

**PRAGYA COLLEGE
OF
EDUCATION**

M.ED 2018-2020

INTERNSHIP PROGRAMME

COURSE V - GROUP-B

ANALYSIS OF TEXT BOOK

SEMESTER – III

ANALYSIS OF TEXT BOOK /
CURRICULUM ON VALUES
ACCORDING TO INDIAN
CONSTITUTION AND NATIONAL
EDUCATION POLICY IN INDIA

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ANALYSIS

What is analysis? - Analysis is a systematic examination and evaluation of data or information, by breaking it into its component part to uncover the interrelationships. Opposite of synthesis.

An examination of data and facts to discover and understand cause-effect relationships, thus providing basis for problem solving and decision making.

Purpose of Analysis

Optimal - desired knowledge or performance

Actual - that people know and do

Feelings - opinions about the problem or task

Causes - why people do or don't do things

Solutions - ways of ending or diminishing problem

CURRICULUM

The term curriculum has been derived from a Latin word "currere" which means a 'racecourse' or a 'course' which one runs to reach a goal. According to this curriculum is the instructions and the educative programmes by following which the pupils achieve their goals, ideals and aspirations of life.

A document or plan that exists in a school or school system that defines the work of teachers, at least to extent of identifying the content to be taught student and the method to be used in the process.

Curriculum is composed of all the experiences children have under the guidance of the teacher.

Casswell and Campbell

The curriculum embodies all the teaching-learning experiences guided and directed by the school.

"The program, a plan, content and learning experiences"

Peter P. Pinar

Foundation of Curriculum

- Philosophical
- Psychological
- Social
- Historical

Modern Dimension of Curriculum

The modern dimension of curriculum consist of all experiences for learning which are planned and organized by the school.

It is composed of all actual experiences and activities of learners inside or outside the classroom under the guidance of the teacher and for which the school accepts the responsibility.

CHARACTERISTICS OF CURRICULUM

- Flexibility
- Integrated and continuous
- Balance
- Life centered curriculum
- The curriculum is based on the needs of the people
- The curriculum is the result of a long term effort.
- The curriculum is a complex of details
- The curriculum has educational quality

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CONCEPTS OF CURRICULUM

A general overall plan of the content or specific materials of instruction that the college should offer the student by way of qualifying him for graduation or certification or for entrance into the professional or vocational field.

Systematic group of courses or sequence of subjects required for graduation or certification in a major field of study.

COMMON CONCEPT OF CURRICULUM

- Scope and Sequence
- Syllabus
- Content Outline
- Standards
- Text books
- Course
- Planned Experiences

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QUALITIES AND CHARACTERISTICS

OF A GOOD TEXT BOOK

Qualities and characteristics required for a good text-book on History

1- Content of the Text-book should be according to the Age and Standard of Pupil.

Good text-books on history must be suited to the age, ability and interest of the pupils for whom these are written.

Thus they should be child centred and should reflect the stage the child has reached.

2- Text-books should be course and not Manuals.

1- Manuals: These are the text-books which are written in a detailed form and they present a detailed account of the facts and the data.

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Course:

These are the text-books which provide a complete description of the facts and details. There is no likelihood of their further development.

3- Text-books should give a cause-effect Relationship

Good text-books in history should reveal to the pupils where they are in time, space and society. They should make clear to the pupils the relationship which links the present with the past, the local with the distant, the personal and national life with the life and cultures of the people living in the other lands.

4- Text-books should be well illustrated:

They should contain pictures, maps, charts, time-lines, graphs and sketches of various historical events to make the subject more easily understandable and to awaken the interest of the pupils.

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5- Text-books should be written in clear and simple language:

The author should write the books in a clear and simple language. It is possible that the style adopted in textbook should be avoided.

6- Free from Bias

Text books in history should be free from bias and should tell the truth, the whole truth and nothing but the truth.

7- Good Printing and Get-up:

The printing and the get-up of the history text-books should be good, otherwise the students shall not get interested in the text-books.

