

COLLEGE OF EDUCATION, NAGAON



WORKSHOP REPORT

ON

"CRITICAL ANALYSIS OF SYLLABUS AND TEXTBOOK"

SUBMITTED BY:
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B.Ed. 1st Year
SESSION: 2022-23

SUBMITTED TO:
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Critical Study of Syllabus and Textbooks

A. General Information

1. Complete and original name of text book(s) with author(s):

| Sl. No | Name of Books | Author(s) | Year of first edition | Year of last edition | Price |
|--------|----------------|-----------|-----------------------|----------------------|-------|
| 1 | Social Science | — | 2012 | 2021 | Free |
| | | | | | |
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| | | | | | |

Table :1

2. Name of the publisher with complete address : The Assam State

Textbook Production and Publication Corporation Limited, Gauhati

3. (a) Subject:- Social Science (b) Class:- VIII (c) Language:- Assamese

Paran

B. (a) The Syllabus of the Subject:

| SL NO | CONTENT (UNIT) | MARKS ALLOTTED |
|-------|---|----------------|
| 1. | Natural Resources | 5 |
| 2. | Population Growth and Distribution | 3 |
| 3. | Settlement | 4 |
| 4. | Settlement : Rural and Urban life | 3 |
| 5. | The Oceans and Seas | 5 |
| 6. | Industry and Transport System of India | 4 |
| 7. | Rivers of Assam | 6 |
| 8. | Application of Technology in the study of Geography | 2 |
| 9. | The Rise of Neo-religious Thoughts | 4 |
| 10. | Medieval Assam | 5 |
| 11. | Contribution of Medieval Rulers to Socio-Economic life of Assam | 6 |
| 12. | Mercantilism and advent of the European Traders to India | 2 |
| 13. | The establishment, expansion and consolidation of British Rule in India | 7 |
| 14. | The East India Company and the Reforms Introduced during the Rule | 4 |
| 15. | British Imperialism in Assam | 3 |
| 16. | The Revolt of 1857 | 5 |

Table:2

B. (a) The Syllabus of the Subject:

| SL NO | CONTENT (UNIT) | MARKS ALLOTTED |
|-------|---|----------------|
| 17. | Human Resource Development, Its indicators and Role of Vocational Education | 5 |
| 18. | Problems of Human Resource Development and Role of Government | 8 |
| 19. | Role of Financial Institution and Organisations in Socio-Economic development | 5 |
| 20. | Consumer Awareness Right and Protection | 2 |
| 21. | The Constitution and Its Necessity | 3 |
| 22. | Indian Constitution | 4 |
| 23. | Fundamental Rights | 3 |
| 24. | Our Fundamental Duties | 2 |
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Table:2

B.(b) Study on Probable lessons of the Book:

| Unit No (1) | Probable no. of classes to finish the text part of the unit(2) | No. of classes for product(exercise) Evaluation(3) | No. of classes for unit test & Remedial classes(4) | Total No. of Classes $Y=(2)+(3)+(4)$ |
|--------------|--|--|--|--------------------------------------|
| 1 | 4 | 3 | 2 | 9 |
| 2 | 3 | 2 | 1 | 6 |
| 3 | 3 | 3 | 1 | 7 |
| 4 | 3 | 2 | 1 | 6 |
| 5 | 4 | 2 | 2 | 8 |
| 6 | 3 | 2 | 1 | 6 |
| 7 | 3 | 2 | 2 | 7 |
| 8 | 3 | 2 | 1 | 6 |
| 9 | 4 | 3 | 2 | 9 |
| 10 | 4 | 2 | 1 | 7 |
| 11 | 4 | 2 | 1 | 7 |
| 12 | 3 | 2 | 1 | 6 |
| 13 | 5 | 3 | 2 | 10 |
| 14 | 5 | 3 | 2 | 10 |
| 15 | 4 | 3 | 2 | 9 |
| 16 | 4 | 4 | 2 | 10 |
| TOTAL | | | | |

Table:3

B.(b) Study on Probable lessons of the Book:

| Unit No (1) | Probable no. of classes to finish the text part of the unit(2) | No. of classes for product(exercise) Evaluation(3) | No. of classes for unit test & Remedial classes(4) | Total No. of Classes $Y=(2)+(3)+(4)$ |
|----------------|--|--|---|--|
| 17. | 3 | 2 | 1 | 6 |
| 18. | 3 | 2 | 1 | 6 |
| 19. | 4 | 2 | 2 | 8 |
| 20. | 4 | 2 | 1 | 7 |
| 21. | 3 | 2 | 1 | 6 |
| 22. | 4 | 3 | 2 | 9 |
| 23. | 3 | 2 | 1 | 6 |
| 24. | 2 | 1 | 1 | 4 |
| | | | | |
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| TOTAL | 85 | 56 | 34 | 175 |

