Value Orientation in the Curriculum of Social Science and Quality Classroom Teaching in Secondary School

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Values are at the core of every sphere of life but deterioration of the values in the society is a crucial problem which can be solved only through education. Being a teacher of Social Science, the presenter of this paper experienced that the curriculum of Social Science has a great potential for value orientation and quality classroom teaching in the secondary schools. Hence, the investigator decided to look into the critical study of 'Value Orientation in Curriculum of Social Science and quality Classroom Teaching in Secondary School' and tried to the status of value orientation in the students of B.Ed. college. The objectives of the study are: 1.To identify whether moral, social, cultural, civic, personal and aesthetic values are inherent in the content of secondary school social science curriculum. 2.To find out whether the student-teachers are able to identify and define various values that are hidden in the content and to follow activities suitable to develop values through their subject.3.To investigate whether the objective of value orientation and quality classroom teaching is fulfilled by teaching social science in secondary schools. The major findings of the study are: 1.The content of secondary school social science curriculum is abundantly rich in all categories of values. 2. The Value Identification Ability of student-teachers of social science is up to 69% which is even below three-fourth of the expected level. 3. The Value Definition Ability of student-teachers of social science is up to 76% which also shows a gap of one fourth than the expected level. 4. The student-teachers are not following any appropriate teaching activities to develop values in their students. In the light of the above findings, the conclusion is that the content aof the curriculum is potent enough to develop values but the student-teachers do not have enough potentiality to identify, define and transact them in the classroom teaching. Thus they do not have enough value orientation in the curriculum of Social Science. As a result of this, they cannot transact them in their classroom teaching.

1. Introduction

Values are at the core of every sphere of life but deterioration of the values in the society is a crucial problem which can be solved only through education. Being a teacher of Social Science, the presenter of this paper experienced that the curriculum of Social Science has a great potential for value orientation and quality classroom teaching in the secondary schools. Hence, the investigator decided to look into the critical study of 'Value Orientation in Curriculum of Social Science and quality Classroom Teaching in Secondary School' and tried to the status of value orientation in the students of B.Ed. College.

2. Variables

The variables treated in the study are: Effectiveness of social science curriculum with the sub variables:

1.Potential of the curriculum for value orientation
2.Student-teachers' potential to identify and define values in the curriculum
3.Student-teachers' ability to transect the curriculum

3. Objectives

The study had the following objectives
  1. To identify whether moral, social, cultural, civic, personal and aesthetic values are

inherent in the content of secondary school social science curriculum.

2. To find out whether the student-teachers are able to identify and define various values that are hidden in the content and to follow activities suitable to develop values through their subject.

3. To investigate whether the objective of value orientation and quality classroom teaching is fulfilled by teaching social science in secondary schools.

4. Sample for the study

The sample contained 21 student-teachers of Mahila B.Ed. College in Unjha.

5. Technique and tools used in the study

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

1. Content Analysis
2. Value Identification Test in Social Science
3. Value Definition Test for Teachers
4. Data Sheet on Teaching Activities in Social Science
5. Checklist on Learning Activities in Social Science

6. Techniques of Analysis Used

After finding out the percentages of various data, qualitative criticism was attempted.

7. Major Findings

The major findings of the study are presented below in the sequential order of the objectives.

1.The Content Analysis proved beyond doubt that each unit of text books of History and Civics, Geography and Economics of VIII, IX and X standards is remarkably rich with various categories of values. The investigator identified altogether 69 values which can be grouped under different categories such as Moral, Social, Cultural, Civic, Personal and Aesthetic values. Out of these 16 are Moral values (nine universal, seven individualistic) 13 are Social values (seven community values and six neighbourly values), 10 are Cultural values, eight are Civic values, 18 are Personal values

(nine self based values and nine values for civilized life) and four are Aesthetic values.

Apart from the 62 values identified as per the frame of reference of 'Eighty-three values' listed by the NCERT, seven other values also have been identified and listed out. They are Co-existence, Preservation of natural environment, Interdependence, Scientific thinking, Orderliness, Appreciation of good and Appreciation of beauty.

In short, the result of the content analysis reveals that the secondary school Social Science content as a whole is a rich repertoire of various categories of values which if transacted properly, is capable of developing all these values in the students up to an appreciable level.

2.Student-teachers' potential to identify values was not found to be sound. They are not fully able to identify various values that are hidden in the content of the curriculum. The mean percentage on scores of Value Identification for Student-Teacher is 69 only. A shortage of 31% is seen unattained. In other words their level of value identification ability was even below three-fourth. The attainment of teachers in value identification ability under various categories also, is more or less the same, except in the case of Aesthetic values (Mean percentage is 91%).

3.In Value Definition Ability the student-teachers' attainment remained unsatisfactory. The mean percentage on scores of Value Definition Test for Teachers (76%) shows a remarkable gap. The unattained percentage (24%) i.e., nearly one fourth of the expected level (100%) is not a negligible gap. In the Definition Ability of Values under various categories also the teachers exhibited more or less the same attainment except in the case of Aesthetic Values. For Aesthetic Values they show highest defining ability (Mean percentage is 84%).

The percentage of teachers who used Ideal level of activity for teaching Social Science content towards the development of values is very low. In the Data Sheet on Teaching Activities in Social Science except in four set of items, the percentage of teachers using ideal activity is

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zero. In three items, out of this four, only one student-teacher used ideal activity and for one item 12 student-teaches used ideal activity. All the 21student-teachers used only low level of activities for 22 items (out of 25) while they transact those given content. It is an indication of their poor ability to transact the content for developing values. In short it can be concluded that the student-teachers' ability in using/at least suggesting suitable activities so as to develop values in students is pathetically low.

8. Major Findings
1. The content of secondary school social science curriculum is abundantly rich in all categories of values.
2. The Value Identification Ability of student-teachers of social science is up to 69% which is even below three-fourth of the expected level.
3. The Value Definition Ability of student-teachers of social science is up to 76% which also shows a gap of one fourth than the expected level.
4. The student-teachers are not following any appropriate teaching activities to develop values in their students.

9. Conclusion
In the light of the above findings, the conclusion is that the content of the curriculum is potent enough to develop values but the student-teachers do not have enough potentiality to identify, define and transact them in the classroom teaching. Thus they do not have enough value orientation in the curriculum of Social Science. As a result of this, they cannot transact them in their classroom teaching.

10. Educational Implications
The present study shows that in the curriculum of Social Science in secondary school, the great number of values is found. Value education is not a separate subject in the school so values should be incorporated while curriculum traction of Social Science in the classroom. During pre service teacher education programme, there should be emphasis on the value orientation in the curriculum of secondary and higher secondary education.

Its success depends largely upon the enthusiasm and commitment of teacher-educators. If the student-teachers are able to identify and define values that are hidden in the Social Science curriculum in a satisfactory way, they will be able to bear the responsibility of quality classroom teaching. It is unfortunate and dangerous that the teaching of Social Science has become just intellectual exercises. The findings of this study should open the eyes of student-teachers, teachers as well as teacher-educators and policy makers.

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