8- Able to inculcate the spirit of Internationalism and World Fraternity:

The child should develop good qualities. The books should not develop narrow outlook in the students.

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9- Element of Selectivity

While construction curriculum, the principle of selectivity is to be kept in mind only such events and facts are selected for inclusion in the curriculum that are helpful for upholding social values and make progressive step.

10- Psychological and scientific: Text-books of history should be written on the basis of the principles of psychology. They should be scientifically planned and written.

11- List of contents and Bibliography

List of contents help the students in finding out the topics which they want to study without wasting much of their time. Bibliography gives them the subject matter for further study of the subject.

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12- Reasonably priced and within the reach of all people

Text-books should be reasonably priced so that common man can also purchase.

13- Questions at the End

At the end of every chapter, there should be certain questions. These questions should be psychologically planned and scientifically put.

How we define value of Education

Value education leads to success. It has value of hardwork.

VALUE EDUCATION

- EXPLICIT VALUE EDUCATION
- IMPLICIT VALUE EDUCATION

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EXPLICIT VALUE EDUCATION

It is associated with those different pedagogies, method or programs that teachers or educator use in order to create learning experiences for student when it comes to value questions.

IMPLICIT VALUE EDUCATION

It covers all the aspects of the educational experience that results in the value of influence or learning itself.

OBJECTIVES OF VALUE EDUCATION

- To create attitudes and improvement towards sustainable lifestyle.
- To create and develop awareness about the value and their significance and role.
- To increase awareness about our national history, our cultural heritage, constitutional rights.

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national integration, community development and environment.

VALUE BASED ENVIRONMENTAL EDUCATION

Let us see how environmental education be made value-oriented.

- Human values
- Social values
- Cultural and religious values
- Ethical values
- Global values
- Spiritual values

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How should the course be?

Designing a course

Begin the process early, giving yourself at least six months to plan a new course. Successful courses require careful planning and continual revision. Consult with colleagues who have taught the same or similar courses to learn from their strategies and their general impressions of the students who typically take the course.

DEFINE COURSE GOALS

Course goals or learning outcomes are a good statement of what the student will be able to do when they have completed the course. One way to define these goals is to determine what should students should be learning in terms of content, cognitive development, and personal development. Use as specific as you can make them. That the goal defines learning in ways that can be measured. Consider the following.

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Questions

- What do you want your student to remember from your course in 5-10 years?
- How should taking your course change student?
- What skill should students gain in the course?
- How does this course relate to other courses in the discipline?

Other noted points are

- 1- Determine ^{course} content
- 2- Develop teaching methods and tools
- 3- Determine how you will evaluate student learning plan assignments and exams
- 4- Select texts and other materials

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5- Define course policies
6- Develop the course schedule
7- Write the course syllabus

National Values as shown in in the Constitution and their Educational Implications

The Constitution with its values and principles finds an important place in the constitution of India. It provides the conception of the Economic and Social order for which spirit of the country should be created. Its preamble has reflects the National ethos, and the objectives of National policy. It captures the sign posts for the nation to go ahead and achieve its aim.

The National goal as proclaimed in the constitution speaks of the vision of the Nation and every citizen owes his allegiance to it. Democracy, socialism and secularism emerge and guide to the National activities. This preamble has been described as an identity card of the constitution. It indicates the high moral tone and tenor of the Constitution.

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As amended in 1976, the Preamble to the Constitution summarizes the aims and objectives of the Constitution.

At the beginning, educational responsibility was divided between the Government of India and the States. As per Entry 11 of the List II of the 7th Schedule to the Constitution, Education was declared as a State subject. Education in the Union Territories and centrally administered States became the direct responsibility of the Government of India.

The Entries 63, 64, 65 and 66 of List I and Entry 25 of the List III are known as the Central functions and joint functions of the Central as well as the State Governments respectively.

The legislative powers of three lists are in the Union list (U), the State list, and (S) the Concurrent list. According to Article 246, Parliament has exclusive power to make laws in respect of the matters described in the Union list.

All recently Education is a State subject, but after the 12th Amendment of the Constitution, it was put on the Concurrent list.

