

Analysis of Geography Textbook for Class Xii Prescribed by Mizoram Board of School Education

Lalrinpui¹, Prof Lallianzuali²

¹Researcher, Lsc 1913, Institute of Advanced studies in Education, Aizawl Mizoram

²Guide, Institute of Advanced studies in Education, Aizawl Mizoram

Abstract:

In this study the researcher aims to analyze Geography textbook for class XII ,a new syllabus prescribed by the Central Board of Secondary Education (CBSE) and The National Council of Educational Research and Training .The prescribed Geography textbook is fully adopted by Mizoram Board of School Education .As regard the textbook the study consider the quality of textbook in terms of its physical feature and academic aspects of the book. It is found that the textbook is good enough for higher level of secondary education. The textbook is still relevant according to the level of learners and learners' experience, behavior of the learners .The textbook is also recommended for further learning in terms of its physical aspects and academic point of views.

Keywords: Curriculum, Analysis, Geography textbook

INTRODUCTION

The Board of Secondary Education has proposed a curriculum for secondary learning based on the National Curriculum for School Education 2005 (NCF,2005) and on the National Curriculum Framework of the National Curriculum 2010 (SCF,2016).

The National Curriculum for secondary education 2005 (NCF, 2005) is the fourth national frame of the curriculum designed by The National Board of Framework and Educational Research in India, the others being published in 1975, 1988 and 2000.The State Board of Education has spotlighted the study of Geography in Higher Secondary School be single disciplinary .The Board fully adopted Central Board of school education prescribed Geography textbook.

The prescribed geography textbook is written by more than one authors, the authors has not been specifically identified. The book is divided into three parts i.e 'Fundamental of Human Geography,' 'India-people and Economy,' and the last parts 'Practical Study.' The textbook is designed to enable the learners to conceptual understanding of human and its relation with environment, to explain and identify the people of India and its economic relation and the practical aspects of geograpy and its application to the real world.

Literature review

Jitendra, Asha K.et.al (2011),'The study evaluate four middle school geography textbook to examine readability levels, knowledge forms, intellectual operation, instructional objectives, and activities

associated with before, during and after phases of instruction. Results varied within and across textbooks; however, the texts were found to be generally inconsiderate of poor readers and to be dense with factual information. Implication of findings for practitioners meeting the diverse needs of students with learning problems are discussed.'

International and Journal of Geography and Geography Education (2022), 'The study aim to examine activities in the secondary education geography textbooks in the context of textbook units and critical thinking skills. The study used document analysis, which is qualitative research method. The data consisted of 222 activities in the geography textbooks(9th,10th,11th and 12th grades).The data were subjected to content analysis using a form prepared by the researchers. The analysis results showed that the activities in the secondary education geography textbooks are mainly found in the 'Natural Systems' and 'Human system' units. The resulted also showed that the activities in the geography textbooks predominantly focus on 'interpretation' among the key critical thinking skills. The situation indicates that the activities in the geography textbooks generally tend to supports students intellectual processes such as ' understanding and classifying geographical information and discussing arguments.'

Marianna- Doina Ciineanu (2017) 'The introduction conveys some data on learning in India and on designing Geography textbooks in the country. The present paper is reliant on four geography textbooks, ranging from th 9th to 12th grade. As regards each textbook, the study considers their learning units, then analysis their structure, the unitary way of designing them, the components of the panels of authors, the texts, illustrative materials, drills, learning activities, language, the wealth of Geography lexis, and the glossary.'

Cennet Sanli (2022), 'The study aimed to examine the activities in the secondary education geography textbooks in the context of textbook units and critical thinking skills. The study used document analysis, which is qualitative research method. The data consisted of 222 activities in the geography textbooks (9th,10th,11th, and 12th grades). the data were subjected to content analysis using a form prepared by the researchers. The analysis result shows that the activities in the secondary education geography textbooks are mainly found in the 'Natural systems' and 'Human system' units. The result also showed that the activities in the geography textbooks predominantly focus on "interpretation" among the key critical thinking skills. This situation indicates that the activities in the geography generally tend to support students intellectual processes such as "understanding and classifying geographic information and discussing arguments".

