

A STUDY ON THE AWARENESS OF B.ED STUDENT-TEACHERS TOWARDS INTEGRATING INDIAN ETHICAL VALUES IN THE MODERN CLASSROOM

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Abstract:

This study focuses on understanding the awareness of B.Ed student-teacher regarding the integration of Indian ethical values in modern classroom practices with reference to the Indian Knowledge System (IKS). In today's education, the schools are not only focuses on academic achievement but also on the moral and ethical development of learners. This study uses a survey method and collects information from B.Ed student-teachers through a questionnaire. The results show that most student-teachers know about ethical values and have a positive attitude toward using them in teaching. However, problems like lack of training, less time, and limited support from institutions make it hard to use these ideas properly. The study shows that proper training is needed and value-based education should be included in teacher education programs.

Keywords: *Indian ethical values, Ethical awareness, Value integration, Indian Knowledge System (IKS), Modern classroom*

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Introduction:

Education is the most powerful weapon which can use to change the world (Nelson Mandela). This statement clearly reflect that learning is the best tool for improving our lives and making society better.

Education is not about studying books or getting good marks in schools. It is all about how we are thinking and behaving. In today's world, everyone is focusing on academic learning as well as moral and ethical values.

Indian values like truth, respect, discipline, and responsibility are very important for building a student's character. Teachers play a major role in developing these values among students. So, B.Ed student-teachers, who are going to become future teachers, should know about these values and learn how to use them in the classroom.

Need and Importance of the study:

In today's education system, NEP 2020 emphasize value-based education, ethical development, but many schools still prioritize practical academic achievement and because of this we need to strengthen value-based education in schools.

Indian education has always been about more than just academics. In ancient times, in the Vedas and Upanishads, equal importance was given to moral values and personal growth along with education. The Guru was not just a teacher but also a guide who helped students to develop good character and lead a meaningful life.

Because of all these reasons, it becomes important to study whether B.Ed student-teachers are aware of these values and ready to use them in modern classrooms.

Statement of Research:

Title: Awareness of B.Ed Student-Teachers towards Integrating Indian Ethical Values in Modern Classrooms

This study is conducted among B.Ed student-teachers of Ashoka International Centre for Educational Studies and Research. It focuses on understanding how aware they are about including Indian ethical values like honesty, respect, moral values and responsibility in classroom teaching.

Research Objectives:

1. To study the awareness of B.Ed student-teachers about Indian ethical values in education.
2. To understand the attitude of B.Ed student-teachers towards integrating ethical values in the modern classroom.
3. To identify the challenges faced by B.Ed student-teachers in applying ethical values in teaching.

Scope and Limitations :

The study focuses on **B.Ed student-teachers** of Ashoka International Centre for Educational Studies and Research and their awareness of ethical values in teaching. It is limited to **FY B.Ed students**, with a limited number of participants. The data is collected only through a questionnaire and the study is based on selected article and book review.

Literature Review:

Title: Value Education in Modern Education System

Researcher: Dr R. Sharma

Published Date: 2020

Dr Sharma's study focuses on the importance of value education in the current education system. It says students need moral and ethical values along with academic and teachers plays a very important role in developing these through their behaviour and teaching.

Title: Role of Teachers in Value-Based Education under NEP 2020

Researcher: Dr P. Singh

Published Date: 2021

Dr Singh's study examines the role of teachers in promoting value-based education as recommended in NEP 2020. The study suggests that education should prioritize the development of ethical values. It also shows that teachers need proper training and support to include values in classroom teaching.

K. S. Reddy & B. Bhaskara Rao (2007) Values and Academic Achievement Discovery Publishing House, New Delhi

This book explains that values and academic performance are connected. Students with strong moral values often do better in studies. Overall, value-based education is important for both academic success and character development.

M. S. Singh (2007) Value Education Adhyayan Publishers & Distributors, New Delhi

This book focuses on the concept and importance of value education in the teaching-learning process. It explains that moral and ethical values are necessary for the students. The book also highlights the role of teachers in developing these values in classroom teaching.

