CHAPTER - 3

REVIEW OF RELATED RESEARCHES CONDUCTED IN PAST

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CHAPTER - 3
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1.0 INTRODUCTION

Review of related literature is necessary before starting any procedure of study. Such review can be done in context to two things: (1) The theoretical reviews and (2) Reviews of related researches.

H. G. Desai says about the importance of review of related literature, “The review of related literature is needed for development of problem and insight of research design. Such review should be in detail. Here only the researches are not noted but the evaluation of those studies also should be presented. The guidance available from past researches is useful to make the study more systematic and successful.”

In this way, review of related past researches is extremely necessary for any new study. Such study provides guidance about the problem. It can keep the investigator free from limitations of the research and she can add some innovative in her study.

In this chapter the abstracts of researches held in the past, their reviews and the uniqueness of this study are presented.

2.0 ABSTRACTS OF RELATED PAST RESEARCHES

The investigator had included the following four points of content while studying the related literature and researches.
1. The researches related to the National Integration
2. The researches related to International Understanding
3. The researches related to the Human Rights
4. The researches related to other values

Total 21 researches were studied. The abstracts of those researches are stated here.

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2.1 THE ABSTRACTS OF RESEARCHES RELATED TO THE NATIONAL INTEGRATION

Some researches related to the national integration were studied. They are stated below.


The investigation attempted to study the socio-psychological background of adolescent children of West Bengal Himalayan region for purposes of national integration in relation to co-curricular participation.

The sample consisted of 1000 adolescent school going students of Nepali Bhatia and Lepta tribes reading in the hill towns of Darjeeling district. A group of 140 children, selected out of the said population, were processed though a planned physical education programme following group processing technique for a period of two continuous school sessions. A schedule was used to get pre-programme participation scores. After two years programme participation the schedule was administered once again to collect post programme participation scores of these children. A multiphase inventory consisting of 168 questions with a five-point alternative answer scale was constructed in Nepali language after Darnley and McNamara’s Minnesota Personality scale. The study revealed that (i) the children belonged to middle socio-economic class and were found educationally backward, with religious communal feeling and not rigid inter-tribal group relations; (ii) they were found low in morale and fairly communal due to thwarted social need, flexible in the aspects of emotion and temperament and with out any cognizable amount of economic frustration; (iii) the efficacy of group processing technique was proved in physical education class in building up a better

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Psychological structure for social and personal adjustment in the formative ages, fourteen to sixteen years, for these tribal children; and (iv) the group processing technique spoke in favor of the regular participation, and effect towards forming a cohesive and cooperative group.

NCERT, Teacher’s Views on National integration, 1969-70, Data Processing and Educational Survey Unit, NLE, New Delhi, 1972.

The ingestion aimed at studying the teachers, awareness of the problem of national integration, reasons for existence of the problem as viewed by the teachers and solutions to be suggested for promotion of national integration.

The study was conducted on teachers working in all secondary schools of a rural community development block, five percent of schools within the municipal limits of grade III and grade IV towns, and from five percent secondary schools within the municipal limits of grade I or grade II elites. Teachers of five percent secondary schools of Kanpur and Bangalore were included for studying the special pro-balms of highly industrialized cities. The data were collected through one questionnaire for the headmaster, and another questionnaire and an interview schedule for teacher. The interviews were conducted on a limited simple of twenty percent of the sampled teachers. The sub simple amounted to 1,500. The data for the headmaster and the teachers were analyzed separately.

The study revealed that (i) more than sixty percent teachers were not aware of the existence of national integration council; (ii) some of

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the respondents considered the political parties as agencies for national integration and further this awareness was influenced by regional biases; (iii) the respondents felt that the reasons for national disintegration were cultural back-ground (54.2 percent), religious organizations (41.8 percent), and political parties (81.2 percent); (iv) nearly eighty one percent of the respondents held that the communal disturbances created national disintegration; (v) according to majority (60.4 percent) reorganization of states on linguistic basis had not helped in promoting national integration; (vi) the regional imbalances would lead to national disintegration; (vii) labor class had been said to be the worst victim of communal disturbances; (viii) reservation of sears for scheduled castes, scheduled tribes and backward classes in educational institutions had also been suggested to be the reason for national disintegration and (ix) although the communal disturbance was the reason for national disintegration, ban on religious preaching and conversion as a solution had not been agreed upon by teachers.


