

Impact of Value Education on P.G Level Students of North 24 Parganas

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Abstract: Value education is the process of fostering essential values and morals in individuals in order to help them develop a strong character and become responsible members of society. It is a holistic approach that encompasses an individual's cognitive, affective, and behavioural aspects in order to develop their personal, social, and moral values.

Value education involves teaching fundamental principles such as respect, honesty, empathy, responsibility, compassion, and integrity, among others, which are important for a person's personal and professional development. It also aids in the formation of an individual's beliefs, attitudes, and behavioural patterns, resulting in positive social change and a better society.

Value education is typically integrated into the college and university curriculum and can be delivered through a variety of mediums, such as storytelling, discussions, role-playing, debates, and other interactive activities. Individuals must learn these values at a young age in order to become responsible and ethical members of society.

In the words of John Dewey (1966), "Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else".

According to Powney Etal ,"Value education is the process by which people give moral values to each other."

According to M. Haralambos, "A value is a belief that something is good and desirable."

Thus, values are collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture. Familiar examples of values are wealth, loyalty, independence, equality, justice, fraternity, and friendliness.

Value education is an important aspect of education that focuses on developing moral and ethical values in students. It aims to help students understand and appreciate the importance of honesty, responsibility, respect, compassion, and other virtues that are essential for leading a fulfilling and meaningful life.

Key Words: Value Education, P.G Level Students.

1. INTRODUCTION:

Value education is the process of fostering essential values and morals in individuals in order to help them develop a strong character and become responsible members of society. It is a holistic approach that encompasses an individual's cognitive, affective, and behavioural aspects in order to develop their personal, social, and moral values.

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2. OBJECTIVES OF THE PROJECT:

- 1) To find out the difference in value between male and female of P.G level students

- 2) To find out difference in values between rural and urban female of P.G level students.
- 3) To find out the difference in value between rural and urban male of PG level students.
- 4) To find out the difference in value between rural and urban male of PG level students.
- 5) To find out the effect of social values difference between on male and female students of P.G level.

3. REVIEW OF RELATED LITERATURE:

The researcher had analyzed the below research critics in the field of Impact of Value Education on P.G level students through their research. The researchers have also explored research gaps in their field of research and that can be help a researcher for further research. The objectives of this Review is to known the effectiveness of Impact of Value Education on P.G level students. The review are categorised into the following -

- ❖ **Amonkar,R(2020)**, conducted a study on "Development of a framework for assessing value Education at tertiary level". The sample comprised of fifteen shareholders of value Education were chosen as a part of purposive sample. The purpose of the study was Grounded theory cum - psychometric research study was to develop a framework for assessing effectiveness of value Education programs (VEP) at tertiary level in the 21st century. The results was that the iterative processes of grounded theory and multiple rounds of reflective cooperative inquiry was used in identifying three major attributes. It has been proposed that these attributes should be influenced through any VEP.
- ❖ **Sing,P(2020)**, conducted the study of "values reflected in secondary level English syllabus". The purpose of the study was to find out how the English syllabus is helping the students inculcating values". The sample comprised of class IX and X students in secondary schools. The qualitative methods has been applied for this study. The results revealed that - majority of the prose lessons are able to develop values in respect to other lessons with the content analysis it is found that the proeses are taken from various long stories which are presented in abridged version. Both the textbooks of class IX and X are able to develop values sixty percent of text are able to develop different values.
- ❖ **Kumar,S(2021)**, conducted a study on "Interest & value of high school students of different educational climate". The sample comprised of 300 high school students of different educational climate groups shall be selected random sampling. The purpose fully from muzaffarpur district. The purpose of the study was educational climate was significantly related to the efficiency of a school. The results was that students and teachers perceive their school and effects their values and attitudes towards school and work.
- ❖ **Singh,V(2021)**, conducted a study on " Personality and values of students studying in Institutions based on different ideologies". The sample comprised of 200 participants and 4 institutes. Therefore researcher has selected four institutes based on different ideologies purposively and 50-50 students of VI to X class from each selected institute randomly. The purpose of the study was to find out to study values of students studying in Institutions based on different ideologies. The results was that the null hypothesis of the study was that there is no significant difference among values of students studying in Institutions based on different ideologies.
- ❖ **Thornberg,R(2008)**, this study was undertaken in Sweden from where 13 teachers were selected by a comparative study analysis. This interview study was part of a larger ethnographic research project on values and norms in the everyday life at school in two primary school in Sweden. His conducted study on " The lack of professional knowledge in values education". The main purpose of the study was to find out the investigate teachers perceptions of their practice of values education, and to explore their degree of professionalism in this matter. The results was that it appears that educators lack a discourse to express their ideas about values and to conceptualize the area of values in education.
- ❖ **Franklin,T & Behrendt,M (2014)**, This study undertaken in Ohio University. There are study on " A review of research on school field trips and their value in education". The purpose of the study was to find out examine the importance of science field trips as educational tools to connect students to classroom concepts. The sample of the study comprised of eighth grade students with an interest in science. The results revealed that field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts which increase a students knowledge foundation, promoting further learning and higher level thinking strategies with understanding comes confidence and intrinsic motivation.

