

CHEPTER -1

CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. In the 21st Century educators must create a curriculum that will help students connect with the world & understand the issues that our world faces. Schools in the 21st century will become nerve centers, a place for teachers and students to connect with those around them and their community. Teachers in this new environment will become less instructors of information, giving children the ability to turn knowledge into wisdom. In order to educate in the 21st century, teachers and administrators need to cultivate and maintain the students' interest in the material by showing how this knowledge applies in the real world. They must also try to increase their curiosity, which will help them become lifelong learners. Next they should be flexible with how they teach and give learners the resources to continue learning outside of schools.

There are many skills that children will need in order to be successful in the 21st century. Here are few of the most important 21st century skills:

- Ability to collaborate, work in teams
- Critical thinking skills
- Oral presentation skills
- Written communication skills
- Ability to use technology
- Willingness to examine civic and global issues
- Ability to conduct research to learn about issues and concepts
- Chance to learn about new career opportunities

1.2 PRIMARY AND MIDDLE EDUCATION

The Indian Constitution made a commitment to make primary and middle grade education (for students ages 6-14) free and universal by 1960, with the two national policy statements on education in 1968 and 1986 (and revised in 1992) placing much emphasis on this goal. But India's inability to allocate resources effectively and efficiently has made that goal unattainable even 45 years later. There has, however, been a considerable increase in the spread of educational institutions since India gained its independence in 1947. For instance, during the period 1950-51 and 2001-2002, the number of primary schools grew three-fold, while the number of middle (upper primary) schools increased 16 times. Today India has more than six hundred thousand¹¹ primary schools serving 115 million students (the average teacher to student ratio is 1:43) and more than two million upper primary schools serving 45 million students (the average teacher to student ratio is 1:38). Another recent trend is the growth of private schools that receive no government aid and rely on student fees. The Indian school system follows the British structure. Primary school consists of grades 1-5 (ages 6-11) and middle school consists of grades 6-8 (ages 11-14). Both are compulsory. However, researchers estimate that an average of 70 percent of children between the ages of 6 and 14 actually attend school. Emphasis on reform has been on compulsory school attendance, rather than on any measure of expected learning. Quality of state run schools range from top notch to abysmal. Private schools are, on the whole, better but many of them charge high fees making them accessible only to the middle and higher class families and admissions can be highly competitive. A recent phenomenon has been the proliferation of low-cost private schools in both rural and urban India. These schools often have poorer facilities and infrastructure than the government schools, but are able to hire many more teachers and have smaller classes and greater teaching activity because private teachers are paid much lower salaries than public school unionized teachers. Yet, the paucity of educational data in India makes it difficult to estimate true numbers of private schools. Recent evidence suggests that the percentage is much higher than the official figures indicated in the table below (closer to 30 percent rather than 15.4 percent).

Total Student Enrollment by Educational Stage and Percent Enrolled in Private Schools (2001)¹⁵

	Total Gross Enrollment	Percent Enrolled in Private Schools
Primary	99.3%	15.4%
Secondary	50.3%	--
Tertiary	11.4%	--

For those who do attend, there are large gaps in access to education; quality of education; and learning according to gender, social grade, and location. Two out of five first-grade students will not complete the primary cycles of 4 to 5 years (depending on the State), and the learning achievement of those graduating is low. Children from poorer families are at a greater disadvantage. The drop-out rate for the poorest households is about four times that of the richest ones. While States determine the curriculum used in schools, the following is the national curriculum outline. The quality of teaching varies tremendously school to school and State to State.

Primary Stage (5 years)

The curriculum includes:

A. Grades 1 and 2

1. One Language — the mother tongue/the regional language
2. Mathematics
3. Art of Healthy and Productive Living

B. Grades 3 to 5

1. One language — the mother tongue/the regional language
2. Mathematics
3. Environmental Studies
4. Art of Healthy and Productive Living

Upper Primary/Middle Stage (3 years)

The Grade 6-8 curriculum includes:

1. Three Languages — the mother tongue/the regional language, Hindi and English
2. Mathematics
3. Science and Technology
4. Social Sciences
5. Work Education
6. Art Education (fine arts: Visual and Performing)
7. Health and Physical Education

Mother tongue or regional language is the medium of instruction for most Indian primary students, although students from elite families are typically sent to English medium schools as English is considered a distinction of social class. Many states now start teaching English as a second language by grade 3 – though in practice the execution of this varies widely across states. Most independent tests of achievement levels continue to show dismally low levels of achievement in basic literacy skills. The Public Report of Basic Education (PROBE) of 1999 is based on a household survey of randomly selected villages in 5 States, accounting for 40 percent of the population and more than half of all out-of-school children in India. The survey found that one of the five States (Himachal Pradesh) had made remarkable progress towards universal elementary education, but the other four had a great distance to go. For example, when PROBE investigators arrived at the school sites, they found that one-quarter of head teachers were teaching, one-third were absent, and the rest were present but not actively delivering instruction. Similarly, only half of the teachers were seen actually teaching, the rest were described as minding the class, not in the classroom, engaging with colleagues, or participating in other non-instructional activities.

1.3 STAGE-WISE GENERAL OBJECTIVES OF EDUCATION

The stage-wise objectives need to be arrived at by keeping in mind the general aims of education, the developmental stages of children, nature of knowledge in general

and curricular subject areas in particular, and the child's socio-political context. They cannot be only in the form of subject-specific knowledge. Objectives here would be more of stage-specific interpretation of the general aims of education and, therefore, have to be articulated in terms of capabilities, values, attitudes, and knowledge base in general. The objectives also have to be specific enough to be used as guidelines for content selection and organization. Articulation of curricular objectives should also take care from the statement of aims and could be written in two parts for each stage. The stages should be defined as:

1. Primary-I: 2 years of schooling, roughly 5–7 years of age
2. Primary-II: 3–5 years of schooling, roughly 8–11 years of age
3. Upper Primary: 6–8 years of schooling, 12–14 years of age
4. Secondary: 9–10 years schooling, 15–16 years of age
5. Higher Secondary: 11–12 years of schooling, 17–18 years of age²⁴

There is no need for year-wise division of objectives; stage-wise achievement of objectives would be enough. The syllabus can be further divided, if need be. Though a stage-wise syllabus would give the school and teachers much more freedom and flexibility. Part one at each stage should interpret the corresponding part of the general aims, say, democratic values, and what form they would take at the end of primary, upper primary, and so on. Part two should state the levels of learning expected to be reached at that stage. These levels should be attainments expected of the part one of the concerned stage. Curricular objectives for all but the last stage, i.e., senior higher secondary, can be formulated at the state and district level and each school can reorganize them as per needs of their children and teachers

1.3.1 THE EDUCATION COMMISSION (1964-66):

which offered the finest statement on how to achieve equality, the key aim of education, by adopting the common school system, is, paradoxically, also the first policy document to blur the clarity of educational aims. The IPRC dismembers aims from school education, looking at it from an entirely different angle: “Having considered

The NCERT Framework and keeping in mind the Constitutional Directive contained in Article 45 which enjoins that 'the State shall provide free and compulsory education for all children until they complete the age of 14 years' we feel that the objectives of the compulsory stage of school education must necessarily be distinct from the objectives of education beyond this stage.

1.4 EDUCATION IN GUJARAT

Gujarat is a state situated in the western part of India and shares its northwestern boundary with Pakistan. Rajasthan, Madhya Pradesh and Maharashtra are the neighboring states of Gujarat. Gandhi Nagar is the capital city of the state and Ahmadabad is its largest city and the main commercial hub of the region. Gujarat houses a wide variety of industries and is considered one among the best industrialized states of the nation. Gujarat is also home to some of the prestigious educational institutes of the nation.

The education department of the state pays special attention to the improvement of elementary education in Gujarat. The state government has also launched the district primary education program for making primary education compulsory and free for all students up to a certain age limit. It has also taken up several measures for checking the rate of dropout at schools in Gujarat. The same uniform structure of 10+2+3 education is followed in the schools of Gujarat.

The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 12 years is done in schools or in colleges, and then 3 years of undergraduate education for a bachelor's degree. The first 10 years is further subdivided into 5 years of primary education, 3 years of upper primary, followed by 2 years of high school. This pattern originated from the recommendation of the Education Commission of 1964–66.

1.4.1 SCHOOL EDUCATION

Both private and government schools operate here in Gujarat. One can also come across schools run by several municipal corporations and trusts in Ahmedabad.

Gujarat State secondary and higher secondary board are in charge of the schools run by the state government. However, many of the private schools in Gujarat are affiliated to the Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examination (CISCE) board. Gujarati is the main medium of instruction in the state-run schools while the schools run by other boards use English as their medium of study. The government of Gujarat also gives special importance to education of women in India in the state.

1.4.2 HIGHER EDUCATION

There are several universities functioning in Gujarat which offers both undergraduate and postgraduate programs in various disciplines. The Maharaja Sayajirao University of Baroda is the only English medium university in Gujarat. It was ranked by India Today at the Tenth Place in its list of India's Best Universities (Aug 2011 Issue); while Hindustan Times ranked it at the sixth place. Apart from it, Gujarat University, Saurashtra University, Veer Narmad South Gujarat University, Hemchandracharya North Gujarat University, Bhavnagar University and Kachchh University are the leading State Universities. The four agricultural universities in Gujarat are especially devoted to the study of agriculture and other subjects related to it. Apart from these, Indian Institute of Management Ahmedabad, Sardar Vallabhbhai National Institute of Technology, Surat and National Institute of Design, Ahmedabad are some of the other prestigious centers of higher learning in Gujarat. The state also has some of the best engineering institutes in India like Sardar Vallabhbhai Patel Institute of Technology, Dhirubhai Ambani Institute of Information and Communication Technology among others. Central Salt and Marine Chemicals Research Institute is another reputed institute operating in Gujarat and does various research works on inland lake salt, marine salt and sub-soil brine. In the emerging area of legal education, a premier institution Gujarat National Law University was founded in the

capital city Gandhinagar which started imparting education from the year 2004 and is ranked in top institutions in the country.

1.5 THE CONCEPT OF CURRICULUM

Every successful concept and project in life requires a proper framework and planning. This relates to all processes including education. Whenever we embark on any new plan or procedure, we need to make sure that we have all the plans drawn up. What is on offer, what are the resources that we have, what are the steps, which we need to take and what are the goals that we need to achieve are some elements that need to be looked upon. A similar set of constraints when applied to education in schools & collages gives birth to curriculum. A curriculum is a set of courses, including their content, offered at a school or university.

1.5.1 CURRICULUM FRAMEWORK

It is a plan that interprets educational aims, vis-à-vis both individual and society, to arrive at an understanding of the kinds of learning experiences schools must provide to children.(Paraphrased from a short document circulated in Steering Committee, titled ‘Reviewing the Curriculum 2004: Some notes for consideration’.) This plan should include the foundational assumptions and basis of choice for experiences.

1.5.2 CURRICULUM:

Curriculum is perhaps, best thought of as that set of planned activities which are designed to implement a particular educational aim—a set of such aims—in terms of the content of what is to be taught and the knowledge, skills, and attitudes that are to be deliberately fostered, together with statements of criteria for selection of content, and choices in methods, materials, and evaluation. In reference to the framework above, it would mean the ‘curriculum core’ and ‘syllabus’ put together.

1.5.3 SYLLABUS:

It refers to the content of what is to be taught and the knowledge, skills, and attitudes that are to be deliberately fostered, together with stage-specific objectives. In education of a country, very few things apart from the broad principles like justice, equity, democracy, etc. can be finally decided. Therefore, a terrain map of curriculum framework, curriculum, and syllabus can only highlight the significance of various issues, establish connections between different components, highlight the significance of questions raised, and provide hints at different kinds of answers. The component of the suggested conceptual framework that is called 'foundations of curriculum. One can afford to be slightly more specific in the middle area, curriculum core, where the general notions of human values, stated assumptions in foundational area (in spite of being contested), Indian Constitution, Human Rights declarations, etc. provide a firmer ground for statement of aims and general concerns. The choice of epistemology and psychology we happen to make allow enunciation of general principles of content selection and methods, etc. Therefore, it becomes possible to articulate certain general principle in this area at the central and state levels, with room for interpretations and additions at the district level. The third component, curricular details, needs to be worked out in concrete terms and in detail as the name suggests. In this block, the syllabus perhaps can be worked out at the state/district level, with provisions for district and school level reorganization. The methods, materials and evaluation, in the given parameters, should be the choices made at the school level.

1.5.4 THE NATIONAL POLICY OF EDUCATION, 1986 :

The National Policy of education, 1986, defines the National curriculum Framework (NCF) as follows: "The national system of education will be based on a national curricular framework which contains a common core along with other components that are flexible." Common core has been defined by NPE as follows: History of India's freedom movement; constitutional obligation; promotion of values such as India's common cultural heritage; egalitarianism; democracy and secularism; equality

of sexes; protection of the environment; removal of social barriers; observance of the small family norm; inculcation of the scientific temper. Textbooks, which seek to fulfill curriculum objectives, must reflect the above-mentioned aspects of the 'core'.

The National Curriculum framework (1985) has the following basic features.

- i. Emphasis on the attainment of the personal and social goals and Propagation of values enshrined in the constitution.
- ii. The development of human resources for the realization of the national goals of development.
- iii. Broad-based general education in all learners at the primary and secondary stages.
- iv. Learner-centered approach rather than the teacher-centered approach to the transaction of the curriculum.
- v. Provision for flexibility in terms of selection of content and learning experiences which would facilitate the attainment of the expected learning outcomes.
- vi. Applicability of the curriculum to all learners irrespective of their modes of learning
- vii. Provision of threshold resources (physical and academic) necessary for effective transaction of the curriculum in all schools / non-formal learning centers.

The curriculum guides, model syllabi and exemplary materials are being produced by NCERT at the national level. Necessary review and evaluation of the existing textbooks and other learning material are being undertaken for bringing about desired improvements.

1.5.5 OTHER CURRICULUM BODIES GOVERNING SCHOOL EDUCATION SYSTEM

- The state government boards, in which the majority of Indian children are enrolled.
- The Central Board of Secondary Education (CBSE). CBSE conducts two examinations, namely, the All India Secondary School Examination, AISSE (Class/Grade 10) and the All India Senior School Certificate Examination, AISSCE (Class/Grade 12).
- The Council for the Indian School Certificate Examinations (CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/ Grade 10); The Indian School Certificate (ISC - Class/ Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12).
- The National Institute of Open Schooling (NIOS) conducts two examinations, namely, Secondary Examination and Senior Secondary Examination (All India) and also some courses in Vocational Education.
- International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.
- Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.

In addition, NUEPA (National University of Educational Planning and Administration and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

1.5.6 SIGNIFICANCE OF CURRICULUM IN ELEMENTARY SCHOOLS

In elementary schools, the curriculum is primarily drawn by the educational board or some central society. They study the needs of the kids and all other feasibilities before selecting courses and drafting a curriculum. Here the student have least choice in their subjects and study based on universal curriculum, which works on all section of the students' psyche and aid in the total development of the student. No area is left untouched. Hence, the curriculum aids in the proper development, while the child comes to terms with his or her own inclination. Therefore, at primary school levels, the curriculum aims at providing a structured platform, which gives every child an equal opportunity to excel.

1.6 TEXTBOOKS

Francis bacon

An English philosopher defines textbook as, 'A book designed for classroom uses, carefully prepared by experts in the field and equipped with the usual teaching devices'

The international encyclopedia of educational technology (1989) Explain the term test book in these words " A book used as a standard work for the study of a particular subject; now usually one written specifically for this purpose, a manual of instruction in any science or branch of study, especially a work recognized as authority."

A book used as a standard source of information on a particular subject and systematically presents the foundation of a given discipline in accordance with that discipline's current level of development: the main type of instructional literature. There are textbooks for every level of education and every type of educational institutions: general-education schools, vocational schools, specialized secondary institutions, and higher educational institutions; there are also textbooks, for self-education. Textbook helps to fulfill the educational requirements of different age and social groups.

1.6.1 RECOMENDATION OF VARIOUS COMMITTEES ON TEXT BOOK

Kothari commission (1964-66)

- i. With a view to improve the quality of textbooks prescribed, a high power textbook committee should be constituted which should consist of a high dignitary of the judiciary of the state.
- ii. A fund should be maintained from the amount realized from the sale of publications, which may be utilized for awarding scholarships, and providing books and certain other amenities for school children.
- iii. The textbook committee should lay down clear criteria for the type of paper, illustrations, printing and format of the work.
- iv. The Central Government should set up new institutions, or help some existing art schools to develop training in the technique of book illustrations.
- v. The Central and State Government should maintain libraries of books of good illustrations, which could be loaned to Textbook Committee and publishers in order to improve the standard of book illustrations.
- vi. Single text book should not be prescribed for every subject of study, but a reasonable number of books, which satisfy the standards laid down, should be recommended leaving the choice to the schools concerned.
- vii. In the case of languages, however, definite textbooks should be prescribed for each class to ensure proper gradation.

National Education Policy 1986

“The quality of textbooks should be kept at highest level by attracting the best talent available through a liberal policy of remuneration and by giving special encouragement to outstanding teachers. The Government should take immediate step for the production of high quality textbooks which may be adopted / adapted in the

States. The state government should be set up autonomous corporations, functioning on commercial lines for the production of text books. It is essential that an increasing number of common books should be read by all school students in the Country. For this purpose the production of a series of books written and translated by the most competent persons in the field of different topics of National interest.”As the NPE 1986 recommended a common book for all students of the country, the NCERT also feels about the common syllabus. Therefore they try to make the common syllabus of different boards.

1.6.2 THE CHARACTERISTIC OF A GOOD TEXTBOOK

- It is a standard book of the prescribed course of the study.
- It is beneficial for both – the teacher and student.
- It is manual of instruction.
- It is used for formal, in formal and non –formal education.
- It is used as foundation on which the prescribed course of the study.
- It is powerful tool for realizing the instructional objectives of the subject.
- It presents material in grade form.
- It is learning instrument used by students.
- It begets the habit of self- learning in the students.

Textbook is a major educational tool for the students. In India, textbooks occupy most of the educational space in schools. They are not just teaching manuals, they shape the minds of children in their formative years, and have profound influence on how young minds interpret reality. For this reason the content of textbooks or instructional material is a deeply contentious issue in several countries around the world. Indeed, question of curriculum and textbooks are so contested because they are at the heart of debates over national identity, and over who will define and control what is worth knowing. This is probably why in a country as diverse as ours the issue of textbooks is a site of much contestation and conflicting interpretations. In one sense, the content of our textbooks is a crucial disseminator of fundamental values of citizenship, values that we need to pass on to the next generation. Thus the content of textbooks is of

vital importance and has a significant impact on the educational development of students.

Textbooks and teachers' guide occupy a unique place in the teaching learning process. The selection and revision of textbooks and allied materials cannot be done in a haphazard fashion. This has to be done on the basis of systematic evaluation and research. The NCERT took the lead in this direction. A crash program to evaluate textbooks in all languages in the country was undertaken by the NCERT. The department of Textbooks, NCERT (1970-72) conducted studies and developed the basic principles and procedures in the preparation & evaluation of textbooks separately in different languages, subjects, history, geography, general science, physics and biology.

1.6.3. THE ROLE OF THE TEXTBOOK AND 'NATIONAL STANDARDS'

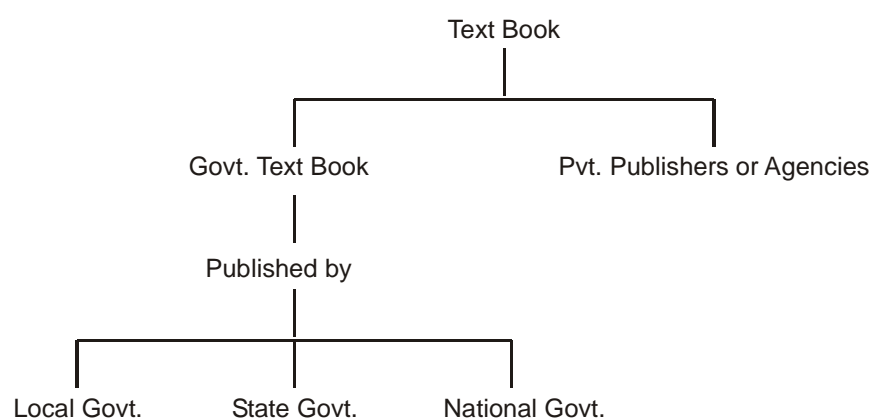
The Secondary Education Commission (1952) had pointed out that the then curriculum was "narrow, bookish and theoretical" with an overloaded syllabus and unsuitable textbooks. It had suggested that the curriculum should not be divided into a number of watertight subjects, but that all subjects should be inter related and should include relevant and significant content so that it could touch the lives of students. It also recommended that a high powered committee be set up in every State for selecting textbooks and for laying down appropriate criteria, emphasizing that "No single textbook should be prescribed for any subject of study, but a reasonable number which satisfy the standards laid down, should be recommended, leaving the choice to the schools concerned" (p 83).