The study attempted to formulate a concept of national integration. The sample consisted of thirty expert educationists in the departments of philosophy sociology, languages and faculty of education of Omani University Hyderabad. On the basis of various definitions of national integration given by different thinkers, an opinionative was constructed. The aspects were stated under the subheadings of knowledge, understanding, attitude, interest and values. The attitude scale was of three points; essential, necessary and not necessary. The chi – square test was employed to analyze the data.

The findings of the study were; (i) Elements from the knowledge subheading which were found to be significant were physical features, mineral resources, other natural resources, industries, trade and commerce, social customs of the people, social development, rituals followed by different people, important festivals, the political history of different parts of the country, the national movement of the country, great leaders in different fields, great writing of the country, great poets of the country (ii) Elements from the understanding subheading which were found to be significant were understanding of national heritage, techniques of grouping concept of patriotism, secularism, inter-cultural understanding amongst, believer subcultures, ideals of democratic pluralism, social, economic and political justice, liberty of thought, expression etc. (iii) Elements from the attitude subheading which were found to be significant were brotherhood amongst people, coexistence with subcultures, tolerance of different languages, religions and cultures, respect for dignity of man, open-mindedness, dependence among different regional standards. Incision of democratic method and outlook and respect for equality of opportunity for all. (iv) From the interest subheading such elements as interest about subcultures were found to be significant. (v) Cultural values and democratic values were found to be significant from the subheading, values.


To study his views on issues such as the language problem, national integration, youth problems, and educational expenditure.

Education for national integration was necessary to strengthen the roots of secular democracy. Education for international understanding was required to broaden the vision of students. Students and youths should prepare themselves for the responsible citizenship of tomorrow.

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Tagore’s acceptance of education as a tool of developing national integration and international understanding was quite consistent with the modern thoughts on education.


The study was intended to analyze the history textbooks prescribed for Standards VIII, IX and X in Kerala to assess the extent to which they promoted national integration.

The textbooks were analyzed to identify instances which would hinder promotion of national integration classified under obscurantism, communalism and regionalism and instances which would promote national integration.

It was found that while instances of obscurant’s communalism and regionalism were rare, the content of the textbooks was not consciously intended to promote national integration.

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AHMED, M.A. (1985) Placement of Education of minorities in secular India and its Role in National Integration with special Reference to the Muslims in India, Ph.D., Edu., Osm.U.,

The objectives of the study were (i) to examine whether or not the minorities felt that preferential rights given to them in the Constitution had adequately helped them to conserve their religious culture, language, etc., (ii) to find out whether the Muslim minority based on faith irrespective of geographical boundaries was ready to accept nationhood (iii) to study the views of a cross-section of the Muslim minority about secular democracy and national integration and (iv) to compare and contrast the religious education of Muslims with attainment of national integration.

The study was an explanatory one following the theoretical method. It was based on library information concerning various records like census dates voting patterns, voting behavior records, etc. To support this information was also gathered through observation and unscheduled interviews of 500 subjects from different walks of life but connected with education of the minorities. There were ten types of people who were interviewed on the topic of minorities role in national integration: (i) members of Muslim minority institutions following their own syllabi, (ii) members of Muslim minority institutions following government syllabi, (iii) Muslim minority members getting government aid for their institution, (iv) members of institutions following state syllabi (v) members of madrasas imparting religious education, (vi) members of medical and engineering colleges, (vii) non-resident Indian trustees of

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minority institutions, (viii) members of linguistic minorities other than the Muslim community, (ix) dignitaries from the Muslim Community and (x) ladies of the Muslim community serving in colleges or universities.

The findings of the study were: 1. Muslims accounted for 11.21 per cent of population of the country and came next the Hindus. 2. The assumption that more facilities for minority education would provide better education was not supported. 3. The rights to culture and educational self – determination created hurdles in the making of a strong nation. 4. A national education programme was not possible without the assimilation of minorities in the national mainstream. 5. Any uniform All India Education Policy was bound to prove disastrous for the rich diversified cultural heritage. 6. Muslims had shown a stronger affinity for religion then for anything else. 7. Secularism and national integration were correlated in the pluralistic society of India. 8. Education was considered the only potent tool to achieve national integration as unity in diversity. 9. National integration was possible through peaceful coexistence and mutual trust between the majority and minority communities.


