

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

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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 important part for develop textbooks. So evaluate textbooks of English of standard six, seven and eight of Hindi medium which are published by Rajasthan state textbook board in the light of NCF 2005. Textbooks of English are evaluated as per parameters which are selected from NCF-2005. Sixteen parameters are used to evaluate the English textbooks of Standard six, seven and eight. 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 textbooks of standard six, seven and eight has all the qualities or it is as per the NCF-2005's suggestion except three parameters in standard six and seven. There are four parameters absents in standard eight.

Keywords: English language teaching, NCF-2005, Evaluation, English textbook.

1. 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 has the position of second or foreign language and most vital language of India. English is very often spoken, read and written language I India after Hindi. English is not only used in the interaction with the other countries but also in communication with inter-state and intrastate in India. Peoples from India who know English frequently blend it with vernacular languages in their discourse. English is also uses as a communicator or a link language among Indians who speak different language. English is most vital in some system like legal, financial, education and business in India.

The British got success to tern high cast people for them. The British policy was "to create an Indian class who should think like the British, or as it was said in Britain Indians in blood and colour but English in taste, in opinions and morals and intellect" (M. Vijayalakshami 1). The British implanted universities on the based on British model and given weightage on English in India. Missionaries came to India and started primary and high schools in India during this time and English is the medium of instruction. Through these schools behold India who desired to learn to have a good knowledge of English. Some leaders of that time also advocated English language and suited it to be the vital factor for success. Who knew good English from Indians were looked as the new powerful or genius person of India. Many schools were started of this time and medium of instruction was English. English was the medium of instruction in universities as per the British law so more weightage was gave to English at school level as well and it was elected by aspiring Indians. English remain the vital language in India even after independence. English was given a position as a second language in India.

There have been different commissions and Education Policies were published to improve our Education. NCERT prepared NCF in 1975. It following the recommendation of Education Policy on 1968. First National Curriculum Framework published in 1975, to prepare curriculum and textbooks. National Curriculum Framework 2005 is the latest version of NCF. One of the main objective of NCF 2005 is overall development of children. NCF 2005 is most vital part for develops textbooks so evaluate textbooks of English of standard six, seven and eight of Hindi medium which are published by Rajasthan 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

Researchers selected textbooks of English of standard six, seven and eight of Hindi medium which are published by Rajasthan 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: 11, Activity No: L: Road safety (English VI, SL 75).

Present activity is about road safety. Some rules of road safety are given. Rules aware students about driving and their safety.

Lesson No: 14, Activity No: 5B: Fill the application form of bank account (English VI, SL 105).

It asks the students to open an account with the Children's Bright Future Bank. The application form for open an account in the bank is given and students fill it. So they get experience and aware of how to fill up the original form for open an account in the bank.

Lesson No: 1, Activity No: 4: Find out the name of trees in your surroundings (English VII, SL 6).

Students are instructed to find out the name of the tree which are exist in the students surrounding. Students mention the names of trees. These names are classify in – which are worship and which have medicinal values. After that students collect the leaves or flowers and past them in the scrapbooks and write few sentences about their uses.

Lesson No: 4, Activity No: 4: Visit public place (English VII, SL 24).

It asks the students to visit public place like school/ bus stand, etc. Students are asked the question they are dirty or not. If they are dirty then find out the reasons and speak in the class. Students also give advice or discuss what they can do to keep the public places clean.

Lesson No: 3, Activity No: 5: What a black smith does? (English VIII, SL 20).

Students are instructed to find out what a black smith does? How is Black smith useful to the society? Students write their experiences in the short paragraph.

Lesson No: 14, Activity No: 4: Speak a few sentences about the places which they have visited (English VIII, SL 94).

Students are instructed to work in the group. The class divide in two groups and ask them to speak a few sentences about the places which they have visited.

- **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 rote method.

- **Overall development of children**

Lesson No: 3, Activity No: 5A: Find out how electricity and water are used (English VI, SL 23).

It asks the students to look around the nearby area of their house. They find out how electricity and water are used and how waste is disposed. After completed this task students write a short paragraph on it.

Lesson No: 13, Activity No: 4B: Celebrate school annual function (English VI, SL 97).

Students are given the condition. It is about celebration of school annual function. Students are instructed to do some activities on the dais in the hall. Students have to prepare sentences. They start sentences with underlined word/ words.

Lesson No: 5, Activity No: L: Conversation between students and honour of canteen (English VII, SL 26).

It asks the students to study the conversation between student and canteen honour. It says that read and learn how to speak in similar situation.

