CHAPTER - 1
INTRODUCTION

1.1 Context of the Study

The development of the individual and progress of the nation, mainly depend upon the educational system of the country. As education is intimately related to all aspects of life, it is the responsibility on the part of the adult members of the society to shape the development of the coming generation in accordance with the ideals of life. Modern psychology asserts that the total personality of the individual is reacting in every life situation, and education should, therefore address itself to the total development of the personality. Dewey¹ (1916), points out that ‘education is not merely a preparation for life but “life” itself’. Therefore the educational institutions should resemble as far as possible, the bigger social world of the child. The problems that are dealt within schools should be intimately related to the problems of society.
1.2 Education and personality development

Murphy Paula Erlandson² [1983] says that “Lack of knowledge about human beings is not a trivial but a major threat to life.”

Lack of knowledge about personality is perhaps the central core of issue that is most relevant for us today, the issue of understanding what human beings can become under a new set of social arrangements. The personality is a subject of universal interest, mysteries and misunderstandings. There are few aspects of personality, which need serious consideration and they can be examined as follows. How one person is unique and different from another? The methods and ways of acquiring personality, the aspect of inheritance and training through education, the influencing external factors, and the personal factors, the source of motivation, such as past experiences, future goals etc, the role of a central motive and different sub motives in determining the personality, the influence of the social unit in shaping the personality, the role of the unconscious, in motivating the human actions etc. Different theories, for the explanation of the above all, from their own perspectives shall be dealt, later on.
1.3 Role of education

In most circumstances, environmental factors, play a critical role in enabling people to reach the potential capabilities, made possible by genetic background, hence the significance of the educational processes with which the individual is accustomed, during his so plastic younger age. The Purdue opinion panel\(^3\) (1974) examined the personality traits of identical twins, who were raised apart from each other, providing opportunity to determine the influence of genetic factors, on personality. They had proved that, so many factors of personality are having relatively strong environmental bonds.

1.4 Nature-Nurture issue

Woznick and Fischer\(^4\) (1993) points out that the developmental psychologists take an interactionist position on the nature- nurture issue, suggesting that a combination of hereditary and environmental factors, influence development. The challenge faced by the developmental psychologists is to identify the specific kind, and relative strength of each of these influences on the individual.
1.5 Role of values in development of personality

Bandura, A.\(^5\) (1974) stressed that a mature person needs a unifying philosophy of life to make sense of his or her existence. An individual's philosophy and there by personality is founded upon values- basic convictions, about what is and is not of real importance to life. A person's efforts to find order and meaning to life is governed by values.

McClelland\(^6\) (1971) has found that, motives and values play a significant role in the process of development of the personality, predisposition to react on the basis of learned preferences are fundamental in human behaviour.

According to Warner\(^7\) (1982) values represent, basic convictions that a specific mode of conduct or end state of existence is personally or sexually preferable to opposite or converse mode of conduct or end state of existence.

The university education commission (1950) secondary education commission (1953), the committee on educational integration (1962) and Education commission (1966) referred to the problem of moral, social, and, spiritual education, in their reports, and made recommendations, thereon. The committee on religious and moral instruction (1959) exclusively dealt on the issue. More recently, the
working group to review teachers training programme in the light of the “need for value orientation” (1983) and National commission on teachers, (1984) addressed themselves, directly on the issue of value education, especially as it concerned the role of teachers. The National Council for Teacher Education (NCTE) also from time to time through its different, special subcommittees, strongly urged the need for value education. Barnett, J. H, and Kasson, M. J, (1987) is of the opinion that values represent, what is thought to be desirable and not what may be desired. They generally influence attitudes and behaviour. A significant portion of personal values are established in the early years of childhood and adolescence. But when exposed to other value systems, some may be altered, but not fundamentally replaced or rooted out.

Erosion of values in every walks of life has become the bane of India, and the ‘Transparency international’ has rated India, as one of the, most corrupt countries in the world (1999). Alexander, P.C.⁹, Governor of Maharashtra (2001) opined that it is the consciousness of the rights and wrongs, that makes a good citizen. Ethics and civics, should be made a part of all levels, of education, in the larger interests of the society and he stressed the significance of the higher secondary in that the 12th class should be made the cut off
point for seventy five percent of the jobs. He insisted that the degrees are to be delinked from jobs. He further observed that “The wave of globalization, privatization, and commercialized consumerism, is making matters further worse. Aggressive competitions are trampling all cherished values under foot, for the success of corporate multinational companies”.

