

A Study of Values among Technical Teachers Working in Private and Government Universities in NCR

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Abstract- This paper addresses the issue value education for technical teachers and its response to the demand for value education in the Higher Education. Defining value education as education itself, the author advocates the need for the preparation of a teacher as an agent for social change, to equip him or her to deliver the quality of values as per the situation and explore the process by which children develop values essential for living in the society. in this study researcher used Teacher Value Inventory by Dr. Dr Ahluwalia for the collection data and interpretation result .This study was confined to two groups of T First Technical Teacher working Government Universities and Technical teachers working in Private universities .total sample consisted 130 Technical teachers out of 150 . It was found that there was no difference among technical teachers in relation to Theoretical, Social, and Religious values. But the Government and Private technical teachers have some differences in the respect of Aesthetic, Political and Economic The basic purpose of education is to create skill and knowledge and awareness of our glorious national heritage and the achievements of human civilization, possessing a basic scientific outlook and commitment to the ideals of patriotism, democracy, secularism and peace, and the principles enunciated in the Preamble to our constitution. Value education theoretical and practical ideas, socio- emotional development and education to different professional fields, implementing and assessing educational programs. . in this paper I have discussed many aspect of values for technical Teachers and find that Value should be incorporate with content , Environment , teachers and family also.

Index Terms- Value Education ,Technical Teachers , Higher education

I. INTRODUCTION

Indian view of values derives from socio-philosophic traditions with roots deep in the past. Unlike the west, philosophy of India was not just a means of satisfying intellectual doubt (samasya), but more a practical endeavour that showed the right way to attain spiritual liberation (moksha), the summa bonum of life. Although there are four supreme ends of life (purusharthas) which emphasized the right way of living. (1) Dharma (Righteous action) (2) Artha (Economic well being) (3) Kama (Physical well being), and (4) Moksha (spiritual freedom). The secular values of artha and kama rank inferior in status in the Indian hierarchy of values, to the spiritual values of dharma and moksha, and moksha is far higher than dharma. In fact, it is the highest end of human life. The unique feature of value system depicted in ancient Indian thought was that man was given

freedom to acquire wealth (artha) and physical well being (kama) but it should be in a righteous way (dharma) to attain ultimate goal of life (moksha). Thus kind of voluntary and spiritual control of acquisition of wealth and physical well being within the frame of ligher parushartha (dharma & mokhsa), sustained a harmonious and virtuous way of living. Dharma was conceived in Indian thought as a regulative principle in the achievement of artha and kama. It has also been conceived as a means for the realization of ultimate end; moksha, dharma, right action or right conduct was viewed in terms of cultivation of the virtues of non injury, sincerity, honesty, cleanliness, control of sense, charity, self-restraint, love and forbearance. This implies that the concept of dharma indicated both individual as well social values.

Values give direction and firmness to life and bring the important dimensions of meeting. Values are control to one's life since they are normative in all of one's actions aid understanding, values brings quality to life. As one world famous social scientist professor Gurmar Murdal says "specification of values (on the scientist part) aids in reaching objectivity since it makes explicit what other wise would remain implicit. Values have three anchor bases Head, Heart and Hand. In other words, values lead to decisions and action. Thus the foundation of values rest upon cognition (thinking). Affection (feeling) and Conorian (behaviour).

II. NEED AND IMPORTANCE OF THE STUDY

Study of values is very important because they are guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy satisfaction of life. Values are like the raid that keep train an the track and help it move smoothly, quickly and with direction. They bring quality of life. A value is a relationship between a person and is environmental situation which evokes an appreciative response in the individual. Values covers all aspect of Human being.

The development of values is influenced by a complex network of environmental factors home, peer-group, community, the media and the general ethos prevailing in the society. Social and individual needs are changed due to modernization, westernization and industrialization. In the history of human civilization. India has been subjected to lot of transformation as a result of many foreign invasions, many cultural sub groups changed the way of living though and values of India, a glance of political, philosophical, historical, political and social aspects revealed that there was a major shift of values orientation from ancient past to present modern day.

