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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

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A CRITICAL – ANALYTICAL STUDY OF THE BUSINESS STUDIES TEXT BOOK PRESCRIBED AT THE HIGHER SECONDARY CLASS OF KERALA STATE

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ABSTRACT

Here the investigator studied about the business studies textbook at the higher secondary class of Kerala state based on certain objectives. The problem stated as "A critical-analytical study of the business studies textbook prescribed at the higher secondary class of Kerala state" conducted through document analysis and a survey method for obtaining the objectives. To critically examine the business studies textbook mentioned, based on certain dimensions such as objectives, content, curriculum transaction, and evaluation and also derive creative suggestions from the subject experts for the improvement of the existing business studies textbook at plus-two level. The survey conducted among 48 higher secondary school teachers and data collected from using questionnaires. The data critically analysed by the statistical techniques computation of percentage. The investigator found important findings based on objectives and derived suggestions from the expert teachers in the field of business studies teaching.

KEYWORDS

business studies text book, secondary classes, Kerala.

INTRODUCTION

Education is an integral part of human life. It is the basic condition for the development of the "whole man" and vital instrument for accelerating the well-being of all in every direction. The meaning of education is dynamic in nature. In a broad sense, education is life and life is education. Through education, we have to provide real and concrete life situation and experiences to enable the individual to lead a good and effective life.

Education is the process that imparts, improves or charges the information, knowledge, understanding, attitudes, practice, and skill and so on of the people for their effective performance in life as individuals and as member of the family, society, nation and the world. Education has considered as a natural process. The process of education of human being starts when he is in the womb of his mother. Through education, man gets acquaintance with the accumulated experience of human life. These experiences provide proper solutions for solving the problem of life.

Education has given a high priority in our constitution. The Article 45 of the Indian constitution states, "the state shall endeavour to provide within a period of 10 years from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years". Today education has undergone multifaceted growth and progress.

For imparting education textbook has a vital source of material than any other materials. According to Francis Bacon (1561-1625), an English philosopher a textbook is "a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices". In the words of J.A Lauwerys and H.C.Barnard authors of a handbook of British Educational Terms (1963), "a text book is a book prepared specially to assist learners in mastering a subject or a part of a subject".

The criterion of a good textbook deals with certain important points such as attractiveness, title, author, recency, language, content, teaching procedures, kinds and number of questions and illustrations. Here the business studies textbook place an important role as an integral source material in higher secondary classes for dealing commerce education.

Trade, commerce and industry constitute a vital part of our life's activities. The aspects of our life's experience are extremely important and if we despaired these, all our educational effort will be fruitless toil. The explosion of information science and technology has influenced every area of life including business and commerce. The use computers and management technique of behavioural science have completely revolutionalised the running of modern business and commerce enterprises. It therefore has become very necessary to pay adequate attention to business and commerce education.

The New Economic Policy has brought about a sea change in the Indian economy. The LPG (Liberalisation, Privatisation and Globalisation) process has drastically changed the situation in the business world of course; changes are very common in the business world as this field is highly sensitive to various situations. This ever-changing phenomenon of business world has posed varieties of challenges to business education. The main task of Business education is therefore to make students fit to face the challenges of ever-changing business environment. Thus, business education and commerce education become an important part of higher secondary school curriculum.

Business studies is one of the major areas of study for higher secondary commerce course. It has enabled the elementary business education as subject of business to carve out a place for itself at the higher secondary stage. The textbook is an important source of information to the students. Therefore, the textbook of business studies must follow new trends and practices in commerce education. The investigator conducted a thorough analysis of prescribed text book of business studies in the plus two commerce class under the components of objectivity, content, curriculum transaction, evaluation, and teacher training etc.

REVIEW OF RELATED LITERATURE

Review of related literature is an important aspect of any research report. Every research project based on all of the relevant thinking and researches preceded it. When completed, it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and research. For any specific project to occupy this place in the development of discipline, the researches must be thoroughly familiar with both previous theory and research. To assure this familiarity every research project whether in the social or physical services needs a review of the theoretical and research literature as one of its early stages.

