

Reflection of Values in History Textbook of Class VIII under Paschimbanga Madhyasiksha Parshad.

Arijit Saha* & Dr. Abhijit Guha**

* M.Phil Research scholar, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.

** Associate Professor, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.

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ABSTRACT

In the present society of 21st century we are facing different kind of social erosions like; dishonesty, corruption, unrest etc. It is true to state that one of the reasons of this immoral condition of the society is lack of values. As we know that a child is a future citizen of a nation, so, it is unanimously important to cultivate proper values within a child by the process of education. The spirit of values lies implicit or hidden in the textbooks. The different subject at school stage reflects value in different modes. As a bridge between past and present History can play a vibrant role in a child, in making themselves as a responsible citizen with full of moralities.

Value and the history text book are correlated in a significant ways. The content of history text books reflects different kinds of values like morel, social, economical, religious and as well as aesthetic. All these values are projected basically into two ways- a) written forms of the content b) Illustration, and help to inculcate the dynamic life of the students at the upper primary level.

Current model of education puts exclusive focus on cognitive to the total neglect of the affective domain and teachers have no clear idea about values, so teachers cannot convey the values among the student. So students can only acquire the knowledge of text but miss the essence of values behind the text. The present paper tries to identify values from class VIII history text book of Psachimbanga Madhyasiksha Parshad

Keywords: *values, value education, strategy, value in text, value in illustration.*

1. Introduction:

The present world is engulfed in tensions, conflicts, jealousy and crimes. People are becoming more self-centered and making a fast buck has become the philosophy of life of modern generation. Most of the people believe possession of wealth and power as key of happiness. Human relations have become hypocritical in this fast changing world. This resulted in frustration, insecurity, violence, instability and unhappiness (Sharada and Prasad, 2012, p.6). The erosion of values is one of the reasons behind those problems. The main aim of education is to bring attitudinal changes and values that fit the students into society and nature. It is a most powerful instrument that develops the desired values in the younger generation.

The spirit of values lies implicit or hidden in the textbooks. The different subject at school stage reflects value in different modes. For example History portrays the values of patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people. It may be pointed out that the idea of providing value education through the school subjects should not mean that the school subjects are to be treated as mere vehicle of value education and not the knowledge of the discipline if we do that, it would be destroy the true nature of the discipline itself. Integration of values with teaching of subjects is aimed at building holistic attitudes, positive feelings and emotions about the subject content during teaching learning process and thereby guiding and facilitating acceptance and internalization of values. The teaching of different school subjects therefore should shake the process involved in value development not only at knowledge but also at the feeling and doing levels (Reddy, 2012, p.35 &37).

1.1 Historical Background:

Since, Vedic period Indian culture is considered very rich in value system. Gurukuls, Rishikuls, Ashrams were the main centers of education. Thereupon education was the storehouse of moral, spiritual and social values which was closely associated with religion. Gurus were taught the students to lead a spiritual and disciplined life. Their aim was to promote the moral values of life and eternal values like truth and non-violence. After Vedic religion, Gautama Buddha advocated a new religion called 'Buddhism' which could be easily understood by the masses. Buddhism was propagated by establishing Maths and Viharas in which students had to maintain healthy atmosphere and strictly follow moral behaviour. Their aim was to inculcate values like good character, dignity of labour and vocational education with the chief aim of salvation and emancipation.

During medieval period, values were imparted through moral education which was based on Quran. Their aim was to develop morality among individuals and human values such as truth, righteousness and love (Bhardwaj, Tyagi and Ameta, 2015, p.33).

In the pre-independence period, the British Raj wanted a secular type of education to be given to the masses, which was reflected in the reports of various commissions and committees. British brought important changes in the whole scenario of Indian education (Khajapeer, 2016, p.25). Gandhi ji's basic education in 1937 was the scheme of value education which imparted human values like cleanliness, truth, non-violence, co-operation, duty, respect, friendship and love (Bhardwaj, Tyagi and Ameta, 2015, p.34).

