



EDUCATIONAL OBJECTIVES (DOMAIN WISE) ORIENTED VALUES REPRESENTED IN THE BENGALI LANGUAGE TEXTBOOKS UNDER WEST BENGAL BOARD OF PRIMARY EDUCATION

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Abstract: Value plays a crucial role in the progress and development of human civilization. At present, inculcation of values is a useful tool for providing students with emotional and social protection in day to day human life and society also. From that point of view, the practice of values through the textbooks among students should also be taken into a consideration. At the present curriculum scenario, the practices of values have given more importance through textbooks. Through the vernacular textbooks, the cognitive domain (knowledge) is trained and enriched but there is a lot of scope to enrich the and affective (feelings), psychomotor (doing) domain in respect of values inherent in the textbooks. This study investigates how the reflected values are embedded in different educational domains among the various forms of content of Bengali Language and Literature textbooks presently taught at the primary level of public sector of West Bengal. Qualitative content analysis approach has been employed for the analysis of the selected textbooks of primary level. The findings of the study are that there are only twenty three (23) numbers of values have been reflected in fifty eight (58) times through the different educational objective of domains. The psychomotor domain (23 out of 58) has been more emphasized to teach and delivering the concept of the contents as well as values than cognitive (17 out of 58) and affective domains (18 out of 58). Therefore, the study suggests that teachers should practice the knowledge (cognitive domains) of the textbooks related to values through the psychomotor domain which can further expand the world of the child's consciousness (affective domains) as fruitful results for the nation.

Index Terms - Values, Educational Domain, Vernacular Textbooks, Primary Education.

1. Introduction

Values are essential for positive human behaviour. Education from time immemorial has focused on values. Values form the core of educational goals and objectives. Almost every education policy document has emphasized the role of education in fostering values. (Central Board of Secondary Education [CBSE] 2012,p.1). According to the National Council of Educational Research and Training (NCERT,2011), the different subjects at school stage - Social Sciences, Science, Languages, and Mathematics etc. seek to provide knowledge, attitudes and values intrinsic to the particular discipline. Gupta (2002) state that exposition of various ethical, moral, social and spiritual values through stories has been a pet device with our ancient seers. This very device has been found to be so effective and fruitful that in the medieval and modern times also it has been adopted for the purpose.' So, Value has been inculcated through every language textbooks. But language is the best means of communication first. There is a great challenge to inculcate values among students through the language and literature textbooks. Language teachers can successfully inculcate various values through their sessions. Language teaching has an infinite capacity for

assimilating Values. Language cannot be taught in isolation, away from social situation, nor can values be imbibed without practice. Using good meaningful values-based text with language learning can invariably make the learners sensitive human beings and conscientious citizens. (CBSE, 2012, p.26). Language Textbooks are also very useful essentials to change the manners of the students. Among students we expect behavioural changes in the field of knowledge, affective and psychomotor domains. At the time of the erosion of values, a positive change in the knowledge and affection- aspects of children is desired. According to NCERT, 'Value should not be treated as ideal concepts but empowering tools which are helpful in meeting the challenges of the contemporary social world be it religious fundamentalism, environmental degradation, multicultural conflicts, misuses of science, and technology, inequalities, ill effects of mass media globalization, commercialization and so on. The very nature of value education implies empowering the students with certain attitudes and skill as well as giving them critical abilities to use them in the contemporary everyday world full of myriad challenges. (Education for Values in Schools – A Framework, 2012, p-5). So, Bengali language and literature text books play an important role to inculcate values like other subjects. Actually values create peace oriented personality among the students. Language and literature textbook carries a significant role to form a rational and aesthetic consciousness; literature demands a crucial responsibility for making peace education in the day to day classroom situation. The primary stage of education is the ideal time for laying the foundation of a peace and value – oriented personality. (NCERT, p.128). At the present curriculum scenario, the practices of values have given more importance through textbooks. Through the vernacular textbooks, the cognitive domain (knowledge) is trained and enriched but there is a lot of scope to enrich the psychomotor (doing) and affective (feelings) domain in respect of values inherent in the textbooks. "Attitudes, values and skills cannot be developed by forcing students to memorize words, and also not by impositions. Experiences and opportunities must be created to internalize such attitudes and values, which can be sustained in the long run. The learner can then take a decision of practicing values, consciously and responsibly." (CBSE, 2012, p.70). In this backdrop the objective of the study is to investigate how the reflected values are embedded in different educational domains among the various forms of content of Bengali Language and Literature textbooks presently taught at the primary level of public sector of West Bengal.

