

# Development and Tryout of Value-based Module for Value Incultation

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## Abstract

*The impact of modernity can be felt on development and progress, in the process, creating a culture of materialism. The youth today is involved in murder, shooting, loot, rape, stabbing in cold blood. Value education in schools can take care of value degradation rampant in India and globally. The objectives of the study were to develop, implement and study the effectiveness of the value-based module for teaching English in terms of conceptual knowledge and value perception in the values of Love, Compassion and Helpfulness along with achievement. Quasi experimental research design was used in this research. Convenience sampling technique was followed to select the sample which consisted of 20 students each from Class IX of two schools of Vadodara city. Achievement test, value knowledge test and value perception scale were constructed and administered to gather the data. The study was conducted in five phases. Mean, SD, Mann-Whitney U-test was used for data analysis. The findings revealed that the module developed for teachers for incultation of values in students through teaching of English was effective as the students had a higher conceptual knowledge and a higher value perception of the values of love, compassion and helpfulness, however no difference was found in the achievement in English.*

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## INTRODUCTION

The very notions of modernisation and modernity have been associated with materialism for a long time. Consumerism and materialism have become integral in the contemporary Indian culture. Dacoities, murders, stabbing, gun-shooting are rampant today and not surprisingly have lost their original impact. Violence has no age and the youth today is involved in heinous crime. There has been a general degradation of human values and the right schooling practices would go a long way in instilling values.

Sharma (2012) defines values as qualities that a person has learned to believe are important or worthwhile. They can be principles to live our lives. According to Venkataiah (1998), values are considered desirable, vital and held in high respect. Beck (1999) believed that the concept of value is based on balancing of activities that encourages human esteem and happiness.

Value education in schools today can meet this challenge. Value education is a planned educational action aimed at the development of values. Realising the significance of schools in imparting values, National Curriculum Framework (2000) has emphasised on the significance of value education in the school curriculum. It gave importance to teachers' role and stated that values can be successfully ingrained when every teacher takes the onus of imparting values through

every academic and co-curriculum activities. Sheik (1997) very aptly said that good education is inseparable from a value oriented-education.

The values of tolerance, compassion, equality, respect, fellow-feeling, love, helpfulness amongst others inculcated in learners would help them to live with greater sensitivity towards all human beings. Though values are directly or indirectly being taught in Indian schools, a deliberate and a concentrated effort is needed. Teaching of values can be done through different methods and approaches. One of them is the Integrated Approach, used by incorporating values in any subject of the school curriculum in an effective manner. Integration is defined as a way to teach students that attempts to break down barriers between subjects and make learning more meaningful to students (Beane, 1977). Modules can be designed for teachers, integrating the content of any subject with values in order to facilitate value inculcation.

According to The National Science Foundation (NSF, 1995) the advantage of modular teaching for teachers is that teaching with the help of modules create a lively, dynamic environment where learning and thinking are of prime importance and done effectively. The module has the flexibility to be well integrated with any discipline; every subject has a wide scope of effectively integrating values in it and can be taught in a more interesting manner.

English is a subject which is fundamentally rich in values, therefore, the investigator felt that English teaching can easily incorporate values through the developed module for teachers.

Some of the values which prominently emerge in English are love, compassion and helpfulness amongst others.

Love is a multidimensional concept in which many subjects involving philosophy, morality, psychology, history amongst others are reflected. Love has many forms, states, and attitudes that are attached to it. It can be a virtue representing human kindness, compassion, and affection. Buechner (2009) describes the meaning of compassion as "Compassion is sometimes the fatal capacity for feeling what it is like to live inside somebody else's skin. It is the knowledge that there can never really be any peace and joy for me until there is peace and joy finally for you too." Compassion is a deep feeling inside that involves empathy and a desire to help and ease people's suffering is paramount. Kielburger (2010) believed that by planting the seeds of compassion in children, they can be nurtured to empathise and seek harmony in the global community. The main characteristics of helpfulness are friendliness, kindness, empathy, warmth and willingness. In social psychology, helpfulness means providing useful assistance; or friendliness which is demonstrated by a kindly and helpful disposition.

