

A STUDY ON VALUES OF VALUE EDUCATION IN TRANSFORMING INDIA

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Paper Received: 10.08.2019 / **Paper Accepted:** 19.09.2019 / **Paper Published:** 22.09.2019**Corresponding Author:** Dr. Archana Dwivedi; Email: archanadwivedi7305@gmail.com; doi:10.46360/cosmos.art.xxxxx**Abstract**

The paper discuss that the very reason and primary capacity of education is the advancement of an inside and out and even character of the understudies, and furthermore to build up all components of the human insight with the goal that our kids can help make our country more fair, durable, socially dependable, socially rich and mentally serious country. Be that as it may, these days, more accentuation is unduly laid on information based and data arranged education which deals with just the scholarly improvement of the kid. Thusly, the other part of their character like physical, enthusiastic, social and otherworldly are not appropriately evolved in accommodating the development of perspectives, propensities, values, abilities and interests among the understudies. It is here that we talk as far as value-education.

Keywords: Values, Education, India.**Introduction**

A total portrayal of what value-education is, could involve an investigation in itself. There are authenticating discoveries, by numerous specialists. In the wake of examining and considering the portrayals (about value-education) of such analysts the meaning of value-education might be begun as follows:

- a. Value-education is a versatile undertaking and in a movement during which youngsters are helped by grown-ups or more established individuals in schools, family homes, clubs and strict and different associations, to make unequivocal those basic their own mentalities, to evaluate the viability of these values for their own and others long haul prosperity and to consider and get different values which are more powerful for long haul prosperity.
- b. Value-education is accordingly worried to make profound quality a living worry for understudies. Consequently, what is required is value-education. Notwithstanding numerous instructors and educationists depiction with respect to value-education, it can't be rejected that proceeding with exploration will keep on making the portrayal of value-education more sufficient.

As indicated in definition as "Value-education is the total of all the cycle by methods for which an individual creates capacities, perspectives and different types of conduct of the positive values in the general public in which he lives."

Theoretical Background

Konwar, S.; Maitra, P.(2015), A right to Swami Vivekanandas education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to Swami Vivekanandas education. Although Swami

Vivekanandas education is compulsory in most places up to a certain age, attendance at school often isn't, and a minority of parents choose home-schooling, elearning or similar for their children. The dynamics of teaching is a crucial factor in how much students learn (Grouws, 1981). Though students' performance may not be a simple direct consequence of the teachers' teaching act, the latter has a lot to do with classroom learning. Teachers establish the pattern of general conduct during a lesson, while on their part students establish certain types of behaviour to coincide with this pattern.

Singh, G. (2014), The most important and critical aspect of the well educated mind is to be able to distinguish between what are his needs and what does he want. The balance between the needs and wants is the only way to ensure a self satisfied existence because any difference between ones needs and wants leads to internal conflict and this then grows into frustration, anger and destructive tendencies. The conflict within then grows, amplifies and multiplies to spill over to others who are connected or in touch with such a person.

We all know how violence, distrust and hostility is the signature quality of majority of our fellow human beings in today's world. It is also well known that every conflict at social, institutional or National level arises because of the conflict within an individual.

In such a situation where stress violence negativity are so much spread in todays society specially hamare youths mei in that situation.

Agarwal, N.; Singh, A.(2017), In apply, skilled development for educators encompasses a particularly broad vary of topics and formats. As an example, professional-development experiences could also be funded by district, school, or state budgets and programs, or they will be supported by

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a foundation grant or alternative personal funding supply. They will vary from a one-day conference to a two-week workshop to a multiyear advanced-degree program. They will be delivered personally or on-line, throughout the varsity day or outside of junior college hours, and thru one-on-one interactions or in cluster things. And that they could also be diode and expedited by educators among a faculty or provided by outside consultants or organizations employed by a faculty or district. And, of course, the list of doable formats might persist.