The subsequent Education Commission (1964-66) continued to highlight the poor quality of school education and commented on the low quality of textbooks, owing to the lack of research related to their preparation and production, and the lack of interest of top ranking scholars in this area. It called for the definition of 'national standards' and recommended centralized textbook production to conform to those, starting at the national level and also supporting establishment of bodies at the State level. In hind

sight, we can see that the problematic role of the textbook continuing from the colonial education system, which has assumed a sacrosanct position in the school and the classroom, marginalizing the role of the curriculum and the syllabus, was further strengthened from the then expectation that the ‘nationally produced’ textbook would ‘far more precisely’ indicate the national standards. The definition of these (national) standards as well as the organization of a programme for their practical implementation will be greatly facilitated by the production of textbooks at the national level. Such books can indicate the expected standard of attainment far more precisely than any curricula or syllabi; and their practical use in schools is the surest method to raise standards and make the teaching in schools in different parts of the country fairly comparable. In a subject like science and mathematics there is not much scope for local variations and the adoption of common textbooks in all parts of the country is not only feasible but also desirable from several points of view... History is another difficult subject to teach, especially from the point of view of social and national integration, and authoritative well written books on the subject can be of immense help to all teachers. At present there is hardly any common book which all the students in India read and is one of the reasons why our educational system contributes so little to national integration (Section 9.19). There are problems in the notion of ‘common’ textbooks across the country, in either science or history, especially since now, forty years later, there is a more nuanced understanding of child development and pedagogy that shows that learning happens when the ‘content’ of curricula is contextualized in the child’s experiences and cultural knowledge, whether of plants, animals, people, or processes. However, at that time the recommendations seem to be guided more by the need to attract the best ‘national’ talent to contribute to the improvement of school education. Indeed, the Education Commission also saw this process of producing ‘national books’ as one that would help build capacities and “stimulate other centres into activity and especially promote similar enterprise at the State levels” (Section 9.20). “Even in areas where national books are available, independent attempts by States will stimulate each other and the Centre itself”. For this it had recommended “a separate agency, preferably functioning on an autonomous and commercial basis, in close liaison with the Education Department” (Section 9.21). Moreover, its own dilemma in proposing ‘nationalization’ of textbooks is apparent when it attempts to somehow mitigate the problem of uniformity and homogenization and calls for a multiplicity of textbooks: No useful purpose it served

by having only one textbook in a subject for a given class – this is almost invariably the position under the existing programmers of nationalization. It should be an important objective of policy to have at least three or four books in each subject for each class and leave it open to the teachers to choose the book best suited to the school. This is necessary even if there were to be a common syllabus for all schools. We have recommended, however, that there should be more than one approved syllabus and that each school should be permitted to adopt the syllabus best suited to its own condition (Section 9.21).

1.6.4 TYPES OF TEXT BOOKS



1.6.5 TEXT BOOKS USED BY GOVERNMENT SCHOOLS

State board prescribes the syllabi and textbooks for schools affiliated to them. However private schools do not necessarily follow the board prescribed syllabi and textbooks till class VIII.

State governments providing textbooks in schools which are run by government and established textbooks bureaus and state boards of examinations. The textbook bureaus focused on the printing and distribution of textbooks and the boards had prescribing

Syllabi, conducting examinations, the states used several methods for actual preparation of textual materials.

A few state governments established textbooks corporations for the production of textbooks in most states the function of textbook preparation particularly for primary and upper primary classes was taken by SCERTS.

Gujarat has the directorate of textbooks, which is a wing of SCERT, SCERT itself very strongly state controlled.

In Gujarat the Gujarat school textbook board is the regulatory authority. The GCERT only provides technical supports to the textbook development board which is fully responsible for the preparation, publication and distribution of textbooks.

1.6.6 TEXTBOOKS USED BY NON GOVERNMENT SCHOOLS

The non government schools are of wide variety. Some are run by private managements, which have a chain of schools. These chains are sometimes city-wide or state-wide and sometimes country-wide, besides there are school run by various religious and social organization. Some schools are run by Christian missionary group of different denominations. Then there are Madarsas run by different Muslim councils or groups and there are Saraswati Shishu Mandirs run by vidya bharati, the education wing of RSS. This variety is made even more complex by those chains of schools, which focus on a particular language or subjects, like Sanskrit Pathshalas. The method of selecting textbooks in these schools is as varied as their management. Those schools, which fall under any council or board or trust, choose the books as per direction of latter. But these councils/boards/trusts do not have a uniform method. Some of them prescribe specific books for various subjects whereas some other just adopts the government approved books and yet some other chooses a combination of the two that is; they prescribe specific books of their choice. Some boards/council do not prescribe to schools any specific books but give them syllabus or curriculum

framework in the form of guidelines and the school principals, in Consultation with teachers, decide upon the prescription of textbooks for their respective schools. There are several chains of schools run by private trusts, which adopt government approved books. Vidya bhairati/ saraswati shishu mandirs, darul ulum deoband, nadvatul ulema etc. not only prescribe specific books for their schools, they also publish them.

In actual practice, many private schools use books published by private agencies, either as supplementary materials or even substitutes. These books have not gone through any process of government approval. Many schools use private books along with the state government textbooks, others use them as substitutes, while still others use private publishers books only where government textbooks are not available for that particular subject at that level – for example environment studies for class I and II or moral science, general knowledge, drawing etc.

There are large numbers of textbooks published by the private sector. Some of the elite schools use books produced by private publishers is dependent on the school, which generally invites publishers to bring the books before a committee of teachers to decide. Many incentives are offered by publishers to schools, which could range from price cuts, to percentage of total cost of books supplied to the school. Seminars and workshops for teachers are held by state bodies and sponsored by these publishers. Every publisher has a right to publish and if parents choose to select their textbooks for their children to read.

According to GCERT any private school who got permission under the GCERT, have compulsion to use GCERT textbooks as a main textbook for every subject in their teaching learning process. They allowed other private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students. If any private school who got permission from GCERT and used other private publisher's books as a main book in their teaching learning process, are liable to answer, get notice and remark after inspection done by the GCERT officers.

1.7 RATIONALE:

Our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. In the 21st century educators must create a curriculum that will help students connect with the world & understand the issues that our world faces. In order to educate in the 21st century, teachers and administrators need to cultivate and maintain the students interest in the material by showing how this knowledge applies in the real world. The Indian Constitution made a commitment to make primary and middle grade education (for students ages 6-14) free and universal by 1960, with the two national policy statements on education in 1968 and 1986 (and revised in 1992) placing much emphasis on this goal. The stage-wise objectives need to be arrived at by keeping in mind the general aims of education, the developmental stages of children, nature of knowledge in general and curricular subject areas in particular, and the child's socio-political context. **The Education Commission (1964-66)** which offered the finest statement on how to achieve Equality, the key aim of education, by adopting the common school system, is paradoxically, also the first policy document to blur the clarity of educational aims.

Gujarat is also home to some of the prestigious educational institutes of the nation. Both private and government schools operate here in Gujarat. Gujarat State secondary and higher secondary board are in charge of the schools run by the state government. However, many of the private schools in Gujarat are affiliated to the Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examination (CISCE) board. Gujarati is the main medium of instruction in the state-run schools while the schools run by other boards use English as their medium of study.

Every successful concept and project in life requires a proper framework and planning. This relates to all processes including education. In reference to the framework above, it would mean the 'curriculum core' and 'syllabus' put together. The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 12 years is done in schools or in colleges, and then 3 years of undergraduate education for a bachelor's degree. The National Policy of education, 1986, defines the National curriculum Framework (NCF) as follows: "The national system of education will be based on a national curricular framework which

contains a common core along with other components that are flexible.” The National Curriculum framework (1985) has many basic features. The curriculum guides, model syllabi and exemplary materials are being produced by NCERT at the national level. There are different curriculum bodies governing school education system like GSEB, CBSE, CISCE, NIOS, and IBP or CIE. At primary school levels, the curriculum aims at providing a structured platform, which gives every child an equal opportunity to excel.

A book used as a standard source of information on a particular subject and a major educational tool for the students. The subsequent Education Commission (1964–266) continued to highlight the poor quality of school education and commented on the low quality of textbooks, owing to the lack of research related to their preparation and production, and the lack of interest of top ranking scholars in this area.

In India, textbooks occupy most of the educational space in schools. The selection and revision of textbooks and allied materials can not be done in a haphazard fashion, so that many commission like Kothari commission (1964-66) and National Policy on Education (1986) help to identify area of textbooks in education system, and there are many characteristic of good textbooks are standard book of the prescribed course of the study, beneficial for both – the teacher and student, manual of instruction, used for formal, in formal and non –formal education etc mentioned in conceptual framework. However, textbooks as an important source of curriculum and the heart of any subject around which all different kind of educational activities are originated and designed by taking into account the need of society.

State governments providing textbooks in schools which are run by government and established textbooks bureaus and state boards of examinations. The textbook bureaus focused on the printing and distribution of textbooks and the boards had prescribing syllabi, conducting examinations, the states used several methods for actual preparation of textual materials. In Gujarat , the Gujarat school textbook board is the regulatory authority which is a wing of SCERT & GCERT provide only technical supports to the textbook development board.

The non government schools are wide variety and run by private management. The method of selecting textbooks in these schools are varied as their management. Schools, which fall under any council / board / trust chose the books as per direction of latter. But these councils / boards / trusts do not have uniform method some of them adopt government approved books some other chose a combination of the two and prescribe specific books of their choice. But some boards / councils do not prescribe to school any specific books but given them syllabus or curriculum framework in the form of guidelines. Many private schools use books published by private agencies, these books have not gone through any process of government approval. Private publisher's books only where government textbooks are not available for particular subjects at that level. Present scenario of GCERT, any private school who got permission under the GCERT, have compulsion to used GCERT textbooks as a main textbook for every subject in their teaching learning process. They allowed other private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students.

This study helpful to teachers, students and parents regarding textbooks used in their learning process. and may be create positive effect in their teaching learning process.

1.8 RESEARCH QUESTIONS

1. What is the logic of state government in implementation of government textbooks used in teaching learning process in private primary English Medium schools?
2. What are the opinion of teachers, students and parents in implementation of government text books in their teaching learning process at primary level?
3. Are there any positive or negative effects of government textbooks on teachers and students in teaching learning process?

1.9 STATEMENT OF THE PROBLEM

A Study on the impact of Government textbooks of Standard V in teaching learning process in Private English Medium Schools of Vadodara city

1.10 OBJECTIVES OF THE STUDY:

1. To find out the logic of the government in implementation of government text Books used in teaching learning process at primary level.
2. To find out opinions of teachers, students and parents about government text books Used in teaching learning process at primary level
3. To explore the extent of any positive or negative effects of government text books on teachers and students at primary level.

1.11. ORGANIZATION OF THESIS

This thesis is organized in the five chapters.

Chapter I described the conceptual frame work which includes education system in India and Gujarat, concept of curriculum, important of textbooks, textbooks used by government and nongovernment schools and some problems related to printing and production of textbooks.

Chapter II described the review of the related literature which includes the studies related problems of syllabus and textbooks and studies related to the textbooks production set up and process.

Chapter III described methodology part which includes population, sample, tools, data collection procedure and the design of the study.

Chapter IV described data analysis of the data collected after the discussion and findings.

Chapter v described summary, findings and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter is devoted to the review of related literature.

A review of related literature helps the researcher to get knowledge of the studies done in particular areas. The review provides information regarding limitations of the previous studies, nature of data, tools used for the data collection and techniques applied for the data analysis. Thus it provides a critical review and appraisal of the related studies and shows how the related studies contribute more for advancing the present knowledge of the specific area. For the present study, the researcher reviewed various studies. These studies have been categorized in the following way.

1. Studies related the problems of curriculum
2. Studies related the problems of syllabus and textbooks
3. Studies related the problems of textbook production ,set up and process

2.1 STUDIES RELATED THE PROBLEMS OF CURRICULUM

Gupta (1973) also critically analyzed the elementary curriculum in NEFA of Arunachal. His main aim was to examine the extent to which the curriculum was suited to the socio-economic and cultural needs of the children. He observed that the curriculum suffered from overemphasis on the three R's. It was subject-centered, dominated by examination and isolated from the real life and environment of the children.

Prakash, Vidhya.(1991) studied on curriculum policies planning implementation at the primary school level in Delhi during 1966-76 with objective to investigate into curriculum policies planning implementation at primary school level in Delhi. The respondent sample comprised teachers teaching in the school of the Municipal Corporation of Delhi, teachers from aided and unaided school were not included in the sample. The study found that data analysis revealed a depressing scenario in MCD

schools during the pin schools, ineffective school supervision, in adequate finances, the burden of heavy syllabi and defective teaching of science. Besides the teacher felt that the policy of recruiting Education Officers from were a defective policy period 1966-76, which was characterized by lack of teacher initiative, sub standard pre service and in service training of teacher , political interference in schools ,ineffective school supervision ,in adequate finances, the burden of heavy syllabi and defective teaching of science. Besides the teacher felt that the policy of recruiting Education Officers from were a defective policy

Banerjee (1981) undertook an investigation relating to the implementation of the primary school curriculum in Tripura. The data were collected from 30 primary schools of Tripura. He found that only 20 per cent of the schools had pucca buildings while the other 20 per cent ere of mixed type. The rest 60 per cent were kutcha constructions which were no better than thatched schools. Classroom accommodation was inadequate in about 63 per cent of the schools. Maps, charts, Globes were inadequate in all the schools. Nearly 24 per cent schools had no drinking water provision inside the schools. 69 per cent of the students were provided mid-day Tiffin and 20 per cent students received free books. Of the teachers working in the schools, 21 per cent were graduates, 66 per cent were matriculates and 80 per cent of the teachers were trained. Also 85 per cent of the teachers had more than 5 years of teaching experience.

OVER VIEW OF THE ABOVE STUDIES

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that 66 per cent were matriculates and 80 per cent of the teachers were trained. Also 85 per cent of the teachers had more than 5 years of teaching experience.

2.2 STUDIES RELATED THE PROBLEMS OF SYLLABUS AND TEXTBOOKS

Shah,P.A.(1992) studied on critical evaluation of the mathematics syllabus introduced in the schools of Gujarat state for Grades I to IV. Tools and techniques used to collect the data were questionnaires, opinionnaires academic tests and interview schedule. The collected data were treated with percentages, weighted mean scores and Spearman's rank difference method. The study found that, the grade wise correlation was found between the opinion of the teachers for essential learning outcomes and the results of assessment of the pupils by testing ELOs were found significant. About 45% of teachers of Grades I and II agree that the content of the syllabi could sustain the interest of the pupils, while teachers of Grade II and IV agreed very little with the same. 45% of teachers of Grade I and II agreed that rational thinking in the pupil could be developed by the existing content, while teachers of Grades III and IV had different views. About the development of mathematical aptitude, 40% of teachers of Grade I, II and III had positive opinion while the teachers of Grade IV had their doubts. 50% of teachers of agreed on the completion of the syllabi in time. However, there were least possibilities for personal guidance for weak pupils. 50% of the supervisors confirmed the use of audio-visual materials used by teachers in the classroom teaching

Begum, Khatija H. (1990) undertook an investigation on problem of teaching new science syllabus for standard VII in Andhra Pradesh and their impact on pupil achievement. Her study was aimed at examining the impact of different problems that the teachers were facing in teaching new science syllabus on the achievement levels of pupils. Hence this study also meant to reveal the impact of certain curricular problems on pupils' achievement in teaching the new syllabus with regards to examine the difficulty level and suitability levels of all lessons and exercise by science teacher, the problems involved in the implementation of the students' activities suggested in the new science text book and the problems there in, the

problems faced by teacher about the content and teaching methods in the in service training programmers. Also he studied the nature of execution of the exercise faced by the within the context of content, teaching methods, audio visual aids, suggested pupil activities level of achievement and suggest measures which would improve the quality of science teaching? He found that, more than 60% of the teachers found the content of the recent syllabus, new as well as over loaded, dictation of notes by teachers was the dominant method of getting exercises done by students lack of facilities for science teaching continued to bother teacher a lot, it was observed that achievement in science favored significantly those students, whose teachers had attended an in-service education programme, it was proposed that school condition need to be improved through, say supply of science kid and hand books for teachers so that pupils may participate in the teaching learning process by practicing processes of science such as classifying inquiring and experimenting etc.

Karandikar, S.P(1973) A study of mathematical concept in syllabus and textbooks for standard II and VII, Adarsha comprehensive collage of Education, Pune, 1973 (MSBTPCR-Financed)

The study was conducted with the following objectives: (i) TO examine whether the mathematical concepts mentioned in the syllabus for standard II and VII were in consonance with the intellectual maturity of the students, and (ii) To analyse the corresponding textbooks to ascertain whether the presentation of various concepts was appropriate to students' intellectual maturity.

The study essentially involved a detailed analysis of the prescribed syllabi & textbooks. The investigator's findings were supplemented by teachers' opinions obtained through a questionnaire. For analyzing the prescribed syllabus, the investigator evolved a set of criteria based on the piagetian stages of cognitive development. The textbooks were analysed with respect to fifteen criteria representing three important characteristics of mathematical concepts. These data were then supplemented by the data obtained through the teachers' questionnaire which was administered to thirty mathematic teachers teaching at the primary & the secondary level.

The major findings and conclusions of the study were:

(i) All mathematical concepts in the syllabi for standard II and VII, except those of time and space, were in consonance with the intellectual maturity of the pupils.(ii) according to teachers, out of forty concepts in the mathematic syllabus for standard II and VII, twenty were easy and twenty were difficult to teach.(iii) Teachers hardly read the syllabus; they just followed the textbooks.(iv) The presentation of the concepts in the textbooks was logical rather than psychological.(v) The presentation gave little scope for concrete experiences and self- efforts by pupils. (vi) Teachers felt that textbooks gave them very little help in introducing new concepts by providing suitable learning experiences followed by adequate drill. (vii) According to teachers textbooks were deficient in pictures, figures and examples conducive to the development of mathematical concepts. (viii) In the syllabus, it was necessary to indicate the relationship between specific concepts and the objectives of teaching mathematics.

Gopalakrishnan,K.R(1977) A critical analysis of the new Mathematics Syllabus and textbooks used in upper primary classes in kerala, Ph.D.Edu.,ker.u.,1977

The main objectives of the investigation were: (i) to find out how far the syllabus prescribed in mathematics was adequate in the light of the main qualities of expected of textbook, (ii) To find out the constraints that affect the implementation of the current syllabus,(iii) To attempt a comparative study of the current syllabus (1970-73) with that of the immediately preceding years.(iv) To locate areas or topics to be deleted from and or added to the syllabus under study, and (v) To find out how the syllabus in mathematics prescribed for Kerala schools was comparable with that of advance countries.

The main tools used in the study were questionnaire and interviews. A sample of teachers from 250 schools was selected for the study. Interviews were carried out with a selected nos. of parent, students, educational experts and teachers.

The major findings of the investigation were (i) predetermined percentage of promotion, overcrowding in classrooms low socio economic status of parents, frequent strikes and agitations, poor academic background of students, lack of adequate foundation in mathematics lack of parental interest, lack of interest on the

part of students and lack of textbooks dominated among the causes that adversely affected the introduction of new mathematics. (ii) The structure and rigor of the mathematics textbooks were appropriate. The rate of introduction of new terms was uneven. Typographical errors, due to carelessness and real errors were found here and there in the textbooks. Almost all topics needed gradation. The revision exercise, diagnostic tests and general exercise were, in general appropriate. The inclusion of enrichment programmes was not satisfactory. There was some disagreement between the syllabus and the textbooks due to omission of certain topics and sub units. (iii) The syllabus of 1970-73 was better than that of the immediately preceding years. (iv) The coverage of the content of textbooks of Kerala was not at par with that of the SMSG and SMP series. The Kerala syllabus differed from even the NCERT syllabus. (v) The additions to the syllabus suggested by the respondents were more exercises suitable for homework, problems related to life, English equivalents of new terms and life history and important events of mathematics. The deletions suggested included discovering patterns, enrichment programmes, difficult problems and fundamental laws.

Vaghamare, S.G.(1971) A study of exercise in History of Textbook Prescribed for Standard IV in Maharashtra State, Government Collage of Education, Aurangabad, 1971 (MSBTPCR-financed)

The major objectives of the studies were: (i) To examine the extent to which the exercises provide in the textbooks measured the objectives of the history teaching, (ii) To find out the weightage given to different type of exercises, (iii) To prepare a new set of exercise with due consideration to the different objectives of teaching history and (iv) To evaluate the suitability of the newly prepared set of exercises.

The exercises given in the textbooks were analyzed and classified according to the objectives of the teaching history. Classification was done in terms of knowledge, understanding, application, skills, and personal development. The exercise were then classified according to different item types, namely objective type, short answer type, activity oriented type, essay type, and the type involving dramatization. Based on this analysis the actual weightages given to the five different objectives and to the 5 different item types were calculated. The actual weightages were compared with the desired weightages. Desired weightages were fixed on the bases of the opinions

collected from 14 teachers teaching in 2 collages of Education located in Aurangabad the new exercise were prepared mainly with a view to bringing the weightage given to the objectives and item types to the desired level. These exercises were first evaluated by a committee of experts. They were then field tested with 173 pupils including 88 boys and 85 girls studying 4 primary school in Aurangabad.

