## DESCRIPTION OF THE COURSEBOOKS

<table>
<thead>
<tr>
<th>Section</th>
<th>Coursebook</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>1</td>
<td>Gujarat</td>
</tr>
<tr>
<td>4.2</td>
<td>2</td>
<td>Karnataka</td>
</tr>
<tr>
<td>4.3</td>
<td>3</td>
<td>Punjab</td>
</tr>
<tr>
<td>4.4</td>
<td>4</td>
<td>Maharashtra</td>
</tr>
<tr>
<td>4.5</td>
<td>5</td>
<td>Tamilnadu</td>
</tr>
<tr>
<td>4.6</td>
<td>6</td>
<td>West Bengal</td>
</tr>
<tr>
<td>4.7</td>
<td>7</td>
<td>Orissa</td>
</tr>
<tr>
<td>4.8</td>
<td>8</td>
<td>Uttar Pradesh</td>
</tr>
<tr>
<td>4.9</td>
<td>9</td>
<td>Kashmir</td>
</tr>
<tr>
<td>4.10</td>
<td>10</td>
<td>Kerala</td>
</tr>
<tr>
<td>4.11</td>
<td>11</td>
<td>Rajasthan</td>
</tr>
<tr>
<td>4.12</td>
<td>12</td>
<td>NCERT</td>
</tr>
</tbody>
</table>
CHAPTER FOUR

DESCRIPTION OF THE COURSEBOOKS

As pointed out earlier in the previous chapter, the process of evaluation of a coursebook also includes a description of the textbook. The investigator undertook to describe each coursebook in terms of the language covered, practice materials, situations and the other features. Following Dr. Tickoo's opinion that frequency counts do not always help in determining the quality of the material, the investigator concentrated on the other aspects of the coursebooks. The descriptions of all the twelve coursebooks are presented in the following sections.

4.1 Coursebook 1 (Gujarat)

Title: English Reader Class V

Language: The teaching points are in the form of structures and content words. In the initial lessons, these are presented through pictures. Later on situations are used. Language items include pronouns, articles, adjectives, apostrophe, question-
forms, prepositions, have/has.

Practice: Each lesson is followed by exercises which are in the form of substitution tables, completion, look and say, rearrangement, true or false, and matching.

Situations: Initial lessons are in the form of pictorial illustrations with the objects such as ball, bat, top, bell, bench, belt, ribbon, etc. Later situations like the family, an old aunt, magic, market, classroom, picnic, etc., are used.

Other Features:

(i) There is not a single picture in colour.

(ii) Every five lessons are followed by a Revision Section which includes materials to practise the language items previously learnt. This section also contains explanation of function words and structures in Gujarati. The book is an odd mixture of structures and formal grammar.

(iii) There are two lessons in the book which are different from the rest. Lesson 14 is based on a magic show where the element of guessing is fruitfully exploited. Similarly, in lesson 22, Anil is hiding behind the door and his mother is trying to guess by asking questions like, 'Is he in the bed-room?'

(iv) Lesson 16 is based on classroom situation which reads rather artificial. For example,
A boy: Sir, I am here. You are there.
Anil: Good! You are there. I am here. My cap is on my head, Your book is on your desk.
4.2 Coursebook 2 (Karnataka)

Title: Pupils' Book Class V

Language: Language materials consist of structures and content words related to classroom objects, animals, colours, market and village life. It also includes a few loan words such as car, stamp, shirt, pin, van, etc. Constructions include demonstrative pronouns, personal pronouns, present continuous, prepositions, co-ordinators, etc.

Practice: There are very few exercises given in the book. There are 3 items for completion on page 12, 2 questions on page 16, completion items on page 29, read and draw exercise on page 32, riddles on pages 33 and 38, true or false on page 35, and blank filling on pages 52 and 56. All the exercises are form-based.

Situations: The first 12 lessons are based on pictures. Later, situations such as the post-office, bus and train journeys, village scenes, river-bank, family and road-side scenes are used.

Other Features:

(i) The most prominent item in the book seems to be the present continuous tense. It is used in lessons 7, 10, 13, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 29 and 30.

(ii) There is a genuine exercise on page 29 which requires the learner to draw/paste his own picture and describe himself.
4.3 Coursebook 3 (Punjab)

Title: English Reader Class VI

Language: The language items consist of the structures such as articles, demonstrative pronouns, personal pronouns, possessive pronouns, present continuous, prepositions, commands, introductory, there, simple past, and past continuous, and the content words related to classroom objects, animals, transport, games, playthings, farm, dresses, festivals, etc.

Practice: It is pointed out in the Note to the Teacher that 'the exercises have been designed to reinforce the new words and grammatical items.' These are in the form of look and say, completion, substitution tables, and transformation.