Methodology

Generally the targets of value-education depended on religion and reasoning. There was no common value-education; yet in the present current world, this has been taken as particularly fundamental. In this study, we adopted the random sample technique through survey method of 250 samples

for analyzing the fact related to values of value education.

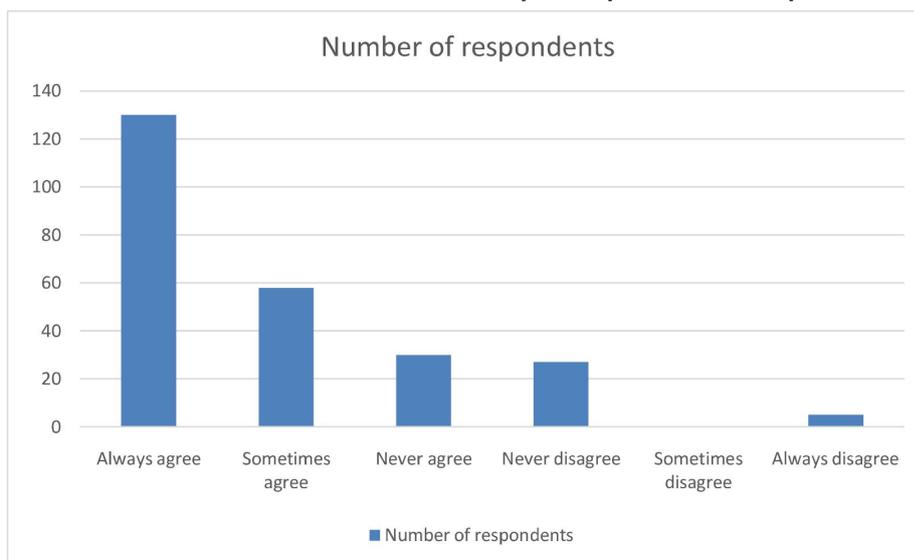
Analysis of Collected Data

We know it is the time of values in education system in every sphere. We asked the respondents whether they agree that values are important in the context of Indian education system. In this regard the respondents responded and overall response for the question is as mentioned below in the table and chart

Table 1: Data collected as per response for the question number 1

S. no.	Variable	Data collected
1	Always agree	130
2	Sometimes agree	058
3	Never agree	030
4	Never disagree	027
5	Sometimes disagree	000
6	Always disagree	005

