

Evaluation of Indian Primary Level English Language Textbook Using the Checklist Method: Teachers' Perspective

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Abstract—English language education is a vital component of global communication. Hence, the quality of textbooks is crucial for effective teaching-learning. The teaching of English is seen to be incomplete without implementing the use of an appropriate textbook. Relying so much on textbooks is evident in the curriculum and program syllabi, as teachers often have textbooks as their main reference for teaching. This paper overviews a study that systematically evaluated National Council of Education Research and Training (NCERT) English textbooks for primary classes using the checklist method. The checklist under consideration was developed by Denir and Ertas in 2014. The checklist comprised 54 questions based on a systematic review of 23 checklists. For the sake of the study, 14 teachers' feedback was collected based on the developed checklist. Feedback from the teachers gathered through the designed checklist adds valuable insights into the textbook's real-world application, highlighting its strengths and weaknesses. Considering multiple parameters, our study reveals that 78% of the questions in the checklist were answered in the affirmative, indicating that the textbooks under our consideration were aptly designed and suitable for the learners; however, they require some changes to be made, especially in the Skills and Sub-skills section.

Index Terms—English language education, NCERT English textbooks, the Checklist Method, textbook evaluation

I. INTRODUCTION

Textbooks, undoubtedly, are an integral part of any curriculum. It is a primary source of imparting language input to the learners of that particular language. Hutchinson and Torres (1994), Tomlinson (2003), Abdelwahab (2013) go on to validate the usefulness and essentiality of textbooks in a language learning program. A textbook is a tool that helps students become familiar with not just the linguistic components of a language but also the cultural and social factors ingrained in language. To validate the essentiality of a textbook in any language learning program, Hutchinson and Torres (1994, p. 315) state that, **textbook constitutes a near-universal component of English language instruction. Each year, millions of copies are distributed globally, and numerous educational aid initiatives have been undertaken to develop textbooks in diverse national contexts. It appears that no teaching-learning environment is regarded as complete without the presence of an appropriate textbook.**

Tomlinson (2001) states that advocates of the coursebook claim that it represents the most convenient medium for delivering instructional content, as it facilitates consistency and continuity in the learning process. Furthermore, they believe that coursebooks provide learners with a structured framework, fostering a feeling of coherence, progression, and systematisation. Additionally, coursebooks assist teachers in lesson preparation and provide learners with a valuable resource for revision purposes. According to Lawrence (2011), students can study the subject matter before and after their teachers teach it by using the textbook prescribed to them. As a result, textbooks provide students access to the knowledge their teachers have imparted and will impart in the future. Critics, on the other hand, argue that a coursebook inherently needs more depth and comprehensiveness in treating language concepts and facilitating language immersion. Furthermore, it needs to accommodate the varied requirements of its users, enforce a standardised syllabus and methodology and reduce the autonomy and authority of teachers (p. 67).

Graves (2000, p. 174) enlists the following as some of the advantages of using a textbook:

1. Provides a syllabus for the course
2. Provides security for the students because they have a kind of road map of the course
3. Provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials
4. Provides teachers with a basis for assessing students' learning
5. It may include supporting materials (e.g., teachers guide, cassettes, worksheets, video)
6. Provides consistency within a program across a given level, if all teachers use the same textbook. If the textbooks follow a sequence, it is bound to provide consistency between levels.

Graves (2000, pp. 174-5) also discusses the disadvantages of using a textbook. He enlists eight disadvantages:

1. The content or examples may be irrelevant or inappropriate to the group being taught.
2. The content may not be at the right level.
3. There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.
4. There may not be the right mix of activities (too much of x, too little of y).
5. The sequence is lockstep.
6. The activities, readings, visuals, etc. may be boring.
7. The material may go out of date.
8. The timetable for completing the textbook or parts of it may be unrealistic.

Considerable discourse has been dedicated to the role of textbooks within educational curricula, with specific groups of experts also highlighting their drawbacks. However, textbooks are crucial in language learning classrooms for educators and students. Hence, assessing the efficacy of textbooks intended for or utilised in language teaching is of utmost significance. This advocates the importance of textbook evaluation, which is described as a procedure in which evaluators enhance the effectiveness of materials through significant modifications in order to achieve curricular goals that are specific to their particular setting (Brown & Rogers, 2002).

