

**AN EVALUATION OF STANDARD XI TEXTBOOK OF ECONOMICS
PRESCRIBED BY NATIONAL COUNCIL EDUCATIONAL RESEARCH
AND TRAINING**

A Dissertation

Submitted in Partial Fulfilment of the Requirement of

The Degree of Master of Education



Guide

Prof. S.C Panigrahi

Investigator

Archana Nair

DEPARTMENT OF EDUCATION

CENTRE OF ADVANCED STUDY IN EDUCATION (IASE & IUCTE)

FACULTY OF EDUCATION AND PSYCHOLOGY,

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA- 390002

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Advanced Study in Education (CASE)
Department of Education
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Sayajiganj, Vadodara-390002

CERTIFICATE

This is to certify that Ms. Archana Nair has completed M.Ed. Dissertation entitled “An evaluation of standard XI textbook of Economics prescribed by national council Educational research and training (NCERT)” to the Maharaja Sayajirao University of Baroda, Vadodara, under my guidance and in partial fulfilment for the award of Degree of Master of Education. I certify that her work is original work.

Guide: Prof. S.C Panigrahi
Place: Vadodara

Date: 16th May 2021

DECLARATION

I Archana Nair, hereby declare that the dissertation entitled “AN EVALUATION STANDARD XI TEXTBOOK OF ECONOMICS PRESCRIBED BY NATIONAL COUNCIL EDUCATIONAL RESEARCH AND TRAINING” conducted and submitted by me for the partial fulfilment of the M.Ed. programme at The Department of Education , Faculty of Education & Psychology ,The Maharaja Sayajirao University of Baroda, Vadodara , is my original work and has not been submitted earlier either to The Maharaja Sayajirao university of Baroda or to any other institution for any course requirement . I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

Place: Vadodara

Date: 16/05/2021

Investigator: Archana Nair

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PLACE: Vadodara

Archana Nair

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CONCEPTUAL FRAMEWORK

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INTRODUCTION

Education is one of the most powerful things in life. It allows us to find the meaning behind everything and helps to improve lives in a massive way. Education gives us an understanding of the world around us and offers us an opportunity to use that knowledge wisely. Irrespective of race, creed, and gender, education makes it possible for people to stand out as equal with all the other persons from different walks of life. Overall, education is the platform that makes it possible to defeat all barriers. As per the great philosopher Socrates “Education is not filling of a vessel but the kindling of a flame”. Human being is like an empty vessel but the moment they start interacting with the surrounding environment, the process of filling of vessels begins and leads to learning. This would bring changes in the life of human. When the individual tends to share information and knowledge with the other then the process of sharing and imparting of education begins. The education is a lifelong process it starts from the birth and ends till the death of the person. The education creates a sense of curiosity within the individual that makes him alert and aware about the happening of the world. Education helps to gather information and keep the individual updated on the different aspects of the life. Education helps to gather information and keep him updated on the different aspects of life. It can be said that being education or being educated not only helps an individual in earning his bread and butter but also helps him to grow and move in the society.

Education has evolved with every passing age and stage of human kind and at every such age or stage education derives a new meaning. The nature of education dynamic and the one who takes education or keep educating himself is bound to be dynamic. It has been conceived as a vehicle for enhancing the quality of the life of individuals and economic growth of the country. It has been conceived as a vehicle for enhancing the quality of life of individuals and economic growth of the country. Education bears its contemporary meaning at every stage and stages of evolution. Education contributes to develop knowledge, skills, abilities and values. Education does not remain static but is a dynamic process in which many changes emerge from time to time. Education helps to draw the full potential of individual and ensure the overall development of an individual and make him/her to serve the society for the development of the country. Education in the present time is a fast changing one and those who are unable to keep a pace with this change have to face its consequences as well. Education has been conceived as a vehicle for enhancing the quality-of-life individual s and economics growth of a country.

Education is the form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one

generation to the next through storytelling, discussion, teaching, training or research. In earlier days this was not at all a comprehensive activity and students used to stay at Guru's place and education used to be carried out at the places of Guru. In those days there was a complete dependence of students on the teachers. There was no place for textbook during those days or they were not available. But as time passed and printing has become an easy process textbook has been given an important place in the teaching learning process, it is considered as the mirror of curriculum which is of great help to the teachers as well as to the students. Evaluation of textbook is one of the ways to find out the physical as well as academic aspects of any text with respect to the needs of the users. The researcher's study mainly contains three aspects. (1) The curriculum (2) Economics and (3) The text book.

CURRICULUM

It is the outline of concepts to be taught to students to help them meet the content standards. Curriculum is what is taught in a given course or subject. It refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources. It is a set of course, course work and content offered at school or university. It is a focus overstudy, consisting of various courses all designed to reach to reach particular qualification or proficiency. It is defined to a particular defined or prescribed course of studies, which is required to pass certain level of education.

B. Othanel Smith (1957) "A sequence of potential experiences is set up in the school for the purpose of disciplining student and youth in group ways of thinking and acting. This set of experiences is referred to as the curriculum".

Bobbit (1918): "Curriculum is that series of things which student and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; and to be in all respects what adults should be".

Decker Walker (1990) "A curriculum consists of those matters (a) that teachers and students attend to together, (b) that students, teachers and others concerned generally recognize as important to study and learn, as indicated particularly by using them as a basis for judging the success of both school and scholar, (c) the manner in which these matters are organized in relationship to other elements in the immediate educational situation and in time and space".

Hilda Taba (1962) "All curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain

patterns of learning and teaching, whether because the objectives demand them or because the content organisation requires them. Finally, it includes a program of evaluations of the outcomes”.

Ralph Tyler (1957) “the curriculum is all of the learning of students which is planned by and directed by the school to attain its educational goal”.

Crow and Crow “Curriculum as “The curriculum includes all the learner’s experience, in and outside school that are included in a program which has been devised to help him developmentally, emotionally, socially, spiritually and morally.”

As per the Secondary Education Commission Report “Curriculum does not mean only the academic subject traditionally taught in the school but it includes the totality of experience that the pupil receives through the manifold activities that go in the school, in the class rooms, library, laboratory, workshop, playground and in the numerous informal contacts between teachers and pupils. In this sense the whole life of the school becomes the curriculum which can touch the life of the student at all point and help in the evaluation of a balanced personality”.

SCOPE OF CURRICULUM

The scope of the curriculum includes the knowledge, skills, values and the student’s experiences needed to achieve the goals. It consists of the experiences of subject matter or content to which the learners are exposed. The content of every field of knowledge is so vast and it is expanding at such a rate it is impossible to cover any field entirely, although many teachers appear to strive to do so. Mainly curriculum focuses on the needs of the society based on circumstances.

SIGNIFICANCE OF CURRICULUM

The formal and non-formal education system needs a particular curriculum prescribed by the respective education boards. The particular curriculum is prescribed by the respective education boards in the country. These boards in India are State Boards, Central Board of Secondary Education, Indian Certificate of Secondary Education Board etc. The curriculum is a course of study given in a school, home school or college. According to western concept curriculum is concerned with the planning, evaluation, implementation, management and administration of the educational programme. This particular curriculum is introduced in schools and universities through Text Books. Therefore, a textbook is being considered to be a mirror of curriculum and one cannot imagine school, college or university without text book. A meaningful school curriculum has to be responsive to the society, reflecting needs aspirations of the learner.

PARADIGMS OF CURRICULUM

Curriculum must satisfy the basic aims of education. So, it must have the following considerations on its development (a)The individual: A curriculum must consider the student, their age group, level of mental growth, family and social back ground as well as the knowledge possessed aspirations of a child. (b) The society: A curriculum should be in harmony with the social order, national economic policies, political system, cultural heritage etc. (c) The human knowledge: The existing level of human knowledge must be a consideration for curriculum development.

PRINCIPLES FOR HIGHER SECONDARY CURRICULUM

Should have subjects which can train the students for social efficiency and self-sufficiency in the students. Vocationalist of curriculum to increase economic efficiency and attain self-sufficiency in the students. It should develop a sense of patriotism, loyalty and national discipline. It should help the students in making effective adjustments with modern science and technology and develop scientific outlook towards modernization.

SUGGESTED SEQUENCE FOR CURRICULUM

Design of curriculum needs certain sequence to ensure the interest of the learners and to help the teachers to motivate them towards their goals. Following points suggest a fair sequence for curriculum.

- ❖ Simple content should precede complex content.
- ❖ The content should match the maturation level of learners.
- ❖ The content must satisfy the immediate needs of the learners.
- ❖ The content should provide direction to sequence.
- ❖ Sequence should follow a Chronological Order

BALANCE IN CURRICULUM

The aim of education and to satisfy needs of an ideal society there must be a balance in the curriculum so that one can draw the attention of the learners or they move their own to taste the elements.

- † There must be a balance between the general education and specialized education.
- † There must be a balance between the academic and the vocational aspects of the curriculum.
- † There must be a balance between content aimed at the immediate and the long-range needs of learners.

COMMERCE STREAM AND ITS SUBJECT

After the completion of the board exam the students are opportunity to choose the stream and among them one stream is the Commerce, offered by the central educational board, state board Council for the Indian School Certificate Examinations, International Baccalaureate: International General Certificate of Secondary Education Cambridge University. The different subject provided to standard XI, other than the language. The Accountancy, Business studies Economics, Informatic Practice mathematics and Physical Education.

ACCOUNTANCY

Accountancy is the practice of recording, allocating and outlining on trade transactions for a business. It provides an assessment of management concerning the financial outcomes and ranking of an establishment. A few accountancy tasks include recording, classification and reporting of a transaction. When any information is prepared as a report for any individuals or companies to be used outside the organization, the process is known as 'financial accounting'.

BUSINESS STUDIES

Business Studies is a vast subject in the social sciences that allows an in-depth study of a degree of specialities. This would include Finance, Accountancy, Marketing and organisation. It gives an individual a substantial foundation and understanding of how a business should be operated while enhancing communication, operation, strategy and commercial activity skills.

ECONOMICS

Economics can be explained in different ways. It's the study of shortage, the study of how people make optimum utilization of resources. It helps people to understand how an individual, companies, and governments make decisions on declared resources to satisfy desires and requirements. It also helps determine how an individual or an organization should organize and coordinate with each other to determine the expected outcome.

INFORMATIC PRACTICE

Informatics Practices is a stream of software-related research. The subject primarily covers software, networking concepts and coding. This field corresponds to Computer science, while excluding the hardware concepts, and concentrating more on networking concepts than Computer Science.

MATHEMATICS

Mathematics is an important part of Commerce as all the methods of economics depend on numbers. With the basic knowledge of maths principles, an individual and an organisation will be able to understand where they position themselves financially in the present and in the future. Most of the organisations use Mathematics in inventory management, marketing, accounting, financial analysis and sales forecasting.

STATISTICS FOR ECONOMICS

Many ideas in economic theory, such as functional relationship among variables, are asserted in terms of symbols, algebra, calculus, etc. To examine several economic and social phenomena events, economic theories are better understood and analysed, according to the appropriate numbers. The study of numbers, which is also known as Statistics, represents facts on the basis of a mass of figures. These economics help in a comparison of facts.

OBJECTIVES OF COMMERCE CURRICULUM

The various subjects included in the commerce stream provide particular function. The objective of the particular stream lies in its functions. The aim of education is an overall development of a student along with making him a useful element for the society and finally for the country. As such a curriculum should help the student from different angles. The following are the major functions provided by the various subjects of commerce.

- ✦ It helps the students to understand the various activities of a business and the difference between economic and non-economic activities,
- ✦ It helps the students to learn the accounting procedures without which no economic activity is relevant in the business.
- ✦ Management is an activity in which work is getting done by others. Efficient management is the success of any activity. Commerce curriculum helps the students to go deep into the techniques of management.
- ✦ Development of economy is the existence of any nation which is well defined in the curriculum.
- ✦ Infrastructure is the back bone of any kind of development in individual as well as nations which is clearly conveyed through the curriculum e.g., banking.
- ✦ Pollution of various kinds causes major problems in the society. Reasons for this and the remedial measures are neatly discussed in the curriculum of commerce.
- ✦ It helps the students to understand the meaning of data, its collection, classification, tabulation, analysis and interpretation thereof which is very important in taking various decisions.

ORIGIN AND DEVELOPMENT OF ECONOMICS

The basic concept of the term economics means it is derived from two Greek words “eco” and “nomos” where eco means home and nomos means accounts. Economics is the branch of knowledge concerned with the production, consumption and transfer of wealth. It is a social science that deals with the studies of the production, distribution and consumption of goods and services. It studies how individuals, businesses, governments and nations make choices on allocating the resources to satisfy the needs and wants, and tries to determine how these groups organize and coordinate efforts to achieve maximum output. The principle of economics is that human beings have unlimited wants and needs for this reason the concepts of efficiency and productivity are held paramount by economists. It is the study of scarcity, how the people use the resources and respond to incentives, or the study of decision making.

Economics deals with wealth and finance but it's not at all about money. It is the study of how people make choices in an attempt to satisfy their unlimited wants with limited resources. This studies about the ordinary business of life since it takes into account the money-earning and money- spending activities of man. We live in a world of limited resources, and economics helps us to decide how to use these limited inputs to satisfy our never-ending list of needs and wants. Economics is a study where and how society uses its limited resources. It mainly focuses upon the four factors: land, capital, labour and enterprise.

Economics is mainly divided into two parts: micro economics and macroeconomics. Microeconomics is the branch of studies that deals with the purchases of households, saving setting prices etc it focuses on the individual level. Macroeconomics is the branch of studies the overall working of a national economy. Resources are finite, and people and the government must make choices. Most of the activities carried out in the families are on the basis of economic nature. As a member of the family, the child understands the economic activity done by parents going to work, earning their salaries, purchasing commodities, depositing in the bank, chit funds, shares, investing in land, shares and bonds, burrowing for various purposes and paying income tax to name only a few activities. When we are evaluating the interest rates on our credit cards or trying to decide whether to buy any products, going out for lunch or going out for a vacation, these are all decisions we make using the economic thinking. Every person purchases the goods from the market. Economy gives the idea to the person that how much good is to be purchased. The study of economics which is included in the Secondary curriculum has an objective of understanding the concepts through the learner's real-life experiences.

HISTROY OF ECONOMICS

Economics is a social science concerned with the production, distribution, and consumption of goods and services. Economics is the science that concerns itself with economies; that is, it studies how societies produce goods and services as well as how they consume them. It has influenced global finance at many important junctions throughout history and is a vital part of our everyday lives. Economics is generally regarded as a social science, which revolves around the relationships between individuals and societies. Economics is concerned with how an economy and its participants function and behave. Economics studies how goods and services are produced, distributed throughout the economy, and consumed by individuals and businesses. Economics also is concerned with how resources are allocated by governments and businesses to satisfy the wants and needs of consumers. One of the keys focuses of economics is the study of the efficiency surrounding production and the exchange of goods as a result of incentives and policies that are designed to maximize efficiency. Economics is typically broken down into two categories; one of which is called macroeconomics, which is concerned with the aggregate economy. The other category is called microeconomics, which focuses on individual consumers and businesses.

MICROECONOMICS

Microeconomics studies the impact of human behaviour and actions as well as how their decisions affect the distribution of resources throughout an economy. Microeconomics focuses on how individuals make certain choices, particularly when factors change, such as rising prices. Microeconomic models can include an analysis of supply and demand to determine how many resources are in an economy and how that demand or supply impacts consumer purchase patterns as well as prices for those goods. Microeconomics also focuses on, in part, how consumers can achieve utility, which is the maximum amount of happiness derived from consuming a good or service.

MACROECONOMICS

Macroeconomics focuses on how an overall economy and market system operate. Macroeconomics studies the financial and economic conditions that impact an economy as a whole. Some of the metrics that are studied under macroeconomics include inflation, which is the measure of rising prices in an economy, and Gross Domestic Product, which is an estimate of the value for all final goods produced in an economy. Macroeconomics especially studies a nation's economic rate, and how that growth impacts the people in the economy. Macroeconomics analyses how a country's growth rate can impact employment or unemployment, average standards of living, as well as the financial viability of businesses or industries. Macroeconomists develop models to analyse how different sectors of the economy impact one another. Economic models are also used to forecast growth and inflation as well

as measure how government policy impacts the economy. Monetary and fiscal policies are studied and modelled to determine how they impact the livelihood of those who live within the economy. Both macroeconomics and microeconomics are considered social sciences. Social science helps to explain how a society functions and is an umbrella term that incorporates several fields of study, including economics.

