Chapter - 6

Analysis of NCERT English textbooks prescribed at the Secondary and Senior Secondary Level of the Aligarh Muslim University using Teachers’ Questionnaire
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A teachers’ questionnaire was designed to find out teachers’ perception about the English textbooks, their teaching methodology and the issues they have with the prescribed textbooks. This questionnaire contains ten questions. (See Appendix-2)

The questionnaire was distributed to sixteen English teachers of the Aligarh Muslim University schools.

Analysis of Teachers’ Questionnaire

Findings

Q. 1. Do you think socio-cultural issues are raised in the prescribed text books?

It is important for the young students to have some awareness about the issues prevailing in the society and the outcomes of such issues. Majority of teachers agree that socio-cultural issues are present in the prescribed English textbooks.
Q. 2. *How far do these issues align with the level of students?*

It is essential to include the issues in the textbooks keeping in mind the level of the students. What the students will grasp in class remain in their minds. This will either lead them in the positive direction or negative thoughts will occupy their minds. The above pie chart indicates that the issues in the English textbooks are mostly not according to the level of the students.
Q. 3. *Are you satisfied with the socio-cultural issues addressed in the textbooks in terms of objectivity, moderation and tolerance?*

The discussion regarding the socio-cultural issues in class needs to be impartial. Such discussions should not hurt the sentiments of students belonging to any religion, caste or culture. This is a major task for the teachers. As the above pie chart indicates teachers are mostly satisfied with the socio-cultural issues addressed in the textbooks in terms of objectivity, moderation as well as tolerance.
Q. 4. Do you discuss or highlight the moral tenor of the lessons?

The lessons should have a message to impart and this message needs to be discussed in class by teachers. The above pie chart indicates that the majority of teachers do discuss the moral thrust of the lessons.
Q. 5. Do you encourage discussions on these socio-cultural and moral issues?

In every class, students come from different social, economic and cultural background. A discussion clarifies the doubts that exist in their mind. If the teachers encourage discussions on social and cultural issues, students will have a positive effect as the doubts which they have will get clarified and they will be able to interact with other classmates in a better way. According to the above pie chart, the result is satisfactory as all the teachers encourage discussions on these issues.
Q. 6. Is it sometimes awkward to discuss some of the issues in a class of students who belong to different social and cultural background?

Majority of teachers agree that it is awkward to carry out discussions in a class where students are from different social and cultural background. This is a task for the teacher to talk about different issues in a way that nobody gets hurt or takes offence.
Q. 7. Do students raise such issues?

It is the understanding and interest which encourages students to raise questions regarding issues in class. Sometimes students feel reluctant or the text is not clear. According to the above pie chart, majority of students do not raise questions regarding social and cultural issues.
Q. 8. How far do you think students take interest in discussing these socio-cultural issues?

According to the majority of teachers, students take only some interest in discussing social and cultural issues in class.

Q. 9. If you were to revise the text books, which social, cultural or moral issues you would like to include?

- Inequality
- Social intolerance
- Human Relationships
- Global Unity
- Values and moral based issues
- Interfaith understanding
Q. 10. Are the text books marred by promiscuity, fundamentalism, xenophobia, chauvinism or ethnic superiority?

The English textbooks have been found partially marred by promiscuity, fundamentalism, xenophobia, chauvinism or ethnic superiority. This is the basic reason behind the failure of positive messages to be imparted to students. Despite the efforts made by teachers, differences among the students on the basis of religion, caste and background have not been decreasing. There is a need to include lessons after thorough checking.
In order to develop awareness about socio-cultural issues in the classroom, teachers should raise and discuss these issues. This depends upon how much textbooks focus on them. If textbooks contain such issues according to the level of the students, it becomes easier for the teachers to discuss them in class. Teachers should always be impartial while discussing such issues in class, as it leads to healthy discussion. But what is required is the satisfaction of the teachers regarding the objectivity, moderation or tolerance observed in the prescribed textbooks.

What is more important is highlighting and discussing the moral tenor of the lessons. Lessons with messages always need to be included in the textbooks as students learn more in the classroom as compared to any other forum. Their doubts regarding issues will be clarified and their thinking about them might change. They will be able to interact more with their classmates as well with the people around them outside the class.

Most of the times, students feel reluctant in raising issues or discussing them with their classmates in class. The reason could be many. Either the text is not clear to them or they fear that their classmates might laugh at them.

The prescribed textbooks are marred at places, by xenophobia, fundamentalism, chauvinism, promiscuity and ethnic superiority. Syllabus designers should be more careful and sensitive.

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