

Evaluation and Comparison of the English Textbooks of Standard Six, Seven and Eight of Gujarat in the light of NCF

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Abstract: English is a second or associate language in India. But it is fact that English is the most vital language in India. English is used not only for communication with outside world in India but also for interstate and intrastate communication. There have been different commissions and Education Policies were published to improve our Education. NCERT developed NCF in 1975 following the recommendation of Education Policy on 1968. NCERT develops National Curriculum Framework which provides guidelines for developing textbooks and school curriculum. NCF-2005 prepared by NCERT discusses a wide range of issues related school education. So evaluate the textbooks of English of standard six, seven and eight of Gujarati medium which are published by Gujarat state textbook board in the light of NCF 2005. Textbooks of English are assessed with the reference of NCF-2005. Sixteen parameters are used to evaluate the English textbooks of Standard six, seven and eight. English textbooks of these standard have all the qualities or it is as per the NCF-2005's suggestion except one parameter: 'Peace', and standard seven has not any example of 'Making children sensitive to the environment' too.

Keywords: English language teaching, NCF-2005, Evaluation, English textbook

I. INTRODUCTION

English is speaking not only in United Kingdom and United State of America but also in all British colonies. English is utilised as a first and second or foreign language in the world. English rejoice it place in the world. It is the only language which is the largest used in the world. Speaking English is believed as powerful or high class among aboriginal of the colonial countries. Peoples from India who know English frequently blend it with vernacular languages in their discourse. English is also uses as a communicator or a link language among Indians who speak different language. English is most vital in some system like legal, financial, education and business in India.

There have been different commissions and Education Policies were published to improve Education. NCERT published first National Curriculum Framework in 1975 to prepare curriculum and textbooks. One of the main objective of NCF 2005 is overall development of children. NCF 2005 is significant for prepares textbooks so evaluate textbooks of English of standard six, seven and eight of Gujarati medium which is published by Gujarat state textbook board in the light of NCF 2005.

II. NATIONAL CURRICULUM FRAMEWORK

Indian constitution permitted the state government to take decisions regarding to school education incorporating curriculum till 1967. The centre could only facilitate direction to the state on policy subjects. Early effort of National Education policy of 1968 the Curriculum Framework designed by NCERT in 1975 were formulated. NCERT prepared NCF in 1975 subsequent the recommendations of Education Policy on 1968. The country as a whole had a National Policy on Education which imagine National Curriculum Framework as a means of modernising education. NCERT was given the duty of developing the National Curriculum Framework and reviewing the framework at regular times. The first NCF came in 1975 and last in 2005. NCERT develops National Curriculum Framework which offers plans or strategies for developing textbooks and school curriculum. NCF-2005 equipped by NCERT to deliberates an extensive assortment of issues regarding school education.

III. EVALUATION OF TEXTBOOK

Researchers selected textbooks of English of standard six, seven and eight of Gujarati medium which are published by Gujarat state textbook board for the present paper. All the lessons of the textbooks are evaluated in the light of the NCF-2005. Researchers decide parameters from NCF For evaluation.

A. Connecting Knowledge To Life Outside The School

- 1) Lesson No: 2, Activity No: 6: Read sentences and find out which day is indicated (English VI: First sem., SL 25). This activity is about to recognize the different days on the bases of sentences and mention it in the given table.
- 2) Lesson No: 2, Activity No: 8: Find out day on the bases of date (English VI: First sem., SL 27) Present activity is about to do some calculation and find out day from any year on the bases of date.
- 3) Lesson No: 3, Activity No: 8: Project (English VII: First sem., SL 33). Students are instructed to fill up the table with the help of their collected rappers. Students take the help of science teacher and discuss the ingredients. They are harmful or harm less.
- 4) Lesson No: 5, Activity No: 1: Play the game (English VII: Second sem. SL 54). It asks the students to play the 'Fixed answer' and 'Where is my answer' game. Teacher also helps the students to play this game. First of all teacher fixed any one answer by the students after that teacher asks any question to them. Students will give the fixed answer.
- 5) Lesson No: 2, Activity No: 6A: Prepare Lemon Sharbat (English VII: Second sem., SL 21). Students are instructed to see the set of cards which show how to make lemon-sharbat but not mention the instruction for each card. So students write the instruction in the blank at the bottom of the card.
- 6) Lesson No: 1, Activity No: 6B: Plan a quiz for school (English VIII: First sem., SL 11). It asks the students to prepare questions for quiz. Students watch any quiz programme on TV. They listen carefully the instruction for the different round of the quiz at last organize a quiz in the class room.
- 7) Lesson No: 2, Activity No: 8: Project (English VIII: first sem., SL 22). Students are instructed to cut and past the pictures from newspapers, magazines and wrappers to prepare a scrapbook. They compare pictures and write sentences to describe light – lighter – lightest; big – bigger – biggest; tall – taller – tallest etc.

