CHAPTER III
REVIEW OF THE PAST WORK

CONTENTS

3.1 Introduction
3.2 Importance of the review of previous researches
3.3 Researches on text book studies
3.4 Review of related studies
3.5 The present study - its relevance
3.6 Conclusion

...
CHAPTER III
REVIEW OF THE PAST WORK

3.1 Introduction

"A closer analysis of studies under review reflects certain general features of researches in the area of curriculum, methods and textbooks."

"Real psychology or pedagogy of 'methods' remained untouched as its core. Studies on vocabulary and linguistic studies when clubbed together claim nearly thirty per cent of the total studies. The studies on English along with other languages claim 41.6 per cent of such total studies."

3.2 Importance of the Review of Previous Researches

The importance of the review of the related literature and the previous researches is quite obvious. The review indicates what has already been studied by others. The purpose of this chapter is generally to provide a brief and initial review and appraisal of any of the related studies and to show how the present study contributes more or advances the available knowledge further in the area under study. This chapter also gives report of researches in which the similarity of techniques has been used successfully.

All this discussion forms a necessary background for the work on hand and serves as a test of required knowledge with which the investigator must be acquainted.

According to Kerlinger there are two main reasons for discussing the research literature related to the research problem. The first of these is more important to explain and clarify the theoretical rationale of the problem. The second reason for discussing the literature is to tell the reader what research has not been done on the problem. The underlying purpose of course is to locate the present research in the existing body of research on the subject and to point out what it contributes to the subject.

According to Good and Scatee, the review of the past studies gives a history, background and links of the various researches done in the area under study, and a reader who is a stranger gets the global picture of the background and the rationale of the problem under study.

The review of the previous researches also provides suggestions for further research. From these suggestions and implications the investigator gets links and guide lines for his own work.

3.3 Researches on text-book studies

Indian education has been characterized by rigidity in all aspects - organisational rigidity, rigidity in
curriculum, textbooks, and teaching methods. The school curriculum in India, in spite of suggestions put forward by various commissions and committees has not changed substantially at national and state levels.

"The Central Bureau of Textbook Research" was established to undertake research in the area of textbooks. As the research in curriculum did not exist in most of the States in India, the equally absent was the research in the area of textbooks.

In course of a couple of years of establishment of NCERT, the Department of Curriculum, Methods and Textbooks was established. The NCERT undertook studies about allocation of time to various subjects at school stage, improving the methods.

The major developmental research project was undertaken through the department of science to develop a new curriculum for science at the middle school stage with the assistance of UNICEF.

During the late sixties with the efforts of the Ministry of Education, State Boards of School Textbooks came into existence. Each board accepted curriculum and textbook research as one of its objectives.

The NCERT published the titles of Ph.D. thesis during 1956-63. The third Indian Year Book of Education (1968) by the NCERT gave a review of eighty-five studies on methods
of teaching school subjects, some were being Ph.D. studies while some were undertaken at institutional levels.

Textbook studies:

A crash programme to evaluate all the available textbooks in all the languages in the country especially from the view point of finding out anything that went against the cherished goal of national integration was undertaken by the NCERT.

"The school curriculum in India is in a state of continuous change and innovations are entering the field of education. Against the background of these curricular developments in the advanced countries the school-curricula in India is narrowly conceived; therefore it is urgently needed that fundamental research should be emphasised and executed to provide empirical foundations to curriculum changes. The research areas may include (i) bases of curriculum on which the extent is to be reared. (ii) The components of curriculum in different subject-areas. (iii) exploratory studies in the area of growth of curriculum. (iv) barriers to curriculum change. (v) case-studies of specific problems in relation to particular subject-field, (vi) analytic studies on Indian languages (vii) teaching of reading and writing. (viii) teaching involvement in curricular change."

Alongwith the areas cited above, comprehensive studies may be thought on (i) Experimental studies in the area of
methodology of teaching, content-analysis of textbooks at different levels. Researches in planning, analysing and reconstrcuting the curriculum, developing techniques and tools of teaching also can be of immense value.

"Consciously or unconsciously teachers, educators and educational authorities make choices which affect the kinds of experience, they provide for children and youth. These choices range from the selection of the very goals, the educational institutions seek to attain and to relations maintained with greater community to organisation of educational programme, the methods employed, the materials used and provisions made for differences among pupils".

