



# Evaluation of Class-10 English Textbooks: Case Study Based on NCF 2023

Sattayasri Gururaghavendran<sup>1</sup>, Sai Archana M<sup>2</sup>

<sup>1</sup>MA Student, Department of English, Sri Sathya Sai Institute of Higher Learning, Vijayanagar Colony, Anantapur-Bangalore Road, Anantapur, Andhra Pradesh, India  
[sattayasri2000@gmail.com](mailto:sattayasri2000@gmail.com)

<sup>2</sup>Teaching Assistant, Department of English, Sri Sathya Sai Institute of Higher Learning, Vijayanagar Colony, Anantapur-Bangalore Road, Anantapur, Andhra Pradesh, India  
[saiarchanam@sssihl.edu.in](mailto:saiarchanam@sssihl.edu.in)

Received: 14 Apr 2024; Received in revised form: 15 May 2024; Accepted: 23 May 2024; Available online: 03 Jun, 2024  
©2024 The Author(s). Published by Infogain Publication. This is an open-access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *Textbook evaluation, an interesting area in the field of applied linguistics, has a wide scope for research. The purpose of this research paper is to state the aims and objectives stated in NCF 2023 (National Curriculum Framework) concerning the English language course textbook, to list out the current challenges faced in schools as stated in NCF 2023, to explain how a textbook can be evaluated, and to evaluate textbooks based on the principles of NCF 2023. Both qualitative and quantitative studies have been conducted to assess whether the learning outcomes and goals are achieved or not. For this purpose, I have chosen Class-10 English textbooks across two different boards, one from the CBSE board (The B.V.B school) and the other from the Tamil Nadu State Board (Bharathi Vidhya Bhavan Matriculation Higher Secondary school). Evaluation has been done by collecting information from teachers and students of both the schools in the during-use and post-use stages to get feedback on how well the books work in practice, and how effectively the aims are achieved.*



**Keywords**— *Textbook evaluation, NCF 2023, School Education, Class Ten Textbook*

## I. INTRODUCTION

### What is Textbook Evaluation?

The Oxford Dictionary defines a ‘textbook’ as “a book used as a standard work for the study of a particular subject” (The Oxford English Dictionary). It is important to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them (Mohammadi and Abdi, 2014).

‘Evaluation’ in education is the process of finding out whether, or to what extent the materials used achieved the aims and objectives of a learning programme. (Rea-Dickens & Germaine, 1992). It is a useful device for innovations and modifications (Laabidi and Nfissi, 2016).

Thus, ‘textbook evaluation’ is a process by which a textbook is assessed or evaluated based on the aims and

objectives of its respective learning program, to authenticate its appropriateness.

### The purpose of the evaluation

According to Jack C. Richards, evaluation is done (i) to provide feedback on how well the book works in practice and how effectively it achieves its aims, (ii) to document effective ways of using the textbook and assist other teachers using it, (iii) to keep a record of adaptations that were made to the book. (RAS, 2014)

In this paper, I aim to evaluate Class-10 English textbooks of two different boards, CBSE and Tamil Nadu State Board to provide feedback on how well the books work in practice and how effectively they achieve their aims.

### What is NCF 2023?

The National Curriculum Framework for School Education (NCF) addresses education for school children across all Indian school systems (NCERT, n.d.). It focuses on the developmental perspectives, adopting different teaching methods and curriculum changes, and the latest one, with a few amendments aligning with the NEP-2020's vision, was released in 2023. (Admin, 2023)

## II. LITERATURE REVIEW

Education plays a pivotal role in shaping the minds of individuals, and the choice of educational materials is crucial in achieving the desired learning outcomes. This literature review explores various sources that shed light on the evaluation of educational materials, including textbooks and curriculum frameworks.

The National Steering Committee for National Curriculum Frameworks (2023) has developed the National Curriculum Framework for School Education, outlining the aims, objectives, and current challenges in education. This framework serves as a guiding document for educators and policymakers to ensure a comprehensive and effective educational experience. The document, available at [NCFSE-2023-August\_2023.pdf] ([https://ncert.nic.in/pdf/NCFSE-2023-August\\_2023.pdf](https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf)), provides valuable insights into the goals of the educational system and the challenges it faces.

