരു പോലെ പൈസ ഉണ്ടാകില്ലല്ലോ എന്നു പറഞ്ഞ് ആ കുട്ടിയെ സമാധാനിപ്പിക്കും.
- C) ആരോടെങ്കിലും അമ്പതുരൂപ വാങ്ങി നൽകാൻ കുട്ടിയെ പ്രേരിപ്പിക്കും.
- D) നിങ്ങളുടെ വീട്ടിൽചെന്ന് അച്ചനമ്മമാരെ കാര്യം ധരിപ്പിച്ച് പൈസ വാങ്ങി പരീക്ഷയെഴുതാൻ വേണ്ടി കൂട്ടിക്കുനൽകും.

19. ഇന്ത്യയുടെ ദേശീയ പതാകയേയും ദേശീയ ഗാനത്തേയും നമ്മുടെ സംസ്കാരത്തെയും ബഹുമാനിക്കാൻ വിമുഖത കാട്ടുകയും പലപ്പോഴും അപമാനിച്ച് സംസാരിക്കുകയും ചെയ്യുന്ന രണ്ടു കുട്ടികൾ നിങ്ങളുടെ ക്ലാസ്സിൽ ഉണ്ടെന്നു വിചാരിക്കുക. ഇവരുടെ ഇത്തരം പ്രവൃത്തികളോട് നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?

- A) അവരുടെ വിവരമില്ലായ്മയെ ഓർത്ത് സഹതപിക്കും.
- B) ഇനിയും അത്തരം പ്രവർത്തികൾ തുടർന്നാൽ അധ്യാപകരെ അറിയിക്കുമെന്ന് ഭീഷണിപ്പെടുത്തും.
- C) ദേശീയപതാകയേയും ദേശീയ ഗാനത്തേയും മറ്റും ബഹുമാനിക്കേണ്ടതിന്റെ ആവശ്യകത പറഞ്ഞു മനസ്സിലാക്കും.
- D) അവരെ ക്ലാസ്സിൽ വെച്ച് പരസ്യമായി കളിയാക്കും.

20. ഒരു തുറന്ന പ്രദേശത്തെ സ്റ്റേജിൽ നിരവധി കലാപരിപാടികൾ നടന്നു കൊണ്ടിരിക്കുകയാണ്. കാണികളായി നൂറുകണക്കിന് ആളുകളുണ്ട്. പെട്ടെന്ന് വൈദ്യുത പ്രവാഹം നിലയ്ക്കുന്നു. നിങ്ങളുടെ ഏതാനും കൂട്ടുകാർ കൂവി വിളിക്കുകയും, തമാശയ്ക്ക് ചെറിയ കല്ലുകളെടുത്ത് മറ്റുള്ളവരെ എറിയുകയും ചെയ്യുന്നു. അപ്പോൾ നിങ്ങൾ

- A) കൂട്ടുകാർ ചെയ്യുന്നത് ആസ്വദിക്കുകയും തമാശയ്ക്ക് അവരുടെ കൂടെ കൂടുകയും ചെയ്യും.
- B) മനസ്സിൽ കൂട്ടുകാരോട് അമർഷം തോന്നുമെങ്കിലും മിണ്ടാതെയിരിക്കും.
- C) കൂട്ടുകാർ അങ്ങനെ ചെയ്യുന്നതിനെതിരെ പ്രതികരിക്കുകയും അവരെ അതിൽ നിന്ന് പിന്തിരിപ്പിക്കുകയും ചെയ്യും.
- D) പിന്നീട് സംഘാടകരെ വിവരം അറിയിക്കാമെന്ന ധാരണയിൽ ശാന്തമായിരിക്കും.

21. നിങ്ങൾ സാമന്യം നന്നായി സമ്പത്തുള്ള ഒരു വീട്ടിലെ അംഗമാണെന്നു വിചാരിക്കുക. നിങ്ങളുടെ ഏതാവശ്യങ്ങൾക്കും ഇഷ്ടം പോലെ പണം നൽകുന്നവരാണ് നിങ്ങളുടെ മാതാപിതാക്കൾ എങ്കിൽ നിങ്ങൾ. . .

- A) അത്യാവശ്യകാര്യങ്ങൾക്ക് മാത്രം പണം ചെലവാക്കി മിതത്വം പാലിക്കും.
- B) ജീവിതം ഒന്നേയുള്ളൂ എന്നതുകൊണ്ട് പരമാവധി ആപ്തദത്തിനും ആവശ്യം വരുന്നതിനും വേണ്ടി പണം ചെലവഴിക്കും.
- C) സുഹൃത്തുക്കളുടെ ഏതാവശ്യങ്ങൾക്കും പണം നൽകുന്നതിനായി മാതാപിതാക്കളോട് വാങ്ങിക്കൊണ്ടിരിക്കും.
- D) രക്ഷിതാക്കളുടെ സാമ്പത്തികസ്ഥിതിയ്ക്കനുസരിച്ചുള്ള പരമാവധി ധാരാളിത്തത്തിൽത്തന്നെ ജീവിയ്ക്കും.

22. അഹ്ഗാനിസ്ഥാനിലെ ഒരു പ്രദേശത്തെ മുഴുവൻ കുടുംബങ്ങളും കൊടിയ പട്ടിണി അനുഭവിക്കുന്ന ചിത്രം നിങ്ങൾ ടി.വി. യിലും പത്രങ്ങളിലും കാണുന്നു എന്നു വിചാരിക്കുക. അപ്പോൾ നിങ്ങൾ . . .

- A) അവരും തങ്ങളെപ്പോലെയുള്ള മനുഷ്യജീവികളാണല്ലോ എന്നോർത്ത് സഹതപിക്കും.
- B) നാട്ടിലെ പ്രമുഖ സന്നദ്ധസംഘടനകളുടെ ഭാരവാഹികളോട് അവർക്ക് എന്തെങ്കിലും സഹായമെത്തിക്കാൻ കഴിയുമോ എന്നാരാഞ്ഞ് അതുമായി സഹകരിക്കും.
- C) ലോകത്തിന്റെ വിവിധഭാഗങ്ങളിലെ അതുപോലുള്ള എത്രയേറെ ചിത്രങ്ങൾ നിത്യേന കാണുന്നു എന്നു വിചാരിച്ച് നിസ്സംഗത പ്രകടിപ്പിക്കും.
- D) പത്രത്തിലെ ചിത്രങ്ങൾ വെട്ടിയെടുത്ത് ഒരു പ്രത്യേക ബുക്കിലാക്കി അനുയോജ്യമായ അടിക്കുറിപ്പുകൾ തയ്യാറാക്കും.

