

Exploring the Essence of Language Skills in NCERT and SCERT Readers of Standard IX and X

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Abstract:

Technological advancement has contributed a lot to the growth and development of education sector. With more and more facilities like smart classes, qualitative and quantitative learning techniques etc. quality of education has also upgraded a lot. Even though the growth is rapid and effective, there are some students despite having passed their secondary education face difficulty in effective communication. Currently, English has developed and established itself as widely acknowledged global language and thus linguistic ability in English appears to be inevitable in every field. In this fast-moving world, the need and urgency of language proficiency is a very valuable asset which can only be acquired through education.

This article is an attempt to find out the effectiveness of modern education system. A study was conducted to find out and evaluate the major problems faced by the school students and examine how the lack of communication skills affect their future. As part of the study, a meticulous examination of text books of ninth standard and tenth standard (CBSE and SCERT) was conducted and it was followed by a survey among students. The study focused on the language skills and its implementation in text books and also its impact in developing the skills among students.

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INTRODUCTION

Language learning is the process of acquiring language for the purpose of communication. The success of an individual is equally affected by his communication skill and proficiency in language. Proficiency in handling a global language is the major factor that is necessary in this competitive world. In the modern world, language transpositions act as a global weapon for the expression of identity. The language learning is enforced by a couple of fundamental features like, listening speaking, reading and writing. They are defined as four basic language skills and varies from individual to individual. It helps students with their interpersonal communication by enabling them to comprehend and then to communicate faultlessly.

The most successful and ideal language learning programme can be considered as the one that incorporates all the contents

for the aforementioned four skills. However, it's generally seen that writing and reading are given more importance when compared to the other two skills. But ideally, for the better acquisition of language and for the enhancement of the linguistic abilities, speaking and listening should be given prominent importance. Henceforth, learners will develop self-confidence to speak in front of a crowd or to address a gathering. Developing vocabulary alone cannot be considered as a successful method of learning. The actual outcome is achieved when one is able to apply that knowledge in real life scenarios and that can be accomplished only through verbal communication.

In modern education system, majority of the lessons become student oriented and scope for enhancing language learning skills are getting higher and efficient every day. Textbook is one of the major instructional materials that is used in the process of language learning. A textbook is designed by a

group of well qualified and educated individuals who properly arrange the lessons in a definite order certifying that it suitably meets all the requirements essential for the learner. It is tightly packed with activities, worksheets and lessons that accomplish the purpose of improving the four macro skills as well as to help enrich the creative skill of the learner. Thus, it is the quality of the textbook that deliver the genuine outcomes at the end. The text book can be of advantage if it is properly used.

OBJECTIVE AND PURPOSE

The main objective of the present study is to make an analysis between the textbook provided by SCERT and NCERT, and to make a comparison between them to see whether the four skills - LSRW are properly distributed in the textbook and to check, whether these activities really meet necessary function to help the students in effective language learning .The textbook is a fine manifesto for enhancing interest in students and provides a freedom of exploration through every genre in the textbook. It covers poetry, prose, fiction, one-act play, grammar and translation through a user-friendly language. As the textbook smother on grammar, it gradually satisfies both the instructors and learners. Listening is a psychological act and listening has a power to transport information both consciously and subconsciously.

Listening is considered as the most necessary skill for language acquisition. The major purpose of the listening skill is to make the learner conscious about different utterances and how it can differ depending on different contexts. Listening exercises provide students with information regarding shifting in tone, intonations, pitch, accent etc. Reading is the process of gaining information and knowledge through written language and letters. Reading is the prominent language learning skill because it chiefly propounds meaning to the language. The framework of meaning is the ultimate product of reading. In surface level, reading provides pleasure for the people. In textbook also, many poems are included to read and cherish. Reading poetry provides a clear-cut understanding of themes, metaphors, alliteration as well as rhyme scheme of the poem. In some units of textbooks extra reading is encouraged to improve the fluency among students. It allows to think and reshape the imagination and creativity of the reader.