SOCIAL SCIENCE

Social sciences include fields, such as sociology, anthropology, and archaeology, but differ from natural sciences, such as physics and chemistry. Social sciences revolve around the relationships between individuals and societies, as well as the development and operation of societies. Unlike most natural sciences, social sciences rely heavily on interpretation and qualitative research methodologies. However, social sciences also use a number of quantitative tools used in the natural sciences to chart and understand trends. For example, economists use economics and mathematical theories to test hypotheses and forecast trends, a process known as econometrics. In addition, many social sciences use surveys and other rigid research methodologies to determine trends and provide clarity to future practices. Among the social sciences, economics is noteworthy for its early and widespread adoption of formal mathematics in its theoretical development and of statistical methods and quantitative computer applications in its empirical approach to applied research. The increased reliance on mathematical models to study the economy began with neoclassical economics in the late 19th century and remains essential to theoretical and applied economics.

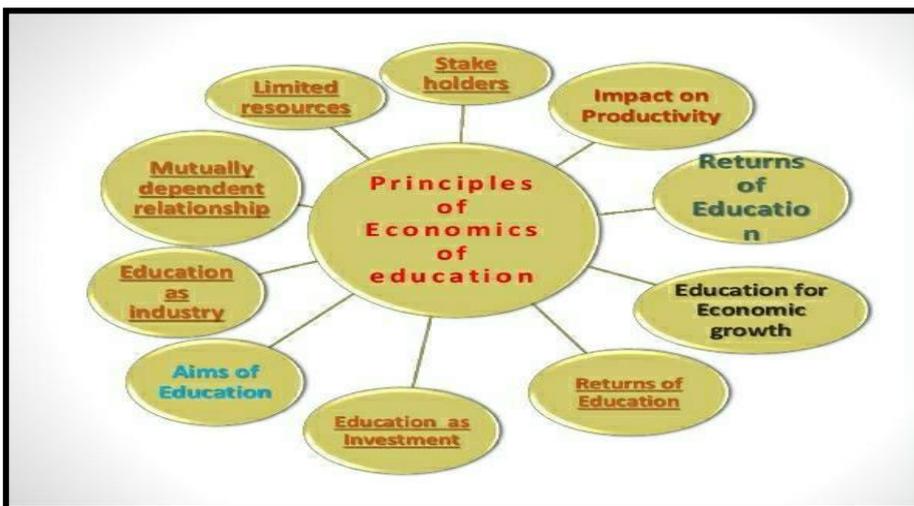
AIMS AND OBJECTIVE OF TEACHING ECONOMICS IN HIGHER SECONDARY

- ❖ To acquaint the students with the contemporary economic problems and enables them to appreciate the efforts being made to tackle them.
- ❖ To foster an urge to participate in the task of economic reconstruction.
- ❖ To prepare them to come across with the stress and strain involved in the economic development process.
- ❖ To familiarize them with different criteria of dividing the world economy and know the concept of rich and poor.
- ❖ To enable them to know about the nation's physical and human resources and them potentialities for economic development.
- ❖ To deepen their understanding and knowledge about the impact of development on the environment.
- ❖ To develop favourable attitudes towards conservation and maximum utilization of the limited resources.

- ❖ To help them to understand the different sectors of the economy are interlinked and should be developed simultaneously through planned and coordinated efforts.
- ❖ To acquaint them with the basic terminology and elementary ideas of economics.
- ❖ To acquire them with the skill of interpreting simple statistical data.

PRINCIPLES OF ECONOMICS ON EDUCATION

Economics of education is the application of economics principles, concept laws to process of education. It is a study how educational managers makes official or approved choices from scared available resources which is meant for the realisation of best possible educational outcomes. The term can be regarded as that branch of economics that relate the various aspects of economics to education, with the aim of ensuring efficiency in the allocation and utilization of resource in education. “The study and practice of resources generation, allocation and utilization” and their relationship with education and the general economy of the society.



STAKEHOLDER

There are three decision maker or stakeholders in the educational system. These are

- 1) The Society
- 2) The institution or providers(suppliers)of education
- 3) The individual or households (purchase of educational service)

4) LIMITED RESOURCES

Educational resource are limited resources such as money, material, men are limited in supply and serve as input into the educational system. These inputs include

- 1) Men: teacher, policy maker, non-teaching staff
- 2) Materials: students, teaching aid, teaching resources and other teaching equipment.
- 3) Money: cash, cheque and any other mode of payments
- 4) Management: plan, timetable, policies, rules and regulations and educational laws

MUTUALLY DEPENDENT RELATIONSHIP

Education and economy are regarded as mutually dependent.

Interconnected and interrelated

Demand and supply relationship

Investment in education is an important condition for promoting the economic growth and national development. Increase in the quality of education is the basis for increasing national income, GDP, economic growth etc. education is a source of acquiring the required skill and expertise and countries better skilled labour force develop faster. Economic decide the proper utilisation of minimum resource.

EDUCATION AS INVESTMENT

Education is an essential investment whose return are inform of useful dynamic and efficient citizen. Education has also investment values those who acquire addition schooling earn more over lifetime, achieve higher level of employment, more satisfying carrier. More informed and socially active citizen and more contribution to the national growth.

EDUCATION AS INDUSTRY

It is a growth for industry and provides employment and produce services needed by the total economy. Education provides the no material goods which satisfy the human wants. Education amenable to supply demand analysis. As a student, parents and employee and the government demand education at different price and this demand is met by the education output as educated

manpower, well trained citizens, literate people etc. Education produces a society with productive capacity to satisfy the material and non-material wants of the population.

RETURNS OF EDUCATION

- ❖ Economic growth and development
- ❖ Increased participation in democratic and social process
- ❖ Overcoming poverty and prosperity in life'
- ❖ Increased capabilities, productivity and well oriented labour force.
- ❖ Education develops social capital or cater the demand of socialization.

TEXTBOOK

In ancient days education was given by the teachers called Gurus at their homes. Student were sent to guru's house to get them educated. An overall development of a child was done by gurus in the gurukul. There was no need of textbooks in those times. Whatever things were taught by the Gurus was learnt by the students. Apart from mathematics, science and social studies student were getting lessons of philosophy and religious education Gurukul. There was a unique and close relationship between the teacher and the student and a close there is a link between the nature. As time passed the acquisition and accumulation of knowledge became a normal activity in human beings' life. To impart this accumulated knowledge textbooks acted as a media and this might have given the need of textbooks in the field of education. A textbook is a book whose purpose is for instructional use.

Textbook can include dictionaries, encyclopaedias, software manuals etc. School text books pertain to an instructional sequence based on an organized curriculum. Textbooks and teachers' guides occupy a unique place in the teaching learning process. Textbook material is often divided into four categories as narration and discipline, prescription and directives, procedures and theoretical laws. A textbook is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. A textbook used in the study of a subject is a literary work or a presentation to the study of a subject. Textbooks are print books or e-books that accompany a specific class or subject at the school or university level, and suggest a curriculum that is a course of learning for that particular class.

Textbooks are a major instructional material for the economic students. Textbook provides extensive information about the subject. Textbook is a comprehensive compilation of content in a branch of study. It plays a vital role in the education system. Textbooks are produced to meet the needs of the educators, usually at educational institutions. It is important how the

research can influence educational theory and practice to justify its worthiness and usefulness. The aim of education is not fulfilled if poor quality textbooks are being provided to the students. The information gathered in the textbook should be accurate and reliable. The information gathered by the study will be helpful for the students, publishers, authors and others who is interested related to education. This would bring a new picture before the society and it also evident the importance of the study. The textbook is one of the major tools in hand for teaching.

The textbook is a useful tool for both the teachers and students. It gives meaning and purpose to the teaching learning process. This can be understood with study of economics in our curriculum. NCERT books contain all the concepts and topics prescribed by the CBSE curriculum. The NCERT syllabus includes a few topics related to the economics from the classes 9th and 10th they study how development is perceived, conceptual and measurements relating to poverty, measures of food and security and the importance in investing in the human capital. The students are also exposed to a few basic concepts such as factor of production, classification of economic activities and the role of financial institutions in the day-to-day life and so on. Textbooks developed by the NCERT used an integration approach to include the economic topics for the classes IX and X. it is being said that the students are to be exposed first to concept and the application of the concept to the real world. The above-mentioned qualities are the general qualities which normally a textbook follows in all subjects or it can be said as the standard format. The above-mentioned aspects make the textbook more presentable and useful for the purpose of teaching learning process.

CHARACTERISTICS OF A GOOD TEXTBOOK

- ❖ A textbook is designed to achieve some instructional objective.
- ❖ A textbook should provide material for a detailed study.
- ❖ It must be carefully designed to influence the learners in the specific area.
- ❖ Text book helps to keep continuity in treatment of subject.
- ❖ A textbook provides basic understanding.
- ❖ Textbook provide situation for applying the knowledge for effective use.
- ❖ A textbook provide curiosity and need for further study.

FUNCTIONS OF A TEXTBOOK

- ❖ Textbook help in keeping continuity in the treatment of subject in different classes and stages.

- ❖ Provides the basic knowledge for a particular class at one place in some well-organized manner.
- ❖ Provides situations for applying the knowledge for effective use along with some suggestions to tackle them.
- ❖ Develops curiosity and need for further study.

RATIONALE OF THE STUDY

The review draws the attention to the need for the level and importance of research on textbooks. The question arises here, whether an aspect wise or integrated research approach on textbooks, is important? Undoubtedly, both are important but one cannot deny the immediate bearing of the integrated research on school level educational programmes as it takes into consideration the textbook as a whole. A textbook with a good physical gets up may not be effective due to its weaknesses in some other aspects like presentation of content, vocabulary etc. A textbook may fulfil the conditions of the syllabus but may not satisfy the needs of teachers or student.

Many studies abroad as well as in India made use of several international recommendations especially from UNESCO (1970) in connection with preparation evaluation, production and distribution of textbooks. The establishment of NCERT in 1961 and National Board of School Textbooks in 1968 strongly influenced the carrying out of certain important surveys such as Survey of School Textbooks in India (1969-70) 'Position of Nationalized Textbooks developed clear cut and detailed criteria of evaluation of textbooks and published brochures in the subject of social studies, history, civics, geography, mathematics, general science, biology, language and several relevant papers, (NCERT 1987).

NCERT as the autonomous organization with the objective to support and recommend the Central and State Government for the implementation of their education policies and also to bring qualitative changes in school education. The first edition was done in the year 1927 and it was being reprinted till the year 2018. The investigator did not come across any study on content analysis from the first publication as the textbook has been reprinted and modified time and again. The investigator also didn't come across any modifications of work done in the content areas of the textbook in NCERT of Economics class XI.

The newcomers from high school level are facing difficulties understanding the new syllabus and atmosphere. The traditional method of teaching and content has become irrelevant for the students due to the advancement in technology. The XI economic textbook can play a wider role in the economic system of any country on the basis contents in the XI textbook may change

the world economy. As per the investigator, the studies were being conducted on the different subjects like organization of commerce and management, elements of book keeping and accountancy, economics, physics etc. and these studies were on the basis of the different boards of the country. Many investigators had done the comparison on the two different boards textbooks of all subjects. The major findings from these studies were on the cover page, graphs and pictures, illustration, line spacing, introduction, logical sequencing, exercises, quality of papers used in the textbooks. All the studies have mainly concentrated on the different aspects rather than the content analysis of the subject. So as an investigator the study is being conducted on how to apply the importance of understanding and utilizing the content in future life of the knowledge seekers.

OBJECTIVE OF THE STUDY

To study the physical aspects of the textbooks in terms of

- ❖ Layout of the cover page
- ❖ Size and shape of the textbook
- ❖ Binding of the textbook
- ❖ Size and colours of letters used
- ❖ Margin
- ❖ Quality of paper
- ❖ Price of the textbook
- ❖ Interline spacing.

To study the academic aspects in terms of

- ❖ Appropriate introduction
- ❖ Correlation of the content
- ❖ Logical sequencing
- ❖ Ambiguous statement
- ❖ Spelling mistakes
- ❖ Ambiguous activities at the end of chapters
- ❖ Types of questions
- ❖ Appropriate charts and data
- ❖ Appropriate illustrations

To study the reaction of teachers with regard to the relevance and adequacy of content and also to study the reaction of students with regard to the relevance and adequacy of content.

STATEMENT OF PROBLEMS

An evaluation of standard XI textbook of Economics prescribed by National Council Educational Research and Training.

EXPLANATION OF TERMS

EVALUATION

Is a structured interpretation and giving of meaning to predicted or actual impacts of proposals or result.

ECONOMICS

Is the branch of knowledge concerned with the production, consumption and transfer of wealth
It also studies the principles of money, business and industry.

TEXTBOOK

It is a systematic organization and presentation of the selected and summarized instructional material based on the prescribed syllabus keeping in view the needs and facilitates of the future process.

DELIMITATION OF THE STUDY

The proposed study is delimited to evaluate the Economics textbook of standard XI as prescribed by NCERT Board.

CHAPTER – II
**REVIEW OF RELATED
LITERATURE**

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INTRODUCTION

Review related literature is a comprehensive summary of previous research on a topic. The literature review surveys articles, books and other sources which are relevant to a particular area of the research. This review helps to explore the needs of research. The literature reviews acknowledge the work of the previous researchers, and assure the reader that your work has been well conceived. This literature would help to find ways and means of studying problems, methods used in the research, tools and techniques. This would help the researcher to arrive at the proper perspective of the study.

NCERT (1970), undertook the nine studies on preparation and evaluation of textbook in mother language English, history, geography, social science at the middle school. The major purpose of these studies was to develop basic principles and procedures in preparation and evaluation of textbooks in respective subjects. The evaluation was on the purpose to improve and research in the area of textbooks. Evaluation looks after the various criteria account of objectivity of different aspects of the textbook, need of learner, requirements of subject, interpretivism of the criteria and effectiveness in teaching learning situations

NCERT (2013) The study of commerce education at the higher secondary stage in the North East Region. The main objective of the study is to identify the present status and the challenges faced by commerce education at the higher secondary stage in the North-East Region. The research method used by the NCERT was in two phases where in the first phase the current status of commerce education in Nagaland, Manipur, Tripura and Sikkim was conducted. The sample selected were the school offering commerce at the higher secondary stage and the undergraduate colleges in each district of the selected state. The tools are research data collected through focus group discussions and questionnaires from all schools, colleges in each district of the selected state. The major finding from this study was lack of training facilitates for commerce teachers, no availability of additional reading materials and declining interest of secondary students in the subject were the major issues.

NCERT (2014) Analysis of the Curriculum, syllabus, Textbooks and Other Resource Materials of the State of Punjab at the Secondary Level in the Light of NCF-2005 Perspective. The study aims at improving the process of transacting knowledge at secondary level and addressing the quality aspects embedded with equity concerns in the curriculum. The main objectives were to (1) Analyses of the curriculum and related materials in science, mathematics, social sciences, language etc., consisting of process-related concerns, content

quality, pedagogy approach, social ethics and visual aspects with hand holding of state curriculum. The tools used for this study are analysis tools with the involvement of textbook writing team members. The findings from this study are for various subjects are as follows:

A) Hindi language of class IX (1) motivates the student to acquire the values of gender equity, courage, environment, ill-effects of drug addiction etc.

(2) the content has been directly linked with the daily life of students.

(3) the book also encourages students to develop critical thinking and apply problem solving skills. However, the aspects related to peace, heritage and concern for student with special needs still need to be added to the content.

B) English language: (1) linguistic and cultural diversity exists but gender, peace, environment and disability have not been touched

(2) it is found that language is comprehensible and there is content related to gender sensitization.

C) Punjabi textbook: it is observed that they fulfil educational and socio-cultural needs of students and chapters are interdisciplinary.

D) Social sciences: it is suggested that there is a need to have content keeping in view of CWSN (student with special needs) and questions should be rationalized.

E) Science: it is observed that content provides scope for critical, analytical and creative thinking.

F) Mathematics: it is seen that introduction and summary is given well and learning by doing and factual methods are used.

NCERT (2015) Studies conducted by NCERT on textbook 2014-15 "Analysis of textbooks and other curricular material" The main objectives of this study where the focal points of analysis were-curriculum load, child- centeredness and national concerns. The tools used for this research are analysis tools developed with the involvement of textbook writing team members. The findings of these studies are (1) The states have developed present textbooks after NCF2005 and follow child- centric and problem-solving approaches (2) The problem of curriculum load has also been considered and addressed to a large extent. (3) The equality of gender and portrayal through visuals are also as per the national concerns (4) the physical

quality of some of the textbooks like quality of paper, font size, colour, etc., needs to be reviewed in some states. (5) the “inclusion” has not been given due attention in the textbooks.

