

CHAPTER-5

DATA ANALYSIS, INTERPRETATION & DISCUSSION

5.1 Introduction

The two textbooks were critically analyzed by the researcher keeping in mind the different parameters to be judged in accordance to the research objectives and henceforth the research questions formulated for the study.

In the present chapter, the analysis of the CBSE and GSEB textbook carried out by the researcher has been presented separately followed by the comparison of the opinions of the teachers towards the two textbooks. The analysis has been presented as under-

5.2 Unit wise Analysis of GSEB School Textbook of Standard VIII

Unit -1: A RUPEE GOES A LONG WAY

There is pre task in the lesson where teacher asks to describe about different sweets is based on the demo method. It is a story written in simple, lucid style. In this story the background is presented of the rural area so by this the students are able to understand the situation and the living style of the village or country side. In the lesson importance has been given to the money. The length of the lesson is appropriate. The theme of the lesson focuses on the Indian culture. The lesson provides appropriate balance of the four skills. Grammar points have been presented with easy examples and explanations. In this lesson importance is given to the equality, sharing and moral value.

Unit - 2 MY WATCH

The present lesson is about the device watch. The lesson is all about scientific device and the bonding of the humor. The lesson is written in the past continuous tense. The lesson is about the person who has watch and the background presented in the lesson is of Europe. The lesson is about the watch and time in the watch. Here the writer criticized the persons who are curious to make working things dysfunctional. The lesson is about the machines and the

interference of the machines in the common life of individual. The length of the lesson is appropriate. There is no picture presented in the lesson. The lesson has been written in the dialogue conversation. Glossary is not enough. The lesson talks about that nowadays human value are lesser than the time. The exercise given in the lesson is focused on the LSRW skills.

Unit - 3 THE PRESENT UNIT IS DIVIDED INTO TWO SPEECHES.

SPEECH ONE - ON OWNING BOOKS

The present lesson is written by William Phelps. The present lesson is focused on the books and how books play important role in the life of the students is described in the lesson. The lesson is written in the simple present tense. The lesson is focused on the LSRW skills. Here books are presented as the greatest sources of the knowledge. The questions in the exercise are comprehensive so the students can share their own views. Importance is given on ELT. Grammar points have been presented with easy and useful exercises. No pictures are there in the lesson.

SPEECH TWO - NATURE AND HUMAN LIFE

Before the second speech begins there is a pre task in the lesson. In pre task, speaking and writing task have been given. In the present lesson or speech two the writer of the lesson has talked about the natural sight around the college campus. Through this the writer has given importance to the nature. Here in speech two the writer O.V.Raman talks also about the importance of women education. Here nature around the campus of any institute is presented as the inspirational one. The lesson focuses on that only education is not important but there should be equal importance to the feelings, senses, respects and emotions. By overall development of the individual one can achieve or get success. In the exercises there is focus on the LSRW skills. Exercises are there on Direct and Indirect Speech.

Unit -4 A POEM

THE TABLES TURNED AN EVENING SCENE

The present poem is written by the one of the great nature poet William Wordsworth. Here Wordsworth talks about the importance of the nature are more than book. Only bookish knowledge is not important but the real life experience is more important is presented in the presentation. The glossary given in poem is not enough. Exercise of the poem is focused on comprehension.

Unit -5 MY GREATEST OLYMPIC PRIZE

The lesson is about the Olympic Games. The present lesson is about the sportsman spirit. The lesson is written in the past tense. No picture or illustration is there related to Olympic game. There is proper focus on the LSRW in the lesson. The lesson talks about two athletes of long jump and how one of the German athletes helps one African athlete named Jesse. Here the lesson teaches the students that how two different people help one another. There is activity given in the exercise. Glossary is not enough in comparison of the length of the lesson. The lesson tries to develop feeling of equality amongst the students. Exercises in the lesson are focused on the LSRW skills.

Unit -6 ADVERTISEMENTS

In this lesson there is a picture but the quality of the picture is not good. The theme of this chapter is the affect of advertisement on the human life. LSRW skills is used in the exercise is appropriate.