B. Learning Is Shifted Away From Rote Method

Rote learning is a memorization technique base on repetition. The idea is that one will be able to quickly recall the meaning of material the more one repeats it. NCF-2005 decides to shift learning from rote method.

There is no any activity related to rote method.

C. Overall Development Of Children

- 1) Lesson No: 1, Activity No: 4: Prepare attendance register (English VI: First sem., SL 5). Students are instructed to work in group, prepare an attendance register of group members of last one week and make sentences on the bases of register.
- 2) Lesson No: 1, Activity No: 7: Play the game (English VI: First sem., SL 5). This activity bases on teacher's guideline. Teacher will give a chit and in this cheat he will mention, where students should hide themselves. Students hide themselves like no one can find out them. After the inning, each student goes to class and inform where did they hide themselves? This type game doing again and again.
- 3) Lesson No: 3, Activity No: 4: Play the game 'I Say' (English VII: First sem., SL 28). Students are played the game by the teacher. After the game, students read different circumstances which are given and what is students' reaction for the particular circumstances? Students choose the proper reaction from the bracket.
- 4) Lesson No: 3, Activity No: 7A: Fill the information in the table (English VII: Second sem., SL 35). It asks the students to fill up the information in the table. This table is about the information of the students' and their families' everyday life. There are four columns like: self, mother, father and cousin. There are information like: name, reading time, time of going, playing and other activities, time of watching T.V. and sleeping time.
- 5) Lesson No: 4, Activity No: 6A: Play the game (English VIII: First sem., SL 36). It asks the students to play the game 'Have you been unique?' with the help of their teacher. Teacher asks the different questions in the class and students give the answer. If only one student gives the answer, he is a unique.
- 6) Lesson No: 5, Activity No: 4A: What to do and what not to do in the travelling (English VIII: Second sem., SL 60). Students are instructed to read the given table. These are advices about what to do and what not to do in the travelling. It is given by Piyush's grandfather when he is going from Ahmedabad to Mumbai.

D. Making Children Sensitive To The Environment

- 1) Lesson No: 2, Activity No: 5: The Rainbow (English VI: First sem., SL 23). This is a poem about rain and rainbow so it is includes here. Students have to read it.

- 2) Lesson No: 4, Activity No: 2A: Work in group. Answer the questions. Make a plan to celebrate The World Environment day (English VI: second sem., SL 38). It asks the students to give the answer of questions which are asked in the activity. There are five questions related to celebrate The World Environment day. There is no any activity about environment in the textbook of Standard seven.
- 3) Lesson No: 4, Activity No: 4: Solar energy (English VIII: First sem., SL 32). This activity is about the Solar Energy. Information is given about Sun and Solar energy. How it produce and how to use solar energy is also described in this activity. How many ways it useful to the human being is also said in this activity.
- 4) Lesson No: 1, Activity No: 1A: Recite after teacher (English VIII: second sem., SL 1). It asks the students to recite after teacher. This is a poem about one child want to become. Here gives the importance to the natural things and child want to become a tree, fish and mountain.

E. Peace

There is not even a single activity on peace.

F. Strengthen Our Cultural Heritage And National Identity

- 1) Lesson No: 1, Activity No: 13: Find out the information about the great personalities of Gujarat/India (English VI: First sem., SL 16). Students are instructed to refer the textbooks of Gujarati, Social science and science and technology and collect the information of the great personalities of the Gujarat and India. Stick the photograph of them and write two or three lines about them.
- 2) Lesson No: 1, Activity No: 4A: Read the story (English VI: Second sem., SL 6). Students are instructed to read the story. It is about the great Pandavas.
- 3) Lesson No: 4, Activity No: 7: Read and arrange (English VII: Second sem., SL 46). It asks the students to read the given activity. It is about Navratri, one of the famous festival of Gujarat.
- 4) Lesson No: 3, Activity No: 4: Listen and read the story (English VIII: First sem., SL 15). Students are instructed to listen and read the story. This story is about the great king Akbar and his one of the gem Tansen and his guru Sant Haridas.

