VALUE-ORIENTED CONTENTS IN SOCIAL SCIENCE TEXT-BOOKS OF MBSE AND CBSE AND THE ACQUIRED VALUES OF STUDENTS: A COMPARATIVE STUDY

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE
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CERTIFICATE

This is to certify that the thesis entitled "**Value-oriented Contents in Social Science Text-books of MBSE and CBSE and the Acquired Values of Students: A Comparative Study**" submitted by **Shri Rupendra Chakma,** a research scholar with Regn. No. **MZU/Ph.D./1054 of 06.11.2017** for the degree of Doctor of Philosophy in Education of the Department of Education, Mizoram University, Aizawl, India. The thesis is the original work carried out by him and has not been submitted for the award of any to any university before. He has prepared this research report with all the requirements as laid down in the Ph.D. Regulations by the University.

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DECLARATION

I, Rupendra Chakma, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Education.

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Dated: Aizawl   **(RUPENDRA CHAKMA)**

The 10th June 2024   Researcher Scholar

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1.01. Introduction

Modernization has indeed influenced every aspect of our lives. Nowadays, humans live in a world characterized by technology and digitalization, where a person can interact with a vast number of individuals, organizations, events, and situations without even leaving their homes. As a result, a person has access to a wide range of knowledge and information, which can be complex and diverse in nature. However, due to this complexity, it is not always easy for individuals to differentiate between the true and the false, good and bad, and which sources can be trusted or which cannot.

Education aims at the all-around development of individuals, including physical, intellectual, social, moral, and spiritual development. Education and values are inseparable and interdependent. Education leads to the inculcation of values in individuals, and the cherished values of society provide direction to the process of education. There are three broad sources through which an individual can acquire and develop values: family, society, and institutions (formal and informal). The formal institution implies the schools and the informal institution involves the cultural, religious or spiritual institutions. Due to the changing circumstances in lifestyles of the people and the complexities and dynamics structure in modern society, there is the degradation of moral and ethical values among children (Bhakta & Dutta, 2017; Chukwu & Onyema, 2019). The family, school, religious organisation, and society are considered agencies that play an important role in developing desirable values among individuals.

A school or educational institution is a well-organized and planned institution, and educational practices set the aims and objectives, and the curriculum is the expression of their aims and objectives. The educational practices are organized and executed by teachers, which aim at the all-around development of the students and to prepare them to be responsible members of society.

1.02. Concept of Value and Values

The term 'Value' originated from the Latin word *'valere',* which means be strong, be well, be worth. It literary means something precious and worthwhile for an individual. The philosophers first initiated the concept of value in the 4th century BC. Western philosopher Aristotle (384-322) used the word 'value' based on need, with the help of which exchange would take place. In the mid-to-late seventeenth century, the theory of value was increasingly used in the production of commodities, and reduced emphasis was reflected on the conditions of their exchange. Thus, the term 'value' was initially used in the discipline of economics, and it was also adopted in many disciplines like philosophy, sociology, and education.

It was in 1880 that a German philosopher, Friedrich Nietzsche (1844-1990), used the word 'Values' in plural form to denote moral attitudes and beliefs that were personal and subjective (Aggarwal, 2018). In philosophy and education, the word 'values' signifies the ideals that we hold, which gives significance and meaning to our lives (Arulsamy, 2013). Philosophically, it denotes a thinking process or a point of view of an individual that is useful for him/her and reflected in his personality (Walia, 2012). These are related to concepts like morale, ethics, principles or beliefs (Charles & Selvi, 2014). Values are generally consistent across various situations but are also considered subjective and vary across people and cultures and from one country to another (Arulsamy, 2013). There are several acceptable definitions of values in the context of education that have enough precision to provide schools with a common ground for exploring the approaches to value education (Charles & Selvi, 2014).

1.02.1 Definitions of Values

"Values are generally long-term standards or principles that are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong." (UNESCO)

Goldsmith (2000) said, "Values are principles that guide human behaviour in certain ways. Thus, the values are the deep-seated psychological construct that directs our preferences to achieve what is good in life." (Charles & Selvi, 2014, p-248)

According to Mukherjee, "Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations**."** (Walia, 2012 p-231)

"*Values are defined as everything from eternal ideas and guiding principles that lead to desirable behavioural patterns and are positive. They involve both the cognitive and affective dimensions and provide an important basis for individual choices based on connecting thoughts and feelings and emotions leading to positive action.*" (CBSE, 2012 p-16)

Therefore, values may be eminently conceived as the eternal, intrinsic and guiding principles of life that are conducive to the physical and social adjustment of an individual in the social environment.

1.03. Classification of Values

Values as principles and fundamental convictions are abstractions until they are applied in the context of our daily life. There are different types of values that people acquire and support to different degrees, and the value profile of one person differs from one another (Charles & Selvi, 2014). Therefore, values may be classified in various ways (Charles & Selvi, 2014; Aggarwal, 2018). Gawande (2002) classified values into six types. They are:

1) Human values,

2) National and Constitutional values,

3) Social values,

4) Vocational values,

5) Religious values, and

6) Aesthetic values

Values can be broadly classified into two- Instrumental values and Intrinsic values (Charles & Selvi, 2014; Aggarwal, 2018). Further, there would be sub-values under each category. They are as follows:

Instrumental Values	Intrinsic Values
Personal Values Social Values Family values Cultural Values Democratic Values Instutionall Values Religious Values	Truth Beauty Goodness Peace Bliss Happiness
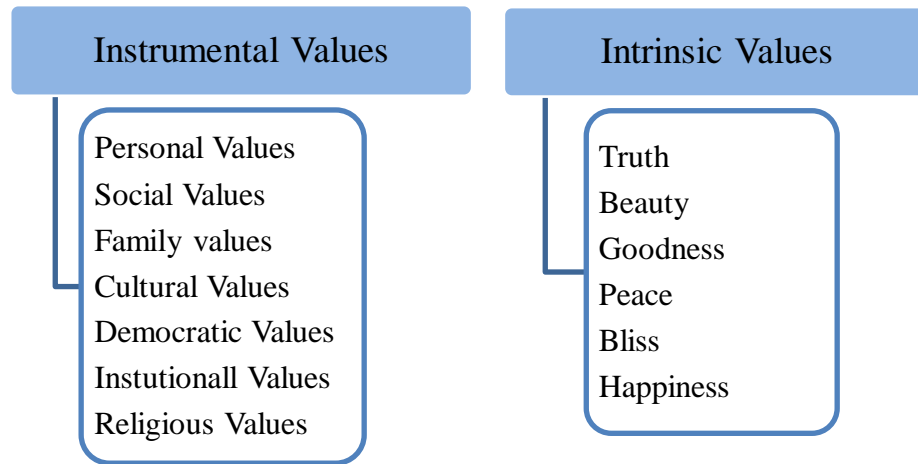
Aggarwal (2018) has given the following classification of values:

1. Aesthetic values
2. Cultural values
3. Citizenship values
4. Economic or material values
5. Emotional values
6. Ethical values
7. Humanistic values
8. Intellectual or mental values
9. Moral values
10. National values
11. Physical values
12. Religious values
13. Scientific values
14. Social or sociological values
15. Spiritual values
16. Universal values
17. Positive values and negative values

It may be observed that there is no definitive and rigid classification of values. Thus, for the present study, the investigator had taken up the classification of values as follows:

1. Social Values
2. Democratic Values
3. Moral Values
4. National and Patriotic Values
5. Secular Values
6. Human Values
7. Physical Health Values
8. Environmental Values
9. Economic Values
10. Aesthetic Values

These values were considered indispensable for the individual in present society and the existing education system.

1.04. Value-oriented Education

Education for values aims at developing broader capabilities, attitudes, and skills among students that they demonstrate in schools and beyond school life to make the world a better place for themselves, their families, friends, colleagues, and others (NCERT, 2012). It is through proper values education that we can expect the development of positive and desirable values among individuals.

Values Education may be defined as that programme or component of secular moral education which aims at inculcating proper human, social, cultural, and environmental values and forming proper and balanced attitudes among the students in keeping with the demands of modern and future society – national as well as the global society (Ruhela & Nayak, 2010). Value-oriented education may be imparted indirectly through the hidden curriculum by including value-based content in the textbook and integrating the values education subject curriculum in the education system directly, as emphasized by educationists like E. N. Gawande. It also involves all the programmes

and activities in the scholastic and co-scholastic domains of curriculum, which are imparted to the students in the schools as well as outside the schools.

Literature also shows that religions have played an important role in the development of desirable values among individuals in Indian society (Kapur, 2008). As India is a secular country, sometimes, it may not be possible to provide religious education to the students directly because of the diversity of the students in the schools. Thus, it is imperative to develop an appropriate curriculum in the education system to inculcate positive values, attitudes, and virtues in the students.

1.05. Background of Value-Oriented Education in India

Education for the development of values has always been the foremost priority since the beginning of the ancient education system in India. There is prominent evidence in ancient scriptures and literature that the development of character and morality were the main objectives of learning, and learning institutions like '*Gurukulas' and 'Viharas'* or monasteries were the repositories of values. Let us discuss the various periods of the education system, the committees and commissions, and their recommendations on values education in order to understand the historical development of value-oriented education and the various approaches to inculcating values in India.

1.05.1. Value-oriented Education during the Vedic Period

During the Vedic period, education was imparted to the pupils in the residence of the teachers, commonly known as Gurukula, where the pupils had to stay with the teacher during the process of their education. During that period, the ultimate aim of education is to understand spiritual emancipation and the realization of supreme truth or salvation under the guidance of the *Guru* or teacher. Thus, it is the duty and responsibility of the *Guru* or teacher to promote moral awareness to the pupils and to train them to lead a disciplined and spiritual life (Shukla, 2004 p-72). The Vedic philosophy itself depicts the deliberation, realization, and connection of self and the soul with the universe (Brahma), which cannot be achieved or attained without observing discipline and character.

1.05.2. Value-oriented Education during the Buddhist Period

Buddhism emerged as a system of education with the decline of the Vedic education system. Learning in the Vedic education system was gradually confined to mostly reciting the *Mantras* and to the caste system, where due importance was given to the Brahmins, and learning was forbidden to the lower caste people (Shukla, 2004). Like the *Gurukula* system of education, education was imparted to the pupils in the residence of the teachers or a group of teachers commonly known as *Viharas.* During that period, Buddhism or the teaching of the *Gautama*, the Buddha was regarded as a way of living rather than a religion. The value system in Buddhism could be observed by looking at various rules and moral codes of conduct for living a peaceful and harmonious life, such as the Five Precepts for the common masses, Ten Precepts for the *Shamans* or novices and ten Precepts, along with 227 sub-rules for the *Bhikshus* or monks which were the foundations of the learning in Buddhism. The teachers and the pupils practiced meditation, and it was essential for the realization or attainment of *Nirvana* or liberation from all kinds of suffering. Therefore, the teachings in Buddhism emphasized moral codes of conduct and the development of spiritual values.

1.05.3. Value-oriented Education during the Medieval period

With the invasion of the Mughals in prominent parts of the Indian sub-continent, the Islamic religious education of Muslims emerged as a system of education in India. During this period, education was imparted to the individuals in *Maktabs* and *Madarsas*, where primary education was provided, and higher education was provided in *Madarsas*. These institutions were generally attached to the Mosque, a religious sacred place for the Muslims. Early education was based on the study of *'The Quran'*, the religious scripture of Muslims, and the teachers and religious leaders. The founder of Islam, Mohammad, emphasised the development of truth, devotion to duty, peace, non-violence, brotherhood, co-operation and sacrifice among individuals for happiness in life (Gawande, 2002).

1.05.4. Value-oriented Education during the British Period

During British rule, there were mainly two categories of learning or education institutions in India. The institutions run by religious organisations or charitable organisations like *Pathasalas* of Hindu organisations and *Maktabs* and *Madarsas* of Muslim organisations, and the institutions run by the British India government. The British started the first St Mary Schools in Madras (Chennai) in the year 1715, followed up by the establishment of formal schools in 172 for the community while supporting and maintaining the existing *Pathasalas* and *Maktabs /Madarsas* (Shukla, 2004). During that period, the British Indian government appointed various committees and commissions for the improvement and development of the education system in India. In 1815, Lord Moria studied the existing education system and advocated that education should be based on moral, religious, and spiritual along with the 3Rs in the curriculum (Gawande, 2002). Wood's Despatch (1854) endeavoured to impart useful knowledge to the students in India to develop and enhance their intellectual, moral and economic status (Shukla, 2004). It was instructed to provide secular moral instructions to the students by excluding religious education from the curriculum in order to protect and respect the diversity of religious faith in India (Shukla, 2004; Gawande, 2002). The Indian Education Commission (1882), also known as the Hunter Commission, suggested that the government should not indulge in imparting religious education in schools. However, the government should not restrict non-government schools from imparting religious instructions in their schools. Subsequently, many indigenous schools were established in many parts of India. In 1887, Swami Vivekananda founded the Ramakrishna Mission for the development of good character and Indian culture by transmitting Indian moral and spiritual values. Similarly, Ravindranath Tagore established Shantiniketan at Bolepur (Shukla, 2004). University Education Commission (1904) reiterated the recommendation of Wood's Despatch on religious education. The education policy of 1921 directed all the provinces of government strictly adhere to the policy of strict religious neutrality in schools and the principle that the government schools ought not to be used as means of fostering any religion at the expense of others (Shukla, 2004). In 1944, a Religious Education Committee was appointed under the chairmanship of G.D. Barne by the

Central Advisory Board of Education that made the following suggestions (Shukla, 2004 p-86-87):

  i) Moral and Spiritual values of life should be given importance in any scheme of education.

  ii) Moral and spiritual teaching should be an integral part of the curriculum, considering the common practices of all religions.

  iii) The state should take responsibility for imparting spiritual and moral education.

  iv) Schools should start functioning with morning prayers and meditation for a short period before the class begins.

  v) To set up a committee to investigate and formulate appropriate methods of imparting religious instruction to students at various levels of education.

1.05.5. Value-oriented Education After Independence

After independence, various committees and education commissions have given recommendations regarding the inclusion of value-oriented education in the school curriculum and the inculcation of values in students from elementary to university level.

The University Education Commission (1948-49), popularly known as the *Radhakrishnan Commission,* advocated that morality is the guiding principle of the life process for the harmonious development of individuals (Gawande, 2002). It is through proper religious instructions that morality can be developed among individuals. However, providing instructions and education on any particular religion is against the secular principle of the Indian Constitution. Therefore, the commission emphasized the comparative study of various religions and providing desirable religious instructions that inculcate the great virtues of faith, courage, discipline and sacrifice among individuals. The commission recommended that (Aggarwal, 2018) -

  i) All educational institutions should introduce a few minutes of silent meditation before the class work starts.

ii) In the first year of the degree course, the lives of great religious leaders should be taught to the students.

iii) In the second year, some selections of Universalist characters from the scriptures of the world will be studied.

iv) In the third year, the central problems of the philosophy of religion are to be considered.

The Secondary Education Commission (1952-52), headed by Dr. Lakmanaswami Mudaliar, envisaged that character formation and development of personality is a chief aim of secondary education. It advocated that moral and religious values should be imparted through prayer and biographies of great personalities around the world. Further, the commission emphasized that instruction on morality and spiritualism may be given to the students in the schools on a voluntary basis. However, these instructions should be given outside the normal school hours by considering the faith of the concerned children and be given with the consent of parents and the management.

In 1959, a Committee on Religious and Moral Education was constituted by the Ministry of Education, Government of India, under the chairmanship of Shri Prakash. The committee recommended that the indispensable knowledge of the great world religions be included as part of the secondary level of social studies and history curriculum. In the teaching of languages and general reading, simple texts and stories regarding different religions may be included. The committee also emphasized moral and religious education from elementary to university level of education (Aggarwal, 2005).

In May 1961, the Ministry of Education had appointed a Committee on Emotional Integration under the chairmanship of Dr. Sampurnanand. The committee recommended the following points related to the development of values among individuals:

i) Habits of clean and healthy living must be fostered among the students, and there must be scope for physical development through sports, games, walking, climbing, swimming and dancing (Chapter XI, para–3.1).

ii) Appreciation and enjoyment of beauty through music, craft, painting, modeling, dancing, poetry, drama, gardening, and the observation of nature should be encouraged for the development of aesthetic values to the students (Chapter XI, para-3.2).

iii) The committee suggested the following important sources of knowledge to support the notion of 'knowing what is right and what is wrong':

    (a) Precepts from religions; (b) guidance from conscience; (c) the vision of greatness examples of courage, noble acts, devotion to duty; and (d) the traditional virtues of the community (Chapter XI, para-3.4).

iv) As India is a secular State, it may not be desirable to impart religious instruction directly to the students. Therefore, the committee suggested the following ways through which the development of moral and spiritual values among the individuals in Indian society can be endeavored:

    (a) Content selections can be included in language textbooks from religious books so that a systematic study may lead those who are interested to study those books further.

    (b) Celebrating the occasions of important religious festivals for understanding their significance.

    (c) The philosophy and teachings of religious leaders may be incorporated into the curriculum of social studies and languages.

    (d) Open talks on the teachings of religions may be arranged in schools. However, only able and competent persons should be invited, and they should approach the task with humility and the desire to share their experiences with others (Chapter XI, para-3.5).

The Education Commission (1964-66), commonly known as the Kothari Commission, advocated the importance of inculcating the right values among students at all stages of education. The commission also emphasised the development of Democratic Values, which will enable all to adopt democracy, not only as a form of government but also as a way of life (Chapter 1, para-68). The commission expressed the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values (Chapter 1, para-74). It was for the first time

that the development of spiritual values was highlighted and incorporated into the education system. The commission recommended the integration of the essential knowledge of major religions in the syllabus as a part of the course or as part of general education at the schools and college level, as recommended by the Shri Prakash Committee (1959) and Sampurnanand Committee (1961). Accordingly, the commission highlighted the fundamental similarities in the great religions of the world and emphasized the cultivation of certain broadly comparable moral and spiritual values among the students (Chapter 1, para-79). The Commission recommended that a conscious and organized attempt should be made to impart education of social, moral and spiritual values with the help, wherever possible, of the ethical teaching of great religions (Chapter 8, para-94). The commission also emphasized specific provisions for direct moral instruction in the school were highly desirable.

In 1978, a policy frame for the development of education over the next 10 years in India was compiled by Citizens for Democracy in booklet form entitled *Education for Our People*" written by Dr. J.P. Naik. The document brought suggestions and recommendations for educational transformation, which includes value-oriented education programmes in the country's existing education system (Shukla, 2004, p-97). The significance of value systems in the educational process was discussed. Subsequently, it advocated that education programs should foster basic values like truth, equality, freedom, cooperation, justice, and dignity of the individual, and emphasis should be given to the development of skills and promoting a scientific outlook of life to the students (Section 3, para-2).

The National Policy on Education (NPE) 1986 emphasized that the education system should produce young men and women of ability and character through the inculcation of moral and social values who would be committed to national service and development. The Policy envisaged that in a culturally plural country like India, education should foster eternal and universal values and emphasize the unity and integration of the people, which could help to eliminate the obscurantism, violence, religious fanaticism, superstition, and fatalism in the country (Part-VIII, para- 4).

In 1989, a conference was held at Shimla to discuss the process of imparting moral or value-oriented education to students. The conference suggested both formal and non-formal media as an effective force for value-oriented education of the students where formal media involves the school or educational institutions and its environment, and non-formal media includes various existing literature, sociology and mass media as a source for the development of values (Gawande, 2002).

The Government of India constituted and appointed a committee on 7th May 1990 to review the NPE, 1986, under the chairmanship of Acharya Ramamurti. Regarding Value Education, the committee emphasized the unity and integrity of the people as envisaged in NPE, 1986 and regarded imparting value education as an integral part of the entire educational process. The Committee recommended the values that constitute and are regarded vital for the unity and integrity of the people, including democracy, secularism, socialism, scientific temper, equality of sexes, honesty, integrity, courage and justice, respect for all life forms, different cultures and languages (including tribal) etc. The Committee also recommended that these values should be disseminated to the students through special classes/lectures in morality or through mechanical textbook-based learning methods (Chapter 12, para- 4).

NPE Programme of Action (POA) 1992 emphasized value education as an integral part of the school curriculum as suggested by the Ramamurti Committee, 1990. It highlighted that the desirable values that need to be incorporated into the curriculum should be drawn from national goals, universal perception, ethical consideration and character building. It stressed the importance of the inculcation of values like honesty, truthfulness, courage, conviction, straightforwardness, fearlessness, tolerance, love for justice, dependability, compassion, etc., for creating a humane society and balanced individuals. It is recommended that the framework for curriculum must pay particular attention to the values specified by the NPE and integrate the various components of value education into the curriculum at all stages of school education (Section 8, para- 9.13).

The Government of India appointed a Parliamentary Standing Committee on 16th January 1997 under the chairmanship of S.B. Chavan to conduct an in-depth

study on various aspects of Value Based Education and present a report on the subject on 22nd January 1999. The committee identified five core universal values, Truth (*Satya*), Righteous Conduct (*Dharma*), Peace (*Shanti*), Love (*Prem*), and Non-violence (*Ahimsa*), as the foundation for value value-based education programmes. (para-8) The committee recommended that value education should start right from the primary school level. In view of the country's diversity in various aspects, developing unity among its citizens is crucial. Therefore, the committee recommended the inculcation of national values based on the features of national identity to the students indirectly at the primary level and included in the curriculum at the middle and secondary levels of education. The committee also stressed the significance of teachers for inculcating desirable values among the students, for which the committee recommended the re-orientation and reconstruction of the teachers' training programme curriculum.

The Central Advisory Board of Education (CABE) constituted a committee to report on the "Integration of Cultural Education in the School Curriculum" in 2005 under the Ministry of Human Resource Development (MHRD), Government of India. The main focus of the committee was to bring about 'what', 'why' and 'how' to inculcate cultural values through the school curriculum. The committee recommended integrating various culture-related content and activities in the school curriculum by taking into consideration the students' cultural backgrounds. Subsequently, the committee provided various suggestions to raise awareness and sensitize the students to their own culture and appreciate the cultures of others. It was also suggested that different folk-art forms, folk songs, stories, riddles, and games should be included as 'text' material and that the illustrations in textbooks should reflect local culture (Section 3, para-14).

The government of India constituted a committee on 31st October 2015, under the chairmanship of TSR Subramaniam, to study the progress of the education system in the evolution of the country's new education policy. The committee submitted its report on 30th April 2016 to the Ministry of Human Resource Development (MHRD), Government of India. The core objective of the Policy is to provide information,

knowledge, skills, and values and to inculcate social attitudes which enable a student to become a good human being, a proud citizen and contribute to the development of the country (Chapter IX, para-2.1). The committee assumed and emphasized the critical importance of values education in the contemporary scenario where, unfortunately, the consequences of exploitation and intolerance were increasingly witnessed (Chapter IX, para-3.1). In order to promote equity, social justice, tolerance and national integration, the committee recognized the Core Universal Values identified by the Chavan Committee (1999), such as Truth (*Satya*), Righteous Conduct (*Dharma*), Peace (*Shanti*), Love (*Prem*) and Non-Violence (*Ahimsa*). The committee recommended that these Universal Values should be the foundation stone for a value-based education and be made an integral part of education at all levels (Chapter IX, para-3.2). The committee recommended that schools/educational Institutions must also develop qualities like regularity and punctuality, cleanliness, good conduct, consideration for the elderly and respect for women among the students and inculcate the spirit of hard work and entrepreneurship, respect for human rights and compassion for the underprivileged sections of society (Chapter IX, para-3.3).

After the Subramanian Committee report, the Government of India invited suggestions and feedback from various stakeholders of the education system from all over the country. A committee was constituted to draft the National Education Policy (NEP) on 24th June 2017 under the chairmanship of Dr. K. Kasturiranjan. The committee considered the Subramanian Committee report and the suggestions received from various stakeholders in the education system. The committee submitted the drafted NEP on 15th December 2018 to the MHRD, Government of India. NEP, 2019 emphasized ethical and moral development among the students. The inculcation of these values should start at the beginning of early education, according to NEP 2019. Moral values imply knowing the difference between "right" and "wrong" (Chapter 1, para-8), and the development of social values like cooperation, teamwork, social interaction, and compassion should be focused on in the early education of the children (Chapter 1, para -9). The development of ethical and moral values should be an integral part of the school curriculum. Therefore, NEP 2019 (Draft) recommended incorporating contents to various subjects on service *(Seva),* cleanliness *(Swacchata)*,

non-violence (*Ahimsa*), respect and safety for women, honesty, helpfulness, tolerance, equality, fraternity, respect and care for the natural environment etc., in the school curriculum. The NEP 2019 also recommended introducing moral and ethical subjects as courses of study during the 6-8 standard of school education and more advanced semester courses on philosophy, ethics, and moral reasoning in high school as well (Chapter 4, para-6.8.8).

The National Education Policy 2020 suggested value-oriented education for students from the earliest stages of schooling to higher levels of education. It advocates inculcating the eternal values of truth *(Satya),* righteous conduct *(Dharma)*, peace *(Shanti),* love and compassion *(Prem),* and non-violence *(Ahimsa)* as identified by Chavan Committee 1999 and recommended by the Subramaniam Committee 2016 with the development of humanistic, ethical, constitutional, universal human values, citizenship values, scientific temper, as well as life skills. The policy recommended the adoption of various strategies and approaches regarding the inculcation of values in the student at various stages. The policy directed the setup of implementation committees of various subject-wise experts in collaboration and consultation with relevant ministries at both Central and State levels to develop detailed implementation plans for each aspect of the policy recommendations.

1.06. Value-oriented Education and National Curriculum Frameworks

The development of the curriculum and the framing and formulation of the school curriculum were entrusted to the National Council of Educational Research and Training (NCERT) by the Government of India. The NCERT was registered as a Society on 6th June 1961 and later established as a Council on 27th July 1961. Since independence, the development of a national system of education in the country has been of utmost importance for a common system of school education, national unity, and integrity, which will enable and encourage the expression of cultural and social diversity across the country. Therefore, the formulation of the National Curriculum Framework (NCF) emerged to guide the teachers, educational administrators, and other personnel in the school education process in achieving the goal of nation-

building. Subsequently, many National Curriculum Frameworks were developed by NCERT, which has been discussed below.

1.06.1. Ten Years School Curriculum: A Framework of NCERT (1975)

NCERT developed the first National Curriculum Framework in 1975 for the first Ten Years of school education, from class I to Class X. Regarding value-oriented education, the NCF 1975 proposed that the contents included in the curriculum should be related to national integration, equality, social justice, democratic values and modernization of the society and the inculcation of moral and spiritual values (Chapter 2, para-2). NCF 1975 considered work experience as a productive source of learning and to develop positive attitudes among students, which is necessary to create cooperation and a sense of responsibility within the framework of equality and the promotion of tolerance, friendship, and peace (Chapter 2, para-3 & 5). It also emphasized character building and the development of human values through self-actualization and self-realization. These can be achieved through various educational activities such as social service programmes, scouting and guiding, NCC, and other co-curricular activities in the schools, which also help for the development of qualities like compassion, endurance, courage, resourcefulness, respect for others, team spirit, truthfulness, sincerity, loyalty to duty and faithfulness (Chapter 3, para-4.5).

1.06.2. National Curriculum for Elementary and Secondary Education (NCESE, 1988)

There have been tremendous changes and developments in the education system with respect to the common schooling system, infrastructures, and curriculum process after the NCF 1975. However, the implementation of NCF 1975 had been uneven among many states and union territories due to a lack of proper planning in the teaching-learning process and curriculum transaction and due to a wide range of disparities with respect to physical and human resources necessary for effective transaction of the curriculum in schools (Chapter 1, para-7). NCESE 1988 or NCF 1988 was developed and formulated for the reorientation and readjustment of the curriculum contents in the process of education of the students (Chapter 1, para-10).

With respect to the contents of value-oriented education in the school curriculum, NCF 1988 emphasized the development of character, attitudes, and values such as honesty, truthfulness, courage, tolerance, fearlessness, social justice, love and compassion, and obligation towards Indian constitutional principles among the students with the aim of eliminating the religious fanaticism, obstruction, violence, fatalism, superstition, exploitation, and injustice among the citizens in the country (Chapter 1, para - 20). NCF 1988 also advocated promoting awareness related to various causes of natural environmental pollution by including contents in the curriculum about the protection and conservation of natural resources through various scholastic and co-scholastic practices and activities in the schools and outside it.

1.06.3. National Curriculum Framework (NCF, 2000)

NCF 2000 stressed the importance of religion in the process of school education for the development of values among the students and urged that the development of social, moral, and spiritual values of the students cannot be left entirely to the home and community (Chapter 2, para - 2). NCF 2000 emphasized that religion had been a guiding force for the development of desirable values among individuals in Indian societies. Therefore, NCF 2000 advocated religion as one of the central components and recommended including content about awareness of all religions of the country in the school curriculum (Chapter 2, para- 2). However, it is recommended that there be no separate subjects of study at any stage about values education or religious education, and the contents of values education should be integrated into all the subjects of study judiciously (Chapter 2, para - 3). NCF 2000 also emphasized that inculcation of values must start at the very early stage of school education as recommended by Chavan Committee Report 1999 through a comprehensive programme in the entire school education process where students would be able to 'know good,' 'love good' and 'do good' (Chapter 2, para- 4).

1.06.4. National Curriculum Framework (NCF) 2005

NCF 2005 emphasized education for peace, which aims at the development of ethical reasoning, inculcating positive values, attitudes, and skills that are required for

living in harmony in a pluralistic society like India as well as around the world, including nature. NCF 2005 considered value-oriented education as a process of building character among students for peace, tolerance, justice, equality, understanding of socio-cultural diversity, concern for others' well-being, secularism, and respect for human rights and dignity. Thus, NCF 2005 stressed that the contents of the school curriculum must reflect these values. Accordingly, education for the development of peace must be a concern in the school life process of the students through the environment of teaching-learning processes in the classroom and the entire range of co-curricular activities in school and outside it. NCF 2005 suggested strategies and methods helpful in promoting peace to the students during the teaching-learning process, such as short stories, anecdotes, games, experiments, discussions, dialogues, clarification of values, examples, analogies, metaphors, role-playing, etc. It also emphasized the inclusion of art education and physical and health education as a part of the school curriculum for the development of personal health values as well as aesthetic values among the students. NCF 2005 recommended recognizing physical and health education as important subjects and integrated suitably in the curriculum, making it compulsory from the primary to the secondary level of school education. In terms of the curriculum for artistic development of skills and abilities, various art-visual and performing and craft work available in the country must be made not only as a separate subject of study but also integrated into various subjects like history, social and environmental studies, geography, and economics.

1.06.5. National Curriculum Framework for Teacher Education (2009)

National Curriculum Framework for Teacher Education (NCFTE) was formulated and developed by the National Council of Teacher Education, Government of India. The main purpose of NCFTE 2009 was to introduce a new approach to the curriculum of teacher education by facilitating a better convergence in the professional training and continuous professional development of teachers at various stages of school education. As teachers are regarded as the backbone of the education system and the development of society, a quality curriculum framework was empirical for the quality of education of students, particularly citizens, at large. NCFTE emphasized

that "true education is a process of developing the human personality in all its dimensions – intellectual, physical, emotional, social, moral and spiritual." (Chapter 2, para-27). It recognized and adopted the principle of "Education for Peace is education for life," as recommended by NCF 2005, which provides an integration of value orientation for teachers in the education system (Chapter 2, para-27).

1.06.6. National Curriculum Framework for School Education (NCFSE), 2023

The recommendation of the NEP 2020 leads to the formulation of a new National Curriculum Framework for School Education (NCFSE) for the development of diverse curricula in India. The primary objective of NCFSE 2023 is to help achieve the positive transformation of India's school education system as envisioned in NEP 2020.

NCFSE 2023 has given priority to the development of values among the students and included a separate chapter on 'Values' under Part C of the NCFSE 2023. It emphasized that the school curriculum should deliberately choose values and dispositions of values, in addition to the development of knowledge and building capacities among the students, that are aligned with the aims of education (Part A: Chapter 1, Section 1.2). It is also considered that value-oriented education should be fully integrated into learning standards, pedagogical processes, and school and classroom culture. However, no separate time or class, or subjects are being proposed for values education at this point (Part C: Chapter 1, Section-1.2.1). Nevertheless, it stressed the worthwhileness of individual schools, school systems, and states to consider and rigorously specify the time for specific values and adopt different approaches for different stages of school education to inculcate values. Accordingly, the inclusion of topics and contents related to 'Ethics' under the Philosophy curriculum would be helpful to instigate students as a way of thinking and ethical reasoning about moral issues that they face in day-to-day life (Part B: Chapter 10. Section 10.2, Clause 1.2).

The school culture and classroom processes influence the learners to develop values in a distinguished manner as children grow, and therefore, it must be inculcated appropriately at various stages (Part C: Chapter 1, Section 1.1). Subsequently, playing

together helps children learn to share at the Foundational Stage. In the Preparatory Stage, the emphasis is on completing given work and putting things away as a part of classroom practice, which helps in good habit formation. In the Middle Stage, the emphasis on collaborative group work as part of classroom practice helps develop the ability to work in teams. In the secondary stage, the emphasis on giving critical feedback on work done would help develop the ability to handle criticism and praise, as well as success and failure with equanimity (Part C: Chapter 1, Section 1.1). Further, regular dialogue and discussion with active listening should be a part of classroom culture and processes that help to develop democratic values like pluralism, equality, justice, and fraternity.

NCFSE 2023 also considered the importance of understanding children's development of values, which could be accessed through careful and objective observation of the 'behaviour' of the learners (Part C: Chapter 1, Section 1.2.3).

1.07. Education in Mizoram

Before the introduction of formal education in Mizoram, *Zawlbuk* was the only informal institution for learning in Mizo society. The Mizo *Zawlbuk*, also called Bachelor's quarter, was generally located in the centre of the village and near the village chief's house, constructed by the voluntary labourers of the village (Chatterji, 1975). It is generally a social institution where the bachelors and the young married persons are given training for the protection of the village from external enemies and wild animals. The *Zawlbuk* was essentially a training institute for young men and boys in wrestling, singing, dancing, oratory, handicraft, and technique of war, hunting, and instruction about sex, manners, traditions, customs, and etiquette.

The foundation of modern education in Mizoram was laid through the Christian Missionaries, particularly by Rev. William in March 1891 (Mizoram Education Commission, 2010). The first school in Mizoram was opened by Rev. J. E. Jones in 1898. The two Christian missionaries, Rev. J. H. Lorrain and Rev. F. W. Savidge, were considered the pioneers of the Mizo language who introduced the Mizo

alphabet using Roman scripts in 1894. This has become the origin and foundation of formal education in Mizo society. With the intrusion of the British administration into the territories of the Mizo community and the influences of the Christian Missionaries, the majority of the Mizo population embraced Christianity during the 19th Century. Since then, the educational institutions that were maintained by the Christian missionaries were given grants in aid by the then government.

After independence, the territories of the Mizos, *Lushai Hills,* was a district under the administrative control of Assam state. Therefore, the direct responsibility and supervision of the education system was under the government of Assam. It was in 1972, after the upgradation of the *Lushai Hills* district to Union Territory (UT), that the responsibility for the control and supervision of the school education system became under the UT administration of Mizoram. It was after the upgrade to UT and as a full-fledged state later in 1987 that tremendous progress and development in the education system in Mizoram was made. Similarly, various institutions were set up by the government of Mizoram to ensure the smooth functioning of educational institutions and the progress of the education system in the state. The Directorate of School Education was established in 1972, which controls and supervises the administrative functioning of the education system related to the appointment and transfer of teachers. In 1976 the Mizoram Board of School Education (MBSE) was established, which operates as a nodal institution 'to prescribe courses of instruction including practice teaching, practical work and the like, where necessary, for High Schools, Higher Secondary Schools, the District Institutes of Education and Training and Professional and Vocational Schools,' [MBSE Act 1975, Chapter III, Para 10, clause (i)], and 'to prescribe, prepare, publish and select textbooks and supplementary books or to cause to prepare or publish selected textbooks for any or all of its prescribed courses for its various examination' [MBSE Act 1975, Chapter III, para 10, clause (ix)].

The State Council of Educational Research and Training (SCERT) was established on 20th January 1980 under the Directorate of Education, which was later upgraded to a full-fledged Directorate on 22nd May 2008. The SCERT primarily deals

with the development of curriculum and textbooks for various subjects in the state, from pre-primary to higher secondary school education. The government of Mizoram has always abided by the education policies formulated and recommended by the central government for the improvement and development of the education system in Mizoram.

1.07.1. Inculcation of Values to the Students in Mizoram

As mentioned above, before the coming of the British and the Christian Missionaries, *Zawlbuk* was the only informal institution where the youth were provided education. There was intensive and strenuous training in the *Zawlbuk,* where strict discipline was maintained, and basic values of life were inculcated among the youngsters. It was intended to develop *Tlawmngaihna*, - a fundamental socio-cultural principle as well as the norm of good conduct, for every member of the *Zawlbuk*. It embraces various types of human qualities such as 'selflessness, zealous, courteous, considerate, courage, kind, generous, industrious, persevering etc., (Chatterji, 1975, p-43) that manifests itself in various forms and aspects of community life which can be summed up as '*community over self.'* However, there were no possibilities of providing value education to the women in *Zawlbuk*.

The introduction of formal education through the establishment of schools and vigorous activities of the Christian Missionaries in converting the Mizo people to the Christian faith leads to the decline of the traditional system of providing informal education to the individuals in *Zawlbuk*. There has also been an increase in the formation of social and religious organisations in society, which takes the role of inculcating desirable values among the youth. Presently, values are imparted to the students in the schools, in Missionaries Sunday schools, and through the participation of various socio-cultural activities organized by various social and religious organizations. Mizo society is classless, and there is no class distinction. They usually extend support in the community or society during important social events like birth, marriage, and death and also in natural calamities.

1.08. Research Questions

After going through various relevant literature related to the present study, the researcher has the following research questions:

1) How much content on value-oriented education is incorporated in the social science textbook of CBSE and the MBSE curriculum for secondary education in Mizoram?

2) What kinds of values are incorporated in the secondary social science textbooks of CBSE and MBSE in Mizoram?

3) Do the values content incorporated in the textbooks of social science influence the development of particular values among secondary school students in Mizoram?

4) What strategies are followed by the teachers to develop values among secondary school students in Mizoram?

5) What are the activities the school organized to inculcate values education to the secondary school students in Mizoram?

1.09. Rationale of the Study

Knowledge without values is meaningless. A person may be knowledgeable, but if s/he does not have morality and values, s/he may not be able to apply his or her knowledge for the benefit and welfare of society and humanity. The report of the Subramanian Committee on National Policy on Education 2016 (draft) urged that due to the increasingly complex globalized world, the erosion of values is adversely impacting human life, which has resulted in distressing levels of exploitation of human beings and also of nature. Therefore, the development of values is essential for students at every level of education.

Textbooks play a very significant role in value inculcation among students, especially at the level of school education (Fallahi & Nya, 2011; Ghazi et al., 2011; Ersoy & Sahin, 2012; Ahghar & Sallabaş, 2013; Eftekhari, 2016; Babaei & Abdi, 2014; Olaniyan-Shobowale et al., 2016). Positive Values can be inculcated in the students from science textbooks (Sharma, 2018; Chavan et al., 2016; Verma & Dorzi,

2014) as well as from social science textbooks (UshalayaRaj, 2008; Babaei & Abdi, 2014; Ghazi et al. 2011). The Report of the Emotional Integration Committee of 1961 expressed the importance of teaching social studies for the development of values, desired attitudinal change, skill development, habit formation, etc., in the following words;

> *"The aim of teaching social studies is to enable the child to understand his environment, human relationships and human needs and how men must cooperate to meet these needs. It also aims to build certain essential skills, both intellectual and social and certain desirable attitudes and habits necessary for social living. The objective of social studies is also to inculcate a civic sense and to impart training for useful and intelligent citizenship."* (Chapter XI, para- 14)

Social science is comprised of all types of social relations and values needed in the social world. Through social science curriculum, planners endeavour to inculcate values like socialism, secularism, nationalism, cooperation, a sense of mutual welfare, international understanding, non-violence, peace, preservation, awareness, and conservation of the environment. So, it is necessary to analyze which values are incorporated in the secondary level social science textbooks and how much weight has been given to these values. The Mizoram State Council of Educational Research and Training (SCERT) follows the National Council of Educational Research and Training (NCERT) pattern of curriculum construction and preparation of textbooks in terms of contents in the social science subjects. However, the weightage of various subjects' contents, including value-oriented content incorporated in textbooks, may vary depending on regional and local importance. So, the investigator has also planned to compare the contents of the social science textbook of the Central Board of Secondary Education (CBSE) and Mizoram Board of School Education (MBSE). The main function of the schools and the teachers is to transfer and transact the knowledge, positive attitudes, skills, and values included in the curriculum or textbooks to the students. The researcher undertook the present study because no study has been conducted on content analysis of textbooks with reference to value-oriented education in Mizoram, and most importantly, no comparative study has been done about content

analysis of social science textbooks of CBSE and MBSE at the secondary level based on value-oriented education.

1.10. Statement of the Problem

The present society that we live in today is eminently connected from one individual to the other with the advancement of science and technology. There is easy exchange of knowledge and information for the individual and the society around the world. However, it also makes society and the world around them extremely complex, which has been becoming the reason for the degradation or erosion of human values (Aggarwal, 2009). There is also the issue of dreadful basic moral values like 'honesty' and 'integrity,' which has become a matter of grave concern for social, political, and economic development. Crime, violence, cruelty, greed, and apathy for human suffering have spread to all aspects of our lives (Singh, Singh & Kumari, 2012). There have been incidents of school violence, school bullying, and suicide cases of students in different parts of India. The incidents of clashes between students of Ambedkar Law College, Chennai (Singh, Singh & Kumari, 2012); the incidents of two class XII students stabbing a teacher in Delhi (Oneindia News, 2016); a class VIII student stabbed a senior of central school in Delhi (NDTV, 2008); and the incidents of a primary school burn down allegedly by some students' body in Mizoram in 2016 (Mizoram Post, 2016) are some examples of violent incidents committed by students inside or outside educational institutions. There were incidents of violence and bullying not only in India but around the world. The incident of a student of Mardan University, who was beaten to death by his classmates inside the University hostel in Pakistan (24 News HD, 2017; BBC Newsnight, 2017) and the incidents of gun violence by school students against a bully in the USA (Global News, 2013) are examples of violence related to students from schools to universities.

A report by the Ministry of Education, Republic of Korea, in 2015 revealed that 75.5% of school violence and bullying happen inside school, and 24.5% happen outside school (UNESCO, 2017). The UNICEF in 2016 conducted an opinion poll to which 100,000 young people in 18 countries responded, where two-thirds reported that they had been the victim of bullying (UNESCO, 2017). There have also been recent

incidents of 4 secondary students chased down and stabbing a student from another school in broad daylight in Delhi, making him severely injured (NDTV, 2021), and gun shooting incidents in Nashville, USA by a former student killing 3 adult and 3 children which had shocked the world (Wion, 2023; CTC News, 2023). There has been an increasing number of cases of ragging, bullying, and violence in educational institutions around the world, which is becoming the cause of school dropouts, depression as well as suicides among many students. This kind of incident can happen inside and outside the classroom, around schools, on the way to and from school, and online. The rapid growth in access to the Internet among students is a crucial factor in the increase in cases of cyber bullying (UNESCO, 2017).

Education is a powerful medium and a tool to make an individual a better person and a responsible member of society. It is a process of inculcating desirable values to the learners in order to lead a life according to the cherished values and ideals of society (NCERT, 2012). However, the violent incidents mentioned above made the researchers think and raised the following questions:

1. How can students be so violent that they can kill their teacher as well as their peer students?
2. Is there lack of proper education for the students?
3. Is the education system unsuccessful in providing educational instructions for the development of positive attitudes and values among students?

All the above-mentioned violent incidents happened in India and around the world, and the questions about their causes led the researcher to identify and take up this topic as a problem in the present study.

Therefore, the problem of the present study is entitled as;

Value-oriented Contents in Social Science Text-Books of MBSE and CBSE and the Acquired Values of Students: A Comparative Study

1.10.1. Operational Definition of Key Words

*Value-Oriented Content*s**: This refers to the ideas, themes, contents, and topics related to different types of values that have been incorporated in the social science textbooks of CBSE and MBSE to impart and inculcate value education to the students. For this present study, the contents related to values are considered with regard to the ten values dimensions, namely - social values, democratic values, moral values, national and patriotic values, secular values, human values, physical health values, environmental values, economic values, and aesthetic values.

*Social Science***: The social sciences encompass diverse concerns of society and include a wide range of content drawn from the disciplines of History, geography, political science, economics, sociology, and anthropology (NCF 2005). It refers to the relationships of human endeavour and their interaction with one another and with the environment.

Text-book: A textbook is a written source of information, designed specifically for the use of students, on a particular subject or field of study that is usually developed based on a syllabus and geared towards meeting specific quality and learning requirements (UNESCO IBE, 2006; http://www.ibe.unesco.org/en/glossary-curriculum-terminology/t/textbook). For the present study, the textbook refers to the social science textbooks of CBSE and MBSE at the secondary education level.

CBSE: CBSE implies the Central Board of Secondary Education, which is responsible for conducting secondary and higher secondary school leaving examinations.

MBSE: MBSE implies the Mizoram Board of School Education, the only board in Mizoram that is responsible for conducting secondary and higher secondary school leaving examinations and preparing and prescribing textbooks to the students registered under MBSE.

*Acquired Values***: In the present study, acquired values refer to the level of values the secondary students of CBSE and MBSE that he/she had accumulated during the process of his/her education. It includes the values that the students imbibed not

only from the textbooks and curriculum during classroom instruction but also through his/her interaction with various sources in and outside the school environment of various teaching-learning situations.

Comparative study: In the present context, comparative study implies the assessment of the similarities and differences between CBSE and MBSE Social Science Textbooks with respect to the content of value-oriented education. It also refers to the study of the similarities and differences among the secondary students of CBSE and MBSE in reference to their gender, board of study and locale with regard to the ten selected values.

1.11. Objectives of the Study

The objectives of the present study are as follows:

1. To analyze the value-oriented content of the secondary social science textbooks of CBSE based on selected category of values.

2. To analyze the value-oriented content of the secondary social science textbooks of MBSE based on selected category of values.

3. To compare the value-oriented content incorporated in secondary social science textbooks of CBSE and MBSE.

4. To assess the acquired values of secondary school students in Mizoram.
   a) To assess the acquired values of secondary school students of CBSE in Mizoram.
   b) To assess the acquired values of secondary school students of MBSE in Mizoram.

5. To compare the acquired values of the secondary school students in Mizoram in reference to their gender.

6. To compare the acquired values of the secondary school students in Mizoram in reference to their board of study.

7. To compare the acquired values of the secondary school students in Mizoram in reference to their locale.

8. To suggest measures to incorporate proper value-oriented content in the social science textbooks of secondary education.

1.12. Null Hypotheses

For this study, the researcher has formulated the following null hypotheses:

Ho 1: There is no significant difference between male and female secondary school students in reference to their social values.

Ho 2: There is no significant difference between male and female secondary school students in reference to their democratic values.

Ho 3: There is no significant difference between male and female secondary school students in reference to their moral values.

Ho 4: There is no significant difference between male and female secondary school students in reference to their national and patriotic values.

Ho 5: There is no significant difference between male and female secondary school students in reference to their secular values.

Ho 6: There is no significant difference between male and female secondary school students in terms of their human values.

Ho 7: There is no significant difference between male and female secondary school students in reference to their physical health values.

Ho 8: There is no significant difference between male and female secondary school students in reference to their environmental values.

Ho 9: There is no significant difference between male and female secondary school students in reference to their economic values.

Ho 10: There is no significant difference between male and female secondary school students in reference to their aesthetics values.

Ho 11: There is no significant difference between CBSE and MBSE secondary school students in reference to their social values.

Ho 12: There is no significant difference between CBSE and MBSE secondary school students in reference to their democratic values.

Ho 13: There is no significant difference between CBSE and MBSE secondary school students in reference to their moral values.

Ho 14: There is no significant difference between CBSE and MBSE secondary school students in reference to their national and patriotic values.

Ho 15: There is no significant difference between CBSE and MBSE secondary school students in reference to their secular values.

Ho 16: There is no significant difference between CBSE and MBSE secondary school students in reference to their human values.

Ho 17: There is no significant difference between CBSE and MBSE secondary school students in reference to their physical health values.

Ho 18: There is no significant difference between CBSE and MBSE secondary school students in reference to their environmental values.

Ho 19: There is no significant difference between CBSE and MBSE secondary school students in reference to their economic values.

Ho20: There is no significant difference between CBSE and MBSE secondary school students in reference to their aesthetic values.

Ho 21: There is no significant difference between rural and urban secondary school students in reference to their social values.

Ho 22: There is no significant difference between rural and urban secondary school students in reference to their democratic values.

Ho 23: There is no significant difference between rural and urban secondary school students in reference to their moral values.

Ho 24: There is no significant difference between rural and urban secondary school students in reference to their national and patriotic values.

Ho 25: There is no significant difference between rural and urban secondary school students in reference to their secular values.

Ho 26: There is no significant difference between rural and urban secondary school students in reference to their human values.

Ho 27: There is no significant difference between rural and urban secondary school students in reference to their health values.

Ho 28: There is no significant difference between rural and urban secondary school students in reference to their environmental values.

Ho 29: There is no significant difference between rural and urban secondary school students in reference to their economic values.

Ho 30: There is no significant difference between rural and urban secondary school students in reference to their aesthetic values.

1.13. Delimitation of the Study

The delimitations of the present study were as follows:

1) The present study has been delimited to Class IX social science textbooks of both CBSE and MBSE for the content analysis of the textbooks.

2) The present study has been delimited only to Class X students of both CBSE and MBSE to assess the acquired values of secondary school students.

3) The present study has been confined to the state of Mizoram only.

CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.01. Introduction

The literature review implies a written summary of journals, books, and other documents that illustrate the previous studies, as well as the status of the current research scope related to the research problem of a researcher under study (Creswell, 2015). It is the process of identifying, locating and analysing the documents that contain information related to the proposed research problem. These documents could be collected from various sources, such as references from university libraries, journals, magazines, edited books, seminars and conference proceedings, and national and international online databases. The literature related to the proposed study could be in the form of articles, abstracts, monographs, dissertations, and other research reports. The primary purpose of reviewing the available literature is to point out the research gaps and understand the current status of the proposed study. It also helps the researcher to recognize the research methods, nature and design of research investigation, procedures of data collection, and the tools and techniques to be used for analysing the data which could be identified from the previous studies. This information will not only help to avoid making mistakes during the research process but also save time and effort for the researcher.

In the present study, a review of related literature was done in two phases: i) Collecting and identifying the related literature and ii) Writing the reviews. The first phase involves the collection of the available literature from the university library, printed and online journals, edited books, and online database repositories of dissertations and theses. The second phase involves writing reviews of the identified literature related to the present study.

A total of 122 previous studies related to the present study were reviewed. The identified literature related to the present study was broadly classified into two: 1) Studies related to content analysis of textbooks and 2) Studies related to value-oriented education. Out of the 122 studies, 51 were related to content analysis of

textbooks, and 71 were related to value-oriented education. It was further analyzed with respect to the types of literature, where there were 19 theses (9 theses were related to content analysis, and 10 theses were related to value-oriented education) and 103 articles (42 articles were related to content analysis, and 61 were related to value-oriented education).

Figure 2.01

Classification of Literature Reviews
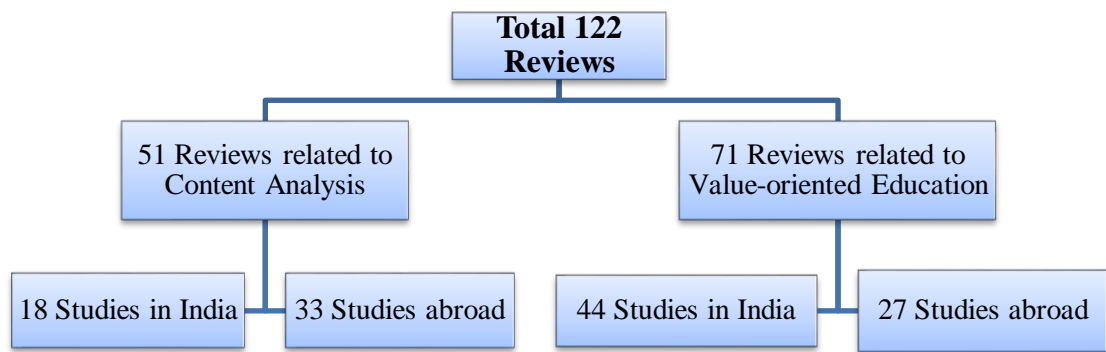
Figure 2.02

Education Level-wise Distribution of Literature Reviews
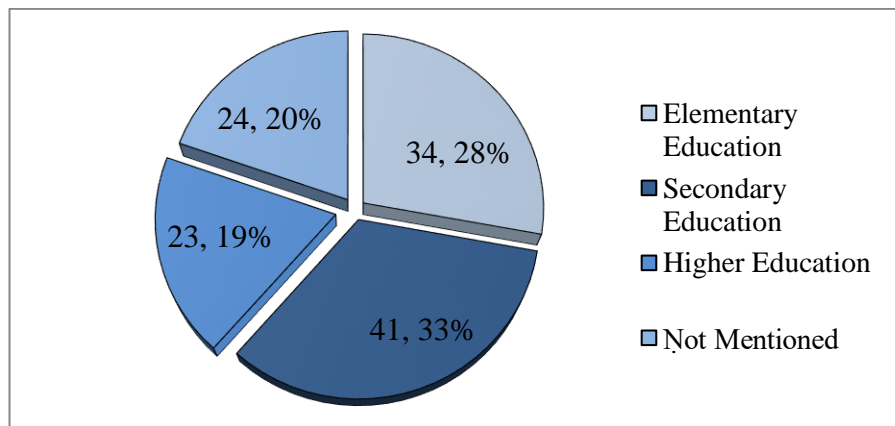
A total of 122 literature reviews were analyzed with respect to the level of education, and Figure 2.02 presents the distribution of these reviews. Out of the 122 reviews, 34 studies focused on elementary education, 41 studies were conducted at the secondary education level, and 23 studies pertained to higher education. Additionally, there were 24 studies where the education level was not specified.

Figure 2.03

Subject-wise distribution of Reviews related to Content Analysis of Textbooks
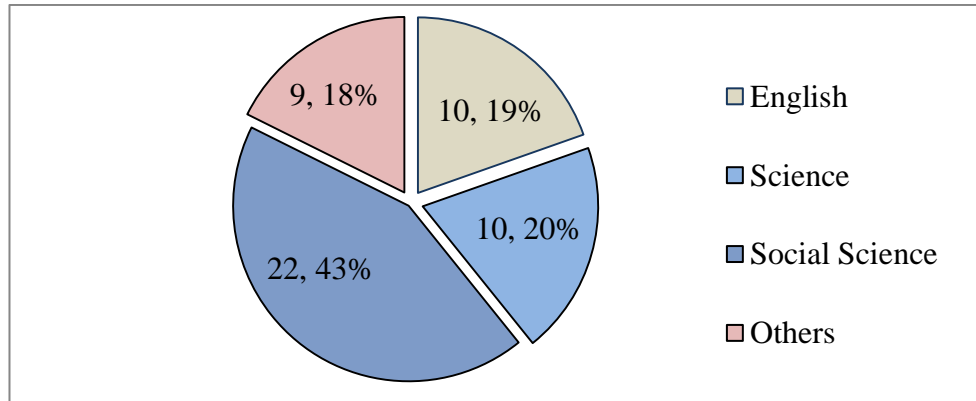
Figure 2.03 presents the subject-wise distribution of the literature reviews related to content analysis of textbooks. Out of 51 reviews on textbook content analysis, 10 studies analyzed English textbooks, 10 studies focused on science textbooks, and 22 studies analyzed social science textbooks. 9 studies were conducted on other subjects and academic documents like Hindi, environmental education, curriculum, etc.

