

Evaluation and Comparison of the English Textbooks of Standard Six, Seven and Eight of Madhya Pradesh in the light of NCF

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Abstract

Schools and universities were enlarged rapidly in India after independence. English was not limited for some particular schools and colleges. But there were prosecuted for the status of English. The government formed commissions to expand the standard of English in schools and colleges. Different commissions and Education Policies were published to improve our Education. NCERT following the recommendation of Education policy of 1968 and prepared NCF. National Curriculum Framework provides guidelines for developing textbooks and school curriculum. NCF-2005 prepared by NCERT discusses a wide range of issues related school education. So evaluate the textbooks of English of standard six, seven and eight of Hindi medium which are published by Madhya Pradesh textbook board in the light of NCF 2005. Textbooks of English are assessed with the reference of NCF-2005. Sixteen parameters are used to evaluate the English textbooks of Standard six, seven and eight. English textbooks of these standard have all the qualities or it is as per the NCF-2005's suggestion except two parameters: 'Peace', and 'Designers of textbooks provide guidance to teacher regarding ways in which the subject matter can be explored'. Standard six has not any example of 'Performing a small drama or enact a dialogue' too. Standard seven has not any example of 'Making children sensitive to the environment'

Key Words: English language teaching, NCF-2005, Evaluation, English textbook, Comparison

Introduction

India got the independence in 1947 and Indian government had to govern its policy about English. Government decided to make Hindi the official language. Certain states forced to announce English as the associated official language. Schools and universities were enlarged rapidly in India after independence. English was not limited for some particular schools and colleges. But there were prosecuted for the status of English. The government formed commissions to expand the standard of English in schools and colleges.

The secondary Education Commission presented more weightage to English like University Education Commission. It says: "English, however, must continue to be studied.

It is a language which is rich in literature – humanistic and technical. If under sentimental urges we should give up English, it” (M., Vijayalakshami 2). Somehow mastery acquired by learned people on English. The central Institute of English was started in Hyderabad in 1958. Regional institute were built in Chandigarh and Bangalore. Prime reason of learnt English was for education and management. Because of the growth in science, technology, travel, business, communication and entertainment, English acquired the new role of global language of communication. It is requisite to learn all four basic skills of English now a days. New expansion are captivating place globally in the method of teaching and learning English.

Different commissions and Education Policies were published to improve Education. First National Curriculum Framework published in 1975 to prepare curriculum and textbooks. Overall development of children is the most vital objective of NCF 2005. NCF 2005 is important for prepares textbooks so evaluate textbooks of English of standard six, seven and eight of Hindi medium which are published by Madhya Pradesh textbook board in the light of NCF 2005.

National Curriculum Framework

The centre could only facilitated direction to the state on policy subjects. Early effort of National Education policy of 1968 the Curriculum Framework designed by NCERT in 1975 were formulated. NCERT prepared NCF in 1975 subsequent the recommendations of Education Policy on 1968. The country as a whole had a National Policy on Education which imagine National Curriculum Framework as a means of modernising education. NCERT was given the duty of developing the National Curriculum Framework and reviewing the framework at regular times. The first NCF came in 1975 and last in 2005. NCERT develops National Curriculum Framework which offers plans or strategies for developing textbooks and school curriculum. NCF-2005 equipped by NCERT to deliberate an extensive assortment of issues regarding school education.

Evaluation of Textbook

Researchers selected textbooks of English of standard six, seven and eight of Hindi medium which are published by Madhya Pradesh state textbook board for the present paper. All the lessons of the textbooks are evaluated in the light of the NCF-2005. Researchers decide parameters from NCF for evaluation.

- **Connecting knowledge to life outside the school**

Lesson No: 3, Activity No: 7: Find out useful and harmful insects (English VI, SL 15).

Students are instructed that there are many insects exist around them. Some are useful and some are harmful. Write the name of at least two useful and harmful insects. Students also draw the picture of those insects.

Lesson No: 9, Activity No: 1.3: Match the people with their work (English VI, SL 57).

It asks the students to match the people with the work. There are five names which indicate the different professions. Students find what they do, or what their work. For instance dentist- looks after your teeth.

