



ISBN:978-9384801-01-4

Government of Maharashtra

GOVERNMENT COLLEGE OF EDUCATION, AKOLA (C.T.E.)

RE-ACCREDITED WITH 'B' GRADE BY NAAC

In Collaboration with

PRAJAPITA BRAHMAN KUMARIS ESHWARIYA VISHWAVIDYALA



UGC Sponsored

NATIONAL CONFERENCE PROCEEDING

VEDH MULYANCHA

ISBN:978-9384801-01-4

GOVERNMENT COLLEGE OF EDUCATION, AKOLA (C.T.E.)

RE-ACCREDITED WITH 'B' GRADE BY NAAC

In collaboration with

PRAJAPITA BRAHMAN KUMARIS ESHWARIYA
VISHWAVIDYALA, MOUNT ABU (RAJ.)

UGC Sponsored

NATIONAL CONFERENCE PROCEEDING

VEDHI MULYANCHA

On

A two day interdisciplinary National Conference
INTEGRATION OF VALUE EDUCATION
IN PRESENT SCENARIO

Sunanda Publication, Akola (M.S.)

Mr. Manish Shantaram Bute

INDEX

1. Importance of Value Education in Present Scenario	Prof.Smita R. Dewar	1-5
2. मूल्यशिक्षण ऐतिहासिक पार्श्वभूमी	डॉ. सिमा एस. लिंगायत	6-11
3. भारतीय मूल्यांची संकल्पना आणि विकास	प्रा.कु.वैशाली बळीराम राठोड प्रा.सौ. सुजया प्रदिप बिजवे	12-17
4. संत तुकाराम महाराजांच्या अभंगातील व्यक्तिमत्त्व विकासाचे जीवनमूल्ये	डॉ.शांताराम गो. बुटे,	18-22
5. Co-Operative Learning as an Innovative Teaching Practice for Value Education	Asore M. Digambarrao	23-26
6. शालेय पोषण आहार योजना व मूल्यशिक्षण	प्रकाश रामदास महाकाळकर	27-32
7. माध्यमिक शालेय विद्यार्थ्यांमध्ये वैज्ञानिक दृष्टिकोन हे मूल्य रूजविण्यासाठी तंत्रज्ञानावर आधारित उपक्रमांचे विकसन व परिणामकारकतेचा अभ्यास	डॉ उज्ज्वल डी लोणकर	33-36
8. Nurturing Gifted and Talented Learners	Dnyaneshwar P. M./ Dr.PatilVaijyantaNagorao	37-40
9. भारतातील मूल्यशिक्षणाचा विचार	डॉ.एस.ए.शर्मा	41-43
10. Inovative Practices of valu Education in Higher Education	Mr.Sanket S. Raut	44-48
11. Innovative and best Practices in Teaching of value education in C.B.S.E. School	Dr. Suhas P. Ugale	49-50
12. To Study the Utility of Value Education Programme	Vijaya Vinayak Patil	51-54
13. मूल्यरचना	दीपक दुर्गादास चांदूरे	55-58
14. Values in Business	Dr. Mahesh C. Dabre	59-62
15. माध्यमिक स्तरावर राबविल्या जाणाऱ्या मूल्यशिक्षणाचा अभ्यास	डॉ. दत्ता बाघमारे	63-69
16. Values scattered in the textbook of XI	Jaya Kale	70-71

TO STUDY THE UTILITY OF VALUE EDUCATION PROGRAMME

Vijaya Vinayak Patil

School of Education, Y.C.M.O.U,

Nasik , Mo.9423141421

E-mail: vijayapatil21@gmail.com

NCTE framework (1998) value education has been subjected necessary in teacher training course. In present scenario value education is highly significant to inculcate at the infant age of the children. Thus pondering upon the importance of value education. In 2007 open university has included value education Bahai Academy (Panchgani) YCMOU included value education subject as an optional subject in teachers training.

In the training for value education nine theoretical periods and for practicals in second session is scheduled. Teacher trainees have to conduct practicals at three levels, study centres, school and society. The activities have to be followed as per the schedule given by Bahai Academy.

1. Introduction to each other
2. Vasudev kutumkam.
3. Unity
4. Co-ordination/ positive approach.
5. Experience.

Above all mentioned activities report have to be prepared and evaluated. Value education is hoe far fruitful for the teacher trainees? On this aspect researchers made a research project which has been elaborated in under headings.

