



English Learning through Culture, Curiosity and Courage: A Content Analysis of Odisha's Class VII English Textbook- JASMINE

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OPEN ACCESS

Article Citation:

Debendra Bhue, "English Learning through Culture, Curiosity and Courage: A Content Analysis of Odisha's Class VII English Textbook- JASMINE", International Journal of Recent Trends in Multidisciplinary Research, July-August 2026, Vol 6(04), 31-40.



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Abstract: The present paper examines Jasmine, the newly introduced Class VII English textbook of Odisha, prepared in the background of NEP 2020, NCF-SE 2023 and SCF-SE 2025. It asks how far English at the middle stage is made closer to children's culture, values, environment, imagination and curiosity. The article is based on a close reading of the textbook's introductory pages, five thematic units, selected lessons, activities, illustrations and value-based tasks. The units—Learning Together, Wit and Humour, Dreams and Discoveries, Travel and Adventure, and Bravehearts—show that the book does not follow a narrow prose-poetry arrangement. Lessons such as The Day the River Spoke, Three Days to See, Animals, Birds, and Dr. Dolittle, North, South, East, West, Conquering the Summit and Rani Abbakka connect English learning with nature, girls' education, disability sensitivity, humour, national diversity, courage and women's leadership. The book also gives space to discussion, reflection, listening, speaking, writing and exploration. The analysis suggests that Jasmine is a promising middle-stage textbook, but its classroom value will depend on teacher facilitation, oral practice, inclusive representation and careful use of activity-based sections.

Key Words: Jasmine; Class VII English; Odisha; NEP 2020; NCF-SE 2023; textbook analysis; content analysis; middle stage education; Indian Knowledge System; inclusive pedagogy

1. Introduction

A reader who opens Jasmine for Class VII does not meet a usual English reader arranged only around prose passages, poems and exercises. The book begins with a visible Odia cultural presence and then moves into units on learning together, humour, dreams, travel and brave-heartedness. This arrangement gives the textbook a wider meaning. English is presented not only as a subject to be explained and answered in writing, but also as a medium through which children encounter stories, humour, nature, courage, social behaviour, local identity and national feeling.

Jasmine has been prepared for Class VII learners of Odisha in the background of NEP 2020, NCF-SE 2023 and SCF-SE 2025. The foreword says that the book aims to develop listening, speaking, reading and writing in a meaningful and pleasant way. It also states that the content is rooted in Odisha's cultural heritage, traditions and local knowledge systems, while reflecting the broader Indian Knowledge System (School & Mass Education Department [SMED], 2026). These statements give the book a larger importance than an ordinary reader.

The "About the Book" section makes the curricular direction more explicit. It refers to independent reading comprehension, summarising, writing about their thoughts and experiences, effective communication, literary appreciation and basic linguistic awareness as important objectives. This same section states that values, heritage, gender sensitivity and inclusion have been woven throughout all units (SMED, 2026). Such claims should be investigated in the context of the real lessons, activities, illustrations and classroom activities in the book.

Another reason for this study is provided by the policy background. NEP 2020 seeks to shift the school education system away from rote learning and impart more opportunities to children to learn by understanding and discussing it and have hands-on experience (Government of India, 2020). Competencies, engagement, appropriate evaluation and links with knowledge

English Learning through Culture, Curiosity and Courage: A Content Analysis of Odisha's Class VII English Textbook- JASMINE

beyond the textbook are also valued in NCF-SE 2023. This raises a practical question in relation to an English textbook: does the book only provide children with passages to read and answers to write, or does the book also give opportunities for children to read, speak, think, ask, imagine and connect English with their environment?

This paper reads Jasmine from that point of view. It analyses the 5 units, selected texts, activity sections, illustrations and value messages to see what type of English students are encouraged to learn in this book. The point is not to extol the book simply because it is new. The focus is to observe its scope for Odisha Class VII learners and areas that might need in-depth exploration in future editions.

2. Rationale of the Study

The study is relevant as class VII is a middle level of school education. Students are expected to go beyond copying and reading at this level. They should be able to comprehend increasingly sophisticated written texts, to speak with increasing confidence, to write to express their own ideas, to listen attentively and to make connections between what they hear in the classroom and their experiences outside the classroom.