Unit -7 JIM CROW

The story Jim Crow is about a crow whose name is Jim. The lesson is written in the past tense. There is black and white picture in the lesson that is not of good quality. The lesson teaches the students that like humans live with freedom the animals and birds also like to live their life with freedom. Glossary is not enough. The exercises given in the lesson are appropriate which are focused on the LSRW skills.

Unit -8 FOOD CHAIN STORY

The lesson teaches to the student that how one smallest insect can play major role in cycle of the food chain so through this lesson the student can learn not to harm any insects or other creatures. Black and white picture is there but the quality of the picture is not good. Exercises are appropriate and LSRW skills are used in exercise. Glossary is not enough in the comparison of the length of the lesson.

Unit -9 INTERVIEW WITH THE POTATO

In the lesson different types of the potatoes have been described. The chapter has been presented in the form of an interview. The length of the lesson is appropriate. No picture is there in the lesson. Exercises given to the students are appropriate. In glossary there are only two words which are not enough as per the length of the lesson.

Unit -10 TRAVEL BUG

The present lesson is about the travelling of people at the different places and the information that people use different languages in the different places. The length of the lesson is appropriate and glossary is also sufficient.

Unit -11 A POEM

I LOVE A TREE

The poem portrays love towards nature. The poem is simple in language so the students can easily understand the poem. Exercises are given in comprehension. Glossary is not enough in the comparison of the length of the lesson.

Unit -12 HEART

The present lesson is written on the heart that how heart plays major role in the human body. The theme of the lesson is scientific. The lesson is about the health so that the students may learn to keep themselves healthy and how smoking, tobacco chewing and alcohol can affect working of the heart. Glossary is not

enough in the comparison of the length of the lesson. LSRW skills are there used in the exercise. No picture of heart is presented.

Unit -13 KALPANA CHAWLA

The life of the Kalpana Chawla has been presented in the lesson and how she becomes an astronaut. How Kalpana Chawla had converted her dream into the real life through her hard work is presented in this lesson. This may help the students to increase their work to convert their dreams into reality. No picture of the Kalpana Chawla is there in the lesson. Glossary is sufficient. Exercises have been given keeping LSRW skills in centre.

Unit -14 THE LAWYER AND THE GHOST

The present lesson is written by the famous novelist Charles Dickens. This is the short story by Charles Dickens and it talks about a man who gets himself free from the ghost. Picture is presented in the lesson is not very good the picture is not so much visible. The length of the lesson is appropriate. There is focus on the LSRW skill in exercise.

Unit - 15 THE BRIDGE - BUILDER

No pre-task, no picture and no glossary are there in the present poem. The poem is written on the bridge that how two lands or two places are connected through the help of the bridge. The bridge presented in the lesson is not only about the bridge that is created of the material things but it is the bridge of the human thought and feelings. In the present lesson only comprehension exercises have been focused. Through the comprehensive exercises the students present their own views and thus they can construct their own meaning.

Unit - 16 FATHER, DEAR FATHER

The length of the lesson is enough as per the requirement of the content. Here in this lesson a boy named Rahul writes a letter to his father. Through this lesson the letter writing skills of the students can be developed. Here through this lesson students are able to write letter and also develop their writing skill. The lesson is focused on the writing skill of the students. Exercises given in the lesson are focused on LSRW skill.

Unit -17 WHY THE FISH LAUGHED

In this lesson old folk tale is presented. Here in this lesson the son of warrior saves his father through his intelligence. The lesson is a bit lengthy. Picture is there in the lesson which is appropriate. The lesson teaches to the students that how our intelligence useful to us in our critical situation. Glossary is not enough and LSRW skills used in the exercises.

Unit -18 A POEM

NO MEN ARE FOREIGN

The theme of the poem is focused on the equality and how we humans have to live together is presented in this poem. The concept of the poem is the whole world is like a family. In the present lesson only comprehension exercises are there. Through the comprehensive exercise the student present their own views and thus they construct their own meaning.

Unit -19 THE STRANGER

This is a play and the play is all about Christmas and the stranger. The content of the lesson is lengthy. How different situations suddenly bring changes in our life is showed in the lesson. Glossary is not enough in the comparison of the length of the lesson. LSRW skill is there in the lesson. The exercise is focused on the comprehensive type of questions.