Lesson No: 2, Activity No: 5: Make a list of domestic animal and birds and discuss their usefulness (English VII, SL 9).

It asks the students to work in the group of four to five. Each group prepares a list of domestic animals' and birds' list. This list compare with other. Students also discuss their usefulness.

Lesson No: 5, Activity No: 7B: Fill up railway reservation forms (English VII, SL 33).

It asks the students to get a railway reservation form from the railway reservation window and fill it.

Lesson No: 12, Activity No: 8: Visit any tribal village and collect their information (English VIII, SL 113).

It asks the students to visit any tribal village or talk with the teacher and collect more information about different tribes of Madhya Pradesh.

- **Learning is shifted away from rote method**

Rote learning is a memorization technique based on repetition. The idea is that one will be able to quickly recall the meaning of material the more one repeats it. NCF-2005 decides to shift learning from rote method.

There is no any activity related to rote method in standard six, seven and eight.

- **Overall development of children**

Lesson No: 6, Activity No: 5: Ask to friends and complete the table (English VI, SL 34).

It asks the students to communicate with their friends and ask them which games they like or not and complete the given table. There are three columns- name of game, I like, I don't like.

Lesson No: 7, Activity No: 5: Work with partner and collect the information which game he/she plays (English VI, SL 40).

It asks the students to work with the partner. Students ask the given questions to their partner and collect the information about which game he/she plays.

Lesson No: 11, Activity No: 5: Discuss about festivals and complete the table (English VII, SL 85).

Students are instructed to discuss about different festival such as Diwali, Id, and Christmas. Students collect information about these festival and complete the table. There are five columns- Name of festival, when it is celebrated, how it is celebrated, why it is celebrated etc. Students discuss any three festivals and collect information which are suggested in the table and complete it.

Lesson No: 13, Activity No: 5: Talk with friends about various sweet/dishes they like to eat and swing/rides they enjoy (English VII, SL 98).

It asks the students to make a conversation with their friends about various sweets/dishes which they like and also mention the swings/rides which they enjoy in a fair. Students are instructed to write these information in table. There are six columns in the table- Name of friends, sweets, dishes, swings, rides etc. The clues are also given in the said activity so students get the hint and fill up table.

Lesson No: 2, Activity No: 8: Locate and mark at least ten National Parks and write the name (English VIII, SL 14).

Students are instructed to collect the outline map of India. Students mention and mark minimum ten National Parks on that map and also mention the name of these National Parks. Students can use their internet or tourist guide map to find said information.

Lesson No: 7, Activity No: 8: Make a 'First Aid Kit' (English VIII, SL 84).

It asks the students to prepare a 'First Aid Kit' for their school or class. Students can take help of their teacher or friends to prepare it. List of things are given. There are some basic need at the time of injury, they are given in the list.

- **Making children sensitive to the environment**

Lesson No: 1, Activity No: L: Tree (English VI, SL 1).

Students are instructed to read the lesson about tree. This lesson about the banyan tree.

There is not even a single activity on peace in standard seven.

Lesson No: 2, Activity No: L: Thrills of KanhaKisli (English VIII, SL 6).

Students are instructed to study this lesson. It is about KanhaKisli nation Park. It has been protecting for its flora and fauna. It preserves the wildlife species in abundance. It is known as one of the finest and best administered National Parks in Asia.

Lesson No: 4, Activity No: L: Trees: Our saviours (English VIII, SL 25).

It asks the students to study it. This lesson is about the importance of trees. This is a story about Gopeshwar village. This lesson mention how the villagers saved the trees from the axe men of factory. Villagers of the mountain use the nonviolence movement 'Chipkochipko' to save the trees of their region.

- **Peace**

There is not even a single activity on peace in standard six, seven and eight.

- **Strengthen our cultural heritage and national identity**

Lesson No: 6, Activity No: L: The test (English VI, SL 28).

This lesson is from the great history of India. It is about Pandav and Kaurav.

Lesson No: 11, Activity No: P: Lohri (English VII, SL 80).

This is a poem on one of the Indian festival Lohri. Poet describe how it celebrated.

