

# **Analysis of primary level Textbooks and Curricular Material of Nagaland**

## **Report**



**North-Eastern Regional Institute of Education  
(NCERT)  
2016**

## Summary Report Nagaland

### Analysis of Mathematics Textbook Classes I to IV

**Coverage of Syllabus:** Attach list of topics of syllabus are covered in the textbooks.

**Curriculum Load –.**

- (i) The textbooks of classes I to IV are not information loaded. The contents of the books are as per syllabus and too many concepts have not seen packaged together while in class IV questions mentioning “cheque” and “Lakh” are used ,but meaning of the said words are not mentioned.
- (ii) As per observation of the textbooks, it is found that there is connectivity and sequencing of concepts within and across the chapters for class I to IV.
- (iii) In general, the language of the textbooks including style and vocabulary is simple and comprehensible for the learner for all classes.
- (iv) It is observed that all the textbooks introduced the themes with interesting and familiar situation.
- (v) As per observation, the textbooks does not have inappropriate or difficult or abstract concepts. However, for classes II, III and IV, it will be better to show the pictures of coins which are in circulation only. It would have been better to start chapter “Money” from class II or III instead of class I.
- (vi) The meanings of technical terms are given at appropriate places in all textbooks. However it will be better if these terms are given in separate text box with in the chapter.

### **Child Centered Approach-**

- (i) As per observation, themes and concepts introduced in the textbook are consistent with the children's age and cognitive development.
- (ii) Almost all activities are related to real life experiences and contexts of the children.  
It can be observed that the scope for exploration by the children to go beyond the textbooks, problem solving, projects etc. are insufficient. However, the textbooks provide more scope for children's questioning.
- (iii) All the textbooks have adequate number of problems/exercises. Most of the exercises promote practicing a concept rather than creativity or skills development.
- (iv) The textbook of class 1 and II are written with a view that child will get the understanding of the text through teacher's intervention rather than self-learning/self-assessment of child and the textbooks of all classes (III and IV) are helpful for self-learning, self-assessment in some cases.
- (v) Self-learning is evaluated through adequate number of questions and explanation of concepts/topics covered in the book. The scope of self-assessment is limited in textbooks mainly it provide answer keys of unsolved problems.
- (vi) The questions given in exercises of the textbook cover all the concepts of relevant topic. There are a variety of questions in each textbook which provide opportunities for reflection for the child. Yet the questions of textbooks based on inductive thinking are required more.
- (vii) At the end of the chapter, the textbooks of class III and IV provides more scope for questions in text as well as questions in testing reasoning and creative abilities of learner.

### **National Concerns**

All the textbooks promote the constitutional values by using names of children related to different communities. It would have been better to use names from different communities of India as well and of different racial and ethnic background in examples and questions. No constitutional values are violated at any place in the textbooks. Also the textbooks contain content for promoting communal harmony and strengthen national integration by mentioning festivals of different communities. Gender and inclusive perspective are considered in textbooks. The requirements of children with special needs in making the text is not considered. Environmental concerns are given by visuals only in few cases in these textbooks.

## Visuals

- (a) Visuals used in text books are adequate, child friendly and colourful.
- (b) Gender perspective is less taken care of in all the textbooks
- (c) Inclusion perspective is not considered in textbooks.

## Observation/Suggestion

All the text books are well presented and written in a simple language. In the textbook learning outcomes are properly mentioned at the beginning of each chapter. Fun time, project time, discussion time etc. are well presented and given in different sections and definitely teachers will find it easier to teach in an efficient way.

Most of themes and concepts introduced are consistent with the children's age. The number of problems are adequate with a variety. The textbooks are colourful to attract the child for learning with curiosity.

### **It would have better for the teacher/learner if**

- i. Syllabus is given in the beginning of the books.**
- ii. Number of Teacher's/Parent's note should be increased.**
- iii. Gender and inclusion perspective should be more taken care of in text books.**
- iv. Number of open ended questions and group activities should be increased.**
- v. Number of questions to test reasoning and creative abilities of learners are included.**
- vi. More activities are provided for hands on experiences and scope for exploration by the children to go beyond the textbooks.**
- vii. Names of festivals of different communities (even from neighboring states) are included in discussions and in questions.**