Table:3

B. (c) Comparative Study and analysis of significance.

| Analysis made in annual scheme book | | | | | Lesson required as shown in the table-3 (y) | Difference $D=X-Y$ |
|-------------------------------------|-----------|-----------------------|------------------|-----------------------|---|-----------------------|
| Working days | Exam days | Holidays and vacation | Other activities | Actual class days (X) | | |
| 258 | 32 | 107 | 44 | 182 | 175 | 7 |

Now explain the significance

- If $D < 0$:- Actual classes are more than required classes. Thus, it will help
- If $D > 0$:- the teacher in revision.
- If $D = 0$:- -----

(d) Analysis of the syllabus (Give tick mark in the appropriate box)

| Sl. No. | Enquiry | Give a tick | Give a tick | Give a tick |
|---------|---|---------------|-----------------|-------------|
| 1. | The units of the syllabus are | Appropriate ✓ | Not Appropriate | No comment |
| 2. | The psychological level of the contents are | Appropriate ✓ | Not Appropriate | No comment |
| 3. | Difficulty level is | Proper ✓ | Not proper | No comment |
| 4. | Revision of the previous class | Exist ✓ | Does not exist | No comment |
| 5. | Groundwork for the next class | Exist ✓ | Does not exist | No comment |
| 6. | Sufficient provision for linking with life | Exist ✓ | Does not exist | No comment |
| 7. | Provision for co-relation with other subject | Exist ✓ | Does not exist | No comment |
| 8. | The syllabus is | Too heavy ✓ | Too light | Reasonable |
| 9. | Is the syllabus is biased towards a particular area? (Prose/ Poetry/ Grammar/ Algebra/ Arithmetic/ Geometry etc.) | Yes | No ✓ | Justified |

C. Analysis of the text book:

(a) Physical aspects (Give tick marks against the appropriate box):

| Sl. No | Characteristics | Tick | Tick | Tick |
|--------|------------------------------------|------------------|--------------------|------------------|
| 1. | Shape and size | Demy/Double demy | Crown/Double crown | Any other ✓ |
| 2. | Cover design | Attractive ✓ | Moderate | Not attractive |
| 3. | Quality of paper and print(colour) | Good ✓ | Average | Poor |
| 4. | Printing mistakes | Lots | A few only | Not at all ✓ |
| 5. | Price | High | Reasonable | Low ✓ |
| 6. | Illustrations and diagrams | Appropriate ✓ | Not appropriate | Not given at all |
| 7. | Overall look | Excellent | Good ✓ | Ordinary |

(b) Analysis of the contents and its organisation:

(i) Does the book contain the whole prescribed syllabus? (If *No*, mention the part of the syllabus not included.)

| | |
|-------|----|
| Yes ✓ | No |
|-------|----|

(ii) Is organisation of the contents as per needs of the pupils?

| | |
|-------|----|
| Yes ✓ | No |
|-------|----|

(iii) Does the contents fulfill the need and interest of the pupils? (If *No*, indicate the measures for improvement.)

| | |
|-------|----|
| Yes ✓ | No |
|-------|----|

(iv) Are there any incorrect information, statements, principles, laws, theories, figures or illustrations? (If *yes*, mention along with page numbers.)

| | |
|-----|------|
| Yes | No ✓ |
|-----|------|

(v) Are the topics ably supported with pictures, diagrams, graphs etc.?

| | |
|-------|----|
| Yes ✓ | No |
|-------|----|

(vi) Are the subheadings/subtopics distributed appropriately?

| | |
|-------|----|
| Yes ✓ | No |
|-------|----|

(vii) Is the summery/recapitulation at the end of each chapter being incorporated?

| | |
|-------|----|
| Yes ✓ | No |
|-------|----|

(viii) Mention whether each chapter has begun with a brief introduction?

| | |
|-------|----|
| Yes ✓ | No |
|-------|----|

(ix) Whether any controversial matter has been included in any unit?

| | |
|-----|------|
| Yes | No ✓ |
|-----|------|

(x) Will the test book help the students in linking the subject with their daily practice?

| | |
|-------|----|
| Yes ✓ | No |
|-------|----|

Contd...

(xi) Which ones of the following maxims you have observed in the presentation of the topics ?

| Sl. No. | Maxim | Exists | Does not exist |
|---------|------------------------|--------|----------------|
| 1. | Simple to complex | ✓ | |
| 2. | Concrete to abstract | ✓ | |
| 3. | Known to unknown | ✓ | |
| 4. | Particular to general | ✓ | |
| 5. | Easy to difficult | ✓ | |
| 6. | Analysis to synthesis | ✓ | |
| 7. | Indefinite to definite | ✓ | |
| 8. | Near to far | ✓ | |

(xii) Are the information given in the text book up to date ?

