



A STUDY ON IMPACT OF VALUE ORIENTED EDUCATION AMONG UNDER GRADUATE STUDENTS IN VELLORE DISTRICT

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ABSTRACT

This study examined the relationship of value oriented education among under graduate students in vellore district. This study adopted survey method of research. Participants were 200 college students randomly selected from different colleges in Vellore District. The research instruments used for data collection was Value Oriented Education Scale prepared by the investigator, tested at 0.05 level of significance. The study reveals that there is no significant difference among the under graduate students about the impact of values oriented education with respect to gender, community religion, parents education qualification, parents occupation, family income, nature of the family, size of the family and nature of the residence.

Keywords: Value, Impact, Value oriented education, Survey, Sampling Techniques.

INTRODUCTION

Education is the deliberate and systematic influence, excerpted by the mature person upon the immature person through instructions and discipline. Education is a systematic influence and harmonious development of physical, -intellectual, aesthetic, social and spiritual powers of the human life.

"Education according to Indian tradition is not merely for earning a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, attaining of human soul in the pursuit of truth and the practice of virtue. It is a -second birth. Education for liberation"

IMPACT OF VALUE ORIENTED EDUCATION

(a) Impact

As far as this study is concerned impact refers to the gaining of knowledge or inculcated knowledge of certain value concepts through value oriented education among under graduate students.

(b) Value oriented education

Value in education means the things which are of the highest worth in educational value is set up principle where by contact indirect, regulated as a guide for individual and social groups. It should not be conceived as an enunciation of serious of dos and don'ts. As far as this study is concerned value oriented education refers to inculcation of certain values such as Religious, Secularism, National Values, Social values, Personal values, Moral values. Among college students, through their regular teaching, are learning process as one of the curriculum in the college education system. The values in the one subject of the moral education to the high school students are taken as value oriented education.

STATEMENT OF THE PROBLEM

Formally the problem can be stated as follow

A Study on impact of value oriented education among Under Graduate students in Vellore District.

OBJECTIVE OF THE STUDY

The following are the objectives of the study.

- (i) To find out the significance difference if any among the under graduate students about the impact of values oriented education with respect to certain democratize variable such as gender, community religion, parents education qualification, parents occupation, family income, nature of the family, size of the family and nature of the residence.

HYPOTHESES OF THE STUDY

The following are the hypothesis of the present study.

- (i) There is a significance difference between boys and girls college students about their impact of value oriented education under certain areas such as religious values, secularism, national values, social values, personal values & moral values.
- (ii) There is a Significance Difference of the Impact of the Values among College Students with respect to their community under certain areas such as religious values, secularism, national values, social values, personal values & moral values.
- (iii) There is significance Difference of the Impact of the Values among college Students with Respect to their Parents Educational Qualifications difference among college students under certain areas religious values, secularism, national values, social values, personal values & moral values.

- (iv) There is a Significant Difference of the Impact of the Values among college Students with Respect to Parent's occupation among college students about their value oriented education under certain areas religious values secularism, national values, social values, personal values & moral values.
- (v) There is a significance difference among high school students about their value oriented education under certain areas religious values secularism, national values, social values, personal values & moral values with respect to their mother's education qualification.
- (vi) There is a significance difference among college students about their value oriented education under certain areas religious values secularism, national values, social values, personal values & moral values with respect to their family income.
- (vii) There is a significance difference among college students about their value oriented education under certain areas religious values secularism, national values, social values, personal values & moral values with respect to their family size.
- (viii) There is a significance difference between joint family & nuclear family of college students about their value oriented education under certain areas religious values secularism, national values, social values, personal values & moral values.
- (ix) There is a significance difference between Rural and Urban residence students about their value oriented education under certain areas religious values secularism, national values, social values, personal values & moral values.

RESEARCH DESIGN

METHODOLOGY

The study was conducted through survey method of research and it is most suitable for the present study.

SAMPLE

A random sampling technique was adopted for the selection of sample 200 under graduate college students were taken for the study.

RESEARCH TOOL

- ❖ Value Oriented Education Scale prepared by the investigator.

STATISTICAL TECHNIQUES

A research should be familiar with principles, procedure, merits and demerits of the statistical techniques to be adopted. In the present study the following statistical techniques were used.