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: ...FUN WITH NUMBERS BOOK 1
- 1.2 Year and place of publication: ...**2014 – NOIDA**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, NAGALAND**.....
- 1.4 Stage: (Primary/Upper Primary)...**Primary (Class – I)**.....
- 1.5 Class: ...**I**.....
- 1.6 Total No. of pages: **80**.....
- 1.7 Total Lessons: ...**11 Chapters** .....
- 1.8 Last review of syllabus done by the State: ...**2014**.....
- 1.9 Price: .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...**Coloured**....&...Attractive...
- 2.2 Quality of paper: ... **Good**.....
- 2.3 Quality of binding: ...**Good and Stapled**.....
- 2.4 Font size used and its appropriateness: ...**Big font size, appropriate for class – I students**
- 2.5 Layout of text: ...**Portrait**.....

### III. Coverage of Syllabus in the textbook and linkage of syllabus with the text

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s)  
yes but free hand drawing of four basic shapes are not given in any questions.(though by joining dots it is given)

#### IV. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	<b>Yes, all the concepts are given along with figures so students can easily understand. However, too many facts and concepts are not packaged together.</b>
4.2 Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Please mention chapter/themes where these are not found.	<b>Yes</b>
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	<b>Yes, in most cases. No, in Pg. 78( narrate).</b>
4.4 Have the themes been introduced with interesting and familiar situations?	<b>Yes.</b>
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	<b>Chapter-2( Pg. 11) most of the students may find it difficult to do it neatly</b>
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	<b>Yes</b>

## V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	<b>No, in some cases. Pg.74 and concept of pause (25,50) which are not in use are given in pg 72</b>
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	<b>Almost all the activities except the activity in Pg.74</b>
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	<b>Yes in activities in pg 63, 64 and pg 8</b>
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	<b>Yes, very few open ended questions = 10% (approx) pg 8,pg 26</b>
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	<b>Yes, as in most of the cases pictures are provided so they can visualize and may ask questions</b>
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	<b>No, for a student of class-I ( guidance from the teacher and parents needed)</b>
5.7 Do the questions given in the exercises a. Cover all the concepts b. Include variety of questions	<b>Yes</b>

<p>c. Provide opportunities for reflection</p> <p>d. Require inductive thinking</p>	
<p>5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.</p>	<p><b>Yes, activity Pg. 63(project), pg 36 activities, pg 8 project</b></p>

<p><b>VI. National Concerns</b></p>
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<p><b>Item</b></p>	<p><b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b></p>
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p><b>This textbook promotes constitutional values. Nothing is mentioned about gender inequality or religion and examples both from male and female perspective are mentioned.</b></p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p><b>-do-</b></p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p><b>No</b></p>

<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p><b>Yes</b></p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p><b>Yes, as most of the pictures reflect unity and group work and thereby it promotes communal harmony. Pg 78,76,75,62,6,4. <u>Name of students given in most of the activities and example are given from communities from Nagaland only, it would have been better if they were given from different communities from other states too ( and from different religions)</u></b></p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p><b>Yes, most of the examples are based on real life so teacher can relate his/her instruction with examples.</b></p>
<p>6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.</p>	<p><b>Yes, but only in some pictures in pg 1,5 ,80,75.</b></p>

<p><b>VII. Visuals</b></p>	
<p><b>Item</b></p>	<p><b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b></p>
<p>7.1 Adequate</p>	<p><b>Yes</b></p>
<p>7.2 Child friendly</p>	<p><b>Yes .</b></p>

7.3 Gender perspective	<b>Yes, equality of sexes maintained in pictures.</b>
7.4 inclusion perspective	Nil

**VII. Over all observations/any other suggestions:**

**Mathematics book of Class-I is well written text but project work given in Pg. 74 are inappropriate with the children's age and cognitive development.**

**In the textbook learning outcomes are properly mentioned in the beginning of each chapter. Fun time ,project time ,discussion time etc. are well presented & definitely teachers will find it easier to teach in an efficient way.**

**Concept about coins, measurement are given in Class-II book and these concepts are given in Chapter-10 in the textbook of Class –I, so it can be removed as students of Class-I may find it difficult to distinguish between coins and currency notes.**

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: ...FUN WITH NUMBERS BOOK 2
- 1.2 Year and place of publication: ...**2014 – NOIDA**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, NAGALAND**.....
- 1.4 Stage: (Primary/Upper Primary)...**Primary (Class – II)**.....
- 1.5 Class: ...**II**.....
- 1.6 Total No. of pages: **98**.....
- 1.7 Total Lessons: ...**10 Chapters** .....
- 1.8 Last review of syllabus done by the State: ...**2014**.....
- 1.9 Price: .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...**Coloured..&...Attractive**.....
- 2.2 Quality of paper: ... **Good**.....
- 2.3 Quality of binding: ...**Good and Stapled**.....
- 2.4 Font size used and its appropriateness: ...**Big font size, appropriate for class – I students**
- 2.5 Layout of text: ...**Portrait**.....

