CHAPTER - VI

RETROSPECTS AND PROSPECTS
# CHAPTER VI

## RETROSPECTS AND PROSPECTS

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CHAPTER VI
RETROSPECTS AND PROSPECTS

This chapter is the concluding part of the investigation report. It gives a brief summary of the study starting with introduction, objectives, hypothesis, methodology, major findings, conclusions and implications. The suggestions are offered for further research at the finale.

6.1 INTRODUCTION

Textbooks have always been considered as standard means of instruction in a given subject of study. They can be used for self-learning by the students either in the classroom or at home. A textbook stimulates the interest in the students and provides extended and organized learning experiences. The textbook in the modern sense is a learning instrument usually employed in schools and colleges to support a programme of instruction. As Dave (1968) suggested, a textbook is usually designed for producing a variety of interaction inside the classroom and outside it, which ultimately results into learning. Thus a textbook is a powerful instrument for generating a variety of education instructions.

Taneja (1972) indicated that a textbook is equally important for the teacher as it defines and delimits the content of teaching. It helps in planning as well as conducting the programme for teaching. Stressing the importance of textbooks Brown (1978) has mentioned that there is no substitute for the textbook. New developments like tape recorder and television play only secondary part to the textbook as an aid to the
teacher. Thus a textbook is one of the most widely used instructional aids to establish communication between the student and the teacher.

Some advanced countries of Europe and America are making effort to reduce over emphasis given to the textbooks. However, Gaind (1958) has pointed out that textbooks have become an inseparable and integral part of most of the education system. In developing countries like India, the textbook is the only instructional aid easily available to the majority of the students. Textbooks are helpful in developing expected aptitudes, attitudes and concepts. In India, textbooks also play an important role in inculcating a feeling of national integration. It is accepted by all concerned that education in our country is significantly controlled by the quality of the textbooks. Thus textbooks have the place of pride in our system of school education. Because of this reason in India we still have to concentrate on perfecting our textbooks.

6.2 TEXTBOOKS IN THE WORLD

In the ancient time when there was no technique of writing, only the spoken language was the medium of education. After the invention of writing in India, Vedas were taught and learned in formal education. The modern idea of textbook for schools and universities developed from the Greek and Latin texts of the ancient writers. In old Greece, Homer's Poems (500 B.C.) were the first textbooks, perhaps the actual grammar, book the first surviving explicit description of Greek language the "Greek Tongue" was written by Dionysins Thrax (100 BC) set out the terms still used today.

In ancient time a book was valuable. Most of the books were written on leather, bark or leaves of trees, tablets made of mud or on the surface of stone. Most of the active Roman production of books, was in rolls papyrus and vellum (a type of fine parchment). In the ancient
world making extra copies of manuscripts was a common practice. There is some evidence of such treatment of manuscripts in Athens in the 5th century BC but production of books in great quantity had to await till the introduction of printing was invented in China, where the first book was printed in 9th century and was introduced to Europe in the 15th century.

During ancient period no book was written as textbook but books were used as text because as there was no uniform systematic textbook nor even graded system of education. After the development of printing technique in 18th century a revolutionary change took place in the education system throughout the world. Since then textbook has taken an important part as a medium of education, slowly and gradually schools developed and more textbooks were available in all the subjects. After 1875, with the increase in the number of schools and students, competition grew up between the rival system of instructions and between the printers. This resulted in the production of more attractive books using better paper, clearer type, improved maps and graphics, attractive illustrations and contents interesting to children. Later on free public education, the development of common courses of study and separation of pupils into grades occurred. This brought about the necessity to have the uniform textbook covering all schools under the same jurisdiction of the authority resulting in more systematic teaching and learning procedures. After the World War - II, the textbook maker emerged with the function of surveying the markets arranging for distribution and assembling the experts necessary to produce good textbooks.

In the USA, the National Science Foundation and in the UK the Nuffield Foundation provided massive finding to support this development of curriculum and textbooks. In Canada, the Toronto
Board of Education, the then and in India the National Council of Educational Research and Training, have taken steps to develop textbooks.