Writing is the way of expressing meaning through signs, symbols and words. The process of writing requires not only the knowledge with words but it also calls for the capability to organise and suitably position these words within the sentence structure. Grammar is also an inevitable part when it comes to writing. There should be clarity and accuracy in the writing. The textbook provides a major platform for this skill, because writing is intertwined with most of the activities. Newspaper Report, Diary, letter, Article, character sketch and narration shoot the cognitive development and creative skills in students. In addition to this, reported speech, Synonyms, Antonyms, Tenses and punctuation also enables the students to polish the language and enrich their vocabulary.

Speaking can be defined as the ‘imitation of various sounds’ or words as one tries to articulate by reproducing what they have already heard. Oral communication is considered to be one of the most required skill in the modern world. In the process of speaking, one makes use of their previously learned listening

skill to bring out the utterances enriched with accent, tone, pitch and intonations. Thus, speaking and listening can be considered as an integral part and interrelated to each other. The main objective of speaking tasks is to intensify leadership qualities by encouraging them to discuss in groups, thereby it gradually assists to uphold a generous spirit in them. In this manner maximum participation of students can be ensured to a larger extend.

ANALYSIS

NCERT READER STANDARD IX

The NCERT was established in 1961 to encourage educational research and for the development of a “National Curriculum Framework.” CBSE prescribes the textbook issued by NCERT and it is followed from primary to higher secondary level of education.

The Beehive textbook that is prescribed to the ninth standard is customarily divided into 11 Units giving weightage to LSRW in the text. Almost all the unit of the text comprises of a story and a poem and the final unit introduces a play. Thus, students are acquainted with wide arena of reading. Major poems in the book are “The Road not Taken”, “Wind”, “Rain on the Roof”, “On killing a tree” and “The lake Isle of Innisfree.” All these poems cover the themes of childhood, environmental crisis and nature.

The speaking tasks mentioned in the textbook requires students to join up and work in group or as pairs and to express their ideas, perspective, and to raise question and seek opinions. This enable them to reflect on other’s thoughts and opinions and thus widen their rational and intellectual proficiencies. It also includes activities such as storytelling, enacting a drama and debates etc... Debates are the major tool to magnify speaking skills and to improve their buoyancy in discourse. As they try to prove their conflicting opinion among them it helps not only to advance with their knowledge but also prove equally helpful in developing their assertive qualities.

Writing task mentioned in the textbook include writing diary entries. One such example is to write a diary entry of protagonist in a particular unit, The Little Girl. For this the students should think and rethink from the perspective of that little girl. Hence it elevates intellectual capacity and nurture them to think in multiple levels. At the very beginning of each unit one can find a prequel section called ‘Before you read’ to check how much pre knowledge the learner already has about the subject matter to be discussed. At the end of each lesson also one can find a quotation that helps to expand the critical thinking of the children.

The story in unit one takes us to a cyber-world of virtual reality and virtual classroom. The second unit deals with important personality and the second section of the unit deals with heritage of Indian music. There is a comprehension exercises to inspire children to discover words from inside the text book. Dictionary entries is another noticeable section in the textbook that helps the students to supplement their knowledge with new words, about their adjectives and about how these words can be used in different ways.

The unit four hosts the students to a new exercise of dictation that helps to draw more attention to language form. It also

provides students with more opportunities with peer correction that helps to improve the bond amongst them as well as help to inculcate them with helping value. Unit 5 unbolts a different fun activity to the students, that is, to make comparison among two translations. This enable them to understand that the concepts can be conveyed in different manner and that 'language is not fixed'.

Unit 6 comprises of an exercise that take into account about maps which will help the students to identify more about different geographical landscape in India and about the diverse culture and tradition of each places. This contribute the students with information about the rich cultural heritage of our country. Unit 8 introduces the students to print media. Unit 9 offer substantial material to the pupils regarding indexes. It provides guidelines on exactly how to refer to an index and acquire explicit information. This will benefit the students in inculcating their referencing skill. Unit 10 unseals different category of narrative to the reader that is the travelogue writing. Unit 11 make the learners aware about the theatre and performance by acquainting them with a one act play.

Analysis of different skills mentioned in the text book.

