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Inculcation of Value Education for Teachers and Students: A Need of the Hour

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प्रस्तुत आलेख में लेखक द्वय शिक्षक एवं छात्रों में मूल्य शिक्षा संवर्द्धन को समय की मांग बता रहे हैं। इस शोध में शोधार्थियों ने हिमाचल प्रदेश विश्वविद्यालय शिमला के 20 छात्रों एवं 20 शिक्षकों पर किये गए अध्ययन से यह निष्कर्ष निकाला कि शिक्षिकाएं सामाजिक, धार्मिक एवं सामाजिक मूल्यों के प्रति शिक्षकों की तुलना में अधिक जागरुक हैं। छात्रों का झुकाव प्रजातांत्रिक एवं सामाजिक मूल्यों के प्रति है एवं छात्राएं आध्यात्मिक मूल्यों के पक्ष में हैं यद्यपि मूल्यों के आधार पर शिक्षक एवं छात्रों मे कोई सार्थक अन्तर नहीं है। इस अध्ययन हेतु यादृच्छिक प्रतिचयन विधि के माध्यम से न्यादर्श का चयन किया गया। सांख्यिकीय विश्लेषण के लिए मध्यमान , मानक विचलन एवं 'टी' टेस्ट को अपनाया गया।

1. Introduction

Value can't be learnt but it should be caught.

Education for values under pins the understanding that values are to be inculcated in both teacher and students not just for their own interest but also for the common good reflecting the balance between individual's interest . The aim of holistic or harmonious development of teachers and students can be located in education for values. India is a multi-lingual, multi-religious, multi-cultural county of the world. In this county basically Himachal Pradesh is located in the Northern Part of it. In Himachal Pradesh basically in Shimla in their College and University stages the concept of values among students and teachers gradually decline now a day. The present project work has done which is encompassing the area of H.P. University campus Shimla. This work gives the justification for analytical study of values and its application in College and university environment among teachers and students.

The Education Commission (1964-66) professed, "the destiny of India is how being shaped in her classrooms". National curriculum frame work NCFTE, 2009 elaborates the context, concerns and vision under scoring that teacher relationship and development in both sector. It is the prime motto of this project work to inculcate value education & its survey among teachers and students of H.P. University campus of Shimla in inclusion point of view. In this context teacher is known as a reflective Practioner & facilitator for learning and imparting value and ethics among the mind of child. Value education strategies, with in classroom and in

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natural environment, give students both a place and a language for expressing feeling and reflecting on their relationships to self and others and on their responsibilities as global citizens. When parents work with their children on real life environmental projects, significant drive, authentic learning and tangible community building ensues. There are some basic values for school children will be taken as the consideration i.e. Independence, happiness, humor, honesty, fairness, courage, initiative, friendship, trustworthiness, tolerance etc.

1.1 Concept of Value Education:

Value Education as it is generally refers to a wide spectrum of learning and activities ranging from training in physical health, mental hygiene, appropriate social behaviour, civics rights, and duties to aesthetic and even religious training. Moral development of a child is done automatically in the school life. Value can be classifies in different ways under different categories. For example, they can be either intrinsic or instrumental depending on whether they are desires for their own sake or are meant to be means to achieve something. Value like truthfulness, happiness, spirituality and knowledge are intrinsic while desire for money and power is an instrumental value. Value can also be classified as moral and aesthetic. The National Policy on Education has laid considerable emphasis on value education by high lighting the need to make education a powerful tool for cultivation of social and moral values one of the challenges before a modern teacher is how to make values education and interesting to the modern youth. The present day youth and school and college students with all potential and good will to learn seem to concentrate on all other academic subjects except value education.

The present project work is based on five core values for college and University students and teachers of Shimla of Himachal Pradesh. The study focused on the key dimensions for mapping values context in H.P. University Campus.

This work will reflects the directive landmarks of NCF, 2005 concern education for peace. Education for peace seeks to nurture ethical development, inculcating values, attitudes and skills required for living in harmony with one self, with others including nature. The project work will be the key attempt to prevent and identify the distortion of values among college and University students and teachers in Shimla. It points out the need for college and universities to come up with new ways of educating students and the role of value education in meeting the challenges of the present times core values concern at College and University stages. Values can be imparted among college students through co-curricular activities in College and

University level. Character building is the major concept of Education or training that will be fruitful through value education.The National Policy on Education (1986) expressed concern over "the erosion of essential values is increasing in society". It advocated turning education in to a "forceful tool for the cultivation of social and moral values". Education should "foster universal and external values, oriented towards the unity and integration of our people. The Programme of Action of 1992 tried to integrate the various components of value education in to the curriculum at all stages of school education including the secondary stage. The changes in attitudes, values and practices of teachers are reflected in their relationships, communication style, classroom/ pedagogical practices, attitudes towards work, students, and their relationships with their principal, colleagues, parents, staff etc. It is important to first assess these changes taking place in own self - attitudes, values and skills and in their own communication skills, classroom practices, attitudes and values towards work and students.

