



Impact Of Value Education to Promote Social Values Among Graduate Students

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Abstract

This study examines "Impact of Value Education to Promote Social Values Among Graduate Students." The present study attempt to analyse the opinion about value education in their curriculum of graduate students and the impact of value education paper to promote social values among the graduate students. In this present study 80 student participated. For this study data was collected from the sixth college students. In this study qualitative content analysis is used. The present study reveals that the graduate students who read the Value Education paper in their curriculum have a positive opinion about the paper. They support and grateful to the curriculum makers for including the paper in their curriculum. Most of the students feel the necessity of the paper. Based on other major findings of the study, it is concluded that value education certainly has an impact on awakening social values among graduate students. As they don't think about the social values and they have no idea about such kind of values previously. But the Value Education paper definitely impact on their personal as well as social life.

Keywords: Value Education, Social Values, Graduate Students, Education, Curriculum

Introduction:

1.1. Background of the Study

The need of value education in today's context cannot be overemphasised. These days we are all surrounded by gross consumerism and an aggressive rush for self fulfilment. Moreover, the social system worldwide is undergoing great transformation. In Indian scenario, for example, we are gradually moving from joint family system to nuclear family system. Also, there is a high degree of stress, especially in the younger generation, owing to fast paced modern-day lifestyle. Factors like religious fanaticism, stockpiling of nuclear weapons and terrorist activities are posing grave threats to global peace. There is a proliferation of vast amounts of information because of internet and media, and this may cause negative impacts, mainly in the more impressionable young minds, unless and until they have something robust to anchor upon. It is here that inculcation of values among the students can play a very important role by shielding them from all such influences.

1.2. Rationale of the Study

Values are the principles or standards of an individual's behaviour and can help him/her to judge what is important in their life. They reflect ones' attitudes, choices, divisions,

judgements, relationship, dream and vision towards their life and surrounding environment. Hence, educating each and every individual about the values, right from their childhood is really important. An individual learns different values from different sources like family, relatives, friends, community, religion, traditions, customs, books, environment, great personalities and many other sources.

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Increasing and accelerating socio-economic and technological changes in recent years have brought along some social problems since values could not be transferred to new generations adequately in many societies. Most of the increasing social problems in society, at home and school are closely related to values. It is believed that the most effective way both to avoid and to decrease such problems that ruin the social order is to undergo efficient teaching process of values. Many other instances damaging global and social peace are observed. It is understood that most of the people who are responsible for those instances have not received sufficient teaching on values. Teaching values is the most important item of social control mechanisms. As well as becoming an essential part of social integrity, teaching values is realistic solution for any existing or potential problems both is social and global scale.

1.3. Statement of the Problem

There is an essential need and importance of value education in curriculums as it helps students learn the basic fundamental social and morals values, they need to become a good citizen as well as human being. In present time most of the educational course includes value education paper as a compulsory paper. But some where we see in society a large number of young generations have a lack of social values. So, the question arises about the school or college curriculum where value education is a compulsory paper. Does the paper inculcate anything among the learners? Thus, the researcher stated her research topic as: 'IMPACT OF VALUE EDUCATION TO PROMOTE SOCIAL VALUES AMONG GRADUATE STUDENTS'.

1.4. Objectives of the Study

1. To study the opinion about value education in their curriculum of graduate students.
2. To study the impact of value education paper to promote social values among the graduate students.

1.5. Research Questions

1. What kind of opinion they put about value education paper in their curriculum of graduate students?

2. Is there any impact of value education paper to promote social values among the graduate students?

1.6. Delimitation of the Study

1. The study will be delimited to North 24 Parganas only.
2. The study will be delimited to general degree college students only.
3. Only sixth semester students will be the sample of the study.

1.7. Significance of the Study

Indian history and culture are the most ancient one with value system. In present conditions the values are eroded and there is a crisis in every sphere of human life. The current development scenario throughout the world-standing at the threshold of the 21st century and the third millennium-presents a very alarming picture. Promotion of values and creation of a proper environment in educational institutions to inculcate them among the students, the future citizens, have to be given top priority.