UNITS	LISTENING	SPEAKING	READING	WRITING
1		1	4	5
2		1	5	7
3		2	3	5
4	1		4	2
5	1	2	6	4
6	1	1	4	7
7		2	3	5
8	1	1	4	7
9	1	1	8	3
10		2	3	7
11		2	3	2

Almost 121 activities are provided in the NCERT Beehive Text book recommended for the ninth standard. About 47 activities are dedicated to cater the purpose of improving the reading skill. Almost 54 activities are dedicated to writing and around 15 activities serve to improve the Speaking skill. Comparatively only about 5 activities are dedicated to the listening skill.

NCERT READER STANDARD X

The First Flight is the textbook followed by tenth standard students and it is centred on the new syllabus proposed by the NCERT framework, 2005. In order to ensure maximum learner engagement, the textbook gives more emphasis on supplementing comprehensible rich variety of inputs. Main aim of the textbook is to provide the learner 'a bank of language' that will aid them to form a base for their social communication and to make them able enough to find meaning within the context. The book also presents lessons on variety of genres and cover almost most of the themes.

The text also provides a warm up section for students namely "Before You Read" section. "Oral Comprehension Check" is another section that is made live in the textbook. This will enable instructor to find out whether learner is correctly following the lessons or not. Along with elevating their vocabulary skills, the section "Thinking About the Text" also perform a parallel function that is; to enable the learner to expand their intellectual horizon beyond mere factual thinking. The activities in the textbook shatters the traditional mode of teaching by triggering critical thinking and magnify the cognitive development of the student. Activities for reading, writing and speaking are likewise integrated in the book. Additionally, the book also supplements with guideline for instructor at the commencement of each lesson in the form of "In this Lesson" which is further subdivided into two sections.

Unit 1 of the textbook set forth a systematic study and model of money order to elevate practical skills in future. The unleashing story from the beginning, filled with philosophy of life opens a new dimension of faith and belief. The shaping of grammatical skills begins from the first unit through relative clauses, which asserts them to construct complex sentences. Apart from the technical study, literary terms such as metaphors are embedded to ignite creative legacy and the use of figure of speech is practiced in the poems. The poster-making is introduced by providing an awareness towards environmental issues of contemporary age. The form and structure of the poems are explicitly described through rhyme scheme page deepens the vocabulary and critical thinking.

The Unit 2 embarks a new light and strength to the readers from the autobiography of Nelson Mandela, the Man of wisdom and survival. The hunger of freedom lies heavily on both autobiography and the poem scribbled in the unit. The unit unifies a vast arena of knowledge beyond cultures and language by embarking definite articles and idiomatic expressions for moulding grammar. The importance of reading and listening is ensured through extra reading of poems. The usage of Homophones is given at the end of the chapter.

The Unit 3 is allocated into two chapters and each enforces upon the dreams and aspirations which upholds the spirit of world. The two poems mentors to induce critical thinking and interpretation. The unit is simple and dedicated for reading, apart from it writing exercises are provided to develop the fluency. The usage of grammar is barely witnessed in the unit. The synonyms of Fly is systematically arranged in a square box for memorization. The Unit 4 propels the format of diary and how it influences in the course of writing. The diary of Anne Frank is a critical manifesto of 1940's makes the student to realize hardships and turmoil they faced. The Phrasal verbs, Compound Words, Idioms and Contracted Forms smothers the grammar part of the unit. The poem possesses a simple vocabulary.

Unit 5 and 6 exposes to a contemporary scenario with rich message and students are accustomed to have a deep understanding dealt with the problems of immigrants. The third person narration might be a new and unique idea for the students. In grammar part, only adjectives were familiarised towards the students. Role play is prescribed in the activity to engage students in language learning by delivering their dialogues. Unit 7 render information about the cultural

diversity of India. The second lesson of the unit opens a new genre of writing; the travelogue writing. Even the “Fact file” that is present in the lesson completely portray how a perfect travelogue should be. The writer should also provide information regarding the direction to the place to make their writing authentic.

The Unit also introduces the learner to new usages like Homophones and collocations. Writing also finds a unique room in the unit by incorporating a novel task of drafting an advertisement. In This Lesson, a section present in the text, offers a suggestion to organise an exhibition about diverse regions of our country. This kind of undertakings will benefit the learner to broaden their awareness about the world and thereby provide them with an innovative platform to discuss and share facts and ideas amongst themselves. This will also give them a training to work as a group harmoniously.

