

A COMPARATIVE STUDY OF TEXT BOOKS OF PUNJABI LANGUAGE OF 6TH CLASS OF PSEB AND CBSE

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Abstract

The present study was undertaken to analyze Punjabi language text books of 6th class prescribed by PSEB and CBSE. The Study was conducted in two Phases. In phase- I content of text books of Punjabi language prescribed by PSEB and CBSE was compared and analyzed. In Phase-II opinions of 190 Punjabi teachers of schools affiliated to PSEB and CBSE of Ludhiana district on quality of text books of Punjabi were investigated. Self-prepared checklist of themes and opinionnaire were used to collect the data. The conclusion of study revealed that (1)PSEB and CBSE differ significantly in assigning weightage to the selected six areas in their language text books of Punjabi (2) no significant difference found in weightage given to genres of literature in the text books for class 6th prescribed by PSEB and CBSE to teach Punjabi as 2nd language.(3) Punjabi language text books for class 6th prescribed by PSEB and CBSE are appropriate and acceptable to the teachers on the basis of its total quality and on each of the five aspects of quality as well.

Keywords : Text Book Analysis, PSEB, CBSE

Punjabi is a vernacular language of Punjab. A vernacular is the native language or native dialect of a specific population. Vernacular language has added importance. It is the language the child learns from home, society or other social institutions. It is the language which serves as a source of his future intellectual, mental and cultural growth. Vernacular language or mother tongue occupies a unique position in the life of an individual. Teaching of mother tongue given training in the use of mother tongue so that the child can develop its ability to express its own thoughts orally or by writing and an ability to understand the thought expressed by others orally or by reading, teaching of mother also aims at the growth and development of emotional life of a child. Text books are helpful in achieving these objectives. A text book can be referred as a published book specially designed to help language learner to improve their linguistic and communication abilities(Sheldon 1987).In addition to being a learning instrument, text books are also used as supporting teaching instrument(O'Neil 1982 and Ur 1996).They are designed to give cohesion to

the language teaching and learning process by providing direction, support and specific language based activities aimed at offering classroom practice for students(mares,2003) and foster effective and quick learning of the language (cunningsworth, 1995).With the help of text books the pupil learns the language and gains mastery over it. As his knowledge increases it is the text book that satisfies his desire to read, to enjoy the literature and appreciate the beauty in it. To create a taste for literature and to develop love for mother tongue" is also the aim of teaching of mother tongue i.e. Punjabi. Punjabi literature is very rich in its all branches i.e. novels, drama, poetry, essay, stories, travelogue, pen sketch etc. Students should be acquainted with all these branches of literature. For that student should read various type of literature. Not only they should read but they must also study it, they must adopt the beautiful words, Ideas and even the style of the writer. The result will be that they would imbibe the spirit to produce, to add new to the original one. Here the text book introduces the child's mind to write something on the subject it

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like the most. Review of the related literature shows that text book was helpful in achieving the objectives of teaching mother tongue (Pinge,1972; Ponkshe1972), It Caters to psychological needs of children (Kurup,1984)

OBJECTIVES

- To compare and analyze Punjabi text books of P.S.E.B and C.B.S.E of 6th class
- To compare and analyze weightage to different genres of literature in text books of Punjabi taught as 2nd language in P.S.E.B and C.B.S.E
- To study and analyze the rating of quality of text books of Punjabi.

METHOD

SAMPLE: For the present study, text books of 6th class of Punjabi prescribed by PSEB and CBSE to teach Punjabi as first language and second language were taken for content analysis. 190 Punjabi language teachers (95 PSEB and 95 CBSE) form schools affiliated to PSEB and CBSE of district Ludhiana were

taken.

MEASURES

- Checklist of themes prepared by the investigator
- Opinionnaire on quality of text book of Punjabi language prepared by investigator

ANALYSIS AND INTERPRETATION OF DATA

To analyze Punjabi language text books investigator had classified the content of Punjabi language text books into six broad areas i.e. Area 'A'(History and Culture),Area 'B'(Awareness),Area 'C'(Values),Area 'D'(Thinking Skills),Area 'E'(Motivation and Creative),Area 'F'(Language Skills).These six areas were further subdivided into fourteen themes i.e. Cultural Facts, Historical Facts, Social Awareness, Environmental Awareness, Values, National Integration, International Understanding, Development Scientific thinking, Development of Critical Thinking, Creative Task, Motivational ,Development of Language Skills, Vocabulary and Grammar.