However, the Indian thinkers like Swami Dayananda, Swami Vivekananda, Rabindranatha Tagore, Sri Aurobindo, Swami Sivananda, Dr. Radhakrishnan, Mahatma Gandhi, Jawaharlal Nehru, etal. have pointed out, the need for reintroduction of value education into the Indian system. These advices are gaining significance, in the evolved and aforesaid social scenario.

Radhakrishnan K.S., (1960) pointed out that Education is not limited to the imparting of information or training of skills, it has to give ‘the educated’, a proper sense of values.

Sree Prakasha Committee (1959) had observed that, the lack of moral, social, and spiritual values is apparently, “responsible for various unfortunate incidents of indiscipline, rioting, even murder, that have, taken place in students, and elder group, in various parts of the country.
This present human predicament, ends up in valuelessness, crisis of character, erosion of morality, and spirituality. The resultant dehumanization, threaten the very human existence. The need for value education, becomes all the more imperative. The total curriculum has to be remodelled, with value rich content, which would help future citizens.

Kohlberg\textsuperscript{10} (1968) observes that the traditional formal, moral education programmes have been largely ineffective and he suggests that a new approach is in order. He rejects the interpretations that moral behaviour is purely a matter of immediate situational forces and rewards that moral character is a matter of deep emotions fixed in earliest childhood, in the home and school. He describes age related sequential stages, through which children and adolescents presumably proceed, step by step, and he argues persuasively that, the concept of moral character is meaningful if moral character is conceived of as developmental rather than as a set of fixed traits of honesty. This stimulating analysis of problems of moral education is complemented with, pointers on how teachers might facilitate children's and adolescent's moral development.
Another aspect of personality, that determines moral conduct is the level of development of child's moral judgement, or moral concepts. Level of moral judgement is quite a different matter from the knowledge of and assent to conventional moral cliches.

Lewis, R.A., 11 (1978) says that “when moral and spiritual values were mentioned, one may feel whether, such values can be taught at all without, the support of one religion or other. Such thoughts are baseless, as these values are not, intrinsically related to any particular, religious doctrine. They are universal and as such apply to all irrespective of locality, Caste or Creed. Morality is often limited to, the domain of duties, while spiritualism is fundamentally a search of the knowledge of the highest, and the absolute, by direct experience and manifestations of this search in every mode of living, thinking, and acting. Thus moral, social and spiritual values are independent of any acts, rituals, or rites which are akin to any religious instruction”.

Leaders not only in the field of education, but also in other fields have tried to enhance the quality of life. Various kinds of remedies have been applied or tried but of late it has become the united voice of all that moral, social, and human values are the ultimate and the much needed remedy.
Sociology of education rightly emphasizes the point that the development of human personality, which is the most important function of education, should be thought in terms of value system of the particular society. In this sense, values are subjective and relative to the agent, time and place as opined by Seshadri\textsuperscript{12} (1992)

The multifacetedness of education is stressed by the UNESCO report entitled: "Education - learning to be"\textsuperscript{13} (1972) which conceives education as some thing that creates a complete man. In fact, the report states that, "The fundamental aim of education is intellectual, emotional, and ethical integration of the individual into a complete man.

Wilson\textsuperscript{14} (1972) says that, "all good education is in essence a process of developing the human personality, in all the dimensions, intellectual, physical, social, moral and spiritual. But for a variety of reasons, the effective dimensions of personality, has in recent times, been seriously neglected in our education. Education today has said to be degenerated into a process of information- transmission. When an attempt is made to develop values among children, the effective objectives of education should be focussed ie development of social, moral, and spiritual sides of human personality. Education has to integrate all the dimensions of an
individual's personality by development of human values, so that, man is happy, the society is civilized and the world is peaceful.

The Sriprakasha committee (1959) pointed out that "the present, human predicament, may be called as valuelessness, crisis of character, erosion of morality, spirituality, and the resultant dehumanization which threaten the very human existence. Now the need for value education becomes all the more imperative. The total curriculum has to be remoulded with value rich content, which would help our future citizens, who have the qualities to live and let live in this democratic setup and live up to the national expectation of equality, fraternity, and justice. This calls for the evolvement of value loaded curriculum, at various stages of education in the country."