NCERT (2015) Assessment of Social Science and Commerce Textbooks and Teaching learning Resources the study was undertaken to understand the social science and commerce processes. Efforts were made to understand perspectives of teachers and students on syllabi and textbooks brought out by NCERT, National Curriculum Framework, 2005. The main objectives were (1) to assess the learning levels of students in the subjects. (2) The perception of teachers about the syllabi and textbooks and other and other classroom practices like use of textbooks, adaption of pedagogical approaches, activity- based learning and evaluation processes. The tools used in the study were (1) classroom observation schedule (2) questionnaires for Social Science, Sociology and Commerce Teachers (3) focus group discussion schedule for teachers and class IX-XII students. (4) Achievement test for students of social science for class X (5) Achievement test in business studies, accountancy and sociology for class XII (6) School profile. The findings from the study are (1) the social science classrooms reflect traditional teaching methods and use teacher-centred approaches. (2) There are no hands- on activities, group works and projects carried out in the classrooms as suggested in NCERT textbooks and NCF-2005.(3) Teachers and students interaction took place mainly during the question-answers sessions.(4)There was no change in the pattern of questions asked in the board examinations, particularly in Haryana.(5) Private guide books were used for setting question papers of board examinations, due to which schools were dissuaded from using NCERT textbooks.(6)Social science syllabi were also found to be overburdening for the students. (7) Most curricular suggested in NCF-2005 has not percolated to the states.

STUDIES CONDUCTED OTHER THAN NCERT

Pattabhiram (1972) conducted “Evaluated the nationalized textbooks in social studies for higher classes in secondary schools of Andhra Pradesh”. The main objective of this study was to evaluate the nationalized textbooks in social studies in order to locate their defects and deficiencies and suggest remedial measures. Questionnaires, checklist opinionnaires and interviews are the tools used for this study. The major findings of the study were that (1) all the nationalized textbooks possess satisfactory mechanical characteristics (2) the presentation of the content was below average in nationalized textbooks meant for class X (3) inadequate assignments and exercise in the textbook meant for class X. (4) inadequate assignments and exercises in the textbooks needed restricting based on the objectives of the course.

Joshi (1972) conducted a study on “Content Analysis of Textbook for standard IV” the different objective of the study was 1) To examine the suitability of the content the textbook. 2) To study the suitability of the explanations and illustrations. Major findings of the study were that 1) the content the textbook except in the case of one lesson were suitable to the age of the pupils. 2) There were a w grammatical errors but the content was free from textual errors. 3) Some of the pictorial illustration as not properly accompanies. A sample of 25 teacher who are teaching in the English medium private school, 100 students studying in English medium private school and 100 parents whose child are studying in the English medium private school. The method used for the data collection was 1) questionnaire for teacher, students and parents. 2) semi structured interview for NCERT officers. The major finding regarding the studies is 1) the school who got permission under NCERT, then they should use NCERT textbook as a main textbook in their learning process. they could use private publishers’ textbook as a supplement material for the purpose of additional knowledge and practices for students. 2) Majority of teachers, students and parents were felt that combination of government and private publishers’ textbooks got benefit to the students. 3) Government textbooks were easy to understand in term of language and vocabulary. 4) Private publisher’s textbook filled gap of government textbooks, but teachers could not cover the entire portion of textbooks during the academic year. 5) They used government textbook in main subjects like mathematics, English and social science. 6) Majority of teachers and parents were not agreed with compulsion of government to use government textbooks in teaching learning process because it depends upon requirement of students and knowledge could be get from different sources. 7) Price of government textbooks would be low so that it would be affordable to all students to get education but textbook was not getting timely. 8) teachers felt that government textbooks did not meet requirement of promoting higher level thinking skill, real life application and academic growth.

Gopal Krishnan, K. R. (1977) “A critical analysis of the new mathematics syllabus and text books used in the upper primary classes in Kerala”. The objective of studies is (1) To find out how far the syllabus prescribed in mathematics was adequate in the light of the main qualities expected of textbooks (2) To find out the constraints that affect the implementation of current syllabus (3) To attend the comparative study of the current syllabus (1970-73) with that of the immediately preceding years. (4) To locate areas of topics to be deleted from and/ or added to the syllabus under study, and (5) To find out how the syllabus in mathematics prescribed for the Kerala schools was comparable with that of advanced countries. Methodology: The investigator used questionnaire for students and interview schedule for the teachers. Major

findings: Following findings were observed by the investigator. The structure and figure of the mathematics textbooks were appropriate but the rate of introduction of new terms was uneven. Type of graphical errors due to carelessness and real errors were found here and there in the text books and almost all topic needed gradation. The revision exercises, diagnostic text and general exercise were in general appropriate. The inclusion of enrichment programmes was the good feature of the text book but the diagrams were not satisfactory. There was more disagreement between the syllabus and the text books due to the omission of certain topics and sub units. It was also referred that the syllabus of 1972 to 73 was better than that of the immediately preceding year. The coverage of content of text book of Kerala was not at par with that of the NMSC and the SMP series. The Kerala syllabus differed from the NCERT syllabus and the addition to the syllabus suggested by the respondents were more exercises usable for home works, problems related to life, English equiv. - valence of new terms and life history and important events of mathematicians. The deletions suggested included discerning patterns, enrichment programs, difficult programs and fundamental laws. The sample of 250 teachers from the different schools were selected for the study.

Lalitamma (1981) had “Critically Evaluated Secondary School Mathematics textbook in Kerala”. The main objective of the study was the development of criteria for evaluation and evaluation of academic and physical aspects. The sample of 240 teachers teaching mathematics in the school were selected. The tool used for the study was questionnaire method. The major finding was that the process of operation was given more emphasized that the product products topic where proper graded and sequence exercise with sufficient in number the defect like in adequacy of life situation and historical notes and omission of answer to the problems.

Roy (1986) “A Critical Evaluation of High School General Science textbook in Bangladesh”. The major objective of this study was 1) to assess the general science textbook on the basis of curriculum objectives and requirements with physical aspects and academic aspects and 2) to study the effectiveness of content and exercise in terms of objective of science teacher. The major finding was 1) some chapters have been marked difficult some are interesting and some are and interesting to the people. 2) language of the book number of illustration exercise experiment and presentation of the content was strictly according to the syllabus and curriculum.

Rao (1993), “Evaluated the senior secondary school physics textbooks produced by NCERT”.

Sample consists of CBSE schools in western state of Maharashtra, Gujarat, and Rajasthan physics teachers associated with these schools. Some of the main objectives of the study were

(1) to make a detailed study of physics textbooks in the light of pre-text pages, post text pages. (2) To examine the textbooks as to their suitability to the development of the processes of scientific inquiry. (3) To study the end of chapter exercises, the major finding of the study was that (1) the end of chapter exercise was adequate. (2) Physical aspects were more or less suitable but had student's academic content. Tools used separate questionnaires for students and teachers were prepared to collect opinions of experts, opinionative was prepared in depth, content analysis was carried out.

Tripathi (1996) conducted "An Evaluation of standard XI Economics Text book prescribed by GSEB in 1994". The main objective of this study is on the academic aspects and physical acceptability of the textbook and to study the reaction of the teachers and students regarding the suitability of the present economics textbook. A sample of five teachers teaching XI standard economics and a sample of 200 students to standard XII commerce stream were taken as the respondent of the study. Analysis sheets and questionnaires were the research tools. The finding of the study was that (A) many instructions and explanations are found missing (B) Negligence of proof regarding spelling mistakes and misprints. (C) Appliance levels questions and objective type questions were missing. The tools used were an analysis sheet and questionnaire.

Makwana (1998) "Evaluated standard XI textbook prescribed by GSHSEB in 1994". The objective of the study was to evaluate several academic aspects. Content analysis was used as the major tools. The findings are as follows, the sequence was logical, there was ambiguous statement and new terms which were unexplained illustrations were not providing a way for proper ideas. There was no link to previous knowledge in the introduction. The practical usability of the content in textbooks was less.

Singh (1999) conducted "A study of commerce education programme in the higher secondary schools of Gujarat refinery in Baroda city". The objectives were to study the origin and development of commerce education in general stream in Gujarat refinery school and to study commerce education programmes in Gujarati medium school and English medium school of Gujarat refinery. The sample of the study were Gujarat refinery's Gujarati medium school which is fully owned and managed by refinery division of Indian Oil Corporation Ltd, and Gujarat refinery English medium school which is owned by company but it is managed by the

society of St. Basil. Questionnaire and General Information sheet were the research tools. The major findings of the study were that in both the schools' teachers mostly used lecture methods. In both the schools the students found Business Mathematics the most difficult subject. English medium students found Economics more difficult than Gujarati medium students. Gujarati medium students found organization subject more difficult than the English medium students. Very few students from both the schools found Accountancy subject difficult.

Sachdev (2001) conducted "An evaluation of standard XI textbook of Elements of book keeping and Accountancy produced by GSBST". The objectives were to study various academic and physical aspects of textbooks and to study the reaction of teachers, students and some experts regarding the suitability of the present textbook. Information sheets, analysis sheets and questionnaires were the research tools. The major finding of the study was that many chapters do not clearly explain the concept. Some chapters are very lengthy and tough. Only descriptive types of questions are given at the end of the chapters, language by the students of XI standard, more illustrations should have been included which help to understand concepts.

Patel (2003) "Evaluated Standard VIII Computer test book published by Gujarat State Secondary Education Board". The objective of this study was 1) to evaluate the content of textbook on the basis of logical sequencing of topics 2) suitability of different topic of test book and its relevance with the objective of teaching computer. The tools used for the study were question answer and content analysis sheet. The sample were teachers teaching and students studying computer under the Gujarat state board school. The major finding regarding to the study where the topic where logical sequence the topic topics are useful for the students but most of the teachers give suggestion that logos were useful for upgradation.

Monegra (2005) "Evaluated standard 11th chemistry textbook of Gujarat state board published in the year 2004." The major objective of the study was 1) to study the physical aspects of test book. 2) to study the practice exercise provided at the end of the chapter in terms of entire content coverage given two different levels of cognitive objective given by the book 1979 the types of question asked at the provided spelling printing mistake if any. 3) to study the opinion of chemistry teacher and students regarding the present chemistry textbook. The major finding of the study was 1) many a time evoke the interest was the subject 2) cover page of the test book reveals the subject matter but binding and the margin are not satisfactory 3) the test book contains a number of spelling mistakes printing mistakes and answer of mathematical problem in exercise are wrong in majority of the cases. The tools used for the study is survey method a

questionnaire was prepared for the teacher and the students the sample size for the study was 50 teachers and hundred students are under the prescribed to Gujarat State board school. **Arya (2008)** did "A comparative analysis of NCERT and GSEB textbooks for the subject of commerce of standard XI". The main objective of the study was to analyse the content presentation of the textbooks, to analyse both the textbooks in terms of content layout attractiveness page of both the textbooks, poorness in disclosing comprehensive information, large no. of spelling and grammatical mistakes. The finding as per the study is there was ambiguous statements, GSHSEB textbook was filed in providing detailed explanation of key terms and concepts and summaries were non-existent throughout the textbook, GSHSEB textbook lacks quantity and quality of examples there was absence of relevant pictures. The tools used were a content analysis sheet, questionnaire for teachers and students.

Vijayan (2009) did "An Evaluation of standard XI commerce textbook prescribed by Gujarat State Board in the year 2004". The objective was to evaluate the academic aspects like appropriateness of introduction, organization of the content, illustrations, spelling mistakes, end of chapter exercise, and to take the opinion of teachers and students regarding the suitability of textbook. The tools used were opinionnaire, content analysis sheet. The findings are as follows, many times the introduction were poor, no meaning for introduction, some had real life linkage, organization of content were appropriate except few chapters logically sequencing was there, illustrations could be added at more places, language is easy in most exercises, many exercises were repeated.

Kinekar (2010) conducted "Evaluated the standard VIII science textbook prescribed by GSHSEB". The main objectives were (1) to study the physical aspects of the textbook (2) to assess the textbook on the basis of the prescribed syllabus with respect to the academic's aspects (3) to study the perception of the teachers towards the science and technology textbooks (4) to study the opinion of the students with the science and textbook. Tools and technique for the study were content analysis sheet and questionnaire for teachers and students.

Parmar (2011) conducted "Evaluated the textbook of organization of commerce and management prescribed by GSHSEB of standard XII". The main objectives of this study were: to evaluate the physical and academic aspects of the textbook, to study teachers and students' opinions. The major findings of this study were the poor quality of the used paper, illustration was not properly labelled. The tools used for this study was the opinionnaire for teachers and students.

Singh (2011) “A content analysis of Environmental education textbook of primary stage in school of Rajasthan”. The objective of the studies was 1) To find out the extent to which the themes and sub themes recommended by NCERT have been incorporated in textbooks of Environmental Studies of Primary stage especially Grade III to V. 2) To find out the suitability of the content matter, illustration, activities, and practice exercise of Environmental Studies textbooks of Primary stage. 3) To suggest measures for development of existing textbooks of Environmental Studies for Primary stage. The sample selected for this study were 184 government primary teachers and 184 private primary teachers. The tools used for the study is purely a qualitative analysis of the textbooks so to verify the findings of analysis, Teacher’s Feedback scale was developed by researcher to seek the information regarding different aspects of textbooks from school teachers teaching Environmental Studies. The major findings are (a) Even though guidelines for the development of textbooks were available, educationist/experts who were assigned the responsibility of writing textbooks did not follow the guidelines scrupulously. For grade III, number of sub themes suggested under four themes by NCERT are 25. Nevertheless, textbook of grade III includes only fifteen sub themes. Similarly, fourteen and thirteen sub themes are included in the textbooks of grade IV and V despite of recommended twenty-nine and twenty-eight sub themes under four themes respectively. (b) Texts are presented purely in running form in textbooks. By and large, chapters are discussed in descriptive manner with scanty numbers of activities and examples. If somewhere it is used, no separate section is assigned to it. Systematic presentation of text in logical manner is main concern, which is not taken seriously while writing these textbooks. It would have been better if examples and activities were given in every chapter in separate sections from the environmental endowments of Rajasthan if possible. (c) Diagrams are one of the weakest aspects of these textbooks. Diagrams used in textbook are undersized in almost all the chapters. Clarity, labelling and colourfulness are the main concern where these textbooks fall short. (d) Proofreading along with printing is another aspect where these textbooks fall short, as syntactical and printing errors are causing confusion and altering the meaning of sentences. (e) Language of text is easy but, in many chapters, it is disparately organised. (f) Conservation of environment and its related aspects are to be addressed in a comprehensive way in order to strengthen the resource base of our traditional system. It would have been better if such element were also included in the textbooks of environmental studies.

Madhavan N (2012) “An applied linguistic analysis of social science textbook of Tamil Nadu and Madhya Pradesh”. The objective of the study 1) The technical terms found in the selected

Social Science Textbooks of Tamil Nadu and Madhya Pradesh separately and compare with each other. 2) The continuity found in the selected Social Science Textbooks of Tamil Nadu and Madhya Pradesh separately and compare with each other 3) The style of presentation in the selected Social Science Textbooks of Tamil Nadu and Madhya Pradesh separately and compare with each other separately and compare with each other. 4) The evaluation pattern available in the selected Social Science Textbooks of Tamil Nadu and Madhya Pradesh separately and compare with each other. 5) They have a comparative look at the sentence pattern available in the selected VIII Social Science Textbooks of Tamil Nadu and Madhya Pradesh. The finding regarding the study is a) Managing technical terms:

While the VITNSSTB consists of 106 historical terms, the subsequent VIITNSSTB consists of 67 historical terms and the VIIITNSSTB consists of 119. The subject matter dealt in the VITNSSTB level is that of the remotest period those of the stone age period. Hence more and more anthropological terms are introduced in the beginning. Moreover, at the V standard student learn only fewer terms as the whole contents were narrated in the story line and activity-based method. The subject matter dealt at the VII TNSSTB is that of Cholas, Pandya and local kings. As the content becomes lesser and the Unit wise distribution of each kingdom makes the subject lighter. A term introduced in one unit is useful in the subsequent units which lessen the frequency of the new terms. Hence a limited number of historical terms are found in the VIIITNSSTB. The subject matter dealt at the VIII TNSSTB again becomes terse with more technical terms as it starts to explain between larger ranges of period. It starts from the advent of Europeans and local uprisings of Tamil Nadu in the name of "Coming of Europeans to Tamil Nadu" and ends with the developments that take place in the name "Development of the Literature and Culture in Modern Tamil Nadu". This larger amount of period and treatment of various diverse subject matters invite a larger number of technical terms like government schemes and few abbreviations. b) Analysis of Continuity- All the lessons have been presented in a narrative form. Unless a teacher tries hard to explain each and every paragraph, the students feel tough to understand the content. Especially while a larger amount of period is covered in one or two lessons, the content becomes so terse. The course books are generally meant for the students to further their reading but this sort of terseness makes the subject uninteresting. It also makes student encounter cognitive difficulty as it deals with so many historical terms. It is a tougher job for even adult readers to go further if they encounter a limited amount of unknown vocabulary. All the lessons have been presented in a narrative form. Unless a teacher tries hard to explain each and every paragraph, the students feel tough to understand the content. Especially while

a larger amount of period is covered in one or two lessons, the content becomes so terse. The course books are generally meant for the students to further their reading but this sort of terseness make the subject uninteresting. It also makes student encounter cognitive difficulty as it deals with so many historical terms. It is a tougher job for even adult readers to go further if they encounter a limited amount unknown vocabulary. The sudden jump from V standard to VI standard while the former deals with contemporary history and the latter deals with pre historic period. It makes the readers a little amount of discontinuity. For example, from fifth to Sixth standard. It is obviously seen, after having a limited introduction in the fifth standard, the Indian struggle for independence is only dealt at eighth standard.

