CONTENT ANALYSIS AND CLASSIFICATION OF ENGLISH TEXTBOOK EXERCISES IN THE LIGHT OF REVISED BLOOM'S TAXONONMY AT HSSC LEVEL

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ABSTRACT

The study aimed at analyzing the content and classification of English textbook exercises in the light of cognitive domain of Revised Bloom's Taxonomy at HSSC level. The study was twofold- Firstly it aimed at analyzing of Reading Comprehension Questions of two English Text books published by KPK Textbook Board, Peshawar, in the light of Revised Bloom's Taxonomy .Secondly the researcher evaluated the text books generally to mark the strengths and weaknesses of these books. For this study a mixed approach was adopted i.e qualitative and quantitative. A list of stem questions was used to determine the nature of each question falling in six sub-levels of Cognitive Domain of RBT. For content analysis an adapted 5 likert scale was utilized. The findings revealed that analyzing level was on the lead with 35.63% in grade11 while the least addressed level was creating with only 2.65 % in book XI. On the contrary in 12th grade Textbook mostly questions belonged to understanding level with 33.95 % and 3.08 % was given to creating level. After analyzing, the books were found to be good enough but some shortcomings could also be seen.

INTRODUCTION

The teacher, the learner and the textbook are the three main components of a class room teaching. Studies have proved that textbook is the soul of whole educational process. Textbooks are helpful to both teacher and learner in teaching and learning respectively (Abdelrehman, 2014). The poor quality of textbook may not be beneficent in achieving the educational aims. Without proper textbooks and teaching aids, students cannot acquire the truthful knowledge (Champak, 2012). Textbooks help teachers in preparing and developing the teaching material while it helps students to maintain and trace back their learning (Sihite et al, 2019). Ready-made teaching texts and learning tasks are provided by the textbook. Furthermore textbook assists teachers in providing an easier way to allot homework based on the activities (Stevani & Tarigan, 2022). In addition to it textbook is a common resource through which the teachers and students can easily know what knowledge would be acquired so that necessary preparations could be made by both teacher and student before joining the class.(Muchlis, 2015)

Textbooks help teachers in designing the class activities and course. In class it ensures consistency, logical development and structure measurement.(Mohammadi & Abdi,2014) Textbooks not only guide the teachers in lesson delivery but also presents necessary input through various activities and explanations.(Ayu & Indrawati,2018) language teaching and books cannot be separated as textbooks are very important for both teachers and students. English textbooks help the English teachers to carry out learning activities in the classroom while they are also helpful to students to gain basic information. A textbook is a tool and the teacher must know making it useful. It can also be said that English textbooks help the students to understand the provided material by the teachers therefore the teachers should know the importance of textbooks. Without textbook instructions teachers will not be able to carry out teaching-learning activities. (Maili & Sondari,2020)

English language has become the most important language used for communication in almost all fields of life. The importance of English language as a global in recent years cannot be denied. Researches have shown that English language has become almost the major language of the

world as it is viewed as the language of the modern time means of communication across the globe.(Maili & Sondari,2020)

It is the need of the time to learn English language. The learners can communicate with each other effectively, think critically, gain knowledge and they can also express their ideas socially by learning a language. This is the reason why teachers should give more importance to encourage their students to learn English and should empower their students to communicate in English fluently. (Al.Mashqaba,2017)

The content of textbook consists of such material and activities which are very important in developing students thinking abilities so these activities should be well-designed such that they make the students critical thinkers. It means that textbook is such a thing that improves the students' abilities through its material. (Putri & Komariah,2018) . Harwood (2010) pointed out that while designing the textbooks the authors should include such materials and activities which help the students to develop their own thinking.

