



TEACHING VALUE EDUCATION TO SECONDARY STUDENTS THROUGH ENGLISH LANGUAGE AND LITERATURE

Iqbal Ahmed

Ph.D Research Scholar, School of Education, Indira Gandhi National Open University, New Delhi, cooliqbalahmed1976@gmail.com

ABSTRACT

Value education is internationally known by various names such as moral education, ethics education, and character education. Values play a crucial role in human life as they regulate and guide behaviour and actions in day-to-day affairs. While the family is considered the prime agency for inculcating values, schools bear a greater responsibility to provide value education, as they play a significant role in delivering quality education to learners (Lickona, 1992). The early childhood and primary stages of education are ideal for laying the foundation of a child's personality. The secondary stage is also crucial as students develop their attitudes towards moral and ethical issues. At the secondary stage, there is no separate curriculum for value education; instead, values are integrated into the curricula of different subjects. Consequently, the curriculum serves as an important source of value education (Kohlberg, 1981). Languages and literature are effective means of communication and provide a powerful way to impart value education at the secondary level. Therefore, this paper aims to highlight, through the Qualitative Content Analysis (QCA) approach, the types of values conveyed by the prose and poetry included in the English textbooks for secondary students in schools affiliated with the West Bengal Board of Secondary Education.

Keywords: Value Education, Secondary Students, English Textbooks

1. INTRODUCTION

Value education is internationally known by various names such as moral education, ethics education, and character education. It has been rightly said that “values are developed not by forcing people to memorize words but by letting them talk, ventilate the issues, and search for their own values” (NCERT, 2012). Values are of great importance in human life as they regulate and guide behaviour and actions in day-to-day affairs. The significance of value education is emphasized by the eminent educationist Dr D.S. Kothari (1990), who stated: “If social and moral values are not respected, cultivated, and enriched in educational institutions, where else can there be a place for them?” Values are formed based on interests, choices, needs, desires, and preferences. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8301052/>)

While the family is considered the primary agency for inculcating values, schools bear a greater responsibility to provide value education as they play a crucial role in delivering quality education to learners. Schools can offer extensive value education because children spend a significant amount of time there. It is also the place where children and youth develop holistically through various scholastic and co-scholastic activities. During this process of holistic development, they also cultivate many values and qualities.

The early childhood and primary stages of education are ideal for laying the foundation of a child's personality. The secondary stage is also crucial as it helps students develop their understanding and thinking capabilities. This stage is particularly important as students engage in abstract thinking and form their ideas based on their understanding. It is also the time when they develop attitudes toward moral and ethical issues.

At the secondary stage, there is no separate curriculum for value education; rather, values are integrated into the curricula of different subjects (CBSE, 2003).



Therefore, the curriculum serves as an important source of value education. Through the curriculum, values are transmitted through various subjects. Every subject, whether social science, language, or science, serves as a repository of values (NCERT, 2012). Not only do these subjects convey knowledge, but they also provide numerous opportunities for learners to acquire values.

Languages and literature are powerful means of communication and are particularly effective for imparting value education at the secondary level. Therefore, this research aims to evaluate how value education can be taught to secondary students through English textbooks. Many languages include poetry that promotes noble characters and imparts a sense of aesthetic beauty to learners. Through delightful, entertaining, and purposeful stories, significant moral values can also be inculcated in young minds. Values can even be taught through grammar, figures, questions and answers, and comprehension. This paper, therefore, seeks to highlight, through content analysis, the types of values conveyed by the prose and poetry included in the English textbooks for secondary students in schools affiliated with the West Bengal Board of Secondary Education.

2. DEFINITION OF VALUE

According to Kluckhohn (1951), “A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes, means, and ends of action.” Carl Rogers (1969) defines value as “Valuing is the tendency of a person to show preferences.” Inlow (1972) provides a comprehensive definition of values, stating, “Values, simply stated, are the determiners in man that influence his choices in life and decide his behaviour.”

The International Encyclopaedia of the Social Sciences (1968) defines value as a “set of principles whereby conduct is directed and regulated as a guide for individuals and a social group.” (<https://www.slideshare.net/slideshow/concept-of-human-valuespdf/261465582>).

Michael Haralambos explains the term by saying “A value is a belief that something is good and worthwhile. It defines what is worth having and worth striving for.” (<https://www.coursehero.com/file/88720607/UTSdocx/>, Retrieved August 8, 2024). Brightman (1978) states, “In the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved, or enjoyed by anyone at a time” (<https://itcollege.ac.in/itdc/wp-content/uploads/2020/10/Dr-Archana-Kapoor-2.pdf>, Retrieved August 8, 2024).

