



A STUDY OF ATTITUDE OF SR.SEC STUDENTS OF AMBALA TOWARDS TEACHINGS OF SHRI MAD BHAGWAD GITA IN THE CONTEXT OF VALUE EDUCATION

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Abstract: *The world is in a crisis and looks for new ways to meet its present conditions. Modern educators insist that education should be relevant to our age, and they look for innovations to chart new ways out of the present dilemmas. The most elementary kind of thinking about education involves some understanding of aims and purposes. In one sense, it could be said that philosophizing about education began when man first became conscious about education as a distinct human activity. Education was primarily meant for survival. Children were taught the necessary skills for living. Gradually, however, man began to use education for a variety of purposes. Today, we realize that education may be used not only for purposes of survival, but for a more enriched life, better use of Leisure time, and improvements in social and cultural life. This research paper shows the attitude of Sr. Sec students of Ambala towards teachings of Shri Mad Bhagwad Gita in the context of value education.*

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INTRODUCTION

Education is one of the most controversial subjects today. Some claim that our educational system is no longer relevant to our age, that it is a rudderless ship on a sea of confusion. Answers to many of the perplexing problems of education are sought in science and philosophy. The world is in a crisis and looks for new ways to meet its present conditions. Modern educators insist that education should be relevant to our age, and they look for innovations to chart new ways out of the present dilemmas.

The most elementary kind of thinking about education involves some understanding of aims and purposes. In one sense, it could be said that philosophizing about education began when man first became conscious about education as a distinct human activity. Although primitive and did not have long-range goals and complex insights that are found in modern philosophies, yet even primitive education involved a philosophical attitude about life. Man had a philosophy of education long before he knew what philosophy of education meant.

Education was primarily meant for survival. Children were taught the necessary skills for living. Gradually, however, man began to use education for a variety of purposes. Today, we realize that education may be used not only for purposes of survival, but for a more enriched life, better use of Leisure time, and improvements in social and cultural life. Although the practice of education has developed along with theories about education, many people often overlook this connection between theory and practice. We often seem to be more involved with the “practical” aspects of education, and forget the theories behind it.

ABOUT TEACHINGS OF LORD KRISHNA

The Bhagavad Gita also more simply known as Gita, is a 700- verse Hindu scripture that is part of the ancient Sanskrit epic, the Mahabharata, but is frequently treated as a freestanding text, and in particular, as an Upanishad in its own right, one of the several books that constitute general Vedic tradition. It is revealed scripture in the views of Hindus, the scripture for Hindus represents the words and message of god, the book is considered among the most important texts in the history of literature and philosophy. The teacher of the Bhagavad Gita is Lord Krishna, who is revered by Hindus as a manifestation of god (Parabrahma) Himself, and is referred to within as Bhagavan, the Divine One. In short it is collection of writings on has which are verifiable in scalar time.



The context of the Gita is a conversation between Lord Krishna and the Pandava prince Arjuna taking place in the middle of the battlefield before the start of the Kurukshetra War with armies on both sides ready to battle. Responding to Arjuna's confusion and moral dilemma about fighting his own cousins who command a tyranny imposed on a disputed empire, Lord Krishna explains to Arjuna his duties as a warrior and prince, and elaborates on different yogic and vedantic philosophies, and explains different ways in which the soul can reach the Supreme Being with examples and analogies.

This has led to the Gita often being described as a concise guide to Hindu theology and also as a practical, self-contained guide to life, During the discourse, Lord Krishna reveals His identity as the Supreme Being Himself (blessing Arjuna with an awe-inspiring vision of His divine universal form).

The direct audience to Lord Krishna's discourse of the Bhagavad Gita included Arjuna (addressee), Sanjaya (using Divya Drishti (or divine vision) gifted by the sage Veda Vayasa to watch the war and narrate the events to Dhritarashtra), spirit of Lord Hanuman (perched atop Arjuna's chariot) in his flag and Barbarika, son of Ghatotkacha, who also witnessed the complete 18 days of action at Kurukshetra.

The Bhagavad Gita is also called Gitopanisad, implying its having the status of an Upanishad, i.e. a Vedantic scripture. Since the Gita is drawn from the Mahabharata, It is classified as a Smritis However. Those branches of Hinduism that give it the status of an Upanishad also consider it a Shruti of "revealed" text. As if is taken to represent a summary of the Upanishad's teachings, it is also called "the Upanishad of the Upanishads". Another title is Moksha of "Scripture of Liberation". The influence of Shri Mad Bhagwad Gita can be directly seen on Indian Environment. The teachings of Lord Krishna are everlasting effect on the minds of People.