Professor Jack C. Richards, a renowned educator, offers insights into the process of evaluating textbooks. In his resource, "Evaluating a Textbook," available at [Professor Jack C. Richards] (<https://www.professorjackrichards.com/evaluating-text-book/>), he discusses methodologies and criteria for assessing the effectiveness of educational materials. This resource is a valuable guide for educators seeking to enhance the quality of their instructional materials.

The National Council of Educational Research and Training (NCERT) and the Government of Tamil Nadu provide primary texts for evaluation. "First Flight, Class 10 English Book" by NCERT (2022) and "STANDARD TEN ENGLISH" by the Department of School Education, Tamil Nadu (2022), are essential resources for educators to assess and choose appropriate materials for their classrooms.

Textbook evaluation is a multifaceted process, as demonstrated by studies such as "Textbook Evaluation: A Case Study" by M. Mohammadi & H. Abdi (2014). This case study, published in *Social and Behavioral Sciences*, delves into the practical aspects of evaluating a textbook, providing a real-world perspective on the challenges and successes of the process.

Hicham Laabidi and Abdelhamid Nfissi contribute to the literature with their work on "Fundamental Criteria for Effective Textbook Evaluation" (2016). This research employs quantitative analysis methods, offering a structured approach to textbook evaluation. Additionally, Malika Das's study (2000) on "Women Entrepreneurs from India" utilizes survey analysis to understand the motivations and challenges faced by female entrepreneurs, which is used for the quantitative analysis.

Aniko Hatoss (2004) presents a model for evaluating textbooks, emphasizing the importance of a structured approach. The resource provides educators with a conceptual framework for textbook evaluation, focusing on key aspects that contribute to effective learning experiences.

The administrative perspective is crucial, as highlighted by the resource "Introduction to National Curriculum Framework" provided by Admin (2023). This source, available at [Setu] (<https://setu.etutor.co/blog/national-curriculum-framework-ncf-2023/>), introduces educators to the key principles and objectives of the National Curriculum Framework, emphasizing the significance of administrative support in implementing effective educational practices.

The Oxford English Dictionary, a reputable linguistic resource, offers insights into the meaning of a textbook. Exploring the definition of a textbook is crucial in understanding the role it plays in education. The quick search results can be found at [Oxford English Dictionary] (<https://www.oed.com/search/dictionary/?scope=Entries&q=textbook>).

Munir, Suzanne, and Yulnetri (2021) embarked on a crucial endeavor by developing criteria for evaluating English textbooks in Indonesian senior high schools. While the specifics of their framework are not provided, existing literature on textbook evaluation frameworks can offer insights. Scholars such as Richards and Rodgers (2001) emphasize the importance of considering factors such as content, organization, language, and design when evaluating language teaching materials.

In conclusion, this literature review highlights the diverse approaches to evaluating educational materials, ranging from national frameworks and textbooks to case studies, quantitative analyses, and conceptual models. The combination of administrative guidance, academic research, and linguistic perspectives provides a comprehensive understanding of the intricate process of selecting and assessing educational resources. Educators can leverage these insights to make informed decisions for enhancing the quality of education in their classrooms.

### III. RESEARCH METHODOLOGY

Both Qualitative studies and Quantitative studies have been conducted to evaluate the textbooks based on the principles of NCF 2023.