Kothari education commission pointed out that, a serious defect in the school system is the absence of provisions in the syllabus for education in social, moral and spiritual values. A national system of education cannot afford to ignore this purposeful force.
Meaning of values

NCERT describes that “By value education we mean planned educational action aimed at, the development of proper attitudes, values, emotions and character in the learners. The phrase has very wide connotations and covers all aspects of personality development, i.e. intellectual, moral, social, aesthetic, and spiritual. Dimensions of value education should integrate with and enrich, the entire curriculum.”

It further adds that “Value education is a comprehensive process and it is an education for becoming. It spans the entire gamut of learning, developing, rational and critical thinking, education of the emotions, cultivation of imagination, strengthening of will and training of character.”

Adhya, G. L. (1992) says that, “Spiritual life is the true genius of India. Those who make the greatest appeal to the Indian mind are not military, conquerors, not the rich merchants, or the great diplomats but the holy sages, the rishis, who embody the spirituality at its finest and purest. Hence the spirituality of their kind should be instilled in every Indian mind at the school level through the curriculum.”

The “Country paper on quality education in a Global era,” presented at the 14th conference of common
wealth education ministers says that, "Value education, in education is a complicated task. It implies education in human values as well as value inculcation. Accordingly, the value orientation in education comprises, several elements like,

1) Curricular provision for value education,

2) Designing co curricular, activities for value education and inculcation,

3) Specific programmes on value education

4) Well designed instructional materials on value education.

1.6 Moral, social and spiritual values

Kothari education commission headed by, D. S. Kothari, made the following recommendations

1) The central, and state governments should adopt measures to introduce education in moral, social, and, spiritual values, in all institutions under their direct control in the lines recommended by, the university education commission.

2) The privately managed institutions, should also be expected to follow suit.
3) Apart from education in such values being made an integral part of school programmes, generally, some periods should be set apart in the time table for this purpose.

The main function of education is to inculcate moral, social, and spiritual values. Guiding principles in the past have been, the concerns expressed in the national policy on education19 (1986) with modifications undertaken in 1992.

Kothari commission report, in its forward, says that, "there is of course, one thing about which we feel no doubt or hesitation, education science based and in coherence with, Indian culture and values, can alone provide, the foundation as also the instrument for the nation's progress, security and welfare". "The real need is action. The poignancy of the situation and the grim times we are passing through, under score this, simple but vital fact".

The commission report adds that "Modernization does not mean least of all in our national situation, a refusal to recognize, the importance of or to inculcate necessary moral and spiritual values and self discipline. The future of our society will depend on the type of choice each individual makes. This would naturally depend upon, his motivation and sense of
values, for he might make choice, either with reference to his own personal satisfaction or in a spirit of service to the community, and to further the common good. The weakening of the social, moral and spiritual values in the younger generation is creating many serious social, ethical, conflict in western societies and there is already a desire among the great western thinkers, to balance the knowledge and skills, which science and technology bring, with values. The insights associated with ethics and religion will be, at it’s best. When a search is made for the knowledge of the self, of the meaning of life, of the relationship of man to other human beings and to the ultimate reality. It has therefore become necessary, and urgent to adopt active measures to give a value orientation to education”.

National policy on education20, (1986) pointed out that, “in our culturally plural society, education, should foster, universal and eternal values oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious, fanaticism, violence, superstition and fatalism.
1.7 Role of the curriculum

An adolescent develops and possess, his or her own fundamental value of life, and mental abilities. To search for and actualize such values, they begin to interact with people of all sorts, outside the home environment. Where they are more free to act and actualize the values. They realize that, they have a role in the adult world and their action will be on the basis of the inculcated values. The curriculum and school environment, have due role to play in his value formation and thus the development of personality. They are attempting to integrate themselves and their new insights of values into a society to find a niche for themselves that is socially morally and spiritually acceptable.

Thus we get that all good education is in essence, a process of developing the human personality, in all its dimensions intellectual, physical, social, moral and spiritual. But for a variety of reasons, the effective dimensions of personality, has in recent times, been seriously neglected in education. When an attempt is made, to develop values among children, the effective objectives of education should be focused i.e. development of social, moral, and spiritual sides of human personality. Educational curriculum must
include and should integrate all the dimensions of an individual's personality by development of human values so that man is happy, the society is civilized and the world is peaceful.