The recent nationwide move for implementing the scheme of uniform educational structure (10+2+3) has made his need all the more urgent. The same concern urges the director of the NCERT to express the following words:

"The necessity of evolving a national consensus on a new curriculum is manifest. It is accepted all round that the curriculum, by way of its objectives, content and methodology, has to serve the current and emerging needs of the Indian Society and the citizen, and these also need to be spelled out so that the ideas may be translated into action".

**Teaching of Languages**

English language still occupies a somewhat prominent place in Indian life and as such in our school curriculum,
Research on English as a component of curriculum has therefore ample relevance. A group of studies have focussed attention on different aspects of teaching and learning of English language in the following paragraphs.

Let us examine some of such pre-researches done in necessary details.

3.4 Review of Related Studies

(1) Topic: "Teaching reading to Beginners - a methodological study"

Investigator: Deshpande V.S. (for Ph.D. in Edu. Poona).

(a) The objectives of the study were to evolve a process for (i) a general improvement in school learning (ii) improvement in preparation of vocabulary lists and reading material (iii) improvement in the methodology of teaching reading in the beginning (iv) improvement in the methodology of evaluation of reading programme.

(b) The hypotheses tested were: (i) The present beginning of 'reading programme' would be based on the old concept of reading and it would fail to create readers who would read with expected speed of comprehension (ii) the new reading programme, based on modern concept of reading would create good readers who will be able to read with the expected speed of comprehension (iii) if the above hypotheses are experimentally
tested, the difference between the means of the speed of comprehension of both the groups would be favourable to the new reading programme and would be statistically significant.

(c) The sample consisted of two thousand pupils who entered the first grade. These subjects were selected from forty eight classes from the city of Poona and adjoining villages. Again these students were selected on the bases of intelligence, physical maturity, socio-economic status of parents and educational facilities available to watch the parallel groups. The principle of normal probability curve was used for the bases of intelligence and physical maturity. The schools were equated with the help of inspection reports of previous two years. With a view to comparing the achievement of both the groups in the speed of comprehension and with a view to finding out how people would accept the new reading programme in future, a reading test, questionnaire for teachers and headmasters of the experimental group and experts' opinions were used.

(d) The study revealed that (i) The total performance of the experimental group children on the reading test was better than that of the control group children and the difference between the mean score of both the groups was found to be statistically significant.
(ii) The experimental reading programme made no extra demands on time of the teacher and was carried out in normal conditions and the new reading programme was approved of and appreciated by the teachers, headmasters and the experts in the field. (iii) It was found that the hypotheses were found statistically significant and the reaction of those who implemented and did not implement, favoured the experimental reading programme.

(2) Topic: Preparation and Evaluation of Textbooks in mother tongue - principles and procedures.

Investigator: Rastogi K.G. and others. (NCERT, New Delhi, 1975).

(a) The main objectives of the study were (i) to develop the principles for the preparation of textbooks of mother tongue. (ii) to develop the tools and techniques for evaluating the textbooks from mother-tongue.

(b) The first draft was discussed in the workshop of experienced and knowledgeable persons in the area of textbook preparation. In order to make the tools valid and reliable some textbooks were evaluated with the help of the tools. The tools used were: (A) the analysis sheet for content analysis (B) the evaluation proforma to evaluate the textbooks for selection as well as improvement (C) questionnaire for teachers,
(D) questionnaire for students, (E) reporting card for reporting the evaluation of textbooks. Five point scales were developed to evaluate various aspects and subaspects of a textbook and criteria against which they were to be evaluated were defined in terms of percentage.

(c) As a result of the investigation the following items had been developed. (I) Principles for preparation of mother-tongue textbooks. (II) Aspects of textbooks and criteria for evaluating these aspects and (III) tools and techniques for evaluating the textbooks.

Topic: A Contrastive study of grammatical structure of English (as prescribed in the syllabus of English for Secondary Schools of Gujarat) and Gujarati to suggest a curricular programme of English for schools.

Investigator: Ghanchi, D.A. (For Ph.D. in Edu.
S.P. University, Vallabh Vidyanagar, 1972).