Unit -20 MEETING CHALLENGE OF THE CHANGE

There is pre task is presented in the lesson. The length of the lesson is appropriate. Here in the present lesson the writer talks about the challenges that how we human are fail in at point but at that point we have to come out with positive attitude and thus how we have to solve or reach to towards the success. There is pre task the present lesson.

Unit -21 A POEM

THE MICROBE

The present poem is written by Hillare Belloc. No pre-task is in the beginning of the lesson. The present poem is about the microbe. The poetess describes that how she sees microbe with the help of the scientific device microscope. The poem is about the scientific devices and how to use these devices in the real life is presented by the poetess. The exercise is focused upon the comprehensive questions.

Unit -22 THE SECRET DIARY OF ADRIAN MOLE

Length of the lesson is appropriate the lesson is all about diary written by Adrian Mole. Through this lesson students can learn to write their own diary. The glossary given at the end of the lesson is not enough. Focus is on writing skills.

Unit -23 A POEM

SONG OF THE SKYLOOM

The present poem is written on the earth and sky. The poem is all about the nature and how earth helps us to live life. Here in poem there is figure of speech is used which is the Apostrophe. No picture is in the poem.

Unit -24 ON NOT ANSWERING THE TELEPHONE

The length of the lesson is appropriate. The lesson is about the machines in the modern world and how machines become the part of our life is presented in the lesson. The exercise is focused on the LSRW skills.

Unit -25 THE PASSIONATE SHEPHERD TO HIS LOVE

The present poem is written on the shepherd and his love. How the shepherds live their life has been described by the poet. How they peacefully their life is showed in the lesson. There is no picture in the poem. Comprehensive exercise is presented in the exercise.

SUPPLEMENTARY READING

Unit -1 SEETA AND HANUMAAN

The present lesson is about Seeta and Hanuman. Glossary is not enough as per the length of the lesson. Comprehensive exercise is presented in the exercise.

Unit -2 MIRACLE AT THE MONKEY MIA

The lesson is about the different animals like the monkey, whale and many other animals are presented in the lesson. In the lesson the writer has described different animals like Dolphin, Elephants and many other animals so the students are able to know about these animals. Glossary is not enough as per the length of the lesson.

Unit -3 WHO KNOWS IT? - OUR PASSION FOR INFORMATION

In the present lesson the writer of the lesson talks about our passion for information. The length of the lesson is appropriate. The content of the lesson is focused the LSRW skills. The glossary is given not enough in the comparison of the length of the lesson.

Unit -4 THE CASE OF THE MISSING WILL

The lesson is so lengthy that the students may feel boredom. The glossary is given not enough in the comparison of the length of the lesson. The exercise given in the lesson is more focused on the comprehension so that students can present their own ideas and views.

5.3 CBSE Textbook Analysis Chapter Wise

Unit -1 THE BEST CHRISTMAS PRESENT IN THE WORLD

The theme of the lesson is war time. The length of the lesson is appropriate, here in the lesson there is discussion of the boy that how the soldier play football and play war and all quarrel. The theme of the lesson is presenting wartime, values, love, respect. In the begging of the lesson boy want to buy something on the occasion of the Christmas and he wanted he buy a old table. In that table he found letter and in that letter a soldier had written his life during the wartime that how

they were living in war and this letter he has written for his wife and then the boy went to that lady's home and gave her that letter and the lady had received the letter which is her best Christmas gift forever. The exercise is focused on the LSRW skills. There are three pictures given in the lesson and these pictures illustrate the main things in the content.

POEM- 1 THE ANT AND THE CRICKET

Here is the poem where how the laziness of the human or any creature or living thing affects to the life. Here in this poem there is a cricket which is the creature of laziness and in the winter how he was suffering for the food and it went to the ant and asks for some food and the ant had told that she is not going to help it. Here the poem talks that how the laziness of any one put him or her in trouble. The exercises of the poem focused on LSRW skills. There is a picture of the ant and cricket so that the students are able to understand and also able to identify the insect like cricket.

