

A) General Information: -

1. Name of the Institute: DIET, Dilshad Garden

2. Details of the Investigator(s):

Name	Designation	Place of posting at the time of project completion	Present place of posting	Contact No.	E-mail
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3. Project/ Study Conducted Academic Session: 2017

4. Institute where Project/Study submitted: DIET Dilshad Garden

5. Theme of the Project/Study: Value Education

6. Level of the study: Higher Education

B) Summary of the Conducted Research work/Project/Study: -

1. **Title:** Effectiveness of the Value Education Programme on D.El.Ed. Trainees

2. **Introduction:** Values are the foundation of our human relationship to ourselves and the world around us. The purpose and role of values has always been the preservation of the human being as a person, human dignity, and the conditions for leading a good life.

We always live in relationship with others, namely in a relationship of mutual giving and receiving, therefore recognition of our dependence on others and caring for others is essential. This communitarian nature of ethics is extremely important and dictates reflections on justice, solidarity, compassion, and cooperation. Such efforts and discoveries are closely related to dialogue, which builds upon openness, reciprocity, and mutual recognition. These aspects are important for value education, since its main goal is to strengthen such dialogical and emphatic stance on all levels of educational process.

The main aims of Value Education are: to stimulate ethical reflection, awareness, responsibility, and compassion in children, provide children with insight into important values, and equip them with intellectual capacities for responsible moral judgment. The selected values for research are respect, gratitude, relations with family and others, trust, truth etc. Keeping in view the importance of Value Education, present research was conducted to know the effectiveness of the selected values on D.El.Ed. trainees.

3. **Research Objectives:** : The main objectives of the present study were:

- a. To identify and enlist the values for which effectiveness will be studied.
- b. To study the perceptions of D.El.Ed. trainees about enlisted values before and after intervention.

- c. To study the difference between the perceptions of D.El.Ed. Trainees before intervention and after intervention.

4. Research Design:

- **Research method(s):** Pre test- Post test experimental design under Experimental research was used in this study.
- **Tools and Techniques used:** Questionnaire consisting questions in the form of statements was used to gauge the perception of trainees.
- **Statistical Techniques:** Percentage and t-test were used to analyse the data.

5. Research findings: The main findings of the study were:

- The results of the study shows that value education programmes can impact teacher trainee behaviour. If teacher's behaviour will be positive it will improve their teaching learning process which ultimately enhances the academic achievement of the students.
- Educators need to focus on all 30 values according to Jeevan Vidya. Without these values human cannot be awoken. Actually all these values are there in human, we need to provide the situations where these feelings grow and flourish. We need to create such environment where these values already exist and learners follow them accordingly. In such type of environment they will feel happy. Educators need to think about value in education. Through involving the learners actively in discussion, dialogue and practical activities, the educator should make them think and reflect on human actions and events.
- There is a significant difference between the scores of Pre-test and Post-test of all trainees which indicates that the Value education programme has a positive impact on D.El.Ed. Trainees.

6. Educational implications: The implications of value-based living can be studied in the following terms:

- a. At the level of individual: Transition towards happiness and prosperity will take place at the individual level. The individual will slowly start getting rid of the

- contradictions and conflicts within, and attain a state where one is able to answer his/her questions by exploring within the self. The feeling of Sanyama will enable a proper care and use of the body. It will in still self-confidence and spontaneous joyfulness in the individual. This will in turn help the individual reduce the feeling of financial insecurity caused due to ill-health.
- b. At the level of family: The value-based living will facilitate peace and harmony in the family, with just and fulfilling behavior. People will feel prosperous and the feeling to nurture others will grow in the families. This will help raise the feeling of togetherness in the families, and reduce the family feuds.
 - c. At the level of society: When relationship gets higher priority over physical facilities, fearlessness and mutual trust start emerging in the society. Differentiations on the bases of body (in terms of gender, age or race), physical facilities (in terms of wealth or posts) and beliefs (in terms of isms, sects, etc.) will be reduced. The feeling of undividedness will surface in the society.
 - d. At the level of nature: Human beings will be in a better position to place themselves in relation with other units in nature. The problems of pollution and resource depletion can be solved as people are able to judge their needs for physical facilities correctly and fulfill these in a recyclable manner matching with the process of nature.
7. **Scope of the study:** Value Education programmes raise self-awareness among people, hence all groups and communities can benefit from it. Similar study can be done on HoS/Principals, teachers, students, and other officials. This study is conducted in the North-East District and the similar study can be done in other districts to check the effectiveness of Value Education Programmes. Also, a larger sample can be taken to validate the findings of the present study.