

CHAPTER-2

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher offers a comprehensive explanation about the conceptual frame work and the literature that she reviewed for the research. The conceptual work includes topics like the importance of English language, ELT in India, ELT in Gujarat State, importance of the textbook, need for evaluation of the textbook and Tomlinson's principles of material development for language learning. It gives researcher to a proper perspective to undertake the research.

2.2 Conceptual Framework

The Importance of English Language

Today, we know the importance of English language in all over the world. It is a global language. It is used as a language of communication. English language is required in all the fields. In some countries English is used as mother tongue and in other countries it is used as second language. English language has its own importance in a multilingual country as it is a language of power. But there are some advantages and disadvantages of using English as a second language in a multilingual country.

English is used for various purposes in fields like education, business, and government offices etc. English plays an important role in IT as it helps you to find out resources for different purposes. As it's a global language people use English for various advertisements. English is used for advertising different things on television, internet or in newspapers. People use English for instruction. So it is also used as medium for instruction. In this way people need to learn this language for a variety of purposes. English is used as a common language in the world. English is used for written communication also. With the help of this language people communicate with each other through internet technology. So it has become necessary to learn and use this language as it is used in all over the world.

But there are also some disadvantages of using English in a multilingual country. People have become crazy for learning this language as it is used at national and international level. In doing this they also neglect their mother tongue. It reduces importance of other languages. For example now-a-days parents want their children to learn only in English medium schools. This example says that people are neglecting their mother tongue. So in a multilingual country people should give importance equally to English language and other languages.

ELT in India

Although English is a foreign language, people in India are using this language as an Indian language. It shows how English has become an important language for the people of India. In India the use of English can be seen in each and every field. English is used widely in the offices and it has become the language of communication among the educated people. It is a compulsory subject at school, college and university level. English has become the language of education, advancement, jobs and a symbol of self-improvement.

Teaching English in India requires good understanding of language. It is not only a medium of instruction but also a tool for acquiring language. In spite of the increasing use of English in many walks of life, teaching of English has always proved a challenge. In India it is very difficult to teach English language to the students at any level. At the same time students find it hard for acquiring this language. There are students who come from different areas like urban, semi-urban, and rural. Again there are students who study through regional medium having English as one of the subjects and there are some students who have completed their study through English medium school. They have different cultural backgrounds. In this way it has become difficult for a teacher to teach English language. At school level a teacher teaches English subject by translating the text in regional language. He tries to explain to the students in L_1 thinking that it is easy for them to understand the language. But a teacher has no idea that he is making students totally dependent on their mother tongue. As a result when these students go to college, they are not capable of acquiring language at this level. They demand that a teacher should explain in regional language. If a teacher refuses to teach in regional language, they are dependent on guides which are available in the market. They also join tuition classes

for reading materials which are available in both languages English and regional language. In India a teacher focuses on the rules of grammar than the language. They follow the grammar-translation method for teaching English.

In an article *Indian ELT at Sixty plus: An essay in understanding* Tickoo (2012) focuses on two approaches The Structural Approach and The Communicative Approach that have taken place over the last six decades. A senior ELT practitioner J G Bruton promoted the Structural Approach. This approach focused on the teaching of structure, well selected sentence patterns and vocabulary, mastery of language through repetition and memorization, to teach learners by drilling controlled language. These were some characteristics of the Structural Approach. In contrast the Communicative Approach emphasized the importance of communication. This approach was very effective in learning the language as it focused on communicative activities, learning by practice and task based learning. This approach made learning process more effective and interesting.

Indian Government has made many changes in education system. But it has not brought satisfactory result. The teachers are more concerned about the content of syllabus than the language. A teacher needs to teach language as language instead of teaching it as subject. Then only students will be able to acquire the language. It is understandable that a teacher is under pressure to complete the syllabus but he should spend some time on teaching language in the class. A teacher focuses on reading and writing than speaking and listening. A teacher should allot equal time to all the four language skills. A teacher should follow the Communicative Approach (CA) instead of SA to teach the language more efficiently. John Haycraft has rightly said, “To be able to use the language to convey thoughts, intentions, wishes, information etc a person needs a mastery of various skills of language.”

Indian government has started making efforts for ELT by organizing training programmes for teachers, ELT programmes at different levels and also by modifying textbooks which emphasis more on functional approach. The education system is moving to the new directions of ELT in India.

ELT in Gujarat State

Gujarat state came into existence in 1960 and in those days people didn't know the value of English. They didn't know the importance of English language. At that time

English was introduced so late from the class-V-III. This affected English language learning in Gujarat. Then state government decided to introduce English from class-V optionally. English continued to be optional in the Board examination and even in the college. It was taught as an optional subject. In those days more important was given on the structural approach and grammar.

H M Patel Institute of English Training And Research set up in 1965 contributed a lot in teaching of English in Gujarat. The institute was able to convince people in Gujarat regarding the importance of English. The institute started organizing training programmes for teachers at different levels and motivated them to teach English by following the functional approach. The institute wanted to focus more on the functional approach than the structural approach. H M Patel Institute started contributing to Gujarat Textbook Board, Gandhinagar and the textbooks started following the functional approach. More emphasis was given on the communication. In short Institute played an important role in updating English instruction in Gujarat.