Today we see that several commission and policy makers have emphasized the fostering of universal values in our student. The university education Commission (1948-49), Secondary Education commission (1952-53), Indian Education Commission (1964-66), National Policy of Education (N.P.E-1986), Programme of Action (P.O.A-1992) have all highlighted the importance of value education (Vijayalatha, 2012, p.16). A special committee appointed by Central Advisory Board of Education to make recommendations on religious and moral instruction (1959) was headed by Sri Prakesh. The committee recommended the teaching of moral and spiritual values in educational institutions at all levels (Khajapeer, 2016, p.26). NPE (1986) says (cited in Vijayalatha, 2012) "Education should foster universal and eternal values. Such Value Education should help eliminate religious fanaticism, violence and superstition."(p.16). The National Council for Educational Research & Training (NCERT) and The University Grant Commission (UGC) are passing for inclusion of human values in many universities.

1.2 Objectives:

- i. To identify the values recommended by NCERT reflected in History textbook of class eight of Paschimbanga Madhyasiksha Parshad.

1.3 Research Question:

- i. What are the NCERT recommended values existed in History textbook of class eight of Paschimbanga Madhyasiksha Parshad?

1.4 Area of the Study:

The study area of the present research work was based on the History textbook of class VIII of Psachimbanga Madhyasiksha Parshad.

2. Methodology:

For the present study, Descriptive Research method was followed where content analysis was used qualitatively.

2.1 Sources of data:

The data of the present research was collected from the existing primary and secondary Sources in the following ways. In this regard, the primary source was- History textbook of class eight of Paschimbanga Madhyasiksha Parshad. The secondary sources were- reference books, journal, articles etc.

2.2 Tools:

A self made opinionnaire was used as a tool for the present study.

2.3 Data analysis procedure:

The qualitative data analysis procedure was followed for the present research work in the following ways-

Step 1: The present researcher has been identified some values from Education for Values in School- A Framework (NCERT) - 2012 and taken an expert opinion to select the suitable values for class VIII history textbook.

Step 2: Based on expert opinion suitable values have been selected.

Step 3: Selected values has been identified with the help of content analysis of each chapter.

Step 4: Identified values and their number of reflection have been listed.

Step 5: Position of each identified values have been presented according to their number of reflection.

Step 6: Categorised those values according to their number of reflection.

3. Analysis and interpretation:

Achievement of Objective (i) To identify the values recommended by NCERT reflected in History textbook of class eight of Paschimbanga Madhyasiksha Parshad.

The present researcher was identified some values from Education for Values in School- A Framework (NCERT) - 2012 which are very important for school education now a days. In this regard an expert opinion was taken to select the suitable values for class VIII History textbook. Here those values were considered by two experts, out of three are accepted for research. The values selected by the expert opinion are given below.

Table 1: List of the selected values

Selected values			
Sl. No.	Values	Sl. No.	Values
1	Analyzing situations	21	Loyalty
2	Collective activities	22	National consciousness
3	Commitment	23	Non-violence ways of conflict resolution
4	Compassion	24	Patriotism
5	Cooperation	25	Peace
6	Curiosity	26	Respect for national symbols, events, days
7	Discipline	27	Respect for ones heritage and other culture
8	Distinguish between right and wrong / good and evil	28	Responsible decision making
9	Empathy	29	Right of women ethnic and minorities
10	Equality	30	Secularism
11	Feeling of sacrifice	31	Self reflection
12	Fraternity	32	Sensitivity
13	Freedom	33	Sentiment
14	Fundamental rights and duties	34	Take suitable stand on moral, social issues
15	Goal setting / planning	35	Taking or sense of responsibility
16	Gratitude	36	Think rationally
17	Honesty	37	Trustworthiness
18	Initiative	38	Trust
19	Inter relationship	39	Unity
20	Justice	40	Unity of diversity

The numbers of chapters in class VIII History textbook are nine and each chapter are divided into some sub-chapters. The content of History textbook reflects different kinds of values which are projected basically into two ways- a) written forms of the content and b) illustration. The present research work is concentrated mainly NCERT recommended values which are selected by the expert that contained in these textbook. Here the researcher tries to find out those values from the written forms of the content of class VIII History textbook. In this connection values are identified by analyzing each chapter of class VIII History textbook, which are discusses below.

Chapter 1: Concept of history- This chapter gives a general idea about history. Here efforts have been made to make the students aware about the history. Apart from the awareness about the history here is a discussion on the need to explain the different events of history in unbiased manner. This chapter also focuses on the different element of history along with this the importance and acceptance of this elements are discusses properly here. The content of this chapter reflects different types of values, those are National consciousness, Taking responsibility, Think rationally, Initiative, Self reflection, Distinguish between right and wrong, Sensitivity, Empathy, Trustworthiness, and Fraternity etc. These values are frequently reflected in this chapter.