Research Objectives

1. To analyze the physical or external aspects of Geography textbook prescribed by MBSE.
2. To analyze the academic or internal aspects of Geography textbook prescribed by MBSE.
3. To find out the relation between Geographical concept and content in the textbook.
4. To find out whether the units in the textbook are arranged by using concentric method and is it enough or not.
5. To find out relation between activities, illustration and contents.

Physical or external aspects-

In terms of physical aspects the researcher analyze the external bodies of the textbook which includes:

Size of the book- The size of the book is length 24 inches, breadth 18 inches and 1 ½ inch which is neither too big nor too small for the learners. It is also convenient for in handling and carrying. The size of the book is good enough for the learners.

Printing of the book- The printing of the book is good enough, clean and neat. It is found that the printing is free from any type of errors and the spacing between the words, line and paragraph is even and satisfactory. All chapters have sufficient margins and equal margins on all sides of the pages. Each chapter begins on a new page and the length of a line is within the eye span of child.

Type size (font) of textbook- The size (font) of textbook is of different size. The size used in cover page, title, text and caption are of different size. The cover page is printed in colour which is very attractive and large. The text inside the textbook is small and easy to read. In every chapter important concepts and terms are easily identified.

Paper used- The paper used in the textbook is adequately thick and durable. Paper quality is moderately good and smooth. It is easy to turn the next page without any difficulty.

Binding of textbook- The binding of the textbook is sufficiently strong. It opens out easily and the sides of the books are properly trimmed. The cover page of the textbook is durable. Overall the binding is hard and solid.

Price of textbook- The price of the book is Rs.140 which is reasonable. The total page of part 'A' is 83, part 'B' is 186 and part 'C' is 50. The total page is 319. Overall the price is affordable and economic for parents.

Appearance of the textbook- The text book is quite attractive. The cover page is printed in different colour which is fascinating for learners. The cover is also designed with picture which is assemble to Geographical aspects.

Academic aspects of textbook- In terms of academic aspects the researcher found out that

Prelims and backpages- The title of a page is appropriate and the book has a suitable preface. Each chapter is introduced well and effectively. The important concept is well explained and elaborate with short and clear. Each chapter has a well clarify definitions. The table of contents is clear and error free. The book has bibliography and has a glossary of terms used.

Thematic content of textbook- It is found that the subject matter of the textbook is according to the mental level of learners, their learning experiences and behavior also. It is also capable and sustaining the interest of the learners. The facts and figures given are correct and up to date. Each content provides new information to the learners and is linked to human life and real world. The textbook is also unbiased which makes the learners to think freely and independently.

Organization of the content- The textbook presents the matter in a very simple language and lucid style. It is favorable both with the teachers as well as the students. The vocabulary used is according to the level

of the learners. The language used is grammatically correct. The sentences are short and simple. No difficult words are not used and the technical terms are used appropriately.

Illustrative (visual aids)-The illustration is given when needed in each chapter. The illustration is simple, evident and logical. Abstract concept of the book is clarified with the help of pictures, diagrams and maps. All illustrations are relevant, applicable and appropriate. It develops the interest and motivation to the learners. The illustrations are well distributed throughout the book.

Learning assignment-Every lesson is followed by exercises. The selection of questions includes very short answer type questions, short answer type questions and essay type questions and questions on map work.

The question is designed to evaluate the learner level of learning and understanding of the lesson including factual to understanding level. The instructions to do the exercise are clear. Each exercise for each lesson is purposeful and adequate. The exercises help the instructor to evaluate the achievement of the learners.

Relation between Geography concept and content in the textbook: The content in the textbook are arranged with proper sequence and are also as per Psychological principles. The textbook is well designed to meet the age level and learning process of students too.

The contents of the textbook is divided into three parts i.e. Part one- Fundamental of Human Geography, Part two-India; People and Economy and part three Practical Geography. Each part is also divided into units. Part one has five units, part two has five units and part three has four practical. The contents are well different subject matter but in the eye of geography it is arranged and the sequence is sufficient for learners.

