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STUDY OF EFFECTIVENESS OF THE SUBJECT, VALUE EDUCATION,
INCORPORATED BY Y.C.M.O. UNIVERSITY INTO THE B.ED. CURRICULUM

ABSTRACT

Education is process for bringing about purposeful and desirable changes in Students. We could perhaps add and say that education should affect excellence in knowledge, emotions and sentiments, life-skills and personal, social values; ultimately, the educational goal refers to character formation, the most significant goal of gurukul education. An individual with noble and excellent personality and character displays excellence in his intellectuality, emotionality, morality, spirituality and in his total personal psychology. All this thinking makes teachers assume new and additional roles and functions. Now they cannot afford to be teachers of textual contents only. They are required to be teachers and promoters of values. They are expected to nourish and develop inner and latent powers of students. YCMOU University had realized the urgent need for teaching learning of value education. It had introduced value education as an optional subject in its B.Ed. curriculum. The research worker had studied the effectiveness of the new subject. The second part of this paper contains the relevant details of the research study.

1.0 INTRODUCTION

We ask ourselves or someone else, "What do you mean by education?" and there is a quick response, "An intentional or purposeful process of causing good changes." Yet, a thinking mind asks, "Purposeful good changes in what?" Indeed, these intentional good changes are required in excellence, governance, understanding, character formation process, caliber, worthiness and in all good transformation process moreover excellent modification are also required in integration, optimism and gentleness. In fact, this excellence is required in all that is good and noble. All that is satyam, shivam and sundaram, may it be knowledge, sentiments and feelings, skills and talents or values. Students need to possess the knowledge of excellence develops a sense of discipline and decorum in our activities. It brings success and joy. It creates a tendency to discriminate between good and bad. All these good developments pave the way for spiritual bliss. In Education, more significance attached to character formation. In the gurukul system, character formation was highly significant objective. It is also necessary to develop the inner latent powers and

capabilities of students, for example, power to acquire knowledge, capacity to establish amicable relations with fellow beings and the power to do every activity excellently. In Gurukul education all these latent powers were purposefully developed and every effort was made for developing all-round personality in the shishyas. Earlier, educational efforts were directed towards creating loftiness in thinking and therefore, the good and noble innovations and creations were produced. Thus, lotly thought pave the way for satyam, shivam and sundaram education should help students integrate values, knowledge and behavior. It should make them optimistic. Such qualities will put an end to suicidal tendencies. It can be briefly said that education should mould decent, noble and discreet personality in every student. There are five characteristics or distinctive marks of decent and discreet citizen i.e. good personality-

1. Intellectuality
2. Emotionality
3. Morality
4. Spirituality, and
5. Psychological facet

Intellectuality will help in obtaining the latest, broad and deep knowledge, and the individual can

apply the accurate knowledge to his day to day life and problems. Emotionality will create patience so that no hasty and unpleasant reactions are offered. It will help. Everyone to place himself/herself in the role of others and consider the matters as his/her own. It will reduce conflicts and wordy struggles.

Morality helps the individual to be on the moral path. It will help students to do every activity honestly and with motivation received from inner intuition. Spirituality will create faith in meditation, peace and love. The psychological development will help in understanding others. Their mentality and problems. All this demands that teachers try their best for inculcating and developing some special powers in their students.

2.0 TEACHER ROLES AND FUNCTIONS

If education process consists in creating knowledge or helping students to create knowledge then curriculum become inevitable and curriculum makes syllabus and its text-book necessary and inevitable. And the teacher is expected to cover and teach the textual contents of the subject assigned to him/her. He/she has to provide subject wise and practical knowledge to students. It is the first and primary role of every teacher.

How every, we cannot afford to be blind to the following roles and functions of teachers-

SOWING SEEDS OF LOVING AND FRIENDLY LINKS

Every teacher needs to sow the seeds of loving and friendly links in the mental soil of students and help to sprout those seeds. Students love themselves and are friendly to their own selves, they need to be so with every element and factor of his/her environment. He needs to teach the students to develop loving and friendly links and relations, not only with his/her family, society and nation, but with the whole universe.