Chapter 2: Emergence of regional power- This chapter discusses about the rise of India's regional power and the expansion of British empowerment. Here further discusses about the famine of Bengal which has come up in 1770.the causes and consequences of this famine are beautifully projected here. The content of this chapter depict different types of values, those are Responsible decision making, Distinguish between right and wrong, Think rationally, Justice, Empathy, Analyzing situation etc.

Chapter 3: Establishment of colonial authority- The expansion of British empowerment are discussed in this chapter. For the establishment of colonial authority different types of administrative reforms made by British have been discussed here. Apart from the administrative reforms educational reforms have been nicely highlighted here. This chapter reflects different types of values, like Goal setting, Equality, Justice, Initiative, Think rationally, Responsible decision making, Right of women ethnic and minorities etc. The content of this chapter reflect this values frequently.

Chapter 4: Character of colonial economy- British economic policy has been mainly highlighted here. Different types of land revenue system introduced by British government have been discussed in this chapter. There is also a brief discussion on the causes and effects of these land revenue system. The content of this chapter projected how Indian economy driven by British interest. There is also detailed discussion

about the poverty of India. After analysis it was observed that the content of this chapter reflects various types of values, those are Think rationally, Justice, Analyzing situation, empathy etc.

Chapter 5: Response to colonial rule: cooperation and rebellion- The first part of this chapter focuses on 19th century social reforms movement. The contribution of Raja Rammahan Roy, Ishwar Chandra Vidyasagar, Swami Vivekananda, Derozio in this social reforms movement has been discussed. The second part of this chapter emphasised on various rebellion which was organized against the British government at that time. In this connection the causes and effect of these rebellions were briefly discussed here. The content of this chapter reflects different types of values, those are Initiative, Taking responsibility, Take suitable stand on moral, social issues, Gratitude, Right of women ethnic and minorities, National consciousness, Patriotism, Respect for national symbols, events, days, Unity, Freedom etc.

Chapter 6: Basic development of Nationalism- This chapter discusses the development of Indian nationalism. In this context, the establishment and functioning of the Indian National Congress have been discussed. This chapter also give some light about the partition of Bengal and Swadeshi movement. After analysis it was observed that the content of this chapter reflects different types of values like National consciousness, Initiative, Distinguish between right and wrong, Unity, Think rationally, Patriotism, Fraternity, Collective activities, Sense of responsibility, Respect for national symbols, events, days, etc.

Chapter 7: Ideology and evolution of national movement- India's national movement are mainly discussed in this chapter. The contribution of Gandhiji and Subhas Chandra Bose in India's independence movement has been highlighted here. The content of this chapter nicely portrait the changing character of the Indian national movement. This chapter reflects different types of values, those are National consciousness, Taking responsibility, Non-violence ways of conflict resolution, Collective activities, Trust, Empathy, Taking responsibility, Unity, Respect for national symbols, events, days, Feeling sacrifice, Gratitude, Patriotism, Goal setting etc. The content of this chapter reflect this value frequently.

Chapter 8: From communalism to partition- This chapter discusses about the partition. The causes and effects of the partition were briefly discusses here. The content of this chapter reflects two types of values like Think rationally and Empathy.

Chapter 9: Indian Constitution: democratic structure and public rights- This chapter discusses about the constitute and functions of the Indian Constitution. Preamble of the Indian Constitution, rights and duties of the citizen have been discussed here. This chapter reflects different types of values like Respect for national symbols, events, days, Freedom, Equality, Secularism, Right of women ethnic and minorities, Respect for ones heritage and other culture, Commitment, Fundamental rights and duties etc.

After analyzing, it was observed that thirty (30) values were identified through the content of class VIII history textbook. These values were reflected several times in the different segment of the content of class VIII History textbook. All these values and their number of reflection are given below.

