



## A Study of the Values Imbibed in the Science Text books for Primary Level

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### Abstract:

*Value education is essential for development of a healthy and balanced society. A human desire always opts for building a better future and a happy and peaceful society. By building a happy and peaceful life and diverse culture we need to establish world recognized and eternal values by which the feeling of unity and integrity among fellow countrymen is awaked and religious blind beliefs, violence, superstitions and other evils can be removed. A student who inculcates physical and social values is the outcome of the life values of the society.*

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**Keyword:** *Inclusive Values, Primary Level, Science and Technology*

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### 1. Introduction

Schools are considered as an abode of culture. The task of valued building takes place at home, Society and School and the role of School is important in it. The arrant education system to uses on the knowledge about various subjects but no adequate attention is paid on character building and personality development of students. As a result the students remain deprived of our national moral and spiritual values on which our great cultural tradition is based. It is necessary of provide values education to students so that our student can live as a member of a society based on mutual co operation and selfless Love on one side science and technology are developing at a rapid space and on the other hand. We can hear cries of unsatisfaction and frustration around us and man is wandering in search of peace. A man wandering in the desire of external happiness is found wore and wore in greet. We should make our life more enriched and beautiful by specific contribution in whatever field we are involved.

### 2. Importance of the Study

The importance of the study is as follows:

1. A list of values included in the content of the Science textbooks of Standard 6, 7 and 8 will be obtained.
2. A list of various technologies for developing the values included in the Science textbook of Standard 6, 7 and 8 will be obtained.
3. The textbook Association prepares a handbook for teachers for teaching science subject for Standard 6, 7 and 8. While preparing this handbook the list of values included in the contact and the data of technical for it teaching method for value education can be presented.

### 3. Objectives of the Study

The following are the objectives of the Study:

To find out the values included in the content of the Science textbook o f Standard 6, 7 and 8.

To prepare a list of values involved in the content of the Science textbook of Standard 6, 7 and 8.

To prepare a list of activities for development of values involved in the content of Science textbook of Standard 6, 7 and 8.

#### **4. Definitions of Keywords**

##### **4.1 Inclusive Value**

The activities and methods suggested by teachers in the Science textbook at primary level and the behaviours established as an outcome of it is considered as value.

##### **4.2 Science and Technology Textbook**

A textbook of the subject of Science and Technology for Standard 6, 7 and 8 published by Gujarat State

##### **4.3 Textbook Association**

Primary schools having classes of Standard 6, 7 and 8 for the research of Primary level.

#### **5. Limitations of the Study**

The following are the limitations of the Study:

1. In this study the data were collected from the teachers of the Gujarati medium primary schools of rural and urban areas of Dehgam Taluka of Gandhinagar District having classes of Standard 6, 7 and 8.
2. In this study a list of values included in the content of the Science subject of Standard 6, 7 and 8 was obtained.
3. In this Study the suggested activities and suggestions given by the teachers for the development of values included in the Science subject of Standard 6, 7 and 8 were considered.

#### **6. Population and Sample**

In the population the data should be collected from the teachers of Science subject of Gujarati but the population being much wider the Schools of Dehgam taluka were only selected by stratified method. Thus the teachers of these Primary Schools teaching in Standard 6, 7 and 8 were included in the population of the study.

#### **7. Sample**

When population is very vast it bewares impossible to take visit of all subjects of the population which can become a superficial visit. Therefore if a representative sample is selected from a population the study can become more deep and meaningful. In this study the researcher had selected 500 teachers of Science Subject from primary schools of Dehgam Taluka of Gandhinagar district for this the schools were selected by stratified random sampling method from rural and urban areas and 500 teachers were selected who were teaching Standard 6, 7 and 8 in the selected schools.

#### **8. Research Tool**

Collection of data is necessary to test the objectives of a research and researchers use various tools to obtain data for their researches. The researcher was required to prepare a list of data about values which can be discussed while teaching each chapter of the Science textbook of Standard 6, 7 and 8. To obtain this data from the teachers, an example of each of the Science textbook of Standard 6, 7 and 8 was given in the data sheet. The investigator has constructed a data self made data sheet to obtain data from the teachers.

#### **9. Data Analysis Method**

In a research work a researchers can obtain two types of data. Sometime a researcher obtains data in the form of scores and classified the data. The data obtained in this form is called qualitative data. However the data are in the form of words or sentences which are called qualitative data. This research has a negligible use of Statistical calculation. The number of the respondent teachers is shown in percentages.

### 10. Findings of the research

The following are the findings after the experimental testing of the first part of the research. The list of values in student in the content of Science subject of Standard 6, 7 and 8 was obtained and the list of techniques for their development Was also obtained.

The types of values in the Science content of Standard 6, 7 and 8 were Found out such as spiritual values, moral values, national values, global Values, economic values, social values, natural values, cultural values etc.

1. The science contents of Standard 6, Standard 7 and Standard 8 respectively have 23, 15 and 20 spiritual values and the activities for their development. The Science contents of Standard 6, Standard 7 and Standard 8 respectively have 81, 43 and 35 moral values and the activities for their development.
2. The Science contents of Standard 6, Standard 7 and Standard 8 respectively have 12, 7 and 13 global values and the activities for their development.
3. The Science contents of Standard 6, Standard 7 and Standard 8 respectively have 47 and 67 social values and the activities for their development.
4. The Science contents of Standard 6, Standard 7 and Standard 8 respectively have 20, 21 and 23 national values and the activities of their development.
5. The Science contents of Standard 6, Standard 7 and Standard 8 respectively have 4, 3 and 5 economic values and the activities of their development.
6. The Science contents of Standard 6, Standard 7 and Standard 8 respectively have 10, 12 and 16 natural values and the activities for their development.
7. The Science contents of Standard 6, Standard 7 and Standard 8 respectively have 4, 5 and 4 natural values and the activities for their development.

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