

An Analytical Study of English and Hindi Language Textbooks of Class-IX U. P. Board In Perspective of Life Skills

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I. Introduction:

Adolescents are considered as the most productive members of the society, due to their physical and intellectual capacity but, unfortunately, most of the adolescents are unable to recognize and utilize their potentials in an appropriate way due to the lack of guidance, training and motivation. Today societies are rapidly becoming more diversified both demographically and politically so our adolescents face multifaceted challenges. The societal demands imply for the key skills that young people need to acquire and they are - the quality of civic life, social cohesion and the proper inculcation of life skills, values and good thinking through an educational system.

Education is the best tool for shaping the desired personality. Education ensures sustainable efforts to cover a large population of the country by following the strategy of integrating subject knowledge with life skills, values and other adolescents' related elements in the content. Different government and non-government agencies viz -Council of Board of Education, UNEPA, NCERT have been designing the text books according to the requirement of the time so as to transmit the enriched subject matter to all the adolescent students studying in schools.

Education enriched with life skills aims to provide students with strategies to make healthy choices, promote mental well being and to develop the competence to face the realities of life. Life skills are one of the governing variables and factors responsible for the successful, healthy and balanced life along with the subject knowledge in a particular field.

According to the World Health Organization (1997) “Life skills are the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life.”

The analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of well being of children and adolescents. The core set of skills given by WHO are:1. Decision Making, 2. Problem Solving, 3.Creative thinking, 4. Critical thinking, 5. Effective Communication, 6. Interpersonal relationship skills, 7. Self awareness, 8. Empathy, 9. Coping with emotions, 10. Coping with stress.

Significance of the problem:

Life-skills-education plays a vital role to increase the awareness among the adolescents about all social problems and to alleviate social evils from the society. The main objective of life- skills-education is to enable the learner to develop a concept of oneself as a person of worth and dignity. And meet out the challenging situations. It enables the individual to:

- Translate knowledge, attitude, skills and values into action
- Develop positive attitude towards themselves and others
- Develop full potential
- Promote the state of mental well being as this motivates them and others
- Promote risk free behavior
- Communicate effectively
- Develop negotiation skills
- Improve self perception by building self confidence.

The formal mode of education which an individual receives in school is based on some ways-they are lecture method, classroom activity, physical activity, co-curricular activity and mainly through text books. In educational system along with the teacher, it is the text book which guides the students to the right path. At secondary level the formal education is divided in two groups-Social Science and Science. Social science subjects develop awareness of political, social, geographical economical, environmental knowledge among the students. On the other hand, the Science subjects develop the abilities like-problem solving, logic reasoning power and analytical attitude. Time to time, changes related to the teaching objective, its evaluation and monitoring is equally important to fulfill the need.

An attempt has been made to analyze the text books of U.P. Board class IX in perspective of life skills.

Objectives- The objectives of the study were as follows:-

- 1.To analyze the Hindi text books of class IX U.P. Board in context of life skills.
2. To analyze the English Text books of class IX U.P. Board in context of life skills.

II. Research Design-

Method of the Study – Descriptive Survey method was employed for the study. This was a type of content analysis study for which descriptive survey method was used to take the opinion of the subject teachers. In this study the researcher analyzed the text books of class IX of U.P. Board and the opinion regarding the life-skills implied in the text books were collected from the following 3 groups:-

- Subject teachers
- Subject experts
- Researcher

Description of the Tool - Self made opinionnaire was constructed by the researcher to collect the relevant data (in the form of opinion) for the study. After survey of related literature and collecting the views from experts a final grid of life skills was prepared. The selected life skills for the present tool were based on WHO which are found to be most comprehensive of life taxonomies. Also these life skills have been identified in the Indian context on the basis of much deliberation and discussion rather than on the basis of the individual opinion on the basis of all the life skills identified by WHO.