An attempt to teach the values of love, compassion and helpfulness through the teaching of English to learners at the secondary level would go a long way in creating peace and harmony and strengthen the world of violence in which we live.

### **RELATED RESEARCH**

Dubey (1992) attempted to ascertain the status of value education in Indian education and his major findings revealed that values such as national integration, brotherhood, secularism, punctuality, have been emphasised. Das (1991) studied the methods adopted by selected secondary schools in India for the development of moral and ethical values and measurement of value judgment of students of Class IX. He found that in the selected schools, the programs and the activities aimed at moral judgment like allotment of one period a week for moral education, brief talks on moral issues in the assembly, observation of birthdays of religious and social leaders by discussing their life and work and maintaining the cumulative records by the teacher. Bajpai (1990) conducted a study on educational intervention curriculum for value development and its facilitative effect upon the level of moral judgement of children. The results indicated that the intervention program greatly enhanced children's ability to judge and act as right and wrong and to understand the intention behind the act.

In the same lines, Joshi's (1998) study on the development of the democratic values through value analysis technique in civics at secondary stage was found to be effective in terms of developing democratic value among students, through the teaching of civics. Biswal and Srivastava (2005) focussed on designing and implementing co-curricular activities to inculcate social values among B.Ed. students was found to be effective in terms of student's conceptual knowledge and value perception in all the taken social values of tolerance, fellow feeling, cooperation, democratic leadership, equality, kindness, social service, social justice, sympathy, helpfulness, friendship, respect for others, sacrifice, social responsibility, kindness, social service and sense of living together. It was also found to be effective in terms of students' reaction towards the major components of co-curricular activities.

### **SIGNIFICANCE OF THE STUDY**

Modernity has left its foot-prints all around us. One of its impact has been unabated violence everywhere. The failing value system has weakened the foundation of our society. A society that lacks a value system can never grow. Therefore, it is of paramount importance that values need to be brought into the fore of schooling practices.

The Indian Government has emphatically stressed on the integration of values with education. Recently, the Gujarat Secondary and

Higher Secondary Education Board and Central Board of Secondary Education have taken initiatives to give a value orientation to the school curriculum. However, a more systematic and a concentrated effort is required. Several approaches and student-centric pedagogy may be needed to give values a top priority, but time constraint faced by teachers to complete the syllabus needs to be actively considered. We need to develop programs that do not burden or stress the teachers or students. Ready instructional materials in the form of value-based modules, well integrated with the subjects and values may prove beneficial for teachers to impart values successfully.

A language is the primary means of communication, to integrate values with languages is natural and English language is no exception. Out of the many objectives of teaching English, one of the objectives is to instil values. The values of love, compassion, and helpfulness amongst others can be smoothly integrated with the content of English.

The review of literature revealed that several researches have been conducted in value education but there is a need for more experimental studies for value inculcation in schools. Out of the researches reviewed, the investigator did not come across any value-based module specially designed for teachers to instil values in learners through the teaching of English at the secondary level.

The current study aims to develop and implement a value-based module for teachers for teaching of English through the integrated approach for development of values of love, compassion and helpfulness in students. It further studies the effectiveness of the module in terms of value knowledge and value perception of students in the above values along with their achievement in English.

Null hypotheses were formulated and tested at 0.01 level of significance. It is therefore hypothesised that there will be no significant difference between the mean gain scores of students of control and experimental group of Class IX in the value knowledge and value perception of values of love, compassion and helpfulness. It is also hypothesised that there will no significant difference between the mean gain scores of control and experimental group in the achievement of English of Class IX students.