Social values and implementation of them in school setting were discussed in terms of both global and national perspectives as well as the structural and functional study. It was suggested a healthy way to teach of them and it was elaborated the pattern of relationship between these concepts. Social values show the ideal way of thinking and acting in a society. Increasing gap between ways of thinking and behaviour of an ideal society and actual world considered to be indicator and ignition for number of social problems. Therefore, it is important that the values of real world and ideal world should be overlapped. Understanding and explaining extremely complex nature of the values at national and global settings and rationale them in a healthy way is the most important condition to build a peaceful society and the world.

At present, it is very important to inculcate social values in the students. And in order to awaken the teaching of these social values among the students, it is necessary to include the subject of teaching values in the curriculum. Educational institutions and teachers have to play an important role in inculcating social values in the students. Students are the future generation of the society and if these students can be awakened to social values, then society will become beautiful, fresh and create a violence-free society. Hence, the study focuses on the impact of value education to promote social values among graduate students. This study will try to study the opinion towards value education in their curriculum of graduate students.

Therefore, the present study is undertaken to make our future generation aware of social values.

Methodology Of the Study:

2.1. Introduction

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. In this study qualitative content analysis is used

2.2. Design of the Study

The research design may be defined as the sequence of those steps taken ahead of time to ensure that the relevant data will be collected in a way that permits objective analysis of the different hypotheses formulated with respect to the research problems.

The design of the present study is given below:

- ↓ Selection of Broad Area
- ↓ Selection of Specific Area
- ↓ Identification of Variables
- ↓ Review of Related Literatures
- ↓ Formulation of Problem
- ↓ Framing Objectives
- ↓ Formulation Research Questions
- ↓ Population & Sampling
- ↓ Tools Development
- ↓ Collection of Data
- ↓ Analysis and Interpretation
- ↓ Findings, Educational Implication and Conclusion

2.3. Variables

2.3.1. Independent Variable:

- Value Education

2.3.2. Dependent Variable:

- Social Values among graduate students

2.4. Population

The purpose of the study was to measure the impact of Value education to promote social values among graduate students of North 24 Parganas. All the 6th semester students of Degree Colleges in North 24 Parganas district were supposed to be the population of this study. However, the researcher considered to limit the study only in four Colleges of North 24 Parganas district.

2.5. Sample and Sampling Procedure

For the study only four general degree colleges of North 24 Parganas district were chosen randomly. After fixing the colleges the researcher has taken the help of social media. Four students from four different colleges have chosen to reach the group of the 6th semester students. Then finally 20 students from each college have taken randomly as the sample of the present study. Thus, the sample size got a figure of 80.

2.6. Opinionnaire for Measuring Impact of Value Education to Promote Social Values (OMIVEPSV)

The researcher has prepared a semi- structured 'Opinionnaire' with some open- ended questions. The questions were put on to know their opinion about Value Education paper in their syllabus and how the paper helps them to promote social values in their life.

The students have to answer by mobile phone. Students have to give the information with regards to their name, college, and stream.

2.7. Data Collection

After preparing the tool, the researcher calls the students randomly. Through conversation with the students, the test was administered on all 6th semester college students of different colleges. The researcher administered the tools personally. It took nearly 30 to 40 minutes to

complete the procedure with each of the students. The data were collected and organized in tabular form for analysis.

Analysis and Interpretation:

3.1. Data Analysis and Interpretation

The first question was what about your views of including Value Education Paper in graduate level courses?

In response to this question, all the students said yes, of course, it is reasonable to include the Value Education Paper in the graduate level curriculum. The reason is that most of the students said that value education is very necessary for creating values in them. Some students said if there is no value in the younger generation, then they will not be able to spread values among the next generations. So, they think it is very important to keep the value education paper in the graduate level curriculum.

Again, some students feel that with the advancement of science and technology and the loss of values in the busiest life of the people, the teaching of values is much needed. One student said this is the right time to learn about values. We need to learn values to know which the right decision is and which the wrong decision is. Another student said that at the graduate level, our mentality changes, in a word, it becomes volatile, so the value education is absolutely necessary at this time.

The second question was: does Value Education Paper help you in any way to create values in you? What is your opinion about this?

