

A) General Information: -

1. Name of the Institute: DIET Ghumenhera

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
Dr.Suman	Assisant Professor	DIET Pitampura,Delhi	DIET Ghumenhera	8010848236, 9671769454	drsuman767@gmail.com

3. Project/ Study Conducted Academic Session: 2017- 2020

4. Institute where Project/Study submitted: DIET Pitampura,Delhi

5. Theme of the Project/Study: Gender Education

6. Level of the study: Teacher Education

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

1. Title: A Study to Explore Values of Prospectives Teachers of North West District of Delhi in Relation to Gender.

2. Introduction: Values are things that you believe,are important in the way you live and work.In this study “values” means “Core Values”.Core values are fundamental beliefs of a person or an organization.These are guiding principles that dictate behaviour and can help people understand the difference between right and wrong. After analyzing review of related literature pertaining to core values and keeping in mind the following 9

Instrumental Values of prospective teachers were selected for study viz. Polite, Capable, Benevolence, Responsible, Forgiving, Honest, Hedonism, Achievement and Universalism. of D.El.Ed Trainees studying in North-West DIET's.

3. Objectives: 1) To Study the core values of D.El.Ed. Trainees studying in North -West DIET.

2) To compare the core values of boys and girls in North- West DIET.

4. Research Design:

- **Research method(s):** It was a descriptive research study. Purposive and convenient sampling technique used. Self developed tool “Value Questionnaire for prospective Teachers” validated by experts in the field was used to collect data. Data was analysed using “t-test” and “percentage” method.

- **Tools and techniques:** Self-developed tool ‘Value questionnaire for prospective Teachers’ having objective type questions related to 9 core values of prospective teachers was used to collect data. After exploring studies conducted in India and abroad in this field. Instrumental values of Rokeach Value survey (RVS) were deeply discussed and out of 12 instrumental values 09 core values were selected and finalized and finalized. For this a two days workshop was conducted with expert in the field namely “Professor S.K. Yadav”, former Head, deptt. of Teacher Education NCERT, Delhi, Neetu Rana, Assist. proff., Miranda House, Delhi University, Delhi for content validity of tools.

For analysis of data regarding nine core values ‘percentage’ and ‘t’ test was used

5. Research findings:

- **Result and Findings Regarding Nine Core Values-**

- Majority (92%) D.El.Ed. trainees are found to have polite courteous and well-mannered values, which will help in odd and difficult situations.
- As many as 80% of trainees are found to have competent, effective and right attitude to learn which will help them to become a competent teacher.
- Almost half (51%) of trainees expressed the honesty, welfare for others, loyalty, responsibility etc. traits which are essential for teaching profession.
- About 69% D.El.Ed. trainees expressed dependable, reliable, responsible etc. behaviour traits which are the quantities of the responsible teachers.
- As many as 87% trainees are found to have core values 'forgiving' traits such as willing to pardon others, forgiving etc.
- About 64.3% trainees are found sincere, thoughtful and honest in their action and deeds.
- Only 8% trainees are found to expressed the traits of 'Hedonisms' core value such as indulge in pleasurable activities, enjoying life, ignore others for their pleasure.
- As many as 84% trainees provided correct responses which reflect the capability, ambition, influence, intelligence, success etc. qualities, which are very important qualities of teaching profession.
- As many as 89.3% trainees were found to express positive responses towards core value 'universalism'. broad mindedness, justice, equality, unity and the world at peace etc

➤ **Findings Regarding Comprehension of Core Values between Male and Female Trainees :-**

- Significant difference was found between male and female trainees on polite value. Female trainees were found to be more polite than male trainees.
- No significant difference was found between male and female trainees with reference to 'capable' value. Both male and female trainees are found equally competent and effective to do the task assigned to them in their professions.
- No significant difference was found between male and female trainees with reference to 'Benevolence' value. Both male and female trainees are found equally loyal, honest, responsible and ready to work for welfare of others in society.
- Significant difference was found between male and female trainees with reference to 'Responsible' value. Male trainees were found to be more responsible than female trainees.

- No significant difference was found between male and female trainees with response to ‘forgiving’ value. Both male and female trainees have some feelings of forgiveness and both are willing to pardon others for their mistakes.
 - There was found no significant difference between male and female trainers in terms of ‘honest’ value. Both were found honest.
 - Significant difference was found between male and female trainers with reference to ‘Achievement’ value. The difference in achievement value was found more in female trainees as compared to male trainees.
 - Significant difference was found between male and female train is with reference to ‘hedonism’ value. Male trainers were found to be more hedonistic as they are not serious on home and at work front like girls and involved in other pleasurable activities with friends outside home.
6. No significant difference was found between male and female trainees with reference to ‘universalism’ value. Both male and female trainees have qualities such as broad mindedness, social justice, equality, inner harmony, unity with nature etc.

Educational implications: 1. Curriculum of D.El.Ed. should be revised by integrating these 9 values within theory paper of different subjects. These values should be integrated in School Experience Programme also. 2.Values should be reflected and integrated in various co curricular activities celebrated in Teacher training institutes as a regular feature. 3.All these 9 values should be integrated as part of CTTL (Critical thinking and trans-formative learning) Curriculum. 4. For integration and promotion of these values training programmes for administrators, faculty members, official staff and teachers should be organised. 5. Various competitions should be organized based on these nine core values to aware trainees about importance of these core values for society.6.In some of core values namely “polite”, “responsible”, “achievement” and “hedonism” it was found significant difference between male and female trainees. Therefore material on these core values should be reviewed and developed.

7. **Scope of the study:** By incorporating implications of this research study in curriculum of Teacher training institutes, value oriented teaching professionals can be prepared which is ultimate need of hour.