Chart 1: Data collected as per response for the question number 1

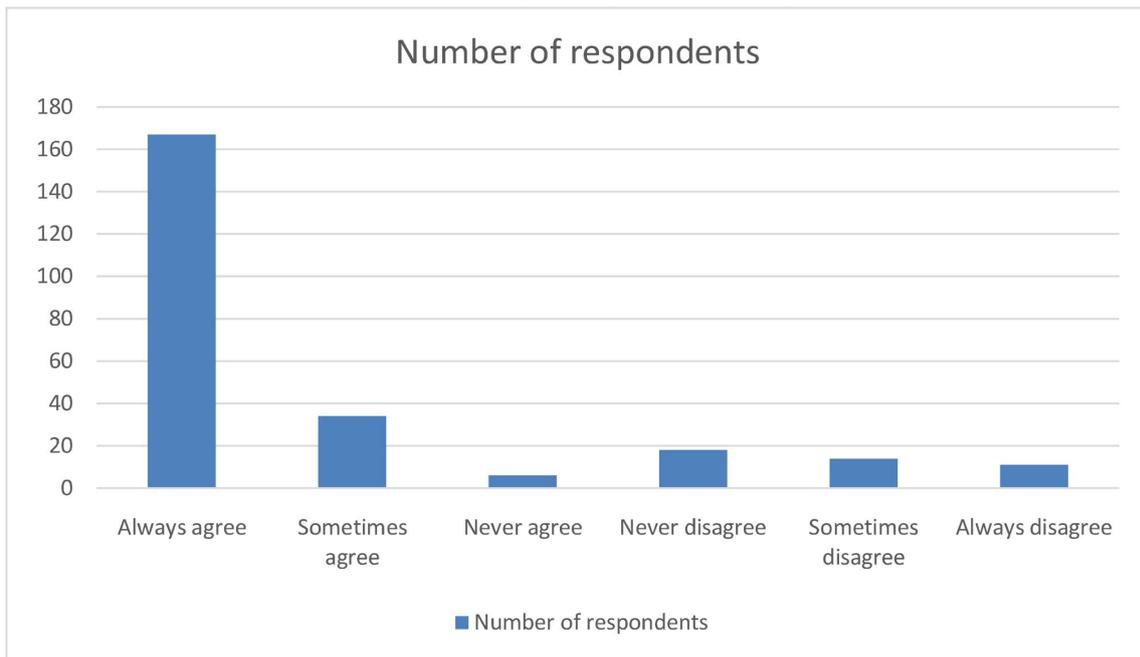


Student’s feedback is judged for value education and the feedback of students’ satisfaction is necessary. Keeping this in mind, it was asked to the respondents whether they agree that students give positive response and feedback toward values of value education. In this regard, overall response for the question is as mentioned below in the table and chart

Table 2: Data collected as per response for the question number 2

S. no.	Variable	Data collected
1	Always agree	167
2	Sometimes agree	34
3	Never agree	6
4	Never disagree	18
5	Sometimes disagree	14
6	Always disagree	11

Chart 2: Data collected as per response for the question number 2

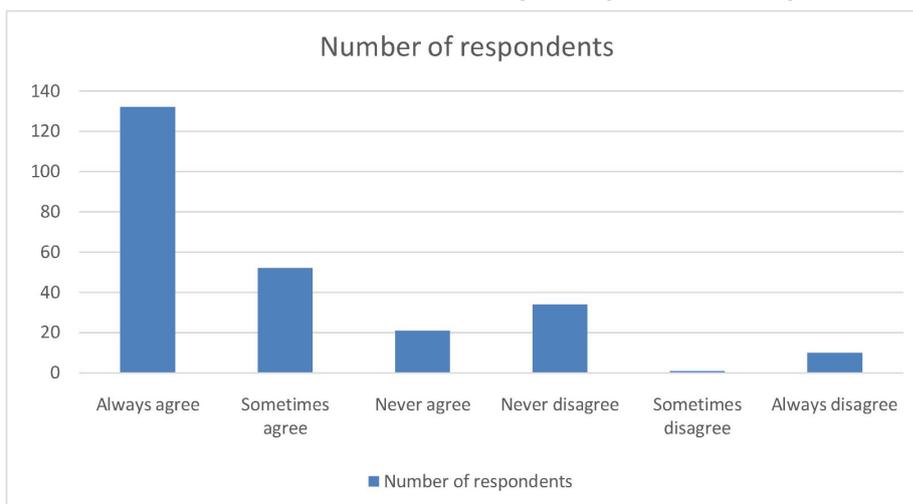


Value Education should be favorable to all so that students can learn easily and teachers can teach better. Hence, we asked the respondents whether they agree that both teachers and students are comfortable in values of value education. In this regard we got the response as mentioned below in the table and chart

Table 3: Data collected as per response for the question number 3

S. no.	Variable	Data collected
1	Always agree	132
2	Sometimes agree	52
3	Never agree	21
4	Never disagree	34
5	Sometimes disagree	1
6	Always disagree	10

Chart 3: Data collected as per response for the question number 3



We further asked the respondents whether they agree that teachers teachers can consciously engage

in value education. In this regard, all the respondents were almost similarly responsive, as