Various Constitutional Provisions

Provisions to Education are:

1. Free and Compulsory Education

Under Article 45, the Constitution makes the following provision: "The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of 14 years".

2. Religious instruction: Article 28

Article 28 speaks that no religious instruction shall be provided in any educational institution wholly maintained out of State funds.

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3. Language Safeguard

Article 29 (1) states "Any section of the citizen, residing in the territory of India or any part thereof having the right to conserve the same".

Article 350 (1) says "It shall be the endeavour of the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minorities".

4. Equality of Opportunity

According to Article 29 (1) "No citizen shall be denied admission into any educational institution maintained by the State funds or aided only of religion, race, caste language or any of them".

5. Education of minorities:

Article 30 is related to "right of minorities to establish and administer educational institutions".

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6. Education of weaker sections and Scheduled castes

Article 46 is related to Education of weaker sections and scheduled castes. It is one of the directive principle of State Policy.

7. Article 337 is related to the special provision respect to educational grants for the benefit of the Anglo-Indian Community.

8. Article 350 (a) is related to the facilities for instruction in mother tongue at primary stage.

9. Article 351 relates to directive for development of the Hindi language.

10. Article 239 relates to Education in the Union Territories.

11. Parliament has the exclusive right to enact legislation in respect of institutions and Union Agencies mentioned in

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entries 62, 63, 64, 65 and 66 of the list.

12. Entry 12 of the Union List relates to participation in international conferences, association and the other bodies and implementing of decision made there at

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FORMATION OF THE NATIONAL POLICY OF EDUCATION (1986)

Since the adoption of the 1968 Policy on Education, there had been considerable expansion in educational facilities all over the country at all levels. However, the general formulations incorporated in the 1968 policy did not get translated into detailed study of implementation.

Accordingly, the Government of India, announced in January 1985, that a new Education Policy would be formulated in the country. A status paper 'Challenge of Education - A Policy Perspective' was issued by the Ministry of Education. Finally, the new Education Policy on Education, 1985 was approved by the Parliament in May 1986. Subsequently 'Programme of Action' was chalked out for the implementation of the policy.

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ISSUES AND PROBLEMS
IN EDUCATION REFORMS

Establishment of a National System of Education

Education for Equality

Parent-Setting school

Management of Education

Resources mobilization

Role of community and voluntary organization

Problem of Centre-State Partnership in Education

Vocationalization of Education

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MAIN FEATURES OF NATIONAL
SYSTEM OF EDUCATION

1 BASED ON CONSTITUTIONAL DIRECTIVE

The National System of Education derived its inspiration from the ideals and values of democracy, secularism and socialism enshrined in the Constitution

2 ACCESS OF EDUCATION

To achieve this, the government will initiate appropriately funded programs. Effective measures will be taken in the direction of the Common School System recommended in the NEP Policy

3 EQUALITY OF OPPORTUNITIES IN EDUCATION

It is necessary to provide for equal opportunity to all, not only in access but also in the conditions of success

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4. NATIONAL CURRICULAR FRAMEWORK WITH A COMMON FRAME

The national system of education is to be based on a national curricular framework.

5. MINIMUM LEVELS OF LEARNING

Minimum levels of learning are being laid down for each stage of education.

6. COMMON EDUCATIONAL STRUCTURE

7. OPEN AND DISTANCE LEARNING

Opportunities are to be provided to youth, house-wives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them.

8. STRENGTHENING OF NATIONAL INSTITUTIONS

proposed to

strengthen national institutions like the UGC, NCERT, NEIP, Indian Council of Technical Education etc.

9. UNIVERSAL CHARACTER OF HIGHER EDUCATION

10. POOL OF RESOURCES

11. NATIONAL POLICY ON EDUCATION PROVIDES NATIONAL PERSPECTIVE AND NATIONAL DIRECTION IN EDUCATION

12. SOCIAL INVOLVEMENT

13. VOCATIONALISATION IN EDUCATION

14. WORK EXPERIENCE -

According to Kothari Commission - 'work experience is a mean to establish a link between education and work'.

