



Values for Harmony and Peace in the Curriculum of Social Science

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Abstract:

The whole world is at the verge of third world war, violence and selfishness prevails everywhere. In the time of military power being at the highest priority of every nation, the need of harmony and peace in the world as propagated by one of the four pillars of Delore commission of UNESCO is all the most focused concern of the humanity. 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 of harmony and peace in the secondary schools. Hence, the investigator decided to look into the critical study of 'Values for Harmony and Peace in the Curriculum of Social Science' The objective of the study is to identify whether the values for harmony and peace are inherent in the content of secondary school social science curriculum.. The researcher found that the content of secondary school social science curriculum is abundantly rich in all categories of values that is to say, moral, social, cultural, civic, personal and aesthetic values for harmony and peace. In the light of the above findings, the conclusion is that the content of the curriculum is potent enough to develop values so the teachers should have enough potentiality to identify, define and transact them in the classroom teaching. If they have enough value orientation in the curriculum of Social Science, they will be able to transact them in their classroom teaching.

1. Introduction

The whole world is at the verge of third world war, violence and selfishness prevails everywhere. In the time of military power being

at the highest priority of every nation, the need of harmony and peace in the world as propagated by one of the four pillars of Delore commission of UNESCO is all the most focused concern of the humanity. 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 of harmony and peace in the secondary schools. Hence, the investigator decided to look into the critical study of 'VALUES FOR HARMONY AND PEACE IN THE CURRICULUM OF SOCIAL SCIENCE'

2. Objectives

The study had the following objectives

1. To identify whether the values for harmony and peace are inherent in the content of secondary school social science curriculum.
2. To identify whether the values for harmony and peace are inherent in the content of secondary school social science curriculum in the categories of moral, social, cultural, civic, personal and aesthetic values.

3. Research Methodology

The researcher had adopted critical analysis of the curriculum of Social Science of secondary school.

3.1 Samples for the Study

The curriculum of Gujarat State for Standards VIII,IX and X had been taken for the content analysis. Techniques and Tools Used in the Study. The investigator employed qualitative techniques to analyze the content:

1. Documentary observation

2. Content Analysis in respect to the selected categories of the values for harmony and peace

3.2 Techniques of Analysis Used

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

4. Findings of the study

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

1. The Content Analysis proved beyond doubt that each unit of text books of History and Civics, Geography and Economics of VIII, IX and X standards is remarkably rich with various categories of values. 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.

5. Major Findings

1. The content of secondary school social science curriculum is abundantly rich in the values for harmony and peace. They are inherent in the content of secondary school social science curriculum in the categories of moral, social, cultural, civic, personal and aesthetic values.

6. Conclusion

In the light of the above findings, the conclusion is that the content of the curriculum is potent

enough to develop values so the teachers should have enough potentiality to identify, define and transact them in the classroom teaching. If they have enough value orientation in the curriculum of Social Science, they will be able to transact them in their classroom teaching.

7. Educational Implications of the study

The present study shows that in the curriculum of Social Science in secondary school, the great number of values for harmony and peace 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 creating harmony and peace among the students.

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