India's ancient education laid great emphasis on learning of essential values of life. The whole of Vedic education, centred round, what the pupil should do, and what he should not do. Even post Vedic literature like Ramayana, and Mahabharatha, and Geetha are full of values which people urged to learn through the process of education.

Due to the socio-cultural upheavals, caused by assaults of foreigners, technological advances and growing materialism during the past two thousand years, the people of India were deprived of the essence of India's ancient system of value education. It was in this background that, NPE21 (1986) stated that, "the growing concern over the erosion of essential values and an increasing cynicism, in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values"
Value development through curriculum

John Dewey\textsuperscript{22} (1961) advocated a rational way of leading values to children which emphasizes, providing with them factual knowledge of value issues through discussions, without telling what is right and what is wrong. Children also should draw conclusions about what is right and what is wrong using their own mind and reasoning. They should then be allowed to test these generalizations, by public criteria of rationality, rather than their own personal criteria. For carrying out these discussions and reasoning, children should be provided with raw material of "curricular value education".

Values can best be included through instrumentality of a number of subjects rather than, through any specific or special subject. An additional way of effective nurturing of values is by way of hidden curriculum, which may be defined as the informal and subtle ways in which the school mirrors and supports, existing social values. The punctuality of teachers, their dedication, sincerity, cleanliness, of compound, personality, of the school head, etc. influence the pupils.

The school curriculum was designed to enable the learner to acquire knowledge, to develop concepts, and
inculcate values commensurate, with the social, cultural, economic, and environmental realities, at the national and international levels. The social values aimed at were, friendliness, cooperativeness, compassion, self discipline, courage, love, social justice etc. Truth, righteous conduct, peace, love, and non-violence, were the core universal values, that, can become the foundation for building, the value based education programme as per, the recommendations of the S.B Chavan committee report submitted to, the Indian parliament on February 1999\textsuperscript{23}.

Rogers, I.S\textsuperscript{24} (1961) points out “there is little doubt that educational experiences, promote certain values and cast others outside. The school curriculum contains, a multitude of value judgements made by those who have developed it. Whether or not, schools should teach values is a meaningless question, because without value judgements schools could not exist. Each of the values comes into play in teaching. To accelerate value development the teacher-child, and child-child relationships in schools should be warm and friendly.
1.8 Discipline oriented curriculum Vs personality oriented curriculum

Rajput, J.S. (2000) director NCERT opined that orientation of discipline and international comparisons are important. Equally important are the soft sides of personality, deeper mission of schooling to inculcate in students, tolerance, understanding, fearlessness, social graces, creativity, sensitivity, courage, ability, to live together and ability to resolve problems. Curriculum cannot sacrifice, this soft side of the personality, at the altar of discipline orientation.

1.9 Significance of adolescence

In Erikson’s writings (1968) particular emphasis is on adolescence, because it is then that the transition between childhood and adulthood is made. What happens during this stage is of great significance for adult personality. Identity crisis and identity confusion, are the most familiar Erikson’s concepts. In Erikson’s words, anything, that grows has a ground plan and that out of this the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functioning whole.

Hall, G.S. (1904/1916) pointed out that, the major physical developmental changes, in human life is taking place
during adolescence, and it causes major psychological changes also. Hall is of opinion that, adolescence is a period of intense fluctuating emotions, from which young people may emerge morally stronger.

The essential aspect of the search for identity of the adolescence is the need to become independent of parents. An important path for this part of the search leads to the peer group.

Merry, Frieda, K. \(^{28}\) (1950) observes that the adolescents possess, more relativistic attitudes towards the law than children. He then alludes to several psychological models that should prove useful, in explaining changes and finally discusses the effects that the family, school, peer group, and mass media may have, on socialization of the youth.

Koffka \(^{29}\) (1950) observes that, moral behaviour is not purely a matter of immediate situational forces and rewards, and that, moral character is a matter of deep emotion fixed in childhood and adolescence.

Miller and Dollard \(^{30}\) (1960) confirms that, success in the school is the most sensitive barometer of the adolescent’s ability to cope with the demands of the society. School success has been found to be, highly a significant predictor of
success during the adolescent years. There are considerable
evidences that those adolescents who have the best relations,
with their parents are those who are most competent and
adequate in other ways. An adolescent’s social and emotional
development, cannot be separated from his or her personality
development. His emotional development is as important as
his intellectual development. Moreover they are intimately
related to each other. It is now accepted by most
educationists that a great majority of learning difficulties are
not due to intellectual limitations but due to emotional
problems. Skinner (1964) also assumes that, the learner’s
emotions are involved in all his activities at school.