The major finding of the study were: (i) The exercises given in the History textbooks for standard IV contained 95 items, 39 of which were related to the objectives of knowledge, 55 to the objectives of understanding, and one on the objectives of personal development; there were no items related to the objectives of application and skill. (ii) Of the 95 items, 14 were objective type 61 short answer type, 19 essay type and 1 item involved dramatization; there was no activity oriented item. (iii) The comparison of the actual and desired weightages revealed considerable discrepancy in respect of objectives coverage as well as items type. Desired weightages for the objectives of knowledge, understanding, application, skill & personal development were 40 percent, 45 percent, 3 percent, 5 percent & 7 percent respectively; the actual weightages given were 41 percent for the objectives of knowledge, 58 percent for the objective of understanding and 1 percent for personal development with no representation for the objectives of application and skill. Desired weightages for the five items type, in terms of percentages, were 85, 45, 10, 5 and 5, respectively, but the corresponding actual weightages were 15, 64, 20, 1, and 0. (iv) Of the ninety five items provided in the textbook twenty four were faulty; of the faulty items it was possible to improve seventeen while the remaining seven had to be discarded altogether (v) The final set of exercise consisted of one hundred and fifty six items, which included sixty-eight newly developed items.

Joshi, M.G(1972)Content analysis of general science textbook for standard IV, Collage of Education, Jalgaon, 1972 (MSBTPCR-financed)

The objectives of the investigation were; (i) To examine whether the content of the textbooks was suitable to age and understanding level of the pupils,(ii) To study the suitability of the explanations and illustrations provided in the textbook, and (iii) To ascertain whether the language and vocabulary used in the textbook were appropriate.

The study was carried out adopting the techniques of content analysis. The investigator used an information unit as the basic unit for content analysis. An information unit was defined as an independent piece of information which was meaningful even when separated from its context. The content of each lesson was analyzed in to information unit by paying special attention towards denoting pre-and post-context. each information unit was then cut out from the textbook and pasted on a card and the central statement of the information unit, its placement, its supportedness or unsupportedness, nature of the support, etc., were specified. Thus a set of card was prepared for each of the twenty lessons, the total numbers of information unite being 493. These were then analyzed again after further security raising the numbers of information units from 493 to 733. The implied objectives of science teaching for each information unit was noted in terms of knowledge, understanding, application, skill and appreciation. The frequency of occurrence of these objectives in the textbook as a whole was calculated, and the relative weightage given to each objective was examined. Also the supports that accompanied the various central statements were categorized in to six types, namely, experiments, visual illustrations, verbal illustrations, reasoning, statistics and reinforcement on the basis of each category of support in the whole textbook was calculated.

The major findings of the investigation were; (i) The content of the textbook except in the case of one lesson were suitable to the age of the pupils, (ii) The sequence of presentation of information unit was quit proper. (iii) There were a few grammatical errors but the content was free from factual errors.(iv) Weightages given t the objectives of developing scientific skill and appreciation of science needed to be increased and weightage for the knowledge objectives reduced proportionately. (v) There was need for more use of to be made for statistics in tabular forms in supporting the central statements of information units. (vi) There was need to increase colour pictures in the textbook; some of the pictorial illustrations were not accompanied by definite description and instruction regarding what to look for.

Patel (1978) undertaken a study on evaluation of science textbooks for std. VII and IX published by Gujarat state board of school textbooks .The main objectives were (1) To develop criteria for a good textbook of science (2) To know strengths and weaknesses of different aspects of the textbooks for standard viii and ix (3) To

recommend certain suggestions to Gujarat state board of school textbooks to improve the quality of the textbooks of science for std VII and IX. The investigator selected a textbooks of standard VIII and IX.

The main findings were; (1) Presentation of content was good (2) Instructional objectives were adequately covered in the organizing content in both textbooks (3) syllabus of both textbooks is lengthy to cover up in available time (4) No alphabetical index was given (5) different kind of exercises were not given and also not as per the age and abilities of students.

Kadam (1989) did evaluation of mathematic textbook for the std XI of Gujarat state.

The objective of the study were (1) To the study the extent of fulfillment of academic and physical aspects of textbook to the need of teachers And students (2) To access the textbooks on the basic of the prescribed syllabus with respect to the following aspects; (i) In listing the content all syllabi had followed the logical sequence of different mathematical processes , (ii) Proper interdiction to each chapter. (iii) Organization of the content (iv) Presentations of the content .(v) content seems unnecessary .(vi)Deficiency or inadequacy of the content. (vii) defecate in illustrative problems. (viii) Printing mistake in exercise, (3) To evaluate the end of chapter exercise of the textbooks. The investigator develop three different tools for the purpose of the study, these were (i) A questionnaire for the teachers (ii) A questionnaire for the pupils.(iii) The interview schedule for teachers (semi-structured). A sample of 30 standard XI Mathematics teachers was taken out of which seventeen were belonging to English medium schools, seven were belonging to Gujarati medium schools, two were belonging to Hindi medium schools, two were belonging to Marathi medium schools & two were belonging to Sindhi medium school. A sample of fifty one students was selected for obtaining student's opinion about their Mathematics textbook.

Finding of the study were

(1)Size and typography were satisfactory but paper cover binding was not satisfactory.(2) The textbook is full of printing mistakes.(3) Material given in the textbooks confirmed to prescribed syllabus.(4) Sequencing of chapter should be reconsidered & mathematical logic should be taught before set theory.(5) Content was not free from major conceptual gaps, and therefore for planning of lessons teachers have to refer other books.(6) Content given in the books was not clear, logical, simple

and free from errors.(7) Only mathematical explanation of concept was given but diagrammatic explanation was not used to get clear idea.(8) Certain chapter were easy and therefore could be taught at lower level also.(9) Some of chapter can be removed because students need those chapter at collage level.

Josef (1990) did evaluative study of standard VI social studies textbooks of Gujarat states. The objective of study were; (1) To carry out a content analysis to examine the following aspects of the textbooks.(i) The appropriateness of the content in correspondence with the prescribed syllabus.(ii) Adequacy of content in respect of subject matter.(iii) Organization of content (iv) Presentation language (v) The suitability of the language used.(vi) The adequacy and suitability of illustrations.(vii) To study the academic and physical aspects of the textbook to find out extent which it meet the needs of the teachers & students.(3) To study the end of the chapter exercise with regard to their adequacy and use in the teaching learning process.

Tools used were (i) A questionnaire for the teachers (ii) An interview schedule for teachers (iii) An interview schedule for students A sample of 27 Social studies teachers of standard VI of 16 English medium schools of vadodara city were taken as the respondent for the study. A sample of 30 students standard VI were interviewed to obtain their opinion of the textbooks. The consisted of average and best students of English medium schools of Vadodara city.

Findings of study were

(1) The content of the textbook was by & large in consonance with the prescribed syllabus.(2) The content was appropriate to a very large extent.(3) The length of some of the chapters were inconvenient.(4) There were irrelevancies like spelling mistakes, misprints, ambiguity, some of which lead to distortion of concerned matter.(5) No of illustrations were inadequate. Illustrations present in the textbook were not very suitable from the point of view clarity, color, size.(6) The textbook was not very helpful as self-study material the students.(7) The content was not much related to the previous knowledge of the children.(8) Many of the activities given at the end of the each chapter did not fall within the capability of the students.(9) The general appearance of the textbook was attractive to the pupils. The type size used in the textbook was suitable and provide an easy reading to the pupil.

Nair (1997) did an evaluation of the std XI Physics textbook prescribed by the Gujarat state higher secondary board in the year 1994.

The investigator used 3 different tools for the purpose of the study; these were (1) A questionnaire for the teacher. (2) A questionnaire for the pupils. (3) An interview schedule (semi-structured). All the Physics teachers in English medium school of vadodara city were included in the sample. A sample of 30 students was selected for obtaining students opinion about their physics textbook.

(1) Finding of study were proof reading, spelling mistakes, and misplacements textbook clearly indicated negligence in of illustrations.(2) There was a enough scope of improvement of textbook questions of higher cognitive level according to the taxonomy of educational objectives, should be increased in the exercises of the text.(3) Even through illustrated problems were given n the textbooks, there were many hard and complicated problems in the exercises compared to the level of the learning class.(4) Answers to the numerical problems should be given in brackets so that their validity could be confirmed.(5) Given experiments in the textbook it would highly helpful to the learners in their practical work.

Lohar (1997) did comparative content analysis of the chapter on ‘Magnetism’ and ‘Electricity’ in std VII science text books developed by NCERT, GSBST (Gujarat) and MSBTPCR (maharashtra).Objective were (1) To make a detailed study of content of the two chapters namely- (i) Magnetism and (ii) Electric. (2) To critically examine the science text book so as to their suitability to the development of the some of the processes of scientific enquiry.(3) To critically examine the communicational strategies in these two chapters in terms of (a) Questioning strategies (b) positions of questions (c) Status of terms examples / specimens (d) Nature of practical suggestions encountered.(e) Their reference to the students/ or their impersonal nature, presence of self-instructional passages. (f) Status of pictures / diagrams.(4) To make a detailed study of language aspect by (i) Studying the grammatical errors (if any) (ii) clarity and brevity.(iii) Identifying the analogies, metaphors, humors, idioms etc. and studying their relevance.(5) To study the end of chapter exercises for the chosen chapter and to discuss their suitability by making use of Bloom’s taxonomy of educational objectives. ‘information sheet’ were used as the tools for evaluation. Major finding was (1) Two chosen chapter’s i.e ‘Magnetism’ and ‘Electricity’ in

terms of product and process aspects, communication strategies and end-of chapter exercise, were seem to be more or less the same, in all three text books.

Mogera (2005), did the evaluation of Chemistry textbook of std XI prescribed by the Gujarat state board published in 2004. The findings were; (1) cover page of the text book revealed the subject matter but binding and margin were not satisfactory. The margin on the left side not adequate as it affects readability of the text book. Between two consecutive lines, the interline spacing of 2 spaces was not left. (2) Many a times introduction was very poor it failed to give the overview of chapter and failed to evoke an interest toward the subjects. (3) The other findings like that mentioned in the study so far.

OVER VIEW OF THE ABOVE STUDIES

Shah,P.A.(1992) studied on critical evaluation of the mathematics syllabus introduced in the schools of Gujarat state for Grades I to IV. The study found that, the grade wise correlation was found between the opinion of the teachers for essential learning outcomes and the results of assessment of the pupils by testing ELOs were found significant. **Begum, Khatija H. (1990)**, undertook an investigation on problem of teaching new science syllabus for standard VII in Andhra Pradesh and their impact on pupil achievement.. **Karandikar, S.P.**, A study of mathematical concept in syllabus and textbooks for standard II and VII, And major findings are according to teachers, out of forty concepts in the mathematic syllabus for standard II and VII, twenty were easy and twenty were difficult to teach and teachers hardly read the syllabus; they just followed the textbooks **Gopalakrishnan,K.R.**, A critical analysis of the new Mathematics Syllabus and textbooks used in upper primary classes found that the kerala syllabus differed from even the NCERT syllabus. **Vaghamare, S.G.**, A study of exercise in History of Textbook Prescribed for Standard IV, The exercises given in the History textbooks for standard IV contained 95 items, 39 of which were related to the objectives of knowledge, 55 to the objectives of understanding, and one on the objectives of personal development; there were no items related to the objectives of application and skills and these exercise were first evaluated by a committee of experts, there were a few grammatical errors. **Joshi, M.G.**, Content

analysis of general science textbook for standard IV, found that The content of the textbook except in the case of one lesson were suitable to the age of the pupils, and the sequence of presentation of information unit was quit proper. **Patel (1978)**, undertaken a study on evaluation of science textbooks for std. VII and IX published by Gujarat state board of school textbooks. Different kind of exercises were not given and also not as per the age and abilities of students. and syllabus of both textbooks is lengthy to cover up in available time. **Kadam (1989)** did evaluation of mathematic textbook for the std XI of Gujarat state. Certain chapter were easy and therefore could be taught at lower level also and Some of chapter can be removed because students need those chapter at collage level. content was not free from major conceptual gaps, and therefore for planning of lesson teachers have to refer other books. **Josef (1990)** did evaluative study of standard VI social studies textbooks of Gujarat states. he textbook was not very helpful as self-study material the students and the content was not much related to the previous knowledge of the children and there is spelling mistakes, easy reading to pupils .**Nair (1997)** did an evaluation of the std XI Physics textbook prescribed by the Gujarat state higher secondary board in the year 1994. There was a enough scope of improvement of textbook questions of higher cognitive level according to the taxonomy of educational objectives, should be increased in the exercises of the text. And given experiments in textbooks it would highly helpful to the learners in their practical work. **Lohar (1997)**, did comparative content analysis of the chapter on ‘Magnetism’ and ‘Electricity’ in std VII science text books developed by NCERT, GSBST (Gujarat) Two chosen chapter’s i.e ‘Magnetism’ and ‘Electricity’ in terms of product and process aspects, communication strategies and end-of chapter exercise, were seem to be more or less the same, in all three text books .and many time introduction was very poor it failed to give the over view of chapter. **Mogera (2005)**, did the evaluation of Chemistry textbook of std XI prescribed by the Gujarat state board published in 2004. Many a times introduction was very poor it failed to give the overview of chapter and failed to evoke an interest toward the subjects.

2.3 STUDIES RELATED THE PROBLEMS OF TEXTBOOK PRODUCTION, SET UP AND PROCESS

Mehta, S.I.(1983) Comparative study of textbooks Production set-up and processes in India, Ph.D., MSU, 1983

The study was conducted (i) To analyze the diversity of set-up and procedures adopted by different state textbook agencies and locate the best features,(ii) To investigate the present position of nationalized textbooks in different states I order to have an idea of the magnitude of entire task ahead, and (iii) To find out the best methods and procedures for textbook production which might be useful to improve the quality of production of textbooks.

This was a normative survey study. Data sheets, opinionnaires and interview schedules were used for data collection purposes. The study include all the agencies concerned with the production of the nationalized textbooks in the country except west Bengal. The study included 50 experts as the sample of the study. Besides this, the textbook agencies of six states, Gujarat, Maharashtra, Madhya Pradesh, Assam, Karnataka and Haryana were included in the sample for intensive study.

The main findings of the study were: (1) Most of the states in India had nationalized some or all the school textbooks up to the primary & secondary stages. (2) Along with the textbooks, other material produced were workbooks, teachers' handbooks and other supplementary literature.(3) Twelve states had established autonomous bodies for the production of textbooks. (4) Various methods adopted for the preparation of manuscripts were: by an individual author; by a panel of authors ; by departmental officials ; by public notifications; and by adopting the textbooks of the agencies.(5) Three main modes of remunerating authors were royalty, fixed amount per page and fixed amount per textbook. (6) All the textbook agencies got their manuscripts edited. (7) The agencies fixed the adequate rates of remuneration so as to attract good editors. (8) Most of the agencies got their manuscript reviewed at the publication stage.(9) All the textbook agencies built up adequate machinery for continuous evaluation of their textbooks.(10) The agencies published revised editions of the textbooks.(11) Five main methods followed for providing textbooks of core subjects in minority

languages were: preparing textbooks in the language concerned, translating textbooks prepared originally in the regional language, adopting nationalized textbook of other states or NCERT, adapting nationalized textbooks of other states or NCERT, and prescribing textbooks of private publishers.(12) The textbooks in non regional languages were prepared as per the criteria fixed for the textbooks in regional languages. (13)A period of about three months was allowed for the translations and evaluation of the manuscripts.(14) Of the various sizes of prevalent textbooks, size B5 seemed to be most suitable for primary level textbooks, while size A5 was found suitable for the remaining grades. (15) An up to date roster of private presses having adequate printing facilities considered useful for selection on the basis of their technical potentials. (16) The agencies normally used 80 gsm paper for the textbook.(17) The process of the wire stitching was found to be suitable process of binding for the nationalized textbooks.(18) Every textbook agency developed a quality control cell to maintain the quality of production.(19) most of the agencies worked on the basis of no profit no loss policy.(20) The pricing formula of 60:40 seemed to be reasonable for the textbook.(21) the forms of the organization of prevalent in different states were government departmental undertaking and autonomous bodies in the form of a registered society or statutory public corporation.

OVER VIEW OF THE ABOVE STUDY

Mehta, S.I., Comparative study of textbooks Production set-up and processes in India, Five main methods followed for providing textbooks of core subjects in minority languages were: preparing textbooks in the language concerned, translating textbooks prepared originally in the regional language, adopting nationalized textbook of other states or NCERT, adapting nationalized textbooks of other states or NCERT, and prescribing textbooks of private publishers. The agencies fixed the adequate rates of remuneration so as to attract good editors. Most of the agencies got their manuscript reviewed at the publication stage. All the textbook agencies built up adequate machinery for continuous evaluation of their textbooks. The agencies published revised editions of the textbooks Most of the states in India had nationalized some or all the school textbooks up to the primary & secondary stages. Along with the textbooks, other material produced were workbooks, teachers'

handbooks and other supplementary literature. Twelve states had established autonomous bodies for the production of textbooks.

2.4 OVERVIEW OF REVIEWED STUDIES

There are different types of researches done on the area of problems related Curriculum, syllabus, textbooks, textbook production, set up and processes. Gupta(1973) also critically analyzed the elementary curriculum in NEFA of Arunachal. Prakash, Vidhya.(1991) studied on curriculum policies planning implementation at the primary school level in Delhi during 1966-76. Banerjee (1981) undertook an investigation relating to the implementation of the primary school curriculum in Tripura. Karandikar.,S.P., A study of mathematical concept in syllabus and textbooks for standard II and VII, Adarsha comprehensive collage of Education, Pune, 1973 (MSBTPCR-Financed), Gopalakrishnan,K.R., A critical analysis of the new Mathematics Syllabus and textbooks used in upper primary classes in kerala, Ph.D.Edu.,ker.u.,1977,Vaghamare, S.G., A study of exercise in History of Textbook Prescribed for Standard IV in Maharashtra State, Government Collage of Education, Aurangabad, 1971 (MSBTPCR-financed),JOSHI, M.G., Content analysis of general science textbook for standard IV, Collage of Education, Jalgaon, 1972 (MSBTPCR-financed) . Patel (1978), undertaken a study on evaluation of science textbooks for std. VII and IX published by Gujarat state board of school textbooks. Different kind of exercises was not given and also not as per the age and abilities of students. Kadam (1989) did evaluation of mathematic textbook for the STD XI of Gujarat state. Certain chapter were easy and therefore could be taught at lower level also.(9) Some of chapter can be removed because students need those chapter at collage level. Josef (1990) did evaluative study of standard VI social studies textbooks of Gujarat states. he textbook was not very helpful as self-study material the students and the content was not much related to the previous knowledge of the children. Nair (1997) did an evaluation of the std XI Physics textbook prescribed by the Gujarat state higher secondary board in the year 1994. There was a enough scope of improvement of textbook questions of higher cognitive level according to the taxonomy of educational objectives, should be increased in the exercises of the text. Lohar (1997), did comparative content analysis of the chapter on ‘Magnetism’ and ‘Electricity’ in std VII science text books developed by NCERT, GSBST (Gujarat) Two chosen

chapter's i.e. 'Magnetism' and 'Electricity' in terms of product and process aspects, communication strategies and end-of chapter exercise, were seen to be more or less the same, in all three text books. Mogera (2005), did the evaluation of Chemistry textbook of std XI prescribed by the Gujarat state board published in 2004. Many a times introduction was very poor it failed to give the overview of chapter and failed to evoke an interest toward the subjects. MEHTA, S.I., Comparative study of textbooks Production set-up and processes in India, Ph.D., MSU, 1983,

All these review indicate the problems related different subjects textbooks of primary schools & secondary schools regarding syllabus, textbook content, textbook production, quality of textbooks, set up process and consonance with the intellectual maturity of students. They used questionnaire, interview schedule, datasheets, and textbooks analysis as tools for their study. Objectives and findings of these researches are related to my study but my study is different above researcher's study

2.5 IMPLICATION OF THE PRESENT STUDY

The review of related literature revealed that many studies had been conducted on evaluation of textbooks in India. The majority of the review that the curriculum problems, the content analysis study of exercise given in textbook, mathematical concepts in syllabus and textbook sand textbooks production ,set up and process. but very few work done on impact of government textbooks in teaching learning process in standard V. Therefore the present study was an attempt to see at what extent government textbook was able to fulfill the needs, expectation and requirement of the students as well as teachers. Review showed that researches on the textbooks of any dimensions had a direct impact upon the improvement and development of education program me at school level. The research had drawn the attention to the need, level and impact of government textbooks in primary level. The question arose here was whether an aspect wise or integrated research approach on textbooks were important. Undoubtedly, both were important but one cannot dent the immediate bearing of the integrated research on school level education as it took in to consideration the textbook as a whole. A textbook with a good physical get-up may not be effective due

to its weakness in some other aspects like presentation of content, vocabulary etc. A textbook may not fulfill the conditions of the syllabus but may not satisfy the need of teachers or students. The present study was an attempt to show the impact of government textbooks in teaching learning process in v standard.

CHAPTER III

METHODOLOGY

3.0 INTRODUCTION

The term “methodology” refers to the processes and procedure one adopts while carrying out a study in order to achieve the particular objective specified. Methodology is concerned with how one goes about actually conducting research. What particular procedure one might employ in a given investigation will however depend upon the nature and the objective of the study.

This chapter discusses the methodology adopted for the present study. It explains the planning and design of the study, mentions the delimitation of the study and details of the tools and procedure followed in data collection. Impact of government textbook in teaching learning process is also discussed in this chapter.