Earlier the government was in favour of introducing English from Class I as a compulsory subject. Later on due to political compulsions it decided to start from Class III. Another significant change was making English compulsory at the Secondary Board examination from the year 2007. These were the some changes which made an impact on English language teaching in Gujarat.

Even toady the aim of H M Patel Institute is to upgrade the knowledge of English among teachers and students under the leadership of Dr. R P Jadeja. Every year the Institute organizes teacher training programmes for upgrading the level of English Language Teaching in the state. Dr. R P Jadeja has introduced Modified Communicative (MODCOM) approach. The modification part of the “Modcom” signifies specific Indian and Gujarati perspective, and the communicative part suggests the global perspective. This approach focuses on language teaching for functional purposes. There are eleven ground rules of MODCOM approach which form the basis and provide working model of the new approach. Dr Jadeja has been giving guidelines for textbooks of English since many years. The fruitful changes can be seen in English Language Teaching in Gujarat with the continuous efforts of H M Patel Institute. The institute with the aim of “**Let in Light**” keeps on contributing in upgrading the level of English language teaching at National and International level.

Importance of the Textbook

A textbook plays a vital role in the field of education. No material is as good as a textbook. Textbook is an important and useful teaching aid which is widely used in all the schools. It's a kind of material which helps to acquire language at any level. A textbook is the cheapest and reliable source of information. It helps students to understand the subject with good explanation. It gives suggestions for the teachers about the use of various tasks and activities. It helps teachers in teaching the subject with different techniques and methods. A textbook with colourful pictures and illustrations creates interest in young learners and it also helps them in understanding their respective subject. A textbook becomes essential tool for learners as well as for teachers. It is a useful aid in teaching and learning and developing the productive language skills such as LSRW. The textbooks provide opportunities to the pupils to practice their reading skills. It is however essential that they read with comprehension. Since the textbook is a very important tool for both the teachers and learners, it is necessary to analyze it and find out how effective this tool is.

Textbook is an important aspect of education system. It is prepared according to the drawn curriculum around which all different kinds of educational activities are originated and designed, with reference to the need of the society, human development and nature of learning. Textbook is used as an instructional material to achieve pre-decided educational aims. It is very important educational material playing a crucial role even today in the age of technology. Thus, textbook is the handy resource for everyone in general and for learners and teachers in specific. In the words of Crow & Crow (2008), "textbook helps in gaining the power of understanding and interpreting facts, ideas, and information that are presented in the written form." It highlights the role of textbook in instructional process. The use of textbook in instructional process brings clarity in understanding of the concepts, ideas, feelings, etc. Thus, it can be inferred that on the basis of understanding textbook helps in concept formation. The use of textbook enhances the level of understanding in the learner. It also assists in the self learning as it offers the set of instruction to learn any concept or subject. A textbook stimulates the interest of the student and provides extended and organized learning experiences. Textbook is one of the most widely used instructional aids to establish communication between the students and teachers. Textbooks are helpful in developing expected aptitudes, attitudes and concepts.

Textbooks are used as source of securing information for the students. Textbook is a presentation of selected and summarized instructional material based on the prescribed syllabus that is prepared by keeping in view the needs and the interests of the pupils to facilitate teaching and learning process. Textbook establishes close link between the learner and the teacher, teacher is concerned very much with it. A textbook serves a takeoff and landing ground for both the teacher and pupil. Parents take it as basic learning material on the basis of which he/she can judge the performance of learners. Peers compare their output in terms of numbers of lessons and learnt from the textbook. Community appraises the textbook in terms of their aspirations and values incorporated in it. By providing an interactional link between learner and other learner, learner and the instructional material, learner and the home, and between learner and the community, textbook helps in constitution of educational process. This link further helps in motivating the learner through pre lesson learning, relearning and reinforcement of what has been taught. Textbook is an essential record of instructional process and also includes the syllabus. It is designed for propounding a thinking process in the learner which further leads them to the path of knowledge and enables them to use that knowledge as and when they require. Thus, textbook is a base for learning and it opens the door of expansion of knowledge.

Need for Evaluation of the Textbook

A Textbook is very important and has far reaching effect on the learning ability of the student. Therefore textbook is designed as per the desired goals of learning and to check the attainment of these desired goals. It determines the extent to which a textbook has attained the expected standard and provides the basis and guidelines for further improvement. It helps in preparation of good textbook. A well organized and carefully selected material has been presented through textbook which demand textbook evaluation as well as critical study of the same time to time. As it is perceived as the only one authentic source of information related to language-language process, it becomes an imperative to maintain the quality of textbook by providing relevant and latest information whenever applicable. It is necessary because textbook is considered as a main source of curriculum implementation. The critical study of the textbook is very important as once the textbook is prepared, it is implemented for at least 5 years. It raises the question regarding the achievement of the objectives. It is important to know whether it fulfils the objectives of prescribed

curriculum or not. The content used in the textbook is relevant or not. So it is necessary to evaluate the textbook in order to get all this information. As textbook plays an important role in teaching learning process it is essential to know whether it serves the purpose for which it has been produced.