INCULCATING HAPPY AND DELIGHTFUL SENTIMENTALITY

Every teacher can successfully and effectively make his/her students understand how they can make others happy through their behavior and daily, simple activities. If I pat my student on their shoulders, their joys know no bounds. Therefore, I must appreciate every noble and good activity of students. I as a teacher must do my own work and perform my duties, delightfully. In my profession there no room for the word 'work-load'. Instead, 'work delight' needs to be my gusto.

DEVELOPING HABIT FOR PROCURING JOY

If we make others happy and delightful. Their joy reflects into our heart. We become happy. Teachers should teach and guide their students to define happiness or joy or bliss. Students should be

made to experience and realize that someone else's joy brings greater happiness than one's own joy. For example, when I am hungry. I have snacks. It satisfies my hunger, it delights me. But to pass on the snacks to miserable, hungry children waiting at the school gate and sacrificing your own meals, certainly provides greater joy and solace. I go hungry but I am certainly happy.

INPUTS FOR ACQUISITION OF PEACE AND SPIRITUAL SOLACE

Teachers should teach their students to sympathize with others. They should be taught think of others--their joys sorrows, problems and difficulties, misfortunes etc. they should be made to visualize their own joys and sorrows in the smiles and pains of others. It provides spiritual satisfaction and solace. Teachers should help the students and guide them for procuring such solace.

SEARCH FOR PURITY AND HOLINESS

For noble character, pure and holy feeling and sentiments are a must. It is immoral and futile to nourish anger, hatred and malice about others in our mind. It is not proper to create obstacles in the life and progress of others. Students should be encouraged to follow truth in the most selfless manner.

SEARCH FOR LATENT POWERS

Teachers should help the students to develop their power to function and work-out with self-confidence. Teachers should identify and be aware of their students' latent powers strengths, abilities and limitations. They should provide proper scope to students' latent powers and abilities so that their personality blooms to the fullest.

In addition to the primary function of textual contents. All teachers required to undertake these roles roles and functions.

Moreover, the teachers need to identify and develop some of the inner and latent powers of their students. Those inner and latent powers are as follows.

POWERS TO DISCRIMINATE

All students, because of their limited knowledge and experience, innocence and simplicity, need the power to distinguish between good and bad, desirable and undesirable etc. Teachers can make purposeful efforts in this regard. Now a day's all students watch the TV programmes. Some TV programmed are conducive to growth in knowledge and character formation but some programmes disturb the mentality and lead the young astray from the moral track. In this case, teachers can help the students to distinguish between what is beneficial to them and ones that are harmful.

POWER TO JUDGE

As we know, we need this power at every step we take in our lives. Power to judge is an essential quality in leadership but in conflicting situations, much depends on the choice judgment. In value conflicts, one needs tremendous prudence to select and assign more significance to one of the two equally desirable values.

POWER TO WITHDRAW

Power to withdraw is an ability to take backs, to be humble to give up, not to insist upon. Lack of this power leads pride and egoism. We find that people often are adamant about their say and it finally leads to quarrels and fights.

POWER TO FACE

It appears that the capacity of patience in all people has become rare and limited. This lack of patience very often results in fruitless wordy conflicts and fights. Very often, patience can make us realize our own folly and safeguard us from future conflicts, many conflicts can be resolved amicably. In the good old days, the youngsters had high respect for the elders. Therefore, they were patient in serving the elders.

POWER TO ABSORB

It is important to observe and note the good, noble qualities of others and to imbibe them into one's own personality it is always better to note and appreciate the good qualities of others and to internalize them than to undertake fault-finding for forsaking others. It is equally important to let own good qualities flash on others so that others imitate our qualities. They should be made to develop such tendencies.

POWER TO PACK UP

In life everyone undertakes some works, participates in debate and discussion, and supports his own propositions. All such activities cannot be done endlessly. It is necessary for everyone to know when and where to pause or stop in the activity. Such an awareness can be useful for controlling immoral competitions.

POWER TO CO-OPERATE

Man is a social animal. He thirsts for companionship and company of others. Earlier, our social system was conducive for human sociality. But times have brought changes in the social system, there was separation between individuals and society, and the tendency to co-operate with others began to vanish fast. But soon we have realized its evil consequences and we uphold the need to enhance the power to co-operate among the learners.

Thus, inculcation of these inner, latent powers of students is a part and parcel of teacher roles and functions.