Research has shown that the education experts responsible for curriculum designing ought to be careful while developing quality books that meet the students' needs in all realms specially the higher order thinking skills. For that purpose a textbook should comprise high level thinking questions (Abdelrehmn, 2014)

WH- QUESTIONS

Questioning is a technique that triggers thinking. People think when they have a question mark in their minds. The most important step in the activity of thinking is the questioning. Asking question is a strategy to activate thinking process and when thinking happens, the result is learning. The most important tactic used by instructors in the domain of education is questioning.(Demir & Eryaman,2012)

Sadker (2003) believed that questions can be used for a variety of purposes in the field of education e.g to review the previously learnt or studied material, to diagnose the abilities of students' preferences and attitudes, to stimulate critical thinking, to stir creative thinking, to motivate students and to evaluate students' knowledge.

According to Frank there are three types of questions; yes/ no questions eliciting the yes or no answer only. Second, is the attached tag questions which are also yes or no questions but they are put into special form which shows the correct and expected answer. Third is the interrogative-word i.e *wh-* questions.(Mulyono, 2015) A wh- question is a question beginning with a *wh-* and ending with a question tag (Igbaria,2013). It is a short form used for interrogative pronouns i.e who, which, when, where, what and how and they represent missing information. (Das, 2021)

Such type of questions is formed by putting a *wh-*word in the beginning of a sentence in the place of missing information.(Mulyono, 2015)

Types of *Wh-* questions and their functions

Question Word	Function	Example
What	Asking for information about something.	What is your name?
Where	Asking about a place or position	Where do they live?
When	Asking about time	When did he leave?
Which	Asking about choices	Which color do you want?
Who	Asking about a person or people	Who opened the windo?
Whose	Asking about ownership	Whose book is this?
Why	Asking for reason	Why did you hit me?
How	Asking about manner, condition, distance or length	How was your paper? How far is your school from home?

THEORITICAL FRAMEWORK

One of the most recognized theories behind a unit design in education is Bloom's Taxonomy. It has been used as an instructional design tool for creating curriculum, activities and assessments with the objective to guarantee that all levels and order of thinking are put into practice in students' learning process including students' ability to search information.

The original taxonomy consisted of three hierarchical models classifying learning objectives into three levels of complexity. Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl created it in 1956 and was published in Taxonomy of Educational Objectives: The Classification of Educational Goals. The focal point of this taxonomy was the three domains i.c Cognitive (knowledge based), Affective (emotion based) and Psychomotor (action based).

In 2001 a group of cognitive psychologists, instructional researchers and testing assessment specialists published a revised Bloom's Taxonomy. It was called "A Taxonomy for Teaching, Learning, and Assessment". It significantly drew the attention from the static perception of "educational objectives" in Bloom's original title and pointed to a more dynamic conception of classification.

The major difference between the old and revised taxonomy is that the original taxonomy has only one dimension while the revised taxonomy has two dimensions (factual, conceptual, procedural and metacognitive) and six cognitive process dimension (remember, understand, apply, analyze, evaluate and create)

The knowledge category is broken down into three main categories in old taxonomy while in new taxonomy a new category is included called metacognitive. Therefore there are four categories in knowledge dimension. Furthermore the names of three categories were renamed while two categories were interchanged. The same function is performed by all the categories in both taxonomies. The cognitive domain is classified from simple to complex as remember is less complex than understand that is less complex than apply and so on. (wulandari, 2016).

Bloom's Taxonomy 1956	**RBT 2001**
Structure of the Original Taxonomy	**Structure of the Knowledge Dimension of the RBT**
1. Knowledge • Knowledge of specifics • Knowledge of ways and means of dealing with specifics	**A: Factual Knowledge**- the basic elements that students must be acquainted with a discipline or solve problems in it.

