



AN ANALYTICAL STUDY ON VII STANDARD ENGLISH PROSE BY USSE AND OLD TEXTBOOK

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INTRODUCTION

Modern education in India is often criticized for being based on rote learning rather than problem solving. Business Week criticizes the Indian curriculum, saying it revolves around rote learning, and Express India suggests that the students are focused on cramming. On the basis of these issues there is an emergency of introducing innovative educational curriculum for the children to equip knowledge in different ways in reasoning, general mental ability and communication skill. So the Government of Tamil Nadu has taken step to introduce a new and creative curriculum that is known as *Samacheer kalvi / Uniform System of School Education (USSE)* believing that it will reduce the rote learning of school children up to X Std. Based on the present need of educational ideas and thoughts, new curriculum has been implemented in school education system in the recent years. This research investigation pays attention in analysing VII Std Uniform English textbook one Prose Level on par with the old English curriculum of the same class that had been used before USSE system implemented.

OBJECTIVES OF THE STUDY

- To identify the effectiveness of Uniform System of School Education in Tamil Nadu.
- To evaluate the new textbook of VII Std English on prose level.
- To study the merits and demerits of old English VII Std textbook.
- To compare the new English textbook prose on par with the old English prose lessons.
- To understand the uniformity between these two textbooks.

AIM OF THE STUDY

The present study analyses prose lessons of new and old VII Std English textbook.

RESEARCH TOOLS USED FOR THE STUDY

- VII Std Uniform English Textbook.
- VII Std Old English Textbook.

RESEARCH QUESTIONS

1. Is the uniform textbook framed in a way to reduce the rote learning of school children?
2. What are new and innovative teaching and learning methods introduced in the uniform textbook?
3. What are the positive ratings of old English textbook?
4. Are the teachers aware of creative techniques introduced in the uniform textbook?
5. What are differences between old and new English prose lessons?

LIMITATION OF THE STUDY

- The study is limited to VII Std Old and Uniform English Textbook in Tamil Nadu state.
- The investigation focuses only on prose lessons of the two textbooks.

REVIEW OF RELATED LITERATURE

John Lyons (1981) gives us a general account of nature of language and of the aims, methods and basic principles of theory. The sounds of language, grammar, semantics, language change, Psycholinguistics, Sociolinguistics, Language and culture was discussed by him. In addition, the book emphasizes particularly the aspects of human language and pictures how linguists concern connect productivity with traditional humanities and social sciences. "Teaching Culture and Textbook Evaluation in ESL/EFL: an Example of Taiwan's High School Textbook Evaluation", by Liu, Chi-Yang T.(1998), Foreign Language Education, University of Texas at Austin, evaluated the English textbook in the Taiwan High schools with reference to the teaching culture in the ESL/ EFL context.

Wilkins D. (1982) Linguistics in Language Teaching" the book describes that the most important language teachers are probably more conscious of diversity of language learning abilities that their pupils display. It stresses that the language teachers may adopt any method of teaching, since foreign language learning can be considered a matter of both nature and nurture.

Regarding Linguistics in language teaching, the language teacher is entitled to modify what he uses in the light of his different ends. The book stresses that language teaching decisions have to be taken at many different levels defining the goals of learning, determining broad methodological approach, assessing the value of particular techniques and organizing language content. In short, the book extends teaching linguistics is more important than the way language teaching is taught.

M.D. Jeyanthi (2002) in her dissertation entitled “Classroom Interaction with Reference to English Teaching at the Undergraduate Levels” has studied teacher interaction in the classroom, and the degree of student and teacher interaction. She has observed the speech acts of teacher/student. Prose and poetry classes of undergraduate English literature students have been observed and studied in a detailed way.

TEXTBOOKS ANALYSIS

The following tabular column displays the difference between old and uniform (new) textbooks of VII Std English on prose lessons and identifies the advantages and disadvantages of the two curriculum.

(Table 1.1)