23. ഒരു ദിവസം നിങ്ങളുടെ ക്ലാസ് ടീച്ചർ അപ്രതീക്ഷിതമായി അവധിയായെന്ന് വിചാരിക്കുക. ആദ്യത്തെ രണ്ടു പിരീയഡുകളിൽ നിങ്ങൾ പരിപൂർണ്ണമായും ക്ലാസ്സിൽ സ്വതന്ത്രരാണ്, നിങ്ങൾ

- A) ശബ്ദമുണ്ടാക്കാതെ, അടുത്തിരിക്കുന്ന കുട്ടിയുമായി ചേർന്ന് എഴുതി കളിക്കുന്ന കളികളിലേർപ്പെടും.
- B) ക്ലാസിൽ വർത്തമാനം പറയാതെ നിശബ്ദമായി ഇരിക്കാൻ ശ്രദ്ധിക്കും.
- C) ഏതെങ്കിലും മറ്റ് അധ്യാപകർ വരുന്നതുവരെ തൊട്ടടുത്ത ക്ലാസിലെ അധ്യാപകർ പഠിപ്പിക്കുന്നത് കേൾക്കുമെങ്കിൽ അത് ശ്രദ്ധിക്കും.
- C) ഏതെങ്കിലും വിഷയത്തിൽ നോട്ടുബുക്കോ ടെക്സ്റ്റ് ബുക്കോ എടുത്ത് പഠിക്കും.

24. നിങ്ങൾ ഒരു പഞ്ചായത്തിന്റെ പ്രസിഡന്റ് ആണെന്നു വിചാരിക്കുക. ഒരു വാർഡിലെ വികസനപ്രവർത്തനങ്ങളുടെ മുൻഗണനാക്രമം നിശ്ചയിക്കാൻ ആ പ്രദേശത്തെ മുഴുവൻ വോട്ടർമാരുടെയും ഒരു സഭ ചേർന്നു. ആ യോഗത്തിൽ നിങ്ങൾ തീരുമാനങ്ങളെടുക്കുമ്പോൾ. . .

- A) പ്രസിഡണ്ടിന്റെ അധികാരം ഉപയോഗിച്ച് മുൻഗണനാക്രമം നിശ്ചയിക്കും.
- B) പ്രസിഡണ്ടായി മത്സരിച്ച് ജയിപ്പിച്ച രാഷ്ട്രീയ പാർട്ടി അംഗങ്ങളുടെ ആഭിപ്രായങ്ങൾ ആരായും.
- C) മുൻഗണനാക്രമം തീരുമാനിക്കുന്നതിൽ ജനങ്ങളുടെ ഭൂരിപക്ഷാഭിപ്രായം പരിഗണിക്കും.
- C) പേരിന് മാത്രം ജനങ്ങളോട് അഭിപ്രായങ്ങൾ ആരായുകയും നേരത്തേയെടുത്ത തീരുമാനം ജനങ്ങളെ അറിയിക്കുകയും ചെയ്യും.

25. നിങ്ങൾ ഒരു അംഗീകൃത സ്കൂളിന്റെ മേലധികാരിയായി പ്രവർത്തിക്കുകയാണ് എന്നു വിചാരിക്കുക. പ്രസ്തുത സ്കൂൾ ഒരു മതത്തിന്റെ സംഘടന നേരിട്ടു നടത്തുന്നതാണെന്നും വിചാരിക്കുക. ഉപജില്ലാ യുവജനോത്സവത്തിൽ

പങ്കെടുപ്പിക്കാനുള്ള കുട്ടികളെ തിരഞ്ഞെടുക്കുന്നതിൽ നിങ്ങൾ എന്ത് മാനദണ്ഡം കൈക്കൊള്ളും? . .

- A) എല്ലാ മതനേതാക്കളുടെ മക്കൾക്ക് പ്രാമുഖ്യം നൽകും.
- B) സ്കൂൾ നടത്തുന്ന മത സംഘടനയുമായി ബന്ധപ്പെട്ട മതവിഭാഗങ്ങൾക്ക് ആദ്യ പരിഗണന നൽകും.
- C) കുട്ടികളെ തിരഞ്ഞെടുക്കുന്ന ദൗത്യം സ്കൂൾ നടത്തിപ്പ് സമിതിക്ക് പൂർണ്ണമായി നൽകും.
- D) മറ്റു പരിഗണനകളൊന്നും നൽകാതെ കലാമൂല്യമുള്ള പരിപാടികൾ അവതരിപ്പിക്കാൻ കഴിവുള്ള കുട്ടികളെ കണ്ടെത്തും.

26. നിങ്ങൾ കുട്ടുകാരെന്ന് ഒരു സാമൂഹ്യതർക്കവിഷയത്തെ അധികരിച്ച് ഒരു സംവാദം സംഘടിപ്പിക്കുന്നു എന്നു വിചാരിക്കുക. സംവാദത്തിനിടയിൽ കുട്ടുകാരിൽ ഭൂരിഭാഗം പേരും അപ്രതീക്ഷിതമായി നിങ്ങളുടെ അഭിപ്രായത്തിന് എതിരായ വാദഗതികൾ കൊണ്ടുവന്നു. നിങ്ങൾ എന്തു ചെയ്യും?

- A) മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങളെയും വാദഗതികളെയും പരിഗണിക്കാൻ ശ്രമിക്കും.
- B) സംവാദം കഴിഞ്ഞതിനുശേഷം അവരുടെ പ്രവർത്തിയെ വിമർശിക്കും.
- C) ഭൂരിപക്ഷമാളുകൾക്കും ഇത്തരം എതിരഭിപ്രായം പ്രകടിപ്പിക്കാനായിരുന്നുവെങ്കിൽ സംവാദം നടത്തേണ്ടതില്ലായിരുന്നു എന്നു പറയും.
- D) മേലിൽ ഇത്തരം വിരുദ്ധാഭിപ്രായം പ്രകടിപ്പിക്കാതെ കഴിയുന്നത്ര അഭിപ്രായഐക്യം ഉണ്ടാക്കാൻ ആവശ്യപ്പെടും.

27. മധ്യവേനലവധിക്കാലത്ത്, നിങ്ങളുടെ വീടിനടുത്തുള്ള വായനശാലയിൽ വൈകുന്നേരങ്ങളിൽ രണ്ടുമണിക്കൂർ പുസ്തകവിതരണം നടത്തുന്ന ജോലി ഏറ്റെടുക്കാൻ നിങ്ങളെ ഒരാൾ നിർബന്ധിക്കുന്നു എന്നു കരുതുക. ഒരു ദിവസം 30 രൂപയാണ് നിങ്ങൾക്ക് വാഗ്ദാനം ചെയ്യുന്ന പ്രതിഫലം. നിങ്ങൾ എന്തു ചെയ്യും?