Values are guiding principles decisive in day to day behaviours as also in critical life situations. In this age of rapid social change influenced by technology, there appears a value crisis in the society, some values seem to perish. Some submerge into others, some new have emerged and some new ones are gaining credibility. As a mathematical analogy, values seem to be variable and are not constants to be banked upon. Values regeneration has therefore, to be attempted as a continuous striving. The stress on behaviour development has to pervasive and permeating since it involves multifarious social group cases like Indian nation.

India reputed in the ancient lore as the custodian of the 'soul' is now becoming a nation without soul. Materialism has engulfed us to the extent that every one by and large has become a worshipper of mammon (Kuber, Dhanlaxmi) Too much of dominance of materialism in a country leads to lack of faith in idealism which is not good for that country.

All values and norms are being act to the winds in pursuit of self and power. There is a widespread spectrum of kaleidoscopic annoyances, dissension and conflict, misery corruption sensuality, falsehood hypocrisy and degradation of mind moral and relationship.

Late Prime Minister Mrs. Indira Gandhi said, "Never in our life time have there been so many difficulties and crises", and added that there was an urgent and immediate need to foster character and discipline among young generation."

The youth of today is living in a more complex society full of paradoxes and contradiction that their forefathers did, on the one hand they have experienced men on moon phenomenon made possible by advanced technology and on the other hand they have witnessed social riots, war, poverty and ecological corruption. To them the institutions are no longer sacred shrines or temples of wisdom. They are something like many market places where To find out the devotion nor respect and ultimately there has been increased sensitivity to the failure of our educational system to live upto the idealistic hopes.

D.S. Kothari (1964) said that "Science and technology are developing but wisdom is imploding. It is shrinking. Knowledge is expanding and human personality is shrinking, because of the explosion of knowledge and implosion of the wisdom. We find various kinds of grave aberrations. Imbalances and calamities. There is explosion of violence in diverse form."

Values are influenced by the changing philosophical ideologies, sociological perspective, social conditions and political doctrinaires.

In modern India there has been a revolutionary change in the field of values due to many factors in addition to the influence of the Western culture, industrialization urbanization and other international transactions. We are creating generation of youth who are neither Indian nor western, with the result they find themselves caught in dilemma. We are building a purely economic society which seeks security in money and not in concern for social harmony and social well being. Wherever we go we hear people talking of corruption. This has become so wide spread that it is at the root of many other evils like injustice, exploitation and violence.

It is fact that religious fundamentalism, language and regional chauvinism and caste and communal feedings are

raising their ugly heads and threatening the very existence of our nation.

The University Education Commission (1948-49) asserts; "If we are not prepared to leave the scientific and literary training of pupils to the home and community, we cannot leave training in values, of those. The child is robbed of its full development, if it receives no guidance in early years towards a recognition of salient values of life. If this guidance is left to homes and communities, the chances are communal bigotry, intolerance and selfishness may increase."

The 'Sri Prakash' report describes the growing unrest in the student world "the various unfortunate incidents of indiscipline, rioting, even murder, that have taken place. Furthermore, the report mentions the disruptive forces at work in our society outside the school, such as loosening of social relationship, and a more materialistic approach to life. In short, an ethical and unifying factor is clearly needed in the society. If the values inherent in the different religious could be taught in an objective and tolerant way, this type of instruction might very well turn out to be the solution to the problems mentioned."

III. STATEMENT OF THE PROBLEM

The statement of the problem is as follows:

A Study of Values among Technical Teachers WORKING in PRIVATE and government universities in NCR

Functional Definitions of Term Used:

1. **Values:**
2. Values are acquired by examples or by what we do. The essence of value inculcation therefore is observation and action. One should remember that human growth is directly related to the 'values-development' among the students, hence they need different handling at different stage of growth and development.
3. **Technical Teacher:-** Those Teacher have technical degree and teaching with Professional Students It's Call as Technical teacher.
4. **Government University:** Universities which are run under the supervision By Government called as Government University.
5. **Private University :** Universities which are run under the supervision of private organization and aided by the Management

Objectives of the Study:

1. To find out the significant difference between Technical Teachers working in Private and Government University in relation to their Aesthetic Values
2. To find out the significant difference between Technical Teachers working in Private and Government University in relation to their Social values
3. To find out the significant difference between Technical Teachers working in Private and Government University in relation to their Economic values.
4. To find out the significant difference between Technical Teachers working in Private and Government University in relation to their Political values

5. To find out the significant difference between Technical Teachers working in Private and Government University in relation to their Religious values.
6. To find out the significant difference between Technical Teachers working in Private and Government University in relation to their Theoretical values.