3.1 STATEMENT OF THE PROBLEM

A Study On the impact of government textbooks of standard v in the teaching learning process in the private English medium schools of Vadodara city

3.2 OBJECTIVE OF THE STUDY

1. To find out the logic of the government in implementation of government text books used in teaching learning process at primary level.
2. To find out opinions of teachers, students and parents about government text books used in teaching learning process at primary level
3. To explore the extent of any positive or negative effects of government text books on teachers and students at primary level.

3.3 OPERATIONAL DEFINATION OF THE TERM

1. Private school

Private school known as independent schools, nongovernmental, or non state schools, which are not administered by local, state or national government.

2. Government textbooks

The books prescribed by local, state and national government which used in teaching learning process.

3.4 DELIMITATION:

The Study is delimited to the impact of government textbooks of standard v in teaching learning process in private English Medium schools of Vadodara city.

3.5 DESIGN OF THE STUDY

The design of the study is survey.

1. Survey through semi structured interview for GCERT officers
2. Survey through questionnaire consists open ended & close ended questions.
For teachers, students & parents.

3.6 POPULATION

The population of the study will constitute the following

1. All the teachers who are working in private primary English medium schools in Vadodara city.
2. All the students who are studying in private primary English Medium Schools in Vadodara city.
3. All the parents whose children are studying in private primary English medium School in Vadodara city.

4. All GCERT inspection officers, who undertake inspection of private English medium primary schools in Vadodara city.

3.7 SAMPLE FOR THE STUDY

The sample would consist;

- 10% of private English Medium schools affiliated by GSEB who are selected randomly and used government textbooks for standard v in teaching learning process in Vadodara city.
- 10 % of the students of standard v randomly selected from GSEB affiliated schools
- 10% of randomly selected student's parents of standard v from GSEB affiliated schools.
- GCERT officers who conduct inspection of private English medium schools were randomly selected from GCERT office.

3.8 TOOL VALIDATION

The term validation means inspection and approval of the material by an expert of the subject matter to judge whether the material is technically valid and correct and also judge whether the treatment given to the subject matter is pedagogically valid and creative. The questionnaire and semi structure interview schedule for teacher, student and experts were shown to three expert for suggestion on content and language appropriateness. The expert so selected for tool validation was experienced individuals in the field of education. The suggestion given by the expert on all the two tools was duly incorporated by the investigator.

3.9 TOOLS USED FOR STUDY

1. Semi structure Interview schedules for GCERT officers
2. Questionnaire for Teachers, Students and Parents

1. SEMI STRUCTURE INTERVIEW FOR GCERT OFFICERS

This tool was designed to elicit the opinion of GCERT officers in implementation of government text books used in teaching learning process at primary level. With the help of this tool, the investigator would know to logic of government in implementation of government textbooks used in learning process

2. QUESTIONNAIRE FOR TEACHERS

The investigator made questionnaire of teacher to know about their opinion regarding the government textbooks used in learning process and to what extent any negative and positive effect of government textbooks on teachers in learning process.

3. QUESTIONNAIRE FOR STUDENTS

The investigator made questionnaire of students to know about their opinion regarding the government textbooks used in learning process and to what extent any negative and positive effect of government textbooks on students in learning process.

4. QUESTIONNAIRE FOR PARENT

The investigator made questionnaire of parents to know about their opinion regarding the government textbooks used in learning process and to what extent any negative and positive effect of government textbooks on parents in learning.

3.10 DATA ANALYSIS

1. SEMI STRUCTURE INTERVIEW FOR GCERT OFFICERS

The Semi structure interview schedule was designed for 3 GCERT officers. Who have knowledge and expertise in the particular area the investigator designed a semi structure interview schedule which used for the research purpose. It consisted of questions covering aspects on (1) Have any compulsion for selection of textbooks for private English medium schools. (2) Selection procedure followed by private schools. (3) Opinion regarding contents and knowledge of government textbooks. (4) Suggestion related to government textbooks. These were recorded in the interview schedule. The analysis of the data collection was done qualitatively.

2. QUESTIONNAIRE FOR TEACHERS

The researcher gave questionnaire to 25 teachers. The researcher designed questionnaire which she had used for the purpose. It consisted of questions covering opinion of teachers regarding the government textbooks and any positive and negative effect of government textbooks on teachers. Selection of textbook, organization of content, language used, exercise, proportion of government and private textbook ,purpose of government textbook and compulsion of government textbook in private English medium schools. These items were designed in such a way that it gave the qualitative assessment of the government textbook in term of strong and weak points. This questionnaire consisted of closed ended and open ended questions expecting note worthy suggestions and comments.

3. QUESTIONNAIRE FOR STUDENTS

The researcher gave questionnaire to 100 students. The researcher designed questionnaire which she had used for the purpose. It consisted of questions covering opinion of students regarding the government textbooks and any positive and negative effect of government textbooks on students, in which subjects government textbook helpful. These items were designed in such a way that it gave the qualitative

assessment of the government textbook in term of strong and weak points. This questionnaire consisted of closed ended and open ended questions expecting note worthy suggestions and comments

4. QUESTIONNAIRE FOR PARENTS

The researcher gave questionnaire to 100 parents. The researcher designed questionnaire which she had used for the purpose. It consisted of questions covering opinion of parents regarding the government textbooks and any positive and negative effect of government textbooks, problem faced by parents for purchasing government textbook at the time of opening of school. . These items were designed in such a way that it gave the qualitative assessment of the government textbook in term of strong and weak points. This questionnaire consisted of closed ended and open ended questions expecting worthy suggestions and comments.

3.11 CONCLUSION

In this chapter, details of population, sample selection, tools preparation and data collection were presented. Also it discussed which technique was employed by the investigator for sample selection for the present study. It further discussed the tools and their nature which have for the study.

In the following chapter the procedure of data analysis is given the interpretation of the data is done on the basis of data analysis.

CHAPTER –IV

ANALYSIS OF DATA

4.0 INRODUCATION

The previous chapter dealt with procedure adopted for data collection and techniques followed. Analysis and interpretation of the data collected for the study have been presented in this chapter. Data analysis is an important stage of the research process. Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusion. The data available can be in quantitative or qualitative form. The data is to study the data available from different angles and meaningful conclusion from it.

The present data has been analyzed both quantitatively as well as qualitatively. It is study of the impact of government textbooks of standard -v in teaching learning process of the Private English Medium Schools in Vadodara city. The mass of data collected through the use of various and valid tools, the raw data thus collected were organized meaningfully and interpreted in the light of objective.

4.1 ANALYSIS OF DATA

Most of data was collected through questionnaire which required quantitative analysis, semi structured interview was of descriptive nature which required qualitative analysis. In case of questionnaire data responses were obtained YES/ NO and government textbooks and private publisher's textbooks (closed ended questions) from which data was analyzed qualitatively. With respect to quantitative analysis it was only the calculation of % for different aspects as per requirements. Content analysis of responses (open ended questions)of teachers, students and parents and government officers were carried out. Thus analysis and interpretation obtained from the data is presented in the chapter.

4.2 OBJECTIVE OF THE STUDY

1. To find out the logic of the Government in implementation of government text books used in teaching learning process at primary level.
2. To find out opinions of teachers, students and parents about government text books used in teaching learning process at primary level
3. To explore the extent of any positive or negative effects of government text books on teachers and students at primary level.

4.3 SECTION WISE ANALYSIS

- Semi structure interview schedules for government officers.
- Questionnaire for teachers, students and parents.

The sample of the present study comprised of government officers and teachers, students and parents of private English medium school of standard V.

This chapter deals with analysis of all the two tools employed in the present study separately followed by interpretation and concludes with an overall discussion.

4.3.1 INTERPRETATION OF INTERVIEW SCHEDULE FOR GCERT OFFICERS

Objective 1

To find out the logic of the government in implementations of government text books used in teaching learning process at primary level

QUESTION 1

Have there any compulsion for selection of textbooks for private primary English medium school?

Three out of three GCERT officers said that according to GCERT any private school who got permission under the GCERT, have compulsion to use GCERT textbooks as a main textbook for every subject in their teaching learning process.

QUESTION 2

What is the procedure selection of text books at primary level, especially for 5th standard?

Two out of three GCERT officers said that selection of text books is done by management and teachers in private English medium schools.

One out of three GCERT officers said they should select only government textbooks in primary level because government textbooks gave enough learning at primary level.

QUESTION 3

What is the logic of the government in implementation of government textbooks used in teaching learning process at primary level?

All GCERT officers said that

- Government textbooks designed by curriculum guideline and expert team. So it would be helpful to all students.
- Cost of government textbooks would be low so that every students who come from poor background could purchase textbooks for education.
- State Board exams held on the basis of government textbooks so that they should have to used government textbooks in primary as well as secondary level.
- Use of government textbook support to student's achievement and able to solved real life problems.
- They had used government textbooks as a main textbook for every subject in their teaching learning process
- If they did not use government textbooks , they did liable to answer to DEO.
- It was written as a REMARK in the inspection report of school by DEO.

QUESTION 4

What is your personal preference for government or private publisher's textbooks?

Two out of three GCERT officers said that they allowed other private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students. Only one officers did not give any respond about it.

OBJECTIVE 2

4.3.2 ANALYSIS OF TEACHER'S QUESTIONNAIRE

To find out opinion of teachers about government textbooks used in teaching learning process at primary level.

QUESTION 1 which textbooks used by teachers in primary level for 5th standard?

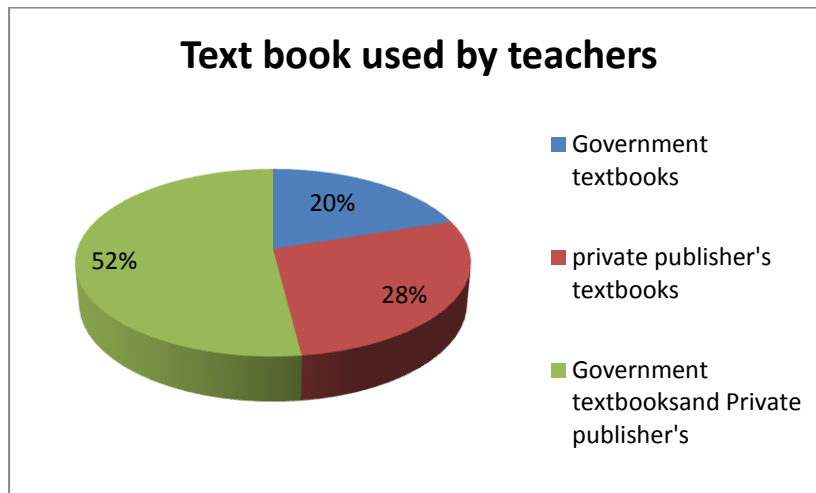


FIGURE 1

20% of teachers were of opinion that they used government textbooks. However 52% teachers used private publisher's text books and rest 28% teachers used government and private publisher's textbooks.

QUESTION 2 who decided the selection of the textbooks in your school?

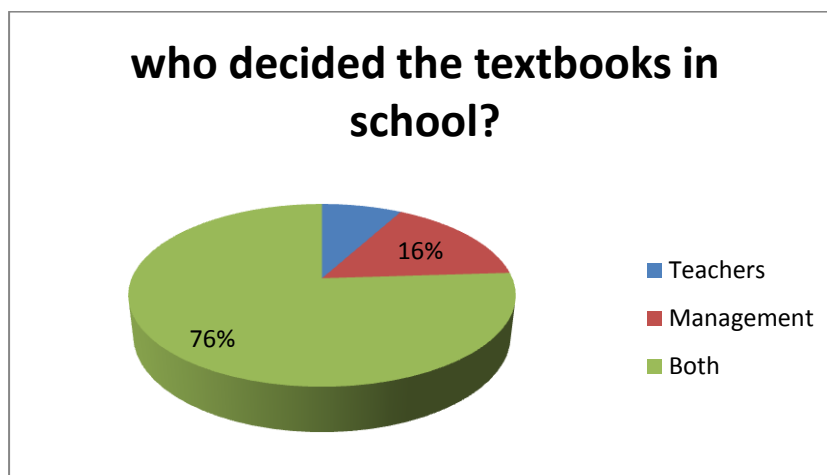


FIGURE 2

76% teachers responded that teachers and management were select textbooks in school. However 18% teachers responded that only management was select textbooks

in school and rest 8% teachers responded that teachers were select textbooks in school.

QUESTION 3 Is it compulsory to use government textbooks in the primary schools?

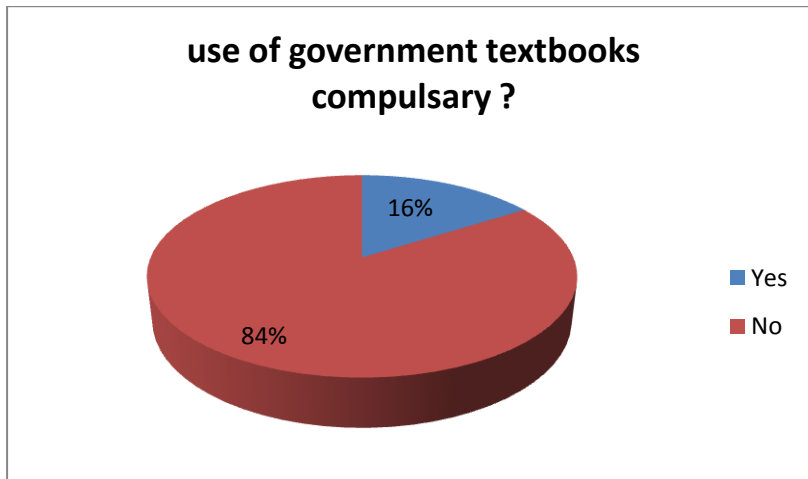


FIGURE 3

16% of teachers were of opinion that it should be compulsory to use government textbooks in the primary schools. However 84% teachers did not agree with it.

QUESTION 4 how much are utilized government and private publisher's textbooks in teaching learning process?

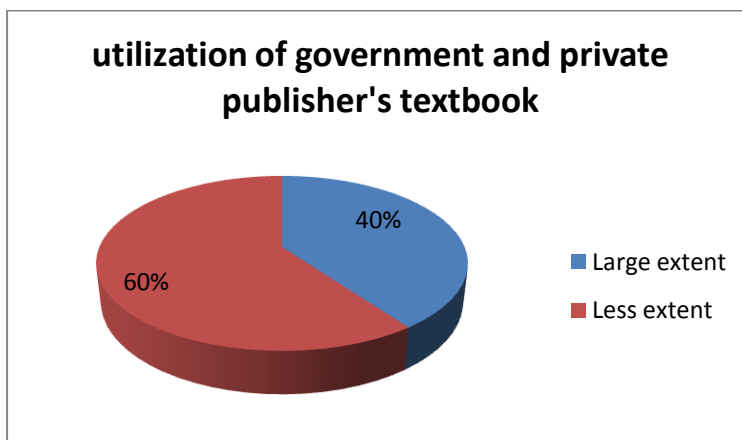


FIGURE 4

60% of teachers were of opinion that less extent utilized government and private publisher's textbooks in teaching learning process and the rest 40% teachers were of opinion that large extent utilized government and private publisher's textbooks in teaching learning process.

QUESTION 5 In which subjects do you used government and private publisher's textbooks?

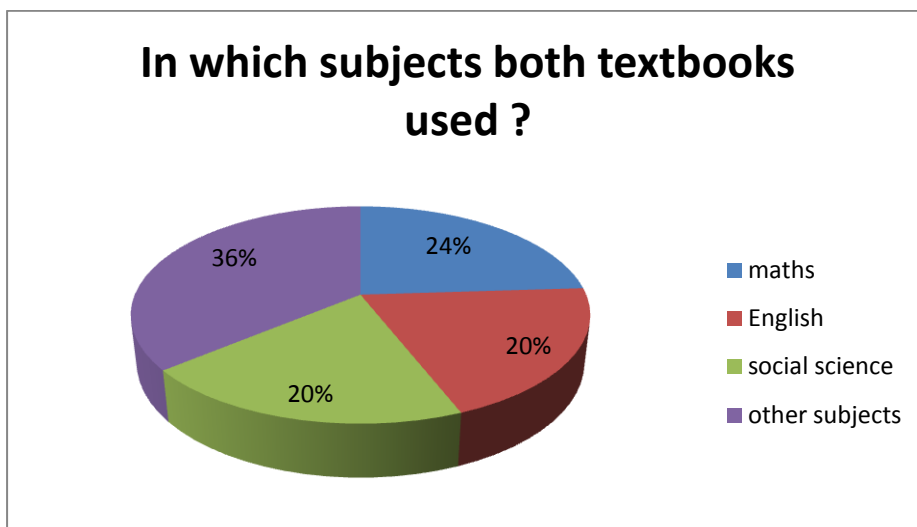


FIGURE 5

36% of teachers agreed that they used government and private publisher's textbooks in other subjects. However 24% teachers agreed for English subject, 20% for social science and rest 20% teachers agreed that for maths subject.

Question 6

What are different purposes for which government and private publisher's textbooks are used?

GOVERNMENT TEXTBOOKS

- Due to simple language , the content would be understand well by all types of students.
- To enhance minimum level of learning for the particular class.
- Cost of books are low so that affordable to all students.
- Helpful to average level of students in their study.
- For theoretical understanding.

- To understand contain properly and gain wide knowledge.
- To help divergent thinking and improve self learning skills.
- To develop reading skill of students.
- Provide guidance and useful information to students for enhancing effective learning.
- For particular subject only government textbooks are available in market like gujarati subject.

PRIVATE PUBLISHERS TEXTBOOKS

- More advance in content wise, look wise and activity based.
- Boost up level of students by doing activity.
- To promote language and vocabulary.
- To develop student interest.
- More applicable in real life problems.
- It develop high level of thinking skill.
- For reference purpose and revision of topic.
- To develop critical thinking of students.

QUESTION 7

Which textbook do you prefer for primary level? government, private publisher's or both textbook? Why?

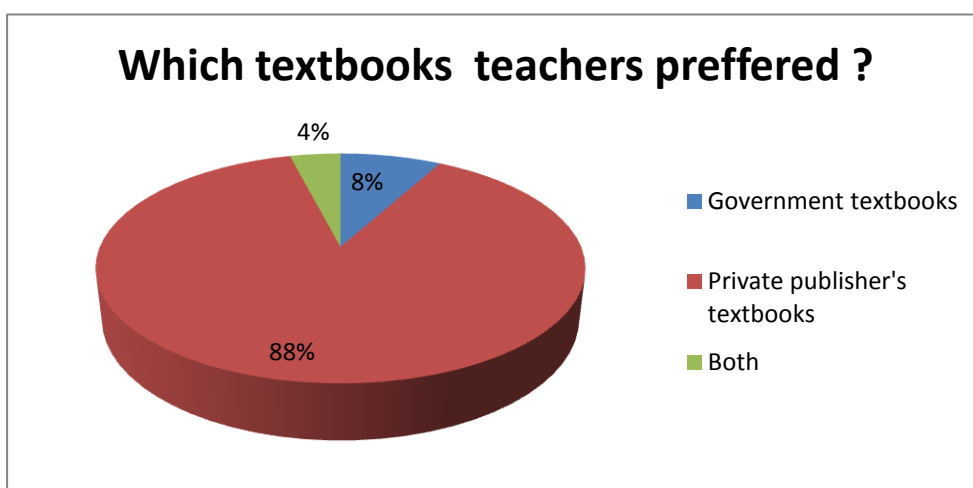


FIGURE 6

8% of teachers were of opinion that they preferred only government textbooks. However 88% teachers were of opinion that they preferred only private publisher's textbooks and rest 4% teachers preferred government as well as private publisher's textbooks.

GOVERNMENT TEXTBOOKS

Government textbooks designed on the basis of minimum level of learning. It covered the basic contents required for the growth of primary level students. It would be easy to understand enough knowledge given by content. It given simple example to understand. It was designed and published by expert government team so it would be certified textbook and cost of textbook was low. Every five year, it changed and modified. It was designed according to requirement of students.

PRIVATE PUBLISHER'S TEXTBOOK

It covered syllabus in detail and different types of activities included by which different types of skill should be developed in students.. It had grater scope, content and concepts are much clear. It was attractive and minimum errors. It changed every year with new addition. It gave in-depth coverage to topics.

QUESTION 8

What do you say about government compulsion of the government textbooks for private primary schools?

few teachers were agree with government compulsion of government textbooks for private primary schools. It would be helpful to those students who comes from poor background. It would be help students in further Board Exam. There should be proper co-ordination between government and private publisher's textbooks, so that progress of students can be possible from all corners.

Most of teachers were of opinion that there should not be any government compulsion of the government textbooks for private primary school because students need simple learning theory so that which would taken from different sources. It would not

required especially when academic aspect was related. It should be choice of teachers and management to use of textbook in school according to requirement level of students . Any other books are also best for students, as knowledge would be a vast ocean and it could not be covered by just one type of book. Government should be improved the quality of government textbooks.

4.3.3 ANALYSIS OF STUDENT'S QUESTIONNAIRE

QUESTION 1

Which publisher's textbook do you use in school at primary level for 5th standard?

