Presence of Value Education in the Curriculum of Government Primary Schools in Assam

Dr. Prasanta Barik
Subject Teacher
Department of English
Panigaon HS School, India

Abstract:
Today, we see the dearth of value in every step of our daily life. The literacy rate of the world is increasing day by day. We know that education is the tool of modifying the personality of a human being. It is assumed that when education spread the problem of society should be getting lower. But if we look into the present scenario that this is not happening. The education system fails at attaining its CHARACTER BUILDING goal. Most of educated people are seen behaving like a valueless people. Today, corruption becomes a common phenomenon in our daily life. Dowry system, bribing etc. is killing our social life. Truth, love, peace, respect, dignity vanishes from our personality and from our society as well. In such a situation, we feel that somehow, our education system fails at attaining its goal. If we go through the different curriculums of our education system we will see that most of time the concept of value education is neglecting. In this paper, an attempt has been made to analyze this issues from different prospects.

I. INTRODUCTION:
The very purpose and main function of education is the development of an all round and well-balanced personality of the students, and also to develop the human intellect in them. But nowadays, more emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of the child. Conventional education in the present economic framework has become oriented toward acquiring specialized skills and knowledge for the purpose of obtaining remunerative work.

Competition has become so intense that higher education has either chosen or been forced to compromise on education about life, values, culture, integrity, and other skills and dimensions of understanding that make a person a better man or woman who can qualitatively contribute to a civilized world. The Delores report identified four pillars of education: Learning to know, Learning to do, Learning to be and Learning to live together. The first requires intellectual ability, the second an acquisition of skills, and the third and fourth require inculcation of human values. The inculcation of human values is the product of education which is felt utmost necessary in today’s world.

II. WHAT IS VALUE EDUCATION:
Value education is a many sided endeavor and in an activity during which young people are assisted by adults or older people in schools, family, homes, clubs and religious and other organizations to make explicit those underlying their own attitudes, to assess the effectiveness of these values for their own and others long term well-being and to reflect on and acquire other values which are more effective for long term well being. Value education, is thus concerned to make morally a living concern for students. According to C. V. Good – “Value Education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of the positive values in the society in which he lives. Value education aims at supplementing conventional education, supplying important information and teaching skills without which ones chance of experiencing success in his/her physical, emotional, social and spiritual life are diminished. The educationalist emphasis the necessity for education in values in order to inculcate universal and human values by the curriculum like truth, peace, love, justice and co-operation.

III. NEED FOR INCULCATION OF VALUE EDUCATION IN EDUCATION SYSTEM
Again and again, like a boomerang, the question that bursts out is “Where have the values gone?” While making an attempt for answering this question, one notices aconscious and conspicuous shifts in latter-day educational philosophy from a cognitive to kinetic development of the pupil.

A wide range of values of moral, aesthetic and social nature that evolved during the marathon march of the human civilization is posing before us a crisis of priorities which of these values is to be cultivated and who is to inculcate values? The easy and obvious answer is – the teacher is the prime inculcator of values because the young are under his/her formal care. Here the curriculum of education in which the teacher deals with plays a vital role. It is sure that the school curriculum must ensure such an environment in which making the students value concern is possible. Otherwise the result goes against of it.

IV. NEED AND IMPORTANCE OF THE STUDY
The present society is entering into a short of dark age because of essential values and increasing of cynicism in society. To overcome this difficulty, value education should be included in the curriculum. The New Education Policy (NEP) states that in
our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, violence fanaticism, superstition and fatalism. It is seen that being a highly educated person, many people are seen corrupted, taking bribes, characterless, liar, virtues less and so on. Why does it happen becomes a millionaire question today. The present study is an attempt to find answer to such questions.

V. OBJECTIVES OF THE STUDY:

The present study an attempt is being made to realize the following objectives:

• To find out what kind of values are being taught in the elementary Schools of Assam

• To look whether any content of Value Education is available in the curriculum or not?

• To look the basis of the curriculum designed for the target group?

• Contents of Subjects incorporated in the curriculum.

Research Hypothesis:

The hypothesizes of the study are stated below:

• There is no dearth of lessons for inculcating value education in the curriculum.

• The curriculum is designed suitable for value education.

• Extreme care is taken at designing the curriculum to teach value education for the target group.

Methodology:

This paper is mainly empirical one based on primary data. The primary data are generated through multistage purposive sampling from prescribed textbooks of classes (I) to (V) in government schools of Assam. A group of interviews were taken with the elementary teachers of different schools of Lakhimpur District, Assam Data so collected are processed by utilizing some computerize programme like SPSS, SYSTET etc. for analytical purpose with some simple statics.

Limitation of the Study:

The present study has been confined within the elementary schools of Assam. The data were collected from the students of (I) to (IV). Hence, the total picture of education in Assam cannot be displayed here.

Tools used:

A structural questionnaire to assess the type of the curriculum of Elementary Education is prepared in the course of pilot study. The items of questionnaire were prepared on the basis of interview with the participants and modified standardized tools. A set of three points rating scale were used to investigate the extent of value education.