G. Child Centred Education

- 1) Lesson No: 1, Activity No: 2: See the picture and give the answer (English VI: First sem., SL 2). It asks the students to see the picture and give the answer of the questions.
- 2) Lesson No: 4, Activity No: 2C: Read the sentences. Write your answer (English VI: Second sem., SL 39). It asks the students read the given sentences and write answers.
- 3) Lesson No: 2, Activity No: 6: Complete the dialogue. (English VII: First sem., SL 20). Students are instructed to work in group. They have to complete the dialogue on the bases of the story which is in activity number three. Students also enact in the class.
- 4) Lesson No: 3, Activity No: 5: Give the reply on the bases of sentences (English VII: First sem., SL 29). It asks the students to work in pair. Write P for 'propose', A for 'Accept' and D for 'Decline' based on sentences.
- 5) Lesson No: 2, Activity No: 3: Complete the sentence (English VIII: First sem., SL 14). Students are instructed to look at the pictures. They complete the sentences using the correct words.
- 6) Lesson No: 4, Activity No: 1: See the picture and select the answer (English VIII: Second sem., SL 40). Teacher asks the students to see the picture and select the answers. Three picture of trees and three questions are given and each has three option. Students look at the picture of tree and give the answer.

H. Active And Creative Capabilities

- 1) Lesson No: 4, Activity No: 4: Read the dialogue and prepare the watch (English VI: First sem., SL 38). It asks the students to read the dialogue and prepares a watch as per the instruction.
- 2) Lesson No: 4, Activity No: 6B: Make a plan for school tour (English VI: First sem., SL 42).
- 3) Students are instructed to work in group. They take maps of different places and prepare a plane for school tour.
- 4) Lesson No: 1, Activity No: 5: Discuss in pairs and write your point of view (English VII: First sem., SL 6). It asks the students to discuss in pair and write down which other things are seen by Tejasvini from the sky.

- 5) Lesson No: 3, Activity No: 10C: Write about your recess time. (English VII: Second sem., SL 39). It asks the students to work in the groups. Students write about their recess time.
- 6) Lesson No: 41, Activity No: 1: Take interview of your friend and write it. (English VIII: First sem., SL 2). It asks the students to work in pair and take interview of his friend and write it.
- 7) Lesson No: 4, Activity No: 7A: Use clues and make sentences (English VIII: First sem., SL 37). Students are instructed Vrunda, Ali, Chintan, Anju and Amit have planned a picnic. Students use clues and make sentences.

I. Children Find Their Voices And Nurture Their Curiosity

- 1) Lesson No: 4, Activity No: 10: Explain which things are forgotten by students and their family members (English VI: First sem., SL 45). This activity is about, normally which things are forgotten by different members of family to take with them when they go out from home. Write and explain it in front of class.
- 2) Lesson No: 3, Activity No: 3E: What will you become? (English VI: Second sem., SL 31). It asks the student what they want to become: A Teacher, a Trekking organizer or a Farmer? What will they do then? Students are also given freedom to add their new and innovative ideas.
- 3) Lesson No: 1, Activity No: 12: Imagine a device like flying bicycle, drew its picture (English VII: Second sem., SL 13). It asks the students about their thoughts to prepare a new device like flying bicycle. Students draw the picture of that device. Write parts name in English. Students also mention that which scientific rules use in it.
- 4) Lesson No: 1, Activity No: 5: What questions would they ask? (English VIII: First sem. SL 10). Teacher asks to the students if they met Kanaiyalal Munshi when he was a governor of UP, Which questions would students ask him. Each student has to mention six questions which he would like to ask him.
- 5) Lesson No: 3, Activity No: 7: Write a letter to your friend (English VIII: First sem. SL 28). It asks the students to write a letter to their friend. The content of this letter is about the students' visit of any place. They describe in the letter to his friend.