2. Rationale of the Project Study:

Education is the powerful means to inculcate values among students and teachers in Colleges and Universities. There are so many factors are influenced to declining values in Colleges and Universities i.e. globalization, Materialism, Consumerism, Commercialization of education , Climatic changes, Human virus, Terrorism, Individual Life style, misuse of Science of Technology, Pessimism, Sense of Negativism etc. But it is only way to enhance value education among colleges and Universities students and teachers they will save our culture and future generation as a whole human society. There are some frontline questions are emerged the mind of the Investigator for which he has chosen this problem as a research project, such as :

- People talk much on values but do not follow them.
- People want to earn money at any cost to make their life lavish.
- People run behind the power.
- People do not have a clear philosophy towards life.
- People do not follow the norms of interpersonal relationships determined by the society.
- People don't have faith in each other.
- People resolve their personal difficulties. They are not bothered about others.

- People are going away from natural life due to competition.

2.1 Can Values be taught?

For including values many experts in the field suggested different ideas, some of them are cited here :

- Provision of value based education.
- Designing value based curriculum.
- Designing special orientation programme for teachers.
- Values based foundation courses.
- Publication of literature based on values.
- Necessity to development code of conduct for teachers and students.
- Inculcation of philosophical view toward life among teachers and students.

With considering the above statements it is a great issue to study about value and how it is fostering among College and Universities students and teachers of Shimla area in Himachal Pradesh. At College and University stages there are some targets and goals for imparting value Education such as:

- To arouse in children certain elementary sensitivity towards environment.
- To help in learning through playing freely with natural materials like clay, sand, flowers and plants.
- To help them learning through movement and sound by singing and dancing.
- To impart the child with basic core of facts about India's cultural heritage through folk songs, local historical monuments etc.
- To create a feeling of love for India's natural and cultural heritage.
- To nurture in children an aesthetic approach based on perception of beauty, emotion and passions.
- Encouraging the students to interact with local artists, writers, cultural organization.
- To organize regional & state level competitions.

1. Objectives of the Study:

The present project work has done with following objectives such as:

1. To study the cause and effect of decline value among College and University students and teachers.

2. To Investigate various activities relating to Value Education
3. To discover the attitude of parents and teacher towards fostering life values in College and University environment.
4. To know about the reality of H. P. University Campus atmosphere for inculcation of values.
5. To mobilize the local students and teacher for fostering values.
6. To study Value Education among College and University teachers and students.
7. To prepare a value based module for College and University teachers and students.
8. To assess the work for establishing good moral values in H. P. University campus, Shimla.

2. Hypotheses:

The present project work the researcher has formulated following Null Hypotheses such as:

1. There is no significant difference in between Male teachers and Female teachers in value Education.
2. There is no significant difference in between Male Students and Female students in value Education.
3. There is no significant difference in between teachers and students in pursuing value Education.

5. Methodology:

The present project work is based on Descriptive survey. Self made tools in the form of questionnaire in an evaluative form are prepared by the researcher for data collection. The researcher used Descriptive survey methods for study different values among both teachers and students

6. Sample:

Sample is the representative unit of the whole population or universe. Sampling is a technique to draw the sample from the population.The researcher has drawn 20 University and College teachers and 20 students from H.P. University, Shimla as the sample of the study of Himachal Pradesh. The researcher used simple random sampling technique with lottery method for drawing the sample. Sample table

shows the exact number of students and teachers in the description.

