CHAPTER - 7
ANALYSIS AND INTERPRETATION OF DATA OF THE VALUE OF HUMAN RIGHTS IN THE TEXTBOOKS OF STD. VIII, IX, AND X

1.0  INTRODUCTION
2.0  THE LESSONS INCLUDED THE TEXTBOOK OF GUJARATI SUBJECT OF STD. VIII
3.0  PRESENTATION OF PROSE / POEM ANALYSIS SHEET OF TEXTBOOK OF GUJARATI SUBJECT OF STD.-VIII
4.0  THE VALUE OF HUMAN RIGHTS INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD. VIII
5.0  THE LESSONS INCLUDED IN THE TEXTBOOK OF STD. IX
6.0  PRESENTATION OF PROSE / POEM ANALYSIS SHEET OF TEXTBOOK OF GUJARATI SUBJECT OF STD.-IX
7.0  THE VALUE OF HUMAN RIGHTS INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD. IX
8.0  THE LESSONS INCLUDED IN THE TEXTBOOK OF STD. X
9.0  PRESENTATION OF PROSE / POEM ANALYSIS SHEET OF TEXTBOOK OF GUJARATI SUBJECT OF STD.-X
10.0  THE VALUE OF HUMAN RIGHTS INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD. X
11.0  THE CHARACTERISTICS OF HUMAN RIGHTS IN TEXTBOOK OF GUJARATI SUBJECT
CHAPTER - 7
ANALYSIS AND INTERPRETATION OF DATA OF THE
VALUE OF HUMAN RIGHTS IN THE TEXTBOOKS
OF STD. VIII, IX, AND X

1.0 INTRODUCTION

In this chapter, the value of human rights expressed in lessons was examined after analyzing the content in text books of Gujarati subject of Std. VIII, IX & X. The content analysis format was prepared with a view to collecting the data from prose and poetry from all the three text books. Then the researcher has analyzed and interpreted the data according to objectives of the study.

2.0 THE LESSONS INCLUDED THE TEXTBOOK OF
GUJARATI SUBJECT OF STD. VIII

Total 31 Lessons were analyzed including 13 lessons of prose section and 18 poems of poetry section in Textbook of Gujarati subject of Std. VIII. The list of lessons is mentioned in chapter-5.

3.0 PRESENTATION OF PROSE / POEM ANALYSIS SHEET
OF TEXTBOOK OF GUJARATI SUBJECT OF STD.-VIII

13 lessons from prose section and 18 poems from poetry section out of total 31 lessons from Textbook of Gujarati subject of Std. VIII were included. The researcher had constructed the content analysis format for these 31 lessons. The data was collected keeping in mind the following points.

1. No of the Prose/Poem
2. Title of the Prose/Poem
3. Writer of the Prose/Poem
4. Form of Literature of the Prose/Poem
5. Central Idea of the Prose/Poem
6. Analysis of References of Human Rights Presented In the Lesson

6.1 Analytical Presentation of Reference No. - 1

(A) Reference
(B) Interpretation of Reference
(C) Characteristics of Human Rights Involved In the Reference

6.2 Analytical Presentation of Reference - 2

(A) Reference
(B) Interpretation of Reference
(C) Characteristic of Human Rights Involved In the Reference.

6.3 ................................................................................................................
................................................................................................................

In this way the researcher had collected information from prose and poem lessons. The characteristic of human rights was not found in out of total 18 poems in poetry section. Some references showing characteristics of human rights were found in lesson no – 19 out of total 13 prose lessons. Here the information of analysis is mentioned.

1. No of the Prose - 19
2. Title of The Prose – भारतीय सत्याग्रह
3. Writer of the Prose – Ishvarbhai Patel
4. Form of Literature of the Prose – उत्तर सत्याग्रह
5. Central Idea of the Prose

The struggle of Bardoli is a chapter full of pride in our freedom movement. Vallabhbhai Patel gathered farmers against unjust and harsh policy related to revenue collection of British Government. He led this movement and became true ‘Sardar’ of people. Brave, fearless and just personality of Vallabhbhai is disclosed here.