On the basis of **life skill analysis scale** the respondents were asked to judge the life skills present in each lesson and also indicate their intensity on the following **5 point scale**:-

- **0= Not Present**
- **1= Minimally Present**
- **2= Moderately Present**
- **3=Substantially Present**
- **4= Highly Present**

Table No 1.0: Score Categories for Life Skill Analysis

Score category	Interpretation of life skills content
0.00	Absent
0.01 - 0.99	Minimally present
1.00 – 1.99	Moderately present
2.00 – 2.99	Substantially present
3.00 - 3.99	Highly present

(Teachers, experts and researcher indicated the life skills found in each lesson according to their opinion.)

Procedure of analysis taken up to find out the life skills present in each text book is that firstly the frequency was counted and percentage was calculated on the basis of the scores given under each life skill against each lesson (i.e. the amount of intensity of life skill in a particular lesson was calculated separately for each of the groups viz. the teachers, the experts and then of the researcher).

Then the mean of different respondents under each group regarding each life skills were calculated i.e. all teachers in one category and all experts in other category. Thus a total of 10 skills mean for each lesson is processed to obtain life skill scores. Later on mean scores were interpreted in qualitative terms.

Statistical Techniques- The study employed the following statistical techniques:-

- Mean
- Percentage

Findings and Conclusions:

Objective 1:To analyze the English Text book of class IX U.P. Board as perceived by

- a) Teachers
- b) Subject experts
- c) Researcher

The life-skills in English textbooks as perceived by a) Teachers b) Subject experts c) Researcher are :-

a) According to the teachers: Nine out of ten life skills were found to be present substantially these life skills are **problem solving, decision making, critical thinking, creative thinking, interpersonal relationship, empathy, self awareness, coping with stress**. One Life skill i.e. **coping with emotions** was found to be moderately present.

b)According to the Subject Experts: One out of ten life skills i.e. **Decision making** was intensely present. Life skills such as **problem solving, creative thinking, empathy, coping with stress** were substantially present and

critical thinking, effective communication, inter personal relationship, self awareness, coping with emotions were found to be moderately present.

c) According to Researcher: Six out of ten life skills were found to be substantially present named **problem solving, creative thinking, empathy, coping with stress, interpersonal relationship, coping with emotions** and 4 life skills were moderately present named **decision making, self awareness, critical thinking, effective communication.**

The overall results based on the combined mean show that in English language textbooks among ten life skills one life skill i.e. **decision making** was found to be intensely present, **problem solving, critical thinking and creative thinking** were found to be substantially present and some life skill such as **interpersonal relationship, self awareness, coping with stress and coping with emotions** were found to be moderately present. There was no particular value which was not at all present in the English language textbooks. The table -1 shows the results of the life skills present in the textbooks. **Table No.1 shows the Life Skills present in English language textbooks.**

Table No.1: The Life Skill Content is shown in English Language Text Books

Life skills	D.M.	P.S.	C.T.	Cri. T.	E.C.	InterPe r. Rel.	S.A.	E.	C.E.	C.S.
ENGLISH TEACHERS	2.00	1.70	1.63	1.64	1.59	1.70	1.68	1.75	1.50	1.4
ENGLISH EXPERTS	2.12	2.0	1.87	1.34	1.12	0.98	0.93	1.93	0.87	1.50
RESEARCHER	1.12	2.0	1.24	1.11	1.17	0.98	0.76	1.67	0.99	1.56
COMBINED MEAN	1.74	1.9	1.58	1.36	1.29	1.22	1.12	1.78	1.12	1.48

Objective 2:To analyze the Hindi Text book of class IX U.P. Board as perceived by

- Teachers
- Subject experts
- Researcher

The life-skills in English subject as perceived by a) Teachers b) Subject experts c) Researcher are :-

The life skills in Hindi textbooks as perceived by the three groups are :-

a) According to the teachers **decision making, creative thinking, critical thinking, effective communication, empathy, coping with emotions, coping with stress** were found to be substantially present and **problem solving, inter personal relationship, self awareness** were found to be moderately present.

b) According to Subject Experts life skills such as **decision making, problem solving, creative thinking, critical thinking, inter personal relationship coping with emotions** were moderately present and **self awareness, coping with stress effective communication** were found to be substantially present.

c) According to Researcher **problem solving, creative thinking, empathy, coping with stress** were substantially present and **critical thinking, effective communication, coping with emotions, inter personal relationship, self awareness, coping with emotions** were found to be moderately present.