This textbook is also significant as it is a state level English textbook introduced under the new curriculum reform in Odisha. In many state schools the textbook is still the prime source of English input, and the most sure guide to teaching. This means that the content, activities and examples in the book have an impact on the actual experience of English learning.

Jasmine is structured into five units, which provides a sense of identity and stand-alone quality to the book. Learning Together, Wit and Humour, Dreams and Discoveries, Travel and Adventure and Bravehearts are different aspects of child development. They combine social learning, humour, imagination, movement, courage, patriotism, sensitivity towards gender and national diversity. This does allow, however, for a systematic content analysis of this book. This makes the book suitable for a systematic content analysis.

3. Review of Related Literature

Textbook analysis has remained a significant area of educational research because textbooks carry selected meanings about knowledge, culture, society and learning. Apple (1992) argues that school knowledge reflects social and cultural choices. Pingel (2010) also observes that textbook research helps in understanding how identity, citizenship and values are represented before learners.

In language teaching, the textbook can serve as a syllabus, teaching guide and classroom teaching material. Cunningsworth (1995) explains that textbooks provide language input, practice material and a structure for teaching. Richards (2001) also notes that textbooks are one of the materials that help in the implementation of the curriculum in terms of organising activities and content. However, these are only of use when they are relevant to the learner, feasible in the classroom, culturally appropriate, and the language tasks themselves are good.

The meaningful use of language is an important issue in materials development scholarship. Tomlinson (2011) believes that language materials should engage the learner personally and emotionally. Writing becomes meaningful when learners use it to express something and for a purpose, not to mechanically reproduce what they have read or heard, as explained by Hyland (2003). These ideas can be applied to analysing the book, Jasmine, since it is stated that the book aims to link language learning with communication, experience and real-life situations.

Content analysis is appropriate for the present study as it enables the researcher to analyze the content as well as the educational meanings in the content. Content analysis, according to Krippendorff (2018), is a systematic method to derive valid meanings from texts. Clear categories and transparent interpretation are also important in qualitative content analysis (QCA), as Schreier (2012) states.

4. Research Gap

Although textbook analysis is an established area of research, limited published work is available on the newly introduced Odisha English textbooks developed in the context of NEP 2020, NCF-SE 2023 and SCF-SE 2025. The Class VII textbook Jasmine needs particular attention because it represents the middle stage of learning, where children begin to build confidence in reading, speaking, writing, reflection and communication.

The present study addresses this gap by analysing Jasmine in relation to thematic structure, language skills, values, Indian Knowledge System, gender sensitivity, inclusion, environmental awareness, national identity and classroom activities.

5. Objectives of the Study

1. To analyse the thematic organisation of Jasmine for Class VII.
2. To examine the textbook's alignment with NEP 2020, NCF-SE 2023 and SCF-SE 2025.
3. To study the representation of listening, speaking, reading, writing, vocabulary and grammar-related activities.
4. To analyse the integration of values, life skills, cultural elements, Indian Knowledge System, environmental sensitivity and national identity.
5. To examine the textbook's treatment of gender sensitivity and inclusion.
6. To identify the major strengths and limitations of the textbook from the perspective of English language learning at the middle stage.

6. Research Questions

1. How is Jasmine thematically organised for Class VII learners?
2. How far does the textbook reflect the broad vision of NEP 2020, NCF-SE 2023 and SCF-SE 2025?
3. How does the textbook support listening, speaking, reading, writing, vocabulary and grammar?
4. What values, life skills and cultural elements are embedded in the selected texts and activities?
5. How are gender sensitivity and inclusion represented in the textbook?
6. What are the major strengths and limitations of Jasmine as a middle-stage English textbook?

7. Methodology

The study follows qualitative content analysis. *Jasmine*: Textbook of English for Class VII, Tryout Edition 2026, published by the School and Mass Education Department, Government of Odisha and prepared by SCERT Odisha, has been used as the primary source of data.