## **METHOD**

Quasi experimental research design was adopted for the study. The Pretest/Post-test non-equivalent Control Group Design was followed in this research and convenient sampling technique was used to draw the sample. One section of Class IX students of one school formed the experimental group and another section of Class IX students of another school formed the control group. The groups were matched on the basis of an achievement test in

English administered as a pretest. The groups were matched as the mean score of the experimental and control group was found to be 75.2 and 75.3. The final sample consisted of 20 students in the experimental group and 20 students in the control group. The participants who finally participated were (n=20) in both the groups.

## **MATERIAL**

### **Achievement**

An achievement test was constructed for English of Class IX to know the achievement of students before and after the intervention programme. The pretest scores were used to match the groups. The achievement test consisted of objective type, essay type and short type of questions. The achievement test was conducted semester wise. Each semester test contained 30 marks.

### **Value Perception**

A value perception scale for students was constructed by the investigator to study the perception of students towards different values like love, compassion and helpfulness. The marks allotted for each value was 25 making it a total of 75 for the three taken values. The perception scale consisted of 15 items. Five items were constructed for each of the taken value. Each item had five value-based situations, which were on the scale of five. The situations ranged from strongly positive polarity, positive polarity, neutral, negative polarity

and strongly negative polarity. The corresponding five alternatives in the perception scale were strongly agree, agree, undecided, disagree, strongly disagree. The corresponding scores ranged were 5, 4, 3, 2, 1. The students had to tick mark in one appropriate alternative out of the given five alternatives. The situations were all jumbled up to avoid pattern error.

### **Value Knowledge**

A value knowledge test was constructed by the investigator, which consisted of open-ended items. The questions were related to the conceptual knowledge of the taken values of love, compassion and helpfulness. There were 4 questions related to each value carrying 10 marks. The questions were related to meaning, definition and characteristics and strategies of development of the respective values. The total marks for the value knowledge test was 30.

### **DEVELOPMENT OF MODULE**

The module was developed for the English teacher to inculcate values of love, compassion and helpfulness in students of Class IX. The content analysis of the English textbook was done noting the values of love, compassion and helpfulness that were prominently recurring in the chapters. The relevant sub topics from every chapter was identified, that had the scope for integrating these values.

The design of the module included a general introduction to the module and was divided into chapter name and chapter number in accordance with the English textbook. Each chapter had an introduction which introduced the importance of value integration with the content. The general objectives aimed to develop a broad-spectrum of understanding of the value and the instructional objectives which were more specific, stated in behavioural terms, gave a detailed understanding of the values were stated.

The chapter overview highlighted the gist of the chapter and the lesson content that included the sub-topics, integrated with specific values. The identified values were stated clearly. In the interactive session, reflective questions were put to the students to facilitate a discussion on the meaning, definition and characteristics of values identified in that chapter. There were short stories told which highlighted the values in the chapter, followed by discussion on those values.

The end of the chapter had various activities for value inculcation which included essay-writing, paragraph writing, composition, e-mail-writing, completion of stories, poetry, composition, slogan writing, picture analysis and diary writing. There were discussions held on personal experiences, stories, slogans, proverbs, contribution of great people, poems, every day value practices and value statements. Other

activities included debates, panel discussions, skits, role-plays, games, puzzle-solving, quiz, chart-making, poster-making, written exercises and many more.

### PROCEDURE

The study was conducted in five different phases. In the first phase, the value-based module for English for the teacher was developed according to the various steps of module development. In the second phase, the English teacher of Class IX was given a two-day orientation in the use of the module. The achievement test (first and second semester) in English, value perception scale and value knowledge test were administered to both the experimental and control groups in the third phase. In the fourth experimental phase, the experimental group was taught English with the help of the developed value-based module using the integrated approach by the English teacher for the entire academic year. The control group was taught English in the regular manner without the use of module. During the fifth phase, the post-tests were conducted. The achievement test (semester one) was administered and the achievement test (semester two) along with the value perception scale and value knowledge test were also administered to both the experimental and control group.