It is worth mentioning here that the reviews were presented in chronological and alphabetical order. The comprehensive literature reviews have been presented based on the following heads:

2.02. STUDIES RELATED TO CONTENT ANALYSIS OF TEXTBOOKS

2.03. STUDIES RELATED TO VALUE-ORIENTED EDUCATION

2.02. STUDIES RELATED TO CONTENT ANALYSIS OF TEXTBOOKS

2.02.1. STUDIES CONDUCTED IN INDIA

Prakash and Singh (2008) did a content analysis of Environmental Education textbooks of primary stage in schools in Rajasthan. The Environmental Education textbooks of grades III, IV, and V were evaluated using Davies's method of content analysis as a research technique. The thematic approach of content analysis was adapted to study the various dimensions of the textbooks in reference to the theme,

sub-theme and their meaning and discrimination from each other in a sequential manner. The study found that out of the 25 sub-themes suggested by NCERT, 15 sub-themes were identified in the Environmental textbooks of grade III, 14 sub-themes in grade IV and 13 sub-themes in grade V. The findings revealed that there was a lack of clarity, labelling, and colourfulness, as well as undersized and printing errors in the presentation of diagrams in the primary-level environmental textbooks in Rajasthan. It was also found that the guidelines were not followed while writing the textbooks. Further, environmental education textbooks were also found to lack the presentation of text, examples, and activities systematically and logically.

Kumari and Arora (2014) did the content analysis of CBSE textbooks on Hindi, English, and Social Study of VIII standards based on gender perspective in Rajasthan. The purpose of the study was to know the representation of male and female characterization in the textbooks based on the dimensions of family roles, professional activity and role models incorporated in the CBSE textbooks of Hindi, English and Social Study of Class VIII. The study revealed that the female characterization related to family roles and relationships was found to be higher than male in the textbooks of Hindi and Social Studies. At the same time, male characterization with regard to family roles and relationships was found more in English textbooks. However, in relation to the contents related to professional activities and role models, male representation was found to be more than female in all the CBSE textbooks of Hindi, English, and Social Studies. Further, they also found that stereotypic language representations related to females were more prevalent than males. Thus, they were of the opinion that gender bias exists in the CBSE textbooks of Hindi, English, and Social Studies.

Verma and Dorzi (2014) conducted a comparative study of the curriculum of the secondary teacher education programme in India and Bhutan. The aim of the study was to evaluate the teacher education curriculum of India and Bhutan in relation to the evolving educational scenario. Content analysis was employed to study the secondary teacher education curriculum, taking into account eight parameters such as Indian/Bhutanese heritage, global awareness, teachers'

responsibilities, learners' skills, recent advancements, values, professionalism, and national and social issues. The findings of the study revealed that the presence of parameters related to the evolving educational landscape was not adequately represented in most of the subjects offered by both universities, except for teachers' responsibilities, learners' skills, and technology-enhanced learning in the case of the University of Pune, India. The researchers emphasized the urgent need to incorporate the missing parameters in all subjects offered by both universities to a satisfactory level in order to prepare future teachers better to confront and overcome challenges in the evolving educational scenario in India and Bhutan.

Verma and Kaur (2014) analyzed the social studies textbooks based on value education at the secondary level from the perspective of the teachers in Punjab. A descriptive research method was used to ascertain the extent of value education incorporated in the social studies textbooks of CBSE and PSEB. The purpose of the study was to analyse the class 9th standard social studies textbooks of CBSE and PSEB based on the value education from the perception of the teachers and compare the CBSE and PSEB social studies textbooks based on the value education contents. From the reflection of the teachers at the secondary level, the study found a sufficient amount of content related to social values, economic values, political values, spiritual values and moral values incorporated in both the CBSE and PSEB social studies textbooks of 9th standard. However, based on the subject-wise analysis of CBSE social studies textbooks, it was found that geography textbooks contained less political, social, economic, and moral values. Moral, spiritual and economic values were not incorporated in the Democratic Politics textbook, and social values were not found in the Economic textbook. With regards to the subject-wise analysis of the social studies textbooks of PSEB of 9th standard, an adequate amount of value education contents was not found related to moral values and spiritual values in civic textbooks from the reflection of the teachers. The study showed that the PSEB's geography textbooks had fewer political, spiritual, economic, and moral values. Additionally, the economics textbook did not incorporate moral, spiritual, political, and social values.

Kharbanda and Lodhi (2015) studied gender prediction in ICSE Board social science textbooks for class IX. The content analysis method was used to identify the gender perspective contents and to examine its weightage with respect to male and female representation in the class IX social science textbooks of the ICSE board. The findings revealed that male picturization and the number of references made regarding males in the social science textbooks of the ICSE board were found to be more than females. The study also found that occupational activities in the textbooks were more indicated to males than females. Thus, they opined that gender bias and stereotype contents were identified in the class-IX social science textbooks of the ICSE board.

Chavan et al. (2016) conducted descriptive research on the inculcation of humane values through biology textbooks among junior college students in Kolhapur, Maharastra. Documentary analysis was done qualitatively to achieve the objectives of the study. The study found that the biology textbook reflects Human values such as scientific attitude, integrity, love, peace, justice, environmental sensitivity, non-violence, caring, tolerance, morality, aesthetic view, cooperative spirit, etc. They concluded that the biology textbook of Maharashtra State Board was helpful for inculcating human values among junior college students in the opinion of biology teachers and students. They also identified that the roles of biology teachers were very important for inculcating human values in the students in the classroom through the teaching-learning process.

Kharbanda (2016) studied gender prediction in the social science textbook of class IX of the Uttar Pradesh board. The content analysis was used as a research method to analyze the Class IX social science textbook of the U.P. Board with references to gender representation. The purpose of the study was to identify content related to gender preferences and to point out the number of references made with respect to males and females. The study found that there were significant differences between male and female picturization and the number of times references were made regarding gender perspective in the textbook of social science of class-IX in U.P Board. It was found that the picturization of males and the number of references

made for males were higher than the females in the textbook of social science of class IX in U.P Board. The study also found that there were activities related to gender-sensitive stereotype identified in the class IX social science textbook, where she found that the identified occupational activities of males were much more than those of females.

Borah and Rao (2018) studied the portrayal of gender roles in CBSE English language textbooks and its impact on students in some selected schools in Hyderabad. They did a critical discourse analysis of the English language textbooks Class VIII, Class IX, and Class X on the basis of gender role stereotype perspectives. The study found that there were gender role stereotypes in the English language textbooks of Class VIII, Class IX and Class X. The analysis of the English language textbooks of Class VIII, Class IX and Class X revealed that it reflected gender role stereotyping to a great extent. Almost all the lessons, stories and illustrations were found to be male-oriented, whereas the role of women was found to be subordinate to men. It was also found that there were even negative portrayals of women characters like snobbish women and greedy women in a few chapters.

Sharma (2018) conducted qualitative research on content analysis of 6th-grade NCERT science textbooks to study the scope of developing desirable values in students. The objectives of the study were to analyse the 6th-grade science textbook with regards to values content and to know to what extent it helps to inculcate values in students of 6th grade. The study revealed that almost every topic covered in the NCERT Science textbook has both observable and hidden values that could be discussed during the teaching and learning process. The study of science includes ideal acts of valuing, moral and character education, and the full range of value recognition. The study concluded that teachers need to identify and understand the content of hidden values in the textbooks and foster and imbibe the desirable values in the students by following innovative teaching-learning methods and strategies.

Dkhar and Thomas (2019) conducted a content analysis of the postgraduate theses on social science research submitted at the College of Agriculture, Vellayani, in Kerala, from 2012-17. A comprehensive study was conducted on a total of 66

postgraduate theses in order to examine seven key attributes. These attributes included the number of words in the title and abstract, the number of references in the thesis, the types of sources used for references, as well as the research design and statistical methods employed in social science research. The results of this study revealed that a significant portion of the theses within the social science division had a moderate number of words in both the title and abstract. Furthermore, over seventy percent of the theses had a medium number of references, with varying class limits across different departments. Notably, a majority of the references were sourced from publications published after 2001. In terms of research design, the ex-post facto design was found to be the most commonly utilized in agricultural extension theses. In contrast, the completely randomized design was predominantly employed in Community Science theses. It was also found that the research conducted by PG students undergoes thorough examination using established and reliable statistical methods.

Nandi et al. (2020) conducted a descriptive study of the West Bengal Board textbook at the primary education level. The content analysis method was used to analyze the class I textbook '*AMAR BOI*' based on the representation of gender perspective in the textbook. The selected textbook was analyzed by considering five dimensions: activity, educational, cultural, play, and bias-free or neutral. Both qualitative and quantitative content analysis revealed that there was gender bias in the textbook, '*AMAR BOI'* of the West Bengal Board of Primary Education. It was found that male characterization was given more importance than female characterization in the text. They argue that textbooks in school have a direct and real manifestation in bringing up a child for their personality development. Therefore, they urged that gender-neutral or bias-free textbooks help children to develop equality and a great citizen in future.

Bhue (2022) did a comparative analysis of the 6th grade English textbook between NCERT and SCERT (Odisha) with respect to the content of gender sensitizing. He employed a qualitative content analysis method to compare the gender-sensitizing contents between the two textbooks. The findings of the study

indicated that neither the NCERT nor SCERT sixth-grade English textbooks in Odisha promote gender sensitization among students. The comparative analysis of the two texts revealed that the NCERT textbook exhibited a greater degree of male dominance across various dimensions, including the representation of male authors, the portrayal of gender-specific traits associated with males, the frequency of the pronoun 'She,' and the inclusion of images focused on females. Whereas the SCERT textbook demonstrates a higher prevalence of male dominance through the representation of male authors, the use of the pronoun 'he,' the inclusion of male-centric topics, and the depiction of images that emphasize male perspectives.

Mohammed (2022) conducted a study to analyze the CBSE science textbooks at the secondary level in Tamil Nadu based on cognitive load. The researcher employed a mixed method of research of both quantitative and qualitative strands using QUAN + qual design that includes a content analysis of the textbooks and a descriptive survey on students' achievement. The study found that 53% of students and 59% of teachers perceive CBSE textbooks to contain more challenging or intricate content. A comparative analysis of science textbooks between Tamilnadu State Board and CBSE indicated that the CBSE science textbooks exhibited a higher level of intrinsic cognitive load compared to those of the Tamilnadu State Board. Furthermore, the CBSE Textbooks demonstrate a greater burden of extraneous cognitive load, with 91 instances identified, in contrast to the 73 cases found in the Tamil Nadu State Board Science Textbooks. It was also seen that student utilizing the Tamil Nadu State Board Science textbook achieved a Germane Cognitive Load score of 40%. In comparison, their counterparts in the CBSE system scored 32%. Thus, the Tamil Nadu State Board Science Textbook was deemed more effective in terms of the German Cognitive Load.

Singh and Phogat (2022) conducted qualitative research on the evaluation of the social science curriculum of middle schools in the context of value education in Punjab. Content analysis as a research method was used to analyze the social sciences textbook of class VIII regarding value education. The purpose of the study was to demonstrate to those responsible for developing curricula and books, as well

as educators in the field of social science, how value education is addressed in social science curricula and how value education is taught in the classroom. The findings of the study revealed that the contents of the value identified were insufficient in the social science textbooks of class VIII. The study found that there was a lack of activities in the textbooks that could stimulate and promote discussion about values education. The study also found that value-neutral content was presented in the social science textbooks of class VIII. Further, it was also found that effective discussion concerning values inculcation was not practiced by teachers in the classroom.

Kharlukhi (2023) did a comparative analysis of the science syllabus, textbooks and question papers of MBOSE and CBSE of higher secondary education in Meghalaya. The content analysis of the science textbooks of Class XI and Class XII (both MBOSE and CBSE) indicated that each board maintained distinct syllabi for the subjects of Physics, Chemistry, Biology, and Mathematics. However, the CBSE syllabus for Biology incorporated both Botany and Zoology, thereby providing a more comprehensive framework for understanding fundamental biological concepts compared to the MBOSE syllabus. Furthermore, the study revealed that the CBSE syllabus explicitly outlines the rationale, learning objectives, and anticipated learning outcomes within its science textbooks, a feature that was absent in the MBOSE science textbooks of Class XI and Class XII. A significant correlation between theoretical knowledge and practical application was observed in both educational boards. While it was found that both syllabi included topics relevant to students' real-life experiences, the MBOSE syllabus did not emphasise these connections to the same degree as the CBSE syllabus. Additionally, the study found that both school boards aim to develop essential science process skills—such as observation, measurement, inquiry, and problem-solving—through various activities and experiments included in their respective syllabi.

Mukherji (2023) conducted qualitative research to analyze NCERT science textbooks at the secondary level with reference to scientific literacy. The deductive content analysis method was used to analyze the science textbooks for Class IX and Class X based on three components of scientific literacy: Science Processing Skill

(SPS), Nature of Science (NOS) and Science-Society Relationship (SSR). The research findings indicated that the representation of Scientific Practices and Skills (SPS) in the science textbooks for both Class IX and Class X was satisfactory. However, the Representation Index (RI) of scientific literacy was found to be higher in the Class-IX textbook compared to the Class-X textbook. The study found that the presence of the Nature of Science (NOS) was minimal, accounting for only 1.68% of the total units analyzed in both Class IX and Class X science textbooks, which had been represented implicitly. Furthermore, the representation of the Science-Society Relationship (SSR) aspect of scientific literacy was notably low, comprising merely 1.72% of the total units of analysis across both textbooks. The concentration of representation of SSR was found to be greater in the Class IX textbook, which contained half of the total representations of SSR. In contrast, the Class X textbook included one-third of the total representations.

Para (2024) conducted a study to investigate the representation of gender within the language textbooks utilized by the Jammu and Kashmir Board of School Education (JKBOSE). Content analysis was employed to evaluate the textbooks of grades I to grade VI using a qualitative approach in accordance with the National Curriculum Framework (NCF) of 2005, which advocates for the eradication of gender disparities in education. The analysis focused on several key factors, including the frequency of male and female representations, the forms of address used for each gender, and the specific roles and activities assigned to males and females. The findings of the study revealed that the textbooks were not aligned with the NCF (2005) guidelines and, in fact, reinforced existing gender inequalities. The study found a notable bias favouring males within the core curriculum, as evidenced by their predominance in both textual representation and titles. It was also found that females were frequently depicted in traditional gender stereotypes, roles, and activities. The study concluded by raising significant concerns regarding the gender-biased perspectives of curriculum developers and textbook authors, and it advocated for the creation of educational materials that promote gender equity in line with the NCF (2005) guidelines.

2.02.2. STUDIES CONDUCTED ABROAD

Wang (1993) conducted a qualitative study on content analysis of school reading textbooks in Taiwan and in Texas. The purpose of the study was to describe and compare the themes of values transmitted to students by the content of the readers of the two cultures. The study identified twenty-one categories of persistent themes in the three reading textbooks series of Texas that could be used for the inculcation of values. At the same time, eighteen categories of recurring themes were identified for the reading textbooks of Taiwan, where thirteen of which were also the categories found in the Texas readers. The study found similarities as well as differences in the reading textbooks of Taiwan and Texas. The readers of Texas and Taiwan exhibited distinct characteristics in terms of the most prevalent themes. The values emphasized by the readers from Taiwan were predominantly focused on society and interpersonal relationships, whereas the readers from Texas tended to prioritize self-centred and personal values. The Taiwan junior high school textbooks contained content that could transmit traditional Chinese beliefs and values. On the other hand, the Texas textbooks aimed to reduce potential disputes among different groups by emphasizing general and universal values.

Fallahi and Nya (2011) conducted a study on content analysis of reading and writing textbooks in primary schools in Iran regarding UNICEF's Decuple Values. The objective of this research was to study and criticize UNICEF's decuple values by stressing their importance in the primary school curriculum. The study indicated that very little attention was paid to UNICEF's Decuple Values in Cognitive, Emotional, and Skill fields in fourth and fifth-grade textbooks for the development of such essential values in the curriculum.

Ghazi et al. (2011) conducted a study with the objectives of recognizing the content that promotes religious tolerance and intolerance and the strengths/weaknesses of the concept of religious tolerance in social studies of 8th-grade and Pakistan studies of 10th-grade textbooks. Their study found that three objectives on religious tolerance for social studies (Enhance sympathy for other people, Love for humanity, and Service for mankind) and two objectives (Lay

emphasis on the right and obligation of the citizen of an independent and sovereign state, and Inculcate awareness about the multicultural heritage of Pakistan so as to enable the students better to appreciate the social-cultural diversity of Pakistani society and used to with the idea of unity of diversity in the national context) for Pakistan studies in the curriculum.

Ersoy and Sahin (2012) did a document analysis of 6th and 7th-grade social studies textbooks in terms of approaches to values education. After examining the 6th and 7th-grade social studies textbooks, they found that the activities were prepared in accordance with the article on values education by following two different approaches to values education: suggestion and value analysis that represented the traditional education approach and contemporary approach to values education, respectively. Therefore, they observed that the methods of value analysis and suggestion were given importance in the social studies textbooks. In contrast, due regards were not given to moral reasoning, explanation of values, observation and learning through role modelling.

Alaghaa et al. (2013) conducted a study to investigate the content of the experimental science book of second-grade guidance school based on the amount of attention to the areas of creativity and implementation of Guilford's Mental Exercise. The findings of the study indicated that enough attention was not given to fostering mental creativity (divergent thinking). They found that attention was concentrated on convergent thinking and cognitive memory with regard to the distribution of sentences, images, and experiments, but there were few contents about divergent thinking. The study concluded that limited attention was given to the content related to creativity in the textbook of experimental science at the second-grade level.

Igbaria (2013) did a content analysis of the *Wh*-questions in the 9th-grade English textbook, 'Horizons', based on the cognitive domain of Bloom's taxonomy. The research analyzed the *Wh*-questions found in the textbook through the lens of different cognitive levels outlined in Bloom's taxonomy. Findings indicated that 244 questions were focused on lower-order thinking skills, and 137 questions targeted the three higher-order thinking skills in the English textbook. It was also found that the

majority of the *Wh*-questions featured in the 'Horizons' textbook predominantly stressed comprehension, a lower-order thinking skill based on Bloom's taxonomy cognitive domain.

Qadeer (2013) analysed a sixth-grade textbook on electricity used in Toronto to classify sentences and paragraphs. The study also concentrated on the students' writing responses and analyzed them to examine how they would explain the concept of electricity. The document analysis indicated a lack of sentences to provide reasons for a better explanation and understanding of electricity. Even though the textbook covered some common aspects of electricity, the document analysis and student responses did not adequately illustrate the connections between electricity and electrons.

Sallabaş (2013) conducted a study on analyzing narrative texts in secondary school textbooks in terms of values education. The study sought to determine whether narrative texts in Turkish textbooks influence value transfer to students at the secondary level while teaching Turkish. The findings revealed that although the narrative texts in the secondary-level textbooks were rich in values like diligence, sensitivity, and love, they were lacking in values like peace and harmony, tolerance and forgiveness, equity, liberty, cleanliness, and hospitality.

Babaei and Abdi (2014) conducted a study to analyze the content of social studies and natural sciences textbooks in secondary schools based on the Emotional Intelligence (EI) components. The findings of the study revealed that social awareness represents the most prevailing EI component in the social science textbook, while self-management predominated in the exercises and social skills in illustrations. In contrast, self-management represented the most EI component in the textbooks of natural sciences, but there was no EI component in the illustrations. It was also found that first-grade social studies textbooks focused primarily on the self-management component. The second-grade and third-grade textbooks primarily addressed the social awareness component of EI. At the same time, first-grade natural science texts primarily addressed the motivation component, and social skill and self-awareness components were substantial in the second and third grades. The

self-management component of EI was primarily discussed in the exercise of all three grades' textbooks of social studies, whereas with regards to the exercises in the first and second grades natural sciences textbooks, the self-management component was prevailing, and the social skill component was primarily covered in the third grade. The social skills component of EI in the illustrations of all three grades' social studies textbooks was primarily tangible. The study concluded that EI components predominated in social studies textbooks, whereas they were only briefly discussed in the textbooks of natural sciences.

Soleymanpour and Kiadaliri (2014) conducted a study on content analysis of social sciences textbooks in the fourth and fifth grades of elementary school. The study employed content analysis of the textbooks based on the framework of integrated thinking derived from Marzano theory. Their findings indicated that in all social lessons, the rate of application and weighting of the components in thinking skills, access to information, and focusing skills is higher than that of other research patterns. The study found a lack of coordination in the contents of the social sciences textbook in the fourth and fifth grades of elementary level for the application of thinking skills.

Rahpeyma and Khoshnood (2015) carried out a study to evaluate the Iranian junior high school English textbooks according to the learning objectives of Bloom's Revised Taxonomy (2001) to find which learning levels of Bloom's Revised Taxonomy (BRT) were more common in these textbooks. In their study, the contents of junior high school English textbooks were coded using a BRT coding scheme. The first three low levels of BRT were more common in the three grades in accordance with the results from the codification of 439 tasks and exercises than higher learning levels in Iranian junior high school English textbooks. Further, the study also found a significant variation in the junior high school English textbooks with respect to the inclusion of different levels of learning objectives of knowledge and cognitive dimension of BRT dimensions.

Ahghar and Eftekhari (2016) have done a study on content analysis of social sciences studies of the eighth grade (the first grade of high school) based on

the components of citizenship education (knowledge, attitude, and citizenship ability). Their findings indicated that from the total frequency of 2160 citizenship education contents in the eighth-grade social science textbook, the highest frequency was found to be related to citizenship ability components, followed by citizenship attitude and citizenship knowledge. They argued that enough attention was not given to the textbook eighth-grade social science textbook regarding the contents of citizenship education. Therefore, the study concluded that first-grade high school students had not received a comprehensive understanding of all the components of citizenship education in practice.

Ahmadi et al. (2016) conducted a study to analyze the social sciences book of sixth grade based on selective content indices that include the principle of importance, the validity principle, the interest principle, the utility principle, and the principle of the ability to learn. The findings of the study demonstrated that the overall frequency of the five components of the content selection indices was 45.51%, which was found to be average. Thus, the study concluded that the content related to the five selected indices available in the social science book in sixth grade was considerably less than average.

Vakili and Mansouri (2016) conducted a study on the content analysis of a sixth-grade social studies textbook using the William Roman technique in Iran. The content for the unit of analysis under this study involved text, pictures, questions, and activities. The study found that the sixth-grade social studies textbook had active content in terms of textual content, pictures, questions, and activities. It was found that the content was designed to support the learning and investigation among the students.

Yiting Chu (2017) reviewed the publications with regard to the content analysis of the social studies textbooks from 1994 to 2016 at the University of Washington, USA. She utilized Wade's techniques to evaluate the 29 research publications in order to assess the quality of the research on content analysis in social science textbooks. The results revealed an enhancement in the quality of the research conducted. However, numerous studies lacked clarity in their sampling methods,

validity and reliability of coding variables, and data collection and analysis procedures. These methodological constraints cast doubt on the credibility of their substantive findings. She concluded by offering suggestions for textbook researchers to elucidate their data collection and analysis processes and to enhance the usefulness of their results for social studies education. Furthermore, she also provided insights for social studies educators on how to critically utilize textbooks to offer students a more meaningful and impactful learning experience.

Komalasari and Saripudin (2018) conducted an explorative study to examine and develop a civic education textbook model based on living values education in order to foster the development of junior high school students' characters in Bandung, West Java, Indonesia. The study found that the civic education textbook was developed based on living values education and the principles of living values education by considering the principles of scientific learning, basic competencies in line with the national curriculum, and textbook writing principles (Content feasibility, presentation, language and readability, and graphics). The study concluded that the development of character among junior high school students would greatly impact by incorporating content on living values education in the civic education textbook.

Azevedo and Mann (2019) conducted a case study of the 10th-grade social studies textbook in Texas, USA. A content analysis approach was adopted to identify the mathematical contents in the textbook and their implication for the development of reasoning among students. The study identified 90 mathematical representations pertaining to reasoning in the social studies textbook. However, the quantitative analysis demonstrated distinct inclusions of mathematical content in the social studies textbook. The integration of mathematical content into the social studies curriculum was viewed as a favourable and beneficial approach. They expressed that they explored the prevalence of such patterns in textbooks in different grade levels and understood the implications for the future of social studies education. They emphasized the achievement of collectively envisioned goals for both social studies and mathematics education in a democratic manner.

Naseer et al. (2020) conducted qualitative research on the content analysis of the Pakistan studies textbooks at the secondary level based on critical thinking skills. The objective of the study was to analyze the text-based questions and tasks incorporated in the textbooks on the basis of the cognitive domains of revised Bloom's taxonomy. The identified contents were categorized under the nine analytic categories of Socratic taxonomy depicting the levels of critical thinking skills of learners. The study found that the test-based questions and tasks incorporated in the secondary school Pakistan studies textbooks were not favourable to developing critical thinking skills among the students, and not as single question was found to have a higher-order thinking level. They also found that most of the text-based questions incorporated in the textbooks were emphasized towards clarification.

Wijayanti and Praheto (2020) evaluated the multicultural education textbook used in PGSD, UST. Content analysis was employed to determine the viability of teaching-learning materials, languages used, and level of readability of the books on Multicultural Education. Direct observation and documentation techniques were used for data collection. The study's findings indicated that the book had satisfied the necessary criteria for its use in lectures. The analysis of content feasibility revealed that the book encompassed the learning outcomes established by the campus. Two misconceptions were identified in chapter IV and chapter IX, along with instances of concept repetition in chapter V and chapter VII of the book. The language feasibility analysis yielded several grammatical errors in both the Indonesian text (36 spelling errors) and the English text (10 spelling errors). Furthermore, the assessment of the Indonesian language text's readability level demonstrated that four samples met the appropriate criteria (50%), while four samples fell into the difficult criteria (50%).

Zghair et al. (2020) did the content analysis of the sixth-grade English textbook in light of foreign language objectives in Iraq. The purpose of this study was to investigate the content presented in the textbook, 'English for Iraq', which was designed for students as necessary for learning a foreign language. The findings indicated that there was a disparity in the articulation of foreign language teaching objectives, highlighting an unequal distribution of these objectives within the

textbook. Communication objectives are notably more emphasized compared to those related to communities, connections, and comparisons. There was a discrepancy and uneven allocation of objectives throughout the units, where a particular objective was significantly featured in one unit while being scarcely represented in another. The study emphasized that there was a need for a more equitable and balanced distribution of foreign language objectives across the units in the textbook.

Razzaq et al. (2021) conducted an evaluative study on socio-cultural values included in the English textbooks for the second intermediate class in Iraq. The study sought to determine whether the textbooks primarily focused on target culture, source culture, or international culture. Socio-cultural values encompass social, historical, and geographical references. Upon analyzing the aforementioned textbooks, the findings indicated that the socio-cultural values predominantly align with international culture. It is evident that the textbook authors of "English" for Iraq at the second intermediate stage did not adequately consider the socio-cultural values associated with the foreign language, as the subjects covered failed to reflect authentic socio-cultural references. Notably, the textbooks primarily emphasize social references, while historical and geographical references receive comparatively less attention. Consequently, the inclusions of artificial socio-cultural references overshadow the incorporation of genuine socio-cultural references pertaining to the target language.

Khurshid et al. (2022) did a qualitative study on the analysis of the 5th grade social science textbook in Pakistan. The purpose of the study was to examine the contents of the textbook in accordance with the objectives of the Single National Curriculum. The study found that the social science textbook of Pakistan contained relevant content that was in accordance with the Single National Curriculum. However, after analyzing the identified contents with reference to Piaget's theory of cognitive development, they found that the activities and model work in the textbook were not at par with the mental age of the 5th-grade children.

Kirca and Yazici (2022) conducted a qualitative study on the viewpoints of teachers regarding the contents of the 5th, 6th and 7th grade social science textbooks in Tokat province, Turkey. The study was comprised of 25 social science teachers, from whom qualitative data were collected using semi-structured interviews. The study found that most of the teachers had not encountered information inaccuracy and also revealed consistency in the harmony of themes in the social science textbooks. However, most of the teachers opined that there was a density of contents in the 7th-grade social science textbook, and the contents incorporated in the 5th-grade social science textbook were above the suitability level for the 5th-grade students. They concluded that there were disadvantages in the textbooks prepared by the Ministry of National Education, Turkey, compared to private publishers according to the opinions of the teachers.

Safari and Pourhashemi (2022) studied the portrayal of cultural content in the Iranian English textbooks used in junior high schools using a semiotic approach**. The research indicated that the process of cultural meaning-making is predominantly shaped by guided semiosis, which restricts students' ability to explore the diverse potential meanings of culture, thereby limiting their cultural reflection, comprehension, and awareness. Furthermore, the relationship between texts and images—both denotational and indexical—fails to enhance students' intercultural understanding necessary for thriving in a global community. Consequently, educators must shift their focus towards the symbolic dimensions of texts and images through unguided semiosis, thereby fostering a deeper cultural understanding of both self and others among students.

Akcan and Bakir (2023) conducted qualitative research that examined the life studies lesson textbooks utilized in Turkey during the 2019–2020 academic year, specifically in relation to the United Nations Convention on the Rights of the Child (UNCRC). They employed content analysis of 1st-grade, 2nd-grade, and 3rd-grade life studies textbooks using the document analysis method. The analysis revealed two primary themes within the life studies textbooks (LSTs): "the development of the understanding of children's rights" and "the fundamental rights of immigrants and

children with special needs." A total of 17 codes were identified under these themes. The findings indicated that the LSTs lack sufficient information and insights pertaining to the articles of the UNCRC. It was also revealed that although children's rights were acknowledged in the textbooks, they did not adequately reflect the comprehensive rights outlined in the 54 articles of the UNCRC. Furthermore, the representation of themes related to children's rights in the textbooks was notably uneven, indicating a lack of balanced distribution.

Astrid et al. (2023) conducted a study to analyze the cultural representation in the seventh-grade English textbook used by teachers in Indonesia. The qualitative content analysis method was employed to examine the existence of cultural content in the textbook. The findings demonstrate that the textbook has effectively met particular standards for the incorporation of cultural information. The content was structured into separate chapters, with each one addressing different themes related to various cultural dimensions. Vocabulary relevant to the subject of each unit is introduced solely within that unit, with no further reiteration in later chapters. It was also found that the instructional materials predominantly highlight Indonesian culture by incorporating relevant cultural content. However, the study concluded that there is a need to incorporate contents and activities related to intercultural and cross-cultural understanding in the seventh-grade English textbook.

Kreishan (2023) conducted a study to analyze the content of the developed science book (Collins) for the fourth grade in Jordan in light of the requirements of (TIMSS, 2019). The findings of the study indicated that the content of the developed science textbook (Collins) aligned with the percentage distribution of key content areas as outlined in the TIMSS-2019 framework. Specifically, the biology content area constituted 47.5% of the total, while the physics content area matched the TIMSS-2019 standard of 35%. In contrast, the Earth science section of the textbook accounted for 17.5%, which is slightly lower than the 20% specified in the TIMSS-2019 standards. Additionally, the analysis revealed that 31 content indicators were absent from the science textbook despite there being 57 approved indicators in the TIMSS-2019 content standards.

Trbojević et al. (2023) conducted a qualitative study on the curricula and textbooks at the initial education level in Serbia. The primary objective of the study was to assess the representation of Roma content in the curricula and textbooks for the academic year 2022-2023. The findings of the study revealed that although the goals outlined in the examined courses—namely 'Serbian language', 'The World around Us', 'Nature and Society', 'Music Education', and 'Civic Education' advocate for principles such as equality, diversity, mutual respect, democratic values, inclusion, and anti-discrimination, there is a notable absence of explicit references to the Roma or Roma people. Instances of the Roma being mentioned in textbooks related to nature, society, and music are infrequent and typically limited to their representation as a numerical minority. Furthermore, these references fail to acknowledge the positive attributes of the Roma community, which possesses its own distinct identity, traditions, and culture, along with notable individuals. The findings underscore the necessity for textbooks to incorporate targeted content regarding the Roma people, as this is essential for effective educational practices.

Zakiah et al. (2023) conducted a descriptive study of the application of the lesson plan in learning multicultural values through *Pancasila* and civics education subjects at elementary schools. The study employs a qualitative methodology, specifically utilizing content analysis of the documents and curriculum practices in elementary schools in Jakarta, Indonesia. The participant group comprised 35 teachers, head teachers, and students from an elementary school. The findings of the study indicated that lesson plans addressing multicultural education were present among fourth-grade students during the first semester. The overarching theme of multicultural learning centred on the appreciation of diversity, with a specific sub-theme highlighting the diversity found within Indonesia. The educational objective was to foster an understanding of the various ethnic groups in Indonesia among students.

Al-Darayseh and Al-Hawamdeh (2024) conducted a study on content analysis of the 4th-grade science textbooks utilized in schools across the United Arab Emirates, employing an analytical descriptive methodology to evaluate their content

in relation to Sustainable Development Goals (SDGs). The findings indicated that the environmental aspect of sustainable development (SD) was the most prominently featured, accounting for 18.5% of the content, followed by the economic aspect at 11.7% and the social aspect at 4.9%. Although the sustainability themes were distributed unevenly among the textbooks, all four textbooks contained references to SD. The study observed that certain themes were entirely absent in some textbooks while being extensively covered in others. The findings revealed that, although sustainability is incorporated into the 4th-grade science textbooks, there exists significant potential for enhancement to ensure comprehensive coverage of all three dimensions of SD within these educational resources.

Al-Janabi et al. (2024) had done qualitative research on the content analysis of social studies textbooks for middle school in relation to legal education. The study employed content analysis as a technique to examine the availability of legal education content in social studies textbooks. The study was conducted in collaboration with other analysts, employing the Holsti equation to enhance the study of legal education. The study found that there was a lack of a balanced and equitable approach to the representation of legal education in the social studies textbooks for the first, second, and third stages. The finding also revealed that there was insufficient focus on critical legal education topics such as organ trafficking, anti-smoking initiatives, and the issues surrounding anti-drug and psychotropic substances. The researcher advocated for a comprehensive review of the social studies curriculum to incorporate all relevant legal education concepts.

Dallasheh (2024) did a content analysis of the EFL textbook units according to Bloom's Taxonomy. The study examined the units of the textbook "Just Imagine," designed for 9th-grade Arab students learning English in Israel. The primary purpose of the study was to assess whether the *Wh*-Questions presented in the textbook fostered the development of higher-order thinking skills (HOTS). The central research question posed was: To what degree do the *Wh*-Questions in "Just Imagine" promote higher-order thinking skills? A content analysis was conducted, focusing specifically on *Wh*-Questions as the analytical unit. The study calculated the

percentages and frequencies of cognitive levels for each unit of the textbook. The findings revealed that out of 219 questions, 167 were aligned with cognitive levels that support low-order thinking skills, while only 52 questions addressed the three levels associated with high-order thinking skills. The study concluded with recommendations for textbook authors to enhance the content by achieving a better balance between lower-order and higher-order questions. Additionally, it suggested the importance of evaluating and selecting textbooks that align with the curriculum's objectives.

Syahid et al. (2024) did the content analysis of the textbook 'Everyday English for Hospitality Professionals'. The study was conducted to evaluate the effectiveness and appropriateness of content from a textbook perspective, specifically focusing on its ability to address the learning requirements of professionals within the hospitality sector. By applying established evaluation criteria, the study examined the relevance, clarity, and applicability of the material with a particular emphasis on its role in fostering language skill development. The results of this investigation provided significant insights for the development of curricula and the selection of instructional materials, thereby enhancing the English language learning experiences for individuals in the hospitality field.

2.03. STUDIES RELATED TO VALUE-ORIENTED EDUCATION

2.03.1. STUDIES CONDUCTED IN INDIA

Joshi (1986) proposed integrating value-oriented education in the curriculum from class I to class XII. At the elementary level, the emphasis should be on training the senses and activities to teach basic values to the students. At the high secondary and higher secondary levels, consciousness about values should be developed in the students through music, poetry, science, physical education, and yoga. The development of reflection and analytical thinking should also be stressed to move towards inner consciousness in the higher classes.

Sharma and Kumar (2006) conducted a study on the value patterns of male and female senior secondary students. It was found that female students tend to go more towards religious and knowledge values than male students who intend to be more towards social, power and health values, as cited by Amuthavalli and Sridevi (2014).

Lakshmi and Sailaja (2008), in their article 'Evaluation techniques for value-oriented education', mentioned various techniques and tools with the help of which values acquired by the students may be assessed. The techniques of evaluation for value-oriented education mentioned by them were regular observation, physical education programmes, discussions, using montage, case studies, anecdotal records, attitude tests, introspection and written tests. The tools for evaluating value attainment include Kohlberg's Moral Judgment Interview, Defining Issue Test and Value Judgment Battery, and Value Inventory by Sembhi (1989), used for the measurement of five human values of truth, righteous conduct, peace, love and non-violence.

Devi (2008) conducted a survey on the value of education in pre-service teacher education in Chennai, Tamil Nadu. The main objectives of the study are: i) to assess the awareness about and attitude of prospective teachers towards value education in the B. Ed curriculum and ii) to find out the level of value education content in the B. Ed curriculum at present. The findings revealed that the maximum number of pre-service teachers were not aware of value education, but they possessed a favourable attitude towards the inclusion of value education in pre-service teacher education. The study also revealed that the B. Ed syllabus of Madras University, M.G. University, Calicut and Regional Institute of Education, Mysore (NCERT) contains only one unit on values, mainly social values.

Srihari (2008) did a study about the values of prospective teachers to find out the values of prospective teachers both from the science and arts streams. The study found that the prospective teachers possess a high level of values. It was also found that there exist no significant differences among the prospective teachers in terms of

their gender, stream of studies, geographical background and level of education in possession of values.

UshalayaRaj (2008) studied hidden values in social science among IX standard students. The objective of the study was to bring awareness about the hidden values of learning social science and to assess the values among high school students. The study found that children's awareness of hidden values in learning social science is considerably good. The study also found there were differences in terms of gender and geographical background among the students regarding hidden values in learning social science.

Louis (2011) did descriptive survey research on the value orientation and achievement motivation of tribal students in relation to their academic achievement. The findings of the study revealed that the majority of the school tribal students had a high level of quest for knowledge, honesty, justice, self-confidence, discipline, team spirit and appreciation of other cultures. At the same time, with regard to self-reliance, the majority of the students had average levels. The study also found that the majority of the tribal students had a high level of achievement motivation. The study showed no influences on value orientation among the tribal school students on the basis of gender and no association between parents' occupation and value orientations. However, a significant difference was found in the appreciation of other cultures, honesty and discipline with reference to the locale of tribal school students, where rural students were found to have more appreciation of other cultures, honesty and discipline than urban students. Further, the correlation analysis found that there was a positive relationship between value orientation and achievement motivation of the tribal school students, and the value orientation and achievement motivation influenced the academic achievement of the tribal school students.

Babu (2012) has conducted a study on the influence of value orientation and creative ability on the academic achievement of teacher trainees in colleges of education affiliated with Kerala University**.** The study found that the majority of the teacher trainees had a moderate level of theoretical value, economic value, aesthetic value, social value, political value, religious value, hedonistic value, democratic

value, power value and health value. The study did not find any influence of gender, marital status, residence, and teaching experiences on the value orientation of the teacher trainees in colleges of education affiliated with Kerala University. However, significant differences were found between the teacher trainees from rural and urban with respect to theoretical value and aesthetic value, whereas urban teacher trainees were more inclined to theoretical values. In contrast, the rural teacher trainees exhibited more aesthetic value than their urban counterparts. Further, the study also found that value orientation and creative ability significantly influenced the academic achievement of the teacher trainees of colleges of education affiliated with Kerala University.

Iyer (2013) stressed the importance of teachers' professional development in the effective integration of value-based education. He opined that teachers play a vital role in imbibing desirable values among students that promote quality education and holistic development of each child. Investigators urged that to create an effective learning environment for value-based education, teachers ought to understand the principles and aim of values education. He concluded that a value-based curriculum towards quality education should be constructed for the professional development of the teachers, which should emphasise the importance and need for teacher training.

Kaur (2013) discussed the importance and role of value-based education in inculcating desirable values in students. She expressed the need for value-based education because of the role of the parents and the development of modern technology, which leads to social and moral values lagging behind in society. Therefore, she concluded that values should be incorporated into the curriculum through various co-curricular activities that are the need of the hour and will help the students to lead an independent, responsible and value-based life in society, which directly and indirectly helps to build the future of a nation.

Srivastava (2013) has conducted a comparative study of values and adjustment of secondary school students with working and non-working mothers. The research findings reveal that there was no significant difference between secondary school students of working mothers and non-working mothers with regard

to economic value, aesthetic value, social value, political value, religious value, emotional adjustment, educational adjustment and total adjustment. However, a significant difference was found among the students of working mothers and non-working mothers in reference to theoretical value and social adjustment. She suggested that providing a highly satisfactory climate at home and schools by parents, teachers and principals in the form of giving affection, security and freedom of decision-making would enhance the development of values and social, emotional, home, and school adjustment of the students.

Amuthavalli and Sridevi (2014) conducted a survey study about the value orientation of degree college students in Anantapur District, Andhra Pradesh. The results of the research indicated that there was a variation, based on their age, in the value orientation among college students. However, it was found that there were no significant differences in the value orientation of college students with degrees based on their gender or family background. Furthermore, the study predicted that college students with degrees tended to prioritize venturesome values, while traditional values received the least preference.

Lartang (2014) conducted descriptive research on value-oriented education in relation to certain socio-demographic variables of DIET's student teachers in Meghalaya. The purpose of the study was to determine the attitude of DIET's student teachers on the basis of some socio-democratic variables. The study found that the DIET's student teachers in Meghalaya had a high attitude level towards value-oriented education. The findings of the study revealed that there was no influence of gender, religion, family size, occupation and educational qualification of parents on the attitudes of the DIET"s student teachers towards value-oriented education. However, a significant difference was found between 1st year and 2nd year of DIET's student teachers towards value-oriented education, where the attitude level of 2nd year student teachers was found to be higher than the 1st year student teachers.

Maqbool and Shrivastava (2014) conducted a cross-cultural study on the assessment of values among the youth of Jammu and Kashmir and Uttar Pradesh. The study revealed that the youth of Jammu and Kashmir (J&K) had higher levels of

aesthetic, religious and social values, while the youths of Uttar Pradesh (U.P) revealed higher levels of Theoretical, Economic and Political values. They found gender influences on aesthetics, economic, social and religious values among the youth of Jammu and Kashmir, where economic and religious values were higher among boys and aesthetic and social values were higher among girls. They also found that there was a significant difference in the theoretical, aesthetic, and political values among the male and female youth of Uttar Pradesh, where theoretical and political values were higher among boys and aesthetic values were higher among girls.

Sarmah (2014) conducted a descriptive study on the value judgement pattern of higher secondary school students with reference to Kamrup district in Assam. The study found that the majority of the higher secondary school students of Kamrup district in Assam had low levels of religious value and health value. At the same time, the majority of the higher secondary school students had an average level of knowledge value and family prestige value, and the level of social value, democratic value, economic value, aesthetic value and hedonistic value was found high among the higher secondary school students of Kamrup district in Assam. The study did not find any significant difference between male and female higher secondary students in terms of religious values, democratic values, economic values, and power values. However, a significant difference was found between male and female students with respect to social value, aesthetic value, knowledge value, hedonistic value, health value and family prestige value. It was found that male students had higher social value and knowledge values than female students, whereas, with regard to hedonistic, aesthetic, health and family prestige values, female students had higher than male students. The study also found that the higher secondary school students belonging to the urban area had higher religious values, social values, economic values, aesthetic values, knowledge values and power values than the students belonging to the rural background, whereas the rural higher secondary school students were having higher democratic value, hedonistic value, health value and family prestige value than the urban students in Kamrup district of Assam.

Paleeri (2015) has mentioned the process-based method of imparting value education to the students. He suggested that a teacher can frame learning objectives for value education in accordance with the dimension of revised Bloom's Taxonomy, which can be done by setting and organizing various activities according to the learning atmosphere and content for the students in schools. He concluded that the prevailing scenario in our society calls for the implementation of a value-based education system that promotes unity among individuals of different religious and cultural affiliations, fostering a culture of respect and tolerance for peaceful co-existence

Thapliyal et al. (2015) conducted a quasi-experimental study on the impact of value education programmes among school students using a One-shot case study design. The study was conducted on class-VIII students of a school where Value Education Programme contents were developed based on six core values, viz. sincerity, humility, courage, responsibility, love and freedom. The findings of the study revealed that most of the sampled students attained average or normal levels of values. However, they found a statistically significant difference between the sample mean and the population mean. Therefore, they concluded that the value education programme was effective for the development of desirable values among students.

Bhave (2016) did a qualitative study on the role of schools and teachers in promoting value education through positive psychology. The objective of the study was to comprehend the notion of positive psychology and value education with clarifications to teachers about value education practices in the classroom. The investigation unveiled that numerous inquiries within the emerging field of 'positive psychology' have commenced to pinpoint elements that play a role in the development of values among children. Furthermore, it was ascertained that the concepts of human flourishing formulated by humanistic psychologists have garnered empirical validation through research conducted by positive psychologists. Further, the study deduced that the significance of schools, teachers, and parents cannot be overstated in fostering value education. Consequently, value education is comprehensive in nature and draws upon the principles of positive psychology.

Ghoshal (2016) studied the relationship between cultural activities and value awareness among secondary school students in the Burdwan district of West Bengal. The study found that the value awareness among girls was higher than that of boys. The study revealed there was gender influence with regard to the participation in cultural activities in schools, where it was found that the participation of girls was more than that of boys. He also found out that awareness about values was higher among rural secondary school students than their urban counterparts. The correlation analysis revealed that there exists a positive correlation between value awareness and participation in cultural activities in the schools among secondary school students. Further, it was also found that cultural activities organized by schools had a positive correlation with the value awareness among the secondary school students in Burdwan district.

Jamwal (2016) did a theoretical study to express the need to introduce value education in curricula at all levels of education in India. According to him, there were various reasons for the degradation of values among students, such as industrial growth, lust for power, unruliness, self-interest, materialistic attitude, social ineptitude, advancement of science and technology, lack of code and conduct, etc. He opined that values education should be an integral part of the curriculum. He concluded that in order to stop the degradation of human values, various stakeholders such as philosophers, leaders, governments and parents should play vital roles in infusing the right kind of values among the students.

Tiwari (2016) did a theoretical study on integrating value education into teacher education curriculum in the context of India. He opined that the youths in India experienced a certain level of perplexity due to the overwhelming influx of new technological gadgets, the explosion of information and the dissemination of violent news through the press and media. He argued that teachers are the moulders of children's behaviour and builders of a nation by preparing the students as good citizens. Therefore, he concluded that it becomes extremely imperative to integrate Value Education into a teacher education curriculum that focuses on the development of one's character, fostering the growth of virtues such as self-control, tolerance, and

selfless service. Additionally, the practice of prayer and the pursuit of harmony are integral aspects of desirable values, including love for all people.

Bharti and Yadav (2017) conducted a co-relational study between socio-demographic variables and values education of high school students. The study revealed that there existed a significant correlation in various dimensions of values among high school students. However, they found that gender did not have any effect on the values among the students. The study revealed that there was a significant difference in the theoretical values of high school students whose fathers were government employees, private employees or unemployed. They also found significant differences in the economic values of students whose fathers were self-employed and government employees.

Dasari (2017) conducted a descriptive survey on the value system and value preferences of prospective teachers of secondary schools. The study revealed that the prospective teachers were self-oriented towards value systems and value preferences. He observed that the ultimate condition of their existence highlights a tendency towards freedom, comfort, and friendship. However, it was noted that a sense of responsibility and open-mindedness primarily guided the behaviour. He suggested that the curriculum and educational program must provide essential knowledge and skills to help prospective teachers understand the significance of values such as equality, peace, self-respect, and honesty. Further, he concluded that teacher educators must instill the principles of democracy, equality and fraternity in the prospective teachers, as enshrined in the preamble of the Indian Constitution.

Kaur (2017) did a descriptive study of the values of prospective teachers in relation to life satisfaction. The objectives of the study were to study the differences in values and life satisfaction between male and female prospective teachers and to find out whether there exists any relationship between values and life satisfaction of male and female prospective teachers. The study found significant differences in values and life satisfaction between male and female prospective teachers, where female teachers had higher values and life satisfaction in comparison to male

teachers. However, the study did not find any significant relationship among the prospective teachers in reference to their values and life satisfaction.

Mondal (2017) has done a theoretical study on the inculcation of human values among school students through effective teaching. He has highlighted the importance of value creation and considered values to be the fundamentals of character formation and the development of personality, which help individuals to encompass the quality of life. Therefore, he opined that values education should be integrated with the educational system and emphasized that it was through quality teaching that the teachers could transfer and inculcate those intended values. Accordingly, teachers should use various teaching strategies during the teaching-learning process to transfer and inculcate the determined values among the students.

Biswal (2019) conducted an experimental study on standard IX CBSE students about teaching science through value-integrated experiential learning. The purpose of the study was to establish that values could be inculcated through integrated experiential learning programmes along with the teaching of science. The study found that the Value Integrated Experiential Learning (VIEL) Programme was highly effective in enhancing the conceptual knowledge of values and values perception among the students. It was also found that the VIEL programme was effective in valuing the actualization of students, which could be reflected in their behaviour and activities. Further, the study found that the achievement of the students was not affected by the integration of the VIEL programme in the teaching of science in the classroom.

Sharma (2020) did a descriptive study on the inculcation of values in order to make adolescents gender sensitive through science education in Wardha district, Maharashtra. A qualitative approach was adopted to study the pedagogy of science education with a value education perspective. The findings of the study revealed that most of the students perceived values as the teaching and learning about morality, good behaviour and conduct that would be worthy of getting praise and status from others. It was also found that the majority of the students were in favour of having value education for the development of good behaviour, habits and positive attitudes

and making good citizens for the welfare of the community, society and the nation. The study found that value education was integrated during the pedagogical process of science education in classroom practices. Further, it was also found that values could be inculcated among adolescents through the integration of values in textbooks to sensitize them towards the gender perspective.

Vanlalhmangaihi and Chuaungo (2020) conducted a descriptive study to assess the personal values among Mizo students at the higher secondary level in Aizawl City. The purpose of the study was to find out the level of personal values of Mizo higher secondary school students by administering the Personal Values Questionnaire developed by Sherry and Verma (2010). The study revealed that Mizo students at the higher secondary level prioritize democratic values as the most important, followed by religious values and knowledge values. However, they assign the least importance to power value, followed by health value. The study revealed that there was no notable distinction between the average scores of male and female Mizo students at the higher secondary level in Aizawl city.

Devulkar (2021) did a theoretical study on the inculcation of values and ethics among students through STEM education. The primary objective of STEM education was not only to equip students with essential skills in Science, Technology, Engineering, Arts, and Mathematics (STEAM) but also to instill fundamental life values that adhere to ethical principles in their daily lives. He argued that these could be achieved through projects that integrate values such as integrity, patience, honesty, empathy, courage, virtues, self-respect, right conduct, truth, love, nonviolence, cooperation, computer ethics, and environmental ethics. He considered that it would be imperative that the school children would receive appropriate guidance to channel their energy towards constructive endeavour.

Das and Porel (2021) conducted a theoretical study on inculcating moral values in children through education. They considered the pursuit of a peaceful existence and a well-structured society centred around the successful cultivation of moral values within individuals. These moral values serve as a means for individuals to regulate their aggressive impulses. In contemporary society, individuals often find

themselves ensnared by violence and self-serving interests, which obstruct the attainment of a harmonious life primarily due to a deficiency in moral values. They emphasized that children could be guided toward a virtuous path by fostering moral values. Moreover, education plays a crucial role in effectively instilling these moral values in young minds.

Mahato et al. (2021) conducted a descriptive survey study on the personal values of the students of higher education in Purulia district, West Bengal. Their findings revealed that the level of personal values among the students of higher education in Purulia district exhibited an average level of hedonistic value, power value, aesthetic value, family prestige value and health value. The study also found that the level of personal values among the students of higher education in Purulia district was high in democratic, social, and knowledge values, but it was also found to be low in the economic and religious dimensions of personal values.

Sahoo and Panda (2021) studied the factors and effects of value education among adolescent learners. The study focused on two primary objectives: i) to examine the factors that influence the inculcation of values among learners and ii) to assess the impact of value education on the behaviour of adolescent learners. The findings indicated that the school curriculum, the teaching-learning process, and the role of the teacher were pivotal in fostering value development among students. Further, the research highlighted that value education significantly enhances the school environment, positively affects student behaviour, improves discipline and attendance, and aids in addressing personal and social challenges.

Shinde and Neve (2021) conducted a conceptual study on human values and their inculcation among students of higher secondary schools. It was an exploratory study, based on secondary data from various existing literatures and journals, to understand the ways, ideas and methods through which human values can be inculcated among higher secondary school students. They had identified various ideas and activities about how to incorporate human values like love, respect, and empathy among the students. They concluded that the teachers at the higher secondary level play an imperative role in inculcating values among students in the

present education system. They also opined that teachers should be aware of their roles and responsibilities in shaping appropriate behaviour and inculcating moral and ethical values among the students of higher secondary schools.

Yadav and Sikdar (2021) conducted a theoretical study on value inculcation practices for secondary school students. The primary aim of value education would be to foster a well-rounded and harmonious personality. They consider values not innate; they are learned and cultivated. Education is intrinsically linked to values and should promote qualities such as empathy, collaboration, and mutual respect among learners. Educational policies and curriculum frameworks have consistently highlighted the importance of value education, with co-curricular activities playing a crucial role in the development of values among students. This research paper examines the methods employed by school teachers to instill values in students through co-curricular activities.

Bhutani et al. (2022) conducted a study on the values orientation of students at the fourth-grade level in India. The research examined the values embedded within the NCERT English Textbook Marigold for fourth-grade students. After analyzing the textbook, the identified values were categorized into five: i) Love, care and compassion; ii) Health and hygiene; iii) Critical and creative thinking; iv) Appreciation for beauty and aesthetics; and v) Responsibility. The study also focused on the pedagogical strategies employed by teachers to instil these values in their pupils. The findings revealed that the primary strategy identified was the modelling of universal values, which serves as a foundational technique for teachers. Prominent instructional methods included storytelling, role-playing, group discussions, and debates. Teachers recommended the incorporation of art-integrated teaching and moral dilemma scenarios that encourage students to think critically, respond thoughtfully, and devise innovative solutions to various challenges.

Furthermore, curricular events, programs, and activities were found to directly or indirectly convey values to students. The study concluded that the schools not only impart values to students but also train their teaching staff to become

effective facilitators of these values. The study also revealed that students largely demonstrated the values taught in school settings.

Borgohain and Gohain (2022) conducted a theoretical study on the inculcation of values education among students through educational curriculum and the role of teachers in imparting values among them. Values serve as the foundational principles that guide individual behaviour and decision-making. They considered that these principles are essential for promoting both physical and mental well-being, as well as fostering social harmony and adaptation, and they are inherently linked to cultural identity. They argued that contemporary society appears inadequately prepared to address these core challenges, largely due to a significant deficiency in moral and spiritual education, even among the more educated demographics. They urged the need to incorporate value education in the educational curricula from the earliest stages of learning. They concluded that a value-based curriculum enhances the inculcation of appropriate values to students, and teachers also play a vital role in cultivating morality that makes them responsible and conscientious citizens.

Saikia (2022) conducted descriptive survey research to assess the moral value of college students in the Lakhimpur District, Assam. The study utilized a self-constructed questionnaire featuring "closed-ended" questions to assess the moral values of students. The results of the study indicated that there were no statistically significant differences in the personal values of college students when analyzed in relation to their gender, residential location, and academic standing in terms of semester progression.

Singh (2022) conducted descriptive survey research on undergraduate students to assess their acquired human values in various domains of personal values. The various domains of values involve democratic values, social values, religious values, power values, knowledge values, family prestige values, aesthetic values, hedonistic values, economic values and health values as given by Verma and Sherry (1998). The study found that most undergraduate students had average levels of religious values, democratic values, knowledge values, hedonistic values, family

prestige values, and health values. However, she also found that the undergraduate students had a low level of social values, a high level of aesthetic values and a very high level of economic values.