Research Topic: To Study the Utility of Value Education Programme

Research Objectives:

1. To study the present situation of value education training in teachers training programme.
2. To gather the information of value education programme of teacher trainees.
3. To collect the information of the problem in the course of teacher training programme.
4. To suggest the remedial measures on value education in the course of teacher

training.

Research Assumption:

Teacher trainees successfully attempt to complete the syllabus of value education according to prescribed course.

Research Question:

1. Is value education necessary for teacher trainees?
2. Does teacher trainees applies value education?
3. Does teacher trainees face various problems in the application?

Sampling:

B.Ed study centres of YCMOU are selected for the research. 121 teacher trainees have selected value education as an optional subject on 5 study centres of Nashik Division. Among them one study centre and 10 teacher trainees are selected for sampling.

Research Methodology:

For the Research quantitative research method is selected

Research sources:

1. Interviews.

Research Scope:

Research is applicable to all the study centres in Maharashtra and In service teachers trainees (1500)

Limitations:

1. Researcher is limited to only B .Ed study centres of Nashik.
2. It is limited with the selected sample group and value education practical only.

Research Procedure:

Research surveyed all the B .Ed study centres in Nashik, taken personal interviews of teacher trainees and noted the response of the interviews. As per qualitative research the analysis of information has been done.

Data Analysis And Interpretation:

Selected Projects, activities, acquired experiences, problem behavioural application on these five factors questions had been asked in interview.

Qualitative information analysis are as follows:

1. **Projects-** teacher trainees had taken 22 different projects in which maximum teacher trainees selected projects on developing ability, environmental cleanliness, village cleanliness, developing unity with others, eradication of superstition, teacher interview among themselves, introducing each other, developing values

through assembly, these projects are selected at school level and social level.

2. **Activities** - teacher trainees conducted various activities given as follows,

● **Maximum Activities**

Physical activities

1. social activities
2. social service activity.

● **Minimum activity**

1. Planning
2. mental activity
3. class management activity.

Experience:

Performing different projects of value education teacher trainees attained many experiments as follows,

1. Society involvement
2. Active self involvement of student.
3. positive service for school
4. positive service for society.
5. positive service for classes.
6. positive changes in teacher trainees.

Maximum experiment attained were on social involvement and active self involvement.

Minimum experiment were on positive serving for class and positive changes in teacher trainees.

Problems:

In Doing various projects teacher trainees faced many problems like lack of personal ability, time, social problems, lacking co-ordination among there. Social problem were faced maximum by all the teacher trainees.

Usability:

The Usability of Value education training trainees are based on following factors,

1. Students thinking
2. students behaviour
3. changes in teacher trainees
4. Effects on school

5. changes in society

Among All above stated factors students behaviour was seen as the most effective change and the impact of social changes were very little seen by teacher trainees.

Recommendations For Bahai Academy.

1. To give more stress on mental activities of teacher trainees " On class management"
2. To involve the factor on how to write on activity.
3. To impact more stress on " Positive Service"
4. To add in training the social problem- limitation of time, the solution and projects.

YCMOU :

1. Guidance should be on project planning and value education training.
2. More stress on literature and co-ordination help.

For Study Centres:

1. There should be difference in value education practical.
2. teacher training should be very systematic in value education.

References:

1. NCTE(1998): norms and standards for teacher education institutions' New Delhi: Member Secretary, NCTE.

Marathi Referances:

- १) यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक आणि बहाई अकादमी: पाचगणी: सेवा अध्ययन कृती : कृतीशील शिक्षण.
- २) प्रमाणपत्र अभ्यासक्रमासाठी प्रकल्प पुस्तिका 'वैयक्तिक विकास आणि सामाजिक उन्नयन वृद्धी'
- ३) प्रात्यक्षिक व कार्यपुस्तिका प्रमाणपत्र अभ्यासक्रम आणि सामाजिक उन्नयन वृद्धी.
- ४) नैतिक सक्षमता (मॉड्युल-१)
- ५) सौंदर्य, ज्ञान, संक्रमण वैयक्तिक विकास प्रमाणपत्र अभ्यासक्रम (मॉड्युल-२)
- ६) जोशी. अनंत (२०१३) संपादित बी.एड प्रात्यक्षिके मार्गदर्शिका: कुलसचिव, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.