(a) The objectives of the study were (i) to identify, analyse and describe similarities and contrasts between the grammatical structures of English and Gujarati at different levels, (ii) to predict learning hazards involved in handling specific grammatical structures of English in the background of corresponding grammatical structures of Gujarati at the twin
levels of recognition and production, (iii) to prepare a hierarchy of difficulty of various grammatical structures in the contexts of various levels of contrasts existing between the structures of the target language and the source language, (iv) to prepare a sequential curricular programme based on a calculus of learning hazards likely to be caused by contrasts between the grammatical structures of the two languages, (v) to suggest areas of further research work in the field of contrastive analysis and curriculum constructions with special reference to English and Gujarati.

(b) The sample consisted of all the grammatical structures given in the syllabus prescribed by the Gujarat State Government for classes eighth, ninth and tenth of secondary schools. The corresponding grammatical structures of Gujarati were taken from the spoken language of the educated in Gujarat, as found in books used in schools and colleges and in the actual speech of educated persons. For the study of morphologies of two languages, three models, namely, items and arrangement model, item and process model and word and paradigm model were used as tools of study. For the study of the syntax, four techniques namely, the base and modifier technique, the slot and filler technique, the technique of immediate constituents and that of
phrase structure rules were used. For the location of structural contrasts and prediction of learning problems, Gujarati versions of English examples were also used. The hierarchy of difficulty of various grammatical structures was prepared on a four-level calculus scale prepared specially for the purpose.

(c) Findings of the study revealed that (i) the morphological systems of English and Gujarati at two major levels of content words and function words show numerous contrasts in respect of form, function and meaning. The inflectional categories like number, case, gender, person and tense operate in the two systems in a number of conflicting ways and thereby generate problems of learning. The derivative processes in both the languages also entail grammatical consequences of far-reaching pedagogical implications. Besides, the system of function words of English as compared with that of Gujarati showed deviations in several respects, like form, privilege of occurrence etc. All these cumulatively give rise to learning problems not only at the level of morphology but at the level of syntax also. (ii) The syntactical structures of English as compared with those of Gujarati show four prominent levels of contrasts, generating and increasing intensity of difficulty in learning them. The syntactical signals that cause this are inflection,
threefold relationship of agreement, function words and word-order at phrase, clause and sentence levels. (iii) The greater positive correspondence between the grammatical structures of the two languages the fewer are the barriers on the part of the learner to master them and vice-versa. (iv) A curricular programme that is based on the hierarchy of difficulty generated by structural contrasts can help the course planners, the textbook writers, the material producers and the teachers to do their job more scientifically and so more gainfully. It can also help the learner to learn the second language at a faster pace with more pleasure as well as profit. (v) Contrastive study of phonology the semantics, and the cultural lag of the speaker of English and Gujarati is likely to help the movement for better curriculum tremendously. As a result, the instructional programme of English in Secondary Schools of Gujarat can be more productive enterprise than it has been before.


Investigator: Modi J.J.

(a) The purpose is to study Gujarati language and to compare it with English language which at present assumes international importance.
The linguistic method is used in this comparative study as it emphasises the learning of patterns rather than rules of drill and constant practice of language structures. The investigator has given some basic facts about language viz., sentences, parts of speech, the concepts of doing, doer, underdoer, time and tenses, moods, voice, number, gender, content of person, case, modification, comparison, inquiry and negation. He has discussed the syntactical devices in English and Gujarati.

(b) Following are some of the important findings:

i. The general tendency in Gujarati is to disintegrate consonant clusters. A vowel usually appears between the two consonants.

ii. Loose consonants at the end of the words are usually dropped off.

iii. Gujarati words always end in vowels whereas English words in consonants.

iv. All vowels occurring at the end in Gujarati are shortened a bit.

v. Aspiration and negation of vowels in Gujarati have a phonemic significance.

vi. Gujarati is a highly inflectional language. There are inflection of gender, number, comparison, cases, tenses and moods.
vii. The elaborate system of gender-inflections is in contrast to genders in English which are only notional and indicative of sex differences.

viii. In contrast to pronouns in English, personal pronouns in Gujarati do not distinguish gender.

ix. The pattern of plural inflections in Gujarati is complicated in contrast to the simple 's' inflection in English.

x. The feminine forms of modifiers and verbs remain unchanged in plural in Gujarati whereas only nouns have separate plurals from in English.

xi. There are no irregular plurals in Gujarati as are found in English.

xii. Gujarati does not possess any inflections to indicate the comparative and superlative degrees of adjectives and adverbs.

xiii. Gujarati has no equivalent forms of English pronouns.

xiv. There are very few linking words in Gujarati as compared to English. The investigator has enumerated a number of examples in the appendices to substantiate the findings.