### III. Coverage of Syllabus in the textbook and linkage of syllabus with the text

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s)  
yes ,full syllabus is covered.

#### IV. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	<b>Yes, all the concepts are given along with figures so students can easily understand. However, too many facts and concepts are not packaged together.</b>
4.2 Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Please mention chapter/themes where these are not found.	<b>Yes</b>
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	<b>Yes.</b>
4.4 Have the themes been introduced with interesting and familiar situations?	<b>Yes.</b>
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	<b>no</b>
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	<b>Yes</b>

### V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	<b>No, in some cases. Pg.74 and concept of pause (25,50) which are not in use are given in pg 72</b>
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	<b>Almost all the activities .</b>
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	<b>Yes in activities in pg 1,14,40</b>
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	<b>Yes, no open ended questions</b>
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	<b>Yes, as in most of the cases pictures are provided so they can visualize and may ask questions</b>
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	<b>No, for a student of class-II ( guidance from the teacher and parents needed)</b>
5.7 Do the questions given in the exercises a. Cover all the concepts b. Include variety of questions	<b>Yes</b>

<p>c. Provide opportunities for reflection</p> <p>d. Require inductive thinking</p>	
<p>5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.</p>	<p><b>Yes, activity Pg. 13,22,67</b></p>

<p><b>VI. National Concerns</b></p>
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<p><b>Item</b></p>	<p><b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b></p>
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p><b>This textbook promotes constitutional values. Nothing is mentioned about gender inequality or religion and examples both from male and female perspective and in some examples name of festivals from different religions are mentioned.</b></p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p><b>-do-</b></p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p><b>No</b></p>

<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p><b>Yes, equality of sexes maintained in pictures.</b></p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p><b>Yes, as most of the pictures reflect unity and group work and thereby it promotes communal harmony. Pg 83,84</b></p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p><b>Yes, most of the examples are based on real life so teacher can relate his/her instruction with examples.</b></p>
<p>6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.</p>	<p><b>Yes, but only in some pictures in cover and in pg 50 , 83.</b></p>

## **VII. Visuals**

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
7.1 Adequate	<b>Yes</b>
7.2 Child friendly	<b>Yes .</b>
7.3 Gender perspective	<b>Yes, equality of sexes maintained in pictures.</b>

7.4 inclusion perspective	Nil
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**VII. Over all observations/any other suggestions:**

**Mathematics book of Class-II is well written text. In the textbook learning outcomes are properly mentioned in the beginning of each chapter. Fun time ,project time ,discussion time etc. are well presented & definitely teachers will find it easier to teach in an efficient way.**

**Concept about unused coins( like 25 & 50 paise) , can be removed as students of Class-II may find it difficult to understand.**

## Analysis of Textbooks for Mathematics

<b>I. General Information</b>
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- 1.1 Title of the book: ...FUN WITH NUMBERS BOOK 3
- 1.2 Year and place of publication: ...**2014 – NOIDA**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, NAGALAND**.....
- 1.4 Stage: (Primary/Upper Primary)...**Primary (Class – III)**.....
- 1.5 Class: ...**III**.....
- 1.6 Total No. of pages: **86**.....
- 1.7 Total Lessons: ...**12 Chapters** .....
- 1.8 Last review of syllabus done by the State: ....**2014**.....
- 1.9 Price: .....

<b>II. Physical Aspects of the Textbook</b>
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- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: **Coloured.&...Attractive**.....
- 2.2 Quality of paper: ... **Good**.....
- 2.3 Quality of binding: ...**Good and Stapled**.....
- 2.4 Font size used and its appropriateness: ...**Big font size, appropriate for class – III students**
- 2.5 Layout of text: ...**Portrait**.....