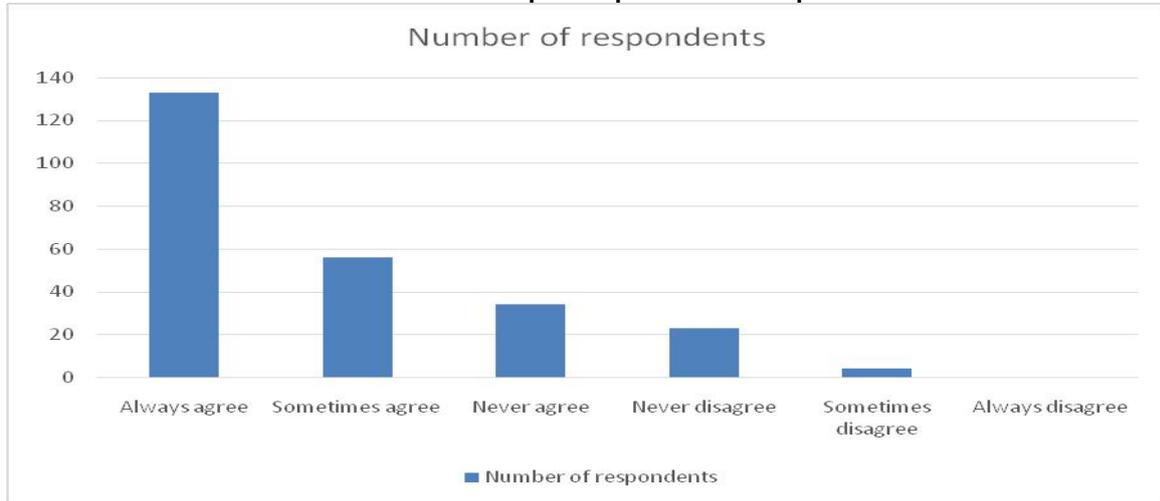
they agree that training makes them perfect in their work and improves result.

Table 4: Data collected as per response for the question number 4

S. no.	Variable	Data collected
1	Always agree	133

2	Sometimes agree	56
3	Never agree	34
4	Never disagree	23
5	Sometimes disagree	04
6	Always disagree	00

Chart 4: Data collected as per response for the question number 4



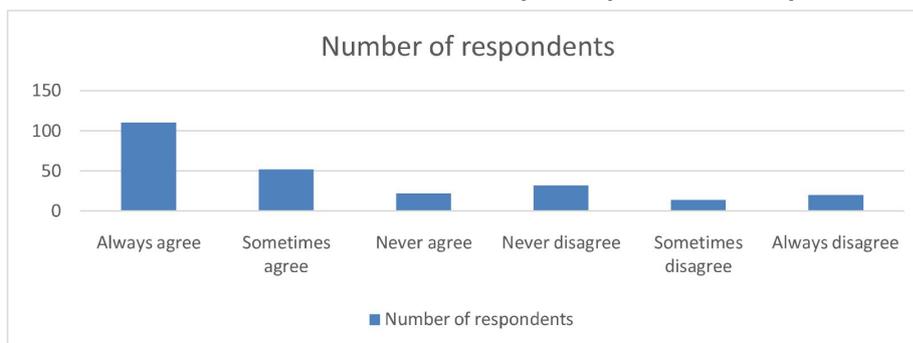
When we asked the respondents whether they agree that teachers should get extra training to become compatible while teaching values in classroom, we

got the feedback from the respondents as mentioned below

Table 5: Data collected as per response for the question number 5

S. no.	Variable	Data collected
1	Always agree	110
2	Sometimes agree	52
3	Never agree	22
4	Never disagree	32
5	Sometimes disagree	14
6	Always disagree	20

Chart 5: Data collected as per response for the question number 5



Transforming of India is depend upon the various parameters of education system, in which education

system plays an important role for the development of any society of any country in world. Hence, when