4. RESERCH GAP:-

For review purpose the present investigator had studied large number of literatures where it was found that primary and secondary school students and undergraduate and B.Ed students are the common variable and available research in this regard are case to access only a few studies which shown that there is no research in the higher level (P.G Level). Not only that but also populations and sample are also different in each study. The

above studies have not looked into the impact of social media on students' values, which becomes relevant in the current situation.

5. POPULATION AND SAMPLE OF THE STUDY:

• **POPULATION OF THE STUDY:**

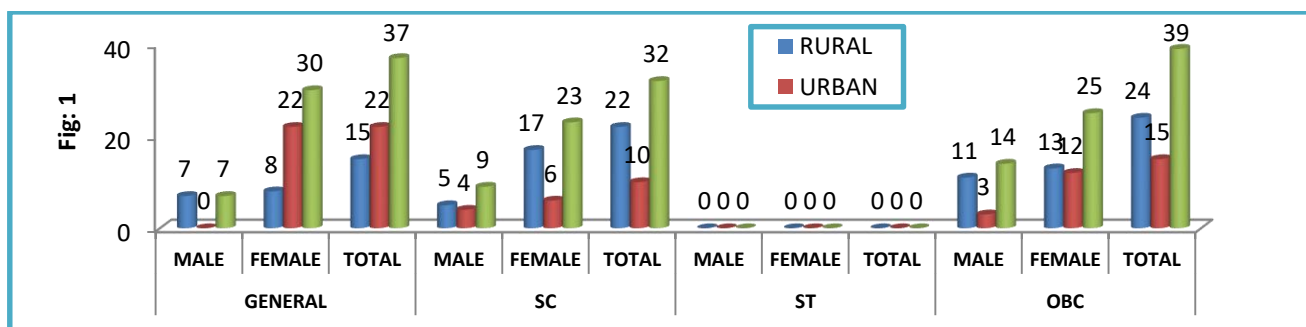
In this study, the populations selected were all affiliated Colleges under West Bengal State University in the state of West Bengal. It is not possible to take all the population as the sample of the study because of cost, time and limitations to conduct the study. Therefore to make the study cost effective and accurate the concept of sample has been introduced. Sample is the representative and a portion of total population of the study. The selection of sample must be sufficient and actual representative of the population. There are different kinds of sampling techniques under the two main categories namely Probability and non probability sampling techniques.

• **SAMPLE OF THE STUDY:**

In the present project work, the investigator has selected the West Bengal State University and affiliated colleges (where P.G. course are studied) of North 24 Parganas district from the above mention population by purposive sampling technique. 110 numbers of sample, 30 male and 80 female students of P.G. level had been selected from the population.

6. SAMPLE DISTRIBUTION:-

LOCATION	GENERAL			SC			ST			OBC		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
RURAL	7	8	15	5	17	22	0	0	0	11	13	24
URBAN	0	22	22	4	6	10	0	2	2	3	12	15
TOTAL	7	30	37	9	23	32	0	2	2	14	25	39



7. VARIABLES OF THE STUDY:-

In this study researcher had identified a researchable problem to conduct the study, then the researcher identify the some kind of variables from research problem which are given below.

- **Independent variable:** P.G level students ; **Dependent variable:** Impact of value Education.