Lesson No: 8, Activity No: 4: Prepare a poster (English VII, SL 46).

Students are instructed to prepare a poster on the subject of what one should do and one should not do inside a national park.

Lesson No: 4, Activity No: 5: Draw the different types of trees (English VIII, SL 26).

It asks the students to draw different types of trees found in their area. Students are instructed to give the name of the trees which are drawn by the students.

Lesson No: 15, Activity No: 5: Write an article on importance of water (English VIII, SL 104).

Students are informed that since the beginning of the world, the water has been great natural source for human being without water no one can exist. Students understand the importance of water and its conservation. They should try to write article on it.

- **Making children sensitive to the environment**

Lesson No: 3, Activity No: L: Protect environment (English VI, SL 17).

Students are instructed to read the story carefully. It is about how the villager protect their environment. The story is about to use the reproducible natural energy like: wind. It also aware students for the cleanliness in the village.

Lesson No: 1, Activity No: L: The unique sacrifice (English VII, SL 1).

This lesson is about how Khejarli's people save trees from the royal people. They sacrifice their lives for save the trees.

Lesson No: 4, Activity No: L: Reduce waste (English VII, SL 20).

It gives the information to students about how to manage wastage. This lesson is very helpful for the students in day to day life. It gives the information about- what are the preferred options for managing waste, where are people dispose kitchen waste, how are plastic bag dangerous to animal etc.

Lesson No: 4, Activity No: P: The felling of Banyan tree (English VIII, SL 21).

This poem is about to cut the tree in Poets house. He describes his felling about cut the banyan tree. The poet is saddened by the slaughter of the tree in his house. He also describes the felling for two hundred year old banyan tree, like the murdering of a human being. This poem express the poet's love for trees.

Lesson No: 15, Activity No: L: Water for all (English VIII, SL 95).

This lesson is about the water and its importance. This lesson threw the light on - shortage of water and how to solve it?, where do we dump our waste?, cause of water pollution etc.

- **Peace**

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

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

Lesson No: 7, Activity No: L: Let us know capital city Jaipur (English VI, SL 47).

Students are instructed to know capital city, Jaipur. This lesson takes under cultural heritage topic because lesson describes many national heritage and national identity related things which are in the Jaipur like: History of Jaipur, Hawamahel, Jantar-Mantar, Albert hall museum, Amber fort etc.

Lesson No: 9, Activity No: L: Learn about the folk dance (English VI, SL 64).

Students are instructed to learn about the folk dance of Rajasthan. There are different types of folk dance like: Kalbelia dance, Chari dance, Bhavai dance, Gair dance etc.

Lesson No: 11, Activity No: L: A letter from friend (English VII, SL 57).

It asks the students to study this lesson carefully. This lesson is about the Hadoti region. The name come from Hadi rani. The story of Hadi rani is given here. Hadi Rani sacrificed her life for her mother land. Some popular fair of this region are also describe in the lessons. The history of this region is also given.

Lesson No: 15, Activity No: L: The glory of ancient Indian science (English VII, SL 83).

Students are instructed to read the lesson with attention to know the glory of our ancestors. It gives the information about civilization of Harapp and Mohen-jo-daro, earlier scientists like; Shushruta and he was plastic surgeon before 26 centuries, Charak was the first physician etc.

Lesson No: 1, Activity No: P: Chittor (English VIII, SL 1).

It asks the students to study this poem carefully. This poem is about the delineation of the age old immortal glory of Chittorgarh, where the Rajput warriors fought against the Moghuls; the illegal trespassers who ventured to usurp the territory of Chittorgarh and sacrificed their lives for the sake of their holy motherland.

Lesson No: 6, Activity No: L: The brave lady of Rajasthan (English VIII, SL 33).

Students are instructed to read the lesson. It gives the information about patriotism. She gave the poisoned food to the enemy soldiers. There is nothing in food, to prove it, she eat poisoned food and her infant also gave that food too. She sacrificed her and her beloved infant life for the nation. All the soldiers eat the food and died there.

- **Child centred education**

Lesson No: 10, Activity No: 5: Compose rhyme (English VI, SL 74).

Students are instructed to read the given nonsense rhyme. Recite and then compose such rhyme by students.

Lesson No: 12, Activity No: 4: Tell the class about visit to a historical place (English VI, SL 90).

It asks the students to tell the class about their visit to a historical place.

Lesson No: 3, Activity No: 1.2: Complete the sentences (English VII, SL 74).

Students are instructed to complete the sentences. These sentences are from the poem.

Lesson No: 4, Activity No: 6: Prepare from the west material (English VII, SL 25).