6.3 TEXTBOOKS IN INDIA

Before 1925, the selection and prescription of textbooks was done by the heads of the education departments of different states. Besides this there were many private publishers. In 1935, the Central Advisory Board of Education (CABE) was established. Zaidi (1973) reports that CABE critically examined various aspects of Indian Education through expert committees. In 1943, one such committee reported that though the books produced were excellent in certain areas, but on the whole they did not maintain the proper standard, it did not fulfill the educational requirement of the country. The books did not maintain proper quality. It was found that many of them, who were not experts in the subjects were engaged by publishers to write the books on poor remuneration. The publishers developed a tendency to make profit in the school books which ultimately resulted in high prices of textbooks. Those days private publishers did not take any interest in bringing out teacher's handbook or teacher's guide or workbooks nor they were interested in doing any research for preparation of textbooks. With an increase in demand of education there was an increase in demand of textbooks. This gave rise to expansion of the textbook production. But private publishing houses showed lack of interest in the appointing scholars in writing textbooks. The society felt a need for good quality textbooks at reasonable prices, which resulted in the nationalization of textbooks. For this, textbook improvement programme was started. After independence textbooks played a major role in our educational system. In textbook improvement programme the
first step was establishment of Central Bureau of Textbook Research (CBTR) in the year 1954 during the First Five Year plan. The main objective behind the establishing CBTR was to remove the defects by undertaking research in textbooks and supplying the findings to the states. The CBTR published various reports which are:

- Textbook selection procedures in India (1958)
- Textbook production in India (1959)

In 1961, the CBTR merged with NCERT and was named as Department of Curriculum, Methods and Textbooks (DCMT). In 1966, the functions regarding textbooks were shifted first to the Department of Curriculum and Education and then to the Department of Textbooks.

However, the improvement of textbooks has been one of the important area of the work in NCERT. Various departments of NIE have been engaged in the task of improving the quality of textbooks. The studies undertaken by NCERT include surveys regarding nationalized textbooks in the 1969-70, 1971, 1975-76, 1977-78, 1978-79, 1979-80, 1980-81, 1982-83, 1983-84, 1985-86. These developments indicate a keen interest of the authorities to improve the textbooks. But till 1968, only preparation, production and distribution was done but no planned programme of improving the quality was thought of. Therefore Dave (1968) remarked that we have worked more for structural changes than substantial changes.

6.4 NATIONALISATION OF TEXTBOOKS

Krishnamurthy (1966) reports that the state governments wanted to promote uniformity in standards, improve quality of textbooks and lower the prices. While Pal (1973) describing the situation remarks that various states have nationalized the textbooks because of the defects in
textbooks. Nationalisations of textbooks contemplated complete control of all aspects of textbooks. Nationalisation of textbooks in different states took place at different times. The quality of books has improved in several instances although the general level of books still remains poor. Shortcomings like failure to revise books for long period, misprints, poor pace production to supply books in time still remains to be overcome. As visualized by the Education Commission (1964-66) the main reason for this failure is inadequate organization of the agencies, which have taken over the responsibility of textbook production.

Therefore, Education Commission (1964-66) emphasized on the urgency for the State Education Departments to organize themselves properly for the great educational responsibility. Uttar Pradesh state was the first to nationalize the textbooks in 1942. Various reports of NCERT also indicate that different types of agencies are set up in different states for textbook production.

6.5 RATIONALE OF THE STUDY

Textbooks play a vital role in education. It enjoys a unique position of teaching, learning process as it is addressed to students and is used by teachers as a vital instructional material. Hence textbooks once prepared should not be considered as final and rigidly set. There is always scope for change and improvement. But this cannot be effectively done unless the textbook programme is supported by adequate research. Textbooks itself fully explain to the students inside as well as outside the classroom. The teachers use it for the planning and preparation of their lessons. A textbook can be used as an effective tool in instruction only when it fulfills the purpose for which it is written. Evaluation of any kind is carried out to check the extent to
which programme achieves the predetermined goals. Textbook evaluation furnishes evidences of weaknesses and strengths of a textbook, it is to judge as to how best the textbook serves as an instructional material, to its users – the students and the teachers.

The present study was undertaken to evaluate the Kannada textbooks for standards VIII, IX and X students studying Kannada as first language published by Directorate of Textbooks Government of Karnataka.