• Knowledge of universal and abstractions in the field 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation	**B: Conceptual Knowledge-** the interrelationships among the basic elements within a larger structure that enable them to function together. **C: Conceptual Knowledge-** how to do something; methods of inquiry and criteria of using skills, algorithms, techniques and methods. **D: Metacognitive Knowledge-** knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
	Structure of the Cognitive Process Dimension of the Revised Taxonomy 1. 1Remember 2. Understand 3. Apply 4. Analyze 5. Evaluate 6. Create

Bloom's taxonomy levels were also changed from nouns to verbs because using verbs is more suitable to show thinking process as it is an active process. The term "knowledge" has been replaced by the verb "remember" since knowledge shows product of thinking rather than thinking process. In addition the terms synthesis and evaluation were also exchanged with evaluate and create.(Al Hakim, 2021)

REVISED BLOOM'S TAXONOMY (RBT)

A revised version of Bloom's Taxonomy was witnessed in the beginning of 21st century with some notable changes led by Bloom's former students Anderson and Krathwohl. They strived very hard and spent six years to refine their and to come to a conclusion (Ayaturrochim,2014)

Three major changes were brought in the original taxonomy in terms of terminology, organization and prominence. Name of three out of six levels were changed. Two levels along with their titles were scuffled focusing mainly on changing nouns into verbs.

Remembering, understanding, applying, analyzing, evaluating and creating are the new levels of RBT. Like the original taxonomy, the RBT is also represented in the form of a pyramid, linking each level necessarily with the previous one. (Amin & Mirza, 2020),
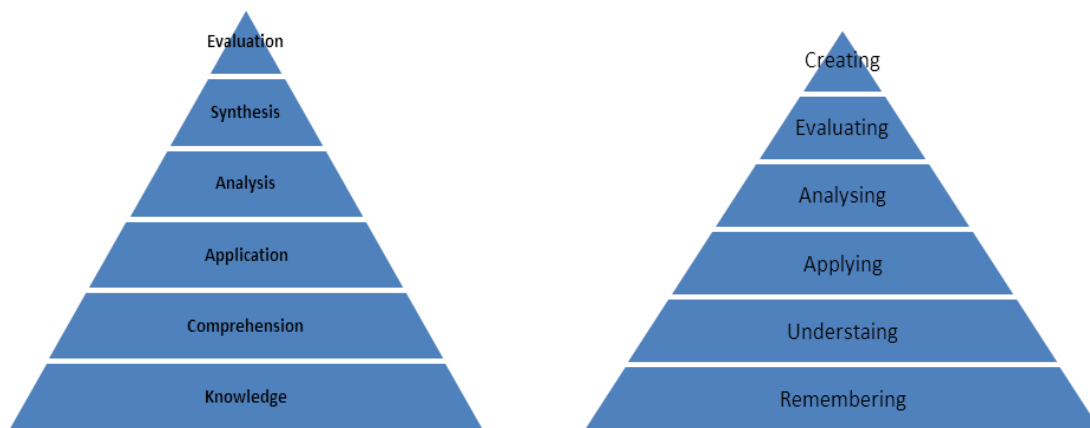

Figure 1: Bloom's original and revised taxonomies

Original Taxonomy   **Revised Taxonomy**

OBJECTIVES OF THE STUDY:

The objectives of the study were:

1. To do the content analysis and classification of English Textbook Exercises in the light of Bloom's Taxonomy at HSSC level.

2. To find out the strengths and weaknesses of teaching material i.e the textbooks.

3. To evaluate the cognitive levels of the questions following the text.

RESEARCH QUESTIONS

1. To do the content analysis and classification of English Textbook Exercises in the light of Bloom's Taxonomy at HSSC level

2. Whether or not the textbooks meet the criteria of a good textbook.

RESEARCH METHODOLOGY

The present study is grounded on both qualitative and quantitative methodologies. Same goals can be achieved through both of these methods following different procedures and techniques. Qualitative research provides awareness and understanding of the problem in hand. This kind of research is used to acquire in-depth understanding of human behavior, experiences, and attitudes, based on observation and interpretation while the research that produces numerical data and facts is known as quantitative research. It is also termed as empirical research due to its quality of being precisely measured. (Ahmad et al, 2019). With the help of quantitative research tables and graphs can be developed which in turn make it easier for the researcher to analyze the results.(Ahmad et al,2019)

English Text Books for XI and XII and question wise analysis on the basis of lower and high-levels of Cognitive domain were analysed. Although these proposed set of rules are employed by KP board to some extent but studies have shown that questions in exercises lack in asking critical thinking questions like how, why, what etc. for this purpose qualitative approach will be adopted.