The analysis includes the cover page, publication details, foreword, "About the Book" section, contents page, five thematic units, fifteen lessons, pre-reading activities, in-text questions, vocabulary support, illustrations, discussion tasks, reflection questions, listening, speaking and writing sections, and exploratory activities.

There are 4 levels of the unit of analysis. The broad theme is explored at a unit level. Topic, genre, value and representation is explored through the lesson level. Activity level is used to explore skill development and cognitive demand. The visual level is examined in relation to illustrations and their connection with meaning, gender, culture and/or support for learners.

8. Analytical Framework and Coding Tables

The analytical frame used for reading Jasmine as a curriculum text is the following tables. The tables are used as interpretive matrices. Percentages are not given unless they are apparent from the textbook structure.

Unit	Theme	Lessons Included	Dominant Genre Pattern	Broad Educational Concern
Unit 1	Learning Together	The Day the River Spoke; Try Again; Three Days to See	Story, poem, reflective prose	Nature, courage, perseverance, disability sensitivity
Unit 2	Wit and Humour	Animals, Birds, and Dr. Dolittle; A Funny Man; Say the Right Thing	Story, poem, play/conversation	Humour, empathy, communication, animal care
Unit 3	Dreams and Discoveries	My Brother's Great Invention; Paper Boats; North, South, East, West	Story, poem, travel narrative	Imagination, discovery, aspiration, national diversity
Unit 4	Travel and Adventure	The Tunnel; Travel; Conquering the Summit	Story, poem, non-fiction/biographical text	Exploration, courage, movement, determination
Unit 5	Bravehearts	A Homage to Our Brave Soldiers; My Dear Soldiers; Rani Abbakka	Non-fiction, poem, graphic story	Patriotism, sacrifice, women's leadership, historical memory

Table No. 1 (Structural Profile of Jasmine)

Genre/Mode	Lessons Representing the Genre	Number of Lessons	Analytical Meaning
Story/Narrative	The Day the River Spoke; Animals, Birds, and Dr. Dolittle; My Brother's Great Invention; The Tunnel	4	Provides imagination, character-based learning and situational language use
Poem	Try Again; A Funny Man; Paper Boats; Travel; My Dear Soldiers	5	Develops rhythm, emotion, literary appreciation and reflective thinking
Non-fiction/Biographical Text	Conquering the Summit; A Homage to Our Brave Soldiers	2	Connects English learning with real-life courage and national feeling
Play/Conversation	Say the Right Thing	1	Supports oral expression, dialogue and communicative competence
Travel/National Diversity Narrative	North, South, East, West	1	Introduces learners to India's geographical and cultural variety

English Learning through Culture, Curiosity and Courage: A Content Analysis of Odisha's Class VII English Textbook- JASMINE

Graphic/Historical Story	Rani Abbakka	1	Combines visual literacy, history, courage and women's leadership
Reflective/Experiential Text	Three Days to See	1	Builds disability sensitivity and appreciation of the senses

Table No-2 (Genre Distribution in the Textbook)

Unit	Major Theme	Supporting Sub-themes	Representative Lesson Evidence	Interpretation
Learning Together	Relationship between nature, learning and human courage	Girls' education, listening to nature, perseverance, disability sensitivity	The Day the River Spoke; Try Again; Three Days to See	The unit introduces English through empathy, nature and personal growth
Wit and Humour	Humour as a mode of learning	Animal care, communication, language play, careful speaking	Animals, Birds, and Dr. Dolittle; Say the Right Thing	Humour is used for social and linguistic learning
Dreams and Discoveries	Imagination and curiosity	Invention, childhood dreams, travel imagination, national diversity	My Brother's Great Invention; Paper Boats; North, South, East, West	The unit links English with wonder, creativity and exploration
Travel and Adventure	Movement, risk and determination	Adventure, self-discovery, disability and achievement	The Tunnel; Travel; Conquering the Summit	The unit supports courage, aspiration and resilience
Bravehearts	Courage and national service	Patriotism, sacrifice, anti-colonial resistance, women's leadership	A Homage to Our Brave Soldiers; My Dear Soldiers; Rani Abbakka	The unit connects English with national memory and civic values