Research Gap:

Earlier studies mainly focus on the importance of value education, the role of teachers and its impact on students learning and development. However, limited research has been conducted on the awareness of B.Ed student-teachers regarding the integration of Indian ethical values in classroom teaching.

Therefore, the present study is significant as it examines the awareness and ability of B.Ed student-teachers to apply these values in real classroom situations.

Research Methodology:

For the present study, the researcher has used the **survey method**. Research is a systematic way of collecting, analyzing, and interpreting information to understand a particular problem or topic. The survey method is used to collect data from people using tools like questionnaires. It is useful for understanding opinions, awareness, and attitudes of respondents.

Population and Sample:

The population of the study includes FY B.Ed student-teachers of Ashoka International Centre for Educational Studies and Research.

Sample: For this study, the researcher has used the **random sampling method**, in which every student has an equal chance of being selected. Under this, the **lottery method** was applied, where names of students were written on slips and selected randomly. A total of **40 students** were selected as the sample for the research.

Data Collection Tool:

For the present study, a structured **questionnaire** was used for data collection. A questionnaire is a set of questions designed to collect information systematically from respondents.

The researcher prepared **15 questions** based on three objectives, and the questionnaire was divided into three sections, each related to one objective. It was created in Google Form and shared with selected respondents.

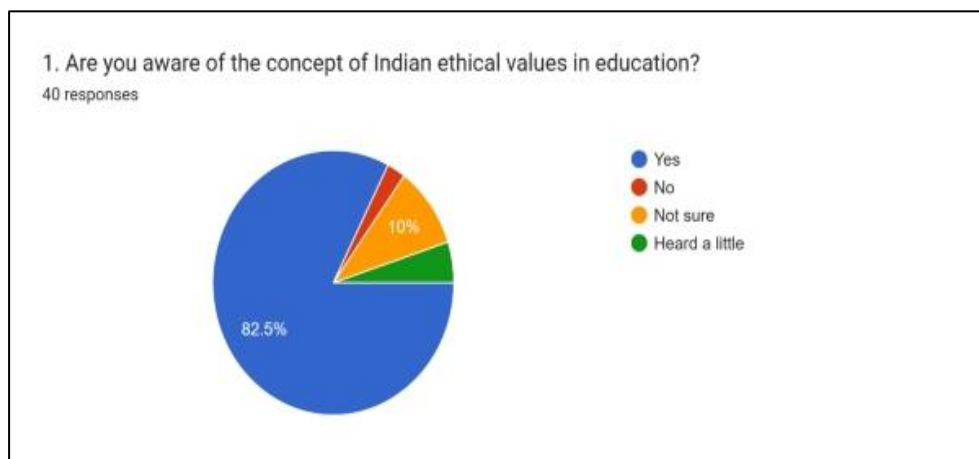
Most questions were close-ended (Yes/No, Agree/Disagree, and multiple choice). Out of 15 questions, 14 were close-ended and 1 was open-ended to allow free responses.

Data Analysis Technique:

For this study, the percentage method was used for data analysis. It is a simple way to present data and understand responses clearly.

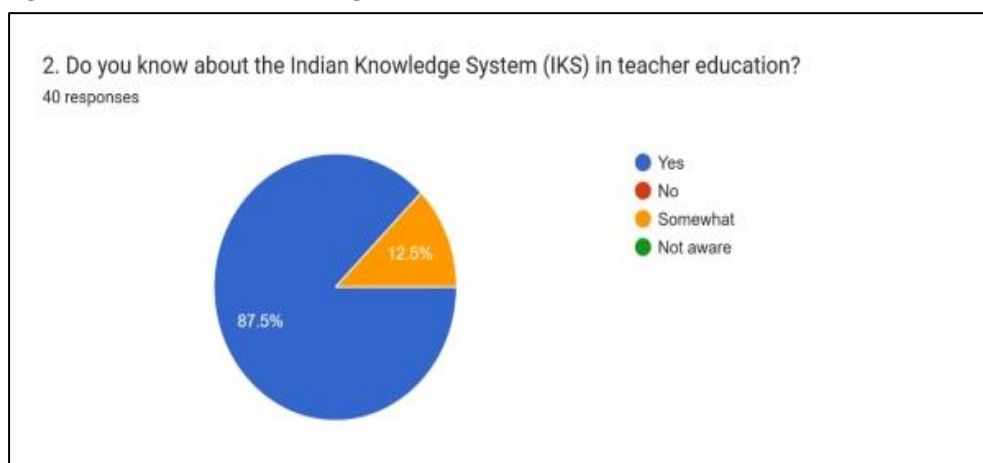
The questionnaire responses were analyzed and converted into percentages, and the data is presented question-wise for easy understanding.

