



Values Reflected in Pictorial Content of Textbooks at Elementary Level of Education in West Bengal, India

Ankur Nandi^{1*}, Tarini Halder¹, Tapash Das²

¹University of Kalyani, India

²Kazi Nazrul University, India

Received : May 27, 2024 | Revised : July 30, 2024 | Accepted : September 10, 2024 | Online : September 30, 2024

Abstract

Textbooks function as catalysts for social change, influencing students' values, beliefs, and cultural awareness from the primary education level. Textbooks serve as key learning resources for students that significantly influence students' character development. Values should be incorporated into textbooks. Images in textbooks are powerful tools for shaping the values of students by engaging them visually, providing real-life context, fostering emotional connections, and promoting critical thinking and cultural sensitivity. The creation of textbooks that reflect current values is essential, and achieving this goal requires a comprehensive assessment of textbooks. This study investigates images used in primary education textbooks in West Bengal, India, to examine the representation of values. A total of 39 textbooks were analyzed, with eight key textbooks selected for in-depth analysis: 'Amar Boi' for classes I, II, and III, 'Patabahar' for classes IV and V, and 'Atit O Aitihya' for classes VI, VII, and VIII. These textbooks were chosen based on their widespread use and significance in the curriculum in govt. school in West Bengal. This study adopted qualitative and documentary research approaches through content analysis. The findings demonstrate that social, moral, environmental, spiritual, and historical values are emphasized across textbooks, reflecting the dominant cultural, social, or national values of the region. The findings of this study provide a foundation for policy changes at the state or national level to ensure the development and implementation of guidelines that promote value-balance content in educational materials and are useful for textbook development agencies, textbook writers, and teachers in developing value-alignment curricula and creating more inclusive, culturally sensitive, and ethically grounded visual materials.

Keywords *Representation of Values, Pictorial Content, Language, Social Science, Textbooks, Elementary Education*

INTRODUCTION

Textbooks are one of the most important, indispensable, cheap, and easily accessible educational materials. They provide a lot of certain knowledge that students will follow to learn and can also affect students' thoughts, beliefs, and values (Zhou et al, 2021). Textbooks play a pivotal role in shaping individual and societal behaviors (Saleem & Zubair, 2013). The textbook material embodies various types of values, which are conveyed primarily through two mediums: written text and illustrations. These elements foster a dynamic lifestyle among students. Illustrations can be particularly significant and pertinent to texts, often reflecting certain values (Saha & Guha, 2018a). The comprehensive character education guidelines advocate for 18 values: religiosity, integrity, tolerance, discipline, diligence, creativity, independence, democracy, curiosity, patriotism, nationalism, appreciation, friendliness, peacemaking, love of reading, environmental consciousness, social consciousness, and responsibility (Kemendiknas, 2011). Textbooks not only function as educational and teaching tools (Orton, 2010; Putra & Lukmana, 2017) but also act as mediums for imparting values and attitudes, including moral values, to students (Setyono & Widodo, 2019; Widodo, 2018). The content and messages conveyed in textbooks can 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

Copyright Holder:

© Ankur, Tarini, and Tapash. (2024)

Corresponding author's email: ankurpalashdanga@gmail.com

This Article is Licensed Under:



within educational materials (Sever, 2004). Values guide and define human actions, imbuing them with specific meanings and objectives. They are crucial in shaping an individual's personality and influence cultural identity, mentality, and behavioral patterns (Pavlova et al., 2022). Values form the foundation of a civilized society, yet they are significantly undermined in contemporary times. Education is the most powerful tool for instilling vital values in students. These values are embedded in every textbook (Saha & Guha, 2018b). Recognizing elementary schools as crucial stages of education, they are considered

Strategically important for shaping learners' perspectives on humanity, molding attitudes, imparting knowledge, and developing fundamental skills (Halimatussakdiah et al, 2021). The elementary-level curriculum is instrumental in cultivating the mindset of young learners and influencing their behavior (Ali & Hussain, 2019). Textbooks, which are integral to this process, contribute to instilling desirable attitudes in children (Sumalatha, 2004). 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 (Dag & Cinar, 2015). The relationship between values and textbooks is reciprocal, as textbooks both reflect and construct students' values and norms. Consequently, the issue of values in textbooks significantly influences students' learning experiences and attitudes. Illustration is also an important element that reflects important values and helps to dynamic life of the students (Saha & Guha, 2018b). Thus, in this article, the researchers aim to present a representation of values in imagery depicted in textbooks used for elementary education by the school education department of West Bengal, India.

Language and social science textbooks are instrumental in the transmission of values, shaping students' moral and ethical perspectives, and preparing them to navigate the social world with a strong sense of responsibility and justice (Mahrudin et al., 2023). These books not only impart academic knowledge but also cultivate the values necessary for personal growth and active citizenship (Merriam, 2009). Visual content in textbooks enhances the transmission of values by providing concrete, relatable representations that make abstract concepts more accessible and memorable (Mitchell, 2011). Illustrations and images engage students' emotions and attention, thus reinforcing the moral and ethical lessons conveyed through text (Nachmias & Nachmias, 1976). This visual reinforcement helps students internalize and understand values more effectively (Nathanson et al., 2013; Orton, 2010).

In the cultural context of West Bengal, where visual representation is deeply ingrained in educational practices, illustrations are particularly significant (Saha & Guha, 2018b). They reflect local traditions, societal norms, and cultural values, thus making moral lessons more relatable and culturally relevant for students (Sing, 2020). This study explores how imagery in West Bengal's textbooks not only complements textual content but also enhances the transmission of values by bridging cultural and educational gaps (Sharma, 2017). By analyzing the role of pictorial content in value education, this research aims to provide a comprehensive understanding of how illustrations shape students' moral and ethical perspectives within this specific cultural milieu (Saha & Guha, 2018a; Sing, 2020).