Table No- 3 (Unit-wise Thematic Coding)

Policy/Curricular Indicator	Evidence in Jasmine	Analytical Observation
Competency-based learning	Curricular goals mention reading comprehension, summarising, writing, communication and linguistic awareness	The textbook is planned around learning capacities rather than only content coverage
Experiential learning	Pre-reading activities ask learners to observe, listen, discuss and relate to experience	Activities move learners from text to life situations
Cultural rootedness	Bande Utkala Janani and references to Odisha's cultural heritage	English is linked with regional identity rather than treated as culturally detached
Indian Knowledge System	Foreword and About the Book mention IKS and local knowledge systems	The book attempts to connect language learning with Indian and local knowledge traditions
Gender sensitivity	Jahnavi, Arunima Sinha and Rani Abbakka appear as strong female figures	The textbook offers positive female representation, though a full gender audit is still needed
Inclusion	Three Days to See and Conquering the Summit address disability-related sensitivity	Inclusion is visible, especially through disability and resilience, but wider social inclusion can be expanded
Critical thinking	Let us discuss and Let us think and reflect sections	Students are invited to reason, respond and analyse rather than only recall facts
Joyful learning	Humour, stories, poems, illustrations, role play and language games	The textbook tries to reduce fear and make English more approachable

Table No- 4 (NEP 2020, NCF-SE 2023 and SCF-SE 2025 Alignment Matrix)

Skill Area	Textbook Evidence	Pedagogical Possibility	Area Needing Attention
Listening	The book mentions Let us listen and gives listening transcripts	Supports auditory language input and classroom interaction	Requires teacher preparation and classroom time

English Learning through Culture, Curiosity and Courage: A Content Analysis of Odisha's Class VII English Textbook- JASMINE

Speaking	Let us discuss, Let us speak, pair work and classroom sharing	Encourages oral expression and peer interaction	May remain weak if teachers focus only on written work
Reading	Stories, poems, narrative, non-fiction and graphic text	Develops comprehension and exposure to varied genres	Reading should not be reduced to translation only
Writing	Let us write and reflective tasks	Builds expression of thoughts, feelings and experiences	Writing tasks need feedback, not only correction
Vocabulary	Word meanings are placed near the reading text	Supports contextual vocabulary learning	Teachers should use words in sentences and oral practice
Grammar/Linguistic Awareness	Language use and structure-related activities	Helps students notice word and sentence patterns	Should remain connected with communication
Exploration and experiential learning	Let us explore and Let us do	Extends learning beyond textbook pages	Needs local adaptation and practical classroom planning

Table No- 5 (Language-Skill Orientation)

Value/Life Skill	Lessons/Units Where Visible	Nature of Representation
Courage	The Day the River Spoke; Conquering the Summit; Rani Abbakka	Courage is shown through girls' education, disability achievement and historical resistance
Perseverance	Try Again; Conquering the Summit	Learners are encouraged to continue effort despite difficulty
Empathy	Animals, Birds, and Dr. Dolittle; Three Days to See	Empathy is extended towards animals and persons with sensory limitations
Environmental sensitivity	The Day the River Spoke	Nature is treated as a speaking and guiding presence
Humour	A Funny Man; Say the Right Thing	Humour develops enjoyment and communicative awareness
Imagination	Paper Boats; My Brother's Great Invention	Children's dreams and curiosity become part of language learning
National integration	North, South, East, West	India's regional variety is introduced through travel and observation
Patriotism	A Homage to Our Brave Soldiers; My Dear Soldiers	National feeling is developed through respect for soldiers
Women's leadership	Rani Abbakka; Conquering the Summit	Female courage is represented through history and real-life achievement

Table No-6 (Value and Life-Skill Coding Matrix)