The textbooks are widely in use by the students and Kannada teachers of standards VIII, IX and X since 2000 and 2001. It is still in early phase of use. This may be called as an experimental phase or testing period of its use. It can still undergo changes, if necessary. It can still bring about completion, if there are inadequacies. Hence, the investigator found it worthwhile and interesting to take an evaluative study of the Kannada textbooks of standards VIII, IX and X published by Directorate of Textbooks, Government of Karnataka. The evaluation of these textbooks under study will help to find out the extent to which the textbooks are in correspondence with the prescribed syllabus. The study will also help in finding out the appropriateness, adequacy, organization and suitability of presentation of the content of the textbook under purview. The evaluation of Kannada textbooks will lead to the judgement as to how best are the textbooks in conformity with the teaching–learning process. The evaluation of Kannada textbook provides basis and guidelines for the further improvement.

The present study is a modest attempt to find answers to a few questions regarding various aspects of the textbook as follows:

1. Do the textbooks cover all the topics suggested in the syllabus prescribed by Karnataka State?
2. Do the textbooks provide the adequate content?
3. Are the academic and physical aspects of the textbooks suitable?
4. Do the textbooks cater to the needs of the teachers and students?
5. Do the textbooks provide appropriate exercises to the learners to learn and the teachers to teach?

6.6 STATEMENT OF THE PROBLEM

The title of the present study is "Evaluation of Kannada Textbooks of Standards VIII, IX and X Published by Directorate of Textbooks, Government of Karnataka".

6.7 OBJECTIVES OF THE STUDY

1. To study the views of teachers regarding Kannada textbooks with reference to the following aspects:
   a. Content
   b. Organisation
   c. Presentation
   d. Language
   e. Illustration

2. To study the views of students regarding Kannada textbooks with reference to the following aspects:
   a. Content
   b. Organisation
   c. Presentation
   d. Language
   e. Illustration

3. To interview the teachers with respect to the following aspects of Kannada textbooks:
   a. Typographic complexity
4. To interview the students with respect to the following aspects of Kannada textbooks:
   a. Typographic complexity
   b. Text material
   c. Size

5. To make a content analysis of the Kannada textbook for std VIII, IX and X regarding following aspects:
   a. Introduction
   b. Content
   c. Presentation
   d. Illustrations
   e. Length of the Chapters/Poems
   f. Language
   g. Exercises

6. To study the significant difference between male and female teachers with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

7. To study the significant difference of teachers belonging to different age groups with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

8. To study the significant difference between married and unmarried Teachers with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.
9. To study the significant difference between teachers belonging to different types of management with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

10. To study the significant difference between post graduate and undergraduate teachers with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

11. To study the significant difference between the teachers with different teaching experiences (1-10, 11-20, 21+ years) with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

12. To study the significant difference between the teachers belonging to different age of schools (1-20, 21-40, 41-60 years) with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

13. To study the significant difference between the teachers teaching in urban and rural schools with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

14. To study the significant difference between boys and girls students with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.

15. To study the significant difference between students belonging to different age groups (13-14 years, 15-16 years) with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.
16. To study the significant difference between students belonging to different types of management of schools with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.

17. To study the significant difference between students belonging to different standards (VIII, IX and X) with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.

18. To study the significant difference between students belonging to urban and rural schools with respect to Content selection and Organisation, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.

6.8 REVIEW OF RELATED LITERATURE

The review of related researchers already done earlier on textbooks have been presented under three heads. They are as follows:

1. Content Analysis
2. Textbook Illustrations
3. Evaluation of Textbooks

6.9 HYPOTHESES:

Hypothesis 1: There is no significant difference between male and female teachers with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.
Hypothesis 2: There is no significant difference between teachers belonging to different age groups (21-35, 36-45 and 46-55 years) with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

Hypothesis 3: There is no significant difference between married and unmarried teachers with respect to Content selection and Organization, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

Hypothesis 4: There is no significant difference between the teachers belonging to different types of managements (Government, Aided and Unaided) with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

Hypothesis 5: There is no significant difference between postgraduate and undergraduate teachers with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

Hypothesis 6: There is no significant difference between teachers with different teaching experience (1-10, 11-20, 21+ years) with respect to Content selection and Organization, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.
Hypothesis 7: There is no significant difference between teachers belonging to different age of schools (1-20, 21-40, 41-60 years) with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

Hypothesis 8: There is no significant difference between Teachers of urban and rural schools with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Aspects of Kannada Textbooks.

Hypothesis 9: There is no significant difference between boys and girls students of schools with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.

Hypothesis 10: There is no significant difference between students belonging to different age groups (13-14yrs, 15-16yrs) with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.