Situations: The initial lessons are in the form of pictures and phrases based on them. Lessons 4 to 8 give isolated sentences along with pictures, and the remaining lessons are based on the situations such as the farm, the playground, the classroom, the family, the bazaar, celebration of the Independence Day, and the Hola Mohalla.

Other Features:

(1) The book introduces 3 tenses: the present continuous, the simple past, and the past continuous.

(ii) The book, as pointed out in the Foreword, aims 'to depict the cultural heritage of Punjab' and to reflect 'the current thinking on education at the national level.'
4.4 Coursebook 4 (Maharashtra)

Title: English Readers Class V

Language: The language items consist of the structures such as demonstrative pronouns, personal pronouns, forms of to be, prepositions, the present continuous, articles, the simple past, the simple future, introductory there, and can to show ability. The content words are related to birds and animals, colours, household objects, parts of the body, market, etc.

Practice: There are drills and exercises at the end of each lesson. These are in the form of substitution tables, completion, transformation, and rearrangement. Practice material in the book is form-focused.

Situations: The earlier lessons are in the form of pictures and sentences based on them. Later, situations such as games, classroom, market, household work, visit to a village, etc., are used.

Other Features:

(i) Apart from the grammatical exercises, the book contains labels like the past tense, countable nouns, negative sentences, etc.

(ii) There are situations where the language sounds artificial. For example,

Miss Pandit: Write them in your notebooks, please.
What are you writing?

The Children: We are writing sentences.
Miss Pandit: Where are you writing them?
The Children: We are writing them in our notebooks.
(iii) The book contains sentences which may sound odd. For example,
Those are your eyes. (p. 17)
The child is running from the dog. (p. 45)
The sky is dark then. (p. 82)
You can sit in a bus and see the city. (p. 87)

4.5 Coursebook 5 (Tamilnadu)
Title: English Reader Class III

Language: Language items consist of structures and function words such as demonstrative pronouns, personal pronouns, forms of to be in the present tense, the present continuous, the articles, prepositions, and questions with who, what, where. The content words are related to classroom objects, birds and animals, parts of the body, fruit and vegetables, transport, hobbies, etc.

Practice: The initial exercises are in the form of 'look and say.' Later, completion, substitution tables, finding the odd man out, and riddles are used to give practice of the form. The book does not contain any materials for pair/group work.

Situations: It is pointed out in the Introduction that the situations used in the book are 'within the range of the experience of the pupils.' These are based on the classroom and the school, children's activities, and hobbies.
Other Features:

(i) In the Note To The Teacher, it is stated that 'the language of the Reader is strictly controlled' and it will help in 'the process of developing in the pupils all the four linguistic skills.'

(ii) The book is printed in italic joined script and contains exercises to practise the cursive form.

(iii) There are attractive pictures full of colours.

(iv) It contains exchanges which may sound odd.

For example,

Cow : Where is my calf?

Man : I am your calf. (p. 38)

Horse: Are you beating me?

Man : Yes, I am. (p. 39)

4.6 Coursebook 6 (West Bengal)

Title: Learning English Class VI

Language: It is significant to note that the lessons in this book are based on language functions such as giving directions, warning, asking for information, describing, stating facts, etc. The words are related to classroom objects, colours, birds, animals, cooking, family, seasons, games, shopping, etc.

Practice: It is pointed out in the Introduction that the main purpose of the tasks and activities is to help the students
'Start using English as soon as possible.' The book contains new-type exercises like crossword, speech bubbles, read and draw, map-reading, completing charts and application forms, collecting information from a time-table, guessing activity, etc. The tasks and activities are meaningful and use-focused.

Situations: The situations used in the book seem to be interesting and realistic. It is pointed out in the Introduction that the book aims at making the 'learning enjoyable.' The situations are based on the classroom, public places, geography, weather, family trees, farm, shopping, etc.

Other Features:

(i) This is a function-based coursebook, and its main concern seems to be language use.

(ii) The first draft was reviewed at the workshops for teachers and materials producers conducted by experts from Britain.

(iii) The writers have made a conscious effort to make this book 'different from any other English textbook used by the West Bengal Board of Secondary Education before.'

(iv) It contains games, riddles, tasks, problems, and activities for pair/group work.

(v) Language control is relaxed, and the conversations sound natural.

For example,

Shekhar: What's your father's name, Rajib?
Lila: Thank you, shopkeeper.
Shopkeeper: Thank you, little girl.

4.8 Coursebook (Uttar Pradesh)
Title: Basic English Reader Class VI

Language: The book contains structures and sentence patterns such as demonstrative and personal pronouns, possessive, articles, forms of to be, prepositions, present progressive, simple past, imperatives, and 400 words related to classroom objects, fruits, birds, occupations, colours, games, etc.

Practice: It is pointed out in the 'Note to the Teacher' that the aim of this book is to teach and practise structures and sentence patterns. Lessons 1 - 5 contain pictures for 'Look and Say' exercises. The other exercises are in the form of completion, labelling, replacement drill, matching, and transformation.