8. TOOLS & TECHNIQUES OF THE STUDY:-

In the present study the present investigator had use a research tools for purpose of Collection of data from the sample. In this perspective the present investigator initiated to developed research tools as per the basis of research objectives under different dimension. One questionnaire had been prepared for purpose of Collect of data from students of P.G level of West Bengal State University.

Questionnaire on "Impact of value Education on P.G level students". had prepared for collection of Students data. Under this questionnaire 25 statement had been formed and each statement have three rating point (Yes, No, Undecided) The scoring had been done for positive test item 3 (Yes),2(No), 1 (Undecided).

• **STATISTICAL TECHNIQUES USED:**

Descriptive Statistics-mean, median, mode, standard deviation, to the nature of distribution of scores.

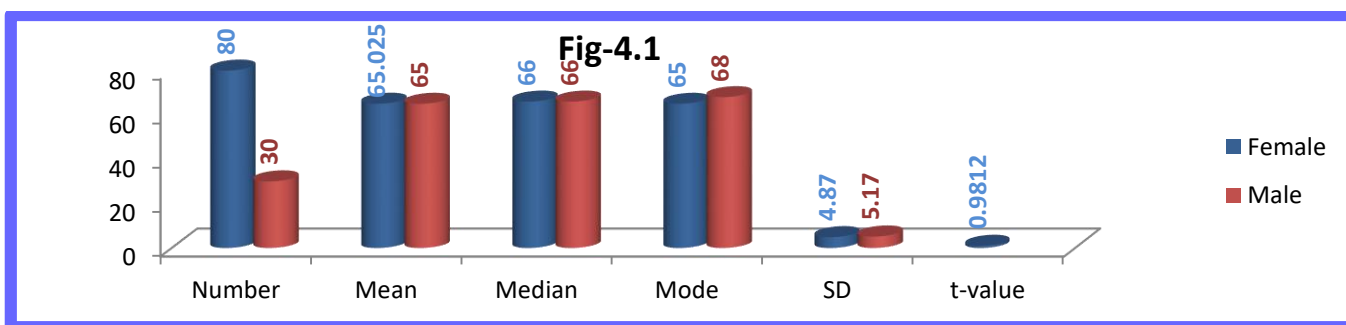
9. DATA COLLECTION AND PROCEDURE:

After selecting the Post- Graduate students of West Bengal State University of the state of North 24 Parganas. The data for the present research was personally/physically offline & online (Google Form) collected by the investigator from the students (Sem-II, Sem IV) of the university students selected for the study.

Students were provided with a set of tools in their classroom and a questionnaire was distributed online (Google Form) in some WhatsApp groups, as well as being asked to collaborate by filling out research tools as instructed. They were assured that the information they provided would be kept confidential and would only be used for research purposes.

Analysis of objectives (TABLE –4.1):

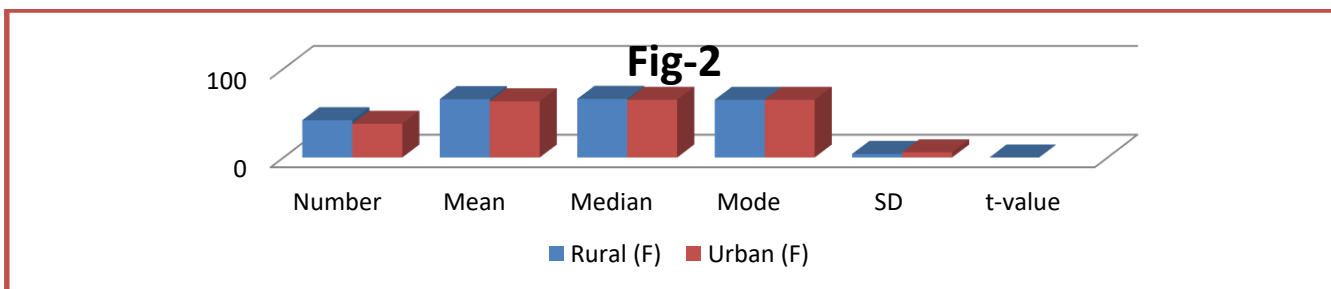
GENDER	Number	Mean	Median	Mode	SD	t-value
Female	80	65.025	66	65	4.87	0.9812
Male	30	65	66	68	5.17	



In the table 1 and figure number 1 about the gender. The mean score and SD score for 80 respondent have female are 65.025 & 4.87 and mean score and SD score for 30 respondent have male are 65 & 5.17 and their median is 66 and t-value is 0.9812 respectively.