Hypothesis 11: There is no significant difference between students belonging to different types of management of schools (Government, Aided and Unaided) with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.
Hypothesis 12: There is no significant difference between students belonging to different standards (VIII, IX and X) with respect to Content Selection and Organization, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.

Hypothesis 13: There is no significant difference between students of urban and rural schools with respect to Content selection and Organization, Text Material, Illustrations, Exercises and Physical Appearance of Kannada Textbooks.

6.10 METHODOLOGY

6.10.1 Research Design

The present study adopted descriptive cum exploratory design.

6.10.2 Sample

There are 214 Kannada medium high schools in Dharwad District of Karnataka State. Out of these the investigator had taken 100 high schools randomly classified according to types of management (government, aided and unaided), location of schools (urban and rural) and sex of teachers (male and female). There were 600 Kannada language teachers engaged in teaching Kannada in classes VIII, IX and X. In some schools there were two teachers teaching or four different teachers in different classes. The total number of teachers forming the sample were 300, 100 each from classes VIII, IX and X. Expected numbers of teachers were 300 and the actual number of teachers who responded was also 300.
The investigator had selected 10 high schools out of 100 high schools. The total numbers of students forming the sample were: 600, 200 each from standards VIII, IX and X. These students were chosen for obtaining views about their respective Kannada textbook. These 600 students consisted of the bright students (girls and boys) whose achievement score in Kannada language was more than 70%. They were from different talukas of Dharwad district in Karnataka State.

6.10.3 Tools
The tools used for the present study are as follows:

a. Content Analysis
b. Questionnaire for Teachers
c. Questionnaire for Students
d. Interview Schedule for Teachers
e. Interview Schedule for Students

6.11 DATA COLLECTION

The data for present study was collected through the earlier mentioned tools. The questionnaires were administered and data was collected from teachers and students of 100 schools of Dharwad district.

Interviews were conducted with 25 teachers each of standards VIII, IX and X that is total 75 teachers to obtain in-depth information about the Kannada textbooks including the following aspects. They are: syllabus, curriculum, price of the textbook, textbook distribution system, problems faced by them in teaching.

Interviews were conducted with 20 students each of standards VIII, IX and X that is total 60 students to obtain in-depth information about the Kannada textbooks including the following aspects. They
were: Physical aspects of the textbooks, syllabus, curriculum, problems faced by them in learning.

Content was analysed with the help of content analysis.

6.12 DATA ANALYSES

For the data analyses, descriptive, differential and content analysis were used.

6.13 MAJOR FINDINGS OF THE STUDY

6.13.1 Findings of Percentage Analysis of Kannada Textbooks of Standards VIII, IX and X

Findings based on the responses to questionnaires by teachers and students and content analysis carried out by the investigator keeping in mind the various aspects of textbooks of Standards VIII, IX and X published by Directorate of Textbooks, Government of Karnataka in June 2002, June 2003, and June 2004 are presented as follows:

Academic Aspects

A. Content Selection and Organisation

1. The textbooks of standards VIII, IX and X courses of all the topics and sub topics are given in the syllabus. It consists of the instructional material, which was based on the predetermined course of the study.

2. The topics are properly integrated with the textbooks of previous and succeeding classes which brought about unity in the subject

3. The selected content for standards VIII, IX and X is adequate with respect to the duration of the course and period allotted for the subject
4. The prose and poetry sections of each standard textbooks are very well presented and they were easy to follow. The concepts of each and every chapters and poems are clear to understand.

5. The scope to the topics and selected content is in accordance with the intended age groups except some prose and poems to the following standards. They are as follows:

   i. The prose chapter of VIII standard is "Tolstoy Maharishiya Beorja Vrukshagalu"
   
   ii. The prose chapter of IX standard is 'Avva' and 'Bhanvridevi' and poems are of "China ondu Hakyat Katha and Manaveeyathe".
   
   iii. The poem of standard X is Aikyethe

   These topics of prose and poems are too difficult for the students to understand.

6. The content of the textbooks is adequate and terms used are correct.

7. The information included in the books is up to date and as per syllabus of Karnataka State.

8. The content included the needs for average, below average and above average students.

9. The subject matter is properly organized into suitable units and chapters.

10. The chapters in the textbooks are in sequence, there is a continuity of ideas and chapters are related to each other.