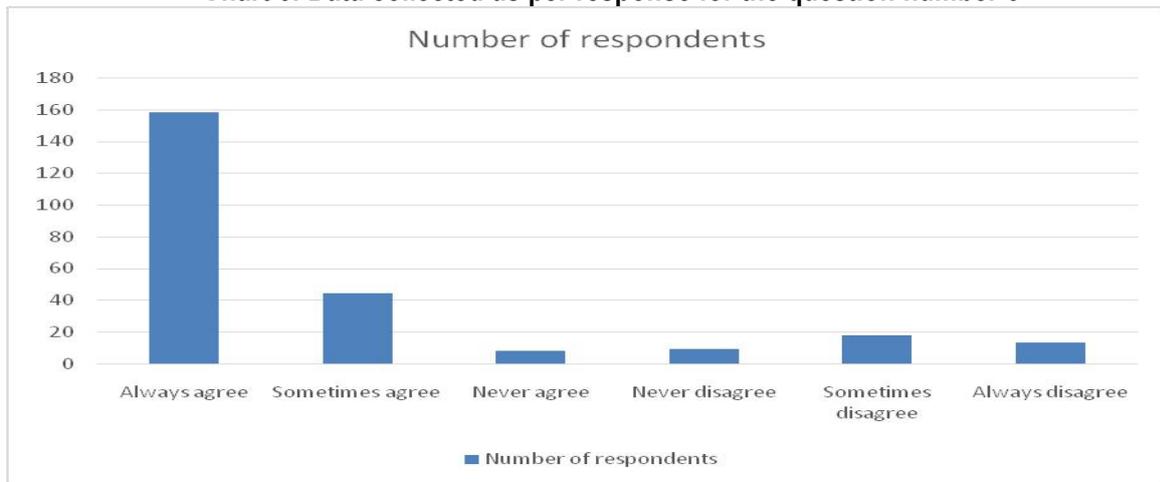
we asked the respondents whether they agree that values of value education is a need of today

education system for transforming India, we got response as tabulated below

Table 6: Data collected as per response for the question number 6

S. no.	Variable	Data collected
1	Always agree	158
2	Sometimes agree	44
3	Never agree	8
4	Never disagree	9
5	Sometimes disagree	18
6	Always disagree	13

Chart 6: Data collected as per response for the question number 6



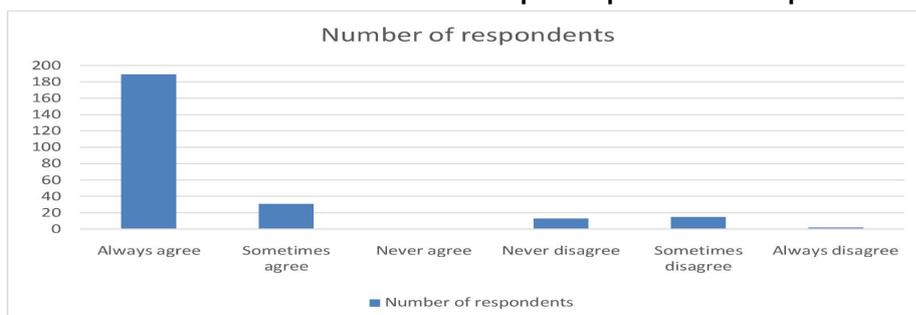
We also asked the respondents whether they agree that society will be benefited a lot by the implementation of value education in education

system in India. In this regard all the respondents gave different response which is depicted in the form of chart and table as below

Table 7: Data collected as per response for the question number 7

S. no.	Variable	Data collected
1	Always agree	189
2	Sometimes agree	31
3	Never agree	0
4	Never disagree	13
5	Sometimes disagree	15
6	Always disagree	2

Chart 7: Data collected as per response for the question number 7



Discussion

Over and over, similar to a boomerang, the inquiry that blasts out is "the place has the values gone?" While making an endeavor for addressing this inquiry, one notification cognizant and prominent movements in the contemporary educational way of thinking from an intellectual to dynamic improvement of the student.

A wide scope of values of good, stylish and social nature that have advanced during the long distance race walk of the human civilization is presenting before us an emergency of needs: which of these values is to be developed and what is the proper phase of doing as such?