- 1. Mean
- 2. Standard Deviation
- 3. "t"-test

4. "F" test

MAJOR FINDINGS

- 1. There is no significant difference between boys & girls about their impact on value education under religious, social, secular, national, personal & moral values.
- 2. There is no significant difference of the impact of value education under religious, social, secular, national, personal & moral value among college students with respect to the community.
- 3. There is no significant difference of the impact of value education under religious, social, secular, national, personal & moral value among college students with respect to the Religion
- 4. There is no significant difference of the impact of value education under religious, social, secular, national, personal & moral value among college students with respect to their parent's education qualification.
- 5. There is no significant difference of the impact of value education under religious, social, secular, national, personal & moral value among high school students with respect to their parents occupation
- 6. There is no significant difference of the impact of value education under religion, social, secular, national, personal & moral values among high school student with respect to their monthly family income.
- 7. There is no significant difference joint family & nuclear family about their impact on value education under religious, social, secular, national, personal & moral values
- 8. There is no significant difference of the impact of value education under religion, social, secular, national, personal & moral values among high school student with respect to their family size
- 9. There is no significant difference between rural & urban students about their impact on value education under religion, social, secular, national, personal & moral values

TABLE -1

TABLE SHOWS MEAN AND S.D. SCORES OF BOYS AND GIRLS ABOUT THEIR IMPACT ON VALUE EDUCATION AND THE CALCULATED 'T' VALUES

Sl. No.	Values	Boys N = 62		Girls = 138		't' Values
		Mean	S.D.	Mean	S.D.	
1.	Religious Values	0.80	0.215	0.86	0.216	@1.304
2.	Social Values	0.90	0.281	0.96	0.282	@0.6066
3.	Secular Values	0.76	0.175	0.78	0.178	@0.2053

4.	National Values	0.68	0.168	0.72	0.169	@0.4291
5.	Personal Values	0.71	0.192	0.70	0.193	@0.0991
6.	Moral Values	0.80	0.212	0.76	0.212	@ 0.400

@ Not significant at 0.05 levels.

TABLE - 2

TABLE SHOWS MEAN & S.D. SCORES OF COLLEGE STUDENTS ABOUT THEIR IMPACT ON VALUE EDUCATION WITH RESPECT TO THEIR RELIGION

Sl. No.	Values	136 Hindu		30 Christian		34 Muslim		F Values
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
1.	Religious Values	0.85	0.212	0.92	0.221	0.86	0.281	@1.212
2.	Social Values	0.99	0.241	0.98	0.261	0.87	0.198	@0.989
3.	Secular Values	0.79	0.198	0.83	0.199	0.89	0.167	@1.112
4.	National Values	0.74	0.281	0.75	0.210	0.68	0.212	@0.982
5.	Personal Values	0.69	0.179	0.73	0.261	0.87	0.187	@0.912
6.	Moral Values	0.70	0.192	0.78	0.198	0.78	0.212	@0.971

@ Not Significant 0.05 levels

EDUCATIONAL IMPLICATIONS

From the results of the investigation recommended that the students those who are not attained impact of certain values areas should give importance in the regular teaching learning process. It is also recommended that more attention should be given on social, religious and moral values. It is also recommended that the value area such as religious, social, secularism, national, personal & moral values should also incorporated with their regular curriculum at school college level. In addition to that the in-service and preservice of the teacher trainees and existing teacher should also included the concept of value oriented education and particular step should be given for the ways and means of inculcating such values through suitable technique/strategic. Apart from the regular curriculum, the field work, assignment, group projects and social work activities should be given to the three students for enhancing the value impact for their better development.

Co curricular activities such as, NSS, NCC, Cultural programme and other clubs should also give the specific component of such values in their activities for more impact of value among the students. Independent or democratic variables of the high school students' do not play any significant role for their impact of value education through the existing curriculum. Hence this procedure should sustain for implementing the new curriculum and other activities to the students.

CONCLUSION

Value in education means the things which are of the highest worth in educational value is set up principle where by contact indirect, regulated as a guide for individual and social groups. It should not be conceived as an enunciation of serious of do's and don'ts. It would help the nation to fight against all kinds of fanaticism, ill will, Violence, Fatalism, Dishonesty, Avarice, Corruption and drug abuse through the present children who are the future citizens of our nations. (Chavan Committee 1999). As far as this study is concerned value oriented education refers to inculcation of certain values such as Religious, Secularism, National Values, Social values, Personal values, Moral values. Among college students through their regular teaching learning process as one of the curriculum in the college education system.

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