Tlau et al. (2022) conducted descriptive survey research on the moral values of middle school students in Aizawl. The purpose of the study was to know the level of moral values among the students at the middle school level in Aizawl. The study found that the majority of the middle school students in Aizawl had an average level of moral values. They also found that there were no gender influences on the moral values of middle school students in Aizawl.

Vanlalhmangaihi (2022) conducted a descriptive study on personal values among the Mizo, Naga and Khasi students at the secondary level. It was a cross-cultural study undertaken in the three northeastern states of India, namely Mizoram, Nagaland and Meghalaya. The primary purpose of the study was to study the personal values of Mizo, Naga and Khasi students at the secondary level of education and their comparative analysis with references to their distinct cultural value systems. The findings of the study revealed that the majority of the Mizo secondary school students had average religious values, aesthetic values, economic values and family prestige values, whereas democratic values, power values and hedonistic values were found to be high, and social values, knowledge values and health values were found to be low among Mizo students. She found out that both Naga and Khasi secondary school students had an average level of religious values, democratic values, aesthetic values, economic values, power values and family prestige values, whereas social values, knowledge values and health values were found to be low; and only hedonistic values were found to be high among Naga and Kashi secondary school students. The comparative analysis between the secondary school students of the three communities revealed no significant differences with reference to all the ten value dimensions of personal values.

Bai (2023) researched the effect of value-oriented education and intelligence on adjustment ability among prospective teachers in the state of Tripura. The findings indicated that there were no significant differences between male and female

prospective teachers concerning their value-oriented education, emotional intelligence, spiritual intelligence, and adjustment ability. Furthermore, a significant effect was observed for value-oriented education, emotional intelligence, and spiritual intelligence on the adjustment ability of prospective teachers. A significant second-order interaction was found regarding the parameter of educational adjustment at the same significance level. Multivariate tests demonstrated that the triple interaction of the independent variables on adjustment ability was significant. Lastly, there was no significant interaction between gender and academic stream concerning the adjustment ability of prospective teachers.

Venkateshwarlu (2023) conducted a descriptive study to identify the values and value orientation among teachers of tribal communities in primary and secondary schools in Telangana. The research examined the hierarchical preferences and values among tribal teachers in primary and secondary schools across various tribal communities. The study found that the primary and secondary school teachers exhibited similarities in their values selection across health, academic, empirical, societal, ethical, metaphysical, and artistic domains, particularly in their least favoured values. The findings indicated a strong correlation in the value systems of primary and secondary school tribal teachers across the identified seven domains of values. Furthermore, the correlation analysis demonstrated a significant positive interrelationship in several of these value domains, highlighting the commonalities shared by tribal teachers from all communities.

Parmar and Jha (2024) did a comprehensive theoretical analysis of the impact of value education in shaping the personality of individuals. This study was an in-depth examination of how value education affects learners across cognitive, affective, and behavioral dimensions. The article highlighted the importance of incorporating value education within both formal and informal educational settings. By synthesizing existing literature and analyzing case studies, they evaluated the effectiveness of diverse pedagogical methods, curriculum structures, and implementation techniques in instilling values such as empathy, integrity, and social responsibility. The study emphasized the numerous advantages of value education in

promoting comprehensive development, enhancing ethical decision-making, and cultivating responsible citizenship. They concluded by discussing the implications for policymakers, educators, and stakeholders in promoting value education initiatives and fostering a societal culture rooted in integrity, empathy, and respect.

Raj (2024) conducted a study on the value orientation of physical education teachers and their compatibility with the curriculum of physical education in India. The primary objective of this research was to investigate the educational beliefs and priorities of physical education teachers through the application of the Value Orientation Inventory-Short Form (VOI-SF). The results provide robust evidence supporting the hypothesis that physical education teachers possess a variety of value orientation priorities, which underscores the complex nature of physical education as a field. The study also revealed significant differences in value prioritization between male and female physical education teachers, particularly in the area of self-actualization, which underscores the influence of societal norms and traditional gender roles. Additionally, the study revealed significant variations in value prioritization among teachers with differing sports backgrounds, especially regarding self-actualization when comparing those from team sports to those from individual sports. Furthermore, the research indicates that teaching experience plays a role in shaping value priorities related to the learning process, social reconstruction, and ecological integration, suggesting that values may shift as educators gain experience.

Samanta and Howladar (2024) conducted a study to examine the influence of gender on the personal values of secondary school students in West Bengal. A cross-sectional survey design was employed to gather data, which involved a sample of 350 secondary school students selected through a random sampling method. The findings indicated that, with the exception of problem-solving and discipline, female students exhibited higher levels of personal values compared to their male counterparts. Furthermore, the dimension of commitment within personal values was found to be statistically significant. The study concluded that emphasizing the influence of gender necessitates more equitable educational strategies for the development of personal values among adolescents in West Bengal.

2.03.2. STUDIES CONDUCTED ABROAD

Aluja and García (2004) conducted a study to find out the relationship between Big Five personality factors and values among undergraduate students at the University of Lleida in Spain. The findings of the research revealed a vigorous three-factor model consisting of 25 out of the 30 values that were analyzed. These components were denoted as social power, order, and benevolence. These variables correspond with a few of the value classifications recognized by Schwartz (1992). Significant differences in personality variables and values were found with respect to gender. Specifically, unfriendliness, intellect, and neuroticism showed notable disparities, as well as the values associated with social power. The comparative analysis between males and females revealed that the model fit was better for the female group. However, when it came to predicting assurgency, conscientiousness, unfriendliness, and neuroticism, there were no substantial differences between the genders.

Edwin and Lease (2011) did a critical review of the ethical values in the education system and society. The primary aim of the investigation was to provide some evidence to tackle the concern for ethical values within the educational setting through the collaboration of teachers, parents, and administrators. They highlighted moral and ethical values, such as the kinetic theory of ethics, which were conducive to the development of moral and immoral behavioural patterns in students. Therefore, the primary responsibility of educators should be to motivate the students toward learning morality. In encouraging this type of consciousness, the educator should transmit the information which the pupil has learned to specific situations that have moral meaning. Further, they urged that the primary responsibility of an educator is to create avenues for students to apply ethical principles to real-life challenges.

Ocal et al. (2012) conducted a comparative study on international perspectives of value tendency between university students in Turkey and Lithuania. This study aimed to identify and rank the importance given to the values stated in the classification scales created by Rokeach and Schwartz by students in two different

countries. The study did not find any significant difference between the terminal values in reference to gender. However, a significant difference was established between the dimensions of instrumental values with respect to gender, where male students have a higher average in instrumental values. The study also revealed that Lithuanian students had higher points in terminal values than instrumental values.

Schwartz (2012) outlined the theory of fundamental human values, exploring the essence of values and outlining the characteristics that are shared by all values. The theory identifies ten core personal values that are acknowledged across various cultures and elucidates their origins. Central to the theory is the notion that values create a circular structure that mirrors the motivations embodied by each value. This circular structure, which captures the conflicts and compatibilities among the ten values, appears to be culturally universal. The paper delves into the psychological principles that underpin this structure. Additionally, it introduces the two primary methods devised to assess these fundamental values, namely the Schwartz Value Survey and the Portrait Values Questionnaire. Data from 82 countries, gathered through these methods and others, offer support for the theory's validity across different cultures. The data reveals significant variations in individuals' value priorities. Interestingly, however, the average value priorities of most societal groups demonstrate a similar hierarchical order, a phenomenon that the paper seeks to elucidate. The final section of the paper clarifies the distinctions between values and other concepts used to elucidate behaviour, such as attitudes, beliefs, norms, and traits.

Taşdemir (2012) did a qualitative study on a comparative investigation of the opinions of students studying in three different countries, namely Iraq, Saudi Arabia, and Turkey. The phenomenological method was utilized to gather the necessary data. The study group consisted of 6th, 7th, and 8th-grade students from Iraq, Saudi Arabia, and Turkey during the 2009-2010 academic years. The students' handwritten compositions and pictures served as the primary sources of data. Upon analyzing the writings, it was observed that concepts related to helpfulness, patriotism, and responsibility were more prevalent, while scientific values were least represented. In

terms of action and symbol categories, students from Turkey exhibited higher levels, whereas students from Iraq displayed higher levels in the Religion category. The scientific value levels of students from Turkey and Saudi Arabia were the lowest, while Iraq had the lowest levels of peace and freedom values. Visual expressions of honesty, responsibility, and respect were rarely emphasized among the students. Furthermore, in Iraq, visual expressions indicated higher levels of respect and patriotism but lower levels of honesty and responsibility.

Etherington (2013) did a theoretical study on values education and the teaching of values in schools. He argued that values education as taught in schools has been too individualistic, relativistic, and ultimately subversive of a serious moral commitment which cannot point to a sufficient basis for validation. He concluded that the narrative given to humans by a transcendent being (God) should ultimately be the most defensible foundation for values education in schools.

Ferreira and Schulze (2014) conducted a qualitative study to investigate teachers' experiences of the implementation of values in education in classroom praxis. The findings highlighted a discrepancy between the intentions of policymakers and the perspectives of teachers regarding values education. This gap was linked to teachers' lack of understanding of the concept of values in education. They found that there was an inadequacy in acknowledging the influence of teacher identity on values in education and a lack of knowledge on how to address practical challenges related to values in education. It was also found that the teachers were not able to consider the hidden curriculum that could utilize different strategies effectively to promote values in education. Thus, the researchers concluded that educational initiatives had minimal effect on the implementation of values in education in the selected schools.

İman (2014) did an experimental study to examine the effect of the Values Education Programme (developed for preschool children) on the children's social skills, psycho-social development, and social problem-solving skills. The results of the study indicated that the values education programme had a positive impact on the experimental group. Moreover, these improvements were found to be significantly

greater compared to the control group. The results revealed that there were no significant differences between the scores of the experimental group and the control group in the retention test. This suggests that both groups were able to retain the knowledge and skills acquired during the programme to a similar extent. In conclusion, the findings of this study highlight the positive impact of the Values Education Programme on the social and psychological development of children attending preschool. The programme not only improved their social skills and problem-solving abilities but also had a positive influence on their behaviour, as reported by their parents.

Isa and Yusoff (2014) studied the nature of Muslim undergraduate students' reception of personal values in their daily lives. Based on the descriptive analysis, a medium level of personal value was found among the students. It was also found that respondents from both colleges have a high value on the 'Conformity' and 'Benevolence' value types. Concerning the ten categories that embody unique motivational constructs, 'conformity' was identified as one of the key types, while 'power' was considered to be the least significant value category.

Ndlovu (2014) conducted an empirical study on religion education teaching in Zimbabwe secondary schools in the search for an authentic values-oriented multi-faith Religion Education pedagogical model. The research findings indicated that the majority of individuals involved in religious education express a preference for an authentic model that encompasses multiple faiths to provide value-oriented education in schools. This model would effectively enhance the instruction of important values such as citizenship, human rights, and nationhood. Consequently, it is recommended that a values-oriented multi-faith approach be considered for potential adoption in secondary schools in Zimbabwe.

Nguyen (2016) conducted an empirical study on the Vietnamese value system. The study discussed five main values layers: traditional values, Confucian and Taoist values, Buddhist values, Western values and Socialist values that influenced the Vietnamese values system. The conventional principles encompass patriotism, the spirit of self-improvement within the nation, compassion, diligence, and optimism.

Vietnamese individuals have embraced values such as rules, sympathy, tolerance, benevolence, and compassion from Buddhist teachings, with their causes and effects being deeply ingrained in their society. Moreover, the Vietnamese values system has become more diverse due to the impact of Western values, which emphasize individualism, liberty, equality, and democracy. Lastly, the values of socialism, including independence, freedom, happiness, democracy, justice, and civilization, contribute to the overall values framework of Vietnam. The study concludes that policymakers must identify the values that are most relevant to the Vietnamese people in the present era and take further measures to incorporate these values into educational programs throughout Vietnam.

Olaniyan-Shobowale et al. (2016) did a descriptive survey study entitled 'A study of the inculcation of moral values using prose literature-in-English among senior secondary school students of Ewekoro local government area of Ogun state' in Nigeria. The findings of the study revealed that prose literature in English had influenced the level of acquirement of moral values among secondary school students in the Ewekoro local government area of Ogun state to a greater extent.

Zhumadullaeva et al. (2016) conducted a study on applying the findings of scientific and pedagogical research in values education. The study intended to understand the history teachers' perspective on values education and the value orientation of students in 7th to 11th grade of education. The study underscored the significance of instilling devotion towards one's native country and nation, fostering a historical consciousness, promoting unity, upholding dignity and independence, encouraging industriousness, and educating about the history and cultural heritage, as well as fostering respect for national and spiritual values among students. To achieve these objectives, the research emphasized a variety of methods and strategies, such as examining historical documents, utilizing archival resources, watching historical films, arranging visits to historical locations and museums, and engaging in scientific inquiry to influence the value orientation of the students.

Katilmuş (2017) conducted a study on values education as perceived by social studies teachers in objective and practice dimensions in Turkey. The study found that

the social studies teachers had ideological motives towards values education, and values were taught to enable students to have basic humanitarian values and maintain social structures. Furthermore, it was discovered that schools did not conduct any planned activities for values education. Instead, the responsibility of teaching values in schools was solely placed on the teachers, who were expected to take the initiative. A majority of social studies teachers expressed their dissatisfaction with the lack of support from administrators in facilitating values teaching, and families were found to have disregarded the importance of imparting values to their children.

Lee (2017) did a theoretical study on higher education and ethical values. The purpose of the study was to comprehend the significance of ethical values at the higher education level and its relevance in the modern Korean society. The findings of this study revealed that traditional Confucian ethics were considered to be the Asian ethical values affecting Asian people's culture, which mainly emphasised self-cultivation, social harmony, and political righteousness. The research findings also indicated that the primary aim of higher education is to nurture the individual, strive for the highest moral standards, and pursue happiness; to educate individuals with specialized knowledge and scientific expertise to improve quality of life and contribute to the betterment of society, while also meeting ethical and moral obligations to address physical and practical necessities. The study concluded that Korean Confucianism prioritizes socio-political and ethical-cultural values over utilitarian or pragmatic considerations.

Mustapha and Hyland (2017) conducted a study to explore the connections between personality traits and the importance of values among tertiary-level students in Malaysia. The study involved a total of 2090 students from various government and semi-government higher learning institutions. The Schwartz's Short Value Scale, adapted by Lindeman and Verkasaloo in 2005, was utilized as a tool to measure the significance of values. The findings revealed that an individual's personality can influence the values that guide their life. The results revealed that Agreeableness and Conscientiousness were positively associated with both Conservation and Self-Transcendence values. On the other hand, Openness exhibited negative correlations

with both types of values, and Neuroticism showed negative correlations, specifically with Self-Transcendence values among Malaysian college students.

Al-Zoubi and Al-Omari (2018) conducted a study to identify the prevailing values system among the students of the faculties of educational sciences in Jordanian universities. The findings indicated a notable prevalence of a high degree of values system among the students enrolled in the educational colleges of Jordanian universities. The students' values were ranked in the following order: knowledge, religious and moral values, beauty, economic values, political values, and social values, respectively. Gender was found to be a statistically significant factor across all dimensions of values, with female students displaying a greater interest in various issues related to values compared to their male counterparts. Furthermore, a significant disparity in the value system was observed among students studying in the faculties of educational sciences in Jordanian universities based on their academic level. Specifically, first-year students exhibited a higher level of value system compared to their senior peers. Interestingly, the results also indicated that the value system did not vary based on students' place of residence.

Drozdikova-Zaripova et al. (2019) conducted a cross-cultural study on Russian and Belarusian teachers based on the comparative analysis of social and professional values with various pedagogical experiences. The research findings indicate that the value orientation of Belarusian teachers tends to remain consistent over time compared to Russian teachers. The study revealed that educators in both Russian and Belarusian groups predominantly emphasize spiritual and moral values, regardless of their teaching tenure. Both Russian and Belarusian teachers are dedicated to upholding ethical standards throughout their professional trajectory. The values of health and fulfilling family life are fundamental to teachers in both cultural contexts, regardless of their years of experience in the field. The structure of the value system among Russian and Belarusian teachers with diverse teaching experiences displays unique features.

Garvanova and Papazova (2019) conducted a comparative study of the basic individual values of Bulgarian students in emerging adulthood, between 18 and 29

years of age, during the period of social and economic transition in Bulgaria. Three empirical studies were conducted in 1995, 2005, and 2015 based on the Schwartz Value Survey (Schwartz, 1992). Findings from an analysis of the three groups show that the significance of individual and collective values had increased throughout the 20-year research. Although value preferences remained relatively stable, there was a shift towards a more mixed approach, with a greater emphasis on collective concerns over individual concerns by 2015. Nevertheless, a detailed examination of the data on value preferences demonstrates that contemporary students prioritize objectives linked to their own happiness and the well-being of their close relationships rather than objectives associated with the welfare of the broader society and environment.

Shrestha and Gupta (2019) conducted a study on the impact of value education on the personal behaviour of students in Nepal. The purpose of the study was to explore the influence of value education on the personal behaviour of students of grade 7, 8 and 9. The study demonstrated that value education instilled fundamental life qualities such as honesty, diligence, respect for others, cooperation, compassion, and forgiveness in students, leading to a positive transformation in their personal behaviour. Nevertheless, participants highlighted the necessity for enhancing teaching methodologies and emphasized the importance of implementing a long-term strategy for teaching values education to enhance student's personal behaviour further. Therefore, they concluded that the teachers should provide the theoretical and practical knowledge of values education to the students to realize the importance of moral values in personal and professional life.

Zulkifli (2019) conducted a descriptive survey study on dominant factors affecting the development of religious values and the morale of children during early childhood education in Paud District, Kampar, Indonesia. The findings of the study indicated that both internal and external factors were foremost and encouraged the development of religious and moral values in the direction of early childhood education in the sub-district Kampar. The study advocated the requirements for more focus on the development of religious and moral values among children of early

childhood education from the perspective of local wisdom related to religious and moral principles.

Akan (2021) conducted a quasi-experimental research on the impact of the curriculum of values education on university students' levels of acquisition of moral maturity and human values. A module of 'Curriculum of Values Education' was conducted on the experimental group in a training classroom for a duration of 80-90 minutes at 15:00 on Mondays, spanning a period of 13 weeks. The researcher employed the 'Moral Maturity Scale' and 'Human Values Scale' as tools for data collection. The study found that the intervention of the 'Curriculum of Values Education' led to a distinguished enhancement in the acquisition of moral maturity and human values among the students in the study group. Thus, the study recommended that academicians should use a crafted curriculum of values education to teach desirable values to university students.

Fyffe and Hay (2021) conducted a study to explore and assess the values of 4th to 7th grade in Australia by developing a Children's Values Questionnaire (CVQ) based on seven value dimensions- self-concept, behaviour, healthy life, social; school climate; emotional intelligence; world view and 26 related sub-dimensions. The factor analysis of the CVQ was supportive of the theoretical construct, and the relationship of the CVQ to Schwartz's Universal Valued Goals was reported in this study, which is the application of the CVQ in schools. The study also revealed that there was a significant difference between boys and in reference to the selected dimension of values. The research revealed that girls exhibited a greater inclination towards items associated with playing by the rules, responsibility, creativity, empathy, and communication compared to boys. On the other hand, boys demonstrated a stronger preference than girls for items related to physical activities.

Gamage et al. (2021) conducted a study on the role of the personal values of the students in their learning approaches and achievements. They opined that personal values are crucial in shaping the learning strategies that individuals adopt throughout their educational journeys. The primary purpose of his study was to explore the relationship between personal values and the selection of learning

approaches, as well as the subsequent effects on academic performance. They emphasised the significance of cultivating personal values as an integral component of broader educational experiences, ensuring that these values align with graduate attributes and are further harmonized with knowledge and skills to foster the development of successful graduates in society.

Espinosa and González (2024) conducted a study on virtues and values education in schools involving an international sample. The study aimed to empirically explore how school administrators and educators comprehend and implement character education, with a specific focus on differentiating between the education of values and virtues. The findings indicated that there were variations based on the type of school and the country in question. Significant insights emerged regarding the definitions of virtue and its relationship to values, identifying which virtues and values are deemed essential for educational institutions to impart, as well as the predominant strategies employed in character education programs. They emphasized the importance of moral education as a fundamental aspect of schooling, integrating both virtue and values education. They were of the opinion that a sincere commitment would be required to enhance teacher training in the area of virtue education.

Hill et al. (2024) had done theoretical research by advocating for an enhanced emphasis on values within science education. A scoping review was conducted to elucidate students' values as represented in the science education literature, employing a methodology adapted from values research in mathematics education, which involves the extraction of students' values from closely related constructs such as attitudes, beliefs, and identities. The study identified 55 distinct values across 91 publications. The analysis of the literature revealed that there were both similarities and differences in values across various geographical regions. Furthermore, it highlighted specific areas that could enhance students' positive learning experiences and overall well-being in the context of science education.

Hohm et al. (2024) analyzed multiple studies to determine whether there was any variation in consequential attitudes and actions of moral values in the USA. The

analysis of the findings from five research studies indicated that there was a seasonal fluctuation in the endorsement of certain moral values among Americans, although this does not apply universally to all moral values. Further, the findings from these five studies indicated that moral values change with the changing seasons, suggesting fascinating implications for various other outcomes that these values may influence.

Research Gap

After reviewing the above-mentioned literatures, it was observed that eight studies were specifically related to contents analysis of textbooks on the basis of values education, where three studies were conducted in India and five studies were conducted abroad. Many empirical and theoretical studies have also been found relating to values education about teachers and students at various level of education in India and around the world. And more specifically, two empirical study were found in Mizoram relating to values education at higher secondary school level conducted by Vanlalhmangaihi and Chuaungo (2020); and Vanlalhmangaihi (2022). However, no study was found on content analysis of textbooks in Mizoram, specially related to values education and no study was conducted about comparative analysis of the textbooks of MBSE with other board. It was also observed that no study was conducted about assessment of values of students at the secondary level in Mizoram. Therefore, the researcher found these gaps for conducting research at the secondary school level in Mizoram. Students at the secondary education level were generally between the age group of 14 to 18 years that depicts the Formal Operation Stage of cognitive development according to Piaget's theory, where the individual are intellectually mature enough to channelize their thinking process of understand right or wrong; good or bad; wholesome or unwholesome. Hence, the present study undertaken by the researcher is considered to have ample scope for empirical contribution in understanding, development and inculcation of desirable values among students in Mizoram.

CHAPTER III

METHODOLOGY

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METHODOLOGY

3.01. Introduction

Research methodology refers to the process of solving a research problem scientifically. It is considered a science of analyzing how scientific research is conducted to solve research problems. It also indicates the various steps or plans of action that a researcher adopts during the research and investigation process to resolve the research problem systematically. In other words, research methodology pertains to the process of undertaking the research study. It involves how the samples have been identified; the methods or techniques followed for selecting the representative sample; the formulation of the hypothesis; the way data have been collected; and what statistical technique has been used for Analyzing the collected data in a particular research study. Thus, it is imperative to follow sound methodology to ensure that the findings of the research are valid and reliable to serve the purpose for which the study is undertaken.

This chapter contains the procedures of the research methodology adopted by the investigator. The methodology that the researcher followed in this study has been presented under the following heads:

3.02. Research Design of the Study

3.03. Population

3.04. Sample and Sampling Technique

3.05. Research Tool and Techniques used for this Study

3.06. Content Analysis

3.07. The Procedures of Tool Construction

3.08. Procedures of Data Collection

3.09. Statistical Treatment of Data

3.02. Research Design of the Study

In a research study, the decision regarding what, where, when, how much and by what means concerning an inquiry or investigation constitutes the research design

(Kothari, 2004). According to Claire Selltiz "*A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure*" (Kothari, 2004). It also implies the organization and conceptual structure of the study that comprises the outlined plan of the process of identification of data as well as collection and analysis of data.

The Framework of the research design of the present study has been presented as under:

Figure 3.01: Convergent Parallel Design of the Study

QUAL   +   QUAN

Qualitative

Quantitative

Qualitative Data Collection

i. Identified the Secondary Social Science Textbooks of CBSE and MBSE as Qualitative Population

ii. Select the Class IX Social Science Textbooks of CBSE & MBSE as Sample

Quantitative Data Collection

i. Identified the Secondary School Students of CBSE and MBSE school as the Quantitative Population

ii. Selected representative Sample by using Disproportionate Stratified Random Sampling Technique

iii. Collection of data using VAQ

Analysis of Data

(Content Analysis of Social Science Textbooks of CBSE & MBSE)

Analysis of Data

(Analyze the quantitative data using descriptive statistics and inferential statistics)

Results and Findings

In the present study, the researcher employed a mixed research method using the convergent parallel design that involves both quantitative and qualitative approaches to the collection, classification and analysis of data (Plano-Clark & Creswell, 2018; Creswell, 2015; Johnson & Christensen, 2014). Content analysis, a qualitative research method, was used to assess the value-oriented contents incorporated in the NCERT social science textbook of CBSE and MBSE with reference to the ten selected values. The secondary social science textbooks of CBSE and MBSE were analyzed taking into account of the words, sentences, images and activities as units of analysis. To study the status of the values orientation of the secondary school students of both CBSE and MBSE in Mizoram, quantitative survey approach has been adopted.

The research design in this study can be symbolized as (QUAL+QUAN)-qualitative and quantitative (Morse, 1991; Johnson & Christensen, 2014; Creswell, 2015), as presented in **Figure 3.01**. The combination of the symbols QUAL+QUAN indicates the paradigm of the present research study, where the uppercase letters indicate the priority or increase weight of either the qualitative or quantitative data; and the + (plus) sign represents the concurrent or simultaneous collection of data (Creswell, 2015; Johnson & Christensen, 2014). In this study, both qualitative and quantitative data were given equal emphasis; and both the qualitative and quantitative data were collected simultaneously, but in separate manner, and the results of one may or may not depend on the results of the other (Plano-Clark & Creswell, 2018). Thus, the quantitative and qualitative data collection was concurrent, happening in one phase of the research study (Creswell-Plano, Clark, Gutmann, & Hanson, 2003). This design involved analyzing and interpreting the qualitative and quantitative data in a parallel manner. Further, this design included interpreting quantitative results with qualitative findings, synthesizing corresponding quantitative and qualitative results to build up a comprehensive understanding of occurrence or outcomes, and comparing the findings at multiple levels (Teddlie & Tashakkori, 2009; Morse & Neihaus, 2016; Plano-Clark & Creswell, 2018).

Therefore, both qualitative and quantitative data was identified as separate entities and had been collected separately but concurrently; and analyzed and interpreted the data accordingly. The analysis and interpretation of qualitative data i.e. the content analysis of social science textbooks of CBSE and MBSE has been presented in Chapter IV and the analysis and interpretation of quantitative data has been presented in Chapter V.

3.03. Population

Population in research refers to a group of individuals having the same characteristics (Creswell, 2015), or entities such as objects, educational institutions, time units, geographical areas, etc. (Koul, 2011). A population or target population is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study (Creswell, 2015, Johnson & Christensen, 2014). It is also alternatively known as the universe.

The population or universe identified for the present study involves two categories –

1. Textbooks
2. Students

Under category 1, all the social science textbooks prescribed at the secondary level of education were the population of this study. As the present study was delimited, the population under category 1 involved all the 9th grade social science textbooks of CBSE and MBSE only. There were five separate textbooks on social science in CBSE in 9th grade, namely: - Democratic Politics-I; India and the Contemporary World-I; Contemporary India–I, Economics and Together towards a Safer India. The textbook on Disaster Management namely- Together towards a Safer India was developed by CBSE and prescribed for study at the secondary level. There was only one textbook on social science in MBSE, namely- Footprints: Our Past, Planet, and Society. However, the table of contents in the MBSE textbook contained five sections; History: India and the Contemporary World, Geography: India-Land and the People, Political Science: Democratic Politics, Economics: Understanding Economics Development, and Disaster Management.

Considering the delimitation of the present study, all the 10th grade secondary students of CBSE and MBSE were the target population under category 2. The total population of secondary students (Class - X) in Mizoram was 19,958 students in both CBSE and MBSE-affiliated schools during the academic session of 2020-2021. Table No. 3.01 shows the district-wise distribution of the total population of Class X students of both MBSE and CBSE schools of eight districts (now eleven) in Mizoram.

Table No. 3.01

Total Population of Class X Students for the Academic Session of 2020-2021 in Mizoram

District	MBSE - CLASS X			CBSE - CLASS X		
	Male	Female	Total	Male	Female	Total
Aizawl	3546	4245	7791	100	107	207
Champhai	932	1040	1972	8	20	28
Kolasib	632	728	1360	15	21	36
Lawngtlai	1296	983	2279	36	23	59
Lunglei	1213	1414	2627	58	67	125
Mamit	467	485	952	18	17	35
Saiha	582	670	1252	15	15	30
Serchhip	487	649	1136	51	18	69
Total	**9155**	**10214**	**19369**	**301**	**288**	**589**

(Source: Official record of Directorate of School Education, Govt. of Mizoram and https://saras.cbse.gov.in/SARAS/AffiliatedList/ListOfSchdirReport)

3.04. Sample and Sampling Technique

A sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population (Cresswell, 2015). A sample is considered good and representative if it represents and resembles the characteristics

of the entire population (Johnson & Christensen, 2014). In research, representative refers to the selection of samples from a population in such a way that the selected samples are typical of the population under study, which enables the researcher to generalize the results and draw conclusions from the sample about the entire population (Cresswell, 2015; Johnson & Christensen, 2014; Mangal & Mangal, 2019). Thus, a sample implies the sub-group unit or representative proportion of the population that represents the whole population as possible that ideally provides the information and inference about the entire population from which it was drawn.

Sampling is the process of drawing a sample from a population (Johnson & Christensen, 2014). It may be defined as the method or process of selecting a few (*a sample*) from a bigger group (*population*) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation, or outcome regarding the bigger group (*population*) (Kumar, 2005 as cited in Mangal & Mangal, 2019; Creswell, 2015; Dawson, 2002). In an ideal situation, appropriate sampling procedures not only provide a representative sample but also save time and money (Johnson & Christensen, 2014).

As mentioned earlier, the present study comprises two types or categories of population which are textbooks and students. Therefore, under category 1, the researcher included all the class-IX social science textbooks of CBSE and MBSE for the study, where the texts, images, and activities in the chapters of the textbooks was taken into consideration for content analysis with references to the ten selected values.

To select the representative sample from secondary school students, a multistage sampling method was adopted. It would be worth to mention here that during the proposal of the present study, there were only 8 districts (now 11 districts) in Mizoram. Accordingly, three districts namely Aizawl, Lunglei and Lawngtlai districts out of 8 districts were randomly selected for data collection following a simple random sampling method in the first stage. Then, from those three selected districts a total number of 600 class-X students' samples were taken from both CBSE (90 students) and MBSE (510 students) affiliated schools following a

disproportionate stratified random sampling method **(**Dawson, 2002; Daniel, 2011; Johnson & Christensen, 2014**).**

"*Disproportionate stratified sampling is a stratified sampling procedure in which the number of elements sampled from each stratum is not proportional to their representation in the total population.*" (Daniel, 2011)

As the total number of class-X students in CBSE-affiliated schools was comparatively much less as compared to MBSE students, as can be seen from Table No. 3.01, the disproportionate stratified random sampling was considered more appropriate than other sampling techniques (Dawson, 2002; Daniel, 2011; Johnson & Christensen, 2014).

The distribution of the representative students' sample has been presented as under:

Table No. 3.02

Distribution of Representative Sample of Class X Students in Mizoram

District	CBSE		MBSE		Total Sample
	Male	Female	Male	Female	
Aizawl	16	14	93	89	**212**
Lunglei	20	10	82	84	**196**
Lawngtlai	17	13	83	79	**192**
Total	**53**	**37**	**258**	**252**	**600**
	90		**510**		

3.05. Research Tools and Techniques Used for this Study

The researcher used content analysis as a technique for analyzing the social science textbooks of CBSE and MBSE using qualitative and quantitative methods (Krippendorff, 2013; Neuendorf, 2017). The content analysis is a research technique used for qualitative (Neuendorf, 2017), and quantitative text an alysis (Roberts, 1997 as cited in Franzosi, 2007) for identifying specified criteria within the text and

drawing meaning about contextual and text-based variables. The researcher prepared a coding frame based on the ten selected values which constitute the related words, sentence meaning, theme and concept of the activities and images as a unit of analysis.

The researcher has also constructed and developed a research tool, the Values Assessment Questionnaire (VAQ) which was used for collecting essential data from the students of both CBSE and MBSE secondary schools in Mizoram. The VAQ was prepared taking into consideration of the ten selected values, namely - social values, democratic values, moral values, national and patriotic values, secular values, human values, physical health values, environmental values, economic values and aesthetic values. The procedure followed for the construction of the tool has been presented under point number **3.07.**

3.06. Content Analysis

Content analysis is a scientific method to determine the existence of certain words or notions within texts or the body of texts. It has been defined by Berelson as a research technique for the objective, systematic, and quantitative description of the manifest content of communication (Franzosi, 2007). Holsti (1969) defined content analysis "as a procedure of applying the scientific method to documentary evidence lying in a particular document". The outcome of this procedure can be quantitative or qualitative or a combination of both.

In the quantitative approach to content analysis, a researcher is required to work on the piece of a document by breaking it down into several codes or categories which are then entered into a content frame or schedule that can be used to 'tick off the category once it is observed (Neuendorf, 2017). Contrary to quantitative content analysis (asking for counting the frequency of particular words, images or categories of articles in a given document), qualitative content analysis is aimed at identifying, understanding, evaluating and interpreting the existing contents of the documents in the best possible manner. For this purpose, as emphasized by (McNeill, Patrick & Chapman, Steve, 2005), it asks for carrying out the textual and thematic analysis of

the documents and media texts, i.e. the meanings, both literal and hidden, that lie behind the use of words or visual images.

Textual analysis: Textual analysis implies the analysis of a document in terms of the language or mode employed by the creator of the text or document. It involves a close analysis of the linguistic subtleties within documents in order to see whether they encourage a particular interpretation of events, social phenomena or behavioural complexities presented in the textual contents of the document. More specifically, it tries to uncover the hidden meanings that may lie behind the use of particular words and visuals in a document.

Thematic analysis: This type of analysis of a document is concerned with a theme or themes around which the subject matter of the document is found to be knitted. Through thematic content analysis, a researcher endeavored to identify ideological themes that could surface through the wordings and images of the documents. It also emphasized to locate additional connotations and interpretations of the contents of the document, whether in the form of texts or visuals.

3.06.1. Procedure of Preparing Coding Frame for Content Analysis of Textbooks

Before the preparation of the coding frame, it is essential to determine the category of values based on which the code is to be articulated for carrying out content analysis of the textbooks. Various available works of literature related to values and values education such as 'Education for Values in Schools: A Framework' by NCERT, 'Value Education: A Handbook for Teachers' by CBSE, NCF 2005, and various national and state reports related to Values education, were consulted, and reviewed. Taking into consideration the relevant literature and understanding the present scenario in the country and around the world, the researcher has selected ten (10) core values, mentioned above (point 3.05) for the preparation of the coding frame based on which the contents analysis of the social science textbooks was done.

The following steps have been followed for conducting the conceptual content analysis of the textbooks as given by Carley (1992):

i. **Decided the Level/Unit of Analysis:** Based on the chosen ten categories of values, it was decided to constitute the related words, sentence meaning, theme and concept of the activities and images as the unit of analysis for the present study.

ii. **Decided the number of Concepts or Categories to code for:** It involves the development of a pre-defined or interactive set of categories or concepts. For this study, the pre-determined sets of categories or concepts of the selected ten categories of values were considered.

iii. **Decided whether to code for the existence or frequency of a concept**: To determine the coding process in the present study, the researcher decided to quantify the frequency of a concept of selected values. It was taken under consideration based on the unit of analysis.

iv. **Decided the criteria to distinguish among concepts:** The coding rules were formulated based on the definition of the selected ten categories of values, where the concept of each selected value was defined and distinguished in coding the text.

v. **Developed rules for coding your texts:** After the completion of the previous four steps, the researcher developed the rules for the translation of the text into codes. In this context, the related words, the explicit and implicit meanings of the sentences, activities and images were processed consistently in all the textbooks with references to the pre-determined concept of the ten values**.**

vi. **Decided to ignore the irrelevant information:** The researcher had formulated/developed the pre-determined concept or categories of the values, and the purpose of the analysis of the textbooks was to identify the contents

that were relevant to the pre-determined categories of values. Thus, the irrelevant texts and information were ignored.

vii. **Code the Texts:** Coding of the texts may be conducted by hand or by using software**.** In this present study, coding of the social science textbooks of CBSE and MBSE was done manually by the researcher. There were two reasons for conducting a content analysis of the textbooks manually. First, the researcher was not familiar with any software for computing content analysis; second, coding by hand seemed accurate in identifying the essential implicit contents in the textbooks.

viii. **Analyse the Results:** After the completion of the coding of the relevant contents in the textbooks, the researcher did a tabulation of the identified contents based on the categories of the selected ten categories of values. Further, analysis and interpretations of the results were done to conclude and generalise the findings based on the contents related to the ten categories of values.

3.06.2. Reliability of the Content Analysis of the Social Science Textbooks of CBSE and MBSE

Content analysis is a technique of qualitative research, which is exhausting and needs rigorous exercise during the process of analyzing the texts under consideration. Because of its nature, there is always a chance of subjectivity and coding errors that may not be possible to eliminate but only minimized. Thus, it is essential to establish the validity and reliability of the procedure of the process of content analysis of the texts under study. For this purpose, the researcher followed the procedures for establishing the validity and reliability employed in the analysis of the contents related to the selected values identified in the social science textbooks of CBSE and MBSE.

Reliability is the extent to which a measuring procedure yields the same results on repeated trials (Neuendorf, 2017). It also refers to the result of assessment

that could be replicated to some extent. To establish the reliability of the content analysis of the textbooks, the researcher conducted inter-ratter or inter-coder reliability (Krippendorff, 2004, Neuendorf, 2017). Inter-rater reliability assesses the level of agreement among multiple raters when providing subjective ratings (Frost, nd). Accordingly, a sample of 8 chapters from both CBSE and MBSE social science textbooks was given to three social science teachers from CBSE schools and three social science teachers from MBSE schools for content analysis of the textbooks. A discussion was conducted with the participants' teachers about the concept of content analysis and the process of coding the text. Further, a coding frame was provided to each coder along with precise instructions regarding the procedure of coding the texts based on the predetermined ten selected values.

There are some common techniques to assess the inter-rater reliability for content analysis such as percentage (%) agreement (Ao), Scott's (π) and Cohen's *Kappa* (κ). However, these are not appropriate for assessing the reliability of content analysis in coding tasks (Krippendorff, 2004). Krippendorff (2004) further argues that Cohen's *Kappa* overestimates consistency and cannot serve as a reliability index in content analysis of texts, especially those related to coding tasks. Thus, the Intraclass Correlation Coefficient (ICC) was used to estimate the inter-rater reliability of the content analysis of the social science textbooks of CBSE and MBSE.

The Intraclass Correlation Coefficient (ICC) is a commonly employed measure of reliability in various analyses, including test-retest, intra-rater, and inter-rater reliability assessments (Koo & Li, 2016; Assana, 2022). A more preferable indicator of reliability should encompass both the level of correlation and agreement between measurements. The ICC serves as a suitable index for this purpose (Koo & Li, 2016).

According to the 95% confidence interval of the ICC estimate, values below 0.50 is considered as poor reliability, ranging from 0.50 to 0.75 as moderate reliability, ranging from 0.75 to 0.90 as good reliability and above 0.90 as excellent reliability.

The ICC was employed to establish inter-rater reliability of the content analysis of social science textbooks of CBSE and MBSE based on the selected categories of values. The coding of the selected chapters by the raters was tabulated based on ten selected categories of values. Then, ICC was calculated using SPSS software, version 26 and the results have been presented under the following tables:

Table No. 3.03

Inter-ratter Reliability of Content Analysis of Social Science Textbooks of CBSE

Sl. No.	Selected Values	Rater 1	Rater 2	Rater 3
1.	Social Values	110	109	107
2.	Democratic Values	164	160	160
3.	Moral Values	76	72	74
4.	National & Patriotic Values	17	15	14
5.	Secular Values	11	14	13
6.	Human Values	44	43	45
7.	Physical Health Values	11	7	11
8.	Economic Values	147	144	149
9.	Environmental Values	72	71	72
10.	Aesthetics Values	8	5	7
	Intraclass Correlation Coefficient	**0.87**		

Table No. 3.04

Inter-ratter Reliability of Content Analysis of Social Science Textbooks of MBSE

Sl. No.	Values	Rater 1	Rater 2	Rater 3
1.	Social Values	88	84	81
2.	Democratic Values	180	175	177
3.	Moral Values	36	32	35
4.	National & Patriotic Values	21	23	24
5.	Secular Values	7	5	6
6.	Human Values	35	31	30
7.	Physical Health Values	12	10	12
8.	Economic Values	160	153	159
9.	Environmental Values	54	57	56
10.	Aesthetics Values	2	3	1
	Intraclass Correlation Coefficient	**0.82**		

The above tables (Table No. 3.03 and Table No. 3.04) show the Intraclass Correlation Coefficient of the three raters based on the ten selected values. The Intraclass Correlation Coefficient for the content analysis of the CBSE social science textbooks was found to be 0.87, which signifies good reliability. At the same time, a good reliability was found for the content analysis of the social science textbook of MBSE, where the Intraclass Correlation Coefficient was 0.82.

Therefore, a good correlation was found in the coding of the texts in the selected chapters of both the social science textbooks of CBSE and MBSE which indicated good reliability in the content analysis of the social science textbooks of CBSE and MBSE.

3.07. Procedures of Tool Construction

There were already available standardized research tools for the assessment of values of secondary school students and teachers; examples: - the Personal Value Questionnaire (PVQ) developed by Sherry and Verma (1998) and the Study of Values developed by Ojha and Bhargava (2001). However, some categories of values included in those existing tools were considered not relevant keeping in view of the present environment of the society in general and the characteristics of the population with regard to socio-cultural, regional and educational factors of the study in particular. Therefore, the researcher felt a need to develop a new research tool for the assessment of values of the secondary school students in Mizoram by including ten important and relevant core categories of values as mentioned earlier. The researcher has followed the following steps for the construction and development of the VAQ:

3.07.1. Determining the Ten Categories of Values of the Tool

3.07.2. Collection of Statements/Questions

3.07.3. Preparations of Questions and Items

3.07.4. Expert Opinions and Suggestions

3.07.5 Preliminary Tryout of the VAQ

3.07.6. Item Analysis

3.07.7. Selection of Items

3.07.8. Establishing Validity of the VAQ

3.07.9. Establishing Reliability of the VAQ

3.07.10. Scoring Procedure of VAQ

3.07.11. Interpretation of Derived Score and Norms for VAQ

3.07.1. Determining the Ten Categories of Values of the Tool

The very nature of value education implies the inculcation and development of certain attitudes and skills among the students as well as giving them the critical understanding and ability to use them in the contemporary world (NCERT, 2012). The ten value categories that were selected for preparing the coding frame in the

contents analysis of textbooks were taken under consideration for constructing the research tool (Point No. 3.04.1). Therefore, those selected ten core categories of values were determined for the construction of the research tool, Values Assessment Questionnaire (VAQ).

3.07.2. Collection of Statements/Questions

After reviewing the available and relevant literature related to values and values education from various sources, the researcher has collected as many statements as possible. The researcher has reviewed several standardized research tools such as the Personal Value Questionnaire (PVQ) by Sherry and Verma (1998); and the Study of Values by Ojha and Bhargava (2001) for the collections of statements/questions for the construction of this tool. The initial draft contained 40 statements or questions out of which three statements were adapted from Sherry and Verma (1998) PVQ, i.e. statements Nos. 6, 7 and 8 as statements Nos. 7, 9 and 12 in VAQ, by excluding the items/options given against the statements.

3.07.3. Preparations of Questions and Items

Values are formed on the basis of interests, choices, needs, desires and preferences (NCERT, 2012). It also involves the processes of thinking, knowing, understanding feelings and expression, that determine the strong liking for something and conferring preferences or feeling deeply about the things one values or against the other. Education for values aims at promoting broader capabilities, attitudes and skills that matter not just in schools but also in life beyond schools, and also prepares students for the world of work (NCERT, 2012). Therefore, it was imperative to develop a tool to understand the attitudes and values of the individual that signify the liking or disliking of something and the preferences that an individual gives on something against the other.

The structure of the VAQ was a forced-choice type with multiple-choice items. There are both positive and negative statements/questions included in the VAQ. Each statement/question comprises of two parts: a) a stem (statement/questions), and; b) three options (items). In the stem, a reasonable

situation was created for seeking a specific values preference from respondents. Each item or option represented the values for which the respondents have to choose their comparative preferences provided under the stem/question of the created circumstances.

An example of a statement/question is given below:

Stem/Statement: Types of activities in school you would like to participate –

         i.   Planting trees during World Environment Day.

Items/options   ii.   Arts and literary composition.

        iii.   Cleaning of school surroundings.

The following considerations were observed during the preparation of the options/items under each question/statement:

1. The options/items provided under each question/stem should assess the intended value as logically as possible.
2. The three options/items under each question/stem should be relevant to the reasonable situation characterized in the question/stem.
3. The three options/items should be quite similarly attractive.
4. The options/items were prepared considering each of the ten values which should be corresponded evenly with each other.

Thus, the first draft of VAQ contained 40 statements/questions or stems with three items in each statement/question. Thereby, there were 120 items in total and 12 items for each values category.

3.07.4. Expert Opinions and Suggestions

The researcher gave the drafted VAQ to 12 experts in the field of education and language. Based on the opinions and feedback from the experts, similar items of each stem and language clarity were identified. Then, the items were modified accordingly and assigned to the different value categories. Thus, the vague and irrelevant items were modified, and some items were also replaced with new one. In this way, the first draft of the VAQ was prepared consisting of 40 statements/questions.

3.07.5. Preliminary Try-out of drafted VAQ

The researcher conducted a preliminary tryout of the prepared VAQ on secondary school students. The prepared VAQ was administered to a sample of 90 students of class X, 45 male and 45 female. The purpose of the tryout was to find out:

i. Whether the language of the PVQ is intelligible and unambiguous for the target respondents to understand.
ii. Whether the target respondents follow the instructions.
iii. Whether some items are proportionately attractive or unattractive.

While administering the prepared VAQ, students were instructed to respond with their preferences as follows:

(1) Put a tick mark (√) against an item if it is the most preferred answer to the question/statement for you.

(2) Put a cross mark (X) against an item if it is the least preferred answer to the question/statement for you.

(3) Leave the third item unmarked (   ).

3.07.6. Item Analysis

Items analysis of VAQ was calculated based on the parameter of popularity value of each item by using the data gathered from preliminary tryout. The format of VAQ was a forced-choice type with multiple-choice items, where a respondent has to strike out the most favorable and the least favorable item (option) according to his/her preferences. Therefore, the popularity value (PV) of each item (option) was determined by following the following formula given by Gayen (Sherry & Verma, 1998).

$$\text{Popularity Value (PV)} = \frac{\text{Average Score of an item}}{\text{Maximum score allotted for each item}}$$

For determining the PV, a score of 2 was given for the items marked with (√), a score of 0 was given for the items marked with (X) and for the unmarked items a score of 1 was given. The item analysis of the VAQ for determining the PV of all the items has been presented in Table No. 3.07.

Table No. 3.05

The Calculated Popularity Value of all the items of drafted VAQ for Item Analysis

Sl.No	Statements/Questions	Items	PV
1.	If the principal asks you to select 15 students from your class to go on a field trip, how will you select those 15 students?	**i.** Select those who are friends with you. (A)	0.77
		ii. Select them after discussing with all the students in the class (B)	0.50
		iii. Select those who are sincere and obedient in the class. (C)	0.62
2.	You would like to associate and befriend with those people, **who** -	**i.** Has special affection for their land and their country. (D)	0.45
		ii. Respect teachers and elders (C)	0.56
		iii. Always careful and concerned about the natural environment. (I)	0.78
3.	You respect those people, **who**-	**i.** Respect the beliefs and practices of all religions. (E)	0.57
		ii. Work for the benefit of the society. (A)	0.66
		iii. Promote peace and non-violence. (F)	0.55
4.	Which team would you like to support in a sports event? **A team in which -**	**i.** A player is playing from your country. (D)	0.44
		ii. A friend of yours is playing. (A)	0.78
		iii. Every member of the team listens to the advice of the coach. (C)	0.41
5.	Schools organized games and sports activities to -	**i.** Develop cooperation and unity among the students. (A)	0.52
		ii. Make the students fit and healthy. (G)	0.66
		iii. Maintain discipline and punctuality. (C)	0.46
6.	Under what kind of environment would you like to work? Work in which -	**i.** Everyone respects the practice of your belief and faith. (E)	0.43
		ii. All are treated equally (B)	0.69
		iii. The environment is suitable for your physical and mental health. (G)	0.66

7.	During a football match what type of player will you support?	i. A player who plays fairly. (C)	0.55
		ii. A player who defends his teammates. (D)	**0.19 (NS)**
		iii. A player from your community. (A)	0.80
8.	Which action/practice according to you is bad/wrong?	i. Discriminating a student in school who is from another community. (B)	0.55
		ii. Not singing the national Anthem during morning assembly. (D)	0.34
		iii. Cutting down trees and burning forests unnecessarily. (I)	0.76
9.	Types of activities in school you would like to appreciate –	i. Planting trees during World Environment Day. (I)	0.65
		ii. Arts and literary composition. (J)	0.43
		iii. Cleaning of school surroundings. (G)	0.45
10.	Why is religion important, according to you?	i. It promotes the development of morality. (C)	0.45
		ii. It promotes equality. (B)	0.56
		iii. It enlightens the origin of human beings. (F)	**0.83 (NS)**
11.	How would you like to spend your holidays?	i. Reading novel. (J)	0.48
		ii. Doing social service activities in your locality. (A)	0.45
		iii. Going to the gym or playing outdoor games. (G)	0.55
12.	You would not like to have a relationship with those people **who -**	i. Often quarrel and fight with others. (F)	0.50
		ii. Do not appreciate the sacrifice of freedom fighters for independence. (D)	0.39
		iii. Use derogatory words against the practices of any religion. (E)	0.56
13.	What will you do if a neighbor has a complaint when you play loud music?	i. Do not listen because you have the liberty to play it. (B)	**0.18 (NS)**
		ii. Lower the volume of the music because we should live in harmony with our neighbours. (A)	0.78
		iii. Listen because that person is from other religions. (E)	0.44

14.	A decision that you consider wrong and unjust.	i. Expulsion of students from school without informing the parents/guardians. (B)	0.48
		ii. Not giving entry to the hotel because of poor living standards. (F).	0.66
		iii. Selecting the students for sports events based on religion. (E)	0.45
15.	What would you prefer for a happy life?	i. Having enough money to buy all the comforts of life. (H)	0.69
		ii. Having good friends and relatives. (A)	0.67
		iii. Having equality and justice in society. (B)	0.58
16.	If your teacher gives you a task instead of punishment for not doing homework, which task will you prefer?	i. Cleaning roadsides with the communities. (G)	0.34
		ii. Helping the patients in rural health centres. (F)	**0.87 (NS)**
		iii. Plant trees around the school campus. (I)	0.56
17.	What kinds of habits would you consider bad?	i. Smoking and drinking alcohol. G)	0.72
		ii. Telling a lie to avoid punishment. (C)	0.52
		iii. Throwing of plastic garbage in the jungle. (I)	0.54
18.	Which qualities should be developed or inculcated among the students for a better society?	i. A sense of love and respect for the Constitution and the nation. (D)	0.43
		ii. A responsible member of society. (A)	0.58
		iii. Treat all equally regardless of rich or poor. (B)	0.67
19.	What types of development you would not support in the country? **Development that -**	i. Displace people from their native land. (F)	0.78
		ii. Road infrastructure by destroying the natural environment. (I)	0.65
		iii. Urbanization with fewer job opportunities. (H)	0.56

20.	If there is Rs. 1000 extra money left after paying your school fees, what will you do with them?	i.	Will save it for future use. (H)	0.54
		ii.	Will return it to your parents. (C)	0.38
		iii.	Will give it to your needy friends and inform your parents later. (A)	0.68
21.	After passing the final examination what will you do with your textbooks?	i.	Sell them to the ragman. (H)	0.44
		ii.	Give them for free to the underprivileged or poor students. (F)	0.62
		iii.	Use them to prepare home decors. (J)	0.34
22.	Which type of books you would like to read?	i.	Books of all religions. (E)	**0.18 (NS)**
		ii.	Books on poetry and literature. (J)	0.56
		iii.	Books on freedom fighters. (D)	0.34
23.	Sports and activities that you would like to participate in competitions.	i.	Drawing or singing competition. (J)	0.42
		ii.	Debate and essay writing competition on national integration. (B)	0.40
		iii.	Outdoor games and sports competitions. (G)	0.55
24.	At what moment you would be proud?	i.	If a sportsperson from your country won a medal in an international sports event. (D)	0.45
		ii.	If you secure a job at the national level competitive examination. (H)	0.56
		iii.	By helping an accident injured person by taking him/her to the hospital. (F)	0.77
25.	What kind of advice from your parents do you give more importance?	i.	Spending money economically. (H)	**0.18 (NS)**
		ii.	Always help people who are in need. (F)	0.76
		iii.	Respect your teachers and elders. (C)	0.60
26.	What kind of person you would like to follow as a role model?	i.	A person who protects land and its people. (D)	**0.81 (NS)**
		ii.	A person who follows all the religions. (E)	0.25
		iii.	A person who works for the development of the community. (A)	0.66

27.	In your opinion, who is more important for the welfare of society?	**i.**	Teachers who promote living together with peace. (F)	0.55
		ii.	People who can sacrifice for the protection of the country. (D)	0.40
		iii.	Good industrialists who can create job opportunities for the unemployed youth. (H)	0.56
28.	What kind of furniture would you recommend your parents to buy for your room?	**i.**	Decorated beautiful furniture. (J)	**0.18 (NS)**
		ii.	Beautiful but less expensive furniture. (H)	0.45
		iii.	Beautiful but also eco-friendly. (I)	0.78
29.	Why drinking alcohol is prohibited in many communities/ societies? **Because -**	**i.**	It is injurious to health. (G)	0.39
		ii.	It affects the name and image of the person in the family and society. (C)	0.51
		iii.	It is an unnecessary expenditure for the family. (H)	0.44
30.	What do you consider important while doing work? **A work -**	**i.**	That does not degrade your family and community's prestige. (A)	0.48
		ii.	That does not affect the natural environment. (I)	0.55
		iii.	That does not deteriorate your health. (G)	0.75
31.	On the eve of a happy occasion like a birthday or Christmas, what present would you like to get?	**i.**	Beautiful painting for drawing room decoration. (J)	0.42
		ii.	Any article for physical exercise like badminton set or basketball. (G)	0.54
		iii.	Ring made of silver or gold. (H)	0.48
32.	In what types of situations or decisions you would not like to get involved?	**i.**	Conversion of people from one religion to another religion by force. (E)	0.66
		ii.	Replacing an important historical statue or idol of national importance. (D)	0.35
		iii.	Demolishing flower garden for constructing a garage. (J)	0.43

33.	Which kinds of instructions or advices would you consider very important to be a good student?	i. Never deceive your parents and your teachers. (C)	0.78
		ii. Participate and attend the festivals of other religions. (E)	0.39
		iii. Arrange and decorate the stage during school functions. (J)	0.38
34.	To whom would you consider as a good teacher? **Teacher who -**	i. Respect the practices of all religions (E)	0.58
		ii. Maintain impartiality among all students. (B)	0.46
		iii. Help the needy and the poor students. (F)	0.65
35.	What behavioural changes/outcomes will you expect from students after learning history subject?	i. Glorify and appreciate one's own national or country's heritage. (D)	0.43
		ii. Not making the mistake of the past that lost massive human life due to war. (F)	0.33
		iii. Appreciate and learn from the sacrifice of the great leader who fought against injustice. (C)	0.28
36.	In what situation will you complain against a teacher?	i. If the teacher encourages discrimination among the students. (B)	0.49
		ii. If the teacher criticizes and disrespects the practices of any religion. (E)	0.50
		iii. If the teacher instructs the students to cut down trees unnecessarily. (I)	0.34
37.	If you are given the task of serving food to the teachers as a co-curricular activity at school, how will you do it?	i. Serve the foods that are healthy. (G)	0.54
		ii. Serve the food by decorating it beautifully on the plate. (J)	0.34
		iii. Serve such food that could save money. (H)	**0.17 (NS)**
38.	Which places would you like to visit in your country if you get a free travel reward?	i. Historical monuments and places of different religions. (E)	0.34
		ii. National parks and wildlife centuries. (I)	0.48
		iii. Art galleries. (J)	0.45

39.	How will you utilize the plastic/polythene bags that we use in our everyday life?	i. Reuse them as much as possible. (I)	0.65
		ii. Sell them for recycling. (H)	0.44
		iii. Use them for making home decor. (J)	0.41
40.	What kind of advice do will you give to your junior class students?	i. Always treat your classmates equally. (B)	0.54
		ii. Always take care of your health. (G)	0.20
		iii. Do not litter around the school and in the environment. (I)	**0.85 (NS)**

Note: *A=Social Values; B=Democratic Values; C=Moral Values; D=National and Patriotic Values; E=Secular Values; F=Human Values; G=Health Values; H=Economic Values; I=Environmental Values; J=Aesthetic Values.*

NS= *Not significant*

3.07.7. Selection of Items

After the item analysis was done, the items for each question/stem were selected if their popularity value was found to lie between 0.20 to 0.80 (Sherry & Verma, 1998). It would be worth to mention that if any two options/items under each question/stem did not match with the ten selected values and were found unsatisfactory that question/stem was rejected. Further, if any item under each statement/question was found below PV=20 or above PV=80 that statement/question was rejected. On the basis of these criteria, 30 questions were selected. Therefore, the final draft of VAQ contained 30 questions having 90 (30 X 3) items, where each category of values had equal numbers of items and there were 9 items for each category of values.