Subsequently, the issue turns into even more muddled with regards to repairing of the obligations: who is to teach values? - Guardians, pioneers, the wealthy, the business investors, masterminds, specialists, instructors? The simple and clear answer is - "the educator is the prime inculcator of values on the grounds that the youthful are under their conventional consideration".

Whatever might be the appropriate response! Truly, it isn't sufficient just to think about values, since values must be drilled. Our nation is going through revolutionary, social changes. In this way, the understudies who are the future residents of tomorrow must be arranged to react to and modify with these social changes acceptably by outfitting them with attractive aptitudes and values.

The Modern India has focused on the core values of communism, secularism, majority rules system, public incorporation, etc. These core values ought to be underlined in the educational framework and reasonable value; are to be remembered for the understudies for advancing fairness, social equity, public union and vote based citizenship.

With these points in see, extremist changes in the present hack sided education are to be acquainted and all endeavors need with be made for growing all around coordinated characters for our people.

India is known for its rich social and otherworldly legacy, and the requirement for a value-framework through education has been felt and perceived through hundreds of years. Value framework assumes a significant function in any dynamic cycle. Actually, every human activity is the impression of individual and social values.

It has been the casualty of interests and disasters like brutality, envy, public predominance and egotism. That is the reason, despite superb, logical

accomplishments the world is a position of savagery, anguish and disquiet.

Amidst material flourishing, a huge segment of humankind is under the grasp of unethical behavior, destitution and defilement. Consequently, man has been the ruler of whole world. Presently, such inadmissible circumstances have emerged because of emergencies of values.

Conclusion

Value-based education is basic to build up an individual and help him/her deep rooted from multiple points of view:

- It provides a positive guidance to the understudies to shape their future and even encourages them to know the motivation behind their life.
- It shows them the most ideal approach to live that can be valuable to people just as the individuals around them.
- Value education additionally causes the understudies to turn out to be increasingly capable and reasonable.
- It causes them to comprehend the point of view of life in a superior manner and have a fruitful existence as a capable resident.
- It likewise causes understudies to build up a solid relationship with loved ones.
- It builds up the character and character of the understudies.
- Value education builds up a positive perspective on life in the understudy's brain.

Understudies of essential classes are frequently discovered cheating and utilizing unwanted words. Affronting educators here and there begins when they push ahead in their school. When they enter the center school, they have built up all the available resources to show conduct without any values. It is a pity to see an understudy of class 10 or 12 bunking classes and sitting with mobiles in the bottle, carelessly occupied with Facebook when really this is an ideal opportunity to offer completing to whatever they have learnt. Such a situation truly cripples the instructors who have been attempting to make people with social and good obligations.

In this quick universe of globalization, low quality nourishment, illegal intimidation and defilement, understudies are under nonstop worry to contend and substantiate them. Education arrangement of any nation is relied upon to set up the accompanying age to adjust better in the dynamic culture. The way toward tutoring and advanced education ought to plan understudies to separate among customs at all phases of life. Our nation has been adding importance to education by fusing 'karma' and 'dharma'. Antiquated Indian education

has delivered residents with solid good code and standards of living and lead.

We teachers need to act and acknowledge the demand of including values in our education. We need to create means and approaches to deliver people and not simply people. The current article is an endeavor to investigate the extent of value education at school level.

Value education begins from home however it proceeds all through life. Value education in schools has a significant impact in person's life. Value based education can shape their future and add reason to their life. It encourages them figure out how to carry on with the correct lifestyle.

School is where the youngster burns through the vast majority of their learning years. Numerous credits and conduct they produce for a daily existence time have their underlying foundations in school. Counting value education as a reading material, as an evaluated subject or as a talk for each week isn't sufficient. The school needs to give due significance and need for instilling these alluring values among kids. Uncommon very much arranged learning encounters should be planned so understudies comprehend the significance of value in the genuine sense as opposed to only a reality. These learning encounters can be planned at two levels - curricular and co-curricular.

We comprehend that time bound schedule is significant yet it can't be instructed at the expense of values. Our subjects and treatment to each subject ought to be done intentionally.