It asks the students to prepare a good number of such items which are made from the waste material like mentioned in the textbook. Students are free to take the help of their friends or family member for prepare such things. They should prepare at least five things.

Lesson No: 1, Activity No: 24: A visit to the Fort of Chittorgarh (English VIII, SL 5).

It asks the students to visit the fort of Chittorgarh and higher guide. Guide gives information about the fort and get some information by personal observation. Students are instructed to write about a visit of the fort of Chittorgarh.

Lesson No: 3, Activity No: 2C: Correct the misspelt word (English VI, SL 18).

It asks the students to correct the words which are misspelt.

- **Active and creative capabilities**

Lesson No: 2, Activity No: 5: Write in diary (English VI, SL 16).

It asks the students that they may be heard saying 'Duty is divine'. It also asked to students that do they execute this in their life. Write in the diary the activities that were assigned to: out of these activities how many were completed and how many remained incomplete.

Lesson No: 3, Activity No: 4: Look at the picture and describe it (English VI, SL 22).

Students are instructed to look at the picture and describe it to their friend. Students can use the given clues.

Lesson No: 2, Activity No: 4: Work in group, discuss with partner (English VII, SL 15).

It asks the students to work in group. Discuss Vidya could fulfil her desire to go to school with the partner and also discuss how Vidya would have felt there? After the discussion write her experiences in paragraph form.

Lesson No: 3, Activity No: 3.3B: Write five sentences about best friends (English VII, SL 19).

Students are instructed to write five sentences about their best friends.

Lesson No: 2, Activity No: 5: Write a diary about visit to a zoo and express the feelings. (English VIII, SL 13).

It asks the students to write about visit to the zoo. Students enjoyed watching the animals in the zoo. Students ask to write a diary about the visit to a zoo and express their feelings.

Lesson No: 5, Activity No: 5: Write a notice (English VIII, SL 32).

This activity is based on imagination. It asks the students to imagine. Each of them is Secretary of the Sports Club of their school. They should write a notice for informing the students about the sports events to organize in the school ground next week.

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

Lesson No: 4, Activity No: 5B: Write a notice (English VI, SL 32).

It asks the students to imagine that he is Sports Secretary of his school and selection of Kabaddi team is to take place next week. So he writes a notice for inviting the names of the students.

Lesson No: 6, Activity No: 3: Write a letter (English VI, SL 46).

It asks the students to write a letter to their friend. The content of the letter is based on Maharana Pratap. Some clues are given. Students use it and write a letter to their friends.

Lesson No: 5, Activity No: 4: Develop conversation (English VII, SL 30).

It asks to the students that they have joined the class seven in a new school and want to participate in the school table tennis team. Develop the conversation with the PTI of the school and describe as how they can be the most proper selection for the school team.

Lesson No: 6, Activity No: 5: How Sheru need to be examined (English VII, SL 36).

It asks the students to write a paragraph on how Sheru need to be examined. Students have to write on the basis of given points. Lesson No: 8, Activity No: 5: Write a brief life sketch of any national or regional hero/heroine (English VIII, SL 53).

It asks the students to write a detail life sketch of any national or regional hero/heroine from the history of Rajasthan.

Lesson No: 9, Activity No: 5: Make a slogans upon “Beti Bachao, Beti Padhao” (English VIII, SL 61).

Students are instructed to collect and make some slogans upon “Beti Bachao, Beti Padhao” and also prepare a charts, flash cards and posters.

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

Lesson No: 1, Activity No: L: Read the conversation (English VI, SL 1).

Students are instructed to read the conversation. It is about Health and Hygiene. This is in a dialogue form between teacher and students.

Lesson No: 3, Activity No: 2A: Play with words (English VI, SL 20).

Students are instructed to look at the word ‘teacher’ and see how many words they can make from the word.

Lesson No: 12, Activity No: 3: Fill in the blanks (English VII, SL 69).

Students are instructed to fill in the blanks of these sentences choosing suitable models from the brackets.

Lesson No: 14, Activity No: 3: Look at the picture (English VII, SL 80).

It asks the students to look at the pictures. These pictures are described prepositions.

Lesson No: 13, Activity No: 3: Teacher recite and student follow (English VIII, SL 86).

Students are instructed to recite the lines after teacher

Lesson No: 14, Activity No: 4: Speak a few sentences about the places which they have visited (English VIII, SL 94).

Students are instructed to work in the group. The class divide in two groups and ask them to speak a few sentences about the places which they have visited.

- **Learn through direct experience**

Lesson No: 14, Activity No: 5B: Fill the application form of bank account (English VI, SL 105).