In response to the second question, all the students of Sample said that Value Education Paper helped us to create values. Because they think that the values that were dormant in them have evolved further, changed attitudes towards an event or subject, and moral, aesthetic, and cultural values have awakened.

Third question was how much have you benefited from the inclusion of value education in the curriculum?

Some students said that after reading the value education paper, they have learned about justice, good and evil, duty, respect for women, cleanliness, and secularism, and are trying to adhere to these values themselves.

Some students said that they have benefited a lot from family and social aspects. Maintaining peace without disturbing family members and neighbours, not discriminating between rich and poor, caste in society, these are understood by reading the value education paper.

One student said that he read the Value Education Paper and was trying to build himself as an honest and ideal man.

Fourth question was Do you think that value education paper has helped graduate students in any way to increase their social values? How can it help?

In response to this question, every student said that Value Education Paper surely helps to increase social values among graduate students.

35 students out of 80 said that the teacher developed social values in them through various curricula and co-curricular activities. They believe that value-based education awakens in them social values such as pragmatic ability, analytical and logical ability, honesty, transparency and impartiality.

The remaining 45 students said that value education paper enhances the social values of social responsibility, duty, self-righteousness, courage, faith, giving importance to the attitude of friends, helping others in danger, empathy, building good habits, not making fun of anyone.

Fifth question was after studying the value education paper, what type of social values may develop in students?

Out of 80 students in the sample, 35 students said that after studying value education, students can develop different types of social values, such as respect for adults, love for children, adapting to each other, social responsibility, tolerance, self-sacrifice, and environmental awareness, cleanliness, mutual empathy, etc.

30 students said that as children we used to laugh at people with disabilities, make fun of friends, and religious prejudices were more prevalent among us, but after graduation and reading value education paper, we valued the attitudes of friends, saw all people in society equally, and people with disabilities did not laugh. Social values such as honesty, humanity, justice, personal freedom, brotherhood, etc., have been developed.

The remaining 15 students of the sample said that social values develop after studying value education paper, such as focusing on individual beliefs, maintaining good relations with neighbours and all family members, educating illiterate people, respecting teachers, etc.

Sixth question was Can social values help in the elimination of communal violence in any way? How can it help?

In answer to this question, all the students in the sample said that they think that social values can help in the elimination of communal violence.

Most of these students think that if we are honest, if we have knowledge about peace and values, then communal violence can be reduced.

Some students said that if we have social values, then we can solve problems by thinking together without violence or fighting.

Some students feel the need to develop an anti-conflict attitude through appropriate socialization. If there is a conflict in unwanted situations, the incidents can be avoided as much as possible. If the incidents can be made as tolerable as possible, they can avoid the jealousy situation.

Seventh question was what responsibilities do you think you should have as a responsible member of society?

Most of the students in the sample think that they should fulfil some responsibility towards society.

The responsibilities they want to fulfil as responsible citizens of society are-to eradicate prejudice, to protect wildlife, to raise awareness about cleanliness, to reduce environmental pollution, to liberate society from violence and hatred, to respect everyone, to be an ideal human being. To try to keep everyone from going astray, to bring the backward classes of society under education, to expand women's education, etc.

Eighth question was Do you think that people from all walks of life should be respected? Most of the students think that respect should be shown to people from all walks of life irrespective of rich-poor, race, educated-uneducated.

One of the students said that he should be given as much respect as he deserves.

The last question was does value education teach us honesty, humanity and quality of life? What do you think about this?

Some of the students of Sample said yes, Value Education teaches us honesty, humanity and quality life. And if they are properly followed, society and personal life will become more beautiful.

Some students have said that value education certainly teaches us honesty, humanity and quality of life, but in the current situation we are not able to comply with all these.

3.2. Corroboration

1. Value Education paper is necessary.
2. Value crisis is visible due to technology.
3. The paper helps students to create value among them.
4. This paper helps to practice social values.
5. Communal violence can be stopped through value creating, and this paper helps the students.
6. Anti conflict attitude can be raised through this paper.
7. Social responsibility can be created by through value creating.
8. The paper teaches them honesty and humanity.
9. This paper can make better life of the students.
10. The Value Education paper brings positive changes in their thinking.

