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A STUDY OF THE VALUES OF COLLEGE STUDENTS OF TRIPURA IN RELATION TO THEORETICAL, ECONOMIC, AESTHETIC, SOCIAL, POLITICAL, AND RELIGIOUS VALUES

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ABSTRACT

Moral principles, ideas and notions are the vital factors in all societies of the world including the uncivilized, in affecting and controlling the social behavior of man. Values are an important element in our normative pattern. Values are the most dynamic, creative and important driving force behind human actions and endeavors. It is a fact that religious fundamentalism, language and regional chauvinism and caste and communal feelings are raising their and threatening the very existence of our nation. The values of a society provide goals or ends for its members to aim for. These goals or ends are to be pursued in different contexts and situations. This study deals with the value pattern of college students of Tripura in relation to theoretical, economic, aesthetic, social, political, and religious values. For this work the researcher has collected data from the students belonging from eight colleges of West Tripura district. As we all know that student life is the most important period in inculcating values so that they can follow this path throughout their lives. So it is a need of the hour to study about the value patterns of college students of Tripura.

KEYWORDS: *Value, College students, educational environment, moral values.*

INTRODUCTION

Values signify the quality of an individual or a thing which makes that individual or thing important, respectable and useful. According to the concise Oxford Dictionary value is 'One's principles or standards; one's judgments of what is valuable or important in life." Values refer to objects that we cherish or desire and consider them desirable and worthy of acquisition. In simple words, moral values may be defined as measure of goodness or desirability. Values represent wide range of ideas about the ends that man should pursue in their life. The values of a society provide goals or ends for its members to in aim for. These goals or ends are to be pursued in different contexts and situations. The concept of good differs from person to person. But the good considered from moral point of view is regarded as the highest good. It is education which can make people to understand the nature of the highest good. Therefore in the center of learning attempts should be made to develop moral consciousness among the pupils. India is facing today the great challenge of the crisis of values. All sensible people are helplessly looking at the dark clouds of terrorism, corruption, alarming disparity between the "haves" and "have-nots" and lack of

governance that have gathered over the Indian polity. And everybody expects that value education of some kind or other should address this challenge.

STATEMENT OF THE PROBLEM

In modern India there has been a revolutionary change in the field of value due to many factors such as the influence of Western culture, industrialisation, modernisation, urbanisation etc. It is necessary for us to preserve our traditional values. However, a conflict between traditional values and modern values is inevitable. One of the main tasks of contemporary Indian society is to bring about a synthesis of the traditional moral values and the modern moral values.

After passing from the college, some students take higher studies from university level and other began their working life .This study attempts to assess the values of college students, to understand their value pattern in the present day social and educational environment and to offer a few suggestions for the improvement of values to colleges in the light of the present findings.

BASIC ASSUMPTIONS

The basic assumptions are listed below:

i) The scenario of the all the districts of Tripura will reflect the picture of the whole state.

ii) The tools used to test values of students reflects the present position of their moral values

REVIEW OF THE RELATED LITERATURE

Review of the related literature allows a researcher to acquaint herself with current knowledge in the field or area in which she is going to conduct the research. This helps to avoid unintentional duplication of well established findings. Moreover, it helps to know the previous recommendations and research methodology.

Anbarasu, M(1992) studied about value orientation in English language textbooks of upper primary schools. He found that class - VI and class VII students had a very low level of value awareness.

Bhagia (1986) identifies the near emerging values as ‘values of restraint’ which includes concern for environment tolerance and integration all leading to one major aspect ‘good life’.

Bargavi (1990) reported that IX std. boys identified more democratic values than girls in English prose. Girls identified more social values than boys. Boys and girls identified religious, personal and aesthetic values to be the same level in English prose.

Dahler (1985) analyses the literature concerned with the study of contemporary global problems and concludes that the crisis in human values and ethics is the outcome of a crisis in human values and ethics in the inner or ethical life of the mankind.