2. Methodology

In this present study, descriptive research method has been followed where content analysis has been used qualitatively.

2.1: Source of the data

In this study, the data have been collected from the Bengali Language Textbooks named 'Amar Boi' (Class-I, 'Patabahar' -Class-II to V taught to the students of class-I to class- V for academic year 2019-20 in public schools under West Bengal Board of Primary Education.

2.2: Tools

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

2.3: Data Analysis Procedure

Qualitative data analysis procedures have been followed for the present study. The present researchers have compiled a value list containing 66 (sixty six) numbers of values from the reports and documents such as 'The Report of the Primary Education Syllabus Committee -1974', 'The Report of the School Education Committee -2002', 'National Curriculum Framework -2005', 'Draft Report of Experts Committee on Curriculum and syllabus -2011' and 'Education for Values in Schools- A Framework -2012'. After that the researchers asked the opinion from three experts that which values are to be reflected from value list in the Bengali Vernacular Textbooks at primary level. It has been observed that fifty four numbers of values out of sixty six have been agreed by at least two experts. So, 54 numbers of values have been taken into the consideration for Bengali Vernacular textbooks of primary level.

After selection of the values by the experts, the researchers found out those values from Bengali Vernacular the textbooks which have been selected purposively and studied thoroughly for segmenting with memoing which have signified to the identified values previously. The thematic and open coding has been emerged from the segments and from the codes the researchers have been connected with the values. The values have been identified, compiled, and also divided into three educational domains (cognitive, psychomotor, and affective) depending on the nature of representation of the segments and the emerged codes. After that, the whole processes of the content analysis procedures have been triangulated by the three eminent experts to make it bias less and reliable.

3. Major findings

The contents of Bengali Language and Literature textbooks reflect different kind of values which are projected basically into **poem, prose, rhyme, drama, song, and letter** and **essay** forms. The present research work focused mainly expert's recommended values which have been selected by the experts that contained in those textbooks. Here the researchers tried to find out those values from the written-form of content of class – I to V in Bengali textbooks. But there have no such written form in class –I, only pictorial contents have, so the textbook of class –I has not been considered within the circumference of the research. The experts' recommended values have mentioned below:

Aesthetic Expression, Affirmation of Others Positive Qualities, Altruism, Appreciation and Respect For Cultural Diversity, Appreciation of Group/Team Working, Appreciation of The Value Of Productive Work, Bravery, Control of Feelings And Emotions, Cooperation, Courtesy, Curiosity, Democratic Decision Making, Devotion, Discipline, Dignity of Manual Labour, Empathy, Environmental Awareness, Faithfulness, Friendship, Frugality in Consumption Of Resources, Gender Equality, Generosity, Gratitude, Health Consciousness, Honesty, Joy of Giving , Justice, Kindness to Animal And Insect, Kindness to Man, Leadership, Learning to Live Together, Love For Family, Love For Society, Modesty, Multiculturalism, National Consciousness, Non-Acceptance of Untouchability, Non-Violence, Persistence, Positive Thinking, Punctuality, Quest for Knowledge, Religious Tolerance, Respect For Mother Tongue, Self- Confidence, Self-Dignity, Sense Of Equality, Simplicity In Conducts And Wants, Social Responsibility, Sympathy, Tolerance, Trust, Truthfulness, and Unity.

Out of **fifty four** (54) numbers of values, only **twenty three** (23) values have been reflected in the textbooks of Primary level except class-I. Those reflected values are Aesthetic Expression/Appreciation, Affirmation Of Others' Positive Qualities, Altruism, Appreciation And Respect For Cultural Diversity, Appreciation Of Group Working, Bravery, Cooperation, Curiosity, Democratic Decision Making, Devotion, Discipline, Dignity Of Manual Labour, Environmental Awareness, Fraternity, Gender Equality, Health Consciousness, kindness to living being, Learning To Live Together, National Consciousness, Quest For Knowledge, Simplicity In Conducts And Wants, Truthfulness, Unity. In this connection the class wise identified values with reflection frequency of educational domains of those classes of Primary level have been presented in the following table:

Table No. 1: Class Wise Frequency of Values, Codes And Educational Domain in the Textbooks.