A. K. Sing, the strength and weakness of India in depended on her vernacular, moral, cultural and religious majority or diversity. This state of affair is also responsible for disputes and partition. A. K. Sing himself is not satisfied with his conclusion that there is no any scientific planning or social policy which can guide the intercrop relations. The improvement is necessary and it is a part of social process.

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Objectives Of The Study:

1. To construct national integration awareness scale
2. To examine the effect of sex on awareness of students towards national integration.
3. To examine the effect of standard on awareness of students towards national integration.
4. To examine the effect of social status on awareness of students towards national integration.
5. To examine the effect of area on awareness of students towards national integration.

Total 602 students studying in Std. XI and XII in Gujarati Medium higher secondary school of Junagarh city in academic year 2000-2001 were included in the sample.

An awareness scale was constructed using Linocut method for the tool.

The Conclusions of the Study

1. The awareness between boys and girls studying in higher secondary schools of Junagarh city towards national integration was found equal.
2. The awareness between students of Std. XI and XII studying in higher secondary schools of Junagarh city towards national integration was found equal.
3. The awareness between students of open and reserved category studying in higher secondary schools of Junagarh city towards national integration was found equal.

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4. The awareness between urban and rural students studying in higher secondary schools of Junagarh city towards national integration was found equal.

2.2 THE ABSTRACTS OF RESEARCHES RELATED TO THE INTERNATIONAL UNDERSTANDING

The abstracts of past researches related to International understanding.

DEOPURKAR, R.T.(1964)\textsuperscript{11} The Evolution of the Philosophy of Education in modern India,Ph.D.Edu. MSU.

The method of teaching consisted in only removing the obstacle to knowledge, since supernaturalism believed that no one can teach anybody. Internationalism in education aimed at international understanding and creating a synthesis of life and culture of all nations.

An international understanding could be achieved by becoming a dispassionate student of international problems, without having any pride or prejudice against any nation or religion or ethnic group.


The study sought to investigate into the contribution of Tagore to education for international understanding in historical perspective. Harmonious and integrated development of the individual personality on one hand, and the criterion of a cooperative society with fellow feeling, love, mutual understanding and appreciation as the fundamental values on the other, are possible only when a well planned system of education begins to function with the above ends in view. Deeply disturbed at heart by the devastating prospects of world wars, Tagore came forward to root


out war in the minds of men through a complete programme of educational activities at his Santiniketan which as he visualized, ultimately developed into an international university. The present study traced, as a background, the development of international understanding from the ancient to the modern days focusing on both the oriental and occidental landmarks in the fields of education. The concept of internationalism in the field of education is a modern development gaining ground through the bitter experiences that mankind had to face from the evils of a perverted kind of nationalism. Education for international understanding is the educational stream of the greater force which is known as international cooperation.

The study led to the following conclusions. What Tagore did in Santiniketan and Viswa Bharati in a limited way was attempted by the UNESCO after more than two decades in a greater compass. Significant bridges of understanding can be constructed between man and man only in an atmosphere of mutual understanding and appreciation can help the realization of a cooperative society. Santiniketan is a bold attempt towards creation of world peace. Development of personality is not complete aesthetic and the spiritual aspects of the nature of man must also be cultivated through a planned educational programme. Tagore’s emphasis on the development of the aesthetic and spiritual nature of man through his educational scheme is a distinct contribution to the field of education. The ideal human unity can be realized best and most successfully through educational activity. Hence the establishment of centers like Santiniketan for cultural cooperation is a pressing need of the hour.

ABBASI,(1980) A.N.M.S., The Educational Thoughts of Jawaharlal Nehru, Ph.D., Edu., Guj., Uni.,

To study his views on issues such as the language problem national integration, youth problems and educational expenditure.

Education for national integration was necessary to strengthen the roots of secular democracy. Education for international understanding was required to broaden the vision of students. Students and youths should prepare themselves for the responsible citizenship of tomorrow.


Tagore’s acceptance of education as a tool of developing national integration and international understanding was quite consistent with the modern thoughts on education.

KALAVATIDEVI, (1982)\(^{15}\) Thoughts of some Indian thinkers during the Post Renaissance Period, Ph.D., Edu., Avadh U.

