

## Chapter-5

# *Summary and Conclusions*



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### SUMMARY AND CONCLUSIONS

#### 5.1 INTRODUCITON

Textbook today have become one of the most important media of providing information to children and exposing them to the new world of knowledge, resulting into changes in their behaviour. Textbooks are perhaps the most sweeping of all the forces that influence children's vision. The practice of textbook writing does not have a long history in India though the introduction of books has a long history.

The main task of our present study was to analyze the book for school goers already mentioned and to identify their strengths and weaknesses. The study was based on the primary data as presented in the textbooks. This chapter presents a brief summary and a bird's eye view of the main features of the study.

#### 5.2 SIGNIFICANCE OF THE STUDY

Providing quality education on universal basis especially at the elementary stage has been a long cherished goal. Emphasis has, therefore, been laid on increased and sustained inputs into the system in terms of improved infrastructure facilities and boosting up of the teaching, learning and evaluation processes. Textbook play an important role in the efforts to raise the learner's achievement and thus contribute towards quality of education.

No doubt, numerous attempts have been made in India during the last four decade on the aspects of textbook evaluation in different subjects. But a scientific approach for their assessment could not emerge to bring



objectivity in the evaluation process. In Madhya Pradesh no such attempts has been made to evaluate the textbooks published by the M.P. Textbook Corporation.

The present study will be an attempt of its own kind. It is for the first time that a book in science has been thoroughly examined and suggestions advanced for their improvement. This will go a long way in improving the qualitative aspect of the science textbook and will keep the readers in touch with the latest developments and trends that are going on.

### **5.3 STATEMENT OF THE PROBLEM**

The present study is related to the analysis of VI Class science textbook of M.P. State. The specific problem is worded as follows:

*“A Critical Analysis of the Science Textbook of Class VI”.*

### **5.4 OBJECTIVES OF THE STUDY**

1. To find out the percentage of parents who rated the physical aspects of the science textbook of Class VI as good, average and poor.
2. To find out the percentage of teachers who rated the physical aspect of VI Class science textbook as good, average and poor.
3. To find out the percentage of teachers and parents who rated the physical aspect of VI Class science textbook as good, average and poor.
4. To find out the difference between teachers and parents with regard to their perception about the physical aspect of VI Class science textbook of M.P. State.

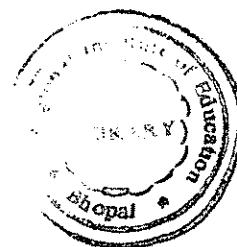
5. To find out the difference between male and female with regard to their perception about the physical aspect of VI Class science textbook of M.P. State.
6. To find out the perception of teachers (sex-wise) about the physical aspect of VI class science textbook of M.P. State.
7. To find out the perception of teachers (qualification wise) about the physical aspect of VI Class science textbook of M.P. State.
8. To find out the perception of teachers (experience wise) about the physical aspect of VI Class science textbook of M.P. State.
9. To find out the perception of parents (sex-wise) about the physical aspect of VI Class science textbook of M.P. State.
10. To find out the perception of parents (qualification wise) about the physical aspect of VI Class science textbook of M.P. State.
11. To assess the efficacy of text or content presented in the VI Class science textbook of M.P. State.
12. To assess the effectiveness of figures and diagrams given in the VI Class science textbook of M.P. State.
13. To assess the nature of exercise given in the VI Class science textbook of M.P. State.
14. To know the student participation in activities presented in the VI Class science textbook of M.P. State.
15. To analyze the chapter summary given in the VI Class science textbook of M.P. State.
16. To study the nature of the textbook in terms of authoritarian type or democratic type.
17. To know the strengths of the VI Class science textbook of M.P. State.