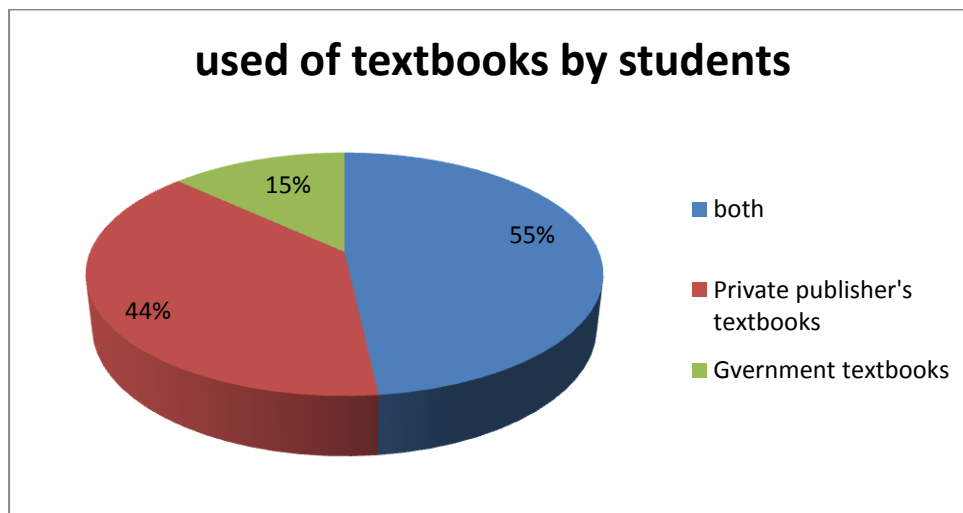
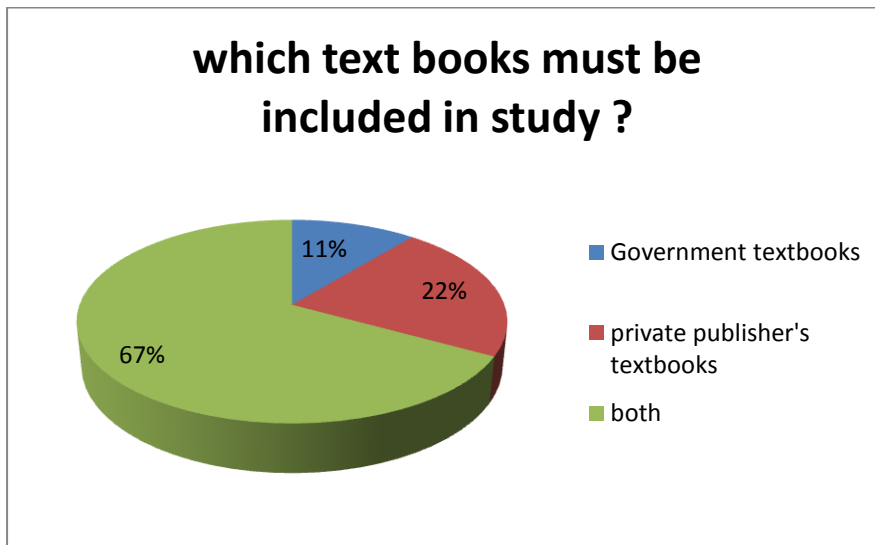
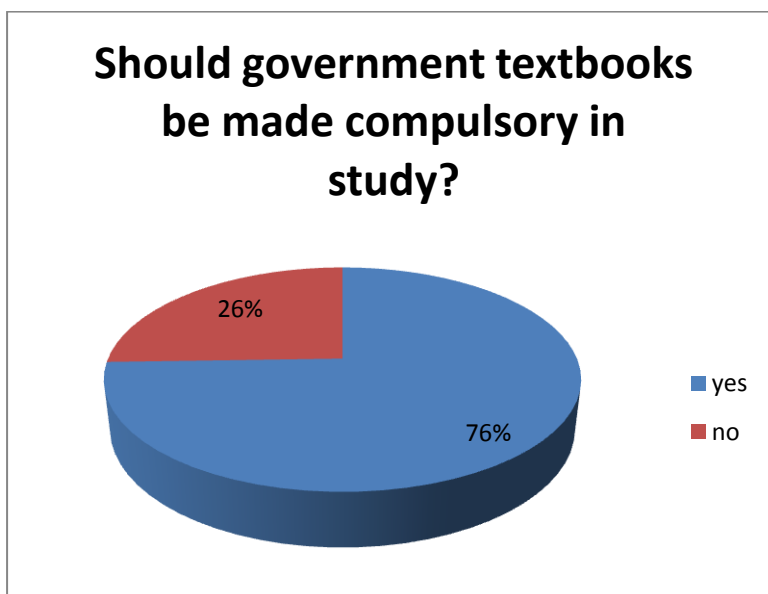


FIGURE 7

55 % of students were of opinion that they have been used both Government and Private publisher's textbook in school at the primary level for v standard. However 44% of students said that they have been used only private publisher's textbook and rest 1% of students said that they have been used only Government textbook in school at the primary level for v standard.

QUESTION 2 which textbooks must be included in study?**FIGURE 8**

11% of students were of opinion that Government textbook must be included in their study. However 22% of students were of opinion that private publisher's textbook must be included in their study and 67% of students were of opinion that both textbook must be included in their study.

QUESTION 3**Should Government textbooks be made compulsory in study?****FIGURE 9**

74% of students were of opinion that Government textbooks be made compulsory in study and the rest 26% students did not agree with it.

Why?

Agree:

- Easy language & enough information provided.
- To know the Government textbook course.
- Cost of Government textbooks are low.
- Due to simple examples given by Government textbooks which helps in effective learning.
- For extra knowledge.
- Reduce the burden of students.
- Teachers manual & practical projects information available.

Disagree:

- Not sufficient exercise given.
- There should not be any restriction to get the knowledge for the students.
- Not sufficient for study requirement.

QUESTION 4

In which subject the Government textbook helpful to study? Why?

Majority of students had used government textbooks in maths subject.

Most of students had government textbooks in gujarati subject.

Very few students had used government textbooks in social science subject.

Maths:

Government text books are used as extra practice textbooks. In maths Government textbooks examples are given in very simple and easy method.

Gujarati:

In this subject no other private publisher's textbooks available in market.

Social studies:

Government textbooks would provide in dept information about history related to the nation, culture & issues related to the democratic nation very clearly.

QUESTION 5

Give your opinion about Government & private publisher's textbooks.

All the students believed that Government textbooks are easy & simple to understand & private publisher's textbooks feel the gape of government textbooks. Majority of students said Combination of Government & private publisher's textbooks would be good because it was helpful in study whatever was not given in one textbook it was given in another one but should not be compulsory. All students said Cost of government textbooks would be low, moreover due to easy content it would be helpful to average students in learning.

Some of students are not agree with the above opinion. There would be need of modification for effective study. There would be lots of errors and slow course so that government textbooks did not meet requirements of real life application.

4.3.4 ANALYSIS OF PARENT'S QUESTIONNAIRE

QUESTION 1

Are you satisfied with combination of both books used in study?

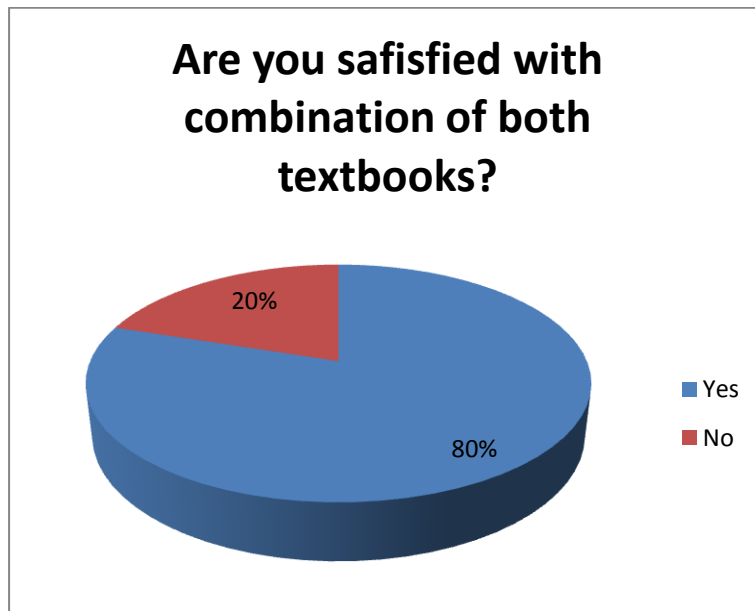


FIGURE 10

80% of parents were of opinion that they were satisfied with combination of Government and private publisher's textbooks used in study and the rest 20% parents

were of opinion that they were not satisfied with combination of Government and private publisher's textbooks.

QUESTION 2

What is your opinion about combination of these two textbooks for the children?

All parents believed that government textbooks had easy language to understand for children, the combination of these two books is good because it would be helpful to brilliant and slow learner students in their learning.

Most of parents believed that their children would be get knowledge of both books and they can easily understand from Government book. and as far as main subjects, i.e. math & social study are concerned both textbooks should be practiced.

few parents believed that both textbooks had advantages and disadvantages so that that both books are compulsory for children.

QUESTION 3

What do you say about the compulsion of Government textbooks?

Majority parents believed that there should not be any compulsion of Government textbook, it should be depend upon requirement of study. children could not get the books on time.

Most of parents believed that. It would just increase the burden of secondary subjects for the students and these new Government course would be not much better than previous course. There would be so many mistakes in Government textbooks.

Few parents believed that compulsion of government textbook would make easier to understand the private publisher's textbook and compulsory in board exam.

4.3.5 ANALYSIS OF TEACHER'S QUESTIONNAIRE

OBJECTIVE 3

To explore the extent of any positive and negative effects of government textbooks on teachers

QUESTION1

Do you feel that the combination of government and private publishers textbooks get benefit to students in their learning capacity?

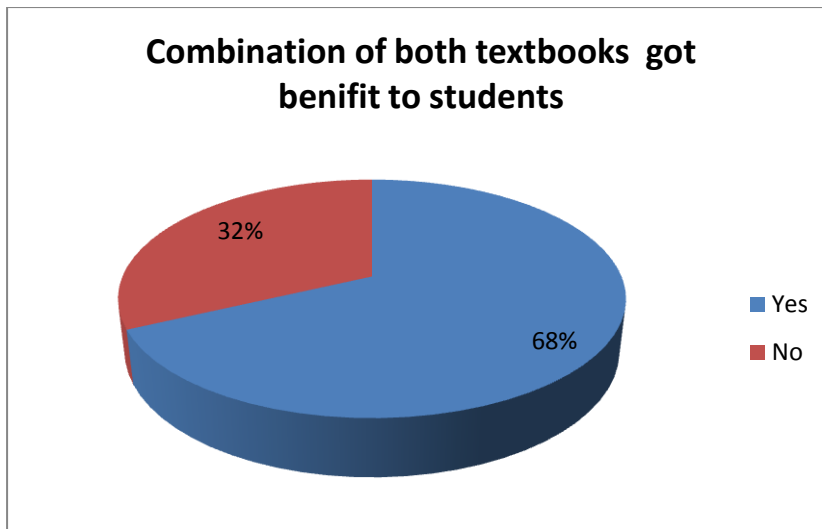


FIGURE 11

68% of teachers were of opinion that the combination of government and private publisher's textbooks get benefit of students in their learning capacity and the rest 32% teachers did not agree with it.

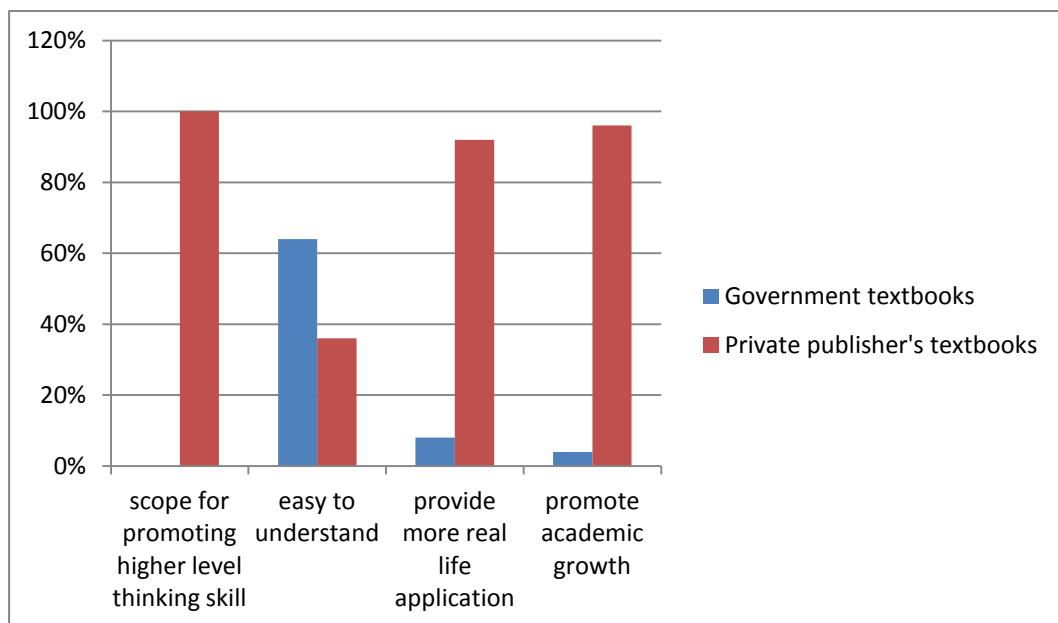


FIGURE 12

When asked about, higher level thinking order thinking skills 100% teachers agree with private publisher's textbooks. With reference to understand in language and vocabulary, 64% teachers were of opinion that government textbooks are easy to understand in language and vocabulary and the rest 36% teachers did not agree with

it.8% of teachers were of opinion that government textbooks provide real life application and 92% teacher were of opinion that private publisher's text books provide. 4% of teachers were of opinion that government provide academic growth and 96% teachers were opinion that private publisher's textbooks provide academic growth.

QUESTION 3

Which textbooks do you give more importance for academic evaluation?

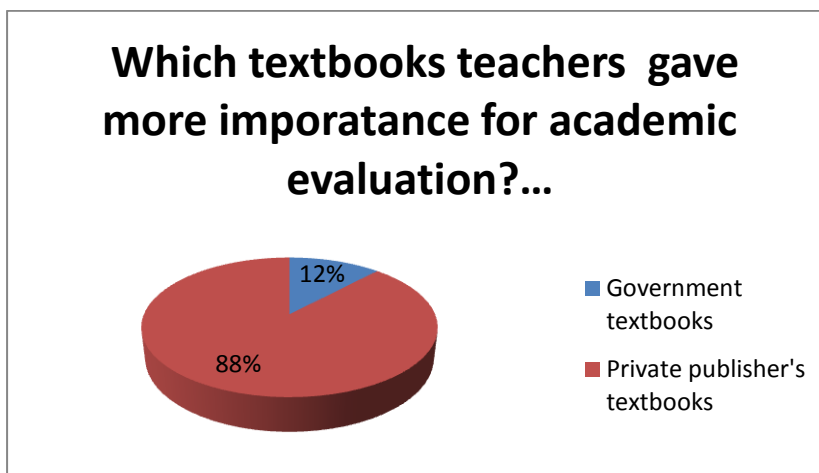


FIGURE 13

12% of teachers were responded that they had given more importance to government textbooks for academic evaluation and 88% teachers responded that they had given more importance to private publisher's textbooks.

QUESTION 4

Do you cover the entire portion of the government and private publisher's textbooks in the academic year or with certain exemption?

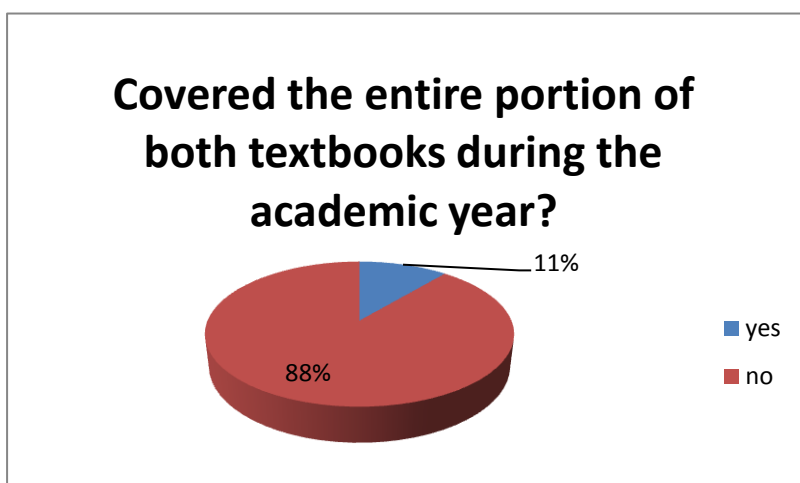


FIGURE 14

89% of teachers were of opinion that they could not covered the entire portion of government and private publisher's textbook and rest 11% teachers were of opinion that they could covered entire portion of government and private publisher's textbooks.

QUESTION 5

What is the proportion of government and private publisher's textbooks?

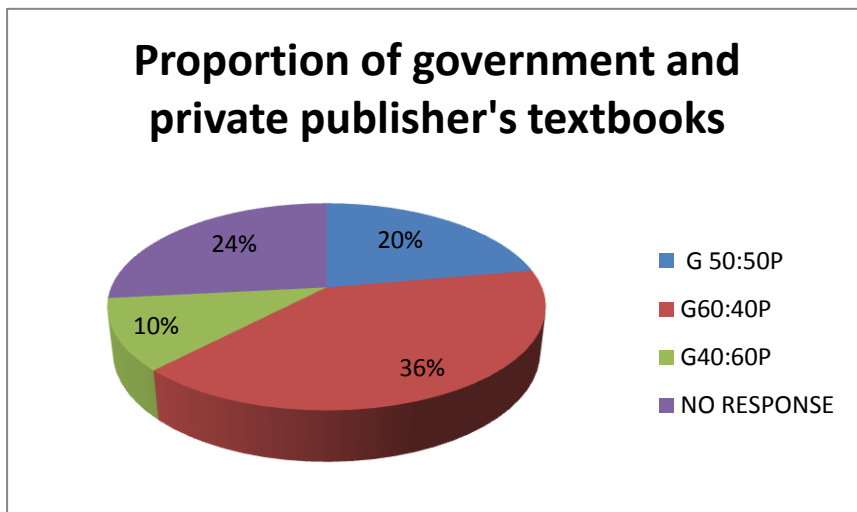


FIGURE 15

20% of teachers were responded 50:50 proportion, 36% teachers were responded 60:40 proportion, 10% teachers were responded 40:60 proportion and 10% teachers were responded only government textbooks and rest 24% teachers did not respond any proportion.

QUESTION 6

Which textbook do you feel that additional burden on students as well as students?

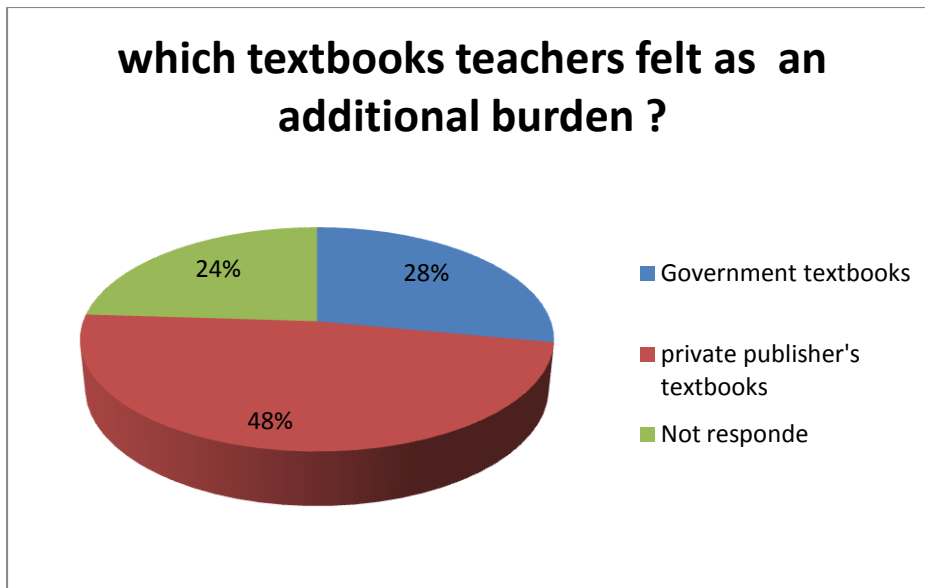


FIGURE 16

28% of teachers were of opinion that government textbooks were additional burden on teachers as well as students. However 48% teachers were of opinion that private publisher's textbooks were additional burden on teachers as well as students and the rest 24% teachers did not agree with it.

QUESTION 7

Is there any force from the management to you for use of government textbooks?