Findings, Discussion and Conclusion:

4.1. Major Findings

1. The graduate students who read the Value Education paper in their curriculum have a positive opinion about the paper. They support and grateful to the curriculum makers for including the paper in their curriculum. Most of the students feel the necessity of the paper.
2. Yes, of course. As they don't think about the social values and they have no idea about such kind of values previously. But the Value Education paper definitely impact on their personal as well as social life. They think about the social values positively and practice in their life.

4.2. Discussion

The present study found that the graduate students who read the Value Education paper in their curriculum have a positive opinion about the paper. They support and grateful to the curriculum makers for including the paper in their curriculum. Most of the students feel the necessity of the paper. This is because the students knew very little about the values they already knew about values, but by incorporating the teaching of values into the curriculum, they are able to know about the values in detail. Teachers in educational institutions can inculcate values in students through morning assembly, health and cleanliness programs, production and creative work, cultural and recreational activities, Social-Service Schemes, celebrating national and international days, organizing co-curricular activities etc. Value education is needed to solve the developmental problems that students face at the undergraduate level. One of the reasons for the increase in unemployment in our society is the mass explosion. According to the fact that the population of the country is constantly increasing, employment is not happening. As a result, a large section of our youth is falling victim to unemployment. In this condition they are becoming addicted to drugs to alleviate their frustration. There is no denying the value of education that is needed to guide this young community.

The researcher has found that the second result of the current study is, yes, of course. As students don't think about the social values and they have no idea about such kind of values previously. But the Value Education paper definitely impact on their personal as well as social life. They think about the social values positively and practice in their life. This is because it has been observed that after the students have learned the values, the social values have developed among them. Since the educational institution is a small version of the society, the student can learn different social values in the educational institution. Students can also learn about the socially oriented values described in the curriculum. Teachers instil social values in students through various curricular and co-curricular activities. After studying the value education paper, students may develop a variety of social values, such as respect for adults, love for children, adapting to each other, social responsibility, tolerance, self-sacrifice, and environmental awareness, cleanliness, mutual empathy, maintaining good relations with neighbours and all family members, educating illiterate people, respecting teachers, etc.

The recent research coincides with Izgar, G. (2018) his findings revealed that the social responsibility and healthy living course was effective in the acquisition of values of taking responsibility, charitableness, being useful, ethics, empathy, importance of the institution of family, cooperation-solidarity, patience, gratitude (thankfulness), freedom of thought and respect for differences. Likewise, some of the students stated that this course contributed to their views and behaviours concerning healthy living.

4.3. Educational Implication

- Curriculum developers will be interested in including the value education paper in the curriculum in a more comprehensive way once they know this.
- Through this research, it will be known that the value education paper is influencing the formation of values among students. As a result, the curriculum creator can learn about the effectiveness of included in the Value Education Paper course.
- From the results of this research, the teacher can learn that the Value Education Paper helped students to increase social values. Educational institutions will appoint more students in social awareness, social responsibility, social duties, social duties, social harmony, settlement programs, etc.
- The teacher will be able to know what kind of feedback the students are giving about the value education paper and will try harder to inculcate values in the students through the curriculum and co-curricular activities.
- The study has significant influence for improving classroom learning activities.

4.4. Limitation of the study

- This study is limited to only the North 24 parganas.
- This study was conducted on general degree college students only.
- Only 80 students were taken here as a sample, which is a very small sample size for this study.

4.5. Conclusion

The present study is focused on "Impact of Value Education to Promote Social Values among Graduate Students." For this study, data was collected from the sixth semester college students. The present study reveals that the graduate students who read the Value Education paper in their curriculum have a positive opinion about the paper. They support

and grateful to the curriculum makers for including the paper in their curriculum. Most of the students feel the necessity of the paper. Based on other major findings of the study, it is concluded that value education certainly has an impact on awakening social values among graduate students. As they don't think about the social values and they have no idea about such kind of values previously. But the Value Education paper definitely impact on their personal as well as social life. They think about the social values positively and practice in their life. Students are the successors of future generations, so if social values can be inculcated in them through the teaching of values, then it will be possible to build a healthy and beautiful society. Therefore, more emphasis needs to be laid on imparting value education to students.

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