2.3 Tomlinson's Principles of Materials Development for Language Learning

Dr. Brian Tomlinson has written many books and articles on material development for language learning. In his article *Materials Development for language learning and Teaching* Tomlinson mentions that materials for language learning can be anything which includes course books, videos, flash cards, games, websites and mobile phone interactions. According to him material development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. He says material developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, and provide samples of language use or a poem aloud. Whatever they do to provide input, they do so ideally in principled way related to what they know about how languages can be effectively learned. Tomlinson has prepared some principles for material development for language learning and teaching and they are given below:

➤ **Materials should achieve impact**

Materials should be prepared in such a way that the learners' curiosity, interest and attention are attracted. Materials can achieve impact through novelty, variety, attractive presentation, appealing content and achievable challenge.

➤ **Materials should help learners to feel at ease**

Materials can help learners to feel at ease in a number of ways like,

- The students feel more comfortable with written materials with lot of white space than giving so many activities on the same page.
- The learners are at more ease with texts and illustrations that they can relate to their own culture.

- The learners are relaxed with materials which are trying to help them to learn than they are with materials which are testing them.
- **Materials should help learners to develop confidence**

Materials should be prepared in such ways that contain activities which encourage learners to use and to develop their existing extra-linguistic skills. The learners are involved cognitively and affectively in the learning process. It helps to build up their confidence.
- **What is being taught should be perceived by learners as relevant and useful**

The purpose of materials is to convince the learners that the teaching points are relevant and useful by relating them to known learner interests and to real life situations. It helps learners to acquire the target language.
- **Materials should require and facilitate learner self- investment**

Materials should help learners to make discoveries for themselves. The learners are involved in mini projects, assignments, decision making tasks and problem solving tasks which facilitate learner self-investment.
- **Learners must be ready to acquire the points being taught**

The readiness can be achieved by materials which ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new topic. There should be pre-task which creates proper environment for learning a new topic.
- **Materials should expose the learners to language in authentic use**

Materials can provide exposure to authentic input through the advice they give, the instructions for their activities, and the spoken and written texts they include. They should stimulate the exposure to authentic input through activities like interviewing the teachers, doing a project in the local community, listening to the radio etc.

➤ **The learners' attention should be drawn to linguistic features of the input**

Materials should contain some salient features of the input. There should be emphasis on some functions of language. And the students are involved in such tasks in which they make use these functions.

➤ **Materials should provide the learners with opportunities to use the target language to achieve communicative purposes**

The activities should be prepared in such a way that interaction can be achieved. For example,

- Information gap activities which require learners to communicate with each other
- Post-listening and post-reading activities which require learner to use information from text to achieve a communicative purpose
- Creative writing and creative speaking activities such as writing a story or improvising a drama

➤ **Materials should take into account that the positive effects of instruction are usually delayed.**

The learners should get enough time, instruction and exposure for learning a new language aspect or feature. The learners cannot be expected to learn a new feature and be able to use it in the same lesson. It is important for materials to recycle instruction and to provide exposure to the instructed language features in communicative use.

➤ **Materials should take into account that learners differ in learning styles**

Each individual's needs cannot be served with the same curriculum, same methods of teaching, same educational institute, etc. Different learners have different learning styles. There are different kinds of learning styles which are very helpful in language –learning materials. For example, visual, auditory, experiential, analytic, dependent etc.

➤ **Materials should take into account that learners differ in affective attitudes**

The language learners should have strong motivation and they should have positive feelings towards the target language, their teachers, their class mates and

the materials they are using. There are several ways of developing affective attitudes like providing choices of different types of text, different types of activities, including units in which the value of learning English is a topic for discussion, including activities which involve the learners in discussing the attitudes and feelings about the course and materials etc.

➤ **Materials should permit a silent period at the beginning of instruction**

The learners are involved in such communicative situations in which they are permitted to remain silent for the early phase of language instruction. The materials should not force speaking in the target language and they should not force silence too. The ways of giving learners the possibility of not speaking until they are ready include:

- Total Physical Response approach in which learners respond physically to oral instructions from teacher or CD.
- A listening comprehension approach in which the learners listen to stories in the target language through the use of sound effects, visual aids and dramatic movement by the teacher
- Permitting learners to respond to target language question by using their first language or through drawings and gestures.

➤ **Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left-brain activities**

Materials should contain a variety of activities which include very little cognition such as mechanical drills, rule learning, simple transformation activities. The learners are involved in a variety of left-and right –brain activities in the same lesson such as reciting a dialogue, dancing to instructions, singing a song, writing story etc.

➤ **Materials should not rely too much on controlled practice**

Materials should not emphasis on much of practice activities. There should be dominance of practice activities. It may be possible that learners are wasting their time doing drills and listening to and repeating dialogues.

➤ **Materials should provide opportunities for outcome feedback**

Feedback is very important to see the effectiveness of the outcome or the language that the learner produces should be evaluated in relation to the purpose of for which it is used. It helps learners to know how effectively they are using language.