Hypotheses of the Study

1. There is no the significant difference between Technical Teachers working in Private and Government University in relation to their overall values
2. There is no the significant difference between Technical Teachers working in Private and Government University in relation to their Aesthetic Values
3. There is no the significant difference between Technical Teachers working in Private and Government University in relation to their Social values
4. There is no the significant difference between Technical Teachers working in Private and Government University in relation to their Economic values
5. There is no the significant difference between Technical Teachers working in Private and Government University in relation to their Political values
6. There is no the significant difference between Technical Teachers working in Private and Government University in relation to their Religious values
7. There is no the significant difference between Technical Teachers working in Private and Government University in relation to their Theoretical values

Delimitations of the Study

1. The area of present study limits by only NCR Technical teachers.
2. The study was conducted on higher students only.
3. Only values measured in present study.
4. Tools were administered over students of higher classes.
- 5.

Methods and Design of the Study:

The purpose, objectives of the study, nature of the problem, the hypotheses and the tools used in the study determine the choice of any method for collecting the data in any research study. Since the present study purported to the comparative study of the values of students at higher level. For this purpose, the "Manual for Teachers Values Inventory" was used by the investigator. This manual is prepared by Dr Ahluwalia and was to administer for Teachers at higher level.

Plan of the Study:

The first task of the investigation work is to select appropriate methodology research. The methodology in the present study is the survey method. Survey studies are conducted to collect data of the existing phenomenon. It deals with not only merely gathering of data but also involves interpretation, comparison, measurement, and understanding of solution of significant educational problems. Mere the survey method was used to study the values of Teachers at higher level.

Population, Sample and Sampling of the Study

Most of the educational phenomenon consist of a large number of a units. It is not feasible to contact each and every element of the population; the investigator has to content with some individuals who would represent the whole population. The representative proportion of the population is called sample. Sampling is the process by which a relatively small number of individuals are selected and analyzed in order there is no something about the entire population form, which it was selected. Keeping in the view the limited sources of time, money and practical difficulty a limited sample consisted of Technical teachers of Government and Private Universities in NCR (U.P.).

Procedure of the Study:

To begin with data collection was undertaken over a sample of 150 Technical Teachers but from which investigator had got 130 samples from Technical Teachers at higher level. Two Universities was selected for sample from Technical teachers i.e. (55 Technical Teachers of S.R.M. University (Private) 75 Technical Teachers of CCS University (Govt). The purpose of research was made clear to Technical teachers. Instructions were given to teachers and doubts were made clear, Technical teachers administrating the tool. Both the tools were given simultaneously and Teachers were motivated all the time to answer all the questions carefully and truthfully. Their co-operation was sought by telling them that their results would be kept strictly confidential and their answer would be used only for the purpose of research.

Tools of the Study:

Selection of the suitable instruments or tools is of vital importance for the collection of data in any research work. Different tools are suitable for collection data and for various kinds of information. One may use one or more of the tools according to the purpose of study. For the present investigation, the investigator used Teacher Values Inventory by Dr Ahluwalia in the study.

IV. DISCUSSION AND RESULT

Table 4.1: Comparison of the Theoretical values between Technical Teachers working in Private and Government Universities:

Universities	N	Mean	SD	't' Ratio
Government	75	97.50	12.20	
Private	55	99.20	10.50	0.85

Interpretation

It is clear from Table No. 4.1 that mean score of **Technical Teachers** Working in Government University($M = 97.5$) and **Technical Teachers** Working Private University ($M = 99.2$). Here calculated value of ' t ' is 0.85 which is same in reference both aspect. Hence the null hypothesis is not rejected at any level of significance. In other words, it may be said that theoretical value of Government Technical Teachers and Private Technical Teachers are more or less same.

Table 4.2: Comparison of the Economical values between Technical Teachers working in Private and Government Universities

Universities	N	Mean	SD	't' Ratio
Government	75	80.75	14.10	
Private	55	75.70	12.60	**2.11

**Significant Difference at 0.05

Interpretation: It is clear from Table No. 4.2 that mean score of **Government Technical teachers** ($M = 80.75$) is higher than that of **Private Technical Teachers** ($M = 75.70$). Here calculated value of 't' is 2.11 which is smaller than the 't' value given in the table. Hence the null hypothesis is rejected at the 0.05 level of significance. It may be interpreted that there is a significant difference between economical values of Technical Teachers working in Government and Private Universities.