The main purpose of the investigator was to compare, under experimental conditions, the effectiveness of the bilingual method and the direct method in teaching of English to Telugu speaking pupils in the realistic setting of a classroom and to verify the validity of Dodson's claims regarding the effectiveness of the bilingual method.

The experiment was carried out on fourth standard students in a government high school typically representative of an average school in the state. The control and experimental groups were formed on the basis of a preliminary test and the pupils were evenly matched in respect of their age, sex, home background and their previous knowledge of English. The control group was taught by the direct method and the experimental group was taught by the bilingual method. The same teaching material prepared by the investigator was used in both the groups and the same tests were administered periodically. The teaching continued for 103 days. The final test was then given to assess the achievement of the pupils.

The important findings were: (i) The bilingual method is more effective than the direct method in developing the pupils' ability in oral reading, oral comprehension
and expression, (a considerably greater frequency of contrasts with English per pupil, per lesson can be obtained under the bilingual method, (iii) the burden on the teacher in terms of the amount of time spent in preparing lesson plans is less in the case of the bilingual method (53 minutes as against 52.4 minutes under the direct method).


Investigator: Chaudhari. S. S.

The objectives of the study were (i) to assess the nature and extent of improvement in textbooks, that the textbook improvement programme has brought about, (ii) to reveal the bottlenecks and hidden malpractices in the way of textbooks improvement, (iii) to assess the efforts of various textbooks agencies in writing, publication, production and revision of textbooks and (iv) to determine the value of existing textbook improvement programmes with a view to making these programmes more fruitful and productive. The evaluation criteria for testing the textbook improvement programme included worthwhileness, relevancy, adequacy, definiteness, specificity, practicability, consistancy, objectivity and interpretativeness.
(b) It was found that existing tools and techniques of textbook evaluation were based on such principles, theories, approaches and criteria which were selection oriented and not improvement oriented. Even agencies like CBTR, NCERT and NEST had not contributed much to this effect. Deficiencies were there in the aspects of textbook contents, organisation, presentation, language, illustration exercises and other aspects. These deficiencies were reflected in the ratings or scores but these were accepted as such before the books were prescribed. This only meant that in spite of evaluation, substandard text books were in vogue. This was only because tools and techniques of evaluation for selection did not contain built provisions for improvement before approval.

(c) From the survey of textbooks it was found that (i) all nationalised textbooks were written strictly according to prescribed syllabus, (ii) answers in some mathematics textbooks, maps in geography textbooks and certain facts in science textbooks were erroneous of serious nature, (iii) latest approach in content presentation were perceptible in some books produced by NCERT, (iv) illustrations were the best features in some English textbooks, but mathematics textbooks suffered much due to poor illustrations, (vi) syllabus, objectives and bibliography were usually absent in
In her garden, she often makes flowers bloom. Sometimes she even plants them in her hair.

In her words, she's always looking for beauty, for the perfect moment to capture her soul.
nationalised textbooks and (vii) on the whole, books used in English medium public/Anglo-Indian/Convent schools were rated high, whereas the nationalised books and those produced by reputed publishers were, by and large, rated as of medium quality with respect to content, language, illustrations, exercises, printing, binding and pricing.

3.5 The Present Study - Its Relevance

The present study is also related to the improvement of language programme of a particular grade. It deals with some of the features of TC Grammar. While preparing the whole programme the investigator has been constantly vigilant in incorporating the whole syllabus (which includes teaching points, as vocabulary, and uses). After the implementation of the language programme the investigator statistically viewed the results of both the groups, experimental and control. He has also given various tests on socio-psycho correlates to find out the effect of them on the pupils. The pupils of both the sexes were selected from rural as well as urban areas.

3.6 Conclusion

In this chapter researches on preparation and evaluation of text-books, comparative studies on languages, comparative studies on teaching methods, are included. The
researches reviewed, have in one way or the other a deep concern with the present study. The investigator is hugely profitted by them during his own research work.