2.4 Studies Conducted in the Field of Textbook Analysis

Literature review is an important step in a research process for the following reasons:

- It helps one to be familiar with what is already known and what is still unknown and untested.
- It gives clarity in defining the problem, recognizing its significance and also providing some data- gathering devices.
- It provides a background for the research project.

According to Borge (1964):

“The related literature in any field forms the foundation upon which all future work will be built”.

According to Mauli (1964):

“The review of the reference literature is essential to the development of the problem and to the derivation of the effective approach to its solution”.

The following research studies were reviewed by the researcher for the present research:

Rohit R. (2012) did ‘A Comparative Study of the Textbooks of English of Standard VIII of CBSE and GSEB School’. The researcher analyzed the textbooks of two different boards and compared both the textbooks in different perspectives. The objectives of the study were to study the English language textbook of standard VIII of CBSE and GSEB schools, to compare the English language textbook of standard VIII of CBSE and GSEB schools in reference to physical layout, content variety, themes, length of the units, activities, language and task, and to provide suggestions for the textbook of English of CBSE and GSEB schools. The study shows that the researcher compared these two English textbooks of standard VIII in reference to physical layout, content variety, themes, length of the units, activities,

language and task. The researcher found that to some extent in CBSE textbooks are better than the GSEB. The themes of the lesson in the CBSE textbook are varied and there is more focus on LSRW skills. The content is need based according to the requirements of the students of the standard VIII to develop their communication competence. The difference that the researcher found in the textbook was firstly in the physical layout of the textbook. Also picture in the lessons are not provided in the every chapter of the GSEB while in case of the CBSE there are pictures in almost every lessons of CBSE textbook and some in CBSE textbook there are more than one picture which provide the student the understanding of what is there in lesson. There are more activities in the CBSE textbook than in the GSEB textbook and more emphasis has been given on the activities in the class. In CBSE textbook there is focus on different themes like values, wartime, love, natural calamities, natural beauty, hard work and honesty. In the GSEB textbook also there is focus on the rural area, Indian culture, scientific devices, and love towards the trees, equality, and brotherhood. Both the textbook contain comprehensive exercises which make the students present their own views and thus they can construct their own meaning.

Patel A. (2012) did a ‘Critical Analysis of the Supplementary Reader of Std-VIII: Butterfly’. The major objectives of the study were to study the contents of the supplementary reader with reference, to the objectives of supplementary reading, to identify the errors and to suggest measures to enrich the Supplementary Reader. The findings of the study were like this: there is a team of experts to make this reader so there is less chance of errors. But researcher found some errors like on page no 05, 09, 17, 54 and 55. The Supplementary Reading makes the students competent in English language, leads them to extensive reading and develops creative thinking. Researcher found the content relevant in most of the reads. However, in some reads make students bored. This is mainly because of the factual information included the reads. For example read numbers -13, 15, 19, 20, and 25. These reads may be reframed. Some joyful tasks and exercises along with pictures related to the content of the reads can be included. Some thought provoking questions can be included to these reads more subjective and interesting. Read 2 titles mentions 25 camels whereas the text includes 17 camels. Reader mainly focuses on writing skills , Reading skills and analysing thinking skills.

Parmar M. (2011) did ‘A Critical Study of the English Textbook of Standard 9th of English Medium School’. The main objectives of the study were to examine whether the textbook is prepared according to the needs of class 9th students, to evaluate the subject matter in terms of appropriateness, variation of themes, relevance of themes with the age level of students and interest level of students, to analyze, and describe language materials, to analyze the activities given in each class, to make suggestions based on the evaluation of the study. The major findings of the study were the textbook is good, comprehensive and caters to a large extent to the needs of the students, the price of the textbook is reasonable, the binding quality of the textbook is appropriate, the themes of the lessons are suitable, there is focus on communicative competence and grammar competence, there are exercises for testing LSRW and vocabulary but in some chapters there are not such exercises. In the first chapter there are no exercises which are open ended, challenging and interesting. There are no exercises for dialogue, role play, debate, figure of speech etc. All the chapters should have exercises for four skills, more vocabulary, phrases and idioms and so on. And also pictures and illustrations are lacking related to the topics. In poetry there are no exercises for pronunciation, vocabulary, explanation, appreciation, any skills, pre-task, organization based interpretation and so on. Only exercises have been given on comprehension. In poetry there is necessity to frame exercises for glossary, pronunciation, appreciation, rhymes, analysis and so on. There is also need to add picture related to poems.

Mecwan F. (2011) did ‘A Critical Study of Textbook of English of Standard Twelfth of English Medium Schools’. The major objectives of the study were to examine, whether the textbook is prepared according to the needs of class XII students, to evaluate the subject matter in terms of appropriateness, variation of themes, relevance of themes with the age level of students and interest level of students, to analyze and describe language materials, to analyze the activities given in each lesson and to make suggestions based on the evaluation of the study. The major finding of the study were the price of the textbook is reasonable and it is easily available in the market, the content of the textbook is relevant and realistic, the materials presented in the textbook are not culturally biased and illustrations are relevant and appropriate but the materials do not provide an appropriate balance of the

LSRW skills, lack of grammar exercises for practice etc. Also the tasks included in the textbook are not conducive to the internalization of the language.