The VAQ comprises both positive and negative polarized statements/questions, and there were 22 positive polarized questions and 8 negative polarized questions. The distribution of both the positive and negative polarized statements/questions of the VAQ, with serial numbers has been presented in the Table No. 3.08.

The final VAQ has been inserted under Appendix–I.

Table No. 3.06

Serial numbers of Positive and Negative Polarized Statements/Questions of the VAQ

Questions	Serial No. of the Statements/Questions
Positive polarized Questions	1, 2, 3, 4, 5, 6, 8, 9, 12, 14, 16, 17, 18, 19, 20, 22, 23, 25, 26, 27, 29, 30
Negative polarized Questions	7, 10, 11, 13, 15, 21, 24, 28

3.07.8. Establishing Validity of the VAQ

To establish the validity of VAQ, a content validity approach was applied by the researcher. First of all, the draft tool was scrutinized by Analyzing the feedback and suggestions received from the 12 experts.

They were requested to review the language, relevance of the selected categories of Values and the quality of the items. The items of the tool were scrutinized, reviewed and approved after analyzing the feedback and suggestions received from the 12 experts and with the help of the supervisor. Further, it was also determined whether all the items included in the VAQ represented the different categories of values for which a particular item was included under each category of values as indicated.

3.07.9. Establishing Reliability of the VAQ

Reliability is one of the most important criteria of a research tool which indicates the accuracy of the tool measures what it intends to measure. To establish the reliability of VAQ, the researcher has employed the Cronbach's Alpha coefficient and Test-Retest method of reliability. The researcher administered the VAQ to a sample of 100 students (50 male and 50 female) of class X. The VAQ was again administered to the same students after a time gap of 2 months. The correlation coefficient was calculated between the two sets of scores using the Pearson Product

Moment Method in SPSS software. The VAQ was prepared based on ten categories of values and after that, the scores of each dimension of values were obtained and calculated separately. The Cronbach's Alpha coefficient of each of the category of values was found to range between 0.752–0.873 in the selected ten categories of values presented as under:

Table No. 3.07

Cronbach's Alpha Coefficient

Values	SoV	DV	MV	NPV	SeV	HuV	PHV	EcV	EnV	AV
Cronbach's Alpha	0.850	0.831	0.812	0.752	0.764	0.873	0.770	0.798	0.865	0.760

SoV=Social Values; DV=Democratic Values; MV= Moral Values, NPV=National and Patriotic Values; SeV= Secular Values; HuV=Human Values; PHV=Physical Health Values; EcV=Economic Values; EnV=Environmental Values; AV=Aesthetic Values

The result of the correlation coefficient of the two sets of scores of 10 selected values for obtaining the reliability of the VAQ is given in the following table:

Table No. 3.08

Result of Test-Retest Reliability of VAQ

Sl. No	Dimension of Values	Reliability coefficient
		Time gap of 2 months (N=100)
1.	Social Values	0.73
2.	Democratic Values	0.74
3.	Moral Values	0.72
4.	National and Patriotic Values	0.66
5.	Secular Values	0.68
6.	Humane Values	0.82
7.	Health Values	0.69
8.	Economic Values	0.75
9.	Environmental Values	0.71
10.	Aesthetic Values	0.67

3.07.10. Scoring Procedure of VAQ

The responses are to be scored as follows -

1. A score of 2 for a check mark ($\sqrt{}$) showing the most preferred value under the stem.

2. A score of 0 for a cross mark (X) showing the least preferred value under the stem.

3. A score of 1 for the blank (   ) or unmarked item showing the intermediate preference for the value.

Therefore, the possible maximum score for each category of values will be 18 and the grand total score of all the categories of values will be 90.

3.08.11. Interpretation of Derived Score and Norms for VAQ

To establish the norms for the interpretation of VAQ, the final draft of VAQ was administered to 967 secondary school students (491 males and 476 females) from three districts of Mizoram. The researcher then converted the raw scores of VAQ into z-scores and t-scores and transformed the standard score into Sten scores and percentile rank. The general norms of VAQ for the 967 secondary school students from three districts of Mizoram have been presented in Table No. 3.09 and standard norms in Table No. 3.11.

Table No. 3.09

General Norms for Secondary School Students in Mizoram (N=967)

Sl.No.	Dimension of Values	Mean	*SD*
1	Social Values (SoV)	8.72	2.36
2	Democratic Values (DV)	9.83	2.39
3	Moral Values (MV)	10.19	2.32
4	National and Patriotic Values (NPV)	7.93	2.62
5	Secular Values (SeV)	8.48	2.61
6	Humane Values (HuV)	10.83	2.56

7	Health Values (HeV)	9.51	2.77
8	Economic Values (EcV)	7.32	2.66
9	Environmental Values (EnV)	9.74	2.52
10	Aesthetic Values (AV)	7.45	2.75

In order to interpret the derived scores, it was essential to determine them into grade or qualitative categories. Accordingly, the raw scores were converted to T-score and Sten score. In the range of the Sten score, grades 1 and 2 indicate a very low level of values, grades 3 and 4 indicate a low level of values, grades 5 and 6 indicate a very average level of values, 7 and 8 indicate a high level of values and 9 and 10 indicate a very high level of values. The interpretation of the derived score of VAQ on the selected ten categories of values based on T-score, Sten score and percentile rank has been given in Table No. 3.10.

Table No. 3.10

Interpretation of the Derived Score of VAQ on Level of Values

Sl. No	T- Score	Sten Score	Percentile Rank	Interpretation
1	65 and above	9 and 10	93 and above	**Very High**
2	55 to 64	7 and 8	71 to 92	**High**
3	46 to 54	5 and 6	30 to 70	**Average**
4	35 to 45	3 and 4	8 to 29	**Low**
5	Below 34	1 and 2	Below 7	**Very Low**

Table No. 3.11: Standard Norms of VAQ for Secondary School Students (Boys and Girls) in Mizoram (N=967)

Raw Scores	SoV		DV		MV		NPV		SeV		HuV		HeV		EcV		EnV		AV		Raw Score
	T	Sten	T	Sten	T	Sten	T	Sten	T	Sten	T	Sten	T	Sten	T	Sten	T	Sten	T	Sten	
18	-	-	-	-	-	-	-	-	-	-	78	10	-	-	-	-	83	10	-	-	18
17	-	-	-	-	79	10	-	-	-	-	74	10	81	10	-	-	79	10	-	-	17
16	81	10	76	10	75	10	81	10	79	10	70	10	73	10	83	10	75	10	81	10	16
15	77	10	72	10	71	10	77	10	75	10	66	9	70	9	79	10	71	10	81	10	15
14	72	10	67	9	66	9	73	10	71	10	62	8	66	9	75	10	67	9	74	10	14
13	68	9	63	8	62	8	69	9	67	9	58	7	63	8	71	10	63	8	70	10	13
12	64	8	59	7	58	7	66	9	63	8	55	6	59	7	68	9	59	7	67	9	12
11	60	7	55	6	53	6	62	8	60	7	51	6	55	6	64	8	55	7	63	8	11
10	55	6	51	6	49	5	58	7	56	7	47	5	52	6	60	8	51	6	59	7	10
9	51	6	47	5	45	4	54	6	52	6	43	4	48	5	56	7	47	5	56	6	9
8	47	5	42	4	41	4	50	6	48	5	39	3	45	4	53	6	43	4	52	6	8
7	43	4	38	3	36	3	46	5	44	4	35	3	41	4	49	5	39	3	48	5	7
6	39	3	34	2	32	2	43	4	40	4	31	2	37	3	45	5	35	3	45	4	6
5	34	2	30	1	28	1	39	3	37	3	27	1	34	2	41	4	31	2	41	4	5
4	30	2	26	1	23	0	35	3	33	2	23	0	30	2	38	3	27	1	37	3	4
3	26	1	21	0	19	0	31	2	29	1	19	0	26	1	34	2	23	0	34	2	3
2	22	-	-	-	-	-	27	1	25	1	-	-	23	0	30	2	15	0	30	2	2
1	-	-	-	-	-	-	24	0	-	-	-	-	19	0	26	1	-	-	27	1	1
0	-	-	-	-	-	-	-	-	-	-	-	-	23	0	22	0	-	-	23	0	0

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3.08. Procedures of Data Collection

The researcher collected the essential data from the students through online and personally visiting the schools. During the lockdown of the COVID-19 pandemic, the educational institutions were closed. Initially, data was collected online from the students of Aizawl district using the questionnaire, prepared on Google form. After obtaining permission from the head of the institutions, the researcher provided the link to students' WhatsApp groups, where a short video of detailed instructions for answering the questionnaire was also shared with the students. When the lockdown was lifted by the government of Mizoram and permission for the opening of the secondary and higher secondary schools was notified, the researcher collected the required data from the students of MBSE and CBSE schools by physically visiting the schools. As for the data collected from the students by personally visiting the schools, prior formal permission was taken from the head of the institutions. The questionnaire was administered to the students with the support of class teachers. The investigator had assured the head of the institutions, class teachers and the students that the collected data and information would be used for research purposes only and kept confidential. After giving a brief introduction and explaining the purpose of the present study, the students were given instructions on how to respond to the questions. There was no time limit given to the students to attempt the questionnaire. However, the students were able to finish the questionnaire within 40-45 minutes. Then, the filled-up questionnaires were collected from the students on the same day.

3.09. Statistical Treatment of Data

For the present study, the researcher has used simple statistical techniques such as frequency and percentage for analyzing the numerical data from content analysis of the social science textbooks and from students' sample.

The descriptive statistical methods such as Mean and Standard Deviation were used with bar diagrams and pie diagrams to determine the nature of the distribution of scores and classification of the respondents in different categories.

Cronbach's Alpha coefficient and Pearson's product moment correlation were used to establish the reliability of the self-developed VAQ as given under Table No. 3.10.

The standard norms of VAQ for secondary school students of both boys and girls was established by converting the raw scores to t-scores and Sten scores using Microsoft Excel. To convert the raw scores of the students to a standard score, first z-score was calculated using the formula, $Z = (X–M)/SD$, then the t-score was calculated from the z-score using the formula, $(t=10*z+50)$; then the Sten score was calculated by using the formula, $Sten=2*z+5.5$. The standard norm for the conversion of raw scores to t-scores and Sten-score and its interpretation has been presented in Table No. 3.12.

The independent sample '*t*'-test was used to test the null hypotheses and to determine the difference in the mean scores of different groups of students' samples based on the variables of gender, board of study and locale concerning to the selected ten core categories of values. The researcher has used Microsoft Excel and SPSS software version 26 for analyzing the data and testing the hypotheses.

CHAPTER IV

CONTENT ANALYSIS OF SOCIAL SCIENCE TEXTBOOKS

CHAPTER IV

CONTENT ANALYSIS OF SOCIAL SCIENCE TEXTBOOKS

4.01. Introduction

This chapter presents the analysis and interpretation of the secondary social science textbooks of CBSE and MBSE through content analysis. It comprises a brief description of the secondary social science textbooks of MBSE and CBSE with their comparison based on physical features. It also includes an analysis of the value-oriented content in the secondary social science textbooks of CBSE and MBSE, as well as a comparative analysis between CBSE and MBSE based on value-oriented content on ten selected values.

4.02. Content Analysis of Secondary Social Science Textbooks

For the present study, the secondary social science textbooks of both CBSE and MBSE were analyzed, taking into account the words, sentences, images and activities as units of analysis. Coding of the text was done in terms of the ten value components, namely social values, democratic values, moral values, national and patriotic values, secular values, human values, physical health values, environmental values, economic values, and aesthetic values. In order to analyze the text based on the selected values, the researcher followed the conceptual content analysis procedure. The texts were analyzed by coding the meanings, concepts and themes of related words, sentences, images and activities in the context of these selected values. The frequencies of the words, sentences, images and activities related to the ten selected values were taken into account and analyzed accordingly.

4.03. Brief Descriptions of the Social Science Textbooks of CBSE

The secondary social science textbooks of CBSE were developed and published by the NCERT, except the textbook on disaster management, which was developed and published by CBSE. There were five separate textbooks of social science at the secondary level, as mentioned in Chapter III. These were 'India and the Contemporary World-I' (History Textbook); 'Contemporary India-I' (Geography

Textbook); 'Democratic Politics-I' (Political Science Textbook); 'Economics' and 'Together Towards a Safer India' (A textbook on disaster management). These textbooks were first published by NCERT in 2006 and reprinted several times, except for the textbook on disaster management, which was first published by CBSE in 2008 and its revised edition of 2010 was used for the present study. The history textbook used for the present study was reprinted in August 2019 and had a total of 116 pages. The geography textbook used for the present study was reprinted in January 2019 with a total of 64 pages. The political science and economics textbooks used for the present study were reprinted in December 2019 and contained a total of 90 pages and 54 pages, respectively.

The front cover pages of the textbooks of History, Geography, Economics, and Disaster Management contained coloured images of original objects related to the respective subjects. However, the political science textbook contained animated black-and-white human figures on the front and back of the cover pages. All the textbooks were accessible for download from the official NCERT website. All the textbooks contained bar codes on the first page of the textbook along with the step-by-step guidelines on the inner front cover page for access through e-resource, except for the textbook on disaster management. There were also bar codes on the first page of every chapter in the textbooks.

All the NCERT textbooks contained the foreword from the director of NCERT, as well as acknowledgements and profiles of the textbook development committee with their compositions. The history textbook contained an introductory statement about the structure of the chapters, with an explanation by the chief advisor of the textbook development committee as preliminary pages. The political science textbook contained a letter for teachers and parents from the advisor and chief advisor of the textbook development committee in the preliminary pages of the textbook. It also contained instructions for using the textbook and a description of various animated figures, characters, and symbols used in the textbook. A feedback request page was also included, and details of the postal address for sharing the feedback were given. Further, the political science textbook also contained the

'Preamble of the Constitution of India' on the backside of the front cover page, and 'Fundamental Duties' were written on the backside of the textbook. It contained cartoons and real images, which were used as supplementary for illustration and depicting the story behind the pictures.

4.04. Brief description of the Social Science Textbook of MBSE

The secondary social science textbook of MBSE, 'Footprints: Our Past, Planet, and Society' was developed and published by MBSE. The textbook was first published in 2016 and reprinted in 2017. The reprinted version of 2017 was used for the present study. As mentioned earlier in Chapter III, this textbook contained five sections. The first section represented the history that contained eight chapters. The geography was under section two and contained six chapters. The third and fourth sections represented political science and economics, which contained five chapters and four chapters, respectively. Disaster management was included in the last section, which contained only two chapters. Therefore, there were a total of 25 chapters in the secondary social science textbook of MBSE with 320 pages.

The cover page contained coloured pictures on the front and back covers. Brief instructions on key features were included. The profile of the textbook development committee was included on the textbook's back cover. The preliminary page only contained the forwarding by the chairman of the MBSE. Real and animated pictures, maps, and figures were used in black and white in the textbook.

Below is a detailed analysis of the social science textbooks of CBSE and MBSE based on the value-oriented content related to the ten selected values, presented according to the study's objectives.

Objective 1: To Analyze the Value-oriented Content of the Secondary Social Science Textbooks of CBSE based on selected Category of Values.

To achieve objective 1, the researcher analyzed the value-oriented contents incorporated in the secondary social science textbooks of CBSE by using the quantitative and qualitative approaches to content analysis (Franzosi, 2007;

Krippendorff, 2004). The researcher adopted the semantics and thematic approaches to content analysis (Franzosi, 2007) to analyse the secondary social science textbooks of CBSE, as mentioned earlier.

4.05. Value-oriented Content in Secondary Social Science Textbooks of CBSE

The analysis and interpretation of the content analysis of secondary social science textbooks of CBSE was done based on the ten selected Values. The interpretation has been done by using frequencies, percentages, and ranking of the identified contents with regard to the ten selected values. The analysis and interpretation had been presented based on each unit of analysis separately as follows:

Table No. 4.01

Frequency and Percentage of Words Related to Ten Selected Values Identified in CBSE Social Science Textbooks

Selected Values	Frequencies of Words	Percentage	Ranking
Social Values (SoV)	895	18.27 %	**3**
Democratic Values (DV)	823	16.80 %	**4**
Moral Values (MV)	268	5.47 %	**6**
National & Patriotic Values (NPV)	218	4.45 %	**7**
Secular Values (SeV)	53	1.08 %	**9**
Human Values (HuV)	273	5.57 %	**5**
Physical Health Values (PHV)	206	4.20 %	**8**
Economic Values (EcV)	1,025	20.92%	**2**
Environmental Values (EnV)	1,198	24.45%	**1**
Aesthetics Values (AV)	31	0.62%	**10**
Total	4,990	100%	

Figure 4.01
Words on Selected Values in the Social Science Textbooks of CBSE

Legend: SoV, DV, MV, NPV, SeV, HuV, PHV, EcV, EnV, AV

31, (0.62%)
895, (17.94%)
1198, (24.01%)
823, (16.49%)
1025, (20.54%)
268, (5.37%)
218, (4.37%)
206, (4.13%)
273, (5.47%)
53, (1.06%)

Table No. 4.01 and **Figure 4.01** present the identified words in the social science textbooks of CBSE related to the ten selected values. Accordingly, the identified related words of the ten selected values were quantified as shown in the above table and figure.

It can be observed from the above table and figure that there were a total of 4,990 related words with regard to ten selected values in the social science textbooks of CBSE. It can also be seen that 895 (18.27%) words were identified regarding social values. There were 823 (16.80%) words identified with regard to democratic values. Regarding moral values, 268 (5.47 %) words were identified, and 218 (4.45 %) words were identified related to national and patriotic values. With regards to secular values and human values, 53 (1.08 %.) words and 273 (5.57%) words were found respectively. There were 206 (4.20%) words identified related to physical health values, and 1025 (20.92%) words were identified related to economic values. As for environmental and aesthetic values, a total of 1,198 (24.45%) words were identified regarding environmental values, and 31 (0.62%) were related to aesthetic values.

Discussion

The analysis and interpretation of the above table and figure show that the highest value-oriented contents were found in the social science textbooks of CBSE

related to environmental values that represented 1,198 (24.45%) words out of the total words identified related to the ten selected values; followed by contents on economics values and social values which were 1025 (20.92%) words and 895 (18.27%) words respectively. However, the lowest values contents were identified as related to aesthetics values, only 31 (0.62%) words.

Table No. 4.02

Frequency and Percentage of Sentences Related to Ten Selected Values Identified in CBSE Social Science Textbooks

Selected Values	Frequencies of Sentences	Percentage	Ranking
Social Values	282	15.54%	**4**
Democratic Values	287	15.81%	**3**
Moral Values	188	10.36%	**5**
National & Patriotic Values	58	3.20%	**8**
Secular Values	20	1.10%	**9**
Human Values	128	7.05%	**6**
Physical Health Values	69	3.80%	**7**
Economic Values	370	20.39%	**2**
Environmental Values	403	22.20%	**1**
Aesthetics Values	10	0.55%	**10**
Total	**1,815**	**100 %**	

Figure 4.2
Sentences related to Values in the Social Science textbooks of CBSE

- SoV
- DV
- MV
- NPV
- SeV
- HuV
- PHV
- EcV
- AV
- EnV

10,(0.55%)
282, (15.54%)
403, (22.20%)
287,(15.81%)
188,(10.36%)
370,(20.39%)
69,(4.80%)
128, (7.05%)
20, (1.10%)
58,(3.20%)
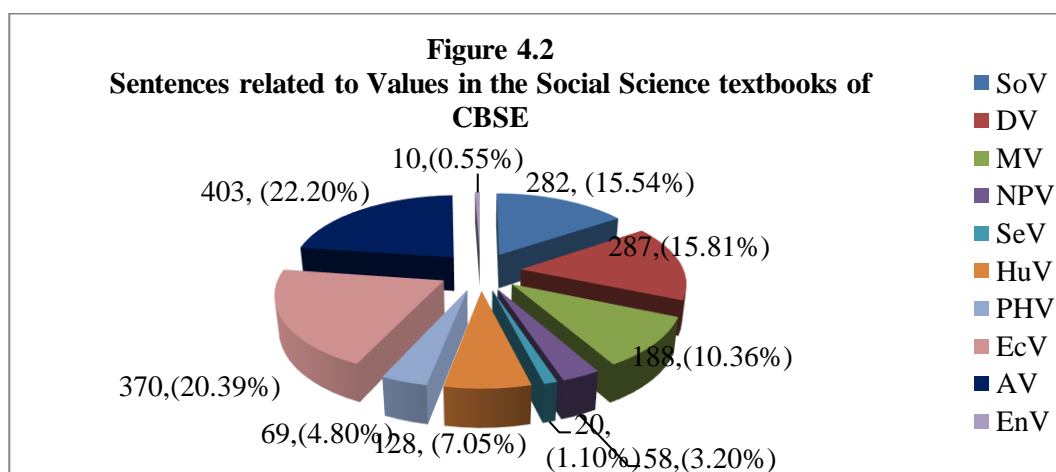
It can be seen from the above table (**Table no. 4.02)** and **Figure 4.02** that 1,815 sentences were identified that corresponded to the meaning and concept of the ten selected values in CBSE's social science textbooks.

The above table and figure show that 282 (15.54%) sentences were identified with regard to social values. It can be seen that 287 (15.81%) sentences were found to be related to democratic values, and 188 (10.36%) sentences were related to moral values. With regards to national and patriotic values, human values and physical health values, 58 (3.20%) sentences, 128 (7.05%) sentences and 69 (3.80%) sentences were identified, respectively. The environmental values represent the highest frequency of sentences (403), which was 22.20% of the total sentences found, followed by economic values of 370 sentences, which was 20.39%. However, secular values and aesthetics values represent the least frequencies of sentences, which were 20 (1.10%) and 10 (0.55%), respectively.

Discussion

The above analysis and interpretation show that the highest value-oriented contents were found related to environmental values in the social science textbooks of CBSE, representing 403 (22.20%) sentences out of the total sentences identified related to the ten selected values. It can also be seen that activities related to economics values and democratic values were 370 (20.39%) sentences and 287 (15.81%) sentences that represented the second and the third highest, respectively. However, the lowest values contents were identified as related to aesthetics values, only 10 (0.55%) sentences.

Frequencies and Percentages of Activities Related to Ten Selected Values

Identified in CBSE Social Science Textbooks

Selected Values	Frequencies of Activities	Percentage	Ranking
Social Values	12	10.34 %	5
Democratic Values	29	25.00 %	1
Moral Values	9	7.76 %	6
National & Patriotic Values	0	0	10
Secular Values	3	2.59 %	8
Human Values	14	12.07 %	4
Physical Health Values	6	5.17 %	7
Economic Values	16	13.79 %	3
Environmental Values	25	21.55 %	2
Aesthetics Values	2	1.72 %	9
Total	**116**	**100 %**	

Figure 4.03
Activities related to Values in the Social Science textbooks of CBSE

Legend: SoV, DM, MV, NPV, SeV, HuV, PHV, EcV, EnV, AV

Data labels: 2, (1.72%); 12, (10.35%); 26 (21.55%); 29, (25.00%); 16, (13.79%); 6, (5.17%); 14, (12.07%); 3, (2.59%); 9, (7.76%); 0, 0%
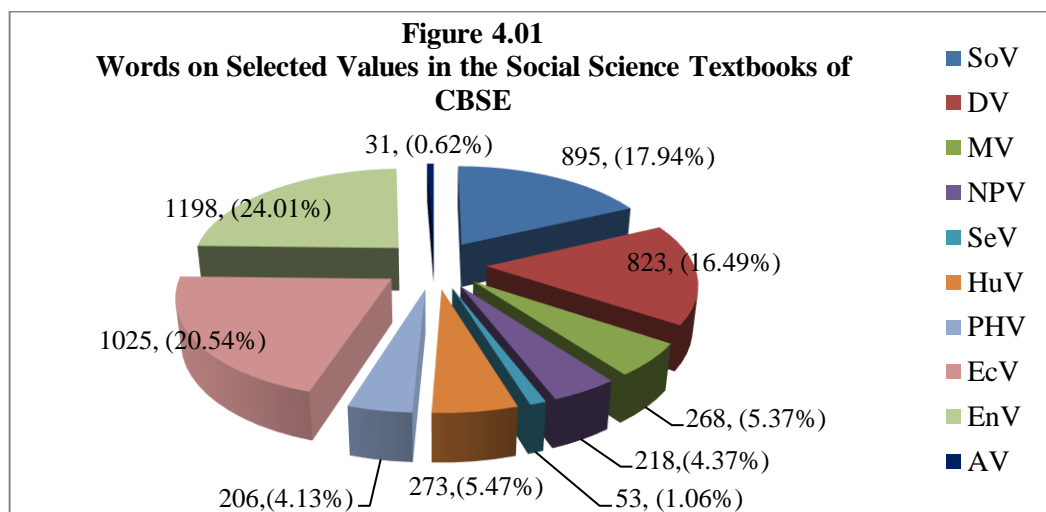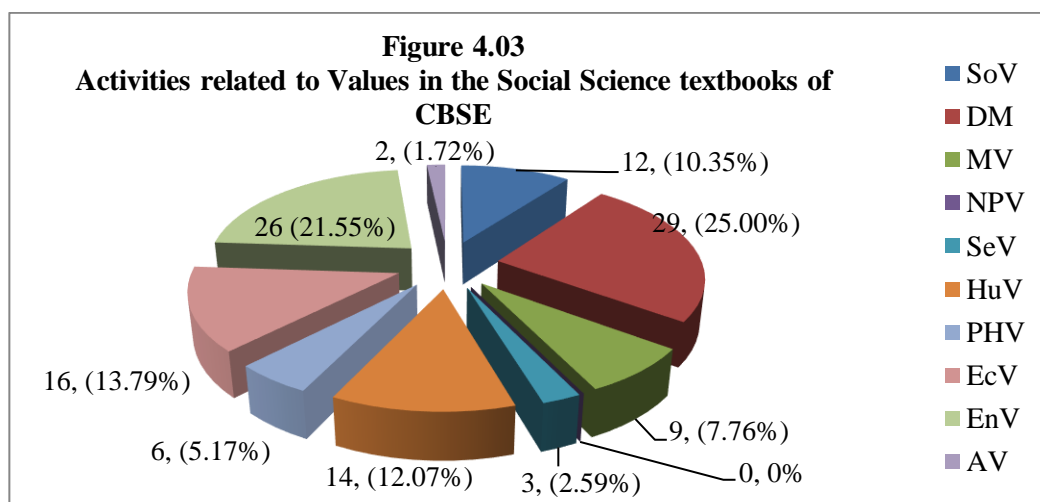
Table No. 4.03 and Figure 4.03 present the identified activities in the social science textbooks of CBSE with regard to the ten selected values. It can be observed that there were 116 activities found in the social science textbook of CBSE related to the ten selected values. There were 12 (10.34%) activities found related to social

values. With regard to democratic values, 29 (25%) activities were found, which represents the highest frequency of activities, followed by environmental values, which were 25 (21.55%) out of the total identified activities. There were 9 (7.76%) activities with regard to moral values, 14 (12.07%) activities with regard to human values, 6 (5.17%) activities with regard to physical health values and 16 (13.79%) activities with regard to economic values. The least number of activities were found with regard to secular values and aesthetic values, which were 3 (2.59 %) activities and 2 (1.72%) activities, respectively. No activities were found with regard to national and patriotic values.

Discussion

It can be seen from the above analysis and interpretation that the content of value-oriented activities was found to be related to democratic values, which was 25% of the total activities identified as being related to the ten selected values. There were only 3 activities found related to secular values and 2 activities related to aesthetic values, but no activity was found related to national and patriotic values.

Table No. 4.04

Frequencies and Percentages of Images Related to Ten Selected Values Identified in CBSE Social Science Textbooks

Selected Values	Frequencies of Images	Percentage	Ranking
Social Values	7	8.24 %	**5**
Democratic Values	19	22.35 %	**2**
Moral Values	2	2.35 %	**8**
National & Patriotic Values	0	0 %	**0**
Secular Values	1	1.18 %	**9**
Human Values	11	12.94 %	**4**
Physical Health Values	2	2.35 %	**7**
Economic Values	5	5.88 %	**6**
Environmental Values	24	28.24 %	**1**

Aesthetics Values	14	16.47 %	**3**
Total	**85**	**100 %**	

Figure 4.04
Images related to Values in the Social Science textbooks of CBSE

Legend: SoV, DV, MV, NPV, SeV, HuV, PHV, EcV, EnV, AV

14,(16.47%) 7,(8.24%) 19,(22.35%) 2,(2.35%) 0, 0% 1,(1.18%) 11,(12.94%) 2, (2.35%) 5,(5.88%) 24,(28.24%)
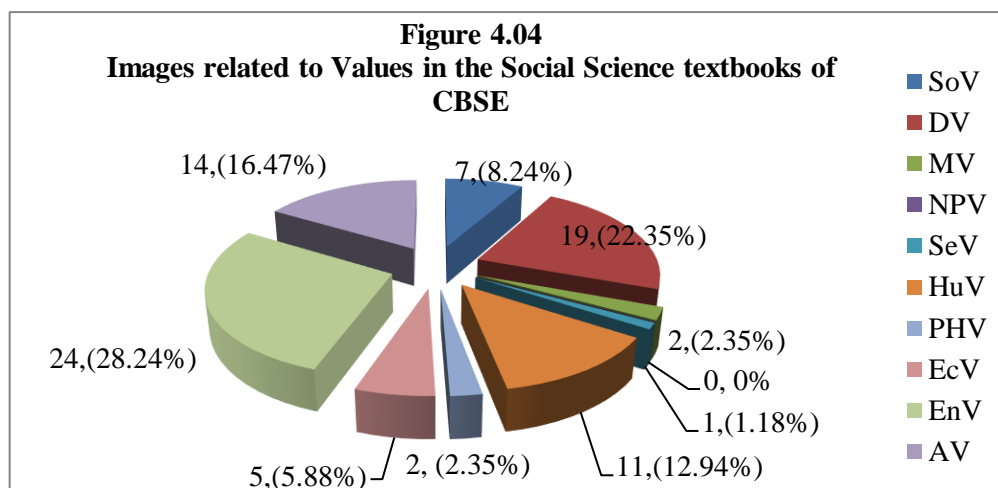
Table No. 4.04 and Figure 4.04 show that a total of 85 images were found in the social science textbooks of CBSE with regard to the selected ten values. Out of the 85 images, 7 (8.24%) images were identified as related to social values, 19 (22.35%) images were related to democratic values, 2 (2.35%) images were related to moral values, 11 (12.94%) images were related to human values, 2 (2.35%) images were related to physical health values, and 5 (5.88%) images were related to economic values. No image was found with regard to national and patriotic values, and only one image (1.18%) was found to be related to secular values. There were 24 (28.24%) images identified as related to environmental values, which represented the highest frequency of images, and with regard to aesthetics values, 14 (16.47%) images were found.

Discussion:

It can be observed from the above interpretation of the given table and figure that the highest value-oriented contents were found to be related to environmental values in the social science Textbooks of CBSE, which represented 28.24% of the total images identified. However, the least number of images on value-oriented contents were found to be related to physical health values and moral values, which

were only 2 (2.35%) for both. There was only one image found related to secular values that represented the lowest. At the same time, no activity was found that was related to national and patriotic values.

4.05.1 Thematic Content Analysis of the Social Science Textbooks of CBSE

The previous chapter discussed the process of using the thematic approach to content analysis. The purpose of this approach was to identify the various themes under each value dimension selected for the present study.

All the social science textbooks of CBSE were analyzed, taking into consideration the themes related to the content of the ten selected values. The detailed thematic content analysis of the social science textbooks of CBSE has been presented subject-wise as follows:

1.   India and the Contemporary World – I (Textbook in History)

In the textbook 'India and the Contemporary World-I', the concepts of socialism, association, social groups, unity, cooperation, community and family relationships were discussed in all the chapters of the textbook. This emphasized social values through historical events and their effects on contemporary society. Equality, liberty, freedom for citizens, the concept of democracy, justice and citizen rights were some of the themes related to democratic values identified in the textbook. The concept of secular values, like tolerance for all religions, was also discussed in some chapters. With regard to national and patriotic values, the themes involving the love for the nation and national consciousnesses were being discussed in the textbook. The textbook also contained themes of peace treaty, harmony and reverence for humankind with regard to human values. Many instances of themes related to economic values were reflected explicitly in all the chapters of the textbooks, including the concept of economy, economic activities like buying and selling, industrial and agricultural production, trade and business, financial investment and employment. The textbook also contained themes such as discussion on the concept of ecosystem, natural environment, concern for environmental degradation, protection and conservation of forest and natural environment. These

themes reflected in the textbook could inspire the development of environmental values among the readers. The themes with regard to aesthetic values were not explicitly discussed in the textbook except for the displaying of artistic and visual content related to aesthetic values.

2.   Contemporary India-I (Textbook in Geography)**:**

The textbook 'Contemporary India-I' contained 6 chapters, which include the physical and geographical features of India, climate, natural vegetation and population. It involves themes of national consciousness and the incredible features of the Indian subcontinent in all the chapters that aspire for the development of national and patriotic values among readers. Themes like concern for safe drinking water, sanitation, and disease prevention were reflected in the textbook, which signifies the inculcation of health values among the readers. With regard to economic values, themes like industrialization, commercial utilization of natural resources for economic development, occupation and employment were discussed. The themes related to environmental values were also identified in all the chapters of the textbook that involved various components of the environment and ecosystem, planet earth, concern for climate change and degradation of flora and fauna, environmental awareness, population growth and its effect on the natural environment. The appreciation of natural beauty discussed in the textbook and the depiction of various beautiful images reflected the themes of aesthetic values.

3.   Democratic Politics–I (Textbook in Political Science)**;**

The textbook 'Democratic Politics-I' contained five chapters. The contents related to themes of social values, democratic values, moral values, human values, secular values, economic values and aesthetic values were identified. The themes related to social values identified in the textbooks were unity, cooperation, teamwork, living together and welfare for society. With regard to democratic values, the concepts of democracy, equality, justice or rule of law, fundamental rights and duties, liberty, and freedom of the citizens were some of the themes discussed in all the chapters of the textbook. The free and fair electoral process, honesty, code of

conduct, following the rules and regulations and the concept of right or wrong were some of the themes observed in the textbook related to moral values. With regard to national and patriotic values, the themes involving national consciousness, such as respect for national symbols and the importance of unity in diversity as India's strength, were discussed. The textbook contained themes that signified human values like harmony, dignity, and self-respect, as well as the discussion of peaceful co-existence and human rights concepts. Trade and business, financial activities, job opportunities and public money budgeting themes were also highlighted in the textbook. There were also themes related to secular values, such as freedom of religion and respect for other religions observed in the textbook. Various artistic and creative cartoon figures were also observed in the textbook that could provide the aspiration for the development of aesthetic values among the readers.

4.   **Economics:**

The textbook 'Economics' had 4 chapters. It contained a discussion on family relationships, cooperativeness and social security, which represents the theme of social values. With regard to economic values, it involves themes such as the concept of economy, trade and business, production and consumption of commodities, income and expenditure, saving and investment, banking, occupation, employment and various economic activities, including presentation of data tables and figures. These themes discussed in the textbook endeavour to develop economic values among readers. The discussion on health concerns of people for themselves and for increasing productivity; nutrition and the healthcare facility for children and community; the prevention of disease and improving the quality of life reflected would aspire for the inculcation of health values.

5.   **Together Towards a Safer India** (A Textbook on Disaster Management)**:**

This textbook contained 5 chapters. Themes related to environmental values were discussed in the textbook, such as concepts of disaster management, preventing measures and community involvement for planning and carrying out various rescue operations during natural disasters. In this textbook, concepts like family,

community, togetherness, cooperativeness, association and non-governmental organisations discussed represented themes on social values. There were also themes related to human values, such as safety concerns for children, helping others and rescuing injured people during disaster. There were also concepts such as mitigations to reduce natural disasters and prevention of man-made environmental hazards, which reflect the themes of fostering environmental values.

Objective 2: To Analyze the Value-oriented Content of the Secondary Social Science Textbook of MBSE based on Selected Category of Values.

To achieve Objective 2, the analysis of value-oriented content identified in the social science textbooks of MBSE was interpreted, considering the ten selected values. The interpretation has been presented in terms of frequencies, percentages, and ranking of the identified words, sentences, activities, and images based on the meaning, concept, and theme related to the ten selected values.

4.06. Value-oriented Contents of the Secondary Social Science Textbook of MBSE.

Table No. 4.05

Frequencies and Percentages of Words Related to Ten Selected Values Identified in MBSE Social Science Textbook

Selected Values	Frequencies of Words	Percentage	Ranking
Social Values	585	14.92 %	**4**
Democratic Values	617	15.73 %	**3**
Moral Values	209	5.33 %	**6**
National & Patriotic Values	116	2.96 %	**7**
Secular Values	21	0.54 %	**10**
Human Values	214	5.46 %	**5**
Physical Health Values	96	2.45 %	**8**
Economic Values	966	24.63 %	**2**

Environmental Values	1070	27.28 % %	**1**
Aesthetics Values	28	0.71 %	**9**
Total	**3,922**	**100 %**	

Figure 4.05
Words related to Values in Social Science textbook of MBSE
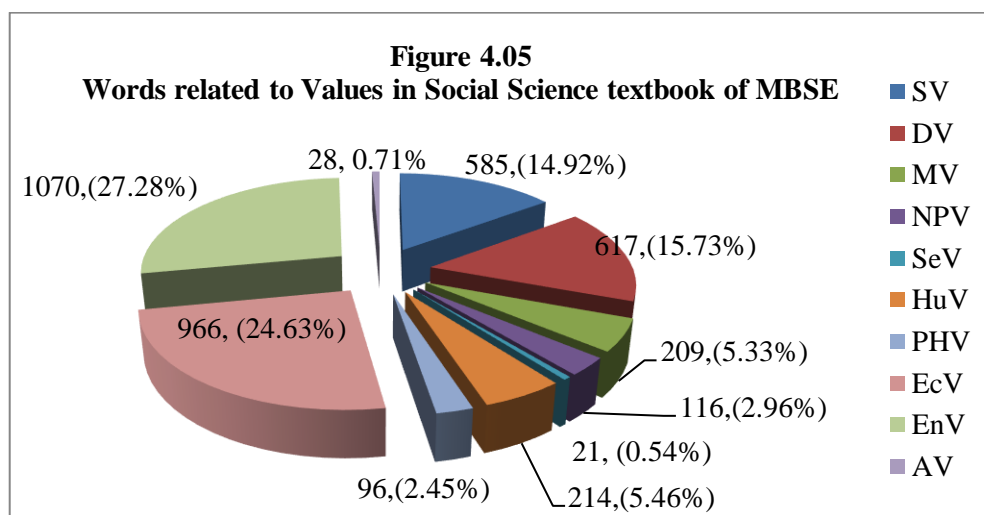
It can be observed from **Table No. 4.5** and **Figure 4.5** that there were a total of 3,972 words identified in the social science textbook of MBSE related to the ten selected values. There were 585 words found related to social values, which is 14.73% of the total words found. With regard to democratic values, 617 (15.54%) related words were identified. 209 (5.26%) words were identified as related to moral values; 116 (4.18%) words were found related to national and patriotic values; 21(0.53%) words were found related to secular values, and as for human values, 214 (5.39%) related words were identified. With regard to physical health values, 96 (2.42%) related words were found, and 966 (24.33%) words were identified as related to economic values. There were 1,070 (26.95%) words related to environmental values, which indicated the highest frequency of words found. Regarding aesthetic values, 28 (0.71%) related words were found.

Discussion

It can be observed from the above interpretation that the highest numbers of related words were found on environmental values, which were 1070 (26.95%) out of the total 3,972 related words found, followed by economic values and democratic

values which were 966 (24.33%) and 617 (15.54%) related words respectively. At the same time, the least number of related words were found with regard to secular values, aesthetic values and physical health values, which were (21) 0.53% words, (28) 0.71% words and 96 (2.42%) words, respectively.

Table No. 4.06

Frequencies and Percentages of Sentences Related to Ten Selected Values Identified in MBSE Social Science Textbook

Selected Values	Frequencies of Sentences	Percentage	Rank
Social Values	232	14.70 %	4
Democratic Values	276	17.49 %	3
Moral Values	98	6.21 %	5
National & Patriotic Values	59	3.74 %	8
Secular Values	9	0.57 %	10
Human Values	93	5.89 %	6
Physical Health Values	68	4.31 %	7
Economic Values	396	25.10 %	1
Environmental Values	337	21.36 %	2
Aesthetics Values	10	0.63 %	9
Total	**1,578**	**100 %**	

Figure 4.6
Sentences related to Values in Social Science textbook of MBSE

- SV — 232,(14.70%)
- DV — 276, 17.49%)
- MV — 98,(6.21%)
- NPV — 59,(3.74%)
- SeV — 9,(0.57%)
- HuV — 93,(5.89%)
- PHV — 68,(4.31%)
- EcV — 396,(25.10%)
- EnV — 337,(21.36%)
- AV — 10,(0.63%)
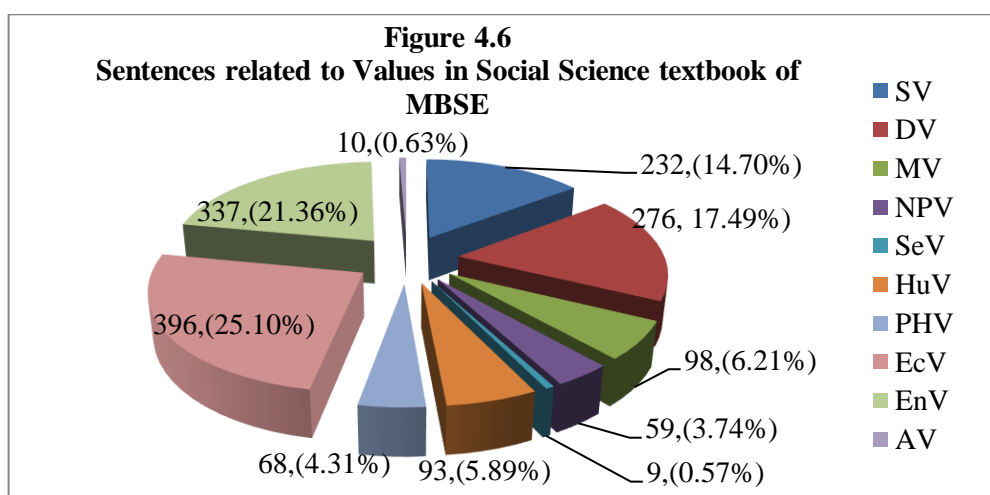
The above Table 4.06 and Figure No. 4.06 represent that there were total of 1,578 sentences identified in the social science textbooks of MBSE related to the ten selected values.

It can be observed that the frequencies of sentences with regard to social values were 232 (14.70%). For democratic values, the frequency of sentences was 276 (17.49%); for moral values, there were 98 (6.21%) sentences; for national and patriotic values, there were 59 (3.74%) sentences; for secular values, there were 9 (0.57 %) related words; for human values there were 93 (5.89%) sentences; with regard to physical health values there were 68 (4.31%) sentences; concerning economics values there were 396 (25.10%) sentences; with regard to environmental values there were 337(21.36%) and about aesthetics values there were 10 (0.63%) sentences.

Discussion

The above interpretation shows that the highest number of contents with reference to sentences as the unit of analysis was found on economic values, which were 396 (25.10%) out of the total 1578 sentences, followed by environmental values and democratic values which were 337 (21.36%) and 276 (17.49%) sentences respectively. At the same time, the lowest frequencies were found to relate to national and patriotic values, aesthetic values and secular values, aesthetic values and national and patriotic values, which were 59 (3.74%) sentences, 10 (0.63%) sentences and 9 (0.57%) sentences respectively.

Table No. 4.07

Frequencies and Percentages of Activities Related to Ten Selected Values Identified in MBSE Social Science Textbook

Selected Values	Frequencies of Activities	Percentage	Ranking
Social Values	2	12.50 %	**2**
Democratic Values	0	0	
Moral Values	0	0	

National & Patriotic Values	0	0	
Secular Values	0	0	
Human Values	0	0	
Physical Health Values	0	0	
Economic Values	1	6.25 %	**3**
Environmental Values	13	81.25 %	**1**
Aesthetics Values	0	0	
Total	**16**	**100 %**	

Figure 4.07
Activities related to Values in the Social Science textbook of MBSE
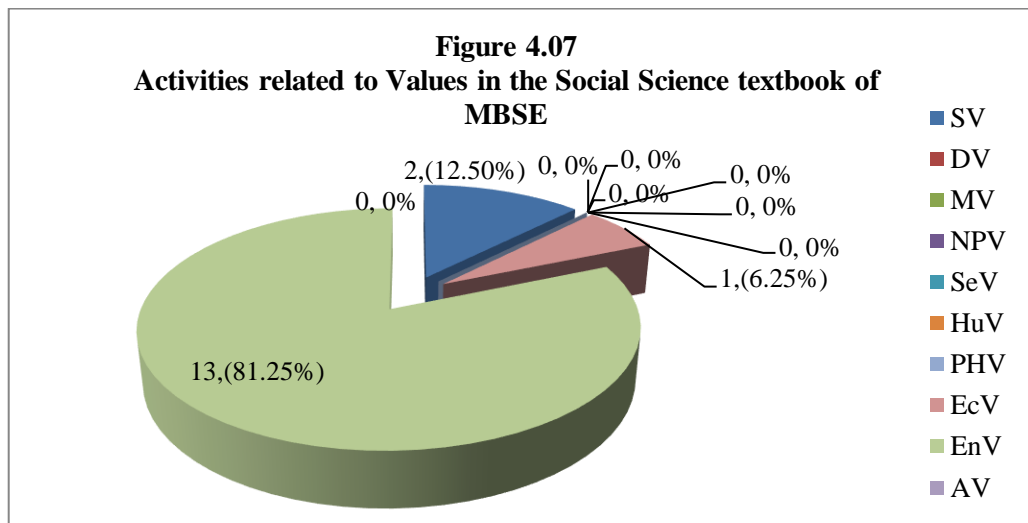
Table No. 4.07 and Figure 4.07 show the frequencies and percentages of mentioned activities in the social science textbooks of MBSE with regard to the ten selected values. It can be observed that there were a total of 16 activities identified in the textbooks related to value-oriented content. There were 2 (12.20%) activities found related to social values, 1 (6.25%) activity on economic values, and 13 (81.25%) activities related to environmental values. However, no activity was found with democratic values, moral values, national and patriotic values, secular values, human values, physical health values, and aesthetic values.

Discussion

The above interpretation shows that value-oriented contents were found in relation to only three dimensions of values: environmental values, social values, and economic values. The highest number of activities were found related to environmental values: 13 (81.25%), followed by social values 2 (12.25%) and economic values 1(6.25%).

Table No. 4.08

Frequencies and Percentages of Images elated to Ten Selected Values Identified in MBSE Social Science Textbook

Selected Values	Frequencies of Images	Percentage	Rank
Social Values	4	11.76 %	**4**
Democratic Values	3	8.82 %	
Moral Values	0	0	
National & Patriotic Values	5	14.71 %	**3**
Secular Values	0	0	
Human Values	0	0	
Physical Health Values	0	0	
Economic Values	0	0	
Environmental Values	15	44.12 %	**1**
Aesthetics Values	7	20.59 %	**2**
Total	**34**	**100 %**	

Figure 4.08
Images related to Values in the Social Science textbook of MBSE

4,(11.76%) — 3,(8.82%) — 0, 0% — 7,(20.59%) — 15,(44.12%) — 5,(14.71%) — 0, 0% — 0, 0% — 0, 0% — 0, 0%

Legend: SV, DV, MV, NPV, SeV, HuV, PHV, EcV, EnV, AV
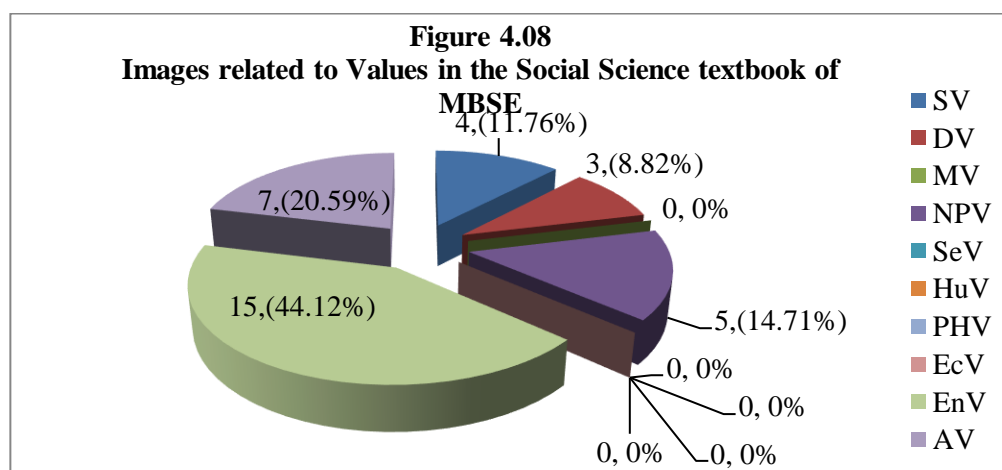
Table No. 4.08 and **Figure 4.08** show the total number of images found related to the selected values in the social science textbooks of MBSE. It can be observed that out of the total 34 images found, 4 (11.76%) images were found about social values; 3 (8.82%) images were found related to democratic values; 5 (14.71%) images were found related to national and patriotic values; 15 (44.12%) images were found related to environmental values; and 7 (20.59%) images were found related to aesthetics values.

<u>Discussion</u>

From the analysis and interpretation of the above table and figure**,** it can be observed that the highest value-oriented contents on images were found to be related to environmental values, representing 44.12% of the total images found, followed by aesthetics values (20.59%) and national and patriotic Values (14.71%). The lowest frequencies of images were found to be related to democratic values, which represent 8.82%. However, no images were found with regard to moral values, secular values, human values, physical health values, and economic values.

4.06.1 Thematic Content Analysis of the Social Science Textbook of MBSE

The social science textbook of MBSE has been divided into 5 sections. They are 'History', 'Geography', 'Political Science, Economics' and 'Disaster Management'. The thematic content analysis was employed in the social science textbook of MBSE to identify the themes related to the ten selected values. The comprehensive thematic analysis of the textbook has been presented subject-wise as follows:

1.   History: India and the Contemporary World

The history section of the textbook contains eight chapters. The themes identified in this section related to social values were socialism, social principles and responsibility, unity and togetherness, social association and organisations. The themes of equality, liberty, freedom, and justice discussed in this section emphasized the development of democratic values. With regard to moral values, the themes discussed in this section were respect for others, abiding by the rules and regulations,

loyalty, and character building were highlighted. Swadeshi movement during India's freedom movement and nationalist symbolism were discussed, which strived for the development of national consciousness or national and patriotic values among the readers. Solidarity, the importance of peace, and human well-being have been identified as themes related to human values. Industrialization, employment, trade and commerce, income and expenditure, buying and selling and agricultural or industrial productions were some of the themes discussed in fostering economic values. With regard to environmental values, themes were discussed in this section, such as the concept of reserve forests, plantation, sustainability, and negative consequences of environmental exploitation. A few paintings of historical significance were also observed in this section that could foster the aspiration of aesthetic values among the readers.

2. Geography: India-Land and the People

The geography section contained 6 chapters, which include the physical and geographical features of India, climate, natural vegetation and population. It involves the themes of national consciousness and the incredible features of the Indian subcontinent in all the chapters that aspire for the development of national and patriotic values among readers. With regard to environmental values, all the chapters involve the discussion of various components of the environment and ecosystem, concern for climate change, environmental awareness, natural habitats and wildlife, conservation of forests and wildlife, overpopulation and its impact on the natural environment. There were discussions on themes such as health policies in India, concern for safe drinking water, adequate nutrition, and prevention of disease, which were reflected and signified the inculcation of physical health values among the readers. The appreciation of natural beauty discussed in the textbook and the depiction of various beautiful images reflected the themes of aesthetic values.

3. Political Science: Democratic Politics-I

The political science section contained 5 chapters. In this section, themes related to social values were discussed, such as cooperation, living together, brotherhood, and the welfare of the people. The concepts of democracy, equality,

justice or rule of law, fundamental rights, liberty, and freedom of the citizens were some of the themes discussed in all the chapters which could foster the development of democratic values. With regard to moral values, the themes included in this section were free and fair electoral process, honesty, code of conduct, and following the rules and regulations. The themes related to national and patriotic values involve respect for national symbols and the importance of unity in diversity as India's strength was being discussed. The themes of freedom of religion and respect for other religions were discussed in relation to secular values. In this section, the majority of the themes were related to social and democratic values.

4.   Economics: Understanding Economic Development-I

The economics section had 4 chapters. It contained themes related to social values, including discussion of family relationships, cooperativeness, and social security, which represent the theme of social values. With regard to economic values, it involves themes such as the concept of economy, trade and business, production and consumption of commodities, income and expenditure, saving and investment, banking, occupation, employment and various economic activities, including presentation of data tables and figures. These themes were discussed in this section, which emphasized the development of economic values among the readers. The conversations surrounding health concerns for individuals, nutrition, healthcare facilities for children, community health, disease prevention, and quality of life highlight the importance of developing health values.

5.   Disaster Management

There were only 2 chapters that discussed the concepts of disaster management and road safety. The significance of community, togetherness, cooperativeness, and non-governmental organisations discussed represents the theme of social values. This section also contained themes related to human values that discussed safety concerns for people, helping others, negative consequences of man-made disasters, and rescuing injured people during disasters. There were also themes related to environmental values, such as mitigations to reduce environmental hazards and prevention of man-made disasters.

Objective 3: To Compare the Value-oriented Content Incorporated in Secondary Social Science Textbooks of CBSE and MBSE

To achieve the aforementioned objective, a comparative analysis of secondary social science textbooks between CBSE and MBSE was done on the basis of the value-oriented contents related to the ten selected values. The identified value-oriented contents in the social science textbooks of CBSE and MBSE were compared based on the frequencies of each unit of analysis (Words, Sentences, Activities and Images).