In other words, it may be said that Technical Teachers working in Government Universities have higher **Economical Values** than Technical Teachers working in Private Universities

Table 4.3: Comparison of the Aesthetic values between Technical Teachers working in Private and Government Universities

Universities	N	Mean	SD	't' Ratio
Government	75	80.70	12.30	
Private	55	85.30	13.20	**2.02

**Significant difference at level of .05

Interpretation: It is clear from Table No. 4.3 that mean score of **Technical Teachers (Govt.Univ)** ($M = 80.70$) is lower than **Technical Teachers (Pvt.Univ)** ($M = 85.30$). Here calculated value of 't' is 2.02 which is high than the 't' value given in the table. Hence the null hypothesis is rejected at 0.05 level of significance.

It may be interpreted that there is the significant difference between aesthetic values of Government and Private Technical Teachers

In other words, it may be said that aesthetic value of Technical Teachers and Technical Teachers are more or less same.

Table 4.4: Comparison of the Social values between Technical Teachers working in Private and Government Universities :

Universities	N	Mean	SD	't' Ratio
Government	75	102.60	14.30	
Private	55	101.10	12.60	1.05

Interpretation: It is clear from Table No. 4.4 show that mean of Technical Teachers of Government Universities ($M = 102.60$) is higher than Technical Teachers of Private Universities ($M = 101.10$). Here calculated value of 't' is 1.05. Hence the null hypothesis is not rejected at any level of significance.

It may be interpreted that. There is no the significant difference between social value of Government and Private Technical Teachers .

Table 4.5: Comparison of the Political values between Technical Teachers working in Private and Government Universities

Universities	N	Mean	SD	't' Ratio
Government	75	79.40	11.30	
Private	55	75.10	9.80	2.33

Interpretation: It is clear from Table No. 4.5 that mean score of Government Technical Teachers ($M = 79.40$) is higher than that of Technical Teachers of Private universities ($M = 75.10$). Here calculated value of 't' is 2.33 . Hence the null hypothesis is rejected at 0.05 level of significance. It may be interpreted that, There is no the significant difference between political value of Government and Private Technical Teachers.

In other words, it may be said that Government Technical Teachers have more Political Values than Private Technical Teachers

Table 4.6: Comparison of the Religious values between Technical Teachers working in Private and Government Universities:

Universities	N	Mean	SD	't' Ratio
Government	75	81.10	16.30	
Private	55	83.30	15.40	1.51

Interpretation: It is clear from Table No. 4.6 that mean score of Technical Teachers (Govt.Univ) ($M = 81.10$) is lower than **Technical Teachers (Pvt Univ)** ($M = 83.30$). Here calculated value of 't' is 1.51 which is smaller than the 't' value given in the table. Hence the null hypothesis is not rejected at any level of significance. It may be interpreted that. There is no the significant difference between Technical Teachers (Govt.Univ) and Technical Teachers (Pvt.Univ) in respect of religious value. In other words, it may be said that religious value of Technical Teachers (Govt.Univ) and Technical Teachers (Pvt.Univ) are more or less same.

Findings

1. The Theoretical values of Government and Private Technical Teachers are more or less same.
2. The Government Technical Teachers have more Economic values than Private Technical Teachers .
3. The Private Technical Teachers have higher Aesthetic values than Government Technical Teachers
4. The Social values of Government Technical Teachers and Private Technical Teachers are more or less same.
5. The political value of Government Technical Teachers more than Private Technical Teachers.
6. The religious value of Government Technical Teachers and Private Technical Teachers are more or less same.
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V. CONCLUSION

This study was confined to two groups of Technical teachers; First Technical Teacher working Government Universities and Technical teachers working in Private

universities. It was found that there was no difference among technical teachers in relation to Theoretical, Social, and Religious values. But the Government and Private technical teachers have some differences in the respect of Aesthetic, Political and Economic Values .it means we can say that we should provide extra Aesthetics, Economic and Political values for Technical teachers those were working in Government and Private Universities.

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