Rathod S. (2011) did ‘A Critical Study of the Textbook of English for Standard 9th of Gujarati Medium’. The main objectives of the study were to critically analyze the textbook of English of Standard 9th, to study the opinions of teachers with respect to subject matter, presentation of language, illustration and exercise presentation. The major findings of the study were the subject matter is appropriate, challenging and interesting, the organization and presentation of language material and subject matter is easy to difficult, the illustrations of the textbook are rich, appropriate and relevant, and the exercise promotes skill expressions, comprehension.

Vasava J. (2011) did a study on ‘An Evaluation of the Textbook of Social science for Standard IX’. The objectives of the study were to study the physical aspects of the textbook like binding, size and colours of the letters used margin, interline spacing, quality of the papers, price, size of the book, to study the academic aspects of the textbook like appropriate of introduction, organization and presentation of the content, illustration, spelling and printing mistake, exercise, maps and appendices, to study the perception of teachers towards the textbook, and to study the opinion of the students with regard to the social science textbook. The major findings of the study were the major cover page of the textbook discloses idea about the subject content they are colourful but not labelled, the quality of the cover page of the textbook needs attention, the textbook lacks in comprehensive information, most of the chapters beginning with poor introduction and some chapters do not have appropriate introduction, summaries are not seen through the textbook, textbook consists of many relevant pictures and colour photograph print but it should be colourful, the exercises and activities do not provide scope for application of knowledge they are more knowledge and comprehension based. There are other findings were about 56 activities are given at the end of all the chapters of the textbook but activities are not more interesting, multiple choice type questions should be included in each end of the chapter throughout the textbook, civics chapters do not have tables so relevant tables should be included and more recent information should be added. All chapters are not logically arranged, some chapters like chapter-1 Contemporary Streams of World History, chapter-2 Influence of British Rule in India and Nationalised Movements, chapter-3 March Towards, Achievement of Independence. The size of the textbooks is

satisfactory but binding, front size, line spacing is not appropriate. The binding quality should be improved. The lengths of some of the chapter are more which is inconvenient to the students, for example chapters 1, 2 and 3. So they should be divided in two parts. Presentation of the content is appropriate to the large extent need recent information. Maps and tables should be improved.

Parmar A. (2011) did ‘An Evaluation of Standard XII Textbook of Organization of Commerce and Management Prescribed by Gujarat Secondary and Higher Secondary Education Board’. The objectives of the study were to evaluate the physical aspects of Standard XII commerce textbook prescribed by GSHSEB like cover page, binding, size and colours of the letters used, margin, interline spacing, quality of paper, price, size of the book, to evaluate the academic aspects of standard XII commerce textbook prescribed by GSHSEB in terms of appropriateness of introduction, organisation and presentation of content, illustration, and to study teachers and students opinions regarding the suitability of the commerce textbook in terms of physical aspect and academic aspects. The major findings of the study were cover page of the textbook is appropriate to some extent only, paper that used is not of the good quality, it seems a rough quality, size of letters is appropriate and printing is clear, interlining spacing is appropriate, size of book is convenient to handle and carry, price of textbook is reasonable and style of binding needs to be improved. Introduction of the chapters is satisfactory only. Most of the chapters don’t have any introduction. Many times introduction is very poor. It fails to give the brief overview of the chapter and fails to evoke an interest in the chapter. A very little attempt has been made to link the prior knowledge in an effective manner. Some introduction has no meaning as they don’t give the overall idea about the chapter or what students are going to study in the chapter. Some chapters have interesting introduction and it was related to the day to day life. Organization of the chapter is absolutely correct. The flow of knowledge and connectivity is there. Illustrations were in abdicated and not properly labelled also. Illustrations were according to level of the students and related to the content. Illustration could be added in some places like chapter named management concept object and importance, management administration, formation of organization no II, direction. Language used in the textbook is the easiest for the chapters. Some exercises are repeated in some chapters. Exercise questions are free from the spelling mistake and printing mistakes. Few ambiguous statements are found

at the end of the exercise. Even though the exercise question are having good combination of all the different types and level of the question but some objective questions like fill in the blanks, match the following etc were missing. There are very few chapters having spelling and printing mistakes.

Shah H. (2010) did a ‘Critical Analysis of the Supplementary Reader for English Second language Black-Buck (standard X)’. The main objectives of the study were to examine whether the Supplementary Reader is prepared according to the syllabus of minimum levels of learning, to analyze and describe the language materials, to evaluate the subject matter in terms of variation of themes, relevance of themes with the age level of the students and interest level of the lessons, to analyze the usefulness of each lesson, to make suggestions based on the evaluation of the study. The major findings of the study were a couple of lessons are difficult for the standard X. Some of them are good but abstract, the vocabulary load is very heavy in some lessons, the illustrations and pictures in some lessons are not very appropriate, a quotation at the bottom of each page is a very feature of the text, some of the quotations are beyond the reach of the average students, some lessons carry certain Hindi or Gujarati words which create problems for the learner to make out the meaning. The exercises should have been in some way connected to the use of dictionary, encyclopaedia and internet sites.