After tracing the historical background of the present system of education in India, the researcher critically examined the educational thoughts of Pandit Jawaharlal Nehru, Zakir Hussin, Radhakrishnan and Acharya Vinoba Bhave. The study was based on the original writings and speeches of the four thinkers and the researcher tried to synthesize their views and examine them critically.

The system of education based on Vinoba Bhave’s thinking could lead to peace on our society and the development of international understanding.


2.3 THE ABSTRACTS OF PAST RESEARCHES RELATED TO THE HUMAN RIGHTS

The researches related to the Human Rights were studied. But this types of studies are not found.

2.4 THE ABSTRACTS OF PAST RESEARCHES RELATED TO OTHER VALUES

In the present research, the study of concerned researches was undertaken in context of other values, which is as under.


The study investigated the development of values cross-section ally with the following objectives: (i) to inquire into some of the factors and processes involved in the development of values and (ii) to examine the extent to which different factors contributed to the development of values and the processes in which they worked from stage to stage in the growth and development of adolescents.

The sample consisted of equal number of boys and girls of grades VII (12+ ), IX (14+ ) and XI (16+ ) from the families of different socio economic strata of Barrack pore subdivision in the district of 24-Parganas, West Bengal. The hypotheses tested were : (i) the standard of values of adolescents was lower than expected and the development of the value system was positively related to the process of socialization,(ii) values developed with the advancement of age/grade, (iii) significant sex differences existed in the adolescent values but not in the process of socialization, (iv) the values of adolescents were positively related to the socio-economic status of parents, (v) social intelligence was significantly related to the development of values,(vi) the value system was related to sound mental health, and (vii) parents, teachers, peer groups and conscience were the source of influence in the development of values.

The data were collect with the help of a situation based questionnaire for

the measurement of values, a social intelligence test, picture projection
test and a questionnaire-average rating by teacher, all developed by the
author. Other techniques and tools used were Kuppuswamy’s S.E.S.
Scale, Basu’s Neurotic Inventory (F-test), De’s Value Test, Ghosh’s
Good Citizenship Inventory, Barrater Personality Inventory (short from),
the psychometric technique, and an intelligence test by B.E.P.R. Calcutta.
The covariance design was used for study involving two independent
variables (age and sex) and three covariates (the independent variables
the effects of which were controlled) viz., socio-economic status, social
intelligence and mental health. Mean, standard deviation, contingency
coefficient, correlation coefficients, chi-square, t-test, F-test, etc. were
used in the analysis.

The major finding were : (i) The standard of adolescent values
(tolerance, cooperation, obedience, religious devotion, honesty ad
altruism) was lower than expected and the development of the value
system was positively related to the process of socialization. (ii) Values
developed with the advancement of age/grade.(iii) In the development of
values the most influential processes of socialization were rationalization
and appreciation, imitation/identification and suggestion came next, and
the process of alienation had no significant relation with grade/age.
(iv) Boys and girls differed significantly in their values but not in the
process of socialization. (v) Cooperation and honesty had significant
negative correlation withes while tolerance, obedience, religious devotion
and altruism had no significant relation, (vi) Social intelligence had
significant positive relation with devotion (vii) The value system of
adolescent students had significant positives correlation with sound
mental health except in the case of religious devotion. (viii) The influence
of parents, teachers, seniors and peer groups gradually decreased with the
advancement of grade/age. (ix) The role of conscience increased with
age/grade.
H. H. Raval (1985)\textsuperscript{17} A study of Educational Ideals as Depicted in Buddhist philosophy.

Objectives Of The Study:

1. To examine the philosophical, cognitive and value related philosophical beliefs of Buddhism and its relation to education.
2. To study the educational ideals by Lord Buddha
3. To clear the educational ideas from philosophy of lord Buddha

The investigator had studied the original literature of philosophy of Lord Buddha which is edited and translated by followers of Lord Buddha and in Pali, Sanskrit, English and other Indian languages under the primary sources. Under secondary sources the books on preaches and philosophy of Lord Buddha and magazines had been studied.

Conclusions Of The Study

1. Spiritual and moral values were found in majority among all the values.
2. Values were arranged in priority order. The sequence was like this spiritual, moral, physical, social, educational, intellectual, economical, political, biological, cultural and aesthetic.
3. According to philosophy of Lord Buddha, moral values are included in better life.