Dimension	Evidence from Textbook	Strength	Area for Further Review
Girls' education	Jahnvi in The Day the River Spoke wants to go to school	Strong message that girls can learn and aspire	More such examples may be included across units
Female achievement	Arunima Sinha in Conquering the Summit	Represents courage, disability and women's achievement	Needs comparison with male achiever representation
Women's leadership	Rani Abbakka	Presents a woman ruler as brave and politically active	Historical women from Odisha may also be included
Disability sensitivity	Three Days to See; Conquering the Summit	Disability is linked with sensitivity and strength	Disability representation should not be limited to inspiration alone
Rural and natural context	The Day the River Spoke	Connects English with village life and nature	More Odisha-specific rural and tribal contexts may be added
Social diversity	North, South, East, West	Introduces India's diversity	Representation of Odisha's internal diversity needs strengthening

Table No-7 (Gender and Inclusion Analysis)

Cognitive Level	Nature of Task	Textbook Activity Type	Educational Value
Remembering	Finding facts from the text	Direct comprehension questions	Helps basic understanding
Understanding	Explaining meaning, events or character actions	Let us discuss	Builds comprehension through response
Applying	Connecting lesson ideas with life	Questions on dreams, effort, courage and communication	Helps learners relate English to experience
Analysing	Comparing, reasoning and explaining causes	Let us think and reflect	Encourages deeper thinking
Evaluating	Giving opinion or judgement	Discussion on social behaviour, courage and values	Supports ethical and personal response
Creating	Writing, role play, exploration and project-like tasks	Let us write; Let us explore; Let us do	Encourages expression and creative use of language

Table No-8 (Cognitive Demand of Activities)

Visual Feature	Location/Example	Pedagogical Use	Analytical Comment
Cultural opening	Bande Utkala Janani page	Establishes Odia identity	Gives regional grounding to an English textbook
Nature-based unit design	Unit 1 and river illustrations	Creates mood and supports comprehension	Strong connection between visual and theme
Character illustrations	Jahnavi, classroom, river scenes	Helps learners follow the story	Visuals support empathy and narrative understanding
Vocabulary side boxes	Reading passages	Helps immediate word understanding	Useful for independent reading
Activity headings	Let us discuss, Let us speak, Let us write, Let us explore	Organises learning tasks clearly	Makes the book teacher-friendly
Graphic story format	Rani Abbakka	Supports visual literacy and historical interest	Useful for engaging reluctant readers

Table No-9 (Visual and Layout Analysis)

Area	Major Strength	Limitation/Gaps
Thematic structure	Five units cover social learning, humour, imagination, travel and courage	Thematic depth may vary across lessons
Language skills	Reading, writing, listening and speaking are visibly included	Oral language practice depends heavily on teacher facilitation
Values	Courage, empathy, perseverance, patriotism and care are strongly represented	Values may become moral instruction if discussion is not open-ended
Gender	Jahnavi, Arunima Sinha and Rani Abbakka provide strong female representation	A full gender count of authors, characters and achievers is needed
Inclusion	Disability sensitivity appears through selected lessons	Wider disability, tribal and socio-economic representation can be expanded
Culture	Odisha identity and Indian Knowledge System are visible	More region-specific Odisha diversity may be included
Pedagogy	Activities encourage discussion, reflection and exploration	Classroom feasibility depends on time, teacher training and class size
Visuals	Illustrations support comprehension and interest	Visual representation also needs systematic gender and diversity analysis

Table No-10 (Strengths and Gaps of Jasmine)

Lesson	Genre	Theme	Skill/Task	Value Focus	Inclusion / Cognitive Focus
The Day the River Spoke	Story	Nature and girls' education	Reading; discussion; speaking	Courage; curiosity	Girl child; rural life; understanding and evaluation

English Learning through Culture, Curiosity and Courage: A Content Analysis of Odisha's Class VII English Textbook- JASMINE

