

TABLE OF CONTENTS

VOLUME - I

	Page
ACKNOWLEDGEMENT	(i-ii)
CONTENTS	(iii-x)
LIST OF TABLES	(xi-xiii)
LIST OF APPENDICES	(xiv)
CHAPTER	
I. PROBLEM: ITS CONTEXT AND SPECIFICATION	1-25
1.1 SCIENCE EDUCATION FOR NATIONAL DEVELOPMENT.	1
1.2 SCIENCE EDUCATION IN INDIA.	3
1.3 ON THE NATURE OF SCIENCE.	7
1.4 NATURE AND STRUCTURE OF PHYSICS.	9
1.5 TEXTBOOK: A TEACHER IN PRINT.	14
1.6 ROLE OF NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT), NEW DELHI.	15
1.7 RATIONALE FOR THE STUDY.	17
1.8 STATEMENT OF THE PROBLEM.	19
1.9 OBJECTIVES OF THE STUDY.	19
1.10 DEFINITIONS/CLARIFICATIONS OF A FEW TERMS/NOTES	21
1.11 DELIMITATIONS OF THE STUDY.	22
REFERENCES.	23
II. FRAMEWORK OF THE STUDY.	26-93
2.1 TEXTBOOK: A MAJOR CURRICULUM MATERIAL.	26
2.1.1 Brief history/evolution of textbooks in India.	27
2.1.2 Brief history of textbooks outside India and its influence on Indian scene.	30
2.1.3 Position of textbook in instruction in general and science/physics instruction in particular.	33

	Page
2.1.4 Some more discussion on structure, function and major characteristics of textbooks in general and science/physics textbooks in particular.	36
2.2 PHYSICS AND PHYSICS EDUCATION IN GENERAL AND AT SNR. SEC. SCHOOL STAGE IN PARTICULAR.	39
2.2.1. Role of mathematics in physics.	41
2.2.1.1 Language of physics.	41
2.2.1.2 Grammar of the language for physics.	44
2.2.2 Integrated Science approach in Snr. Sec. School physics.	45
2.2.3 Importance of history of science in physics education.	49
2.3 PROCESS AND PRODUCT OF SCIENCE.	52
2.3.1 Scientific attitude.	52
2.3.2 Scientific method.	55
2.3.3 Process skills.	57
2.3.4 Product of science.	62
2.4 COMMUNICATION STRATEGIES IN TEXTBOOKS.	64
2.4.1 Questioning strategies.	65
2.4.2 Status of terms.	66
2.4.3 Illustrations.	67
2.5 LANGUAGE ASPECTS OF TEXTBOOKS.	68
2.6 PHYSICAL ASPECTS OF TEXTBOOKS.	74
2.7 SELF EVALUATION IN SCIENCE/PHYSICS TEXTBOOK.	80
REFERENCES.	83

III. REVIEW OF THE RELATED PREVIOUS RESEARCHES.	94-130
3.1 STUDIES OUTSIDE INDIA.	95
3.1.1 Studies on content analysis of textbook - Process and product aspects of science.	96
3.1.2 Studies on communication strategies in textbooks.	101
3.1.3 Studies on language aspects of textbooks.	104
3.1.4 Studies on physical aspects of textbooks.	104-107
3.1.5 Studies on end-of-chapter exercises.	107-108
3.2 STUDIES IN INDIA.	108
3.2.1 Studies on content analysis of textbooks/ Process and Product aspects.	109
3.2.2 Studies on communication strategies : Questioning skills and illustrations.	109
3.2.3 Studies on language aspects.	117
3.2.4 Studies on physical aspects.	117
3.2.5 Studies on end-of-chapter exercises.	117
3.3 AN OVERVIEW OF THE RESEARCHES REVIEWED AND THEIR IMPLICATIONS FOR THE PRESENT STUDY.	120
REFERENCES.	124
IV. METHODOLOGY.	131-171
4.1 CONTENT ANALYSIS AS A RESEARCH TECHNIQUE.	131
4.1.1 Detailed methodologies using content analyses.	136
4.1.1.1 ^{For} Content analysis for Objective No.1 (regarding content of the textbooks).	137

4.1.1.2	For Content analysis for Objective No.2 (regarding the process of scientific inquiry in the textbooks)	145
4.1.1.3	For Content analysis for Objective No.3 (regarding the communication strategies in the textbooks)	146
4.1.1.4	For Content analysis for Objective No.4 (regarding the language aspect of the textbooks)	151
4.1.1.5	For Content analysis for Objective No.5 (regarding the physical aspects of the textbooks).	153
4.1.1.6	For Content analysis for Objective No.6 (regarding the end-of-chapter-exercises in the textbooks).	155
4.1.1.7	For Content analysis for Objective No.8 (regarding the overall evaluation of the textbooks).	158
4.2	METHODOLOGY FOR OBJECTIVE No.7 (regarding the opinions of students, teachers and some experts).	162
4.2.1	To study students' and teachers' opinions.	162
4.2.1.1	Tools.	162
4.2.1.2	Sample.	165
4.2.1.3	Collection of data.	165
4.2.1.4	Data analysis.	166
4.2.2	To study experts' opinions.	167
4.2.2.1	Tools.	168
4.2.2.2	Sample	169
4.2.2.3	Collection of data.	169
4.2.2.4	Data analysis.	170
	REFERENCES.	171

