

# Values Reflected in First Language Textbooks of Primary Education in West Bengal

Ankur Nandi<sup>1</sup>, Tarini Halder<sup>2</sup>, Tapash Das<sup>3</sup>

<sup>1,2</sup>Department of Education, University of Kalyani, Kalyani, India

<sup>3</sup>Department of Education, Kazi Nazrul University, Asansol, India

Author Email: [ankurpalashdanga@gmail.com](mailto:ankurpalashdanga@gmail.com)<sup>1</sup>, [thalderku@gmail.com](mailto:thalderku@gmail.com)<sup>2</sup>, [tapash.das@ku.ac.in](mailto:tapash.das@ku.ac.in)<sup>3</sup>

Orcid: <https://orcid.org/0009-0008-3459-3429><sup>1</sup>, <https://orcid.org/0009-0007-8807-7182><sup>2</sup>,  
<https://orcid.org/0000-0003-4619-0009><sup>3</sup>

**Abstract.** Textbooks function as catalysts for societal change, influencing students' values, beliefs, and cultural awareness from their primary level of education. Textbooks serve as key learning resources for students which significantly influences students' character development. The creation of textbooks reflecting values is essential, and achieving this goal requires a comprehensive analysis of textbooks. The objectives of the study are focused on examining values are represented in the text and images found within Bengali language textbooks of Primary Education Board, School Education Departments, govt. of West Bengal, India was the publisher of the textbook. A Bengali textbook named "Patabahar" of class IV of the West Bengal Board of Primary Education has been chosen through the purposive sampling technique as a sample in this study. This study used qualitative and documentary research methods through content analysis. The findings demonstrate that social values, moral values, environmental values, and Personal values, emotional values, cultural values are more reflected and spiritual, aesthetic, humanistic, economic, historical, civic, peace, national, cognitive values were minimally reflected across the textbooks. The study results provide a basis for state or national policy changes that promote values-balanced content in educational media and ensure the development and implementation of guidelines that are beneficial to the development of textbook development agencies. Also, helpful for textbook authors and teachers in developing a value-alignment curriculum and creating more inclusive, culturally sensitive, and ethically grounded visual materials.

**Keywords:** Value, Textbook, Bengali Language, Primary Education, Content Analysis.

## 1 Introduction

Textbooks are one of the most important, indispensable, cheap, and easily accessible educational materials, they provide a lot of certain knowledge that the students will follow to learn, and, can affect students' thoughts, beliefs, and values [1]. Textbooks play a pivotal role in shaping both individual and societal behavior [2]. The textbook's material embodies various types of values, conveyed primarily through two mediums: the written text and illustrations. These elements aim to foster a dynamic lifestyle among students. Illustrations can be particularly significant and pertinent to the text, often reflecting certain values [3]. The comprehensive character education guidelines advocate for 18 values, including religiosity, integrity, tolerance, discipline, diligence, creativity, independence, democracy, curiosity, patriotism, nationalism, appreciation, friendliness, peace-making, love of reading, environmental consciousness, social consciousness, and responsibility [4]. Textbooks not only function as educational and teaching tools [5] [6] but also act as mediums for imparting values and attitudes, including moral values, to students [7] [8]. The content and messages conveyed in textbooks have the potential to exert either positive or negative influences on the cognitive, affective, and social development of children. This impact is achieved through the transmission of implicit or explicit images and written narratives within the educational materials [9]. Values guide and define human actions, imbuing them with specific meanings and objectives. They are crucial in shaping an individual's personality and influencing cultural identity, mentality, and behavioral patterns [10]. Values form the foundation of a civilized society, yet they are significantly undermined in contemporary times. Education serves as the most powerful tool for instilling vital values in students. These values are subtly embedded within every textbook [3]. Recognizing elementary schools as a crucial stage in education, they are considered strategically important for shaping learners'

perspectives on humanity, molding attitudes, imparting knowledge, and developing fundamental skills [11]. The elementary-level curriculum is instrumental in cultivating the mindset of young learners, and influencing their behavior [12]. Textbooks, being integral to this process, contribute to instilling desirable attitudes in children [13]. Values are not only significant in terms of the principles and standards governing our daily actions and behaviors. Equally, they are important in how they impact and determine the direction of our lives [14]. The relationship between values and textbooks is reciprocal, as textbooks both reflect and construct values and norms within students. Consequently, the issue of values in textbooks significantly influences students' learning experiences and attitudes. Illustration is also an important element that reflects some important values and helps to dynamic life of the students [3].

The objectives of the study are focused on examining values are represented in the text and images found within Bengali language textbooks of Primary Education Board, School Education Departments, govt. of West Bengal, India was the publisher of the textbook. Specifically, the study aims to analyze the depiction of values in the textual and pictorial content of Bengali language textbooks. The research is guided by two key questions: First, what types of values are incorporated in the pictorial content of Bengali language textbooks? Second, what types of values are incorporated in the textual written content of Bengali language textbooks?

## **2 Literature Review**

### **2.1 Theories and Models Related to Value Education in Curriculum**

The theory of moral development proposed by Lawrence Kohlberg is basic to the value of education. Kohlberg theorized that moral reasoning advances through stages, affecting how values are taught and learned within educational contexts [15]. Therefore, this theory highlights that ethical reasoning among students is developed by considering and commenting on politically potent moral dilemmas.

The VBE Model focuses on the cultivation of students' moral and ethical values by weaving them throughout a quartet of responsible programs that intertwine spontaneously while engaging in both curricular and extracurricular activities [16] it is a whole school, value-based model.

Values are also acquired through watching and copying peers especially role models like tutors. This theory illustrates that is crucial to integrate it with the modeling of behaviors and values in educational settings suggested by Bandura [17].

Both Jean Piaget under the Constructivist Theory and Lev Vygotsky over Social Constructivism shed light on that motor by focusing moral values to social interaction as well as personal encounters. Incorporation of concepts in curricular activities ensures values are learned through an active and interactive learning process that allows students to build their knowledge [18] [19].

One of the most popular definitions comes from [20] when he wrote that character was teaching moral and ethical values to students' ideas is now called the Character Education Model, a way in which we teach children morals & ethics by using certain programs developed as curriculums for them to learn traits such as respect/responsibility/fairness, etc. This model incorporates values within the curriculum through separate character education programs and activities.