Unit -2 THE TSUNAMI

In the pre task there is a color picture given in the beginning of maps. The lesson is about tsunami that occurred at the different places of the Asia. The lesson is focused on the calamities that occurred in Asia and how tsunami had damaged Andaman and Nicobar is described here in this lesson. The theme of the lesson is about the natural calamities here in this lesson there are three pictures presented and thus how it showed the effect on the natural calamities in the life of the common people. LSRW skill is used in the present lesson. Vocabulary or the glossary is enough and the lesson is illustrated effectively so the students like to read it or learn it.

POEM-2 GEOGRAPHY LESSON

The present poem is about all geographical view. The poem presents that human like to live near by the river, pond the place where they can get these things easily. We human like to live near by the natural sites but at the same time we harm these natural things. The Mother nature or almighty has made no difference in

the world but its we human being who have imparted the differences in terms of religions, geographical boundaries etc . That's why the all the problems which we face in this world are more or less man-made. Present poem teaches to the students that how we humans have created boundaries for ourselves. The apt exercises are given that justify the objectives of the poem.

Unit -3 GLIMPSES OF THE PAST

The present lesson is about the event happened in the past of the Indian history. The lesson is in the form of the pictures. In this lesson there lesson is divided in the 9 different historical events. First event is "THE MARTYR" here in this event there is picture of function and Lata Mangeskar sing song and Nehru and other people are their listening song. 2nd event is "THE COMPANY'S CONQUESTS" here in this event there is picture and some sentences are written with picture. British rule on India is described here in this lesson. How in Indian history different event takes place is described in the lesson. How they fights against the English man is presented in this lesson. The present lesson is full of pictures and illustration is given. Exercise is given in the lesson is direct to indirect speeches.

POEM-3 MACAVITY: THE MYSTERY CAT

The present poem is written by best critic, poet named T.S.Eliot. The present poem is about a cat the macavity cat which is normally found in Scotland. How this cat is mysterious is presented here in this poem. How is the appearance this cat is presented here in the poem and also there is picture given so the student can see picture and comes to know that how she looks. How this cat is run away is explain here in this poem the present poem is all about. Exercise is present in the poem is comprehensive. There is pre task in the lesson.

Unit -4 BEPIN CHOUDHURY'S LAPSE OF MEMORY

The present lesson is about the man named Bepin Choudhury that how he thinks that he forget his memory and how his one of the friend make him fool during the whole lesson. And how Bepin Choudhury is belieles that his memory is lost is presented in the present lesson. Here the theme of the lesson is that we have to be helpful to other. How one of the friends of Bepin makes him fool and realized

him that it is better to help to others. The length of the lesson is appropriate. Here exercise given is based on past tense. LSRW skill is focused in the lesson and activities also present in keeping LSRW skills in focus.

POEM-4 THE LAST BARGAIN

This poem of Tagore is about bargain. Bargain is something where both parties to do something for each other. Here king wants to hire a man for working but he rejects for working. Money cannot buy every thing – this line has been illustrated in an artistic way through the poem. Exercise given in the poem helps as appetizer for the poetry.

Unit -5 THE SUMMIT WITHIN

The present lesson is about the man Sumit who climb Mount Everest. How he works hard for this is presented in the present lesson. Sometimes he feels so much tiredness even though he continuous his climbing. His body is tired but his mind is not. Here through this lesson student can develop their self confidence and they can work and they can come to know how we feel after achieving our goal. How Sumit had convert his desires into his real life by his hard work. Here students learn that our goals how ever it is so difficult if we work hard we would be success. So student develop their thinking and think positively that any goal can be achieved with the hard work. Here in this lesson there s two pictures and one of the pictures is of the man itself who climb Everest Sumit and the other pictures are also relevant. Exercise given in the lesson is appropriate and there is focus on the LSRW skills in the lesson.

POEM-5 THE SCHOOL BOY

The school boy in the poem is not a happy boy. What makes him unhappy? The monotony the lethargy at the school irritates him the most where as the natural surroundings appeals him most the contrast between the artificiality and neutrality has been highlighted in interesting manner. The exercise is some how restrict the student to explore the vast meaning of the poetry.