Try Again	Poem	Perseverance	Reading; recitation; reflection	Effort; resilience	General; application
Three Days to See	Reflective prose	Sensory awareness	Reading; reflection; writing	Empathy; appreciation	Disability sensitivity; evaluation
Animals, Birds, and Dr. Dolittle	Story	Animal care	Reading; vocabulary; discussion	Empathy; care	Human-animal relation; application
A Funny Man	Poem	Humour	Reading; recitation	Joy; imagination	General; understanding
Say the Right Thing	Play/conversation	Communication	Speaking; role play	Careful speech	Social interaction; analysis
My Brother's Great Invention	Story	Discovery	Reading; discussion	Curiosity; trial and error	Family context; application
Paper Boats	Poem	Dreams	Reading; writing	Imagination; aspiration	Childhood experience; creation
North, South, East, West	Narrative	National diversity	Reading; discussion	Appreciation of India	Regional diversity; application
The Tunnel	Story	Adventure	Reading; reflection	Courage; exploration	General; analysis
Travel	Poem	Desire to explore	Reading; recitation; writing	Movement; wonder	General; creation
Conquering the Summit	Non-fiction	Determination	Reading; discussion	Courage; perseverance	Woman with disability; evaluation
A Homage to Our Brave Soldiers	Non-fiction	Patriotism	Reading; reflection	Gratitude; national duty	Soldiers; evaluation
My Dear Soldiers	Poem	Respect for soldiers	Reading; recitation	Sacrifice; gratitude	Soldiers; understanding
Rani Abbakka	Graphic story	Resistance and leadership	Reading; visual literacy	Courage; leadership	Woman ruler; analysis and evaluation

Table No-11 (Suggested Evidence-Based Coding Sheet for Future Research)

9. Thematic Analysis

9.1 Learning Together

The first unit starts with The Day the River Spoke. This is a key opening lesson, as it combines nature, gender, education, and courage. The main character, Jahnavi, wants to go to school. As she walks along the river, she hears the stream singing to her, encouraging her to think that little girls can do the same things as little boys. The story affords a place where nature is not just a background presence but a speaking presence. This is helpful to ecological sensitiveness and to the education of girls.

The poem Try Again introduces perseverance. It encourages learners to view difficulty not as failure but as part of effort. Three Days to See brings disability sensitivity into the textbook. It invites learners to value sight, senses and the beauty of the world. As a unit, Learning Together connects personal growth with nature, resilience and inclusion.

9.2 Wit and Humour

The second unit uses humour as a serious pedagogical resource. Animals, Birds, and Dr. Dolittle introduces a doctor who learns animal language and treats animals with empathy. The text entertains, but it also teaches care for animals and respect for non-human life. A Funny Man creates amusement and curiosity through playful imagination. Say the Right Thing deals with miscommunication and the comic results of saying things wrongly. This unit shows that humour can help children learn language, social behaviour and careful communication.

9.3 Dreams and Discoveries

The third unit is built around imagination and discovery. My Brother's Great Invention presents curiosity and trial-and-error learning. Paper Boats uses a simple childhood image to express dreams, hope and the wish to connect with unknown

places. North, South, East, West presents travel through postcards and introduces learners to India's diverse landscapes and cultural variety. This unit is strong because it connects English with curiosity, creativity and national diversity.

9.4 Travel and Adventure

The fourth unit gives importance to movement, exploration and courage. The Tunnel takes learners into an adventurous situation and develops curiosity about the unknown. The poem Travel presents the desire to move beyond familiar surroundings. Conquering the Summit is especially significant because it presents Arunima Sinha, the first female amputee to scale Mount Everest. This lesson brings together disability, gender, courage and determination. It is one of the strongest texts in the book from the perspective of inclusive and inspirational education.

9.5 Bravehearts

The fifth unit places courage and patriotism at the centre. A Homage to Our Brave Soldiers and My Dear Soldiers develop gratitude towards soldiers and their sacrifice. Rani Abbakka introduces learners to a brave queen who resisted Portuguese colonial power. This lesson is important because it brings women's leadership and anti-colonial courage into the textbook. The unit may be read as an attempt to connect English learning with national feeling, historical memory and respect for sacrifice.

10. Language-Skill Orientation

Jasmine gives attention to the four language skills. Reading is naturally central because the book contains stories, poems, conversations, narratives and non-fictional pieces. Vocabulary support is given near the text, which helps learners understand difficult words without moving away from the reading passage.

The book also gives space to speaking and discussion. Sections such as "Let us discuss" and "Let us speak" encourage learners to share their opinions. The opening lesson itself begins with pre-reading questions asking learners to listen to sounds around them and share their answers. Such activities create a link between language and immediate experience.