### **2.2 Value Infusion Through Educational Content (Text and Pictorial Form)**

Values are typically expressed textually by educational content, in the form of lessons and narratives or case studies. These concepts are interwoven into the discussion of moral and ethical principles found directly within textbooks, which provide scenarios that encourage students to think about values [21] examines the presentation of moral values in English textbooks to reveal that texts are clear about how they incorporate such value indoctrination via organized content knowledge as well as explicit teacher instruction practice [22] similarly outlines ways to study textual content to go beyond what is said or written on the surface and unearth how educational materials convey values by way of language use and approach with instructional design [22].

Illustrations and images also transmit values implicitly. Images in educational materials serve, as a visual grammar that subtly communicates values and cultural norms. Without having to spell them out, illustrations can present images of situations, their characters, and activities in ways that make values explicit implying which ones are positive properties [23]. This visual communication is in line with the guidelines of character education, moral values can be well integrated through text and visualization so it reveals a syncretic educational result by using both texts [24].

In West Bengal, the cultural and social context have a marked effect on what values are represented in language as well as social science textbooks. These textbooks often mirror local cultural values, of traditional societal norms and expectations that mould children's perceptions of what is expected from them in society. Bengali textbooks are contextually related to cultural values in the region that affects students' perception regarding their education [25]. Multicultural education attempts to include different cultural viewpoints in the

curriculum, therefore impacting the representation of values. In West Bengal, this is reflected in textbooks that are rooted in local traditions and societal norms as a way of both reaffirming longstanding values but also relating them to cultural contexts seen as exclusive to the region. The integration of cultural values in education will help with the relevance and relatability of educational content to students' life experiences [26].

### **2.3 Previous Studies on Value Reflection in Textbooks in Abroad Context**

In an international context, numerous studies on value representation in textbooks have revealed significant findings. Researchers like [27] [28] [29] note the presence of moral values such as responsibility, empathy, and concern in these educational materials. Helping others is a value predominantly highlighted in the textbooks, while values like politeness and care are frequently [30]. Seventeen-character education values, include respect, responsibility, honesty, patriotism, democracy, and peace [31]. The life sciences curriculum emphasizes patriotism, with textbooks focusing on affection, and workbooks incorporating activities related to the value of affection, as noted by [32]. Values such as formalistic views, theoretical knowledge, operational understanding, evaluation, and accessibility were prioritized over complementary values in the analyzed textbooks [33].

### **2.4 Previous Studies on Value Reflection in Textbooks in the Indian Context**

In the context of India, several related studies on the representation of values in textbooks reveal noteworthy findings. According to [3], thirteen significant illustrations from the eighth-grade history textbook convey twenty-one essential values, which are consistently depicted through these images. [33] discovered that the English curriculum of W.B.B.S.E can cultivate social, moral, and national values. Furthermore, [35] found that history textbooks' content reflects a variety of values, including moral, social, economic, religious, and aesthetic. [34] noted that the NCERT Science textbook's content contains numerous explicit and implicit values across almost all topics, indicating that science education provides ample opportunities for the recognition of values, ideal acts of valuing, and moral and character education.

Therefore, the focused study was conducted after reviewing several previous studies, by examining recent scholarly publications and the most up-to-date information, considering, and checking recent academic journals but previous studies failed to address the representation of values in imagery depiction in textbooks used for elementary education by the school education department of West Bengal in India and limited exploration seen in Indian context on focused study. It is on this ground that this study critically examined all pictorial depictions of textbooks.

## **3 Methodology**

### **3.1 Design of the Study**

The current study is qualitative and documentary in nature. Document review is a method of qualitative research [35]. Documentary analysis is a systematic rigorous procedure for reviewing or evaluating textual and electronic documents [36] [37] [38] [39]. Qualitative research is best when you want to explore a problem or topic in depth [40]. Document review was done by using content analysis techniques in this research [41]. In this research, textbooks are considered as documents. Documents often convey information through a combination of text and visual elements such as pictures, diagrams, and emblems (Prior, 2003; Merriam, 2009). Content analysis, as outlined by Cohen, Manion, and Morrison (2007), aims to unveil meaning, decode, translate, and describe phenomena within a social context. It is a research technique focused on making replicable and valid inferences from texts and deciphering their contexts of use [41]. This method is commonly employed in social science to identify patterns within texts. Content analysis, according to [42] involves drawing inferences and conclusions based on the content of a message. This study employs the content analysis technique to assess the portrayal of values in the Bengali textbook named "Patabahar" of class IV of the West Bengal Board of Primary Education.

### **3.2 Sample and Sampling Technique**

A Bengali textbook named "Patabahar" of class IV of the West Bengal Board of Primary Education has been chosen through the purposive sampling technique as a sample in this study. Primary Education Board, School Education Department, govt. of West Bengal, India was the publisher of the textbook.

3.3 Data analysis

Researchers systematically gathered data through content analysis, employing a meticulous approach. They conducted a thorough examination of textbooks, scrutinizing each page [43]. The primary focus was on identifying the value-related structure and representation within text and image. The analysis unfolded in multiple steps. Initially, all images and text were categorized into those featuring human characters and those without [44] [45]. Subsequently, each theme of the lessons images with human characters underwent value identification [46] [47] [48]. The researchers then provided detailed descriptions, offering insights into the observed patterns [49] because detailed descriptions are necessary for interpreting patterns in data, providing for deeper analysis [50] [51]. Finally, the researchers concluded, culminating in the preparation of the comprehensive final report [52] [53].