<b>III. Coverage of Syllabus in the textbook and linkage of syllabus with the text</b>
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- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s)  
yes ,almost full syllabus is covered, **but skill of drawing 3D shapes is not covered.**

<b>IV. Curriculum Load</b>
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<b>Item</b>	<b>Support your answer (Yes/No) by</b>
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	<b>providing evidences/examples with page Number(s).</b>
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	<b>Yes, all the concepts are given along with figures so students can easily understand. However, too many facts and concepts are not packaged together.</b>
4.2 Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Please mention chapter/themes where these are not found.	<b>Yes but In revision chapter (pg 3,question no.10) the units mentioned were not included in class II text book.( though these units are mentioned in chapter 8)</b>
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	<b>Yes.</b>
4.4 Have the themes been introduced with interesting and familiar situations?	<b>Yes. colourful pictures and many activities are included.</b>
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	<b>In page 81, question time (question no-1) problem related to exponent is given which is inappropriate for class III .Most of the students of class III may find question time (question no 2) too difficult to understand and solve.</b>
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	<b>Yes</b>

## V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	<b>Yes except In page 81, question time (question no-1) question related to exponent(power notation) is given which is inappropriate for class III</b>
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	<b>Almost all the activities .</b>
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	<b>Yes in projects in pg 12 ,39,48,68,79</b>
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	<b>Yes, but very few open ended questions / projects(10%)</b>
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	<b>Yes, as in most of the cases pictures are provided so they can visualize and may ask questions</b>
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	<b>No, for a student of class-III ( guidance from the teacher and parents needed)</b>
5.7 Do the questions given in the exercises e. Cover all the concepts f. Include variety of questions	<b>Yes</b>

g. Provide opportunities for reflection h. Require inductive thinking	
5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.	<b>Yes, but in very few activities( Pg.78,80,81,82)</b>

### VI. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	<b>This textbook promotes constitutional values. Nothing is mentioned about gender inequality or religion and examples both from male and female perspective and in some examples name of festivals from different religions are mentioned.</b>
6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	<b>-do-</b>
6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	<b>No</b>
6.4 Does the Textbook address gender	<b>Yes, equality of sexes maintained in pictures.</b>

concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	<b>Yes, some of the pictures reflect unity and group work and thereby it promotes communal harmony. Pg 4,17,39,68, 83,</b>
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	<b>Yes, most of the examples are based on real life so teacher can relate his/her instruction with examples.</b>
6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	<b>Yes, but only in some pictures in cover and in pg 23,77 and in question no1,pg 16.</b>

## **VII. Visuals**

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
7.1 Adequate	<b>Yes</b>
7.2 Child friendly	<b>Yes .</b>
7.3 Gender perspective	<b>Yes, equality of sexes maintained in pictures.</b>
7.4 inclusion perspective	Nil

**VII. Over all observations/any other suggestions:**

Mathematics book of Class-III is well written text. In the textbook learning outcomes are properly mentioned in the beginning of each chapter. Fun time ,project time ,discussion time etc. are well presented & definitely teachers will find it easier to teach in an efficient way.

In revision chapter (pg 3,question no.10) the units mentioned were not included in class II text book.

In page 14, concepts of addition using abacus introduced are inconsistent with the children's age and cognitive development as explanation of addition process is not mentioned

In page 56 , it is mentioned that kilogram is a larger unit of weight but it should have been "kg is the commonly used unit to measure weight". ( actual unit of mass is kg and unit of weight is Newton )

In page 81, question time (question no-1) problem related to exponent is given which is inappropriate for a student of class III .

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: ...FUN WITH NUMBERS BOOK 4
- 1.2 Year and place of publication: ...**2014 – NOIDA**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, NAGALAND**.....
- 1.4 Stage: (Primary/Upper Primary)...**Primary (Class – IV)**.....
- 1.5 Class: ...**III**.....
- 1.6 Total No. of pages: **118**.....
- 1.7 Total Lessons: ...**13 Chapters** .....
- 1.8 Last review of syllabus done by the State: .not mentioned.....
- 1.9 Price: ...N/A.....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: **Coloured**...&Attractive...
- 2.2 Quality of paper: ... **Good**.....
- 2.3 Quality of binding: ...**Good and Stapled**.....
- 2.4 Font size used and its appropriateness: ...**Big font size, appropriate for class – IV students**
- 2.5 Layout of text: ...**Portrait**.....

### III. Coverage of Syllabus in the textbook and linkage of syllabus with the text

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s)  
yes ,full syllabus is covered.