- A) തുച്ഛമായ 30 രൂപയ്ക്ക് അത്രഭാരിച്ച ഒരു ജോലി ഏറ്റെടുക്കാൻ തയ്യാറാകില്ല.
- B) മധ്യവേനലവധി എന്നത്, പഠനം കഴിഞ്ഞ് ഉല്ലാസിക്കേണ്ടുന്ന സമയമായതുകൊണ്ട് അത്തരമൊരു ഉത്തരവാദിത്തം ഏറ്റെടുക്കില്ല.
- C) ജോലി ഏറ്റെടുക്കാൻ നിർബന്ധിക്കുന്ന വ്യക്തിയോടുള്ള മമത കൊണ്ടുമാത്രം മനസ്സില്ലാമനസ്സോടെ ഏറ്റെടുക്കും.
- D) അവധി കഴിയുമ്പോഴേക്ക് നല്ല ഒരു തുക സമ്പാദിക്കാനാകും എന്നതുകൊണ്ട് സന്തോഷപൂർവ്വം ഏറ്റെടുക്കും..

28. നിങ്ങളുടെ വീടിന്റെ അടുത്തായി അക്ഷരാഭ്യസമില്ലാത്തവർ താമസിക്കുന്ന ഒരു കോളനി ഉണ്ടെന്നു വിചാരിക്കുക. കോളനിയിലെ കുട്ടികൾക്ക് ഛർദ്ദിയും അതിസാരവും പടരുന്നതായി നിങ്ങൾ അറിയുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?

- A) കോളനി സന്ദർശിച്ച് കുട്ടികളുടെ രക്ഷിതാക്കളെ ആശ്വസിപ്പിക്കുകയും കൈയ്ലുള്ള പൈസ അവർക്ക് നൽകുകയും ചെയ്യും.
- B) കോളനി വാസികളെ സഹായിക്കാൻ കുട്ടുകാരെക്കൂടി ഒരു പണപ്പിരിവ് നടത്തും.
- C) അടുത്തുള്ള പ്രാഥമികാരോഗ്യകേന്ദ്രത്തിൽ വിവരമറിയിക്കാനുള്ള ഏർപ്പാടുകൾ ചെയ്യും.
- D) കുട്ടികളെക്കൂടി ആശുപത്രിയിലെത്തിക്കാൻ അവരുടെ രക്ഷിതാക്കളോട് ആവശ്യപ്പെടും.

29. നിങ്ങളുടെ സയൻസ് ടീച്ചർ വിഷമം പിടിച്ചതും എന്നാൽ അത്യാവശ്യം അറിഞ്ഞിരിക്കേണ്ടതുമായ സയൻസിലെ 10 ചോദ്യങ്ങൾക്കുത്തരം കണ്ടെത്തുവാൻ ആവശ്യപ്പെടുന്നു. ശരിയുത്തരം കണ്ടുപിടിച്ചവർക്ക് സമ്മാനവും വാഗ്ദാനം ചെയ്യുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?

- A) എന്തായാലും എല്ലാം ശരിയായിട്ട് സമ്മാനം കിട്ടാൻ സാധ്യതയില്ല എന്നതുകൊണ്ട് അതിനുവേണ്ടി അധികം മെനക്കെടില്ല.

- B) സമ്മാനം പ്രതീക്ഷിച്ചില്ലെങ്കിലും ഉത്തരം അറിഞ്ഞിരിക്കേണ്ടത് അത്യാവശ്യ മെന്നതുകൊണ്ട് കണ്ടുപിടിക്കാൻ ശ്രമിക്കും.
- C) പിറ്റേ ദിവസം ക്ലാസ്സിൽ വന്നിട്ട്, ആരുടേതെങ്കിലും നോക്കിയെഴുതാൻ ശ്രമിക്കും.
- D) ടീച്ചറെ ദേഷ്യം പിടിപ്പിക്കാതിരിക്കാൻ രണ്ടോ മൂന്നോ ചോദ്യങ്ങൾ കൗതുകം കണ്ടുപിടിക്കും.

30. ഇന്ത്യയുടെ പ്രധാനമന്ത്രിയായി നിങ്ങൾ തെരഞ്ഞെടുക്കപ്പെടുന്നു എന്നു സങ്കല്പിക്കുക. മറ്റ് രാജ്യങ്ങളോട് നിങ്ങൾ ഏത് രീതിയിലുള്ള സമീപനമാണ് പുലർത്തുക.

- A) വേണ്ടി വന്നാൽ ഏതു രാജ്യത്തോടും യുദ്ധം ചെയ്യാനുള്ള മാനസികാവസ്ഥ കൈവരിക്കും.
- B) അയൽ രാജ്യങ്ങളെ ഇന്ത്യയുടെ ചൊൽപ്പടിക്ക് നിർത്തിക്കാനുള്ള തന്ത്രങ്ങൾ മെനയും.
- C) അമേരിക്കയെപ്പോലും യുദ്ധത്തിന്റെ പാതയിൽ നിന്നും തിരിച്ചുകൊണ്ടുവരാനുള്ള ശ്രമങ്ങൾ നടത്തും.
- D) അമേരിക്കപോലുള്ള ലോകത്തിലെ ഒന്നാം കിട രാജ്യങ്ങളുടെ പാത പിന്തുടരും.

31. നല്ല തിരക്കുള്ള ഒരു ബസ്സിന്റെ മുൻഭാഗത്തെ സീറ്റിലിരുന്ന് നിങ്ങൾ യാത്രചെയ്യുകയാണെന്ന് വിചാരിക്കുക. ഒരു ചെറിയ കുട്ടിയെയും എടുത്ത് ബസ്സിൽ കയറിയ സ്ത്രീ കുട്ടിയെ നിങ്ങളുടെ മടിയിൽ ഇരുത്തുന്നു. നിങ്ങൾക്ക് രണ്ടുപേർക്കും ഇറങ്ങേണ്ടുന്ന സ്റ്റോപ്പ് എത്തുന്നതിന് കാൽ മണിക്കൂർ മുമ്പ് കുട്ടി മുത്രമൊഴിക്കുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?

- A) കുട്ടിയെ, സ്ത്രീ എടുക്കുന്നതുവരെ ക്ഷമയോടെ കാത്തിരിക്കും.
- B) പെട്ടെന്ന് സ്ത്രീയെ വിളിച്ച് കുട്ടിയെ കൈമാറുകയും മടിയിൽ മുത്രമൊഴിച്ച കാര്യം പറയുകയും ചെയ്യും.
- C) കുട്ടിയുടെ അമ്മയെ വിളിച്ച് വഴക്ക് പറയും.
- D) കുട്ടിയെ താഴെ നിർത്തി തുവാലകൊണ്ട് തുടയ്ക്കും.

