

CHAPTER-3

REVIEW OF RELATED LITERATURE

3.1 Introduction

A literature review is the effective evaluation of selected documents on a research topic. A review may form an essential part of the research process or may constitute a research project in itself. The literature review is a critical synthesis of previous researches. The evaluation of the literature leads logically to the research question. The literature review provides a background to the study being proposed. The background may consider one or more aspects. The aim is to extract key points by comparing and contrasting across studies, instead of reading one paper after another.

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 review needs to sum up the main findings of the research into the literature. The findings can be related to the aims of the study one is proposing to do.

3.2 Studies Conducted in the field of Textbook Analysis

The present chapter deals with the review of the research studies which were reviewed by the researcher and have been presented below-

Riazi and Aryasholouh (2007) conducted study on “English textbooks focusing on the consciousness-raising aspect of vocabulary exercises”. They found that out of all exercises in the four books, only one percent of them could be categorized as consciousness-raising. They also found that the exercises mainly concentrated on individual words (approximately 26 per cent) with no emphasis on fixed

expressions, lexical collocations (approximately 15 per cent) and grammatical collocations (approximately 2 per cent). They concluded that students are mainly dealing with meanings of individual words and not with how words are used with other words or in what combinations.

Darali (2007) studied the important features of new English textbooks such as the *Spectrum* series to see how cultural pragmatic knowledge of the language is included in the lessons. The results of the study showed that the series provided a variety of language functions, but the most frequent ones in daily speech were not focused on as much as other functions. Although the textbooks provided valuable met linguistic information, they lacked explanations on the use of different forms in the same situation. There was also a paucity of explicit descriptions regarding appropriateness, paralinguistic information and contextual information.

Arya (2005) carried out a Comparative analysis of NCERT and GSHEB Textbook for subject of Commerce of Standard XI the M.S.University Baroda. The objectives of the study were:

- To study both the physical as well as the academic aspects of textbook provided by both
- To study content of the both textbook.
- To study the feedback of teachers and students with regarding to the level of satisfaction in term of both physically as well as academic aspect.
- To study and list out the desire changes as per the teachers and students with regards to objectives.

The tools used were content analysis sheet, questionnaire for the teachers and questionnaire for the students sample of the study was five schools of affiliated to GSHEB. One commerce teacher from each school was selected and 10 bright students. Finding suggested that there is difference between both the textbooks GSHEB textbook need attention. The NCERT textbook is rich in comprehension.

Agrawal (2004) conducted a study in Delhi state of India that sought to examine the assumption that a change in an evaluation pattern can trigger curricular reform.

Did concomitant changes take place in the teaching and testing of English at the upper-primary state when the Central Board of Secondary Education introduced changes in the courses of the study and the examination in English language at the end of class, 10, the occasion of the 1st high stakes public examinations in India? This expectation of change was confidence in the findings of this study. This may apply to other curricular areas and speak to any school system ready to implement reforms in their instructional practices.

Halim, Md. A. (2004) conducted a Comparative Study on Mathematics Curriculum at Primary Level in Bangladesh and India. The objectives of study were:

- To critically examine the Mathematics curriculum for primary education in Bangladesh and West Bengal of India.
- To identify the teaching process of primary Mathematics that takes place in classes of Bangladesh and West Bengal of India.
- To identify the problems and obstacles in transacting primary Mathematics curriculum in classroom situation in Bangladesh and West Bengal of India.
- To identify the major strengths and weaknesses of the primary mathematics curricula of Bangladesh and West Bengal of India.
- To compare the primary Mathematics curriculum of Bangladesh with that of West Bengal of India with respect to teaching process in classes; problems and obstacles in transaction of curriculum in classroom; and strengths and weakness of the curriculum.
- Provide specific suggestions for revision and modification of primary mathematics curriculum of Bangladesh and West Bengal of India.
- The study was descriptive survey in nature. Sample comprised of 240 mathematics teachers (120 from each country), 120 academic supervisor (60 from each country), 6-6 curriculum specialists, 4-4 subject specialists and classroom observation of 24 primary schools (12 from each country). The investigator developed the tools, two questionnaires, one for the primary school and mathematics teachers,

the other for the academic supervisor, one opinionative for one expert, and an observation schedule. Quantitative data were analyzed by using frequency and mean, and qualitative analysis were made of critical analysis in context of curriculum objectives and its comparison with standard set of objectives (RCDICM DCA) have been utilized.

The findings of study were:

- The set of objectives of mathematics curriculum considered by West Bengal Board of Primary Education (WEBPE) is larger, more comprehensive and maintain the logical order of presentation than the set of objectives prescribed by Bangladesh National Curriculum Textbook Board (BNCTB). Also it is found that the set of objectives prescribed by WBBPE focus on higher level cognitive development of pupils while similar objectives focusing on higher level ability are absent in the list of objectives prescribed by BNCTB. But none of these acts of objectives are at par with the standard set of objectives as prescribed by the experts of RCDICMDCA.
- Five learning areas such as ‘number’ and ‘numeration’, ‘four’ fundamental operations’, ‘day to day life problems’, ‘pictorial representation of data’, and ‘geometry’ are common areas included in the textbooks of both countries and counting’ is more emphasized and spirally distributed in grades I to III and also prescribed by BNCTB while manipulation of counting is not highlighted in the textbook of WBBPE even though the topics related to counting numbers are presenting in the textbooks of West Bengal.
- Introduction to each topic in the textbook of WBBPE is made more interesting than that of BNCTB.
- More pictures, diagrams, graphs, tables are included and labeled in better way in the textbooks of BNCTB than that of WBBPE.
- More barriers are found in Bangladesh compared to West Bengal for in-service training program. Teachers from Bangladesh (73%) and West Bengal opined that one of the main barriers is ‘shortage of mathematics teachers in the schools.