#### IV. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	<b>Yes, all the concepts are given along with figures so students can easily understand. However, too many facts and concepts are not packaged together.</b>
4.2 Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Please mention chapter/themes where these are not found.	<b>Yes .</b>
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	<b>Yes.</b>
4.4 Have the themes been introduced with interesting and familiar situations?	<b>Yes. colourful pictures and many interesting and familiar activities are included.</b>
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	<b><u>Concept of cheque,lakh are not given though in pg 18 question no 1(d),pg 19 question no 3 ,these words are used.</u></b>  <b>Concept of “cheque” is inappropriate for a student of class IV. Unused coins like 10 p, 25 p,50 p <u>can be removed from the chapter money</u></b>
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	<b>Yes except <u>cheque</u> and <u>lakh</u></b>

## V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	<b>Yes except Concept of “cheque”, pg 19 (question no 2 ) which is inappropriate for a student of class IV.</b>
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	<b>Almost all the activities .</b>
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	<b>Yes in some cases (projects in pg 59,64,96,discussion time pg 46, 94, question time pg 109)</b>
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	<b>Yes, but no open ended questions</b>
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	<b>Yes, as in most of the cases pictures are provided so they can visualize and may ask questions</b>
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	<b>Yes.In all the chapters ,in discussion time section ,topic is discussed with examples and pictures.</b>
5.7 Do the questions given in the exercises i. Cover all the con cepts j. Include variety of questions	<b>Yes</b>

<p>k. Provide opportunities for reflection</p> <p>l. Require inductive thinking</p>	
<p>5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.</p>	<p><b>Yes, but in very few activities( Pg.44-project,examples in pg 49,pg 56-project,pg 59-project)</b></p>

### VI. National Concerns

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p><b>This textbook promotes constitutional values. Nothing is mentioned about gender inequality or religion and examples both from male and female perspective and in some examples name of festivals from different religions are mentioned.</b></p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p><b>-do-</b></p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p><b>No</b></p>

6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	<b>Yes, equality of sexes maintained in pictures.</b>
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	<b>Yes, some of the pictures reflect unity and group work and thereby it promotes communal harmony. Pg 16,27,34,36,79 and in question 2 c (pg 34),pg 3-question no-15</b>
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	<b>Yes, most of the examples are based on real life so teacher can relate his/her instruction with examples.</b>
6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	<b>Yes, but only in some pictures in pg 27,65,97,99</b>

## **VII. Visuals**

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
7.1 Adequate	<b>Yes</b>
7.2 Child friendly	<b>Yes .</b>
7.3 Gender perspective	<b>Yes, equality of sexes maintained in pictures.</b>
7.4 inclusion perspective	Nil

**VII. Over all observations/any other suggestions:**

Mathematics book of Class-IV is well written text. In the textbook learning outcomes are properly mentioned in the beginning of each chapter. Fun time ,project time ,discussion time etc. are well presented & definitely teachers will find it easier to teach in an efficient way.

Concept of cheque, lakh are not given, though in pg 18 question no 1(d),pg 19 question no 3 ,these words are used.

Concept of “cheque” is inappropriate for a student of class IV.

Unused coins like 10 p, 25 p,50 p can be removed from the chapter money

In pg 80,the concept is leap year is not given in a proper way.”A year exactly divisible by 4 is a leap year”- is not a correct way of defining a leap year. Instead they could have written “a) If the last two digits of the year are zero and exactly divisible by 400

b) If the last two digits of the year do not end with zero and exactly divisible by 4 then the year is a leap year.

More open ended questions should have been included to test reasoning and creative abilities of learners.

scope for exploration by the children to go beyond the textbooks is also very limited.