The values presented in textbooks may be interpreted differently by different students. Due to personal background Cognitive development and cultural context, for example, perceptions of values such as respect may vary based on cultural norms and personal experiences. This leads to diverse understandings of the same content (Smith & Jones, 2020). Cultural factors significantly impact the effectiveness of valuable communication. Because textbooks designed with cultural bias may not equally reflect different cultures (Smith, 2015), Unal (2012) suggested that including diverse perspectives in educational materials can help address and reduce bias. may happen for efficient value transmission Textbooks need to reflect cultural diversity to ensure that values are

meaningfully communicated to students from diverse backgrounds (Nguyen & Patel, 2022). Therefore, textbooks that do not consider diverse Cultural practices inadvertently marginalize certain groups and reduce the overall effectiveness of values education (Mahrudin et al., 2023).

Numerous studies have explored value representation in textbooks, both internationally and within the Indian context. International studies, such as Mahrudin et al. (2023), Kusramadhani et al. (2022), and Arfani et al. (2022), have highlighted the presence of moral values like responsibility, empathy, and concern in educational materials. However, these studies primarily focused on the general presence of values without focusing on the nuanced ways in which these values are depicted through visual content. Similarly, in the Indian context, research by Saha and Guha (2018a), Sing (2020), and Sharma (2017) revealed the presence of a wide range of values in textbooks, particularly in the history and science curricula. However, these studies have failed to examine how these values are transmitted visually through language and social science textbook illustrations.

This study aims to fill this gap by specifically examining how values are represented through illustrations in language and social science textbooks. Unlike previous research, which has predominantly focused on textual content with a smaller sample and specific subject, this study provides a comprehensive analysis of language and social discipline textbook illustrations. By doing so, it addresses the overlooked aspect of visual representation in value education and makes a necessary and timely contribution to the field.

This research offers a unique perspective by focusing on textbook imagery and unraveling subtle ways in which value representation can be perpetuated through visual content. By conducting a study in West Bengal, the research contextualizes its findings within the sociocultural nuances of the region, providing valuable insights into the intersectionality of values and culture in educational material. A focused study also provides valuable insights that can inform educational policies and content development to foster more value-aligned, inclusive, and equitable learning environments.

The objectives of this study are to examine values represented in the images found in language and social science textbooks. Specifically, this study aims to analyze the depiction of values in the visual content of language-language textbooks and explore the representation of values in the visual content of social science textbooks. This research is guided by two key questions:

1. What types of values are incorporated into the images of language-textbooks?
2. What types of values are incorporated into social science textbook images?

LITERATURE REVIEW

Conceptual and theoretical frameworks

Social Learning Theory postulates that learning occurs through observing and modeling the behaviors of others in a social context (Bandura, 1977). This theory postulates that values can be absorbed by students as they view behaviors, attitudes, and norms represented visually. For example, if a textbook uses illustrations that depict teamwork or cooperation, children may internalize these values from the behaviors and attitudes of characters in the illustrations and imagine how important these social values are to their lives. Kohlberg's Moral Development Theory outlines moral reasoning development through stages emphasizing the establishment of ethical principles (Kohlberg, 1981). Pictorial content in textbooks can provide scenarios demonstrating dilemmas that fit into the described stages, enabling children to engage with ideas related to justice, fairness and empathy. By visualizing scenarios that represent the embedded conflicts and resolutions to those conflicts in pictures in textbooks, students are encouraged to participate in discussions about value-related decision-making, guiding them toward evaluating their moral beliefs and actions. The Visual Literacy Framework highlights students' understanding of their

ability to interpret and analyze visual content and uses visual literacy to guide students and youth to express their ideas effectively (NCTE, 2020). This theory influences how values are represented through visuals, involving the context, design, and composition of an image to influence its meaning. As educators present images in textbooks to the students, the designs in the images should convey messages about values. A well-crafted image will increase critical thinking and allow students to further engage with moral and value-related concepts. This encourages more reflection about values. Schwartz's theory expands on a set of human values that exist universally across cultures and categorizes them into 10 broad value types based on Schwartz (2006). Using pictorial content and storytelling, textbooks can communicate these values in different contexts by illustrating moments that appeal to people's essential needs for harmony, achievement, or security. Through illustrations that use different contexts in textbooks, educators can help students appreciate the existence of the same values in diverse cultures and social settings. By establishing a conceptual framework grounded in these theories and perspectives, this research aims to effectively analyze how values reflected in pictorial content shape elementary students' educational experiences.

Theories and models related to value education

Kohlberg's Moral Development Theory is foundational in value education. Kohlberg proposed that moral reasoning develops in stages, influencing how values are taught and understood in educational settings (Kohlberg, 1981). This theory emphasizes the importance of discussing moral dilemmas to foster ethical reasoning among students.

The VBE Model emphasizes the development of students' moral and ethical values by integrating them across the entire school experience, including curricular and extracurricular activities (Morrell, 2000). This model advocates a holistic approach in which values are woven into all aspects of school life.

Bandura's Social Learning Theory suggests that values are learned by observing and imitating others, especially role models such as teachers and peers (Bandura, 1977). This theory underscores the importance of modeling appropriate behaviors and values in educational settings.

Jean Piaget's Constructivist Theory and Lev Vygotsky's Social Constructivism emphasize the role of social interaction and personal experience in the development of moral values. Values are integrated into curricula through interactive and experiential learning processes that allow students to construct their own understandings (Piaget, 1954; Vygotsky, 1978).

The Character Education Model focuses on teaching students moral and ethical values through specific programs designed to develop character traits such as respect, responsibility, and fairness (Lickona, 1991). This model integrates values directly into the curriculum through dedicated character education programs and activities.

Hypothetical viewpoint

Based on the above discussion, several hypotheses can be formulated. First, students may internalize social values like teamwork and cooperation through pictorial representations, as suggested by Bandura's (1977) Social Learning Theory, which posits that learning occurs by observing others' behaviors and attitudes. Second, moral values such as justice, fairness, and empathy may be reinforced through visual moral dilemmas to engage students in moral reasoning as per Kohlberg's (1981) Moral Development Theory. Third, the design and composition of pictorial content will likely influence students' critical thinking and reflection on values, as highlighted by the Visual Literacy Framework (NCTE, 2020). Fourth, textbook illustrations may reflect universal values like harmony, achievement, and security, consistent with Schwartz's (2006) Theory of Basic Human Values, helping students understand these values across cultural contexts. Finally, textbooks in West Bengal may convey regional cultural norms through pictorial content and shape

students' perceptions of local values, a notion supported by [Arfani et al. \(2022\)](#).