Textbook of Geography

Managing Technical terms: While the VITNSSTB Geography portion has 82 importance geographical terms the VII TNSSTB and VIII TNSSTB have 118 and 161 respectively. The gradient level is better estimated by the authors of the textbooks. The VI standard portion deal with the facts dealt known with the day-to-day life of the child like the moon, the sun, and the earth etc. The VII standard portion deals with the slightly harder matters to comprehend such as atmosphere and hence the number of geographical/technical terms increase. The VIII standard portion deals with totally unfamiliar themes and hence the text matter consists of a greater number of Geological /technical terms compared to other lower classes. Though most of them are abstract the student could get cues from the other words and try to comprehend the content. The role of teacher becomes inevitable with the increased number of geological/technical terms. A) Analysis of continuity-There is a good amount of continuity in all the two classes. Introducing solar family, the moon and the earth, then proceeding towards the climatology provides a breathing gap for student to understand a greater number of scientific concepts in their latter part of curricular pursuit. B) Evaluation pattern- There is a slight improvement towards assessing student in the subjective way compared to the history subject as the percentage of objective questions come down to 65% The percentage of long type questions maintain status quo as 11% The narration of the lessons in the first person and second person and the explaining the concepts in variety of means allows the authors to utilize the subjective in a slightly higher amount of percentage.

Textbook of Civics

A) Managing technical terms-While VI standard level civics portion consists of 61 technical terms the Seventh and Eighth standard level consists of 70 and 80 terms. The gradient level of

the subject matter is well understood by the authors hence the increase of terms found a gradual development. As the subject matter deals with the day-to-day life of the student, lesser number of sociological terms is found. The subject matter starts from the social life and ends with the UNO and this gradual gradient is maintained.

B) Analysis of continuity-The upper primary level civics curriculum is a well-planned and tries to communicate student from known too unknown and near too far. The connectivity maintained between the lessons would be helpful to the student to further their learning interestingly.

C)Evaluation Patterns As the subject compels the day-to-day experience there found ample space for subjective types of evaluation (25% and 12% for short type and long type respectively). This evaluation pattern would be helpful to the student as they could narrate the incident from their own life which would assist build their linguistic competency.

Makwana (2013), “A comparative study of English textbook prescribed by GSHSEB and CBSE of standard XI”. The main objective of this study was the academic aspects of textbooks, language used in GSHSEB continuity and relationship of the content organized on different topics in the textbooks and to compare the content of textbook prescribed by GSHSEB and CBSE. Content analysis and questionnaire was the tool used. The findings in this study were the difference between both the textbook in terms of content layout, CBSE is rich in providing reference for further reading, CBSE provides annexure for listening but in Gujarat board the exercises don't provide scope for application of knowledge.

Prajapati J (2014) conducted “An Evaluated of standard XI organization of commerce textbook prescribed by GSEB in the year 2012”. The main objectives were (1) to evaluate the physical aspects (2) academic aspects like correlation of content with life. (3) logical sequence in chapter content (4) organization and presentation of content. Tools used were Questionnaire and content analysis sheet. The major findings of this study are (1) most of the chapters do not have a proper introduction and summary is missing (2) the exercises are appropriate but activities are not enough (3) activities are not so much powerful to generate satisfactory interest among the students.

Solanki V. (2015) conducted “An Evaluation of standard XI organization of commerce textbook prescribed by Gujarat State Board in the year 2014”. The objective was (1) to evaluate the physical aspects like cover page of the book, binding size and colours of letters used, quality of paper used price etc (2) to evaluate academic aspects like appropriateness of introduction,

organization of the context, illustrations, spelling mistakes, end of chapter exercise, take opinion of teachers and regarding the suitability of the textbook. The tools used were opinionnaire sheet and content analysis sheet. The major findings are the introductions is satisfactory, some chapters had lacks of linkages with the topic organization of the content were appropriate expect few chapters logically sequencing was there, illustrations could be added at more places, language is easy in most of the chapters, objective types questions are less in numbers, most of the chapters having less numbers of spelling mistakes.

Patel S. (2015), conducted “An Evaluation of standard XII organization of commerce textbook prescribed by Gujarat state board in the year 2004”. The objective was (1) to evaluate the physical aspects like cover page of the book, binding size and colours of letter used, quality of paper used price etc. (2) to evaluate academic aspects like appropriateness of introduction, organization of the context, illustrations spelling mistakes, end of chapter exercise, take opinion of teachers and regarding the suitability of textbook. The tools used were opinionnaire and content analysis sheet.

Chacko (2015), conducted a study on “A critical analysis of GSHSEB economics textbook of standard XI”. The objective of the study is 1) to study the physical aspects of the GSHSEB textbook of standard XI. 2) to study the academic aspects of the GSHSEB economics textbook of standard XI. 3) To study the opinion of students of standard XI regarding the suitability of the economics textbook. 4) To study the opinion of students of standard XII regarding the suitability of the economics textbook of standard XI. 5) To study the opinion of teachers regarding the economics textbook of standard XI in order to seek suggestion for its improvement. 6)To study the opinion of experts regarding the economics textbook of standard XI in order to seek suggestion for improvement. The sample selected for the study is 150 students of standard XI commerce, 50 students of standard XII commerce, 10 economics teachers and 5 economics experts for the data collection a checklist was prepared for teachers and students, semi structured interview for scheduled teacher and semi structured interview for the experts. The major finding of the study was that the cover page of the textbook is fairly attractive and average in size and weight. The textbook is prepared under the guidance of many experts. The introduction regrading to the chapters is explained very well by which the student gets an idea regarding to the content of the chapter. The illustration used up in the textbook gives more clarity regarding to the content. The content knowledge in the topic is as per the requirement and on the basis of demand of students. The content included up in the book is made up by many experts.

IMPLICATIONS OF REVIEW OF RELATED LITERATURE

The Investigator reviewed related literature of 15 studies that was being conducted on the evaluation of the textbook. The study of Arya (2008) and Makwana (2013) has conducted the study on the comparative study of the GSHSEB and CBSE board. Whereas the research of Parmar (2011), Vijayan(2009), Makwana(1998) Prajapati(2014), Makwana (2013), Solanki(2015) and Patel.S (2015) conducted a study on the evaluation of the textbook of the Gujarat state board, Tripathi (1996) has done the evaluation on economics textbook prescribed by the GSEB, Rao(1993) has also conducted the survey on physics textbook produced by NCERT, Kinekar(2010) also conducted an evaluation on the science textbook prescribed by GSEB and Pattabhiram (1972) conducted the survey on the nationalized textbook studies for higher standard schools of Andhra Pradesh. Mainly the survey conducted where conducted on the various books prescribed by GSEB and NCERT the main objectives of the studies were to know the academic and physical aspects of the textbook. Sachdev (2001) conducted an evaluation on the standard XI textbook of elements of book keeping and accountancy produced by GSBST. The major tools used for evaluation of the textbook were questionnaire, content analysis, interviews and opinionnaire sheets. The textbook is being considered to be the major tool for teaching the learning process and carries lots of importance in the education system. The main objective to conduct the research was that to assess the learning levels of students in the subjects, analysing circular materials developed by the state is with respect to the child centred pedagogy, to know the academic and physical aspects of the textbook and to study reactions of teachers, students and some experts regarding the suitability of the present textbooks. To analyse both the textbooks in terms of content layout attractiveness page etc. There was hardly any study reported in the area for evaluation of textbook economics of standard XI by NCERT.

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RESEARCH METHODOLOGY

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INTRODUCTION

The methodology is the part in which the actual purpose of the investigation is being executed. The researcher includes various methods to complete the research. It is not an easy procedure to accumulated the data in the stipulated time so, the investigator uses various methods to collect the information from the different sources. The analysis of the data received for the purpose of textbook analysis would be further explained in the next chapter. The tool used by the investigator is the google form for the students and teachers following the NCERTT board. In this chapter the investigator would give further more details regarding to the research strategy, research methodology, the research approach, data collection, selection of sample, research process. This chapter mention about the research methodology and the technique used for the purpose of the data collection.

RESEARCH QUESTION

How far the physical aspects of economic textbook are suitable for the users?

How far the academic aspects of economic textbook are suitable for the users?

STATEMENT OF PROBLEMS

An evaluation of standard XI textbook of Economics prescribed by National Council Educational Research and Training.

EXPLANATION OF TERM

EVALUATION

Is a structured interpretation and giving of meaning to predicted or actual impacts of proposals or results.

ECONOMICS

Is the branch of knowledge concerned with the production, consumption and transfer of wealth. It also studies the principles of money, business and industry.

TEXTBOOK

It is a systematic organization and presentation of the selected and summarized instructional material based on the prescribed syllabus keeping in view the needs and facilitates of the future process.

OBJECTIVE OF STUDIES

1. To study the Physical aspects of the NCERT Economics textbook of standard XI.
2. To study the Academic aspects of the NCERT Economics textbook of standard XI.
3. To study the reaction of teachers with regard to the relevance and adequacy of content and also to study the reaction of students with regard to the relevance and adequacy of content.

METHODOLOGY OF THE STUDY

The present study is a descriptive survey in which a google form was prepared for the students and teachers. By the above statement it is clear that it is a qualitative approaching data. This would work as a masterplan for the purpose of study.

POPULATION

The population of the study consisted all the students of standard XI of commerce stream, all the teachers of Economics in the higher secondary commerce stream following the NCERT Board.

SAMPLE

The investigator used a sample of 100 students of standard XI commerce stream studying economics and 25 teachers teaching Economics in the NCERT board. The data collected from different schools which is a part of our selected population constituting all higher secondary standard XI commerce students in Gujarat.

TOOLS

PREPARATION OF TOOLS

Data collection for the research was done by the Questionnaire. These tools were

- A) the google form for standard XI commerce stream students following the NCERT board.
- B) the google form for standard XI commerce stream teachers following the NCERT board.

DATA COLLECTION

A questionnaire is prepared with respect to the subject of research in which students are expected to give their opinion in the most appropriate way. In the present study the investigator administered a google form for the students of different schools and obtained information from the selected sample. The aspects covered in the google form include physical aspects of the textbook like size and shape of the textbook, attractiveness, the durability, the font size, the page layout, the overall layout of the textbook etc. The questionnaire contains academic aspects

like suitability of the textbook for the particular age group, the exercises and illustrations given in the textbook, the language used in the textbook etc. It is the duty of the investigator to get necessary information from the respondents from various angles. In the present study the investigator approached the teachers and gathered information related to the present study. The investigator included questions which mainly cover the areas like the level of the textbook according to the age group of the student, whether the textbook contains real life example, global issues, current issues etc, the textbook is sufficient as a teaching tool or not, the suitability of textbook for the student and also how much the textbook can help the student in their future studies.

VALIDATION OF TOOL

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 the supervisor, teachers and some of my classmates. Some of them advised to add more questions related to the subject content. No major changes were being suggested by the experts after validation of tools. The investigator accepted all the relevant suggestions by the experts. The tool was modified and finalized (the tool is presented in the appendix)

TABLE: 1 ADMINISTRATION OF TOOLS

Sr.no	Objective	Source of data	Nature of data	Tool	Data analysis
1.	To study about the Physical aspect	XI Textbook	Qualitative	Google form	Content analysis
2.	To study about the Academic aspect	XI Textbook	Qualitative	Google form	Content analysis
3.	To study about the Physical and academic aspect (as per teacher and students view)	XI Textbook	Qualitative	Google form	Content analysis

PROCESS OF DATA COLLECTION

PHASE 1 The investigator obtained the permission from the various schools following the NCERT board to get permission of experts for data collection.

PHASE 2 Investigator mail the schools directly to collect data from the students of standard XI. Simultaneously the investigator collected the data from the teacher. The investigator maintained a telephonic talk to make good rapport with them. 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.

PHASE 3 The permission was taken in advance and the process of data collection was quite fast and easy for the investigator. But few of them expressed their inconvenience for giving their opinion. The investigator sent the google form link to collected the data regarding to the textbook evaluation.

DATA ANALYSIS

The data collected by the investigator was organized and analysed by the investigator by using appropriate techniques. The analysis of data was done in the following manner.

- ❖ The analysis of physical aspects of textbook was done by the investigator by the technique of content analysis.
- ❖ The analysis of academic aspects of textbook was done by the investigator by the technique of content analysis.
- ❖ The opinion of students of standard XI was done by the method of frequency, percentage and content analysis.
- ❖ The opinion of teachers was done by content analysis.
- ❖ Graphical representation of data analysis was done wherever necessary to confirm clarity of data analysis

PROCESS OF DATA ANALYSIS

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- ❖ Graphical representation of data analysis was done wherever necessary to confirm clarity of data analysis.

CONCLUSION

Thus, in this chapter methodology is explained in detail. The data collection process was done in a systematic way by the investigator keeping in view of the objectives of the study. The time period was definitely appropriate as the students and teachers were in a relaxed situation after the hectic first semester of the academic year. After the collection of data, the next important procedure was the analysis of data collected with the help of appropriate techniques and it is discussed in the next chapter in detail.

CHAPTER: IV
ANALYSIS AND
INTERPRETATION OF DATA

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INTRODUCTION

In the third chapter the investigator discussed various methods used in collection of data based on the objectives of the present research. Collection of data is followed by analysis of the data through which the investigator tries to find the effectiveness of the research. In this chapter the investigator deals with the analysis of the collected data to arrive at proper conclusion. The present research includes the analysis of NCERT standard XI Economics textbook. The analysis was done. quantitatively and qualitatively. The textbook was analysed with respect to the physical and academic aspects. The investigator used different ways to conduct the research.

TABLE:2 ANALYSIS OF ECONOMICS STANDARD XI TEXTBOOK

Analysis of physical aspects	Analysis of Academic aspects
Questionnaire	Questionnaire

Analysis of data began with the completion of data collection. The collected data was arranged based on the objectives of study. Responses of students of standard XI. On the basis of the data frequency count and later percentages were calculated. The next step was to present the data with the help of graph and the observations from the analysis. The next stage was the analysis of questionnaire collected from the teachers and experts. This was done based on content analysis. Each and every response was considered for content analysis. Final conclusion was based on the all the above analysis including the analysis done by the investigator on the physical and academic aspects of the textbook.

OBJECTIVES OF THE STUDY

- ❖ To study the Physical aspects of the NCERT economics textbook of standard XI.
- ❖ To study the Academic aspects of the NCERT economics textbook of standard XI.
- ❖ To study the reaction of teachers with regard to the relevance and adequacy of content and also to study the reaction of students with regard to the relevance and adequacy of content.

OBJECTIVE WISE ANALYSIS OF DATA

Data was collected with the help of checklist for standard XI and analysis of the questionnaire was done at the end of the data collection.

ANALYSIS OF PHYSICAL & ACADEMIC ASPECTS OF ECONOMICS TEXTBOOK OF STANDARD XI

SR.NO	PARTICULAR	WORKED BY
1	Date of publication	In the year 1927
2	Cover page	Sarita Verma Mathur
3	Paper	Printed on 80 GSM paper with watermark of NCERT
4	Price	₹ 100
5	Weight	180 grams
6	Size	10 cm height and 6 cm width
7	Total no of pages	206
8	Heading and subheadings	Font size 12 & 11
9	Spellings	Error free
10	Presentation of new words	Black bold in colour
11	Layout	Contents are arranged in sequence by giving headings, subheadings and with explanation of new words. All chapters are started on a new page
12	Binding	Binding is good enough to handle for the students
13	Cover page & Last page	Attractive with picture
		PUBLICATION TEAM HEAD,
14	Publication	Anup Kumar Rajput
15	Division Chief Editor	Shveta Uppal
16	Chief Production	Arun Chitkara
17	Officer chief business	Bibash Kumar Das
18	Manger assistant editor	Ram Niwas Bharadwaj
19	Production assistant	Prakash veer Singh
20	Illustrations	Sarita Verma Mathur
21	Chairperson & Advisory Committee	Hari Vasudevan (<i>Professor</i> , Department of History, University of Calcutta, Kolkata)
22	CHIEF ADVISOR	Tapas Majumdar (Emeritus Professor, Jawaharlal Nehru University)
23	Member Coordinator	M.V. Srinivasan (Lecturer, DESS, NCERT, New Delhi)

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		Jaya Singh (Lecturer, DESS, NCERT)
		Nishit Ranjan Das (PGT, Multipurpose School)

		Naushad Ali Azad, Jamia Millia Islamia (Professor, Department of Economics)
		Neeraja Rashmi (Reader, DESS, NCERT)
		Rama Gopal (Professor, Department of Economics, Annamalai University, Annamalai Nagar)
		Pratima Kumari (Lecturer, DERPP, NCERT)
		Poonam Bakshi, (Senior Lecturer, Department of Economics, Punjab University)
		R. Srinivasan (S.G. Lecturer, Department of Economics, Arignar Anna Government Arts College)
		Sabitha Patnaik (PGT, Demonstration School, Regional Institute of Education, Sachivalaya Marg)
		Sharmista Banerjee (Headmistress, Bidya Bharti Girls High School)
24	Proof Reader	Dinesh Kumar
25	Copy Editor	Dillip Kumar Agasti

The above table reveals the physical aspects of the textbook. The study shows that the textbook is high priced. The contents in the textbook are designed by above said team experts. The study also reveals a good layout; cover page, binding, font size etc. The headings and sub headings are bold and numbered. It is moderately sized for the age group. The author of the textbook is the NCERT publication.