Kinekar P. (2009) did ‘An Evaluation of Textbook of Science and Technology for Standard –VIII prescribed by GSHSEB’. The objectives of the study were to study the physical aspects of the textbook namely cover page, binding quality, size of the letters, interline spacing, quality of the paper used, printing quality, price of the textbook, to assess the textbook on the basis of the prescribed syllabus with respect to the following academic aspects: Inadequacy /deficiency of the content, defect in figure/diagram/ exercises, discontinuity in content organization, term used but not been explained, content seems difficult for the pupil unnecessary, ambiguous statements or concepts, spelling mistakes, to study the perception of teacher towards the science and technology textbook and to study the opinion of students with regard to the science and technology textbook. The major findings of the study were the major cover page of the textbook discloses idea about the subject content. They are colourful but not labelled, the quality of the cover page of textbook need attention, the textbook lacks incomprehensive information, the textbook contains large numbers of

spelling and grammatical mistakes, and the content has many statements that are ambiguous. Most of the chapters begin with poor introduction and some chapters do not have appropriate introduction. Summaries are not seen through the textbook. Textbook provides many numbers of examples but in many chapters examples are missing. Textbook consists of many relevant pictures and colourful photograph print and some photographs are wrongly drawn. The exercise projects and activities do not provide scope for application of knowledge. They are more knowledge and comprehension based. About 22 activities are given at the end of the textbook. They are in English. However they should be in Gujarati. Multiple choice types of questions should be included at the end of each chapter though out the textbook. Biological chapters do not have tables. So relevant tables should be included. All chapters are not logically arranged; some chapters like Chapter 2 Soil, Chapter 3 Air and Chapter 4 Cell Organization are not properly arranged. The size of the textbook is satisfactory but binding, font size and line spacing are not appropriate. The binding quality should be improved. The lengths of some chapters are inconvenient to the students, for example Chapter 1, 2 and 9. So they should be divided in two halves. Presentation of the content is appropriate to the large extent.

Arya M. (2008) did ‘A Comparative Analysis of NCERT and GSEB Textbooks for subject of Commerce of Std. XI’. The objectives of the study were to study both the physical as well as the academic aspects of textbooks provided by both GSHSEB and NCERT, to study the difference in the content of GSHSEB and NCERT textbooks, to study the feedback of teachers and students with regard to the level of satisfaction in terms of both physical as well as academic aspects, to study and list out the desired changes as per the teachers and students with regard to objective no.3. The findings of the study were there is distinction between both the textbooks in terms of content layout, the cover age of NCERT textbook does not disclose any idea about the subject content, the quality of cover page of both the textbooks needs attention, the NCERT textbook is rich and comprehensive information provider whereas the GSHSEB textbook lacks in more than one aspect, many of the teachers of GSHSEB schools use the NCERT textbook as a reference book, though the NCERT provides the information quite exhaustively the teachers of CBSE schools still prefer to use reference books for better understanding of the subject, the GSHSEB textbook contains a large number of spelling and grammatical mistakes, the content has many

statements that are ambiguous, the GSHSEB textbook lacks in providing detailed explanation of key terms and concepts, moreover it provides feeble introductions due to which the students do not get any indication of what the chapter will discuss about, most of the chapters begin with meaning or definitions of terms, summaries are non-existent throughout the textbook, illustrations and examples in the CBSE textbook are in relevance with the current events and carry additional information that enhances knowledge of students. The other findings of the study were like this: GSHSEB textbook does not provide with many numbers of examples, moreover they are not taken from the recent business events, both textbooks are considered dry due to the absence of relevance pictures and the single colour print, the users of the textbook opine that usage of colours in the text will make it attractive and interesting for the readers, the exercises, projects and activities do not provide scope for application of knowledge; they are more knowledge and comprehension based, they should be made more active and team based to inculcate team spirits in students, the teachers appreciate the idea of being provided with a handbook along with textbook of teachers containing innovative ideas for teaching particular topics, reference, resources for further reading in order to improve their teaching skills, and the teachers welcomed the idea of being provided with assessment materials like rubrics and question banks.

Vasava D. (2008) did ‘A Critical Study of Gujarati Textbook (standard-X) Prescribed by Gujarat State Textbook Board’. The objectives of the study were to evaluate critically the following aspects of Gujarati textbook (Std.X) namely, cover-page, binding quality, size of the letters, interline spacing, quality of the paper used, printing quality, price of the textbook, to evaluate critically the Gujarati textbook (Std.X) on the basis of curriculum prescribed by (G.S.T.B) of school textbook with reference to its relevance with the objectives framed, appropriateness of the content, presentation of the content and to draw out important suggestions for the quality improvement of Gujarati textbook (Std.X). The major findings of the study were the photograph on the cover page of Vir Narmad in the deep thinking pose is attractive and was currently appropriate, the content given in the textbook is found to be according to requirement of the curriculum, size is satisfactory but binding font size and line spacing are appropriate but, the binding quality should be more better, textbook contains a number of spelling mistakes, illustrations given in the textbook

are helpful for understanding the content up to the mark, lack of use of terminological words in the text, presentation of the content is appropriate to large extent, the length of some of the chapters is more which is inconvenient to the students, the textbook is not very helpful as self study material to the students, the content was not much related to the previous knowledge of the children and many of the activities given at the end of the chapter do not fall within the capability of students.