Dubey, Ramjee (1992) had done a critical study of the concept and implementation of value education in India at school level since 1947 to 1986. He found that values such as national integration, brotherhood, secularism, punctuality, have been emphasized but folk songs and legends which highlight several socially accepted values were missing from the curriculum. The value crisis was due to lack of ideal leadership, neglect of the affective domain in education and corrupt practices in the society.

Gupta, Arun K. and Gangal, Renu (1889) have studied about value emphasis as preceived by pupils of primary, middle and high school stage in different institutions of India. It was found that teachers stress on different types of values at different stages. Itwas found that the values pertaining to truth, courtesy, social service, dutifulness should be emphasized by most teachers.

Indrani (1981) made an analysis of the place of moral education in a secular country. She identifies ‘social values’, ‘values pertaining to self’, ‘values pertaining to the country and the world process’’ as important values to be cultivated.

Kireet Joshi proposed syllabus for value-oriented education from Class- I to Class - XII. In the elementary classes the stress is on training the senses and activities for teaching basic values. Music, Poetry, Science, Physical education, Yoga are suggested as means to develop value consciousness in higher classes. The emphasis is on development of reflection and analytical thinking to move towards inner consciousness.

Khandekar, M.P. (1991) studied about the educational values in the textbooks of Hindi at the graduation level in the colleges of Nagpur. The study was based on seven educational values character building, aesthetic sense, patriotism, development of cultural and literary interest, beauty of the language, grammar and established values. The study revealed that textbooks were not in accordance with educational values.

Mohagaonkar, P. (1990) undertook an experimental study how far the text books of Marathi of class VI, VII, VIII are able to reflect the ‘sanskaras’ or moral values. It was found that the books contain value of equality, but there were not enough lessons in the books forthe value of fraternity.

Nagaraja, Rao (1968) takes an insight into the values in the changing world. He observed two views advocated by the thinkers of the recent times; the ideals of military process and industrial enterprise, and the ideal of swadharma as means of universal peace and happiness.

Roy Choudhury (1989), Reddy and Reddy (1992) and Bhat (1996) elaborate the concept of value education relevant to the elementary, secondary, college and university levels, the objective being the development of an individual, character building and upholding of human dignity and self-respect.

Singh et. al. (1990) undertook an experimental study using pretest posttest control group design. They report that demonstration, theory orientation-practice of value analysis model was significantly more effective than the "theory orientation demonstration - practice of value analysis" model in developing moral judgments in B.Ed trainees.

Sharma (1990) advocated for deeper understanding of the fundamental values of love, freedom, truth and justice citing the impact of saints from history and from more contemporary times. (Ramkrishna Paramhansa, Vivekananda and Gandhi).

Seshadri (1992) explains that value education is referred to a planned educational action aimed at the development of proper attitudes, values, emotions and character in the learners. The phrase has very wide connotation and covers all aspects of personality development intellectual, social, moral, aesthetic and spiritual.

Seetharamu, A.S (1974) conducted an experimental study of the moral instruction in upper primary schools. The study aimed at finding the effect of direct moral instruction on the moral development of children. It was found that a definite improvement in moral judgment can be brought in by moral instruction.

In summing up from those above literature, the researcher would like to conclude that

i) Value Education is needed at every stage of human life.

ii) Development of moralities and character building is an important aspect of every human.

iv) There is need for value education in present day society for restoring harmony and peace into human life.

vi)Value education aimed at the development of proper attitude, values emotions.

SIGNIFICANCE OF THE STUDY

Life is day by day becoming complex and complicated. The modern man, influenced all through by western modes of life, seems to be like a rudderless boat; buffeted on all sides by cries of greed and desire for enjoyment, the higher values of life seem to have renounced by the educated city dwellers of India. Actually we are not creating generation of youth who are neither Indian nor western, they are building a purely economic society which seeks security in money and not in concern for social harmony and social well being. Though some studies were conducted related to value inculcation in national level, no specific study was done on understanding values of college students in the context of Tripura. This will help the curriculum framer to frame the curriculum and moreover, it will also help the educational policy makers to take steps for development of values among college students. There is need for appropriate educational action to meet the challenges of the present day.