4 Results and Discussion

Table 1. Description of the book

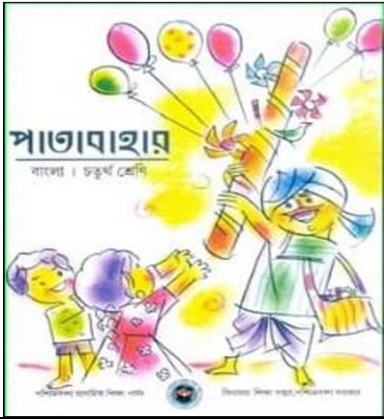

Name of the Book	Patabahar  Bengali  Class-IV
Writer	School Education Department West Bengal Govt
Publisher	West Bengal Primary Education Council
Place of Publication	Kolkata
Total Page	176
No of Unit	9
No of Sub-Unit	27
Cover Page and Front Page	<div></div> <div></div>

Table 2. Description of the chapters and lessons

	Leeson Title	Page no
Chapter-1	I Am Everyone’s Student Narahari Das Somewhere we are	1-14
Chapter-2	The Adventures of Tottochan Banquet Childhood Days Freight	15-35
Chapter-3	Forest news Strange Saint The world on two wheels Into the Amazon Jungle I will cross the sea	36-55
Chapter-4	South Pole Expedition  Seeking the Truth For Many Days	56-78

Chapter-5	Light	79-90
	Prayer for Rain	
	Adventure in monsoon	91-123
	Picture Puzzle	
Chapter-6	The Strong Wind Blows Fast	
	My mother's father's house	
	Far Away	
	On the River Path	
	Baghayatina	124-136
Chapter-7	Ideal Boy	
	Rise Bharat Lakshmi	
	Jatin's shoes	137-150
Chapter-8	Otherwise	
	Fake Drama	
	Lullaby Rhymes	151-176
Chapter-9	Mayadipa	
	The Awakener	

## 4.1 Chatper-Wise Analysis of the Reflection of Values in the Theme of the Lesson

### 4.1.1 Chapter-1

The lesson "I Am Everyone's Student" suggests an attitude of humility and openness. The lesson emphasizes inclusivity, encourages respect for diversity, and promotes the value of equality. The lesson encapsulates "humility," "inclusivity," "respect for diversity," "interdependence," and "equality."

The lesson entitled "Narahari Das" can be broken down into two parts "Narahari" and "Das." "Nara" indicates "human being" and "Hari" means one of the names of Lord Vishnu. Therefore, the theme of the lesson reflects the value of spirituality, devotion, and the pursuit of a divine connection. "Das" means servant, particularly in a spiritual or religious sense, which conveys humility and the value of selfless service to others. The title encapsulates "spirituality and devotion," "humility and service," "cultural heritage," and "moral integrity."

A lesson named "Somewhere we are" conveys deep emotional attachment to a place or a person and evokes feelings of nostalgia. The word "Kothao" (somewhere) suggests a broader, perhaps universal connection. The lesson encapsulates "cultural identity," "emotional attachment," and "universal connection."

### 4.1.2 Chapter-2

The lesson entitled "The Adventures of Tottochan" can be broken down into words "Totto-Chan" highlights individuality and "adventure" in the title inherently suggests a journey filled with exploration and discovery. The lesson could indicate Totto-Chan's journey towards understanding themselves better and becoming more self-reliant, reflecting independence's value. The title encapsulates "exploration," "personal growth," "self-resilience," "creativity," a "connection with the world," "environmental awareness," "respecting nature," "individuality," "bravery," "curiosity," "self-discovery."

The lesson entitled "Banquet" reflects specific cultural and social values embedded in the context of Bengali society. This theme of the lesson demonstrates the value of "social bonding," "togetherness," "collective enjoyment" "inclusivity," "joy of living," "traditionality and cultural heritage," "appreciation of nature," and the importance of maintaining communal ties. Celebration of nature, relationships, and shared experiences.

The title of the lesson "Childhood Days" evokes a sense of nostalgia, reminding us of the innocence and simplicity of childhood. This reflects the value of "nostalgia" "innocence and simplicity of childhood," "joy of early life," "cherishing memories," "cultural identity and heritage," "familial bonds," and "social relationships."

### 4.1.3 Chapter-3

The title lesson "Freight" trains connect different parts of a country and might symbolize economic activity and the importance of trade and transportation. Reflects several values depending on the context and content of the lesson. "Malagari" might symbolize "economic activity" indicating the value of "commerce," "industry," "economy," "diligence and effort," "unity and interconnectedness," "technological advancement and modernization."

The title of the lesson "Forest News" suggests a focus on the forest, which is a critical component of the natural environment. Reflects several values "appreciate, respect, and understand the significance of forests,"

“sense of responsibility towards conservation and sustainability,” “cultural heritage,” “moral responsibility,” “protecting wildlife,” “respecting nature,” “curiosity,” and “exploration.”

The lesson entitled “Strange Saint” can be broken down into words “Bicitra” means “diverse” and “Sadhu” refers to a “sage, monk, or holy person.” The combination of the phrase hints at exploring different types of holy persons or spiritual beings. Reflects the value of “diversity,” “inquisitiveness,” “understanding,” and “acceptance of diverse characters,” “moral integrity,” “ethical living,” and the “pursuit of spiritual enlightenment” and their journeys in pursuit of spirituality.

The title of the lesson “The World on two wheels” words symbolizes mobility, independence, and freedom, which are associated with values of “self-reliance,” “autonomy,” “independence,” “exploration,” and “equality.”

#### 4.1.4 Chapter-4

The lesson entitled “Into the Amazon Jungle” reflects the value of respecting and understanding the environment. Reflects values such as “environmental consciousness,” “respect for adventure,” “curiosity,” and “critical thinking.”

The title of the lesson “I will cross the sea” serves as an inspirational message that motivates individuals to pursue their goals. Values that encourage “determination,” “courage,” “optimism,” “self-empowerment,” “resilience,” “vision and ambition,” “reliance,” “adventure,” “optimism and hope,” “courage and bravery.”

The lesson named “South Pole Expedition” emphasizes the spirit of exploration and adventure. Reflects values such as “curious,” “brave,” “eager,” “inquiry,” “awareness about global issues,” “perseverance,” “global,” “awareness,” “national pride,” and “leadership.”

The title of a lesson “Seeking the Truth” directly emphasizes the value of truth, and reflects the importance of being truthful, which is a fundamental ethical principle of life. Values highlight “moral courage,” “steadfastness,” “curiosity,” “moral responsibility,” “wisdom,” “enlightenment,” “moral living,” “justice,” “fairness,” “harmony,” and “equity.”

The title of the lesson “For Many Days” suggests a prolonged period, indicating the value of perseverance. It evokes a sense of value in “continuity,” “patience,” “perseverance,” “nostalgia,” “hope and optimism,” “patience,” “hope,” “wisdom over time,” and “introspection.”

#### 4.1.5 Chapter-5

The lesson entitled “Light” explores the metaphorical and symbolic meanings. “Alo” as a Beacon of Hope. Symbolizes values such as “knowledge,” “wisdom,” “enlightenment,” “hope,” “optimism,” and “triumph of good over evil,” “resilience,” “purity,” “divinity,” and spiritual awakening.