11. The length of the chapters in standards VIII, IX and X are appropriate keeping in mind the age groups of students.

12. The headings of the chapters are appropriate and convey the central idea of the chapter concerned.
B. Content Presentation : Text Material

1. The subject matter is presented in increasing order of complexity i.e. simple to complex, in most of the chapters. Only in the chapters like “Tolstoy Maharishiya Bharja Vrukshagalu” of standard VIII, “Avva, Bhanvridevi, Chinada Ondu Haleya Kathe” of standard IX and “Aikyathe” of standard X the subject matter is found to be little difficult.

2. The concept and subject matter of the topic is developed and explained on the basis of the previous knowledge and experience of the students with the help of common and familiar illustrations.

3. The definitions, meaning of new words given in textbooks are logically deduced with the help of specific facts and concepts.

4. The interest of the students in standards VIII, IX and X are sustained throughout the book.

C. Language:

1. The language used in the textbook of standards VIII, IX and X is simple and easy to understand.

2. There are spelling mistakes in the book but they were very minor. There is consistency of certain spellings throughout the book.

D. Illustrations:

1. The illustrations are properly placed, accurate and adequate in number,

2. The illustrations are relevant to the text,

3. The illustrations are well graded,

4. The illustrations promote creativity and

5. The illustrations have variety.
E. Physical Aspects

1. Size typography, printing are satisfactory, but the paper and cover binding are not satisfactory. The binding of the textbooks should have with hard bond paper which increases the durability of the textbook.

2. Cutting and brushing of the paper is not smooth. It is rough.

3. The design of cover page is appropriate and attractive that is photograph of great freedom fighters Subash Chandra Bose is on the cover page of IX standard textbooks but nowhere the name of the freedom fighter is given. Therefore students did not find any importance of the picture given.

4. The type size for main text binding captions is appropriate except at one or two places the exercises number are wrongly printed.

5. Spacing between lines is proper in the textbooks.

6. Spacing between words is proper in the textbooks.

7. The cost of the textbooks is reasonable but teachers and students felt that binding is so poor that books need rebinding to increase the durability, which increases the cost.

6.13.2 Findings of Interview with Teachers and Students regarding Kannada Textbooks of VIII, IX and X.

1. The textbooks are helpful as self-study material to the students. Students do not have to depend on teachers and parents to understand the terms and solve exercises.

2. The length of the chapters of the standards VIII, IX and X textbooks are appropriate so far as discussion of the chapters and clearing concepts are concerned. The exercises given are sufficient for almost 90% topics.
3. While interviewing the Kannada teachers of standards VIII, IX, and X, more than majority of teachers felt that content is proper and upto the mark and as per the needs of the students.

4. Almost all the teachers and students perceived that the content is related to previous knowledge of the students.

5. The exercises at the end of chapters are adequate.

6. The language used in the textbooks is easy and simple to understand.

6.13.3 Findings of Differential Analyses

1. The Female teachers have more favourable views regarding the Physical aspect of Kannada Textbooks when compared to the Male teachers.

2. Teachers belonging to age group of 21-35 years have more favourable views regarding Content selection and Organisation Aspect of Kannada Textbooks when compared to teachers belonging to age groups of 46-55 years.

3. Teachers belonging to age group of 21-35 have more favourable views regarding the Illustrations aspect of Kannada Textbooks when compared to teachers belonging to age group 46-65.

4. Teachers belonging to Unaided schools have more favourable views regarding the Content selection and Organisation aspect of Kannada Textbooks when compared to the teachers of Government schools.

5. Teachers belonging to Unaided schools have more favourable views regarding the Text Material aspect of Kannada Textbooks when compared to the teachers of Government schools.
6. Teachers belonging to Unaided schools have more favourable views regarding the Illustrations aspect of Kannada Textbook when compared to the teachers of Aided schools.

7. Teachers belonging to Unaided schools have more favourable views regarding the Physical Aspects of Kannada Textbooks when compared to the teachers of Government schools.

8. Teachers belonging to Unaided schools have more favourable views regarding the Physical Aspect of Kannada textbook when compared to the teachers of Aided schools.

9. Teachers with teaching experience of 1-10 years have more favourable views regarding the Text Material aspect of Kannada Textbooks when compared to Teachers with teaching experiences of more than 21+ years.

10. Teachers with teaching experience of 1-10 years have more favourable views regarding the Illustrations aspect in Kannada Textbooks when compared to Teachers with teaching experiences of more than 21+ years.