Behavioural maladjustments are not very
uncommon and strange with people in an acute competitive
society. This is more so with the adolescent boys and girls who
are pre-disposed by Inner imbalances caused by physiological
and corresponding psychological changes.

Many administrators and counsellors have observed
that adolescents in our schools do not gain in their school
experience, the kind of training that permits them to succeed
as mature and fulfilled human beings, particularly in the area
of social, moral, and spiritual behaviour. The rising adolescent
suicide rate, drug abuse, alcoholism, crimes, immoral traffic
etc. are some of the current social issues that call the immediate, attention of, educationists and administrators.

Thus we get that, the story of development of human personality is the story of constant interaction between self (the inner reality) and environment (the outer reality). Up to adolescence the outer reality influences the inner reality, more. By the time one achieves psychological maturity, the inner reality, begins to influence the outer reality in equal share, if not more. In fact, psychological maturity goes hand in hand with physical maturity. The psychological maturity is a function of the assertion of the inner reality. It is therefore the adolescent period which is most crucial, for the development of inner reality or in sight, though this process, goes throughout life. It has been noted that, in large majority of people, the pattern of inner reality that, develops, upto the early twenties remains more or less stable, all throughout their life. One develops a life style in which he is secure. He begins to justify, that, very style of life and defends it with all his might. That is why in most cases, it becomes very difficult, to bring a change in one’s style of life after it has been established.
1.10 Statement of the problem and Significance of the study

The present study is searching the role of Central Board of Secondary Education Curriculum and personality Development of adolescents in Kerala, at the level of senior higher secondary classes. The study is entitled "The Central Board of Secondary Education Curriculum and Personality Development of Adolescence - A study of the role given to values in the C.B.S.E. Curriculum in Kerala.

Curriculum in education is the totality of the purposively planned experiences to which a student is exposed during his study. This is sure to provide him with a set of values, attitudes and ideologies, knowingly or unknowingly, all of which will be leading to a personality of his own. All actions there by, will be the reflection of this personality. The pattern of these actions constitute the style of the society which will be fundamentally influencing the culture and progress of the civilization. Central Board of Secondary Education provides the single largest coverage for the majority of Indian adolescents, both inland and abroad. For conveniently limiting the study, the State of Kerala is selected for the present investigation which had schools providing CBSE
curriculum under the Kendriya Vidyalaya Sanghathan, Independent schools and Navodaya Vidyalayas.

Many of the ancient thinkers like Plato, Aristotle, Socrates, Machiavelli and Cervantes in the renaissance period, Adam Smith, Freud, Karl Marx and John Stuart Mill in the last century had given a serious consideration of the human values, actions and personality. They also believed that, growth of every modern society depends on the personalities of human beings formed through its educational culture especially during the formation time of adolescence. Extensive researches in this area have also concluded that, growth differentials can mainly be explained in terms of characteristic differentials of human mind sets.

All expert committees on secondary education, and the National Policy on Education had stipulated that, the personality development of the students shall be achieved through a purposive syllabus. But so far none claim that, an effective faultless system for the positive inculcation of the moral, social, and spiritual values are evolved or put into practice. On the same hand, educational sociologists agree that the values and subsequent beliefs, are directly influencing the process of mental growth and personality development.
Transformation of an underdeveloped society into a developed one entails the transformation and modernisation of its human values, beliefs and styles. In a democratic system of society the personality and values of the citizens are of utmost significance. India being the largest democracy of the world, cannot afford to an erosion of values in the life of citizens, which will be directly affecting the nationality, policies, and the form of Government. If men themselves become lopsided, forget their totality, live chaotic lives, rootless with shallow and unjustified purposes, says Muscatine (1970); societies and nation will sink quietly and indiscriminately into the non-committed moral stupor. Pandit Nehru asked whether we combine progress of science and technology with the progress of mind and spirit also. The question is still gaining significance and our search is to find out the extent to which Central Board of Secondary Education Curriculum is equipped for the progress of mind and spirit, range of social, moral, and spiritual values are handled among the young CBSE final year students in Kerala.