Lesson No: 15, Activity No: L: Laxmi Bai, The Queen of Jhansi (English VII, SL 109).

This lesson is about one of the national heroine, the brave lady Laxmi Bai. This lesson's content include the points – basic information about Laxmi Bai, Their marriage and death of her husband, she become queen and maintain the kingdom, fight against British etc.

Lesson No: 9, Activity No: L: Kalpana: The star (English VIII, SL 73).

This lesson is about one of the Indian astronaut Kalpana Chawla. This lesson covers the following points- basic information about Kalpana Chawla, who inspired her to fly?, when did she fly for the first time in space?, how many experiments did she and her crew members perform? etc.

Lesson No: 12, Activity No: L: Know more about Bhil (English VIII, SL 102).

This lesson is about Bhil community and described their village, dresses, Dance, their ornaments, festival, routine life etc.

- **Child centred education**

Lesson No: 10, Activity No: 6: Collect the pictures (English VI, SL 64).

Students are instructed to collect the pictures of ten freedom fighters and past them in the notebook.

Lesson No: 9, Activity No: 5: Find the rhyming pair (English VI, SL 57).

It asks the students to find the rhyming pair from the given words and write it and make a list.

Lesson No: 14, Activity No: 6A: Write a letter (English VII, SL 106).

Students are instructed to write a letter to their friends. The content of the letter is about visit to Kanha.

Lesson No: 13, Activity No: 6A: Read the conversation and write (English VII, SL 99).

It asks the students to read telephonic conversation and write a paragraph. Students write about what Sonam will have to do the next morning.

Lesson No: 9, Activity No: 5: Take the interview (English VIII, SL 78).

Students are instructed to imagine that they are reporter of famous magazine. They take interview of the children as they come to know that he/she has attain the first place in the district Middle Board Exam. Students complete the interview with their partner with the help of given clues.

Lesson No: 10, Activity No: 5: Write about the shapes and colours of balloons (English VIII, SL 83).

It asks the students to write about the different shape and colour of balloons and also mention that which other things are sold by the balloon man.

- **Active and creative capabilities**

Lesson No: 6, Activity No: 6: Write five sentences about Arjun (English VI, SL 35).

It asks the students to write five sentences about Arjun. Students can take help of the given clues.

Lesson No: 7, Activity No: 7: Write a message (English VI, SL 42).

Students of standard VI decided to go to picnic on Wednesday. But some of them are absents. So students are instructed to write a message to those students who are absents, inform them about the planning of picnic. There are some information which include in the message.

Lesson No: 6, Activity No: 6A: Write five sentences about cats (English VII, SL 46).

Students are instructed to write five sentences about cats.

Lesson No: 7, Activity No: 7A: Write about the picture (English VII, SL 54).

Students are instructed to see the given picture and write at least one sentence of each picture.

Lesson No: 2, Activity No: 7: Write a letter (English VIII, SL 13).

Students are instructed to write a letter to their friends and inform them about their visit to Kanhakisli. Format of the letter is given so students can use it and write a letter.

Lesson No: 5, Activity No: 5: Complete the message (English VIII, SL 37).

Students are instructed to read the poem 'The Miser and his Gold' with attention. Students can complete the message which conveyed by the poem to the people.

- **Children find their voices and nurture their curiosity**

Lesson No: 5, Activity No: 2.2: Compare the poem (English VI, SL 26).

It asks the students to read the poem given in this activity. They compare this poem with the poem which they read. Students have to declare that which poem they like most. They also give the reason why they like the particular poem.

Lesson No: 5, Activity No: 4: Talk about arrival and departure of train. (English VI, SL 27).

It asks the students to work in pair. One is travelling by train. The other is on duty at inquiry office. So both of them make a communication about arrival and departure of their train.

Lesson No: 2, Activity No: 6A: Write a paragraph (English VII, SL 10).

It asks to the students to write a paragraph. Students use given group of words and complete the paragraph.

Lesson No: 3, Activity No: 6: Write about market (English VII, SL 16).

Students are instructed that they went to the market yesterday. Students describe the experience of market. They write sentences to express their experience. Students use the given words when they prepare sentences.