Section A: Awareness of Indian Ethical Values (IKS)



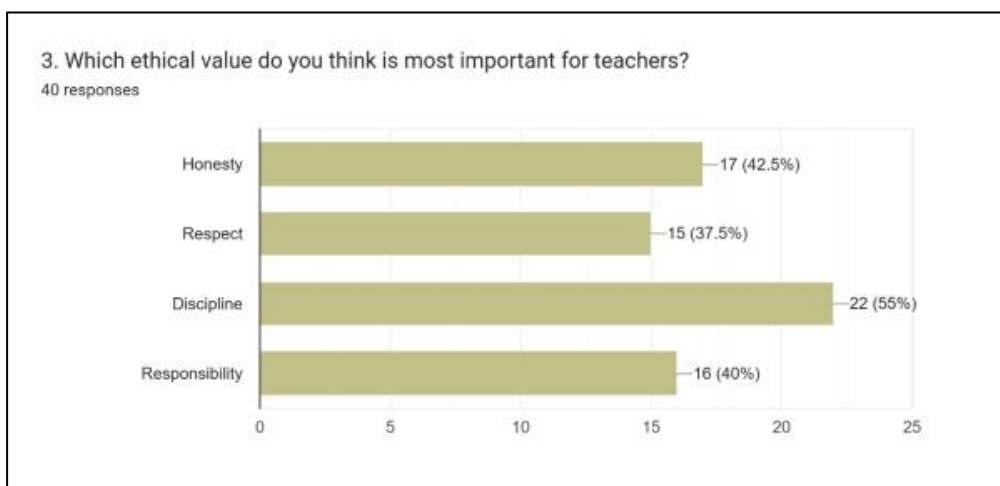
- Yes – 82.5%
- No – 2.5%
- Not sure – 10%
- Heard a little – 5%

Most of the respondents (82.5%) are aware of Indian ethical values in education. A few respondents are not sure (10%), some have heard a little (5%), and very few are not aware (2.5%). This shows a high level of awareness among student-teachers.



