

CHAPTER-6

CONCLUSION, SUGGESTIONS AND EDUCATIONAL IMPLICATIONS

6.1 Conclusion

There were some questions which were raised during the study of the textbook. As an answer to these questions after studying and analyzing the books and by taking suggestions from the teachers of both the CBSE and GSEB schools the researcher found that to some extent the content in the CBSE textbooks are better than the GSEB. The themes of the lessons 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 text book was firstly in the physical layout of the textbook. Also pictures in the lessons are not provided in every chapter of the GSEB while in case of the CBSE there are pictures almost in the every lessons of CBSE textbook and some in CBSE textbook there more than one picture which provides the student the understanding of what is there in the lesson.

After going through the textbook the researcher found that there are 18 chapters in the CBSE textbook while in the GSEB textbook there are 24 chapters and also 5 supplementary reading. So this was the major discrepancy in the textbooks. Lessons in the GSEB textbook are more than the CBSE text book although both have been prepared for the same age and grade level. The content length of the lessons is different of the both textbooks. There is more clarity in the CBSE textbook than the textbook of GSEB textbook. The pictures in the GSEB textbook are not that much good in the comparison of the CBSE textbook.

As we know that in present time the schools are in competition. In CBSE schools teachers are not only teaching in the classroom through the textbook but they are also using other teaching learning materials. The CBSE textbook has presented more illustration and more pictures in the comparison of the GSEB

textbook. In GSEB textbook the researcher has found that in every or in the most of the lessons the glossary given at the end of the lesson is not enough while in the CBSE textbook they have presented glossary in every page beside the content which is very beneficial to the teachers as well as to the students.

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. CBSE textbook is more focused on the collaborative learning in the way that it provides more freedom to the students. The textbook of the CBSE is served primarily to supplement the teacher's instruction. Demo method is focused in the CBSE textbook. Dialogue conversation and diary writing also find place in CBSE textbook.

In the CBSE textbook there are different and varied themes. The different themes increase the curiosity level in the students. 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. Importance to the emotion and feeling has been given in the GSEB textbook.

In the GSEB textbook there are exercises of past continuous tense, direct indirect speech but exercises are not that much challenging in the comparison of the CBSE textbook. Activities are there in the GSEB textbook but less in number than the CBSE textbook. Both the textbooks contain comprehensive exercises which make the students present their own views and thus they can construct their own meaning.

Overall both the books were found to be good but some modifications can render them to be better.

6.2 Suggestions for Further Study

- English textbooks of all the grade levels- primary, secondary as well as higher secondary can be critically evaluated to improvise them if necessary keeping in view the communicative approach of language teaching.

- Similarly, textbooks of different subjects like Mathematics, Science, and Social Science of all grade levels can also be critically evaluated.

6.3 Educational Implications

The analysis of the textbook should be taken from time to time so as to modify the textbook and constantly improve them according to the changing needs of the time and also of students. Hence, such studies are of great value in improving upon the teaching learning process.