E. R. Barot (1986)\textsuperscript{18} the values included in Textbook of Gujarati subject of Std.8, 9 and 10.

Objectives Of The Study

1. To study the concept and the types of the values.
2. To analyze and the values included in Textbook of Gujarati subject of Std.8, 9 and 10 and make suggestions to Board of School text books and teachers.

\textsuperscript{17} H.H.RAVAL,, A study of Educational Ideals as Depicted in Buddhistie philosophy.(1985),in M.B.Buch (Ed.) Third survey of Research in Education. (p.69), New Delhi: NCERT, 1985.

\textsuperscript{18} E.R. Barot, Std. 8,9 and 10 Gujarati Pathyapustakmathi Falit Thata Mulyo, Shodh Nibandh, Vallabhbh Vidyanagar, Sardar Patel University, (1986).
Research Method
The Content analysis method was used.

Conclusions Of The Study
1. Social and religious values are in majority in the Gujarati subject Textbook of Std.8, 9 and 10.
2. Less importance is given to moral, economical and scientific values in Gujarati subject Textbook of Std.8,9 and 10 and values of democratic equality and tolerance are not found at all.


The Objectives Of The Study Were:
(1) To assess the need for value education in India today (2) To analyses Vivekananda’s viewpoints concerning ‘Value Education’ in the context of the modern global value crisis and cry for morality.

The Findings Of The Study Were:
(1) There is a vital and urgent need for value education at all levels of schooling in India today. There is a vital and urgent need for value education at all levels of schooling in India today.(2) Throughout his speeches and writings concerning education, Vivekananda’ emphasis is on the inculcation of specific external values like love, self–realization, brotherhood, service, responsibility, sympathy, non–violence, dutifulness, tolerance, freedom, courage, self–reliance, dignity of labor, honesty, truth and fearlessness.

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Objectives of the Study:

1. To study the various value references in the text books of Gujarati subject of 8, 9 and 10.
2. To construct the programme of teaching the selected values like humanity, nationality, spirit, love to nature and receiving others feelings by traditional teaching model to develop recognition and value decision.
3. To construct the programme of teaching the selected values like humanity, nationality spirit, love to nature and receiving others feelings by value teaching model to develop recognition and value decision.
4. To examine the effectiveness of value testing model and traditional teaching model for selected five values.

Conclusions of the Study

1. Opinions about value reference for content of textbook of std-8 were got from experts. 15 value references were recognized out of 54 lessons by experts.
2. 16 value references were found out in 56 lessons of Textbook of Std.9.
3. 17 value references were found out in 65 lessons of Textbook of Std.10.

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The Values were like this


Both the model had proved proper but value testing model was found more effective than traditional teaching model for some values to develop reorganization of values and value decision.


Objectives of The Study
1. To study the value reference of various values included in the Textbook of Gujarati subject of Std. 7
2. To know the value reorganization of students about selected values.
3. To be familiar with the value clarification programme to develop the value reorganization of selected values.
4. To examine the effectiveness of teaching programme to develop the value reorganization of selected values.

Conclusions of The Study
1. Expert opinions had been got about value reference in Textbook of Std. 7. Eleven references were found for total 29 lessons. They were (1) Love to God (2) Tolerance (3) Truth (4) Nationality (5) Nature love (6) Love of Mother (7) Humanity (8) Service to people (9) Scientific vision (10) Hard work (11) Forgiveness

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2. The effectiveness of value testing model was examined on reorganization of values like humanity and nature love on selected students of Std.7. After teaching by value testing model, the more students had selected the values of humanity and nature love.

**S. R. Shah (2007)**²² A study of values included in Textbook of Gujarati (First language) of Std. X

**Objectives of The Study**

1. To classify the values like individual, spiritual, moral, social, national and global values included in Textbook of Gujarati (First language) of Std. X

The teachers teaching Gujarati subject in std-X in Gujarati medium secondary schools situated within the area of Ahmedabad Municipal Corporation were included in population as well as in the sample. Total 150 teachers from 130 schools were selected using multi stage sampling method.

**Tools:** Self constructed value inventory

**Method of the study:** A survey method was used

**Technique of analysis:** Percentile technique

**Conclusions of the Study:**

1. The value of Frankness was found in 59.53% teachers
2. With a view point of spiritual values, the value of faith and joining to god was found 43% in ‘Ditto Sangath’ lesson – 10.
3. With a view point of moral values, the value of acceptance of reality was found 64.99% in lesson – 11.
4. With a view point of global values, the aesthetic value was found 50.92% in lesson – 25 ‘Sulpaneshwar’.