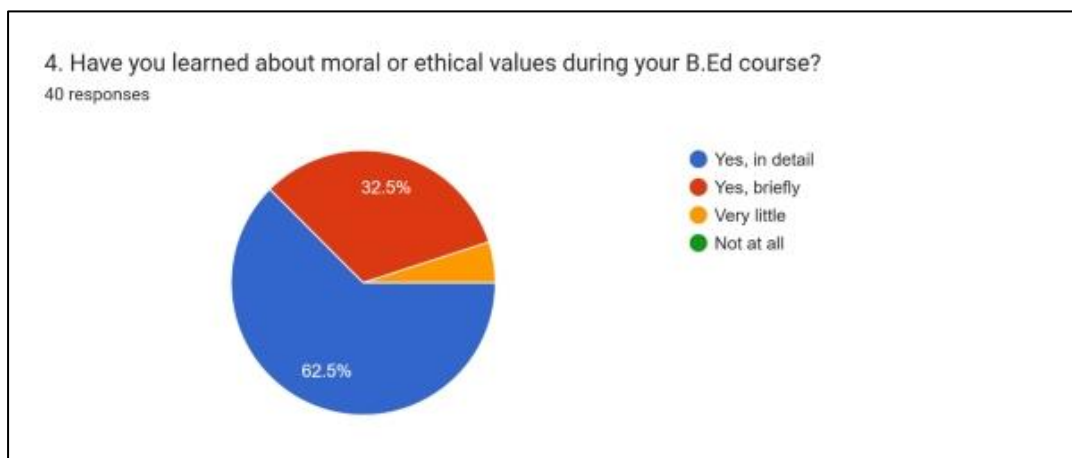
- Yes – 87.5%
- Somewhat – 12.5%

Most respondents (87.5%) are aware of IKS, while 12.5% have some knowledge. This shows good awareness among student-teachers.



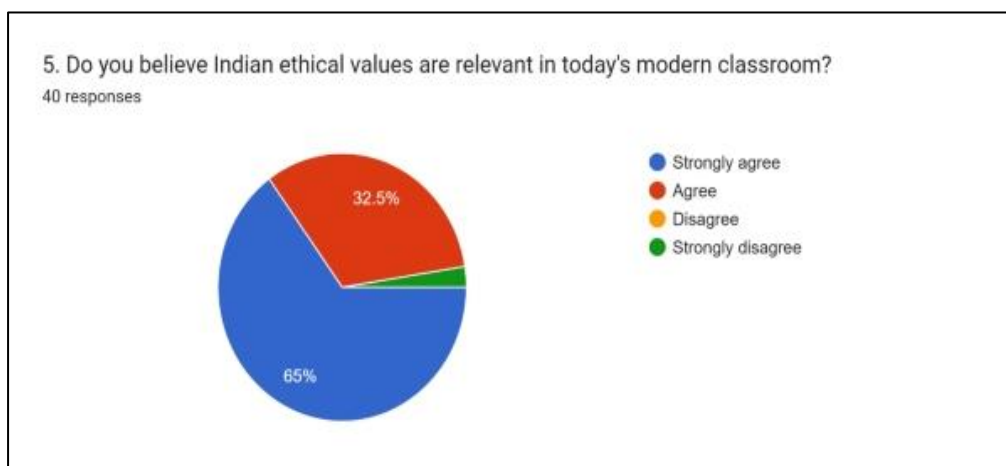
- Honesty – 42.5%
- Respect – 37.5%
- Discipline - 55%
- Responsibility – 40%

Discipline (55%) is seen as the most important value, followed by honesty (42.5%), responsibility (40%), and respect (37.5%).



- Yes, in detail – 62.5%
- Yes – 32.5%
- Very little – 5%

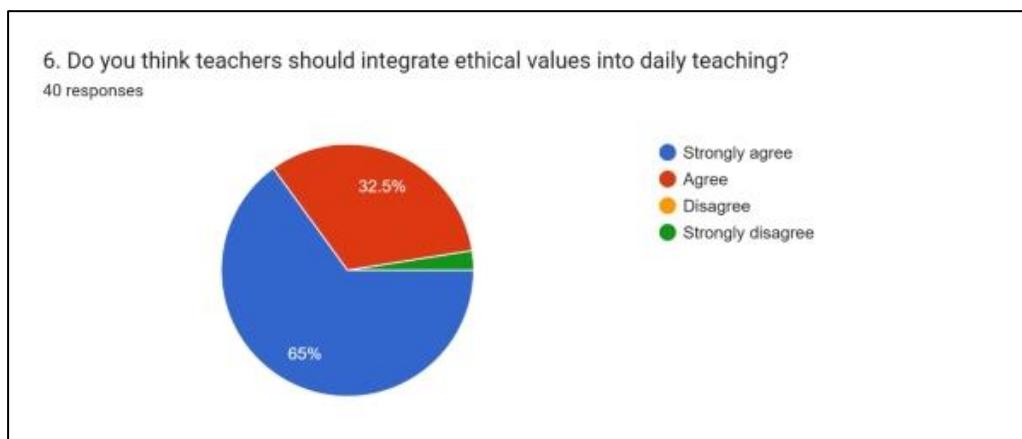
Most respondents have learned ethical values during their B.Ed course, with 62.5% in detail, 32.5% briefly, and only 5% very little.