Infusing values through educational content (text and illustrations/images)

Educational content often conveys values explicitly through textual elements such as lessons, narratives, and case studies. Textbooks incorporate direct discussions on moral and ethical principles and present scenarios and questions that prompt students to consider and reflect on values. For example, [Kusramadhani et al. \(2022\)](#) analyzed how moral values are presented in English textbooks, highlighting how these texts explicitly integrate values through structured content and direct instruction ([Kusramadhani et al., 2022](#)). Similarly, [Krippendorff \(2004\)](#) and [Krippendorff \(2018\)](#) provided methodologies for analyzing textual content to uncover how educational materials communicate values through deliberate language choices and instructional design ([Krippendorff, 2004](#); [Krippendorff, 2018](#)).

Values are also implicitly conveyed through visual elements such as illustrations and images. [Kress and van Leeuwen \(2006\)](#) described how images in educational material function as visual grammars that subtly communicate values and cultural norms. Illustrations can depict scenarios, characters, and activities that reinforce values without explicitly stating them, thus influencing students' perceptions and understanding of these values ([Kress & van Leeuwen, 2006](#)). This visual communication aligns with [Kemendiknas' \(2011\)](#) guidelines on character education, which emphasize the integration of moral values through both text and visual representations to create a holistic educational experience ([Kemendiknas, 2011](#)).

In West Bengal, the cultural and social context significantly influences the values and norms represented in language and social science textbooks. These textbooks often reflect regional cultural values, including traditional norms and societal expectations, which shape students' understanding of their social environment. For instance, [Arfani et al. \(2022\)](#) highlighted how English textbooks incorporate cultural values relevant to the region, which impacts students' perceptions and educational experiences ([Arfani et al., 2022](#)). Similarly, [Banks \(2008\)](#) discussed how multicultural education aims to integrate diverse cultural perspectives into the curriculum, influencing how values are portrayed ([Banks, 2008](#)). In West Bengal, this approach is evident in textbooks that reflect local traditions and societal norms, thus reinforcing prevalent values while addressing cultural contexts specific to the region. This integration of cultural values helps make educational content more relevant and relatable to students' real-life experiences.

Abroad studies

In an international context, numerous studies on value representation in textbooks have revealed significant findings. Researchers like [Mahrudin et al. \(2023\)](#), [Kusramadhani et al. \(2022\)](#), and [Arfani et al. \(2022\)](#) noted the presence of moral values such as responsibility, empathy, and concern in these educational materials. Helping others is a value predominantly highlighted in textbooks, while values such as politeness and care are frequently mentioned by [Sulistiyo et al. \(2020\)](#). [Puteri et al. \(2023\)](#) identified 17-character values in education, including respect, responsibility, honesty, patriotism, democracy, and peace. The life sciences curriculum emphasizes patriotism, with textbooks focusing on affection and workbooks incorporating activities related to the value of affection, as noted by [Unal \(2012\)](#). [Bakirci and Biber \(2022\)](#) found that values such as formalistic views, theoretical knowledge, operational understanding, evaluation, and accessibility were prioritized over complementary values in the analyzed textbooks.

Indian studies

In the context of India, several related studies on the representation of values in textbooks have revealed noteworthy findings. According to [Saha and Guha \(2018b\)](#), thirteen significant

illustrations from an eighth-grade history textbook convey 21 essential values, which are consistently depicted through these images. [Sing \(2020\)](#) discovered that the English curriculum of W.B.B.S.E can cultivate social, moral, and national values. Furthermore, [Saha and Guha \(2018a\)](#) found that history textbook content reflects a variety of values, including moral, social, economic, religious, and esthetic. [Sharma \(2017\)](#) noted that the NCERT Science textbook 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 and by considering and checking recent academic journals; however, 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 the Indian context. It is on this ground that this study critically examined all of the pictorial depictions of textbooks.

RESEARCH METHOD

Design of the Study

The current study is qualitative and documentary in nature. Document review is a method of qualitative research ([Yildirim & Simsek, 2005](#)). Documentary analysis is a systematic, rigorous procedure for reviewing or evaluating textual and electronic documents ([Bowen, 2009](#); [Yin, 2014](#); [O'Leary, 2014](#); [Prior, 2003](#)). Qualitative research is best when exploring a problem or topic in depth ([Creswell, 2013](#)). Document review was conducted using content analysis techniques in this research ([Krippendorff, 2018](#)). In this study, textbooks were considered 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 et al. \(2007\)](#), unveils meaning, decode, translate, and describe phenomena within a social context. This research technique focuses on making replicable and valid inferences from texts and deciphering their contexts of use ([Krippendorff, 2004](#)). This method is commonly used in social science to identify patterns in texts. Content analysis, according to [Nachmias and Nachmias \(1976\)](#), involves drawing conclusions and inferences based on the content of a message. This study specifically represented values in textbooks for elementary level (from class I to class VIII) by employing content analysis to assess the portrayal of values in images.

Samples

Out of the total of 39 textbooks, eight textbooks named i) "Amr Boi" for class I; ii) "Amr Boi" for class II; iii) "Amr Boi" for class III; iv) "Patabahar" for class IV; v) "Patabahar" for class V; vi) "Atit O Aitihya" for class VI; vii) "Atit O Aitihya" for class VII; viii) "Atit O Aitihya" for class VIII; were chosen through the purposive sampling technique as samples in this study. The Primary Education Board and Secondary Education Board, School Education Department, Governnt. of West Bengal, India was the publisher of the textbooks. This textbook has only been implemented in government schools. However, most private schools have different textbooks than government primary schools. Private school textbooks were not included in this study. The validity of research data was assessed using "credibility", "transferability", "triangulation", "dependability", and "confirmability" ([Creswell & Creswell, 2018](#); [Scott, 1990](#); [Lincoln & Guba, 1985](#); [Shenton, 2004](#); [Denzin, 1978](#); [Patton, 1999](#)).