Several approaches have been employed in textbook evaluation. These are discussed below.

Abdelwahab (2013) enumerates three methods to evaluate a textbook.

1. The impressionistic Method entails evaluating a coursebook from a broad perspective based on an overall sense of its content and features. This process involves quickly perusing the contents of textbooks to obtain ideas about the organisation of themes, the arrangement of content, and the inclusion of visual elements. Nevertheless, the author contends that this approach is insufficient and may be integrated with the second methodology.
2. The Checklist Method involves the utilisation of a clearly defined instrument commonly employed in the review process. This instrument takes the form of a checklist, offering a more systematic approach to evaluating textbooks. This method may facilitate the comparison of several textbooks, hence enhancing time efficiency.
3. The In-depth Method involves a comprehensive and meticulous examination of representative elements, such as the design of a particular unit or exercise or the treatment of a particular linguistic element—the specific language ingredient.

In their work, McDonough and Shaw (1993) put out a comprehensive two-stage framework for objectively evaluating coursebooks. It is recommended that a first external review be done to obtain a comprehensive understanding of the organisational framework of the coursebook. Subsequently, it is necessary to conduct a comprehensive internal assessment to ascertain the extent to which the materials under consideration align with both the assertions made by the author and the goals and objectives of a certain instructional curriculum (McDonough & Shaw, 1993, p. 64).

Cunningsworth (1995) suggests a framework for evaluating instructional materials consisting of three stages: pre-use, in-use, and post-use. The purpose of pre-use evaluation is to forecast the prospective effectiveness of a coursebook. The process of in-use assessment is carried out while a coursebook is being actively utilised. This evaluation occurs either while monitoring a newly introduced coursebook or assessing an established but aging coursebook to see if it should be replaced (Cunningsworth, 1995, p. 14). Post-use evaluation involves doing a retrospective review of a coursebook to determine if it should be used again in future instances.

The National Council of Educational Research and Training (NCERT) is an independent organisation created to offer ongoing academic assistance in enhancing policies and activities for enhancing the quality of the national school education system. The establishment of the NCERT in 1961 was a significant milestone in the history of school education in India. The NCERT has consistently focused on research, development, training, and the creation of exemplary curricula, syllabi, and extension activities since its establishment. NCERT maintained its publication of various educational materials, including school textbooks, workbooks, supplementary readers, teacher guides, laboratory manuals, source books on assessment, and educational magazines.

The NCERT is also responsible for creating and periodically evaluating the National Curriculum Framework (NCF) for school education. NCERT developed the syllabi and texts for different disciplines in accordance with the NCF-2005 recommendations and guidelines, which are to be implemented in CBSE schools. The present textbooks under our consideration have been developed in the light of NCF-2005. An important characteristic of the NCF 2005 is its aim to establish a connection between children's experiences at school and their experiences outside of school. It seeks to bridge the gap between school, home, and the community, and enhance their capacity to analyse socio-political circumstances. The NCF prioritises the learner as the creator of knowledge and highlights the importance of curriculum, syllabus, and textbooks in facilitating the teacher's ability to structure classroom experiences that align with the child's individual characteristics and surroundings. Therefore, it is imperative to assess the textbooks and their endeavour to incorporate these fundamental concepts.

Regarding textbook evaluation in India, there exists a dearth of study. Deori (2012) evaluated an ELT textbook taught in Class 6, using a questionnaire. He collected responses from both teachers and students. It was conducted at two levels: - a First Glance evaluation followed by a Close evaluation. The evaluators seemed satisfied with the organization and content of the book. The present study uses the Checklist Method to evaluate the NCERT English Language textbook

designed for the Lower Primary Classes (1, 2 & 3). Feedback from 14 teachers is collected and analysed to determine the quality and effectiveness of the textbooks. A checklist, as defined by Abdelwahab (2013), is a tool that helps English Language Teaching professionals assess language teaching resources such as textbooks. It enables a more nuanced assessment of the textbook using a set of evaluative criteria.