- Strongly agree – 65%
- Agree – 32.5%
- Disagree – 2.5%

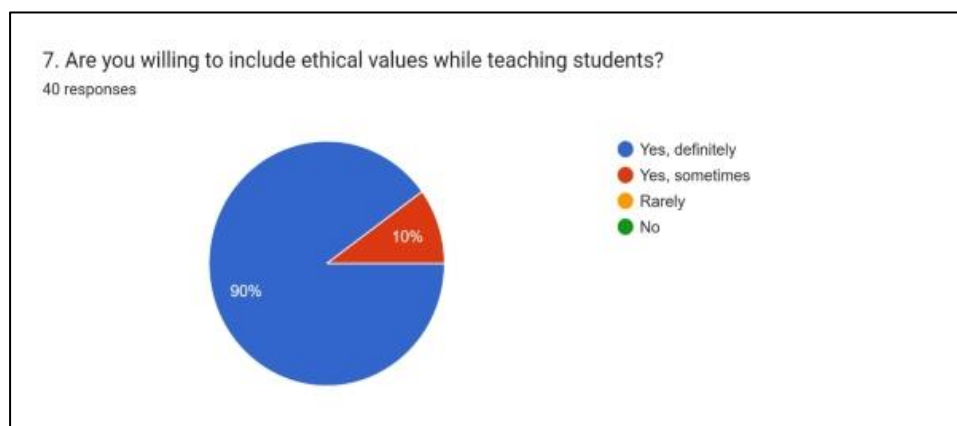
The majority of respondents (65% strongly agree and 32.5% agree) believe that Indian ethical values are relevant in today's classroom. Very few (2.5%) disagree, showing strong overall acceptance.

Section B: Attitude Toward Integrating Ethical Values in Classroom



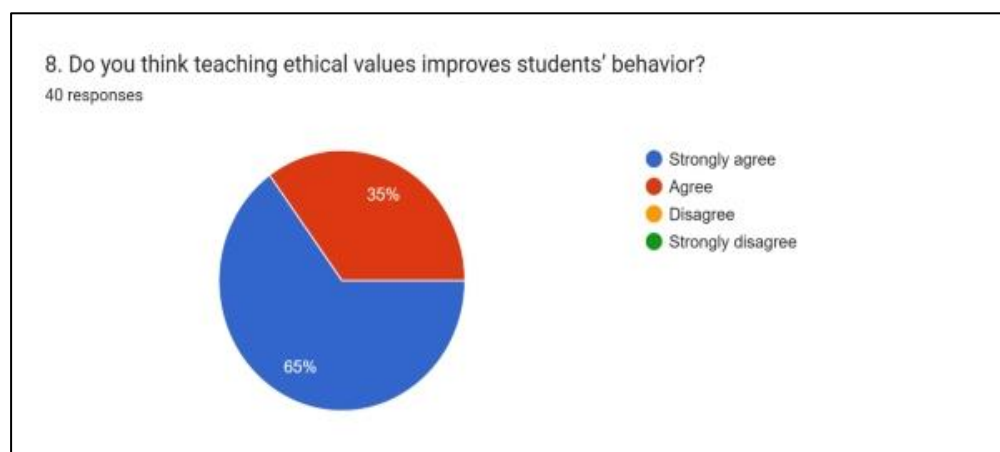
- Strongly agree – 65%
- Agree – 32.5%
- Strongly disagree – 2.5%

Most respondents (65% strongly agree and 32.5% agree) support integrating ethical values in teaching, showing a highly positive attitude. Very few (2.5%) disagree.