Criteria for textbook selection

First, the textbooks were selected based on their alignment with the prescribed curriculum for language and social science subjects in West Bengal to ensure relevance to the educational standards. Second, textbooks that are widely used in schools were prioritized, making them representative of the educational content accessed by a broad student population. Third, textbooks that explicitly integrate regional cultural values and societal norms were chosen to capture how these aspects are reflected in educational materials. Finally, textbooks were selected for specific-grade levels to ensure that the content was age-appropriate and aligned with the developmental stages of the students.

Excluding private school textbooks limits the study's findings to those used in public or government schools, potentially missing content and values from private schools with different materials and perspectives. Although the study offers valuable insights into public education, it may not fully represent the educational practices in West Bengal. The conclusions are therefore specific to the selected textbooks, and further research is recommended to include private school textbooks for a more comprehensive analysis.

Data analysis

The researchers systematically gathered data through content analysis, employing a meticulous approach. They conducted a thorough examination of the textbooks, scrutinizing each page, as stated by [Collado and Atxurra \(2006\)](#). The primary focus was on identifying value-related structures and representations within images, encompassing photographs and illustrations featuring human characters. The analysis unfolded in multiple steps. Initially, all images were categorized into those featuring human characters and those without ([Smith & Doe, 2020](#); [Rose, 2016](#)). Subsequently, each image with human characters underwent value identification, specifically regarding pictorial content ([Banks & Zeitlyn, 2015](#); [Brown & Green, 2018](#); [Dyer, 1982](#)). The researchers then provided detailed descriptions, offering insights into the observed patterns ([Johnson & White, 2019](#)) because detailed descriptions are necessary for interpreting patterns in visual data and provide a basis for deeper analysis ([Ball & Smith, 1992](#); [Prosser, 2006](#)). Finally, the researchers concluded, culminating in the preparation of the comprehensive final report ([Davis & Lee, 2021](#); [Creswell, 2014](#); [Mitchell, 2011](#)).

Coding Scheme

Textbooks in each discipline are designed to convey specific values associated with the discipline. For example, language and social science textbooks represent different sets of values. As per NCERT guidelines, language textbooks focus on values like respect, courtesy, justice, equality, compassion, honesty, tolerance, truthfulness, integrity, national consciousness, and discernment. In contrast, social science textbooks emphasize values such as democracy, secularism, social justice, equality, and respect for diversity. This study explores how these values are depicted in the pictorial content of WBBSE language and social science textbooks.

In this study, specific criteria and coding schemes for identifying and categorizing values in images from language and social science textbooks were developed using a detailed coding framework based on thematic content analysis. The coding scheme was developed from an initial review of the literature on educational values and pictorial content ([Barker & Aspray, 2006](#); [Papadakis, 2018](#)). Each image was analyzed for recurring themes and categories such as cultural norms, social roles, and moral values using a predefined set of codes ([Smith & Wilson, 2014](#)). The coding process involved assigning images to these categories based on explicit visual elements and inferred meanings and ensuring consistency and validity through inter-coder reliability checks ([Nielsen & Matheson, 2017](#)). This approach enabled a systematic and comprehensive analysis of

the values presented in the textbooks.

Triangulation

First, the study analyzed multiple types of textbooks, including language and social science books, to ensure a broad view of their pictorial content and values. Second, the involvement of three researchers provided varied perspectives and expertise, with each researcher independently reviewing and coding the content, leading to consensus through comparison and discussion, which reduced biases and improved reliability. Third, cross-verification methods were used to compare findings across different textbooks and subjects, addressing discrepancies through iterative analysis to ensure consistency and accuracy. Finally, diverse analytical methods, such as qualitative content analysis and thematic coding, were employed to gain a deeper and more nuanced understanding of the values depicted in the pictorial content.

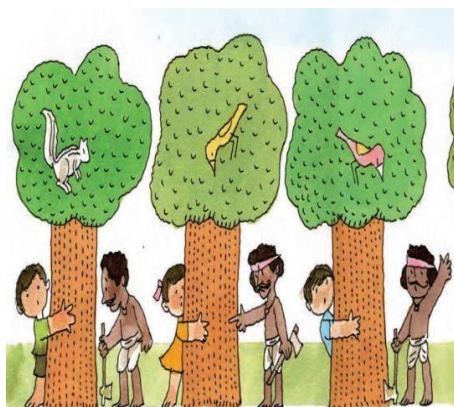
To enhance objectivity, external reviewers who were not involved in the initial analysis were recruited. These reviewers independently assessed the visual content, which helped mitigate individual biases and provided a broader perspective on the interpretations.

FINDINGS AND DISCUSSION

Findings

Findings of Objective 1: To study the representation of values in language textbook images.

Table 1. Examples of Images related to the representation of values in images of language textbook.



The image conveys a harmonious relationship between humans and nature, embodying key environmental values. The image promotes sustainability, which refers to taking responsibility for protecting the environment. The image serves as a powerful visual narrative that promotes environmental consciousness and responsible interaction with the Earth.

Reflected values: Protecting the natural world, respecting nature, and harmony between humans and nature, etc.

Loves for trees (Environmental value); Source: (Department of School Education, 2014)

Patabahar Class-III pp. 70



The image features children embodying environmental values and emphasizing personal responsibility. Signify stewardship and sustainability, symbolizing conservation and appreciation for nature. The pictorial representation reflects inclusivity and the universal importance of environmental values.

Reflected values: Environmental care and responsibility, Preservation of natural beauty, Awareness of natural environments, Eco-friendly activity, etc.

Keeping the environment clean (Environmental value);
Source: (Department of School Education, 2014) Patabahar Class-III pp. 17



The image depicts a child's expression that conveys joy and wonder, reflecting the value of finding happiness and awe in natural surroundings. This illustration conveys a message of conservation and the importance of protecting wildlife, the environment, and its inhabitants. This depiction symbolizes a sense of responsibility and care for other living beings.

Reflected values: Joy in nature, Respect and kindness toward wildlife, Care for animals, etc.