4.07. Comparative analysis of Value-oriented Content in Secondary Social Science Textbooks of CBSE and MBSE

The comprehensive interpretation of the comparison between CBSE and MBSE social science textbooks has been presented below:

Table No. 4.09

Comparison between CBSE and MBSE Social Science Textbooks based on Social Values Content

Units of Analysis	Frequencies	
	CBSE	**MBSE**
Words	895	585
Sentences	282	232
Activities	12	2
Images	7	4

Figure 4.09

Comparison between CBSE and MBSE Social Science Textbooks based on Social Values Content

Table No. 4.09 and Figure 4.09 show the comparison between CBSE and MBSE social science textbooks on the basis of social values contents. It can be observed that there were 895 words, 282 sentences, 12 activities, and 7 images related to social values in the social science textbooks of CBSE. There were 585 words, 232 sentences, 2 activities, and 4 images related to social values contents found in the social science textbooks of MBSE. It can be observed that CBSE social science textbooks had more value-oriented content than the MBSE textbook, which relates to all the units of analysis (words, sentences, activities, images).

Discussion

The above interpretation shows the differences in the value-oriented content of social values incorporated in the CBSE and MBSE social science textbooks. More content was found in the CBSE social science textbooks than in the MBSE one. Further, CBSE social science textbooks have six times more activities related to social values than the MBSE.

Table No. 4.10

Comparison between CBSE and MBSE Social Science Textbooks based on Democratic Values Content

Units of Analysis	Frequencies	
	CBSE	MBSE
Related Words	823	617
Sentences	287	276
Activities	29	0
Images	19	2

Figure 4.10

Comparison between CBSE and MBSE Social Science Textbooks based on Democratic Values Content

Table No. 4.10 and Figure 4.10 show the comparison between CBSE and MBSE social science textbooks on the basis of democratic values contents. It can be seen that there were 823 words, 287 sentences, 29 activities, and 19 images found in the social science textbooks of CBSE related to democratic values. There were 617 words, 276 sentences, and 2 images related to democratic values contents identified in the social science textbooks of MBSE. No activity related to democratic values was found in the MBSE social science textbook.

Discussion

It can be observed from the above interpretation that CBSE social science textbooks had more democratic values contents in comparison to the MBSE social science textbook, which relates to all the units of analysis (words, activities, images). Further, 29 activities related to democratic values were found in CBSE social science textbooks, whereas no activity was found in MBSE social science textbooks. And 19 images were found in CBSE social science textbooks, whereas only 2 images were found in MBSE social science textbooks. This shows that CBSE social science textbooks had content with more democratic values than the MBSE ones.

Table No. 4.11

Comparison between CBSE and MBSE Social Science Textbooks based on Moral Values Content

Units of Analysis	Frequencies	
	CBSE	MBSE
Words	268	209
Sentences	118	98
Activities	9	0
Images	2	0

Figure 4.11

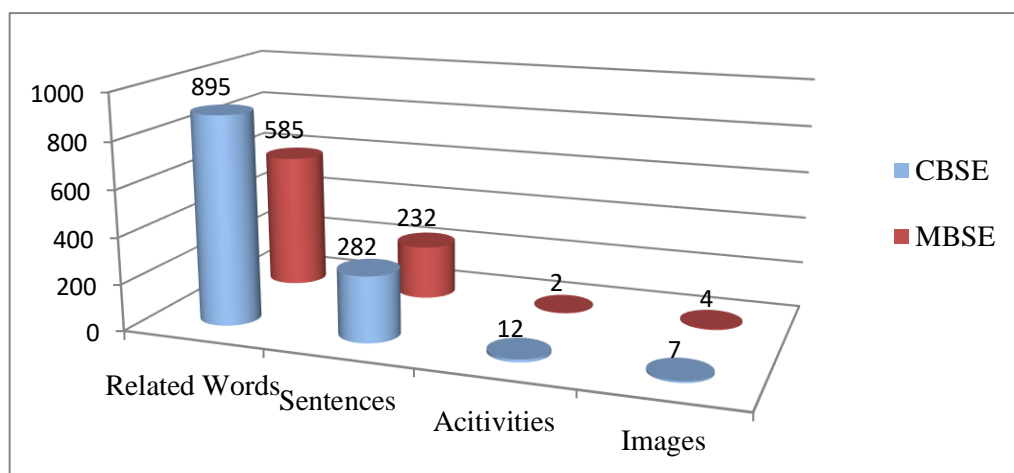**Comparison between CBSE and MBSE Social Science Textbooks based on Moral Values Content**
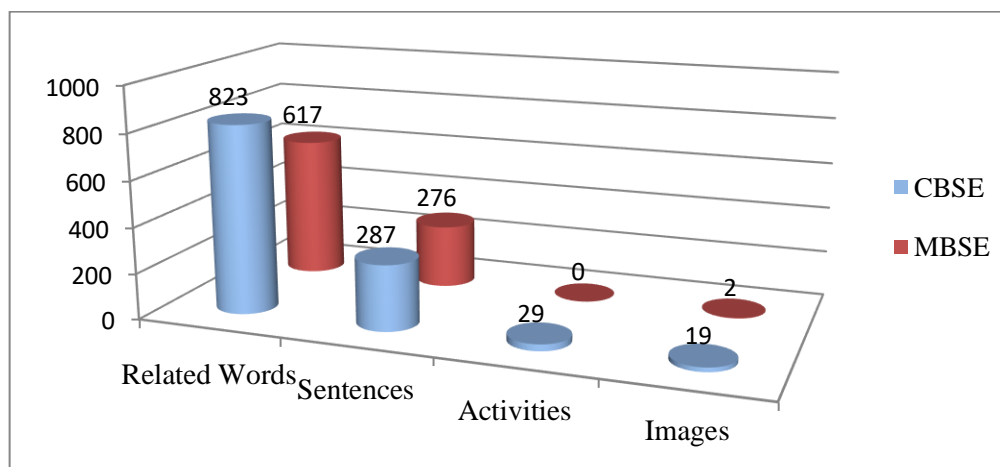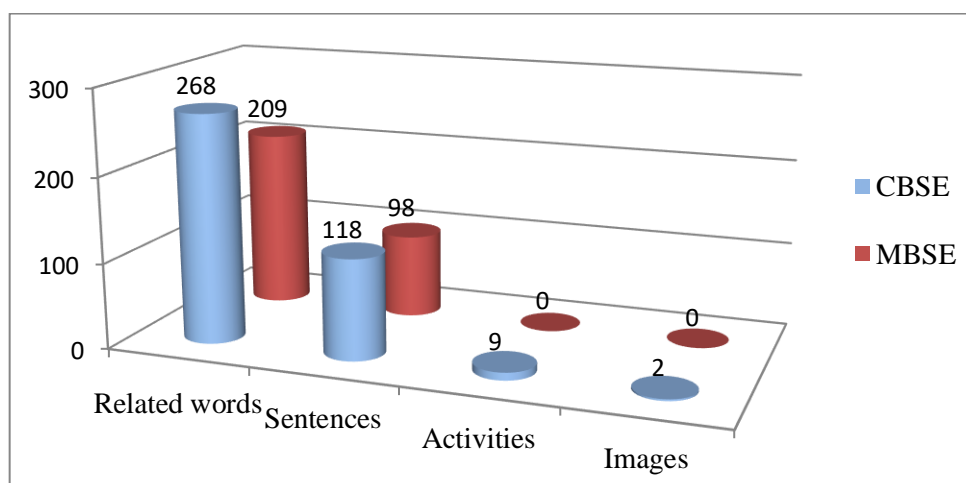
Table No. **4.11** and **Figure 4.11** show the comparison between CBSE and MBSE social science textbooks on the basis of moral values contents. It can be observed that there were 268 words, 118 sentences, 9 activities, and 2 images identified as indications of moral values contents in the social science textbooks of CBSE. There were 209 words, and 98 sentences identified in the social science textbooks of MBSE related to the contents of moral values. No activity or image related to moral values was found in the MBSE social science textbook.

Discussion

It can be observed from the above interpretation that CBSE social science textbooks had more moral values content in comparison to the MBSE social science textbook related to the units of analysis (words, activities, images). However, little difference was observed with regard to the sentences, where 118 sentences were identified in the CBSE social science textbooks, and 98 sentences were found in the MBSE social science textbook. However, regarding related words of indication moral values, CBSE social science textbooks are higher in comparison to MBSE social science textbooks. Further, 9 activities and 2 images related to moral values were found in CBSE social science textbooks, whereas no activity and image were found in MBSE social science textbooks.

Table No. 4.12

Comparison between CBSE and MBSE Social Science Textbooks based on National and Patriotic Values Content

Units of Analysis	Frequencies	
	CBSE	MBSE
Words	218	166
Sentences	58	59
Activities	0	0
Images	0	5

Figure 4.12

Comparison between CBSE and MBSE Social Science Textbooks based on National and Patriotic Values Content
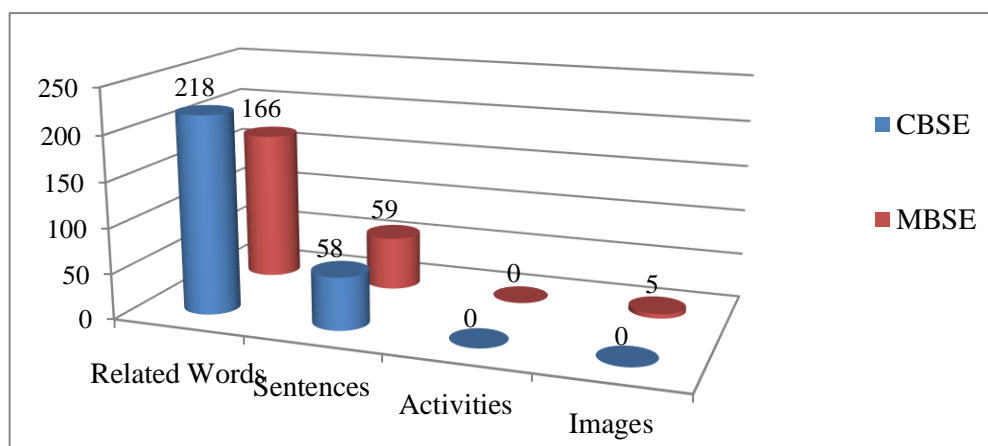
Table No. 4.12 and Figure 4.12 show the comparative analysis between CBSE and MBSE textbooks on the basis of national and patriotic values content. It can be observed that 218 words and 58 sentences were found in the social science textbooks of CBSE related to national and patriotic values. There were 166 words, 59 sentences, and 5 images found related to national and patriotic values in the social science textbooks of MBSE. However, no activity was found in either the CBSE or MBSE social science textbooks related to national and patriotic values, and no image was found in the CBSE social science textbook related to national and patriotic values.

Discussion

From the above interpretation, it can be observed that CBSE social science textbooks have higher national and patriotic values in comparison to the MBSE social science textbooks with regard to related words as the units of analysis. However, more images related to national and patriotic values were found in the MBSE social science textbook than in the CBSE social science textbooks. Further, there was a lack of activity in both CBSE and MBSE social science textbooks related to national and patriotic values.

Table No. 4.13

Comparison between CBSE and MBSE Social Science Textbooks based on Secular Values Content

Units of Analysis	Frequencies	
	CBSE	MBSE
Words	53	21
Sentences	20	9
Activities	3	0
Images	3	0

Figure 4.13

Comparison between CBSE and MBSE Social Science Textbooks based on Secular Values Content
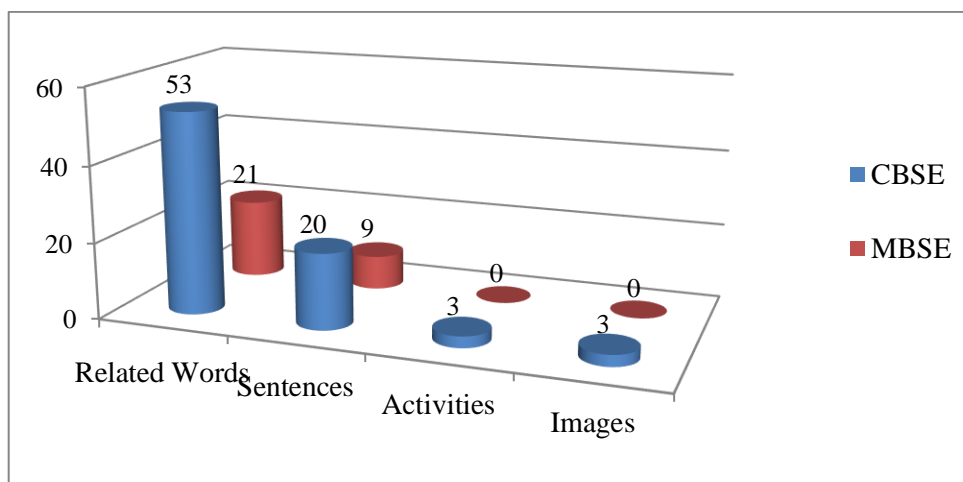
Table No. 4.13 and Figure 4.13 show the comparative analysis between CBSE and MBSE social science textbooks on the basis of secular values contents. It can be observed that there were 53 words, 20 sentences, 3 activities, and 3 images found in the social science textbooks of CBSE related to secular values. There were 21 words, and 9 sentences found in the social science textbooks of MBSE related to secular values contents. However, no activity or image was found in the MBSE social science textbook related to secular values contents.

Discussion

It can be observed from the above interpretation that more value-oriented contents related to secular values were identified in the social science textbooks of CBSE compared to the social science textbook of MBSE, taking into account all the units of analysis (related words, sentences, activities, and images).

Table No. 4.14

Comparison between CBSE and MBSE Social Science Textbooks based on Human Values Content

Units of Analysis	Frequencies	
	CBSE	MBSE
Words	273	214
Sentences	128	93
Activities	14	0
Images	11	0

Figure 4.14

Comparison between CBSE and MBSE Social Science Textbooks based on Human Values Content
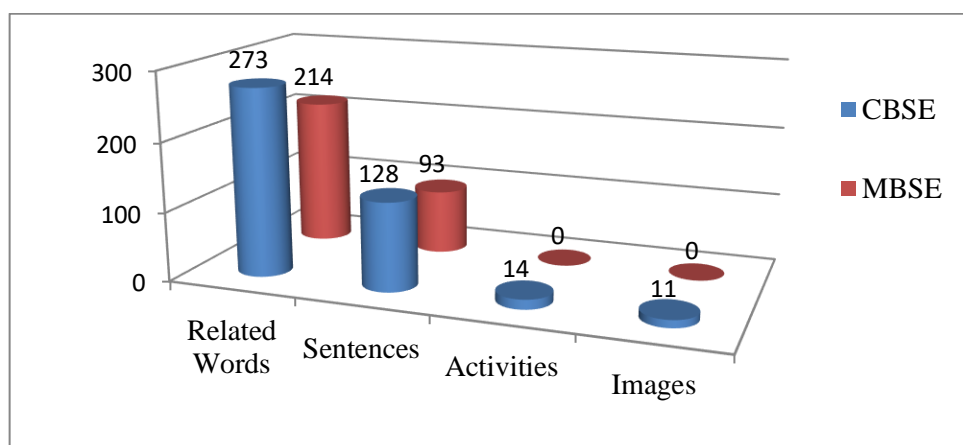
The comparative analysis between CBSE and MBSE social science textbooks on the basis of human values contents has been presented in Table No. 4.14 and Figure 4.14. It can be observed that there were 273 related words, 128 sentences, 14

activities, and 11 images identified in the social science textbooks of CBSE related to human values. There were 214 words, and 9 sentences found in the social science textbooks of MBSE that were related to human values. However, no activity or image was found in the MBSE social science textbook related to human values contents.

Discussion

It can be observed from the above interpretation that more value-oriented content related to human values was identified in the social science textbooks of CBSE compared to the social science textbook of MBSE, taking into account all the units of analysis.

Table No. 4.15

Comparison between CBSE and MBSE Social Science Textbooks based on Physical Health Values Content

Units of Analysis	Frequencies	
	CBSE	**MBSE**
Words	206	96
Sentences	69	68
Activities	6	0
Images	2	0

Figure 4.15

Comparison between CBSE and MBSE Social Science Textbooks based on Physical Health Values Content

146
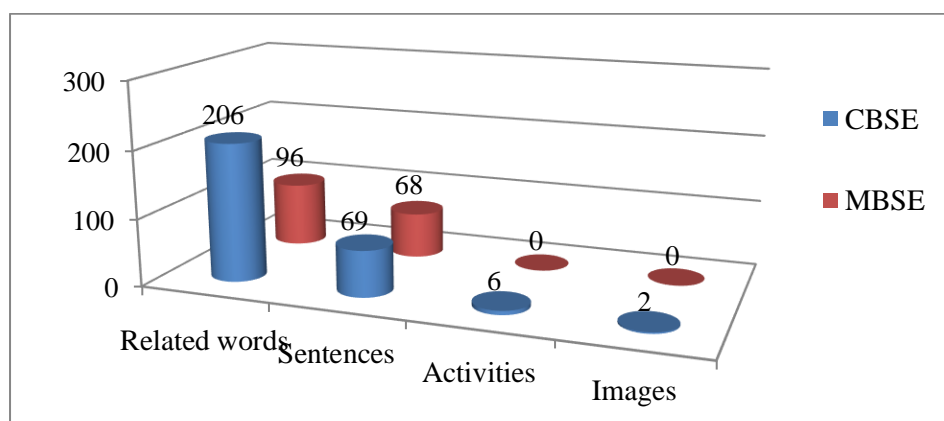
The comparative analysis between CBSE and MBSE social science textbooks on the basis of physical health values contents has been presented in Table No. 4.15 and Figure 4.15. It can be observed that there were 206 related words, 69 sentences, 6 activities, and 2 images identified in the CBSE social science textbooks related to physical health values. There were 96 words, and 68 sentences found in the MBSE social science textbooks related to physical health values contents, and no activity and image were found in the MBSE social science textbook related to physical health values contents.

Discussion

It can be seen from the above table and figure that the value-oriented content related to physical health values was found more in the CBSE social science textbooks than in the MBSE social science textbooks, taking into account the related words, meanings, and concepts of activities and images as the units of analysis. However, concerning sentences as the unit of analysis, both the CBSE social science textbooks and MBSE had almost the same amount of content related to physical health values.

Table No. 4.16

Comparison between CBSE and MBSE Social Science Textbooks based on Economic Values Content

Units of Analysis	Frequencies	
	CBSE	**MBSE**
Words	1025	966
Sentences	370	396
Activities	16	1
Images	5	0

Figure 4.16

Comparison between CBSE and MBSE Social Science Textbooks based on Economic Values Content

Table No. 4.16 and Figure 4.16 present **t**he comparative analysis between CBSE and MBSE secondary social science textbooks on the basis of economic values contents. It can be observed that there were 1025 words, 370 sentences, 16 activities, and 5 images found in the CBSE social science textbooks related to economic values contents. There were 966 words and 39 sentences, and one image was found in the MBSE social science textbooks related to economic values; no image was found related to economic values in the MBSE social science textbook.

Discussion:

The above interpretation shows that more value-oriented content was identified in the CBSE social science textbooks related to economic values compared to the MBSE social science textbook, taking into account related words, meanings, activities, and images as the units of analysis. However, with relation to the meaning and concept of sentences as the unit of analysis related to economic values, it was found higher in the MBSE social science textbook compared to the CBSE one. However, in terms of activities, it was found to be 16 times higher in CBSE social science textbooks than in MBSE social science textbooks.

Table No. 4.17

Comparison between CBSE and MBSE Social Science Textbooks based on Environmental Values Content

Units of Analysis	Frequencies	
	CBSE	**MBSE**
Words	1198	1070
Sentences	403	337
Activities	25	13
Images	24	15

Figure 4.17

Comparison between CBSE and MBSE Social Science Textbooks based on Environmental Values Content
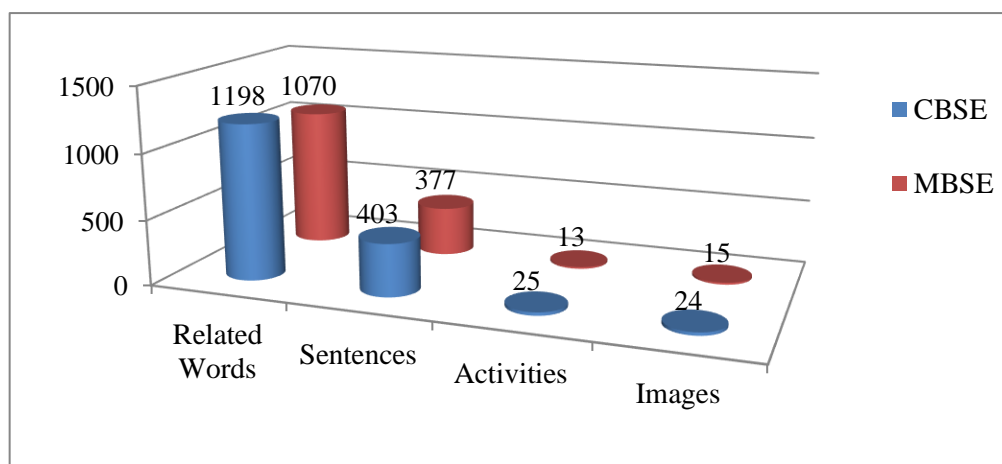
Table No. 4.17 and Figure 4.17 show the comparative analysis between CBSE and MBSE social science textbooks on the basis of Environmental Values contents. It can be observed that there were 1198 words, 403 sentences, 25 activities, and 24 images found in the CBSE social science textbooks related to environmental values contents. There were 1070 words, 377 sentences, 13 activities, and 15 images found in the MBSE social science textbooks related to environmental values contents.

Discussion

From the above interpretation, it can be seen that the value-oriented contents related to environmental values were found more in the CBSE social science textbooks compared to the MBSE social science textbook, taking into account related words, sentences, activities, and images as the units of analysis. However, much difference has not been observed in the context of environmental values contents in the social science textbooks of both CBSE and MBSE with regards to related words, sentences, and images. However, in terms of activities as the unit of analysis, the CBSE social science textbooks have more activities than the MBSE related to environmental values contents.

Table No. 4.18

Comparison between CBSE and MBSE Secondary Social Science Textbooks based on Aesthetic Values Content

Units of Analysis	Frequencies	
	CBSE	MBSE
Words	31	28
Sentences	10	10
Activities	2	0
Images	14	7

Figure 4.18

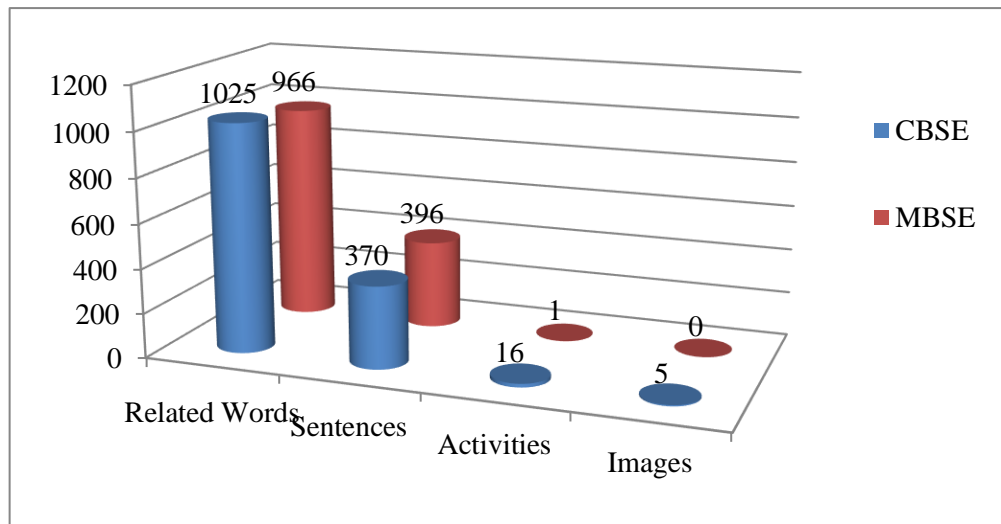**Comparison between CBSE and MBSE Secondary Social Science Textbooks based on Aesthetic Values Content**
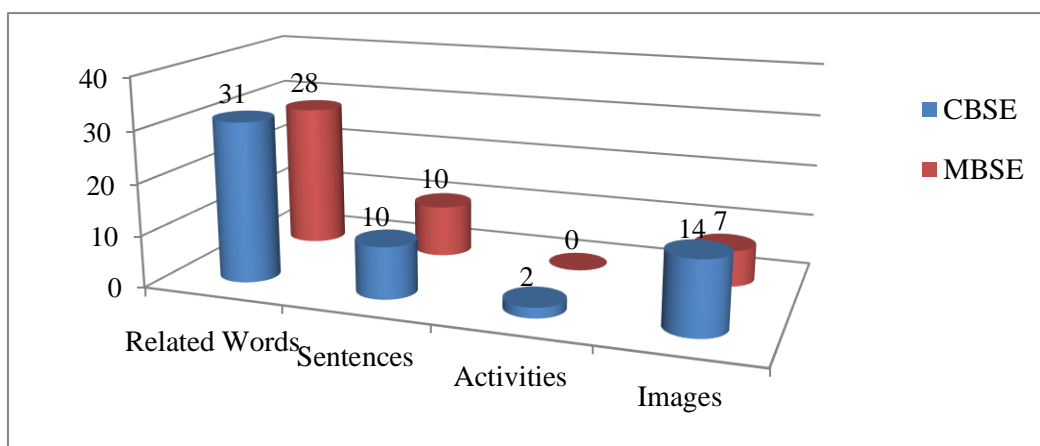
Table No. 4.18 and Figure 4.18 show the comparative analysis between CBSE and MBSE social science textbooks on the basis of aesthetic values contents. It can be observed that there were 31 words, 10 sentences, 2 activities, and 14 images identified in the CBSE social science textbooks related to aesthetics values contents. There were 28 words, 10 sentences, and 7 images found in the MBSE social science textbook related to aesthetic values contents. No activity related to aesthetic values was found in the MBSE social science textbook.

Discussion

From the above interpretation, it can be understood that when considering related words, activities, and images as the units of analysis, value-oriented contents related to aesthetic values were found more in the CBSE social science textbooks than in the MBSE social science textbook. However, there has not been much of a difference observed in the context of related words, sentences, and images on aesthetic values in the social science textbooks of both CBSE and MBSE. However, when considering activities as the unit of analysis, the CBSE social science textbooks have twice as many activities related to aesthetic value content as the MBSE one.

4.07.1. Comparative Analysis of Themes Related to the Ten Selected Values between CBSE and MBSE Secondary Social Science Textbooks

The thematic content analysis of the social science textbooks of both the CBSE and MBSE boards revealed the available themes related to the ten selected values. A comparative analysis of the CBSE and MBSE was carried out to understand the weight of themes based on the selected values. It has been presented as under:

Table No. 4.19

Comparative Analysis of Themes Identified in the CBSE and MBSE Secondary Social Science Textbooks Related to the Ten Selected Values

Category of Values	Themes identified in Social Science Textbook	
	CBSE	**MBSE**
Social Values	The themes related to social values such as socialism, unity, living together, social groups, teamwork, community, cooperation, social organisation, and welfare for society were identified in the textbooks.	The identified themes related to social values, including the concept of socialism, social principles and responsibility, unity and living together, brotherhood, social association and organisations, and the welfare of people.
Democratic Values	The textbooks identified themes related to democratic values, the concept of democracy, equality, liberty, justice or the rule of law, fundamental rights and duties, and freedom and rights of citizens.	The textbook discussed the concepts of democracy, equality, liberty, justice or the rule of law, fundamental rights and duties, and freedom of citizens, emphasizing the development of democratic values.

Moral Values	Themes like honesty, the concept of right or wrong, abiding by rules and regulations, a code of conduct, respect for others, and a free and fair electoral process were identified as related to moral values.	The textbook discussed themes related to moral values, such as respect for others, following the rules and regulations, loyalty, character building, a code of conduct, and a free and fair electoral process.
National & Patriotic Values	The themes identified were national consciousness, such as respect for national symbols and the national anthem, love for the nation, and features of unity in diversity or incredible India related to national and patriotic values.	The textbook identified themes related to national and patriotic values, such as the Swadeshi movement during India's freedom movement, nationalist symbolism, respect for national symbols, and the importance of unity in diversity as India's strength.
Secular Values	Tolerance to other religion, freedom of religion, and respect for other religion were the themes identified as being related to secular values.	Themes such as freedom of religion and respect for other religion were discussed in relation to secular values.
Human Values	The textbooks identified themes related to human values, such as peace treaties or peaceful coexistence, harmony, solidarity, dignity, safety concerns for children and women, helping others, and reverence for humankind.	Solidarity, the importance of peace, human well-being, safety concerns for people, helping others, the negative consequences of man-made disasters, and rescuing injured people during disasters were identified and signify themes related to human values.

Physical Health Values	The themes related to physical health values identified in the textbooks involve the concern for providing safe drinking water, sanitation, nutrition, and health facilities for children and women and the prevention of disease.	Discussions on health policies in India concerns about safe drinking water, adequate nutrition for children, healthcare facilities for children and the community, improving the quality of life, and disease prevention were the themes identified related to physical health values.
Economic Values	The themes related to economic values identified the concepts of economy, trade and business, financial investment, employment or job opportunities, occupation, commercialization of natural and agricultural resources, industrial production, public money, budgeting, and other economic activities like buying and selling commodities, saving, banking, etc.	The themes related to economic values involve the concept of economy, trade and commerce, business and industrial production, production and consumption of commodities, income and expenditure, saving and investment, banking, occupation, employment, and various economic activities like buying and selling.
Environmental Values	The themes related to environmental values identified in the textbooks were the concept of ecosystem and environment, concern for environmental degradation and climate change, environmental awareness, protection and	The concept of ecosystem and environment, reserve forest, plantation, sustainability, concern for climate change and environment exploitation, environmental awareness, natural habitats and wildlife, conservation of forest and

	conservation of forests, mitigations to reduce natural disasters and prevention of man-made environmental hazards, and overpopulation and its negative effect on the natural environment.	wildlife, and overpopulation and its impact on the natural environment were the themes related to environmental values identified in the textbook.
Aesthetics Values	The themes identified in the textbooks related to aesthetic values were the appreciation of natural beauty, depictions of paintings, and artistic and creative cartoon characters.	The themes identified in the textbook related to aesthetic values, including paintings of historical significance, appreciation of natural beauty, and depictions of beautiful images.

Discussion

The analysis of the above table shows the similarities and differences with respect to the themes in the social science textbooks of CBSE and MBSE that are related to the ten selected values. It can be observed from the above table that most of the themes related to the ten selected values were found to be similar in both the CBSE and MBSE social science textbooks. The CBSE textbooks contained themes like family relationships and community participation, which were not discussed in the MBSE textbook related to social values. At the same time, the MBSE textbook contained themes like brotherhood, social principles, and social responsibility, which were not highlighted in the CBSE textbooks. With regard to democratic values, there were differences with respect to the presentation and elaboration of the themes, whereas CBSE social science textbooks contained a more precise presentation and comprehensive elaboration of the themes than the MBSE textbook. The themes related to moral values identified in the MBSE textbook contained a theme of character building, whereas CBSE textbooks did not. Swadeshi movement during India's freedom movement and nationalist symbolism were the themes available in

the MBSE textbook related to national and patriotic values, which were not available in CBSE textbooks. The theme of tolerance to other religion was identified in CBSE textbooks, not in MBSE textbook. With regard to human values, the themes of harmony, dignity and reverence for humankind were identified in CBSE textbooks and not found in the MBSE textbook, whereas negative consequences of man-made disasters and rescuing injured people during disaster were the themes identified in the MBSE textbook but not in CBSE textbooks. The MBSE textbooks contained themes like health policies in India and the quality of life of people being identified related to health values, which were not available in CBSE textbooks. The themes related to economic values and environmental values were more or less the same. However, with regard to aesthetic values, the CBSE textbooks contained artistic and creative cartoon characters that aspired to develop aesthetic values, which were not available in MBSE textbooks.

It would be worth mentioning here that the names of the chapters of both the CBSE and MBSE social science textbooks were more or less the same. Therefore, many similarities were found in both the CBSE and MBSE social science textbooks in terms of the themes related to the ten selected values. However, the presentations of the themes identified in the CBSE social science textbooks were found to be more precise and elaborative than the MBSE social science textbooks.

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

5.01. Introduction

This chapter deals with the analysis and interpretation of the data collected from the students' sample. The data were analyzed on the basis of the ten selected values acquired by the secondary students of MBSE and CBSE in Mizoram with reference to their gender, board of studies and locale. The comprehensive analysis and interpretation of the data has been presented under different headings based on the objectives of the study:

Objective 4: To assess the acquired values of secondary school students in Mizoram.

  a) To assess the acquired values of secondary school students of CBSE in Mizoram.
  b) To assess the acquired values of secondary school students of MBSE in Mizoram.

Objective 5: To compare the acquired values of the secondary school students in Mizoram with reference to their gender.

Objective 6: To compare the acquired values of the secondary school students in Mizoram with reference to their board of study.

Objective 7: To compare the acquired values of the secondary school students in Mizoram with reference to their locale.

Objective 8: To suggest measures to incorporate proper value-oriented contents in the social science textbooks of secondary education.

Objective 4: To Assess the Acquired Values of Secondary School Students in Mizoram.

5.02. Values Acquired by the Secondary School Students in Mizoram

The following table shows the level of values acquired by the secondary school students of Mizoram regarding the ten selected values. The analysis was done using frequency and percentage of the obtained scores of ten selected values based on the five level of interpretation.

Table No. 5.01

Values Acquired by the Secondary School Students in Mizoram

Selected Values	Level of Values of Secondary School Students in Frequency and Percentage (N=600)				
	V. Low	Low	Average	High	V. High
Social Values (SV)	53 (8.83%)	124 (20.67%)	273 (45.50%)	113 (18.83%)	37 (6.17%)
Democratic Values (DV)	53 (8.83%)	120 (20.00%)	275 (45.83%)	114 (19.00%)	26 (6.33%)
Moral Values (MV)	33 (5.50%)	103 (17.17%)	320 (53.33%)	95 (15.83%)	49 (8.17%)
National & Patriotic Values (NPV)	49 (8.17%)	117 (19.50%)	256 (42.67%)	150 (25.00%)	28 (4.67%)
Secular Values (SeV)	41 (6.83%)	183 (30.50%)	245 (40.83%)	100 (16.67%)	31 (5.17%)
Human Values (HuV)	50 (8.33%)	121 (20.17%)	260 (43.33%)	122 (20.33%)	47 (7.83%)
Physical Health Values (PHV)	49 (8.17%)	172 (28.67%)	237 (39.50%)	93 (15.50%)	49 (8.17%)
Economic Values (EcV)	41 (6.83%)	212 (35.33%)	231 (38.50%)	78 (13.00%)	38 (6.33%)
Environmental Values (EnV)	25 (4.17%)	94 (15.67%)	248 (41.33%)	191 (31.83%)	42 (7.00%)
Aesthetic Value (AV)	47 (7.83%)	175 (29.17%)	230 (38.33%)	107 (17.83%)	41 (6.83%)

The dimension-wise analysis and interpretation of the above table on level of acquired values of the secondary school students in Mizoram has been presented as under:

Figure 5.01

Social Values Acquired by the Secondary School Students in Mizoram
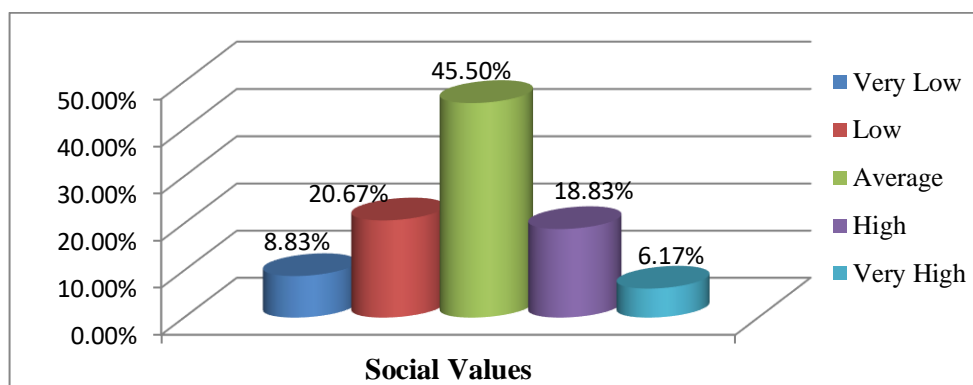
Social Values: It can be observed from the above Table No. 5.01 and Figure 5.1 that out of 600 secondary school students, 37 (6.17%) students had a very high level of social values, 113 (18.83%) students had high level of social values and 273 (45.50%) students had average level of social values, 124 (20.67%) students had low level of social values and 53 (8.83%) students had very low level of social values.

Figure 5.02

Democratic Values Acquired by the Secondary School Students in Mizoram
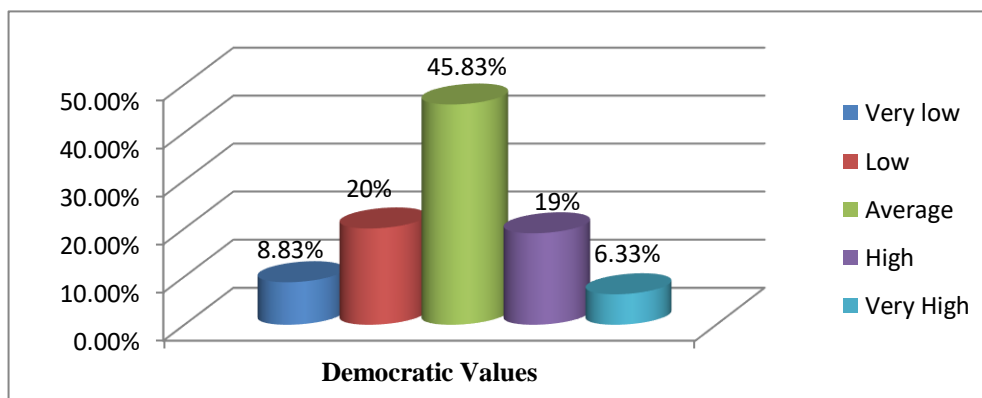
Democratic Values: The above table and Figure 5.2 show that out of 600 secondary school students, 26 (6.33%) students were having very high level of democratic values, 114 (19%) students were having high level of democratic values and

275 (45.83%) students were having average level of democratic values. And 120 (20%) and 53 (8.83%) students were having low and very low level of democratic values respectively.

Figure 5.03

Moral Values Acquired by the Secondary School Students in Mizoram
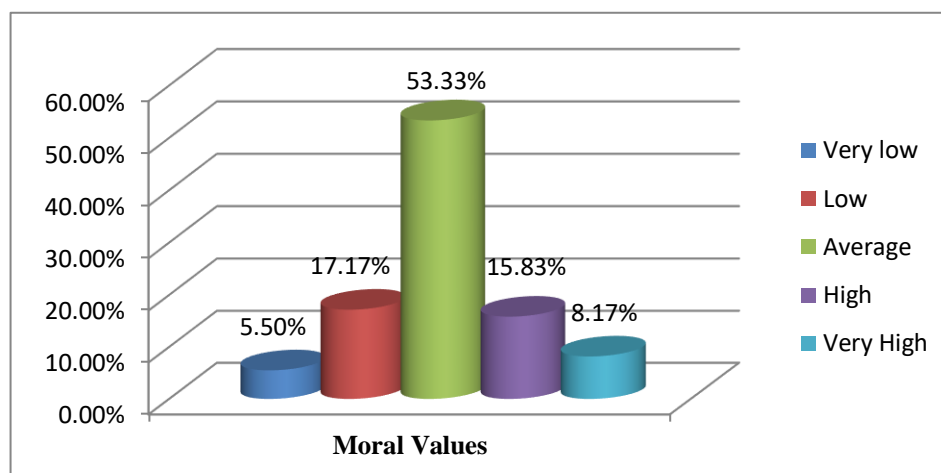
Moral Values: The above table and Figure 5.3 reveal that 49 (8.17%) students were having very high level of moral values, 95 (15.83%) students were having high level of moral values and 320 (53.33%) students were having average level of moral values. And 103 (17.17%) and 33 (5.50%) students were having low and very low level of moral values respectively.

Figure 5.04

National and Patriotic Values Acquired by the Secondary School Students in Mizoram
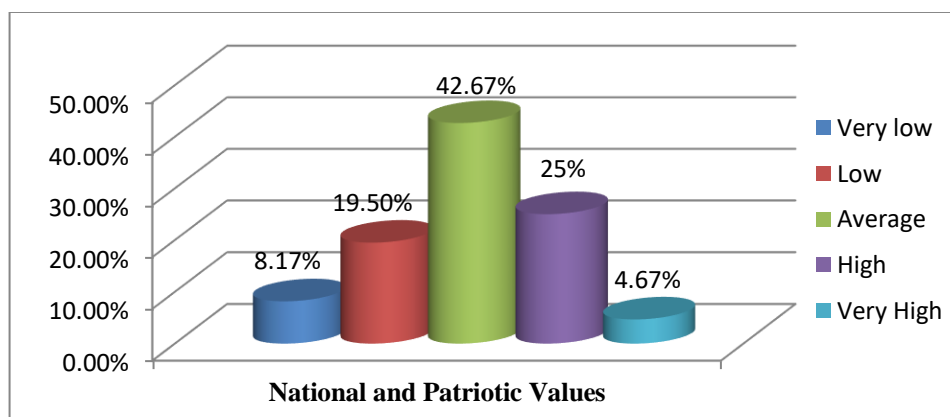
National and Patriotic Values: It can be seen from above table and Figure 5.4 that 28 (4.67%) students possessed very high level of national and patriotic values, 150 (25%) students possessed high level of national and patriotic values and 256 (42.67%) students possessed average level of national and patriotic values. And 117 (19.50%) and 49 (8.17%) students possessed low and very low level of national and patriotic values respectively.

Figure 5.05

Secular Values Acquired by the Secondary School Students in Mizoram
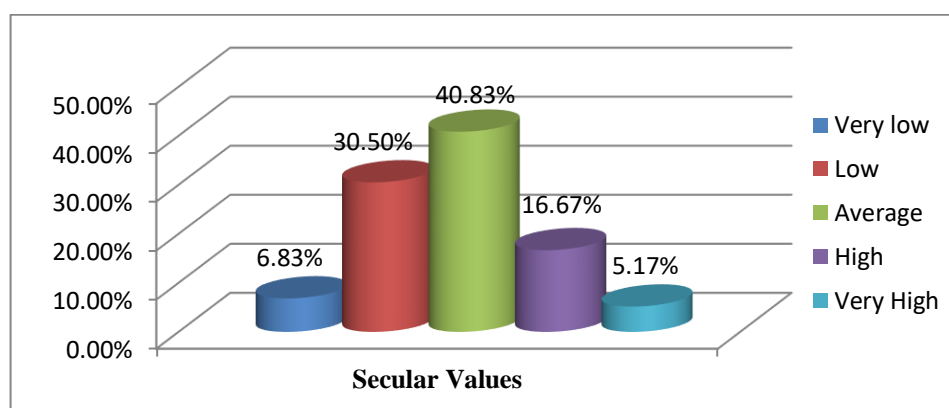
Secular Values: The above table and figure show that 31 (5.17%) students were having very high level of secular values, 100 (16.67%) students were having high level of secular values and 245 (40.83%) students were having average level of secular values, 183 (30.50%) students were having low level of secular values and 41 (6.83%) students were having very low level of secular values.

Figure 5.06

Human Values Acquired by the Secondary School Students in Mizoram
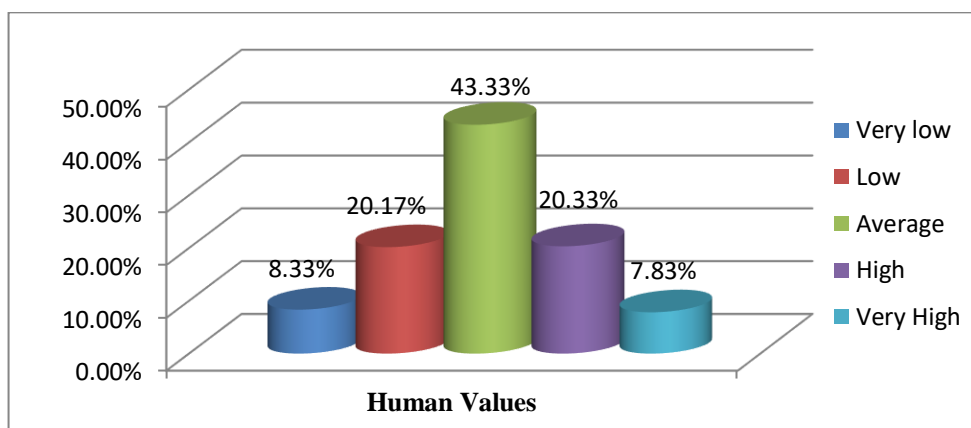
Human Values: The above table and figure reveal that 47 (7.83%) students were having very high level of human values, 122 (20.33%) students were having high level of human values and 260 (43.33%) students were having level of average human values. Out of 600 secondary school students, 121 (20.17%) and 50 (8.33%) students were having low and very low level of human values respectively.

Figure 5.07

Physical Health Values Acquired by the Secondary School Students in Mizoram
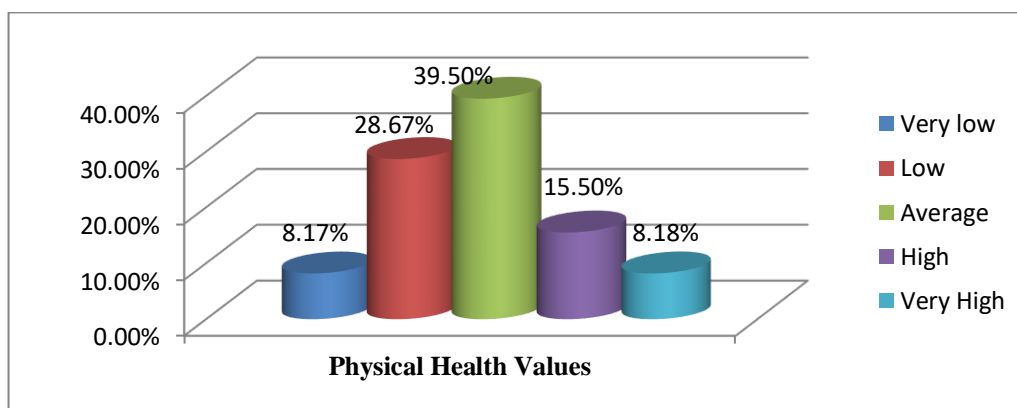
Physical Health Values: The above Table No. 5.1 and Figure 5.1 reveal that out of 600 secondary school students, 49 (8.18%) students had very high level of physical health values, 93 (15.50%) students were having high level of physical health values, and 237 (39.50%) students were having average level of physical health values. And 172 (28.67%) and 49 (8.17%) students were having low and very low level of physical health values respectively.

Figure 5.08

Economic Values Acquired by the Secondary School Students in Mizoram
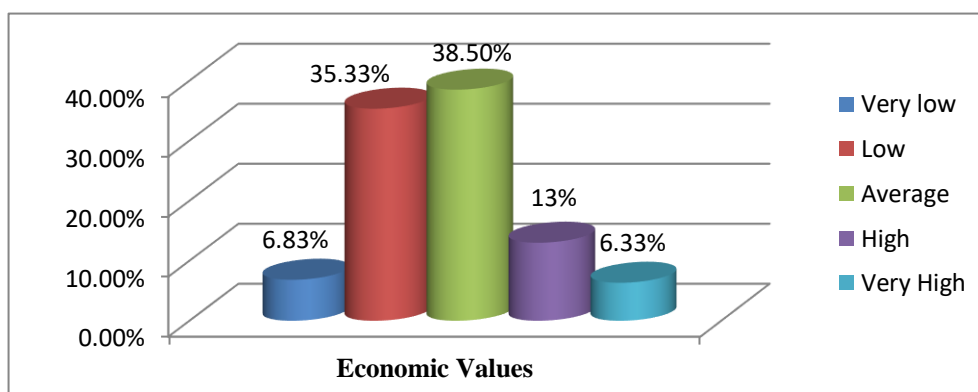
Economic Values: The above table and Figure 5.8 show that there were 38 (6.33%) secondary school students having very high level of economic values, 78 (13%) students were having high level of economic values and 231 (38.50%) students were having average economic values. And 212 (35.33%) and 41 (6.83%) students were having low and very low level of economic values respectively.

Figure 5.09

Environmental Values Acquired by the Secondary School Students in Mizoram
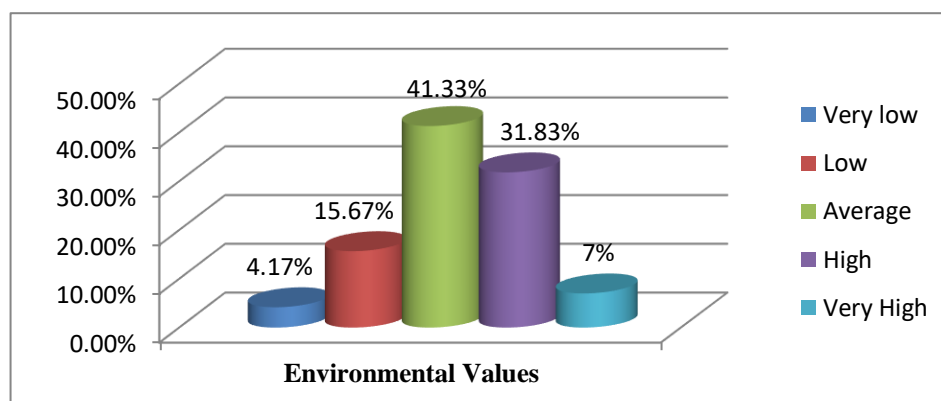
Environmental Values: It can be seen from above table and figure 5.9 that out of 600 secondary school students, 42 (7%) students had a very high level of environmental values, 191 (31.83%) students had high level of environmental values, 248 (41.33%) students were having average environmental values, 94 (15.67%) students were having low level of environmental values and 25 (4.17%) students were having very low level of environmental values.

Figure 5.10

Aesthetic Values Acquired by the Secondary School Students in Mizoram
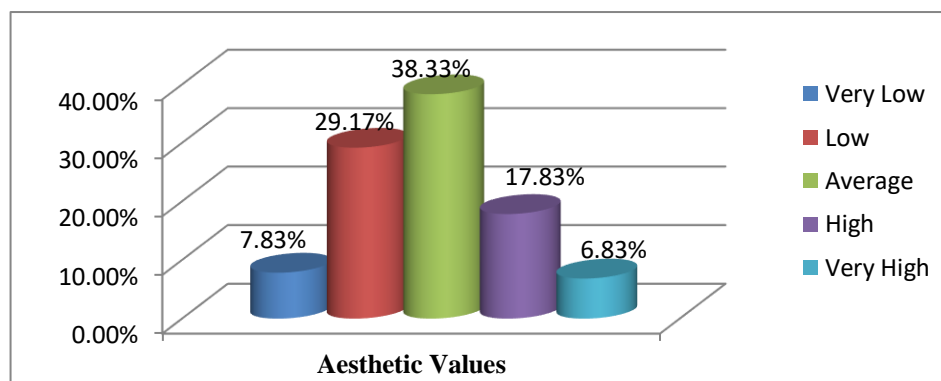
Aesthetic Values: It can be observed from Table 5.01 and Figure 5.10 that out of 600 secondary school students, 41 (6.83%) students had very high level of aesthetic values, 107 (17.83%) students had high level of aesthetic values, 230 (38.33%) students had average aesthetic values, 175 (29.17%) students were having low level of aesthetic values and 47 (7.83%) students were having very low level of aesthetic values.

<u>D</u>iscussion

From the above analysis and interpretation of the table and figures, it can be observed that majority of the secondary school students were having an average level of values with regards to all the ten selected values. Although the students possessed average level of values, but the scores of the students regarding national and patriotic values and environmental values were concentrating towards higher level as can be seen from figures 5.4 and 5.9. However, the figures 5.5, 5.7, 5.8 and 5.10 showed that the scores of the students were inclined towards lower level with regards to secular values, physical health values, economic values and aesthetic values.

The findings of this study are comparable with the findings of Sarmah (2014) on social, democratic, economic and aesthetic values of higher secondary students of Kamrup district, Assam, but contradictory with relate to health values. Mahato, Adhikari and Gope (2021) had similar findings on democratic value, economic value and aesthetic value students of higher education of Purulia district, West Benga, but contradictory with relate to social and health values. Similar findings also found by Singh (2022) on democratic and health values, but contradictory on social, economic and aesthetic values. The finding of the present study also resonates with findings of Vanlalmanghaii (2022) on economic and aesthetic values of Mizo higher secondary students, and democratic value, economic value and aesthetic of Khasi and Naga higher secondary students, but contradictory with relate to democratic values, social and health values of Mizo students; and social and health values of Khasi and Naga higher secondary students.

Objective 4 (a): To Assess the Acquired Values of Secondary School Students of CBSE in Mizoram.

5.03. Values Acquired by Secondary School Students of CBSE in Mizoram

The Table No. 5.02 presents the analysis and interpretation of the values acquired by the secondary school students of CBSE in Mizoram. The analysis was done based on the frequencies and percentages of the obtained scores of the ten selected values.

Table No. 5.02

Values Acquired by Secondary School Students of CBSE in Mizoram

Selected Values	Obtained Score of CBSE Secondary School Students in Frequency and Percentage (N=90)				
	V. Low	Low	Average	High	V. High
Social Values (SoV)	10 (11.11%)	18 (20.00%)	40 (44.44%)	18 (20.00%)	4 (4.44%)
Democratic Values (DV)	7 (7.78%)	20 (22.22%)	44 (48.89%)	13 (14.44%)	6 (6.67%)
Moral Values (MV)	9 (10.00%)	21 (23.33%)	48 (53.33%)	6 (6.67%)	6 (6.67%)
National & Patriotic Values (NPV)	9 (10.00%)	18 (20.00%)	30 (33.33%)	26 (28.89%)	7 (7.78%)
Secular Values (SeV)	6 (6.67%)	22 (24.44%)	33 (36.67%)	22 (24.44%)	7 (7.78%)
Human Values (HuV)	8 (8.89%)	22 (24.44%)	36 (40.00%)	21 (23.33%)	3 (3.33%)
Physical Health Values (PHV)	4 (4.44%)	14 (15.56%)	30 (33.33%)	24 (26.67%)	18 (20.00%)
Economic Values (EcV)	4 (4.44%)	29 (32.22%)	37 (41.11%)	12 (13.33%)	8 (8.89%)
Environmental Values (EnV)	4 (4.44%)	18 (20.00%)	36 (40.00%)	26 (28.89%)	6 (6.67%)
Aesthetic Values (AV)	11 (12.22%)	36 (40.00%)	24 (26.67%)	17 (18.89%)	2 (2.22%)

A detail category-wise analysis and interpretation of the above table has been presented as under:

Figure 5.11

Social Values Acquired by the Secondary School Students of CBSE in Mizoram
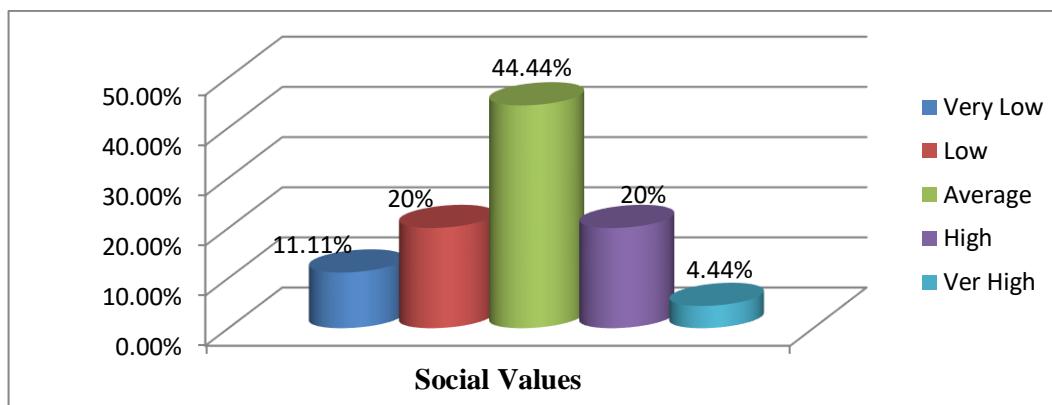
Social Values: With regard to social values, it can be observed from Table No. 5.02 and figure 5.11 that out of 90 CBSE secondary school students, only 4 (4.44%) students had very high level of social values, 18 (20%) students possessed high level of social values, 40 (44.44%) students have average level of social values, 18 (20%) students have low level and 10 (11.11%) students representing very low level of social values.