3.2 POPULATION OF THE STUDY

The target population of this study comprised of the English Textbooks of (XI, XII) BISE Peshawar. These two books were selected for content analysis and the questions given in the end of every reading comprehension were judged in relation with Bloom's taxonomy.

3.3SAMPLING

"A Textbook of English Grade 11" and "A Textbook of English Grade 12"   published by Khyber Pakhtunkhwa Textbook Board, Peshawar, authored by Prof. Hamidullah Khan (11th Grade test edition) and Ali Akbar and Jaffar Ali khan (12th Grade Test edition) in were included in this study both for determining the extent of questions addressing the sub-levels of RBT and for content evaluation.

3.4 RESEARCH INSTRUMENTS

Two instruments were used in this study for qualitative and quantitative aspects accordingly; a check list and a grid. A checklist consists of a list of items with a place to check, or to mark yes or no. it consists of prepared list of items. It is a type of questionnaire in a form of a set of categories for the respondent to check (Kabir singh Sidhu, Methodology of Research in Education, 1987, Chapter 15). For this study an adapted checklist was used and moulded into a 5 likert scale for the evaluation of the textbooks while reading comprehension questions were categorized on the basis of stem verbs of six sub-levels of RBT along with an adapted grid containing objectives for each sub-level. The level of each question was discovered after categorizing accordingly.

3.5 RELIABILITY OF THE TOOL

For reliability of the research tool, the researcher and two English Language teachers who have wide background knowledge of teaching, assessment and evaluation with M.Phil. Education analyzed two units from both books under investigation. For the coherence and consistency

between the analysis by the researcher and both the assignees, the coefficient of agreement was calculated using the Holst's equation. There were total 36 questions analyzed out of which 34 questions were agreed upon while 2 were not.

Consistency Ratio:

$$\frac{\text{Number of coincident answers}}{\text{Number of coincident answers} + \text{No of different answers}}$$

$$= \frac{34}{34+2}$$

$$= \frac{34}{36}$$

The results show that the research instrument is reliable and can be used to analyze the questions. The total numbers of questions in both the English t books in the reading section were 3350 questions that matched with the analysis questions were approved upon 331.

Percent of Agreement:

$$\frac{\text{Number of coincident answers}}{\text{Number of coincident answers} + \text{No of different answers}}$$

$$= \frac{331}{331+19}$$

$$= \frac{331}{350}$$

The reliability coefficient was calculated as 94.94% that is acceptable.

DATA COLLECTION TOOL AND PPROCEDURES

This study was carried out through descriptive analysis approach in which questions in the exercises of the Text books were analysed in order to determine whether items in the exercises of these books address the cognitive domain especially the high-level. Thorough content analysis was also administered with the help of an adapted and modified 5 likert scale.

RESULTS

Cumulative Result of Text book Analysis (XI)

Sr. No	Total No. of Qs	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1	07	4	1	1	1	0	0
2	09	4	1	1	3	0	0
3	08	5	1	0	2	0	0
4	11	2	4	0	3	1	1
5	08	0	1	1	4	1	1
6	07	1	3	0	3	0	0
7	07	1	3	0	1	1	1
8	10	2	4	2	2	0	0
9	10	2	3	1	2	2	0
10	07	1	2	0	4	0	0
11	07	0	2	1	3	1	0
12	09	0	2	2	3	1	1
13	07	0	0	2	5	0	0
14	09	1	3	0	3	2	0
15	08	0	3	0	3	2	0