Unit -6 THIS IS JODY'S FAWN

The lesson talks about how one boy Jody saves and how he saves life of a fawn is presented in the lesson. How a small boy goes to the forest and went to the forest and save that life is presented. Penny the father of Jody's life was saved by dear but the dear dies so the boy feels pity towards the fawn and he wants to take that fawn to his house so he decide to go in the forest and he went to the forest and finds that fawn. Here in this lesson the writer talks that we have to help others and save the life animals even. The length the lesson is appropriate exercise given in the lesson is appropriate. Direct and indirect exercise is presented in the present lesson. Picture of the fawn is also present in the present lesson. Glossary of the lesson the lesson is appropriate.

POEM-6 THE DUCK AND THE KANGAROO

The present poem is about hopped of the two friends they are Kangaroo and Duck. Kangaroo want to hopped the world and duck wants to join him but due to dirty legs of the duck kangaroo do not allow duck. But later on the duck told to kangaroo that it will carried socks with it and kangaroo is ready for hopped with duck. Thus how in the present poem poet teaches or wants to tell through the poem that we have to be adjusted with situation. The exercises are given that justify the objectives of the poem.

Unit -7 A VISIT TO CAMBRIDGE

Here in the present lesson there is the meeting between Firdaus Kanga and one the worlds' greatest scientist Stephen Hawking. This is the story of a meeting two extraordinary people, both of them disabled or differently able how Firdaus Kanga takes interview of the Stephen Hawking is presented here in the present lesson. How they live there life is presented in this lesson and how they live there life differently. Both of them are own the living their life on the wheel chair. How they meet in the Cambridge is presented this lesson and how Mr. Firdaus interview of Stephen Hawking is presented here how Hawking feels has problems to answer but even though he reply to Firdaus. Here this lesson is tells us that there is two disabled man. The length of the lesson is appropriate and there is LSRW skill is used in the exercise. Here in the lesson there is picture of the both the man.

POEM-7 WHEN I SET OUT FOR LYONNESSE

The present poem is written by Thomas Hardy who once visited parish to supervise the restoration of a church. Here in this poem when Hardy goes to Lyonesse and how he comes back with memories of that place. How he feels the power of the Lyonesse is presented in the poem. There is no picture in the poem. Glossary presented in the poem is appropriate.

Unit -8 A SHORT MONSOON DIARY

The present lesson is written by the Ruskin Bond. Ruskin Bond is one of the writers in the English literature. Here the present lesson is about the Monsoon season and Bond described the beauty of the monsoon in the present lesson. How seed grows in the monsoon is presented in the lesson. The early monsoon rain is described in this lesson. How to write the diary this skill may develop through this lesson. How different types of the flowers are there is presented in the lesson. There is picture presented in the lesson which is appropriate and through these pictures students may recognize the plants given in the picture. How after monsoon winter comes is also described by Bond. Here in the exercise there is present continuous tense is used. LSRW skill is used in the lesson.

POEM- 8 ON THE GRASSHOPPER AND CRICKET

This is a nature poem in it the grasshopper and cricket do not appear as the character in a story. Rather they act as symbols, each suggesting something. This 'poetry of the earth'; that keeps on through summer and winter in never ending song its better if descriptive questions were inculcated within the exercise section.

Unit - 9 THE GREAT STONE FACE-I

The present lesson is about the great stone face and how people of the village attribute story about the face. This face is the creation of the nature. Here mother and son is gazing this face from door is presented. How boy named Earnest was eagerly ask to his mother about the great stone face. Here in the lesson there is character of the Mr. Gathergold that Ernest considered him as the teacher. Later on in the lesson Mr. Gathergold plays major role in the life of the Earnest. And now

the people of the village celebrate their festivals near the great stone face. The length of the lesson is appropriate and LSRW skill used in the lesson.

Unit - 10 THE GREAT STONE FACE-II

The lesson is about the character named Earnest. He was a middle aged man his neighbors thinks that he is a common man but he is an extraordinary person and very popular person. He met to the people and he shared his ideas and views to the people. Gradually he becomes older and becomes a knowledgeable person with his age. He becomes most popular amongst people. Later Ernest meets to a poet who has written a poem. Ernest is symbolized as the Great Stone Face by that poet. Here character of the Ernest is always helpful to the others. The lesson develops the values of helping other. The exercise is focused LSRW skill.