The unit 9 is a visual gift for accomplishing creative development and skills. The illustrations of famous cartoonist R K Laxman put forth a golden lustre to the chapter. The art of dialogue making and narrating experiences are prescribed as the main activity. Ballad is introduced to students and encourage to write ballad with fine and proper guidelines. The grammar section is absent in both chapters. One of the additional activities proposed towards the latter part of first lesson is regarding the collage making by amassing different tickets. These kinds of activities provide them with exercises that empower them to classify things accordingly and categorize them.

Analysis of various activities within the text.

UNITS	LISTENING	SPEAKING	READING	WRITING
1	1	1	6	6
2	2	2	3	5
3		2	5	2
4	1	2	2	4
5 and 6		1	3	5
7		2	5	8
8		1	3	4
9		1	2	2
10		1	3	1
11		4	2	2

SCERT KERALA ENGLISH READER STANDARD IX

The SCERT works for the development of textbook and syllabus in the state level. Textbook is formulated and designed by the “Kerala School Curriculum” with the premeditated objective of refining Language proficiency in English and for the improvement of discourse. The creators have consciously tried to include interesting, interactive and stimulating purposeful activities that will make the learning process enjoyable and worthwhile. The National Anthem, The Pledge and Fundamental Duties of Citizens are mentioned in the text book to inculcate students with awareness about their nation.

Just before the commencement of Unit one we can find a dedicated page that give awareness to children about their own rights. This makes them aware about the “Kerala State Commission for Protection of Child Rights.” The page describes about various rights and the responsibilities of students. Helpline access info are also provided at the end of the page to make them familiarise with all this information.

Every chapter begins with a section of questions and a “Read and Reflect” section to check the pre-knowledge of the learner. These kinds of sections can be considered as the icebreaking segment that would capture the interest of the students’ thereby making them more attentive and motivated. The “read and Respond” section requires them to answer questions. This would make the students more attentive since they would be more interested to find the answers. It also helps to boost the concentration of the students. The “About the Author” section provide the students with additional information that would help in expanding their knowledge.

The “Language Activity” in text opens the reader to a wide arena of grammar. It also consists of exercises to progress grammatical skill of the learner. A comic called “Bobo” also finds its place in the text. These cartoon portrayals, helps to improve the vocabulary of the kids as it provides certain connotations and discourses used while communicating. At the end of every unit a “Glossary” is also provided that make the students aware about different words and their meaning so that they can make use of it in the near future.

Unit one is entitled as “Aspire to Win”. The writing activities mentioned in chapter one includes creating a curriculum Vitae, script for announcements and sports commentary. In the second chapter the learner is introduced to writing a blog as an activity in their course book. Other activities include writing a theme song. This chapter also include a puzzle that would help to improve the concentration of students also ensuring a happy playful atmosphere in the learning space. In addition, there are activities that require the students to read and find information from the text, then have a discussion among others, and finally to create a write-up of what their concluding observations are.

Unit two, “Bonds of Love”, opens with a Haiku poem and thus the students are made aware about different kind of poems. The activities for designing posters, performing a tableau are introduced in the first chapter. Grammar such as direct and indirect speech is included. The poetic devices such as imagery, metaphor, simile, personification, alliteration etc. are introduced to the students. This chapter also make the children proficient enough to write a critical appreciation of the poem and they are made to evaluate themselves. This will help the students to identify their weaknesses and thereby improve them. In the third chapter an additional box gives information for extra reference to the learner before they come across it in the text. This will ensure smooth reading without any dilemmas or confusions. The activity mentioned in the chapter make them aware about programs such as “HarithaKeralam”, Organic Farming, Biodiversity Park and Swatch Bharat Drive. This chapter also make them aware about how to do a talk Show through an activity and about creating a picture album. Grammar also find its significant place in this unit.

Unit 3 is named “Care for the Morrow”. First chapter encourages recitation of poems or songs. This will help to eradicate stage fear. Second chapter opens up a stage for conducting debate and role play. Writing exercises include writing an email and preparing a class magazine. Third chapter encourages writing Notice, speeches, creating posters etc. This chapter also provide a platform for self-evaluation. Grammar is also given necessary prominence like converting instructions to report and also offer exercises regarding tenses.