According to McGrath (2002, p. 48), an effective checklist should offer detailed and relevant information that supports both the evaluation and comparison of materials, while placing minimal burden on the evaluator. Beyond aiding in the selection of contextually appropriate resources, it should also enhance the overall quality of teaching and learning within that specific educational setting.

The checklist we considered for evaluation in our study was developed by Yusuf Denir and Abdullah Ertas in 2014. The checklist was prepared after reviewing 23 extant checklists. The proposed checklist is divided into four sections, namely: Subjects and Contents with nine items; Skills & Subskills with 24 items; Layout and Physical Make-up with 7 items; and finally, Practical Consideration with 14 items. The Skills & Sub-skills section has seven sub-sections: Reading, Listening, Speaking, Writing, Vocabulary, Pronunciation, and Grammar.

There were 54 questions in total, to which the teachers had to answer either YES or NO. The list of 23 checklists taken into consideration along with the year, while preparing the checklist are enlisted in the table below: -

TABLE 1
LIST OF 23 CHECKLISTS TAKEN INTO CONSIDERATION

Sl. No	Checklist	YEAR
1	Shatery and Azargoon	Undated
2	Litz	2005
3	Byrd	2001
4	Ersoz	Undated
5	Demir and Ertas	2014
6	Razmjoo	2010
7	Lawrence	2011
8	Mukundan et al.	2011a
9	Cunningsworth	1995
10	Williams	1983
11	Mukundan et al.	2011b
12	Daoud and Celce-Murcia	1979
13	Rahimpour and Hashemi	2011
14	Tekir and Arikan	2007
15	Tok	2010
16	Peacock	1997
17	Halliwell	1992
18	Ghorbani	2011
19	Garinger	2002
20	Wen-Cheng et al.	2011
21	Abdelwahab	2013
22	Tanner and Green	1998
23	Skierso	1991

The present checklist has the following features:

1. The inclusion of large, ambiguous, and rigid questions, which may be interpreted differently by many assessors, was deliberately avoided, as recommended by Tomlinson (2003). This checklist has been designed to include succinct and easily understandable elements, ensuring no space for uncertainty or misrepresentation.
2. The checklist includes a supplementary section at the bottom, allowing practitioners to provide further comments or feedback. This will prove beneficial in highlighting aspects that may elude capture by the assessment checklist.
3. The magnitude of the checklist, as determined by the number of items it contains, is a critical aspect that must be duly considered. Mukundan et al. (2011a) assert that the existing checklists found in the literature suffer from either brevity or excessive length, rendering them inadequate for fulfilling the criteria of a suitable evaluation tool. While many evaluation checklists may consist of only twenty or fewer parts, others (Skierso, 1991; Abdelwahab, 2013) have more than one hundred items. The current checklist has 54 elements, striking a balance between being sufficiently comprehensive for a complete review and avoiding excessive length.
4. The suggested evaluation checklist does not encompass discriminatory factors such as gender, colour, culture, and similar attributes.

Major works on Textbook Evaluation using a Checklist

The role of the teacher in the curriculum is defined by Bhanegaonkar and Mahfoodh (2013), who also state that "teachers are a key factor in the successful implementation of curriculum changes, particularly in textbooks" (p. 2). According to Cunningsworth (1995), for the evaluation of textbooks, it is important to take into consideration the viewpoints of textbook users, i.e., the students and the teachers. Similarly, teachers must utilise textbooks to supplement their lessons in every language classroom. The use of textbooks and their adaptation is a crucial component of teachers' professional development.

Hemsley (1997) enlists three kinds of ELT materials evaluation. These include:

1. an intuitive, impressionistic approach;
2. a formal prior-to-use evaluation and;
3. a process approach.

The intuitive, impressionistic approach is based on the *prima facie* impression, so it is done by going through the materials. The second approach is a systematic and comprehensive one. It is usually based on closely examining the material using careful checklists or questionnaires. The third one, the 'process approach,' involves predictive evaluation and choice of material, followed by a post-use retrospective evaluation.