The next part deals with the analysis of the opinion given by the teachers teaching in CBSE and GSEB schools for the respective books of standard VIII

5.4 CBSE Textbook and GSEB Textbook Tables with Percentage

5.4.1 Physical Layout of the CBSE Textbook

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	The price of the textbook is reasonable.	20	80	00	00	00
2	The binding of the textbook is proper.	10	50	10	10	20
3	Printing of the textbook is proper.	10	70	00	10	10
4	Quality of the pages textbook is appropriate.	10	70	00	20	00

The above table shows the opinion of CBSE teachers regarding the physical layout of the textbook. 80percent of the teachers have agreed that the price of the textbook is appropriate and 70percent have agreed that the printing of the textbook and quality of the papers used in textbook is proper.

5.4.2 Physical Layout of the GSEB Textbook

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	The price of the textbook is reasonable.	10	90	00	00	00
2	The binding of the textbook is proper.	00	80	10	10	00
3	Printing of the textbook is proper.	00	80	00	20	00
4	Quality of the pages textbook is appropriate.	00	50	10	40	00

As is evident from the above table for the GSEB school text book, 90 percent teachers have agreed that the price of the textbook is appropriate. Although 80 percent teachers have said that printing of the textbook is proper, 40percent have mentioned that they are not satisfied with the quality of the pages of the textbook.

5.4.3 Content Layout of the CBSE Textbook

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	The textbook contains a variety of content topics.	20	70	00	10	00
2	Themes which are suitable to the social and cultural background of the learners are included in textbook.	20	60	10	10	00
3	The content of the textbook is generally realistic.	00	80	10	10	00
4	The textual materials are able to create and sustain interest of the learners	10	70	10	10	00
5	The objectives of the materials are appropriates to the teachers and the students.	00	90	00	10	00

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
6	The objectives of the material are appropriate to both the teacher and the students.	20	30	20	30	00
7	The content of the textbook is relevant to the need of an English language learner.	00	80	00	10	10
8	The subject and content of the material are challenging enough to motivate the students.	10	60	00	30	00
9	The textbook units reflect contemporary values.	10	60	00	30	00

As is observed from the table, 80 percent of the teachers agree that the content of the textbook. Is relevant to the English language learner.90 percent of them have said that the objectives of the materials are appropriate majority of the teachers, more than 60 percent also agree that the textbook contains a variety of themes which are realistic, diverse and able to sustain interest of Learners, and overall 70 percent teachers are in favor that the textbook units reflect contemporary values whereas 30percent teachers expressed their disagreement on this.

5.4.4 Content Layout of the GSEB Textbook

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	The textbook contains a variety of content topics.	00	60	10	20	10
2	Themes which are suitable to the social and cultural background of the learners are included in textbook.	00	80	00	20	00
3	The content of the textbook is generally realistic.	00	70	20	10	00
4	The textual materials are able to create and sustain interest of the learners.	00	40	20	40	00
5	The objectives of the materials are appropriate to the teachers and the students.	00	100	00	00	00
6	The objectives of the material are appropriate to both the teacher and the students.	00	100	00	00	00

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
7	The content of the textbook is relevant to the need of an English language learner.	00	70	00	20	10
8	The subject and content of the material are challenging enough to motivate the students.	00	50	10	30	10
9	The textbook units reflect contemporary values.	00	60	10	30	00

As can be seen from the above table, 70 percent of the teachers agree that the content of the textbook is relevant to the English language learners. But 40 percent teachers have said that the textual materials are unable to create and sustain interest of the learners and also 30 percent have said that the content of the materials are not challenging enough for the students.

5.4.5 Language Layout of the CBSE Textbook

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	In language layout there is inclusion of different functions.	10	70	10	00	10
2	The materials provide an appropriate balance of the four language skills. (LSRW)	10	50	10	30	00
3	The subject matter given in the reading passage of the textbooks is appropriate and adequate enough to accomplish instructional objectives.	00	90	00	10	00
4	There is appropriateness of language expression for the context.	00	60	00	30	10
5	Grammar points and vocabulary items are introduced in a realistic context.	10	70	10	00	10
6	There is richness of vocabulary.	00	50	20	20	10
7	Language used in the textbook is authentic and real life English.	00	90	00	10	00
8	There is a focus on communicative competence needed at the level.	00	90	10	00	00