- In both the countries it was found that the content areas of mathematics textbooks reflected the socio-cultural aspects of the respective country.
- Strength of mathematics curriculum of both the countries are skill development in mathematics, suitable content-areas, distributed spirally grade-wise (in textbooks), content integration with socio-cultural aspects and sequencing the content from concrete to abstract with appropriate evaluation procedure.

Nair, V.V (1996) conducted a study on evaluation of the 11th std Physics textbook prescribed by Gujarat state higher secondary board. The objectives of the study were:

- To study the extent of fulfillment of the academic and physical aspects of the textbook to meet the needs of the reader and student
- To assess the textbook on the basis of prescribed syllabus with respect to the following aspects-
 - deficiency or inadequacy of the content
 - defects in the illustration
 - defect in exercise or question
 - terms used but have not been explained
 - discontinuity in content organization
 - content seem unnecessary
 - dissimilarity in table content language
 - spelling mistake
- To evaluate the end of chapter exercise of the textbook in terms of
 - use fullness in revising the content
 - comprehensibility and
 - development of the creative linking
 - questionnaire for the teacher and students and interview were used as tools

Findings of the study were

- the content given the textbook was found to be according to the requirement of the syllabus
- size and typography are satisfactory but paper, cover, binding are not satisfactory
- the textbook contains a number of spelling mistakes
- illustration given in the textbook is helpful for understanding content up to a limit
- Certain chapters of the textbook are difficult because of lack of correlation with the corresponding mathematics treatment.

Mackwana, A.J. (1991) carried a critical study of the new textbook of English for std 8th (lower level) The objective of the study were:

- To study the textbook in the context of the content
- To study the appropriateness of the content in the context of the age level of the pupil.
- To study the presentation of the current trends in the textbook.
- To carry out a critical study to examine the efficiency of textbook.
- Observation, interview were used as tools for the textbook.

The findings of the study were:

- The textbook was written according to the syllabus.
- The content was appropriate to the age level of pupils.
- There were 590-content words including supplementary reading lessons and 88 function words in the textbook.
- The textbook provided a simple language and moved from the known to unknown.
- Different activities for comparison were appreciable.
- The textbook had given much importance to the exercise and present.

Joshep (1987) Conducted the study on Evaluation of Physics; Textbook Std- XI of Gujarat state. The objectives of the study were:

- To study the extent of fulfillment of academic and physical aspects of the textbook to meet the need of the teachers and students.
- To assess the textbook on the basis of prescribed syllabus with respect to deficiency of content, defect in illustration in exercises, discontinuity in content organized terms used but not explained ambiguous concepts, spellings mistakes.
- To evaluate the end of chapter exercises of the textbook.

The findings of the study were:

- The content used in the textbook are more or less according to the requirement of the syllabus.
- Size and typography was satisfactory

Bhatt, D.C. (1986) conducted study entitled “An investigation into the various components of textbook in English std 11th and 12th of Gujarat state”. The objectives of the study were:

- To compare the readability indices of the textbook in English grade wise and stream wise
- To see the effect the interaction of grade and stream of stream read ability
- To compare the human interest of scores of the different reading material of the textbook
- To see the interaction of the grade, stream and person of the interest
- To prepare the reading material for the pupil of std 11th and 12th in comparing the variable of read ability, interest, values and format.

The findings of the study were-

- The reading ability of the textbook for class 12th was more than that of the textbook for 12th.

- The reading ability exerted a strong influence upon the size of close score.
- A reading ability comes out as a strong predictor of reading comprehension.
- Grade of the pupil was one the improvable through it predicted poorly reading comprehension of the pupil. Grade 12th pupils were found better in the reading comprehension than grade 11th pupils.
- The differences between the mean scores were not significant effects of the reading ability and the reading materials were inadequate.
- The textbook had given much improvement to the exercise and presentation.

Upadhayay, H.P. (1983) conducted a critical study on “The English textbook for std-8th (G.M.S) with special reference to frequency of words, language, points and the difficulty level”. The objectives of the study were-

- To analyze the textbook of std-8th prescribed for use school in Gujarat.
- To study the frequency of use of each language item in lesson.
- To study the frequency of the use of vocabulary in lesson.
- To study how the lesson language items are presented in the lesson.
- Questionnaire, rating scale were used as the tool for the study.

The findings of the study were:

- Enough use of vocabulary items was found.
- Language items and vocabulary item were used in various contexts.
- Context was very useful and interesting. All sentences were linked together through a series of interrelated situation.
- The authors by and large had followed the sequence of system as given in the syllabus.
- The textbook aim of illustrating the use of language material in natural situation wherever possible of was achieved.

Nischol (1976) Studied women and girls as portrayed in the English language. Textbooks published by Central institute of English. Hyderabad.

The main objective of the study was-

- To study the role of girls and women portrayed in search of a sexist bias or stereotypes inconsistent with the principle of equality between the sexes.

Findings of the study were that a Biographical reference to females was by 78 to 3. The male oriented stories outnumbered the female centre ones by 81 to 09. Women are either invisible or having neither roles nor names as non initiators. Many such glaring trends were noticed statically and analytically.

The researcher found that generally there is a trend of carrying out textbook analysis in every subject for different grade levels so that they can be further improvised. Hence the present study was undertaken to evaluate the two textbooks which have been prescribed for same age and grade level but by different boards to find out differences if any and recommend suggestive notes for improvisation if needed.