The collected data was analysed quantitatively using non-parametric statistics which included Mean, SD, and Mann Whitney U -Test. The mean

gain scores were calculated by finding the difference between post-test and pretest scores of the experimental and control group.

### RESULT AND DISCUSSION

The analysis shows that the experimental group ( $M= 5.50$ ,  $SD= 0.88$ ) differed from the control group ( $M= 0.90$ ,  $SD= 0.91$ ) in the value knowledge of love. The higher mean score of the experimental group in the value knowledge of love in comparison to the control group may be attributed due to the use of value-based module for inculcating values through the teaching of English. To find whether the difference in the mean was significant or by chance and to test the null hypothesis, Mann-Whitney U test was used as the sample was taken by convenience sampling technique.

Table 1 presents the results of the Mann-Whitney U test. Referring the Table for normal probability (Table A of Siegel, 1956) under null hypothesis ( $H_0$ ) of  $z$ , for  $z \leq -5.490$ , the two tailed probability was found to be 0.00 which was lesser than our decided  $\alpha = 0.01$ . Hence, the null hypothesis was rejected. The findings suggest that the students of experimental group and control group differed significantly in the value knowledge of love. It can be concluded that the value knowledge of the value of love of the students in the experimental group was stochastically higher than the students in the control group which was due to the use of

value-based modules in inculcating values through the teaching of English.

The analysis shows that the experimental group ( $M= 6.35$ ,  $SD= 0.93$ ) differed from the control group ( $M=0.75,SD=0.96$ ) in the value knowledge of compassion. The higher mean score of the experimental

hypothesis was rejected. The findings suggest that the students of the experimental group and control group students differed significantly in the value knowledge of compassion. Hence it can be concluded that the value knowledge of compassion of the students in the experimental group was stochastically higher than

**Table 1**  
**Summary of Mann-Whitney U-Test for the Value Knowledge of the Value of Compassion**

Students	N	Sum of Ranks	U-Value	Z- Value	Probability (p)
<b>Experimental group</b>	20	610.00	0.000	-5.505	0.000
<b>Control group</b>	20	210.00			

group in the value knowledge of compassion in comparison to the control group may be attributed due to the use of value-based module for inculcating values through the teaching of English. To find whether the difference in the mean was significant or by chance and to test the null hypothesis, Mann-Whitney U test was used.

Table 2 presents the result of the Mann-Whitney U test. Referring the Table for normal probability (Table A of Siegel, 1956) under null hypothesis ( $H_0$ ) of  $z$ , for  $z \leq -5.505$ , the two tailed probability was found to be 0.00 which was lesser than our decided  $\alpha = 0.01$ . Hence, the null

the students in the control group which was due to the use of value-based modules in inculcating values through the teaching of English.

The analysis shows that the experimental group ( $M= 6.5$ ,  $SD= 0.82$ ) differed from the control group ( $M=1.4,SD=0.99$ ) in the value knowledge of helpfulness. The higher mean score of the experimental group in the value knowledge of helpfulness in comparison to the control group may be attributed due to the use of value-based module for inculcating values through the teaching of English. To find whether the difference in the mean was significant or by chance and to test

**Table 2**  
**Summary of Mann-Whitney U-Test for the Value Knowledge of the Value of Compassion**

Students	N	Sum of Ranks	U-Value	Z- Value	Probability (p)
<b>Experimental group</b>	20	610.00	0.000	-5.505	0.000
<b>Control group</b>	20	210.00			



the null hypothesis Mann-Whitney U test was used.

Table 3 presents the results of the Mann-Whitney U test. Referring the Table for normal probability (Table A of Siegel, 1956) under null hypothesis ( $H_0$ ) of  $z$ , for  $z \leq -5.539$ , the two tailed probability was found to be 0.00 which was lesser than our decided  $\alpha = 0.01$ . Hence, the null hypothesis was rejected. The findings suggest the students of the experimental group and control group differed significantly in the value knowledge of helpfulness. It can be concluded that the value knowledge of the value of helpfulness of the students in the experimental group was stochastically higher than the students in the control group which was due to the use of value-based modules in inculcating values through the teaching English.