In the field of education, the research worker needs to acquire up to date information about what he has been thought and done in the particular area from which he took a problem of research. After having referred the encyclopaedia of educational research and various journals, the investigator felt that literature related to this area was enormous. An attempt made here to mention some of the related studies the investigator had reviewed.

STUDIES ON EVALUATION OF TEXTBOOKS

Some researchers in India and abroad have made some studies in the area of evaluation of textbook. Studies under this area conducted to develop, evaluation criteria for assessing the nature, quality of a textbook. Some of the major studies on evaluation of textbooks are given below.

Rastogi (1975), in one study, developed process of preparation of textbook of mother tongue and also the tools and techniques for evaluating them. In another study **Rastogi (1975)**, made a comparative study of the textbook of mother tongue in Bengali, Gujarathi, Hindi, Telugu and Urdu.

Chudhari (1977), investigated about the effectiveness of textbook improvement programmes in India. It was found that with the launching of the improvement programme the quality and quantity of the textbooks have been improved to a great extend.

In a study conducted by **Gopala Krishna (1977)**, revealed that the textbook was in accordance with the syllabus prescribed for mathematics. An attempt was also made to make a comparative study of new mathematics syllabus with that of the old syllabus.

O.Conner (1991), identifies materials that are currently available to vocational teacher for integrating mathematics, science, language, arts in to the vocational curriculum. It contains over 100 citations of textbooks, videos and computer software.

Ramesh K (2003), a critical analytical study of the VIIIth standard social science textbook of Kerala State. After analysing the content, exercises, illustrations and physical aspects of the textbook the investigator came to the following conclusions.

- Practicing teachers who are handling social science in standard VIII can deliver valuable information about the existing social science textbook and curriculum.
- The teachers are ready to changes their attitude towards social science instruction required for the revised textbook.
- Need Effective training on the methodology as well as content.
- Numbers of activities should be reduced in considering the time available in classroom thing.
- The physical conditions of the classroom should be modified in order to implement the group activity in the classroom with minimum disturbances.

STUDIES RELATED TO COMMERCE EDUCATION

The present study related with business studies textbook. The investigator reviewed major studies related commerce education. The studies conducted in this area to develop and improve the commerce field. Some of the major studies related to commerce education are, given below.

Bahuguna (1973), conducted a study to evaluate commerce education up to higher secondary level in Rajasthan. The study revealed that teaching of commerce in the country was not done on a scientific basis and standard of commerce education at the higher secondary level not very high. The study also revealed that the teaching of commerce education was facing several types of problems including lack of relationship between the philosophies of commerce education and the requirements of the modern society and the commerce syllabus not related to the employment market. The study has suggested some action oriented programmes for the improvement of the quality of commerce education.

Bloch, Brian (1995), discusses the use of German literature in course teaching cross-cultural management. The article argues that literature depicting society and culture promotes effective business interaction. It also attempts to classify the benefits of using literacy texts to supplement theoretical texts on international business.

Niranjana (2003), revealed that the content of the textbook has to be updated and more topics must be included to internalise values relating to accounting and provides creative suggestions for improving the teaching methods and techniques of accountancy textbook in higher secondary level. Also identifies the simplification of languages of textbook and significance of in-service programmes for the higher secondary school teachers.

NEED AND SIGNIFICANCE OF THE STUDY

Formal instruction in commerce subjects is not given during the first ten years of schooling. Against this background, it becomes necessary that at the higher secondary stage, instruction in these aspects be given in such a manner that the students have a good understanding of the principles and practices bearing on business trade, industry, and their relationship to society. To cope up with the increasing demand for the people in commercial and governmental jobs, it becomes essential to introduce the commerce education at school level. In the new scheme of education, sufficient attention has paid to commerce education in Indian schools. Now the commerce education has been included in the school curriculum.