3. The Role of Education in Fostering Core Values

Values are fundamental to fostering positive human behaviour, and education has long been a key avenue for instilling these essential principles. Throughout history, the core goals and objectives of education have centred around the nurturing of values. Various educational policies have consistently emphasized the importance of integrating values into the learning process. The Education Commission of 1966 recommended the inclusion of social, moral, and spiritual values within school curricula. Similarly, the National Policy on Education of 1986 underscored the critical role of value-based education in combating intolerance, violence, and superstition while promoting social, cultural, and scientific principles. This was seen as crucial for shaping India into a secular, democratic, and progressive nation that takes pride in its cultural heritage.

The National Curriculum Framework for School Education (2000) highlighted the growing concern over the erosion of ethical, social, and spiritual values, advocating for their integration into the curriculum. Building on this, the National Curriculum Framework (NCF) of 2005 placed strong emphasis on values such as cooperation, respect for human rights, tolerance, justice, responsible citizenship, appreciation of diversity, and reverence for democracy. It also underscored the significance of education for peace, recognizing it as a vital national and global concern. The Position Paper on Education for Peace further elaborates on the need to equip students with the values, attitudes, and skills necessary for living harmoniously as responsible citizens.



Education for values aims to empower students to make informed decisions based on principles of equality, integrity, democracy, freedom, and human rights. Given that education is inherently value-oriented, it is imperative that it cultivates caring, cooperation, and respect for others. Alongside equipping students with essential life skills and attitudes, education must also prepare them to lead fulfilling and purposeful lives.

4. Importance of Value Education for Secondary Students

Dr. D. S. Kothari (1990) aptly noted, “If social and moral values are not respected, cultivated, and enriched in educational institutions, where else can there be a place for them?” Schools play a significant role in providing value education, as children spend a substantial amount of time there. Schools are environments where children and youth develop holistically through a variety of scholastic and co-scholastic activities. During this process of holistic development, they also cultivate numerous values and qualities. The early childhood and primary stages of education are ideal for laying the foundation of a child's personality. The secondary stage is equally crucial as it helps students enhance their understanding and thinking capabilities. At this stage, students are expected to engage in abstract thinking and develop their ideas based on their understanding. It is also when they begin to form attitudes toward moral and ethical issues.

Although there is no specific curriculum for value education at the secondary level, most values are integrated into the curriculum of various subjects. Thus, the curriculum itself serves as a significant source of value education, transmitting values through different subjects.

5. Role of Literature in Teaching Value Education

Among all academic subjects, languages stand out as the most potent means of communication. They offer a natural avenue for students to grasp complex concepts while enabling teachers to integrate human values into the curriculum effectively. Language preserves our values and heritage, and when used thoughtfully, it becomes a vehicle for the transmission of ethical principles. At the secondary stage, textbooks prescribed by educational boards can play a crucial role in this regard. Language teachers, with their unique capacity to weave values into lessons, can transform students into sensitive human beings and conscientious citizens. Therefore, language education, with its infinite capacity for value assimilation, should be leveraged to ensure that stories and poems convey universal values.

6. METHODOLOGY OF THE STUDY

The study was conducted using the qualitative content analysis (QCA) approach. Krippendorff (2019) states that “content analysis is a research technique for making replicable and valid inferences from text (or other meaningful matter) to the contexts of their use” (p. 24). Moreover, Berg and Lune (2017) have defined content analysis as “a careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, themes, biases, and meanings” (p. 182).

The following process is usually followed in such studies to analyse qualitative data.

6.1 Unit of analysis: For the QCA method, the qualitative data to be analysed is divided into Units. Here, in this study, the English textbooks, BLISS for Class IX & X have been taken as the unit for the analysis.

6.2 Sample for analysis: All the pieces of Prose and poetry from the English textbooks, BLISS for Class IX & X have been incorporated as Sample for content analysis.

6.3 Coding of themes: Since the purpose of the study is to find out the values inherited in the lessons of the textbook, none of the two standard methods of coding, e.i. 'In Vivo' and 'Line Coding' have been used. Rather the samples have been reviewed exclusively to grasp the codes. The codes thus obtained were carefully grouped into different categories that emerged iteratively during the process of analysis.



6.5 Narrating Conclusion: The final stage of this study (QCA) is to obtain valid results through a rigid process of analysis of data. These results lead to the drawing of the conclusion of the study.