Love for bird and animal (Environmental value); Source: (Department of School Education, 2014) Patabahar Class-V pp. 114

Table 2. Examples of Images related to the representation of values in images of language textbook.



The image features younger generations' appreciation and protection of the environment. The image conveys a message of harmony between humans and nature, the joy found in natural environments, and the responsibility to preserve such spaces for the future.

Reflected values: Joy in nature, Love and responsibility for insects and birds' love for natural beauty, etc.

Loves for nature (Environmental value); Source: (Department of School Education, 2014) Amar boi Class-II pp. 72



The image depicts a group of individuals engaged in a communal activity outdoors, likely a group study session. This scene reflects the social value of togetherness and the importance of community. Overall, the image conveys the significance of social bonds, cooperation, and the human need for connection and shared experiences, which are fundamental to societal cohesion and personal well-being.

Reflected values: Teamwork, cooperation, collective responsibility, Mutual respect, etc.

Group study (Social value); Source: (Department of School Education, 2014) Amar boi Class-I pp. front page



The image depicts a scene of children engaged in play. Overall, the image highlights the importance of social bonds, teamwork, leisure, and the human need for connection and shared experiences, which are essential for societal cohesion and individual well-being.

Reflected values: Cooperation, responsibility, support, trust, adaptability, etc.

Playing together (Social value); Source: ([Department of School Education, 2014](#))
Amar boi Class-I pp. 1



This highlights the importance of caring for one another and demonstrating selflessness and kindness. This act of support underscores the value of trust and the strength of social bonds, highlighting how individuals come together in times of need and reflect a sense of responsibility and communal spirit.

Reflected values: Soliditarian, trust, kindness, compassion, and support

Role of empathy and understanding (Social values); Source: ([Department of School Education, 2014](#)) Amar boi Class-II pp. 9



The younger man's service to his father demonstrates respect, compassion, and duty, values that are esteemed in societies that hold familial responsibilities in high regard. It also conveys empathy because the younger individuals comfort and possibly provide medical care to the elderly, indicating responsibility and kindness toward the vulnerable.

Reflected values: Care, empathy, responsibility, kindness.

Moral value; Source: ([Department of School Education, 2014](#))
Patabahar Class-III pp. 1

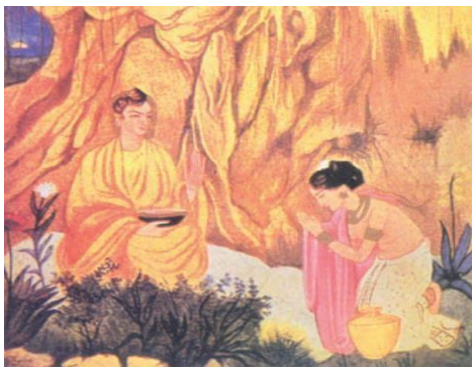
Table 3. Examples of Images related to the representation of values in images of language textbook.



Images of patriotic gatherings highlight the diversity of the population and the inclusion of ethnic, cultural, and religious groups within the national fabric. The act of carrying the flag during a march is often associated with national celebrations, commemorative events, or demonstrations of collective spirit.
Reflected values: Freedom, justice, equality, and democracy.

Loves for the nation (Patriotism as National value);

Source: (Department of School Education, 2014) Patabahar Class-V pp. 90



The image depicts a serene scene rich in spiritual symbolism. This act can be interpreted as an expression of humility, service, and the spiritual value of giving or sharing.
Reflected values: Enlightenment, peace, humility,

Spiritual value; Source: (Department of School Education, 2014)
Patabahar Class-III pp. 78



The illustration displays the farmer's expression and stance, conveying a sense of contemplation or perhaps exhaustion, highlighting the value of hard work and perseverance. This scene represents individual responsibility and personal effort required to achieve success.

Reflected values: Diligence and patience, self-reliance, and hard work

Respect for Hardwork (Social value); Source: (Department of School Education, 2014)
Patabahar Class-III pp. 2



The image promotes inclusivity because both boys and girls are represented. This illustration indicates a uniform policy and suggests that they share a sense of unity and equality.

Reflected values: Collective responsibility, inclusivity, equivalence

(social value); Source: (Department of School Education, 2014) Patabahar Class-V pp. 131



This picture emphasizes the significance of social relationships, collaboration, relaxation, and the innate human desire for connection and communal activities, all of which are crucial for social unity and personal well-being.

Reflected values: Joy, freedom, unity, diversity, etc.

Sports (social value); Source: (Department of School Education, 2014) Patabahar Class-V pp. 122

Findings of Objective 2: To explore the representation of values in social science textbook images.

Table 4. Examples of Images related to the representation of values in images of social science textbook.



The photograph depicts the Haripura Congress of 1938. In the image, Gandhi and Netaji are seen smiling and interacting amicably, suggesting a friendly relationship. However, in reality, their relationship was not very cordial at that time. Notably, Netaji resigned as the Congress President the following year.

Reflected values: Self-reflection, unity, trustworthiness.

Picture of Haripura Congress; Source: (Department of School Education, 2014) Atit-O-Aitihya Class VIII, pp. 9



The illustration serves as a metaphorical representation, a style frequently used in the Indian freedom struggle. This illustration draws inspiration from the mythological character Markandeya. In it, Gandhi is depicted as the protector of the 'Bharat Mata'.

Reflected values: Patriotism, National consciousness.

Metaphorical Picture; Source: (Department of School Education, 2014) Atit-O-Aitihya Class-VIII pp. 11



The image depicts the anguish of division. It effectively captures the deep suffering felt during this period. The emotions reflected in the individuals' eyes communicate their unease and dread.

Reflected values: Empathy, compassion, sensitivity.

Picture of Partition; Metaphorical Picture; Source: ([Department of School Education, 2014](#)) Atit-O-Aitihya Class-VIII pp. 12



The illustration portrays a famine scene where the agony and suffering caused by hunger are vividly depicted. The characters in the illustration are experiencing the harsh realities of famine, as evidenced by their emaciated bodies and expressions of fear and despair.

Reflected values: Compassion, empathy.