Analysis of Objectives 2(TABLE -2) :

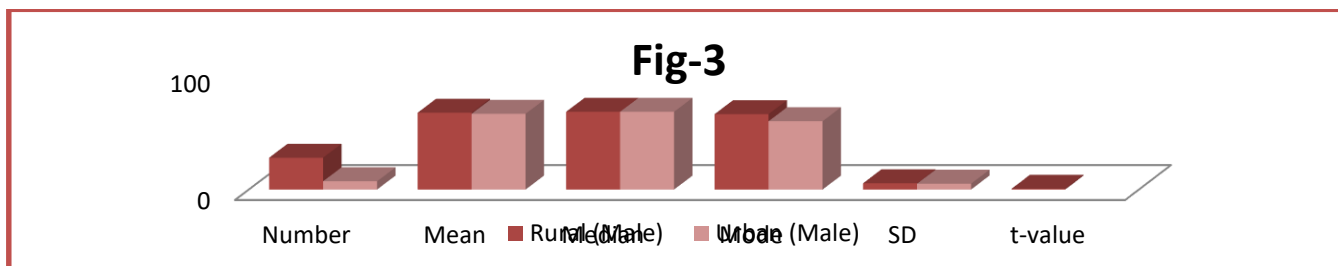
Location And Gender	Number	Mean	Median	Mode	SD	t-value
Rural(F)	42	65.78	66	65	4.01	0.029
Urban(F)	38	63.31	65	65	5.84	



From table 2 and figure number 2 it was observed that rural and urban female students. The mean score and SD score for 42 respondent have rural female are 65.78 & 4.01 and the mean score and SD score for 38 respondent have urban female are 63.31 & 5.84 and their mode and t-value is 65& 0.029 respectively.

Analysis of objectives 3(TABLE-4.3):

Location and Gender	Number	Mean	Median	Mode	SD	t- value
Rural (Male)	23	65.21	66	64	5.33	0.6844
Urban (Male)	7	64.28	66	58	4.95	

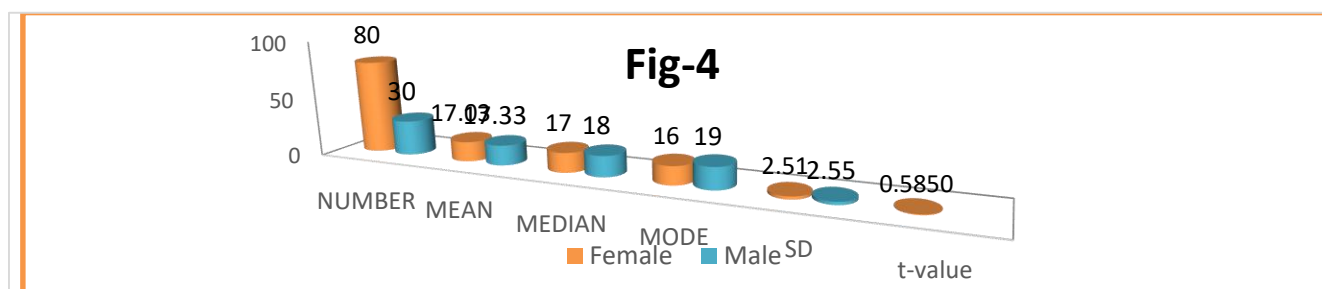


In the table 3 and fig-3 about the gender Wise different locations (rural and urban). The mean score and SD score for 23 respondents have rural male are 65.21 & 5.33 and mean score and SD score for 7 respondents have urban male are 64.28 and 4.95 and their median and t-value is 66&0.68 respectively.