Unit 4 namely “The Dawn of Hope” opens with a quote of Walt Whitman. The chapter introduces a new term to the knowledge of the children. The chapter also include exercises to write paper for webinars. The writing exercises include preparing a newspaper report, converting a story to a comic strip and then creating a script. The third chapter include activity such as creating a story map, creating greeting cards. Performing radio play and uploading it on YouTube. This kind of activities introduces the children to the digital world. The unit also help to improve the creative skill of the learner by encouraging them to create a picture out if a description given.

Unit 5, “Enlightening Souls” introduces a game for self-analysis. This enable the students to be aware about their own strong qualities. Writing exercises include creating a worksheet, writing a conversation, letter writing, Drafting etc. Subtitles are another activity. This exercise introduces learner to a new category of writing called ‘subtitles.’

Analysis of activities dedicated to each category.

UNIT	LISTENING	SPEAKING	READING	WRITING
1		1	8	10
2		3	12	8
3		1	8	11
4		3	13	14
5	1	2	8	11

SCERT KERALA ENGLISH READER STANDARD X

The Kerala English Reader of Standard 10 encapsulates a bundle of knowledge pouring lessons and activities. The textbook is a unique arena to boost leadership, collaboration and effective communication in every classroom. The lessons are targeting to shoot the interests and to realize the real strategies of life. Digitalization has influenced the curriculum by including QR codes, Gnome and Open shot Video etc... The textbooks are visually pleasing and less stressful, because of the colourful appearance and interesting themes. The textbook is divided into two, each comprising of three chapters, where the themes anticipates and manages the collaborative language learning. Each unit is concluded with a glossary which is, in turn a perfect dictionary to analyse and endorse the learning process. Several questions are fixed in a box at right hand side for deciphering oral communication and writing skills. The grammar is separated from other activities by providing a separate environment. In some chapters extended activities are intertwined for better understanding. The biography of every author inculcates the beginning of the chapter. It helps the students to magnify and pursue the critical thinking and

imagination. Another peculiarity of the text is each chapter begins with interesting note at the top.

The first unit of Part 1 talks about the harmony and relationship within nature and man, but critically points out the unruly and immature role of humanity in destroying it. A haiku poem is entrenched in the commencement as an ice break section for rooting the theme and its function. The first unit gave a prominent role for listening, speaking, reading and writing skills and an advance use of grammar and its usage. The characters, setting and main events are introduced to the children through a flowchart. The activities facilitate a journey for analysing from a different perspectives and connotations. The art of diary and letter making enhances the critical thinking and vitality in students. Preparation of digital poster regarding the environmental issues is a unique activity from the textbook itself. The poetic devices such as personification, alliteration, Images and Rhyme scheme are systematically arranged in a box for comprehending easily. To create a poem is not an easy task, but the unit figure out to frame a poem in the light of events occurring around us. The grammar elements are rich and comprises of synonyms, antonyms, affirmative, negative sentences, punctuation, modifiers as well as adjectives and trained to create sentences by using aforementioned. The unit is a mesmerizing bond and harmony of Mother Nature towards its creation.

Unit 2 is an amalgamation of film and fiction and a platform to learn the memoirs, song and screenplay of great personalities in film industry. The films and its technique are still a magnificent area for the people which is indeed a speculative area of study. The unit commences with the pictures of Charlie Chaplin, Satyajith Ray and AdoorGopalakrishnan, the pillars of world and Indian film industry. Newspaper Report, Informal letter, Debates and Conversation encompasses the main activities with base words. The unit introduces Film terminology where shots, framing, camera angles and movement are discussed. Another activity shoots a set of guidelines which enables to create scripts for short film to magnify imagination and resourcefulness. Sentence construction with auxiliary verbs, noun phrase, verb phrase etc. are introduced with various textual examples. In fact, the whole unit centres upon the visual media which enables the potential participation for learning.