Writing activities assist learners to express thoughts, feelings and experiences. The "Let us think and reflect" sections encourage reasoning, analysis and personal response. There is also listening, and reference to transcripts for listening activities, although these are not provided in the book. But listening and speaking will not make any sense unless the teachers actually practice the same in the class. The communicative function of the textbook will only have a limited potential if it is only used for reading and giving explanations and written answers.

11. Values and Life Skills

This textbook has a prominent value orientation. These are the important values: courage, perseverance, empathy or respect for others, curiosity, humour, care for nature, sensitivity to animals, respect for soldiers, national pride and gender equality.

The Day the River Spoke is a day for girls' education and courage. Try Again is about resilience! Three Days to See builds up awareness of disability. Animals, Birds, and Dr. Dolittle encourages care for animals. Paper Boats fosters imagination and aspiration. Climbing the Summit is an example of being determined. Rani Abbakka is a symbol of courage and leadership of women.

These values do not come only in the form of moral preaching. Mostly used in stories, poems and situations. From an educational point of view, it is helpful to children to learn about values through the characters and their experiences.

12. Indian Knowledge System, Culture and Local Context

The textbook starts with Bande Utkala Janani, and the book has a good beginning with Odia culture. The foreword and "About the Book" also refer to Odisha's cultural heritage as well as Indian Knowledge System and local knowledge system. Because English learning is often considered to be far from the local identity. Jasmine tries to minimize the gulf between English and Odia and Indian contexts.

Students also learn about national diversity – North, South, East and West. Bravehearts unit allows students to learn about national courage and sacrifice. Rani Abbakka brings into the English classroom historical resistance and women's leadership. These choices highlight that English is not just being used to convey foreign or abstract ideas, but that Indian cultural and historical content is being conveyed as well.

13. Gender and Inclusion

One of the most important strengths of the book is Gender representation. Jahnvi in *The Day the River Spoke* wants to go to school and challenges the idea that girls should remain behind. The river's statement that little girls can do as much as little boys gives the lesson a clear gender-sensitive message. *Conquering the Summit* presents Arunima Sinha as a woman with disability who achieves an extraordinary goal. *Rani Abbakka* presents a female ruler as courageous, strategic and patriotic.

Inclusion is also visible in *Three Days to See* and *Conquering the Summit*. These lessons create space for disability awareness and respect for human determination. However, the textbook may still be strengthened by including more representation of tribal communities, rural occupations, multilingual homes and different socio-economic backgrounds of Odisha.

14. Pedagogical Design

Several activity headings ("Let us discuss", "Let us think and reflect", "Let us speak", "Let us listen", "Let us learn", "Let us write", "Let us explore", "Let us do.") are used in the book. These sections show that the textbook is not designed only for passive reading. It expects learners to talk, think, respond, listen, write and explore.

The pre-reading activities are particularly helpful. For instance, in *The Day the River Spoke* children are asked to close their eyes and listen to sounds around them. This activity immediately relates the lesson with the environment of the learner. It also sets them up for a story in which the river is a character.

Illustrations are used well throughout the book. Understanding and interpretation of setting, mood and context is aided by the river scene, classroom scene, travel images and visual design around units. This type of visual aid is crucial for Class VII students as it simplifies the reading process and makes the content more accessible.

15. Major Strengths of the Textbook

Jasmine has several strengths. It is thematically organised and suitable for middle-stage learners. It uses a variety of genres, including stories, poems, conversation, narrative, non-fiction and graphic story. It connects English with Odisha's identity, Indian Knowledge System, national diversity and values.

The textbook gives attention to gender sensitivity through Jahnvi, Arunima Sinha and Rani Abbakka. It includes disability awareness through Three Days to See and Conquering the Summit. It encourages discussion, reflection, listening, speaking, writing and exploration.

The textbook's strongest feature is that it makes English learning less distant. It gives children familiar emotional and social points of entry: rivers, dreams, school, animals, travel, soldiers, brave women and national diversity.