Vijayan P. (2006) did ‘An Evaluation of Standard 11th Commerce Textbook Prescribed by Gujarat State Textbook Board in the Year 2004’. The objectives of the study were to evaluate the physical aspects of standard 11th Commerce Textbook prescribed by Gujarat State Textbook Board in 2004 in terms of cover page, binding, size and colours of letters used, margin, interline spacing, quality of paper, price, size of book, to evaluate the academic aspects of standard 11th Commerce Textbook prescribed by Gujarat State Textbook Board in 2004 in terms of appropriateness of introduction, organization and presentation of content, illustration, spelling/ printing mistake, exercise, and to study teachers and students opinions regarding the suitability of the commerce textbook in terms of physical aspect and academic aspects. The major findings of the study were cover page of the textbook is appropriate to some extent only, paper used are rough and not of good quality, size of letters is alright and printing is also clear, there are many printing mistakes and errors in the textbook, interlining spacing is appropriate, size of the book is proper and convenient to handle, price of textbook is reasonable, style of binding needs to be improved. Introduction of the chapter is satisfactory only. It fails to give the brief overview of the chapter and fails to evoke an interest in the chapter. A very little attempt has been made to link the prior knowledge in an effective manner. Some introduction has no meaning as they don't give the overall idea about the chapter or what students are going to study in the chapter. Some chapters have interesting introduction and it is related to the day to day life. Organization of the content is appropriate, except in few chapters. There is a logical sequence of the chapter unlike in the previous book where the sequence was in haphazard manner. Presentation of the content is also appropriate only few things should be changed like margin on the left side, and highlighting the important definition. Illustrations are inadequate and they are properly labelled also. Illustrations are according to the level of the students and related to the content. Illustration could be added in some places like chapter no 7 for explaining ‘Process of

E-commerce'. Except one illustration (i.e. Page no. 55 Types of Companies) all the illustrations are free from error and printing mistakes. Language used in the textbook is easy in most of the chapters. Some new terms are used which are not explained like- Shroffs, Shahukars, Multains Ultra vires and Table A are not explained. In exercise some questions are repeated in the same chapters and in some cases in other chapter also. Exercise questions are free from the spelling mistake and printing mistakes. Few ambiguous statements are found in the end exercises. Even though the exercise questions are a good combination of all the different types and levels of the questions but some objective questions like fill in the blanks, match the following etc were missing. Most of the chapters are having spelling mistakes and printing mistakes. Only chapter (i.e. 4) is free from the spelling and printing mistakes.

Mehta M. (2003) did 'A study of Value Elements in English Textbooks of Upper Primary School Level of Gujarati Medium Schools'. The objectives of the study were to identify the language content amenable/ conducive to value orientation in the textbooks under study, to analyze the (likely) positive and the negative impacts of the reflected values in the textbook under study, to classify the pattern of values available in the textbooks under study, to study the opinions of teachers and students (regarding values which get reflected in the textbooks) who have been using the textbooks under the study and hence to conclude about the strengths and weaknesses of the English language textbooks under study regarding their usability as value loaded curriculum materials. The major findings of the study were like this: each lesson in the textbooks of English of Std. V, VII and VIII contains five parts: Pre task 2) Lesson (Main task) 3) Activities (Post task) 4) Exercises 5) instructions to teachers, most of the value elements get reflected in the 'pledge' and 'Fundamental duties' sections. These two important sections have been written in Gujarati language in the textbooks of English of Std.V and Std. VII while in the textbook of Std VI it is in English. (a) Some of the highly emphasized values in the English textbook of Std. V are :Greetings (9 times) 2) Environmental values such environmental awareness, cleanliness, love for village life , love for nature, love for animals, birds and insects (9 times) 3) Good Mannes (7 times) 4) Perfection (6 times) 5) Introduction (5 times) (b) some of the highly emphasized values are in the English Textbook of Std.VI are: 1) Environmental values such as Ecological balance, safeguard of public property, love for nature, trees, environmental awareness, cleanliness, nature appreciation love for village life (14