32. നിങ്ങളുടെ ക്ലാസ്സിൽ നിങ്ങളെക്കൂടാതെ ഒന്നാം റാങ്കിന് വേണ്ടി മത്സരിക്കുന്ന രണ്ടുകുട്ടികൾകൂടി ഉണ്ടെന്നു വിചാരിക്കുക. ഒരു ദിവസം ഗണിതം പഠിപ്പിക്കുന്ന ടീച്ചർ രണ്ടുകണക്കുകൾ ഗൃഹപാഠമായി തന്നു. നിങ്ങൾ അതു രണ്ടും ശരിയായി ചെയ്തു. പിറ്റേദിവസം രാവിലെ ക്ലാസ്സിലെത്തിയപ്പോൾ മറ്റു രണ്ടു കുട്ടികൾ ആ കണക്കു ചെയ്യാൻ സഹായം ആവശ്യപ്പെടുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?

- A) താൻ ചെയ്തതും തെറ്റാണ്, ശരിയായി ചെയ്യാൻ അറിയില്ലെന്ന് പറയും.
- B) വളരെ സന്തോഷപൂർവ്വം ആ കുട്ടികളെ കണക്കു ചെയ്യാൻ സഹായിക്കും.
- C) താൻ സ്വന്തമായി ചെയ്താണെന്നും വേണമെങ്കിൽ സ്വയം ചെയ്താൽ മതിയെന്നും പറയും.
- D) താൻ കണക്ക് ചെയ്തിട്ടില്ല, ചെയ്യാൻ അറിയില്ല എന്ന് കള്ളം പറയും.

33. നിങ്ങളുടെ അടുത്ത കൂട്ടുകാരിൽ ഒരാൾ, മറ്റുള്ളവരുടെ സാധനങ്ങൾ കൗശലപൂർവ്വം കൈക്കലാക്കുന്നതിനെക്കുറിച്ച് സ്ഥിരമായി സംസാരിക്കുകയും അതിന് പ്രേരിപ്പിക്കുകയും ചെയ്യുന്നു എന്നു വിചാരിക്കുക. നിങ്ങൾ എന്തു ചെയ്യും?

- A) കൂട്ടുകാരന്റെ കൂടെ കൂടി മറ്റുള്ളവരുടെ സാധനങ്ങൾ കൈക്കലാക്കും.
- B) മറ്റുള്ളവരുടെ സാധനങ്ങൾ കൈക്കലാക്കുന്നതിൽ പങ്കുചേരില്ലെങ്കിലും കൂട്ടുകാർ തരുന്നവ വാങ്ങും.
- C) പ്രേരണയിൽ വഴങ്ങില്ല എന്നു മാത്രമല്ല കൂട്ടുകാരനെ പിന്തിരിപ്പിക്കാൻ ശ്രമിക്കുകയും ചെയ്യും.
- D) കൂട്ടുകാരൻ പറയുന്നതുകേട്ട് തീരുമാനമെടുക്കാൻ കഴിയാതെ നിസ്സംഗനായിരിക്കും.

34. നിങ്ങൾ ഇന്ത്യയുടെ കരസേനയിൽ ഒരു അംഗമാണെന്നു വിചാരിക്കുക. റെജിമെന്റിനകത്ത് ഏതാനും തമിഴ്നാട്ടുകാർ ചേർന്ന് ഒരു അനധികൃത സംഘമുണ്ടാക്കി അനാവശ്യമായ പ്രാദേശികവാദം പ്രകടിപ്പിച്ചുവരുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?
- A) ഏതാനും മലയാളികളെ സംഘടിപ്പിച്ച് അതിന് ബദൽ ആയ മലയാളി സംഘടനയുണ്ടാക്കും.
 - B) മലയാളി അംഗങ്ങളെ കൂട്ടി തമിഴരുടെ സംഘടനയെ തകർക്കാൻ ശ്രമിക്കും.
 - C) അവരിൽ തന്റെ പ്രധാനകൂട്ടുകാർ ഉള്ളതുകൊണ്ട് അതിനെ എതിർക്കില്ല.
 - D) ഇത്തരം സംഘങ്ങളെ ശക്തമായി എതിർക്കുകയും എല്ലാ അംഗങ്ങളുടെയും ഒത്തൊരുമയ്ക്ക് വേണ്ടി ശ്രമിക്കുകയും ചെയ്യും.
35. നിങ്ങളുടെ സ്കൂളിൽ പ്രവർത്തിക്കുന്ന സാമൂഹ്യശാസ്ത്ര ക്ലബ്ബിലെ സജീവാംഗമാണ് നിങ്ങൾ എന്ന് വിചാരിക്കുക. പത്ര-മാസികകളിലെ സംഭവങ്ങളുടെ വാർത്തയും ഫോട്ടോകളും ശേഖരിച്ച് നോട്ടീസ് ബോർഡിൽ പ്രദർശിപ്പിക്കാൻ യോഗം തീരുമാനിച്ചു. വിവിധ അംഗങ്ങളിൽ നിന്ന് ഇവ ശേഖരിച്ച് ബോർഡിൽ പതിക്കേണ്ടുന്ന ഉത്തരവാദിത്തം ഏറ്റെടുക്കാൻ ഒരു കൂട്ടി തയ്യാറാവണമെന്ന് അദ്ധ്യാപകർ ആവശ്യപ്പെടുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.
- A) സ്വമേധയാ എഴുന്നേറ്റ് നിന്ന് ആ ഉത്തരവാദിത്തം ഏറ്റെടുക്കും.
 - B) അത് ഏറ്റെടുക്കാൻ തന്നേക്കാൾ മിടുക്കരായ കൂട്ടികൾ ഉണ്ടാകുമെന്നു കരുതി പ്രതികരിക്കാതിരിക്കും.
 - C) തന്റെ ഏറ്റവും അടുത്ത കൂട്ടുകാരനെ അത് ഏറ്റെടുക്കാനായി നിർബന്ധിക്കും.
 - D) നല്ല നേതൃഗുണമുള്ള കുറേ കൂട്ടികളുടെ പേര് വിളിച്ചുപറയും.
36. നിങ്ങൾ ഒരു ഗ്രാമത്തിലെ സ്കൂളിൽ സ്കൗട്ടിന്റെയും ഗൈഡിന്റെയും ഒരു ക്യാമ്പിൽ പങ്കെടുക്കുകയാണ് എന്നു വിചാരിക്കുക. അദ്ധ്യാപകർ വഴികളിലുടനീളം ചില ചിഹ്നങ്ങൾ വരച്ചുവെച്ചത് നോക്കി മനസ്സിലാക്കി രണ്ടുകിലോമീറ്റർ ദൂരെയുള്ള ലക്ഷ്യസ്ഥാനത്തെത്തുക എന്ന ഒരു കളി ആരംഭിച്ചു. ഏറ്റവും ആദ്യം ലക്ഷ്യസ്ഥാനത്തെത്തുന്ന കൂട്ടിക്ക് ഒരു സമ്മാനമുണ്ട്. നിങ്ങൾ ഏതാണ് 1½ കി.മി. പിന്നിട്ട് ഏറ്റവും മുന്നിലെത്തിയപ്പോൾ പിന്നിൽ നിന്ന് ഒരു കരച്ചിൽ കേട്ടു. ഒരു പെൺകുട്ടിയുടെ/ആൺകുട്ടിയുടെ കാലിൽ ഒരു കുപ്പിയുടെ ചില്ല് തറച്ചതായിരുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?
- A) മറ്റ് കൂട്ടികൾ എത്തിച്ചേരുന്നതുവരെ നിന്നിടത്തുതന്നെ നിൽക്കും.
 - B) ഉടൻ കുട്ടിയുടെ അടുത്തെത്തി കാലിൽ നിന്ന് ചില്ല് നീക്കം ചെയ്യും.
 - C) പെട്ടെന്ന് ലക്ഷ്യസ്ഥാനത്ത് റിപ്പോർട്ട് ചെയ്ത് തിരിച്ചുവരും.
 - D) സഹായത്തിനുവേണ്ടി ഉച്ചത്തിൽ വിളിക്കുകയും സ്വയം മുന്നോട്ടു നീങ്ങുകയും ചെയ്യും.
37. നിങ്ങൾ ഒരു സ്കൂളിന്റെ ഹെഡ്ടീച്ചർ ആണെന്നു വിചാരിക്കുക. സൗജന്യ വിതരണത്തിന് കുറച്ച് ടെക്സ്റ്റുബുക്കുകൾ എത്തിച്ചേർന്നു. അവ എല്ലാ ക്ലാസ്സിലെയും മുഴുവൻ കുട്ടികൾക്കും കൊടുക്കാൻ തികയില്ല. നിങ്ങളുടെ ബന്ധത്തിലുള്ള ഏതാനും കുട്ടികൾ ഒൻപതാം തരത്തിലുള്ള രണ്ടു ഡിവിഷനിൽ ഉണ്ടെന്നു കരുതുക. പുസ്തകവിതരണത്തിൽ നിങ്ങൾ എന്ത് മാനദണ്ഡം പുലർത്തും?
- A) ബന്ധുക്കളായ കുട്ടികളുടെ ക്രമനമ്പർ വരത്തക്കരീതിയിൽ ഒരു രീതി സ്വീകരിക്കും.
 - B) ബുക്കുകൾ ക്ലാസ്സടീച്ചറെ വിളിച്ച് ഏൽപ്പിക്കുകയും തന്റെ ബന്ധുക്കളായ കുട്ടികളെ പരിഗണിക്കണമെന്നു പറയുകയും ചെയ്യും.
 - C) ഉചിതമായ മാനദണ്ഡം കണ്ടെത്തി വിതരണം ചെയ്യാൻ ക്ലാസ്സടീച്ചറെ ഏൽപ്പിക്കും.