16	05	1	1	0	2	1	0
17	06	2	0	0	2	2	0
18	09	1	1	0	6	1	0
19	08	2	3	0	3	0	0
20	10	8	0	0	2	0	0
21	06	0	1	0	4	1	0
22	20	2	6	4	6	1	1
T.Qs	188	39	45	15	67	17	05
%age		20.74	23.93	7.97	35.63	9.04	2.65

Table 1

The above table shows the cumulative result of data analysis with frequencies and percentages. It is concluded that most of questions were based on analyze level of higher-order thinking skill. There were total 188 questions in which 67 questions were addressing analyzing level. The least questions were related to evaluating and creating levels with 9.04 and 2.65 percentage. These results are aligned with a study conducted by Ali and Afsar (2013) who classified the comprehension exercises in English textbook book I of Sindh Board in the light of Bloom's Taxonomy and found that the highest no of questions were addressing the comprehension level having 32.35 %while the other most addressed level was remembering with 27.64%. According to this study application of level of Bloom's Taxonomy was completely ignored. No question was addressing application level. Only 5 items out of 170 were falling under the Evaluating level of Taxonomy making a percentage of only 2.97. Analysis was one of the high order thinking skills which was highly addressed among the three levels i.e 20%.

The results of an another research were not that much different from the current study which was conducted by Abdel Rahman(2014). He analyzed tenth grade English Text books and concluded that the highest percentage was given to understanding 47.6. Analyzing level got 15.3 % of the total questions followed by applying with 14.2 %. The other levels of Bloom's Taxonomy i.e

remembering, evaluating and creating were given percentages of 9%, 7.9% and 6.1% respectively

Ibrar and Mukhtyar (2019) studied the English textbook for tenth grade to find out the composition of HOTs and concluded that there were total 48 reading questions, 33 of which were falling in analyzing level with 9.3% followed by evaluating level that got 10 questions with 5.8 % while creating level obtained the value of 5 out of 33 with 2.9 %.)

Cumulative Result of Text book Analysis (XII)

Sr. No	T. Qs	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
01	09	6	2	0	0	1	0
02	11	4	4	1	2	0	0
03	08	1	0	2	5	0	0
04	07	2	5	0	0	0	0
05	10	0	5	3	1	1	0
06	10	1	2	1	4	1	1
07	07	1	4	1	0	1	0
08	9	4	3	0	2	0	0
09	08	0	1	1	4	2	0
10	08	3	1	1	1	1	1
11	06	2	1	0	2	2	0
12	09	2	3	0	3	0	1
13	05	1	2	1	0	1	0
14	09	4	2	0	2	1	0
15	06	1	3	0	2	0	0

16	07	4	1	0	0	1	1
17	07	0	3	0	2	1	1
18	06	2	2	0	2	0	0
19	20	4	11	0	5	0	0
No of Qs	162	42	55	11	36	13	05
%age		25.92	33.95	6.79	22.22	8.02	3.08

Table 2

The frequencies and percentages in the above table show the cumulative result of data analysis of Book XII. It is observed that again that the highest percentage was allotted to HOTs with 42 and 55 questions from remembering and understating levels out of 162 questions while 11 questions were based on applying level. The second highest addressed level was analyzing with 36 questions. Whereas only 5 questions were based on creating level making a percentage of 3.08%.

These findings were lined up with Wulandary(2016) who after conducting a research on Content Analysis of Reading Comprehension Questions in English Text book based on Revised Bloom's Taxonomy concluded that the biggest proportion was received by remembering with 33.73%. The understanding level was there with 22.89%. 14.45 % was given to analyzing level which is the part of higher order thinking level. Evaluating bore % of 25.30% the % Applying level had a percentage of 3 while the most complex level of HOTs the creating obtained only 0.6% (Wulandari, 2016)

Another study conducted by Shah.k.S et al (2015) about the textbook evaluation of English proved that low level learning skills were more focused. Their findings were not different from the other studies as most percentage as received by understanding level i.e 21%. There was a little difference with Application, being the level of lower-order thinking skill was most

addressed with 47 %. On the contrary, though questions from higher-order thinking skills were there but least attention was given with 8%, 9.8% and 6% to each sub-level respectively.