OBJECTIVES OF THE STUDY

1. To find out the value pattern of pupils studying in colleges of Tripura
2. To find out if there is any significant difference between boys and girls in respect of their theoretical, economic, political, aesthetic and religious values.

HYPOTHESES OF THE STUDY

1. The nature of value pattern of college students is good.
2. There is significant difference between boys and girls in respect of their theoretical, economic, political, aesthetic and religious values.

NULL HYPOTHESES

H_1 The nature of value pattern of college students is not good

H_2 There is no significant difference between the boys and girls in respect of their theoretical, economic, political, aesthetic and religious values.

SCOPE OF THE STUDY

Scope of moral values is as wide as life itself. Its scope ranges from the concrete educational processes to the most abstract one. The scopes of the study are as follows:

- Value reflects the guidelines for an individual life.
- They are influenced by an individual's experiences, desires and specific situations.
- Values are the standards or guidelines for a nation that guide it policies.
- Moral education trains the person to be able to take the right decision-virtues involved, justice, wisdom, temperance etc.

The research study can be done in all the states of India and even all over the world.

DELIMITATION OF THE STUDY

Though the geographical area mentioned in the title is Tripura, the study will cover west Tripura district.

DEFINITIONS OF KEY WORDS

Value - Man acts to satisfy his needs. Anything which satisfies a human need becomes thereby a

thing of value. It is an element of desirability and satisfaction that is common to all values, material or nonmaterial. In Psychology the term value is generally employed to designate a dominant interest, motive or broad evaluative attitude. Values have been defined variously by different educationists, but on the whole it is interpreted to be either a set of feeling or an action.

District – District is a territory marked of special administrative purpose. Here the West Tripura district is mentioned. .

Tripura - A state in north eastern region of India and have a population of 31,99,203 (According to the 2001 census). The geographical location is 22056/ North - 24032/ North, latitude and 90010/ East - 92021/ East longitude.

Student - A person pursuing a normal course of study.

Methodology: The methodology of the study comprises method of research, population sample , tools procedure of data collection and analysis.

Method: The study fall in the design of descriptive study

Population: All college students of Tripura will be the population of the research work.

Sampling: Stratified random sampling was used to choose the colleges. Simple random sampling was used to select students.

TOOL USED FOR THE STUDY

R. K. Ojha. and M. Bhargava, Study of Value Test (SVT–**OB**) Hindi / English.
(Measures six values — theoretical, economic, aesthetic, social, political, and religious on the basis of Allport Vernon as per Spranger's classification.)

Data collection:

Data is collected through the tool used by the researcher from eight degree colleges of West Tripura.

Null Hypothesis – 1

- The nature of value pattern of college students is not good

Table- 1

Variable	Poor		Moderate		Good	
	N	%	N	%	N	%
Value pattern	8	4.73	137	81.07	24	14.20

Table- 1 shows that 4.73% of college students have poor, 81.07% of them have moderate and 14.20% of them have good level of value pattern.

Null Hypothesis – 2

- There is no significant difference between the boys and girls in respect of their theoretical, economic, political, aesthetic and religious values.

Table-2

Gender	N	Mean	SD	Calculated 't' value	Table Value	Remark
Boys	104	19.05	4.83	0.13	1.96	NS
Girls	65	19.14	4.29			

NS: Not Significant

FINDINGS

From the analysis of data it has been observed 81.07% of students have moderate level of value pattern. The boys and girls do not differ significantly in their theoretical, economic, aesthetic, social, political, and religious.

CONCLUSION

India is a multilingual, multicultural and multi religious country. In the age of increasing intermingling of communities and cultures, it is important that diversity within the Indian society is appreciated based on universal principles. Universality and diversity may seem to be incompatible but both have to co-exist in a democratic and diverse society like ours where values of democracy prevail at the same time values of differences are also fully recognized and respected. Values are important in the construction of personal morality and as a basis for living life. Education is a process of bringing about desirable changes of behavior in the individual in his knowledge, skill attitudes and values. Though teachers and co-curricular activities are helpful, but there is need to make the teachers more conscious and to arrange the co-curricular activities more structured and systematic.

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