The description has given as follows:

Table No. 1

Sample	Gender Wise		Total No. of Sample
	Male	Female	
1. Teachers	10	10	20
2. Students	10	10	20
Total	**20**	**20**	**40**

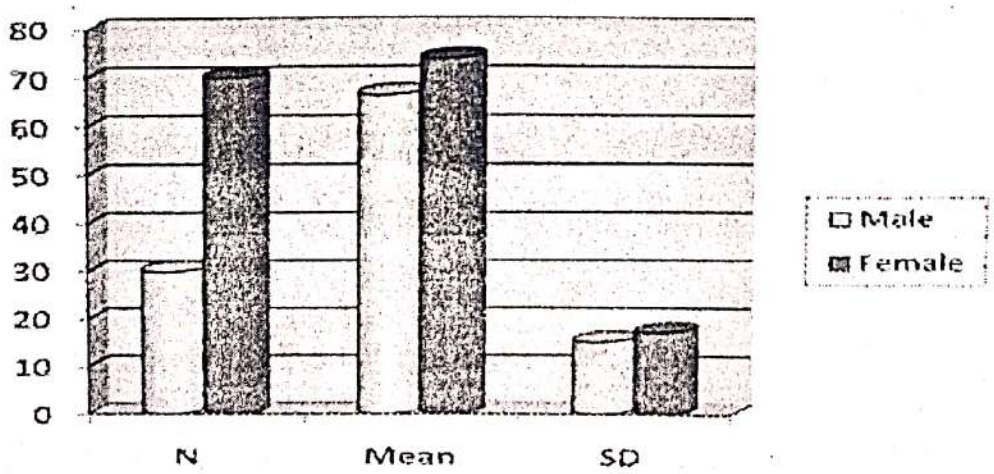
7. Analysis of Data and Interpretation of Results:

Ho1 There is no significant difference in between Male teachers and Female teachers in Value Education.

Table No. 2
Gender-wise Values Comparison of Male Teachers and Female Teachers

Gender	N	Mean	SD	SE_D	't' Value	Level of Significance
Male	10	75.68	15.51	1.71	3.245	Significant** at both level 0.05 & 0.01
Female	10	70.13	14.15			

** significant at 99% confidence level.



From the above description

df= N1 + N2 - 2= 18 't' table value 't' calculated value

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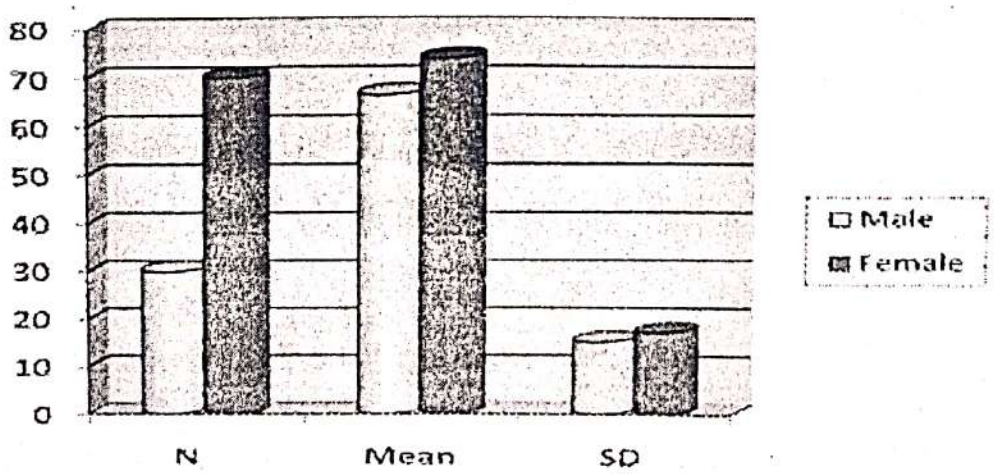


From the above description

df= N1 + N2 - 2= 18 't' table value 't' calculated value

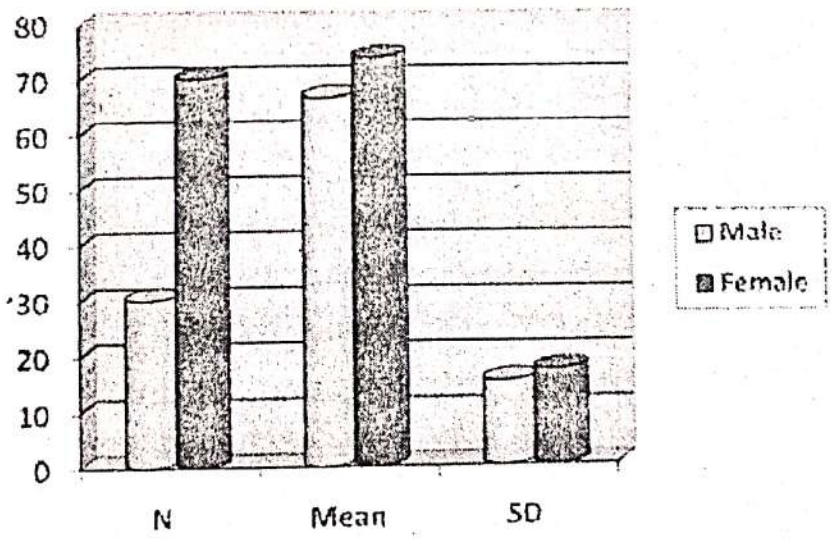
Thus, H0 (null hypothesis) is significant and rejected at both confidence levels i.e. 0.01 (99%) and 0.05 (95%). The researcher found the conclusion that, there is highly significant difference between Male teachers and Female teachers irrespective of value Education. It can be concluded that, Female teachers have more social, religious and family prestige values than male teachers in H.P. University, Shimla.

