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GUJARAT UNIVERSITY, AHMEDABAD, INDIA

EVALUATION OF THE ENGLISH TEXTBOOK OF STANDARD SIX OF GUJARAT IN THE LIGHT OF NCF

Prof. Dr. Jagdish S Joshi

&

Mr. Savaliya Jaydipbhai K

Abstract

English language is lot more than just an official language in India. It has been the language of the diplomacy, higher administration, higher education, superior judiciary etc. English is a language of opportunities and success for life in India. There have been different commissions and Education Policies were published to improve our Education. National Curriculum Framework 2005 is the latest. NCF 2005 is most vital part for develops textbooks. So evaluate textbook of English of standard six of Gujarati medium which is published by Gujarat state textbook board in the light of NCF 2005. Textbook of English is evaluated as per parameters which are selected from NCF-2005. Sixteen parameters are used to evaluate the English textbooks of Standard six. Parameters are like: Connecting knowledge to out of the school, Learning is Shifted away from rote method, Overall development of children, making children sensitive to the environment, Child centred education, Active and creative capabilities, etc. English textbook of standard six has all the qualities or it is as per the NCF-2005's suggestion except one parameter: Peace. There is no any activity which is based on peace.

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

Introduction

Language which has been believed man's one of the precious achievement, is so much a part of over lives. Language is a system. English is a second or associate language in India. But it is fact that English is the most vital language in India. Except Hindi, it is the most frequently spoken in India, not only that but also perhaps the most read and written language in India. English is used not only for communication with outside world in India but also for interstate and intrastate communication. Jawaharlal Nehru said:

“I would have English as an associate, additional language, which can be used not because of facilities, but because I do not wish the people of non-Hindi areas feel that certain doors of advance are closed to them. So I would have it as an alternative language as long as people of India require it.” (Pondra 23)

English language is lot more than just an official language in India. It has been the language of the diplomacy, higher administration, higher education, superior judiciary etc. English is a language of opportunities and success for life in India. Education Commission of India was noted that “when a degree holder from India goes to any of the developed countries

he is not treated at par with a degree holder of that countries” (Malini 52). This shows the poor pattern of Indian Educational System which has no great implication on the matter of English language.

There have been different commissions and Education Policies were published to improve our Education. NCERT developed NCF in 1975 following the recommendation of Education Policy on 1968. NCERT published first National Curriculum Framework in 1975 to prepare curriculum and textbooks. National Curriculum Framework 2005 is latest. Overall development of children is one of the main objective of NCF 2005. NCF 2005 is most vital part for develops textbooks so evaluate textbooks of English of standard six of Gujarati medium which is published by Gujarat state textbook board in the light of NCF 2005.

National Curriculum Framework

Indian constitution allowed the state government to take decisions on all matters related to school education including curriculum till 1967. The centre could only provide guidance to the state on policy issues. It was under such circumstances that the initial attempt of National Education policy of 1968 and the Curriculum Framework designed by NCERT in 1975 were formulated. NCERT developed NCF in 1975 following 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. It suggested that a common core element in school education throughout the country. The policy also entrusted the NCERT with the responsibility of developing the National Curriculum Framework and reviewing the framework at frequent intervals.

- NCF-1975 following recommendation of Education Policy 1968
- NCF-1988 following recommendation of Education Policy 1986
- NCF-2000 revised NCF-1988
- NCF-2005 revised NCF-2000

NCERT develops National Curriculum Framework which provides guidelines for developing textbooks and school curriculum. NCF-2005 prepared by NCERT discusses a wide range of issues related school education.

Evaluation of Textbook

For the present paper, researchers selected textbooks of English of standard six of Gujarati medium which is published by Gujarat state textbook board. All the lessons of the textbooks are evaluated in the light of the NCF-2005. For evaluation researchers decide parameters from NCF.