It asks the students to open an account with the Children’s Bright Future Bank. The application form for open an account in the bank is given and students fill it. So they get experience and aware of how to fill up the original form for open an account in the bank.

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: 4, Activity No: 4: Visit public place (English VII, SL 24).

It asks the students to visit public place like school/ bus stand, etc. Students ask the question they are dirty or not. If they are dirty then find out the reasons and speak in the class. Students also give advice or discuss what they can do to keep the public places clean.

Lesson No: 4, Activity No: 6: Prepare from the west material (English VII, SL 25).

It asks the students to prepare a good number of such items which are made from the west material. Students are free to take the help of their friends or family member for prepare such things. They should prepare at least five things.

There is no any activity under this topic in the textbook of standard eight.

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

Lesson No: 5, Activity No: 5A: Tick the correct alternative (English VI, SL 35).

It asks the students to tick the correct alternative. There are two MCQ type questions. Students select the right option from it.

Lesson No: 6, Activity No: 1: True or False (English VI, SL 41).

It asks the students to say whether the given statements are True or False. They write T for True and F for False in the given brackets. There are five sentences from the lessons.

Lesson No: 1, Activity No: 2.1: Correct the misspelt words (English VII, SL 4).

It asks the students to correct the spelling which are misspelt. There are five spelling. Each has some mistake so student find it out, correct it and write down the correct spelling.

Lesson No: 3, Activity No: 2.2: Rearrange the letters to form meaningful words (English VII, SL 18).

It asks the students to rearrange the letters in such a way so that make a meaningful words out of it. There are six words. Each word rearranges and makes proper spelling.

Lesson No: 1, Activity No: 2: Match the words (English VIII, SL 1).

It informs the students that there are two columns. There are five words in column 'A' and students find out the rhyming words of them from column 'B'.

Lesson No: 2, Activity No: 1: Tick the correct alternative (English VIII, SL 9).

It asks the students choose the correct option. There are MCQ type questions. Each question has four options. Students select the correct answer from options.

- **Team work**

Lesson No: 3, Activity No: 2B: Work in pair (English VI, SL 21).

Students are instructed to work in pair and try to make as many words as possible with the word 'surprise'. After making words, find out its meaning.

Lesson No: 8, Activity No: 4: Work in group (English VI, SL 63).

It asks the students to work in group and read the said words. The main thing is to find out the difference in the sound. If students face any difficulty teacher help them. The words are- Share, Chair, Shine, Chain etc.

Lesson No: 2, Activity No: 5: Prepare a list of the children from their locality who do not go to school (English VII, SL 15).

First of all the class divide in four group and each group prepare list of the children from their area who do not go to school. Students should also mention the reasons of their not going to school. Share the rules of RTE with parents of such children with the help of teacher.

Lesson No: 8, Activity No: 5.1: Discuss and write why conservation efforts need to be encouraged (English VII, SL 46).

Students are instructed to work in group, discuss and write why conservation effort need to be encouraged. Students present their point of views for what can students do to aid conservation effort.

Lesson No: 14, Activity No: 4: Speak few sentences about the places which they have visited (English VIII, SL 94).

Students are instructed to work in the group. The class divide in two groups and ask them to speak few sentences about the places they have visited.

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

Lesson No: 1, Activity No: 3: Read the given sentences (English VI, SL 6).

It asks the students to read the given sentences. Students have to pay attention on the use of 'A', 'An' and 'The'.

Lesson No: 2, Activity No: 5: Write in diary (English VI, SL 16).

It asks the students that they may be heard saying 'Duty is divine'. It also instructed to students that do they execute this in their life. They write in the diary the activities that were assigned to: out of these activities how many were completed and how many remained incomplete.

Lesson No: 7, Activity No: 3: Read the poem (English VII, SL 39).

The whole class is divide in the two groups and read the poem about a careless boy.

Lesson No: 4, Activity No: 1.2: Answer the questions (English VI, SL 23).

It asks the students to give the answer of the questions. There are seven questions.

Lesson No: 3, Activity No: 4: Tell about Pannadhai's sacrifice (English VIII: Second sem. SL 20).

Students are instructed to tell the story which they heard about Pannadhai's sacrifice and also explain how she saved the prince.

Lesson No: 5, Activity No: 56: Write about the queen Padmini of Chittor (English VIII, SL 41).

Students are instructed to take the help of the teacher and familiar with the information about the sacrifice did by the queen Padmini of Chittor and then write about the great queen Padmini.

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

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

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

There is no any activity under this section in the textbook of standard six, seven and eight.