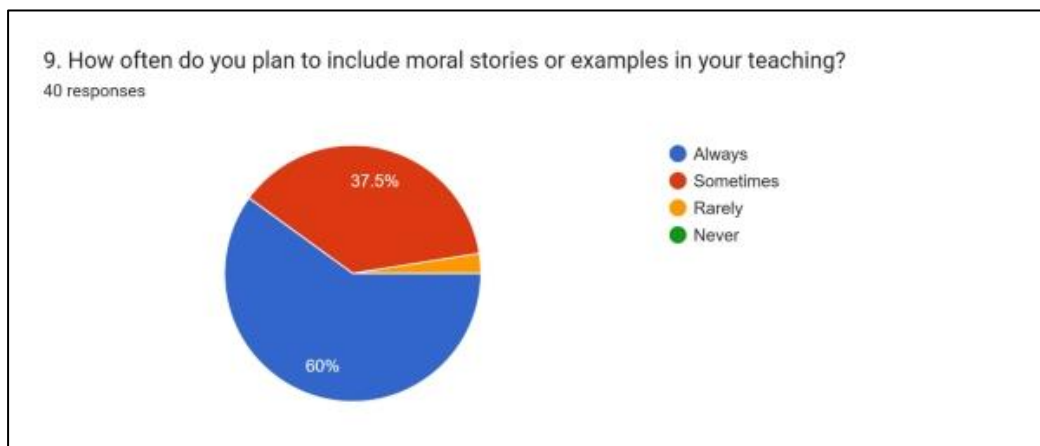
- Yes, definitely – 90%
- Yes, sometimes – 10%

Most respondents (90%) are definitely willing to include ethical values in teaching, while 10% are willing sometimes. This shows a very strong readiness to apply ethical values in the classroom.



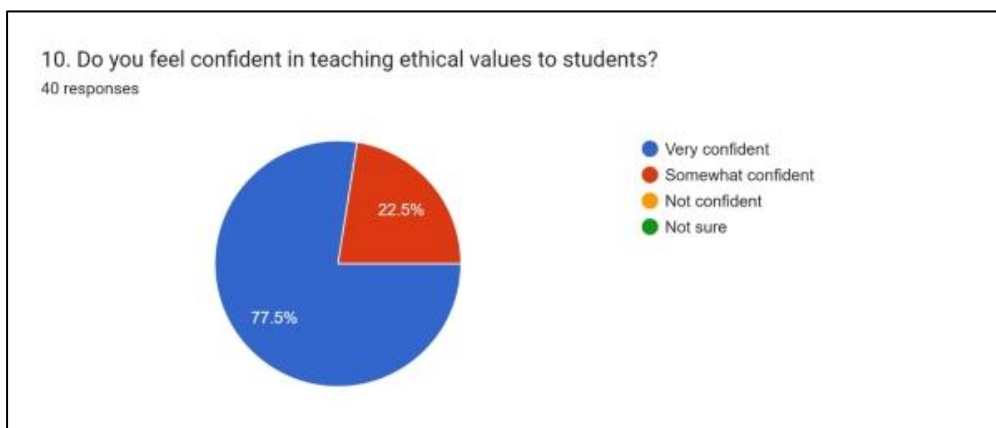
- Strongly agree – 65%
- Agree – 35%

Most respondents (65% strongly agree and 35% agree) believe that teaching ethical values improves student's behaviour, showing a positive impact.