- D) നന്നായി പഠിക്കുന്ന കുട്ടികൾക്ക് മാത്രം നൽകണമെന്ന് പറഞ്ഞ് ക്ലാസ്സുടീച്ചറെ ഏൽപിക്കും.
38. എസ്.എസ്. എൽ. സി. പരീക്ഷയ്ക്ക് വെറും രണ്ടാഴ്ച മാത്രമുള്ളപ്പോൾ നിങ്ങളുടെ ഒരു കുട്ടുകാരന്റെ/കുട്ടുകാരിയുടെ അമ്മയ്ക്ക് അസുഖമായി കിടപ്പിലായി എന്നു വിചാരിക്കുക. അവരുടെ വീട്ടിൽ മറ്റാരുമില്ല. അവരുടെ വീട് നിങ്ങളുടെ വീടിന്റെ സമീപത്തുതന്നെയാണ്. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ എന്തു ചെയ്യും?
- A) മറ്റെല്ലാത്തിലും വലുതാണ് തന്റെ പരീക്ഷ എന്ന വിശ്വാസത്തിൽ പഠനത്തിൽ മുഴുകും.
 - B) തനിക്ക് നിരവധിതവണ വരണമെന്ന് തോന്നിയിരുന്നെന്നും എന്നാൽ വീട്ടുകാർ വിട്ടില്ല എന്നും കുട്ടുകാരനെ അറിയിക്കും.
 - C) പേരിനുമാത്രം ആ വീടുവരെ ചെന്ന് കുട്ടുകാരനെ സമാധാനിപ്പിച്ച് പെട്ടെന്നു തിരിച്ചു വരും.
 - D) കുറേ സമയം വായിച്ച്, ഇടവേള സമയങ്ങളിലെല്ലാം ആ വീട്ടിൽ പോയി കുട്ടുകാരനെ സഹായിക്കും.
39. സമാന്യം സാമ്പത്തികശേഷിയുള്ള ഒരു കുടുംബത്തിലെ അംഗമായ നിങ്ങൾ പ്രീ-ഡിഗ്രി ഒന്നാം ക്ലാസ്സോടെ പാസ്സായി എന്നു വിചാരിക്കുക. ഉടൻതന്നെ ഒരു സ്വകാര്യകമ്പനിയിൽ അക്കൗണ്ടന്റായി സാമാന്യം നല്ല ശമ്പളത്തിൽ ഒരു ജോലി വാഗ്ദാനം ലഭിക്കുന്നു. നിങ്ങൾ ഏതു വഴി സ്വീകരിക്കും?
- A) സാമാന്യം നല്ല ശമ്പളമായതുകൊണ്ട് ഉടൻതന്നെ ജോലി സ്വീകരിക്കും.
 - B) നന്നായി പഠിച്ച് ഡിഗ്രികൂടി നല്ല മാർക്കിൽ പാസ്സാകണം എന്ന ദൃഢനിശ്ചയത്തോടെ ജോലി തൽക്കാലം വേണ്ടെന്നു വയ്ക്കും.
 - C) വീട്ടുകാരോടും നാട്ടുകാരോടും അഭിപ്രായം ചോദിച്ച് അവർ പറയുന്ന രീതിയിൽ ചെയ്യും.
 - D) ഉയർന്ന വിദ്യാഭ്യാസത്തിനു പോകണമോ, ജോലി സ്വീകരിക്കണമോ എന്ന സംശയത്തിൽ ഏതാനും മാസങ്ങൾ ചിന്തിക്കും.
40. നിങ്ങളുടെ സ്കൂളിൽ അധ്യാപകർക്കും കുട്ടികൾക്കുമായി ഒരു ഓണസദ്യ ഏർപ്പാടു ചെയ്യുന്നു. അന്നുതന്നെ ലൈബ്രറിയിലെ നിലവിലുള്ള ബുക്കുകളുടെ വിശദവിവരങ്ങൾ എടുക്കാൻ ഒരു അധ്യാപകൻ നിങ്ങളുടെ സഹായം തേടുന്നു. ആ ജോലി ഉച്ചയ്ക്ക് പന്ത്രണ്ട് മണിക്ക് മുമ്പ് തീർത്ത് സദ്യ തുടങ്ങാം എന്ന് പറഞ്ഞിരുന്നുവെങ്കിലും തീർന്നില്ല. ഒരു മണിക്കൂർ ജോലി കൂടി അവശേഷിക്കുന്നു. നിങ്ങൾ എന്തു ചെയ്യും?
- A) കൃത്യം പന്ത്രണ്ട് മണിക്ക്, ചെയ്യുന്ന പണി നിർത്തിയിട്ട് സദ്യ കഴിക്കാനായി പോകും.
 - B) അധ്യാപകൻ പറഞ്ഞതല്ലെ എന്നു വിചാരിച്ച് വീണ്ടും അനിഷ്ടത്തോടെ അൽപ്പസമയം കൂടി ചെയ്യും.
 - C) ഇനി സദ്യ കഴിക്കാൻ പോയിട്ട് ബാക്കി പിന്നീടെപ്പോഴെങ്കിലും ചെയ്താൽ മതിയോ എന്ന് ആരായും.
 - D) ഒരു മണിക്കൂർകൂടിയെടുത്ത് ആ ജോലി ഭംഗിയായി തീർത്തിട്ട് സദ്യ കഴിക്കാൻ പോകും.