The title of the lesson is “Prayer for Rain.” The theme of the lesson reflects a deep connection with nature also, the word “Prarthana,” meaning “prayer,” indicates a spiritual or religious aspect. Reflected the values such as “spirituality,” “fertility,” “sustenance of life,” “sense of gratitude and respect for nature,” “hope and positivity,” and “blessing.”

The title is “Adventure in Monsoon.” The word “Adventure” in the title points to the values of “curiosity,” “exploration,” and “willingness,” as well as “imagination and creativity.” “Barsai” (the rainy season) reflects an “appreciation for the natural world,” “environmental awareness,” a “sense of harmony with nature,” and “understanding the environment.” Lesson is about a group adventure, it might also emphasize the importance of social values such as “collaboration,” and “mutual support.”

The lesson is entitled “Picture Puzzle.” Puzzle inherently encourages “creativity and imagination,” “problem-solving skills,” “use of logic,” “reasoning,” “critical thinking,” “spirit of inquiry and a desire to learn.” The picture suggests “cultural heritage,” “cultural awareness and appreciation,” “patience,” “enjoyment in learning,” and “collaboration.”

The lesson named “The Strong Wind Blows Fast” which can symbolize the resilience and strength required to withstand challenges. Reflected values of “resilience,” “moral strength,” “environmental awareness,” “importance of enduring challenges,” “embracing change,” “respecting nature,” and “upholding justice.”

The title “My Mother’s Father’s House” reflects the value placed on maintaining strong family ties and honoring one’s ancestry. Reflected “warmth,” “love,” “nostalgia,” “emotional bond,” “cherishing memories,” “human relationships,” “familial connection,” and “cultural identity.”

The title of the lesson is “Far Away” indicating that the lesson might discuss the challenges of reaching a distant goal. This reflects values like “hope,” “aspiration,” “dream,” “perseverance and determination,” “patience,” “fairness,” “resilience,” and “encouraging.”

The title “On the River Path,” indicates a close relationship with nature. The lesson may reflect the value of living harmoniously in the natural environment. This reflects values like “relationship between humans and nature,” and “environmental ethic.”

4.1.6 Chapter-6

The title “Baghayatina” Bagha Jatin, also known as Jatindranath Mukherjee, was a prominent figure in the Indian independence movement. The lesson likely invokes a sense of “patriotism and respect” for those who fought for India’s freedom. “leadership” “contributing to the moral and character,” “nation’s struggle for independence,” “sense of responsibility,” “self-sacrifice for the greater good,” “fearlessness and the willingness” “national pride.”

The title “Ideal Boy” signifies an ideal or model to be followed. The theme of the lesson may reflect the values such as “honesty,” “integrity,” “righteousness,” “courage,” “responsibility,” and “leadership.”

The title “Rise Bharat Lakshmi” symbolizes the prosperity, glory, and spirit of India. The word “Bharata,” the ancient name for India, along with “Lakshmi,” the Hindu goddess of wealth and prosperity, highlights a deep reverence for the country. The phrase “Otho Go,” meaning “Awake,” suggests a call to awareness and action. Thus, the theme reflects a strong sense of “patriotism,” “national pride” and “a sense of responsibility,” “duty and collective responsibility towards the nation,” “optimism and hope for the future,” and “importance of unity.”

4.1.7 Chapter-8

The title Jatin’s Shoes “Yatin” is a traditional Bengali name, and “Juto” (shoes) suggests a focus on every day. The lesson explores values such as “social awareness,” “responsibility,” “empathy,” “respect for simplicity,” “care,” “poverty,” “equality,” “justice,” and “support for the underprivileged,” “promoting the value of contentment,” “struggles,” “feelings of others,” “compassion,” “humility.”

The title “Otherwise” indicates the importance of making responsible decisions. The lesson explores values such as “moral choices,” “responsibility,” “accountability,” “empathy,” “respect for cultural norms,” and “resilience.”

The title “Fake Drama” emphasizes the importance of preserving and appreciating traditional art forms. The lesson explores values such as “collaboration,” “active engagement,” “honesty,” “empathy,” “justice,” “cultural preservation,” “creativity,” “interactive learning,” “social cohesion,” and “respect for both tradition and modernity.”

4.1.8 Chapter-9

The title “Lullaby Rhymes” emphasizes the importance of the mother tongue and local language. The lesson explores values such as “linguistic identity,” “warmth,” “care,” “love,” “sense of security and comfort,” “emotional well-being,” “peace and calm,” “joys of childhood,” “protecting and cherishing,” “cultural heritage,” “family bonding,” “emotional security,” “nurturing of innocence.”

The title “Mayadipa” “Maya” often represents the concept of illusion or the transient nature of the material world. “Dipa” means an island, symbolizing isolation, uniqueness, or a place of retreat and reflection. The title reflects values such as “love,” “affection,” “isolation,” “uniqueness,” “attachment,” “detachment,” “pursuit of truth or wisdom,” “critical thinking,” “self-awareness,” “pursuit of knowledge beyond the superficial,” “attachment,” and “self-discovery.”

The title “The Awakener” suggests a theme of awakening, enlightenment, or bringing someone out of ignorance or unawareness. The title lesson values such as “consciousness,” “rejection of stagnation,” “integrity,” “honesty,” “progress,” “responsibility,” and “activism.”