18. To know the shortcomings of the VI Class science textbook of M.P. State.

## 5.5 HYPOTHESES OF THE STUDY

- Ho1. There is no significant difference between teachers and parents with regard to their perception about the physical aspect of VI Class science textbook of M.P. State.
- Ho 2. There is no significant difference between male and female with regard to their perception about the physical aspect of VI Class science textbook of M.P. State.
- Ho 3. Sex of teachers would not influence significantly their perception about the physical aspect of VI Class science textbook of M.P. State.
- Ho 4. Qualification of teachers would not influence significantly their perception about the physical aspect of VI Class science textbook of M.P. State.
- Ho 5. Experience of teachers would not influence significantly their perception about the physical aspect of VI Class science textbook of M.P. State.
- Ho 6. Sex of parents would not influence significantly their perception about the physical aspect of VI Class science textbook of M.P. State.
- Ho 7. Qualification of parents would not influence significantly their perception about the physical aspect of VI Class science textbook of M.P. State.



## 5.6 SAMPLE

For the study 15 teachers (from govt. and private schools) and 15 parents were selected as sample. Teachers and parents were selected by purposive sampling method. Educated parents were selected for the study. Those parents were selected whom children are studying in Class VI in M.P. Board. Selected Teachers were teaching science in Class VI in their respective school. Total 30 samples were selected for this study.

## 5.7 TOOLS

The selection or development of tools for a particular study depends upon various considerations such as the objectives of the study, the amount of time available etc. Taking into consideration these factors, the following standardized tools were selected for the task.

- I. *“Quantitative Analysis of Textbooks and Laboratory Manuals”* developed by William D. Romey, Syracuse University.
- II. *‘Check-List’* according to the guidelines of NCERT for the evaluation of General Science Textbook.

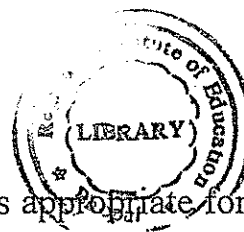
## 5.8 STATISTICAL PROCEDURE

For the first tool Quantitative Analysis of Textbooks investigator didn't use any statistics. Interpretation was done on the basis of calculated index.



Under statistical procedure for knowing the physical aspects (Design, Printing, get-up and price) of the textbook mean, standard deviation, 't' -test and 'F'- test was taken out.

## 5.9 CONCLUSIONS



1. The text is full of facts and definition which is appropriate for those pupils who have sharp memory and more cramming power, but not fit for creative children. This type of text is not suitable for skill development.
2. The diagrams and figures presented in the book do not appreciate the student involvement.
3. The questions of the textbook do not enhance the learning ability of students because questions are based on facts and definitions.
4. Activities presented in the book contain few challenges to the students other than memorization of facts and definitions.
5. Chapter summaries are based on facts of the text and do not arouse new questions.
6. Overall it is concluded that book is authoritarian in nature providing mainly facts and definitions to the students to memorize. The book does not pose enough challenge for the students intellect to develop analytical capacity. The book is non-investigative type which do not require student involvement and use of scientific skill. The book is full of facts and definitions which is suitable for those students who have sharp memory and more cramming power. The book is not fit for creative children and below average children. The book is not helpful for skill development or psychomotor development of the

children. The textbook do not enhance the learning ability of students because of factual matters.

7. According to the opinion of parents and teachers the physical aspect of the textbook is of average quality.

### **5.10 RECOMMENDATIONS FOR QUALITY IMPROVEMENT OF THE TEXTBOOK**

1. Coloured diagrams and pictures should be used so that it becomes interesting for the children.
2. The durability of the textbook should be enhanced so that the students can handle it easily and long lastingly.
3. The printing errors should be eliminated with proper care to avoid confusion in students.
4. The sequencing of chapters should be proper, so that students can learn properly.
5. The test items should require brief explanatory notes on the part of the students, so that, they develop analytical outlook.
6. Long answer type or essay type questions must be added to assess the analytical ability of the student.

### **5.11 SUGGESTIONS FOR FURTHER RESEARCH**

There is ample scope for further investigation into various aspects of writing a textbook. Some of the issues as a part of further investigations are listed below:-

1. The impact of textbook on the formation of attitudes and learning habits of students can be one dimension of investigation.





2. The specific constraints which come before the writers may form a theme of investigation.
3. This type of study can be done on the textbooks of another publications.
4. This type of study can be done on the textbooks of other classes and other subjects also.
5. Deep investigation can be undertaken to evaluate the contextually and comprehension of the content in the textbook.
6. The textbooks prescribed for higher level in science can be analyzed keeping in mind the modern requirements of the readers.