Table 1: showing significance of difference in the weightage given to different areas in 6th Class Text books of Punjabi Language Prescribed by PSEB and CBSE to Teach Punjabi as Second Language

Board	No. of Chapters	Area 'A' (History and Cultural)	Area 'B' (Awareness)	Area 'C' (Values)	Area 'D' (Thinking Skills)	Area 'E' (Motivational and Creative)	Area 'F' (Language Skills)	Total	χ^2
CBSE	Total No. chapters	8	13	15	15	35	66	152	
	Percentage	5.26	8.55	9.87	9.87	23.03	43.42	100.00	12.84
PSEB	Total No. chapters	11	4	20	6	27	54	122	
	Percentage	9.02	3.28	16.39	4.92	22.13	44.26	100.00	

From Table 1 it is clear that the computed chi square value signifying the difference in weightage given to six areas by PSEB and CBSE came out to be 12.814, this value is significant at 0.05 level of significance. Showing thereby a significant difference in the weightage given to six areas by PSEB and CBSE. Thus the hypothesis, which states that, "The weightage given to various areas in Text books of Punjabi language for 6th of PSEB and CBSE differ significantly", is not rejected. Further analysis of

Table-1 reveals that the PSEB assigned highest weightage to Language skills (Area 'F' 44.26%) followed by Motivation and Creativity (Area 'E' 22.13%) and Values (Area 'C'16.39%) whereas CBSE assigned highest weightage to Language Skills (Area 'F' 43.42%) followed by Motivation and Creativity ('Area' E 23.03%) whereas Values (Area 'C' 9.87%) and Thinking Skills (Area 'D' 9.87%) has given equal weightage.

Table2: showing Significance of difference in the weightage given to different genres of literature in 6th class text books of Punjabi Language prescribed by PSEB and CBSE to teach Punjabi as Second Language

BOARD	Area 'A' Poetry	Area 'B' Drama	Area 'C' Fiction	Area 'D' Non Fiction	Total	χ^2
PSEB L2	9	1	7	9	26	
	34.62	3.85	26.92	34.62	100.00	0.346
CBSE L2	6	1	6	9	22	
	27.27	4.55	27.27	40.91	100.00	

From table2 it is revealed that the computed chi square(χ^2)value signifying the difference in weightage given to four areas by PSEB and CBSE to teach Punjabi as second language came out to be 0.346, this value fails to reach 0.05 level of significance. Thus the hypothesis H2 which states that, "The weightage given to various genres of

literature in Text books of Punjabi language for 6th class of PSEB and CBSE prescribed to teach Punjabi as second language differ significantly " is rejected. Thus there is no significant difference in weightage given to genres of literature in the text books for class 6th prescribed by PSEB and CBSE to teach Punjabi as 2nd language.

Table3: showing Opinion of PSEB Teachers on Total Quality and Various Aspects of Punjabi language Text Book of 6th class prescribed by PSEB

Quality Aspects of Text Book	Strongly agree	Agree	Uncertain	Disagree	strongly Disagree	Chi Square(χ^2)
Physical Appearance and	27.50	58.50	6.00	8.00	0.00	228.97
Aims and Objectives	20.63	59.38	10.63	9.38	0.00	72.12
Subject matter	34.17	50.83	12.50	2.50	0.00	114.83
Grammar and Vocabulary	30.63	60.94	7.19	1.25	0.00	432.72
Exercises and Activities	20.00	67.08	7.92	5.00	0.00	358.54
Total Quality	26.44	60.48	8.27	4.81	0.00	1273