Need based: Curriculum ought to be created subsequent to leading a natty gritty examination of the understudies of a specific class. Values which are generally significant and dire ought to be given need. A gathering of values to be accomplished in a year's time can be recorded.

Adaptability and creativity: The educational program of different subjects should be adaptable enough to join instructing of values. Any hypothesis or delineation clarified might be connected with value throughout everyday life. For instance, while clarifying attraction, we state whatever has inner self tumbles down.

Educating of language: While training experimental writing and sentence structure rules, accentuation ought to be given on values like penance and fraternity. This will assist understudies with investigating more about each value.

Through educational program an understudy gets information however by and large advancement of

an individual happens through co-curricular exercises as it were. These exercises help create certainty and beat feeling of inadequacy.

Educational exercises: Activities like discussion, sonnet recitation, ought to be composed on topics like genuineness, trustworthiness and consistency. This won't just fortify the statement of emotions in words yet additionally underscore to think and comprehend the significance of such values.

Social exercises: These ought to not just spotlight in plain view of ability. Through these fine arts, socially attractive values can be instructed. Properties like cooperation, coordination, regarding others' feeling, and so on can be developed while rehearsing any work of art.

Social exercises: When a school reaches out past study hall dividers, an understudy understands the issues in the rest of the world. They comprehend their duty to tackle these general issues and begin esteeming the things they as of now have.

Sports exercises: They can zero in on physical and emotional wellness. Camaraderie, genuineness, assurance, and so forth can be educated alongside any game. Understudies likewise figure out how to regard others' endeavors and acknowledge rout.

A solid good character is a compulsory aspect of an educator. No educator can release their obligations well if the instructor is ethically corrupted, deceptive and a member in the race of gathering unjustifiable cash. Value arranged education is best when instructor thinks about it as a daily existence mission and shows all good and alluring conduct characteristics before understudies. The value education instructor isn't exclusively mindful however all educators together ought to add to this cycle.

Anyway hard the staff may attempt, these exercises will pick up significance just if the executives has comparable accentuation. The specialists ought to have a reasonable vision and any individual who goes astray from the equivalent ought not to be engaged. Directions and direction can be given to instructing and non-educating staff. Standard adhere to up of given guidelines ought to likewise be taken. The individuals who follow the given rules ought to be recognized and acknowledged.

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Appendix Questionnaire

- Q1. Do you agree that values are important in the context of Indian education system?
- a) Always agree
 - b) Sometimes agree
 - c) Never agree
 - d) Never disagree
 - e) Sometimes disagree
 - f) Always disagree
- Q2. Do you agree that students give positive response and feedback toward values of value education?
- a) Always agree
 - b) Sometimes agree
 - c) Never agree
 - d) Never disagree
 - e) Sometimes disagree
 - f) Always disagree
- Q3. Do you agree that both teachers and students are comfortable in values of value education?
- a) Always agree
 - b) Sometimes agree
 - c) Never agree
 - d) Never disagree
 - e) Sometimes disagree
 - f) Always disagree
- Q4. Do you agree that teachers can consciously engage in value education?
- a) Always agree
 - b) Sometimes agree
 - c) Never agree
 - d) Never disagree
 - e) Sometimes disagree
 - f) Always disagree
- Q5. Do you agree that teachers should get extra training to become compatible while teaching values in classroom?
- a) Always agree
 - b) Sometimes agree
 - c) Never agree
 - d) Never disagree
 - e) Sometimes disagree
 - f) Always disagree
- Q6. Do you think that values of value education is a need of today education system for transforming India?
- a) Always agree
 - b) Sometimes agree
 - c) Never agree
 - d) Never disagree
 - e) Sometimes disagree
 - f) Always disagree
- Q7. Do you agree that society will be benefited a lot by the implementation of value education in education system in India?
- a) Always agree
 - b) Sometimes agree
 - c) Never agree
 - d) Never disagree
 - e) Sometimes disagree
 - f) Always disagree