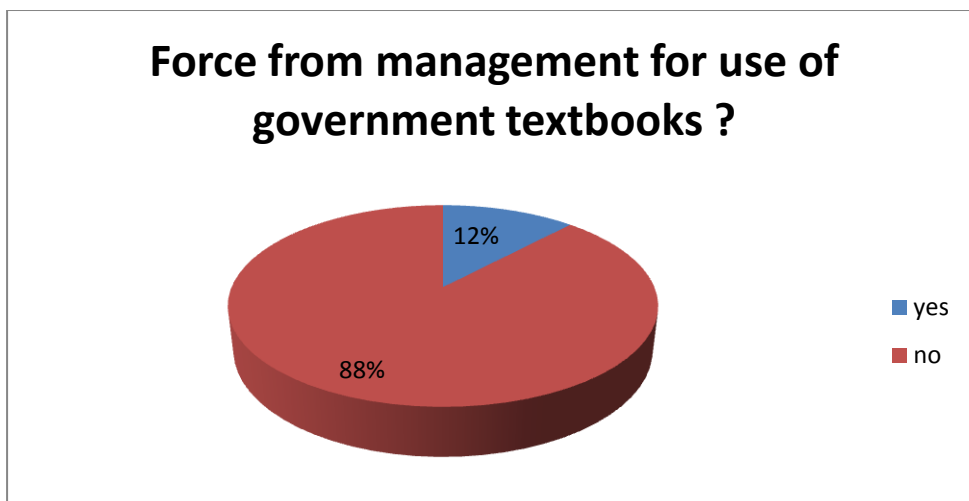


FIGURE 17

12% of teacher were of opinion that they had force from the management for use of government textbooks and 88% teachers were of opinion that they had no any force from management for use of government textbooks.

4.3.6 ANALYSIS OF STUDENT'S QUESTIONNAIRE

OBJECTIVE 3

To explore the extent of any positive and negative effects on students

QUESTION 1

Why do you use private publisher's textbook?

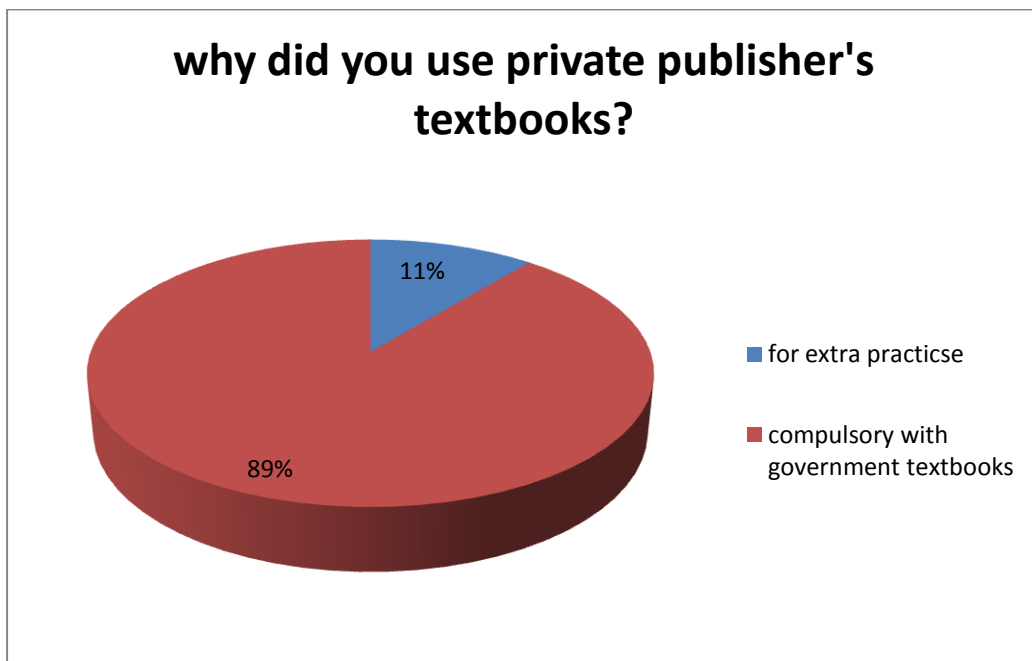


FIGURE 18

89 % of students were of opinion that they have been used private publisher's textbook for extra practice and the rest of 11 % students were of opinion that they have been used private publisher's textbook because it is compulsory with Government text book.

QUESTION 2

Is the price of private publisher's textbooks higher than the Government textbook?

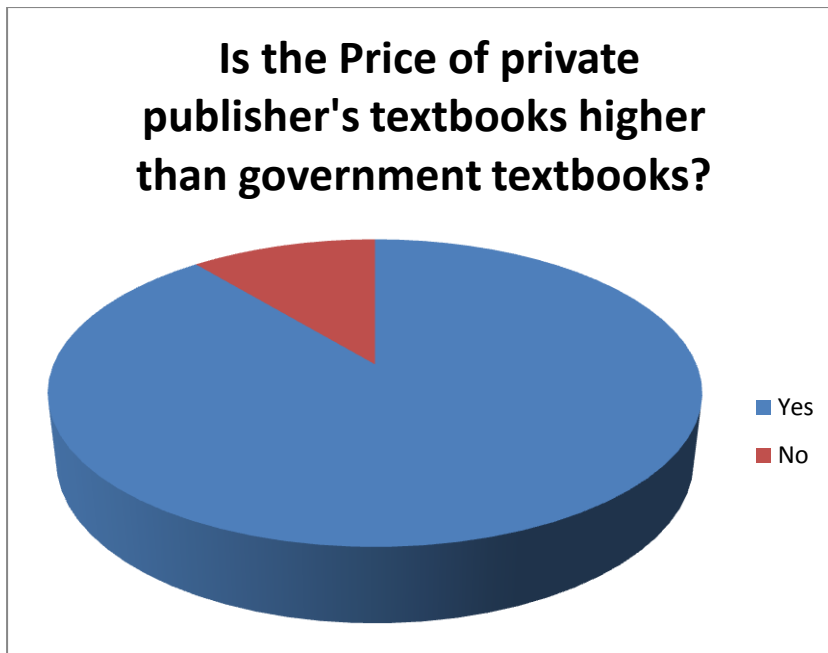


FIGURE 19

89 % of students agreed with the fact that the price of private publisher's textbook is higher than the Government textbook and the rest 11 % students did not agree with the response.

QUESTION 3

Do you get government textbooks timely?

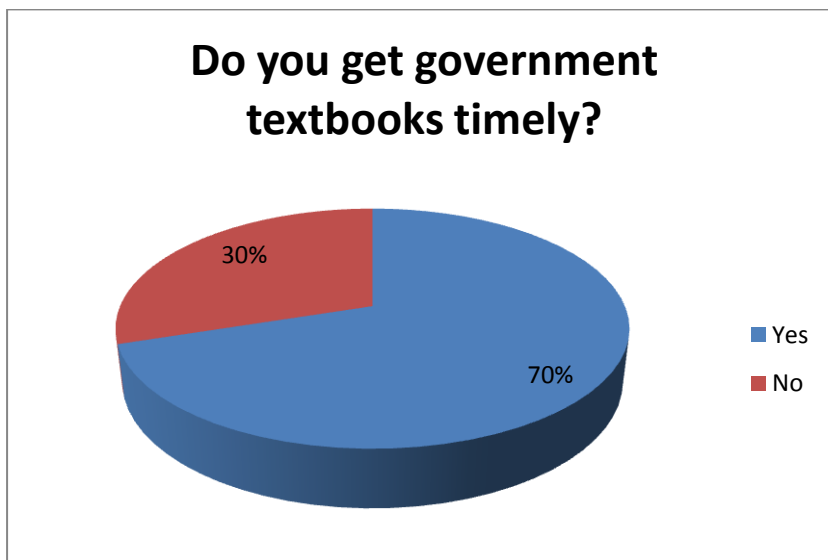


FIGURE 20

70 % of students were of opinion that they have been got Government textbook timely and the rest 30 % students were of opinion that they have not been got Government textbook timely.

QUESTION 4

Do you get private publishers textbook timely?

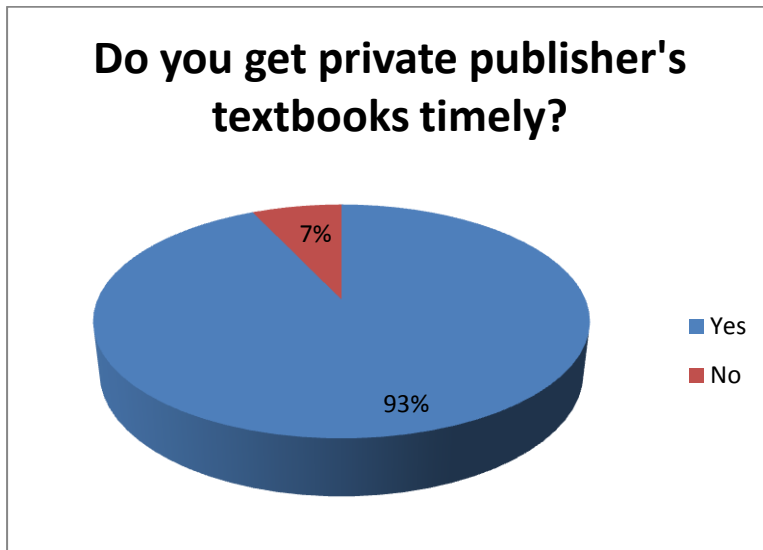


FIGURE 21

93% of students were of opinion that they have been got private publisher textbook timely and the rest 7% students did not argue with it.

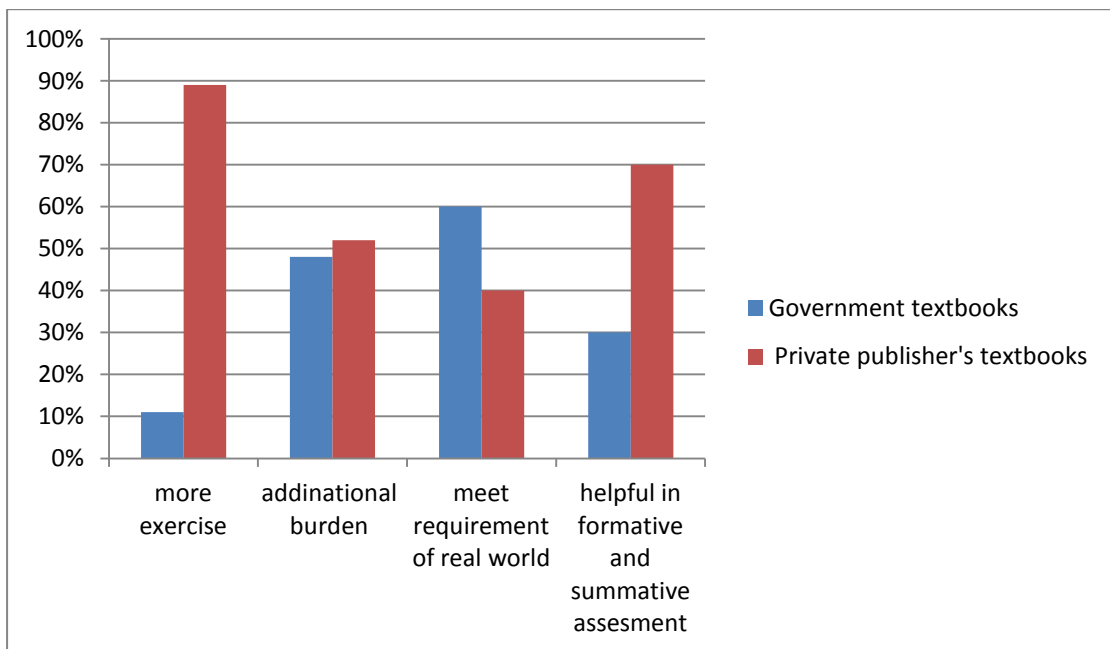


FIGURE 22

Question 5

Which textbook do you get more exercise at the end of the lesson?

89% of students were of opinion that they have been got more exercise at the end of the lesson in private publisher's textbook sand the rest 11% students were of opinion that they have not been got more exercise at the end of the lesson in government textbooks.

QUESTION 6

Which textbook do you feel that additional burden at the time of exam as well as in teaching learning process?

48% of students were of opinion that they had felt that Government textbooks are additional burden at the time of exam as well as in teaching learning process. However 52% students were of opinion that they had felt that private publisher's textbooks are additional burden at the time of exam as well as in teaching learning process.

QUESTION 7

Which textbook do you meet requirement of real world problems?

60% of students were of opinion that Government textbooks meet the requirement of real world problems and the rest 40% students were of opinion that private publisher's textbooks meet the requirement of real world problems.

QUESTION 8

Which textbook helpful in formative & summative assessment?

30% of students were of opinion that Government textbook helpful in formative & summative assessment. However 70% of students were of opinion that private publisher's text book helpful in formative & summative assessment.

Any positive and negative effect on parents

4.3.7 ANALYSIS OF PARENT'S QUESTIONNAIRE

To explore the extent of any positive and negative effects on parents

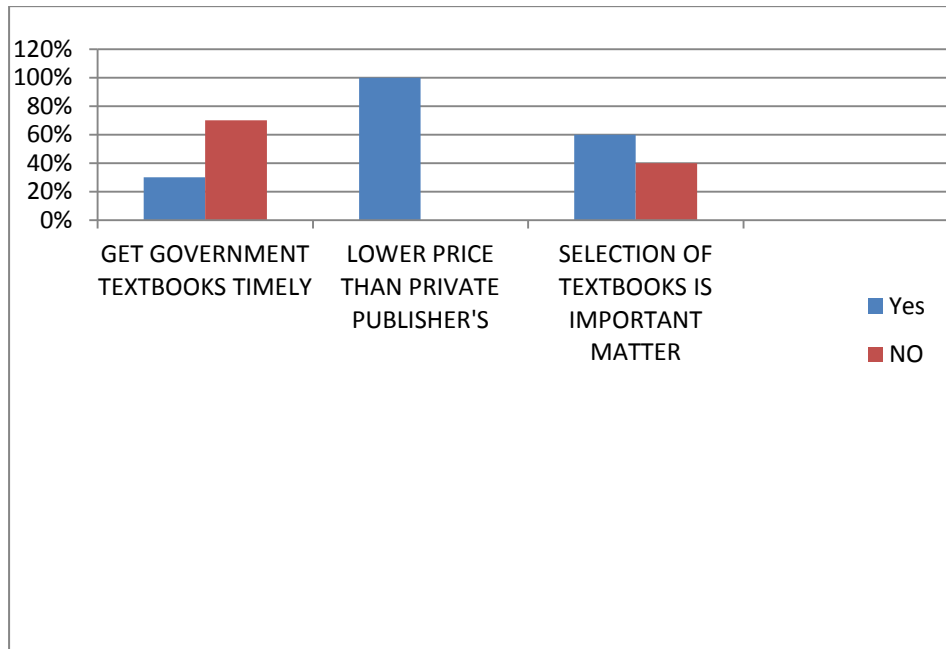


FIGURE 23

QUESTION 1

Do you get Government textbooks timely?

30% of parents were of opinion that they have been got Government text books timely. However 70% of parents were of opinion that they have not been got Government textbooks timely.

QUESTION 2

Is the price of private publisher's textbooks higher than Government textbooks?

100% of parents were of opinion that the price of private publisher's textbooks is higher than Government textbooks.

QUESTION 3

Do you feel that selection of textbook is important in terms of selection of school for your children?

60% of parents were of opinion that the selection of textbooks is important matter in terms of selection of schools for their children and the rest 40% parents deed not agree with it.

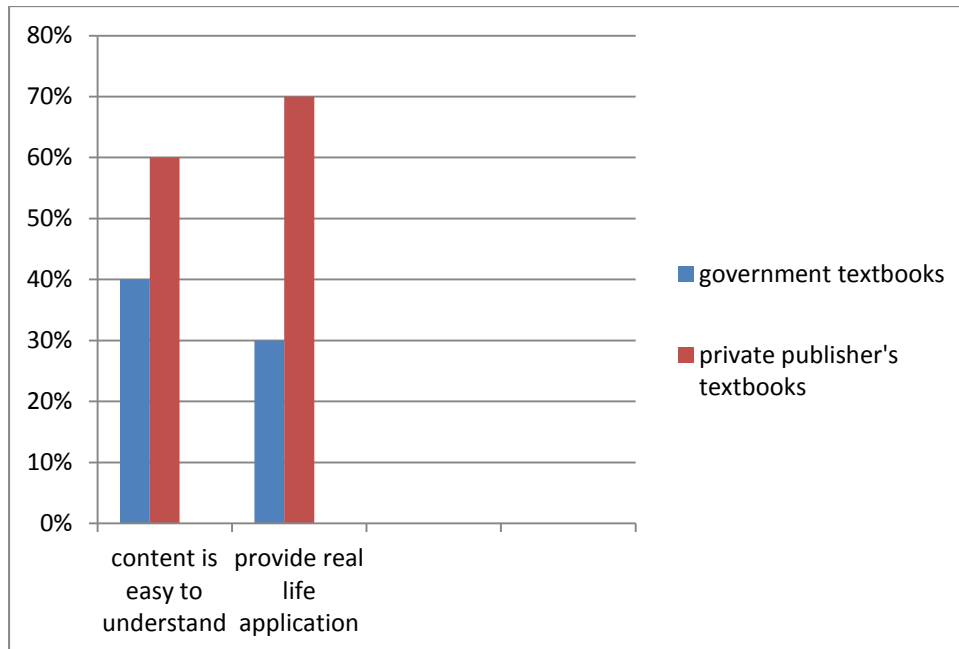


FIGURE 24

QUESTION 4

Which textbook's content is easy to understand in terms of vocabulary and language used?

40% of parents were of opinion that Government textbooks' content is easy to understand in terms of vocabulary and language used. However 60% of parents were of opinion that private publisher's textbooks' content is easy to understand in terms of vocabulary and language used.

QUESTION 5

Which textbooks do you feel that sufficient to provide the real life application of the content?

30% of parents were of opinion that Government textbooks provide sufficient real life application of the content. However 70% of parents were of opinion that private publisher's textbook provided sufficient real life application of the content

4.4 DISCUSSION OF PRESENT STUDY

Textbooks occupy a unique place in the teaching learning process. The selection of textbooks and allied materials cannot be done in a haphazard fashion. This has to be done on the basis of systematic evaluation and research. The present study was to find out the impact of government textbooks in private English Medium primary schools based on semi structured interviews and questionnaire. It was found that all government officers said that according to GCERT rules any private school who got permission under the GCERT, they have compulsion to used GCERT textbooks as a main textbook for every subject in their teaching learning process. Majority of officers said that they allowed other private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students. Very few officers did not give any respond about it. Majority of officers said that government textbooks designed by curriculum guideline and expert team. So it would be helpful to all students. Cost of government textbooks would be low. State Board exams held on the basis of government textbooks so that they should used government textbooks in primary as well as secondary level. Use of government textbook support to student's achievement and able to solved real life problems. If they did not use government textbooks. They have to give answer to DEO. It was written as a REMARK in the inspection report of school by DEO.

Majority of teachers did not agree with compulsion of government to use government textbooks in the private primary schools because It should be choice of teachers and management according to requirement of students. Majority of students, parents and very few of teachers were of opinion that it should be compulsory to use government textbooks in the private primary English Medium Schools. All teachers and students believed that Government textbooks would easy and simple to understand Majority of teachers and students were of opinion that they used government and private publisher's textbooks in main subjects like math, science and social science. Because Government text books are used as extra practice, examples were given very simple and easy method and private publisher's textbooks filled the gap of government textbooks.

All the teachers, students and parents were of opinion that cost of government textbooks would be low than private publisher's textbooks and parents believed that

they did not get government textbooks timely. Most of teachers, and parents believed that government textbooks were additional burden on students at time of exam as well as teaching learning process. The new Government course would not be much better than previous course. There would be so many mistakes in Government textbooks. Majority of teachers were of opinion that they could not covered the entire portion of government and private publisher's textbook during the academic year. Majority of teachers were of opinion that government textbooks did not meet the requirement of real life problems but students and parents did not agree with it.

4.5 CONCLUSION

The present study was the impact of government textbooks for standard -v in the learning process of the private English Medium Schools in Vadodara city. The study concluded that The school who got permission under GCERT, then they should use GCERT textbooks as a main textbooks in their learning process. They could used private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students. Majority of teachers, students and parents were felt that combination of government and private publisher's textbooks got benefit to the students. Government textbooks were easy to understand in term of language and vocabulary. Private publisher's textbooks filled gap of government textbooks. But Teachers could not cover the entire portion of textbooks during the academic year. They used government textbooks in main subjects like math, English and social science. But majority of teachers and parents were not agree with compulsion of government to use government textbooks in learning process because its depend upon requirement of students and knowledge could be get from different sources. Price of government textbooks would be low so that it would be affordable to all students to get education but textbooks were not getting timely. Teachers felt that government textbooks did not meet requirement of the promoting higher level thinking skill, real life application and academic growth.

CHAPTER V

SUMMARY AND FINDINGS

5.0 Introduction

Our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. In the 21st Century educators must create a curriculum that will help students connect with the world & understand the issues that our world faces. Schools in the 21st century will become nerve centers, a place for teachers and students to connect with those around them and their community. Teachers in this new environment will become less instructors of information, giving children the ability to turn knowledge into wisdom. In order to educate in the 21st century, teachers and administrators need to cultivate and maintain the students' interest in the material by showing how this knowledge applies in the real world.

5.1 STAGE-WISE GENERAL OBJECTIVES OF EDUCATION

The stages should be defined as:

1. Primary-I: 2 years of schooling, roughly 5–7 years of age
2. Primary-II: 3–5 years of schooling, roughly 8–11 years of age
3. Upper Primary: 6–8 years of schooling, 12–14 years of age
4. Secondary: 9–10 years schooling, 15–16 years of age
5. Higher Secondary: 11–12 years of schooling, 17–18 years of age²⁴

There is no need for year-wise division of objectives; stage-wise achievement of objectives would be enough. The syllabus can be further divided, if need be. Though a stage-wise syllabus would give the school and teachers much more freedom and flexibility. Part one at each stage should interpret the corresponding part of the general aims, say, democratic values, and what form they would take at the end of primary, upper primary, and so on. Part two should state the levels of learning expected to be reached at that stage. These levels should be attainments expected of the part one of the concerned stage. Curricular objectives for all but the last stage, i.e., senior higher secondary, can be formulated at the state and district level and each school can reorganize them as per needs of their children and teachers.