Lesson No: 8, Activity No: 5: Write a dialogue (English VIII, SL 72).

It asks the students to write a dialogue between the earth and the moon. Some clues are given. It is helpful to the student to write a dialogue.

Lesson No: 11, Activity No: 8A: Write what students and people around them doing to save water (English VIII, SL 100).

It asks the students to write about students and people around them, what they are doing to save the water in their area. Students also mention what is the result of their effort. Students are instructed to collect photographs and news cuttings. Students display them on the notice board.

- **Children learn in variety of ways.**

Lesson No: 4, Activity No: 4: Discuss in pair and find the answers (English VI, SL 19).

Students are instructed to work in pair, discuss the given questions in pair and find the answers.

Lesson No: 6, Activity No: 5.1: Let's read (English VI, SL 35).

Students are instructed to read the story and give the answers of the given questions.

Lesson No: 1, Activity No: 1B: Listen the sentences and write rhyming words (English VII, SL 2).

Students are instructed to listen the given sentences, find out rhyming words from them and write it in the table.

Lesson No: 2, Activity No: 4: Join the pair of sentences (English VII, SL 9).

It asks the students to join the pair of sentences using 'Who'.

Lesson No: 13, Activity No: 4: Let's learn (English VIII, SL 119).

Students are instructed to study, read and comprehend given material

Lesson No: 12, Activity No: 5: Read and complete statements (English VIII, SL 107).

It asks the students to read the telephonic conversation between friends. They complete further statements.

- **Learn through direct experience**

Lesson No: 6, Activity No: 5: Ask the friends and complete the table (English VI, SL 34).

It asks the students to communicate with their friends. They ask them which games they like or not and complete the given table. There are three columns- name of game, I like, I don't like. There are eight games.

Lesson No: 7, Activity No: 5: Work with partner and collect the information which game he/she plays (English VI, SL 40).

It asks the students to work with the partner. Students ask the given questions to their partner and collect the information about which game he/she plays.

Lesson No: 5, Activity No: 7B: Fill up railway reservation forms (English VII, SL 33).

It asks the students to get a railway reservation form from the railway reservation window and fill it.

Lesson No: 8, Activity No: 5: Talk to your friends, ask the questions and complete the table. (English VII, SL 60).

It asks the students to talk with their friends. Students ask the questions to their friends. Students complete the table based on the answers of the questions. The table has different columns like: Name, Joined school in the year, Game, Colour etc.

Lesson No: 11, Activity No: 5: Talk to one other and fill up the table (English VIII, SL 97).

Students are instructed to work in group. There are five group from the class. Students talk to one another with the help of the given table as well as complete the table. The table is about to collect the information regarding water. There are six column like: name of the group members, name of the sources of water near them, whether the source is in working order, how it can be maintained, anything else.

Lesson No: 11, Activity No: 8B: Give way to the waste water of your house to your kitchen garden (English VIII, SL 101).

It asks the students to use the wastage water of house in the kitchen garden.

- **Learners to engage with concepts and deepen understanding, variety and challenge and be interesting and engaging**

Lesson No: 1, Activity No: 1.1: Make a new words (English VI, SL 3).

It asks the students to make a new words by joining words which are given in the table.

Lesson No: 3, Activity No: 3: Put proper punctuation (English VI, SL 13).

It asks the students to rewrite the paragraph and put the proper punctuation marks.

Lesson No: 6, Activity No: 4A: Fill in the blanks (English VII, SL 44).

It asks the students to use the words and complete the sentences.

Lesson No: 4, Activity No: 2: Answer the questions (English VII, SL 21).

It asks the students to give answer of the questions.

Lesson No: 2, Activity No: 6: Complete the given information (English VIII, SL 12).

It asks the students to read given material and then complete the information.

Lesson No: 1, Activity No: 3A: Answer the questions (English VIII, SL 2).

It asks the students to give answers of mention questions.

- **Team work**

Lesson No: 4, Activity No: 4: Discuss in pair and find the answers (English VI, SL 19).

Students are instructed to work in pair, discuss the given questions in pair and find the answers.