It is evident from table no. 3 that the chi square value signifying the significance of difference in opinion on Overall Quality of Punjabi language text book for class 6th prescribed by PSEB was computed, which came out to be 1273, which is significant at 0.01. Thus the hypothesis, which states that, "PSEB Teachers differ significantly in opinion on the total quality of Text books of Punjabi language for 6th class" is not rejected. It is revealed from the table that 86.92% teachers agree or strongly agree with the quality of Punjabi language text book of 6th class. It is evident from the table 3 that the opinion of PSEB teachers on five aspects of quality (physical appearance and layout ($\chi^2=228.97$), aims and objectives ($\chi^2= 72.12$), Subject matter ($\chi^2= 114.83$), grammar and vocabulary ($\chi^2= 432.72$) and exercise and activities ($\chi^2= 358.54$) of Punjabi language text book for class 6th differ significantly on five point

scale. Thus the hypothesis, which states that, "PSEB Teachers differ significantly in opinion on the total quality and various aspects (physical appearance and layout, aims and objectives, subject matter, grammar and vocabulary, exercise and activities) of Text books of Punjabi language" is not rejected. It is clearly revealed from the table that 86% teachers were satisfied with physical appearance and layout, 80.01% with its aims and objectives, 85 % with its subject matter, 91.57% with its grammar and vocabulary and 87.08% with exercises and activities given of text book of Punjabi language. Thus the text book of Punjabi language for 6th class prescribed by PSEB is appropriate and acceptable to the teachers on the basis of its total quality and various aspects (Physical Appearance and Layout, Aims and Objectives, Subject Matter, Grammar and Vocabulary and Exercise and Activities)

Table4: showing Opinion of CBSE Teachers on Total Quality and Various Aspects of Punjabi language Text Book of 6th class prescribed by CBSE

Quality Aspects of Text Book	Strongly agree	Agree	Uncertain	Disagree	strongly disagree	Chi square(χ^2)
Physical Appearance and Layout	42.00	51.00	4.50	2.00	0.50	238.95
Aims and Objectives	30.63	54.38	10.00	3.75	1.25	160.812
Subject matter	45.83	49.17	5.00	0.00	0.00	152.583
Grammar and Vocabulary	38.75	58.75	2.50	0.00	0.00	473.5
Exercises and Activities	30.42	65.00	4.58	0.00	0.00	380.541
Total Quality	37.02	56.92	4.81	0.96	0.29	1588.35

It is evident from table no 4 that the chi square value signifying the significance of difference in opinion on Total Quality of Punjabi language text book for class 6th prescribed by CBSE was computed, which came out to be 1588.35. Which is significant at 0.01 level. The hypothesis Ho 4, which states that, "CBSE Teachers differ significantly in opinion on the total quality of Text books of Punjabi language for 6th class" is not rejected. Thus the opinion of CBSE teachers on Total Quality of Punjabi language text book of 6th class differ significantly on five point scale. It is revealed from the table that 93.94% teachers agree or strongly agree with the quality of Punjabi language text book of 6th class. It is evident from the table 4 that the opinion of CBSE teachers on five aspects of quality (physical appearance and layout ($\chi^2 = 238.95$), aims and objectives ($\chi^2 = 160.812$), Subject matter ($\chi^2 = 152.58$), grammar and vocabulary ($\chi^2 = 473.5$) and exercise and activities ($\chi^2 = 380.54$) of Punjabi language text book for class 6th differ significantly on five point scale. Thus the hypothesis, which states that, "CBSE Teachers differ significantly in opinion on the total quality and various aspects (physical appearance and layout, aims and objectives, subject matter, grammar and vocabulary, exercise and activities) of Text books of Punjabi language" is not rejected. It is clearly revealed from the table that 93% teachers were satisfied with physical appearance and layout, 85.01% with aims and objectives, 95% with subject matter, 97.50% with grammar and vocabulary and 95.42% with exercises and activities given of text

book of Punjabi language. Thus the text book of Punjabi language for 6th class prescribed by CBSE is appropriate and acceptable to the teachers on the basis of its total quality and various aspects (Physical Appearance and Layout, Aims and Objectives, Subject Matter, Grammar and Vocabulary, and Exercise and Activities).

CONCLUSION

(1) PSEB and CBSE differ significantly in assigning weightage to the selected six areas in their language text books of Punjabi for 6th class. (2) There is no significant difference in weightage given to genres of literature in the text books for class 6th prescribed by PSEB and CBSE to teach Punjabi as 2nd language when compared. The Punjabi language text books for class 6th prescribed by PSEB and CBSE are appropriate and acceptable to the teachers on the basis of its total quality and on each of the five aspects of quality as well.

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