3. COMPARISON

Table 1: NCF points' average table

NCF Point No.	Standard 6	Standard 7	Standard 8	Average
1	4.35	5.41	1.19	3.65
2	00	00	00	00
3	9.32	7.43	3.57	6.77
4	1.86	2.70	1.79	2.12
5	00	00	00	00
6	1.86	2.03	5.36	3.08
7	91.30	77.03	93.45	87.26
8	13.04	11.49	9.52	11.35
9	13.66	11.49	10.71	11.96
10	85.09	69.59	79.17	77.95
11	1.21	3.38	00	1.54
12	60.25	43.92	63.69	55.95
13	3.73	8.78	0.60	4.37
14	88.20	73.65	83.93	81.93
15	00	00	00	00
16	00	00	00	00
Percentage	81.25	81.25	75	

Analysis of the English textbooks of standard six, seven and eight of Rajasthan is showed that standard six and seven are on the first place. The percentage of standard six and seven is 81.25. Standard eight is on the last place with the 75 %. This is the standard wise percentage of NCF. All the standards are followed NCF as or above 75%.

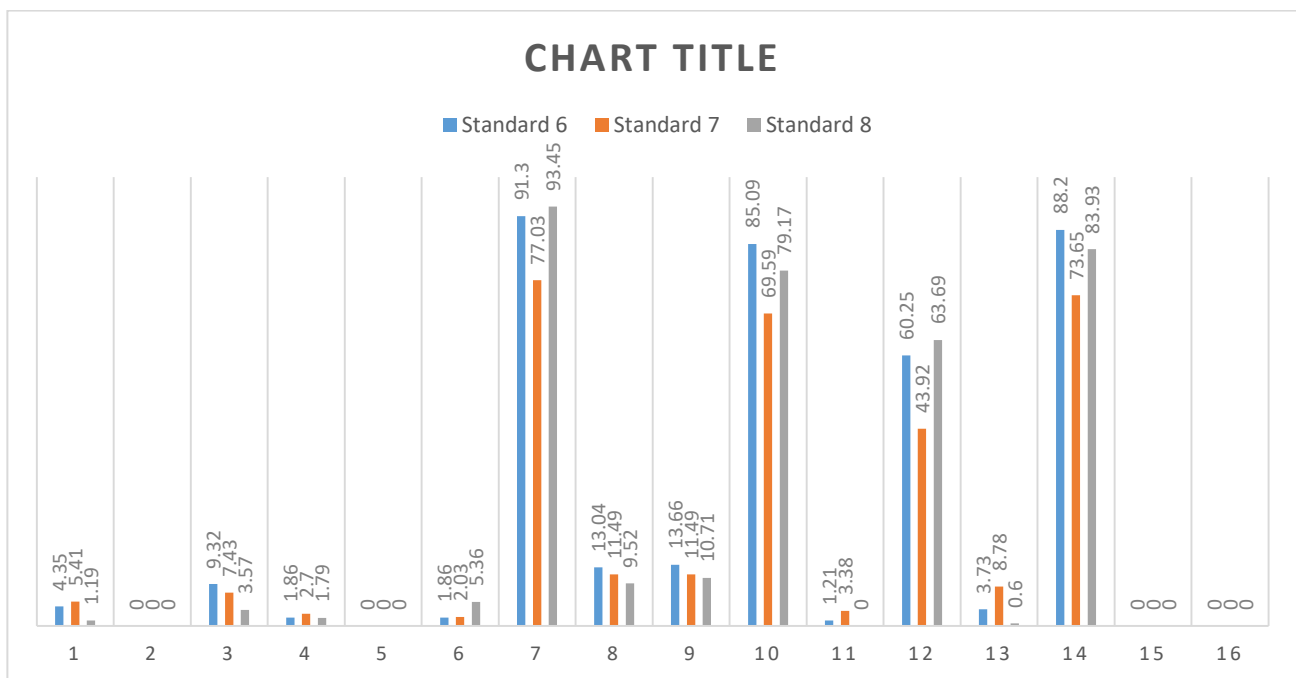


Fig. 1. NCF points' average graph

4. 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, seven and eight of Hindi medium which is published by Rajasthan textbook board in the light of NCF 2005. Textbooks of English are evaluated in light of parameters which are selected from NCF-2005. Sixteen parameters are used to evaluate the English textbooks of standard six, seven and eight. English textbooks of standard six, seven and eight have all the qualities or it is as per the NCF-2005's suggestion except three parameters in standard six and seven. There are four parameters absents in standard eight. At the end of the paper only said that said textbooks are very good and textbook preparation team work really good to follow NCF.

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