

DOES THE 9TH STANDARD ENGLISH READER OF KERALA INCULCATE VALUES IN CHILDREN? - ANALYTICAL STUDY ON VALUES IMPLIED IN THE READER

Dr. Sreevidya Nair N

Assistant Professor, N.S.S.Training College, Ottapalam

Abstract

Our preceptors are guiding sources in creating social cohesion, national feeling and a learned society. They are proficient in generating and conveying the knowledge as per the demands of the society. They can successfully do this only when they're being helped. The present study is a sincere endeavor in this respect. While conducting the study, the investigator had in mind to dissect each topic in the 9th standard English Reader (Part 1 & 2) of Kerala in order to assess their role in inculcating and promoting values. It is apparent from the study that the 9th standard English Reader (Part 1 & 2) of Kerala is acceptable, to a great extent, in inculcating numerous values in children. From the analysis of the data collected with the help of the Information Sheet for Listing out Values (ISLV), it's clear that experienced preceptors have more consciousness than inexperienced preceptors. The investigator hopes that the findings of the study will enable the new preceptors to have more value consciousness and they may espouse suitable tutoring strategies to inculcate values in children. The study would invite the attention of upcoming text book contrivers for acceptable inclusion of values in the English Reader.

Keywords: 9th standard English Reader of Kerala, Inculcate, Values, Implied

Introduction

The best investment that our nation can make for our children's future is quality education which should focus on inculcating numerous values in them- good habits, discipline, sharing, truth, love, respect towards elders, cleanliness, doing duties, fellow feeling, peace and so on. The NEP 2020 also stresses the need for value-based education instead of focusing on letters and numbers. In fact, NEP 2020 specifically mentions five universal values to be promoted such as truth, peace, non-violence, love and righteous conduct. NEP suggests that education is not only for learning, but for imbibing values helpful in building oneself as a good human being. And, this should be the ultimate aim of education which subsequently creates enlightened citizens for the welfare of the nation. The Supreme court has also mentioned these five values and stated that: Value based education is likely to help the nation fight against all kinds of prevailing fanaticism, ill-will, violence, dishonesty, corruption, exploitation and drug abuse.”

Need and Significance

Developing cultural, social and appreciational outlook is considered as the chief aim of language teaching and learning. Language textbooks are designed accordingly. The Kerala English Reader is not an exemption. Even though value education is a part of our school

curriculum, it is still undermined in our formal education system. The NCERT has taken special measures to include value education in curriculum and NEP 2020 also has value inculcation as its thrust area. The Government of Kerala has also made commendable effort on the inclusion of values in our textbooks.

However, today's virtual world affects the value system of its digital natives who are disconnected each other. The school is the best socializing agent among children which can influence the child in a positive way, inculcate desired values. But this is a challenging task to the school. Here lies the significance of language and literature which offers numerous text books that leave a remarkable impression among children with regard to social, cultural, emotional, and intellectual values. The text books of school curriculum also serve the same purpose of behaviour modification of children desirably. And, a well-designed English Reader with varied genres of literature could become an effective agent of value inculcation.

The present study is based on the English Reader (Part1 & 2) of standard 9 which has been prepared by SCERT under the direct leadership of Department of General Education, Government of Kerala in the year 2021. While restructuring it, much effort has been put in by the contributors to include maximum values as possible. Since the values are a part of hidden curriculum, the investigator expects that a study of this kind will enable the teachers to be aware of the values included in the Reader and. It would be a source of inspiration for other language teachers to approach the Reader in the same way. Hence the need and significance of the study.

Research Questions

- Does the Kerala English Reader of 9th standard inculcate values in children?
- Are the teachers aware of the hidden values in the Reader?

Statement of the Problem

A well-designed English Reader should become a value inculcator instead of being a fluency promotor and communicative competence provider alone. The present study seeks to find out whether the 9th standard English Reader of Kerala imparts value education in students. Hence the problem under study is entitled as: *“Does the 9th standard English Reader of Kerala inculcate values in children? - Analytical study on values implied in the Reader”*.

Definition of Key Terms

- 9th standard English Reader of Kerala: It denotes one part of a package of instructional materials for use in the 9th year of English as a second language in the schools of Kerala prepared by SCERT.
- Inculcate: Denotes teaching of an idea/attitude by persistent instruction.
- Values: Refer to those goals which human beings consider desirable and worthy of pursuit in their thoughts, feelings and actions.
- Implied: Strongly suggests the truth or existence of something not expressly asserted (Fowler, 1926).

Objectives

The present study was designed to realize the following objectives:

- To identify the values implied in the 9th standard English Reader with the help of a lesson wise analysis
- To find out the extent to which different values are implied in the 9th standard English Reader of Kerala as perceived by the teachers
- To suggest modification in the 9th standard English Reader by including the values which are given less significance, if any

Methodology in brief

The analytical and normative survey methods were selected by the investigator for the study since it is based on the English Reader. All the lessons in the Part 1 & 2 of the 9th standard English Reader were analyzed and the various values implied in them were identified. The teachers were given an Information Sheet for Listing out Values (ISLV) in order to collect their perspective on the inclusion of values in the Reader.