6. Analysis of References of Human Rights Expressed In the Prose
6.1 Analytical Presentation of Reference No. - 1

(A) Reference

“Surat ज़िल्ला बारोडी तालुका अभी भती अने पंडूरो माटे ज़मीनो. अना तालुका सन 1828 मां बारोडी सरायात अने अभी जगमाहु बन्यो. अना पंडूरो टेच, अनो नवनिक, भुजार धारानी तऱ्यात अने शांत प्रतिकाशी सामूहिक बावानामे अंड जगद्वाय ज़लनताने अनो गर्वाच्छेळ निवाव फलवाच्छ इर्ष घरी.”

“Bardoli Talika of Surat District was famous for its farmers and farming. It became world famous in 1928 for Bardoli Satyagraha. Farmers’ determination, their power of endurance, their devotion and feeling of peaceful protest had forced the government to change her unjust decision.

(B) Interpretation of Reference

Sardar Patel encouraged the farmers to oppose the unjustified policy of British Government. It expresses the feeling of individual unity for country. It also enables the people of all religions to be united without discord of poor and rich and fight for country. Here true and real unity is established removing economical and religious prejudices which are very necessary to maintain national integration.

(C) Characteristic of Human Rights included in the reference

Right to protection against exploitation

4.0 THE VALUE OF HUMAN RIGHTS INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD. VIII

The detail of lessons of the Textbook of Gujarati subject of Std. VIII which consist the value of human rights is presented in table – 7.1

In table 7.1 the characteristics of human rights included in the study are shown in columns and the lesson no. are mentioned in rows. The mart (✓) shows that characteristic is reflected in the related lesson. At the end, total no. of characteristics of the value of human rights included in each lesson is mentioned.
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Characteristics of human rights</th>
<th>Poem Section</th>
<th>Prose Section</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Right to equality (Section 14 to 18, 358)</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Right to freedom (Sec. 19 to 22)</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Right to protection against exploitation (Sec 23 and 24)</td>
<td>√</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Right to religious freedom (sec – 25 to 28)</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Right related to cultural education (sec 29-30)</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Right of property (sec - 31)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Right of constitutional Remedies (Sec - 32)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td>-</td>
<td>-</td>
<td>01</td>
</tr>
</tbody>
</table>

Table – 7.1
Value of Human Rights Included In the Textbook of Gujarati Subject of Std. VIII
Table 7.1 shows that characteristics of human rights in poem lessons were not found in textbook of Gujarati subject of Std. VIII. In a prose one characteristic was found which involved the right to protection against exploitation. People can be free from harsh policy or exploitation of the British Government.

Except that lesson no. 19 in prose section, no characteristic of human rights were found in any other lessons in the textbook.

5.0 THE LESSONS INCLUDED IN THE TEXTBOOK OF STD.IX

Total 36 Lessons were analyzed including 16 lessons of prose section and 20 poems of poetry section in Textbook of Gujarati subject of Std. IX. The list of lessons is mentioned in chapter-5.

6.0 PRESENTATION OF PROSE / POEM ANALYSIS SHEET OF TEXTBOOK OF GUJARATI SUBJECT OF STD.-IX

16 from lessons prose section and 20 poems from poetry section out of total 36 lessons from Textbook of Gujarati subject of Std. IX were included. The researcher had constructed the content analysis format for these 36 lessons. The data was collected keeping in mind the following points

1. No of the Prose/Poem
2. Title of the Prose/Poem
3. Writer of the Prose/Poem
4. Form of Literature of the Prose/Poem
5. Central Idea of the Prose/Poem
6. Analysis of References of Human Rights Presented In the Lesson

6.1 Analytical Presentation of Reference No. - 1

(A) Reference
(B) Interpretation of Reference
(C) Characteristics of Human Rights Involved In the Reference
6.2 Analytical Presentation of Reference - 2

(A) Reference
(B) Interpretation of Reference
(C) Characteristic of Human Rights Involved In the Reference.