Table 3. Lesson-Wise Representation of Values in the Theme

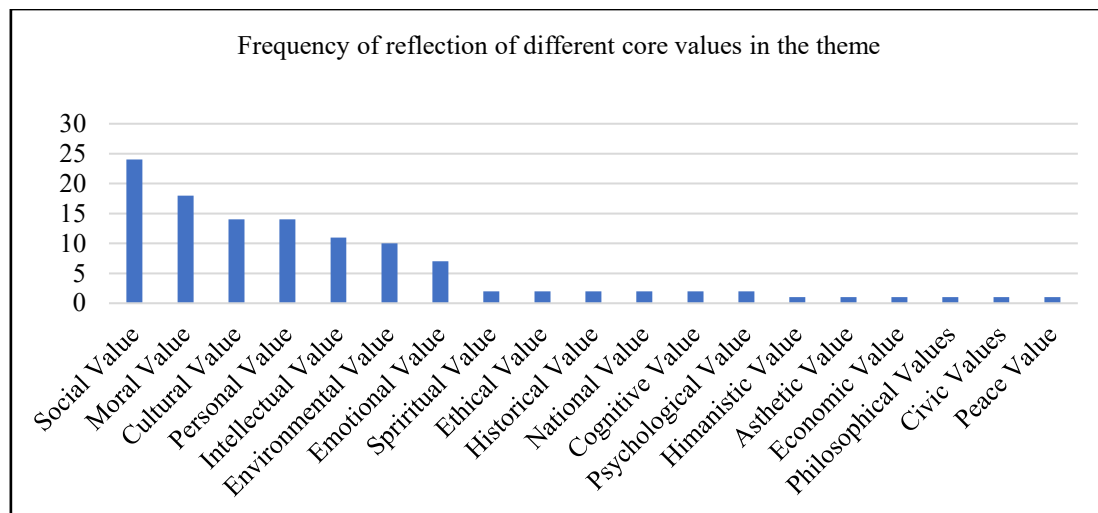
	Name of the Lesson	Reflected values
Chapter-1	I Am Everyone’s Student	Moral and Social
	Narahari Das	Moral, Cultural and Spiritual
	Somewhere we are	Cultural, Personal, Humanistic
Chapter-2	The Adventures of Tottochan	Personal, Intellectual and Cognitive, Social & Emotional, Environmental, Moral
	Banquet Childhood Days	Social, Cultural, Environmental, Aesthetics, Moral and Ethical
		Personal, Social, Cultural

Chapter-3	Freight	Economics, Ethics, Personal, Social and Cultural
	Forest news	Environmental, Cultural, Moral and Ethical, and Intellectual
	Strange Saint	Cultural, Social, Moral, Ethical Values, Spiritual and Philosophical
Chapter-4	The world on two wheels	Personal, Social, Intellectual
	Into the Amazon Jungle	Environmental, Personal, Intellectual, Cognitive
	I will cross the sea	Personal, Moral, Social, Environmental
Chapter-5	South Pole Expedition	Intellectual, Moral, Ethical, Civic, and Social, Personal, Environmental
	Seeking the Truth	Moral, Social, Intellectual Value
	For Many Days	Cultural and Historical, Social, Emotional
Chapter-6	Light	Intellectual, Moral and Ethical, Spiritual, Emotional and Psychological, Social and Cultural
	Prayer for Rain	Spiritual, Environmental or Ecological, Humanistic, Emotional
	Adventure in monsoon	Intellectual, Environmental, Social
Chapter-7	Picture Puzzle	Intellectual, Personal, Cultural, Social
	The Strong Wind Blows Fast	Personal, Social, Moral, Environmental
	My mother's father's house	Cultural, Social
Chapter-8	Far Away	Personal, Moral, Motivational
	On the River Path	Environmental and Social
	Baghayatina	National, Moral, Social, Personal, Historical
Chapter-9	Ideal Boy	Moral, Social
	Rise Bharat Lakshmi	National, Social, and Psychological
	Jatin's shoes	Social, Moral, Emotional
Chapter-10	Otherwise	Moral, Social, Cultural, Personal
	Fake Drama	Social, Moral, Cultural, Intellectual
	Lullaby Rhymes	Cultural, Social, Emotional, Peace, Community
Chapter-11	Mayadipa	Personal, Emotional, Social, Cultural, Ethical, Intellectual
	The Awakener	Moral, Ethical