11. Teachers with teaching experiences of 11-20 years have more favourable views regarding the Illustration aspect in Kannada Textbook when compared to Teachers with teaching experiences of 21+ years.

12. Teachers belonging to 41-60 years of age of schools have more favourable views regarding to the Text Material aspect of Kannada Textbooks when compared to teachers belonging to 1-20 years of age group.

13. Teachers belonging to 1-20 years of age of schools have more favourable views regarding the Illustrations aspect in Kannada Textbooks when compared to teachers belonging to 41-60 years of age of schools.

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14. Teachers belonging to 1-20 years of age of schools have more favourable views regarding the Physical Aspects of Kannada Textbooks when compared to teachers belonging of 41-60 years of age of schools.

15. Boys have more favourable views regarding the Exercises aspect of Kannada Textbooks when compared to Girls.

16. Students in Aided schools have more favourable views regarding the Text Material aspect of Kannada Textbooks when compared to students in Unaided schools.

17. Students belonging to Aided schools have more favourable views regarding the Illustrations aspect of Kannada Textbooks when compared to students belonging to Government schools.

18. Students of Aided schools have more favourable views regarding Illustrations aspect of Kannada Textbook when compared to students belonging to Unaided schools.

19. Students of Aided schools have more favourable views regarding the Exercises aspect of Kannada Textbooks when compared to students of Government schools.

20. Students of Unaided schools have more favourable views regarding the Exercise aspect of Kannada Textbook when compared to students of Government schools.

21. Students with Aided Type of Management of schools have more favourable views regarding the Physical Appearance aspect of Kannada Textbooks when compared to students of Government schools.

22. Students belonging to Urban schools have more favourable views regarding the Content selection and Organization aspect of Kannada Textbooks when students belonging to rural schools.
23. Students belonging to Urban schools have more favourable views regarding the Text Material aspect of Kannada Textbooks when students belonging to rural schools.

24. Students belonging to Urban schools have more favourable views regarding the Illustrations aspect of Kannada Textbooks when students belonging to rural schools.

25. Students belonging to Urban schools have more favourable views regarding the Exercises aspect of Kannada Textbooks compared to students belonging to rural schools.

26. Students belonging to Urban schools have more favourable views regarding the Physical Appearance aspect of Kannada Textbooks compared to students belonging to Rural schools.

6.13.4 Findings related to Content Analysis of Kannada Textbooks of Standards VIII, IX and X Kannada textbooks.

The investigator went thoroughly through the VIII, IX and X Kannada textbooks. The Content Analysis was used to analyse each aspect of Kannada textbook. The findings are as follows:

1. Introduction: The introduction in all the Kannada textbooks is done well and upto the level of the students. The introduction is systematically presented.

2. Content: The content in all the Kannada textbooks is good to the level of the students but some topics of prose like “Tolstoy Maharishiya Beorja Vrukshagalalu” of Standard VIII, Prose ‘Avva’ and ‘Bhanvridevi’ and poems “Chinada Ondu Haleya Kathe and Manaveeyathe” of Standard IX and the poem of standard X “Aikyathe” are found to be not interesting to the students.

3. Presentation: The presentation in all Kannada textbooks is good and systematic.
4. **Illustrations**: The illustrations in all Kannada textbooks is upto the mark. This reflects coherent thoughts and literary appreciation.

5. **Length of the Chapter/Poem**: The length of the Chapter/Poem in all the Kannada textbooks is accurate but some topics like Subhas Chandra Bose of standard IX is too lengthy and is not upto level of the students.

6. **Language**: The language used in all the Kannada textbooks is systematic and upto the level of the students. This language is related to Halagannada, Nadugannada and Modern Kannada literature. On the whole, it is suitable to the age groups of students.

7. **Exercise**: The exercises in all the Kannada textbooks is good and upto the level of students. They cover almost all the educational objectives but most of the questions in exercises are related to the knowledge domain.

6.14 MAJOR CONCLUSIONS OF TEXTBOOKS OF STANDARD VIII, IX AND X:

1. The cover photograph poet Kuvempu is appropriate in VIII standard Textbook. The cover photograph of great freedom fighter Subhas Chandra Bose is appropriate on IX standard textbook and the cover photograph of the Vidhanasouda is appropriate in X standard textbook but the photograph are not colourful and attractive.

