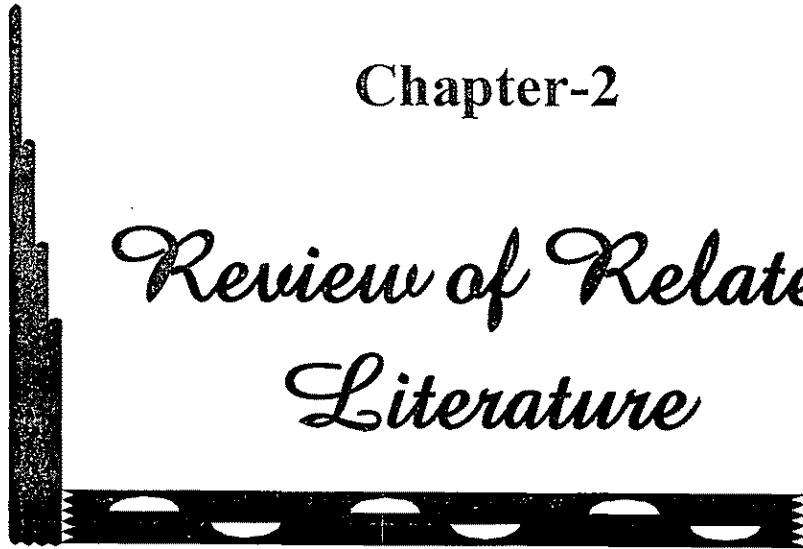


Chapter-2

*Review of Related
Literature*



REVIEW OF RELATED LITERATURE**2.1 INTRODUCTION**

The review of the literature in educational research provides us with the means of getting the information in our particular field of knowledge. Until we have learned what others have done and what remains still to be done in our area, we cannot develop a research project that will contribute to further knowledge in our field. Thus, the literature in any field forms the foundation upon which all the future work must be built. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and nave. Although the importance of a thorough review of literature is obvious to everyone, because the insight and knowledge gained by the review inevitably lead to be a better designed project and greatly improve the chances of obtaining important and sufficient results.

This chapter presents a brief history of attempts to analyze the school textbooks on different subjects with special emphasis on books related to science. The whole chapter is divided into two parts:

1. Studies conducted abroad.
2. Studies conducted in India.

In India as well as abroad, ample literature is available on the art of textbook writing as well as the preparation of reference material, but very scanty efforts have been made in the area of the assessment of a textbook objectively. NCERT made a maiden effort to develop certain tools for evaluating textbooks. These tools gave a direction to the evaluators to adopt and evaluate a textbook with no bias.



The work so far done in India or outside is of different nature. However, they casually provide a guideline for the evaluators to work out and modality of assessing textbooks.

It would be worthwhile to mention some of the researches related with the task, though they are not very directly related with the evaluation aspect.

2.2 STUDIES CONDUCTED ABROAD

Hen (1959)

In 1959 Hen critically evaluated 71 books prescribed in the school of England, France, and East Germany. He concluded that these books had little relationship with children's interest. These books have emphasized factual information. Factual uptodateness has not been maintained and the use of coloured illustrations is very limited.

Lauri (1960)

He presented a critical report in relation to the usages of textbook and they provide reading skill to the pupils. He presented a very wide spectrum of textbooks used in the classrooms but did not indicate the precautions to be taken while writing books for classroom use.

Krug (1961)

Krug in 1961 compared the textbooks of East Germany and West Germany and concluded that the books of History published in 1959, 1960 and 1961 in these countries have presented a distorted picture of European and German history.



M.C. Goldrick (1961)

The same year, Goldrick emphasized the development of the skills of research process. He suggested that the actual research process virtually starts from textbooks.

Domini (1963)

He compared the textbooks of Mathematics of America to the book of Germany, England, France and Russia. He concluded that American Books are more logic-based as compared to the books published in England, France, Germany and Russia.

Soviet Education (1963)

In one of the Russian articles 'Party Programme Design' presented a picture of the social conditions of Russia based on the contribution of the written material in the textbook. The report concluded that these books are paying the way for the deductive method of teaching.

Brawnson and Scowls (1963)

He compared the textual material of science books published in 1915 with that in the books of 1955. His conclusion was very interesting. He found that the books written in 1955 showed a lesser degree of academic level as compared to that of the books brought out in 1915.

Neimier (1965)

After a thorough study of textbooks he pointed out that they do not contain anything substantial for problem children i.e., slow learners and academically backward.