Source: ([Department of School Education, 2014](#)) Atit-O-Aitihya Class-VIII pp. 29






The illustration depicts the economic exploitation of the British. This visual was designed to emphasize British economic tactics in India, showing that a British person unlawfully took everything from common citizens.

Reflected values: Compassion, empathy.

Source: ([Department of School Education, 2014](#)) Atit-O-Aitihya Class-VIII pp. 65

Table 5. Examples of Images related to the representation of values in images of social science textbook.

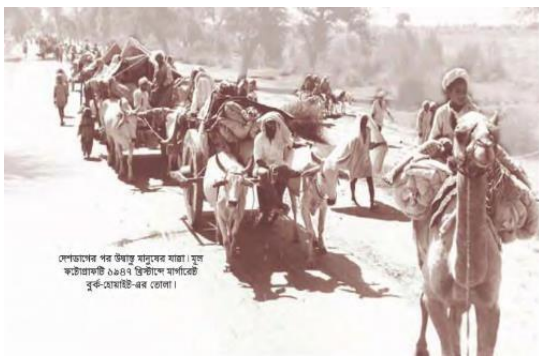
	<p>The illustration depicts the judicial system of colonial India, showing a judge administering justice and delivering judgments to uphold the rule of law. This interpretation emphasizes that the primary objective of the judicial system is to establish and maintain the rule of law, thereby safeguarding the legal rights of the population.</p>
<p>Source: (Department of School Education, 2014) Atit-O-Aitihya Class-VIII pp. 43</p>	
	<p>The illustration above depicts the Indian postal system, highlighting the responsible delivery of news by postmen from one location to another. The postman's posture and facial expression convey his commitment and dedication to his duties. This interpretation emphasizes that the postal service is a responsible profession, with postmen fully aware of their duties. Understanding the responsibilities of a postman helps students become more aware of their responsibilities.</p>
<p>Source: (Department of School Education, 2014) Atit-O-Aitihya Class-VIII pp. 70</p>	
	<p>The illustration vividly depicts poverty in India, highlighting individuals suffering from poverty. Their human misery was obvious through their frail physical condition and fearful facial expressions. This depiction of poverty is intended to evoke sympathy among students for those who are impoverished.</p>
<p>Source: (Department of School Education, 2014) Atit-O-Aitihya Class-VIII pp. 72</p>	



The illustration depicts 'Bharat Mata', an iconic painting by Abanindranath Tagore that symbolizes Mother India and embodies 'devotion to the motherland'. Created during the Indian independence movement with Swadeshi ideals, it was the first visual representation of India as a mother goddess.

Reflected values: Patriotism, national consciousness, unity, and solidaritarianism; spirituality and cultural identity

Source: (Department of School Education, 2014) Atit-O-Aitihya Class-VIII pp. 109



The illustration depicted the partition, capturing the pain associated with it. The 'Miseries of people' is shaped by the context of interpretation, indicating that the partition deeply affected both the social and personal lives of individuals, causing widespread suffering.

Reflected values: Sensitivity, sentiment empathy, compassion.

Source: (Department of School Education, 2014) Atit-O-Aitihya Class-VIII pp. 144

Table 6. Examples of Images related to the representation of values in images of social science textbook.



The illustration features Gandhi's charkha, a symbol of the Indian independence movement. The charkha is a symbol of national development and collective efforts. It plays a crucial role in advancing India's national economy. By learning about the charkha, students can understand the importance of dignifying labor and contributing significantly to the country's economic development. Gandhi promoted the charkha during the freedom struggle as a representation of self-reliance and rural income. He gave it a new meaning, viewing it as a form of penance and spiritual growth that embodied dharma, self-help, labor dignity, and nonviolence.

Reflected values: Dignity in labor, nonviolence, spiritual growth, moral duty, self-help, and national consciousness

Gandhi's charkha; Source: (Department of School Education, 2014) Atit-O-Aitihya Class-VIII pp. 116



The illustration depicts the practice of sati in India, where a widow is burned alive alongside her deceased husband. This practice was a brutal example of social prejudice, illustrating the severe suffering endured by women during that time. Despite the abolition of the sati system, various forms of social prejudice persist in society, continuing to contribute to the hardships faced by women.

Reflected values: Compassion, empathy, social justice.

Sati system in India; Source: ([Department of School Education, 2014](#))

Atit-O-Aitihya Class-VIII pp. 78



"The image depicts the Parliament House of India, the highest legislative authority in the Republic of India. This building stands as a symbol of democracy and country sovereignty. It holds significant prestige as the location where the Indian Constitution was drafted."

Reflected values: Democracy, sovereignty, constitutionalism, national pride.

Source: ([Department of School Education, 2014](#)) Atit-O-Aitihya Class-VIII pp. 147

Discussion

The images in elementary-level language textbooks significantly influence young minds and instill essential values. These visuals are not only 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 as support. Textbook illustrations frequently highlight social issues such as environmental conservation, community service, and civic duties. These visuals encourage students to consider 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 behaviors ([Jenkins & Jenkins, 2010](#)). 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 to break down stereotypes and teach children that everyone deserves equal opportunity and respect ([Sleeter & Grant, 2009](#)). 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 and wrong and in understanding the consequences of their actions. Visual storytelling is an effective method for imparting ethical values because it engages students emotionally and cognitively ([Eisner, 2002](#)).