APPENDIX VI (D)

VALUE PREFERENCE TEST

(FINAL)

Dr. T.C AYISHABI
Professor

N.K VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2003

Directions:- This is a test which intends to know your preference towards values. Some situations and four responses for each situation are given. You have to put a '✓' mark against the alphabet in such a way so that your answer will mean that "I will be doing this, if I were in that situation".

1. On a youth festival day, in your school, some of your friends bought a packet of intoxicative substance to taste. What will you do?
 - A. Due to curiosity you also taste it.
 - B. Try your best to retract your friends from using it.
 - C. Threaten them about reporting to the teacher if they don't share it with you.
 - D. You don't mind it, since the money spent on it is not yours.
2. Imagine that you are waiting for a train in a railway platform. Beside you there is a n old man carrying a bulky luggage on his hand. When it is announced that the train is coming in the next platform, and he seeks your help. Then you will
 - A. Move towards the next platform immediately, as if you didn't hear his request
 - B. Express your inability very politely
 - C. Move towards the next platform by helping the old man also.
 - D. Rush to the next platform by promising to engage somebody else.
3. Imagine that you are spending an evening in a park with your friends. After having some snacks your friends are about to put the plastics, waste etc, there itself in the pretext that the waste basket is far away. Then you will...
 - A. Agree with them for not to spoil the spirit of enjoyment.
 - B. Agree with them believing that scavengers will deposit them in the waste box.
 - C. Compel them to drop the waste in the basket itself provides in the park.
 - D. Agree with them by respecting the opinion of the majority

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4. Imagine that an examination orientation camp is conducted in your school and on the same day there is a marriage of your relative. Then you will.
 - A. Ask your parents to take you to the marriage, even though there is the camp.
 - B. Conceal the matter of the Camp from your parents.
 - C. Attend the marriage hoping to get information about the camp from friends later on
 - D. Let the parents know your interest to attend the camp and not the marriage

 5. Imagine that there is a river near by your house and there is a notice of the local body (Panchayat) not to pump water for irrigation purpose. One of your neighbors is regularly pumping water in early morning by neglecting the notice. Then you will
 - A. Bring to the notice of your farther for arranging means to pump water for our use also.
 - B. Tell them that unless they are giving water for your use also, you will complaint to the local self authority.
 - C. Soon complaint to the local self authority.
 - D. Sent an anonymous letter to your neighbor in abusing language.

 6. Imagine that you have reached for a ten-day nature-study camp at Idukki conducted by the Forest Department. Though the location is safe the food and accommodation are not good enough. Then you will
 - A. Express your idea to go back immediately
 - B. Consider it as a variety experience and try to adjust with it
 - C. Convince your friends the difficult condition and persuade them also to quit the camp.
 - D. Simply pass the days mechanically by cursing your fate.

 7. Imagine that you know the place where one of your friends is hiding, who is being searched by the police in a criminal case. Then you will...
 - A. Help him to be more secure.
 - B. Inform the police about his hiding place.
 - C. Neither help him nor the police
 - D. Misllead the police by giving false information.

8. Suppose you were in a hurry to reach some where but when you reached a busy traffic circle, the red signal was there, with no traffic police then you will...
- A. With a guilty conscious you will proceed.
 - B. Wait till the signal is Okay
 - C. Put on the lights of your vehicle to show emergency, and will proceed.
 - D. Will search for a way to reach at the front of the line
9. Imagine that you are preparing for a national talent search examination with your friends. As you came to know that no study material available in the market, you were combine doing study with your friends meanwhile you get a 'Rank file' (Study aid). Then you...
- A. Share it with others and study combinely .
 - B. Keep the matter secret and utilize the book for yourself only.
 - C. Share it to one of your close friends only.
 - D. Sell the Rank file to some body for higher price.
10. You and your friend are competing for bagging the first rank in your class. Mean while your friend had to take leave for two weeks due to illness. After the leave your friend asks you for some notes and some doubts for clarification. Then you will.
- A. Give him some incomplete notes and get his doubts cleared partially.
 - B. Slip from the scene by saying that notes are incomplete and you don't know the answers.
 - C. Give your notes for copying and get his doubts cleared.
 - D. Say him to seek the help of other children.
11. Imagine that you are able to swim well. When you are passing by the side of a pond, you see a woman crying for help, for her five years old child hand shipped in to water. In this situation, you will...
- A. Console assuming that it is late.
 - B. Leep in to water and try to rescue the child.
 - C. Try to inform the elders in that locality.
 - D. Pacify the mother and persuade her to help the child.