A vast body of research exists where the evaluation of textbooks has been carried out using the Checklist Method from the teacher's standpoint. In Hamidi et al. (2016), a comparative and contrastive study was conducted on two prevalent English textbooks, *New Interchange 2* vs. *Four Corners 3*, focusing on subjects such as Subject matter, Vocabulary and structure, Exercises, Illustrations, and Physical make-up. The assessment was carried out by a group of four teachers specialising in English language teaching. They utilized the checklist developed by Daoud and Celce-Murcia in 1979 as a structural foundation for their examination. The research findings indicated that there was not a statistically significant difference between the two textbooks. However, the researchers identified distinct strengths and shortcomings associated with each book. Their study found that *Four Corners 3* had a greater degree of engaging subject matter and enhanced clarity in its content compared to *New Interchange 2*. In contrast, it turned out that *New Interchange 2* had a better arrangement of structural points, while its exercises demonstrated a closer alignment with the prescribed structural rules being taught.

A similar focus group study was conducted by Mukundan et al. (2011). The objective of the study was to present a comprehensive checklist to evaluate the ELT textbooks. The resulting checklist encompasses five key areas: Aims and Objectives, Content and Approach, Language and Accuracy, Usability and Practicality, and Physical and Utilitarian. The study emphasizes the importance of involving experienced ELT teachers in the development of evaluation checklists to ensure that the criteria reflect the practical needs and considerations of classroom teaching. The resulting checklist provides a valuable tool for teachers, material developers, and evaluators to make informed decisions about selecting and using ELT textbooks.

In their 2012 study, Alemi and Sadehvandi conducted a comprehensive evaluation of the *Pacesetter Series*, an English as a Foreign Language (EFL) coursebook series, by gathering viewpoints from 64 teachers of EFL in Iran. This research aimed to assess the effectiveness and suitability of the *Pacesetter Series* as a teaching resource in the Iranian EFL context. The research revealed that the educators generally concurred that *Pacesetter* effectively caters to the requirements of students within a communicative curriculum. However, they also expressed two noteworthy concerns: First, the series fails to emphasize speaking skills' importance adequately. Secondly, the assimilation of European culture into various skills and activities might lead to dissatisfaction and confusion among Iranian teenage learners of foreign languages since they may lack familiarity with some elements of the target language's culture. The authors, therefore, suggested that teachers who utilise the *Pacesetter Series* can enhance the development of speaking skills by including supplementary activities and resources. Additionally, teachers were recommended to demonstrate awareness of the cultural disparities between their students and the culture associated with the target language and modify instructional activities accordingly.

In Southeast Asia, including Thailand, Western-published English Language Teaching (ELT) textbooks dominate classrooms despite the availability of local alternatives. A study by Ulla (2019) investigated how non-native English-speaking teachers in Bangkok perceive and use these textbooks. The major research objectives were to explore teachers' perceptions of Western-published ELT textbooks in Thai EFL classrooms and examine how teachers actually use these textbooks and the challenges they face. For this, Ulla conducted semi-structured interviews with 15 non-native English-speaking teachers from various Bangkok schools. The key findings of the research were:

1. Positive views: Teachers valued the perceived accuracy, up-to-dateness, and variety of Western ELT textbooks. They also viewed them as helpful for their own language development and classroom management.
2. Concerns: Some teachers expressed concerns about the cultural appropriateness of Western content, its relevance to Thai learners' needs, and potential limitations in fostering critical thinking skills.

In a recent work in 2020, Roberts, Aziz, & Matore, attempted to enlist criteria of a good ELT textbook using the Malaysian teachers' perception. Through interviews with seven ESL teachers, Roberts identifies eleven key criteria for a good ELT textbook. These include Layout and Design, Illustration, Supplementary Materials and Resources, Teacher's Manual, Clarity of Instructions, Content, Activities, Culture and Cultural Introduction, Level, Flexibility, and Conformance. Roberts concluded that these criteria, as perceived by Malaysian teachers, should inform the selection, development, and evaluation of ELT textbooks for effective English language teaching in the country. The study highlights the importance of considering teacher perspectives and tailoring textbooks to the specific needs and cultural context of Malaysian learners.