The analysis shows that the experimental group ( $M=7.00$ ,

$SD=1.58$ ) differed from the control group ( $M=2.05$ ,  $SD=1.19$ ) in the value perception of love. The higher mean score of the experimental group in the value perception of love in comparison to the control group may be attributed due to the use of value-based module for inculcating values through the teaching of English. To find whether the difference in the mean was significant or by chance and to test the null hypothesis, Mann-Whitney U test was used.

Table 4 presents the results of the Mann-Whitney U test. Referring the Table for normal probability (Table A of Siegel, 1956) under null hypothesis ( $H_0$ ) of  $z$ , for  $z \leq -5.392$ , the two tailed probability was found to be 0.000 which was lesser than our decided  $\alpha = 0.01$ . Hence, the null hypothesis was rejected. The findings suggest that the students of the control group and experimental group differed significantly in terms

**Table 3**  
**Summary of Mann-Whitney U-Test for the Value Knowledge of the Value of Compassion**

Students	N	Sum of Ranks	U-Value	Z- Value	Probability (p)
<b>Experimental group</b>	20	610.00	0.000	-5.539	0.000
<b>Control group</b>	20	210.00			

**Table 4**  
**Summary of Mann-Whitney U-Test for the Value Knowledge of the Value of Compassion**

Students	N	Sum of Ranks	U-Value	Z- Value	Probability (p)
<b>Experimental group</b>	20	608.00	2.00	-5.392	0.000
<b>Control group</b>	20	212.00			

of their value perception of love. It can be concluded that the value perception of the value of love of the students in the experimental group was stochastically higher than the students in the control group which was due to the value based module used in the teaching of English.

The analysis shows that the experimental group (M= 7.50, SD= 0.94) differed from the control group (M=2.00, SD=0.85) in the value perception of compassion. The higher mean score of the experimental group in the value perception of compassion in comparison to the control group may be attributed due to the use of value-based module for inculcating values through the teaching of English. To find whether the difference in the mean was significant or by chance and to test the null hypothesis, Mann-Whitney U test was used.

Table 5 presents the results of the Mann-Whitney U test. Referring the Table for normal probability (Table A of Siegel, 1956) under null hypothesis (Ho) of z, for  $z \leq -5.537$ , the two tailed probability was found to be 0.000 which was lesser than our decided  $\alpha = 0.01$ . Hence, the null hypothesis was rejected. The findings suggest

that the students of the control group and experimental group differed significantly in terms of their value perception of compassion. It can be concluded that the value perception of the value of compassion of the students in the experimental group was stochastically higher than the students in the control group which was due to the value based module used in the teaching of English.

The analysis shows that the experimental group (M= 7.35, SD= 1.03) differed from the control group (M=3.50, SD=4.19) in the value perception of helpfulness. The higher mean score of the experimental group in the value perception of helpfulness in comparison to the control group may be attributed due to the use of value-based module for inculcating values through the teaching of English. To find whether the difference in the mean was significant or by chance and to test the null hypothesis, Mann-Whitney U test was used.

Table 6 presents the results of the Mann-Whitney U test. Referring the Table for normal probability (Table A of Siegel, 1956) under null hypothesis (Ho) of z, for  $z \leq -4.379$ , the two tailed probability was found to be 0.000

**Table 5**  
**Summary of Mann-Whitney U-Test for the Value Knowledge of the Value of Compassion**

Students	N	Sum of Ranks	U-Value	Z- Value	Probability (p)
<b>Experimental group</b>	20	608.00	2.00	-5.537	0.000
<b>Control group</b>	20	212.00			

which was lesser than our decided  $\alpha = 0.01$ . Hence, the null hypothesis was rejected. The findings suggest that the students of the control group and experimental group differed significantly in terms of their value perception of helpfulness. It can be concluded that the value perception of the value of helpfulness of the students in the experimental group was stochastically higher than the students in the control group which was due to the value-based modules used in the teaching of English.