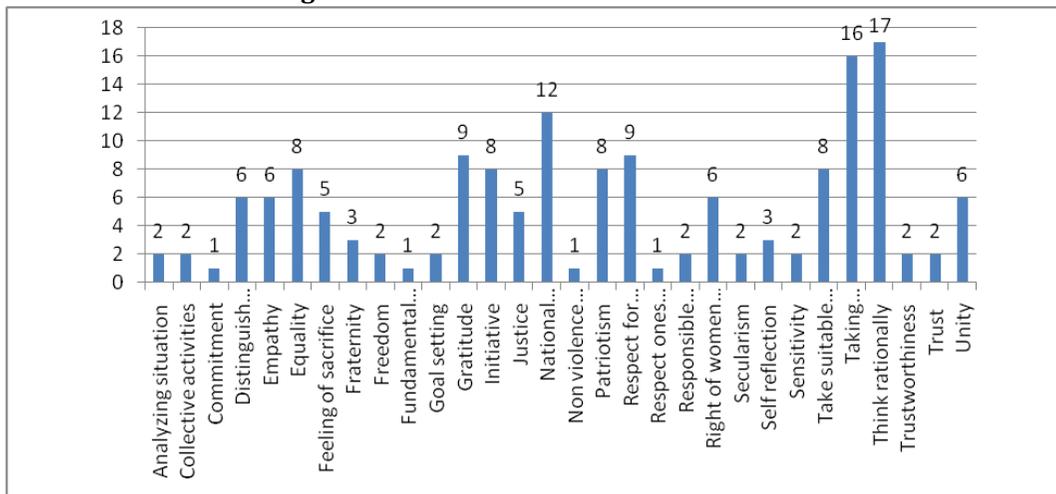
Table 2: List of the identified values

Identified values		
Sl. No.	Values	Number of reflection
1	Analyzing situation	2
2	Collective activities	2
3	Commitment	1
4	Distinguish between right and wrong	6
5	Empathy	6
6	Equality	8
7	Feeling of sacrifice	5
8	Fraternity	3
9	Freedom	2
10	Fundamental rights and duties	1
11	Goal setting / planning	2
12	Gratitude	9
13	Initiative	8
14	Justice	5
15	National consciousness	12
16	Non-violence ways of conflict resolution	1
17	Patriotism	8
18	Respect for national symbols, events, days	9
19	Respect ones heritage and other culture	1

20	Responsible decision making	2
21	Right of women ethnic and minorities	6
22	Secularism	2
23	Self reflection	3
24	Sensitivity	2
25	Take suitable stand on moral, social issues	8
26	Taking or sense of responsibility	16
27	Think rationally	17
28	Trustworthiness	2
29	Trust	2
30	Unity	6

Total 30 values are reflected 157 times in the content of class VIII history textbook. The following diagram shows the position of each reflected values according to their number of reflection.

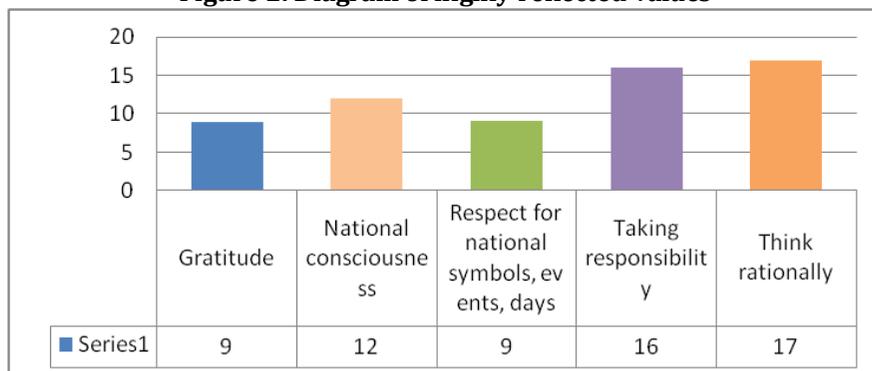
Figure 1: Position of each reflected values



The above diagram shows the position of each reflected values. According to their number of reflection the researcher divided those values into three categories, those are: (A) Highly reflected values, (B) Moderately reflected values, and (C) Less reflected values.

Highly reflected values: Out of 30 values, those values reflected more than eight times in the content of class VIII history textbook, are considered as highly reflected values. The following diagram presents those values.