5.2 EDUCATION IN GUJARAT

The education department of the state pays special attention to the improvement of elementary education in Gujarat. The state government has also launched the district primary education program for making primary education compulsory and free for all students up to a certain age limit. It has also taken up several measures for checking the rate of dropout at schools in Gujarat. The same uniform structure of 10+2+3 education is followed in the schools of Gujarat.

5.3 SCHOOL EDUCATION

Both private and government schools operate here in Gujarat. One can also come across schools run by several municipal corporations and trusts in Ahmadabad.

Gujarat State secondary and higher secondary board are in charge of the schools run by the state government. However, many of the private schools in Gujarat are affiliated to the Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examination (CISCE) board. Gujarati is the main medium of instruction in the state-run schools while the schools run by other boards use English as their medium of study. The government of Gujarat also gives special importance to education of women in India in the state.

5.4 THE CONCEPT OF CURRICULUM

Every successful concept and project in life requires a proper framework and planning. This relates to all processes including education. Whenever we embark on any new plan or procedure, we need to make sure that we have all the plans drawn up. What is on offer, what are the resources that we have, what are the steps, which we need to take and what are the goals that we need to achieve are some elements that need to be looked upon. A similar set of constraints when applied to education in schools & colleges gives birth to curriculum. A curriculum is a set of courses, including their content, offered at a school or university.

5.5 CURRICULUM FRAMEWORK

It is a plan that interprets educational aims, vis-à-vis both individual and society, to arrive at an understanding of the kinds of learning experiences schools must provide

to children.(Paraphrased from a short document circulated in Steering Committee, titled ‘Reviewing the Curriculum 2004: Some notes for consideration’.) This plan should include the foundational assumptions and basis of choice for experiences.

5.6 SYLLABUS:

It refers to the content of what is to be taught and the knowledge, skills, and attitudes that are to be deliberately fostered, together with stage-specific objectives .In education of a country, very few things a part from the broad principles like justice, equity, democracy, etc. can be finally decided. Therefore, a terrain map of curriculum framework, curriculum, and syllabus can only highlight the significance of various issues ,establish connections between different components ,highlight the significance of questions raised, and provide hints at different kinds of answers. The component of the suggested conceptual framework that is called ‘foundations of curriculum.

5.7 THE NATIONAL POLICY OF EDUCATION, 1986:

The National Policy of education, 1986, defines the National curriculum Framework (NCF) as follows: “The national system of education will be based on a national curricular framework which contains a common core along with other components that are flexible.” Common core has been defined by NPE as follows: History of India’s freedom movement; constitutional obligation; promotion of values such as India’s common cultural heritage; egalitarianism; democracy and secularism; equality of sexes; protection of the environment; removal of social barriers; observance of the small family norm; inculcation of the scientific temper. Textbooks, which seek to fulfill curriculum objectives, must reflect the above-mentioned aspects of the ‘core’.

5.8 SIGNIFICANCE OF CURRICULUM IN ELEMENTARY SCHOOLS

In elementary schools, the curriculum is primarily drawn by the educational board or some central society. They study the needs of the kids and all other feasibilities before selecting courses and drafting a curriculum. Here the student have least choice in their subjects and study based on universal curriculum, which works on all section of the students’ psyche and aid in the total development of the student. No area is left

untouched. Hence, the curriculum aids in the proper development, while the child comes to terms with his or her own inclination. Therefore, at primary school levels, the curriculum aims at providing a structured platform, which gives every child an equal opportunity to excel.

5.9 TEXTBOOKS

Francis Bacon

An English philosopher defines textbook as, ‘A book designed for classroom uses, carefully prepared by experts in the field and equipped with the usual teaching devices’

A book used as a standard source of information on a particular subject and systematically presents the foundation of a given discipline in accordance with that discipline’s current level of development: the main type of instructional literature. There are textbooks for every level of education and every type of educational institutions: general-education schools, vocational schools, specialized secondary institutions, and higher educational institutions; there are also textbooks, for self-education. Textbook helps to fulfill the educational requirements of different age and social groups.

5.10 RECOMANDATION OF VARIOUS COMMITTEES ON TEXT BOOK

Kothari commission (1964-66)

With a view to improve the quality of textbooks prescribed, a high power textbook committee should be constituted which should consist of a high dignitary of the judiciary of the state.

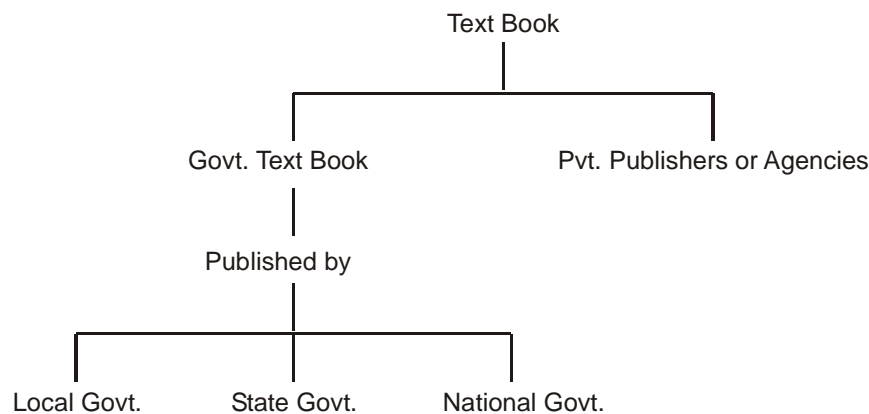
National Education Policy 1986

“The quality of textbooks should be kept at highest level by attracting the best talent available through a liberal policy of remuneration and by giving special encouragement to outstanding teachers.

5.11 THE CHARACTERISTIC OF A GOOD TEXTBOOK

- It is a standard book of the prescribed course of the study.
- It is beneficial for both – the teacher and student.
- It is manual of instruction.
- It is used for forma, in formal and non –formal education.
- It is used as foundation on which the prescribed course of the study.
- It is powerful tool for realizing the instructional objectives of the subject.
- It presents material in grade form.
- It is learning instrument used by students.
- It begets the habit of self- learning in the students.

5.12 TYPES OF TEXT BOOKS



5.13 TEXT BOOKS USED BY GOVERNMENT SCHOOLS

State board prescribes the syllabi and textbooks for schools affiliated to them. However private schools do not necessarily follow the board prescribed syllabi and textbooks till class VIII. State governments providing textbooks in schools which are run by government and established textbooks bureaus and state boards of examinations. The textbook bureaus focused on the printing and distribution of textbooks and the boards had prescribing syllabi, conducting examinations, the states used several methods for actual preparation of textual materials. A few state governments established textbooks corporations for the production of textbooks in most states the function of textbook preparation particularly for primary and upper primary classes was taken by SCERTS.

Gujarat has the directorate of textbooks, which is a wing of SCERT, SCERT itself very strongly state controlled. In Gujarat the Gujarat school textbook board is the regulatory authority. The GCERT only provides technical supports to the textbook development board which is fully responsible for the preparation, publication and distribution of textbooks.

5.14 TEXTBOOKS USED BY NON GOVERNMENT SCHOOLS

The non government schools are of wide variety. Some are run by private managements, which have a chain of schools. These chains are sometimes city-wide or state-wide and sometimes country-wide, besides there are school run by various religious and social organization. Some schools are run by Christian missionary group of different denominations. Then there are Madarsas run by different Muslim councils or groups and there are Saraswati Shishu Mandirs run by vidya bharati, the education wing of RSS. This variety is made even more complex by those chains of schools, which focus on a particular language or subjects, like Sanskrit Pathshalas. The method of selecting textbooks in these schools is as varied as their management. Those schools, which fall under any council or board or trust, choose the books as per direction of latter. But these councils/boards/trusts do not have a uniform method. Some of them prescribe specific books for various subjects whereas some other just adopts the government approved books and yet some other chooses a combination of the two that is; they prescribe specific books of their choice. Some boards/council do not prescribe to schools any specific books but give them syllabus or curriculum framework in the form of guidelines and the school principals, in Consultation with teachers, decide upon the prescription of textbooks for their respective schools. There are several chains of schools run by private trusts, which adopt government approved books. Vidya bharati/ saraswati shishu mandirs, darul ulum deoband, nadvatul ulema etc. not only prescribe specific books for their schools, the also publish them.

In actual practice, many private schools use books published by private agencies, either as supplementary materials or even substitutes. These books have not gone through any process of government approval. Many schools use private books along with the state government textbooks, other use them as substitutes, while still others use private publishers books only where government textbooks are not available for

that particular subject at that level – for example environment studies for class I and II or moral science, general knowledge, drawing etc.

According to GCERT any private school that got permission under the GCERT, have compulsion to used GCERT textbooks as a main textbook for every subject in their teaching learning process. They allowed other private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students. If any private school who got permission from GCERT and used other private publisher's books as a main book in their teaching learning process, are liable to answer, get notice and remark after inspection done by the GCERT officers.

5.15 RESEARCH QUESTIONS

1. What is the logic of the government in implementation of government textbooks used in teaching learning process at primary level?
2. What are the opinions of the teachers, students and parents in implementation of government text books in their teaching learning process at primary level?
3. Are there any positive or negative effects on teachers and students in teaching Learning process?

5.16 REVIEW OF RELATED LITERATURE

A review of related literature helps the researcher to get knowledge of the studies done in particular areas. The review provides information regarding limitations of the previous studies, nature of data, tools used for the data collection and techniques applied for the data analysis. Thus it provide a critical review and appraisal of the related studies and shows how the related studies contribute more for advancing the present knowledge of the specific area. For the present study, the researcher reviewed various studies. These studies have been categorized in the following way.

1. Studies related the problems of curriculum
2. Studies related the problems of syllabus and textbooks
3. Studies related the problems of textbook production ,set up and process

Gupta(1973) also critically analyzed the elementary curriculum in NEFA of Arunachal. He observed that the curriculum suffered from overemphasis on the three R's. It was subject-centered, dominated by examination and isolated from the real life and environment of the children. Prakash, Vidhya.(1991) studied on curriculum policies planning implementation at the primary school level in Delhi The study found that data analysis revealed a depressing scenario in MCD schools during the schools, ineffective school supervision ,in adequate finances, the burden of heavy syllabi and defective teaching of science. Banerjee (1981) undertook an investigation relating to the implementation of the primary school curriculum in Tripura. He found that 66 per cent were matriculates and 80 per cent of the teachers were trained. Also 85 per cent of the teachers had more than 5 years of teaching experience.

Shah,P.A.(1992) studied on critical evaluation of the mathematics syllabus introduced in the schools of Gujarat state for Grades I to IV. The study found that, the grade wise correlation was found between the opinion of the teachers for essential learning outcomes and the results of assessment of the pupils by testing ELOs were found significant. Begum, Khatija H. (1990), undertook an investigation on problem of teaching new science syllabus for standard VII in Andhra Pradesh and their impact on pupil achievement.. Karandikar, S.P., A study of mathematical concept in syllabus and textbooks for standard II and VII, And major findings are according to teachers, out of forty concepts in the mathematic syllabus for standard II and VII, twenty were easy and twenty were difficult to teach and teachers hardly read the syllabus; they just followed the textbooks Gopalakrishnan,K.R., A critical analysis of the new Mathematics Syllabus and textbooks used in upper primary classes found that the kerala syllabus differed from even the NCERT syllabus. Vaghamare, S.G., A study of exercise in History of Textbook Prescribed for Standard IV, The exercises given in the History textbooks for standard IV contained 95 items, 39 of which were related to the objectives of knowledge, 55 to the objectives of understanding, and one on the objectives of personal development; there were no items related to the objectives of application and skills and these exercise were first evaluated by a committee of experts, there were a few grammatical errors. Joshi, M.G., Content analysis of general science textbook for standard IV, found that the content of the textbook except in the case of one lesson were suitable to the age of the pupils, and the sequence of presentation of information unit was quit proper. Patel (1978), undertaken a study on

evaluation of science textbooks for std. VII and IX published by Gujarat state board of school textbooks. Different kind of exercises was not given and also not as per the age and abilities of students. and syllabus of both textbooks is lengthy to cover up in available time. Kadam (1989) did evaluation of mathematic textbook for the std XI of Gujarat state. Certain chapter were easy and therefore could be taught at lower level also and Some of chapter can be removed because students need those chapter at collage level. content was not free from major conceptual gaps, and therefore for planning of lesson teachers have to refer other books. Josef (1990) did evaluative study of standard VI social studies textbooks of Gujarat states. he textbook was not very helpful as self-study material the students and the content was not much related to the previous knowledge of the children and there is spelling mistakes, easy reading to pupils .Nair (1997) did an evaluation of the std XI Physics textbook prescribed by the Gujarat state higher secondary board in the year 1994. There was a enough scope of improvement of textbook questions of higher cognitive level according to the taxonomy of educational objectives, should be increased in the exercises of the text. And given experiments in textbooks it would highly helpful to the learners in their practical work. Lohar (1997), did comparative content analysis of the chapter on 'Magnetism' and 'Electricity' in std VII science text books developed by NCERT, GSBST (Gujarat) Two chosen chapter's i.e 'Magnetism' and 'Electricity' in terms of product and process aspects, communication strategies and end-of chapter exercise, were seem to be more or less the same, in all three text books .and many time introduction was very poor it failed to give the over view of chapter. Mogera (2005), did the evaluation of Chemistry textbook of std XI prescribed by the Gujarat state board published in 2004. Many a times introduction was very poor it failed to give the overview of chapter and failed to evoke an interest toward the subjects.

Mehta, S.I., Comparative study of textbooks Production set-up and processes in India, Five main methods followed for providing textbooks of core subjects in minority languages were: preparing textbooks in the language concerned, translating textbooks prepared originally in the regional language, adopting nationalized textbook of other states or NCERT, adapting nationalized textbooks of other states or NCERT, and prescribing textbooks of private publishers. The agencies fixed the adequate rates of remuneration so as to attract good editors. Most of the agencies got their manuscript reviewed at the publication stage. All the textbook agencies built up adequate machinery for continuous evaluation of their textbooks. The agencies published

revised editions of the textbooks. Most of the states in India had nationalized some or all the school textbooks up to the primary & secondary stages. Along with the textbooks, other material produced were workbooks, teachers' handbooks and other supplementary literature. Twelve states had established autonomous bodies for the production of textbooks.

5.17 IMPLICATION OF THE PRESENT STUDY

The review of related literature revealed that many studies had been conducted on evaluation of textbooks in India. The majority of the review that the curriculum problems, the content analysis study of exercise given in textbook, mathematical concepts in syllabus and textbook and textbooks production, set up and process. But very little work had done on impact of government textbooks in teaching learning process in standard V. Therefore the present study was an attempt to see at what extent government textbook was able to fulfill the needs, expectation and requirement of the students as well as teachers. Review showed that researches on the textbooks of any dimensions had a direct impact upon the improvement and development of education programs at school level. The research had drawn the attention to the need, level and impact of government textbooks in primary level. The question arose here was whether an aspect wise or integrated research approach on textbooks were important. Undoubtedly, both were important but one cannot deny the immediate bearing of the integrated research on school level education as it took in to consideration the textbook as a whole. A textbook with a good physical get-up may not be effective due to its weakness in some other aspects like presentation of content, vocabulary etc. A textbook may not fulfill the conditions of the syllabus but may not satisfy the need of teachers or students. The present study was an attempt to show the impact of government textbooks in teaching learning process in v standard.

5.18 RATIONALE:

Our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. In the 21st century educators must create a curriculum that will help students connect with the world & understand the issues that our world faces. In order to educate in the 21st century, teachers and administrators need to cultivate and maintain the student's interest in the material by showing how

this knowledge applies in the real world. The Indian Constitution made a commitment to make primary and middle grade education (for students ages 6-14) free and universal by 1960, with the two national policy statements on education in 1968 and 1986 (and revised in 1992) placing much emphasis on this goal. The stage-wise objectives need to be arrived at by keeping in mind the general aims of education, the developmental stages of children, nature of knowledge in general and curricular subject areas in particular, and the child's socio-political context. **The Secondary Education Commission (1952-53)** It is clear that we have to formulate our aims with reference to these broad categories—the training of character to fit the students to participate creatively as citizens in the emerging democratic social order, the improvement of their practical and vocational efficiency so that they may play a part in 21st building up the economic prosperity of the country. **The Education Commission (1964-66)** which offered the finest statement on how to achieve equality, the key aim of education, by adopting the common school system, is paradoxically, also the first policy document to blur the clarity of educational aims.

Gujarat is also home to some of the prestigious educational institutes of the nation. Both private and government schools operate here in Gujarat. Gujarat State secondary and higher secondary board are in charge of the schools run by the state government. However, many of the private schools in Gujarat are affiliated to the Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examination (CISCE) board. Gujarati is the main medium of instruction in the state-run schools while the schools run by other boards use English as their medium of study.

Every successful concept and project in life requires a proper framework and planning. This relates to all processes including education. In reference to the framework above, it would mean the 'curriculum core' and 'syllabus' put together. The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 12 years is done in schools or in colleges, and then 3 years of undergraduate education for a bachelor's degree. The National Policy of education, 1986, defines the National curriculum Framework (NCF) as follows: "The national system of education will be based on a national curricular framework which contains a common core along with other components that are flexible." The National Curriculum framework (1985) has many basic features. The curriculum guides, model

syllabi and exemplary materials are being produced by NCERT at the national level. There are different curriculum bodies governing school education system like GSEB , CBSE , CISCE , NIOS , and IBP or CIE. At primary school levels, the curriculum aims at providing a structured platform, which gives every child an equal opportunity to excel.

A book used as a standard source of information on a particular subject and a major educational tool for the students. The subsequent Education Commission (1964–266) continued to highlight the poor quality of school education and commented on the low quality of textbooks, owing to the lack of research related to their preparation and production, and the lack of interest of top ranking scholars in this area.

In India, textbooks occupy most of the educational space in schools. The selection and revision of textbooks and allied materials cannot be done in a haphazard fashion, so that many commission like Kothari commission (1964-66) and National Policy on Education (1986) help to identify area of textbooks in education system, and there are many characteristic of good textbooks are standard book of the prescribed course of the study, beneficial for both – the teacher and student, manual of instruction, used for forma, in formal and non –formal education etc mentioned in conceptual framework. However, textbooks as an important source of curriculum and the heart of any subject around which all different kind of educational activities are originated and designed by taking into account the need of society.

State governments providing textbooks in schools which are run by government and established textbooks bureaus and state boards of examinations. The textbook bureaus focused on the printing and distribution of textbooks and the boards had prescribing syllabi, conducting examinations, the states used several methods for actual preparation of textual materials. In Gujarat, the Gujarat school textbook board is the regulatory authority which is a wing of SCERT & GCERT provides only technical supports to the textbook development board.

The non government schools are wide variety and run by private management. The method of selecting textbooks in these schools is varied as their management. Schools, which fall under any council / board / trust, chose the books as per direction of latter. But these councils / boards / trusts do not have uniform method some of them adopt government approved books some other chose a combination of the two

and prescribe specific books of their choice. But some boards / councils do not prescribe to school any specific books but given them syllabus or curriculum framework in the form of guidelines. Many private schools use books published by private agencies, these books have not gone through any process of government approval. Private publisher's books only where government textbooks are not available for particular subjects at that level. Present scenario of GCERT, any private school who got permission under the GCERT, have compulsion to used GCERT textbooks as a main textbook for every subject in their teaching learning process. They allowed other private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students.

This study helpful to teachers, students and parents regarding textbooks used in their teaching learning process.

5.19 STATEMENT OF THE PROBLEM

A Study On the impact of government textbooks of standard -v in teaching learning process in private English Medium Schools of Vadodara city

5.20 OBJECTIVES OF THE STUDY:

1. To find out the logic of the government in implementation of government text books used in teaching learning process at primary level.
2. To find out opinions of teachers, students and parents about government text books used in teaching learning process at primary level
3. To explore the extent of any positive or negative effects of government text books on teachers and students at primary level.

5.21 DELIMITATION:

The Study is delimited to the impact of government textbooks of v standard in teaching learning process in private primary English Medium schools of Vadodara city.

5.22 METHODOLOGY:

The present study is a descriptive survey in which a survey is conducted by using questionnaires and semi structure interview schedule executed during a fixed time to get valuable information from the sample selected from the population concerned.

5.23 EXPLANATION OF TERM

Private school

Private school known as independent schools, nongovernmental, or non state schools, are not administered by local, state or national government.

Government textbooks

The books prescribed by local, state and national government which used in teaching learning process.

5.24 POPULATION

The population of the study will constitute the following

- All the teachers who are working in private primary English medium schools in Vadodara city.
- All the students who are studying in private primary English Medium Schools in Vadodara city.
- All the parents whose children are studying in private primary English medium School in Vadodara city.
- All GCERT inspection officers, who undertake inspection of private English medium primary schools in Vadodaracity.