	Page
V. ANALYSIS AND INTERPRETATION OF DATA	172-432
5.1 FOR OBJECTIVE No.1(i.e., TO MAKE A DETAILED STUDY OF CONTENT OF THE PHYSICS TEXTBOOKS).	173
5.1.1 For Objective No.1(a) (i.e., regarding pre-text pages)	174
5.1.2 For Objective No.1(b) (i.e., content in terms of suitability of each chapter).	179
5.1.2.1 For Objective No.1(b)(i) (i.e., introduction in each chapter).	179
5.1.2.2 For Objective No.1(b)(ii) (i.e., Prerequisite/entry behaviour).	186
5.1.2.3 For Objective No.1(b)(iii), (i.e. Content in each section).	190
5.1.2.4 For Objective No.1(b)(iv) (i.e., integrated science approach.)	221
5.1.2.5 For Objective No.1(b) (v) (i.e., reference to scientists & history of science).	223
5.1.3 For Objective No.1(c) (i.e., Post-text pages).	235
5.2 FOR OBJECTIVE No.2 (i.e., REGARDING THE SUITABILITY OF THE TEXTBOOKS TO THE DEVELOPMENT OF THE PROCESSES OF SCIENTIFIC INQUIRY: SCIENTIFIC ATTITUDE, SCIENTIFIC METHOD & PROCESS SKILLS).	237
5.3 FOR OBJECTIVE No.3 (i.e., REGARDING THE COMMUNICATION STRATEGIES)	255
5.3.1 For questioning strategies	255
5.3.2 For status of terms.	259
5.3.3 For status of illustrations (figures, tables & photographs)	294
5.4 FOR OBJECTIVE No.4 (i.e., REGARDING LANGUAGE ASPECTS - LANGUAGE SPECIALITIES, VOCABULARIES & MAJOR ERRORS)	342

5.5	FOR OBJECTIVE No.5 (i.e., REGARDING PHYSICAL ASPECTS)	349
5.6	FOR OBJECTIVE No.6 (i.e., REGARDING END-OF-CHAPTER EXERCISES).	359
5.7	FOR OBJECTIVE No.7 (i.e., REGARDING OPINIONS OF STUDENTS, TEACHERS AND SOME EXPERTS).	366
5.7.1	Opinions of students and teachers.	366
5.7.1.1	Snr. Sec. Sch. physics students' responses.	368
5.7.1.2	Snr. Sec. Sch. physics teachers' responses.	386
5.7.2	Opinions of experts.	400
5.8	FOR OBJECTIVE No.8 (i.e., REGARDING OVERALL EVALUATION OF THE PHYSICS TEXTBOOKS).	407
5.8.1	For Objective No.8(a) (i.e.,based on prescribed syllabus).	407
5.8.2	For Objective No.8(b) (i.e., in terms of nature and structure of science/physics).	420
5.8.3	For Objective No.8(c) (i.e.,based on goals and broad objectives of education/science education in general and Snr. Sec. Sch. physics curriculum in particular.	424
VI.	DISCUSSION.	433-500
6.1	REGARDING ISSUES ARISING OUT OF THE FINDINGS OF THE STUDY.	434
6.1.1	Issues based on the findings of the pre-text pages.	435
6.1.2	Issues based on the findings from the textual content: product aspects and presentation.	440
6.1.3	Issues based on the findings from the process aspects.	449
6.1.4	Issues based on the findings from the communication strategies.	452

6.1.5	Issues based on the findings from the post-text pages.	459
6.1.6	Issues based on the end-of-chapter exercises.	462
6.1.7	Issues based on the findings from the physical aspects.	467
6.1.8	Issues based on the findings from the overall evaluation (Syllabus, goals & objectives, etc.).	472
6.2	DISCUSSIONS ARISING OUT OF IMPORTANT ISSUES NOTED AMONG THE OPINIONS OF STUDENTS, TEACHERS & EXPERTS.	478
6.2.1	Regarding opinions of students.	480
6.2.2	Regarding opinions of teachers.	483
6.2.3	Regarding opinions of experts.	485
6.3	REGARDING ISSUES ARISING OUT OF METHODOLOGY USED IN THIS STUDY.	488
6.3.1	Issues based on content analysis as a research technique.	489
6.3.2	Issues connected with questionnaire, opinionnaire and interview.	494
	REFERENCES.	497
VII.	SUMMARY, FINDINGS AND CONCLUSIONS.	501-528
7.1	PROBLEM AND ITS CONTEXT.	501
7.2	RATIONALE FOR THE STUDY.	502
7.3	STATEMENT OF THE PROBLEM.	503
7.4	OBJECTIVES OF THE STUDY.	504
7.5	DELIMITATIONS OF THE STUDY.	504
7.6	FRAMEWORK OF THE STUDY.	505
7.7	REVIEW OF THE RELATED PREVIOUS RESEARCHES.	506
7.8	METHODOLOGY	508

(x)

Page

7.8.1	Methodology using content analysis : For Objective No.1-6 & 8.	508
7.8.2	Methodology for Objective No.7.	510
7.9	MAJOR FINDINGS.	512
7.9.1	Positive aspects.	512
7.9.2	Inadequacies.	516
7.10	CONCLUSIONS.	523
7.11	SUGGESTIONS FOR FURTHER STUDIES.	526
	BIBLIOGRAPHY	529
	APPENDICES.	537