Tools and materials used

- 9th standard English Kerala Reader: The main material used for the collection of data
- Information Sheet for Listing out Values (ISLV): It served as a tool to gather the perception of teachers regarding the values implied in the various lessons in the Reader. It was administered to 70 teachers in Pathanamthitta District

Scope of the study

The analytical study on the values implied in the 9th standard Kerala English Reader is of much significance since value education is being more stressed in NEP 2020. Apart from academic excellence, value system must be routed in children as the essential attribute of being socially and emotionally competent citizens. It is true that holistic development of education is the aim of education, but, still, it has stressed value inculcation as its special concern which is the need of the present generation. The NEP also intends to meet the dynamic needs of the society with regard to quality education in which value inculcation is one of the chief thrust areas. With all these facts, the present study is seen as having much current relevance.

Limitations

- The present study would have been more effective and fruitful if the English Readers of secondary and higher secondary schools in Kerala were also analyzed to find out the extent to which the efficiency of these text books to serve as vehicles for value inculcation could be studied.
- A parallel study to find out whether the content of 9th standard English is suitable to impart values in children could have been done.

- The accuracy of any study depends on the sample selected. The investigator was able to administer the tool only to 70 teachers due to paucity of time. The selection of more samples would have been more helpful in generalizing the results.
- The investigator could not ascertain the extent to which the teachers had imparted these values in children
- The investigator could not ascertain how far these values had been acquired by them

Lack of these dimensions might have affected the wholesome picture of the present study.

Major findings of the study

The major findings evolved from the study are noted below under proper titles.

Findings based on the analysis of the 9th standard English Reader of Kerala to find out the values implied in it by *Documentary Frequency Study*.

- I. Values incorporated in the 9th standard English Reader (Part 1 & 2) of Kerala (Based on text book analysis)

(Total number of Units: 5)

UNIT		NAME OF LESSON	GENRE/TYPE	MAJOR VALUE
Unit 1 Aspire to Win	1	The Race	Story	Personal value, Social value
	2	Learning the Game	Autobiography	Personal value, Intellectual value
	3	Bang the Drum	Poem	Aesthetic value
Unit 2 Bonds of Love	1	Maternity	Story	Social value, Personal value
	2	Song of a Dream	Poem	Aesthetic value, Human value

	3	Tolstoy Farm	Autobiography	Moral value, universal value
Unit 3 Care for the Morrow	1	Song of the Rain	Poem	Aesthetic value
	2	Listen to the Mountain	Play	Social value
	3	Climate Change is not Hysteria- It's a Fact	Speech	Scientific value
Unit 4 Dawn of Hope	1	The Jungle Air Crash	Narrative	Human value
	2	On Killing a Tree	Poem	Aesthetic value
	3	The Last Leaf	Story	Natural value
Unit 5 Enlightening Souls	1	The Happiness Machine	Story	Personal value, social value
	2	A Prayer in Spring	Poem	Aesthetic value
	3	The Trio	Story	Human value, moral value

II. Findings based on the teachers' perception on the values implied in the 9th standard English Reader of Kerala (Part 1 & 2) (with the help of ISLV)

UNIT		NAME OF LESSON	GENRE/TYPE	MAJOR VALUE	PERCEPTION OF TEACHERS (in %)
Unit 1 Aspire to Win	1	The Race	Story	Personal value, Social value	70 57
	2	Learning the Game	Autobiography	Personal value, Intellectual value	82.6 45
	3	Bang the Drum	Poem	Aesthetic value	91
Unit 2 Bonds of Love	1	Maternity	Story	Social value, Personal value	67 79.6
	2	Song of a Dream	Poem	Aesthetic value, Human value	65.1 85
	3	Tolstoy Farm	Autobiography	Moral value, universal value	74 46
Unit 3 Care for the Morrow	1	Song of the Rain	Poem	Aesthetic value	68
	2	Listen to the Mountain	Play	Social value	79
	3	Climate Change is	Speech	Scientific value	43

		not Hysteria- It's a Fact			
Unit 4 Dawn of Hope	1	The Jungle Air Crash	Narrative	Human value	75
	2	On Killing a Tree	Poem	Aesthetic value	83
	3	The Last Leaf	Story	Natural value	70.9
Unit 5 Enlightening Souls	1	The Happiness Machine	Story	Personal value, social value	59 86.5
	2	A Prayer in Spring	Poem	Aesthetic value	87
	3	The Trio	Story	Human value, moral value	78.4 67

Suggestions for Improvement

The findings of the study demand certain suggestions for improvement:

- Include moral, spiritual, social values since there is need for fostering universal and eternal values in a culturally pluralistic society
- More emphasis should be given to lessons which promote social values such as national integration, national unity, national consciousness, citizenship, sense of social responsibility and patriotism.
- Lessons which inculcate secularism, respect for all religions and cultural values should be a part of our curriculum.
- Values from Indian mythology and Puranas can be incorporated in the language curriculum.
- Teachers should be trained to adopt suitable methods to inculcate values in children.

References

9th standard English Reader (Part 1 &2) of Kerala

<http://www.aims-international.org/tmf/postedarticles/t8019.pdf>