J. Children Learn In Variety Of Ways

- 1) Lesson No: 1, Activity No: 8: Listen and read the story (English VI: First sem., SL 10). Students are instructed to listen when the teacher reads the story. After that, read the story and friends listen it.
- 2) Lesson No: 3, Activity No: 1: Listen, recite and read (English VI: First sem., SL 28). It asks the students to listen, recite and read the poem which are given in the activity.
- 3) Lesson No: 1, Activity No: 5: Teacher tell the story, listen carefully and do the silent reading (English VII: First sem., SL 5). Students are instructed to listen the story. Teacher tells the story then they do the silent reading.
- 4) Lesson No: 2, Activity No: 1B: Read the passage (English VII: First sem., SL 15). It asks the students to read the passage. This passage is about one of the great Indian leader Shubhash Chandra Bose.
- 5) Lesson No: 2, Activity No: 2: See the picture and study the information (English VIII: First sem. SL 13). Students are instructed to see the picture and study the information. This picture is of Burj Khalifa the tallest building of the world and gives the information about it.
- 6) Lesson No: 3, Activity No: 3: Read the letter (English VIII: First sem. SL 25). It asks the students to read a letter. This letter is written by Tina to her friend Meena. She talks about her visit to two fair, one is village fair and second is trade fair. She shares her experience of both the fairs to her friend Meena in the letter.

K. Learn Through Direct Experience

- 1) Lesson No: 4, Activity No: 5: Note down the time of different watch (English VI: First sem., SL 40). Teacher prepares six clock and gives it to six different students. They stand in different places of classroom. Students go there and note the time of the watch.
- 2) Lesson No: 3, Activity No: 2C: Explain the whole day activities of yesterday, today and tomorrow (English VI: second sem., SL 28). First of all teacher describes his yesterday, today and tomorrow's activities in the class then students also do the same and also mention about tomorrow's planning in front of class.
- 3) Lesson No: 2, Activity No: 4: Play the game (English VII: First sem., SL 18). It asks the students to play the game of 'Fix Answer' and 'Where is my Answer' with the help of teacher. Some sentences are given in the help line for 'Fix Answer' game. Teacher makes two group for the game 'Where is my answer'. First of all prepares a bunch of question-answers and then asks the question and match or find out its correct answer.

- 4) Lesson No: 3, Activity No: 8: Project (English VII: First sem., SL 33). Students are instructed to collect the rappers and on the bases of it complete the table. Student have to write a things like: product name and ingredients. Students take the help of the science teacher to decide the ingredients are harmful or harmless.
- 5) Lesson No: 2, Activity No: 2B: Prepare a rhyme (English VIII: Second sem. SL 13). It asks the students to make similar type of rhyme by replacing the objects and colours given in the rhyme. Students use the clues given in the table. The table have two columns like: Objects and Colours. Students are used this objects and colours and prepare a similar rhymes.

L. Learners To Engage With Concepts And Deepen Understanding, Variety And Challenge And Be Interesting And Engaging

- 1) Lesson No: 4, Activity No: 9: True and false (English VI: First sem., SL 44). It asks the students to say whether the sentences are true or false on the bases of given incident.
- 2) Lesson No: 4, Activity No: 3C: Complete the dialogue (English VI: Second sem., SL 41). Students are instructed to work in pair and complete the dialogue bases on the story which are given in the activity.
- 3) Lesson No: 3, Activity No: 6C: Find out the sentences from the story (English VII: Second sem., SL 34). It asks the students to find out the sentences from the story which are similar meaning of the given sentences.
- 4) Lesson No: 5, Activity No: 2C: Fill the blanks (English VII: Second sem., SL 56). Students are instructed to fill the blanks.
- 5) Lesson No: 1, Activity No: 4: Match the column (English VIII: First sem. SL 9). It asks the students to match 'A' column with 'B'. There are five words in column 'A' and its meaning is given in the column in 'B'. Students match the words with its meaning.
- 6) Lesson No: 3, Activity No: 5: Classify the sentences in the table (English VIII: First sem. SL 27). It asks the students to classify the sentences in the given table. The table has three column- Village fair, Trade fair and Related to both the fair. First column of Village fair just write down the things which are in the Village fair only. The same thing in the trade fair and in the last column of the table students mention the things which are related to both fair.

M. Team Work

- 1) Lesson No: 1, Activity No: 6: Work in group (English VI: First sem., SL 8). Students are instructed to work in group. Do the question answer with the friends and complete the given table and present it in front of class.
- 2) Lesson No: 2, Activity No: 2B: Classify the paragraphs (English VI: First sem., SL 19). It asks the students to work in group and classify the sentences of two different paragraphs which are mixed up.
- 3) Lesson No: 2, Activity No: 6: Work in group and complete the dialogue (English VII: First sem., SL 20). It asks the students to work in group and complete the dialogues and enact it in the class.
- 4) Lesson No: 4, Activity No: 2: See the picture, work in group and describe it in dialogue (English VII: First sem., SL 36).
- 5) Lesson No: 1, Activity No: 3: Solve riddles in group (English VIII: First sem. SL 4). Students are instructed to try to solve riddles in groups then write the answer.
- 6) Lesson No: 1, Activity No: 6A: Work in group and arrange the sentences in proper order (English VIII: First sem. SL 11). It asks the students to work in group. There are some steps to plan a quiz. Students read them and arrange them in a proper order.