The unit 3 is little bit philosophical yet encompass with wide variety of genres such as anecdote, speech and poem. The unit discusses choices, decisions which frames the harmony of life in each individual. The unit begins with an anecdote, which defines the real-life incidents and its secrets. Diary entry, word web, speech and write-ups. The poem helps the students to identify visual and auditory images as well as to create a new poem. Several guidelines are provided to choreograph a poem at end of the chapter. The activities for enriching grammatical skills is enormously seen in this unit. Closed word classes, Open word classes, Verb suffixes and Adjective suffixes are studied in detail with many examples. A detailed description about the usage of language in both formal and informal expressions is systematically arranged and a detailed introduction towards prepositional phrase is engraved.

The Unit 4 is embedded with three chapters which focuses the different genres such as One act play, short story and a poem which shapes the skills in language learning. The skill of

writing is fortified through the activities such as letter drafting, news report, word web, script writing, reviews and narration. These activities intensify the thoughts to various levels and helps in collaborative learning of language. The grammar gradually become complex form in this unit onwards with reported speech, question tags, contextual clues and idiomatic expressions. Here exercises are intertwined with the aspects of reading and writing. A close reading is the initial task and later the writing purpose is fulfilled. For polishing the speaking skills, debate and elocution are affixed in the activities of curriculum. The students have a chance to reassure the acting skills through enacting the play and conducting role plays on a particular theme.

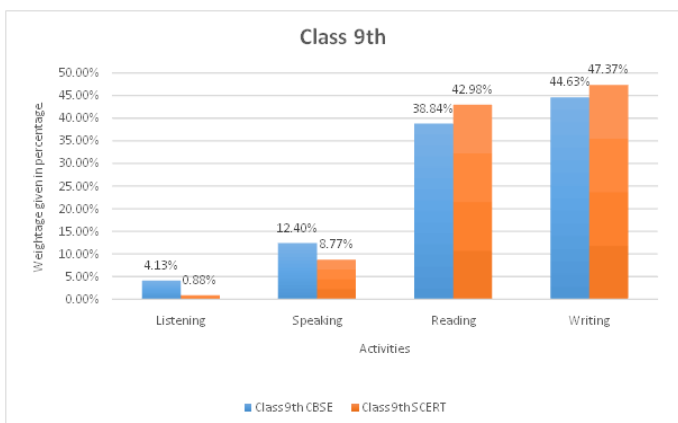
The Unit 5 is the last but not the least which comprises of two short stories and a poem. The unit begins with a priceless quote of Mahatma Gandhi and a description about two Nobel Laureates. The humiliation and harsh realities of childhood is explained through a new lens. One among the activity suggests an alternative ending to the story, something to think creatively. The guidelines for framing magazine, letter, notice, character sketch and thematic parallels are provided. The grammar part smothers through phrasal verbs, active verbs and passive verbs.

Analysis of activities in the text.

UNIT	LISTENING	SPEAKING	READING	WRITING
1	1	4	4	16
2		2	3	9
3	3	2	7	6
4		3	9	16
5			5	11

The text book analysis of NCERT and SCERT readers of Standard IX and X can be represented through graph diagrams.

Figure 1. Graph represents the percentage and different exercises in the textbook of class 9th.



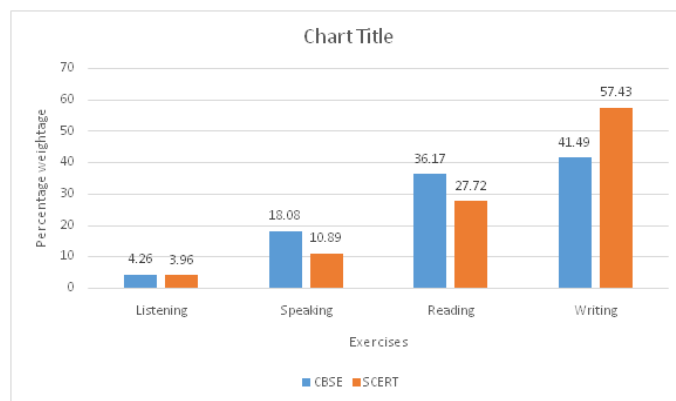
In the following diagram, the blue colour represents the graphical representation of 9th standard CBSE textbook and the orange colour indicates the activities mentioned in the SCERT text. The number of activities prescribed in the book is evaluated in parentage scale and is marked along the y axis while the activities are marked along the x axis.