The overall results based on the combined mean show that in Hindi textbooks **decision making, problem solving, coping with emotions** were found to be substantially present and life skills such as **self awareness, coping with stress and effective communication** were found to be substantially present. There was no particular life skill which was not at all present in the Hindi textbooks. The table -2 shows the results of the life skills present in the textbooks.

Table No. 2: The Life Skill Content is shown in Hindi Language Text Books

Life skills	D.M.	P.S.	C.T	Cri.T.	E.C.	InterPer. Rel.	S.A.	E.	C.E.	C.S.
HINDI Teachers	1.7	1.4	1.5	1.7	2.02	1.41	1.48	1.5	1.65	1.50
HINDI Experts	1.45	1.55	1.85	1.95	1.35	1.19	1.4	1.4	1.25	1.25
Researcher	1.79	1.76	1.86	2.03	1.36	1.56	1.60	1.66	1.44	1.41
C. Mean	1.64	1.57	1.73	1.89	1.57	1.38	1.49	1.52	1.44	1.38

III. Conclusion

The researcher drawn the following conclusion on the basis of the above mentioned findings:-

The English text books of U.P. Board were found rich enough in life skill content. Most of the life skills were moderately present such as **coping with stress, self awareness, coping with emotions** etc and some are substantially present such as **problem solving, decision making, interpersonal relationship** etc.

The Hindi Text book of U.P. Board was found much rich in the life skill content. Most of the life skills were substantially present such as **critical thinking; creative thinking, problem solving, decision making, effective communication** and some were moderately present such as **effective communication, self awareness, coping with stress, coping with emotions**.

Table No.3:Comprehensive presentation of the life skills present in English language text books of U.P. Board:-

Board	Extent of life skills present in English language text books of U.P. Board				
U.P. BOARD	Highly present	Substantially present <ul style="list-style-type: none"> • Creative thinking • Interpersonal relationship • Effective communication • Self awareness 	Moderately present <ul style="list-style-type: none"> • Problem solving • Critical thinking • Empathy 	Minimally present	Not present

It is evident from table-3 that some life skills revealed its presence in the above category such as substantially present viz. **creative thinking, interpersonal relationship, self awareness** in the English text books and some life skills were found to be moderately present such as **empathy, critical thinking, problem solving**. None was found to be present in other two categories.

Table No 4. Comprehensive presentation of life skills present in the Hindi text books of U.P. Board:-

Board	Extent of life skills present in Hindi language text books of U.P. Board				
U.P. BOARD	Highly present	Substantially present <ul style="list-style-type: none"> • Creative thinking • Coping with emotions • Self awareness • Critical thinking 	Moderately present <ul style="list-style-type: none"> • Problem solving • Effective communication • Empathy • Coping with stress 	Minimally present	Not present

It is evident from table that some life skills such as **creative thinking, coping with emotions, self awareness, critical thinking** were found to be substantially present and some life skills such as **problem solving, effective thinking, empathy, coping with stress** were found moderately present. None was found to be present in other two categories.

Educational Implications of the study

1. At the level of curriculum planning development of life skills should be included in the statement of objectives of language teaching courses in all boards.
2. Text book writers and editors must keep the objective of life skills in focus while selecting or writing lessons for text books of English.
3. This study can provide new ways of thinking for teachers of English and Hindi regarding techniques for effective execution of the study matter/ content of Text book from the point of view of inculcating life skills.

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