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

This is one of the most important point of NCF-2005. NCF puts more weightage on this because students’ knowledge which they get from the school, it connects or utilises it in their day to day life. It does not only the textbook centric knowledge or uses only for the examination. NCF believes in to use that knowledge in real life where students has been passed their most of the time.

Lesson No: 2, Activity No: 6: Read sentences and find out which day is indicated (English VI: First sem., SL 25)

This activity is about to recognized the different days on the bases of sentences and mentions it in the given table.

Lesson No: 2, Activity No: 8: Find out day on the bases of date (English VI: First sem., SL 27)

Present activity is about to do some calculation and find out day from any year on the bases of date.

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

Rote learning is a memorization technique base 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 this parameter.

- **Overall development of children**

This point throws light on students' development which is not only related with textbook. But different factors of students' life like intellectual, physical, mental, etc.

Lesson No: 1, Activity No: 4: Prepare attendance register (English VI: First sem., SL 5)

Students are instructed to work in group, prepare an attendance register of group members of last one week and make sentences on the bases of register.

Lesson No: 1, Activity No: 7: Play the game (English VI: First sem., SL 5)

This activity bases on teacher's guideline. Teacher will give a chit and in this cheat he will mention, where students will hide themselves. Students hide themselves like no one can find out them and after that inning each student goes to class and inform where did they hide themselves? This type of game does again and again.

- **Making children sensitive to the environment**

This is about environment. All activities which concern with environment is included under this point.

Lesson No: 2, Activity No: 5: The Rainbow (English VI: First sem., SL 23)

This is a poem about rainbow and about rain so it is includes here. Students have to read it.

Lesson No: 4, Activity No: 2A: Work in group. Answer the questions. Plan to celebrate The World Environment day (English VI: second sem., SL 38)

It asks the students to give the answer of questions which are asked in this activity. There are five questions related to celebrate The World Environment day. Questions are in MCQ style.

- **Peace**

There is not even a single activity on peace.

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

Lesson No: 1, Activity No: 13: Find out the information about the great personalities of Gujarat/India (English VI: First sem., SL 16)

Students are instructed to refer the textbooks of Gujarati, Social science and science and technology and collect the information of the great personalities of Gujarat and India. Students stick photographs of them and write two to three lines about them.

- **Child centred education**

Child centred education means children is in centre. Before few years teacher was in centre. He read and explains lessons and activities and students just listens him. Means, teacher was only an active person in the class. Students were passive learners. But the scenario is changed now. Role of teacher is changed. Student is in centre and teacher is a facilitator for students. Most of activities are based on student, means students are in centre. Students' voice, point of views, what they think, all these points are very important as per NCF 2005 and said textbooks are as per this suggestion of NCF.

Lesson No: 1, Activity No: 2: See the picture and give the answer (English VI: First sem., SL 2)

It asks the students to see the picture and give the answer of the questions.

- **Active and creative capabilities**

Lesson No: 4, Activity No: 4: Read the dialogue and prepare the watch (English VI: First sem., SL 38)

It asks the students to read the dialogue and prepares a watch as per the dialogue.

Lesson No: 4, Activity No: 6B: Prepare a plan for school tour (English VI: First sem., SL 42)

Students are instructed to work in group. They take maps of different places and prepare a plane for school tour.

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

Lesson No: 1, Activity No: 4: Prepare sentences as per the example (English VI: First sem., SL 5)

It asks to the students prepare a table and on the bases of it to make a sentences.

Lesson No: 4, Activity No: 10: Explain which things are forgotten by you and your family members (English VI: First sem., SL 45)

This activity is about, normally which things are forgotten by different members of family to take with them when they go out from home- write and explain it in front of class.

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

Children can learn through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing-both individually and with others. They require opportunities of all these kinds in the course of their development. All these varieties come under this section.

Lesson No: 1, Activity No: 8: Reading (English VI: First sem., SL 10)

Students are instructed to listen when the teacher reads the story. After that, read the story and friends listens it.

Lesson No: 3, Activity No: 1: Listen, recite and read (English VI: First sem., SL 28)

It asks the students to listen, recite and read the poem which are given in the activity number one.

