



ROLE OF HINDI TEXTBOOK AND TEACHERS IN PROMOTING MORAL VALUES AMONG STUDENTS AT UPPER PRIMARY LEVEL

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ABSTRACT

As we know that changes in the society can be brought only through education and both teachers and textbooks are the major components of formal education. In present time, we observe laxity of moral values in the society. Now a days, it is noticed that news of misconduct or wrong doings in the newspaper by students has become commonplace. All these negative aspects raise the question in front of us that what our textbooks are not imparting or inculcating values to the learners ? and if it exists, then why these values are not reflected in the behavior of the learners ? It is a big issue which draws attention of the researcher. Hence, this study tries to find out the moral values imbibed in Hindi textbook of class 8th named “Vasant Bhaag-3” prescribed by NCERT and also teacher’s role in addressing these values in the classroom discourse.

KEYWORDS: Values, Moral, Textbooks, Teachers and Upper primary level

INTRODUCTION

One of the most celebrated thinkers on education, **Mahatma Gandhi** considered values as an inseparable component in the full flowering and development of personality. For him, every value component is a typical way of life that distinguishes one human being from another. Thus, the personality of a person that characterizes this individuality finds an appropriate avenue of self-development. There are some definitions of values which are as follows:

- “Values are ideals, beliefs or norms which a society or the largemajority of society members hold.”
-John
- “Value is that which satisfies human desires.”
-Urban

- "Values are concepts heavily weighted with emotions. They are concepts of the desirable which influence the child's selections from available modes, means, and ends of actions. Because they are primarily subjective, they are stronger predispositions of behavior and then concepts."
-Elizabeth Hurlock
- "Values: beliefs what is desirable and undesirable."
-International discovery of education
- "Values are one's preferred modes of thinking and behavior."
-Radha Kamal Mukherjee

From the above stated definitions, we can say that values are the guiding principal of our life which help us to distinguish between what is right or wrong and what one should do and what one should not do. In other words we can say that values determine human behaviour. They play a vital role in the life of every individual. Values are enduring, and they facilitate standards that guide the conduct of human beings.

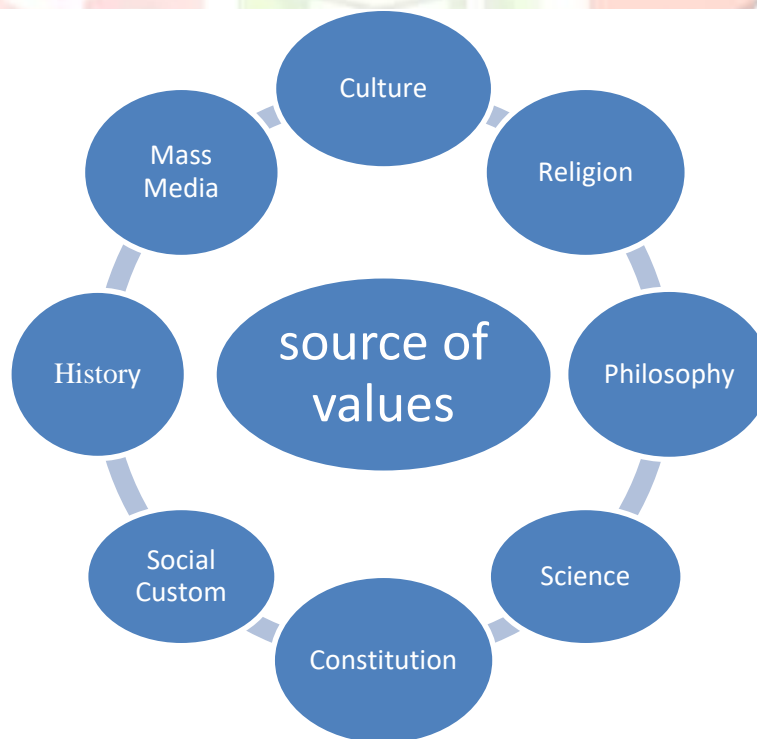
DIFFERENCE BETWEEN MORAL AND VALUE

Generally, both the terms moral and value appear to be the same but they are slightly different. There is some difference between them which are as follows:

- Morals are normally obtain from the society whereas values originate from within..
- Morals leads someone for a good life while values are intuition.
- Morals are related to someone's culture or religion whereas values are the basic beliefs of a person.
- Morals are deep-seated so generally it does not change with the passage of time while values continue changing with time and needs.

SOURCES OF VALUE

As we know that there are many sources of values like culture, religion, mass media etc from which we can achieve moral values. We can understand it through the given figure :



In present time, we observe laxity of moral values in the society. News of misconduct or wrongdoings in the newspaper by the students has become commonplace. As a result, age old ties and fabrics of the society are being torn which draw the focus of researchers towards awareness of value components of education.