2. The books are bound with simple ordinary paper instead of lasting and thick paper. The paper used in the textbooks is of good quality and is durable.

3. Selection of the content, organisation and presentation of the content is found in all books as per the syllabus of Karnataka State, Directorate of Textbooks.
4. Size, typography and printing is found to be good in all textbooks.

5. There are enough exercises at the end of the chapters in VIII, IX and X Kannada textbooks.

6. End of chapter exercises in the textbooks are activity oriented.

7. There is uniformity in the illustrations in all the chapters of VIII, IX and X Kannada textbooks. The illustrations are in critical thinking style.

8. Majority of teachers and students marked the chapters and poems. "Tolstoy Maharishiya Beorja Vrukshagalu" of VIII standard, the prose chapter of IX standard ‘Avva’ and ‘Bhanvridevi” and poems “Chinada Ondu Haleya Kathe and Manaveeyathe”, the poem of standard X “Aikyathe” as very difficult to follow for these age group students. These need to be deleted from standards VIII, IX and X.

6.15 EDUCATIONAL IMPLICATIONS OF THE STUDY

The major findings of the study and the conclusions drawn helped to suggest the following for further improvement of the Kannada textbooks of standard VIII, IX and X.

1. The present study throws light on construction and preparation of stage for learning textbooks.

2. The study helps the curriculum formulators or designers to adopt favourable principles and arrangements for formulation of content at different stages.

3. The study helps the teachers to use different teaching methods, teaching aids and techniques of evaluation.
4. The study throws light on knowing the merits and demerits of different topics.
5. The study helps in understanding development of mental ability in students.
6. The study helps in understanding cultural life and social needs contained in the textbooks.
7. The study helps in alertness of the printing mistakes present in textbooks.
8. This research helps to select most experienced secondary school teachers in preparation and construction of textbooks.
9. More importance should be given while preparing the good textbooks by incorporating the rituals, customs and traditions of rural and urban areas
10. The existing study helps in understanding the contribution of textbooks towards psycho-motor development of students.
11. The present study helps in understanding the legibility of present textbook.
12. The study throws light on the durability of the textbooks.
13. The study helps in determination of quality of Content Selection and Organisation of the textbooks.
14. The present study assists in understanding of content presentation of the textbooks.
15. The present study helps in understanding the motivation and enthusiasm in reading the textbooks.
16. This research throws light in recognizing the need and requirement of students of different classes. The writers and publishers show more interest in this aspect.

17. This study focuses on the applicability of present subject matter to practical life and thus places knowledge in a similar manner before the students.

18. The study centers on the objectives of inculcating the feeling of national integration and international sentiments among the students.

6.16 SUGGESTIONS FOR THE IMPROVEMENT OF THE PRESENT KANNADA TEXTBOOKS OF STANDARD VIII, IX AND X.

1. The present curriculum should be reviewed according to the needs of the learners and the teachers with suitable provision for refresher courses.

2. The teachers who write textbooks should have knowledge and experience of teaching in that particular class in order to know the level of students of that particular age group.

3. The Physical Aspects of the textbooks should be improved that is cover design, binding of the book and paper quality used in the book. If the cover page is attractive then students are also attracted to the textbooks.

4. Content of the standard IX textbook should be more elaborated except 'Avva' and poems "Manaveeyathe' and the poem of standard X 'Aikyethe'.

5. Exercises should be enriched with adequate questions of different categories of cognitive domain according to Blooms Taxonomy.
6.17 SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was limited to only to standards VIII, IX and X Kannada textbooks. Similar studies may be carried out for evaluation of textbooks of other subjects to know and provide just in case.

2. A critical evaluation of Kannada textbooks for standard V, VI and VII of Karnataka State may be undertaken.

3. A comparative study of textbooks of Karnataka State with textbooks of CBSE may be undertaken.

4. A study on Content Analysis of the textbook on any subject may be taken.

5. A study of Content, Presentation and Organisation of Kannada Textbooks at lower primary classes (I to IV) may be undertaken.

6. A Critical evaluation on Mathematics Textbook for Standards I to IV of Karnataka State may be undertaken.

7. A study of textbooks in developing countries may be undertaken.

8. A comparative study of the Social Studies textbooks of standard VII of Karnataka state with NCERT Textbook used in standard VII of CBSE may be undertaken.