TABLE: 4 ANALYSIS OF ACADEMIC ASPECTS OF ECONOMICS TEXTBOOK OF STANDARD

Overall attractiveness of the textbook is quite good. The textbook was first published in the year 1927 and so far, no revision was done with the textbook.

Sr. No.	PARTICULAR	
1.	Language used	Simple language is used throughout the textbook so that student of all level can understand the basic concepts.
2.	Convenient for self-study	All the illustration are arranged in an order of simple to complex. There for an average student can understand and will help in self-study.
3.	Introduction of first lesson	The lesson is beginning with a quote or important aspects regarding the content of the chapter.in the

Commented [AN1]:

		beginning the introduction is being given regarding g to the way to use up the textbook. The introduction of subject is explained well in the first chapter. The new words regarding the content are being given in the bold letter and at the end of the book explanation of the word is given. Various examples are given to understand the concept of the term and its uses.
4.	Introduction of lessons	All lessons begin with a small introduction and quote given by the famous personality.
5.	Illustrations	Enough illustrations are given after each topic and detailed explanation is given facilitating self-study. But at the same time some of the illustration is given at the end of the chapters for further knowledge of the students.
6.	Exercises	In almost all lessons practice exercises are given at the end of each chapter. But at the same time no questions are included in the exercises which can boost the reasoning power of brilliant students.
7.	Extent of self-study provision	Explanation of terms and illustrations are helpful for average students as a self-study material

In the above table it reveals the academic aspects of the textbook. it gives a clear picture of the contents in the textbook. The study shows that the textbook gives necessary above information and guidelines for the students and the teachers. The language used in the textbook is simple and there is a sequence in the textbook for the arrangement of topics. The table gives the idea that the introductory chapter is well suited for the students, enough knowledge regarding the content examples and illustrations are given in the textbook, various tables and data are given in the textbook.

TABLE: 5 TOPICS OF STANDARD XI ECONOMICS TEXTBOOK

SR.NO	CONTENT
UNIT 1	DEVELOPMENT POLICIES AND EXPERIENCE (1947-1990)
CH: 1	INDIAN ECONOMY ON THE EVE OF INDEPENDENCE

	<ul style="list-style-type: none"> • Low level of economic development under the colonial rule • Agricultural sector • Industrial Sector • Foreign Trade • Demographic Condition • Occupational Structure • Infrastructure
CH: 2	INDIAN ECONOMY 1950-1990
	<ul style="list-style-type: none"> • The Goals of Five-Year Plans • Agriculture • Industry and trade • Trade policy: import substitution
UNIT: 2	ECONOMIC REFORMS SINCE 1991
CH:3	LIBERALISATION, PRIVATISATIONS AND GLOBALISATION: AN APPRAISAL
	<ul style="list-style-type: none"> • Background • Liberalisation • Privatisation • Globalisation • Indian economy during reforms: an assessment
UNIT:3	CURRENT CHALLENGES FACING THE INDIAN ECONOMY
CH:4	POVERTY
	<ul style="list-style-type: none"> • Who are the poor? • How are poor people identified? • The number of poor in India? • What causes poverty? • Policies and programmes towards Poverty Alleviation • Poverty Alleviation Programmes-A Critical Assessment
CH: 5	HUMAN CAPITAL FORMATION IN INDIA
	<ul style="list-style-type: none"> • What is human capital? • Sources of human capital • Human capital & human development • State of human capital formation in India • Education sector in India • Future Prospects

CH: 6	RURAL DEVELOPMENT
	<ul style="list-style-type: none"> • What is rural development? • Credit and marketing in rural areas • Agricultural market system • Diversification into productive activities • Sustainable development and organic farming
CH: 7	EMPLOYMENT: GROWTH, INFORMALISATION AND OTHER ISSUES
	<ul style="list-style-type: none"> • Workers and Employment` • Participation of people in employment • Self-employed and hired workers • Employment in firms, factories and offices • Growth and changing structure of employment • Informalisation of Indian workforce • Unemployment • Government and employment generation
CH: 8	INFRASTRUCTURE
	<ul style="list-style-type: none"> • What is infrastructure? • Relevance of infrastructure • The state of infrastructure in India • Energy • Health
CH: 9	ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
	<ul style="list-style-type: none"> • Environment- definition and functions • State of India's development • Sustainable Development • Strategies for Sustainable Development
UNIT: 4	DEVELOPMENT EXPERIENCES OF INDIA: A COMPARISON WITH NEIGHBOURS
CH: 10	COMPARATIVE DEVELOPMENT EXPERIENCES OF INDIA AND ITS NEIGHBOURS

It reveals number of chapters in the textbook. There are 10 chapters in the textbook beginning with development polices and experiences from independence to comparative development experience of India and its neighbour. At the same time, it was seen that all the chapters are arranged in an order and the remaining chapters are also arranged in the order of simple to

complex. The chapter included regarding the various factors which affect the economy of the country.

CHAPTER WISE ANALYSIS TO FIND THE SUITABILITY OF EACH CHAPTER

The Economics textbook contains various graphs, pictures, tables and data, works out etc. But the suitability of textbook depends on student’s satisfaction with respect to all these aspects. Based on investigators analysis the below given table explains whether the students face any difficulty in any portion of the topics with respect to concept, formulae, graphs, methodology or given illustrations in the textbook. In the book there total 10 units and the units are being subdivided into the IV major chapters. As in the beginning of the first chapter an overview was given regarding the content of the chapter.

This would help to give a rough idea about the basic concept of the chapters included in the book. Each chapter are beginning in a new page and also clearly mentions what are the things students are going to learn after understanding this unit. The beginning of each chapter an important note is given on each chapter. The clarity of the pictures included up in the chapters are clear and dialogue mentioned on the carton image is also clearly visible. There is recapitalization at the end of each chapter and all the new words for the learners are mentioned in the black bold font. In between the chapters after the content of each topic an activity is being given regarding to the content of the chapter. In some of the chapters after the exercise an additional activity is being given for the students to clarify the concept more clearly.

The data include in the book is not recent years and in some of the chapters pie charts and bar graph are also shown for the better understanding and clarity of the content. In each chapter after the unit the sub division of the chapter is being done on the basis of the consideration of the India previous and past economy of the country.

The below table would help to clarify the concept in much better way. It includes the various basic concepts included up in the book for the better and clear understanding of the concept of the chapters. In the textbook the data presented is also not regarding to the present year they data are regarding the previous years.

TABLE: 6 ANALYSIS OF QUESTIONNARIE FOR TEACHERS OF STANDARD XI TEACHING ECONOMICS

SR. NO	QUESTIONS	strongly agree	agree	strongly disagree	disagree	un decided
--------	-----------	----------------	-------	-------------------	----------	------------

PHYSICAL ASCEPTS						
1	Do you find the cover page of the economics textbook attractive and appealing?	7	9	4	5	0
2	Is the binding of economics textbook durable?	4	8	2	6	5
3	Is the size of letters used for heading, subheadings and the text appropriate?	9	14	1	1	0
4	The page layout is neat and balanced?	19	5	0	1	0
5	The textbook appeals to the students with regard to the interest level of the content?	10	12	1	1	1
6	The size and weight of the textbook is appropriate for the students?	13	10	1	1	0
7	The price of textbook is appropriate?	11	12	2	0	0
8	Do the binding, pages and cover page of textbook is durable?	11	9	2	3	0
9	Are you satisfied with the quality of paper?	10	15	0	0	0
10	Is the size of the textbook convenient to handle?	11	14	0	0	0
ACADEMIC ASPECTS						
11	Are you satisfied with the ways lessons are introduced?	8	16	0	1	0
12	Does the introduction lead to the further knowledge in the students?	9	12	0	3	1

13	Is the introduction of each chapter written as per the level of the students?	12	10	2	1	0
14	The information in the introduction is accurate and easy to understand?	13	11	0	1	0
15	Is the organization and presentation of the content suitable to the average mental ability of the students?	12	9	2	2	0
16	Is all chapter organized logically?	9	15	0	1	0
17	Does the organization of content in each chapter succeed to develop concept clarity rather than factual imparting factual information?	11	11	0	2	1
18	Is the presentation of the content systematic and easy to understand both for teachers and students?	11	10	3	1	0
19	Is there any topic which is not properly explained in the book?	16	8	0	1	0
20	Is there any chapter where diagrams, graphs, tables and charts not used but the scope was there?	10	12	1	1	1
21	Is the size of pictures and graphs appropriate?	14	11	0	0	0
22	Is there any word, beyond the grasping capacity of the students?	10	11	0	3	1

23	Does the exercise stimulate critical thinking in students?	8	14	0	2	1
24	Do the exercises able to generate creativity among the students?	14	9	1	1	0
25	Is the exercise provided at the end of the chapter useful to summarize the content?	14	9	1	1	0
26	Do the exercise help to evaluate the achievement of students in all aspects?	13	10	0	2	0
27	Is there any need to provide any activity at the end of the chapter in addition to exercise?	12	7	4	2	0
28	Does the textbook involve the latest information as per the requirements?	10	11	3	1	0
29	Is there any printing mistake in the content of the textbook?	7	12	1	4	1
30	Is there any chapter which is too difficult to understand for the students?	5	11	4	5	0

TABLE: 7 ANALYSIS OF TEACHERS QUESTIONNAIRE REGARDING TO PHYSICAL & ACADEMIC ASPECTS IN PERCENTAGE

Sr. No	Questions	Strongly agree	Agree	Strongly disagree	Disagree	undecided
PHYSICAL ASPECTS						
1	Do you find the cover page of the economics textbook attractive and appealing?	28	36	16	20	0
2	Is the binding of economics textbook durable?	16	32	8	24	20

3	Is the size of letters used for heading, subheadings and the text appropriate?	36	56	4	4	0
4	The page layout is neat and balanced?	76	20	0	4	0
5	The textbook appeals to the students with regard to the interest level of the content?	40	48	4	4	4
6	The size and weight of the textbook is appropriate for the students?	52	40	4	4	0
7	The price of textbook is appropriate?	44	48	8	0	0
8	Do the binding, pages and cover page of textbook is durable?	44	36	8	12	0
9	Are you satisfied with the quality of paper?	40	60	0	0	0
10	Is the size of the textbook convenient to handle?	44	56	0	0	0
ACADEMIC ASPECTS						
11	Are you satisfied with the ways lessons are introduced?	32	64	0	4	0
12	Does the introduction lead to the further knowledge in the students?	36	48	0	12	4
13	Is the introduction of each chapter written as per the level of the students?	48	40	8	4	0
14	The information in the introduction is accurate and easy to understand?	52	44	0	4	0
15	Is the organization and presentation of the content suitable to the average mental ability of the students?	48	36	8	8	0
16	Is all chapter organized logically?	36	60	0	4	0

17	Does the organization of content in each chapter succeed to develop concept clarity rather than mere imparting factual information?	44	44	0	8	4
18	Is the presentation of the content systematic and easy to understand both for teachers and students?	44	40	12	4	0
19	Is there any topic which is not properly explained in the book?	64	32	0	4	0
20	Is there any chapter where diagrams, graphs, tables and charts not used but the scope was there?	40	48	4	4	4
21	Is the size of pictures and graphs appropriate?	56	44	0	0	0
22	Is there any word, beyond the grasping capacity of the students?	40	44	0	12	4
23	Does the exercise stimulate critical thinking in students?	32	56	0	8	4
24	Do the exercises able to generate creativity among the students?	56	36	4	4	0
25	Is the exercise provided at the end of the chapter useful to summarize the content?	56	36	4	4	0
26	Does the exercise help to evaluate the achievement of students in all aspects?	52	40	0	8	0
27	Is there any need to provide any activity at the end of the chapter in addition to exercise?	48	28	16	8	0
28	Does the textbook involve the latest information as per the requirements?	40	44	12	4	0
29	Is there any printing mistake in the content of the textbook?	28	48	4	16	4
30	Is there any chapter which is too difficult to understand for the students?	20	44	16	20	0

The table shows the analysis of physical and academic aspects of textbook in percentage. Almost 64% of teachers are in favour of the cover page in favour of physical appearance. The binding of the book is perfect is being agreed by the 12% of the teacher. The 23% teacher agreed on the heading and sub heading of the textbook is appropriate for the leaners. The 23% of the size and weight of the textbook. The 32% of the teachers are in the favour of the price textbook. 25% of the teachers agree about the size of the textbook and the quality of paper used in the book.

About 24% of the teachers are in the favour of introduction of the chapter and the knowledge included in the textbook leads to further interest in the students. Almost 96% of the teachers are very much satisfied with the logical sequence of the content in the textbook. about 92% of teacher belief the content in the textbook creates a critical thinking in the students regarding the concept. The 76% of teachers has said there is no error in the textbook content. Almost 80 to 90 percentages of student are very much satisfied with the headings, subheadings and overall content presentation. Dissatisfaction can be seen in the binding of the textbook.

TABLE: 8 ANALYSES OF QUESTIONNAIRE FOR STUDENTS OF STANDARD XI

SR. NO	QUESTIONS	strongly agree	agree	strongly disagree	disagree	un decided
PHYSICAL ASPECTS						
1	Does the cover page of the textbook reveal content of the book?	56	25	3	3	4
2	Is the binding of the book durable?	46	37	5	7	5
3	The size of letters used in the textbook for heading and subheading is appropriate?	49	47	1	1	2
4	The colour used in the picture and graph is appropriate?	42	50	1	5	2
5	The space left between the two consecutive is appropriate for reading?	54	44	0	1	1

6	The quality of paper used in the textbook is good?	54	40	5	1	0
7	The size of the book is convenient to handle?	42	53	2	3	0
8	The quote and important points are highlighted in the different colour?	53	43	2	2	0
9	The price of the textbook is affordable?	51	47	0	1	1
ACADEMIC ASPECTS						
10	Do you find difficulty in understanding the content of the textbook?	48	38	1	10	2
11	Do you find the sequence of chapter appropriate for understanding the concept?	52	45	2	1	0
12	Do you find the presentation of content interesting?	58	34	2	5	1
13	Does the content presentation lead you to further interest in the topic?	50	44	1	2	3
14	Do you feel like giving up the study of economics due to boring presentation of the content?	9	13	3	69	6
15	Are you satisfied with the explanation of the content in the economics textbook?	41	54	2	2	1
16	Is the content present in simple and easy language?	38	46	4	7	5
17	Do you feel that chapter introduced properly so that you can understand the importance of	47	48	2	1	2

	topic and its relation with the concept?					
18	Is the colour used in the textbook for diagram, graph, table and charts are appropriate?	63	36	1	0	0
19	Do you find the examples used are appropriate understand the abstract of content?	53	42	1	3	1
20	Is there any chapter where diagrams, graphs, tables and charts are not used but it was needed in particular content?	49	37	3	10	1
21	Do you find difficulty in understanding some of the topic due to absence of examples?	43	45	2	8	2
22	Do you feel some of the examples are unnecessarily added up in the economics textbook?	37	35	3	20	5
23	Do you find exercise provided in the textbook at the end of chapter are difficult to understand?	40	36	4	20	0
24	Is there any need to add up more difficult question at the end of the exercise?	9	17	1	64	9
25	Does the question in the textbook is of application level?	40	43	4	3	10
26	Do you think some question to be requires critical and creative thinking to solve?	42	56	0	1	1
27	Is there any printing mistake in the exercise?	12	16	3	60	9

28	Are you satisfied with the coverage of content?	37	57	1	2	3
29	The textbook contains further reference and resources for further reading?	46	50	2	1	1
30	Does the activity in the textbook encourages in the developmental growth?	50	48	0	1	1