12. Imagine that you have reached Bangalore to attend a National Camp for Scouts & Guides. Most of the members in your group are from outside the state whose culture and manners are entirely different from you. In this context you will....
- A. Complain to the teacher every now and then
 - B. Strongly protest in following the culture and manners different from you.
 - C. Try to assimilate their culture and manners
 - D. Cordially persuade them to follow our manners.
13. Imagine that a terrorist has kidnapped an M.P demanding the release of 50 of his gangsters kept in jail. If you are the Prime Minister of this country you will...
- A. Release the terrorists immediately to rescue the M.P
 - B. Offer reward for those who arrest the terrorist.
 - C. Deploy the central force for special operation to eliminate the terrorist.
 - D. Send an envoy to discuss with the terrorist.
14. You and your friends have decided to conduct a cricket tournament and you were making pavilion in the ground. Seeing your hardship, a man offered his help. While helping you in the work, was leg has injured and he left the place. Then you will.....
- A. Go on helping my friends for the completion of the pavilion.
 - B. Decide that all of you can go together to his home after completing the job.
 - C. Stop the work, collect some money and rush him to hospital.
 - D. Don't mind him further, since he has not been invited for doing the work.
15. One of your classmates used to cockle others to make them laugh while the national anthem is being sung in the absence of your teacher in the class. Then you will...
- A. Tell the teacher about this and request him to present the matter in the assembly.
 - B. Threaten that boy/girl if he didn't give something for you, you will complain to the teacher.
 - C. Seek the teacher's permission to deliver a speech on the necessity of honoring national anthem.
 - D. Not be interested in it for that has no connection with you.

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16. Most of your classmates contributing articles to your school magazine. Your teacher had asked you many times to contribute an article. But you are not able to do it yourself. Then you will...
- A. Copy any simple work of some body else from some old magazines and give it to the teacher under your name.
 - B. Ask a classmate who is good at creative writing, to write something for you.
 - C. Ask your family members to manage to get something and give the same.
 - D. Inform the teacher that you are unable to do it.
17. You are badly in need of Rs. 5000/- for the treatment of your nearest relative. Mean while a stranger offers you double the amount Then you will...
- A. Be ready to give words as he wishes
 - B. Ask him to help at first and then consider the matter later.
 - C. Tell him that you don't want the money by being a fraud witness.
 - D. Demand half the amount for engaging somebody else to give witness.
18. You are one of the candidates of a scholarship examination for those who got more than 70% of marks. One of your dearest friends is not participating in it as he/she cannot pay Rs. 50 as entrance fee. What will you do?
- A. Request the student's parents to manage the amount some how.
 - B. Console the student by saying that all cannot be alike in terms of money.
 - C. Persuade the student to collect the amount from some body.
 - D. Manage the amount from home by explaining the mater to your parents and help the friend.
19. Imagine that there are two students in your class who are reluctant to honour the national flag and national anthem and insult them sometimes How will you react?
- A. Have pity on their ignorance
 - B. Threaten to report it to the teacher if they continue to do so.
 - C. Instruct them the need for respecting the national anthem and the national flag
 - D. Insult them in front of others.

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20. Suppose, when hundreds of spectators are watching an open stage programme, the power had gone Suddenly you are there with your friends. Mean while some of your friends shouted and started to throw stones for fun. Then you will...
- A. enjoy it and join with them.
 - B. Feel angry with your friends but keep quiet.
 - C. React against them strongly and retract them.
 - D. Keep quiet for the time being for informing the organizers later.
21. Imagine that you belong to a family which is having sound financial background. For whatever needs, parents give you enough money. Then you will...
- A. Keep modesty in spending money
 - B. Enjoy life by spending money lavishly for luxuries because life is for once.
 - C. Get more money from parents for meeting every needs of your friends.
 - D. Live in high ostentation in tune with the financial background.
22. Suppose, you are watching a T.V news or a report in newspaper regarding the sufferings of people in a locality in Afghanistan. Then you will...
- A. Feel pity about them that they are also human beings like us.
 - B. Approach the leaders of some non-governmental organizations to think about raising some fund for their relief.
 - C. Simply neglect it as one among the thousands of scenes around the world.
 - D. Cut the picture from the paper and paste them in an album and prepare some captions for them.
23. Imagine that one day your class teacher goes on leave unexpectedly and you are totally free for the first two periods. Then you will.....
- A. Engage yourself in a writing game with some other children, silently.
 - B. Simply try to sit in the class silently
 - C. Try to listen the teaching in the adjacent class till other teacher comes.
 - D. Try to study something from a not book /text book of any subject.

24. Imagine that you are the president of a Panchayath and convene a meeting of the people for the preparation of priority list for the development activities. When you have to take decisions in that meeting, what criterion you would hold?
- A. Prepare a priority list by delegating the power of the president.
 - B. Discuss with the leaders of the political party supported you in the election.
 - C. Gather the opinion of the majority of people in the preparation of the priority list.
 - D. Discuss the matter with the people for name sake only and implement the decision which was taken earlier.
25. Suppose you are working as the head of a School which is run by a religious organization. What criteria would you follow in the selection of participants for the District Youth Festival?
- A. Giving priority to the sons/daughters of the leaders of all religions.
 - B. Give prime concern to the children belonging to the particular community that runs the institute.
 - C. Hand over the charge of selection to the governing body of the school.
 - D. Select students based on their capability of artistic performance, without considering anything else.
26. With the co-operation of your friends you are conducting a debate on socially controversial issue. In the debate, quite unexpectedly your friends brought argument against your views. Then what will you do.
- A. Try to consider their opinions and arguments also
 - B. Criticize them when the debate is over.
 - C. Tell them about the meaninglessness of conducting such a debate if they have to differ from your opinion.
 - D. Ask them to make agreements in opinion rather than making contradictory opinions.
27. In a summer vacation, you are compelled to take over charge of issuing books in a library in your locality. It is for two hours every evening and they offered Rs. 30. per day as remuneration. What will you do?
- A. Not ready to under take such a responsible job for such a meager amount of Rs. 30/- per day.
 - B. Not ready to undertake it for summer vocation is meant for enjoyment only.]
 - C. Accept the responsibility with a half mind due to the intimacy towards the person who compelled you to do so.
 - D. Accept it with great pleasure because you can earn a good amount by the end of vacation.