## Analysis of Textbooks in English language

### Section A: General Information about the Textbook

- 1 Title of the book: *Cherry Blossom Series*, English - Book I, Class I
- 2 Year and place of publication: 2014, Noida.
- 3 Name of the publisher / Organisation: Frank Educational Aids Pvt. Ltd.
- 4 Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details.
  - It has been mentioned in the *Preface* that the textbook has been developed based on the NCF-2005 guidelines.
- 5 Textbook development team and nature of participation of the group. (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles).
  - Workshops of various sub-committees, reviewed by the State Curriculum Core Group and finally approved by the State Curriculum and Textbooks Approval Committee under the State Council of Educational Research and Training, Nagaland.
- 6 The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)
  - 56 pages.
  - 12 Chapters. 4 Units of 3 chapters each.
  - The content is not very suitable for Class I students and the progression through different levels of difficulty in is neither gradual nor sequential. The content can become too difficult for their level like reading '*the poem with appreciation*'. Moreover, students are expected to straight away learn about singular/plural, pronouns, write complete answers to literature questions, adjectives, conjunctions, has/have, this/that/those/these and so on. It can be improved by focusing on hand writing, writing alphabets separately, and then move on to familiar words. The text can also be improved by adding useful themes like *Family Members*, *Telling the Time*, *Months of the Year*. Vocabulary building and basic grammar is taught through use of pictures, activities, role play, familiar content in poems and short passages.
  - Textbook has been designed with each page having relevant and colourful illustrations and activities. Different coloured top borders to mark a particular

chapter and colourful fonts for questions. Objectives identified by a cartoon icon for each chapter. Ample space is given to drawing and colouring as well.

➤ Free distribution to all government schools

7 Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?

➤ Objectives are clearly stated at the beginning of each chapter. They are addressed to the learner rather than the teacher. Guidelines are simple and practical but some do not use terms that make objectives observable. For instance, Pg. 15 no.2 and no.3, Pg.18 no.4, Pg.32 no.2. Some objectives are too complex like 'reading with appreciation' Chapter 8, and in the same chapter the objective itself is wrong, eg. 'Recite the poem with correct *punctuation*'. The guidelines of the textbook adheres to an activity-based approach but some activities are unsuitable for the Class I level. For instance, Pg.20 Exercise D (reason: not every child has pocket money or toys to sell).

## **Section B: Items for Analysis of the Textbook**

### **I. Curriculum Load**

#### *1.1 Organization and Presentation*

8 Whether the book has only running texts or a variety of genres (texts) involved?

➤ There is a variety of genres and full of activities

9 Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook author created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.)

Mention chapters/themes taken from authentic text:

Chapter 8: *The Rainbow* by Christina Rossetti

Mention chapters/themes developed by the authors: The rest of the chapters.

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately.

➤ Illustrations abound in the textbook and they are very relevant to the ideas conveyed in their respective lessons. All pictures are suitable.

11. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning? If yes, please give reference appropriately.
- Yes, visual/graphic text are used for stories, for example, Pg.41, Chapter 11, *The Stone Soup*. Pictures are used right from Chapter 1, *My Home* to build new vocabulary using familiar content. Some illustrations show a story as a passage unfolds such Chapter 2 Pg.6, Chapter 3 Pg.10, Chapter 5 Pg.18, Chapter 6 Pg.22. Characters are shown as speaking to each other in speaking exercises such as Chapter 7, Pg.27.
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately.
- There are pictures of local relevance in almost all chapters. Chapter 1, Chapter 5, Chapter 7, Chapter 10, and Chapter 12 presents contexts familiar to children in general, whereas Chapter 3, Chapter 6, Chapter 9 display the local cultural context. Chapter 2 is culturally discordant and unfamiliar as the characters are exotic, while the illustration of Chapter 11 is of poor quality. The text of Chapter 2 is not familiar, and a word in Chapter 3, “*Darns on Saturday*” is not a commonly used word. The poem in Chapter 8, *The Rainbow* also seems discordant with the local context since some of the words (e.g. ‘overtops’) and phrases (e.g. ‘prettier far than’) and content, like ‘the sea’, is unfamiliar.
13. Whether the book is divided into subdivision of sections for making easy and coherent progression?
- No. The progression is not coherent and chapters need rearrangement. For instance, Chapter 2 has complex sentences including difficult verbs (e.g. ‘pricked’), adjectives (e.g. ‘completely soaked’), adverbs (e.g. ‘walked silently’) and thus, needs to be shifted towards the middle or the end of the book since the child would have just started identifying nouns in Chapter 1. Ideally, it would have been better if Chapter 5 had followed since it deals with Verbs using mostly pictures to illustrate the actions.

### *1.2 Pedagogical Aspects*

14. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)? Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately.
- Simple contemporary language has largely been used but there are some rubrics with instructions which may be considered too high for Class I level.