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
9	There is use of dialogue for conversation in lesson.	00	90	00	10	00
10	There is use of socially appropriate language.	00	70	00	30	00
11	The Textbook highlights and practice natural pronunciation.	00	90	00	10	00
12	Activities are realistic and purposeful.	30	60	00	10	00
13	The textbook has good number of controlled examples which focus both on accurate and fluent pronunciation.	00	70	10	10	10

As can be seen from the above table, majority of the teachers are satisfied with the language layout of the textbook. 90 percent of the teachers agreed that the subject matter given in the passage of the textbook is appropriate, 70 percent teachers have felt that there is proper balance of LSRW skills and grammar and vocabulary items have been introduced in a realistic content.

5.4.6 Language Layout of the GSEB Textbook

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	In language layout there is inclusion of different functions.	00	80	20	00	00
2	The materials provide an appropriate balance of the four language skills. (LSRW)	10	40	20	20	10
3	The subject matter given in the reading passage of the textbooks is appropriate and adequate enough to accomplish instructional objectives.	10	50	10	20	10
4	There is appropriateness of language expression for the context.	00	60	00	30	10
5	Grammar points and vocabulary items are introduced in a realistic context.	00	50	10	30	10

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
6	There is richness of vocabulary.	10	30	00	50	10
7	Language used in the textbook is authentic and real life English.	00	80	00	20	00
8	There is a focus on communicative competence needed at the level.	00	80	00	20	00
9	There is use of dialogue for conversation in lesson.	10	50	20	20	00
10	There is use of socially appropriate language.	20	70	10	00	00
11	The Textbook highlights and practice natural pronunciation.	00	60	10	30	00
12	Activities are realistic and purposeful.	00	60	20	20	00
13	The textbook has good number of controlled examples which focus both on accurate and fluent pronunciation.	00	70	20	10	00

As is evident from the above table, only 50 percent teachers are satisfied with the language layout of the textbook. 40 percent teachers have expressed that the grammar point and vocabulary item have not been introduced in realistic context. About 60 percent teachers have also opined that there is no richness of vocabulary. Otherwise 70 percent of teachers have agreed that the textbook has good number of examples which focus on accurate and fluent pronunciation.

5.4.7 Task Layout of the CBSE Textbook

Sr.	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	There are task items for teaching of words and phrases.	00	70	00	30	00
2	There is a focus on grammar competence needed at the level.	00	70	00	30	00
3	The grammar points have been presented with easy examples and explanation.	00	70	10	10	10
4	Task layout of textbook provides sufficient practice exercises for language development.	00	80	10	00	10
5	There is inclusion of items of grammar and usages needed for the level.	00	50	00	50	00
6	The textbook has an even distribution of free exercises there are adequate numbers of exercises testing receptive skill: reading and listening.	00	50	00	50	00
7	There are adequate numbers of exercises for testing of receptive skills: reading and listening.	00	70	00	30	00

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
8	There are varieties of function focused tasks	10	80	00	00	10
9	There are exercises for the organization of thought.	10	90	00	00	00
10	There are exercises for analysis and synthesis.	10	50	00	40	00
11	There are information based questions.	10	80	00	00	10
12	For teaching particular unit exercises are carefully presented to realize the objectives of teaching.	20	40	20	20	00
13	The exercises are develop by keeping in mind individual different as ranking from easy to difficult in each lesson.	20	70	00	10	00
14	The activities encourage sufficient communication practice.	10	60	00	30	00
15	The activities incorporate individual pair and group work.	00	70	00	30	00
16	There are challenging exercises given at the end of the lesson.	00	80	00	20	00

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
17	There are exercises for testing the use of verbs forms in different tenses.	00	80	00	20	00
18	There are exercises for using idioms and phrases.	00	80	00	20	00
19	The textbook is appropriate for the language learning aims.	00	80	10	10	00
20	The activities promote creative, original and independent response.	00	80	00	20	00
21	The textbook raises interest in further English language study and I would choose to teach the textbook again.	00	70	10	10	10
22	There are clear explanation and instructions for exercises and tasks.	00	80	00	00	20

When the teachers were asked to give their opinion on the task layout in the textbook 80 percent teachers felt that there were sufficient exercises but at the same time 30 percent teachers felt that still there is scope of inclusion of items of grammar and exercises for testing receptive skills of reading and listening the same time 30 percent teachers opined that there can be more activities for group work also.