- Always – 60%
- Sometimes – 37.5%
- Rarely – 2.5%

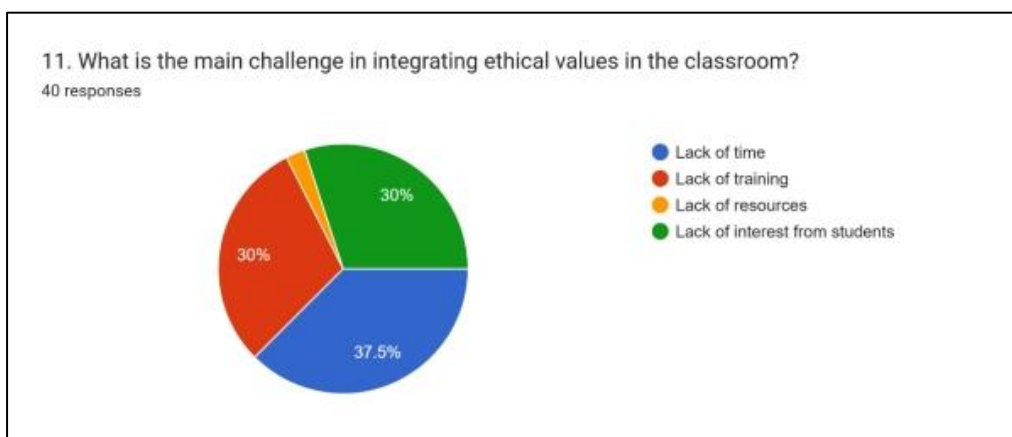
Most respondents (60% always, 37.5% sometimes) include moral stories in teaching while only 2.5% rarely do.



- Very confident – 77.5%
- Somewhat confident – 22.5%

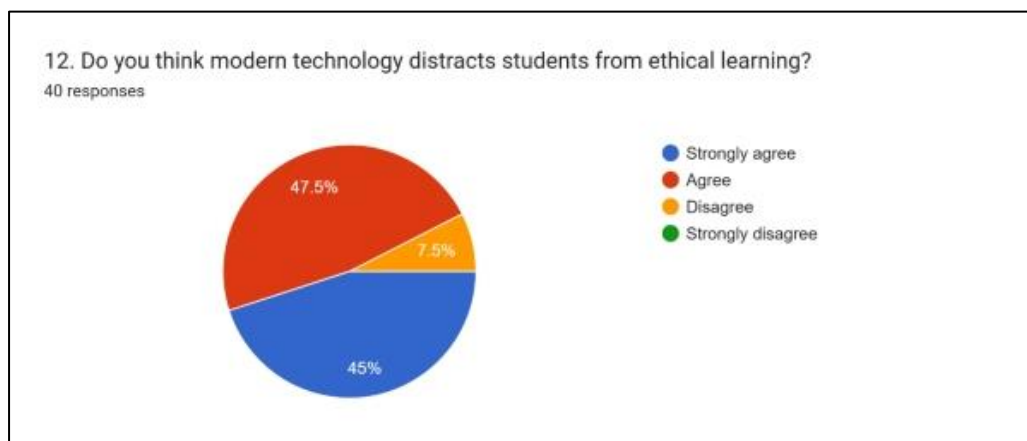
Most respondents feel confident teaching ethical values, with 77.5% very confident and 22.5% somewhat confident.

Section C: Challenges in Applying Ethical Values



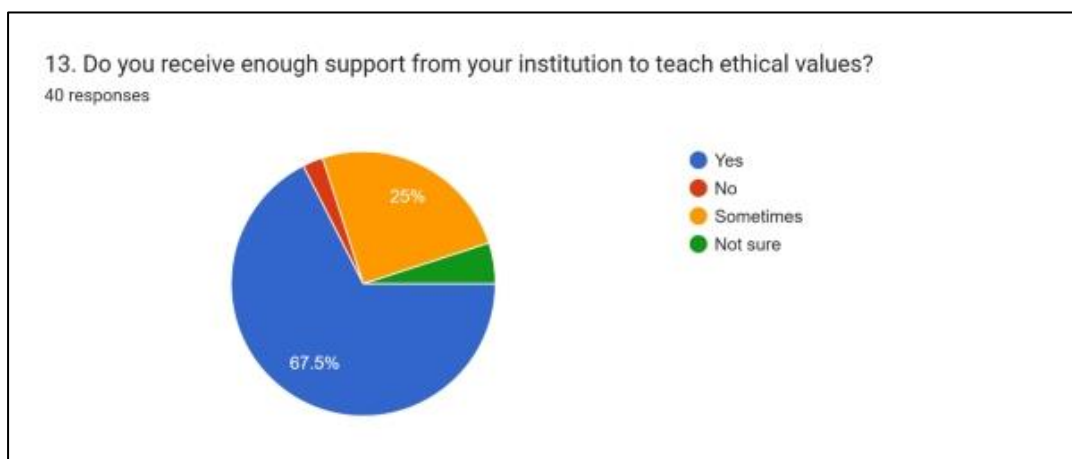
- Lack of time – 37.5%
- Lack of training – 30%
- Lack of interest from students – 30%
- Lack of resources – 2.5%

The main challenge is lack of time (37.5%), followed by lack of training (30%), and lack of student interest (30%), while lack of resources (2.5%) is least reported.