6.3 ..........................................................
..........................................................

In this way the researcher had collected information from prose and poetry lessons. The characteristic of human rights was found in poem 13 out of total 20 poems in poetry section. Some references showing characteristics of human rights were not found in out of total 16 prose lessons. Out of total 36 lessons, characteristics of human rights were found in one lesson. Here the information of analysis is mentioned.

1. No of the Poem - 13
2. Title of the Poem – अच्छे आदमीं के गीत
3. Writer of the Poem – Prahlad Parekh
4. Form of Literature of the Poem - गीत
5. Central Idea of the Poem

This is a nice song giving message of ‘Live and let live’. It is indicated that the real companion of life is lesson by action. It expresses the life of common men with hardship. There is no diversity among weavers, farmers, miners, road builders, sailors and workers and human freedom is found. Here rights of equality and freedom are included. The goodness inherited to common men is disclosed in this poem.

6. Analysis of References of Human Rights Expressed In the Poem

6.1 Analytical Presentation of Reference No. - 1
Weavers of cloths, drivers of ploughs
Are diggers of mines?
Sailors of boats, builders of ways
Are singers of songs?
Wow, we give designs of colors! Oh brother
We are creators and builders.
Not bear the talks of destroy.
Take son of land and hearts as worthy
How can we disregard them! Oh brother
We don’t want crown, we don’t want kingdom
We live and let others live,
Our creation is our companion of life
We will not become cause of death
We are not ears of such talks! Oh brother
(B) Interpretation of Reference

The poem gives the message of Live and Let other live in which spirit of living happily without disturbing others’ lives is presented. There is no diversity among weavers, farmers, miners, road builders, sailors and workers and human freedom is found. Here rights of equality and freedom are included.

(C) Characteristic of Human Rights Included In the Reference

Right to freedom, Right to equality

7.0 THE VALUE OF HUMAN RIGHTS INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD. IX

The detail of lessons of the Textbook of Gujarati subject of Std. IX which consist the value of human rights is presented in table – 7.2.

In table 7.2 the characteristics of human rights included in the study are shown in columns and the lesson no. are mentioned in rows. The mart (✓) shows that characteristic is reflected in the related lesson. At the end, total no. of characteristics of the value of human rights included in each lesson is mentioned.
### Table – 7.2
Value of Human Rights Included In The Textbook of Gujarati Subject Of Std. IX

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Characteristics of Human Rights</th>
<th>Poem Section</th>
<th>Prose Section</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Right to equality (Section 14 to 18, 358)</td>
<td>√</td>
<td></td>
<td>01</td>
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<tr>
<td>2</td>
<td>Right to freedom (Sec. 19 to 22)</td>
<td>√</td>
<td></td>
<td>01</td>
</tr>
<tr>
<td>3</td>
<td>Right to protection against exploitation (Sec 23 and 24)</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Right to religious freedom (sec – 25 to 28)</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Right related to cultural education (sec 29-30)</td>
<td></td>
<td></td>
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<td>6</td>
<td>Right of property (sec - 31)</td>
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<tr>
<td>7</td>
<td>Right of constitutional Remedies (Sec - 32)</td>
<td></td>
<td></td>
<td>-</td>
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<tr>
<td></td>
<td>Total</td>
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<td>2 - - - - - - - - - - - - - - -</td>
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</tr>
</tbody>
</table>
Table 7.2 shows in the poem section in the Textbook of Gujarati subject of std-IX, two characteristics of human rights were found in lesson no.13. They were right to freedom and right to equality. All the people of society working in various fields are equal is expressed in the right to equality. In the prose section, characteristics of human right were not found in lessons.