6.6 Research Question: The study seeks to answer the following research questions:

1. What are the values incorporated in the English Textbooks taught at the secondary level?
2. How can these values be taught to secondary school learners through English textbooks?

6.7 RESEARCH OBJECTIVES: The study sets the following objectives in sight to be attained:

1. To find out the values incorporated in English Language Textbooks taught at the secondary level in govt schools.
2. To explore the effective pedagogical strategies for imparting values among secondary students.

6.8 SAMPLING METHOD: Purposive sampling is employed in the study. Since the study seeks to explore the values inherited in English literature and language textbooks taught at the secondary level in govt schools, BLISS for Class IX & X have been purposively selected as the sample for the study.

6.9 Reliability and Validity: Maintaining a high standard of reliability and validity is one of the prerequisites of QCA. In this study, direct quotations from the sample of the study have been used to establish the validity and reliability of the qualitative data analysed. To check the reliability and validity more stringently expert reviews have been sought and re-examination of the analysis has been conducted multiple times.

7. Value Education in English Syllabus Textbooks

All government, government-aided, and government-sponsored schools in West Bengal are affiliated with the West Bengal Board of Secondary Education and adhere to the same curriculum for teaching various subjects, including English. In these schools, English is taught as a Second Language, except in English medium schools, where it is taught as a First Language. The Government of West Bengal provides free English textbooks to all secondary students in classes IX and X. These students use the textbooks titled “BLISS - Textbook for English - Class IX” and “BLISS - English - Class X.”

Given that a vast majority of secondary students in the state are enrolled in government schools, it is pertinent to analyse how effectively value education is conveyed through the English language textbooks, BLISS-IX & X, used at the secondary level. A careful analysis of the content in the prose and poetry sections of the BLISS textbooks reveals that they contain substantial material for imparting value education to secondary students.

8. ANALYSIS AND DISCUSSION OF THE STUDY

The two English Textbooks named Bliss for classes IX and X have been analysed using the Qualitative Content Analysis Method. All the lessons of Prose and Poetry from the two textbooks have been taken as samples for the content analysis to bring out the values inherited in them. The analysis has been presented in two sections for clarity of the conclusions derived from the analysis of the sample text.

The following sections provide chapter-wise explanations of the values that can be inferred through QCA and taught using various literary techniques to young learners at the secondary level while dealing with various stories, essays and poems included in the BLISS textbooks.

8.1 Value Education from BLISS-Class -IX

Bliss for Class -IX has abundant prose and poetry sections to impart value education to young learners. It has eight (08) pieces of prose with a variety of genres ranging from short story (*Tales of Bhola Grandpa*), narrative (*All About a Dog*), sci-fi (*All Summer in a Day*) to abridged pieces of novels.



Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

www.educare.aliah.ac.in

(*Tom Loses a Tooth, A Shipwrecked Sailor*). It also contains four (04) verses mainly dealing with aesthetic beauty (*Autumn*), courage and determination (*The North Ship*) and co-existence (*Hunting Snake*).

“*Tales of Bhola Grandpa*”, written by Manoj Das, a critically acclaimed novelist, short story writer and poet, narrates the humorous incidents that encapsulate the life of a very simple and forgetful old man, named Bhola Grandpa. The story has nothing to offer as value or moral education except the fact that being simple and forgetful makes you less worrisome and provides you with an opportunity to lead a carefree, happy and peaceful life.

“*All About a Dog*”, an essay by the famous British journalist and author Alfred George Gardner, is a compassionate narrative of a bus journey on a chilly night. It highlights the stubborn and rigid attitude of the conductor of the bus who insisted on taking the dog that a lady passenger was carrying along with her out of the bus or to go on the open top of the bus with her dog. This narrative teaches the valuable moral of life that kindness and compassion are essential qualities that should be extended to all living creatures, humans and animals alike. Another moral that can be derived from the story is that rules, though important, are meant to provide ease and comfort in life and can be, sometimes, tempered with compassion to make them more humane. The essay also teaches us to always stand up for the right cause even in an adverse situation.

The poem, “*Autumn*”, composed by John Clare, noted for his representation of the English countryside, is a pen picture of the serene beauty of autumn in the countryside. The poet expresses his deep love and affection for the eternal beauty of nature that manifests itself in different forms and seasons. The poem, thus, conveys the value of praising aesthetic beauty, loving and caring for nature and preserving and protecting it from disturbance and destruction.