TABLE: 9 ANALYSIS OF PHYSICAL AND ACADEMIC ASPECTS REGRADING TO THE TEXTBOOK IN PERCENTAGE

SR. NO	QUESTIONS	strongly agree	agree	strongly disagree	disagree	un decided
1	Does the cover page of the textbook reveal content of the book?	56	25	3	3	4
2	Is the binding of the book durable?	46	37	5	7	5
3	The size of letters used in the textbook for heading and subheading is appropriate?	49	47	1	1	2
4	The colour used in the picture and graph is appropriate?	42	50	1	5	2
5	The space left between the two consecutive is appropriate for reading?	54	44	0	1	1
6	The quality of paper used in the textbook is good?	54	40	5	1	0
7	The size of the book is convenient to handle?	42	53	2	3	0

8	The quote and important points are highlighted in the different colour?	53	43	2	2	0
9	The price of the textbook is affordable?	51	47	0	1	1
ACADEMIC ASPECTS						
10	Do you find the sequence of chapter appropriate for understanding the concept?	48	38	1	10	2
11	Do you find the presentation of content interesting?	52	45	2	1	0
12	Does the content presentation lead you to further interest in the topic?	58	34	2	5	1
13	Do you feel like giving up the study of economics due to boring content of presentation?	50	44	1	2	3
14	Are you satisfied with the explanation of the content in the economics textbook?	9	13	3	69	6
15	Is the content present in simple and easy language?	41	54	2	2	1
16	Do you feel that chapter introduced properly so that you can understand the importance of topic and its relation with the concept?	38	46	4	7	5
17	Is the colour used in the textbook for diagram, graph, table and charts are appropriate?	47	48	2	1	2
18	Do you find the examples used are appropriate understand the abstract of content?	63	36	1	0	0

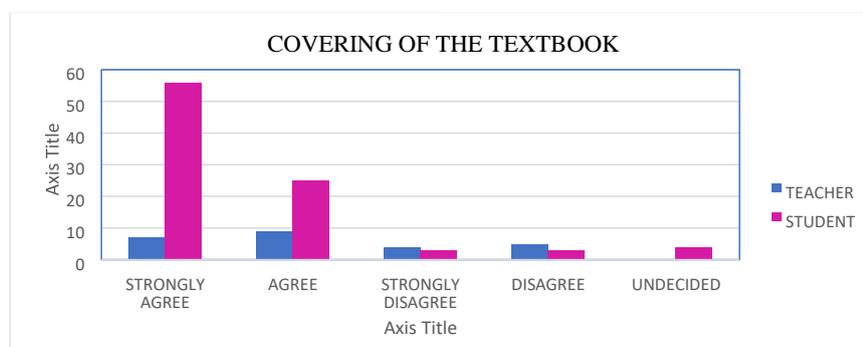
19	Is there any chapter where diagrams, graphs, tables and charts are not used but it was needed in particular content?	53	42	1	3	1
20	Do you find difficulty in understanding some of the topic due to absence of examples?	49	37	3	10	1
21	Do you feel some of the examples are unnecessarily added up in the economics textbook?	43	45	2	8	2
22	Do you find exercise provided in the textbook at the end of chapter are difficult to understand?	37	35	3	20	5
23	Is there any need to add up more difficult question at the end of the exercise?	40	36	4	20	0
24	Does the question in the textbook is of application level?	9	17	1	64	9
25	Do you think some question to be requires critical and creative thinking to solve?	40	43	4	3	10
26	Is there any printing mistake in the exercise?	42	56	0	1	1
27	Are you satisfied with the coverage of content?	12	16	3	60	9
28	Are you satisfied with the coverage of content?	37	57	1	2	3
29	The textbook contains further reference and resources for further reading?	46	50	2	1	1

30	Does the activity in the textbook encourages in the developmental growth?	50	48	0	1	1
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The analysis of physical and academic aspects of textbook in percentage for the students. Almost 81% of students are in favour of the cover page of the textbook. In case of page used in the textbook is of good quality about 94 % from the student's view. Student are in favour of the durability and the table shows 86% of agreement.

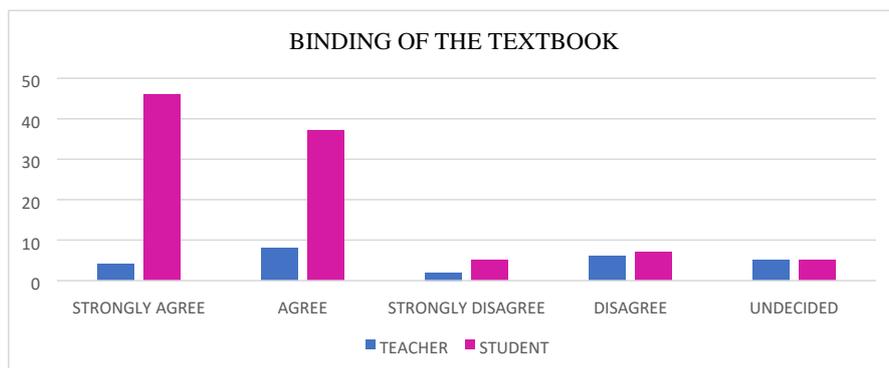
A very large percentage of students are satisfied with the price of the textbook. About 92% of the students agree on the concept and sequence in which the chapters are arranged are in a logical form. The exercises included at the end of the chapter helps in the growth and development of the students that is 98% students is agreeing on this. Almost 80 to 90 percentages of student are very much satisfied with the headings, subheadings and overall content presentation. Dissatisfaction can be seen in the durability of binding etc.

ANALYSIS OF PHYSICAL & ACADEMIC ASPECTS WITH THE HELP OF CHARTS WITH THE POINT OF VIEW OF TEACHERS & STUDENTS

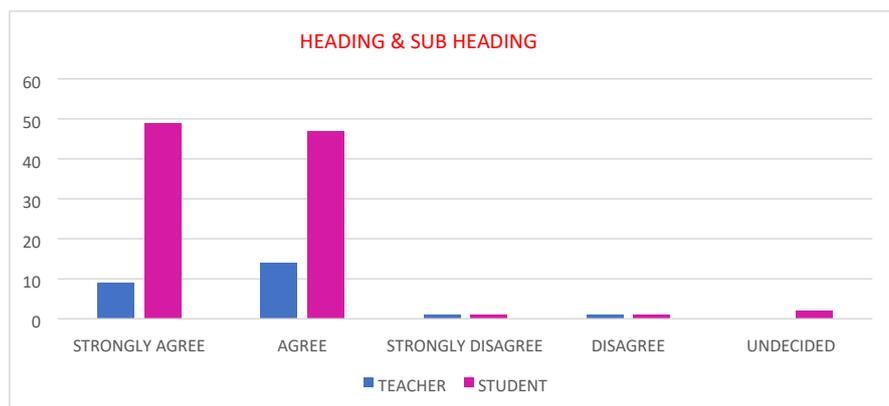


A textbook must be easy to carry for the students with respect to the size and weight. At the same time the cover page must be attractive to draw the attention of the student. In this regard after analysing the students' response the following observations are made. Nearly 36% of the students and 25% of the teachers have agreed to the cover page textbook are attractive. Whereas 56% of students and 28% of teachers strongly agreed to this statement and the response of about 4% of student was neutral in this regard. But 20% of students and 3% of students

disagreed with the cover page of the textbook showing their dissatisfaction and 16% teachers and 3% students strongly disagreed. When it comes to the attractiveness of cover page the students and teachers who agreed and stood neutral with respect to the cover page were in the 4%. The students who strongly agreed and strongly disagreed were also almost same i.e., 13% and 15%. About 3% of student's undecided with the statement.



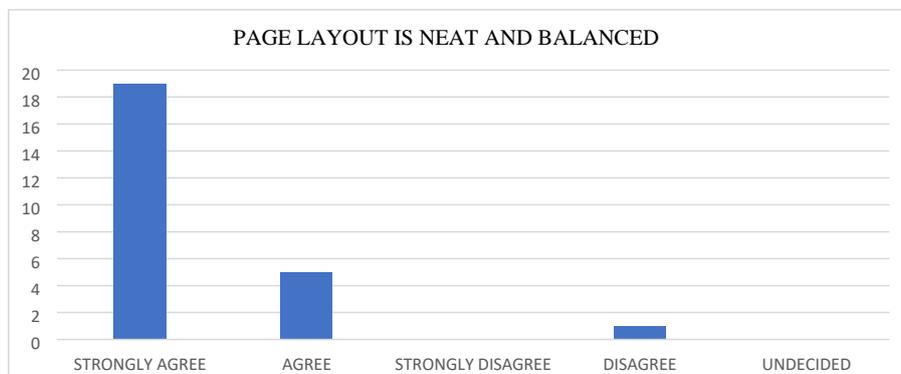
A textbook must be durable so that students can handle freely without fear of being damaged. Students and teacher's response to the investigators question about durability of the textbook showed the given result. Maximum nearly 7% of student and 24% teachers were disagreed with the durability of textbook and nearly 5% of students and 8% teachers strongly disagreed with the durability of textbook. When nearly 20% of students and 5% of students of showed neutral attitude, about 37% of students and 32% of teachers agreed with the durability and about 46% of students and 16% teachers strongly agreed to the statement of durability of the textbook.



All the topics heading and sub topics must be separately visible from the contents to get a prior understanding of major contents in the textbook. Like that it is nice to have a new chapter on a new page with an attractive page layout. On the basis of study conducted following results are obtained towards the above aspects. Nearly 56% of students and 47% of teachers agreed with the headings and subheadings given in the textbook. Moreover nearly 49% of students and 36% of teachers strongly agreed with the statement. Very few disagreed and strongly disagreed with the presentation of headings and subheadings 1% of students and 4% of teachers and nearly 2% of students remain neutral to the statement.

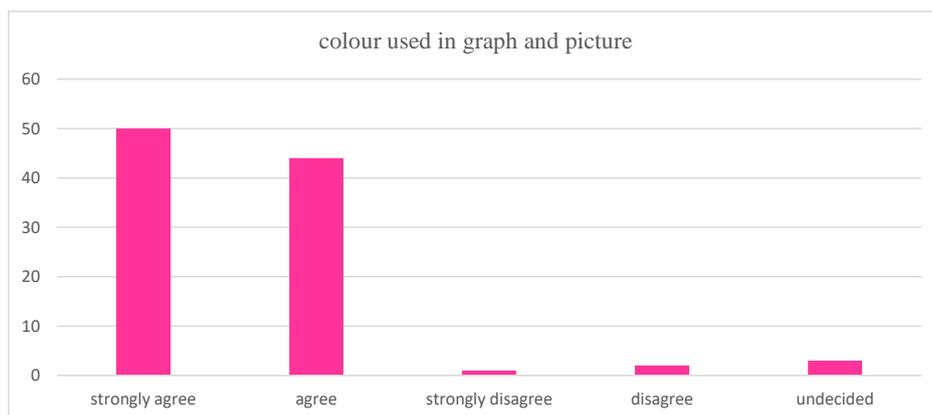
There was a strong agreement for the beginning of a new chapter on a new page (36% of students and 49% of teachers) and about (56% of students and 47% of teachers) of them agreed also. A disagreement was from 4% of students and 1% of teachers, and 2% of them had neutral opinion and 1% of students and 4% of teachers strongly disagreed.

For the question about topics layout maximum students (nearly 2%) remained neutral, about 56% of students and 47% of teachers of them agreed and nearly 49% of students and 36% of teachers of them strongly agreed. But disagreement and strong disagreement were from nearly 4% of teachers and 1% of students. The overall attitude of students and teachers for the physical aspects of textbook is satisfactory

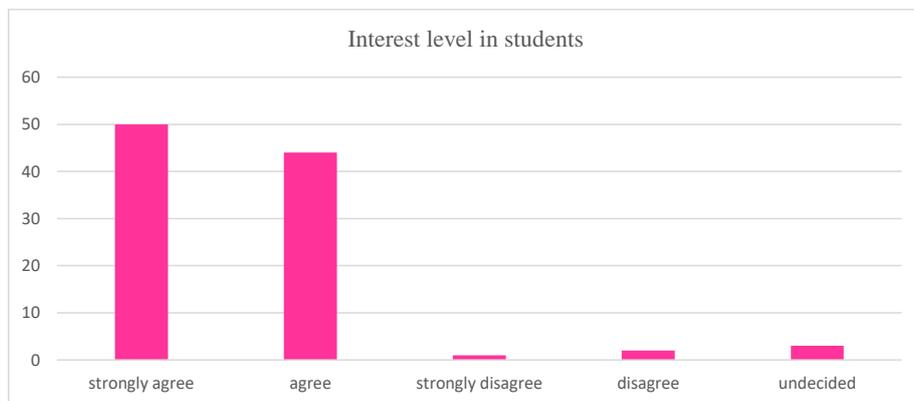


A textbook is tool of instruction for the teachers and a study material for the student. So, a textbook must satisfy the needs. Contents must be sufficient and moreover it must be linked with the previous knowledge and for this all the content page layout everything should be maintained properly so that it would help the students and teachers. Nearly 20% of teachers agreed with number of chapters and the layout is neat and balanced in the textbook followed

by a strong agreement from nearly 76%. When 4% of them did not show agreement or disagreement nearly teachers show their disagreement and strong disagreement.

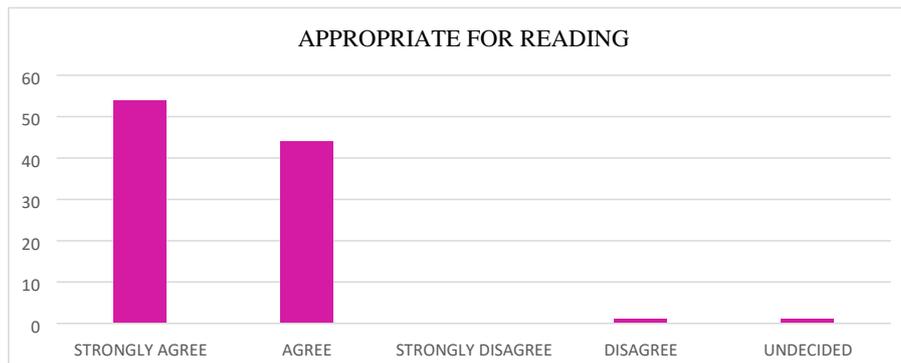


Data can be presented with help of graph to ensure understandability and to increase the interest of the students. So, a textbook must contain sufficient graphical presentation and at the same time in an understandable way. Towards the statement of understandability only 1% of students strongly disagreed and about 5% of them disagreed. A neutral response was obtained from about 2% of students. Nearly 50 % of students agreed followed by a strong agreement from about 42% of student.

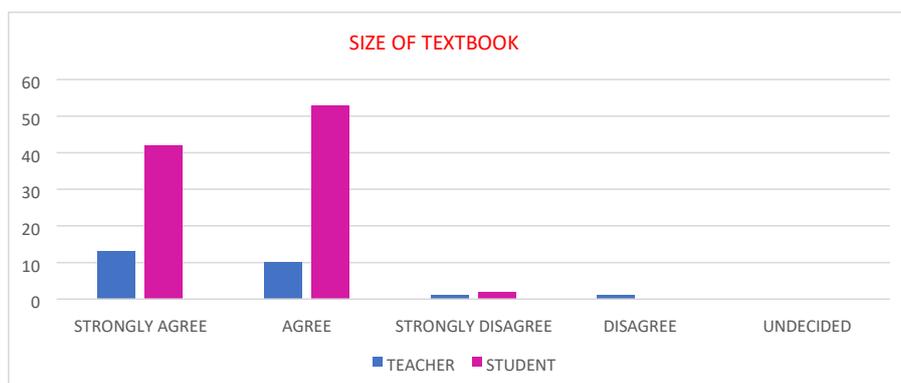


Since the world has reached at a level of knowledge explosion a child must get necessary help to compete the current issues including real life problems so, that they would create an interest in studying the subject. The students' responses regarding to the in the textbook the disagreement of 4% teachers and a strong agreement with 40% teachers. When 4% of teachers

remained neutral followed by strong agreement from 48%. With respect to the critical and creative thinking process students agreed with 42% and 56% of them strongly agreed. There was equal percentage of disagreement and undecided from the students in this regard 1%.

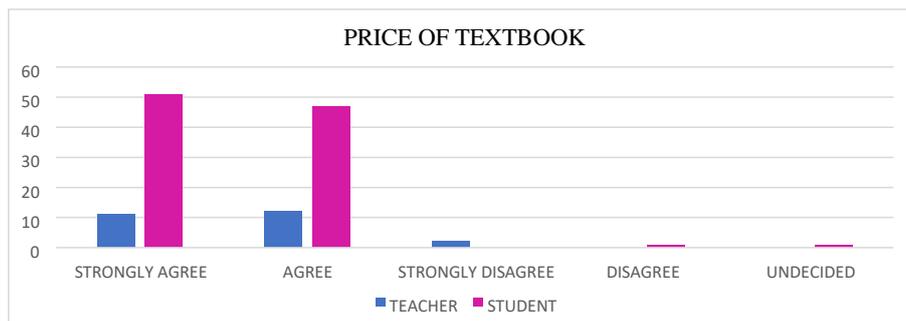


The language used in the textbook must be understandable based on the concept that a textbook must ensure self-practice and it should also be in a neat clean format. There should be a consecutive space between the lines and also in and proper size so that the reader can read it appropriately. There was very good agreement of about 54% students strongly agreed regarding to the appropriate way of typing in the book and agree from 44%. When 1% remained neutral, 1% of them disagreed but there was no strong disagreement from the students regarding the textbook.