16. Limitations and Areas for Improvement

The textbook still needs further strengthening in some areas. Listening and speaking activities may remain weak if teachers are not trained to use them properly. The book gives activity headings, but classroom implementation will decide whether students actually speak and listen in English.

The representation of Odisha's internal diversity may also be expanded. Odisha has tribal, coastal, western, southern, rural and urban cultures. Future editions may include more lessons reflecting this diversity. The book has gender-sensitive lessons, but a full gender audit is still needed to examine the balance of male and female authors, characters and achievers.

The cognitive level of activities should also be examined more deeply. Some activities invite reflection and discussion, but a full activity-wise analysis is required to see how many tasks are recall-based and how many encourage analysis, evaluation and creation.

17. Major Findings

1. Jasmine is a thematically organised English textbook designed for Class VII learners in Odisha.
2. Its five units cover social learning, humour, imagination, travel, adventure and courage.
3. The textbook gives visible attention to values such as perseverance, empathy, courage, curiosity, animal care, patriotism and gender equality.
4. The book supports integrated language learning through reading, discussion, speaking, listening, writing and exploratory activities.
5. Vocabulary support and illustrations help learners understand texts more independently.
6. Odisha's cultural identity and Indian Knowledge System are visible in the introductory sections and in the inclusion of Bande Utkala Janani.
7. Gender and inclusion is addressed with the help of Jahnvi, Arunima Sinha, Rani Abbakka and texts on disability.
8. Classroom use, oral language practice, wider social representation and activity-wise cognitive balance need further attention.

18. Discussion

Overall, *Jasmine* is a valuable contribution to the textbook design of English in Odisha, and it represents a significant move towards more innovative and engaging practices. It does not just view English as a grammar and written answers subject. It teaches English as a way of thinking about nature, school, courage, humour, discovery, travel, soldiers and brave women. It renders this book more appropriate for the middle stage when children require language practice and content.

The book's worth is working with English and life. A girl wishes to have education, and a river tells her. A poem for children to learn to try again. A child visualises paper boats drifting off into the unknown. The woman on the mountain is an amputee. The queen fights the colonial power. These are not only lessons but also are starting points of values, imagination and social awareness.

Meanwhile, the textbook's success is reliant on teachers. Much of the strength of the book will be dissipated if the activities are ignored and only used as word meaning and answers. It is vital, therefore, for teachers to be oriented.

19. Educational Implications

It is important that teachers make use of the pre-reading, discussion and speaking sections. Students are encouraged to

English Learning through Culture, Curiosity and Courage: A Content Analysis of Odisha's Class VII English Textbook- JASMINE

speak even in simple English. Some local examples from Odisha can be included while discussing in the classroom. *Jasmine* can serve as a tool for teacher educators to train teacher trainees in textbook analysis and activity-based teaching and inclusive language pedagogy.

Classroom feedback can be used to enhance future versions of the curriculum. The textbook could be improved with more listening resources, regional representation, tribal voices, and local stories and activity-based assessment tasks.

20. Limitations of the Study

This study is confined to what is presented in the textbook. Not based on classroom observation, teacher interviews, student responses or student learning outcome data. Hence, the opportunity for educational use of *Jasmine* is analysed in the paper, but without the claim to measure the effectiveness of its use in the classroom.

The study also does not make a complete comparative text of the book of *Jasmine* with the previous Class VII English text book and with the text book of NCERT Class VII English. The teacher's perception, classroom observation and learner feedback and activity wise quantitative coding may be used in the future research.

21. Conclusion

Jasmine for Class VII is a potential English textbook designed with the consideration of NEP 2020, NCF-SE 2023 and SCF-SE 2025. Provides English learning with a theme, value and cultural orientation. The topics of learning together, humour, dreams, travel and bravehearts provide children with multiple language and life experiences.

The book has dedicated space to girls education, disability sensitivity, national diversity, courage, humour, nature and Indian identity that are meaningful. It's not ideal but educational. The ultimate success of its use will be contingent on the ways teachers employ the activities, the opportunities for student voice and response, and the ways future editions will better include and reflect on local diversity. *Jasmine* is overall a helpful initiative towards making English learning more meaningful for the learners of Class VII in Odisha.

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