Yes No

(xiii) Give your tick marks in the following regarding evaluation/exercise of the text book.

| Sl. No. | Question | Yes | No |
|---------|--|----------|-------------|
| 1. | The exercises are appropriate and relevant. | ✓ | |
| 2. | The exercises are sufficient. | | ✓ |
| 3. | Is there any provision for unit test ? | ✓ | |
| 4. | Which of the following test items are used to evaluate ? | | |
| | Essay type | ✓ | |
| | Short answer type..... | ✓ | |
| | Very short answer type | ✓ | |
| | Objective type: Simple recall | ✓ | |
| | Completion | ✓ | |
| | True false | ✓ | |
| | Matching type | ✓ | |
| | Classification | ✓ | |
| | Analogy | | ✓ |
| | Multiple choice | ✓ | |
| 5. | The exercise is | Too long | Too short ✓ |

(xiv) Have you found any table in the book ?

Yes No

(xv) Is there any appendix in the book ?

Yes No

Contd...

(xvi) Is bibliography available in the book for further study ?

| | |
|-----|--|
| Yes | No <input checked="" type="checkbox"/> |
|-----|--|

(xvii) Does any index exist in the book ?

| | |
|-----|--|
| Yes | No <input checked="" type="checkbox"/> |
|-----|--|

(xviii) Is there any profile of the author (authors) of the book ?

| | |
|-----|--|
| Yes | No <input checked="" type="checkbox"/> |
|-----|--|

(xix) Are teaching points for the teachers available in the book ?

| | |
|---|----|
| Yes <input checked="" type="checkbox"/> | No |
|---|----|

(xx) Give tick mark in the appropriate box if you appreciate the following, regarding language /presentation style/any other character of the text book.

| | | | |
|---|--|---|--|
| Lucidity <input checked="" type="checkbox"/> | Simplicity <input checked="" type="checkbox"/> | Preciseness | Scientific way of writing |
| Unambiguity | Clarity of expression | Free from superfluous word | No derogatory remark against a particular community |
| Exactness | Well planned <input checked="" type="checkbox"/> | Very good first impression/Face validity <input checked="" type="checkbox"/> | Proper arrangement of the chapters <input checked="" type="checkbox"/> |
| Simple, short and correct sentences <input checked="" type="checkbox"/> | Footnotes are given whenever required | Recent edition is available with correction and enlargement <input checked="" type="checkbox"/> | Very good as a resource book. |

(xxi) Give your overall assessment here.



(xxii) Roll No. and Signature of the group members

1. Sabita Borah, Roll no - 84 (UA-211-243-0083)

2.

(xxi) Overall assessment of the text book :

Textbooks are designed to translate the abstractions of curriculum policy into operations that teachers and students can carry out. They are intended as mediators between the intentions of the designers of curriculum policy and the teachers that provide instruction in classroom.

Analysing a text book is needed to select an appropriate text book to the students. Here, I have analysed the text book of social science from class VIII. The points that have been noted at the time of text book analysis are mentioned below —

Positive :

① It has been found that the cover page of the book is attractive as it shows different images of Assam's culture.

- ② The letter size, space between the lines or paragraphs is appropriate for the students of class VIII.
- ③ It has been noticed that the sentences are so simple and easy words are used in each chapter. So, it is helpful for the students in understanding the concepts easily.
- ④ This textbook includes some topic related appropriate colourful pictures which will draw attention of students.
- ⑤ The chapters are arranged appropriately which is helpful for students as well as for teachers.
- ⑥ A brief summary is added in each chapter. This is helpful for recall the chapter.

⑦ Topic related general knowledge or the new informations are added in each chapters.

⑧ The cost of the textbook is low,

Negative:

① Exercises are added in chapters. But, there should be more questions for proper evaluation of the chapter.

② In the social science textbook of class 8, there are total 24 chapters. It will hamper in proper understanding of each chapter in the specific time limit.

③ This book doesn't give any references and bibliography which is very much essential for detailed understanding.

Suggestions :

After analysing the textbook some suggestions are given for improving the textbook of class VIII for social science.

① Some references should be added as it helps both teachers & students for understanding a topic more clearly.

② The total no. of chapters should be decreased so that students can give sufficient to each chapter and also teachers can teach each chapter more elaborately.

③ More questions should be added in each chapter for proper evaluation of the students.

④ More information or data can be added to make the textbook as a resource book.

⑤ Overall look of the text book can be improved. Different designs can be used in borders of the pages in each chapter.