By nature, man is peaceful and peace-loving. Respect for one another, truthfulness, straight forwardness and honestly, courage, determination, delightfulness, divergent thinking and optimism are his noble characteristics and qualities. Yet, due to incomplete and false information and knowledge, indiscretion and constant depression, man begin to cut off his loving bonds with others. Therefore it is necessary for teachers to develop peaceful and peace-loving personality in his/her students. He/she should teach them meditations and sow the seeds of peacefulness in their minds.

Y.C.M.O. University and its school of education were quick to realize the dire need for teaching-learning of values. Therefore an optional subject Value education, was incorporated into the B.Ed. Curriculum. For its practicum part, the school developed a service project based on the value, integration.

It was necessary to ascertain the efficaciousness of this new subject on teacher educators of the University, Therefore, a research was conducted. Its details are provided in the following section.

3.00 RESEARCH STUDY

3.1 RESEARCH TITLE

Study of effectiveness of Teacher Educators effected by the subject, value education, incorporated by Y.C.M.O. University in its B.Ed. Curriculum.

3.2 RESEARCH OBJECTIVES

1. To investigate into the content enrichment in teacher educators value-related knowledge caused by value subject contents.
2. To investigate into enhancement in teacher educators value-inculcation-skill effected by completion of value education practical, and
3. To investigate into the improvement in the teaching attitude of value education teacher educators.

3.3 ASSUMPTIONS

1. Value education subject is taught at the school level.
2. School teachers impart value education through every school subject.

3.4 HYPOTHESES

1. There is no difference caused in teacher educator's knowledge by the value education subject contents.
2. There is no difference effected in the teacher educators value-inculcation skill by completion of value education practical's, and
3. Value education subject causes no change in the teacher educators teaching attitude.

4.0 RESEARCH DESIGN

4.1 RESEARCH METHODOLOGY

For this research study, the experimental method was used. There were two groups of the research sample- the experiments group and the controlled group. There were 25 teacher educators in each final group. To each of the groups a pre-test was administered. There was no significant difference in the means of the group pre-test scores. The experimental group consisted of 25 teacher-educators of the Nashik b.ed. college. Thus the total research sample consisted of 50 teacher-educators. The post-test only- equivalent groups design was used.

4.2 RESEARCH TOOLS

The research worker used three research tools for collection of data. First, an objective test based on value education- related contents was developed and used. Second in order to collect data regarding the value-inculcation skill of teacher educators, and observation schedule was developed and used. The third tools were the teaching attitude scale.

4.3 RESEARCH PROCEDURE

First of all, the research worker administered a value education related written test to teacher educators of Nashik B.Ed. College and of Y.C.M.O. University's Nashik Study centre. On the basis of the test scores, the experimental group and the controlled group were formed. Thereafter, only the experimental group i.e. 25 teacher educators of the Nashik study Centre were exposed to the contents of value education subject. For this purpose, counseling sessions and discussions were organized. Proper practical's were assigned and a special service project based on integration was completed by the each member of the experimental group. Finally, the content knowledge test, lesson observation schedule and the attitude scale were used on both the groups and the data were collected. The data were properly quantified, analyzed, tabulated, and conclusions were drawn.

5.0 RESEARCH STUDY CONCLUSIONS

5.1 DIFFERENCE IN VALUE EDUCATION-RELATED CONTENT KNOWLEDGE.

Table 1: t value of the Difference between means of Content Knowledge

Groups	N o.	o f	T r	Mea ns	Standa rd	t Val ue
					Devlati ons	
Experim ental	2 5			9.00	2.70	12.40

Controlle d	2 5			12.0 0	1.09	
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The above table indicates that the t value is 12.40 which is more than the table t value. Therefore, it is concluded that the value education subject included in the Y.C.M.O. University B.Ed. Curriculum improves teacher educators. Content knowledge in the subject.

5.2 Difference in Value Education-related teaching Attitude

Table 2: t value of the Difference between Means of value-related teaching attitude

Groups	N o.	o f	T r	Mea ns	Standa rd	t Val ue
					Devlati ons	
Experim ental	2 5			8.60	1.45	18.00
Controlle d	2 5			13.5 0	1.25	

Table 2 shows that the t value is 18.00 which is more than the table t value. Therefore, it is concluded that the value education subject included in the Y.C.M.O. university B.Ed. Curriculum increases and improves teacher educators value-related teaching attitude and makes it more favorable and conducive.