With the fast changing economic scenario and business environment in a state of continuous flux elementary business education along with business studies has carved out a place for itself at the higher secondary stage. Its syllabus content should give students a firm foundation in basic business principles and keep them informed of the change in its methodology concerning particular aspects of the subjects. The course in business studies prepares the learner to analyse, manage, evaluate and respond to change which affect business operations. It allows students to appreciate that business is an integral component of the society and to develop understanding many social and ethical issues.

The course content in the business studies programme should arranged and so designed that it is capable of developing organisation skills among students and such attitudes that make the worker an intelligent and productive participant in economic life of the country. It must keep abreast of the latest developments of business environments. Textbooks are the primary source of information to students. The present status of textbook is that they are not up to date. So the textbook of business studies must follow new trends and practices.

The State Council of Educational Research and Training (SCERT), Kerala, has introduced a revised textbook of business studies at higher secondary plus-two stage. In order to find out the strength and weakness of textbook, a systematic and scientific study is essential. The investigator can find out the studies related to evaluation or analysis of business studies textbook at plus-two level. By this consideration the investigator, take up the present study as "A critical-analytical study of the business studies textbook prescribed at the higher secondary class of Kerala state".

STATEMENT OF THE PROBLEM

Textbooks are the major important sources of schools, without textbook there is like heart without soul. So the textbook of business studies in the higher secondary plus-two level has an important source of commerce students in plus-two classes. So in the present study the investigator intended to know the importance of business studies plus-two level textbook and its feasibility and appropriateness to the contemporary curriculum.

Therefore, the problem stated as follows:

"A CRITICAL-ANALYTICAL STUDY OF THE BUSINESS STUDIES TEXTBOOK PRESCRIBED AT THE HIGHER SECONDARY CLASS OF KERALA STATE".

DEFINITION OF KEY TERMS

Following are the major definitions of key terms.

CRITICAL-ANALYTICAL STUDY

Critical-analytical study means looking very closely in detail to evaluate how far materials are appropriate and up to date to evaluate how far the evidences used in the material really proves the point to weigh up opinions arguments or solutions against the criteria.

BUSINESS STUDIES TEXTBOOK

In the present study the business studies textbook denotes the textbook on business studies prepared by State Council of Educational Research and Training (SCERT), Kerala, and prescribed as a textbook for higher secondary plus-two level.

HIGHER SECONDARY CLASS

The term higher secondary class refers to classes, which recognised as plus-two classes i.e. after 10th class at higher secondary schools.

KERALA STATE

The state of Kerala is one of the state in India situates southwest corner of India's map. It is a small and highly literate state in India.

OBJECTIVES OF THE STUDY

The present study has the following objectives.

1. Critically examine the business studies textbook prescribed at the higher secondary class of Kerala State based on the following dimensions,
 - (i) Objectives
 - (ii) Content
 - (iii) Curriculum transaction
 - (iv) Evaluation
2. To derive creative suggestions from the subject experts for the improvement of the existing business studies textbook at plus-two level.

METHODOLOGY OF THE STUDY

The methodology used for the present study was document analysis and a survey.

DOCUMENT ANALYSIS

The document used for the present study was the business studies textbook prescribed for higher secondary plus-two level by State Council of Educational Research and Training (SCERT), Kerala.

SURVEY

The investigator conducted a survey up on sample of 64 higher secondary commerce teachers from Ernakulum and Thrissur districts of Kerala state. Sixteen incomplete questionnaires eliminated. Therefore, the final sample was limited to 48, that shown in Table 1. The sample was drawn under the method of simple stratified random sampling giving due representation to factors like sex, locale and type of management school. Besides these, 5 subject experts in the field of commerce education are randomly selected to express their opinion regarding the textbook of business studies at plus-two level.