#### 3.1. Qualitative study

The National Curriculum Framework 2023 for school education states that language learning in schools must specifically aim to achieve the following:

1. **Achieving Literacy:** The students, after gaining knowledge of grammatical structures and vocabulary of a language, should be able to apply these skills to understand daily life situations. Achieving literacy means all students demonstrating fluency in reading, writing, and comprehending a language.
2. **Developing effective communication skills and other functional abilities:** The students should be able to think critically, identify and analyze real-world problems, make rational arguments, and arrive at solutions, with the help of the language skills that they learn. They should be capable of thinking and communicating effectively in various situations and build an understanding of the world.
3. **Building literary and creative capacities:** The students should be capable of appreciating the aesthetic aspects of language and exploring it to be creative and imaginative while speaking and writing.
4. **Building multilingual capacities:** The National Education Policy (NEP) 2020 guides language development in schools to focus on teaching many languages to develop the multilingual capacities of the students.
5. **Appreciation of linguistic diversity:** India is a country of rich culture, having a wide range of languages. The students can be given samples of various forms of literature across the country to teach them to understand and appreciate the diversity in linguistic cultures.

The NCF 2023 also brings out a few challenges that language learning in schools is currently facing:

1. **Low levels of literacy:** India is in a crisis where many students have not attained the foundational literacy skills, that is the ability to read and comprehend a basic text.
2. **Insufficient time allocated to language learning:** In many schools, the time allotted for language learning is inadequate.

3. **Low-quality learning materials:** A lot of learning materials are of low quality. Good quality materials need a careful selection of relevant content that is age-appropriate and interesting for students to learn from.
4. **Inadequate levels of teacher preparation:** The NEP acknowledges that there has been a severe scarcity of skilled language teachers in India. For a meaningful and enjoyable student experience, teachers with appropriate training and practice in the subject are required.
5. **Ineffective pedagogic strategies:** The teaching practices used should be based on a sound understanding of how students learn languages across various age groups.
6. **Content-completion-focused rather than competency-focused teaching:** Language classrooms have become a place for mechanically going through textbook activities. Focus should be more on achievement of competency and outcomes in students for effective language teaching, rather than focusing on finishing the content given in the textbook.
7. **Memory-based assessment:** Most of the assessments focus on memory of the content given in the textbook, rather than assessing the language abilities. Assessment should be based on language proficiency, communication and functional ability, and appreciation of literature. (National Steering Committee for National Curriculum Frameworks, 2023, pg.135,137)

How to evaluate a textbook?

According to Jack C. Richards, textbook evaluation can be divided into three phases: Pre-use, during use, and post-use. In every phase, analysis and interpretation are done. In the pre-use stage, evaluation or interpretation involves subjective judgments, which often differ from person to person. Thus, group evaluations are often useful. Generally, textbook evaluation addresses the following issues:

- i. Goals
- ii. Syllabus
- iii. Theoretical framework
- iv. Methodology
- v. Language content
- vi. Other content
- vii. Organization
- viii. Teacher appeal
- ix. Student appeal

- x. Ancillaries (supporting materials)
- xi. Price

In the during-use and the post-use stages, evaluation is done by collecting information from both teachers and students, which serves the following purposes:

- i. To provide feedback on how well the book works in practice and how effectively it achieves its aims.
- ii. To document effective ways of using the textbook and assist other teachers in using it.
- iii. To keep a record of adaptations that were made to the book.

There are various approaches to monitor the use of a book:

- i. Classroom observation
- ii. Record of use
- iii. Feedback sessions
- iv. Written reports
- v. Teachers' reviews
- vi. Students' reviews

Standards of evaluating educational materials:

Materials that are used in class should:

- Provide a positive experience.
- Encourage learners' aspirations.
- Promote learning.
- Reflect the diversity of the rich culture (Materials Selection, Adaptation, Development, and Evaluation, 2015)

For the qualitative study, two textbooks were selected for evaluation – Class X CBSE English textbook and Class X Tamil Nadu State Board English textbook. With the help of the standards for evaluation, as stated by the Department of Abet and Youth Development, and the parameters from NCF 2023, an evaluation of these textbooks was conducted.

- Both CBSE and the State Board of TN provide good quality materials for the English course.
- The textbooks are developed concerning the NCF principles.
- Both textbooks comply with the standards of material evaluation.

As a result of the evaluation, we find that the following standards are met by both the textbooks:

1. As the standard for evaluation states, the material should provide a positive experience. This standard aligns with all the five aims stated in NCF 2023 for language learning.