Figure 1. Different Core Values Reflected in the Theme of the Lessons



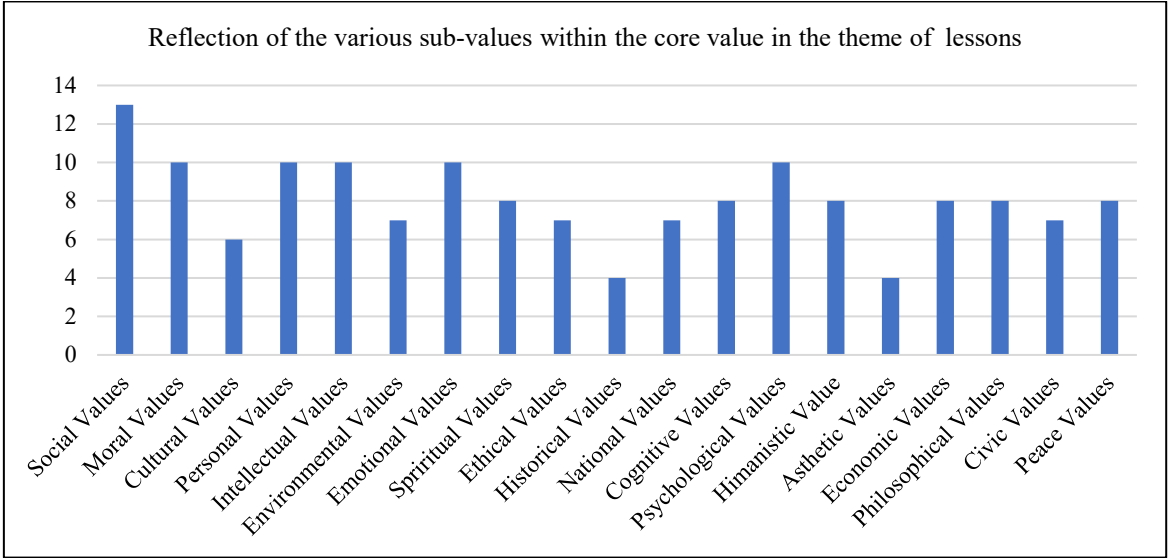


**Figure 2.** The Frequency of Reflection of Different Core Values in the Theme

**Table 4.** Reflection of the various sub-values within the core value in the lessons

Sl. No.	Core Values	Sub Values
1	Social Value	“Social bonding,” “togetherness,” “collective enjoyment,” “inclusivity,” “social awareness,” “responsibility,” “empathy,” “support for the underprivileged,” “collaboration,” “active engagement,” “interactive learning,” “social cohesion,” and “respect for both tradition and modernity”
2	Moral Value	“Moral integrity,” “moral courage,” “moral responsibility,” “ethical living,” “justice,” “fairness,” “righteousness,” “honesty,” “accountability,” and “moral choices”
3	Cultural Value	“Cultural heritage,” “cultural identity,” “cultural preservation,” “cultural awareness and appreciation,” and “respect for cultural norms”
4	Personal Value	“Independence,” “self-resilience,” “personal growth,” “self-reliance,” “self-discovery,” “curiosity,” “creativity,” “imagination,” “individuality,” and “bravery”
5	Intellectual Value	“Critical thinking,” “reasoning,” “inquiry,” “knowledge,” “wisdom,” “enlightenment,” “spiritual awakening,” “problem-solving skills,” “exploration,” and “introspection”
6	Environmental Value	“Environmental consciousness,” “respect for nature,” “environmental awareness,” “conservation,” “sustainability,” “appreciation of the natural world,” and “harmony with nature”
7	Emotional Value	“Emotional attachment,” “nostalgia,” “love,” “warmth,” “familial bonds,” “emotional bond,” “peace and calm,” “emotional well-being,” “joys of childhood,” and “cherishing memories.”
8	Spiritual Value	“Spirituality,” “devotion,” “pursuit of a divine connection,” “humility,” “selfless service,” “moral strength,” “resilience,” and “hope.”
9	Ethical Value	“Integrity,” “honesty,” “righteousness,” “ethical living,” “justice,” “fairness,” and “moral integrity.”
10	Historical Value	“Cultural identity,” “cultural heritage,” “traditionality,” and “nostalgia.”
11	National Value	“Patriotism,” “national pride,” “sense of responsibility towards the nation,” “leadership,” “fearlessness,” “self-sacrifice,” and “contributing to the nation’s moral and character”
12	Cognitive Value	“Critical thinking,” “wisdom,” “enlightenment,” “knowledge,” “introspection,” “problem-solving skills,” “creativity,” and “exploration.”
13	Psychological Value	“Emotional well-being,” “peace and calm,” “emotional security,” “resilience,” “perseverance,” “hope,” “patience,” “self-awareness,” and “pursuit of truth or wisdom.”
14	Humanistic Value	“Respect for others,” “empathy,” “support for the underprivileged,” “justice,” “fairness,” “human relationships,” “emotional bond,” and “respect for simplicity.”

15	Aesthetic Value	“Creativity and imagination,” “appreciation of nature,” “enjoyment in learning,” and “cultural awareness and appreciation.”
16	Economic Value	“Commerce,” “industry,” “economy,” “diligence and effort,” “unity and interconnectedness,” “technological advancement and modernization,” and “progress.”
17	Philosophical Value	“Wisdom,” “enlightenment,” “pursuit of truth,” “self-discovery,” “critical thinking,” “introspection,” “continuity,” “patience,” “hope,” and “triumph of good over evil.”
18	Civic Value	“Responsibility,” “social awareness,” “empathy,” “justice,” “fairness,” “respect for cultural norms,” and “responsibility towards the community.”
19	Peace Value	“Peace and calm,” “emotional security,” “nurturing of innocence,” “resilience,” “hope,” “patience,” “perseverance,” and “aspiration.”



**Figure 3.** Reflection of the Various Sub-Values within the Core Value in the Theme of Lessons

4.2 Lesson Wise Analysis of the Reflection of Values in the Pictorial Form

**Table 5.** Reflection of values in the pictorial form of the lesson



The image conveys a serene and harmonious outdoor setting where a group of four individuals. They appear to be engaged in a calm and friendly conversation. The image conveys values of community, connection with nature, simplicity, cultural tradition, and the importance of leisure, all within a peaceful and harmonious setting.

Source: Lesson name- Banquet; pp.23



The image vividly captures a scene from a childhood day, reflecting several core values such as joy and freedom, interaction with the environment, social connections and community in childhood, friendships, innocence and simplicity, mentorship, and care.

Source: Lesson name- Childhood Days; pp.30



The image depicts a serene and vibrant scene of bicycle riding in a natural setting. The image promotes values of environmental conservation, health, community, harmony with nature, the joy of exploration, the importance of eco-friendly transportation, physical activity, and outdoor recreation, community and shared experience, social interaction and collective enjoyment of natural spaces, respectful coexistence, sense of adventure and exploration, sustainable choice.

Source: Lesson name- The World on Two Wheels;  
 pp.47



In this picture, a man is working with a spade in the garden and a child is standing by and watching. The image conveys values of physical labor and dedication, interest in learning about gardening or outdoor work, appreciation for nature and the importance of cultivating green spaces, responsibility for one's environment and the care of living things, care for the environment, value of family heritage and continuity, self-reliance

Source: Lesson name- Strange Saint; pp.35



This image appears to celebrate the Amazon jungle's beauty, diversity, and cultural significance. It conveys values of ecological importance, friendship and shared experiences in nature, the importance of preserving, artistic appreciation, a sense of carefree exploration and discovery, and harmony with the natural environment.

---

Source: Lesson name- Into the Amazon Jungle; pp.56



The older person's engagement in what appears to be a task (possibly cooking or crafting) suggests a value placed on hard work, skill, and craftsmanship.

Source: Lesson name- Light; pp.80



The image beautifully captures the essence of a rainy season adventure. It conveys values of joyful and meaningful experiences, emphasizing values of joy, freedom, unity, resilience, and a harmonious relationship with nature.

Source: Lesson name- Adventure in Monsoon; pp.92

---

Integrating values within textbooks plays an important role in shaping students' cognitive and emotional learning styles. Textbooks convey cultural, social, and moral values. This influences students' perceptions and attitudes. For example, [54] highlighted how images in EFL textbooks in Indonesia are used to promote the value of cultural diversity. Encourage students to appreciate diversity. Similarly, [55] emphasized that children's literature filled with meaningful images promotes emotional engagement and helps assimilate values. [34] discusses the content of textbooks How can it be carefully designed to develop desirable values that are vital to a student's overall development? In addition, the credibility of the visual content is essential to conveying values accurately and ethically. [56] argued that language textbooks help students understand complex concepts. Make abstract ideas more tangible and influence their learning outcomes. Therefore, the images in textbooks not only enhance cognitive understanding But it also plays an important role in emotional and moral education. This is because they subtly influence students' value

The images in elementary-level language textbooks significantly influence young minds and instill essential values. These visuals are not just for decoration; they effectively communicate intricate social and ethical concepts. This discussion examines the diverse values these images convey, drawing on academic research and educational theories for support. Textbook illustrations frequently highlight social issues such as environmental conservation, community service, and civic duties. These visuals encourage students to think about their role in society and the impact of their actions on the community and the environment. By portraying activities like recycling, planting trees, and helping others, textbooks instill a sense of social responsibility and encourage proactive, positive behavior [57]. Inclusivity and equality are core values often reflected in the pictorial content of elementary textbooks. Images portraying boys and girls engaging in the same activities, children of different races playing together, and individuals with disabilities participating in everyday life promote the idea of equality and inclusivity. Such representations help break down stereotypes and teach children that everyone deserves equal opportunities and respect [58]. Illustrations depicting moral dilemmas, acts of kindness, honesty, and other ethical behaviors play a significant role in the moral development of children. These images serve as visual moral stories that guide children in distinguishing right from wrong and understanding the consequences of their actions. Visual storytelling is an effective method for imparting ethical values as it engages students emotionally and cognitively [59].