“*A Day in the Zoo*” is an extract from “*Menagerie Manor*” by Gerald Malcolm Durrell, an English naturalist and author. The extract is an insider view of a typical day at the zoo which is rather contrary to the view of a normal visitor of the zoo. It describes the unseen and unknown behaviour of the zoo animals and birds and the roles and responsibilities of the zoo workers in keeping the zoo and its inhabitants in good shape. The extract, though descriptive and informative, conveys the moral and ethical value of love and compassion for animals and treating them with kindness and care rather than hurting and humiliating the innocent animals for fun and frolic.

“*All Summer in a Day*” is an excerpt from a science fiction, written by Ray Douglas Bradbury, one of the most celebrated American Fiction writers. This sci-fi narrates the imaginary civilization set up by human beings on the planet Venus where the weather is intolerable as it rains heavily day in and day out. This genre of literature, sci-fi, can be employed to inculcate scientific temperament among young adolescent learners to make them mentally prepared for space exploration and to create awareness among them about climate change and its adverse impact on all forms of life on the planet Earth. The fiction also propounded the need to protect Mother Earth as life on other planets may not be as comfortable as we experience on this Earth.

The poem, “*Mild the Mist upon the Hill*”, composed by Emily Jane Bronte, an English poet and novelist, enthralls the readers with its captivating descriptions of mountains covered with soft mist; “*Mild the mist upon the hill*” and the subsequent nostalgic feelings of her childhood days; “*Oh, I've gone back to the days of youth, I am a child once more*”. Through this nature poem, learners can be taught to have an aesthetic sense of beauty and to admire nature and natural landscapes as nature provides everlasting joy, peace and harmony to human beings.

“*Tom Loses a Tooth*” is an extract from Mark Twain's popular novel, “*The Adventure of Tom Sawyer*”. Through the characters of young Tom Sawyer, his aunt Polly, His brother Sid, and his cousin Mary, the writer conveys some basic values of life. When Tom pretends to be sick, Sid and Mary try to soothe him by helping him tide over his groaning pain. This reflects the importance and value a family relationship has for an individual, especially for young children like Tom. That “*Honesty is the best policy and telling lies may invite adverse consequences in life*” is one of the most vital values of life the story teaches to the young learners.



“*His First Flight*” by Liam O’Flaherty, an Irish novelist and short story writer, is a thrilling story of a young seagull and his experience of learning how to fly. The story conveys the message of the importance of courage, brevity and self-determination to conquer the fear that comes in the way of achieving anything. The story illuminates the psychological aspect of fear that ‘*fear is all in mind*’ and once it is overcome, nothing is impossible. It suggests the moral value of conquering the fear of failure with courage and self-assurance to succeed and achieve the goal in sight.

“*The North Ship*”, written by Philip Arthur Larkin (1922-1985), a renowned English poet and novelist, narrates the journeys of three ships in three different directions; east, west and north. While the two ships, East and westbound, returned due to impediments at sea, the third ship, which headed to the North, continued its long perilous voyage to reach its destination. The poem hinges on the themes of uncertainty, unpredictability and complexity of the journey called life. It exposes the precious life lessons to young learners that success beckons those who face the challenges and hurdles of life with strong determination, courage and a never-say-die attitude.

“*The Price of Bananas*”, a short story by Mulk Raj Anand, narrates the unkind and unjust behaviour of an affluent businessman towards a poor fruit seller who out of compassion, helped the Sethji (Businessman) get his costly embroidered cap back from the unruly monkeys at the platform of Faizabad Railway station. Though the incidents have elements of humour, it has an underlying message of class division, exploitation and deprivation of the rights of the poor and working-class masses of India. The story, thus, conveys the values of having a mutual relationship based on understanding, sympathy, empathy and consideration for the cause of others irrespective of their class, caste, creed, colour or status. The concluding part of the story also teaches the young learners to be just in their actions and cautious in their approach to avoid embarrassment and insult.

“*A Shipwrecked Sailor*”, an adaptation of the famous adventure novel, “*Robinson Crusoe*” by Daniel Defoe, a noted English writer and journalist, is a breath-taking tale of the survival of Robinson Crusoe, a shipwrecked sailor, on an isolated island. The author tries to infuse new hope and optimism for the suffering humanity that adversity can be turned into prosperity if one has strong determination, willpower, resilience and the right strategy. With this adventurous story, young learners can be made to learn and realize the value of hard work, self-reflection, determination and resilience in coping with the adversaries of life.