3.0 REVIEW OF RELATED RESEARCHES BASED ON THEIR ABSTRACTS

Total 21 researches were selected. They were classified into four types. The detail is as under.

1. Abstracts of researches held on national integration
2. Abstracts of researches held on international understanding
3. Abstracts of researches held on the Human Rights
4. Abstracts of researches held on other values

Total nine abstracts were selected which were related to National integration. The researchers were Boss (1963), NCERT (1972), Basu (1979), Abbasi (1980), Ray (1981), Karim (1982), Ahmed (1985), Singh (1985), and Sagarka (2001). Eight researches were conducted at Ph. D. level and one was at M.Ed. level. Those researches had been held between duration of 1963 and 2001.

Total five research abstracts were selected which were related to international understanding. The researches were Depurkar (1964), De (1972), Abbasi (1960), Ray (1981), Kalavati Devi (1982). All the researches were conducted at Ph.D. level and were held during the period of 1964 to 1982. The researches related to Human Rights were not found.

Total seven abstracts were found related to other values. The researchers were Roy (1980), Raval (1985), Barot (1986), Abhyankar (1987), Joshi (2002), Chaudhari (2006) and Shah (2007). Four for Ph.D. level, two for M.Ed. and one for M.Phil level abstracts were studied. The researches were held during the period of 1980 to 2007.

The investigator had studied the conclusions of researches on national integration. The main points were noted here. (Boss-1963) Positive attitude was found for national integration. (NCERT-1972) Awareness towards national integration was found among teachers who were connected to political group or religious sect. (Basu-1979) The concept of understanding national heritage and dedication to nation was
found. (Abbasi-1980) It was seen in the philosophy of Jawaharlal Nehru that the teaching of national integration was necessary to strengthen roots of democracy. (Ray-1981) It was seen in the philosophy of Tagore that the development of national integration as the means of education is related to modern thoughts. (Karim-1982) The content of history is not enough to cultivate national integration consciously among students. (Ahmed-1985) The education only is an effective means to bring unity in variety. (Singh-1985) Singh was not satisfied with his conclusions that there is not such policy in India that can guide the inter group relations. (Sagrka-2001) The awareness among the students of Junagarh city was found equal.

The investigator had also studied those conclusions of researches related to international understanding. The main points are noted here. (Deopurkar-1964) International understanding can be created by behaving neutrally towards the international problems. (De-1972) According to Tagore Shantiniketan was a fearless effort to create peace over the world. (Abbasi-1980) The teaching of international understanding was needed to widen the vision of students (Ray-1981). According to Rabindranath Tagore, the effort for development of international understanding was closed related to the modern thoughts. (Kalavatidevi-1982) According to Vinoba Bhave, the teaching method can crate peace in society and increase the international understanding.

Some conclusions were derived from the abstracts of researches related to other values. (Roy-1980) The activities of development of values were positively connected to process of socialization. (Raval-1985) The majority of spiritual and moral values were found in educational ideals of Buddhism (Abhyankar-1987), According to philosophy of Vivekananda, the teaching of values is necessary in every school of India immediately. (Joshi - 2002) Both traditional Model and value testing were proved effective as the teaching methods.
(Chaudhari-2006) After teaching with the help of the models, the values of humanity and nature love were selected by more students. (Shah-2007) Frankness was seen in teachers. Spiritual, moral, global and aesthetic values are found in the textbooks.

4.0 UNIQUENESS OF PRESENT STUDY

Many researches had been conducted on value education in the past. Some separate researches on examining consciousness and thought for national integration and international understanding were also found but any research related to Human Right was not found at all. Means no research was found at Ph.D. level which includes the studies of all these three values. So the investigator had tried to select this untouched subject considering as an important problem at Ph.D. level.

In the past researches, the studies on various values references in textbook were found out. The past researches had tried to know the educational philosophies of Rabindranth Tagore, Vinoba Bhave, and Jawaharlal Nehru, but no one had studied the three values like national integration, international understanding and human rights included in all the lessons of text books of Gujarati subject std, 8, 9 and 10.

Less qualitative researches were found in the past. This is a qualitative study and investigator has used content analysis method to make it more qualitative in nature.