Ho2 There is no significant difference in between Male Studentsand Female Students in Value Education.

Table No. 3
Gender wise Values comparison between Male Students and Female Students

Gender	N	Mean	SD	SE_D	't' Value	Level of Significance
Male	10	66.46	15.18	3.45	**2.14**	Significant at 0.05 Level*
Female	10	73.84	17.21			

* Significant at only 95% confidence level.



From the above description

df = N1 + N2 - 2 = 18 't' table value [0.01 = 2.63, 0.05 = 1.98]

It is revealed from the above that 't' table value 2.63 't' calculated value 2.14 in 0.01 in the critical ratio of 99% confidence level, but 't' table value 1.98 't' calculated value 2.14 in 0.05 critical ratio of 95% confidence level. So the research found that, the null hypothesis is rejected only at 0.05(*) level of significance

(95%). The researcher found that, there are some differences between male students and female students in Values Education. Again it is concluded that, male students have good democratic and social values where as female students have good aesthetic and religious values in H.P. University, Shimla.

Ho3 There is no significant difference in between teachers and students in pursuing value Education.

Table No. 4

Teachers and Students wise Values Comparison

Sample	N	Mean	SD	SE_D	't' Value	Level of Significance
Teachers	20	81.92	9.24	4.16	**1.62**	N.S. at both level 0.01 & 0.05
Students	20	75.18	15.71			

From the above description

df=N1 + N2 - 2=38

't' table value 't' calculated value

Level 0.05 2.03
Level 0.01 2.72 > **1.62**

Thus, the H0 (null hypothesis) is not significant and not rejected at both levels. So, the null hypothesis is accepted at both levels. The researcher concluded that, there is no significant difference between Teachers and Students in comparison of Values. The conclusion therefore is that, both Teachers and Students have more or less similar types of values in H.P. University, Shimla.

8. Research Project Findings:

After completion of the Project Work the Investigators groups chalk-out the following findings such as:

1. There is highly significant difference between Male teachers and Female teachers irrespective of value Education. It can be concluded that, Female teachers have more social, religious and family prestige values than male teachers in H.P. University, Shimla.
2. There are some differences between male students and female students in Values Education. Again it is concluded that, male students have good democratic and

social values where as female students have good aesthetic and religious values in H.P. University, Shimla.

3. There is no significant difference between Teachers and Students in comparison of Values. The conclusion therefore is that, both Teachers and Students have more or less similar types of values in H.P. University, Shimla.

9. Delimitation of the Study:

In the present project work has delimited within the teachers of OP-121, HRDC and Students of H.P. University, Shimla, Himachal Pradesh. Again this study has confined with limited Values i.e. religious, social, democratic, aesthetic, family prestige etc. This research project work is based on 20 teachers and 20 students in H.P. University, Shimla.

10. Conclusion:

Students the impact of values education has to be ascertained with regard to changes in the behaviour of students. This will help principal/ teachers to know the impact of values education on students. What needs to be observed is whether the negative behaviour like, shouting, disregard for discipline and disrespect towards teachers and school properties etc. have got reduced and positive behaviour with reference to core values like, regularity, punctuality, responsibility for own attitudes, work, and relationship with others, caring attitudes towards people, school/College or University property, environment etc. have increased. Declining values is the current issues of the society. The National Policy on Education has laid considerable emphasis on value education by high lighting the need to make education a powerful tool for cultivation of social and moral values one of the challenges before a modern teacher is how to make values education and interesting to the modern youth.

At last but not the least inculcation of value Education among teachers and students is required now a day. Teacher plays the vital role to preserve and imparted values among students in our society.

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