The poem, “*Hunting Snake*”, composed by the Australian poet and environmentalist, Judith Arundell Wright, describes the personal experience of the poet of watching a black snake passing in a grassland. She and her companion are struck with awe and veneration seeing the magnificently glazing, black snake pass by them. The poem, though, essentially a nature poem that appreciates the brilliance and beauty of nature, explores the conflict between man and the wild. It ultimately teaches young learners the value of co-existence with nature and the need to appreciate nature and its beauty as it has immense power to impact the human psyche.

All the values derived from the lessons discussed above are summarized below in a nutshell. Table 1 points out the specific values that can be derived and imparted to learners with their frequency of occurrence throughout the whole book (**BLISS-Class -IX**)



Table 1: Values derived from Lessons of English Textbook- **BLISS-Class -IX**

Sl No	Values	Names of Lessons (Prose & Poetry)												Freq uency of values
		<i>Tale s of Bhol a Gra ndpa</i>	<i>All Abo ut a Dog</i>	<i>Aur um n</i>	<i>A Day in the Zoo</i>	<i>All Sum mer in a Day</i>	<i>Mild the Mist Upon the Hill</i>	<i>Tom Lose sa Toot h</i>	<i>His Firs t Flig ht</i>	<i>Th e No rth Sh ip</i>	<i>The Pric e of Ban anas</i>	<i>A Ship wrec ked Sail or</i>	<i>Hu ntin g Sna ke</i>	
1	Awareness					ü								01
2	Bravery								ü					01
3	Care			ü	ü									02
4	Carefree	ü												01
5	Co- existence												ü	01
6	Considerat ion										ü			01
7	Cordial/M utual Relationsh ip										ü			01
8	Courage								ü	ü		ü		03
9	Empathy							ü			ü			02
10	Fearlessne ss								ü	ü				02
11	Hard work											ü		01
12	Harmony						ü							01
13	Honesty							ü						01
14	Hope											ü		01
15	Inquisitive ness					ü								01
16	Joy						ü							01
17	Judiciousn										ü			01



Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

www.educare.aliah.ac.in

7	ess/ Prudence													
1 8	Kindness/ Compassio n		ū		ū									02
1 9	Love			ū	ū			ū						03
2 0	Obedience		ū											01
2 1	Optimism										ū			01
2 2	Peace						ū							01
2 3	Praising aesthetic beauty/ Nature			ū			ū						ū	03
2 4	Preservati on/ Protection of Environm ent			ū		ū							ū	03
2 5	Relationsh ip							ū						01
2 6	Resilience										ū			01
2 7	Righteous ness		ū											01
2 8	Scientific temperam ent					ū								01
2 9	Self- assurance								ū					01
3 0	Self- determinat ion								ū	ū		ū		03
3 1	Self- reflection											ū		01
3 2	Simplicity	ū												01
3 3	Sympathy										ū			01
3 4	Will power											ū		01

Source: *BLISS: English second language – Class IX*. West Bengal Board of Secondary Education.



Table 1 indicates that among the thirty-four (34) values that can be derived and taught to learners, Care (02), Courage (03), Compassion (02), Love (03), Empathy (02), Fearlessness (02), Praising aesthetic beauty/Nature (03), Protection of Environment (03) and Self-determination (03) are some of the most frequently inherited values inferred from the English Textbook *BLISS – Class IX*.

Table 2: Category-wise Values analysed from the English Textbook *BLISS – Class IX*

Sl No	Category	Values	No. of Values	Percentage of Values
1	Aesthetic Values	Praising aesthetic beauty/Nature	01	2.95
2	Emotional Intelligence	Empathy, Hope, Joy, Optimism, Sympathy, Love	06	17.6
3	Ethical Values	Care, Consideration, Kindness/Compassion, Harmony, Honesty, Peace, Preservation/Protection of Environment	07	20.6
4	Intellectual Values	Inquisitiveness, Scientific Temperament	02	5.9
5	Moral Values	Bravery, Courage, Fearlessness, Obedience, Righteousness	05	14.7
6	Personal Development	Awareness, Hard work, Resilience, Self-assurance, Self-determination, Self-reflection, Simplicity	07	20.6
7	Personal Traits	Carefree, Will Power	02	5.9
8	Social Values	Co-existence, Cordial/Mutual Relationship, Relationship	03	8.8
9	Virtue Values	Judiciousness (Prudence)	01	2.95
	Total No of values		34	100

Table 2 highlights the categorisation of core values inherited in the English textbooks-BLISS. It points out that Ethical values (20.6%) and values related to Personal Development (20.6%) are the most influential categories of values that can be derived and taught to secondary learners. Apart from them, values related to Emotional Intelligence (17.6%) and Moral Values (14.7%) are other categories of core values that make their presence felt by the learners.