So it is proved that the null hypothesis is accepted i.e the questions in the reading comprehension exercises do not address the higher order thinking skills.

Qualitative Analysis

In the present study, English text books for class XI and XII were evaluated according to a checklist modified and moulded into a 5 likert scale. This descriptive study was carried out on the basis of 25 statements. The researcher found strengths along with the weaknesses. To begin with the strengths there are sufficient number of reading exercises in both books i.e 22 units in XI while 19 units are there in XII hence students can enhance their reading skills effectively. Secondly, there is glossary given at the end of each exercise not including all difficult vocabulary of the text forcing the students to consult dictionary as well. The topics selected are quite good enough to enhance students' motivation e.g "Seerat-e-Tayyiba and the Muslim Youth", "Jahangir Khan the Conqueror" etc. New vocabulary and grammatical structures have been introduced. The grammar items suit to the learners' needs and such sentences and examples are used which are known to the students. Some material for independent work is also witnessed like essay writing, letter writing, summary writing etc. for verbal communication activities are also included like debates, discussions and role plays. The language content is appropriate that is interesting, challenging, topical, varied and culturally acceptable. The topics enable the students to think critically and a variety of literary genres are included like Poems and plays. Almost each unit ends with an exercise of phonetic transcriptions enabling the students to get familiarized with language pattern.

Talking about the weaknesses of the two course books, both of the books lack listening activities with only one activity in XI book hence listening skill of the students is totally ignored resulting in week pronunciation of the students. The researcher also disagrees with the statement that the course books contain self - check progress report. Students are not provided with such exercises through which they can monitor their progress in a specific area. The examples given before the

introduction of a grammatical structure are neither enough nor clear. Practice in four basic skills also need improvement as limited number of activities are assigned and if given they are based on lower-order thinking skill of Cognitive Domain e.g paraphrasing, summary writing. Secondly the proportion of these activities is not appropriate. Activities important for improving speaking skill has also got a little space. In addition to it the activities which are included do not encourage the students to think critically

Above all both the course books are not sufficient to provide mechanical and meaningful exercises and topics related to 21st century skills and demands are missing. Content related to professional, technical and above all social skills are missing.

FINDINGS

This chapter sheds light on the results of data obtained by categorizing the questions into different sub-levels of Cognitive Domain. This study had six questions in all. Qualitative and quantitative strategies were applied. English textbook for class XI had 22 units while there were 19 units in textbook of XII. Each question was analyzed according to the stem questions of Revised Bloom's Taxonomy and the findings are as under.

- Question no 1 of the study was to analyze the questions given in the end of each unit according to the Revised Bloom's Taxonomy. After careful analysis and categorization of the questions, it is concluded that in both books the LOTs were given the most importance.

- In XI book most of the questions were based on analyzing level with the highest percentage of 35.93. Least questions were falling in the category of applying and creating levels with percentage of 7.97 and 2.65 respectively. The second highest addressed level was of understanding followed by remembering with 23.93 and 20.74%.

- The results of XII book was a bit different in the sense that here analyzing level did not take the lead. Here this level got the value of 22.22% while the rest of figures were the same as understanding level with 33.95% followed by remembering with 25.92%. the rest of the levels of applying, evaluating and creating had the percentage of 6.79, 8.02 and 3.08% respectively.