Regarding textbook evaluation in India Rangaraju (2017) conducted a thorough analysis of the English textbooks produced by the National Council of Educational Research and Training (NCERT). Rangaraju performs a thorough examination of these textbooks, with a specific emphasis on elements such as the pertinence of the content, the levels of language skill, the pedagogical methods used, and how well they match with educational goals. The research sought to evaluate the efficacy of these textbooks in promoting English language acquisition among students in Indian schools. Rangaraju used a blend of qualitative and quantitative research approaches to assess the textbooks. This included

analysing the content, conducting surveys, and interviewing educators and students. The research aimed to evaluate the strengths and problems in the NCERT English textbooks, providing valuable insights into areas that should be improved. The thesis tries to offer significant suggestions for curriculum designers, policymakers, and educators to improve the quality and efficacy of English language instruction in India. Furthermore, it adds to the wider conversation on the creation of educational plans and teaching resources in the domain of English language instruction.

We found in the literature on textbook evaluation that whether it is the field of textbook evaluation or the creation of a checklist, teachers' feedback has been meticulously used, as is evident from the above studies. When and how should a textbook be evaluated to determine its appropriateness in an English classroom? The assessment is essential and required. Being aware of this can aid the teacher in providing the content to the class more effectively.

II. METHODOLOGY

Six CBSE schools from West Bengal were chosen randomly as the NCERT curriculum is followed there. The researcher visited these schools to elicit the data from the teachers. A total of 14 teachers were given the checklist (proposed by Ertas & Denir in 2014) to elicit responses in either Yes or No. At the end there was space provided for them to add extra comments wherein they could enlist the strengths and weaknesses of the textbook. The original checklist had 56 questions, but we reduced it to 54. The researchers then tabulated the responses from each teacher to calculate the affirmation percentage of the textbooks under consideration. Section-wise affirmation percentage was also calculated to identify the strengths and shortcomings of the textbooks precisely. The Checklist is illustrated below.

TABLE 2
THE PRESENT CHECKLIST

I. SUBJECT AND CONTENT

Questions	Yes	No
1. Does the content serve as a window into learning about the target language culture (Indian, etc.)?		
2. Are the subject and content of the coursebook interesting?		
3. Is the content of the coursebook challenging enough to foster new learning?		
4. Are the subject and content of the coursebook motivating?		
5. Is the thematic content understandable for students?		
6. Is there sufficient variety in the subject and content of the coursebook?		
7. Is the thematic content culturally appropriate?		
8. Are the topics and texts free from any kind of discrimination (gender, race etc.)?		
9. Is there a relationship between the content of the coursebook and real-life situations(society)?		

II. SKILLS & SUB-SKILLS

A. Reading

Questions	Yes	No
1. Are there adequate and appropriate exercises and tasks for improving reading comprehension?		
2. Is there a wide range of different reading texts with different subject content?		
3. Are the reading selections authentic pieces of language?		

B. Listening

Questions	Yes	No
1. Does the coursebook have appropriate listening tasks with well-defined goals?		
2. Is the listening material well recorded as authentic as possible?		
3. Is the listening material accompanied by background information, questions, and activities which help comprehension?		

C. Speaking

Questions	Yes	No
1. Does the coursebook include speech situations relevant to students' background?		
2. Are the activities developed to initiate meaningful communication?		
3. Does the coursebook include adequate individual and group speaking activities?		

D. Writing

Questions	Yes	No
1. Are models provided for different genres?		
2. Do the tasks have achievable goals and take into consideration learner capabilities?		
3. Is practice provided in controlled and guided composition in the early stages?		

E. Vocabulary

Questions	Yes	No
1. Is there a good distribution (simple to complex) of vocabulary load across chapters and the whole book?		
2. Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?		
3. Do the vocabulary exercises promote internalization of previously and newly introduced items?		
4. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		
5. Is the new vocabulary integrated in varying contexts and situations?		

F. Grammar

Questions	Yes	No
1. Are the grammar points presented with brief and easy examples and explanations?		
2. Is the primary function of new structures for interaction and communication?		
3. Do the structures gradually increase in complexity to suit the growing reading ability of students?		
4. Are the new structures presented systematically and in a meaningful context?		
5. Are the grammar points recycled in the following units?		