5.4.8 Task Layout of GSEB Textbook

Sr.	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	There are task items for teaching of words and phrases.	00	80	10	10	00
2	There is a focus on grammar competence needed at the level.	00	50	40	10	00
3	The grammar points have been presented with easy examples and explanation.	00	60	20	20	00
4	Task layout of textbook provides sufficient practice exercises for language development.	00	70	20	10	00
5	There is inclusion of items of grammar and usages needed for the level.	00	60	10	30	00
6	The textbook has an even distribution of free exercises there are adequate numbers of exercises testing receptive skill: reading and listening.	00	40	20	40	00
7	There are varieties of function focused tasks	00	40	30	30	00
8	There are exercises for the organization of thought.	00	40	30	30	00
9	There are exercises for analysis and synthesis.	00	80	00	20	00

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
10	There are exercises for analysis and synthesis.	00	80	00	20	00
11	There are information based questions.	00	50	20	30	00
12	For teaching particular unit exercises are carefully presented to realize the objectives of teaching.	00	80	00	20	00
13	The exercises are develop by keeping in mind individual different as ranking from easy to difficult in each lesson.	10	60	20	10	00
14	The activities encourage sufficient communication practice.	10	70	00	20	00
15	The activities incorporate individual pair and group work.	00	80	10	10	00

Sr	Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
16	There are challenging exercises given at the end of the lesson.	00	60	10	30	00
17	There are exercises for testing the use of verbs forms in different tenses.	00	40	30	30	00
18	There are exercises for using idioms and phrases.	00	50	20	30	00
19	The textbook is appropriate for the language learning aims.	00	60	10	20	10
20	The activities promote creative, original and independent response.	00	80	10	00	10
21	The textbook raises interest in further English language study and I would choose to teach the textbook again.	00	80	00	10	10
22	There are clear explanation and instructions for exercises and tasks.	00	90	10	00	00

Regarding the task layout in GSEB books, 70 percent teachers felt that there were sufficient exercises but at the same time 40 percent teachers felt there is scope of inclusion of exercises testing receptive skills reading and listening. Also 30 percent teachers felt that more items of grammar and usages can be included as well as more challenging exercises can be added at the end of the lessons.

From the analysis of the opinions of the teachers as well as on the content analysis carried by the researcher himself it can be concluded that the textbook of CBSE and GSEB differ from each other in many respects. Looking at the physical attributes of the textbook, the teachers of GSEB schools expressed their unhappiness towards the quality of papers used in the textbook. The chapters in the textbook of GSEB outnumber those in the CBSE textbook. In CBSE textbook there are only 18 chapters including poems whereas in GSEB textbooks there are 25 chapters and 4 supplementary reading it means there are 29 Chapters. This shows a large difference between the two textbooks despite the similarity in the age and grade level for which they are being used. The textbook of CBSE schools in spite of having less number of chapters contain varied themes, project different values as well as contain lot of pictures and illustrations which are altogether absent in GSEB textbook. Even a chapter on Kalpana Chawla does not include a single picture of the scientist. In such a condition how can students identify and relate with the great personality? Even the glossary is much rich in the CBSE textbook than GSEB textbook. Language used in CBSE books is rich and develops the LSRW skills of the learners. But some teachers still felt that there is still scope of focusing more on these skills. IN GSEB focus on these skills is just satisfactory. In CBSE textbook chapters have been written in past tense as well as present tense such that grammar structures are inbuilt whereas in GSEB textbook focus on such things is there but meager. Tasks are varied in both the books but the teachers felt that the exercises can still be improved in both the textbooks and focusing on individual as well as pair work.

Overall teachers are satisfied with the textbook in CBSE schools as well as GSEB schools but at the same time feel that there is scope of improvement.

After analyzing both the textbooks following suggestions have been put forth for the standard VIII textbook of GSEB schools-

- The number of chapters can be reduced.
- Content matter can be made more interesting by including more pictures and illustration.
- An adequate glossary should be included in the textbook.
- Content should be made more challenging for the students.
- There should be more focus on LSRW skills.