Figure 5.12

Democratic Values Acquired by the Secondary School Students of CBSE in Mizoram
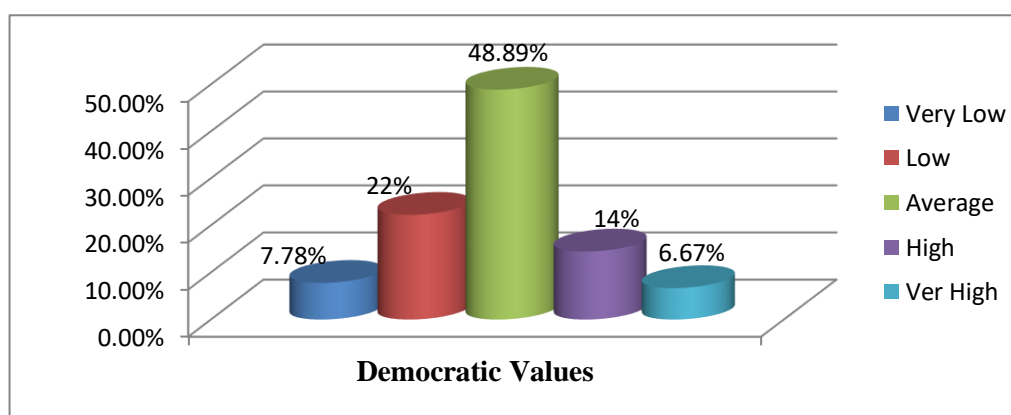
Democratic Values: It can be observed that out of 90 CBSE secondary school students, 6 (6.67%) students were having very high level of democratic values, 13 (14.44%) students had high level of democratic values, 44 (48.89%) students had

average level of democratic values, 20 (22.22%) students have low level democratic values and 7 (7.78%) students represent very low level of democratic values.

Figure 5.13

Moral Values Acquired by the Secondary School Students of CBSE in Mizoram
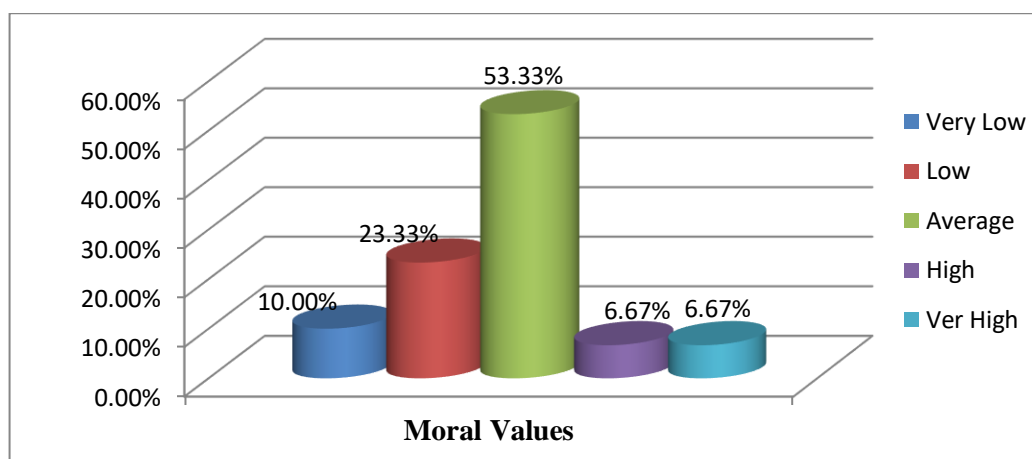
Moral Values: The above table and figure reveals that out of 90 CBSE secondary school students, 6 (6.67%) students were having very high and 6 (6.67%) students were having high level of moral values, 48 (53.33%) students were having average level of moral values, 21 (23.33%) students were having low level and 9 (10%) of students had very low level of moral values.

Figure 5.14

National and Patriotic Values Acquired by the Secondary School Students of CBSE in Mizoram
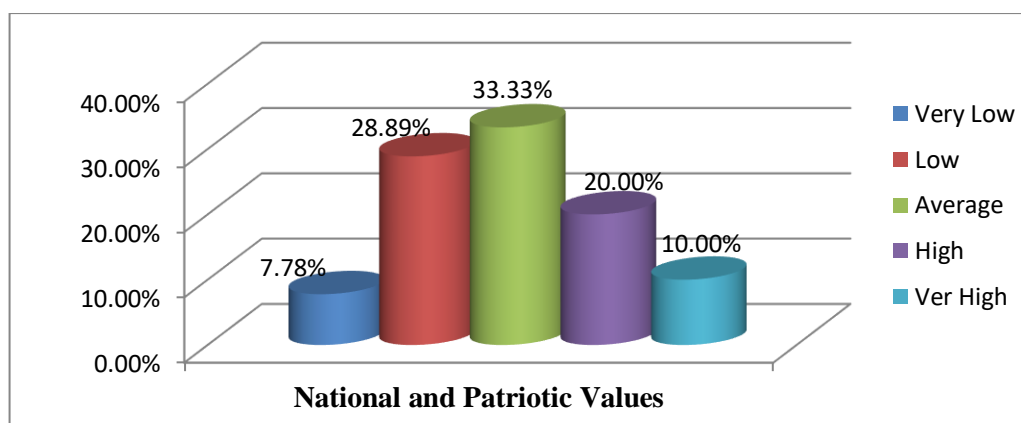
National and Patriotic Values: Regarding national and patriotic values, 7 (7.78%) CBSE secondary school students had possessed very high level of national and

patriotic values, 26 (28.89%) students had possessed high level of national and patriotic values, 30 (33.33%) students had possessed average level of national and patriotic values, 18 (20%) students had possessed low level and 9 (10%) students had possessed very low level of national and patriotic values.

Figure 5.15

Secular Values Acquired by the Secondary School Students of CBSE in Mizoram
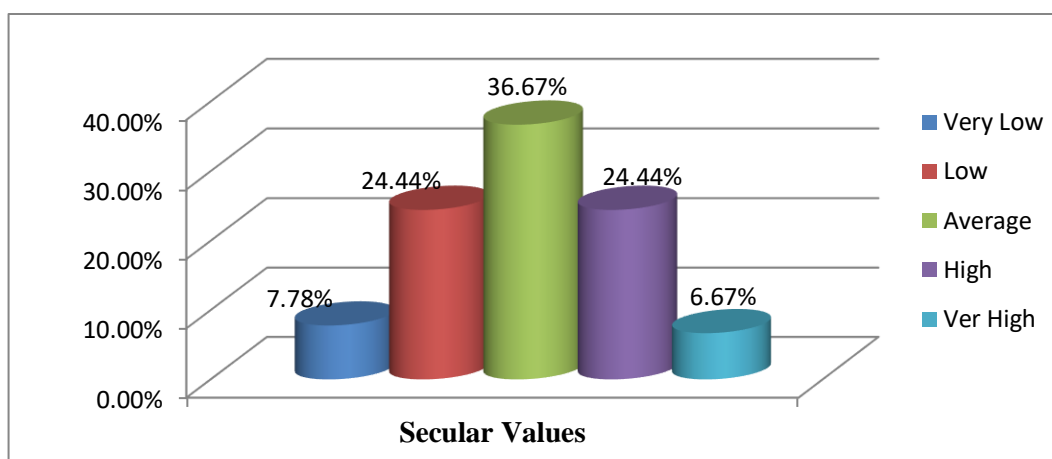
Secular Values: It can be observed that out of 90 CBSE secondary school students, 7 (7.78%) students had very high level of secular values, 22 (24.44%) students had high level of secular values, 33 (36.67 %) students had average level of secular values, 22 (24.44 %) had low level and 6 (6.67%) students had very low level of secular values.

Figure 5.16

Human Values Acquired by the Secondary School Students of CBSE in Mizoram
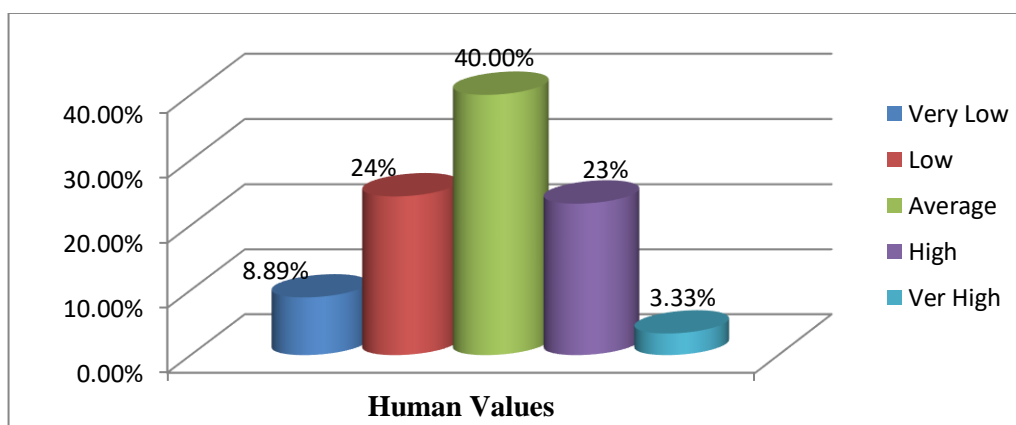
Human Values: It can be observed form Table No. 5.02 and Figure 5.16 that only 3 (3.33%) CBSE secondary school students were having very high level of human

values, 21 (23.33%) students were having high level of human values, 36 (40%) students were having average level of human values, 22 (24.44%) were having low level and 8 (8.89%) students were having very low level of human values.

Figure 5.17

Physical Health Values Acquired by the Secondary School Students of CBSE in Mizoram
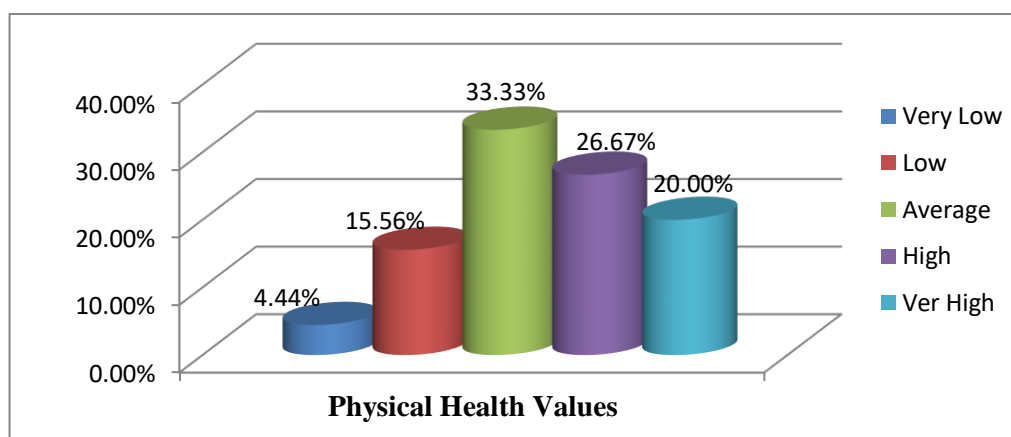
Physical Health Values: Out of 90 CBSE secondary school students, 18 (20%) students had very high level of physical health values, 24 (26.67%) students had high level of physical health values, 30 (33.33%) students had average level of physical health values, 14 (15.56%) had low level and only 4 (4.44%) students had very low level of physical health values.

Figure 5.18

Economic Values Acquired by the Secondary School Students of CBSE in Mizoram
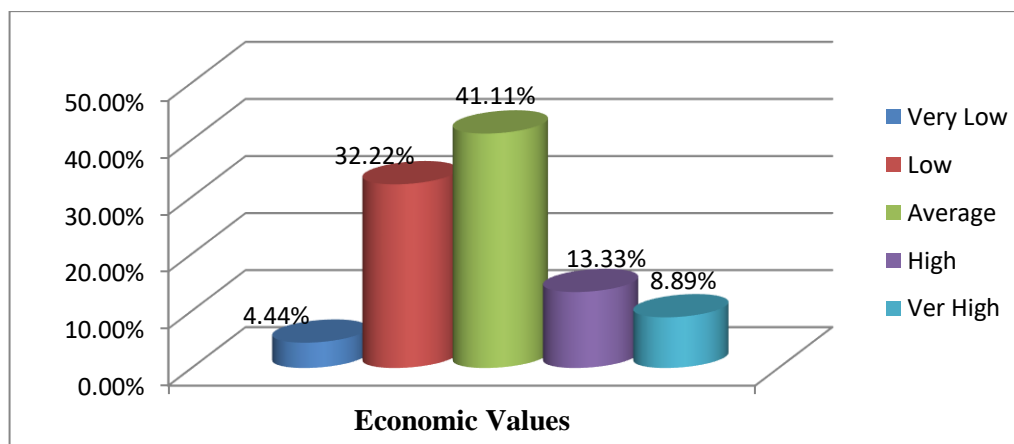
Economic Values: The above table and figure reveal that out of 90 CBSE secondary school students, 8 (8.89%) students had very high level of economic values, 12 (13.33%) students had high level of economic values, 37(41.11%) students had average level of economic values, 29 (32.22 %) had low level of economic values and only 4 (4.44%) students had very low level of economic values.

Figure 5.19

Environmental Values Acquired by the Secondary School Students of CBSE in Mizoram
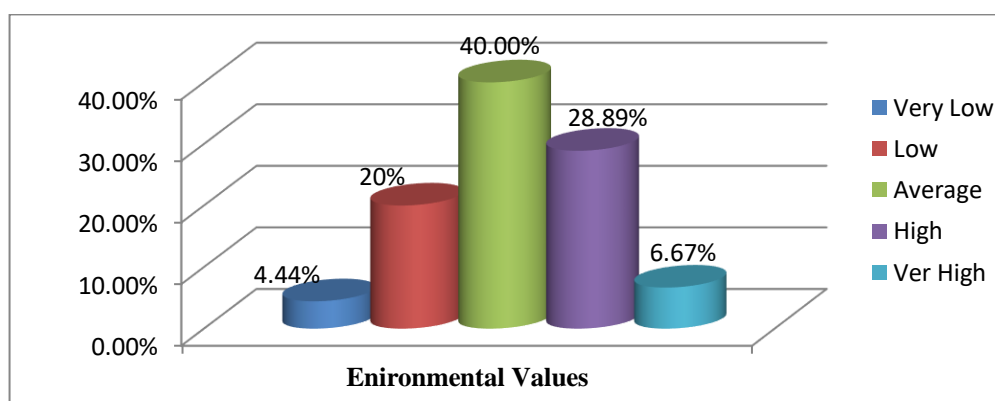
Environmental Values: It can be observed from Table No. 5.02 and Figure 5.19 that out of 90 CBSE secondary school students, 6 (6.67%) students had acquired very high level of environmental values, 26 (28.89%) students had acquired high level of environmental values, 36 (40%) students had acquired average level of environmental values, 18 (20%) students had acquired low level and 4 (4.44%) students had acquired very low level of environmental values.

Figure 5.20

Aesthetic Values Acquired by the Secondary School Students of CBSE in Mizoram
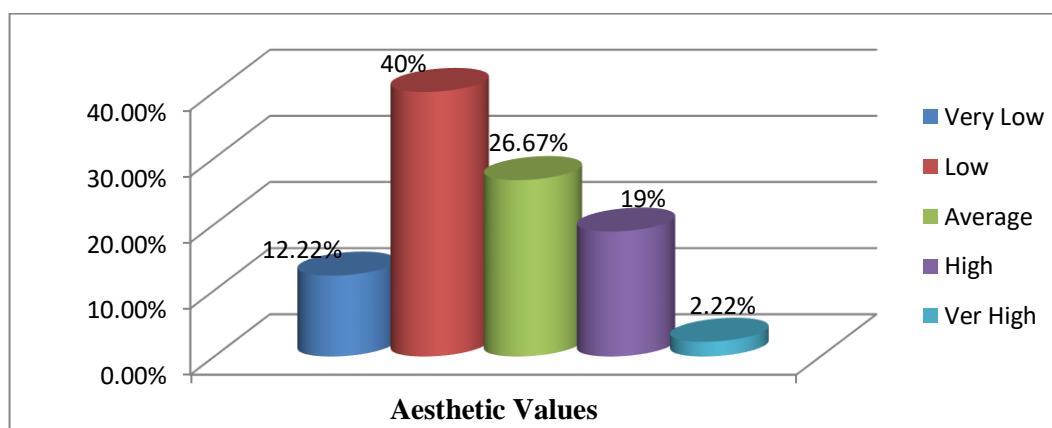
Aesthetics Values: Out of 90 CBSE secondary school students, only 2 (2.22%) students had very high level of aesthetic values, 12 (18.89%) students had high level of aesthetic values, 24 (26.67%) of the students had average level of aesthetic values, 36 (40 %) had low level of aesthetics values and 11 (12.22%) students had very low level of aesthetic values.

Discussion

From the analysis and interpretation of Table No. 5.02 and Figure 5.11 to 5.20, it can be observed that the majority of the secondary school students of CBSE had average level of values with respect to social, democratic, moral, national and patriotic, secular, human, physical health, environmental and economic values. However, a comprehensive analysis of the Table No. 5.02 and Figure 5.17 to 5.19 show that the scores of the secondary school students with regards to physical health values and environmental values were concentrating towards higher level. But, the figures 5.14 and 5.18 shows that the scores on national and patriotic values and economic values of the secondary school students were trending towards lower level. It is surprising to see that majority of the secondary school students of CBSE were having low level of aesthetic values. Because there were various visuals related to artistic observed inside the premises of CBSE schools during the data collection. The development of aesthetic values not only help students to appreciate the beauty and goodness of artistic and the natural beauty around, but also help for development of their creativity. So, it can be concluded that displaying the aesthetic visuals may be important but, practice is also equally important for the development of desirable aesthetic values among the students.

The findings on values of CBSE secondary school students are found to be similar with the findings of Sarmah (2014) on social values, democratic values and economic values of higher secondary students of Kamrup district, Assam, but contradictory with relate to health values and aesthetic values. Mahato, Adhikari and Gope (2021) found similar results on health values of students of higher education of Purulia district, West Benga, but contradictory with relate to social, democratic, economic and aesthetic values. The present results are similar with the findings of Singh (2022) on democratic values and health values of undergraduate students, but

contradictory on social, economic and aesthetic values. Vanlalmanghaii (2022) also found similar results on economic value of Mizo higher secondary school students and democratic and economic values of Khasi and Naga higher secondary students, However, contradictory results were found on social, democratic, health and aesthetic values of Mizo students and social, health and aesthetic values of Khasi and Naga higher secondary students.

Objective 4 (b): To Assess the Acquired Values of Secondary School Students of MBSE in Mizoram

5.04. Values Acquired by Secondary School Students of MBSE in Mizoram

The Table No. 5.03 shows the dimension-wise distribution of the data based on the frequencies and percentages of the obtained scores by the MBSE secondary school students in Mizoram.

Table No. 5.03

Values Acquired by MBSE Secondary School Students in Mizoram

Selected Values	Level of Values of MBSE Secondary School Students in Frequency and Percentage (N=510)				
	V. Low	Low	Average	High	V. High
Social Value (SoV)	47 (9.22 %)	107 (20.98%)	240 (47.06%)	87 (17.06%)	29 (5.68%)
Democratic Values (DV)	45 (8.82%)	101 (19.80%)	230 (45.10%)	102 (20.00%)	32 (6.27%)
Moral Values (MV)	26 (4.90%)	83 (16.27%)	270 (53.14%)	87 (17.06%)	44 (8.63%)
National & Patriotic Values (NPV)	40 (7.84%)	100 (19.61%)	226 (44.31%)	123 (24.12%)	21 (4.12%)
Secular Values (SeV)	35 (6.86%)	162 (31.76%)	211 (41.38%)	79 (15.49%)	23 (4.51%)
Human Values (HuV)	37 (8.24%)	100 (19.61%)	223 (43.73%)	101 (19.80 %)	44 (8.63%)
Physical Health Values	37 (7.25%)	158 (30.98%)	207 (40.59%)	75 (14.71%))	33 (6.47%)

(PHV)					
Economic Values (EcV)	36 (7.06%)	182 (35.69%)	196 (38.43%)	66 (12.94%)	30 (5.88%)
Environmental Values (EnV)	21 (4.12%)	75 (14.71%)	214 (41.96%)	165 (32.35 %)	35 (6.86%)
Aesthetic Value (AV)	36 (7.06%)	140 (27.45%)	206 (40.39%)	89 (17.45%)	39 (7.65%)

The comprehensive analysis and interpretation of the values acquired by the MBSE secondary school students in Mizoram related to the ten selected values has been presented below:

Figure 5.21

Social Values of MBSE Secondary School Students in Mizoram
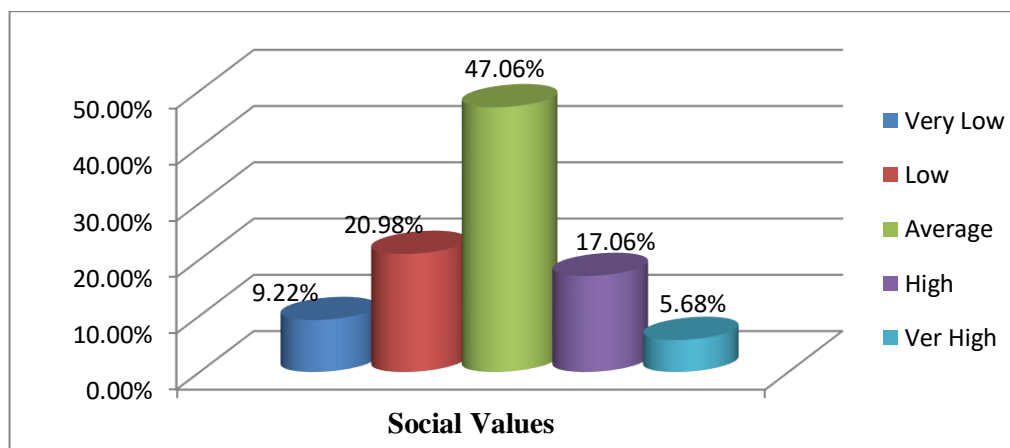
Social Values: With regard to social values, it can be observed that out of 510 MBSE secondary school students, 29 (5.68%) students were having very high level of social values, 87 (17.06 %) students were having high level of social values and 240 (47.06%) students were having average level of social values; and the percentage of students representing low and very low level of social values were 107 (20.98%) and 47 (9.22%) respectively.

Figure 5.22

Democratic Values of MBSE Secondary School Students in Mizoram
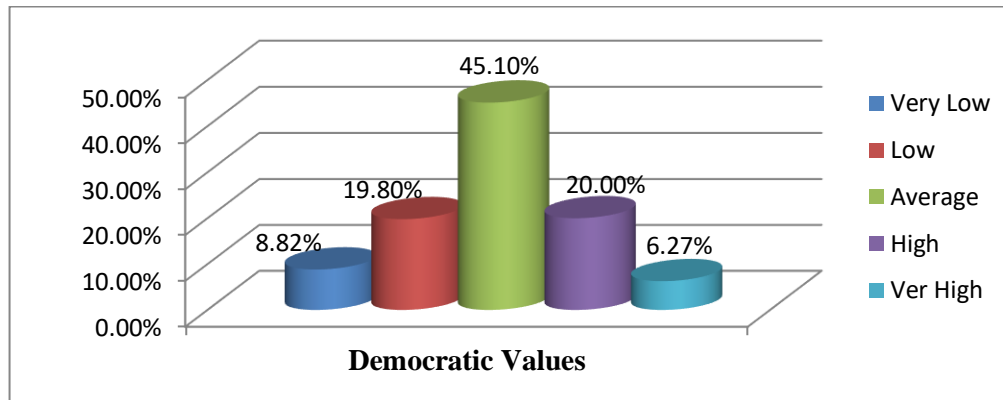
Democratic Values: It can be observed that out of 510 MBSE secondary school students, 32 (6.27%) students had very high level of democratic values, 102 (20%) students had high level of democratic values and 230 (45.10%) students were having average level of democratic values. And 101 (19.80%) and 45 (8.82%) students were having low and very low level of democratic values respectively.

Figure 5.23

Moral Values of MBSE Secondary School Students in Mizoram
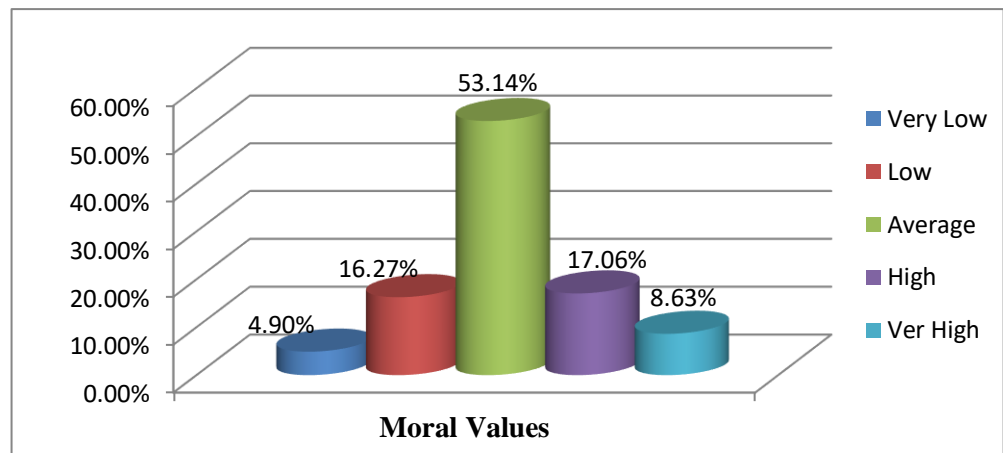
Moral Values: With regard to moral values, the above table reveals that out of 510 MBSE secondary school students, 44 (8.63%) students possessed very high level of moral values, 87 (17.06%) students had high level of moral values and 207 (53.14%) students had average level of moral values. And 83 (16.27%) and 25 (4.90%) students were having low and very low level of moral values respectively.

Figure 5.24

National and Patriotic Values of MBSE Secondary School Students in Mizoram
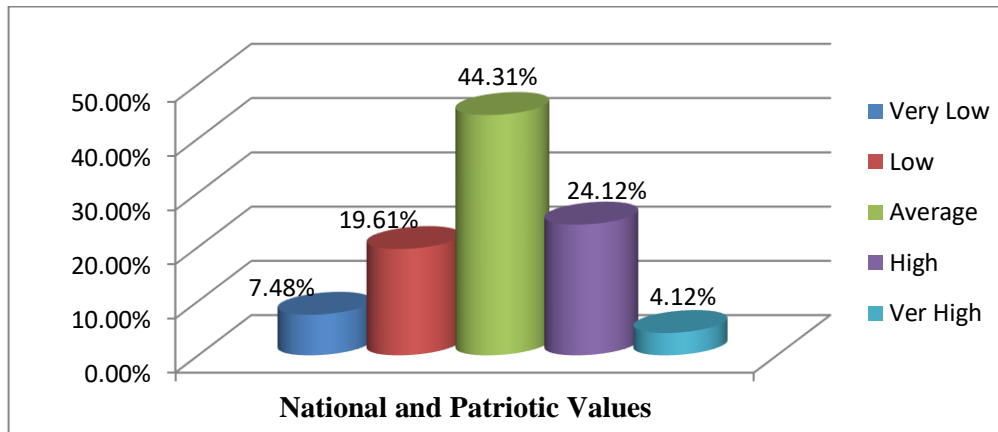
National and Patriotic Values: Regarding national and patriotic values, it was found that out of 510 secondary school students of MBSE, 21 (4.12%) students had very high level of national and patriotic values, 123 (24.12%) students had high level of national and patriotic values and 226 (44.31%) students were having average level of national and patriotic values, 100 (19.61%) had low level of national and patriotic values and 40 (7.48%) students had very low level of national and patriotic values.

Figure 5.25

Secular Values of MBSE Secondary School Students in Mizoram
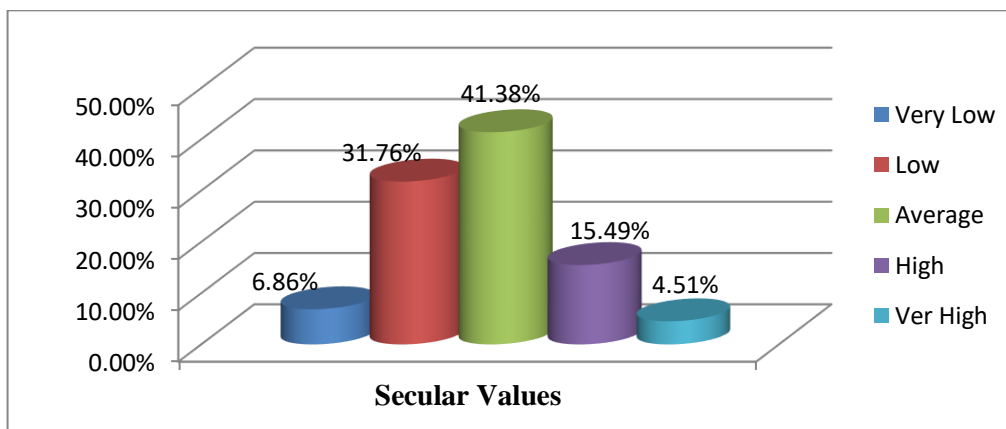
Secular Values: It can be observed from the above table that out of 510 secondary school students of MBSE, 23 (4.51%) students had very high level of secular values, 79 (15.49%) students had high level of secular values, 211 (41.38%) students

were having average level of secular values, 162 (31.76 %) low level of secular values and 35 (6.86%) students had very low level of secular values.

Figure 5.26

Human Values of MBSE Secondary School Students in Mizoram
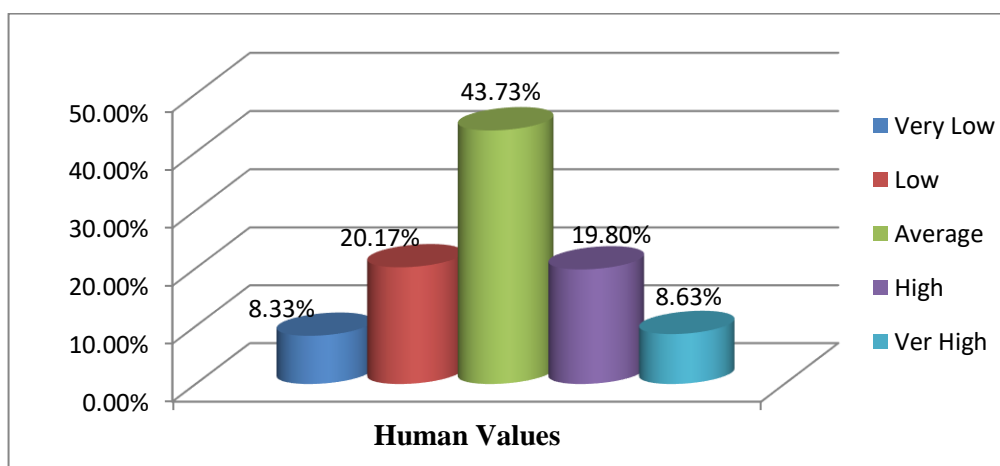
Human Values: With regards to human values, out of 510 secondary school students of MBSE, 44 (8.63%) students had very high level of human values, 101 (19.80%) students had high level of human values, 223 (43.73%) students were having average level of human values, 100 (20.17%) have low level and 42 (8.33%) students reveal very low level of human values.

Figure 5.27

Physical Health Values of MBSE Secondary School Students in Mizoram
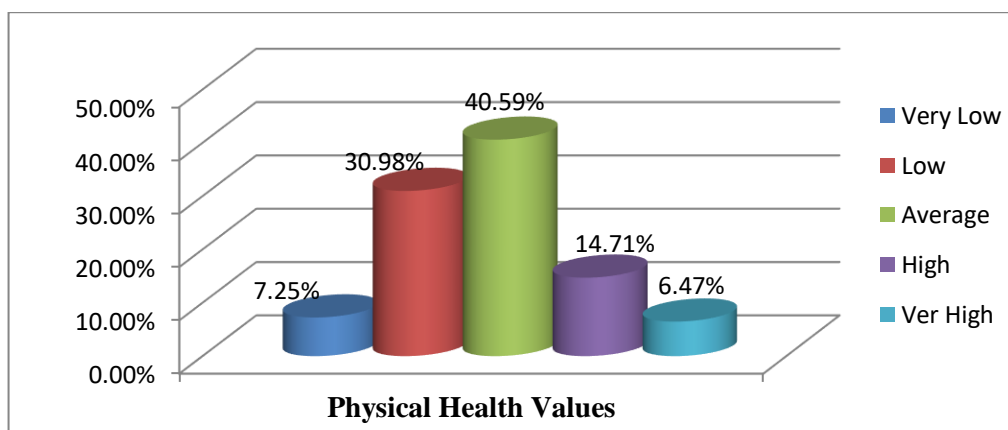
Physical Health Values: With regards to physical health values, Table No. 5.03 shows that out of 510 secondary school students of MBSE, 33 (6.47%) students had

very high level of physical health values, 75 (14.71%) students had high level of physical health values, 207 (40.59%) students were having average level of physical health values, 158 (30.98%) students had low level of health values and 37 (7.25%) students had very low level of physical health values.

Figure 5.28

Economic Values of MBSE Secondary School Students in Mizoram
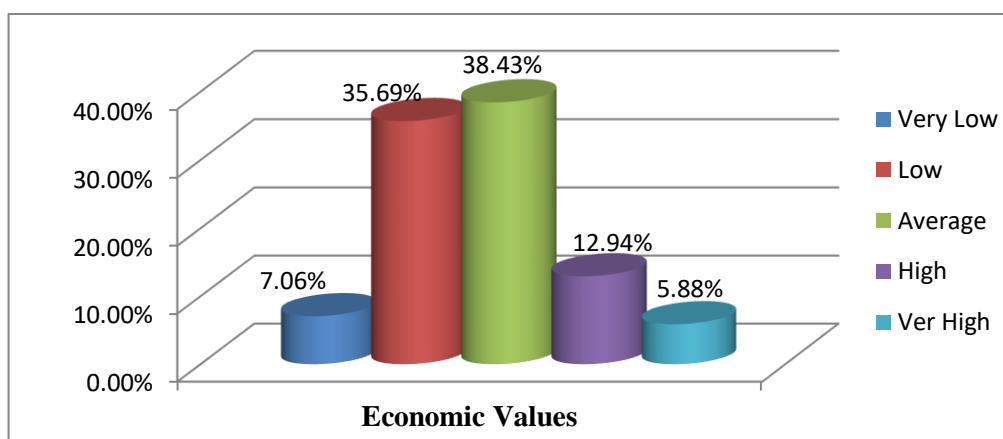
Economic Values: It can be seen that out of 510 MBSE secondary school students, 30 (5.88%) students had very high level of economic values, 66 (12.94%) students had high level of economic values, 196 (38.43%) students were having average level of economic values, 182 (35.69 %) students had low level and 36 (7.06%) students have very low level of economic values.

Figure 5.29

Environmental Values of MBSE Secondary School Students in Mizoram
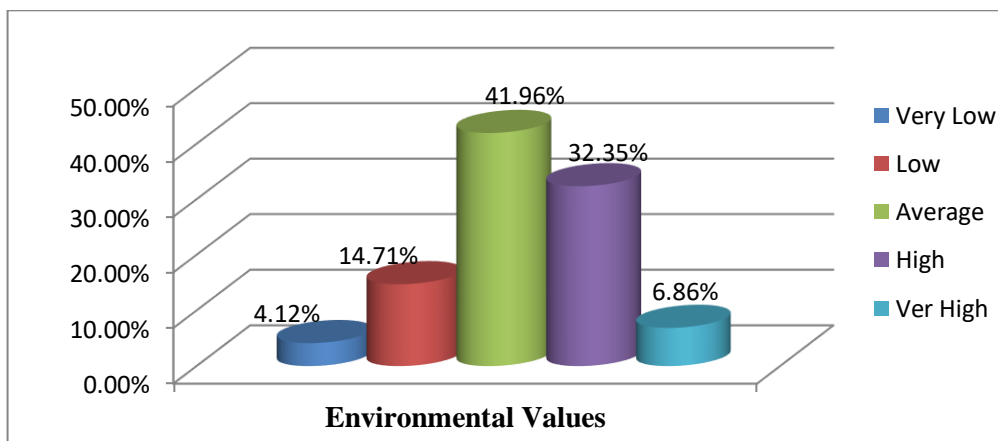
Environmental Values: With regard to environmental values, Table **No. 5.3** shows that out of 510 secondary school students of MBSE, 35 (6.86%) students had very high level of environmental values, 165 (32.35%) students had high level of environmental values, 214 (41.96%) students were having average level of environmental values, 74 (14.71%) students had low level of environmental values and 21 (4.12%) students had very low level of environmental values.

Figure 5.30

Aesthetic Values of MBSE Secondary School Students in Mizoram
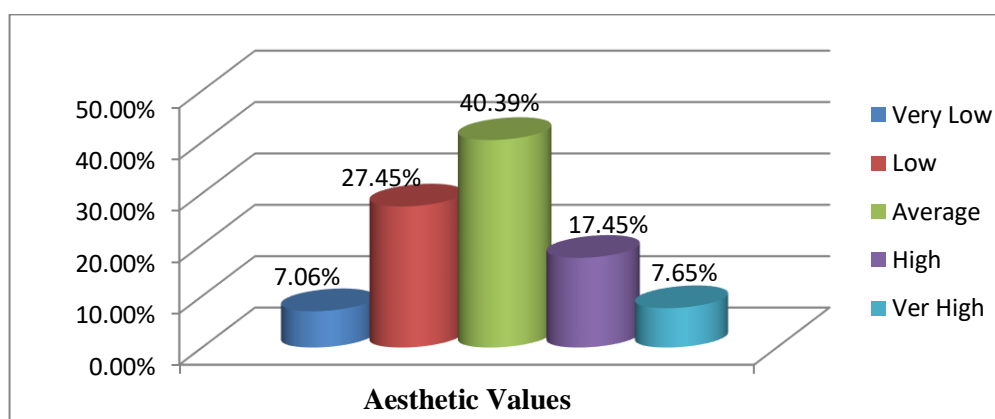
Aesthetic Values: With regards to aesthetic values, it can also be seen that out of 510 secondary school students of MBSE, 39 (7.65%) students had very high level of aesthetic values, 89 (17.45%) students had high level of aesthetic values, 206 (40.39%) students had average level of aesthetic values, 140 (27.45 %) students had low level and 36 (7.06%) students had very low level of aesthetic values.

Discussion

It can be observed from the above analysis and interpretation that majority of the secondary school students of MBSE were having average level of values related to the ten selected values. The analysis of figures 5.25, 5.27 and 5.28 shows that more than 30 percent of the students scored on VAQ were inclined towards low level with regards to secular values, physical health values, and economic values. On the other hand, more than 30 percent of the students were inclined towards high level of environmental values. This displays the awareness and attitude of the secondary school students towards the environment. It is also worthwhile to mention here that there is a

separate subject on 'Environmental Studies' in MBSE curriculum at the elementary level. So, the students learn about the environmental education from early years. Therefore, that could be a positive reason that the level of environmental values among the secondary school students in Mizoram was inclined towards higher level.

The findings of this study are comparable with the findings of Sarmah (2014) on social, democratic, economic and aesthetic values of higher secondary students of Kamrup district, Assam, but contradictory with relate to health values. Mahato, Adhikari and Gope (2021) had similar findings on democratic value, economic value and aesthetic value students of higher education of Purulia district, West Benga, but contradictory with relate to social and health values. Similar findings also found by Singh (2022) on democratic and health values, but contradictory on social, economic and aesthetic values. The finding of the present study also resonates with findings of Vanlalmanghaii (2022) on economic and aesthetic values of Mizo higher secondary students, and democratic value, economic value and aesthetic of Khasi and Naga higher secondary students, but contradictory with relate to democratic values, social and health values of Mizo students; and social and health values of Khasi and Naga higher secondary students.

Objective 5: To Compare the Acquired Values of the Secondary School Students in Mizoram in Reference to their Gender.

To compare the male and female secondary school students regarding the acquired values, the following null hypotheses have been formulated:

Ho 1: There is no significant difference between male and female secondary school students in reference to their social values.

Ho 2: There is no significant difference between male and female secondary school students in reference to their democratic values.

Ho 3: There is no significant difference between male and female secondary school students in reference to their moral values.

Ho 4: There is no significant difference between male and female secondary school students in reference to their national and patriotic values.

Ho 5: There is no significant difference between male and female secondary school students in reference to their secular values.

Ho 6: There is no significant difference between the male and female secondary school students with reference to their human values.

Ho 7: There is no significant difference between male and female secondary school students in reference to their physical health values.

Ho 8: There is no significant difference between male and female secondary school students in reference to their environmental values.

Ho 9: There is no significant difference between male and female secondary school students in reference to their economic values.

Ho 10: There is no significant difference between male and female secondary school students in reference to their aesthetics values.

5.05. Comparison in the Acquired Values of the Secondary School Students in Mizoram in Reference to their Gender

To determine the differences between the male and female secondary school students with reference to the ten selected values, independent sample *t*-test has been employed.

Table No. 5.04

Comparison between Male and Female Secondary School Students in reference to their Social Values

Gender	Mean	*SD*	*SEM*	*df*	*t*-value	*p*-value
Male (N=312)	8.88	2.472	0.140	598	0.619	0.536
Female (N=288)	8.76	2.288	0.135			

The above table shows that with respect to social values the mean score of male students was found to be 8.88 and *SD*=2.472, whereas the mean score of female students was obtained to be 8.76 and *SD*=2.288. The critical *t* –value is 2.247 at 0.05 level of significance on *df*=598. It can be observed from the table that the calculated *t*-value was found to be 0.619 which is less than the critical *t*-value, and *p*=0.536 > 0.05 level of significance. Therefore, the null hypothesis has been accepted and stated that

there is no significant difference between the male and female secondary school students in reference to their social values.

Table No. 5.05

Comparison between Male and Female Secondary School Students in reference to their Democratic Values

Gender	Mean	SD	SEM	df	t-value	p-value
Male (N=312)	9.69	2.427	0.137	598	1.888	0.060
Female (N=288)	10.07	2.464	0.145			

Regarding democratic values, it can be observed from Table No. 5.05 that mean score of male students was found to be 9.69 with SD=2.427. At the same time the mean score of female students was obtained to be 10.07 with SD=2.464. The critical t–value is 2.247 at 0.05 level of significance on df=598. Based on the calculated t-value is 1.888, which is less than the critical t-value and it is very evident that the obtained p-value (0.060) is more than 0.05 level of significance. Thus, the null hypothesis is accepted and it can be stated that there is no significant difference between the male and female secondary school students in reference to their democratic values.

Table No. 5.06

Comparison between Male and Female Secondary School Students in reference to their Moral Values

Gender	Mean	SD	SEM	df	t-value	p-value
Male (N=312)	10.01	2.189	0.124	598	1.086	0.278
Female (N=288)	10.21	2.300	0.136			

The Table No. 5.06 shows that the mean score of male secondary school students with regards to moral values was found to be 10.01 with SD=2.189, and the mean score of female secondary school students was 10.21 with SD=2.300. The critical t–value is 2.247 at 0.05 level of significance on df=598. The calculated t–value was found to be 1.068, which is less than the critical t-value, and p=0.278 > 0.05 level of significance. Therefore, the researcher accepted the null hypothesis state that there

exists no significant difference between the male and female secondary school students in reference to their moral values.

Table No. 5.07

Comparison between Male and Female Secondary School Students in reference to their National and Patriotic Values

Gender	Mean	*SD*	*SEM*	*df*	*t*-value	*p*-value
Male (N=312)	8.41	2.555	0.145	598	2.888	**0.004**
Female (N=288)	7.80	2.66	0.157			

Regarding national and patriotic values, it can be observed from above table that the mean score of male secondary school students was found to be 8.41 with *SD*= 2.555. At the same time the mean score of female secondary school students was 7.80 with *SD*=2.660. It is evident from the above table that the calculated *t*-value was found to be 2.888 which is more than the critical *t*-value (2.817) on *df*=598, and *p*-value (0.004) is found to be less than 0.01 level of significance. Therefore, the researcher rejects the null hypothesis at 0.01 level of significance. Thus, it can be stated that the male secondary school students revealed higher level of national and patriotic values than the female students in Mizoram.

Table No. 5.08

Comparison between Male and Female Secondary School Students in reference to their Secular Values

Gender	Mean	SD	SEM	df	t-value	p-value
Male (N=312)	8.46	2.169	0.148	598	1.009	0.313
Female (N=288)	8.24	2.608	0.154			

Regarding Secular Values, it can be observed from the above table that the mean score of male secondary school students was 8.46 with *SD*= 2.169 and female students was 8.24 with *SD*=2.608. The critical *t*–value is 2.247 at 0.05 level of significance on *df*=598. The above table shows that the calculated *t*-value (1.009) is less than the critical *t*-value, and *p*=0.3138 > 0.05 level of significance. Therefore, the

researcher accepts the null hypothesis, and states that there is no significant difference between the male and female secondary school students in reference to their acquired secular values.

Table No. 5.09

Comparison between Male and Female Secondary School Students in reference to their Human Values

Gender	Mean	*SD*	*SEM*	*df*	*t*-value	*p*-value
Male (N=312)	10.99	2.651	0.150	598	0.237	0.813
Female (N=288)	10.94	2.430	0.143			

The above table shows, with regards to human values that the mean score of male secondary school students was obtained to be 10.99 with *SD*= 2.651 and the mean score of female secondary school students was 10.94 with *SD*=2.430. The critical *t*-value is 2.247 at 0.05 level of significance on *df*=598. Based on the calculated *t*-value (0.236), which is less than the critical *t*-value, and *p*=0.813 > 0.05 level of significance. Therefore, the null hypothesis has been accepted and it can be stated that there exists no significant difference between the male and female secondary school students in reference to their human values.

Table No. 5.10

Comparison between Male and Female Secondary School Students in reference to their Physical Health Values

Gender	Mean	SD	SEM	*df*	*t*-value	*p*-value
Male (N=312)	9.90	2.891	0.164	598	4.530	**0.000**
Female (N=288)	8.85	2.738	0.161			

Regarding physical health values, it can be observed from above table that the mean score of male secondary school students was 9.90 with *SD*= 2.891. At the same time, the mean score of female secondary school students was 8.85 with *SD*=2.738. The critical *t*–value is 2.247 at 0.05 level of significance and 2.817 at 0.01 level of significance on *df*=598. It can be observed that the calculated *t*-value (4.530) was found

to be more than the critical *t*-value significantly, and *p*=0.000<0.01 level of significance. Thus, the null hypothesis has been rejected. Therefore, it can be concluded that the male secondary school students had higher level of physical health values than the female students in Mizoram.

Table No. 5.11

Comparison between Male and Female Secondary School Students in reference to their Economic Values

Gender	Mean	SD	SEM	df	t-value	p-value
Male (N=312)	7.21	2.640	0.149	598	0.064	0.949
Female (N=288)	7.19	2.751	0.162			

With regards to economic values, it can be observed from the above table that the mean score of male secondary school students was 7.21 with *SD*= 2.640 and female students was 7.19 with *SD*=2.751. The critical *t*–value is 2.247 at 0.05 level of significance on *df*=598. The calculated *t*-value was found to be 0.064 which is less than the critical *t*-value, and *p*=0.949 > 0.05 level of significance. Therefore, the null hypothesis has been accepted and stated that there is no significant difference between the male and female secondary school students in reference to their economic values.

Table No. 5.12

Comparison between Male and Female Secondary School Students in reference to their Environmental Values

Gender	Mean	SD	SEM	df	t-value	p-value
Male (N=312)	9.55	2.670	0.151	598	1.727	0.085
Female (N=288)	9.91	2.395	0.141			

It can be observed from Table No. 5.12 that with regards to environmental values, the mean score of male secondary school students was 9.55 with *SD*= 2.670 and mean score of female students was 9.91with *SD*=2.395. The critical *t*–value is 2.247 at 0.05 level of significance on *df*=598. The calculated *t*-value was found to be 1.727

which is less than the critical *t*-value, and $p=0.085 > 0.05$ level of significance. Therefore, the researcher accepts the null hypothesis and stated that there is no significant difference between the male and female secondary school students in reference to their environmental values.

Table No. 5.13

Comparison between Male and Female Secondary School Students in reference to their Aesthetic Values

Gender	Mean	*SD*	*SEM*	*df*	*t*-value	*p*-value
Male (N=312)	6.89	2.698	0.153	598	5.072	**0.000**
Female (N=288)	8.01	2.705	0.159			

Regarding aesthetic values, it can be observed from the above table that the mean score of male secondary school students was 6.89 and *SD*= 2.698. At the same time the mean score of female secondary school students was 8.01 and *SD*=2.705, The critical *t*–value is 2.817 at 0.01 level of significance with *df*=598. It can be observed that the calculated *t*-value (5.072) was found to be more than the critical *t*-value, and $p=0.000 < 0.01$ levels of significance. Thus, the null hypothesis has been rejected. Therefore, it has been revealed that the female secondary school students revealed higher level of aesthetic values than the male students in Mizoram.

Discussion

From the above comparative analysis between male and female secondary school students, it has been observed that gender does not have influence on the acquisition of social values, democratic values, moral values, secular values, human values, economic values, and environmental values among the secondary school students of Mizoram. However, with regards to national and patriotic values, physical health values and aesthetic values a significant difference was found. It was found that male secondary school students were having higher level of national and patriotic values and physical health values than the female students and female students were having higher aesthetic values than male students.

The findings related to democratic values and aesthetic values are similar with the findings of Maqbool and Shrivastava (2014), Sarmah (2014), but contradictory with relate to social values, economic values and health values. Similar findings were also reported by Vanlalhmangaihi and Chuaungo (2020); and Vanlalhmangaihi (2022) related to social, democratic, economic and aesthetic values.

Objective 6: To Compare the Acquired Values of the Secondary School Students in Mizoram in Reference to their Board of Study.

To study the comparison between the CBSE and MBSE secondary school students with references to the selected ten dimensions of Values, the following null hypotheses has been formulated:

Ho 11: There is no significant difference between CBSE and MBSE secondary school students in reference to their social values.

Ho 12: There is no significant difference between CBSE and MBSE secondary school students in reference to their democratic values.

Ho 13: There is no significant difference between CBSE and MBSE secondary school students in reference to their moral values.

Ho 14: There is no significant difference between CBSE and MBSE secondary students in reference to their national and patriotic values.

Ho 15: There is no significant difference between CBSE and MBSE secondary school students in reference to their secular values.

Ho 16: There is no significant difference between CBSE and MBSE secondary school students in reference to their human values.

Ho 17: There is no significant difference between CBSE and MBSE secondary school students in reference to their physical health values.

Ho 18: There is no significant difference between CBSE and MBSE secondary school students in reference to their environmental values.

Ho 19: There is no significant difference between CBSE and MBSE secondary school students in reference to their economic values.

Ho 20: There is no significant difference between CBSE and MBSE secondary school students in reference to their aesthetics values.

To determine the differences between the CBSE and MBSE secondary school students with reference to the ten selected values, independent sample *t*-test was employed.

5.06. Comparison in the Acquired Values of the Secondary School Students in Mizoram in Reference to their Board of Study

The analysis and interpretation of the comparison between CBSE and MBSE students in references to the ten selected values have been presented under the following tables, from Table No. 5.14 to Table No 5.23.

Table No. 5.14

Comparison between CBSE and MBSE Secondary School Students in reference to their Social Values

Board of study	Mean	*SD*	*SEM*	*df*	*t*-value	*p* - value
CBSE (N=90)	9.23	2.571	0.271	598	1.758	0.079
MBSE (N=510)	8.75	2.345	0.104			

The above table discuss about the differences on social values between CBSE and MBSE secondary school students. It can be observed from Table No. 5.14 that the mean score of CBSE secondary school students was found to be 9.23 and *SD*=2.571. At the same time, the obtained mean score of MBSE secondary school students was 8.75 and *SD*= 2.472. Differences can be seen in the mean score of CBSE and MBSE secondary school students. But, the difference was found to be insignificant as the calculated *t*-value was found to be 1.758 which is less than the critical *t*-value (2.247), and *p*-value (0.079) was found to be more than 0.05 level of significance on *df=598*. Thus, the researcher accepts the null hypothesis. Therefore, it can be stated that there is no significant difference between the CBSE and MBSE secondary school students in reference to their social values.

Table No. 5.15

Comparison between CBSE and MBSE Secondary School Students in reference to their Democratic Values

Board of study	Mean	SD	SEM	df	t-value	p - value
CBSE (N=90)	9.57	2.385	0.251	598	1.289	0.198
MBSE (N=510)	9.93	2.460	0.109			

Regarding Democratic Values, it can be seen from above table that the mean score of CBSE secondary school students was found to be 9.57 with SD=2.385, and mean score of MBSE secondary school students was 9.93 with SD= 2.460. The above table shows that the calculated t-value (1.289) is less than the critical t-value (2.247), and p-value (0.198) was found to be more than 0.05 level of significance on df =598. Therefore, the null hypothesis has been accepted, that there is no significant difference between the CBSE and MBSE secondary school students in reference to their democratic values.

Table No. 5.16

Comparison between CBSE and MBSE Secondary School Students in reference to their Moral Values

Board of study	Mean	SD	SEM	df	t-value	p - value
CBSE (N=90)	9.56	2.219	0.234	598	2.547	0.011*
MBSE (N=510)	10.21	2.235	0.099			

The above table shows the comparative analysis of CBSE and MBSE secondary school students with regard to moral values. The obtained mean score of CBSE secondary school students was found to be 9.56 with SD=2.219. At the same time the obtained mean score of MBSE secondary school students was 10.21 with SD= 2.235. The critical t–value is 2.247 at 0.05 level of significance on df=598. A significant difference can be observed between CBSE and MBSE secondary school students in the above table. The calculated t-value (2.547) was found to be more than critical t-value at 0.05 level of significance, but not significant at 0.01 level. Thus, the null hypothesis has been rejected. Therefore, it can be stated that the MBSE secondary school students

possessed higher level of moral values than the CBSE secondary school students in Mizoram.

Table No. 5.17

Comparison between CBSE and MBSE Secondary School Students in reference to their National & Patriotic Values

Board of study	Mean	SD	SEM	df	t-value	p-value
CBSE (N=90)	8.42	3.032	0.321	598	1.055	0.233
MBSE (N=510)	8.06	2.542	0.113			

With regards to national and patriotic values, the above table shows that the mean score of CBSE secondary school students was 8.42 with SD=3.032, and the mean score of MBSE secondary school students was 8.06 with SD= 2.542. It is evident from the above table that the calculated t-value was found to be 1.193, which is more than the critical t-value (2.247) and p-value (0.233) is more than 0.05 level of significant on df =598. Therefore, the researcher accepts the null hypothesis. Thus, it can be stated that there is no significant difference between the CBSE and MBSE secondary school students in reference to their national and patriotic values.

Table No. 5.18

Comparison between CBSE and MBSE Secondary School Students in reference to their Secular Values

Board of study	Mean	SD	SEM	df	t-value	p - value
CBSE (N=90)	8.98	2.784	0.293	598	2.475	**0.014**
MBSE (N=510)	8.24	2.570	0.114			

Regarding secular values, it can be observed from Table No. 5.18 that the mean score of CBSE secondary school students was found to be 8.98 with SD=2.784 and the mean score of MBSE secondary school students was 8.24 with SD= 2.570. A significant difference can be observed between CBSE and MBSE secondary school students, where the calculated t–value (2.475) was found to be more than the critical-value (2.247) and p-value (0.014) is less than 0.05 level of significance on $df = 598$.