G. Pronunciation

Questions	Yes	No
1. Is there sufficient work on recognition and production of stress patterns, intonation, and individual sounds?		
2. Are the pronunciation points repeated and reinforced in subsequent lessons?		

III. Layout and Physical Make-up

Questions	Yes	No
1. Is the printing quality high?		
2. Does the coursebook look interesting and fun?		
3. Does the coursebook include a detailed overview of the functions and structures that will be taught in each unit?		
4. Does the coursebook reflect learners' preferences in terms of layout, design, and organization?		
5. Does the coursebook contain enough pictures, diagrams, tables, etc. helping students understand the printed text?		
6. Are the illustrations informative and functional?		
7. Do the size and weight of the coursebook seem convenient for students to handle?		

IV. Practical Considerations

Questions	Yes	No
1. Is the coursebook up-to-date (e.g., published within the past 10 years)?		
2. Is the coursebook easily accessible?		
3. Is the coursebook affordable?		
4. Does the coursebook have supplementary materials (tapes, visuals, etc.)?		
5. Does the coursebook have supporting online materials/tests and e-format?		
6. Does the book address different learning styles and strategies?		
7. Do the activities and exercises introduce the main principles of CLT?		
8. Does the coursebook include self-assessment parts? (5)		
9. Can the activities be exploited fully and embrace various methodologies in ELT?		
10. Is/are the type/s of syllabus design used in the book appropriate for learners?		
11. Can the coursebook easily be integrated into technology, thereby allowing for individual study outside the school?		
12. Does the coursebook fit the curriculum/goals?		
13. Are the objectives specified explicitly in the coursebook?		
14. Is the coursebook designed by taking into account the learners' socially and historically English-free status?		

EXTRA COMMENTS/CRITICISMS ON THE BOOK:**III. RESULTS AND DISCUSSIONS**

Responses from 14 teachers were taken based on the checklist prepared. The textbooks taken under our consideration received 78 % affirmations from the teachers. Their score is tabulated in the table below (Table 3).

According to Demir and Ertas (2014), if the number of YES answers is more than 80%, the textbook is perfect for your situation and requires no modification. If the YES answer is between 60-80%, the textbook can be used in your situation but needs adaptation. If the YES answer is below 60%, the textbook is unsuitable for your situation.

TABLE 3
TEACHERS' RESPONSE

RESPONDENTS	AFFIRMATION
RESPONDENT 1	78%
RESPONDENT 2	89%
RESPONDENT 3	63%
RESPONDENT 4	80%
RESPONDENT 5	80%
RESPONDENT 6	72%
RESPONDENT 7	78%
RESPONDENT 8	67%
RESPONDENT 9	67%
RESPONDENT 10	80%
RESPONDENT 11	83%
RESPONDENT 12	83%
RESPONDENT 13	89%
RESPONDENT 14	81%
MEAN SCORE	78%

*Agreement percentages are rounded off to the nearest decimal place

Eight teachers (57%) gave a score of 80% and above, indicating that they are satisfied with the textbooks under consideration. However, six of the fourteen teachers (43%) were dissatisfied with the textbooks. The teachers' satisfaction has been shown in the pie-chart below. The overall agreement percentage was 78%, indicating that the textbooks under our consideration can be used, but some alterations must be made. The table below (Table 4) shows the section-wise agreement percentage of the teachers.