N. Attainment Of A Basic Proficiency And Development Of Language

- 1) Lesson No: 1, Activity No: 3A: Listen and read the dialogue (English VI: First sem., SL 3). It asks the students to listen and read the dialogue.
- 2) Lesson No: 2, Activity No: 2A: Classify the paragraphs (English VI: First sem., SL 18). Students are instructed to listen and read these sentences and classify it and write it separately.
- 3) Lesson No: 1, Activity No: 7: Answer the question (English VII: First sem., SL 7). It asks the students to answer the question. There are four descriptive type question. Students have to write in detail.
- 4) Lesson No: 2, Activity No: 3: Read and enjoy (English VII: First sem., SL 16). Students are instructed to read the story and enjoy it.
- 5) Lesson No: 1, Activity No: 4: Listen and read the play (English VIII: First sem. SL 5). It asks the students to listen and read the given play.
- 6) Lesson No: 2, Activity No: 4B: Complete the dialogue (English VIII: Second sem. SL 16). It asks the students to arrange the given sentences in a proper sequence and complete the remaining part of the dialogue.

O. Designers Of Textbooks Provide Guidance To Teacher Regarding Ways In Which The Subject Matter Can Explored

- 1) Lesson No: 1, Activity No: 7: Play the game as per teacher's guidance (English VI: First sem., SL 9). Guidance is provided for teacher in this activity. This activity is about to play the game. Teacher prepares a chit and mentions the place where student should hide. Guidance is given for which type of chit teacher can prepare.
- 2) Lesson No: 2, Activity No: 2: Play the game (English VI: First sem., SL 29). Guidance is given to the teacher about how to articulate this activity properly in the classroom.
- 3) Lesson No: 3, Activity No: 4: Play the Game (English VII: Second sem., SL 34). Here help line is given for the teacher. Helpline is about which types of response and circumstances teacher can use?
- 4) Lesson No: 1, Activity No: 2: Play the Game (English VII: Second sem., SL 13). Which types of chits are prepares for this game is given in the help line. It is very helpful for the teacher.
- 5) Lesson No: 4, Activity No: 6A: Play the game (English VIII: First sem., SL 36). It asks the students to play the game 'Have you been unique?' with the help of their teacher. Teacher asks the different questions in the class and students give the answer. If only one student gives the answer, he is a unique.
- 6) Lesson No: 1, Activity No: 9: Plan for the modernising the village after flood (English VIII: Second sem. SL 12). Students are instructed to work in group and prepare a plan for the modernising the village after flood. The helpline is given for the teacher so he can give proper guidance for the said activity. How to work / develop the present project is mention in helpline.

P. Performing A Small Drama Or Enact A Dialogue

- 1) Lesson No: 4, Activity No: 2: Listen, read and enact the story (English VI: First sem., SL 37). Students are instructed to listen, read and then enact the given story. This story is about the tower clock.
- 2) Lesson No: 1, Activity No: 2B: Read and Enact (English VI: Second sem., SL 3). It asks the students first read the given dialogues and then enact it. This dialogues are about day to day life communication.
- 3) Lesson No: 2, Activity No: 6: Complete the dialogue and enact it (English VII: First sem., SL 20). Students are instructed to work in group and complete the dialogue. After complete the dialogue students enact it in the class room.
- 4) Lesson No: 1, Activity No: 3D: Read the dialogue and enact (English VII: Second sem., SL 3). Students are instructed to read the dialogue silently and then enact it.
- 5) Lesson No: 1, Activity No: 7B: Study dialogue and enact (English VIII: Second sem. SL 11). Students are instructed to work in pairs. Students study dialogues and enact it with their friend.
- 6) Lesson No: 5, Activity No: 1: Enact dialogue (English VIII: Second sem. SL 52). It asks the students to work in pair. They take role and enact it. This dialogue is between customer and shopkeeper.