15. ESSENCE AND ROLE OF EDUCATION

- 1. Education for all
- 2. To make every individual cultured

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III Development of man power
IV A unique investment

RE-ORGANIZATION OF EDUCATION AT DIFFERENT STAGES

I National Policy related to education and child care

II National Policy regarding Primary Education

Special stress has been laid on two aspects of primary education

a. Universal enrolment of children by the age of 14 years

b. Qualitative development of education.

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PRODUCTION OF BOOKS

ACCORDING TO NPE 1986

The quality of book should be improved by attracting the best writing talent through a liberal policy of incentive and remuneration. Immediate steps should be taken for the production of high quality text books for school and universities. Frequent changes of textbook should be low enough for students or ordinary means to buy them. The possibility of establishing autonomous book-corporation on commercial lines should be examined and efforts should be made to have a few basic textbooks common throughout the country. Special attention should be given to books for children and the university level books in regional languages.

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NATIONAL CURRICULUM FOR SCHOOL EDUCATION

National Education policy provides for curriculum 1st, 2+3 system education will be implemented throughout the country without any controversy. Core curriculum will be implemented in the whole country. For common curriculum appropriate text books and study material will be prepared. This would help any student who is migrating to some other state, he will not be faced with any problem. Common curriculum will remove those differences which are prevalent in different states and social stratification.

The benefit of such curriculum is that it establishes the importance of National ethos and reflects the main significance of the community, state and country. Such curriculum does not only the National unity but also social and emotional unity in country.

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MERITS OF NATIONAL CURRICULUM

1. It focuses on realising the national and social aims and also promotes the values which are enshrined in our constitution.
2. It shows the path of progress so as to utilise human resources, thereby the national goal.
3. It provides the comprehensive education to the beginners both at the primary and secondary stage.
4. It adopts the beginners oriented approach in teaching rather than the teacher-oriented approach.
5. It makes for both physical and educational resources.

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ACCORDING TO THE NATIONAL POLICY ON EDUCATION- HOW WOULD A TEXT-BOOK BE?

The resolution issued by the Government of India on National Policy on Education (1986) and as approved by the parliament noted that the quality of text should be improved by attracting the best writing talent through a liberal policy of incentives and remuneration.

It suggested the possibility of establishing autonomous book corporations on commercial lines should be examined and efforts should be made to have a few best text books common throughout the country.

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QUALITY OF BEST TEXTBOOK

1. There are several internal exercises in text book, given after each section.

2. Some of the internal exercise should be done in the discussion mode.

3. The purpose of the book is to understand the economic life around us and also to think about what we would mean by economic development of the people.

4. Overview comes at the beginning of every chapter. It tells you about the purpose of the chapter.

5. Graphics, photographs and pictures occupy more space in the text book.

6. Glossary appears at the margin of the page in which an unfamiliar word or expression comes in the text. Such a word

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is highlighted in the text

7. Exercises comes at the end of each chapter so that you can check your knowledge

8. Maps are essential not only for understanding geography, but also for history and politics. That is why some of the information is presented by way of maps in this book

9. Wider coverage on all topics

10. Best for Exam preparation

11. Low price and high quality

12. Written by experts

Exemplars are the best

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LIMITATIONS OF CURRENT BOOK

Size of the book too large. It is not convenient in handling and carrying.

Printing of the book. The blocks are not clear in the book. The spacing between the different lines contained on a page is not suitable.

paper used in Text books. Paper used in the text books is white in colour. It is not thick. It is smooth, but not durable.

Binding of the text Book. The binding of the book is not sufficiently strong. The side of the book is not properly trimmed.

The curriculum is very lengthy for children, by which they become bored.

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The cover page of the book is not durable.

Price of some book is not reasonable for poor people.

EVALUATION

General qualities are found in all types of similar books. The specific qualities refers to some book which are written with specific purpose. Looking at so many merits we can say that, these are some draw backs that we can overcome by creating a good text book course.

Good