TOOLS AND DESIGNS

The investigator preparing a questionnaire and collected responses from higher secondary school commerce teachers connected with the problem area (objectives, content, curriculum transaction and evaluation) of the textbook, that shown in Table 2. Then computed the percentage of each response connected with the problem area and that shown in Table 3. Scoring-'one' point to each positive responses and 'zero' point to each negative responses.

SCOPE AND LIMITATION OF THE STUDY

The present study "A critical-analytical study of the business studies textbook prescribed at the higher secondary class of Kerala state" is intended to get a comprehensive idea about the existing prescribed business studies text book at plus-two level, higher secondary schools in Kerala. It is expected that the results of the analysis will help the investigator in making suggestions for improving the content of business studies textbook at plus-two level.

LIMITATIONS

1. The study was limited to a sample of 48 commerce teachers at higher secondary level.
2. It is difficult to cover the textbook within the prescribed time limit.
3. The study was limited to only two districts viz, Ernakulum and Thrissur districts of Kerala state.
4. Only business studies textbook for plus two selected for study.
5. Not all aspects of the textbook considered for analysis. Importance is give to the academic aspects only.
6. Majority of commerce teachers working in Government schools are on temporary or guest basis and are fresh in this field. Therefore, they are not capable of making authentic opinion regarding the textbook.

MAJOR FINDINGS OF THE STUDY

The important findings of the study are:

1. The objective dimension of the prescribed business studies textbook were some extent enough to formulated the objectives of teaching i.e., when considered the whole strata's responses of teachers', 50.69 percent of the total sample positively response and remaining 49.31 percent of the total sample negatively responses.
2. The selection and organisation of the existing textbook content was done at a satisfactory level i.e. when considered the whole strata's responses of teachers', 66.87 percent of the total sample positively response and remaining 33.13 percent of the sample were negatively responses.
3. When considered the responses of teachers' related to the curriculum transaction in the existing business studies textbook, 58.33 percent of the total sample were given positive responses and remaining 41.67 percent were given negative responses. From this, the investigator found that the method adopted for transacting the curriculum was an appropriate manner.
4. The evaluation system followed in the prescribed business studies textbook was an appropriate manner but some extent i.e., 51.56 percent of the total sample were positively responses and remaining 48.44 percent were negatively responses.

RECOMMENDATIONS & SUGGESTIONS

1. The existing business studies textbook can accomplish the major objectives of the education.
2. The time availability in accordance with the syllabus for instruction of the content in the existing textbook is not sufficient.
3. The revised content of the business studies textbook is capable of solving commercial problem confronted by the students to some extent.
4. The selection and organisation of the content of the existing textbook done well, but more updating of the content is required.
5. The visuals in the existing textbook are not appropriate for curriculum transaction.
6. The new systems of evaluation are not suitable to the existing textbook.
7. The content in the existing textbook is not suitable for developing various organisational behaviour such as conducting, preparing, noting and drafting official activities. For developing these skills, more practical oriented exercises should be given.
8. Introductory chapter is sufficient, but examples that are more practical added to the content.
9. Language used in the existing textbook made simple for easy understanding.
10. Use examples from real life situations for introducing the lessons.

EDUCATIONAL IMPLICATIONS

The present study makes a critical analysis of the existing prescribed textbook of business studies at plus-two level of higher secondary stage. Based on the findings following suggestions are made for improving the textbook of business studies at plus-two level.

1. The content presented in the textbook must be helpful for developing various organisational behaviour among the students.
2. The content should be up-to-date and more informative.
3. Considerable material drawn from practical life situations and day-to-day life of the society should be included in the textbook.
4. Language used in the textbook should be easy for easy understanding of the content.

CONCLUSION

Here the investigator studied about the prescribed business studies textbook at the higher secondary class of Kerala state based on certain objectives. The problem stated as "A critical- analytical study of the business studies textbook prescribed at the higher secondary class of Kerala state" conducted through document analysis and a survey method. The survey conducted among 48 higher secondary school teachers and data collected from using questionnaires. The data critically analysed by the statistical techniques computation of percentage. The investigator found important findings based on objectives and derived suggestions from the expert teachers in the field of business studies teaching.