Thus, the researcher rejected the null hypothesis. Therefore, it can be stated that the CBSE secondary school students had higher secular values than the MBSE secondary school students in Mizoram**.**

Table No. 5.19

Comparison between CBSE and MBSE Secondary School Students in reference to their Human Values

Board of study	Mean	SD	SEM	df	t-value	p - value
CBSE (N=90)	10.71	2.432	0.256	598	1.047	0.296
MBSE (N=510)	11.02	2.565	0.114			

The above table shows that the mean score of CBSE secondary school students was 10.71 with *SD*=2.432, and the mean score of and MBSE secondary school students was 11.02 with *SD*=2.565 regarding human values. It can be observed that the calculated *t*-value was 1.047 which was found to be less than the critical *t*-value (2.247), and *p*-value (0.296) is more than 0.05 level of significance on *df*= 598. Thus, the null hypothesis, that 'there is no significant difference between the CBSE and MBSE secondary school students in reference to their human values in Mizoram' is accepted.

Table No. 5.20

Comparison between CBSE and MBSE Secondary School Students in reference to their Physical Health Values

Board of study	Mean	SD	SEM	df	t-value	p - value
CBSE (N=90)	9.82	3.922	0.413	598	1.166	0.126
MBSE (N=510)	9.32	2.632	0.117			

With regard to physical health values, the mean score of CBSE secondary school students was found to be 9.82 and *SD*=3.922. Similarly, the mean score of MBSE secondary school students was 9.32 and *SD*= 2.632. It can be seen from the above table that calculated *t*-value was found to be 1.531, which is less than the critical *t*-value (2.247), and *p*-value (0.126) is more than 0.05 level of significance on *df* =598.

Thus, the null hypothesis has been accepted. Therefore, it can be stated that there is no significant difference between the CBSE and MBSE secondary school's students in reference to their level of physical health values**.**

Table No. 5.21

Comparison between CBSE and MBSE Secondary School Students in reference to their Economic Values

Board of study	Mean	SD	SEM	df	t-value	p - value
CBSE (N=90)	7.36	2.757	0.291	598	0.601	0.548
MBSE (N=510)	7.17	2.682	0.119			

Regarding economic values, the obtained mean score of CBSE secondary school students was 7.36 with *SD*=2.757, and the mean score of MBSE secondary school students was 7.17 with *SD*=2.682. The calculated *t*-value was fund to be 0.601 which is less than the critical *t*-value, (2.247) and *p*-value (0.548) is more than 0.05 level of significance on *df*=598. Thus, the null hypothesis is retained and it can be stated that there is no significant difference between the CBSE and MBSE secondary school students in reference to their economic values.

Table No. 5.22

Comparison between CBSE and MBSE Secondary School Students in reference to their Environmental Values

Board of study	Mean	SD	SEM	df	t-value	p - value
CBSE (N=90)	9.58	2.481	0.262	598	0.601	0.557
MBSE (N=510)	9.75	2.559	0.113			

Regarding environmental values, it can be seen from above table that the mean score of CBSE secondary school students was 9.58 with *SD*=2.481. At the same time, the mean score of MBSE secondary school students was 9.75 with *SD*=2.559. The calculated *t*-value was found to be 0.601 which is less than the critical *t*-value (2.247), and *p*-value (0.557) was found to be more the 0.05 level of significance on *df* = 598. Therefore, the researcher accepts the null hypothesis that there exists no significant

difference between the CBSE and MBSE secondary school's students in reference to their environmental values.

Table No. 5.23

Comparison between CBSE and MBSE Secondary School Students in reference to their Aesthetic Values

Board of study	Mean	*SD*	*SEM*	*df*	*t*-value	*p*-value
CBSE (N=90)	6.78	2.792	0.294	598	2.451	**0.015**
MBSE (N=510)	7.55	2.737	0.121			

The above table shows the comparative analysis between CBSE and MBSE secondary school students with regard to aesthetic values. It can be observed that the obtained mean score of CBSE secondary school students was found to be 6.78 and *SD*=2.792. At the same time, the obtained mean score of MBSE secondary school students was 7.55 and *SD*=2.737. The *t*-test analysis shows a significant difference between CBSE and MBSE secondary school students with regards to aesthetics values, where the calculated *t*–value (2.451) was found to be more than the critical *t*-value (2.247) at 0.05 level of significance on *df*=598. Thus, the null hypothesis has been rejected with 95 % level of confidence. Therefore, it can be stated that the MBSE secondary school students possessed higher aesthetic values than CBSE school students in Mizoram.

Discussion

From the analysis and interpretation of the above, it has been observed that no significant differences exist between the CBSE and MBSE secondary school students in references to social values, democratic values, national and patriotic values, human values, physical health values, economic values and environmental values. But, the analysis of table numbers 5.16 and 5.23 show significant differences among the secondary school students as per their board of study on moral values, secular values and aesthetic values. It was found that the MBSE secondary school students possessed higher level of moral and aesthetic values than the CBSE students, whereas CBSE secondary school students had higher level of secular values than the MBSE students.

The Mizo community is heavily influenced by the religion of 'Christianity', to the point where their societal interactions are closely intertwined with their religious beliefs (Vanlalhmangaihi & Chuaungo, 2020). And the MBSE secondary school students were more or less homogenous, coming from Mizo community, whereas the secondary school students CBSE were mixture of students from different community. This could be one reason that the MBSE secondary school students were found of having higher moral values than the CBSE students. As mention earlier, CBSE schools comprised of students and teachers from various communities and also from different religious faith. So, the kind of environment provided in CBSE schools was anticipated to have more respectful and tolerant to every religion among the students and teachers. Therefore, the CBSE secondary school students were having higher level of secular values than the MBSE students in Mizoram.

During the data collection various artistic visuals such as murals and paintings were observed in CBSE school's premises. Surprisingly, the study found that the CBSE secondary school students were having lower aesthetic values than the MBSE students. Mizo people in general tend to have more passionate in artistic practices than other communities in Mizoram. As the students in CBSE schools were belonging from rural background, they might be not interested in artistic activities and appreciation of beauty rather than academic. These could be the reasons for MBSE secondary school students having higher level of aesthetic values than the CBSE students.

Objective 7: To Compare the Acquired Values of the Secondary School Students in Mizoram in Reference to their Locale.

To achieve the above objective or to study the comparison between the rural and urban secondary school students with references to the ten selected values the following null hypotheses has been formulated:

Ho 21: There is no significant difference between the rural and urban secondary school students in reference to their social values.

Ho 22: There is no significant difference between the rural and urban secondary school students in reference to their democratic values.

Ho 23: There is no significant difference between the rural and urban secondary school students in reference to their moral values.

Ho 24: There is no significant difference between the rural and urban secondary school students in reference to their national and patriotic values.

Ho 25: There is no significant difference between the rural and urban secondary school students in reference to their secular values.

Ho 26: There is no significant difference between the rural and urban secondary students in reference to their human values.

Ho 27: There is no significant difference between the rural and urban secondary school students in reference to their physical health values.

Ho 28: There is no significant difference between the rural and urban secondary school students in reference to their environmental values.

Ho 29: There is no significant difference between the rural and urban secondary school students in reference to their economic values.

Ho 30: There is no significant difference between the rural and urban secondary school students in reference to their aesthetics values.

To determine the differences between the rural and urban secondary school students with reference to ten selected values, independent sample *t*-test was used.

5.07. Comparison in the Acquired Values of the Secondary School Students in Mizoram in Reference to their Locale

The result of the analysis and interpretation of the comparison between rural and urban secondary school students has been presented in the following tables, from Table No. 5.24 to Table No 5.33:

Table No. 5.24

Comparison between Rural and Urban Secondary School Students in reference to their Social Values

Locale	Mean	*SD*	*SEM*	*df*	*t*-value	*p*-value
Rural (N=256)	8.88	2.456	0.153	598	0.428	0.669
Urban (N=344)	8.79	2.332	0.126			

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The above table presents the comparative analysis between of rural and urban secondary school students in Mizoram with regard to social values. It can be observed from the above table that the mean score of rural secondary school students was found to be 8.88 with *SD*=2.456. At the same time, the mean score of urban school students was 8.79 with *SD*= 2.332. The above table shows that the calculated *t*-value (0.428) is less than the critical *t*-value (2.247), and *p*-value (0.699) is more than 0.05 level of significance on *df*=598. Thus, the null hypothesis has been accepted. Therefore, it can be stated that there is no significant difference between the rural and urban secondary school students in reference to their social values.

Table No. 5.25

Comparison between Rural and Urban Secondary School Students in reference to their Democratic Values

Locale	Mean	*SD*	*SEM*	*df*	*t*-value	*p* - value
Rural (N=256)	9.99	2.546	0.159	598	0.991	0.761
Urban (N=344)	9.79	2.377	0.128			

Regarding Democratic Values, it can be observed from Table No. 5.25 that the mean score of rural secondary school students was 9.99 and *SD*=2.546. Similarly, the mean score of urban secondary school students was 9.79 and *SD*=2.377. It can be seen that the calculated *t*-value (0.991) is less than the critical *t*-value ((2.247), and *p*-value (0.761) is more than 0.05 level of significance on *df*=598. Therefore, the researcher retained the null hypothesis and stated that there is no significant difference between the rural and urban secondary school students in reference to their democratic values.

Table No. 5.26

Comparison between Rural and Urban Secondary School Students with references to their Moral Values

Locale	Mean	*SD*	*SEM*	*df*	*t*-value	*p* - value
Rural (N=256)	9.96	2.301	0.144	598	1.353	0.177
Urban (N=344)	10.22	2.196	0.118			

From the above table, it can be observed with regards to moral values that the obtained mean score of rural secondary school students was 9.96 with $SD=2.546$, and the obtained mean score of urban secondary school students was 10.22 with $SD=2.196$. After analysis, a difference can be seen between the mean scores of rural and urban secondary school students. However, the difference is not significant, as the calculated t-value (1.353) is less than the critical t-value (2.247) and p-value (0.177) is found to be more than 0.05 level of significance on $df=598$. Thus, the null hypothesis has been accepted. Therefore, it can be stated that there is no significant difference between the rural and urban secondary school students in reference to their moral values.

Table No. 5.27

Comparison between Rural and Urban Secondary School Students with references to their National and Patriotic Values

Locale	Mean	*SD*	*SEM*	*Df*	*t*-value	*p* - value
Rural (N=256)	8.13	2.614	0.163	598	0.085	0.932
Urban (N=344)	8.11	288	0.142			

Regarding national and patriotic values, it can be observed from above table that the obtained mean score of rural secondary school students was 8.13 and $SD=2.614$. At the same time, urban secondary school students obtained 8.11 as mean score and $SD=2.631$. The calculated t-value was found to be 0.085 which is less than the critical t-value (2.247), and p-value (0.932) is more than 0.05 level of significance on $df=598$. Thus, the researcher accepted the null hypothesis. Therefore, it can be stated that there is no significant difference between the rural and urban secondary schools' students in reference to their national and patriotic values.

Table No. 5.28

Comparison between Rural and Urban Secondary School Students with references to their Secular Values

Locale	Mean	*SD*	*SEM*	*df*	*t*-value	*p* - value
Rural (N=256)	8.59	2.535	0.158	598	1.898	0.058
Urban (N=344)	8.18	2.662	0.144			

From the above table, it can be seen that the obtained mean score of rural secondary school students was 8.59 and *SD*=2.535 related to secular values. And the mean score of urban secondary school students was 8.18 and *SD*=2.662. The above table shows that the calculated *t*-value (1.898) is less than the critical *t*-value (2.247), and *p*=0.058 > 0.05 level of significance on *df*=598. Therefore, the researcher accepted the null hypothesis and stated that there is no significant difference between the rural and urban secondary school students in reference to their secular values.

Table No. 5.29

Comparison between Rural and Urban Secondary School Students with references to their Human Values

Locale	Mean	SD	SEM	df	t-value	p - value
Rural (N=256)	11.52	2.567	0.160	598	4.673	**0.000**
Urban (N=344)	10.56	2.454	0.132			

The above table shows the comparative analysis between rural and urban secondary school students with regards to human values. It can be observed that the mean score of rural secondary school students was found to be 11.52 with *SD*=2.567. At the same time, the mean score of urban secondary school students was 10.56 with *SD*= 2.332. It can be observed that the calculated *t*-value (4.673) is more than the critical *t*-value (2.817) and the obtained *p*-value is (0.000), which is significant at 0.01 level of significance on *df*=598. Thus, the null hypothesis has been rejected with 99% confidence. Therefore, it can be concluded that the rural secondary school students have higher human values than the urban secondary school students in Mizoram**.**

Table No. 5.30

Comparison between Rural and Urban Secondary School Students with references to their Physical Health Values

Locale	Mean	SD	SEM	df	t-value	p - value
Rural (N=256)	9.39	2.710	0.169	598	0.016	0.987
Urban (N=344)	9.40	2.977	0.161			

The mean score of rural secondary school students was 6.71 with SD=2.710 and the mean score of urban students was 7.56 with SD= 2.977 with regards to physical health values. It can be observed that the calculated t-value was found to be 0.016 which is less than the critical t-value (2.247), and p-value (0.987) is more than 0.05 level of significance on df-598. Thus, the researcher accepted the null hypothesis. Therefore, it can be stated that there is no significant difference between the rural and urban secondary school students in reference to their physical health values.

Table No. 5.31

Comparison between Rural and Urban Secondary School Students with references to their Economic Values

Locale	Mean	SD	SEM	df	t-value	p - value
Rural (N=256)	6.71	2.590	0.162	598	3.839	0.000
Urban (N=344)	7.56	2.713	0.146			

Regarding economic values, it can be observed from Table No. 5.31 that the obtained mean score of rural secondary school students was 6.78 with SD=2.590, whereas the mean score of urban secondary school students was 7.55 with SD= 2.713. A significant difference has been observed in the mean scores of rural and urban secondary school students, as the calculated t-value (3.839) is more than the critical t-value (2.817) and p-value (0.000) is less than 0.01 levels of significance on df=598. Thus, the researcher rejected the null hypothesis. Therefore, it can be stated that the urban secondary school students possessed higher economic values than rural secondary school students in Mizoram**.**

Table No. 5.32

Comparison between Rural and Urban Secondary School Students with references to their Environmental Values

Locale	Mean	SD	SEM	df	t-value	p-value
Rural (N=256)	9.52	2.567	0.160	598	1.722	0.086
Urban (N=344)	9.88	2.523	0.136			

With regards to environmental values, the above table shows that the mean score of rural secondary school students was 9.52 with *SD*=2.567, whereas the mean score of urban secondary school students was found to be 9.88 with *SD*= 2.523. Although difference can be seen between the mean scores of rural and urban secondary school students, but it is insignificant. The calculated *t*- value was found to be 1.782 which is less than the critical *t*-value (2.247), and *p* (0.086) is more than 0.05 level of significant on *df* =598. Thus, the researcher accepts the null hypothesis and stated that there is no significant difference between the rural and urban secondary school students in reference to their environmental values.

Table No. 5.33

Comparison between Rural and Urban Secondary School Students with references to their Aesthetic Values

Locale	Mean	*SD*	*SEM*	*df*	*t*-value	*p*-value
Rural (N=256)	7.31	2.640	0.165	598	0.943	0.341
Urban (N=344)	7.52	2.841	0.153			

Regarding aesthetic values, the mean score of rural secondary school students was found to be 7.31 with *SD*=2.640, and the obtained mean score of urban secondary school students was 7.52 with *SD*=2.841. As it can be observed from the above table that the calculated *t*-value was found to be 0.943 which is less than the critical *t*-value (2.247) and *p*=0.341 > 0.05 level of significant on *df*=598. Thus, the null hypothesis has been accepted. Therefore, it can be stated that there is no significant difference between the rural and urban secondary schools' students in reference to their aesthetic values.

Discussion

The comparative analysis and interpretations of the secondary school students from rural and urban background show that there exists no significant difference between the rural and urban secondary school students in Mizoram with regards to the inculcation of social values, democratic values, moral values, national and patriotic values, secular values, physical health values, environmental values and aesthetic

values. However, it was found that geographical background of students had influenced on their development of human values and economic values of the secondary school students in Mizoram. With regards to human values, the secondary school students from rural areas had higher level of human values than the students from urban areas. In the rural areas, students generally live in joint family and closely connected with their relatives and give importance to human relations. This could be the possibility that secondary school students from rural background had higher level of human values than the urban secondary school students. On the other hand, the secondary school students from urban background had higher level of economic values than the students from rural areas. This shows that the urban secondary school students give more important to money and economic prosperity than the students from rural areas.

The present finding related to economic values has similarity with the findings of Sarmah (2014) but found contradictory with relate to social values, democratic values, health values and aesthetic values.

Objective 8: To Suggest Measures to incorporate proper Value-oriented Content in the Social Science Textbooks of Secondary Education.

5.08. Suggestions for proper incorporation of Value-oriented Contents in the Social Science Textbooks of Secondary Education.

1. The findings on the contents analysis of the social science textbooks of CBSE revealed least value-oriented contents on secular values and aesthetic values considering to all the unit of analysis. Similar result was also found in the social science textbook of MBSE as well. Therefore, more contents related to secular values and aesthetic values could be incorporated in the social science textbooks of CBSE and MBSE.

2. Thematic analysis of the social science textbooks of CBSE and MBSE based on the ten selected values showed favourable themes related to social values, democratic values, moral values, secular values, economic values and environment values. However, there were limited themes related to national and patriotic values, human values, physical health values and aesthetic values in the social science textbooks of CBSE and MBSE. Thus, the inclusion of more

themes related to national and patriotic values, human values, physical health values and aesthetic values in the social science textbooks of CBSE and MBSE would be essential,

3. It has been observed that MBSE social science textbook had less value-oriented contents compared to CBSE one. Thus, more value-oriented contents should be incorporated in the MBSE social science textbook.

4. Activities help the students and the teacher to engage them during the teaching-learning process. It was observed that the CBSE social science textbooks contained more activities than the MBSE social science textbook related to value-oriented contents. Thus, more activities related to value-oriented contents should be incorporated in the MBSE social science textbook.

5. Images or visual presentation play a crucial role to cater the attention and better understanding related to certain topic. Therefore, it has been suggested to include value-oriented visual contents in social science textbooks of secondary education in general and MBSE social science textbooks in particular.

6. Storytelling and conversation type presentation of content not only involve the teachers and the students in the classroom interaction, but also help to create a democratic classroom atmosphere. Conversation type of content was observed in the political science textbook of CBSE in page numbers 2 and 9. Therefore, it has been suggested to incorporate such contents presentation in the social science textbook of secondary education wherever possible.

7. Explicit and implicit value-oriented contents can be found in the social science textbooks of CBSE and MBSE. However, sometimes it may be difficult to identify the implicit value-oriented contents by the readers. Thus, value-oriented contents should be incorporated explicitly in the social science textbooks as per as possible.

8. It is also suggested to incorporate value-oriented contents in the social science textbooks according to the recommendation of NCFSE 2023 and according to NEP 2020 with relates to the inculcation of values in students.

CHAPTER VI

SUMMARY, MAJOR FINDINGS, DISCUSSION, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

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CHAPTER VI

SUMMARY, MAJOR FINDINGS, DISCUSSION, CONCLUSION, EDUCATIONAL IMPLICATIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

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6.01. INTRODUCTION

This chapter presents the major findings of the present study. It also involves the discussion of the findings in consideration of the previous studies and the available literatures and theories pertaining to the analysis of value-oriented content of textbooks and values inculcation among the students. Every research in the field of education would have implications in the process of education and on various stakeholders in the education system. So, the educational implications have also been included followed by conclusion. Sometimes researcher might face challenges and shortcomings during the process of doing research that limit the study to some extent. Such shortcomings had been faced by the researcher in this research as well which were being presented after conclusion. Finally, the suggestions have also been provided for conducting further research pertaining to the present study.

The brief summary of the previous chapters is presented below:

6.02. SUMMARY

6.02.1. INTRODUCTION

Modernization has affected every aspect and sphere of an individual in society. Today is the era of technology and digitalization, where an individual interacts with a large number of individuals, organisations, incidents, situations, etc. by sitting between the four walls. And there are various sources of knowledge and information which are complex and diverse in nature. Due to its complexity, sometimes individuals fail to understand and rationalize which information is right and which is wrong, which is good and which is evil, which is true and which is false, which is to be believed and which is to be not.

Education aims at all round development of the individuals that includes physical, intellectual, social, moral and spiritual. Education and values are inseparable and interdependent. Education leads to the inculcation of values in individuals and the cherished values of society provide direction to the process of education. There are broadly three sources that an individual can acquire and develop values namely family, society and institutions (formal and informal). The formal institution implies the schools, and the informal institution involves the cultural, religious or spiritual institutions. Due to the changing circumstances in life-styles of the people and the complexities and dynamics structure in modern society, there is the degradation of moral and ethical values among the children (Bhakta & Dutta, 2017; Chukwu & Onyema, 2019). The family, school, religious organisation and society are considered agencies that play an important role in developing desirable values among the individuals.

A school or educational institutions is a well-organized and planned institution and educational practices set the aims and objectives, and the curriculum is the expression to their aims and objectives. Educational practices are organized and executed by teachers which aim to develop students holistically and prepare them to be responsible member of society. It has been observed from various literatures that religions have played an important role in the development of desirable values among the individuals in the Indian society (Kapur, 2008). The ancient education systems in India emphasized on the spiritual development and character formation as the utmost priority during the education of an individual. Be it about the Vedic Education system, Brahmanic Education system, Buddhism or Jainism all these ancient education aims at the inculcation of positive values in individuals. That very aims of education in Indian society can also be traced in the education system even during the British period.

However, there were strict regulations and restrictions on providing religious education to students in government aided institutions. Accordingly, various committees and Education policies recommended providing secular moral instructions to the students by excluding religious education from the curriculum in

order to protect and respect the diversity of religious faith in India (Shukla, 2004; Gawande, 2002). After India got independence, the characteristics of secular moral education could be found in various Education Commission and National Education Policies in India. Further, the recommendation of providing education for the development of character and values has always been traceable in the report of Education Commissions and National Education Policies in India.

6.02.2. REVIEW OF RELATED LITERATURES

A total of 122 previous studies related to the present study were reviewed. The identified literature related to the present study was broadly classified into two: 1) Studies related to content analysis of textbooks and 2) Studies related to value-oriented education. Out of the 122 studies, 51 were related to content analysis of textbooks, and 71 were related to value-oriented education. It was further analyzed with respect to the types of literature, where there were 19 theses (9 theses were related to content analysis, and 10 theses were related to value-oriented education) and 103 articles (42 articles were related to content analysis, and 61 were related to value-oriented education).

After analyzing the total 122 reviews with respect to the level of education, 34 studies were found at the elementary level of education, 41 studies were at secondary level of education, 23 studies were at higher education level, and 24 studies were found without mentioning the level of education. Further, out of the total 51 reviews related to content analysis of textbooks, 10 studies were done on English textbook, 10 studies were on Science, and 22 studies were on Social Science textbooks. There were 9 studies conducted on other subjects and academic documents like Hindi, Environmental Education, Curriculum, etc.

6.02.3. RESEARCH QUESTIONS

After going through various relevant literatures related to the present study the researcher has raised the following research questions:

1) How much content on value-oriented education is incorporated in the social science textbook of CBSE and MBSE curriculum of secondary education in Mizoram?

2) What kinds of values are incorporated in the secondary social science textbooks of CBSE and MBSE Schools in Mizoram?

3) Do the secondary school students can acquire and develop the values inculcated by the school?

4) What strategies are followed by the teachers to transact curriculum and for the development of values education to the students at the secondary level in Mizoram?

5) What are the activities the school organized to inculcate values education to the secondary school students in Mizoram?

6.02.3 RATIONALE OF THE STUDY

Knowledge without values is meaningless. A person may be knowledgeable, but if s/he does not have morality or values, s/he may not be able to apply his or her knowledge for the benefit and welfare of society and humanity. Further, the report of the Subramanian Committee on National Policy on Education 2016 (drafted) urged that due to the increasingly complex globalized world, the erosion of values is adversely impacting human life which has resulted in alarming levels of exploitation of human beings and also of the nature. Therefore, the development of values is essential for students at every level of education.

An individual may imbibe and acquired values from family, peer groups, society and schools in both formal and informal settings. In the formal setting of schools, values could be inculcated among students during the teaching-learning situation through the instruction of teachers and contents of textbooks. Therefore, textbooks play a very significant role in value inculcation among students, especially at the level of school education (Fallahi & Nya, 2011; Ghazi et al., 2011; Ersoy & Sahin, 2012; Sallabaş, 2013; Babaei & Abdi, 2014; Ahghar & Eftekhari, 2016; Olaniyan-Shobowale et al, 2016). The positive values can be inculcated in the

students from science textbooks (Verma & Dorzi, 2014; Chavan et al., 2016; Sharma, 2018) as well as from social science textbooks (UshalayaRaj, 2008; Ghazi et al., 2011; Babaei & Abdi, 2014).

Social science subject comprised of all types of social relation and values needed in the social world. Through social science curriculum planners endeavor to inculcate values like socialism, secularism, nationalism, co-operation, sense of mutual welfare, international understanding, non-violence, peace, preservation, awareness and conservation of the environment. So, it is necessary to analyze that which values are incorporated in the social science text-books of secondary level and how much weightage has been given to these values. The Mizoram State Council of Educational Research and Training (SCERT) follow the National Council of Educational Research and Training (NCERT) pattern of curriculum construction and preparation of textbooks, in terms of contents in the Social Science subjects. However, the weightage of various subjects' contents, including value-oriented contents incorporated in the textbooks may vary depending on regional and local importance. So, the investigator has also planned to compare the contents of the textbook of social science of the Central Board of Secondary Education (CBSE) and Mizoram Board of School Education (MBSE). The main function of the schools and the teachers is to transfer and transact the knowledge, positive attitudes, skills and values included in the curriculum or textbooks to the students. The researcher undertook the present study because no study has been conducted on contents analysis of textbooks with reference to value-oriented education in Mizoram; and most importantly no comparative study has been done about content analysis of social science textbooks of CBSE and MBSE at the secondary level based on value-oriented education.

6.02.4 RESTATEMENT OF THE PROBLEM

The problem of the present study is entitled as:

Value-oriented Contents in Social Science Text-books of MBSE and CBSE and the Acquired Values of Students: A Comparative Study

Operational Definition of Key Terms

*Value-Oriented Content*s**: This refers to the ideas, themes, contents and topics related to different types of values that have been incorporated in the social science textbooks of CBSE and MBSE for imparting and inculcating value education to the students. For this present study, the contents related to values are considered with regard to the ten dimensions of values, namely - social values, democratic values, moral values, national and patriotic values, secular values, humane values, physical health values, environmental values, economic values and aesthetic values.

*Social Science***: The social sciences encompass diverse concerns of society, and include a wide range of content drawn from the disciplines of history, geography, political science, economics, sociology and anthropology (NCF, 2005). It refers to the relationships of human endeavour and their interaction with one another and with the environment.

Text-book: A textbook is a written source of information, designed specifically for the use of students, on a particular subject or field of study that is usually developed based on a syllabus and geared towards meeting specific quality and learning requirements (UNESCO IBE 2006, http://www.ibe.unesco.org/en/glossary-curriculum-terminology/t/textbook). For the present study, textbook refers to the textbooks of social science of CBSE and MBSE at the secondary education level.

CBSE: CBSE implies the Central Board of Secondary Education which is responsible for conducting secondary and higher secondary school leaving examinations.

MBSE: MBSE implies the Mizoram Board of School Education, the only board in Mizoram which is responsible for conducting secondary and higher secondary school leaving examinations and preparation and prescription of textbooks to the students registered under MBSE.

*Acquired Values***: In the present study, acquired values refer to the level of values of the students of secondary schools of CBSE and MBSE which he/she had accumulated during the process of his/her education. It includes the values that the students imbibed not only from the textbooks and curriculum during classroom

instruction but also through his/her interaction with various sources in and outside the school environment of various teaching-learning situations.

Comparative study: Compare simply means to assess the similarities and differences between two or more things or variables. So, in the present context, comparative study implies the assessment of the similarities and differences between CBSE and MBSE social science textbooks with respect to the content of value-oriented education. It also refers to the study of the similarities and differences among the secondary students of CBSE and MBSE schools with reference to values that the students imbibed during the process of education.

6.02.5 OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

1. To analyze the value-oriented content of the secondary social science textbooks of CBSE based on selected category of values.
2. To analyze the value-oriented content of the secondary social science textbooks of MBSE based on selected category of values.
3. To compare the value-oriented content incorporated in secondary social science textbooks of CBSE and MBSE.
4. To assess the acquired values of secondary school students in Mizoram.
    a) To assess the acquired values of secondary school students of CBSE in Mizoram.
    b) To assess the acquired values of secondary school students of MBSE in Mizoram.
5. To compare the acquired values of the secondary school students in Mizoram with reference to gender.
6. To compare the acquired values of the secondary school students in Mizoram with reference to board of study.
7. To compare the acquired values of the secondary school students in Mizoram with reference to locale.
8. To suggest measures to incorporate proper value-oriented content in the social science textbooks of secondary education.

6.02.6 NULL HYPOTHESES

The researcher has formulated the following null hypotheses for the present study:

Ho 1: There is no significant difference between male and female secondary school students with reference to their acquired social values.

Ho 2: There is no significant difference between male and female secondary school students with reference to their acquired democratic values.

Ho 3: There is no significant difference between male and female secondary school students with reference to their acquired moral values.

Ho 4: There is no significant difference between male and female secondary school students with reference to their acquired national and patriotic values.

Ho 5: There is no significant difference between male and female secondary school students with reference to their acquired secular values.

Ho 6: There is no significant difference between male and female secondary school students with reference to their acquired human values.

Ho 7: There is no significant difference between male and female secondary school students with reference to their acquired physical health values.

Ho 8: There is no significant difference between male and female secondary school students with reference to their acquired environmental values.

Ho 9: There is no significant difference between male and female secondary school students with reference to their acquired economic values.

Ho 10: There is no significant difference between male and female secondary school students with reference to their acquired aesthetic values.

Ho 11: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired social values.

Ho 12: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired democratic values.

Ho 13: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired moral values.

Ho 14: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired national and patriotic values.

Ho 15: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired secular values.

Ho 16: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired human values.

Ho 17: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired physical health values.

Ho 18: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired environmental values.

Ho 19: There is no significant difference between CBSE and MBSE secondary students with reference to their acquired economic values.

Ho20: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired aesthetics values.

Ho 21: There is no significant difference between rural and urban secondary school students with reference to their acquired social values.

Ho 22: There is no significant difference between rural and urban secondary school students with reference to their acquired democratic values.

Ho 23: There is no significant difference between rural and urban secondary school students with reference to their acquired moral values.

Ho 24: There is no significant difference between rural and urban secondary school students with reference to their acquired national and patriotic values.

Ho 25: There is no significant difference between rural and urban secondary school students with reference to their acquired secular values.

Ho 26: There is no significant difference between the rural and urban secondary school students with reference to their acquired human values.

Ho 27: There is no significant difference between rural and urban secondary school students with reference to their acquired health values.

Ho 28: There is no significant difference between rural and urban secondary school students with reference to their acquired environmental values.

Ho 29: There is no significant difference between rural and urban secondary school students with reference to their acquired economic values.

Ho 30: There is no significant difference between rural and urban secondary school students with reference to their acquired aesthetics values.

6.02.7 DELIMITATION OF THE STUDY

The delimitations of the present study are as follows:

1) The present study was delimited to Class IX social science textbooks of both CBSE and MBSE for content analysis of the textbooks.
2) The present study was delimited only to the Class X students of both the CBSE and MBSE for assessing the acquired values of the students.
3) The present study was confined to the state of Mizoram only.

6.02.8 METHODOLOGY

Research methodology refers to the process of solving a research problem in a scientific manner. It is considered as a science of analyzing how scientific research is conducted to solve research problem. It also indicates the various steps or plans of action that the researcher has adopted during the process of research and investigation for resolving the research problem systematically

Design of the study

In the present study, the researcher employed Convergent Parallel Design; a design of mixed-method research which involves both quantitative and qualitative approaches to the collection, classification and analysis of data (Plano-Clark & Creswell, 2018; Creswell, 2015; Johnson & Christensen, 2014). The content analysis from qualitative research was used to assess and evaluate the value-oriented contents incorporated in the NCERT Social Science textbook of CBSE and the social science textbook of MBSE with reference to different types of values. The descriptive survey method as a method of quantitative research, was used in this study to collect data from secondary school students.

The research design in the present study can be symbolized as (QUAL + QUAN) - qualitative and quantitative (Morse, 1991, Johnson & Christensen, 2014, Creswell, 2015). The combination of the symbols QUAL + QUAN indicates the paradigm of the present research study, where the uppercase letters indicate the priority or increased weight of either the qualitative or quantitative data; and the + (plus) sign represents the concurrent or simultaneous collection of data (Johnson & Christensen, 2014; Creswell, 2015). This design involves analyzing and interpreting the qualitative and quantitative data in a parallel manner. Further, the purposes of this design involve interpreting quantitative results with qualitative findings, synthesizing corresponding quantitative and qualitative results to build up a comprehensive understanding of occurrence or outcomes, and comparing the findings at multiple levels (Teddlie & Tashakkori, 2009; Morse & Neihaus, 2016; Plano-Clark & Creswell, 2018).

Population

The target population or universe identified for the present study comprises of two categories –

1.   Textbooks
2.   Students

Under category 1, all the class IX social science textbooks of CBSE and MBSE were taken up for the present study. There were five separate textbooks on social science in CBSE as prescribed by NCERT at class IX, namely – 'Democratic Politics- I'; 'India and the Contemporary World-I'; 'Contemporary India-I'; 'Economics' and 'Disaster Management'. And there was only one textbook on social science in MBSE namely: - Footprints-Our Past, Planet, and Society**.** However, the table of contents in the MBSE textbook contained five sections, namely – 'History: India and the Contemporary World', 'Geography: India-Land and the People', 'Political Science: Democratic Politics', 'Economics: Understanding Economics Development', and 'Disaster Management'.

Under category 2, all the secondary (Class X) students of CBSE and MBSE-affiliated schools in Mizoram were the target population for the present study. The

total population of secondary school students (Class X) in Mizoram was 19,958 students in both CBSE and MBSE-affiliated schools during the academic session of 2020-2021 (*Official record of Directorate of School Education, Govt. of Mizoram*).

Sample and Sampling Techniques

As mentioned earlier, the present study comprises two types or categories of population, i.e. textbooks (qualitative) and students (quantitative). Therefore, under category 1, the researcher included all the class IX social science textbooks of CBSE and MBSE for the study, where only the text in the chapters of the textbooks was taken into consideration for content analysis with references to the selected ten categories of values.

To select the representative sample from secondary school students, a multistage sampling method was adopted. It would be worth mentioning here that during the proposal of the present study, there were only 8 districts (now 11 districts) in Mizoram. Accordingly, three districts namely- Aizawl, Lunglei and Lawngtlai districts out of 8 districts were randomly selected for data collection following a simple random sampling method in the first stage. Then, from those three selected districts a total number of 600 class X students' samples were taken from both CBSE (90 Students) and MBSE (510 students) affiliated schools following a disproportionate stratified random sampling method (Dawson, 2002; Daniel, 2012; Johnson & Christensen, 2014).

Tools used for data Collection

The researcher used content analysis as a technique for analysing the Social Science textbooks of CBSE and MBSE using qualitative and quantitative methods (Krippendorff, 2013; Neuendorf, 2017). The researcher prepared a coding frame based on the ten selected Values which constitute the related words, sentence meaning, theme and concept of the activities and images as a unit of analysis.

The researcher has also constructed and developed a tool, the Values Assessment Questionnaire (VAQ) which has been used for collecting the essential

data from the students' samples of both MBSE and CBSE secondary schools in Mizoram. The VAQ was prepared taking into account the ten selected values, namely- social values, democratic values, moral values, national and patriotic values, secular values, human values, physical health values, environmental values, economic values and aesthetic values.

6.02.9 VALIDITY AND RELIABILITY OF THE TOOLS USED

Construct validity was established for the conceptual analysis of the CBSE and MBSE social science textbooks by following the steps given by Carley (1992). For establishing reliability, the coding frame for content analysis of the CBSE and MBSE social science textbooks; and inter-rater reliability was conducted. Accordingly, a sample of 10 chapters from both CBSE and MBSE social science textbooks was given to three social science teachers from CBSE and three social science teachers from MBSE for content analysis of the textbooks.

The ICC was employed for establishing inter-rater reliability of content analysis of social science textbooks of CBSE and MBSE based on the selected dimensions of values. The Intraclass Correlation Coefficient for the content analysis of the CBSE social science textbooks was found to be 0.87, which signifies good reliability. At the same time, the good reliability was established for the content analysis of the social science textbook of MBSE, where the Intraclass Correlation Coefficient was 0.82. Therefore, good correlation was found in the coding of the texts in the selected chapters of both the social science textbooks of CBSE and MBSE which indicate good reliability in the content analysis of the social science textbooks of CBSE and MBSE.

To establish the validity of VAQ, a content validity approach was applied by the researcher. First of all, the draft tool was scrutinized by analyzing the feedback and suggestions received from the 12 experts.

In order to establish the reliability of VAQ, the researcher has employed the Cronbach's Alpha Coefficient and Test-Retest method of reliability. The result of the reliability co-efficient of the first and the second test on 100 secondary students with

a time gap of two months was found to have good correlation. The correlation co-efficient results obtained in all the selected dimension of values were ranging from 0.66 to 0.82 'r' values.

6.02.10 PROCEDURES OF DATA COLLECTION

The researcher collected the essential data from the students through online and personally visiting the schools for the present study. During the lockdown of the COVID-19 pandemic, the educational institutions were closed. Initially, data was collected online from the students of Aizawl district using the questionnaire, prepared on Google form. After obtaining permission from the head of the institutions, the researcher provided the link to students' WhatsApp groups, where a short video of detailed instructions for answering the questionnaire was also shared with the students. After the lockdown was lifted and schools were allowed to open, the researcher collected the required data from the students of MBSE and CBSE schools by physically visiting the schools. With the approval of the permission from the head of the institutions, the questionnaire was administered to the students with the support of class teachers. It was assured to the head of the institutions, class teachers and the students that the collected data and information would be used for research purposes only.

6.02.10 ANALYSIS AND STATISTICAL TREATMENT OF DATA

For the present study, the researcher has used simple statistical techniques such as frequency and percentage for analysing the numerical data from content analysis of the social science textbooks and from students' samples. Mean, Standard Deviation, Product Moment Correlation, t-score, Sten-score, z-score and t-test were used to analyze the quantitative data received through VAQ. The researcher employed an independent sample *t*-test to determine the difference in the mean scores of different groups on the basis of variables of gender, locale and board of study with reference to the selected ten categories of values. The researcher has used Microsoft Excel and SPSS software, version 26 to analyze the data and test the hypotheses.

6.03. MAJOR FINDINGS OF THE STUDY:

The major findings of the present study are presented under the following heads:

6.03.1 Findings related to the Value-oriented Content of Social Science Textbooks of CBSE

- A total of 4,990 words were identified related to ten selected values in the social science textbooks of CBSE.

- Among the ten selected values, the highest value-oriented content was found in the social science textbooks of CBSE related to environmental values, which was 24.45% of the total.

- The content related to aesthetic values constituted a remarkably low proportion, accounting for just 0.62% of the overall total.

- A total of 1,815 sentences were identified which corresponded to the meaning and concept of the ten selected values in the social science textbooks of CBSE.

- In CBSE social science textbooks, with reference to the sentences, the highest value-oriented contents were found to be related to environmental values, representing 22.20% of the total.

- Regarding the sentences, CBSE social science textbooks had the lowest value-oriented contents and were found to be related to aesthetic values, representing only 0.55% of the total.

- A total of 116 activities were identified, and the meaning and theme were related to the ten selected values in the social science textbook of CBSE.

- The highest percentage of value-oriented activities was found to be related to democratic values, which comprised 25% of the total identified activities.

- The lowest value-oriented contents with regards to activities found related to aesthetic values represented only 1.72 %, and no activity was found related to national and patriotic values.

- A total of 85 images related to the ten selected values in the social science textbooks of CBSE were identified.

- Concerning the images given in the CBSE social science textbooks, the highest value-oriented contents were found to be related to environmental values, representing 28.24% of the total identified images.

- The lowest value-oriented content with regard to images was found to be related to secular values, representing only 1.18 %, and no activity was found that was related to national and patriotic values.

- The themes related to social values such as socialism, unity, living together, social groups, teamwork, community, cooperation, social organisation, and welfare for society were identified in the social science textbooks of CBSE.

- The concept of democracy, equality, liberty, justice or the rule of law, fundamental rights and duties, and freedom and rights of citizens were the identified themes related to democratic values.

- Themes on honesty, concept of right or wrong, abiding by rules and regulations, code of conduct, respect for others, and a free and fair electoral process were identified as related to moral values in the textbooks of CBSE.

- The themes such as respect for national symbols and the national anthem, love for the nation, and features of unity in diversity or incredible India were found in the textbooks related to national and patriotic values.

- Tolerance of other religions, freedom of religion, and respect for other religions were the themes identified in the textbooks related to secular values.

- The themes related to human values such as peace treaties or peaceful coexistence, harmony, solidarity, dignity, safety concerns for children and women, helping others, and reverence for humankind were identified in the CBSE textbooks.

- The themes related to physical health values identified in the textbooks involve the concern for providing safe drinking water, sanitation, nutrition, and health facilities for children and women and the prevention of disease.

- Th concept of economy, trade and business, financial investment, employment or job opportunities, occupation, commercialization of natural and agricultural resources, industrial production, public money, budgeting,

and other economic activities like buying and selling commodities, saving, and banking were identified themes related to economic values.

- The themes identified in the CBSE textbooks related to environmental values were concept of ecosystem and environment, concern for environmental degradation and climate change, environmental awareness, protection and conservation of forests, mitigations to reduce natural disasters and prevention of man-made environmental hazards, and overpopulation and its negative effect on the natural environment.

- The appreciation of natural beauty, depiction of paintings, and artistic and creative cartoon characters were found in the textbooks related to aesthetic values.

6.03.2 Findings Related to the Value-oriented Content in Social Science Textbook of MBSE

- A total of 3,972 words were identified related to the ten selected values in the social science textbook of MBSE.

- Among the ten selected values, the highest number of words were found related to environmental values, representing 26.95% of the total identified words.

- The lowest value-oriented contents with regards to words as a unit of analysis were found to be related to secular values, which represent only 0.53% of the total.

- A total of 1,578 sentences were identified which corresponded to the meaning and concept of the ten selected values in the social science textbooks of MBSE.

- Among the ten selected values, the highest value-oriented contents with reference to sentences were found to be related to economic values, which were 25.10% of the total identified sentences.

- The lowest value-oriented contents with regard to sentences were found to be related to secular values, which were only 0.57% of the total.

- A total of 16 activities related to the ten selected values in the social science textbooks of MBSE were identified. Among the ten selected values, value-oriented activities were found to be related to environmental values, social values, and economic values only in the social science textbook of MBSE.

- The highest number of activities was found to be related to environmental values, which represent 81.25% of total activities and the lowest was found to be related to economic values, which represent 6.25% of total activities.

- A total of 34 images were identified that were related to the ten selected values in the social science textbook of MBSE.

- Among the ten selected values, the highest numbers of value-oriented images were found to be related to environmental values, which represented 44.12% of the total images.

- The lowest value-oriented content with regard to images was found to be related to democratic values, representing 8.82% of the total images identified.

- No images were found in the social science textbook of MBSE regarding moral values, secular values, human values, physical health values, and economic values.

- The concept of socialism, social principles and responsibility, unity and living together, brotherhood, social association and organisations, and the welfare of people were the themes identified in MBSE social science textbook.

- The concept of democracy, equality, liberty, justice or the rule of law, fundamental rights and duties, and freedom of citizens were the themes found in the textbook related to democratic values.

- The themes related to moral values were respect for others, following the rules and regulations, loyalty, character building, a code of conduct, and a free and fair electoral process as identified in the textbook.

- The themes like the Swadeshi movement during India's freedom movement, nationalist symbolism, respect for national symbols, and the importance of

unity in diversity as India's strength were identified in the textbook related to national and patriotic values.

- Themes such as freedom of religion and respect for other religion were found in the textbook related to secular values.

- Solidarity, the importance of peace, well-being of mankind, safety concerns for people, helping others, the negative consequences of man-made disasters, and rescuing injured people during disasters were identified themes related to human values in MBSE textbook.

- Discussions on health policies in India concerns about safe drinking water, adequate nutrition for children, healthcare facilities for children and the community, improving the quality of life, and disease prevention were the themes identified related to physical health values.

- The themes related to economic values involve the concept of economy, trade and commerce, business and industrial production, production and consumption of commodities, income and expenditure, saving and investment, banking, occupation, employment, and various economic activities like buying and selling.

- The concept of ecosystem and environment, reserve forest, plantation, sustainability, concern for climate change and environment exploitation, environmental awareness, natural habitats and wildlife, conservation of forest and wildlife, and overpopulation and its impact on the natural environment were the themes identified in the textbook related to environmental values.

- The themes identified in the textbook related to aesthetic values were depiction of paintings of historical significance and appreciation of natural beauty.

6.03.3 Findings Related to the Comparative Analysis of CBSE and MBSE Social Science Textbooks based on Selected Category of Values

- CBSE social science textbooks had more value-oriented contents than MBSE social science textbooks related to social values with regard to all the units of analysis (words, sentences, activities and images).

- CBSE social science textbooks had more democratic values content than the MBSE social science textbook, which relates to all the units of analysis (words, sentences, activities, and images).

- CBSE social science textbooks had more moral values content in comparison to the MBSE social science textbook, which relates to all the units of analysis (words, sentences, activities and images).

- CBSE social science textbooks had more national and patriotic values contents than the MBSE social science textbook with regards to related words as the units of analysis.

- More value-oriented content was identified in the CBSE social science textbooks related to secular values compared to the MBSE social science textbook relating to all the units of analysis (words, sentences, activities, and images).

- Compared to the MBSE social science textbook, the CBSE social science textbooks contained more value-oriented content related to human values across all units of analysis, including words, sentences, activities, and images.

- CBSE social science textbooks had more value-oriented content related to physical health values than the MBSE social science textbook, which took into account related words, activities, and images as units of analysis.

- CBSE social science textbooks contain more value-oriented content regarding environmental values compared to MBSE social science textbooks, which analyze words, sentences, activities, and images.

- More value-oriented content was identified in the CBSE social science textbooks related to economic values compared to the MBSE social science textbook with regard to related words, meaning, activities, and images as units of analysis.

- Value-oriented content related to aesthetic values was found more in the CBSE social science textbooks than in the MBSE social science textbook, taking into account related words, meanings, activities, and images as units of analysis.

- The CBSE social science textbooks contained themes like family relationships and community participation, which were not discussed in the MBSE textbook related to social values. At the same time, the MBSE textbook contained themes like brotherhood, social principles, and social responsibility, which were not highlighted in the CBSE textbooks.

- With regard to democratic values, there were differences with respect to the presentation and elaboration of the themes, whereas CBSE social science textbooks contained a more precise presentation and comprehensive elaboration of the themes than the MBSE textbook.

- The themes related to moral values identified in the MBSE textbook contained a theme of character building, whereas CBSE textbooks did not.

- Swadeshi movement during India's freedom movement and nationalist symbolism were the themes available in the MBSE textbook related to national and patriotic values, which were not available in CBSE textbooks.

- The theme like freedom of religion was identified in both the CBSE and MBSE textbooks, whereas the theme of tolerance to other religion was identified only in CBSE textbooks.

- With regard to human values, the themes like harmony, dignity and reverence for humankind were found more in CBSE textbooks and less in the MBSE textbook, whereas negative consequences of man-made disasters and rescuing injured people during disaster were the themes found in the MBSE textbook but not in CBSE textbooks.

- The MBSE textbooks contained themes like health policies in India and the quality of life of people being identified related to health values, which were not available in CBSE textbooks.

- Both the CBSE and MBSE textbooks contained similar themes related to economic values and environmental values which were difficult to differentiate.

- With regard to aesthetic values, the CBSE textbooks contained artistic and creative cartoon characters that aspired to develop aesthetic values, which were not available in MBSE textbooks.

6.03.4 Findings Related to the Ten Selected Values Acquired by the Secondary School Students of Mizoram

- Out of the 600 secondary school students, the majority of the secondary students (45.50%) had an average level of social values.
- The majority of the secondary school students (45.83%) had an average level of democratic values.
- The majority of the secondary school students (53.33%) had an average level of moral values.
- The majority of the secondary school students (42.67%) had an average level of national and patriotic values.
- Out of the 600 secondary school students, 40.83% of students had an average level of secular values.
- The majority of the secondary students (43.33%) had an average level of human values.
- The majority of the secondary school students (39.50%) had an average level of physical health values.
- The majority of the secondary school students (38.50%) had an average level of economic value.
- The majority of the secondary school students (41.33%) had an average level of environmental values.
- The majority of the secondary school students, 230 (38.33%), had an average level of aesthetic values.

6.03.5 Findings Related to the Selected Values Acquired by the Secondary School Students of CBSE

- The majority of the secondary school students of CBSE (44.44%) had an average level of social value.
- The majority of the secondary school students (48.89%) of CBSE had an average level of democratic values.

- The majority of the secondary students, 48 (53.33%), had an average level of moral values.

- The majority of the secondary school students, 30 (33.33%), had an average level of national and patriotic values.

- The majority of the secondary school students, 33 (36.67 %), had an average level of secular values.

- The majority of the secondary school students, 36 (40%), had an average level of human values,

- The majority of the secondary school students, 30 (33.33%), had an average level of physical health values.

- The majority of the secondary school students, 37 (41.11%), had an average level of economic value.

- The majority of the secondary school students, 36 (40%,) had acquired an average level of environmental values.

- The majority of the secondary school students, 36 (40 %), had a low level of aesthetic values.

6.03.6 Findings Related to the Selected Values Acquired by the Secondary School Students of MBSE

- Out of 510 MBSE secondary school students, 240 (47.06%) students had average social value**s.**

- The majority of the secondary school students of MBSE 230 (45.10%) had average democratic values.

- The majority of the secondary school students of MBSE 207 (53.14%) had average moral values.

- the majority of the secondary school students of MBSE 226 (44.31%) had an average national and patriotic values.

- The majority of the secondary school students of MBSE 211 (41.37%) had an average level of secular values.

- The majority of the secondary school students of MBSE 223 (43.73%) had average human values.

- The majority of the secondary school students of MBSE 207 (40.59%) had average physical health values.
- The majority of the secondary school students of MBSE 196 (38.43%) had average economic values.
- The majority of the secondary school students of MBSE 214 (41.96%) had average level of environmental values.
- The majority of the secondary school students of MBSE 206 (40.39%) had an average level of aesthetic values.

6.03.7 Findings Related to the Comparison between Male and Female Secondary School Students in Reference to the Selected Values

- No significant difference was found between the male and female secondary school students in terms of social values.
- No significant difference was found between the male and female secondary school students in terms of democratic values.
- No significant difference was found between the male and female secondary school students in terms of moral values.
- A significant difference was found between male and female secondary school students in terms of their national and patriotic values, where the male students had a higher level of national and patriotic values than the female students.
- No significant difference was found between the male and female secondary school students in terms of secular values.
- No significant difference was found between the male and female secondary school students in terms of human values.
- A significant difference was found between male and female secondary school students in terms of physical health values, where the male students had a higher level of physical health values than the female students.
- No significant difference was found between the male and female secondary school students in terms of economic values.

- No significant difference was found between the male and female secondary school students in terms of environmental values.

- A significant difference was found between male and female secondary school students in terms of aesthetic values, where the female students exhibited a higher level of aesthetic values than the male students.

6.03.8 Findings Related to the Comparison between CBSE and MBSE Secondary School Students in Reference to the Selected Values

- No significant difference was found between CBSE and MBSE secondary school students in terms of social values.

- No significant difference was found between the CBSE and MBSE secondary school students in terms of democratic values.

- A significant difference was found between CBSE and MBSE secondary school students in terms of moral values, where the MBSE students had a higher level of moral values than the CBSE 'students.

- No significant difference was found between CBSE and MBSE secondary school students in terms of national and patriotic values.

- A significant difference was found between CBSE and MBSE secondary school students in terms of secular values, where CBSE students had a higher level of secular values than the MBSE students.

- No significant difference was found between CBSE and MBSE secondary school students in terms of human values.

- No significant difference was found between CBSE and MBSE secondary school students in terms of physical health values.

- No significant difference was found between CBSE and MBSE secondary school students in terms of economic values.

- No significant difference was found between the CBSE and MBSE secondary school students in terms of environmental values.

- A significant difference was found between CBSE and MBSE secondary school students in terms of aesthetic values, where MBSE students exhibited a higher level of aesthetic values than CBSE students.

6.03.9 Findings Related to the Comparison between Rural and Urban Secondary School Students of MBSE in Reference to the Selected Values.

- No significant difference was found between the rural and urban secondary school students in terms of social values.
- No significant difference was found between the rural and urban secondary school students in terms of democratic values.
- No significant difference was found between the rural and urban secondary school students in terms of moral values.
- No significant difference was found between the Rural and Urban secondary school students in terms of national and patriotic values.
- No significant difference between the rural and urban secondary school students in terms of secular values.
- A significant difference was found between rural and urban secondary school students in terms of human values, where students from rural backgrounds had a higher level of human values than their urban counterparts.
- No significant difference between rural and urban secondary school students in terms of physical health values.
- A significant difference was found between rural and urban secondary school students in terms of economic values, where students of urban areas had a higher level of economic values than students of rural areas.
- No significant difference between rural and urban secondary school students in terms of environmental values.
- No significant difference between rural and urban secondary school students in terms of aesthetic values.

6.03.10 Suggestions for proper Incorporation of Value-oriented Content in the Social Science Textbooks of Secondary Education

1. The findings on the contents analysis of the social science textbooks of CBSE revealed the least value-oriented content on secular values and aesthetic values, considering all the units of analysis. A similar result was also found in the social science textbook of MBSE as well. Therefore, more content related to secular values and aesthetic values could be incorporated into the social science textbooks of CBSE and MBSE.

2. Thematic analysis of the social science textbooks of CBSE and MBSE based on the ten selected values showed favourable themes related to social values, democratic values, moral values, secular values, economic values and environmental values. However, there were limited themes related to national and patriotic values, human values, physical health values and aesthetic values in the social science textbooks of CBSE and MBSE. Thus, the inclusion of more themes related to national and patriotic values, human values, physical health values and aesthetic values in the social science textbooks of CBSE and MBSE would be essential,

3. It has been observed that the MBSE social science textbook had less value-oriented content compared to the CBSE one. Thus, more value-oriented content should be included in the MBSE social science textbooks.

4. Activities help the teachers to engage the students in the teaching-learning process in a more constructive way. Thus, for participatory learning and better value inculcation, more activities related to value-oriented content must be incorporated into the MBSE social science textbooks.

5. Images or visual presentations play a crucial role in catering to attention and better understanding related to certain topics. Therefore, it is suggested that value-oriented visual content should be included in social science textbooks of secondary education in general and MBSE social science textbooks in particular.

6. Storytelling and conversation-type presentation of content not only involve the teachers and the students in classroom interaction but also help to create a

democratic classroom atmosphere. Conversation content was observed in the political science textbook of CBSE on pages numbers 2 and 9. Therefore, it is suggested that such content be incorporated into the social science textbook of secondary education, wherever possible.

7. Explicit and implicit value-oriented content can be found in the social science textbooks. However, sometimes, it is difficult for teachers and students to identify the implicit value-oriented content. Thus, value-oriented content should be incorporated more explicitly in the social science textbooks.