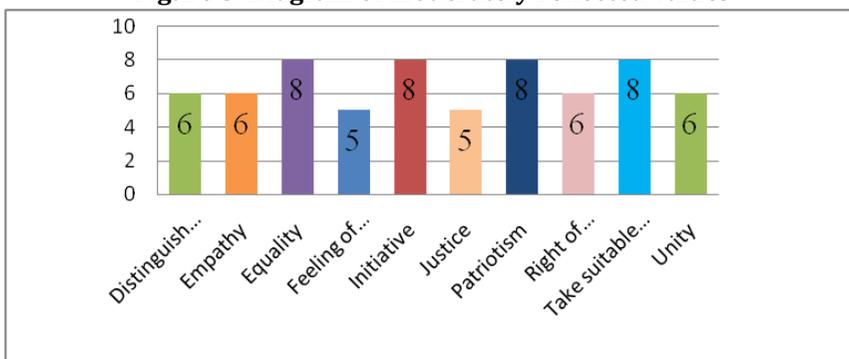
Figure 2: Diagram of highly reflected values



The above diagram shows that the values like - Gratitude, National consciousness, Respect for national symbols, Taking or sense of responsibility, Think rationally are frequently reflected through the different segment of the contents of history textbooks. According to their number of reflection those values considered as a highly reflected values.

Moderately reflected value: Out of 30 values, those values reflected five to eight times in the content of class VIII history textbook are considered as moderately reflected values. The following diagram presents those values.

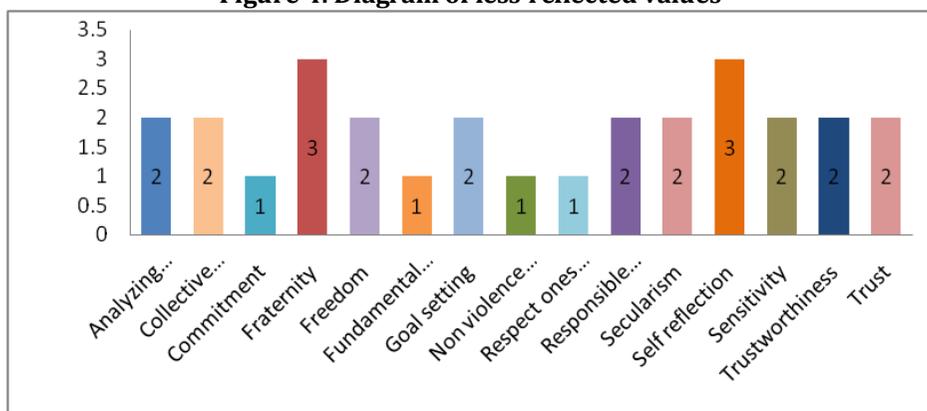
Figure 3: Diagram of moderately reflected values



The above diagram shows that the values like – Distinguish between right and wrong, Empathy, Equality, Feeling of sacrifice, Initiative, Justice, Patriotism, Right of women ethnic and minorities, Take suitable stand on moral social issues, Unity are considerably reflected through the different segment of the contents of history textbooks. According to their number of reflection those values considered as a moderately reflected values.

Less reflected values: Out of 30 values, those values reflected less than five times in the content of class VIII history textbook are considered as less reflected values. The following diagram presents those values.

Figure 4: Diagram of less reflected values



The above diagram shows that the values like – Analyzing situation, Collective activities, Commitment, Fraternity, Freedom, Fundamental rights and duties, Goal setting, Non violence ways of conflict resolution, Respect ones heritage and other culture, Responsible decision making, Secularism, Self reflection, Sensitivity, Trustworthiness, Trust are very few reflected through the different segment of the contents of history textbooks. According to their number of reflection those values considered as a less reflected values.

5.1 Conclusion:

Finally researcher has concluded that values are hidden in every textbook. Teacher should identify those values from textbook and adopted suitable strategies to inculcate those values among the students. More responsibility lies on the history teacher and it is imperative that the history teaching is not just for teaching to give student some information, but to provide an avenue to inculcate values needed for a better social order. In this regard one thing needs to be clarified that the idea of providing value education through the school subjects should not mean that the school subjects are to be treated as mere vehicle of value education and not the knowledge of the discipline if we do that, it would be destroy the true nature of the discipline itself. Integration of values with teaching of subjects is aimed at building holistic attitudes, positive feelings and emotions about the subject content during teaching learning process and thereby guiding and facilitating acceptance and internalization of values. The teaching of different school subjects therefore should shake the process involved in value development not only at knowledge but also at the feeling and doing levels (Reddy, 2012, pp.35 &37). Inspite all of these it can be said that (Cited in Rambabu and

Rangachary, 2012) 'Values are caught rather than taught' (p.80). So it is very important for the teacher to represent themselves as the ideal role model for the students.

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