

Reaffirming Peace and Harmony in North-East India

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First Edition : 2015

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ISBN : 978-93-82976-24-0

Price : 400.00

DTP & Layout : Shristi Graphics
Guwahati-03

Printed at : Arindam Offset & Imaging Systems
Rajgarh Road, Guwahati-3

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The Importance of Value Education in Semester System at TDC Course Under the Dibrugarh University

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INTRODUCTION:

Values are part and parcel of the philosophy of a nation and that of its educational system. They are the guiding principles of life which are conducive to all round development. The National Policy of Education (1986) highlights urgent need for value education view of the growing erosion of essential values and increasing cynicism in society. With a well designed system of curriculum it is possible to make education a forceful tool for the cultivation of desirable ethical, spiritual and social values. Education which inculcates universal and eternal values like compassion, coverage, honesty, tolerance and truthfulness etc. will help in developing balanced individual and in creating human society. The semester system of TDC course under Dibrugarh University at graduate level is a milestone for increasing values among the graduate level student.

OBJECTIVES AND METHODOLOGY:

The objectives of the paper is the study about the Importance

of Value Education in Semester System at TDC course Under the Dibrugarh University. The sample for the present study consists of 72 students from science and arts streams. The survey was conducted at D.R. College, during the month of august, 2014 in 3rd and 5th semester students. D.R. College is established in 1949, accredited by NAAC with "A" grade in 2011 & selected by UGC as College with Potential for Excellence in 2010. The college is affiliated to/permitted by Dibrugarh University, situated at Golaghat district in Assam.

SEMESTER SYSTEM AND VALVES:

Etymologically the word 'Semester' originates from a Latin word 'Semestris'(cursus) or 'Sementris' meaning 'Course of Six Months'-'Se'-Six and 'mensis'-Month. So, it literally means 'Half a year' or 'one of the two divisions (of 15 to 18 weeks each) of an academic year'. However, a 'Semester' does not merely mean dividing an academic year into two half yearly sessions. It is an innovative approach to teaching-learning process, an educational culture, a student-friendly system, which required a new mindset in the part of the learners as well as the facilitators of learning (the teachers). The Dibrugarh University had introduced the Semester System at the Under Graduate Level by 2011- 2012. There are varieties techniques are used for inculcating the values in Semester System at the Under Graduate Level.

Value is a dynamic process of life. It is changeable according to the needs, demands, urges, situations and problems of a person. A value can be defined as an endeavour which satisfies need system, psychological as well as practical. The course-structure, internal assessment system, 85% attendance in class, continuous and comprehensive evaluation system, students' feedback system,

use of team teaching system, well planned academi calendar, high teacher- student interaction etc are used for developing values among the students in Semester System at the Under Graduate Level.

HUMAN VALUES IN EDUCATION: CHAVAN COMMITTEE REPORT (1990)

It is globally accepted that apart from the economic crisis and the crisis of the ideology every country is facing in some measure 'some sort of a moral crisis'. This erosion of values is creating several problems. There is a growing emphasis in education to nurture human values amongst young children. Here, significant extracts from the Chavan Committee Report is reproduced.

"Truth(satya), righteous conduct (dharma), peace (shanty), love (prema) and non-violence (ahimsa) are the core universal values which can be identified as the foundation stone on which the value based education programme can be built up. These five are indeed universal values and respectively represent the five major objectives of education, namely, knowledge, skill, balance, vision and identity." p.2

It is very glorious matter that the course-structure of the Semester System at the Under Graduate Level of the Dibrugarh University is very conscious for these five objectives namely *knowledge, skill, balance, vision and identity*. In our study, we collect data regarding these objectives and dimension. It is very complex thing but we try to study only few dimensions with the help of interview, observation, experience and valuable secondary data.

RESULTS AND DISSCUSSION:

The respondents were asked whether they have heard about value education and if they know about value based education. Thereby, it is intended to know that they know about value education. Their response pattern is shown in the *table 1*.