2. The second standard of Encouraging learners' aspirations aligns with the NCF principle of developing effective communication skills and other functional abilities.
3. The third standard, which is to promote learning, aligns with the NCF principles of achieving literacy and building literary and creative capacities.
4. The last standard is to reflect the diversity of the rich culture. This aligns with the NCF principle of appreciation of linguistic diversity.

Hence, it is proved that they are developed based on the National Curriculum Framework. It has also been observed that the CBSE textbook is comparatively better than the Tamil Nadu State Board textbook. The textbooks suggest activities be conducted before teaching while teaching, and after teaching a chapter. These classroom activities improve their communication skills and boost their confidence. The textbooks focus on how to make language learning easier and more interesting for students. They provide a set of new vocabulary along with their semantic explanations for every chapter. There are exercises with questions that enable the students to think critically and understand and comprehend the text in a better way. Thus, the textbooks focus on the overall development of the students.

### 3.3. Quantitative study:

As a part of the quantitative study, I conducted a survey for the students of class X and the English teachers, of The B.V.B. School (CBSE) and Bharathi Vidhya Bhavan (TN State Board). The objective of the survey is to identify if the prescribed textbook material satisfies the learning needs of the students based on NCF 2023. I prepared separate questionnaires for the students and the teachers, based on "the aims of language learning" and "the challenges faced in language learning", respectively, as stated in NCF 2023. Each questionnaire consists of 10 opinion-based questions and 2 open-ended questions. (The Harvard Race and Genetics publication, 2011)

To conduct the survey, I sent emails to the management of both schools, seeking permission to allow the respective students and teachers to attempt my questionnaire. (Appendix - 1)

Permission was granted and the survey was conducted. I received 292 student responses and 8 teacher responses. Further, I sent another mail acknowledging and appreciating their efforts, and to convey my thanks to all those who were a part of this process. (Appendix – 2)

The letters of appreciation are part of Appendix – 3.

The responses were recorded and the results were consolidated and analyzed as follows:

Questions asked for the students:

1. Is learning English limited to the chapters in the textbook or does it provide you a guidance for your life? **Positive response**
2. In English, you are taught grammatical structures(subject-verb-object), literary devices (simile, metaphor, irony, personification), and vocabulary. How often do you apply these skills in your daily conversations? **Positive response**
3. Do the course materials (main textbook and the supplementary reader) help you demonstrate fluent reading, writing, and comprehending? **Positive response**
4. Does the textbook facilitate you in acquiring the knowledge of a more comprehensive range of words in various contexts? (E.g.: synonyms, antonyms, homophones, root words, prefixes, and suffixes) **Positive response**
5. Does the English course, and the content in its textbook enable you to think critically, identify real-life problems, analyze them, and work out necessary solutions? **Positive response**
6. How often do you use your English language skills to think and communicate effectively in various situations? **Negative response**
7. Does the textbook limit your interpreting and comprehending skills, or help you to develop these skills further? (E.g., By discussing different meanings of a poetic verse in a class) **Positive response**
8. Does the textbook offer student-engaging activities that allow you to explore your creative and imaginative abilities in your spoken and written expressions? (E.g., composing poems, enacting in dramas, participating in debates or speeches) **Positive response**
9. Does reading the English language textbook create an interest in you to further read novels and short stories of other genres such as fiction and non-fiction? **Positive response**
10. How often do you link the ideas learned from the textbook with the books that you borrow from the library? **Negative response**
11. Does the textbook offer you relevant content and is interesting for you to learn from? **Positive response**
12. Do you have any suggestions that can help to improve the content of the materials (textbook and supplementary reader) provided to you? **Positive response**

(Munir, S., Suzanne, N., & Yulnetri., 2021)

Consolidated results of the students' survey:

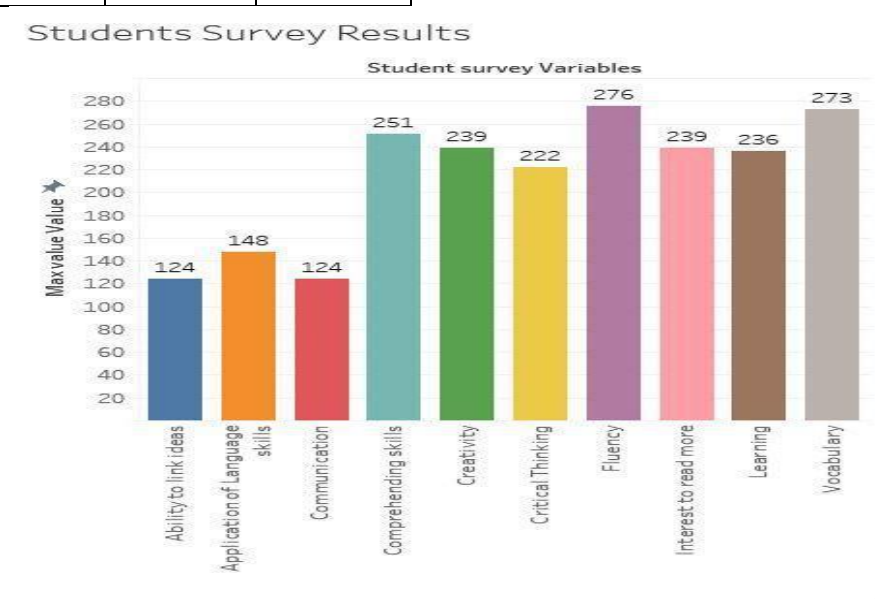
S.No.	Variable	Frequency	Percentage
1	<b>Learning</b>		
	Limited to textbook	56	19.18%
	Provides guidance for life	236	80.82%
2	<b>Application of Language Skills</b>		
	Always	45	15.41%
	Often	73	25.00%
	Sometimes	148	50.68%
	Rarely	20	6.85%
	Never	6	2.05%
3	<b>Fluency</b>		
	Yes	276	94.52%
	No	16	5.48%
4	<b>Vocabulary</b>		
	Yes	273	93.49%
	No	19	6.51%
5	<b>Critical Thinking</b>		
	Yes	222	76.03%
	No	70	23.97%
6	<b>Communication</b>		
	Always	53	18.15%
	Often	101	34.59%
	Sometimes	124	42.47%
	Rarely	11	3.77%
	Never	3	1.03%
7	<b>Comprehending skills</b>		
	Limits	41	14.04%
	Helps develop	251	85.96%
8	<b>Creativity</b>		
	Yes	239	81.85%
	No	53	18.15%
9	<b>Interest to read more</b>		
	Yes	239	81.85%
	No	53	18.15%
10	<b>Ability to link ideas</b>		
	Always	36	12.33%

	Often	60	20.55%
	Sometimes	124	42.47%
	Rarely	55	18.84%
	Never	17	5.82%

<b>Total No. of responses</b>
292

(Das, 2000)

Students Survey Results

**Observations:**

From the received responses, we can find that the materials are more student-centric and have indeed improved their overall language learning skills. It is great to know that for about 80.82% of the students, learning English provides a guidance for their lives. It is also interesting to note that more than 90% of the students have been able to develop their vocabulary and fluency, with the help of the textbook provided. Out of all the achievements from the language learning, Vocabulary and Fluency are the highest, which means the students develop these skills faster and better than the other skills. There seems to be a good scope in the improvement of the students' critical thinking, comprehending skills and creativity. Though it is saddening to know that less than 50% of the students are able to link the ideas from the textbook to their everyday situation, it is quite satisfactory to know that more than 50% of the students are able to apply the language skills in their day-to-day activities. There is certainly some good progress in the students if the textbook can create interest in them to read more.