- **Learn through direct experience**

Lesson No: 2, Activity No: 1B: Prepare a rhyme (English VI: Second sem., SL 14)

It asks the students work in group and read the information which is given in the table. Prepare a rhyme on the bases of it.

Lesson No: 3, Activity No: 2C: Explain the whole day activities of yesterday, today and tomorrow (English VI: second sem., SL 28)

First of all teacher describes his yesterday, today and tomorrow's activities in the class then students also do the same and also mention about tomorrow's planning in front of class.

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

Activities like: Decide whether sentences are true or false on the bases of the story, find out the related meaning of the given words, fill the blanks, give the answers on the base of the table, put sentences in proper order on the base of story, find out the given phrase from the lesson, identify who speak sentence and whom he said, match the column as per the story, classify the sentences etc.

Lesson No: 4, Activity No: 9: True and false (English VI: First sem., SL 44)

It asks the students to say whether the sentences are true or false on the bases of given incident.

- **Team work**

NCF-2005 gives weightage on team work. There are many activities on the team work in the textbooks of English of standard six. Here mentions activity which is on team work or pair work.

Lesson No: 1, Activity No: 6: Work in group (English VI: First sem., SL 8)

Students are instructed to work in group. Do the questions answer with the friends and complete the given table and present it in front of class.

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

Lesson No: 1, Activity No: 3A: Listen and read the dialogue (English VI: First sem., SL 3)

It asks the students to listen and read the give dialogue.

Lesson No: 2, Activity No: 2A: Classify the paragraphs (English VI: First sem., SL 18)

Students are instructed, here sentences of the two paragraphs are mixed up. Listen and read these sentences and classify it and write it separately.

Lesson No: 4, Activity No: 3A: Read the story (English VI: Second sem., SL 40)

It asks the students to read the story.

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

Lesson No: 1, Activity No: 7: Play the game as per teacher's guidance (English VI: First sem., SL 9)

Guidance is provided for teacher in this activity. This activity is about to play the game. Teacher prepares a chit, mentions the place where to hide the student in it. Guidance is given for which type of the chit teacher can prepare.

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

Lesson No: 4, Activity No: 2: Listen, read and enact the story (English VI: First sem., SL 37)

Students are instructed to listen, read and then enact the given story. This story is about the tower clock.

Lesson No: 1, Activity No: 2B: Read and Enact (English VI: Second sem., SL 3)

It asks the students first read the given dialogues and then enact it. This dialogues are about day to day life communication.

Table and Graph

Table 1

NCF points' average table

NCF Point s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Average	5.65	0.00	15.25	1.13	0.00	1.13	94.92	9.04	10.73	66.10	9.60	37.85	12.99	64.41	5.08	1.69

Fig. 1. NCF points' average graph

Conclusion

English language is lot more than just an official language in India. It has been the language of the diplomacy, higher administration, higher education, superior judiciary etc. English is a language of opportunities and success for life in India. There have been different commissions and Education Policies were published to improve our Education. National Curriculum Framework 2005 is the latest. NCF 2005 is most vital part for develops textbooks so evaluate textbooks of English of standard six of Gujarati medium which is published by

Gujarat state textbook board in the light of NCF 2005. Textbooks of English is evaluated in light of parameters which are selected from NCF-2005. Sixteen parameters are used to evaluate the English textbooks of Standard six. English textbook has all the qualities or as per the NCF-2005's suggestion except one parameter Peace. There is no any activity which is based on peace. At the end of the paper only said that said textbook is very good and textbook preparation team work really good to follow NCF.

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Prof. Dr. Jagdish S Joshi

Professor-Director, UGC HRDC,

Gujarat University, Ahmedabad,

joshijagdish@yahoo.com, M. 9426587963

&

Mr. Savaliya Jaydipbhai K.

Research scholar, Gujarat University,

jaydipsavaliya007@gmail.com, M. 9924257443