- The next question was to ascertain whether or not the textbooks meet the criteria of a good textbook. For this purpose an adopted checklist of 5 likert scale was utilized. Different aspects of both the books were keenly evaluated by the researcher and reached to the conclusion that the topics selected in both books are good enough to enhance the learners' motivation. There is a list of difficult vocabulary along with the meanings in the end of each unit which is a plus point while pedagogic texts and dialogues do not include much interesting subjects. The grammatical structures introduced but are not clear. The sentences which are used in the grammar exercises are known to the students. However there is a lack of practice in four skills in both books. The textbooks are good enough to provide reading material but the exercises in the books do not provide mechanical and meaningful exercises. Although the texts are long, encouraging, extensive and intensive reading but the books do not express positive views of ethnic origins, occupations, age groups, social groups and disability. There was no self-check exercise which would help the students to analyze their own progress. Lastly there was no CD provided to improve the learners' listening and pronunciation skills.

- Along with the research questions the null hypothesis is accepted i.e the questions in the reading comprehension exercises do not address the higher order thinking skills.

DISCUSSION

The most powerful tool for English Teaching in Pakistan is a Text book. It can rightly be called as the backbone of instruction. Text book boards and private publishers are responsible for the development of textbooks in Pakistan in accordance with the guidelines given by the Curriculum Wing or Ministry of Education (Shah et al, 2014) Text book is the only available material in most schools hence it should be of the sublime quality enabling the students to think critically and keep a pace with the 21st century requirements. Moreover the exercises included in the textbooks should also reflect such exercises and activities that would help the learners improve their High order thinking skills rather than mere cramming. So it becomes crucial in developing countries like Pakistan that regular evaluation should be carried out to find out the weaknesses of a text book and improved accordingly. This study was dual in nature, firstly to analyze the reading comprehension questions in terms of RBT and Content Analysis. Therefore a mixed

approach was followed including both quantitative for finding out the frequency of reading comprehension questions addressing different sub-levels of Cognitive Domain and qualitative to determine the quality of the textbooks in hand. Based on the findings it can be said that in both English Textbooks a variety of reading comprehensions were integrated with 21 units in XI book and 19 units XII book along with other activities related to Listening, Speaking and writing. It has been recorded that these activities were not in balance for example the listening skill is totally ignored in both books with only 1 activity in XI book. The results for textbook evaluation were in lined with a study conducted by Behlol & Nasab (2016) who explored that the writing skill is given the most importance ignoring the listening and speaking skill which means that the text book is not supplying a balanced practice to other language skills.

This study also explored that English Text books for XI and XII cover all levels of Cognitive Domain. Questions at the end of each unit address different levels but not in equal fraction. The study has shown that still more emphasis is given to Lower- Order thinking skills not empowering the learners to think critically and logically. Only a small number of questions were observed addressing the other sub-levels.

CONCLUSION

Keeping in mind the importance of cognitive domain the researcher undertook the evaluation of English text books for class XI and XII published by Kp board being taught in all public and Private colleges and analyzed the reading comprehension questions in the light of RBT to find out how much importance is given to the HOTs.

It was revealed that a great emphasis was laid on the LOTs in both books. A positive change could be seen in XI book as the author has taken a step to base a considerable percentage on analyzing level which was interestingly enough. However in both books least questions were based on Evaluating and Creating Levels.

The second aspect of the study was to evaluate the English textbooks to determine whether they are good enough. Although both the books have many strengths but weaknesses were also

observed. Talking about the four basic language skills i.e Reading, Listening, Speaking and Writing, the Listening skill was completely ignored as there was only 1 activity related to listening. As far as reading is concerned so enough units were there e.g 22 units in XI and 19 in XII. The content was adequate to learn and practice English Language.

The book includes a variety of reading material to enhance vocabulary and reading skills however, Topics related to the interests of 21st century students could be included. Content related to new professions, technical skills and above all social skills can be added to meet the demands of modern world. Also the poetry section needs to be improved. The listening activities should also be included.

The section of poetry can be reconsidered. Also, a novel (best seller) of the present time can be Included. Chapters of professional skills and career counseling may be included Units should be Included which help in improving communication skills.

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