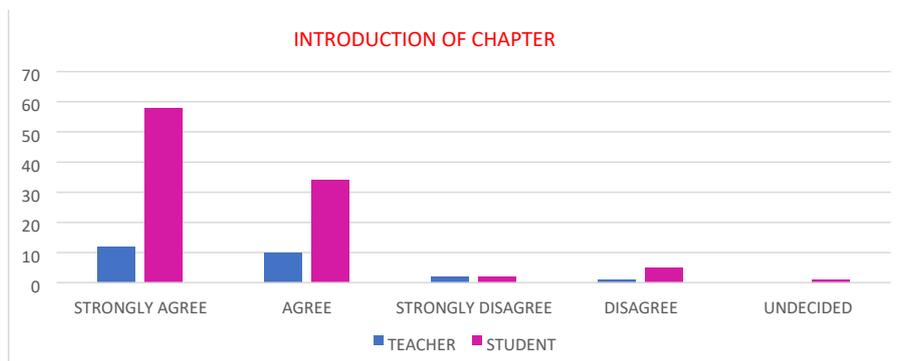


There are various aspects to be kept in mind during preparation of textbook so that it is convenient for students. In this regard the following observations are made by the investigator from the data analysis. With respect to the size of the present textbook, about 52% of teachers

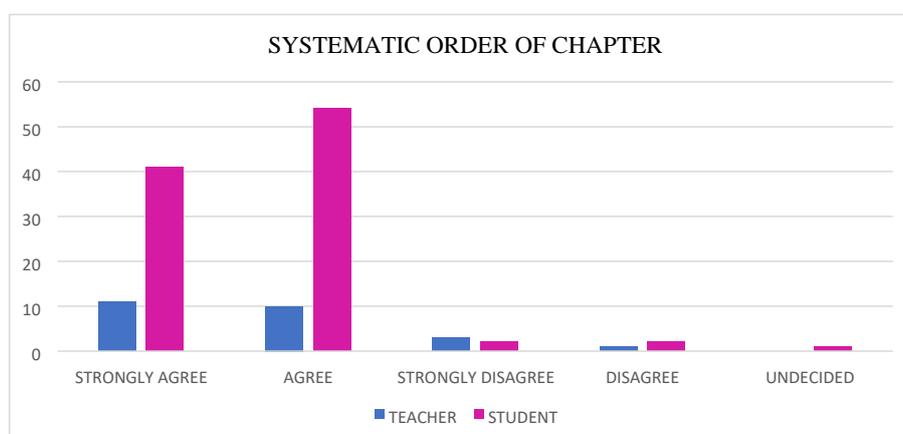
and 42% of students strongly agreed, this is the maximum of all responses, 40% of teachers and 53% of students agreed to the statement and favoured to the size of the textbook. Next to that about 4% of teachers and 2% of students strongly disagreed, 4% of teachers and 3% of students remained disagree and there was no one undecided in both the study.



When the price of the textbook is fixed by the authorities, they must consider different categories of student. In this regard when the investigator tried to find the opinion of student the following findings are made. There was a good response for the price of the textbook. Nearly 51% of teachers and 44% of students strongly agreed to the price and about 48% of teachers and 47% of students agreed to the statement. But 1% of students stood with neutral attitude and nearly 8% of teachers with strongly disagreed and 1% of students but they showed their strong disagreement. Till here we have seen a comparison of teacher and students regarding to various concept of the textbook as some of the questions were similar in the questionnaire of teachers and students so I did a comparison in both of them with the physical aspects. But in the academic aspects the questions quite vary from one another and it is not same for both of them.



A textbook must contain a proper manner of introducing a chapter contents which would be interesting and understandable in the age group also. There is almost 10 units in the textbook out of each unit it includes two to three chapters. Maximum agreed with the understandability of introduction of chapters and nearly 44% of teachers and 58% of students strongly agreed and 64% of teachers and 34% students agreed about the introduction of the chapter. There was no strongly disagreement, 4% from teachers and 5% from student's disagreement in the following survey and 1% of the student were not able to decide.



With regard to the understandability of concepts through there should be a logical format for knowing the concept in a systematic order which would create an interest in the students regarding the subject. About 44% teacher and 41% of students strongly agreed and 12% teacher and 2% of students strongly disagreed. While 4% teacher and 1% of students remained undecided and 4% teacher and 21% of students of them disagree.

ANALYSIS ON TEACHER & STUDENT OPINION REGARDING THE QUESTIONNARIE

Most of the teachers have positive opinion about the introductory chapter. Still, few of them suggested for more the better cover page of the book. Generally, the topics in a textbook must be arranged in a sequence with respect to content and complexity. Most of the teachers agreed with the sequence of topics in the textbook but very few had different opinion.

A textbook is considered a teaching tool for the teachers, the response of the teachers with respect to the student. All students are not with same calibre. So, while framing syllabus in a textbook this must be kept in mind. All teachers are satisfied with the topics with respect to

individual difference. Especially the topics of permutation and combination are not convenient for below average students. Economics textbook mainly contains examples, quote, graphs etc. All these things must be self-explanatory also so that students can use the material for self-study. In this regard all the teachers have good opinion about the data and graphs given in the textbook. All illustrations are self-explanatory and students are able to understand the concept with the real-life examples. Without graphs and diagrams concept won't be understood. But at the same time the data represented must be understandable to the learners.

Students must understand the importance of this aspect. The teacher and student's opinion in this area was good. Most of the teachers have very good opinion about the various graphs, diagrams examples, introduction etc., given and also the explanation of them. Exercise provided in the textbook after completion of each lesson. The exercises will be helpful to the students on various categories. With respect to the exercises given in the textbook different teachers have different opinion. Few recommended there is a critical and creative thinking in the student life. At the same time some of the teachers are satisfied with the exercises given in the textbook.

Generally, exercises are framed keeping in mind the illustrations based on topics covered so that student can solve sums including below average student. Some exceptions are there for brilliant students who can manage any kind of questions. With respect to the cover page there was a discomfort from some of the teachers. Education is the process of bringing out the aspirations of a child. Textbook must contain topics which can increase the reasoning power of the student.

Majority of the teachers and students said that there are such topics which may improve the reasoning power of the student. Examples are given in such a way that they have to understand and relate it with the real situation. Economics is a subject which deals with data related to poverty, economic growth, national income, globalisation, privatization, infrastructure etc., Therefore, the textbook must contain topics which resembles day to day experiences.

Different opinions were given by various teachers with respect to the question of day-to-day examples in the textbook. Most of the teachers and students gave positive response to this question because most of the chapters contain examples of production census etc. While framing a textbook the level of the students is always considered as education must improve the present knowledge. In this regard the teachers after considering the considering the

individual difference of students they said that the textbook is not below standard but some of them have the opinion that is totally few.

CONCLUSION

In order to achieve the objectives of the study the data were analysed objective wise. Data analysis and interpretation of data was done. The data is numerical as well as descriptive in nature. The technique of data analysis was textbook analysis. The first objective was to study the physical aspects of the textbook and the second objective was to study the academic aspects of the textbook. The third objective was to get the relevance and adequacy of content from the teacher and student.

The present study was an attempt to do an analysis of NCERT textbook of Economics of standard XI. The study concluded that overall students of standard XI were satisfied with physical aspects as well as academic aspects of the textbook. Majority of teachers and students were satisfied with the academic aspects of the textbook. In totality, the NCERT textbook satisfy on in terms of providing strong academic contents which was required for building upon further knowledge and a rich content for the subject.

CHAPTER: V
SUMMARY & FINDING

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INTRODUCTION

Our world is changing, and in order to prepare our students 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 and how they can interconnect with the life situation. Schools in the 21st century will become nerve centres, 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 students the ability to turn knowledge into wisdom. 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.

Education is the form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training or research. In earlier days this was not at all a comprehensive activity and students used to stay at Gurus place and education used to be carried out at the places of Guru. In those days there was a complete dependence of students on the teachers. There was no place for text book during those days or not available. But as time passed and printing has become an easy process text book has given an important place in the teaching learning process, it is considered as the mirror of curriculum which is of great help to the teachers as well as to the students. Evaluation of textbook is one of the ways to find out the physical as well as academic aspects of any text with respect to the needs of the users.

DEFINING CURRICULUM

Curriculum does not mean only the academic subject traditionally taught in the school but it includes the totality of experience that the pupil receives through the manifold activities that go in the school, in the class rooms, library, laboratory, workshop, playground and in the numerous informal contacts between teachers and pupils. In this sense the whole life of the school becomes the curriculum which can touch the life of the student at all point and help in the evaluation of a balanced personality.

BASIC PARADIGMS IN CURRICULUM CONSTRUCTION

Curriculum must satisfy the basic aims of education. So, it must have the following considerations on its developments. The individual: A curriculum must consider the students,

their age group, level of mental growth, family and social back ground as well as the knowledge possessed aspirations of a child.

The society: A curriculum should be in harmony with the social order, national economic policies, political system, cultural heritage etc. The human knowledge: The existing level of human knowledge must be a consideration for curriculum development.

SUGGESTED SEQUENCE OF THE CURRICULUM

Design of curriculum needs certain sequence to ensure the interest of the learners and to help the teachers to motivate them towards their goals. Following points suggest a fair sequence for curriculum.

- † Simple content should precede complex content.
- † The content should match the maturation level of learners.
- † The content must satisfy the immediate needs of the learners.
- † The content should provide direction to sequence.
- † Sequence should follow a Chronological Order

COMMERCE STREAM AND ITS MAIN SUBJECTS

Commerce, one of the streams offered by the state government to the students who passed standard X, has many interesting subjects including language. The main subjects apart from English and mother tongue are Accountancy, Statistics, Economics and Organization of commerce.

Accountancy covers the various procedures of accounting of economic transactions and there by arrive at the profit and loss of the business, which is the main motive, and to know the financial status of the business. **Economics** is the use of mathematical methods in collection, classification, analysis and interpretation of data. **Commerce** is the whole system of an economy that constitutes an environment for business. The system includes legal, economic, political, social, cultural and technological systems that are in operation in any country. **Economics** is the social science that studies economic activities Adam Smith, considered to be the founding father of modern Economics, defined Economics a study of the nature and causes of nations wealth or simply as the study of wealth.

ECONOMICS IN THE COMMERCE CURRICULUM

Economics of education is the application of economics principles, concept laws to process of education. It is a study how educational managers makes official or approved choices from scared available resources which is meant for the realisation of best possible educational outcomes. The term can be regarded as that branch of economics that relate the various aspects of economics to education, with the aim of ensuring efficiency in the allocation and utilization of resource in education “the study and practice of resources generation, allocation and utilization” and their relationship with education and the general economy of the society.

DEFINING ECONOMICS

Economics is a social science concerned with the production, distribution, and consumption of goods and services. It studies how individuals, businesses, governments, and nations make choices about how to allocate resources. Economics is the science which studies human behaviour as a relationship between ends and scarce means which have alternative uses.

ORIGIN AND DEVELOPMENT OF TEXTBOOK

In earlier days the activity called education was done by teachers called Gurus at their homes. Students were sent to guru’s house to get them educated. An overall development of a child was censured by gurus. There was no need of textbooks in those times. Whatever things were taught by the Gurus was learnt by the students. Apart from mathematics, science and social studies students were getting lessons of philosophy and religious education from this kind of Gurukul education system. There was a close relationship between the teacher and the student and a close link with nature. The boundaries of knowledge were very limited. As time passed the acquisition and accumulation of knowledge became a normal activity in man life. To impart this accumulated knowledge text books acted as a media and this might have given the need of textbooks in the field of education.

TEXTBOOK

A textbook is a book whose purpose is for instructional use. Textbook can include dictionaries, encyclopaedias, software manuals etc. School textbooks pertain to an instructional sequence based on an organized curriculum. Textbooks and teachers’ guides occupy a unique place in

the teaching learning process. Textbook material is often divided into four categories as narration and discipline, prescription and directives, procedures and theoretical laws.

A textbook is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. A textbook used in the study of a subject is a literary work or a presentation to the study of a subject. Textbooks are print books or e- books that accompany a specific class or subject at the school or university level, and suggest a curriculum that is a course of learning for that particular class.

NATIONAL STANDARD FOR TEXTBOOK

Following are few suggestions of the education commission 1952 towards the standards for textbooks. (1) It should not be with an overloaded syllabus in narrow bookish and theoretical manner. It had suggested that the curriculum should not be divided into a number of watertight subjects but all the subjects should be interrelated. (2) The curriculum should not be divided in different ways but all subjects should be interrelated and should include relevant significant topics so that it could touch the lives of students. (3) No single textbooks should be prescribed for any subject but a reasonable number. (4) It also recommended that a high-powered committee be set up in every state for selecting textbooks. Curriculum evaluation is the weakest link of the Indian curriculum development scheme.

ANALYSIS OF CURRICULUM AND TEXTBOOK

Evaluation involves a try-out of the appropriateness of curriculum to achieve the basic objectives. When a new curriculum is to be developed unit wise as well as full curriculum try out is to be done. During the evaluation process, probable questions can be (1) whether the objectives of the instruction sets are within the competence of the teacher and students to achieve? (2) Whether the content matter is adequate to achieve the objectives? (3) Which one of the various methodologies tried is more suitable to be adopted as compared to the others? (4) What instructional materials or set of them help the students achieve the objectives better than the others? Analysis of textbook involves the process of examining the physical as well as academic aspects of textbooks based on certain standard. Analysis is done to study the present features and as well as to suggest various measures to improve the standard to cater the needs of the users. Moreover, sometimes analysis is done to reduce the syllabus if it does not come up with the students and teacher mental abilities.

RESEARCH QUESTIONS

1. Are the physical aspects of the economics textbook suitable to its users?
2. Are the academic aspects of the economics textbook suitable to its users?
3. Does the economics textbook cater to the needs of teachers and students?
4. Does the economics textbook for standard XI have any scope for improvement?
5. Does the textbook provide enough exercises to help the learner for better understanding of the concepts and teachers for ensuring better education?

REVIEW OF RELATED LITERATURE

To be effective, any researcher has to move around the context of studies already conducted. A review of related literature provides the necessary context for the present study. An investigator gets useful information about tools used, nature of data, procedure of data analysis etc. from previous studies. Review of related literatures allows the researcher to acquaint himself with current knowledge in the field of area in which he is going to conduct his research. The review of related literature enables the researchers to define the limits of his field. By reviewing the related literature, the researcher can avoid unfruitful and useless problems areas. He can select those areas in which his endeavour would be likely told to the knowledge in a meaningful way. The textbook is a very important and effective tool in the hands of a teacher as well as the students. It not only casts impression on the minds, of the learner but also helps the teacher in guiding their students. Moreover, it is a textbook that again is responsible for creating interest in the minds of the students and teachers.

Various studies have been conducted on the evaluation of curriculum as well as textbooks. Here the investigator had come across studies related to both categories. This has been mentioned under two categories (1) Studies related to curriculum (2) Studies related to analysis of textbooks.

RATIONALE

Textbook play an important role in the process of teaching and learning. It is the mirror of curriculum which is to be imparted to the new generation. A textbook must be of with required contents so that a student can use it with confidence. Physical and academic factors consider a lot while evaluating a textbook. When the physical factors throw attraction, academic factors boost the knowledge required Evaluation is the process of ascertaining the qualities based on certain requirements and suggest for further improvements.

Commented [AN2]:

There is always scope for change and improvement, but it is not possible, unless the textbook programmed is supported by adequate research. We must remember that we have two different objectives, the first one is the general; education of citizens (for everybody, and this the minimum), meanwhile the second one is mainly concerned with scientific education. Whatever the objectives are and whatever the students are, we must keep in mind that a sensible curriculum must have some important functions.

Present study involves the analysis of standard XI economics textbook. Economics is required in every field of commerce and industry. The investigator decided to conduct a study on standard XI as it is felt important to learn all the basics in the first year of their higher education. Without proper basic concepts they will not be able to cope up with the subject in the higher studies. It is easy to learn from simple to complex. So, it is logical to include all important aspects of collection of data along with presentation and analysis must be a part of the syllabus.