The analysis shows that the experimental group ( $M= 22.5$ ,  $SD= 3.70$ ) differed from the control group ( $M=25.15$ ,  $SD=3.58$ ) in the achievement in English. To find whether the difference in the mean was significant or by chance and to test the null hypothesis, Mann-Whitney U test was used.

Table 7 presents the results of the Mann-Whitney U test. Referring the Table for normal probability (Table A of Siegel, 1956) under null hypothesis ( $H_0$ ) of  $z$ , for  $z \leq -2.480$ ,

the two tailed probability was found to be 0.013 to be more than our decided  $\alpha = 0.01$ . Hence, the null hypothesis was accepted. The findings suggest that the students of control group and experimental group did not differ significantly in terms of their achievement of English. It can be concluded that the achievement in English of the students in the experimental group and the control was the same and the achievement in English did not go down in the experimental group due to the value integrated teaching through discussions and value-based activities.

The developed value-based module for the teacher was found to be effective in terms of acquisition of value knowledge and development of value perception in the students of Class IX in the values of love, compassion, and helpfulness. It is encouraging to note that student achievement in English was the same in both the groups and did not go down because of the time spent on different

**Table 6**  
**Summary of Mann-Whitney U-Test for the Value Knowledge of the Value of Compassion**

Students	N	Sum of Ranks	U-Value	Z- Value	Probability (p)
<b>Experimental group</b>	20	570.00	40.000	-4.379	0.000
<b>Control group</b>	20	250.00			

**Table 7**  
**Summary of Mann-Whitney U-Test for the Value Knowledge of the Value of Compassion**

Students	N	Sum of Ranks	U-Value	Z- Value	Probability (p)
<b>Experimental group</b>	20	319.00	109.000	-2.480	0.013
<b>Control group</b>	20	501.00			

value-based activities. The reasons attributed for value knowledge acquisition and development of value perception is the emphasis laid on the value discussions held in the class. The value-based module had various sub-topics of English integrated with the values including the description of all values. The value component was brought out and conceptual clarity related and the meaning, definition and characteristics of values and strategies for value development were given during these discussions. Vaidya's (1991) study related to life and human values in the physics textbook taught by the dramatisation method showed an increase in the moral values of students supports this finding. The effectiveness of the module was due to the various value-based activities like storytelling, games, quiz, poster making, essay writing, letter writing, paragraph writing, poetry writing, value dilemmas and presentations conducted in the class. A co-curricular activities program was found to be effective in terms of the development of the student's conceptual knowledge and value perception in the values of tolerance, cooperation, equality, friendship, fellow-feeling, amongst others (Biswal and Srivastava, 2005).

There was no significant difference in the achievement in English in both the groups. However, Bajpai's (1990) study revealed that variables like intelligence, academic achievement were found significantly related to the concept of moral judgment.

## CONCLUSION

The study focused on the development and try out of value-based module for teachers in the subject of English, at the secondary level with an aim to inculcate values amongst secondary school students. The value-based modules for teachers were found to be effective in developing value knowledge and value perception in the values of love, compassion and helpfulness amongst students of Class IX. It was also observed that the achievement of the students in English did not go down inspite of the time spent on the value-based activities integrated with the topics of English. Value degradation can be observed everywhere in the society today. National development depends on a value-based society. The need for value education in schools today has been long realised. The school curriculum needs to emphasise on the teaching of values which is the need of the hour in the present violence-inflicted scenario. The teachers in schools can develop modules or instructional material containing value-integrated topics and value-based activities to teach different subject through the integrated approach which would help in value development in students. The schools and the teachers need to make serious attempts in this direction to bring in peace in the local and global environment.

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