IMPORTANCE OF THE PRESENT STUDY:

Nobody is perfect in this world. It has developed the lust of youth towards new inventions. It we analyze the present Indian conditions we see that there is need to find new moral and practical values for better society. We have to consume the energy of the youth for this. The present age is full of defilements. Greed of person is increasing day by day. We have been noticing a raped rise in the graph of literacy rate, but are a fact that corruption, terrorism and crimes have also increased with the same rate or probably higher. It is



generally believed that an educated man has more intellectual power and he is ethically better than a layman. But then isn't it strange that a place having a large number of literate people has equal number of evils too. Yes this is where our modern education fails. Our modern education system has produced a vast population able to read but unable to distinguish what is worth reading. If we don't know the value and ethics of life then what's the use of collecting degrees. You has be surprised to know that most of the criminals, chain-snatchers etc. are highly educated. Despite having good qualification, they were not literate enough to distinguish between right and wrong. It is definitely the fault of our modern education system that we only get bookish knowledge. As a formality, value education, environmental studies etc. are being included in our syllabus but we all know neither the teachers nor the students take interest in these subjects. It raises the question mark on our modern education and by the way, is debating this topic itself shows that education is lacking its value in some or the other way. In the words of Adam Cooper, **"You don't need any highbrow's traditions or money to really learn, you just need people with the desires to better themselves."** it is essential that there should be first of all should be done through study of the Indian tradition in education. Shri Mad Bhagwad Gita has complete version of spiritual and moral values. Lord Krishna delivered sermon to disciple Arjuna in the battle of Kurukshetra. He gave new direction to people so that they can lead their lives peacefully in this world. The study has also helped in bringing out the lost values and finds its worth in society through knowing attitude level of Sr. Sec Students of Ambala through self made questionnaire. It develops spiritual development of child which is possible only in the natural environment and freedom and proper growth of spiritual values. So in these educational ideas, it gives stress on moral values. We can evaluate themselves on the bases of its true facts which are hidden in present educational system.

REVIEW OF RELATED LITERATURE:

The review of related literature is valuable for new studies held in future. It helps to evaluate the previous research done in the field of the investigation. The earlier studies provide the researcher proper shape and sequences to add to her exhausting amount of knowledge in new research. It also helps in paying the way for understanding the related literature helps the investigator in avoiding unnecessary duplication difficulties and various pit-falls. In short, it serves as guide-providing the direction for the study in hand. A literature



review may be purely descriptive, as in an annotated bibliography, or it may provide a critical assessment of the literature in a particular field, stating where the weaknesses and gaps are, contrasting the views of particular authors, or raising questions. The process of reading, analyzing, evaluating, and summarizing scholarly materials about a specific topic is called review. It is meaningful when it is connected with particular study. The results of a literature review may be compiled chapter. It helps us to serve as part of a research article; thesis, or grant proposal. In short, “research literature review can be contrasted with more subjective examinations of recorded information. When doing a research review, you systematically examine all sources and describe and justify what you have done. This enables someone else to reproduce your methods and to determine objectively whether to accept the results of the review.

Aggarwal, Nidhi 2008, **“Educational ideas of Shri Mad Bhagwad Gita and its relevance in Modern Scenario”** Kurukshetra University, Kurukshetra

This study revolved around studying of Gita’s Philosophy and the teachings of Lord Krishna. The researcher intended to study the problems in the education of a child and try to solve these problems through the teachings of Shri Mad Bhagwad Gita. The researcher expected to broaden the scope of the child centered education helping in the progress of each and every individual and consequently the society. In this modern age where the youth has been losing the spiritual aspects, this study would help to change the ideologies of people.

Monga, Sameer, 2012, **“A Study of Educational Ideas in the Context of Shri Mad Bhagwad Gita”** Singhania University, Rajasthan

This study also covered the whole philosophy of Shri Mad Bhagwad Gita. The researcher intended to study the problems in the field of education and also try to solve these problems through the teachings of Lord Krishna. This study helps to change the outlook of the students because it connects people with real values of life.

STATEMENT OF THE PROBLEM:

“Keeping in view the lack of valuable education in today’s system and considering reviving that today the main pillar of education is not satisfying himself but it is duty of teacher to satisfy his/her students.



The Statement of the study

“A STUDY OF ATTITUDE OF SR.SEC STUDENTS OF AMBALA TOWARDS TEACHINGS OF SHRI MAD BHAGWAD GITA IN THE CONTEXT OF VALUE EDUCATION”

Concept of Value:-

Definitions of some words which used in the Problem

According to Kluckhohn, “Value is the conception, explicit or explicit or implicit, distinctive of an individual or characteristic of a group-of the desirable which influences the selection from available modes, means and ends of action.”

According to G.W. Bridger, “Value is a quality of things having intrinsic worth. It is the basis of the principles by which we lead our lives.”