UNIFORM ENGLISH TEXTBOOK	OLD ENGLISH TEXTBOOK
<ol style="list-style-type: none"> 1. The title of the lesson is normally introduced on the top of the page with bold and colour words. E.g. Page No.69 2. In most of the lessons one or more preparatory questions are asked before introducing the lesson. E.g. Page No. 45,115. 3. Here in the new text book, some questions are asked along with the paragraphs and blank lines space is provided in the middle of the lesson itself. Page No. 3, 47, 70, 72, 73, 140. 4. Before introducing the prose lesson under unit ‘A NOTE TO THE TEACHER’ is used in the uniform text book. Page No. 1, 23, 44, 68, 91, 114, 139. 5. In the prose dialogues of the uniform textbook, the characters are used in different colours. Page No. 115, 140. 6. At the end of some prose lessons ‘POST READING’ is given in the uniform syllabus. Page No. 120,132. 7. After each lesson there are nearly 4 to 11 questions are asked under the title ‘LET US REMEMBER’ in the uniform text book. Page No. 5, 29, 48, 73 etc. 8. In the uniform textbook, some of the comprehensive exercises do not contain question numbers. Page No. 5, 29, 97. 9. The title of the uniform prose lessons are a) Our tiny co-travellers b) The neem tree c) Inquest of India’s freedom, d) Dreams can come true e) The code of diversity f) Creating the space to be human g) Intelligent use. E.g. content page. 	<ol style="list-style-type: none"> 1. The title of the lesson is normally introduced in different places like, on the top of the page, in the middle of the page, etc with black and bold letters. E.g. Page No.77 2. Here in the old text book without asking any preparatory questions straight away the lesson is introduced. 3. Here in the old text book, questions are not asked in the middle of the lessons. 4. Before introducing the prose lesson under unit ‘COMPETENCIES’ is used in the old text book. Page No. 1, 26, 52, 74, 96, 116,137. 5. In the prose dialogues of the old textbook, the characters are used only in black colour. Page No. 56. 6. At the end of some prose lessons ‘PASSAGE READING’ is given in the old syllabus. Page No. 35, 61. 7. After each lesson there are nearly 6 to 11 short answer questions are asked under the title ‘Comprehension Questions’ in the old text book. 8. All the questions contain question numbers in the old text book. Page No.7, 34, 59 etc 9. The title of the old text book prose lessons are a) Thy need is greater than mine b) Black beauty c) Save water, save the world d) Home they brought the warrior dead e) Anne Frank’s diary f) Co-operate and prosper g) Friend in need. E.g. content page.

INTERPRETATIONS OF THE TEXT BOOKS EVALUATION

To find the advantages and disadvantages of the prose lessons framed in the English curriculum at VII Std; the investigator selected two English textbooks. One is currently used in the present syllabus called uniform English textbook (samacheer kalvi/Uniform System of School Education textbook) distributed to all government schools of Tamil Nadu by Tamil Nadu School Education Department. The other is old English textbook of VII Std English which had been used before the introduction of Uniform System of School Education textbook. For analysis of the study; **prose lessons** from both textbooks were chosen by the researcher.

FINDINGS OF THE STUDY

- The introduction of the lesson on the top of the page with bold and colour letters is to create an interest among students to learn the lessons obviously.
- Introduction of lessons in different places with black letters is not giving good background in the old textbook.
- Introducing preparatory questions before starting lessons allows the children to get into the lesson immediately in the uniform textbook.
- Just commencing lessons straight away in the old textbook does not give way for getting into the lessons soon.
- After every paragraph questions are asked from the passage given and blank lines are provided to answer for the questions and for self-evaluation.
- Self-evaluation questions are not asked after each paragraph in the old textbook. It does not make children to access their comprehension of the lessons.
- In the uniform textbook teachers are advised to follow the guidelines before teaching any prose lessons.
- Competencies are aimed before initiating prose lessons in the old textbook.
- In order to improve the reading skills of children 'post reading' and 'passage reading' are supplied in both the textbooks respectively.
- According to the mental ability and age level prose lessons are provided in the textbooks.
- The general theme of the lessons are about environmental issues, freedom of nation, day to day activities, culture, integration and knowledge developing lessons are provided in both textbooks.

Summing Up

VII Std old English text book is analyzed and components are evaluated it has its own positive ratings in the formation of lessons, prose, poem, non-detailed lessons and grammatical competencies. Despite it has got advantages in imparting knowledge to children. The old syllabus and curriculum was thoroughly criticized citing that it leads the children for rote learning and cramming. Further, it was commented that there is less opportunity in providing reasoning abilities, general awareness, analyzing skills, general mental ability and language skills.

Whereas the uniform English textbook is analyzed and evaluated by the investigator. It was found that the book has been framed based on activities. Provided more self learning lessons, activity based language skills and simplified grammatical competencies. In addition, it was also found that the implementation of contemporary teaching methods, conducting activities on listening, speaking, reading and writing and taking steps to adopt innovative teaching techniques to make children to enhance subject knowledge and communicative competencies in the hands of the teachers. Failing the impact will be more dangerous compared to the old textbook. Hence, introduction of Formative Assessment and Summative Assessment in the contemporary evaluation system should go hand in hand otherwise the learning abilities and comprehension of contents in the existing curriculum will lead the children to be worse. If the ideas and concepts are scientifically followed and implemented in the teaching learning process, it is a welcoming and creative educational proceeding from the uniform syllabus.

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