Class	Number values	Reflection Frequency of codes	Reflection Frequency of Educational Domain		
			Cognitive	Psychomotor	Affective
Class-II	12	14	3	5	6
Class-III	8	17	3	8	6
Class-IV	12	16	6	7	3
Class-V	6	11	5	3	3

It has been appeared from the above table that the same values have been sometimes reflected simultaneously through three educational domains. That is why the numbers of frequencies of codes have increased from the number of values.

- **Class-II: Amar Boi**

The contents of this Class-II reflected different types of values; those are aesthetic Appreciation, Affirmation of Others Positive Qualities, Altruism, Appreciation and Respect for Cultural Diversity, Appreciation of Group/Team Working, Democratic Decision Making, Devotion, Discipline, and Environmental Awareness, Learning to Live Together, National Consciousness, and Truthfulness. Those twelve number of values have been reflected depending on the fourteen (14) numbers of open codes such as appreciation of natural beauty, experts the fascination feeling of sunset, reward for song, local festival, playing football, take consult for decision, dedicate self to God, concentration in own work, thrilling from nature, unification to nature and man, staying together in village, respect to national song and reward for virtue. Three values have been revealed

depending on the cognitive domain such as Altruism, Appreciation and respect for culture diversity and truthfulness. Five values have been reflected depending on the psychomotor domain such as affirmation of others' positive qualities, appreciation of group working, discipline and national consciousness. Four values have been reflected depending on the affective domain such as aesthetic expression, devotion, environmental awareness, and learning to live together.

- **Class-III: Patabahar**

Only eight (8) numbers of values such as aesthetic expression, appreciation and respect for cultural diversity, cooperation, and curiosity, dignity of manual labour, environmental awareness, national consciousness and unity have been reflected depending on seventeen numbers of codes in the class –III. The reflected codes are drawing picture, festival of Bengal, helpfulness, wish to journey faraway, wish to be a tourist, dream for going to unknown land, value of productive work, enjoyment of work, love to river as mother, beneficiary aspect of tree, tree plantation, care a tree as a man, marvelous feeling of nature, want to be a partner of river, patriotic feeling, respect to national day and song, and strength of unity. Three values such as appreciation and respect for cultural diversity, environmental awareness and unity have been reflected through cognitive domain. Five values such as aesthetic expression, cooperation, dignity of manual labour, environmental awareness, and national consciousness have been reflected through eight numbers of psychomotor domains. Again, three values such as curiosity environmental awareness and national consciousness have been revealed through three numbers of affective domains.

- **Class-IV: Patabahar**

In the class-IV, there have twelve numbers of values (appreciation and respect for cultural diversity, appreciation of group working, bravery, curiosity, dignity of manual labour, environmental awareness, fraternity, health consciousness, learning to live together, national consciousness, quest for knowledge and truthfulness) which have been reflected through sixteen numbers of codes such as rituals of Hindus, working together, conquer the fear, wish to go unpredicted world, desire to a adventuresome, love for manual work, inspirational aspect of nature, dignity the wishes of differently able friend, physical exercise, eating together regardless of race religion, committed for nation, pious wish, wish to know the undiscovered world, acknowledge the truth. Four numbers of values such as environmental awareness, national consciousness, quest for knowledge and truthfulness have been reflected through six numbers of cognitive domains. Seven values such as appreciation and respect for cultural diversity, appreciation of group working, dignity of manual labour, fraternity, health consciousness, learning to live together, and quest for knowledge have been reflected through seven numbers of psychomotor domains. On the other hand, only two values such as bravery and curiosity have been reflected depending on three affective domains.

- **Class-V: Patabahar**

In the class-V, there have only six numbers of values such as environmental awareness, gender equality, kindness to living being, learning to live together, national consciousness and simplicity in conducts and wants have been reflected eleven times depending on some codes like protection to forest, amazement feeling of nature, stay with green trees, inspirational aspect of environment, respect and right to women, love for domestic animals, saying one's secret feeling to birds, belonging to a family, fight for national leader, respect for national leader, satisfied in self. Five numbers of values such as environmental awareness, gender equality, learning to live together, national consciousness, and simplicity in conducts and wants have been reflected through cognitive domains. Three numbers of values such as environmental awareness, kindness to living being, and national consciousness have been reflected through psychomotor domains. Lastly, only two values such as environmental awareness and kindness to living being have been reflected through affective domains.