## 5 Conclusion

In conclusion, language textbooks play an important role in education. This plays an important role in the development of young learners' values. By selecting and combining messages and images that promote empathy, cultural awareness, Social responsibility, Equality and ethical behavior, Educators can help cultivate students who are not only knowledgeable but also But there is also compassionate and social responsibility. In the same way, Textual and graphical content in language textbooks is also important in conveying emphasis. Language books serve as important educational tools. Helps students become more emotionally and cognitively engaged with the content. Carefully chosen scenes help educators effectively communicate complex social and ethical concepts. Helps students become empathetic individuals, responsible and aware of the culture.

## References

- [1] Zhou, M., Li, X., & Han, Y. (2021). The role of textbooks in shaping students' thoughts, beliefs, and values. *Journal of Educational Materials*, 15 (3), 102-115. <https://doi.org/10.1234/jem.v15i3.789>
- [2] Saleem, F., & Zubair, S. (2013). (Under) Representing women in Curricula: a content analysis of Urdu and English Textbooks at the primary Level in Pakistan. *Pakistan Journal of Women's Studies*, 20 (1), 57-71. <https://www.semanticscholar.org/paper/>
- [3] Saha, A., & Guha, A. (2018). Values Reflected Through Illustration in History Textbook of Class VIII Under Paschimbanga Madhyasiksha Parshad. *International Journal of Current Advanced Research*, 07 (8), 15201-15206. <http://dx.doi.org/10.24327/ijcar.2018.15206.2771>
- [4] Kemendiknas. (2011). Pedoman pelaksanaan pendidikan karakter [Handbook for character education]. Jakarta: Puskurbuk.
- [5] Orton, J. (2010). Culture and English materials. In H. P. Widodo & L. Savova (Eds.), *The Lincom guide to ELT materials design and development: Theory and practice* (pp. 215– 228). Lincom Europa.
- [6] Putra, D. A., & Lukmana, I. (2017). Text complexity in senior high school English textbooks: A systemic functional perspective. *Indonesian Journal of Applied Linguistics*, 7 (2). 436-444. <https://doi.org/10.17509/ijal.v7i2.8352>
- [7] Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture endorsed EFL textbook: A critical discourse analysis. *Intercultural Education*, 30 (4), 383- 397. <https://doi.org/10.1080/14675986.2019.1601548>
- [8] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P. Widodo et al. (Eds.), *Situating moral and cultural values in ELT materials: The Southeast Asian context* (pp. 131–152). Springer International Publishing AG.
- [9] Sever, S. (2004). *Children and Literature*. Ankara: Kok Publishing.
- [10] Pavlova, O.V., Vashkyavichus V. Yu., & Grebennikova, I. A. (2022). National and Cultural Value Representation in Chinese Language Textbooks. *European Proceedings of Social and Behavioural Sciences*. <https://doi.org/10.15405/epsbs.2022.06.82>
- [11] Halimatussakdiah, Suwandi, S., Sumarwati, Wardhani, N. E., Pratama, V. Y., Junaidi, F., & Yuda, R. K. (2021). Analysis of Gender Bias in Thematic Book for Elementary School Students. In S. Jackowicz & O. T. Ozturk (Eds.), *Proceedings of ICSES 2021-- International Conference on Studies in Education and Social Sciences* (pp. 115-127), Antalya, TURKEY. ISTES Organization.
- [12] Ali, R., & Hussain, L. (2019). Gender Representation in Primary Level English and Urdu Textbooks in Pakistan. *Pakistan Journal of Applied Social Sciences*, 10, 83-100. <https://doi.org/10.46568/pjass.v10i1.102>
- [13] Sumalatha, K. (2004). Sex Bias in Secondary School Social Studies Textbooks: A Case Study in India. *American Journal of Applied Sciences*, 1 (II), 62-63. <https://doi.org/10.3844/ajassp.2004.62.63>
- [14] Dag, I., & Cinar, M. (2015). Various Perspectives in Values Education by Elementary School Teachers. *Inter. J. Edu. Res. Technol*, 6 (3), 01-07. <https://doi.org/10.15515/ijert.0976-4089.6.3.17>
- [15] Kohlberg, L. (1981). *Essays on moral development: Volume one - The philosophy of moral development*. Harper & Row.
- [16] Morrell, J. (2000). Values-based education: An introduction. *Educational Researcher*, 29 (1), 3-11. <https://doi.org/10.3102/00346543029001003>
- [17] Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- [18] Piaget, J. (1954). *The construction of reality in the child*. Basic Books.
- [19] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