Social structures are changing fast and the present nuclear families often deprive children of affection, cohesion and values. Working parents and their lack of interaction with other members of the close family, are also responsible for this
state. Values, usually with in the home, are now supposed to be the responsibility of the school system. Schools have, of course played a major role in value inculcation in the past, but the pressure on them in the future will be manifold, says, Rajput, J.S.33 (Director, NCERT, 2000). Positive changes should start from our class rooms and 'Kothari Commission Report' shall be quoted which says that the "destiny of our nation is shaped in our class rooms".

The primary goal of most the educational endeavours is to transfer information, not even knowledge, with the underlying assumption that scholastic scores in examinations are alone benefiting the students. The aspects of character formation and the non-scholastic skills are neglected. There are sufficient instances that the students are passing examinations with high score but fail in real life. Such individual failures are accumulated, ending up in the failure of the society and the nation. Inspite of the enquiry and identification of this problem, a solution is not so far found.

The developed nations are emphasizing on the 'formation' aspect of the taught, equally or more than that of the 'information' part. The informational needs may be compensated through machines in the computer age, but the formation aspect cannot be. Several civilizations were brought
down to ashes due to defects in the formation of human minds. Hence it seems more dangerous to gain information with lost formation. Though the C.B.S.E. had come to understand the significance of this unique context of education, the result is not yet satisfactory. This study investigates and analyses the curricular provision for the personality development of adolescents under C.B.S.E. Though the investigator had made a search through the past research reports, no serious empirical study on the relevant topic was found. Hence it was the demand of the situation to make a maiden study.

1.11 Limitations

It is presumed that the procedure adopted for the present study is adequate enough to throw sufficient light on the problem under investigation. Despite all precautions taken, to arrive at valid and reliable results, certain limitations have crept into the study the study, include the following.

I. Sample selection

The study was conducted on a sample of 203 teachers including principals and counsellors in the first phase. They were holding official responsibilities in higher secondary schools. The empirical study conducted with a rating scale.
included 511 students in second phase, with an almost equal break up of 268 girls and 243 boys. Personal interviews were conducted with all the 203 teachers during the first phase of the investigation. But personal interviews were not held during the second phase with 511 students due to the impracticability of the endeavour chiefly due to the time constraints.

II. Response

Not all the schools which were approached for the inclusion in the survey did give their consent. It can be accepted that refusals are likely in a survey of this type. The non response by a few might have caused slight deviations in the findings of this study.

Selection of variables

In the selection of variables and measuring instruments the investigator was forced to effect a compromise between validity and practicability. Among the many factors that might contribute to the personality development of adolescents, only certain variables could be included in the present study. Intervening variables like family climate of the students, influence of the media, political affiliations of the relatives, neighbourhood, etc, could not be
incorporated in the present study. Non-availability of the specific standardized measuring devices for the above aspects as well as the quantum of the work did not permit such an attempt.

However, all possible attempts were made to do the study as reliable and objective as possible. It is expected that, the results of the study would be a guideline for all those who are concerned with personality development of the adolescent students, especially those following the C.B.S.E. curriculum.

1.12 Format of the report:

The report is presented in eight chapters, the details of which are as follows.

Chapter I

It is the introduction and as noted above contains all the relevant sections of an introductory chapter, with a brief outline about the need, scope, and limitations of the study.

Chapter : II

It presents the major conclusions that have emerged from the review of the concept mainly personality development pertaining to the area under investigation. An earnest attempt
is made in this chapter to review the theories suggested by various authors to explain the development of human personality.

Chapter : III

It depicts the salient aspects of values in human life. A classification of human values is also included. A detailed account of development of values is given in a background of present day value system.

Chapter : IV

It describes adolescent culture and stages of adolescence. It also deals on the development of personality during adolescence and the formation of value systems among adolescence.

Chapter : V

This deals with the C.B.S.E. curriculum, it's significance, schools and international curriculum scenario, role of sequential curriculum, curricular policies and need for a value updated curriculum.
Chapter : VI

It describes the method of study, the sample and sampling procedure adopted, the instruments by which the data was collected, the procedure employed to collect data and the statistical techniques used in the study.

Chapter : VII

It deals with the statistically treated data followed by it’s analysis and interpretations.

Chapter : VIII

It summarises the study in retrospect. The implications of the study were discussed and suggestions were made for further researches in the field.

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22. op.cit.


33. Ibid.p.46.