Fladerman (1965)

Fladerman emphasized the utility of textbooks and enumerated their advantages as below:-

- Moderate price of the textbooks.
- Elasticity in the use of textbooks.
- Ease in their use.

Olsan (1965)

Olsan tested the comprehension level of the vocabulary used in the textbook and tried to find out the extent to which the first standard students understand them.

Abraham (1966)

Abraham made a thorough study of the work done by the UNESCO on the books published by this international organization. On the basis of this analysis he arrived at the conclusion that the efforts of the UNESCO to publish textbook would not be of much utility. It would be better if this organization takes up the publication of reference materials, guide books for teachers and other interesting printed materials for helping students.

William D. Romey (1968)

William D. Romey, Syracuse University developed a tool for the evaluation of science textbook named as "Quantitative Analysis of Textbooks and Laboratory Manuals". He suggested guidelines for quantitative analysis of science textbooks in terms of different components (text rating, figures and diagrams rating, exercise rating, determining



activities index and rating the summaries). He described about this tool in his book "Inquiry Techniques for Teaching Science".

Lundreh (1972)

He reports that "The textbooks, by its sequence of units and massive content, governs the planning of the teaching and the way it is carried out and to what extent. For these two aspects the textbooks show marked variations between each other."

Gagneja (1974)

He studied the treatment of six leading countries in the world in the textbooks of social studies, geography and history.

Barr and Dreeben (1983)

They find both the textbook and the aptitude influences on content coverage in beginning reading instruction. Their conceptual model of schooling distinguishes between productive activities occurring at different levels of school systems.

Guthrie (1981)

He points out that a recurring theme in recent research is that of interaction between the reader and the text, that is, the form of a textbook should tally with the purpose for which it will be used.

With the implementation of Education Policy 1986 it is expected that textbooks in all disciplines prescribed at various levels of schooling should be thoroughly evaluated in the lines of the objectives.



2.3 STUDIES CONDUCTED IN INDIA

Study of Principles (1950)

The study of principles prepares an area in the context of the nature of the textbook before examining and analyzing it. It should be visualized at the very outset. The main object of this principle was to search for those books of India which were used by the citizens of America. The list of such books was 218. The copies and rating scale along with the questionnaires with the index of a book was mailed to 80 experts of India. Among these questionnaires only 30 were received back, among which only 20 were worth evaluating. But experts were of the opinion that common experience tells very little can be taught by adopting this approach. The experts did not try to do multiple analysis of copies. The ultimate result was that there were more supporters for extensive titles than those on expensive copies. By analyzing the Indian experts experienced that there are some content areas and subjects which should be known by Americans so that they can also know about India. These contents are:

- The place of India and its Physical qualities.
- History
- Nationalism
- Economic Development
- Political subjects.
- Socio-cultural problems
- Contribution of India to Asia.



The Process of Selecting Textbooks in India (1958)

The Government of India studied the processes of selecting the textbooks in India by the Ministry of Education and Scientific Research. The study was started by 'Central Textbook Research Bureau'. The main aspects in this study were:-

- The nature of the authorized steps taken by the state.
- Permanent authority.
- Committee organization
- Giving of tables.
- The procedure of the selection of textbooks.
- Specific problems.

Production of Textbooks in India (1959)

In 1959 the studies were done on the production of textbooks by the Indian Government, Central Textbook Research Bureau and the Ministry of Education. This was done in 1955.

The report of it was published in 1959 under the title 'The Production of Textbooks in India'.

International Bureau Report of Education (1959)

In the same year International Bureau of Report of Education was published presenting the statistics in relation to publication, selection and the uses of the textbooks of 69 nations at primary level.



Ministry of Education (1963)

In the year 1963 the Ministry of Education, Govt. of India studied the nature of the textbooks published in India through a questionnaire. The objective of this study was to pool the information about the quality of textbooks and to suggest a guideline for future publication to overcome the shortcomings.

Dr. Sukumar Bose and M. Moetra (1965)

They studied the textbooks commonly used by the school teachers in the state of West Bengal and suggested certain strategies to make textbooks more interesting for readers.

N.C.E.R.T. (1970-72)

A study on textbooks under review was done by the Department of Textbooks, NCERT (1970-72). It included nine studies which developed the basic principles and procedures in the preparation and evaluation of textbooks separately in the mother tongue, the second language, English, History, Geography, Social studies, General Science, physics and Biology.