NEED OF THE STUDY

There are some aims or objectives behind any research which is going to be conducted. Achieving objectives determines the success or failure of the research. The aim of education is not to become literate but the development of values. Nowadays, the role of education is only to transact information to the learners. Looking at the prevailing system of education, what education we are imparting to our learners, will be beneficial for transforming future, leads to thinking on this concern. It is noticed that, now a days, the news of misconduct or wrongdoings in the newspaper by students has become commonplace. Inappropriate behaviour of the student towards the teacher, feeling of insecurity and safety, abusive talks with peers are common things amongst the learners. Now a days, children are badly affected by the misuse of social media specially internet. Whatever they saw on T.V assimilate it. All these negative aspects raise the question in front of us that our textbooks are not imparting or inculcating values to the learners ? If it exists, then why these values are not reflected in the behaviour of the learners ? It is a big issue which draws attention of the intellects, social reformers and educationists.

As we know that teachers and textbooks are the major components of formal education. In teaching learning process, both play significant role. Keeping this in the mind, our honourable formal president **A.P.J. Abdul Kalam**, in his book **“India 2020: A Vision of the New Millennium”** describes about the importance of a teacher in a student’s life and called him as a national builder. According to Abdul Kalam, it is a teacher who shapes the future generation of a nation.

Similarly, we can say that textbooks should be developed in such a way through which different type of values like social, moral, constitutional, spiritual etc. can be imparted easily, because textbooks are the primary source of knowledge which regulates the whole syllabus and self-learning.

Textbook of Hindi language can be an effective tool to develop moral values in learners, because Hindi language makes it easier for the learners to imbibe, associate, relate and comprehend the text which comprises biography of great personalities, moral poems, and short stories. NCERT published an article named **“Learning Outcomes”** which described many learning outcomes of Hindi subject at class 8th. It was expected that after reading the content inscribed in the textbook, learners will discuss on the social values and try to find the causes and needs of these values. This study will try to find out the moral values imbibed in Hindi Textbook of Class 8th and role of the teacher in inculcating these values.

Hence, it is important to analyse the place of values in class 8 Hindi textbook and teacher’s role in addressing these values in the classroom discourse.

RESEARCH QUESTIONS

- Whether Hindi textbook is serving as an instrument for inculcation of values among class VIII learners?
- How are the Hindi teachers using Hindi textbook to develop values among learners ?

OBJECTIVES OF THE STUDY

- To identify the values reflected in the content of class VIII Hindi textbook.
- To study the teaching learning strategies used by Hindi teachers in the transaction of values identified in the textbook.

POPULATION

The population for the present study comprised of all Hindi teachers teaching at upper primary level in government and private schools of NCT, Delhi.

SAMPLE

In order to collect data about the role of Hindi teachers of various government and private schools located in South East district, Delhi, in promoting the moral values amongst the students at upper primary level, a sample of 5 Hindi teachers teaching at the upper primary level from government and private schools of South-East district, Delhi were selected using convenience sampling method. Of the various Hindi textbooks, Class 8th Hindi textbook named **Vasantbhaag-3** prescribed by NCERT was chosen for the study. All the 18th Chapters of the chosen textbook were subjected to content analysis.

TOOLS AND TECHNIQUES

Following tools and techniques were used in the present study:

1. Content analysis technique was used for analysis of Hindi textbook of class 8th prescribed by NCERT in the context of education of moral values
2. Observation Schedule was prepared to observe teaching practice of class 8th Hindi teachers. The following dimensions were taken into account for classroom observation:
 - Teacher's ability to derive moral values from the content. (Hindi Textbook)
 - Teacher's ability to transact moral values among the students.
 - Teacher's ability to conduct specific activities for the purpose to imbibe moral values in students.
 - Teacher's ability to connect moral values with real life situations
 - Use of approaches which are essential in teaching of values.
 - Teacher's ability to incorporate real life examples while teaching.
 - Teacher's ability to incorporate examples of ideal & famous personalities.
 - Teacher's punctuality, time consciousness and behavior towards students while teaching.
 - Teacher's ability to present himself/herself as a real-life practitioner of moral values.

ADMINISTRATION OF THE TOOLS

- In order to collect data, the researcher selected 5 schools, where Teaching of Hindi was taking place from South East-Delhi. For data collection, the researcher took an authority letter from his HOD, in which request was made to the concerned institution for cooperation where the researcher had to go for data collection.
- The researcher showed the letter issued by the institution regarding permission to the Principals of the concerned schools and the objectives of the study were explained to them. From each school, class 8th was selected for observation. The researcher observed the classroom teaching and filled the observation schedule on his own.

ANALYSIS AND INTERPRETATION OF DATA**CONTENT ANALYSIS**

There were 18th chapters in the book named **Vasantbhaag 3**. The Index of the book is given below:

S.NO	NAME OF THE CHAPTERS	NAME OF THE WRITERS
1	ध्वनि	सूर्यकान्त त्रिपाठी 'निराला'
2	लाख की चूड़िया	कामतानाथ
3	बस की यात्रा	हरिशंकर परसाई
4	दीवानों की हस्ती	भगवतीचरण 'वर्मा'
5	चिट्ठियों की अनूठी दुनिया	अरविन्द कुमार सिंह
6	भगवान के डाकिए	रामधारीसिंह 'दिनकर'
7	क्या निराश हुआ जाए	हजारी प्रसाद द्विवेदी
8	यह सबसे कठिन समय नहीं	जया जादवानी
9	कबीर की साखियाँ	कबीरदास
10	कामचोर	इस्मत चुगताई
11	जब सिनेमा ने बोलना सीखा	प्रदीप तिवारी
12	सुदामा चरित	नरोत्तमदास
13	जहाँ पहिया है	पी.साईनाथ
14	अकबरी लोटा	अन्नपूर्णा नन्द वर्मा
15	सूर के पद	सूरदास
16	पानी की कहानी	रामचंद्र तिवारी
17	बाज़ और साँप	निर्मल वर्मा
18	टोपी	सरंजय

After in-depth analysis of all the chapters of this Hindi textbook, the researcher found that moral values were covered in 7th chapters out of 18th. The list of the chapters which covered moral values are given below:

S.N.	CHAPTERS	NAME OF THE WRITERS	MORAL VALUES FOUND
1	लाख की चूड़िया	कामतानाथ	अथिति-सत्कार
2	भगवान के डाकिए	रामधारी सिंह 'दिनकर'	विश्व बंधुत्व की भावना, परहित
3	क्या निराश हुआ जाए	हजारी प्रसाद द्विवेदी	ईमानदारी, अहिंसा की भावना, विन्नमता, शिष्टाचार, परहित
4	कबीर की साखियाँ	कबीरदास	सहनशीलता, समानता
5	जब सिनेमा ने बोलना सीखा	प्रदीप तिवारी	विन्नमता
6	सुदामा चरित	नरोत्तम दास	अथिति-सत्कार, सहायता करना, दयालुता
7	टोपी	सरंजय	ईमानदारी, विन्नमता

FINDINGS OF THE STUDY

Keeping the objectives of the study in the mind, the researcher analysed the data and identified some important facts related to the present study, which are as follows:

Findings of Content Analysis

There were 18 chapters in Class 8th Hindi Textbook published by NCERT. **In 7 chapters, moral values were identified which are as follows:**

- **Respect for guest** as a moral value was found in Chapter-2 titled “Lakh Ki Chudiyan” written by KamtaNath
- **Global fraternity and philanthropy** as moral values were found in Chapter-6 titled “Bhagwan ke Dakiye” written by Ram Dhari Singh Dinker
- **Honesty, non-violence, politeness, philanthropy and good manners** were found as moral values in Chapter-7 titled “Kya Nirash Hua Jaye” written by Hazari Prasad Diwedi
- **Tolerance and equality** were found in Chapter-9 titled “Kabir Ki Sakhiya” written by Kabirdas.
- **Politeness** as a moral value was found in Chapter-11 titled “Jab Cinema Ne Bolna Seekha” written by Pradeep Tiwari.
- **Helpfulness, respect for guest** were found in Chapter-12 titled “Sudham Charitr” written by Narottamdas.
- **Honesty, politeness** as moral values were found in Chapter-18 titled “Topi” written by Sranjay.

Findings of Classroom Observation

- It was found that in first observation (Topic-TOPI) the content was presented in a systematic manner. Difficult words were explained by the teacher and the entire chapter was summarized however; the emphasis was not laid on the moral values which was a necessary component of that lesson.
- It was observed in the second observation (Topic-LAKH KI CHUDIYA) that the teacher however discussed moral values which were present in the lesson in an effective manner but she did not relate it with the importance of these values in everyday life.
- In third observation (Topic-KABIR KI SAKHIYA) it was observed that the teacher explained the meaning of difficult words from the chapter but overlooked the moral values like tolerance, acceptance, appreciation and equality which was the crux of the content of the observed lesson.
- In fourth observation (Topic-SUDHAMA CHARITRA) it was observed that the lesson consisted of two important moral values like honesty, respect for guests. While explaining the lesson, the teacher shared her personal experiences to emphasize the importance of moral values in daily life. She provided her students, a platform to so that they can share their experiences during discussion.
- In fifth observation (Topic-KYA NEERASH HUA JAYE) it was observed that the teacher discussed moral values and connected these values with real life experiences. Teacher used integrated and holistic approaches which proved to be very useful to bring values on the center stage of classroom discussions. The teacher with her technique enriched the content of the lesson.
- It was also observed that some moral values namely honesty, equality, politeness and respect for the guests were highly emphasized by the Hindi teachers in comparison to other moral values.

CONCLUSION & IMPLICATIONS

As we know that moral values are taught as a special subject by many educational institutions like Madrasas, Saraswati Vidya Mandir schools and other institutions but NCERT suggested in its document titled “Education for Values” that value education should not be taught as a separate subject but it can be integrated in different school subjects like science, maths and language. The class 8th Hindi textbook has provided various opportunities to address some common values related to our day to day life but the classroom transaction of contents has shown a dissatisfactory role of teachers. Rather than, addressing or taking into account the concerned values, the focus lies on the careful delivery of the content rather than essence.

In order to realize this vision, Hindi teachers require special training to incorporate values as an inseparable part of teaching-learning process. Both pre-service and in-service Hindi teachers should be oriented to make their planning and transaction more humane and value oriented.

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