8.0 THE LESSONS INCLUDED IN THE TEXTBOOK OF STD.X

Total 25 Lessons were analyzed including 12 lessons of prose section and 13 poems of poetry section in Textbook of Gujarati subject of Std. X. The list of lessons is mentioned in chapter-5.

9.0 PRESENTATION OF PROSE / POEM ANALYSIS SHEET OF TEXTBOOK OF GUJARATI SUBJECT OF STD.-X

12 prose lessons and 13 poems out of total 25 lessons from Textbook of Gujarati subject of Std. X were included. The researcher had developed the content analysis format for these 25 lessons. The data was collected keeping in mind the following points.

1. No of the Prose/Poem
2. Title of the Prose/Poem
3. Writer of the Prose/Poem
4. Form of Literature of the Prose/Poem
5. Central Idea of the Prose/Poem
6. Analysis of References of Human Rights Presented In the Lesson

6.1 Analytical Presentation of Reference No. - 1
   (A) Reference
   (B) Interpretation of Reference
   (C) Characteristics of Human Rights Involved In the Reference

6.2 Analytical Presentation of Reference - 2
   (A) Reference
   (B) Interpretation of Reference
In this way the researcher had collected information from prose and poetry lessons. The characteristic of human rights was not found in total 13 poems in poetry section. Some references showing characteristics of human rights were found in lesson no – 17 and 21 out of total 12 prose lessons. Out of total 25 lessons, characteristics of human rights were found in 2 lessons. Here the information of analysis is mentioned.

1. No of the Prose - 17
2. Title of The Prose – स्नी कंगवली
3. Writer of the Prose – Narmadashankar L. Dave
4. Form of Literature of The Prose - An essay
5.0 Central Idea of the Prose

The thought of Narmad in relation to women education are mentioned in this prose lesson. Women can get education as the men get. Narmad has mentioned benefits of women education. He has rejected the arguments that the status of women is inferior to the men or women are maidservants of men. It is emphasized that an educated woman can contribute for family and society.

6. Analysis of References of Human Rights Expressed In the Prose
6.1 Analytical Presentation of Reference No. - 1
(A) Reference

“स्नीक दक व्यापा भरा पुरुष हेटा जात है महिलों की मार डी प्रण डेंचवली वाले
शाक्य जाने आपको पुरुष दक समझ डेंचवली व्यापा प्राप्त भी तैम आपको मिला वादामें वादामें करे है।”प. ५३
The woman has most of rights as the man has. The woman can take education like a man. So the man can increase knowledge by education, the woman can help us to increase our strength.

(B) **Interpretation of Reference**

Both men and women can get education. This wish is firmly expressed. Women have right for education like men had. Both are equal in the state of affair of getting education. Here the rights of equality and freedom are expressed.

(C) **Characteristic of Human Rights Included In The Reference**

Right to freedom, Right to equality

1. **No of the Prose – 21**
2. **Title of The Prose – अ.पी.जे.अब्दुल कालमनु पट्टर**
3. **Creator of the Prose – A. P. J. Abdul Kalam**
4. **Form of Literature of the Prose - An Autobiography**
5. **Central Idea of the Prose**

In this topic of autobiography, the memory of childhood of Dr APJ Abdul Kalam is mentioned. The subtle influence of education and teaching of his parents and teachers during child hood is worded in this lesson. The author has also noted about the influence of Jalaluddin and cousin Samshuddin on his life and the bitter experiences during that period.

6. **Analysis of References of Human Rights Expressed In the Prose**

6.1 **Analytical Presentation of Reference No. - 1**

(A) **Reference**

"शायद पूरी बात बात अभी भेज गया अभी अभी वड़ीबोने आ चटनाची वात करी. विश्वनाथ शार्दुलीमों तरत जशिलकने प्रोक्षणा अभी अभी छात्रवृत्तीमों जशिलकने करक सुन्ना आपू के आ निरीक्ष्र बाणक्षण भन्ननां सामाजिक असमानता अने धार्मिक
When school was ended, we went home and told the incident to our elders. Laxman Shastri called the teacher immediately and noticed him in our presence that the poison of social inequality and religious intolerance was not to spread among the innocent children. He told the teacher clearly that either he had to forgive or leave the village. As a result of determined vision of Laxman Shastri, the teacher not only begged the pardon but also reformed in his beliefs.”