- Strongly agree – 45%
- Agree – 47.5%
- Disagree – 7.5%

Most respondents (45%strongly agree, 47.5% agree) believe modern technology distracts students from ethical learning, while 7.5% disagree.



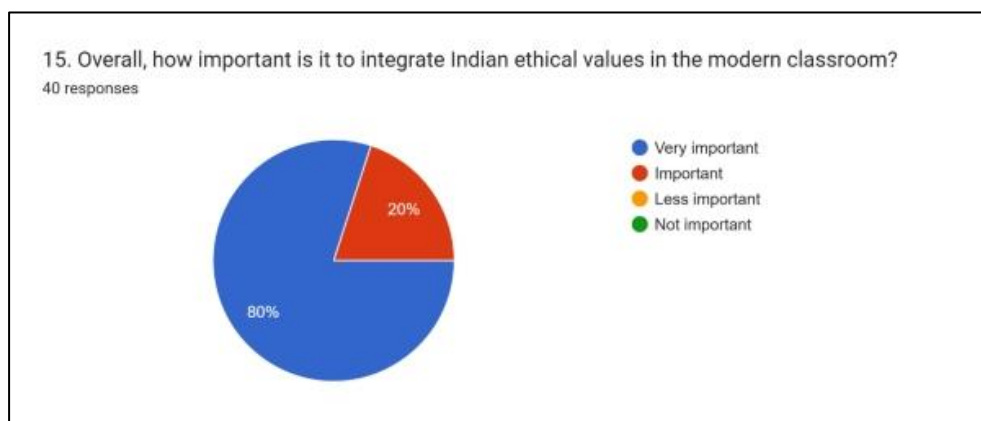
- Yes – 67.5%
- No – 2.5%
- Sometimes – 25%
- Not sure – 5%

Most respondents (67.5%) said yes, (25%) said sometimes, 5% were not sure, and 2.5% said no.



- Strongly agree – 50%
- Agree – 50%

All respondents support the idea of training, with 50% strongly agreeing and 50% agreeing, showing complete positive opinion and so disagreement.



- Very important – 80%
- Important – 20%

Most respondents (80%) consider it very important, while 20% consider it important, showing a strong positive view with no negative responses.

Findings of the Study:

The analysis of the data collected from 40 B.Ed student-teachers reveals the following key findings:

1. A large number are aware of the Indian Knowledge System (IKS).
2. Discipline, honesty, and responsibility are the most important values for teachers.
3. Most students have learned about ethical values during their B.Ed course, but deeper learning is needed.
4. Ethical values are considered highly relevant in modern classrooms.
5. Students show a positive attitude toward integrating values in teaching.
6. Most are willing to apply ethical values in their teaching practice.
7. All respondents believe ethical values improve student behaviour.
8. Most of them plan to use moral stories and examples in teaching.
9. Many feel confident, but some still need training and support.
10. Lack of time and training are the main challenges.
11. Most believe technology can distract students from value learning.
12. Institutional support is available but needs improvement.
13. All respondents agree that training and workshops are necessary.
14. Ethical values are considered very important in modern classrooms by all respondents.

Conclusion:

The study shows that B.Ed student-teachers are aware of Indian ethical values and have a positive attitude towards integrating them in the classroom. They consider values like honesty, respect, and discipline important for student's development. However, challenges such as lack of time, insufficient training, and limited student interest affect implementation.



Therefore, proper guidance, training, and institutional support are needed to effectively promote value-based education.

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