Analysis:

The curriculum of elementary schools of Assam is vast. This is designed by SCERT (State Council for Education Research and Training) Assam. A number of prominent educationists involve in the process of curriculum design. It is also worth to mention here that they adopt the same curriculum designed by NCERT, Delhi for the same group e.g. class I,II,III,IV and V. In class I there are there subjects e.g. Assamese, English ( The name of the Text book is Marigold) and Mathematics. There are eight lessons in the English textbook with 144 pages. There are about 200 words in the book. The text book of Mathematics comprises with 13 lessons with 104 pages. Simultaneously, the textbook of Assamese comprises with 12 lessons with 134 pages. In text book of English and mathematics there is no word about value. In the textbook of Assamese there is a lesson name ASOL SOKHI (means True Friend). It aims to teach the children the value of help in the form of narrative art. Beside this, there is nothing that can teach the children about value directly or indirectly. If we look into the curriculum of class II, then we see that there are four subjects prescribed for them e.g. English, Assamese, Mathematics, Environment. The text book of Assamese comprises with 14 lessons with 126 pages. There are a lesson of writing (BIPODOT DHORJYA DHORA USIT means keep patience in danger )where it is taught the value of patience.

The English textbook comprises with 8 lessons with 120 pages all the lessons are either some story or poem. There are nothing any content of value. The textbook of mathematics comprises with 13 lessons with 112 pages. there are 12 lessons in the textbook of Environment. The content of this textbook is seen trying to give basic information of environment to the learners. Like class two there are four subjects in class III prescribed by the SCERT e.g. English, Assamese, Mathematics, Environment. The Assamese text book comprises with 14 lessons with 125 pages. There the lesson EKOTAR BOL teaches UNITY, XAHOSI SUALI teaches COURAGE and AGOLI BANHOT BOGOLIR BANH teaches SYMPATHY AND CARENESS. Accordingly, the English textbook comprises with 8 lessons with 112 pages. The lesson TWO FRIENDS AND A BEAR tries to teach about TRUTH. In the textbook of Mathematics and EVS there is nothing about value. The SCERT has prescribed four subjects for class four e.g. English, Assamese, Mathematics, Environment .But unfortunately there are not any significant learning regarding the matter of value for life. In class V there are four subjects e.g. English, Assamese, Mathematics, Environment. Among 10 lessons of the Assamese textbook two lessons are seen trying to teach value.

The lesson TINITA MASOR KAHIHNI is dealing with CARENESS whereas the another lesson (poem) AGOTE NIJE NIIKA HO is seen trying to teach truth, purity and nobleness. Out of 8 lessons in the English textbook one lesson e.g. JOY OF HELPING is seen teaching the students the value of “help”. In the textbooks of Mathematics and EVS there are not so significant teaching of value. All the books are informative in nature. It is clear that only text books of Assamese and English have the content of value education a little bit, but all are in indirect form. There is no teaching of value education directly.
### Table 1.

<table>
<thead>
<tr>
<th>Name of sub.</th>
<th>Number of Lessons in different subjects</th>
<th>Number of Pages in different textbooks</th>
<th>Value education available or not</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
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<tr>
<td>Assamese</td>
<td>12</td>
<td>14</td>
<td>14</td>
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<tr>
<td>English</td>
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<td>Math</td>
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<td>13</td>
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<tr>
<td>Environment</td>
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<td>12</td>
<td>18</td>
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### VI. CONCLUSION:

Today, we all are living in such a society where we find anxiety – stricken parents, frustrated jobless degree holders, teachers strikes, dowry deaths, attraction of students toward private coaching classes, inability of our teachers to keep control overcrowded classes, etc. etc. On account of the said circumstances, there is very much a strongly felt need to develop value-education policies and programmes which will seek to eliminate all types of discrimination in education. Dr. M.T. Ramji, in his book entitled as “VALUE ORIENTED SCHOOL EDUCATION” has mentioned that in the context of modern India which is moving towards industrialization and technology, we need education that is based on spiritual, moral and social values. According to him, the important spiritual, moral and social values which form part of the Indian Cultural Heritage are: 1. Courage, 2. Truth, 3. Universal Love, 4. Respect for all religions, 5. Dignity of Manual Work, 6. Service, 7. Purity, 8. Courtesy, 9. Peace and 10. Joy. All these values are to be taught in Primary and secondary Schools and it is imperative on the part of the teacher educators to understand the school situation and also the potentialities of school activities in promoting the values in schools. In a paper entitled – “EDUCATION IN THE FIFTH YEAR PLAN, 1974-79", brought out by the Ministry of Education and Social Welfare, Government of India, has pointed out -“Perhaps, the most significant need of hours is to transform the educational system with a view to cultivating the basic values of humanism, democracy, socialism, democracy and secularism…” In this context, it may be stated firmly that the teachers, teacher-educators and administrators should try their best to promote value education in schools through the curriculum mainly. Such “a growing concern over the erosion of essential and an increasing cynicism in the society has brought to focus the need for readjustment in the curriculum in order to make the system of education a fore full tool for cultivation of social and moral values”

### VII. REFERENCE:

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[5]. Gaps in Gender Development in Assam Edited by Banti Bhuyan Saikia and Ambika Dutta Bhuyan