IV. COMPARISON

Table 1 NCF points' average table

NCF Point No.	Standard 6	Standard 7	Standard 8	Average
1	5.56	9.46	5.30	6.80
2	0	0	0	0
3	15.25	22.30	13.25	16.93
4	1.13	0	1.99	1.04
5	0	0	0	0
6	1.13	1.35	1.32	1.27
7	94.92	97.97	98.01	96.97
8	9.04	11.49	15.89	12.24
9	1.73	10.81	19.87	13.80
10	66.10	70.95	79.47	72.17
11	9.60	14.86	8.61	11.03
12	37.85	40.54	43.05	40.48
13	12.99	9.46	14.57	12.34
14	64.41	89.86	90.73	81.67
15	5.08	12.16	2.65	6.63
16	4.52	2.70	1.90	3.07
Percentage	93.75	87.75	93.75	

Analysis of the English textbooks of standard six, seven and eight of Gujarat is showed that standard six and eight are on the first place. The percentage of standard six and eight is 93.75. Standard seven is on the last place with the 87.50 %. This is the standard wise percentage of NCF. All the standards are followed NCF above 87%. It is a good score.

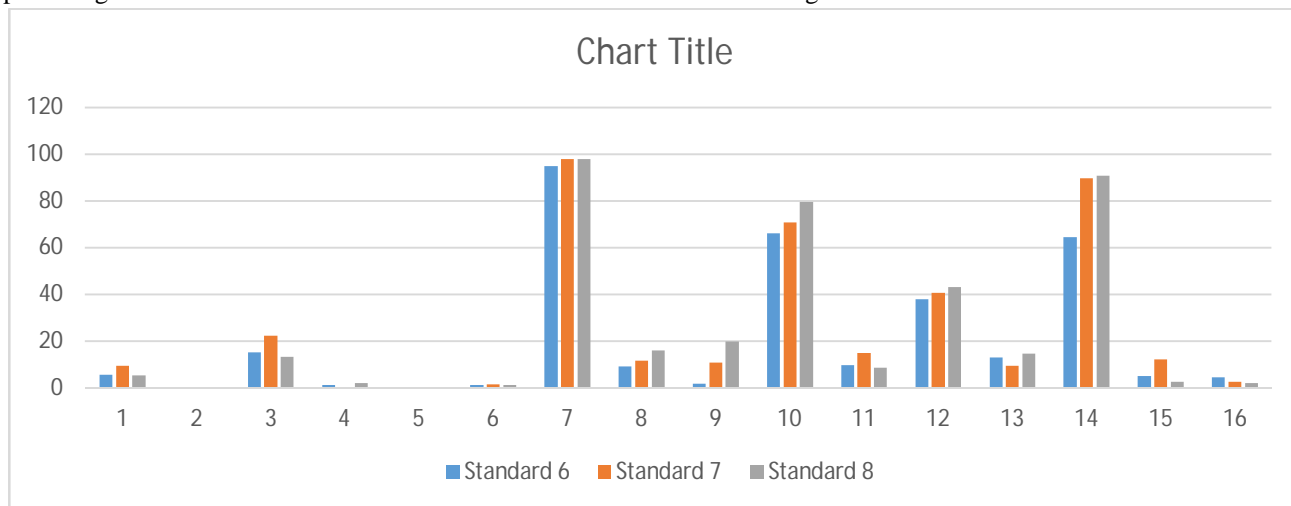


Fig. 1. NCF points' average graph

V. CONCLUSION

Speaking English is believed as powerful or high class among aboriginal of the colonial countries. Peoples from India who know English frequently blend it with vernacular languages in their discourse. English is also uses as a communicator or a link language among Indians who speak different language. NCERT develops National Curriculum Framework which provides guidelines for developing textbooks and school curriculum. NCF-2005 prepared by NCERT discusses an extensive assortment of issues regarding school education. So evaluate the textbooks of English of standard six, seven and eight of Gujarati medium which are published by Gujarat state textbook board in the light of NCF 2005. Textbooks of English are assessed with the reference of NCF-2005. Sixteen parameters are used to evaluate the English textbooks of Standard six, seven and eight. English textbooks have all the qualities or as per the NCF-2005's suggestion except one parameters. There is no any activity which is based on "Peace" and standard seven has no any activity on 'Making children sensitive to the environment' too. Researcher found that said textbooks are decent and team of textbook preparation work properly to follow NCF.

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