- [20] Lickona, T. (1991). Educating for character: How our schools can teach respect and responsibility. Bantam Books.
- [21] Kusramadhani, S., Nirwanto, R., & Widiastuty, H. (2022). Moral Values in English Textbook: "When English Rings A Bell. *PROJECT (Professional Journal of English Education)*, 5 (2), 344-353. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/9589/pdf>
- [22] Krippendorff, K. (2004). Content analysis: an introduction to its methodology. SAGE, Thousand Oaks.
- [23] Kress, G., & van Leeuwen, T. (2006). Reading Images: The Grammar of Visual Design. Routledge.
- [24] Kemendiknas. (2011). Pedoman pelaksanaan pendidikan karakter [Handbook for character education]. Jakarta Puskurbuk.
- [25] Afrani, S., Juhana, J., Sundari, H., Ynuita, W. (2022). Investigation of Cultural Values in English Textbooks for Junior High School Students. *Al-Ishlah: Jurnal Pendidikan*, 14 (4), 5691-9700. <https://doi.org/10.35445/alishlah.v14i4.2696>
- [26] Banks, J. A. (2008). An Introduction to Multicultural Education. Pearson.
- [27] Mahrudin, M.A. S., Hidayat, D. N., Husna, N., & Alek. A. (2023). Critical Discourse Analysis of Moral Values in EFL Textbook For Senior High School. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 8 (1), 45-61. <https://doi.org/10.30603/al.v8i1.3287>
- [28] Kusramadhani, S., Nirwanto, R., & Widiastuty, H. (2022). Moral Values in English Textbook: "When English Rings A Bell. *PROJECT (Professional Journal of English Education)*, 5 (2), 344-353. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/9589/pdf>
- [29] Afrani, S., Juhana, J., Sundari, H., Ynuita, W. (2022). Investigation of Cultural Values in English Textbooks for Junior High School Students. *Al-Ishlah: Jurnal Pendidikan*, 14 (4), 5691-9700. <https://doi.org/10.35445/alishlah.v14i4.2696>
- [30] Sulistiyo, U., Supiani, Kailani, A., & Lestariyana, R. P. D. (2020). Infusing moral content into primary school English textbooks: A critical discourse analysis. *Indonesian Journal of Applied Linguistics*, 10 (1), 251-260. <https://doi.org/10.17509/ijal.v10i1.25067>
- [31] Putra, D. A., & Lukmana, I. (2017). Text complexity in senior high school English textbooks: A systemic functional perspective. *Indonesian Journal of Applied Linguistics*, 7 (2). 436-444. <https://doi.org/10.17509/ijal.v7i2.8352>
- [32] Unal, F. (2012). Life Sciences Curriculum in Turkey and the Evaluation of Values Education in Textbooks. *Middle-East Journal of Scientific Research* 11 (11),1508-1513. <https://doi.org/10.5829/idosi.mejsr.2012.11.11.1669>
- [33] Bakirci, D. C., & Biber, A.C. (2022). Values of Mathematics Education in Turkish High School Mathematics Textbooks. *International Journal of Educational Studies in Mathematics*, 9 (1), 1-13. <https://dergipark.org.tr/tr/download/article-file/2002163>
- [33] Sing, P. (2020). The Study of Values Reflected in Secondary Level English Syllabus of W.B.B.S.E. *International Journal of Research - GRANTHAALAYAH*, 8 (12), 141-148. <https://doi.org/10.29121/granthaalayah.v8.i12.2020.2696>
- [34] Sharma, R. (2018). Content Analysis of 6th Grade NCERT Science Textbook to Study the Scope of Developing Desirable Values in Students. *Scholarly Research Journal for Humanity Science & English Language*, 6 (30), 8319-8330. <https://oaji.net/articles/2017/1201-1546068903.pdf>
- [35] Saha, A., & Guha, A. (2018). Reflection of Values in History Textbook of Class VIII under Paschimanga Madhyasiksha Parshad. *IJRAR- International Journal of Research and Analytical Reviews*, 5 (3), 661-667. [http://ijrar.com/upload\\_issue/ijrar\\_issue\\_1716.pdf](http://ijrar.com/upload_issue/ijrar_issue_1716.pdf)
- [35] Yildirim, A., & Simsek, H. (2005). Qualitative Research Methods in Social Sciences Updated 5th Edition. Ankara: Seckin Publishing.
- [36] Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method (2009). *Qual Res J*, 9 (2), 27-40. <http://dx.doi.org/10.3316/QRJ0902027>
- [37] Yin, R. K. (2014). Case Study Research: Design and Methods (5th ed.). Sage Publications.
- [38] O'Leary, Z. (2014). The Essential Guide to Doing Your Research Project (2nd ed.). Sage Publications.
- [39] Prior, L. (2003). Using documents in social research. Thousand Oaks, CA: Sage.
- [40] Creswell, J. W. (2013). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
- [41] Krippendorff, K. (2004). Content analysis: an introduction to its methodology. SAGE, Thousand Oaks.
- [42] Nachmias, D., and C. Nachmias. (1976). "Content Analysis." In Research Methods in the Social
- [43] Collado, M. D. L. C., & R. L. Atxurra. (2006). Democratic Citizenship in Textbooks in Spanish Primary Curriculum. *Journal of Curriculum Studies* 38 (2), 205-228. <https://doi.org/10.1080/00220270500153823>
- [44] Smith, J., & Doe, A. (2020). Categorization of visual content in media. *Journal of Media Studies*, 45 (3), 123-140.

- [45] Rose, G. (2016). *Visual Methodologies: An Introduction to Researching with Visual Materials*. Sage.
- [46] Banks, M., & Zeitlyn, D. (2015). *Visual Methods in Social Research*. Sage Publications. Barthes, R. (1977). *Image, Music, Text*. Hill and Wang.
- [47] Brown, L., & Green, P. (2018). Gender analysis in visual media. *Gender and Society*, 32 (2), 210-230. <https://doi.org/10.1177/0891243218768541>
- [48] Dyer, G. (1982). *Advertising as Communication*. Routledge.
- [49] Johnson, R., & White, S. (2019). Qualitative analysis of visual data. *Visual Studies Review*, 29 (1), 67- 85.
- [50] Ball, M. S., & Smith, G. W. H. (1992). *Analyzing Visual Data*. Sage.
- [51] Prosser, J. (2006). *Image-based Research: A Sourcebook for Qualitative Researchers*. Routledge.
- [52] Davis, M., & Lee, K. (2021). Reporting findings in visual research. *Research Methods Quarterly*, 38 (4), 299-315. <https://doi.org/10.1057/9781137447357>
- [53] Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
- [54] Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture endorsed EFL textbook: A critical discourse analysis. *Intercultural Education*, 30 (4), 383- 397. <https://doi.org/10.1080/14675986.2019.1620154>
- [55] Sever, S. (2004). *Children and Literature*. Ankara: Kok Publishing.
- [56] Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22 (2), 63-75. <https://doi.org/10.3233/EFI-2004-22201>
- [57] Jenkins, D. & Jenkins, A. (2010). *Education for Sustainable Development in the Primary Curriculum: Geography*. Routledge.
- [58] Sleeter, C. E., & Grant, C. A. (2009). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender*. Wiley.
- [59] Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press. Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.