8.2 Value Education from BLISS-Class -X

Bliss for Class - X has four (04) pieces of prose and four (04) verses in it. They are packed with numerous life lessons in the form of moral, personal, ethical and social values to be imparted to young learners of secondary school through thought-provoking stories and enchanting poetry.

The story, “*Father's Help*” is an edited excerpt from “*Malgudi Days*”, the collection of short stories by R. K. Narayan. It is a story about a young little boy named Swaminathan who prefers idleness and playing over attending school like most of the middle-class Indian children do. The story is full of value education as it touches upon the themes of conscience, violence at school, compassion, false pretences and exaggeration. The story brings to light the importance of introspection and the power of self-reflection in one's life and actions as it gets reflected by the change of Swami's view about his teacher, Samuel, whom he initially considers very rude, ruthless and strict, but later praised highly of him through self-reflection.

“*Fable*”, a short poem, composed by Ralph Waldo Emerson, has all the elements of children's literature that grasp the attention of young minds. Through the conversation, the poet wonderfully conveys the universal value of co-existence and the worthiness of every single creation of God, big or small, weak or strong on this planet. The young students can be taught important social and moral values of appreciating everyone irrespective of their strength, wealth, size or power. It also teaches them not to look down upon others or consider something unimportant, worthless or insignificant as every being, living or non-living, has their individual reason for existence.

“*The Passing Away of Bapu*”, an extract from “*Prison and the Chocolate Cake*”, a memoir of Nayantra Sehgal, recounts the incidents that occurred after the death of the father of the nation, Mahatma Gandhi. The narrative stimulates a sense of responsibility among the younger generation of India to continue the legacy and value 'the father of the nation' has left behind. It teaches the readers not to lose courage and hope at the demise of a great personality or someone they admire and revere but to preserve and carry forward the ideals and values preached and practised by them as a perfect tribute and honour to them.

The poem, “*My Own True Family*”, is composed by Ted Hughes, a noted English poet, translator & children's author. It deals with environmental degradation and raises concern for the safety and existence of all life forms on Mother Earth but also emphasizes the need to safeguard our natural environment for the sake of humanity. The line, “*Whenever you see an oak tree felled, swear now you will plant two*” is an eye-opener as it conveys our moral responsibility to plant more and more trees to compensate for the loss of trees or forests for our own benefit and survival. All in all, the poem advocates that humans and trees should co-exist together and live like a family.

“*Our Runaway Kite*” is a heart-touching short story written by Lucy Maud Montgomery, a Canadian author, famous for her numerous novels, poems and short stories. The narrator of the story, who lives with her brother and father on an isolated island, feels ecstatic when they are reunited with their long-lost family member. The story explores the themes of separation, identity and relationship. It propagates the social value of maintaining relationships and its importance for a happy social life. The story is rich in conveying the value of togetherness.

The poem, “*Sea Fever*”, which revolves around the themes of wanderlust, discovery, adventure and exploration is composed by one of the greatest English poets, Edward John Masefield. The poem passionately depicts the never-ending seascape which from time immemorial attracted human beings to explore its hidden beauty and mysterious wealth. The poem hints at the need to know the unknown, to explore the unexplored and to unshackle oneself from the bondage of fixed social life. It also educates us not to remain stagnant in a place but to keep moving to different destinations to be able to enhance one's experience, knowledge and wisdom.



Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

www.educare.aliah.ac.in

“*The Cat*” is a descriptive essay on the most commonly found pet all around the globe. Drafted by the famous Australian poet, journalist and author, Andrew Barton Paterson, the text describes, in minute and subtle details, the various activities of a cat. It removes the haze of misconception and the general notion of most people that “*the cat is an unintelligent animal, fond of ease and caring nothing but mice and milk*”. Though wanting of any moral or social value, the text is rich in humorous episodes and fresh information that compels the wonder of the young learners and instils in them the curiosity to have a deeper understanding of even common things around them.

“*The Snail*” composed by William Cowper, a notable English poet, is a nature poem which takes the reader to the private life of a snail. The snail prefers a lonely life and is contented with its own wealth and doesn't rely on others. To cope with the challenges and difficulties of its life, the snail depends only on its own strength and determination. The poem has deep moral lessons for young learners that we need to sort things out ourselves without depending too much on others, to be content with whatever condition we are in and to be self-sufficient, self-contained and independent to lead a peaceful and joyous life as the snail does.