times) 2) values of joy, fun and sharing happiness (10 times) 3) greetings (9 times) 4) Fair-play, sportsmanship and team spirit (9 times) 5) aesthetic values of fancy dress, beauty, painting and art (8 times) (c) Some of the highly emphasized values in the English textbook of Std. VII are: 1) Environmental values such as Ecological balance, Love for trees , birds, animals, protection of wild animals, preservation of natural resources, cleanliness, environmental awareness (27 times) 2) values of time such as regularity, time sense of routine, planning with regard to time, punctuality (13 times) 3) values of joy , fun, happiness, sense of humour , sharing joy (11 time) 4) curiosity , spirit of inquiry, quest of knowledge (11 times) 5) Aesthetic sense of decoration, painting, creativity, tidiness (8 times). Summarily in all these three textbooks under study, the following (positive) values have been stressed directly or indirectly. Values of Greetings; Good Manners; Environmental Values; Aesthetic Values; Value of fun, joy, happiness, sense of humour, values of time; Regularity; Punctuality and Time sense of activity; Value of curiosity; spirit of inquiry; values of sportsmanship; team spirit and fair play. Negative values have not been reflected in textbook of Std. V except in one or two cases; but in the textbook of Std. VI to some extent. Negative values such as quarrelling, cheating, jealousy, cowardliness, foolishness, cunningness, robbery, cruelty, teasing, and lack of sense have been reflected in the textbook of std. VII to explain its bad consequences. The language structure and language of daily use have been more emphasized in the textbooks of std. V and VI rather than the value elements. Value-based lessons on fairy tales, fables, parables, lessons regarding legendary personality etc are found to be missing in the textbooks of English at upper primary school level. Collaborative evidences from the students' and teachers' (Objective No. 4) opinion do support the findings of the investigator's finding. (Objective No. 1, 2, 3 & 5)

Jobby M. (2003) did 'An Evaluation of the Pilot Project Textbook of English for Std. VIII Gujarati Medium in Gujarat State'. The objectives of the study were to examine the textbook in following aspects: Suitability of introduction, organization of content, presentation of content, suitability of content, spelling errors, to analyze chapter-end exercises, to study the perception of teachers and students regarding the academic aspects of the textbook. The findings of the study were like this: the content of the textbook follows the syllabus of the textbook, the introduction of the textbook is appropriate but lessons 6 and 14, the flaw from pre-task to the lesson is not clear,

the presentation of the content is appropriate with short and simple sentences to begin with and later graduating to little complex sentences, dialogue forms and stories are also used which generates interest, the content is suitable to the level of learners as most the lessons talk about children of their age and there are interesting stories and aspects which generate curiosity in the children. The content is relevant because it talks about values like truth, honesty, discipline, bravery, tolerance and love for animals. It also instils scientific temper in the students and gives information regarding various professions. There are few spelling mistakes especially in the prose lessons 5, 6, 9 and 10 which lead to ambiguity in the content. In lessons 2 and 3 there is discontinuity in the content due to missing lines. The pictures have been used in the textbook judiciously. But in the lessons 2,5 and 13 pictures could be included. Besides, coloured pictures are not used in the textbook. The pictures are not clear too. The content of the supplementary lessons incorporated most of the language functions used in the prose lessons but there a few which were not included. There is only one lesson which has humorous content in it. The supplementary lessons encourage students to read more. The content of the poem included in the language functions is not dealt by the supplementary lessons. The poems are simple, short and interesting too. The chapter-end exercises of the prose lessons contain different questions for various skills like listening, speaking, reading, writing, thinking, and appreciation and library skills. But questions involving drawing something are time consuming.

Patel K. (2003) did ‘An Evaluation of Standard VIII Computer Textbook Prescribed by G.S.E.B.’. The objectives of the study were to evaluate the computer textbook of std. VIII with respect to physical aspects of the textbook such as appearance- title page, binding, printing, to evaluate the computer textbook of std VIII with respect to content of the textbook considering language of the textbook, logical sequencing of the topics in the textbook, suitability of the different topics of the textbook and its relevance with the objectives of teaching computer subject as prescribed by the Gujarat Secondary Education Board, exercises given below each chapter of the textbook. The findings regarding the physical aspects were like this: the cover page of the textbook is attractive, the size of the letters is appropriate; most of the teachers say these are not found any corrupted pages in the textbook, binding is most appropriate thing for the textbook, and in a present textbook binding is not durable but most of the teachers suggest that there is a need to make more attractive

computer textbook. The finding regarding the logical sequencing was that in the textbook all the topics are in logical sequencing. The finding regarding the language was like this: English medium students have no problem regarding the language of the chapters but Gujarati medium students are not having proper understanding of words. So they have trouble to understand the few difficult English words. The findings regarding the suitability of the topics were: all the topics are useful to students but most of teachers give their suggestion LOGO is not useful. So it needs to be upgraded or changed. In replace of LOGO new topics should be included in the textbook such as power point, Excel, MS word, Programming C, C⁺⁺ and advanced DOS. 93.75 % teachers use the other advance material use in teaching the computer subject. The findings regarding the exercises were: the exercises given at the end of each lesson are very useful to evaluate the students' achievement. The exercises are relevant to the topics and teachers opined that exercises need to be more objective types for students' practice, to be more specific the questions that require two or three line answers should be included project work type exercises.

2.5 Conclusion

In this chapter the researcher discussed the conceptual frame work and research reviews in detail. The importance of English language, ELT in India, ELT in Gujarat state, the importance of textbook, the need for evaluation of the textbook, Tomlinson's principles of materials development and studies conducted in the field of textbook analysis were presented in the presented chapter. The next chapter is followed by research methodology.