SCOPE FOR FURTHER RESEARCH

1. This study can replicate to plus two Accountancy textbook.
2. This study can be replicate to plus-one level.
3. A comparison of plus-two business studies textbook with other plus-two textbook can be made.
4. A critical study of the commerce curriculum at higher secondary stage can be made.

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APPENDIX**QUESTIONNAIRE****General information**

- Name of the Teacher :
- Sex :
- Age :
- Name of the School :
- Type of the School : Govt./Aided
- Locality : Rural/Urban
- Educational Qualification :
- Teaching Experience :
- Number of In-service course attended :

PLEASE READ THE ITEMS CAREFULLY AND PUT WRITE YES OR NO IN FRONT OF THE SAME.

1. Are the business studies textbook has been accomplishing the major objectives of commerce education?
2. Is this textbook creating curiosity among children?
3. Is this textbook creating an interesting or enthusiastic and attractive learning device for the learner?
4. In your opinion the time available according to the syllabus is sufficient for instruction of the content in the existing textbook?
5. Is this textbook helping the child to attend the international affairs?
6. Do you think that the content help students for understanding the principle and procedure related to business studies ?
7. Is the textbook of business studies succeeded in the integration of the content like other subjects of plus-two ?
8. Do you agree with the opinion "teacher an important role in the preparation of textbook ?
9. Do you satisfy in the psycho- arrangements and sequential presentation of the content?
10. Is the existing textbook's content developing various life skills among students ?
11. Do you agree the textbook itself is the last word for the learner?
12. Do you think that the topics included in the existing textbook are affordable-for the higher secondary level ?
13. Are the hand book (source book) of business studies beneficial to the teacher?

14. Is the content in this book over loaded in nature?
15. Do you agree that the preparation of business studies textbook for plus-two On Activity Oriented Learning?
16. Is this textbook helping the child for overcoming various organisational problems?
17. Is it possible to employ scientific method in teaching business studies?
18. Is this textbook succeeded in creating awareness about humanity, critical -thinking and concern over environment in the child?
19. Are the visuals in the existing textbook are appropriate for curriculum transaction?
20. As a practicing teacher, the new system of evaluation is suitable to this textbook?
21. Do you think the existing textbook provide enough practical work for the student to apply the theoretical knowledge?
22. Is this textbook appropriate for terminal evaluation?
23. Do you think that the learning in the textbook are practicable?
24. Whether the revised content in business studies textbook is capable of solving commercial problem confronted by the students. Do you feel so?
25. Do you agree that the existing textbook's content helping for developing learners' skills in organisational behaviour? Suggest your response.
26. Whether the introducing chapter is suitable for the beginner learner, if not gives your suggestions.
27. Language used in the existing textbook is simple and correct. If not specify your valuable suggestions.

TABLES

TABLE 1: BREAK-UP OF FINAL SAMPLE

Sex	Rural school		Urban school		Total
	Private(Aided)	Government	Private(Aided)	Government	
Male	6	6	6	6	24
Female	6	6	6	6	24
Total	12	12	12	12	*****
	24		24		48

TABLE 2: DIMENSIONAL DISTRIBUTION OF QUESTIONS

Serial No	Dimensions	Item No	Total
1	Objectivity	1,2,3,4,5,24	6
2	Content	6,7,8,9,10,11,12,13,14,25	10
3	Curriculum Transaction	15,16,17,18,19,26,27	7
4	Evaluation	20,21,22,23	4
Total			27

TABLE 3: PERCENTAGE OF TEACHER'S RESPONSES ABOUT THE BUSINESS STUDIES TEXTBOOK BASED ON SELECTED DIMENSIONS

Serial No	Dimensions	Responses	
		Positive	Negative
1	objectivity	50.69	49.31
2	Content	66.87	33.13
3	Curriculum Transaction	58.33	41.67
4	Evaluation	51.56	48.44

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