The pictorial content of elementary social science textbooks plays a crucial role in shaping young minds and imparting core values. These images are not merely decorative but serve as powerful tools for conveying complex social and ethical messages. This discussion explores the various values reflected in these pictorial contents, supported by academic research and

educational theory. A primary value depicted in social science textbooks is empathy. Images illustrating poverty, discrimination, or natural disasters evoke emotional responses from students, helping them to understand and share their feelings with others. Visual elements in educational materials can significantly influence students' emotional engagement and understanding of social issues (Kress & van Leeuwen, 2006; Nathanson et al., 2013). By portraying individuals in distressing situations, textbooks encourage students to develop compassion and a deeper connection to their experiences. Pictorial content in social science textbooks often highlights issues such as poverty, inequality, and environmental degradation, fostering a sense of social awareness. According to (Barthes, 1977; Smith, 2015; Furlong & Marsh, 2010), images can serve as powerful means of communication, often more impactful than texts. By exposing students to these social challenges, textbooks instill a sense of responsibility and the importance of contributing to social well-being. This aligns with educational goals of developing informed and active citizens who are aware of global issues and motivated to participate in resolutions. Images in social science textbooks frequently depict diverse cultural practices, traditions, and lifestyles, promoting cultural understanding and respect. This is critical for fostering an inclusive mindset at an early age. Research by Banks (2008) suggests that multicultural education, supported by diverse visual content, helps students appreciate cultural diversity and reduces prejudice. By showcasing different cultures through images, textbooks play a pivotal role in cultivating respect for diversity and preparing students for a multicultural world. The portrayal of individuals from various socioeconomic backgrounds, often highlighting their struggles and resilience, underscores the importance of human dignity and rights. As noted by (Freire, 1970), education should raise awareness of social injustices and empower students to advocate for change. Images that depict marginalized groups or individuals asserting their rights serve as a visual reminder of the fundamental principles of equality and justice and encourage students to

Respect and uphold these values.

The integration of values in textbook images plays a significant role in shaping students' cognitive and emotional learning. Visuals in textbooks are not mere illustrations but powerful tools that convey cultural, social, and moral values and influence students' perceptions and attitudes. For instance, Setyono and Widodo (2019) highlighted how images in EFL textbooks in Indonesia are used to promote multicultural values and encourage students to appreciate diversity. Similarly, Sever (2004) emphasized that children's literature, which is enriched with meaningful images, fosters emotional engagement and helps internalize values. Sharma (2017) discussed how textbook content can be carefully designed to develop desirable values, which are crucial for holistic student development. Moreover, the trustworthiness of visual content in conveying accurate and ethical values is essential, as noted by Shenton (2004). Smith (2015) argued that images in social science textbooks contribute to students' understanding of complex concepts, impacting their learning outcomes by making abstract ideas more tangible. Thus, the visuals in textbooks not only enhance cognitive comprehension but also play a vital role in emotional and ethical education because they influence students' value systems and learning outcomes (Sleeter & Grant, 2009; Sing, 2020).

CONCLUSIONS

It is concluded that pictorial content in elementary language-class textbooks plays a vital role in education and significantly contributes to the development of values in young learners. By carefully selecting and incorporating images that promote empathy, cultural awareness, social responsibility, equality, and ethical behavior, educators can help cultivate students who are not only knowledgeable but also compassionate and socially responsible. Similarly, pictorial content in elementary social science textbooks is crucial for conveying important values such as empathy, social awareness, cultural respect, human dignity, and environmental stewardship. These images

act as an important educational tool, deepening students' emotional and cognitive engagements with the material. Thoughtfully chosen visuals enable educators to effectively communicate complex social and ethical concepts and shape students into compassionate, responsible, and culturally aware individuals.

LIMITATION & FURTHER RESEARCH

Due to a lack of sufficient time, only eight textbooks of elementary-level Bengali language and history textbooks were chosen for content analysis to study the representation of values in imagery depiction. Other textbooks should also be considered. The findings of this study aid in the development of guidelines, strategies, and policies for implementing various value-oriented curricula and textbooks.

To address these limitations, future research could expand the scope of the study to compare textbooks across different subjects (such as languages, sciences, and social studies) and examine whether there are variations in the values depicted.

Another promising area for future research is exploring the perspectives of various stakeholders involved in textbook creation and selection, including educators, policymakers, curriculum developers, and parents. Understanding students' views on the values represented in textbooks can provide insights into the intentions and impact of these visuals.

Future research should consider the cultural and regional context specific to West Bengal to understand how local values and traditions are reflected in educational materials. This could involve a cultural analysis of the symbolism and narratives portrayed in textbooks.

In summary, future elementary education research should aim to overcome the shortcomings of existing research through broader, more varied research approaches. This approach provides valuable insights for enhancing educational practices and achievement in elementary schools.

REFERENCES

- 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>
- Arfani, 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>
- 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://doi.org/10.17278/ijesim.1002710>
- Ball, M. S., & Smith, G. W. H. (1992). *Analyzing Visual Data*. Sage.
- Bandura, A. (1977). *Social Learning Theory*. Prentice-Hall.
- Banks, J. A. (2008). *An Introduction to Multicultural Education*. Pearson.
- Banks, M., & Zeitlyn, D. (2015). *Visual Methods in Social Research*. Sage Publications.
- Barker, L., & Aspray, W. (2006). *Computing Research in the 21st Century: A Study of the Computing Community*. University of California Press.
- Barthes, R. (1977). *Image, Music, Text*. Hill and Wang.
- Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qual Res J*, 9 (2), 27-40. <http://dx.doi.org/10.3316/QRJ0902027>
- Brown, L., & Green, P. (2018). Gender analysis in visual media. *Gender and Society*, 32 (2), 210-230. <https://doi.org/10.1177/0891243218768541>
- Cohen, L., L. Manion, & K. Morrison. (2007). *Research Methods in Education*. New York: Routledge.
- 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>
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publication.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach* (5th ed.). SAGE Publications.
- 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>
- Davis, M., & Lee, K. (2021). Reporting Findings in Visual Research. *Research Methods Quarterly*, 38(4), 299-315. <https://doi.org/10.1057/9781137447357>
- Denzin, N. K. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods*. McGraw-Hill.
- Department of School Education, Government of West Bengal. (2014). *Amar Boi: Class I*. West Bengal Textbook Corporation Limited.
- Department of School Education, Government of West Bengal. (2014). *Amar Boi: Class II*. West Bengal Textbook Corporation Limited.
- Department of School Education, Government of West Bengal. (2014). *Atit-O-Aitihya: Class VIII*. West Bengal Textbook Corporation Limited.
- Department of School Education, Government of West Bengal. (2014). *Patabahar: Class III*. West Bengal Textbook Corporation Limited.
- Department of School Education, Government of West Bengal. (2014). *Patabahar: Class V*. West Bengal Textbook Corporation Limited.
- Dyer, G. (1982). *Advertising as Communication*. Routledge.
- Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.
- Furlong, J., & Marsh, D. (2010). *Youth in Society: Contemporary Theory, Policy, and Practice*. SAGE Publications Ltd.
- 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.
- Jenkins, D. & Jenkins, A. (2010). *Education for Sustainable Development in the Primary Curriculum: Geography*. Routledge.
- Johnson, R., & White, S. (2019). Qualitative analysis of visual data. *Visual Studies Review*, 29 (1), 67-85.
- Kemendiknas. (2011). *Pedoman pelaksanaan pendidikan karakter [Handbook for character education]*. Jakarta Puskurbuk.
- Kohlberg, L. (1981). *Essays on Moral Development: Volume One - The Philosophy of Moral Development*. Harper & Row.
- Kress, G., & van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*. Routledge.
- Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*. SAGE, Thousand Oaks.
- Krippendorff, K. (2018). *Content Analysis: An Introduction to Its Methodology*. SAGE Publications.
- 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>

