

Content Analysis of Marathi Language Textbooks in the context of Peace values

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ABSTRACT

Globalization has brought the world together, but the social problems like exploitation, corruption, injustice, terrorism, riots has also increased which leads to the great threat to human existence. The need for education for peace is by the fact that humanity faces challenge of unprecedented proportions, the continued development of weapons of mass destruction, conflicts between the states and ethnic groups, the spread of racism, community violence, the wide gap between the rich and poor throughout the globalised economy, massive violation of human rights and the degradation of the environment. In this situation to follow the path of peace is necessary for human existence.

The education that we impart today focuses much on cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. Education for peace is extremely important in today's society. Textbook is one of the important mean through which we can impart this kind of education. Textbooks convey attitude and values explicitly and implicitly. In the present study the content of Marathi language textbooks was analyzed from the point of view of peace values. This paper throws light on reflected peace values in the Marathi language textbooks of S.S.C board for standard IXth and Xth.

For the present study Marathi language textbooks of S.S.C board for standard IXth and Xth were selected for analysis. The language books content prose, poetries and supplementary readings wherein in stories of different cultures, religions, social issues are discussed. Language, content and presentation, including illustrations leads itself to either a pro peace or pro violence treatment. It is therefore important to ensure that textbooks are designed and written from the perspective of education for peace. Similarly language plays very important role in one's learning hence language text books were chosen for the study.

Objectives of the study

- To study the marathi language textbooks of std IX th and X th.
- To analyze the content of the textbooks with reference to Peace values.
- To measure the extent of reflection of following peace values in the textbooks. Love, Truth, Ahimsa, Humanity, Secularism, Equality, Social justice, Sense of responsibility, Respect for human rights, Respect for cultural diversity, Tolerance, Sympathy, Patience, Sensitivity, Cooperation.

Methodology of the study

It is a descriptive type of research. Under descriptive research document analysis method was used. The content of the textbook was analyzed in the context of peace values.

Following steps were followed in analyzing the content.

1. Determine what to be analyzed.
Textbooks of std IX and Xth were decided to select for content analysis.
2. Select units for analysis.
Prose , poetry and supplementary reading were decided to select for analysis.
3. Decide what to count.

In the present study sixteen peace values were selected from position paper on 'Education for Peace- NCF 2005'.

4. Analyze the content with reference to peace values.
5. Decide direction of the content.

Peace values were decided to count in both positive and negative direction.

6. Measure the frequencies

Frequencies were counted in terms of how many times the peace value is reflected in the content.

7. Calculate the percentages.

Percentage were calculated for each value and also for each standard.

8. Analyze and interpreted the results.

Analysis of the content is mentioned in the following table. After analyzing the textbooks percentage was calculated which is mentioned in the following table.

Peace values	Standard IX			Total (%)	Standard IX			Total (%)
	Prose (%)	Poetry (%)	Supplementary Reading (%)		Prose (%)	Poetry (%)	Supplementary Reading (%)	
Love	5.42	6.17	—	11.59	4.37	1.20	2.4	7.97
Truth	5.90	2.56	—	8.46	3.93	—	—	12.39
Ahimsa	8.04	—	8.21	16.25	5.30	—	—	5.30
Humanity	4.37	—	—	4.37	1.96	0.60	1.36	3.92
Secularism	1.20	0.60	—	1.80	1.36	—	—	1.36
Equality	5.90	1.80	—	7.70	3.33	—	1.36	4.69
Social Justice	6.07	1.36	—	7.43	3.33	—	1.36	4.69
Social Responsibility	2.40	2.73	—	5.13	—	—	—	—
Sensitivity	7.83	4.10	—	11.93	14.83	2.56	2.56	19.95
Cooperation	5.13	—	—	5.13	2.40	1.96	—	4.36
Respect for Human Rights	4.97	1.80	—	6.77	2.40	8.81	0.6	11.81
Respect for Cultural diversity	—	—	1.80	1.80	0.60	—	—	0.60
Respect of others	4.21	0.60	—	4.81	1.20	—	—	1.20
Patience	3.76	—	—	3.76	2.56	—	—	2.56
Sympathy	3.76	—	—	3.76	—	—	1.36	1.36
Tolerance	3.76	—	—	3.76	1.36	—	—	1.36

Findings of the study

In the Textbook of Marathi Language std IX and X of SSC board, Peace values are found to be reflected in both positive and negative direction.

It is found that in std IX Marathi Language Textbook the Peace value 'Ahimsa' is reflected more (16.25%) as compare to other values. In std IX textbook the proportion of the value 'Sensitivity' is (11.93%), followed by 'Love'(11.69%), 'Truth'(8.46%), 'Equality'(7.70%), 'Social Justice'(7.43), 'Respect for Human Rights (6.77%), 'Cooperation' & 'Social Responsibility'(5.13%),'Humanity'(4.37%),'Patience, 'Sympathy', 'Tolerance'(3.76%), 'Respect for Cultural Diversity' and 'Secularism' is reflected only (1.80%).

In std X Marathi Language Textbook the most reflected value is 'Sensitivity' (19.95%) as compare to other values. The proportion of the value 'Truth' is (12.39%), 'Respect for Human Rights' (11.81%),'Love' (7.97%) followed by 'Ahimsa'(5.30%),'Equality', 'Social Justice, (4.69%),'Cooperation'(4.36),'Humanity'(3.92),'Patience'(2.56%),'Sympathy','Tolerance' 'Secularism' (1.36%), 'Respect for Cultural Diversity'(0.60%) and 'Social Responsibility'(0 %) is reflected.

Discussion

On the basis of analysis of the content of the textbooks it is found that the peace values Ahimsa and Sensitivity are most reflected. This is because considering today's social political context, it is of utmost importance to imbibe these values among students. So these values might have given more importance in the curriculum.

Exploitation, corruption, injustice, terrorism, riots has also increased which leads to the great threat to human existence. So it becomes important to inculcate the peace values through curriculum. It is teacher's responsibility to discuss the social issues and sensitize students about peace values.

Language is the medium through which emotions, thoughts, experiences are expressed. So while framing the curriculum for language due care should be taken to purposefully include those peace values in the content of language textbooks. Such kind of curriculum will develop responsible citizen for tomorrow and india will become a peace loving country.

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