Table - 1

(Students' awareness about the value based education in semester system)

Dimensions of values in semester system	Aware		Unaware		Total	Pc.
	Nos.	PC				
knowledge	70	97.22%	2	2.78%	72	100%
skill	72	100%	-	-	72	100%
balance	72	100%	-	-	72	100 %
vision	65	90.28%	7	9.72%	72	100 %
identity	60	83.33 %	10	13.89%	72	100 %

The table-1 shows that all the respondents are not equally aware of value education. But it is clear that all the students are aware about value education. On the other hand, the respondents 72 (100%) have shown their awareness for skill and balance in value education. We also enquired the sources of information about value education. On the other hand, 70 (97.22%) students support knowledge as a dimension of value. Only minimum students do not support value education. The students are informed about the procedures of inculcating value in semester system. The students is familiar with about value based education. They think that the course structure of Semester System helps in inculcating value. The compulsory attendance

in class (75%-85%), procedure of student union election (according to supreme court law), internal assessment system (two in-semester examination, seminar etc.) increase their universal and eternal values like discipline, compassion, coverage, honesty, tolerance and truthfulness etc. They can increase regularity, punctuality under strict rules and regulation of Semester System. They respect their teachers inner and outer of the classroom. The student union of the college organised Teachers' Day very happily and the major- subject student also respect their teachers on that day separately.

Table - 2

(students' preference about various values.)

values	First preference		2 nd preference	
Moral value	70	97.22%	2	2.78%
Social value	68	90.44%	4	5.56%
Democratic value	67	93.05%	5	6.94%
Aesthetic value	65	90.27%	7	9.72%
Knowledge value	66	91.67%	6	8.33%
Power value	45	62.5%	27	37.5%

Table-2 shows that 70(97.22%) respondents have given their first preference to Moral value in- semester system. Only 2(2.78%) respondents have given their 2nd preference in Moral value in semester system. Again, 68 (90.44%) respondents have given their first preference to Social value in semester system. It is very interesting that 45(62.5%) respondents have given their first preference to power value and 66 (91.67%) respondents have given their first preference to knowledge value.. Again, 67 (93.05%) respondents have given their first preference to Democratic value. It becomes clear from the data that Moral

value, social value, democratic value, aesthetic value, knowledge value are the main aspects in inculcating value in the semester system. Of course, all the respondents have shown their awareness about the value in semester system.

FINDINGS AND DISSCUSSION :

From the above discussion it is clear that everyone feels the value education in their life. We can clear some findings regarding the study.

1. Value based education helps in the development of a healthy and balanced personality. Moral value plays the main role which has a strong root in our family as well as school.
2. Value based education helps in the development of vocational efficiency which enable the youth to earn their livelihood and acquire materialistic prosperity. In our study 100% student responds Skill as dimensions of Value based education. In semester system, skill learning is a main objective and several skill based courses are implemented in the course - structure.
3. Value based education helps in the development of good character of student and 75% - 85% compulsory attendance in class of semester system increase their good characteristic quality. It is an identity for them. After completing the course, the students will become an ideal citizen of our country.
4. Such education also helps for the reconstruction of experience which helps the child for adjust to his environment.
5. Value based education helps in the development of the art of community living This also develops social

efficiency.

6. Value based education helps in the development of International understanding and universal brotherhood in the minds of the students. In semester system, several rules and regulations are included which inculcate these sense. Semester system itself is a global--nature education system.
7. It also develops cultural values in children leading to the promotion of our cultural heritage and traditions. In our study we observed, the students and teachers organised some ceremony like alumni meet (by student and alumni association), organising special talk on cultural heritage and traditions (by English department, resource person Dr. Podmeswor gogoi) which inculcate cultural value among the students.

SUGGESTION & CONCLUSION:

The Semester System is a very proactive system as it engages both the faculty and the student throughout the year with academic activity. Semester System not only involves student more throughout the year but it inculcate values among the student. The present study shows that there is a growing awareness of value among the students of college. The student had shown much enthusiasm to appreciate the teacher for maintaining value, sincerity, knowledge base, skill etc. The semester system is the need of hour and a very effective one. But, there are a lot of problems implementing this system. Because, the large number of students are studying at the Under Graduate Colleges affiliated to/permitted by the Dibrugarh University. The numbers of teachers are proportionately very less. The inadequate infrastructure facilities, along with

inadequate administration system creates another problem. An up-to-date library with internet facility is not available for each and every student. The higher secondary stage is also included in our colleges. So, the principal, teachers, administrators have a great responsibilities to orient value education in semester system.

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