From the in-depth examination of the text, we can deduce that, the weightage prearranged to each skill vary differently, with more emphasis being given to reading and writing. Out of the complete 121 activities provided in the CBSE text, nearly 44.63% is dedicated to the writing activity. While the reading clasps the second place with almost 38.84% dedicated to it. The text book offers only a minute concentration of exercises for the purpose of speaking which is around 12.4%. And comparatively the least preference is given to the speaking activities which marks only about 4.13%.

Similarly, the SCERT text also shows a parallel pattern. After an exploration of the graph above, we can notice that there is an imbalance among different skills. The maximum concentration is provided for the writing activities which presume to around 47.37% of the whole 114 activities delivered in the text book. Reading is also given much prominence with nearly 42.98% activities dedicated to the purpose of improving vocabulary. While on the other hand, the textcontributeslightest attention to the other two skills. The speakingreaching to about 8.77% and the listeningmerely stretches to around 0.88% indicating that the least significanceis being set to the listening skill.

From the graph it is also noticeable that the SCERT text give more activities for reading and writing than the CBSE text. While on the other hand the CBSE text provide more activities to listening and speaking in comparison to the SCERT text.

Figure 2. The graph represents the percentage and different exercises in the textbook of Class 10th.



The bar graph indicates how the primary skills were classified and distributed in the textbooks of CBSE and State syllabus. The horizontal axis represents the activities prescribed for the students and vertical axis shows the weightage of activities in percentage. The blue and orange shaded area are appropriately divided into CBSE and State syllabus. Looking in closer detail at the graph, it can be observed that activities were arranged and separated in connection with listening, speaking, reading and writing.

In CBSE out of 94 activities, reading and writing were marked as 36.17 and 41.49%, a rather good and impoverished activities were attributed to those skills. The weightage provided for listening is 4.26% and speaking is 18.08%. The graph ensures that, activities were focused a sharp tilt towards reading and writing which eventually rose steadily and reduced the importance of listening and speaking. Similarly, in STATE

syllabus, a massive and dramatic rise of writing and reading skill is witnessed and valued around 57.43% and 31.57% and prominent out of 101 activities. However, listening and speaking skills remained comparatively low as the previous graph with 3.96% and 10.89%.

Through the overall and detail observation of the graph, it is estimated that writing is more considerable and substantial component in the textbook as it remained to be a domain among the others with massive and significant growth and the least preference were provided to listening which possess a slight change from 18.08% to 3.96%. However, the speaking skill stretches in both syllabus with a slight change of 14.12%. The graph follows the pattern of syllabuses and exemplifies its originality and value, but in both syllabuses primary skills were drifted and secondary skills were shot up with a proper relevance.

SURVEY AND ANALYSIS

A survey was conducted for the 9th and 10th standard schoolchildren to accurately evaluate the scenario. The students of Amrita Vidyalayam, Puthiyakavu, Kollam, Kerala following the CBSE pattern and the Sree Krishna Vilasam High School, Kayamkulam following the SCERT text were part of the survey. A questionnaire was provided to the students as part of the survey which comprised of some questions and enquired recommended suggestions by the learners.

A question was asked whether they are confident enough to speak in front of the class room, to which most of the students answered NO. Only a few students responded YES. Another question asked was to enquire whether the grammar was simple or complex. Majority of the students found the grammar to be complex while the rest of the gathering finds it to be simple.

One of the common trend that was observable is that the students who were confident in speaking English found the grammar to be simple, while those that faced difficulty in communication found the grammar study to be a complex one. From this we can deduce the fact that lack of speaking skill is causing a problem for the students with the proper comprehension of the grammar. Learning grammar and applying it in real life dialogues should go hand in hand and the teachers should ensure that the students are following the purpose of learning grammar properly.