Lesson No: 5, Activity No: 4: Work in pair. Talk about arrival and departure of your train. (English VI, SL 27).

It asks the students work in pair. One is travelling by train. The other one is on duty at inquiry office. So both of them make a communication about arrival and departure of their train.

Lesson No: 9, Activity No: 5: Work in pair and answer the questions (English VII, SL 69).

Students are instructed to work in pair and answer the questions. These questions are based on lesson.

Lesson No: 11, Activity No: 5: Discuss about festivals and complete the table (English VII, SL 85).

Students are instructed to discuss about different festival such as Diwali, Id, and Christmas. Students collect information about these festival and complete the table. There are five columns- Name of festival, when it is celebrated, how it is celebrated, why it is celebrated etc. Students discuss any three festivals and collect the information which are suggested in the table and complete it.

Lesson No: 3, Activity No: 5: Talk about the Nobel Prize (English VIII, SL 20).

Students are instructed to work in pair and talk about the Noble Prize. There are some clues.

Lesson No: 10, Activity No: 6: Form group and read the poem loudly (English VIII, SL 83).

It asks the students work in group and read the poem loudly.

- **Attainment of a basic proficiency and development of language**

Lesson No: 12, Activity No: 5: Write a story (English VI, SL 75).

It asks the students to listen and repeat the words. There are some words through which students get the practice of listening and speaking of these words.

Lesson No: 9, Activity No: 4.1: Work with partner. Think yourself to be a fairy (English VI, SL 59).

Students are given the condition that they are fairy. Students work with their partner. Students are instructed to ask the question to the fairy and fairy gives the answer. For instance, would you like to eat lots of sweets and ice-cream?, Answer- Yes I would or I would not.

Lesson No: 5, Activity No: 6: Let's write (English VII, SL 32).

It asks the five different questions to the students and they write their answers as per their experience. For instance- when and where did you go?, how many person went with you?

Lesson No: 7, Activity No: 1: Read and learn (English VII, SL 49).

Students are instructed read the given phrases and learn it.

Lesson No: 7, Activity No: 4A: Read the sentences (English VIII, SL 60).

It asks the studentsto read the sentences. These sentences are explain the use of some conjunction.

Lesson No: 8, Activity No: 6B: Write a poem/ a few lines about the moon (English VIII, SL 72).

Students are instructed to write a poem or a few lines about the moon.

- **Designers of textbooks provide guidance to teacher regarding ways in which the subject matter can explored**

There is not even a signal time gives any help line or instruction in standard six, seven and eight.

- **Performing a small drama or enact a dialogue**

There is no any activity under this section in standard six.

Lesson No: 5, Activity No: 7A: Role play (English VII, SL 33).

Students are instructed to work in pairs and present role play. Students read the telephonic conversation and enact the role play in the class.

Lesson No: 6, Activity No: 6: Read and enact the story (English VIII, SL 53).

Students are instructed to read the story "Measure for Measure" and then enact it.

Continued.....

Comparison

Table 1

NCF points' average table

| NCF Point No. | Standard 6 | Standard 7 | Standard 8 | Average |
|---------------|------------|------------|------------|---------|
| 1 | 1.81 | 6.42 | 1.67 | 3.30 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 8.43 | 12.30 | 8.33 | 9.69 |
| 4 | 0.60 | 00 | 2.78 | 1.33 |
| 5 | 00 | 00 | 00 | 00 |
| 6 | 0.60 | 1.60 | 2.22 | 1.48 |
| 7 | 61.45 | 90.91 | 91.11 | 81.16 |
| 8 | 5.42 | 13.37 | 11.11 | 9.97 |
| 9 | 5.42 | 11.76 | 8.33 | 8.51 |
| 10 | 47.59 | 58.82 | 66.67 | 57.69 |
| 11 | 6.02 | 5.35 | 2.22 | 4.53 |
| 12 | 35.54 | 44.92 | 49.44 | 43.30 |
| 13 | 5.42 | 4.81 | 4.44 | 4.89 |
| 14 | 54.82 | 87.70 | 87.78 | 76.77 |
| 15 | 00 | 00 | 00 | 00 |
| 16 | 00 | 1.07 | 1.67 | 0.91 |
| Percentage | 81.25 | 81.25 | 87.50 | |

Analysis of the English textbooks of standard six, seven and eight of Madhya Pradesh is showed that standard eight is on the first place. The percentage of standard eight is 87.50. % Standard six and seven is on the last place with the 81.25 %. This is the standard wise percentage of NCF. All the standards are followed NCF above 80%. It is a good score.