H.N. Johnson defines Value as “a conception or standard, cultural or merely personal, by which things are compared and approved or disapproved, relative to one another, held to be relatively desirable or undesirable, more meritorious or less, more or less correct.”

Objectives of the Study:-

- To study real Concept of Shri Mad Bhagwad Gita.
- To prepare Students to follow the way of Lord Krishna’s teachings in the context of value education
- To study, systematize and evaluate the main aspects of value teaching.
- To study the value education according to Shri Mad Bhagwad Gita

Ideas of Shri Mad Bhagwad Gita.

- To identify elements of different researchers who had done different types of work in this field.

HYPOTHESES OF THE STUDY

1. There is no significant difference between girls and boys of 12th of C.B.S.E schools of Ambala in attitude towards teachings of Shri Mad Bhagwad Gita in the Context of Value Education
2. There is no significant difference between girls and boys of 12th of I.C.S.E schools of Ambala in attitude towards Teachings of Sri Mad Bhagwad Gita in the Context of Value Education



3. There is no significant difference between girls and boys of 12th of I.C.S.E schools of Ambala in attitude towards Teachings of Srimad Bhagwad Gita in the Context of Value Education

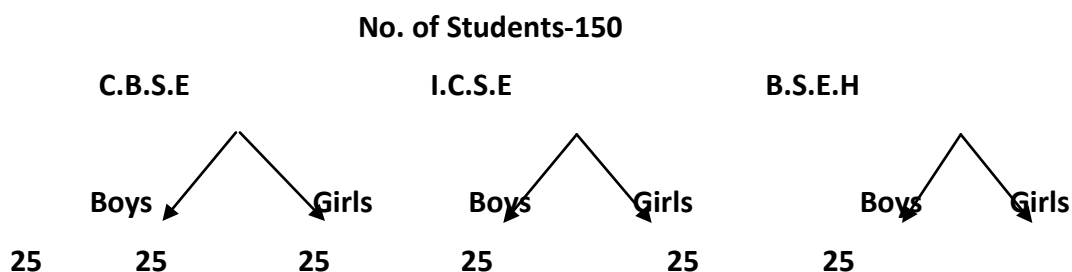
Methodology

The nature of the research was philosophical as well as normative in the sense that investigation of teachings of Sri Mad Bhagwad Gita in the Context of Value Education were analyzed and evaluated. A study of attitude of Sr.Sec level students of Ambala towards teachings of Srimad Bhagwad Gita in the Context of Value Education has also done. The method was mainly descriptive and normative. It was based on self made questionnaire.

Sample of the Study

150 Senior Secondary students of Ambala were taken in the sample of study from urban and rural schools using Random Sampling Techniques.

Design of the Study:-



Tools of the Study

The researcher used self made questionnaire of 20 questions to know attitude of Sr.Sec Students of Ambala towards teachings of Srimad Bhagwad Gita in context of values Education. It was purely based on standard of values and teachings of Srimad Bhagwad Gita. This questionnaire was made & evaluated by senior faculty of reputed colleges.

Findings of the Study

The findings of the study are

Sample of Sen. Sec. Students of C.B.S.E schools

Category	No. of students	Mean	S.D.	S.E	t-value
Boys	25	89.8	2.4	0.69	0.68
Girls	25	85.6	2.5		

According to table, the mean of boys of Sen. Sec. Students of C.B.S.E schools is 89.8 and the mean of girls students is 85.6. The standard deviation of boys of C.B.S.E. school is 2.4 and



the standard deviation of girls of C.B.S.E school is 2.5. The standard error is 0.69 and t-value is significant 6.08.

Sample of Sen. Sec. Students of I.C.S.E schools

Category	No. of students	Mean	S.D.	S.E	t-value
Boys	25	94.8	2.1	2.2	1.46
Girls	25	94.2	2.3		

According to table, the mean of boys of Sen. Sec. Students of I.C.S.E schools is 94.8 and the mean of girls students is 94.2. The standard deviation of boys of I.C.S.E. school is 2.1 and the standard deviation of girls of I.C.S.E school is 2.3. The standard error is 2.2 and t-value is not significant 1.46.

Sample of Sen. Sec. Students of B.S.E.H Schools

Category	No. of students	Mean	S.D.	S.E	t-value
Boys	25	91.2	3.42.8	2.88	0.76
Girls	25	90.6			

According to table, the mean of boys of Sen. Sec. Students of B.S.E.H schools is 91.2 and the mean of girls students is 90.6. The standard deviation of boys of B.S.E.H school is 3.4 and the standard deviation of girls of B.S.E.H school is 2.8. The standard error is 2.88 and t-value is not significant 0.76.

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