8. It is also suggested that value-oriented content in social science textbooks should be incorporated according to the recommendations of NCFSE 2023 and NEP 2020 regarding the inculcation of values in students.

6.04 DISCUSSION

The social science textbook is primarily concerned with the endeavour to inculcate values like socialism, secularism, nationalism, cooperation, a sense of mutual welfare, international understanding, non-violence, peace, preservation, awareness and conservation of the environment. The purpose of this study was to analyse the social science textbooks of CBSE and MBSE and identify the available value-oriented contents related to the ten selected values. The study found a satisfactory amount of value-oriented content related to social values, democratic values, moral values, economic values and human values in the secondary social science textbooks of CBSE and MBSE. However, concerning secular values, aesthetics values, national and patriotic values and physical health values, the amount of content was found to be unsatisfactory.

Hence, it is essential to emphasise and incorporate more content related to secular values, aesthetic values, national and patriotic values, and physical health values in the secondary social science textbooks of CBSE and MBSE. The selection and organization of materials and contents into a meaningful social science curriculum are necessary (Soleymanpour & Kiadaliri, 2014), enabling the students to develop a critical understanding of the society and the nation and the adaptation of adequate values contents in the textbook through various activities, unit and syllabus,

enabling teachers and students to get involved in the teaching-learning process (Rather, 2017; Gak, 2011).

The study also aimed to assess the values acquired by secondary students from CBSE and MBSE schools in Mizoram. The researcher conducted a comparative analysis of these students based on their gender, board of study, and location, considering ten selected values. The results showed that the secondary school students in Mizoram had an average level of values in all ten selected values. Similar findings were also reported by Sarmah (2014) on social, democratic, economic and aesthetic values; aesthetic and health values by (Mahato et al., 2021); and economic and aesthetic values by Vanlalhmangaihi (2022). However, the present study is inconsistent with the findings of Mahato et al. (2021), which reported a high level of democratic and social values in students of higher education and a low level of economic values. The present study is also in agreement with the study of Singh (2022), which found an average level of social, democratic, and health values among undergraduate students. However, Singh (2022) found a low level of social values and a high level of aesthetic and economic values, which contradicts the present study.

In the present study, a comparative analysis was also done based on the gender of the student. In the Indian milieu, the treatment given by society, family, teachers, school, and parents, as well as the behaviour expected from the students, depends primarily on the gender of the students. When the acquired values of secondary school students were compared based on their gender,' no significant difference was found between male and female secondary school students in Mizoram in references to social values, democratic values, moral values, secular values, human values, physical health values, environmental values, and economic values. The findings of the present study are in agreement with the findings of Maqbool and Shrivastava (2014), Vanlalhmangaihi and Chuaungo (2020) and Vanlalhmangaihi (2022) related to social, democratic, economic and aesthetic values. However, contradictory findings were reported by Maqbool and Shrivastava (2014) and Sarmah (2014) related to social values and health values, where social values were higher among females than male youth of Jammu and Kashmir (Maqbool &

Shrivastava, 2014) and health values was found higher among male than female (Vanlalhmangaihi & Chuaungo, 2020; Vanlalhmangaihi, 2022).

Although equality exists in Mizo society, there is no gender disparity in terms of participation in various local and national demonstrations. However, at the school level, the girls focus more on academic studies than participation in other activities compared to boys. So, it could be a reason that male secondary school students had a higher national and patriotic value than female students. At the same time, male students participate in various physical activities more than female students at the school level. So, with regard to physical health values, the male secondary school students had higher physical health values than the female students.

On the other hand, gender plays a significant role in the development of aesthetic values, where female secondary school students had higher aesthetic values than male students. Generally, girls take part in various aesthetic activities and are more interested in various creative practices than boys. Therefore, it was predictable that female secondary school students had higher aesthetic values than male students.

The present study found no significant difference between CBSE and MBSE secondary students in Mizoram in terms of social values, democratic values, national and patriotic values, human values, physical health values, environmental values, and economic values. However, a significant difference was found in terms of moral values, secular values, and aesthetic values, where CBSE secondary school students had a higher level of secular values than the MBSE students, and MBSE secondary school students had a higher level of moral values and aesthetic values than the CBSE counterparts. Having higher secular values indicates more tolerant and welcoming behaviour for people of other religious and cultural backgrounds. In the CBSE schools, diversified students and teachers coming from various places and religious backgrounds could contribute to the better inculcation of secular values among the students.

The geographical background of a student influences the development of values. Students from urban backgrounds have different opportunities than those

from rural backgrounds. However, students from urban backgrounds also have been exposed to complex social interactions that might have influenced their attitudes and values development. In the present study, comparative analysis was done between the rural and urban secondary school students of Mizoram. The study revealed that there was no significant difference between the secondary school students in Mizoram in terms of social values, democratic values, moral values, national and patriotic values, secular values, physical health values, environmental values, and aesthetic values. However, a significant difference was found in terms of human and economic values, where urban secondary school students had a higher level of economic values than the MBSE students, and rural secondary school students had a higher level of human values than urban students. Students from urban backgrounds usually belong to economically sound families and have aspirations for money and a materialistic lifestyle. This could be the reason for the higher level of economic values among urban secondary school students.

6.05 CONCLUSION

Textbooks play a crucial role in the development of positive attitudes and values among students. The present study revealed that value-oriented content in the MBSE social science textbooks was less than that of CBSE social science textbooks. It has been observed that the number of activities and images related to value-oriented content was lacking in the MBSE social science textbook. It was also observed that the MBSE social science textbook was outdated with regard to various contents included in the textbook. Therefore, there is a need to review the MBSE social science textbook. It is essential to develop an appropriate curriculum in the education system to inculcate positive values, attitudes, and virtues in the students. Hence, the universal values suggested by NEP 2020 should also be considered by textbook developers while developing textbooks for students. Further, it is also important that the teachers be able to identify and understand the hidden values in particular contents and find innovative methods and approaches to inculcate the desirable values in the students. It is also important to mention here that values could

be inculcated in the students through various subjects apart from social science, as emphasized by NCERT (2012).

6.06 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. A teacher is the most important person in transmitting the curriculum and inculcating the intended values incorporated in the textbooks. So, the present study will have implications for the teachers of secondary schools.
2. The present study will have implications for the family, society, and other socio-religious organisations.
3. The present study will also have implications for textbook developers and textbook publishers for school education.
4. The present will also have implications for curriculum planners and policymakers at various levels of education.

6.07 LIMITATIONS

1. The researcher intended to collect the required data from secondary school students in Mizoram by personally visiting the schools. However, due to the COVID-19 pandemic, some data was collected online by administering the questionnaire using Google Forms.
2. The required data was also to be collected from the secondary school students of Mizoram at the beginning of the academic session. However, at the beginning of the academic session, the schools were closed due to the COVID-19 pandemic. So, the data were collected in the last quarter of the academic session.

6.08 SUGGESTIONS FOR FURTHER RESEARCH

1. Studies on content analysis of social science textbooks at different levels of school education can be conducted with regard to value education embedded in textbooks.
2. Studies may be conducted on comparative analysis of textbooks of other subjects from different boards of studies.

3. The acquired values of students studying at different levels of education can be assessed in future research.

4. A comparative study can be undertaken to assess values among youth of different religions and states.

5. Studies related to the comprehensive inclusion of the various agents or stakeholders influencing the inculcation of values in the students can be undertaken.

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APPENDICES

VALUES ASSESSMENT QUESTIONNAIRE

Please fill up the following information:-   **Date: …………**

Name: _____

Gender: _____**Age:** _____**Class:** _____ **Rural/Urban:** _____

Parents education: (Father) _____ **(Mother)**_____

Parents Occupation: (Father) _____ **(Mother)** _____

Name of School _____

Address of School: _____

Board Affiliation of school: _____

INSTRUCTIONS:

This is a situation reaction Questionnaire. In this Questionnaire, there are a total of 30 questions/statements based on different situations. With each question/statement three options have been given. You have to choose a most appropriate and a least appropriate option from the given options. Please response the answers in an order according to your liking in the manner given below:

1. For the most favourable option, please put a tick (✓) in the box given against that option.

2. For the least favourable option, please put a cross (✗) in the box given against that option.

3. And no mark should be put against the other option.

4. Each of the given options may seem correct or incorrect, but you need to choose the most appropriate option for the given situation to mark as (✓). And same will be applied for least appropriate option to mark as (✗).

5. It is not a test of your knowledge, so all the answers will be treated as correct.

6. Answer all the questions. No question is to be left out.

7. Questions are based on social circumstances and based on some situations. Therefore, express your views and opinions without hesitation irrespective of what society likes it or not.

8. There is no time limit for completing the questions, but the responses that you think best suited for the given situation, the same can be marked.

9. Your responses will be kept strictly confidential, therefore respond to all the statements.

Sl.No	Statements/Questions	Most favorable (✓) Least favorable (✗)
1.	If the principal asks you to select 15 students from your class to go on a field trip, how will you select those 15 students?	☐ Select those who are friends with you. (A) ☐ Select them after discussing with all the students in the class (B) ☐ Select those who are sincere and obedient in the class. (C)
2.	You would like to associate and befriend with those people, **who** -	☐ Has special affection for their land and their country. (D) ☐ Respect teachers and elders (C) ☐ Always careful and concerned about the natural environment. (I)
3.	You respect those people, **who**-	☐ Respect the belief and practices of all religions (E) ☐ Work for the benefit of the society (A) ☐ Promote peace and non-violence. (F)
4.	Which team would you like to support in a sports event? **A team in which -**	☐ A player is playing from your country. (D) ☐ A friend of yours is playing. (A) ☐ Every member of the team listens to the advice of the coach. (C)
5.	Schools organized games and sports activities to -	☐ Develop cooperation and unity among the students. (A) ☐ Make the students fit and healthy (G) ☐ Maintain discipline and punctuality. (C)
6.	Under what kind of environment would you like to work? Work in which -	☐ Everyone respects the practice of your belief and faith. (E) ☐ All are treated equally (B) ☐ The environment is good and suitable for your physical and mental health (G)

A	B	C	D	E	F	G	H	I	J

Sl.No	Statements/Questions	Most favorable (√) Least favorable (✕)
7.	Which action/practice according to you is bad/wrong?	☐ Discriminating a student in school who is from other community. (B) ☐ Not singing the national Anthem during morning assembly (D) ☐ Cutting down of trees and burning forests unnecessarily. (I)
8.	Types of activities in school you would like to appreciate –	☐ Planting trees during World Environment Day. (I) ☐ Arts and literary composition. (J) ☐ Cleaning of school surroundings. (G)
9.	How would you like to spend your holidays?	☐ Reading novel. (J) ☐ Doing social service activities in your locality. (A) ☐ Going to the gym or playing outdoor games. G)
10.	You would not like to have a relationship with those people, **who -**	☐ Often quarrel and fight with others. (F) ☐ Do not appreciate the sacrifice of freedom fighters for independence. (D) ☐ Use derogatory words against the practices of any religion. (E)
11.	Decision that you consider wrong and unjust.	☐ Expulsion of students from school without informing the parents/guardians. (B) ☐ Not giving entry to the hotel because of poor living standards. (F). ☐ Selecting the students for sports events on the basis of religion. (E)

A	B	C	D	E	F	G	H	I	J

Sl.No	Statements/Questions	Most favorable (√) Least favorable (✕)
12.	What would you prefer for a happy life?	☐ Having enough money to buy all the comforts of life. (H) ☐ Having good friends and relatives. (A) ☐ Having equality and justice in society. (B)
13.	What kinds of habit would you consider bad?	☐ Smoking and drinking alcohol. G) ☐ Telling a lie to avoid punishment. (C) ☐ Throwing of plastic garbage in the jungle. (I)
14.	Which qualities should be developed or inculcated among the students for a better society?	☐ A sense of love and respect for the Constitution and the nation. (D) ☐ A responsible member of society. (A) ☐ Treat all equally regardless of rich or poor. (B)
15.	What types of development you would not support in the country? **Development that -**	☐ Displace people from their native land. (F) ☐ Road infrastructure by destroying the natural environment. (I) ☐ Urbanization with fewer job opportunities. (H)
16.	If there is Rs. 1000 extra money left after paying your school fees, what will you do with them?	☐ Will save it for future use. (H) ☐ Will return it to your parents. (C) ☐ Will give it to your needy friends and inform your parents later. (A)
17.	After passing the final examination what will you do with your textbooks?	☐ Sell them to the ragman. (H) ☐ Give them for free to the underprivileged or poor students. (F) ☐ Use them to prepare home decors. (J)

A	B	C	D	E	F	G	H	I	J

Sl.No	Statements/Questions	Most favorable (✓) Least favorable (✗)
18.	Sports and activities that you would like to participate in competitions.	☐ Drawing/painting or dancing/singing competition. (J) ☐ Debate and essay writing competition on national integration. (B) ☐ Outdoor games and sports competition. (G)
19.	At what moment you would be proud?	☐ If a sportsperson from your country won a medal in an international sports event. (D) ☐ If you secure a job at the national level competitive examination. (H) ☐ By helping an accident injured-person by taking him/her to the hospital. (F)
20.	In your opinion, who is more important for the welfare of society?	☐ Teachers who promote living together with peace. (F) ☐ People who can sacrifice for the protection of the country. (D) ☐ Good industrialists who can create job opportunities for the unemployed youth. (H)
21.	Why drinking alcohol is prohibited in many communities/ societies? **Because -**	☐ It is injurious to health. (G) ☐ It affects the name and image of the person in the family and society. (C) ☐ It is an unnecessary expenditure for the family. (H)

A	B	C	D	E	F	G	H	I	J

Sl.No	Statements/Questions	Most favorable (✓) Least favorable (✗)
22.	What do you consider important while doing a work? **A work -**	☐ That does not degrade your family and community's prestige. (A) ☐ That does not affect the natural environment. (I) ☐ That does not deteriorate your health. (G)
23.	On the eve of a happy occasion like a birthday or Christmas, what present would you like to get?	☐ Beautiful painting for drawing room decoration. (J) ☐ Any article for physical exercise like badminton set or basketball. (G) ☐ Ring made of silver or gold. (H)
24.	In what types of situation or decision you would not like to get involved?	☐ Conversion of people from one religion to another religion by force. (E) ☐ Replacing an important historical statue or idol. (D) ☐ Demolishing flower garden for constructing a garage. (J)
25.	Which kinds of instructions or advices would you consider very important to be a good student?	☐ Never deceive your parents and your teachers. (C) ☐ Participate and attend the festivals of other religions. (E) ☐ Arrange and decorate the stage during school functions. (J)
26.	To whom would you consider as a good teacher? **Teacher who -**	☐ Respect the practices of all religions (E) ☐ Maintain impartiality among all students. (B) ☐ Help the needy and the poor students. (F)

A	B	C	D	E	F	G	H	I	J

Sl.No	Statements/Questions	Most favorable (√) Least favorable (✕)
27.	What behavioural changes/outcomes will you expect from students after learning history subject?	☐ Glorify and appreciate one's own national or country's heritage. (D) ☐ Not making the mistake of the past that lost massive human life due to war. (F) ☐ Appreciate and learn from the sacrifice of the great leader who fought against injustice. (C)
28.	In what situation will you complain against a teacher?	☐ If the teacher encourages discrimination among the students. (B) ☐ If the teacher criticizes and disrespects the practices of any religion. (E) ☐ If the teacher instructs the students to cut down trees unnecessarily. (I)
29.	Which places would you like to visit in your country if you get a free travel reward?	☐ Historical monuments and places of different religions. (E) ☐ National parks and wildlife centuries. (I) ☐ Art galleries. (J)
30.	How will you utilize the plastic/polythene bags that we use in our everyday life?	☐ Reuse them as much as possible. (I) ☐ Sell them for recycling. (H) ☐ Use them for making home decor. (J)

A	B	C	D	E	F	G	H	I	J
Total									

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<u>**ANNEXURE-II**</u>

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This is to Certify that **Mr. Rupendra Chakma,** Research Scholar, Department of Education, Mizoram University, Aizawl, presented a paper titled "***National Education Policy 2020 on Imparting Value-oriented Education to the Students: A Critical review***" in the One Day National Webinar on '***Contemporary Issues and Trends in Indian Education – III***', Organized by Mizoram Educational Foundation on 27th April, 2021.

(Dr.LALZARMAWII)
Gen. Secretary

(Prof. LALBIAKDIKI HNAMTE)
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Certificate of Participation

This is to certify that Mr./ Mrs./Ms./Dr. _Rupendra Chakma_ Participated / presented a paper on _Content Analysis of a Social Science Textbook of CBSE with reference to Values_ in the National Seminar held during 15th -17th March, 2023, organised by Department of Education, Mizoram University.

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Convener & Organizing Secretary

(Dr. ARTI MISHRA)
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Department : **Education**

Title of the Thesis : **Value-oriented Contents in Social Science Text-books of MBSE and CBSE and the Acquired Values of Students: A Comparative Study**

Head
Department of Education

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DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY

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DEGREE	:	**Doctor of Philosophy**
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TITLE OF THE *THESIS*	:	**Value-oriented Contents in Social Science Text-books of MBSE and CBSE and the Acquired Values of Students: A Comparative Study**

DATE OF ADMISSION	:	**06/08/2017**
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EXTENSION	:	**Extended for two (2) years Vide No. 16-2/MZU(Acad)/21/179-182 Dated: 30th August 2022 upto 05.11.2024**

Head

Department of Education

ABSTRACT

VALUE-ORIENTED CONTENTS IN SOCIAL SCIENCE TEXT-BOOKS OF MBSE AND CBSE AND THE ACQUIRED VALUES OF STUDENTS: A COMPARATIVE STUDY

AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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MZU Regn. No. : 1023 of 2010-11
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DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION
JUNE, 2024

VALUE-ORIENTED CONTENTS IN SOCIAL SCIENCE TEXT-BOOKS OF MBSE AND CBSE AND THE ACQUIRED VALUES OF STUDENTS: A COMPARATIVE STUDY

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SUBMITTED
IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE
OF DOCTOR OF PHILOSOPHY IN EDUCATION OF
MIZORAM UNIVERSITY, AIZAWL

INTRODUCTION

Modernization has affected every aspect and sphere of an individual in society. Today is the era of technology and digitalization, where an individual interacts with a large number of individuals, organizations, incidents, situations, etc. by sitting between the four walls. And there are various sources of knowledge and information which are complex and diverse in nature. Due to its complexity, sometimes individuals fail to understand and rationalize which information is right and which is wrong, which is good and which is evil, which is true and which is false, which is to be believed and which is to be not.

Education aims at all round development of the individuals that includes physical, intellectual, social, moral and spiritual. Education and values are inseparable and interdependent. Education leads to the inculcation of values in individuals and the cherished values of society provide direction to the process of education. There are broadly three sources that an individual can acquire and develop values namely family, society and institutions (formal and informal). The formal institution implies the schools, and the informal institution involves the cultural, religious or spiritual institutions. Due to the changing circumstances in life-styles of the people and the complexities and dynamics structure in modern society, there is the degradation of moral and ethical values among the children (Bhakta & Dutta, 2017). The family, school, religious organization and society are considered agencies that play an important role in developing desirable values among the individuals.

A school or educational institutions is a well-organized and planned institution and educational practices set the aims and objectives, and the curriculum is the expression to their aims and objectives. Educational practices are organized and executed by teachers which aim to develop students holistically and prepare them to be responsible member of society.

It has been observed from various literatures that religions have played an important role in the development of desirable values among the individuals in the Indian society (Kapur, 2023). The ancient education systems in India emphasized on

the spiritual development and character formation as the utmost priority during the education of an individual. Be it about the Vedic Education system, Brahmanic Education system, Buddhism or Jainism all these ancient education aims at the inculcation of positive values in individuals. That very aims of education in Indian society can also be traced in the education system even during the British period. The Committee made the following suggestions relating to Value-oriented Education (Shukla, 2004):

i) Moral and Spiritual values of life should be given importance in any scheme of education.

ii) Moral and spiritual teaching common to all religions be considered an integral component of the curriculum and the same be imparted.

iii) The state should take responsibility for imparting spiritual and moral education.

iv) Schools should start functioning with morning prayers and meditation for a short period before the class begins.

v) A committee be set up to investigate and formulate the best means of imparting religious instruction to students at various stages of education.

However, there were strict regulations and restrictions on providing religious education to students in government aided institutions. Accordingly, various committees and Education policies recommended providing secular moral instructions to the students by excluding religious education from the curriculum in order to protect and respect the diversity of religious faith in India (Shukla, 2004; Gawande, 2002). After India got independence, the characteristics of secular moral education could be found in various Education Commission and National Education Policies in India. Further, the recommendation of providing education for the development of character and values has always been traceable in the report of Education Commissions and National Education Policies in India.

REVIEW OF RELATED LITERATURE

A total of 122 previous studies related to the present study were reviewed. The identified literature related to the present study was broadly classified into two: 1) Studies related to content analysis of textbooks and 2) Studies related to value-oriented education. Out of the 122 studies, 51 were related to content analysis of textbooks, and 71 were related to value-oriented education. It was further analyzed with respect to the types of literature, where there were 19 theses (9 theses were related to content analysis, and 10 theses were related to value-oriented education) and 103 articles (42 articles were related to content analysis, and 61 were related to value-oriented education).

After analyzing the total 122 reviews with respect to the level of education, 34 studies were found at the elementary level of education, 41 studies were at secondary level of education, 23 studies were at higher education level, and 24 studies were found without mentioning the level of education. Further, out of the total 51 reviews related to content analysis of textbooks, 10 studies were done on English textbook, 10 studies were on Science, and 22 studies were on Social Science textbooks. There were 9 studies conducted on other subjects and academic documents like Hindi, Environmental Education, Curriculum, etc.

RESEARCH QUESTIONS

After going through various relevant literatures related to the present study the researcher has raised the following research questions:

1) How much content on value-oriented education is incorporated in the social science textbook of CBSE and MBSE curriculum of secondary education in Mizoram?

2) What kinds of values are incorporated in the secondary social science textbooks of CBSE and MBSE Schools in Mizoram?

3) Do the secondary school students can acquire and develop the values inculcated by the school?

4) What strategies are followed by the teachers to transact curriculum and for the development of values education to the students at the secondary level in Mizoram?

5) What are the activities the school organized to inculcate values education to the secondary school students in Mizoram?

RATIONALE OF THE STUDY

Knowledge without values is meaningless. A person may be knowledgeable, but if s/he does not have morality or values, s/he may not be able to apply his or her knowledge for the benefit and welfare of society and humanity. Further, the report of the Subramanian Committee on National Policy on Education 2016 (drafted) urged that due to the increasingly complex globalized world, the erosion of values is adversely impacting human life which has resulted in alarming levels of exploitation of human beings and also of the nature. Therefore, the development of values is essential for students at every level of education.

An individual may imbibe and acquired values from family, peer groups, society and schools in both formal and informal settings. In the formal setting of schools, values could be inculcated among students during the teaching-learning situation through the instruction of teachers and contents of textbooks. Therefore, textbooks play a very significant role in value inculcation among students, especially at the level of school education (Fallahi & Nya, 2011; Ghazi et al., 2011; Ersoy & Sahin, 2012; Sallabaş, 2013; Babaei & Abdi, 2014; Ahghar & Eftekhari, 2016; Olaniyan-Shobowale et al, 2016). The positive values can be inculcated in the students from science textbooks (Verma & Dorzi, 2014; Chavan et al., 2016; Sharma, 2018) as well as from social science textbooks (UshalayaRaj, 2008; Ghazi et al., 2011; Babaei & Abdi, 2014).

Social science subject comprised of all types of social relation and values needed in the social world. Through social science curriculum planners endeavor to inculcate values like socialism, secularism, nationalism, co-operation, sense of mutual welfare, international understanding, non-violence, peace, preservation,

awareness and conservation of the environment. So, it is necessary to analyze that which values are incorporated in the social science text-books of secondary level and how much weightage has been given to these values. The Mizoram State Council of Educational Research and Training (SCERT) follow the National Council of Educational Research and Training (NCERT) pattern of curriculum construction and preparation of textbooks, in terms of contents in the Social Science subjects. However, the weightage of various subjects' contents, including value-oriented contents incorporated in the textbooks may vary depending on regional and local importance. So, the investigator has also planned to compare the contents of the textbook of social science of the Central Board of Secondary Education (CBSE) and Mizoram Board of School Education (MBSE). The main function of the schools and the teachers is to transfer and transact the knowledge, positive attitudes, skills and values included in the curriculum or textbooks to the students. The researcher undertook the present study because no study has been conducted on contents analysis of textbooks with reference to value-oriented education in Mizoram; and most importantly no comparative study has been done about content analysis of social science textbooks of CBSE and MBSE at the secondary level based on value-oriented education.

STATEMENT OF THE PROBLEM

The problem of the present study is entitled as:

Value-oriented Contents in Social Science Text-books of MBSE and CBSE and the Acquired Values of Students: A Comparative Study

Operational Definition of Key Terms

*Value-Oriented Content***s:** This refers to the ideas, themes, contents and topics related to different types of values that have been incorporated in the social science textbooks of CBSE and MBSE for imparting and inculcating value education to the students. For this present study, the contents related to values are considered with regard to the ten dimensions of values, namely - social values, democratic

values, moral values, national and patriotic values, secular values, humane values, physical health values, environmental values, economic values and aesthetic values

*Social Science***:** The social sciences encompass diverse concerns of society, and include a wide range of content drawn from the disciplines of history, geography, political science, economics, sociology and anthropology (NCF, 2005). It refers to the relationships of human endeavour and their interaction with one another and with the environment.

Text-book: A textbook is a written source of information, designed specifically for the use of students, on a particular subject or field of study that is usually developed based on a syllabus and geared towards meeting specific quality and learning requirements (UNESCO IBE 2006, http://www.ibe.unesco.org/en/glossary-curriculum-terminology/t/textbook). For the present study, textbook refers to the textbooks of social science of CBSE and MBSE at the secondary education level.

CBSE: CBSE implies the Central Board of Secondary Education which is responsible for conducting secondary and higher secondary school leaving examinations.

MBSE: MBSE implies the Mizoram Board of School Education, the only board in Mizoram which is responsible for conducting secondary and higher secondary school leaving examinations and preparation and prescription of textbooks to the students registered under MBSE.

*Acquired Values***:** In the present study, acquired values refer to the level of values of the students of secondary schools of CBSE and MBSE which he/she had accumulated during the process of his/her education. It includes the values that the students imbibed not only from the textbooks and curriculum during classroom instruction but also through his/her interaction with various sources in and outside the school environment of various teaching-learning situations.

Comparative study: Compare simply means to assess the similarities and differences between two or more things or variables. So, in the present context,

comparative study implies the assessment of the similarities and differences between CBSE and MBSE social science textbooks with respect to the content of value-oriented education. It also refers to the study of the similarities and differences among the secondary students of CBSE and MBSE schools with reference to values that the students imbibed during the process of education.

OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

1. To analyze the value-oriented content of the secondary social science textbooks of CBSE based on selected category of values.

2. To analyze the value-oriented content of the secondary social science textbooks of MBSE based on selected category of values.

3. To compare the value-oriented content incorporated in secondary social science textbooks of CBSE and MBSE.

4. To assess the acquired values of secondary school students in Mizoram.
   a) To assess the acquired values of secondary school students of CBSE in Mizoram.
   b) To assess the acquired values of secondary school students of MBSE in Mizoram.

5. To compare the acquired values of the secondary school students in Mizoram with reference to gender.

6. To compare the acquired values of the secondary school students in Mizoram with reference to board of study.

7. To compare the acquired values of the secondary school students in Mizoram with reference to locale.

8. To suggest measures to incorporate proper value-oriented content in the social science textbooks of secondary education.

NULL HYPOTHESES

The researcher has formulated the following null hypotheses for the present study:

Ho 1: There is no significant difference between male and female secondary school students with reference to their acquired social values.

Ho 2: There is no significant difference between male and female secondary school students with reference to their acquired democratic values.

Ho 3: There is no significant difference between male and female secondary school students with reference to their acquired moral values.

Ho 4: There is no significant difference between male and female secondary school students with reference to their acquired national and patriotic values.

Ho 5: There is no significant difference between male and female secondary school students with reference to their acquired secular values.

Ho 6: There is no significant difference between male and female secondary school students with reference to their acquired human values.

Ho 7: There is no significant difference between male and female secondary school students with reference to their acquired physical health values.

Ho 8: There is no significant difference between male and female secondary school students with reference to their acquired environmental values.

Ho 9: There is no significant difference between male and female secondary school students with reference to their acquired economic values.

Ho 10: There is no significant difference between male and female secondary school students with reference to their acquired aesthetic values.

Ho 11: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired social values.

Ho 12: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired democratic values.

Ho 13: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired moral values.

Ho 14: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired national and patriotic values.

Ho 15: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired secular values.

Ho 16: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired human values.

Ho 17: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired physical health values.

Ho 18: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired environmental values.

Ho 19: There is no significant difference between CBSE and MBSE secondary students with reference to their acquired economic values.

Ho20: There is no significant difference between CBSE and MBSE secondary school students with reference to their acquired aesthetics values.

Ho 21: There is no significant difference between rural and urban secondary school students with reference to their acquired social values.

Ho 22: There is no significant difference between rural and urban secondary school students with reference to their acquired democratic values.

Ho 23: There is no significant difference between rural and urban secondary school students with reference to their acquired moral values.

Ho 24: There is no significant difference between rural and urban secondary school students with reference to their acquired national and patriotic values.

Ho 25: There is no significant difference between rural and urban secondary school students with reference to their acquired secular values.

Ho 26: There is no significant difference between the rural and urban secondary school students with reference to their acquired human values.

Ho 27: There is no significant difference between rural and urban secondary school students with reference to their acquired health values.

Ho 28: There is no significant difference between rural and urban secondary school students with reference to their acquired environmental values.

Ho 29: There is no significant difference between rural and urban secondary school students with reference to their acquired economic values.

Ho 30: There is no significant difference between rural and urban secondary school students with reference to their acquired aesthetics values.

DELIMITATION OF THE STUDY

The delimitations of the present study are as follows:

1) The present study was delimited to Class IX social science textbooks of both CBSE and MBSE for content analysis of the textbooks.

2) The present study was delimited only to the Class X students of both the CBSE and MBSE for assessing the acquired values of the students.

3) The present study was confined to the state of Mizoram only.

METHODOLOGY

Research methodology refers to the process of solving a research problem in a scientific manner. It is considered as a science of analyzing how scientific research is conducted to solve research problem. It also indicates the various steps or plans of action that the researcher has adopted during the process of research and investigation for resolving the research problem systematically

Design of the study

In the present study, the researcher employed Convergent Parallel Design; a design of mixed-method research which involves both quantitative and qualitative approaches to the collection, classification and analysis of data (Plano-Clark & Creswell, 2018; Creswell, 2015; Johnson & Christensen, 2014). The content analysis from qualitative research was used to assess and evaluate the value-oriented contents incorporated in the NCERT Social Science textbook of CBSE and the social science textbook of MBSE with reference to different types of values. The descriptive survey method as a method of quantitative research, was used in this study to collect data from secondary school students.

The research design in the present study can be symbolized as (QUAL + QUAN) - qualitative and quantitative (Morse, 1991, Johnson & Christensen, 2014,

Creswell, 2015). The combination of the symbols QUAL + QUAN indicates the paradigm of the present research study, where the uppercase letters indicate the priority or increased weight of either the qualitative or quantitative data; and the + (plus) sign represents the concurrent or simultaneous collection of data (Johnson & Christensen, 2014; Creswell, 2015). This design involves analyzing and interpreting the qualitative and quantitative data in a parallel manner. Further, the purposes of this design involve interpreting quantitative results with qualitative findings, synthesizing corresponding quantitative and qualitative results to build up a comprehensive understanding of occurrence or outcomes, and comparing the findings at multiple levels (Teddlie & Tashakkori, 2009; Morse & Neihaus, 2016; Plano-Clark & Creswell, 2018).

Population

The target population or universe identified for the present study comprises of two categories –

1.   Textbooks
2.   Students

Under category 1, all the class IX social science textbooks of CBSE and MBSE were taken up for the present study. There were five separate textbooks on social science in CBSE as prescribed by NCERT at class IX, namely – 'Democratic Politics- I'; 'India and the Contemporary World-I'; 'Contemporary India-I'; 'Economics' and 'Disaster Management'. And there was only one textbook on social science in MBSE namely: - Footprints-Our Past, Planet, and Society. However, the table of contents in the MBSE textbook contained five sections, namely – 'History: India and the Contemporary World', 'Geography: India-Land and the People', 'Political Science: Democratic Politics', 'Economics: Understanding Economics Development', and 'Disaster Management'.

Under category 2, all the secondary (Class X) students of CBSE and MBSE-affiliated schools in Mizoram were the target population for the present study. The total population of secondary school students (Class X) in Mizoram was 19,958

students in both CBSE and MBSE-affiliated schools during the academic session of 2020-2021 (*Official record of Directorate of School Education, Govt. of Mizoram*).

Sample and Sampling Techniques

As mentioned earlier, the present study comprises two types or categories of population, i.e. textbooks (qualitative) and students (quantitative). Therefore, under category 1, the researcher included all the class IX social science textbooks of CBSE and MBSE for the study, where only the text in the chapters of the textbooks was taken into consideration for content analysis with references to the selected ten categories of values.

To select the representative sample from secondary school students, a multistage sampling method was adopted. It would be worth mentioning here that during the proposal of the present study, there were only 8 districts (now 11 districts) in Mizoram. Accordingly, three districts namely- Aizawl, Lunglei and Lawngtlai districts out of 8 districts were randomly selected for data collection following a simple random sampling method in the first stage. Then, from those three selected districts a total number of 600 class X students' samples were taken from both CBSE (90 Students) and MBSE (510 students) affiliated schools following a disproportionate stratified random sampling method (Dawson, 2002; Daniel, 2012; Johnson & Christensen, 2014).

Tools used for data Collection

The researcher used content analysis as a technique for analysing the Social Science textbooks of CBSE and MBSE using qualitative and quantitative methods (Krippendorff, 2013; Neuendorf, 2017). The researcher prepared a coding frame based on the ten selected Values which constitute the related words, sentence meaning, theme and concept of the activities and images as a unit of analysis.

The researcher has also constructed and developed a tool, the Values Assessment Questionnaire (VAQ) which has been used for collecting the essential data from the students' samples of both MBSE and CBSE secondary schools in

Mizoram. The VAQ was prepared taking into account the ten selected values, namely- social values, democratic values, moral values, national and patriotic values, secular values, human values, physical health values, environmental values, economic values and aesthetic values.

Validity and Reliability of the tools Used

Construct validity was established for the conceptual analysis of the CBSE and MBSE social science textbooks by following the steps given by Carley (1992). For establishing reliability, the coding frame for content analysis of the CBSE and MBSE social science textbooks; and inter-rater reliability was conducted. Accordingly, a sample of 10 chapters from both CBSE and MBSE social science textbooks was given to three social science teachers from CBSE and three social science teachers from MBSE for content analysis of the textbooks.

The ICC was employed for establishing inter-rater reliability of content analysis of social science textbooks of CBSE and MBSE based on the selected cayegory of values. The Intraclass Correlation Coefficient for the content analysis of the CBSE social science textbooks was found to be 0.87, which signifies good reliability. At the same time, the good reliability was established for the content analysis of the social science textbook of MBSE, where the Intraclass Correlation Coefficient was 0.82. Therefore, good correlation was found in the coding of the texts in the selected chapters of both the social science textbooks of CBSE and MBSE which indicate good reliability in the content analysis of the social science textbooks of CBSE and MBSE.

To establish the validity of VAQ, a content validity approach was applied by the researcher. First of all, the draft tool was scrutinized by analyzing the feedback and suggestions received from the 12 experts.

In order to establish the reliability of VAQ, the researcher has employed the Test-Retest method of reliability. The result of the reliability co-efficient of the first and the second test on 100 secondary students with a time gap of two months was

found to have good correlation. The correlation co-efficient results obtained in all the selected dimension of values were ranging from 0.66 to 0.82 'r' values.

Procedures of Data Collection

The researcher collected the essential data from the students through online and personally visiting the schools for the present study. During the lockdown of educational institutions due to the COVID-19 pandemic. Initially, data was collected online from the students of Aizawl district using the questionnaire, prepared on Google form. After obtaining permission from the head of the institutions, the researcher provided the link to students' WhatsApp groups, where a short video of detailed instructions for answering the questionnaire was also shared with the students. After the lockdown was lifted and schools were allowed to open, the researcher collected the required data from the students of MBSE and CBSE schools by physically visiting the schools. With the approval of the permission from the head of the institutions, the questionnaire was administered to the students with the support of class teachers. It was assured to the head of the institutions, class teachers and the students that the collected data and information would be used for research purposes only.

ANALYSIS AND STATISTICAL TREATMENT OF DATA

For the present study, the researcher has used simple statistical techniques such as frequency and percentage for analysing the numerical data from content analysis of the social science textbooks and from students' samples. Mean, Standard Deviation, Product Moment Correlation, t-score, Sten-score, z-score and t-test were used to analyze the quantitative data received through VAQ. The researcher employed an independent sample *t*-test to determine the difference in the mean scores of different groups on the basis of variables of gender, locale and board of study with reference to the selected ten categories of values. The researcher has used Microsoft Excel and SPSS software version 26 to analyze the data and test the hypotheses.

MAJOR FINDINGS OF THE STUDY:

The major findings of the present study are presented under the following heads:

Findings related to the Value-oriented Content of Social Science Textbooks of CBSE

- A total of 4,990 words were identified related to ten selected values in the social science textbooks of CBSE.

- Among the ten selected values, the highest value-oriented content was found in the social science textbooks of CBSE related to environmental values, which was 24.45% of the total.

- The content related to aesthetic values constituted a remarkably low proportion, accounting for just 0.62% of the overall total.

- A total of 1,815 sentences were identified which corresponded to the meaning and concept of the ten selected values in the social science textbooks of CBSE.

- In CBSE social science textbooks, with reference to the sentences, the highest value-oriented contents were found to be related to environmental values, representing 22.20% of the total.

- Regarding the sentences, CBSE social science textbooks had the lowest value-oriented content and were found to be related to aesthetic values, representing only 0.55% of the total.

- A total of 116 activities were identified, and the meaning and theme were related to the ten selected values in the social science textbook of CBSE.

- The highest percentage of value-oriented activities was found to be related to democratic values, which comprised 25% of the total identified activities.

- The lowest value-oriented content with regards to activities found related to aesthetic values represented only 1.72 %, and no activity was found related to national and patriotic values.

- A total of 85 images related to the ten selected values in the social science textbooks of CBSE were identified.

- Concerning the images given in the CBSE social science textbooks, the highest value-oriented contents were found to be related to environmental values, representing 28.24% of the total identified images.

- The lowest value-oriented content with regard to images was found to be related to secular values, representing only 1.18 %, and no activity was found that was related to national and patriotic values.

Findings Related to the Value-oriented Content in Social Science Textbook of MBSE

- A total of 3,972 words were identified related to the ten selected values in the social science textbook of MBSE.

- Among the ten selected values, the highest number of words were found related to environmental values, representing 26.95% of the total identified words.

- The lowest value-oriented contents with regards to words as a unit of analysis were found to be related to secular values, which represent only 0.53% of the total.

- A total of 1,578 sentences were identified which corresponded to the meaning and concept of the ten selected values in the social science textbooks of MBSE.

- Among the ten selected values, the highest value-oriented content with reference to sentences were found to be related to economic values, which were 25.10% of the total identified sentences.

- The lowest value-oriented content with regard to sentences were found to be related to secular values, which were only 0.57% of the total.

- A total of 16 activities related to the ten selected values in the social science textbooks of MBSE were identified. Among the ten selected values, value-oriented activities were found to be related to environmental values, social values, and economic values only in the social science textbook of MBSE.

- The highest number of activities was found to be related to environmental values, which represent 81.25% of total activities and the lowest was found to be related to economic values, which represent 6.25% of total activities.

- A total of 34 images were identified that were related to the ten selected values in the social science textbook of MBSE.

- Among the ten selected values, the highest numbers of value-oriented images were found to be related to environmental values, which represented 44.12% of the total images.

- The lowest value-oriented content with regard to images was found to be related to democratic values, representing 8.82% of the total images identified.

- No images were found in the social science textbook of MBSE regarding moral values, secular values, human values, physical health values, and economic values.

Findings Related to the Comparative Analysis of CBSE and MBSE Social Science Textbooks based on Selected Category of Values

- CBSE social science textbooks had more value-oriented content than MBSE social science textbooks related to social values with regard to all the units of analysis (words, sentences, activities and images).

- CBSE social science textbooks had more democratic values content than the MBSE social science textbook, which relates to all the units of analysis (words, sentences, activities, and images).

- CBSE social science textbooks had more moral values content in comparison to the MBSE social science textbook, which relates to all the units of analysis (words, sentences, activities and images).

- CBSE social science textbooks had more national and patriotic values content than the MBSE social science textbook with regards to related words as the units of analysis.

- More value-oriented content was identified in the CBSE social science textbooks related to secular values compared to the MBSE social science

textbook relating to all the units of analysis (words, sentences, activities, and images).

- Compared to the MBSE social science textbook, the CBSE social science textbooks contained more value-oriented content related to human values across all units of analysis, including words, sentences, activities, and images.

- CBSE social science textbooks had more value-oriented content related to physical health values than the MBSE social science textbook, which took into account related words, activities, and images as units of analysis.

- CBSE social science textbooks contained more value-oriented content regarding environmental values compared to MBSE social science textbooks, which analyze words, sentences, activities, and images.

- More value-oriented content was identified in the CBSE social science textbooks related to economic values compared to the MBSE social science textbook with regard to related words, meaning, activities, and images as units of analysis.

- Value-oriented content related to aesthetic values was found more in the CBSE social science textbooks than in the MBSE social science textbook, taking into account related words, meanings, activities, and images as units of analysis.

Findings Related to the Ten Selected Values Acquired by the Secondary Students of Mizoram

- Out of the 600 secondary students, the majority of the secondary students (45.50%) had an average level of social values.

- The majority of the secondary students (45.83%) had an average level of democratic values.

- The majority of the secondary students (53.33%) had an average level of moral values.

- The majority of the secondary students (42.67%) had an average level of national and patriotic values.

- Out of the 600 secondary students, 40.83% of students had an average level of secular values.

- The majority of the secondary students (43.33%) had an average level of human values.

- The majority of the secondary students (39.50%) had an average level of physical health values.

- The majority of the secondary students (38.50%) had an average level of economic value.

- The majority of the secondary students (41.33%) had an average level of environmental values**.**

- The majority of the secondary school students, 230 (38.33%), had an average level of aesthetic values.

Findings Related to the Selected Values Acquired by the Secondary Students of CBSE

- The majority of the secondary students of CBSE (44.44%) had an average level of social value.

- The majority of the secondary students (48.89%) of CBSE had an average level of democratic values,

- The majority of the secondary students, 48 (53.33%), had an average level of moral values.

- The majority of the secondary students, 30 (33.33%), had an average level of national and patriotic values.

- The majority of the secondary students, 33 (36.67 %), had an average level of secular values.

- The majority of the secondary students, 36 (40%), had an average level of human values.

- The majority of the secondary students, 30 (33.33%), had an average level of physical health values.

- The majority of the secondary students, 37 (41.11%), had an average level of economic value.

- The majority of the secondary students, 36 (40%,) had acquired an average level of environmental values.
- The majority of the secondary students, 36 (40 %), had a low level of aesthetic values.

Findings Related to the Selected Values Acquired by the Secondary Students of MBSE.

- Out of 510 MBSE secondary students, 240 (47.06%) students had average social value**s.**
- The majority of the secondary students of MBSE 230 (45.10%) had average democratic values.
- The majority of the secondary students of MBSE 2071 (53.14%) had average moral values.
- the majority of the secondary students of MBSE 226 (44.31%) had an average national and patriotic values.
- The majority of the secondary students of MBSE 211 (41.37%) had an average level of secular values.
- The majority of the secondary students of MBSE 223 (43.73%) had average human values.
- The majority of the secondary students of MBSE 207 (40.59%) had average physical health values.
- The majority of the secondary students of MBSE 196 (38.43%) had average economic values.
- The majority of the secondary students of MBSE 214 (41.96%) had average level of environmental values.
- The majority of the secondary students of MBSE 206 (40.39%) had an average level of aesthetic values.

Findings Related to the Comparison between Male and Female Secondary Students in Reference to the Selected Values.

- No significant difference was found between the male and female secondary students in terms of social values.
- No significant difference was found between the male and female secondary students in terms of democratic values.
- No significant difference was found between the male and female secondary students in terms of moral values.
- A significant difference was found between male and female secondary students in terms of their national and patriotic values, where the male students had a higher level of national and patriotic values than the female students.
- No significant difference was found between the male and female secondary students in terms of secular values.
- No significant difference was found between the male and female secondary students in terms of human values.
- A significant difference was found between male and female secondary students in terms of physical health values, where the male students had a higher level of physical health values than the female students.
- No significant difference was found between the male and female secondary students in terms of economic values.
- No significant difference was found between the male and female secondary students in terms of environmental values.
- A significant difference was found between male and female secondary students in terms of aesthetic values, where the female students exhibited a higher level of aesthetic values than the male students.
- No significant difference was found between CBSE and MBSE secondary in terms of social values.
- No significant difference was found between the CBSE and MBSE secondary students in terms of democratic values.

- A significant difference was found between CBSE and MBSE secondary students in terms of moral values, where the MBSE students had a higher level of moral values than the CBSE 'students.

- No significant difference was found between CBSE and MBSE secondary students in terms of national and patriotic values.

- A significant difference was found between CBSE and MBSE secondary students in terms of secular values, where CBSE students had a higher level of secular values than the MBSE students.

- No significant difference was found between CBSE and MBSE secondary students in terms of human values.

- No significant difference was found between CBSE and MBSE secondary students in terms of physical health values.

- No significant difference was found between CBSE and MBSE secondary students in terms of economic values.

- No significant difference was found between the CBSE and MBSE secondary students in terms of environmental values.

- A significant difference was found between CBSE and MBSE secondary students in terms of aesthetic values, where MBSE students exhibited a higher level of aesthetic values than CBSE students.

Findings Related to the Comparison between Rural and Urban Secondary Students of MBSE in Reference to the Selected Values.

- No significant difference was found between the rural and urban secondary students in terms of social values.

- No significant difference was found between the rural and urban secondary students in terms of democratic values.

- No significant difference was found between the rural and urban secondary students in terms of moral values.

- No significant difference was found between the Rural and Urban secondary students in terms of national and patriotic values.

- No significant difference between the rural and urban secondary students in terms of secular values.

- A significant difference was found between rural and urban secondary students in terms of human values, where students from rural backgrounds had a higher level of human values than their urban counterparts.

- No significant difference between rural and urban secondary school students in terms of physical health values.

- A significant difference was found between rural and urban secondary students in terms of economic values, where students of urban areas had a higher level of economic values than students of rural areas.

- No significant difference between rural and urban secondary students in terms of environmental values.

- No significant difference between rural and urban secondary school students in terms of aesthetic values.

Suggestions for proper Incorporation of Value-oriented Content in the Social Science Textbooks of Secondary Education

1. The findings on the contents analysis of the social science textbooks of CBSE revealed the least value-oriented content on secular values and aesthetic values, considering all the units of analysis. A similar result was also found in the social science textbook of MBSE as well. Therefore, more content related to secular values and aesthetic values could be incorporated into the social science textbooks of CBSE and MBSE.

2. Thematic analysis of the social science textbooks of CBSE and MBSE based on the ten selected values showed favourable themes related to social values, democratic values, moral values, secular values, economic values and environmental values. However, there were limited themes related to national and patriotic values, human values, physical health values and aesthetic values in the social science textbooks of CBSE and MBSE. Thus, the inclusion of more themes related to national and patriotic values, human

values, physical health values and aesthetic values in the social science textbook of CBSE and MBSE would be essential,

3. It has been observed that the MBSE social science textbook had less value-oriented content compared to the CBSE one. Thus, more value-oriented content should be included in the MBSE social science textbooks.

4. Activities help the teachers to engage the students in the teaching-learning process in a more constructive way. Thus, for participatory learning and better value inculcation, more activities related to value-oriented content must be incorporated into the MBSE social science textbooks.

5. Images or visual presentations play a crucial role in catering to attention and better understanding related to certain topics. Therefore, it is suggested that value-oriented visual content should be included in social science textbooks of secondary education in general and MBSE social science textbooks in particular.

6. Storytelling and conversation-type presentation of content not only involve the teachers and the students in classroom interaction but also help to create a democratic classroom atmosphere. Conversation content was observed in the political science textbook of CBSE on pages numbers 2 and 9. Therefore, it is suggested that such content be incorporated into the social science textbook of secondary education, wherever possible.

7. Explicit and implicit value-oriented content can be found in the social science textbooks. However, sometimes, it is difficult for teachers and students to identify the implicit value-oriented content. Thus, value-oriented content should be incorporated more explicitly in the social science textbooks.

8. It is also suggested that value-oriented content in social science textbooks should be incorporated according to the recommendations of NCFSE 2023 and NEP 2020 regarding the inculcation of values in students.

DISCUSSION

The social science textbook is primarily concerned with the endeavour to inculcate values like socialism, secularism, nationalism, cooperation, a sense of

mutual welfare, international understanding, non-violence, peace, preservation, awareness and conservation of the environment. The purpose of this study was to analyse the social science textbooks of CBSE and MBSE and identify the available value-oriented contents related to the ten selected values. The study found a satisfactory amount of value-oriented content related to social values, democratic values, moral values, economic values and human values in the secondary social science textbooks of CBSE and MBSE. However, concerning secular values, aesthetics values, national and patriotic values and physical health values, the amount of content was found to be unsatisfactory.

Hence, it is essential to emphasise and incorporate more content related to secular values, aesthetic values, national and patriotic values, and physical health values in the secondary social science textbooks of CBSE and MBSE. The selection and organization of materials and contents into a meaningful social science curriculum are necessary (Soleymanpour & Kiadaliri, 2014), enabling the students to develop a critical understanding of the society and the nation and the adaptation of adequate values contents in the textbook through various activities, unit and syllabus, enabling teachers and students to get involved in the teaching-learning process (Rather, 2017; Gak, 2011).

The study also aimed to assess the values acquired by secondary students from CBSE and MBSE schools in Mizoram. The researcher conducted a comparative analysis of these students based on their gender, board of study, and location, considering ten selected values. The results showed that the secondary school students in Mizoram had an average level of values in all ten selected values. Similar findings were also reported by Sarmah (2014) on social, democratic, economic and aesthetic values; aesthetic and health values by (Mahato et al., 2021); and economic and aesthetic values by (Vanlalhmangaihi, 2020). However, the present study is inconsistent with the findings of Mahato et al. (2021), which reported a high level of democratic and social values in students of higher education and a low level of economic values. The present study is also in agreement with the study of Singh (2022), which found an average level of social, democratic, and health values among

undergraduate students. However, Singh (2022) found a low level of social values and a high level of aesthetic and economic values, which contradicts the present study.

In the present study, a comparative analysis was also done based on the gender of the student. In the Indian milieu, the treatment given by society, family, teachers, school, and parents, as well as the behaviour expected from the students, depends primarily on the gender of the students. When the acquired values of secondary school students were compared based on their gender,' no significant difference was found between male and female secondary school students in Mizoram in references to social values, democratic values, moral values, secular values, human values, physical health values, environmental values, and economic values. The findings of the present study are in agreement with the findings of Maqbool and Shrivastava (2014), Vanlalhmangaihi and Chuaungo (2020) and Vanlalhmangaihi (2022) related to social, democratic, economic and aesthetic values. However, contradictory findings were reported by Maqbool and Shrivastava (2014) and Sarmah (2014) related to social values and health values, where social values were higher among females than male youth of Jammu and Kashmir (Maqbool & Shrivastava, 2014) and health values was found higher among male than female (Vanlalhmangaihi & Chuaungo, 2020; Vanlalhmangaihi, 2022).

Although equality exists in Mizo society, there is no gender disparity in terms of participation in various local and national demonstrations. However, at the school level, the girls focus more on academic studies than participation in other activities compared to boys. So, it could be a reason that male secondary school students had a higher national and patriotic value than female students. At the same time, male students participate in various physical activities more than female students at the school level. So, with regard to physical health values, the male secondary school students had higher physical health values than the female students.

On the other hand, gender plays a significant role in the development of aesthetic values, where female secondary school students had higher aesthetic values than male students. Generally, girls take part in various aesthetic activities and are

more interested in various creative practices than boys. Therefore, it was predictable that female secondary school students had higher aesthetic values than male students.

The present study found no significant difference between CBSE and MBSE secondary students in Mizoram in terms of social values, democratic values, national and patriotic values, human values, physical health values, environmental values, and economic values. However, a significant difference was found in terms of moral values, secular values, and aesthetic values, where CBSE secondary school students had a higher level of secular values than the MBSE students, and MBSE secondary school students had a higher level of moral values and aesthetic values than the CBSE counterparts. Having higher secular values indicates more tolerant and welcoming behaviour for people of other religious and cultural backgrounds. In the CBSE schools, diversified students and teachers coming from various places and religious backgrounds could contribute to the better inculcation of secular values among the students.

The geographical background of a student influences the development of values. Students from urban backgrounds have different opportunities than those from rural backgrounds. However, students from urban backgrounds also have been exposed to complex social interactions that might have influenced their attitudes and values development. In the present study, comparative analysis was done between the rural and urban secondary school students of Mizoram. The study revealed that there was no significant difference between the secondary school students in Mizoram in terms of social values, democratic values, moral values, national and patriotic values, secular values, physical health values, environmental values, and aesthetic values. However, a significant difference was found in terms of human and economic values, where urban secondary school students had a higher level of economic values than the MBSE students, and rural secondary school students had a higher level of human values than urban students. Students from urban backgrounds usually belong to economically sound families and have aspirations for money and a materialistic lifestyle. This could be the reason for the higher level of economic values among urban secondary school students.

CONCLUSION

Textbooks play a crucial role in the development of positive attitudes and values among students. The present study revealed that value-oriented content in the MBSE social science textbooks was less than that of CBSE social science textbooks. It has been observed that the number of activities and images related to value-oriented content was lacking in the MBSE social science textbook. It was also observed that the MBSE social science textbook was outdated with regard to various contents included in the textbook. Therefore, there is a need to review the MBSE social science textbook. It is essential to develop an appropriate curriculum in the education system to inculcate positive values, attitudes, and virtues in the students. Hence, the universal values suggested by NEP 2020 should also be considered by textbook developers while developing textbooks for students. Further, it is also important that the teachers be able to identify and understand the hidden values in particular contents and find innovative methods and approaches to inculcate the desirable values in the students. It is also important to mention here that values could be inculcated in the students through various subjects apart from social science, as emphasized by NCERT (2012).

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. A teacher is the most important person in transmitting the curriculum and inculcating the intended values incorporated in the textbooks. So, the present study will have implications for the teachers of secondary schools.
2. The present study will have implications for the family, society, and other socio-religious organisations.
3. The present study will also have implications for textbook developers and textbook publishers for school education.
4. The present will also have implications for curriculum planners and policymakers at various levels of education.

LIMITATIONS

1. The researcher intended to collect the required data from secondary school students in Mizoram by personally visiting the schools. However, due to the COVID-19 pandemic, some data was collected online by administering the questionnaire using Google Forms.

2. The required data was also to be collected from the secondary school students of Mizoram at the beginning of the academic session. However, at the beginning of the academic session, the schools were closed due to the COVID-19 pandemic. So, the data were collected in the last quarter of the academic session.

SUGGESTIONS FOR FURTHER RESEARCH

1. Studies on content analysis of social science textbooks at different levels of school education can be conducted with regard to value education embedded in textbooks.

2. Studies may be conducted on comparative analysis of textbooks of other subjects from different boards of studies.

3. The acquired values of students studying at different levels of education can be assessed in future research.

4. A comparative study can be undertaken to assess values among youth of different religions and states.

5. Studies related to the comprehensive inclusion of the various agents or stakeholders influencing the inculcation of values in the students can be undertaken.

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