Questions asked for the teachers:

1. Does the course textbook provide the students with foundational skills in literacy such as the ability to read and comprehend? **Positive response**
2. Is language teaching driven by the achievement of competencies and outcomes in the students rather

than a focus on merely finishing the content given in the textbook? **Positive response**

3. The time allotted for teaching English is sufficient enough to cover the entire course syllabus and the content of the textbook. **Positive response**
4. How would you rate the quality of the textbook that the course offers? (\_\_\_/10)
5. Does the textbook offer relevant content (words, context, illustrations, layout) that is age-appropriate and interesting for the students to learn from? **Positive response**
6. Is the language used in the textbook easily comprehensible for the student's level of understanding? **Positive response**
7. Do you think that the given textbook is sufficient for the students to develop their reading and writing skills? **Positive response**
8. Does the textbook provide any means to assess the student's language proficiency, communication, and ability to appreciate literature? **Positive response**
9. Is the textbook instrumental in provoking and encouraging the students to read more literature? **Positive response**
10. Does the given textbook satisfy all the pedagogical needs of the teachers? **Positive response**

11. Suggestions, if any, to improve the Materials provided by the Board to further facilitate teaching.  
**Positive response**

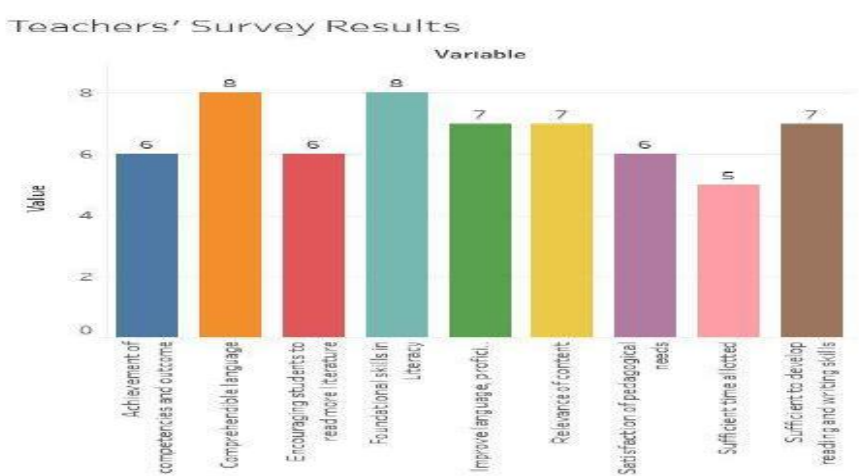
12. What other materials, apart from the given texts, do you recommend for easier and effective teaching?  
**Positive response**

	No	1	12.50%
<b>6</b>	<b>Language easily comprehensible</b>		
	Yes	8	100.00%
	No	0	0.00%
<b>7</b>	<b>Sufficient to develop reading and writing skills</b>		
	Yes	7	87.50%
	No	1	12.50%
<b>8</b>	<b>Tool to assess the students' language, proficiency, communication, and ability to appreciate literature</b>		
	Yes	7	87.50%
	No	1	12.50%
<b>9</b>	<b>Instrumental in encouraging students to read more literature</b>		
	Yes	6	75.00%
	No	2	25.00%
<b>10</b>	<b>Satisfaction of pedagogical needs</b>		
	Yes	6	75.00%
	No	2	25.00%

**Consolidated results of the teachers' survey:**

S.No.	Variable	Frequency	Percentage
<b>1</b>	<b>Foundational Skills in Literature</b>		
	Yes	8	100.00%
	No	0	0.00%
<b>2</b>	<b>Driver of Language Teaching</b>		
	The achievement of competencies and outcomes in the students	6	75.00%
	Finishing the content given in the textbook	2	25.00%
<b>3</b>	<b>Sufficiency of Time</b>		
	Strongly disagree	0	0.00%
	Disagree	0	0.00%
	Neutral	2	25.00%
	Agree	5	62.50%
	Strongly agree	1	12.50%
<b>4</b>	<b>Rating</b>		
<b>5</b>	<b>Relevance of content</b>		
	Yes	7	87.50%

<b>Total No. of responses</b>
8



**Observations:**

There is a 100% positive response from the teachers saying that the textbook provides foundational skills such as reading and comprehending, to the students. Also, the language used in the textbooks is easily comprehensible by the students. They assert that the quality of the textbooks is good, the content is relevant for the student's age, and makes the study of language more interesting. Most of them feel that the textbook is sufficient to develop the reading and writing skills of the students and improve their language proficiency, communication, and ability to appreciate literature. Many of them have a similar opinion that the textbook satisfies all the pedagogical needs of the teachers, and the time allotted for covering the entire content of the textbook is sufficient enough for them.