A textbook is the mirror of the curriculum. It reflects all the topics needed according the level of the students. A textbook is a book whose purpose is for instructional use. Textbook material is often divided into four categories as narration and discipline, prescription and directives, procedures and theoretical laws. A text book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. A textbook used in the study of a subject is a literary work or a presentation to the study of a subject. Textbooks are print books or e- books that accompany a specific class or subject at the school or university level, and suggest a curriculum that is a course of learning for that particular class. Since it is the main teaching tool the investigator thought of analysing the textbook in detail to ensure its suitability for the students as well as for the teachers. Various studies have been conducted in the field evaluation of textbooks. Most of them are related to the curricular aspects and few for text books and its contents. All these studies showed the physical aspects of the textbooks from the point of view of the students, and experts.

When textbook helps teachers to teach it helps the students to cater the past knowledge. Vijayan while An Evaluation of standard XI commerce textbook prescribed by Gujarat State Board evaluate the academic aspects like appropriateness of introduction, organization of the content, illustrations, spelling mistakes, end of chapter exercise, and to take the opinion of teachers and students regarding the suitability of textbook. In the present situation of advanced technology textbook place is not less in the teaching learning process. Textbook often teach the teachers where there is lack of training. In a developing country like ours text cannot be replaced by the

latest technology for whatever reason might be. It is like a weapon for the students to overcome many hurdles and tool for instruction for the teachers. Few studies revealed the implications of evaluation of textbooks for further studies. Singh "A study of commerce education programme in the higher secondary schools of Gujarat refinery in Baroda city". Gujarati medium students found organization subject more difficult than the English medium students. Very few students from both the schools found Accountancy subject difficult. The topics which are covered in the high school level are repeated in the textbook without any advancement.

There is no particular use of economics in business as well as day to day life is not mentioned in any of the topics. Therefore, the investigator conducted the present survey in expectation of an immediate revision of the textbook. The use of economics in business as well as in daily life is not mentioned in the textbook. So, the textbook needs revision and up gradation to overcome the present limitations.

Apart from the above studies many studies were conducted and being conducted with a view to improve the curriculum to cater the future needs of the users. Teachers are curriculum translators. So, their tool must be in accordance with the objective. So, the evaluation must be on the need of the topic.

Considering these studies were conducted and being conducted to get better results in future. But so far no one has conducted a study in economics education in the higher secondary level. Keeping this in mind the researcher took the initiative of conducting an evaluation procedure of higher secondary economics textbook.

METHODOLOGY

Methodology is the part of research in which actual plan of the investigator is being executed. Here the investigator used various methods to complete the research. It is not easy to collect the required data in a stipulated time. Various methods are used by the investigator in obtaining the required information. The various tools used by the investigator include questionnaire in google form for students and teachers of standard XI. The present study is a survey conducted by using questionnaires the sample selected from the population concerned.

STATEMENT OF THE STUDY

“An evaluation of standard XI textbook of Economics prescribed by National Council Educational Research and Training”.

OBJECTIVES OF THE STUDY

- ❖ To study the Physical aspects of the GSHSEB statistics textbook of standard XI.
- ❖ To study the Academic aspects of the GSHSEB statistics textbook of standard XI.
- ❖ To study the reaction of teachers with regard to the relevance and adequacy of content and also to study the reaction of students with regard to the relevance and adequacy of content.

POPULATION OF THE STUDY

The population of the study consisted all the students of standard XI of commerce stream, all the teachers teaching economics in the higher secondary commerce NCERT Board in Gujarat.

SAMPLE AND SAMPLE TECHNIQUE

The investigator used a sample of 125 out of which 100 students of standard XI commerce, and 25 teachers teaching economics for standard XI commerce, the schools were randomly selected from the Gujarat. Later on, students of the particular class in these schools were taken for present study. In the same way a sample of teachers was taken from the selected population all teachers in Gujarat. The population of the study consisted all the students of standard XI of commerce stream, all the teachers teaching economics in the higher secondary commerce NCERT Board in Gujarat.

PREPARATION OF TOOLS

Data collection for the research was done by using two different tools. These tools were (1) Questionnaire for students of standard XI (2) Questionnaire for teachers for standard XI. In the present study the investigator administered the questionnaire for students and teacher of different schools and obtained information from the selected sample. A questionnaire is a set of questions prepared with respect to the subject of textbook evaluation research in which students are expected to give their opinion in the most appropriate way. It is the duty of the investigator to get necessary information from the respondents from various angles. In the present study the investigator approached the teachers and the students and gathered information related to the present study.

VALIDATION OF TOOL

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 the supervisor, teachers and some of my classmates. Some of them advised to add more questions related to the subject content. No major changes were being suggested by the experts after validation of tools. The investigator accepted all the relevant suggestions by the experts. The tool was modified and finalized (the tool is presented in the appendix)

PROCESS OF DATA COLLECTION

PHASE ONE: The investigator obtained the permission from principals of various schools for collection of data from students, took prior appointments from teachers on call/email.

PHASE TWO: Investigator visited the schools for getting permission to collect the data from the teachers and students. Simultaneously the investigator collected the data from the teachers. due to the pandemic, there was no students in the schools and teachers were also visiting the schools in alternative days. So, the investigator maintained a telephonic talk to make good rapport with them. The collection of data was smoothly done because of the cooperation of principal, teachers and students from the various schools. The teachers and students were quite happy to give their suggestions and opinion on the textbook evaluation regarding the standard XI Economics students.

PHASE THREE: A sample of 125 regarding to the study was conducted. Collecting the data was little bit difficult due to this situation. 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. After the meeting the principals or after the telephonic conversations mail was forwarded to the principal and then the respected school arranged up a meeting with the subject teacher and further the data was forwarded to the students also. All this process took a time period of about three weeks to complete the process.

PROCESS OF DATA ANALYSIS

The data collected by the investigator was organized and analysed by the investigator by using appropriate techniques. The analysis of data was done in the following manner. The analysis of physical aspects of textbook was done by the investigator by the technique of content analysis. The analysis of academic aspects of textbook was done by the investigator by the technique of content analysis. The opinion of teacher and students of standard XI percentage and content analysis. The survey of teachers and students was done by content analysis. Graphical representation of data analysis was done wherever necessary to confirm clarity of data analysis.

MAJOR FINDING

The school who got permission under NCERT, then they should use NCERT textbooks as a main textbook 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 felt the cover page could be little bit different so that it would create much more interest. that combination of government and private publisher's textbooks got benefit to the students.

The NCERT textbooks were easy to understand in term of language and vocabulary. Teacher felt that the textbooks did not meet the requirement of the promoting higher level thinking skill, real life application and academic growth. The investigator undertook a detailed analysis of the physical aspects of the textbook based on objective one and the major findings are as follows. The cover page of the textbook is fairly attractive and average in size and weight. It was found that the textbook is designed under the guidance of many experts. It was originally designed by Sarita Verma Mathur and the illustration was done by her for the textbook.

The publication was done on behalf of the NCERT board for the school textbooks. The textbook is quite good with respect to binding, font size, headings and sub headings and its planning and layout found appropriate. It is commendable that many experts were involved in the preparation and planning of the textbook. An outstanding quality of the textbook is totally without spelling error and all new words are in bold letters and last but not the least it is a low priced one. At the same time, it is advisable that the textbook can be made more attractive by giving some more different image on the cover page.

The quality of paper used in the textbook is 80GSM papers which has a smooth surface and well as binding can be enhanced for easy handling. Figures associated with the pre independence are in black and white images but the images other than this can be in the colour format way. Based on objective the investigator studied and analysed all the academic aspects of the textbook in detail and arrived at the following major findings. The language used in the textbook is simple considering the individual difference.

The introductory lesson as well as the introduction of each lesson is presented in a meaningful way so that students get an idea of each topic in the textbook. All the illustrations given in the textbook and the exercises given at the end of each topic and the consolidated exercises give the complete understanding of each and every topic to students of all levels. Based on all these aspects the textbook can be considered as a self-study material in many ways. Moreover, for better understanding a sample questionnaire is given to understand the meaning of collection of data. The textbook provides workout which would be in a form of activity or extra knowledge which students gain.

The textbook is designed after selection of major topics wisely by a group of experts and properly reviewed by eminent people. The example is given in the textbook to understand the concept of real-life experiences, current issues or global problems. Examples given at the end of each topic or lesson are creating any reasoning power in students. The investigator approached nearly 100 students of standard XI students to collection for the first and second objective i.e., the physical aspects and academic aspects of the textbook.

From the analysis of data collected with the help of checklist the investigator arrived at the following major findings. Nearly 95% of students and teachers are in favour of the size and weight of the textbook, attractiveness of cover page and the page layout. Majority of students and teachers stood neutral for the statements of attractiveness of cover page and topics lay out in the textbook. Maximum students (nearly 60%) disagreed with the durability and clarity in printing of the textbook. 90% of students and teachers are much satisfied with the font size of the contents in the textbook. About 70% of students gave satisfactory responses for margins, spacing etc of the textbook.

The areas where students showed dissatisfaction include the durability and the clarity in printing. The overall result of the research shows that the textbook has almost all qualities which are needed and the students are much satisfied with the textbook. Nearly 80% of students

are in favour of the textbook with respect to the provision of necessary tables like logarithm, antilogarithm etc. 75% students and teachers agreed with the illustrations and supported that they are good for self-practice.

Nearly 70% of students and teachers are agreed with the statements and supported the textbook in matters of explanation of formulae, previous link for the topics, language simplicity and availability of enough exercises for understanding the concepts. 50% to 60% students favour the textbook with respect to its number of topics according to the learning capacity of the students, sequential and logical arrangement of chapters, link with present and previous year data, introduction of each and every lesson, and consideration for different age group to understand the basic concepts in the various topics.

Students who supported the textbook with respect to exercises given in the textbook and its self-practice, consideration for individual difference, inclusion of topics of current issues in the textbook and examples of real-life problems etc range from 70% to 80%. satisfaction can be seen in the students and teacher towards the present textbook.

Majority of students stood with neutral attitude in matters regarding topics of current issues, real life examples and consideration for individual difference. The overall attitude of students and teachers towards the academic aspects of the textbook is quite satisfactory. They are very much satisfied with the textbook and the investigator could not find any major issues or complaints towards the textbook from the point of view of children.

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 physical and academic aspects of the economics for the standard XI following the NCERT board. It was found that all government officers said that according to NCERT rules any private school who got permission under the NCERT, they have compulsion to use NCERT 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. So, it would be helpful to all students. The pricing formula seemed to be reasonable for the textbooks. Encourage use of case studies for discussion purposes to engage students to look into socio-economic issues from multiple perspectives and understand how such issues are connected to their lives. Provide opportunities to explore various economic issues both from their day-to-day life and also issues which are broader and invisible in nature. Teaching with case method provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on socio-economic issues and a commitment to democratic forms of interaction. This is important in view of the multiple contexts in which our schools' function. For instance, issues related to human rights, caste, religion and gender can be critically reflected on by children in order to see how these issues are connected to their everyday experiences, also how different forms of inequalities become compounded and are perpetuated. It facilitates collective decision making through open discussion and by recognizing multiple views.

IMPLICATIONS OF THE STUDY

Investigator observed various studies conducted with respect to curriculum and textbooks. All the studies were related to the physical and 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 clear picture of the standard XI Economics text book. The present study will be beneficial to two particular classes of people. (1) The Textbook Bureau and (2) The Teachers. The textbook bureau can make necessary changes in the textbook considering the suggestions arrived from the present study. There are various changes in the field of economics due to information technology. The new changes must be brought to the children with the help of the textbook only. students can be explained how statistical data can be used in analysing global problems.

SUGGESTION FOR THE FURTHER STUDY

In the present study the investigator used various tools like checklist for students and semi structured interview for teachers and experts. The information achieved is quite satisfactory for further improvement in the textbook. Suggestions for further studies include the following. A study can be conducted on the students who are in higher education like B. Com, B.B.A, and C.A to get their feedback about the level of the present textbook. The study can further extend to the mathematics teachers of secondary to get information about the topics which are already

covered in secondary level so that repetition can be avoided in the higher secondary level.
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.

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2	APPENDIX –1	100 – 107
3	APPENDIX –2	108 - 117

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QUESTIONNAIRE FOR STUDENTS

A questionnaire comprises of 30 questions has been prepared for seeking your valuable information view with regard to the Economics Textbook prescribed by the NCERT, that you are currently studying. kindly give your honest views on each question mentioned below. As the question are developed with five options regarding to each question, you are requested to select the appropriate option from the question. * **Required**

NAME OF THE SCHOOL

PHYSICAL ASPECTS

1. Does the cover page of the textbook reveal content of the book? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

2. Is the binding of the book durable? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

3. The size of letters used in the textbook for heading and subheading is appropriate? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

4. The colour used in the picture and graph is appropriate? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

5. The space left between the two consecutive is appropriate for reading? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

6. The quality of paper used in the textbook is good? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

7. The size of the book is convenient to handle? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

8. The quote and important points are highlighted in the different colour? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

9. The price of the textbook is affordable? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

10. Do you find difficulty in understanding the content of the textbook? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

11. Do you find the sequence of chapter appropriate for understanding the concept? * *Mark only one oval*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

12. Do you find the presentation of content interesting? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

13. Does the content presentation leads you to further interest in the topic? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

14. Do you feel like giving up the study of economics due to boring presentation of the content?
** Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

15. Are you satisfied with the explanation of the content in the economics textbook? ** Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

16. Is the content present in simple and easy language? ** Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

17. Do you feel that chapter introduced properly so that you can understand the importance of topic and its relation with the concept? ** Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

18. Is the colour used in the textbook for diagram, graph, table and charts are appropriate? *
Mark only one oval.

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

19. Do you find the examples used are appropriate understand the abstract of content? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

20. Is there any chapter where diagrams, graphs, tables and charts are not used but it was needed in particular content? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

21. Do you find difficulty in understanding some of the topic due to absence of examples? *
Mark only one oval.

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

22. Do you feel some of the examples are unnecessarily added up in the economics textbook?
** Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

23. Do you find exercise provided in the textbook at the end of chapter are difficult to understand? ** Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

24. Is there any need to add up more difficult question at the end of the exercise? ** Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

25. Does the question in the textbook is of application level? ** Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

26. Do you think some question to be requires critical and creative thinking to solve? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

27. Is there any printing mistake in the exercise? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

28. Are you satisfied with the coverage of content? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

29. The textbook contains further reference and resources for further reading? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

30. Does the activity in the textbook encourages in the developmental growth? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED



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QUESTIONNAIRE FOR TEACHER

A questionnaire comprising of 30 items has been prepared for seeking your valuable view with regard to the textbook of Economics prescribed by the NCERT that you are teaching in Standard XI. your candid opinion will be considered necessary for making a fair analysis of the textbook. The information provided by you will be used for the research purpose. Hence the suggestion given by you will be taken in the right spirit as you are considered as the best judge of this instrument of teaching- textbook. The below question are divided into two parts they are physical aspects and academic aspects each question are given with five option, tick the appropriate option in the below questions. * **Required**

NAME OF THE SCHOOL *

EDUCATIONAL QUALIFICATION: *

TEACHING EXPERIENCE: *

PHYSICAL ASPECTS

1. Do you find the cover page of the economics textbook attractive and appealing? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

2. Is the binding of economics textbook durable? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

3. Is the size of letters used for heading, subheadings and the text appropriate? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

4. The page layout is neat and balanced? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

5. The textbook appeals to the students with regard to the interest level of the content? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

6. The size and weight of the textbook is appropriate for the students? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

7. The price of textbook is appropriate? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

8. Do the binding, pages and cover page of textbook is durable? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

9. Are you satisfied with the quality of paper? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

10. Is the size of the textbook convenient to handle? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

ACADEMIC ASPECTS

11. Are you satisfied with the ways lessons are introduced? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

12. Does the introduction lead to the further knowledge in the students? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

13. Is the introduction of each chapter written as per the level of the students? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

14. The information in the introduction is accurate and easy to understand? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

15. Is the organization and presentation of the content suitable to the average mental ability of the students? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

16. Is all chapter organized logically? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

17. Does the organization of content in each chapter succeed to develop concept clarity rather than mere imparting factual information? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

18. Is the presentation of the content systematic and easy to understand both for teachers and students? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

19. Is there any topic which is not properly explained in the book? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

20. Is there any chapter where diagrams, graphs, tables and charts not used but the scope was there? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

21. Is the size of pictures and graphs appropriate? * *Mark only one oval*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

22. Is there any word, beyond the grasping capacity of the students? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

23. Does the exercise stimulate critical thinking in students? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

24. Do the exercises able to generate creativity among the students? * *Mark only one oval*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

25. Is the exercise provided at the end of the chapter useful to summarize the content? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

26. Do the exercise helps to evaluate the achievement of students in all aspects? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

27. Is there any need to provide any activity at the end of the chapter in addition to exercise? * *Mark only one oval*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

28. Does the textbook involves the latest information as per the requirements? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

29. Is there any printing mistake in the content of the textbook? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED

30. Is there any chapter which is too difficult to understand for the students? * *Mark only one oval.*

- STRONGLY AGREE
- AGREE
- STRONGLY DISAGREE
- DISAGREE
- UNDECIDED



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