Situations: Initial lessons are based on pictorial illustrations, and some of the pictures are thematic. The other situations are related to kite-flying, children at play, family, fishing, village fair, railway station, the city of Kanpur, national leaders, and a farm.

Other Features:
(1) The book contains an introduction which gives the objectives of the course.
(ii) It emphasises writing skill, and contains exercises based on transcription.

(iii) In addition to the exercises at the end of each lesson, it gives about 50 pages of drill and exercises.

4.9 Coursebook 9 (Kashmir)
Title: New Jawahar Primer Class V

Language: The language items are personal pronouns, articles, demonstratives, simple present, have-has, prepositions, and the words related to birds, fruits, animals, relations, parts of body, etc.

Practice: The book contains exercises only in the form of translation.

Situations: Most of the lessons are in the form of isolated sentences. There is a lesson on the cow, and one on Gandhiji and one on Jawaharlal.

Other Features:

(1) This book is based on formal grammar and translation.

(ii) Most of the lessons are in the form of words and their meanings in Hindi and Urdu.

(iii) There are grammatical mistakes such as, 'Let the get wet' (p. 11), 'There was a old crow' (p. 24), 'June is hot month' (p. 31).
4.10 Coursebook 10 (Kerala)

Title: Kerala Reader Class IV

Language: The book includes function words and structures such as the demonstrative and personal pronouns, questions with what, present progressive, and imperatives. The vocabulary items are related to classroom objects, parts of the body, birds, animals, playthings like ball, kite, doll, etc.

Practice: Most of the exercises are matching type where the learner is required to look at the picture and supply the word or the sentence. There are several exercises in the form of completion or fill in the blanks. The items are form-focused.

Situations: Lessons 1 to 12 are based on pictures, and contain isolated sentences. Lesson 13 uses connected sentences to describe a boy and a girl. Lesson 14 is based on the family situation. Lesson 17 is in the form of a thematic picture and its description.

Other Features:

(1) The book has a structural framework.

(ii) The exercises included in the book have a limited range.

(iii) It includes 5 rhymes which are printed with stress-marks on the words.

(iv) The pictures are interesting and colourful.
4.11 Coursebook 11 (Rajasthan)

Title: New English Readers Class VI

Language: The book contains personal and demonstrative pronouns, inverted and wh-questions, articles, prepositions, present progressive, simple present, going to for future, simple past, and the words related to classroom objects, animals, games, household objects, colours, hospital, and dresses.

Practice: No language exercises are given for the first 10 units. The remaining units have comprehension questions, matching, true-false, completion and multiple choice test items.

Situations: Units 1 to 10 are in the form of pictorial illustrations with isolated sentences. Units 11, 12, 13 contain connected sentences describing people and places. The other situations are related to the bus-station, village, family, school, and fair. Units 27, 28, 29, 30 are in the form of stories.

Other Features:

(i) The book has a structural framework.

(ii) It contains 10 rhymes. It also contains a chart of phonetic symbols on page 74.

(iii) New words are listed at the end with pronunciation and meanings. The pronunciation of English proper nouns are also given.

(iv) Each lesson is properly illustrated.
4.12 Coursebook 12 (NCERT)

Title: My Family and Friends Class VI

Language: The book contains language items such as personal and demonstrative pronouns, articles, questions with who and what, prepositions, present progressive, apostrophe, going to for future, simple past, and the past continuous. The words are mainly related to occupations, playthings, hospital, kitchen, farm, animals and birds.

Practice: Exercises are in the form of activities. These are mainly completion, look and draw, puzzles, matching, replacement, finding out the missing parts, and multiple choice.

Situations: Conversations in initial lessons are based on occupations, family circus, hospital, kitchen, bazaar, school, and farm. Lessons 19, 20, 21 and the revision lessons are in the form of stories. Two lessons are based on the places of interest, and one lesson is about Gandhiji and Lal Bahadur Shastri.

Other Features:

(i) It is pointed out in the Introduction that the book aims 'to develop communicative skills.'

(ii) It also aims 'at making the teaching and learning of English a stimulating experience.'

(iii) The writers have pointed out that they have tried to present the items through 'real life situations.'
Most of the lessons are in the form of conversations.

The illustrations are interesting and imaginative.

Several lessons contain elements of fun.

Lesson 22 is based on an interesting activity in the form of a language game.

The book does not exercise a rigid language control.

Greetings and formulas are appropriately used in the lessons.

After describing the coursebooks in some detail, it was necessary to undertake their evaluation. The investigator approached ten raters with a request to evaluate the coursebooks using the rating scale (see 3.5). Their ratings on each aspect of the coursebooks are presented in the next chapter. In addition, it includes the investigator's interpretation of the raters' assessment.