For geography learners, human geography plays an important role as it studies human and its relation with the environment. It imparts knowledge regarding how human and nature are co-interdependent and how different aspects of human geography like population, activities, transport, communication and trade and human settlement are evolved and studied. So, the geography concept and contents in the textbook is well designed and meet the age level and learning process of the learners.

Whether the units in the text-books are arranged by using Concentric method and are enough or not: The arrangement of the units in textbook for each standard is as per the maximum easy to difficult and most of the units are arranged according to concentric method. Each unit is placed with a well sequence and it begins with the introduction of the parts and then followed by its related units.

Not only in the content part but also the exercise in each unit also placed concentric method. Every question begins from easy to difficult one also.

Relation between activities, illustration and contents: Geography textbook is designed to draw out student abilities in terms of activities or exercise every unit. The study textbook also consists of activities for student after every units. The nature of activities lies in Question and answer only and some practical work. Questions are classified into the following:

- Very short answer question (VSAQ)
- Short answer type question (maximum word limit 80, SATQ)
- Short answer type (maximum word limit 120, SAT)

- Essay type 9 maximum word limit 150, ET)
- Map work

The analysis of each unit activities are given below:

PART A: FUNDAMENTAL OF HUMAN GEOGRAPHY

UNIT	1	2	3	4	5	6	7	8
VSATQ	6	10	8	18	11	12	6	6
SATQ	5	4	6	4	5	6	5	3
SATQ(120w)	2	5	5	2	12	5	4	6
ET(150 w)	3		2	1	3	6	3	3
MAP WORK					4	6	2	4

PART B: INDIA AND THE PEOPLE

UNITS	9	10	11	12	13	14	15	16	17	18	19	20	21
VSATQ	15	10	8	8	4	4		12	9	1	14	8	9
SATQ	18	7	11	5	2	4	18	13	14	4	7	4	5
SATQ (120)	9	10	3	2	2	4	7	10	7		5	4	4
ET	6	4	4	2	1	5	3	5	6	1	5	3	2
MAP WORK	1	1					1	1	1		1	1	
		3											

PART 3: PRATICAL

UNITS	1	2	3	4
VIVA	4	8	10	10
ET	6	6	10	3

Each units have illustration in relation to the units as well. The illustration given in each units are given below based on the division of part.

PARTS	1	2	3
Diagram	10	6	
Table	14	31	
Map	31	41	

Both the activities and illustration given in the units are structured well and meet the demand of the objectives of studying Geography in class XI. Each units have its own activities which examine the concept and understanding level of the students. The content and activities in the textbook are easy to understand for the concerned age group of the students and useful in life also. The question level put in each units is well defined and structured from easy to difficult level. In some units questions sequence start from factual and concept to constructive type of question.

The illustration for an understanding of the content in the textbook is appropriate and sufficient. Each unit have illustration based on the type of unit studied. Maps are also used whenever needed in the units which make the units easy to understand and visual attraction. But all the illustration in the textbook are colourless and not attractive.

Recommendation

Each lesson should have a definite example which enables the learners to incorporate their learning experiences and engaging the real world.

As geography has different technical terms and concept. It is suggested that more factual and specific incident relating to the concept should be put for clear understanding of the learners.

As the textbook is fully adopted from CBSE there is no regional or domestic example or event matching the lesson. It is suggested as education is ‘concurrent list’ state has power to revised the syllabus and put relevant example or event for clear understanding concept to the learners.

Only the cover page is colour print. It is recommended that each picture , map and diagram in every lesson should be well colour print for more attractive to the learners .

- -For learners factual and concept based question is more in every exercise. There should be more analysis and interpretation of specific parts of the lesson and open ended questions that are raised by ideas in the lesson.
- -Provide more opportunities for active learning such as group project or discussion, to encourage critical thinking and collaboration.
- -Data put are not up to date in some lesson .It is advised that facts, figure and data be up to date and relevant according to the topic and lesson.
- -Geography is a multi-diciplinary subject which covers both art and science. So, current events or incidents relating to each lesson should be engage for clarifying the lesson well.

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