**IV. CONCLUSION**

This research has been conducted to evaluate school textbooks to assess if they comply with the policies and principles as stated in NCF 2023 and to find out if they satisfy the learning needs of the students. The main objective of this paper is to state the aims and objectives, and current challenges faced by schools (as stated in NCF 2023) pertaining to English language courses, to evaluate the textbooks based on the NCF principles mentioned above.

For this purpose, a brief description of what textbook evaluation is, and the purpose of evaluation is discussed along with a short introduction to NCF 2023. Further, evaluation has been conducted for Class X English textbooks of both CBSE and Tamil Nadu State Board with the help of both qualitative and quantitative studies. Observations were made and the results have been derived. Based on the above results, we can conclude that the materials developed for Class X CBSE and TN State boards satisfy most of the NCF aims and objectives and also take care of the challenges faced in language learning. They focus on the overall development of the student's language learning. The fact that the NCF aims are fulfilled, proves that the textbooks are of good quality.

**V. SUGGESTIONS**

In my opinion, the number of hours given for language learning can be increased to facilitate better teacher-student interaction and to improve of creative imagination of students. The materials can include more classic texts by famous authors. The font size can be increased and the print can be brighter.

**LIMITATIONS**

Comparative study of the CBSE and the State Board texts could not be done in the quantitative method.

**REFERENCES**

- [1] Das, M. (2000). Women entrepreneurs from India: Problems, motivations and success factors. *Journal of Small Business & Entrepreneurship*, 15(4), 67–81. doi:10.1080/08276331.2000.10593294
- [2] Hatoss, Aniko. (2004). A model for evaluating textbooks.
- [3] Laabidi, H., & Nfissi, A. (2016). Fundamental criteria for effective textbook evaluation. *EFL Journal*, 1(2). doi:10.21462/eflj.v1i2.13
- [4] MATERIALS SELECTION, ADAPTATION, DEVELOPMENT AND EVALUATION. (2015). *Tutorial Letter*, 501.
- [5] Mohammadi, M., & Abdi, H. (2014). Textbook evaluation: A case study. *Procedia, Social and Behavioral Sciences*, 98, 1148–1155. doi:10.1016/j.sbspro.2014.03.528
- [6] Munir, S., Suzanne, N., & Yulnetri. (2021). Developing Criteria of an English Textbook Evaluation for Indonesian Senior High School. *TA'DIB, Volume 24*(No 2).
- [7] National Council of Educational Research and Training NCERT. (2022). First Flight, Class 10 English Book. National Council of Educational Research and Training.
- [8] National curriculum framework NCF 2023. (2023, June 2). Retrieved January 29, 2024, from Setu website: <https://setu.etutor.co/blog/national-curriculum-framework-ncf-2023/>
- [9] NCFSE-2023-August\_2023.pdf. (n.d.). Retrieved January 29, 2024, from [https://ncert.nic.in/pdf/NCFSE-2023-August\\_2023.pdf](https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf)
- [10] Quick search results. (n.d.). Retrieved January 29, 2024, from <https://www.oed.com/search/dictionary/?scope=Entries&q=textbook>
- [11] Race and Genetics. (2011). Harvard Race and Genetics.
- [12] RAS. (2014, February 10). Evaluating a textbook. Retrieved January 29, 2024, from Professor Jack C. Richards website: <https://www.professorjackrichards.com/evaluating-text-book/>
- [13] STANDARD TEN ENGLISH. Tamil Nadu Textbook and Educational Services Corporation. (2022).