Analysis of objectives 4 (TABLE-4):

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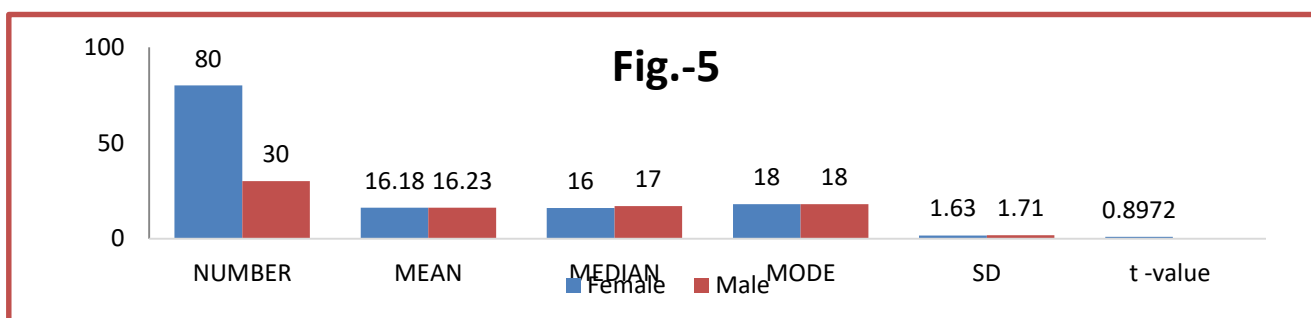
GERDER	NUMBER	MEAN	MEDIAN	MODE	SD	t-value
FEMALE	80	17.03	17	16	2.51	0.5805
MALE	30	17.33	18	19	2.55	



From table 4 and figure number 4 about the gender wise. It was observed that the mean score and SD score for 80 respondent have female are 17.03 & 2.51 and mean score and SD score for 30 respondent have male are 17.33 & 2.55 and their t-values is 0.5850 respectively.

Analysis of objectives 5 (TABLE-4.5):

GENDER	NUMBER	MEAN	MEDIAN	MODE	SD	t-value
FEMALE	80	16.18	16	18	1.63	0.897
MALE	30	16.23	17	18	1.71	



In the table 5 and figure number 5 about the gender. The mean score and SD score for 80 respondent have female are 16.18 & 1.63 and mean score and SD score for 30 respondent have male are 16.23 & 1.71 and their t-value is 0.8972 respectively.

10. MAJOR FINDINGS OF THE PROJECT:

On the basis data analysis and interpretation the investigator presented the major findings of the study. The major findings as per the objectives are as follows.

From the table no 1 it is found that the number of 80 female and 30 male students to the score their t-value is 0.9812 which is less than the critical value at 0.05 scale, so here null hypothesis is accepted. The hypothesis ‘there is no significant difference in value between female and male of P.G level students’. It is accepted.

From the table no 2 it is found that as per the total score of 42 rural female and 38 urban female students their t-value is 0.029 which is less than the critical value at 0.05 scale, so here null hypothesis is accepted. The hypothesis “there is no significant difference of values between rural and urban female of P.G level students. It is accepted.

From the table no3 it is found that as per the total score of 23 rural male and 7 urban male students their t-value is 0.684 which is less than the critical value at 0.05 scale, so here null hypothesis is accepted. The hypothesis “there is no significant difference of value between rural and urban male of PG level students”. It is accepted.

From the table no 4 it is found that the question no 7-13 as per total score of 80 female and 30 male students their t-value is 0.580 which is less than the critical value at 0.05 scale, so here null hypothesis is accepted. The hypothesis “social media has no significant effect on the values of male and female of P.G level students”. It is accepted.

From the table no 5 it is found that the question no 1-6 as per total score of 80 female and 30 male students their t-value is 0.897 which is less than the critical value at 0.05 scale, so here null hypothesis is accepted. The hypothesis “there is no significant difference in social values between male and female students of P.G level” . It is accepted.

11. CONCLUSION:

Instead of the literacy rate rising, criminality is on the rise in today's globe. Benefits like empathy, tolerance, honesty, and patience are the highest ideals in education. This will strengthen our optimistic outlook rather than our pessimistic outlook. Our goal is to build more inclusive, just, and sustainable societies along with stable economies. A challenging but not insurmountable goal if we can rely on the support of organizations, businesses, governments, and, most importantly, a responsible and devoted populace. A model citizen is not born, but rather created. We should become experts in the subjects that are essential to societal advancement and harmonious living, such as respect, empathy, equality, solidarity, and critical thinking, just as we do in mathematics and languages. Without other moral tenets that characterize us as human beings, it will be challenging for us to create a better world. Value education has been prioritized in our CBCS curriculum throughout the UG and PG syllabi with this objective in mind. This holds great importance in the current educational framework.

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