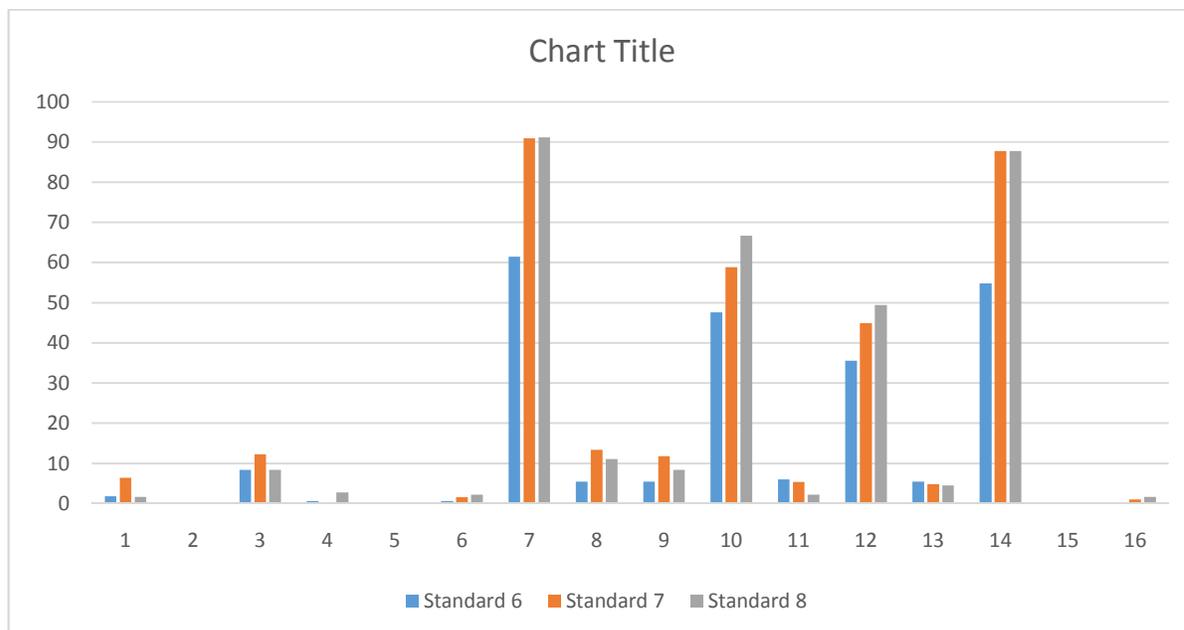


Fig. 1. NCF points' average graph

Conclusion

Schools and universities were enlarged rapidly in India after independence. English was not limited for some particular schools and colleges. But there were prosecute for the status of English. The government formed commissions to expand the standard of English in schools and colleges. Different commissions and Education Policies were published to improve our Education. NCERT following the recommendation of Education policy of 1968 and prepared NCF. National Curriculum Framework provides guidelines for developing textbooks and school curriculum. NCF-2005 prepared by NCERT discusses a wide range of issues related school education. So evaluate the textbooks of English of standard six, seven and eight of Hindi medium which are published by Madhya Pradesh textbook board in the light of NCF 2005. Textbooks of English are assessed with the reference of NCF-2005. Sixteen parameters are used to evaluate the English textbooks of Standard six, seven and eight. English textbooks of these standard have all the qualities or it is as per the NCF-2005's suggestion except two parameters: 'Peace', and 'Designers of textbooks provide guidance to teacher regarding ways I which the subject matter can explored'. Standard six has not any example of 'Performing a small drama or enact a dialogue' too. Standard seven has not any example of 'Making children sensitive to the environment' Researcher found that said textbooks are decent and team of textbook preparation work properly to follow NCF.

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