28. Imagine that there is a tribal colony in your neighborhood where a number of illiterate people are living. You have come to know that diarrhea and dysentery are spreading to children of that colony. Then what will you do?
- A. Visit the colony for consoling the parents of the children and give them some money.
 - B. Make a fund collection with the help of your friends to help them.
 - C. Make necessary arrangements to inform the nearest primary health centre.
 - D. Ask the parents to take their children to the hospital.
29. Your science teacher has given you 10 difficult questions which are part of essential minimum knowledge, to find out its answers. He also offers a prize to those who offer correct answers. Then what will you do?
- A. You won't try much since the questions are very difficult and you are not going to get the prize, any way.
 - B. Try to find out the answers, though not expecting the prize but as it is essential for one to know.
 - C. Try to copy the answer from some body's book from the class.
 - D. Try to find out the answer of one or two questions for not to make the teacher angry.
30. Imagine that you were elected as the Prime minister of India. What approach would you follow towards other countries?
- A. Acquire the mental power to fight with any nation if necessary.
 - B. Try to formulate strategies to bring all the neighboring countries in to the beak and call of India.
 - C. Try to change even America from the path of war.
 - D. Follow the path of world's developed nations like America.
31. While you are travelling in a bus by sitting in the front seat, a woman has entered with a baby and gave it on your lap. Half an hour your destination it urinated on your lap. Then you will. . .
- A. Wait patiently till the mother takes the baby.
 - B. Call the mother at once and hand over the child by informing her the matter
 - C. Call the mother and scold her.
 - D. Let the child stand up on his foot and clean your lap with the towel.

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32. There are two more students besides you, competing for the first rank in your class. The Maths teacher gave you two home assignments. You have done them. When the next day you reached the class the other two children asked your help to complete the home work. Then what will you do?
- A. Say them that yours is also wrong since you don't know how to solve the problem.
 - B. Help them to solve the problem with pleasure.
 - C. Say them that you have done it yourself and they too can do it themselves.
 - D. Lie them that you also didn't do them since you don't know how to do.
33. Imagine that one of your friends always talks about and persuade other to snatch other's belongings. Then you will.....
- A. You too join with him in stealing others' belongings.
 - B. Though you are not participating in stealing others' things, you will receive it from him without hesitation.
 - C. Not only will not yield to his pressure but also will try to withdraw him from doing so.
 - D. Sit idle for, you can't take a decision.
34. Imagine that you are a soldier in Indian army and some Tamilians have formed a local organization in your regiment for encouraging parochialism. What will you do?
- A. Organize counter organization of Keralites.
 - B. Try to dissolve and defeat their organization with the help of Malayali soldiers
 - C. Do not raise objections against it since many among its members are your friends.
 - D. Strongly protest against this kind of organisations and work for the unity of all.
35. Suppose you are an active member in the social science club in your school. The committee has decided to exhibit some articles and photos of current world events on the notice board. The teacher invite voluntary willingness to undertake the duty of collecting the matter and affixing them on the notice board. What will you do?
- A. Stand up voluntarily to take up the duty.
 - B. Do not respond due to a feeling that there are some other students who are able to do it more effectively.
 - C. Compel your best friend to take over the charge.
 - D. Announce the name of some students who are capable of doing it.

36. Imagine that you are attending a scout/guider camp in a village school. In the camp the Instructor assigned a game in which the participants have to reach a destination which is about 2km away from the starting point, based on some signs and marks. The person who first reaches the destination will get a prize. You are in the front and when you covered almost 1.5km you heard the cry of a girl/boy whose leg is injured by a broken glass. Then what will you do ?
- A. Wait there till other children come.
 - B. Rush to him/her and remove the glass piece immediately.
 - C. Try to report at the finishing point soon and come back later.
 - D. Cry loudly for help and proceed yourself
37. Imagine that you are the head teacher of a school. Some new text books have reached for free distribution, but not sufficient enough to give to all the students. Some of your relatives are there in two divisions of IX std. What criterion would you follow in distributing the books.
- A. Arrange an order of distribution in which the students in your relation falls.
 - B. Hand over the books to the class teacher and ask him to consider your relatives.
 - C. Instruct the class teacher to distribute on the basis of a most suitable criterion.
 - D. You ask the class teacher to supply the books only to studious students.
38. One of your friends' mother fell ill just two weeks before the S.S.L.C examination. There is no one else at his home for their help. Your home is nearer to their home. Then what will you do?
- A. Involve in study by realizing the examination is important than anything else.
 - B. Inform your friend that, though you decided to visit his house many times, your parents didn't allow you.
 - C. Visit his/her home for name sake console the child and return soon.
 - D. Go to the friend's house to help him/her on all intervals of study.

39. Imagine that you belong to a well-to-do family and have passed the plus two course with first class. Soon you are offered the post of an accountant with good salary in a private firm. In this context which of the following options would you prefer?
- A. Accept the job since they offer attractive salary.
 - B. Discard the job offer with the intention of taking a degree also with high marks.
 - C. Seek parents and neighbors opinion and act accordingly.
 - D. Think for some months whether to accept the job or join for higher study.
40. Imagine that an Onam feast is arranged in your school for teachers as well as students. One teacher sought your help to verify the stock of books in the library, on the some day, hoping that the work may finish before 12 O'clock. Unfortunately the work was not over by the expected time. The work can be completed by one more hour.. Then what will you do ?
- A. Stop doing the work at 12 O'clock and go for feast
 - B. Continue the work for some more time with all dislike only because the teacher asked you to do so.
 - C. Seek the teachers consent for doing the remaining work after the feast.
 - D. Finish the job neatly sparing one more hour and attend the feast afterwards.

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APPENDIX VI (E)
VALUE PREFERENCE TEST
2003

RESPONSE SHEET

Name Class Sex: B / G
School S.S. Teacher's name

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

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APPENDIX VI (F)
VALUE PREFERENCE TEST
2003
ANSWER KEY

Sl. No.	Answer	Sl. No.	Answer
1	B	21	A
2	C	22	B
3	C	23	C
4	D	24	C
5	C	25	D
6	B	26	A
7	B	27	D
8	B	28	C
9	A	29	B
10	C	30	C
11	B	31	A
12	C	32	B
13	D	33	C
14	C	34	D
15	A	35	A
16	D	36	B
17	C	37	C
18	D	38	D
19	C	39	B
20	C	40	D

TEACHER'S RATING SCALE OF STUDENTS

Dr. T.C. AYISHABI
Professor

N.K. VIJAYAN
Research Scholar

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

2003

Name of the class teacher Male / Female

Name of the School Class Division

This is a scale intending to know the value commitment of your students with regard to their daily behaviour at school for the last one year. As their previous years' class teacher, you are requested to rate your students in the five point scale given. Please write the name of each student and put a '✓' mark in the column which you feel correct.

Sl. No.	Name of the Pupil	Valueless	Some-times	Often	Very Often	Always
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Remarks if any:

Signature of the class teacher

APPENDIX VIII

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

PERSONAL DATA SHEET

Name of the teacher

Age:

Teaching experience in years:

Sex: M / F

Name of School

.....

How long have you been working in this school.....

Type of Management : Govt. / Aided Rural / Urban

Educational Qualifications:

.....

Subjects handling: History Civics

Geography Economics

Telephone No. if any:

.....

Signature with Date

NB 4797