All the values derived from the lessons discussed above are summarized below in a nutshell. Table 3 points out the specific values that can be derived and imparted to learners with their frequency of occurrence throughout the whole book (**BLISS-Class -X**)

Table 3: Values derived from Lessons of English Textbook- **BLISS-Class -X**

Sl No	Values	Names of Lessons (Prose & Poetry)							Frequency of Values
		Father's Help	Fable	The Passing Away of Bapu	My Own True Family	Our Runaway Kite	Sea fever	The Cat	The Snail
1	Adventure						ii		01
2	Appreciation		ii						01
3	Care					ii			01
4	Co-existence		ii		ii			ii	03
5	Conscience	ii							01
6	Courage		ii						01
7	Curiosity							ii	01
8	Discipline	ii							01
9	Environmental Concern				ii				01
10	Exploration						ii	ii	02
11	Hope		ii						01
12	Inquisitiveness						ii		01
13	Introspection	ii							01
14	Joy of loneliness								01
15	Kindness/Compassion					ii		ii	02
16	Love					ii			01
17	Patriotism		ii						01
18	Peace								01
19	Perseverance		ii						01
20	Praising aesthetic beauty/Nature						ii		01
21	Preservation/Protection of Nature				ii				01
22	Relationship					ii			01
23	Respecting all forms of life		ii		ii			ii	03
24	Self-dependent								01
25	Self-contained							ii	01



26	Self-content							ū	01
27	Self-reflection	ū							01
28	Self-sufficient							ū	01
29	Sense of Responsibility			ū					01
30	Togetherness					ū			01
31	Worthiness		ū						01

Source: *BLISS: English second language – Class X*. West Bengal Board of Secondary Education.

Table 3 mentions that among the 31 Values that can be derived and taught to learners, **Exploration (02)**, **Co-existence (03)**, **Compassion (02)** and **Respecting all forms of life(03)** are some of the most frequently inherited values inferred from the English Textbook *BLISS – Class X*.

Table 4: Category-wise Values analysed from the English Textbook *BLISS – Class X*

Sl No	Category	Values	No. of Values	Percentage of Values
1	Adventure Values	Adventure	01	3.2
2	Aesthetic Values	Praising aesthetic beauty/Nature	01	3.2
3	Curiosity and Exploration	Curiosity, Exploration, Inquisitiveness	03	9.7
4	Emotional Intelligence	Appreciation, Hope, Joy of Loneliness, Love, Peace	05	16.1
5	Ethical Values	Care, Kindness/Compassion, Environmental Concern, Preservation/Protection of Nature, Respecting All Forms of Life, Sense of Responsibility	06	19.4
6	Moral Values	Courage, Patriotism	02	6.5
7	Personal Development	Discipline, Perseverance, Self-dependent, Self-contained, Self-content, Self-reflection, Self-sufficient, Introspection	08	25.8
8	Social Values	Co-existence, Relationship, Togetherness	03	9.7
9	Value of Community	Worthiness	01	3.2
10	Virtue Values	Conscience	01	3.2
	Total No of Values		31	100



Table 4 points out that Personal Development (25.8%) and Ethical values (19.4%) are the most prominent categories of values that can be derived and taught to secondary learners. Apart from them, Emotional Intelligence (16.1%), Curiosity and Exploration (9.7%) and Social Values (9.7%) are other categories of core values that make their presence felt by the learners.

8.3 Literary techniques employed to teach Values

The values derived after careful content analysis of all the lessons from the English textbooks BLISS for classes IX & X can be conveyed to the young learners of secondary schools through different literary techniques. According to Sitio, Sinar and Rangkuti (2023), literary techniques such as characterization, plot development, imagery, and symbolism are essential for conveying core values in educational texts. Therefore, these literary techniques can be employed to teach core values to young learners of secondary schools.

Through the use of characterisation, the author showcases specific values with the help of the development of the characters and their decision, efforts, and flaws throughout the story. The character of *Robinson Crusoe* in the story “*A Shipwrecked Sailor*” (BLISS-IX) is a classical example of this technique.

Another effective technique is Plot development. Core values are highlighted through the course of the plot development that is marked with conflicting values or situations. The conclusion of the story with a resolution reinforces specific values in the minds of the young learners. The resolution that Swami arrives at at the end of the story in “*The Fathers' Help*” (BLISS-IX) is effectively put into the minds of young learners with an everlasting impression.