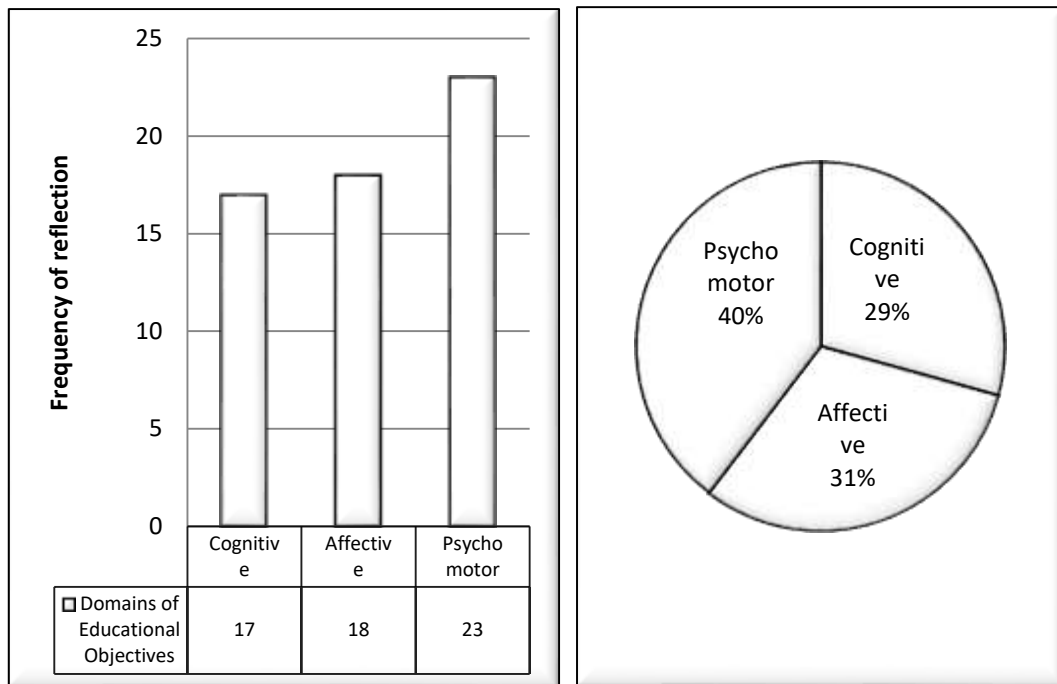


Figure No.1: Percentage Wise Reflection of Values through Educational Domain.

It has been clear from the above table that the three educational domains have been given almost equal importance in the transmission of values. However, the importance of psychomotor domain in the transmission of values is slightly higher.

4. Discussion and Conclusion

At present, there is less opportunity to teach values individually in the school curriculum. Teachers get the opportunity to teach the values contained in the textbooks in the classroom only. However, if values cannot be combined with learning objectives and learning outcomes, then attempts to practice of values will be failed. The concept of values can be easily transmitted to the students through the teaching of language and literature. It is clear that value inculcation can be done through the Bengali language textbooks at primary level. The teaching of values can be further strengthened by practicing the values embedded in the Bengali language textbook contents with the help of different educational domains. According to CBSE (2012) teaching of values is not like the teaching any other school subject. It is about the teaching the learners how to think about something, to reflect, critically, appreciate one's values and those of others, develop better communication, better decision-making so that the concepts ultimately find their ways into behaviors and actions. It is not confined to the cognitive level but covers the affective and behavioral level (pp.71-70). Of the three domains, the values have been mostly revealed through the concept under psychomotor domain. So it can be concluded that many good outcomes can be obtained if those ideas are practiced in reality by students at lower level of education. The teachers impart knowledge about values to the students and develop their sense of values. Simultaneously the teachers can create environment to practice the values in real life situation. Teachers play pivotal role for developing the values among the students. They should utter and indicate the presence of the values in the text clearly to the students during teaching keeping in mind to enrich the domains like cognitive, psychomotor and affective. NCERT (2012) also emphasized that, once a value perspective in a lesson is identified for infusion, may it be in the beginning, middle or end of the lesson, it is then important to analyze the basic components of a value at the cognitive (knowledge), affective(feelings and emotions) and behavioral (skill and practices) levels. Teachers has to see that knowledge has to be built first, then only feelings can be awakened to develop position attitude towards value. Finally, behavioral skills are built through the practices (Education for Values in Schools- A Framework, p.53). This research shows that psychomotor domain is the most useful for inculcating values among the students at the primary level. Children need to be taught how to practice values in practically along with some ideas and feelings. If the country is to be given a good citizen, the school must develop value conscious, value practicing and ultimate value oriented children.

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