5.25 SAMPL OF STUDY

The sample would consist;

- 10% of private English Medium schools who are selected randomly and used government textbooks for standard v in teaching learning process in Vadodara city.
- 10 % of the students of standard v randomly selected of schools.
- 10% of randomly selected student's parents of standard v of schools.
- GCERT officers who conduct inspection of private English medium schools were randomly selected from GCERT office.

5.26 TOOLS USED FOR STUDY

3. Semi structure Interview schedules for GCERT officers
4. Questionnaire for Teachers, Students and Parents

SEMI STRUCTURE INTERVIEW FOR GCERT OFFICERS

This tool was designed to elicit the opinion of government officers in implementation of government text books used in teaching learning process at primary level. With the help of this tool, the investigator would know to logic of government in implementation of government textbooks used in learning process

QUESTIONNAIRE FOR TEACHERS

The investigator made questionnaire of teacher to know about their opinion regarding the government textbooks used in learning process and to what extent any negative and positive effect of government textbooks on teachers in learning process.

QUESTIONNAIRE FOR STUDENTS

The investigator made questionnaire of students to know about their opinion regarding the government textbooks used in learning process and to what extent any negative and positive effect of government textbooks on students in learning process.

QUESTIONNAIRE FOR PARENTS

The investigator made questionnaire of parents to know about their opinion regarding the government textbooks used in learning process and to what extent any negative and positive effect of government textbooks on parents in learning.

5.27 DATA ANALYSIS

SEMI STRUCTURE INTERVIEW FOR GCERT OFFICERS

The researcher semi structure interviewed 3 GCERT officers. Who have knowledge and expertise in the particular area.. The investigator designed a semi structure interview schedule which she had used for the purpose. It consisted of questions covering aspects on (1) Have any compulsion for selection of textbooks for private English medium schools. (2) selection procedure followed by private schools. (3) opinion regarding contents and knowledge of government textbooks. (4) suggestion related to government textbooks. These were recorded in the interview schedule. The analysis of the data collection was done qualitatively.

QUESTIONNAIRE FOR TEACHERS

The researcher gave questionnaire to 25 teachers. The researcher designed questionnaire which she had used for the purpose. It consisted of questions covering opinion of teachers regarding the government textbooks and any positive and negative effect of government textbooks on teachers. Selection of textbook, organization of content, language used, exercise, proportion of government and private textbook

,purpose of government textbook and compulsion of government textbook in private English medium schools. These items were designed in such a way that it gave the qualitative assessment of the government textbook in term of strong and weak points. This questionnaire consisted of closed ended and open ended questions expecting note worthy suggestions and comments.

QUESTIONNAIRE FOR STUDENTS

The researcher gave questionnaire to 100 students. The researcher designed questionnaire which she had used for the purpose. It consisted of questions covering opinion of students regarding the government textbooks and any positive and negative effect of government textbooks on students, in which subjects' government textbook helpful. These items were designed in such a way that it gave the qualitative assessment of the government textbook in term of strong and weak points. This questionnaire consisted of closed ended and open ended questions expecting note worthy suggestions and comments

QUESTIONNAIRE FOR PARENTS

The researcher gave questionnaire to 80 parents. The researcher designed questionnaire which she had used for the purpose. It consisted of questions covering opinion of parents regarding the government textbooks and any positive and negative effect of government textbooks, problem faced by parents for purchasing government textbook at the time of opening of school. . These items were designed in such a way that it gave the qualitative assessment of the government textbook in term of strong and weak points. This questionnaire consisted of closed ended and open ended questions expecting note worthy suggestions and comments.

5.28 VALIDATION OF TOOLS:

The actual process of research starts with collection of data from the sample selected. It is customary to get the tools validated before the beginning of the collection of data. It is important that the tools must satisfy the objectives of the research. The success of

data collection depends on the nature of tools. In the present study the investigator approached three experts to get the tools validated and got it validated with necessary suggestions and changes. Some of them advised to add more open ended question related to the government textbooks. One of them suggested made format rather than question. Whatever changes were being suggested by the experts after validation of tools. The investigator accepted all the relevant suggestions by the experts.

5.29 PROCESS OF DATA COLLECTION:

PHASE ONE: The investigator obtained the permission from principals of various schools for collection of data from students and parents.

PHASE TWO: Investigator visited the schools directly to collect data from the students of standard v. simultaneously the investigator collected the data from the teachers. The collection of data was smoothly done because of the cooperation of teachers in various schools. The teachers were quite happy to give their suggestions and opinion on the textbook as it was a matter of specific importance for up gradation of textbook.

PHASE THREE: A sample of GCERT officers was taken from the population keeping in view of the possibility of required amount of information to satisfy the objective of data collection. In the third phase the investigator visited the government officers to conduct the semi structure interviews. The permission was taken in advance and the process of data collection was quite fast and easy for the investigator. Some of them accepted our visit and responded very well on the first visit only. But few of them expressed their inconvenience for giving their opinion since they wanted to go through the kind of information which the investigator needed. The investigator visited them after two days and collected the data. All these process took a time period of about a week to complete the process.

5.30 ANALYSIS OF DATA

Most of data was collected through questionnaire which required quantitative analysis, semi structured interview was of descriptive nature which required qualitative analysis. In case of questionnaire data responses were obtained YES/ NO

and government textbooks and private publisher's textbooks (closed ended questions) from which data was analyzed qualitatively. With respect to quantitative analysis it was only the calculation of % for different aspects as per requirements. Content analysis of responses (open ended questions) of teachers, students and parents and government officer's semi structure were carried out. Graphical representation of data analysis was done

OBJECTIVE 1

To find out the logic of the government in implementations of government text books used in teaching learning process at primary level

SEMI STRUCTURE FOR GCERT OFFICERS

- All the of officers said that according to GCERT any private school who got permission under the GCERT, have compulsion to used GCERT textbooks as a main textbook for every subject in their teaching learning process.
- Majority of officers said that selection of text books by management and teachers in private English medium schools. Very few officers said they should select only government textbooks in primary level because government textbooks gave enough learning at primary level.
- Majority of officers said that Government textbooks designed by curriculum guideline and expert team .so it would be helpful to all students.
- Cost of government textbooks would be low so that every student who comes from poor background could purchase textbooks for education.
- State Board exams held on the basis of government textbooks so that they should have to use government textbooks in primary as well as secondary level.
- Use of government textbook support to student's achievement and able to solved real life problems.
- They had used government textbooks as a main textbook for every subject in their teaching learning process
- If they did not use government textbooks, they did liable to answer to DEO.

- It was written as a REMARK in the inspection report of school by DEO.
- Majority of officers said that they allowed other private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students. Very few officers did not give any respond about it.

OBJECTIVE 2

To find out opinion of teacher about government textbooks used in teaching learning process at primary level.

- 20% of teachers were of opinion that they used government textbooks. However 52% teachers used government and private publisher's text books and rest 28% teachers used private publisher's textbooks
- 76% teachers responded that teachers and management were select textbooks in school. However 18% teachers responded that only management was select textbooks in school and rest 8% teachers responded that teachers were select textbooks in school.
- 16% of teachers were of opinion that it is compulsory to use government textbooks in the primary schools. However 84% teachers did not agree with it.
- 60% of teachers were of opinion that less extend utilized government and private publisher's textbooks in teaching learning process and the rest 40% teachers were of opinion that large extent utilized government and private publisher's textbooks in teaching learning process.
- 36% of teachers were of opinion that they used government and private publisher's textbooks in other subjects. However 24% teachers were of opinion for English subject, 20% for social science and rest 20% teachers were of opinion for math subject.

GOVERNMENT

- Due to simple language, the content would be understood well by all types of students.
- To enhance minimum level of learning for the particular class.
- Cost of books are low so that affordable to all students.

- Helpful to average level of students in their study.
- For theoretical understanding.
- To understand contain properly and gain wide knowledge.
- To help divergent thinking and improve self learning skills.
- To develop reading skill of students.
- Provide guidance and useful information to students for enhancing effective learning.
- For particular subject only government textbooks are available in market like Gujarati subject.

PRIVATE PUBLISHERS TEXTBOOKS

- More advance in content wise, look wise and activity based.
- Boost up level of students by doing activity.
- To promote language and vocabulary.
- To develop student interest.
- More applicable in real life problems.
- It develops high level of thinking skill.
- For reference purpose and revision of topic.
- To develop critical thinking of students.
- 8% of teachers were of opinion that they preferred only government textbooks because Government textbooks designed on the basis of minimum level of learning. It covered the basic contents required for the growth of primary level students. It would be easy to understand enough knowledge given by content. It given simple example to understand. It was designed and published by expert government team so it would be certified textbook and cost of textbook was low. Every five year, it changed and modified. It was designed according to requirement of students.
- However 88% teachers were of opinion were of that they preferred only private publisher's textbooks It covered syllabus in detail and different types of activities included by which different types of skill should be developed in students.. It had grater scope, content and concepts are much clear. It was attractive and minimum errors. It changed every year with new addition. It

gave in-depth coverage to topics and rest 4% teachers preferred government as well as private publisher's textbooks.

- Few teachers were agree with government compulsion of government textbooks for private primary schools. It would be helpful to those students who come from poor background. It would be help students in further Board Exam. There should be proper co-ordination between government and private publisher's textbooks, so that progress of students can be possible from all corners.
- Most of teachers were of opinion that there should not be any government compulsion of the government textbooks for private primary school because students need simple learning theory so that which would taken from different sources. It would not require especially when academic aspect was related. It should be choice of teachers and management to use of textbook in school according to requirement level of students. Any other books are also best for students, as knowledge would be a vast ocean and it could not be covered by just one type of book. Government should be improved the quality of government textbooks

STUDENTS

- 55 % of students were of opinion that they have been used both Government & Private publisher's textbook in school at the primary level for 5th standard. However 44 % of students said that they have been used only private publisher's textbook and rest 1% of students said that they have been used only Government textbook in school at the primary level for 5th standard.
- 11% of students were of opinion that Government textbook must be included in their study. However 22% of students were of opinion that private publisher's textbook must be included in their study and 67% of students were of opinion that both textbook must be included in their study.
- 74% of students were of opinion that Government textbooks be made compulsory in study because Easy language & enough information provided, To know the Government textbook course. Cost of Government textbooks are low , Due to simple examples given by Government textbooks which helps in

effective learning, For extra knowledge, Reduce the burden of students and Teachers manual & practical projects information available and the rest 26% students did not agree with it. Because Not sufficient exercise given, There should not be any restriction to get the knowledge for the students and Not sufficient for study requirement.

- Majority of students had used government textbooks in math subject. Because Government text books are used as extra practice textbooks. In math Government textbooks examples are given in very simple and easy method.
- Most of students had government textbooks in Gujarati subject. Because In this subject no other private publisher's textbooks available in market.
- Very few students had used government textbooks in social science subject. Because Government textbooks would provide in dept information about history related to the nation, culture & issues related to the democratic nation very clearly.
- All the students believed that Government textbooks are easy & simple to understand & private publisher's textbooks feel the gape of government textbooks. Majority of students said Combination of Government & private publisher's textbooks would be good because it was helpful in study whatever was not given in one textbook it was given in another one, but should not be compulsory. All students said Cost of government textbooks would be low, moreover due to easy content it would be helpful to average students in learning.
- Some of students are not agree with the above opinion. There would be need of modification for effective study. There would be lots of errors and slow course so that government textbooks did not meet requirements of real life application.

PARENTS

- 80% of parents were of opinion that they were satisfied with combination of Government and private publisher's textbooks used in study and the rest 20% parents

- All parents believed that government textbooks had easy language to understand for children, the combination of these two books is good because it would be helpful to brilliant and slow learner students in their learning.
- Most of parents believed that their children would be get knowledge of both books and they can easily understand from Government book. And as far as main subjects, i.e. math & social study are concerned both textbooks should be practiced.
- Few parents believed that both textbooks had advantages and disadvantages so that both books are compulsory for children.
- Majority parents believed that there should not be any compulsion of Government textbook, it should be depend upon requirement of study. Children could not get the books on time.
- Most of parents believed that. It would just increase the burden of secondary subjects for the students and these new Government course would be not much better than previous course. There would be so many mistakes in Government textbooks.
- Few parents believed that compulsion of government textbook would make easier to understand the private publisher's textbook and compulsory in board exams.

OBJECTIVE 2

What extent any positive and negative effects of government textbooks on teachers

- 68% of teachers were of opinion that the combination of government and private publisher's textbooks get benefit of students in their learning capacity and the rest 32% teachers did not agree with it.
- When asked about, higher level thinking order thinking skills 100% teachers agree with private publisher's textbooks. With reference to understand in language and vocabulary, 64% teachers were of opinion that government textbooks are easy to understand in language and vocabulary and the rest 36% teachers did not agree with it. 8% of teachers were of opinion that government textbooks provide real life application and 92% teacher were of opinion that

private publisher's text books provide. 4% of teachers were of opinion that government provide academic growth and 96% teachers were opinion that private publisher's textbooks provide academic growth.

- 12% of teachers were responded that they had given more importance to government textbooks for academic evaluation and 88% teachers responded that they had given more importance to private publisher's textbooks.
- 89% of teachers were of opinion that they could not covered the entire portion of government and private publisher's textbook and rest 11% teachers were of opinion that they could covered entire portion of government and private publisher's textbooks.
- 20% of teachers were responded 50:50 proportion, 36% teachers were responded 60:40 proportion, 10% teachers were responded 40:60 proportion and 10% teachers were responded only government textbooks and rest 24% teachers did not respond any proportion.
- 28% of teachers were of opinion that government textbooks were additional burden on teachers as well as students. However 48% teachers were of opinion that private publisher's textbooks were additional burden on teachers as well as students and the rest 24% teachers did not agree with it.
- 12% of teacher were of opinion that they had force from the management for use of government textbooks and 88% teachers were of opinion that they had no any force from management for use of government textbooks.

STUDENTS

- 89 % of students were of opinion that they have been used private publisher's textbook for extra practice and the rest of 11 % students were of opinion that they have been used private publisher's textbook because it is compulsory with Government text book.
- 89 % of students agreed with the fact that the price of private publisher's textbook is higher than the Government textbook and the rest 11 % students did not agree with the response.

- 70 % of students were of opinion that they have been got Government textbook timely and the rest 30 % students were of opinion that they have not been got Government textbook timely.
- 93% of students were of opinion that they have been got private publisher textbook timely and the rest 7% students did not argue with it.
- 89% of students were of opinion that they have been got more exercise at the end of the lesson and the rest 11% students were of opinion that they have not been got more exercise at the end of the lesson.
- 48% of students were of opinion that they had felt that Government textbooks are additional burden at the time of exam as well as in teaching learning process. However 52% students were of opinion that they had felt that private publisher's textbooks are additional burden at the time of exam as well as in teaching learning process.
- 60% of students were of opinion that Government textbooks meet the requirement of real world problems and the rest 40% students were of opinion that private publisher's textbooks meet the requirement of real world problems.
- 30% of students were of opinion that Government textbook helpful in formative & summative assessment. However 70% of students were of opinion that private publisher's text book helpful in formative & summative assessment.

PARENTS

- 30% of parents were of opinion that they have been got Government text books timely. However 70% of parents were of opinion that they have not been got Government textbooks timely.
- 100% of parents were of opinion that the prices of private publisher's textbooks were higher than Government textbooks.
- 60% of parents were of opinion that the selection of textbooks is important matter in terms of selection of schools for their children and the rest 40% parent's deed not agree with it.

- 40% of parents were of opinion that Government textbooks' content is easy to understand in terms of vocabulary and language used. However 60% of parents were of opinion that private publisher's textbooks' content is easy to understand in terms of vocabulary and language used.
- 30% of parents were of opinion that Government textbooks provide sufficient real life application of the content. However 70% of parents were of opinion that private publisher's textbook provided sufficient real life application of the content.

5.31 MAJOR FINDINGS

- The school who got permission under GCERT, then they should use GCERT textbooks as a main textbooks in their learning process. They could use private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students.
- Majority of teachers, students and parents were felt that combination of government and private publisher's textbooks got benefit to the students.
- Government textbooks were easy to understand in term of language and vocabulary.
- Private publisher's textbooks filled gap of government textbooks. But Teachers could not cover the entire portion of textbooks during the academic year.
- They used government textbooks in main subjects like math, English and social science.
- Majority of teachers and parents were not agree with compulsion of government to use government textbooks in teaching learning process because its depend upon requirement of students and knowledge could be get from different sources.
- Price of government textbooks would be low so that it would be affordable to all students to get education but textbooks were not getting timely.
- Teachers felt that government textbooks did not meet requirement of the promoting higher level thinking skill, real life application and academic growth.

5.32 DISCUSSION

Textbooks occupy a unique place in the teaching learning process. The selection of textbooks and allied materials cannot be done in a haphazard fashion. This has to be done on the basis of systematic evaluation and research. The present study was to find out the impact of government textbooks in private English Medium primary schools based on semi structured interviews and questionnaire. It was found that all government officers said that according to GCERT rules any private school who got permission under the GCERT, they have compulsion to use GCERT textbooks as a main textbook for every subject in their teaching learning process. Majority of officers said that they allowed other private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students. Very few officers did not give any response about it. Majority of officers said that government textbooks designed by curriculum guideline and expert team. Vaghmare.S.G (1971) Exercises were first evaluated by a committee of experts. So it would be helpful to all students. Cost of government textbooks would be low. Mehta. S.I (1983) The pricing formula seemed to be reasonable for the textbooks. State Board exams held on the basis of government textbooks so that they should use government textbooks in primary as well as secondary level. Use of government textbook support to student's achievement and able to solve real life problems. Nair (1997) Given experiment in the textbook it would be highly helpful to the learner in their practical work. If they did not use government textbooks. They have to give answer to DEO. It was written as a REMARK in the inspection report of school by DEO.

Majority of teachers did not agree with compulsion of government to use government textbooks in the private primary schools because it should be a choice of teachers and management according to requirement of students. Majority of students, parents and very few of teachers were of opinion that it should be compulsory to use government textbooks in the private primary English Medium Schools. All teachers and students believed that Government textbooks would be easy and simple to understand. Kadam (1989) certain chapters were very easy. Majority of teachers and students were of opinion that they used government and private publisher's textbooks in main subjects like maths, science and social science. Because Government textbooks are used as extra practice, examples were given very simple and easy method and private publisher's textbooks filled the gaps of government textbooks. Kadam(1989) content

was not free from major conceptual gaps, and therefore for planning of lesson teachers have to refer other books.

All the teachers, students and parents were of opinion that cost of government textbooks would be low than private publisher's textbooks Mehta. S.I (1983) The pricing formula seemed to be reasonable for the textbooks. and parents believed that they did not get government textbooks timely. Most of teachers, and parents believed that government textbooks were additional burden on students at time of exam as well as teaching learning process. Prakash Vidhya(1991) the burden of heavy syllabi. The new Government course would not be much better than previous course. There would be so many mistakes in Government textbooks. Nair (1997), Vaghamare.S.G (1997) and Josef(1990) there is spelling mistakes. Majority of teachers were opinion that they could not covered the entire portion of government and private publisher's textbook during the academic year. Patel (1987) syllabus of the textbooks is lengthy to cover up in available time. and Shah P.A(1992) 50% of teachers agreed on the completion of the syllabi in time. Majority of teachers were of opinion that government textbooks did not meet the requirement of real life problems but students and parents did not agree with it.

5.33 CONCLUSION

The present study was on the impact of government textbooks for standard v in the learning process of the private English Medium Schools in Vadodara city. The study concluded that the school who got permission under GCERT, then they should use GCERT textbooks as a main textbooks in their learning process. They could use private publisher's textbooks as a supplement material for the purpose of additional knowledge and practice for students. Majority of teachers, students and parents were felt that combination of government and private publisher's textbooks got benefit to the students. Government textbooks were easy to understand in term of language and vocabulary. Private publisher's textbooks filled gap of government textbooks. But Teachers could not cover the entire portion of textbooks during the academic year. They used government textbooks in main subjects like math, English and social science. But majority of teachers and parents were not agree with compulsion of government to use government textbooks in learning process because its depend upon

requirement of students and knowledge could be get from different sources. Price of government textbooks would be low so that it would be affordable to all students to get education but textbooks were not get timely. Teachers felt that government textbooks did not meet requirement of the promoting higher level thinking skill, real life application and academic growth.

5.34 IMPLICATION OF THE STUDY

Investigator observed various studies conducted with respect to curriculum and textbooks. All the studies were related to academic aspects of textbook and also the suitability of curriculum based on the age group. These studies threw light on the present study to achieve its aim from different angles. From the present study the researcher will give a certain picture of impact of government text book. The present study will be beneficial to four particular classes of people i.e. (1) The GCERT and (2) The Teachers (3) The students (4) The parents in the followings ways:

- Government can make necessary changes in the textbook considering the suggestions arrived from the present study.
- The findings may help the teachers and students to make combination of both textbooks effectively for continuous evaluation and it will not become burden for students.
- The findings may helpful aware the logic of government for implication of government textbooks in private schools.
- The findings may help to know positive and negative effect of government textbooks in teaching learning process.

5.35 SUGGESTIONS FOR FURTHER RESEARCH

- Comparative study between government textbooks and private publisher's textbooks.
- Problems and challenges faced by utilization of government textbooks in primary schools.
- Study related the problems of textbook production, set up and process.