(B) Interpretation of Reference

All students should be given education without any social or religious restrictions in schools. They should be provided education for religious tolerance and social equality. Each child has human right to be educated.

(C) Characteristic of Human Rights Included In the Reference

Right to Religious freedom, Right to equality

10.0 THE VALUE OF HUMAN RIGHTS INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD. X

The detail of lessons of the Textbook of Gujarati subject of Std. X which consist the value of human rights is presented in table – 7.3

In table 7.3 the characteristics of human rights included in the study are shown in columns and the lesson no. are mentioned in rows. The mart (✓) shows that characteristic is reflected in the related lesson. At the end, total no. of characteristics of the value of human rights included in each lesson is mentioned.
## Table – 7.3
Value of Human Rights Included In The Textbook of Gujarati Subject Of Std. X

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Characteristics of Human Rights</th>
<th>Poem Section</th>
<th>Prose Section</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Right to equality (Section 14 to 18, 358)</td>
<td></td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Right to freedom (Sec. 19 to 22)</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Right to protection against exploitation (Sec 23 and 24)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Right to religious freedom (sec – 25 to 28)</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Right related to cultural education (sec 29-30)</td>
<td></td>
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<tr>
<td>6</td>
<td>Right of property (sec - 31)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Right of constitutional Remedies (Sec - 32)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - -</td>
<td>02 - - - 02 - - - -</td>
<td>04</td>
</tr>
</tbody>
</table>
Table 7.3 shows no any characteristic of human nights was found in any poem of poetry section in Textbook of Gujarati subject of std-X. In the prose section, three characteristics of human rights were found in two lessons. They were right to equality, right to freedom and right to religious freedom. Every person is equal to get education is expressed in right of equality. Men and women and equal and free to speak and think over anything and children should be given education without any separation of religions is expressed in the right of religious freedom.

In this way, any characteristic of human right was not found in poetry section of text book, where as some characteristics of human right were found in lesson no 17 and 21 in prose section.

11.0 THE CHARACTERISTICS OF HUMAN RIGHTS IN TEXTBOOK OF GUJARATI SUBJECT

Out of all lessons in text books of Gujarati subject of std- VIII, IX and X, some characteristics of human nights were found. They were the right to equality in three lessons, the right to protect against exploitation in one lessons and the right to religious freedom in one lesson right to freedom in two lessons. The other nights like right related to cultural education, right to property, right of constitutional remedies, were not found in any of the lessons.

There are 31 lessons in Textbook of Gujarati subject of Std-VIII. Out of total 18 poems in poetry section of human right were not found. In this way, out of total 13 lessons in prose section, one characteristic of human right is involved in lesson no 19 which was the right of protection against exploitation. Except this, the characteristics like right to freedom, the right to religious freedom, the right about cultural education, the right of property and right of constitutional remedies were not found.

There are 36 lessons in textbook of Gujarati Subject of Std. IX. Out of total 20 poems in poetry section two characteristic of human right is
involved in poem 13 which was the right to freedom and right to equality. In this way total 16 lessons in prose sections were not found characteristics of human rights. Except this the characteristics like right the right to religious freedom, the right to related cultural education, the right of property and right to constitutional remedies were right to protection against exploitation not found.

There are 25 lessons in textbook of Gujarati Subject of Std. X out of total 13 poem in poetry section were not found characteristic of human rights. In this way out of total 12 lessons in prose section on characteristic of human right is involved in lesson no. 17 and 21 which was the right to freedom, the right to equality and the right to religious freedom were found. Except this the characteristics like the right relate to cultural education, the right of property, right religious, right to constitutional remedies and right to protection against exploitation were not found.