-
- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE Publications.
- 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>
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass.
- Mitchell, C. (2011). *Doing Visual Research*. Sage Publications.
- Morrell, J. (2000). Values-Based Education: An Introduction. *Educational Researcher*, 29 (1), 3-11. <https://doi.org/10.3102/00346543029001003>
- Nachmias, D., and C. Nachmias. (1976). "Content Analysis." In *Research Methods in the Social Sciences*, 132-139. UK: Edward Arnold.
- Nathanson, A. I., Sharp, M. L., Aladé, F., Rasmussen, E. E., & Christy, K. (2013). The Relation Between Television Exposure and Theory of Mind among Preschoolers. *Journal of Communication*, 63(6), 1088-1108. <https://doi.org/10.1111/jcom.12062>
- NCTE. (2020). *Visual Literacy Is Critical for 21st Century Learners*. National Council of Teachers of English. <https://ncte.org/blog/2021/01/visual-literacy-critical-21st-century-learners/>
- Nielsen, S., & Matheson, D. (2017). Exploring the Role of Visual Content in Educational Materials: A Review. *Journal of Educational Media*, 42 (2), 122-134. <https://doi.org/10.1080/09523987.2017.1300701>
- Nguyen, T., & Patel, R. (2022). Cultural Influences on Educational Value Interpretation. *Journal of Cultural and Educational Studies*, 19 (1), 84-97.
- O'Leary, Z. (2014). *The Essential Guide to Doing Your Research Project (2nd ed.)*. Sage Publications.
- Orton, J. (2010). Culture and English Materials. *The Lincom Guide to ELT Materials Design and Development: Theory and Practice*, 215-228.
- Papadakis, S. (2018). The Role of Pictorial Content in Education: A Comprehensive Review. *Educational Research Review*, 15 (4), 189-205. <https://doi.org/10.1016/j.edurev.2018.02.002>
- Patton, M. Q. (1999). Enhancing the Quality and Credibility of Qualitative Analysis. *Health Services Research*, 34 (5 Pt 2), 1189-1208. <https://doi.org/10.1111/1475-6773.00103>
- 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>
- Piaget, J. (1954). *The Construction of Reality in the Child*. Basic Books.
- Prior, L. (2003). *Using Documents in Social Research*. Thousand Oaks, CA: Sage.
- Prosser, J. (2006). *Image-based Research: A Sourcebook for Qualitative Researchers*. Routledge.
- Puteri, M.A.S., Muthalib, K. A., & Heriansyah, H. (2023). Analyzing Character Education Values in Textbook English on Target. *Research in English and Education (READ)*, 8 (2), 103-112. <https://jim.usk.ac.id/READ/article/download/25739/12046>
- 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>
- Rose, G. (2016). *Visual Methodologies: An Introduction to Researching with Visual Materials*. Sage.
- Saha, A., & Guha, A. (2018a). Reflection of Values in History Textbook of Class VIII under Paschimbanga Madhyasiksha Parshad. *IJRAR- International Journal of Research and Analytical Reviews*, 5 (3), 661-667. http://ijrar.com/upload_issue/ijrar_issue_1716.pdf
- Saha, A., & Guha, A. (2018b). 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>
- 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/>
- Schwartz, S. H. (2006). Les Valeurs de Base de la Personne: Théorie, Mesures et applications. *Revue Française de Sociologie*, 47(4), 929-968.
- Scott, J. (1990). *A Matter of Record: Documentary Source in Social Research*. Pility Press.
- 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/10.1080/14675986.2019.201548102>
- Sever, S. (2004). *Children and Literature*. Ankara: Kok Publishing.
- Sharma, R. (2017). 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>
- 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>
- 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>
- Sleeter, C. E., & Grant, C. A. (2009). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender*. Wiley.
- Smith, A. (2015). Visual Communication in Education: The Role of Images in Social Science Textbooks. *Journal of Educational Psychology*, 107 (3), 450-465.
- Smith, J., & Doe, A. (2020). Categorization of Visual Content in Media. *Journal of Media Studies*, 45(3), 123-140.
- Smith, A., & Wilson, T. (2014). Thematic Coding in Educational Research: Techniques and Applications. *Educational Researcher*, 43 (3), 145-158. <https://doi.org/10.3102/0034654314531115>
- Smith, A., & Jones, L. (2020). Value Transmission through Textbooks: A Cultural Perspective. *Journal of Curriculum Studies*, 22 (3), 143-157. <https://doi.org/10.1080/00220271.2020.1768534>
- Sulistiyono, 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>
- 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>
- 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>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Widodo, H. P. (2018). A Critical Micro-Semiotic Analysis of Values Depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Textbook. *Situating Moral and Cultural Values in ELT Materials: The Southeast Asian Context*, 131-152.
- Yildirim, A., & Simsek, H. (2005). *Qualitative Research Methods in Social Sciences Updated 5th Edition*. Ankara: Seckin Publishing.
- Yin, R. K. (2014). *Case Study Research: Design and Methods (5th ed.)*. Sage Publications.

Zhou, M., Li, X., Han, Y. & Chen, L. (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>