The students were provided with the question enquiring to what extent they are confident enough to complete a paragraph without any errors. They were provided with five options; Greatly, Fairly, Moderately, Low and No extend. To this majority of the students responded moderately while only a small proportion responded greatly and fairly. A few responded Low extend as well. From this we can come to the conclusion that despite the fact that majority of the text book activities are dedicated to serve the purpose of improving the writing skills, the students are not proficient enough in this ability as well. They are not even confident that they can complete a paragraph without any errors in them.

Suggestions were asked to the students that they think could enrich their language and many of them suggested that they would be happy to have outside classroom activities and field trip and field activities that would provide them with more

exposure to people, other places different cultures and change in pronunciation at different regions etc. Thereby they can learn from their own conversation with other people and from their own experiences. Another division of children suggested techniques such as storytelling, through which they can be more accustomed to altered articulation of words and sentences.

The survey was a wholesome information regarded to the textbooks and activities. A questionnaire were prepared and distributed to 200 students to analyse the remarks and opinions about the textbook where students got a platform to contemplate and distinguish the merits and demerits of learning.

The survey is comprised of seventeen questions which helped to scale the learning process. The essential sources to enhance the listening skill seemed to be undermined and it is relevant from the data that majority of the students are unaware about language labs and smart classes which improvise their listening skills. The survey shows 20% to 30% of students were apparently ignorant about the above smart classes and language labs. The majority of students were satisfied with the textual activities and ensured enough and proper understandings of the lessons still they remarked that activities failed to overcome the stage fear. The chief activities conducted by the teachers were Critical appreciations, Character sketches, letter and diary writing which foregrounds that students were trained to improve their writing skills. The students insisted that the glossary of the textbook is rich and nurture their vocabulary. The distinguishable feature was students from Amrita Vidyalayam has a special book in order to improve their grammar skills along with their English reader.

A box was provided in the questionnaire for students to suggest a few methods to improve the skills where they demand to conduct skits and drama which polish their language and vocabulary. Some suggested to learn through visual media which encompasses them to learn and memorise quickly. Frequent chances to visit language labs and modification of language labs were the other suggestions. The school authorities were informed and discussed the necessity of skill developments and the role of language labs in that.

Conclusion and suggestions.

The study mainly focused on the evaluation of the activities provided in the textbook used by 9th and 10th standard students in both CBSE and a State Syllabus level in the Kerala Schools and its impact on students. After the close investigation of the constituents in the textbooks, it can be understood that the overall organisation of the book and the themes provided are satisfactory. The subjects and the themes selected for each lesson are also appropriate which the students are able to associate with their real-life circumstances. However, one of the major shortcomings detected is that the weightage specific to LSRW skills differs variedly. The four skills aid the learners to develop their language skills but they are not underlined equally and thus it fails to meet the essential purpose it ought to offer. The writing tasks occupies the supreme position. Less prominence is being accredited to the listening and the reading tasks.

The more stimulating and appealing topics for the speaking skills can be encompassed. This will support to expand their communication skill. Vocabulary should also be given prominent significance so that the students are acquainted from simple to complex expressions that they can make use of in their day to day conversations. The main ability that is expected is to enable them to be efficient enough to speak English confidently, enabling them to communicate with foreigners, to travel and to acquire enhanced professions. For that purpose, more activities should be dedicated to reading and speaking activities. Oral activities must be included to make the students more creative.

Since many of the students find the grammar study to be complex one, interesting and fun activities can be included to enhance grammar learning instead of mere textual exercises. As it concentrated more on secondary skills students lack interpersonal skill and communication skill. Listening and reading are the pillars of learning skill but the study shows that the textbook failed to frame it properly. When the textbook is imparted, teachers give more focus on the activities and treat the text book in an examination point of view. Teachers show more attention for writing as it decides the major portion of their marks. It is said that babies understand and reflect a language through listening and it is surprisingly effective for adults also that, a new language could be imbibed through constant listening. The study shows that, in the textbooks, authenticity, originality and purpose of listening is steadily minimised. Learning is properly divided and transmitted through games and outdoor activities. Thus, language and phonetic drills enables to establish and regulates a clear and furnished pronunciation and inculcates an interest in students which drives the students away from traditional chalk and talk method. Thus, it can be concluded that the NCERT and SCERT can make the textbooks more effective by giving equal importance to the four language skills-LSRW.

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