5.3 OBSERVATION BASED SIGNIFICANT CONCLUSIONS

- It is easy to inculcate values with the help of value education related games.
- It creates and develops a positive attitude towards life
- Value education-related projects provide direct experience in life-like situations and activities.
- Value education creates greater awareness about values in learners.
- It creates and enhances learners' tendencies and attitude to co-operate with others.
- It enhances the tendency to work together with colleagues and others.
- It creates a greater awareness to be compassionate and benevolent to others.
- It helps to grow the co-operative sentiments.
- It displays and shows a new nature, form and appearance of life.
- It creates a positive approach and attitude towards the subject, value education and it's teaching-learning.

6.0 SUMMARY

When we consider the present world and life scenario, we find tremendous material growth,

facility and prosperity. And it makes man happy and satisfied. But in Indian culture, material happiness and physical pleasures were never the ultimate goals. Spirituality, spiritual bliss through noble character and thinking and activities were upheld. The present situation is perhaps most appropriate instrument of transformation in individuals and society. Therefore Y.C.M.O. University had introduced an optional subject, value education in its B.Ed. curriculum. However, value education does not delimit itself to teaching-learning of values alone. After all value education is type of education and therefore it should promote and nourish excellence in the total personality of students. For this purpose, teachers need to assume new roles and perform unique functions. Every teacher needs to be the teacher and promoter of values. The new subject, value education, was designed with these thoughts. The research worker undertook a study to investigate into the effectiveness of the subject. Its details and conclusion are supplied.

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**AWARENESS FOR PREVENTION OF PSYCHOLOGICAL POLLUTION : A
CRITICAL STUDY**
ABSTRACT

Nowadays psychological pollution is a big issue. Every person is running continuously behind material pleasure. For that he can do any ethical non ethical things in his life. Finally he became nervous and psychologically polluted. So its today's need to aware everyone about causes effects & remedies of psychological pollution. To prevent psychological pollution is the main purpose of this research.

Key words : Awareness, Psychological pollution, Prevention, critical study

INTRODUCTION :-

Nowadays pollution is a global issue. There is not only air, water, soil and another pollution but also psychological pollution became a hot issue all over the world. Each and every nation has been engaged in preparation of National Environment policy for sustainable development.

Pollution is the introduction of contaminants into an environment that causes instability, disorder, harmer discomfort to anyone.

PSYCHOLOGICAL POLLUTION :

The 21st century will see mental pollution become a defining conflict area.

It is argued that as industrial societies produce physical toxins and pollutants which harm humans physical health, they also produce psychological toxins (e.g. T.V. Internet addiction, social media, excessive noise, violent marketing tactics) that cause psychological damage.

Very frequently the uneasiness stress originate through interpersonal relationships. Because of explosion of desire expectations, selfishness, laziness, hedonistic nature, thirsty mind, corruption, misuse of media and technology we all are in trouble. And that is the reason of psychological pollution. So purpose of the present research paper is to prevent psychological pollution through this research paper.

OBJECTIVES OF RESEARCH

1. To find out the causes, effects of psychological pollution in society at Gargoti place.
2. To suggest the remedies for prevention of psychological pollution through B.Ed. Trainee Teachers

NEED AND IMPORTANCE OF THE RESEARCH :

1. Present research is important to every living and nonliving component on the earth.
2. Present research is important to B.Ed. Trainee Teachers.

SCOPE OF THE RESEARCH :

1. Present research is related to society.
2. Present research is related to living and nonliving components on the earth.

DELIMITATIONS :-

1. Present research is limited to above 18 years old public of middle class at Gargoti place.
2. Present research is limited in academic year 2016-2017
3. Present research is limited to topic psychological pollution.
4. Present research is limited to IInd year B.Ed. Trainee Teachers in academic year 2016-2017

ASSUMPTIONS OF RESEARCH :-

Psychological pollution is major issue in society.

RESEARCH HYPOTHESIS :

Remedies activities prevents psychological pollution.

RESEARCH METHODOLOGY :

Researcher collected data about psychological pollution by using research tool Interview and observation schedule at gargoti place. Research sample includes gents and ladies of age group above 18 years. Researcher analyse the collected data by using qualitative analysis and conclusions are drawn. Researcher discussed the concept, causes, effects of psychological pollution with second year B.Ed. Trainee Teacher and