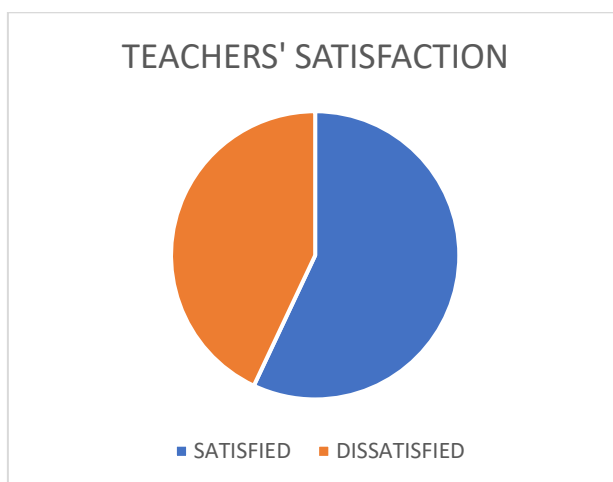


Chart 1. Teachers' Satisfaction With the NCERT English Textbook

TABLE 4
SECTION-WISE AFFIRMATION

Section	Mean score (total score)	Affirmation
Subject and Content	7.21 (9)	80%
Skills and Subskills	17.75 (24)	74%
Layout and Physical Design	5.78 (7)	83%
Practical Consideration	11.14 (14)	80%

*Agreement percentages are rounded off to the nearest decimal place

As the table above shows, Layout and Physical Design have the highest percentage of affirmation, followed by Subject and Content, Practical Consideration, and Skills and Sub-skills. This indicates that comparatively less emphasis is placed on enhancing language skills. It is evident from the table above that the section on Skills & Subskills received the affirmation percentage of less than 80 while other sections performed comparatively well with an affirmation percentage of 80 and above. Delving further in the section of Skills & Subskills, the table below shows the mean score and affirmation percentage for each of the seven skills involved in the Skills & Sub-skills section. The total number of questions is written in brackets. The affirmation percentage has been rounded off.

TABLE 5
AFFIRMATION IN SKILLS & SUB-SKILLS

Skills & subskills	Overall score (total score)	Mean score (total score)	Affirmation
READING	30 (42)	2.14 (3)	71%
WRITING	39 (42)	2.78 (3)	93%
LISTENING	24 (42)	1.71 (3)	57%
SPEAKING	35 (42)	2.42 (3)	83%
GRAMMAR	47 (70)	3.35 (5)	67%
VOCABULARY	58 (70)	4.14 (5)	83%
PRONUNCIATION	17 (28)	1.21 (2)	61%

Seven of the teachers, i.e., 50%, gave an affirmation of 33% and below to the Listening Skills. Pronunciation received the least agreement percentage, i.e., 61%, while writing received the highest agreement percentage, i.e., 93%. Most of the teachers were not satisfied with the grammatical elements present in the textbooks as well (which is 67%). One of the teachers' remarks, "Grammar items should be introduced in the book with more activities and exercises." The same has been validated by yet another teacher. Another teacher remarks, "Grammar portion must be included systematically." Similarly, teachers showed dissatisfaction with the language skills being incorporated in the textbooks. One of them says, "More exercises to foster the skills of language need to be incorporated in textbooks of primary classes." A teacher suggested, "Material for Listening skills should be included." Another teacher who was not satisfied with the textbooks under consideration remarks, "The textbook can be revised keeping in mind the introduction of 21st-century skills and more examples of effective pedagogical strategies in the teaching-learning process".

IV. CONCLUSION

Textbooks are a central element of any language learning-teaching program. Therefore, it becomes immensely important to evaluate the textbooks followed in the schools, namely the NCERT textbooks. As we have already noticed a dearth in the literature pertaining to textbook evaluation in the Indian context, this work will seek to facilitate researchers working on textbook evaluation in the Indian subcontinent. Our study suggests that the NCERT textbooks followed in the schools for Classes 1-3 are aptly designed for the learners. Still, some sections can be considered for improvement, which, as we hypothesized, was the section on Skills and Subskills, which includes Grammar, Vocabulary, Pronunciation, and the four Language Skills: Listening, Speaking, Reading and Writing (LSRW). Although as the research depicts that the Writing, Speaking and Vocabulary skills are aptly suited for the textbook, the other skills need to be focused on.

Based on the findings, we can suggest that Reading, Pronunciation, Listening, and Speaking skills be given more importance while designing the textbooks, as is evident from the teachers' responses (all these skills received an affirmation of less than 80%). Curriculum planners can look into the aforementioned results to identify the probable areas in the textbooks that need improvement. Teachers can design activities that incorporate these skills to compensate for the shortcomings of the textbook. Future studies can investigate the student's perspective towards the textbooks used in the classroom as they too are a consumer of it apart from the teachers.

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