Imagery and symbolism are great means to encapsulate the themes of Love and care for aesthetic beauty like nature and natural elements. Vivid imagery and symbols are often employed to induce emotional responses related to core values of life. It helps in making abstract concepts more perceptible for young learners. Core values like love, care, Co-existence, harmony with nature etc are effectively presented and taught to young learners using brave imagery and symbolism in the verses *Autumn* and *Mild the Mist Upon the Hill*.

The above discussions in section 8 (Sections 8.1, 8.2 & 8.3) amply deal with the research questions and objectives of the study.

9. CONCLUSION

Literature, as a storehouse of knowledge, has the potential to instil a wide range of values social, moral, ethical, and personal in learners of all ages and stages. Childhood is a critical period for education, making it an ideal time to teach values to young learners. At the secondary stage, students are more aware of their surroundings and have frequent interactions with social, religious, and political spheres. They begin to form their own viewpoints on various aspects of life. Therefore, providing value education at this stage is even more crucial than at earlier stages of education.

What could be more effective than English language and literature in imparting value education to secondary students? In the absence of a separate curriculum dedicated to value education, English textbooks, alongside other subjects, play a significant role. The 20 lessons in the English textbook 'BLISS' for classes IX and X feature renowned stories, poems, and memoirs. These literary pieces impart valuable life lessons. For instance, poetry in the textbook emphasizes the appreciation of aesthetic beauty and the importance of protecting and preserving nature. Overall, most of the lessons offer personal, social, moral, or ethical values that students can learn and practice to become righteous individuals and responsible citizens.

In conclusion, the English language and literature serve as rich sources for teaching values to young learners. The 'BLISS' English textbooks provide ample literature to convey important life lessons, encompassing moral, personal, ethical, social, and religious values.



REFERENCES

- Central Board of Secondary Education. (2003). *Value education: A handbook for teachers*. CBSE.
- Ehrenworth, M., & Vinton, V. (2005). *The power of grammar: Unconventional approaches to the conventions of language*. Pearson Education Canada.
- Inlow, G. M. (1972). *Values in transition: A handbook*. John Wiley & Sons Inc.
- Kluckhohn, C. (1951). Values and value-orientations in the theory of action: An exploration in definition and classification. In T. Parsons & E. Shils (Eds.), *Toward a general theory of action* (pp. 388-433). Harvard University Press
<https://doi.org/10.4159/harvard.9780674863507.c8>
- Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. Harper & Row.
- Kothari, D. S. (1990). Education and values. *India Magazine*, (April-May), 17-21.
- Kothari, D. S., & Education Commission. (1966). *Education and national development: Report of the Education Commission, 1964-66*. Ministry of Education, Government of India.
- Krippendorff, K. (2019). *Content Analysis: An Introduction to Its Methodology* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Lickona, T. (1992). *Educating for character: How our schools can teach respect and responsibility*. Random House Publishing Group.
- Lune, H., & Berg, B. L. (2017). *Qualitative Research Methods for the Social Sciences*. Pearson.
- Ministry of Human Resource Development. (1986). *National policy on education, 1986*. Government of India.
- National Council of Educational Research and Training. (2000). *National curriculum framework for school education*. Government of India.
- National Council of Educational Research and Training. (2005). *National curriculum framework 2005*. Government of India.
- National Council of Educational Research and Training. (2006). *Position paper: National focus group on education for peace*. NCERT.
- Rogers, C. (1969). *Freedom to learn*. Charles E. Merrill.
- Sitio, I. T., Sinar, T. S., & Ranguti, R. (2023). Textbooks as value-laden: A critical discourse analysis of moral values representation in primary school EFL textbooks. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 8(2), 95-100. <http://dx.doi.org/10.21093/ijeltal.v8i2.1515>
- West Bengal Board of Secondary Education. (2024). *BLISS: English second language Class IX*. West Bengal Board of Secondary Education.
- West Bengal Board of Secondary Education. (2024). *BLISS: English second language Class X*. West Bengal Board of Secondary Education.

WEBSITES

- Slideshare.net. (2024). *Concept of human values* [PDF]. Retrieved August 15, 2024, from <https://www.slideshare.net/slideshow/concept-of-human-valuespdf/261465582>
- Course Hero. (2024). Retrieved August 15, 2024, from <https://www.coursehero.com/file/88720607/UTSdocx/>
- Kapoor, A. (2020). Retrieved August 15, 2024, from <https://itcollege.ac.in/itdc/wp-content/uploads/2020/10/Dr-Archana-Kapoor-2.pdf>