For instance, Pg. 17 Exercise D ('rewrite', 'necessary'). Pg. 16, Exercise C continues into a completely different item which should have been segregated with differently coloured fonts. Chapter 7 is a speaking activity but the instructions include difficult words like 'suitable' and 'compliment' which may not be understood by students. The rubrics Pg. 16 Exercise B uses the wrong preposition, "Fill up the blanks". Similarly, Exercise A for Chapter 8 asks the students to fill in the blanks with words limited to the poem, even if the words used in the poem may not be correct in the usual context. For instance, 'Boats sail on \_\_\_\_ seas/rivers' or 'There are bridges on the rivers', when in normal usage boats can sail on both and there are bridges *across/over* the rivers.

15. Is there coherence within the textbook (from unit one to last unit)? This may tell how the language aspects (not necessarily explicitly) and themes are progressing from **familiar to unfamiliar or known to unknown**. The 'new language' (new usages, words, sentences) which is introduced moves from one level to another level in the text. If yes, please give reference appropriately.
  - No. The book needs rearrangement of chapters for a coherent progression.
16. Whether the teacher is able to understand the philosophy of the book (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities.
  - Yes, the 'teacher guidelines' at the beginning of each chapter give a practical guide as to how to integrate different language skills in the classroom while using the book.
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.).
  - Largely the learning activities are suitable for the age of Class I students. There are, however, those activities such as Pg.20 Exercise D which asks students to sell old newspapers, donate toys and pocket money to the poor. Chapter 8 Pg.31 has only two activities—fill in the blanks and drawing, which seems very little compared to other chapters.
18. Whether the language of the textbook is simple and comprehensible to the learners and teachers.
  - Yes. Some words which have been mentioned above need to be changed.

19. Whether the tasks and activities give scope for engagement with language? This means how much time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks.

- Yes, the activities have a large scope of engagement with language, especially Chapter 7 using role play. However, the activities both written and spoken seem to dominate the content or explanation of grammatical rules. For instance, Chapter 10 Pg. 37 has only a picture of different games but expects the children to be able to make sentences using ‘This is a..’ ,’That is a..’, ‘Those are...’ and ‘These are..’ without any explanation or clear illustrations highlighting the factors of *distance* and *number of items* given in the textbook.

20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how?

- Yes a few activities may cause anxiety in learners and teachers as well. For instance, Pg. 20 Exercise D where children are expected to collect old newspapers and sell them to buy books and pencil for the poor. Students are asked to donate money and toys to the poor every month. Role playing in Chapter 7 pg. 26 and Chapter 10 pg. 40 may be difficult for some introverted students.

## II. Child Centeredness

### II.1 *The Language of the Textbook:*

21. Whether the themes are related to the lived in experiences of learners? Whether the units / lessons make attempts to connect with the lives of learners? (Please list the title of the units and the theme they fall under. This could be done in a table)

Chapter	Pg.	Lesson	Theme
1	1	My Home	Familiar Vocabulary building
2	6	The Tailor and the Elephant	Caring for Animals
3	10	Days of the Week	The names of days
4	15	God’s Love for me	Appreciation of Nature

5	18	I Do Good Deeds	Being Kind and Helpful
6	22	The Two Young Hornbills	Persistence
7	26	Good Manners	Good Manners (Role Play)
8	31	Rainbow	Appreciation of Nature
9	33	How Dogs Lost Their Horns	Avoid Greed and Jealousy
10	37	Games and Sports	Naming Games and Sports
11	41	The Stone Soup	Avoid Miserliness
12	46	Song	Animal Noises

22. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs?

Mention rhymes / songs taken from foreign sources: Chapter 8 *The Rainbow*, Chapter 10 *Song*.

Mention rhymes / songs taken from Indian sources: Chapter 3 *Days of the Week* (Naga subject of the poem)

23. Whether the book has any narratives (texts, poems) translated from Indian languages. Please give reference appropriately.

➤ No

24. Are the rubrics (i.e. the instructions) in the textbook addressed to the learners or teachers? Are they given in mother tongue / state language also? Please give examples of:

Rubrics addressed to the Learners: All rubrics including the objectives of the lesson are addressed to learners directly.

Rubrics addressed to the Teachers: Direct instructions for group or pair activities in the classroom.

## **II.2** *Themes and Tasks / Activities*

25. What are the themes in which the texts and activities are drawn from their context? Please list the themes.

- The texts and activities are usually drawn from the children’s everyday experiences such as their homes, household chores, manners, kindness towards animals, local birds, games, appreciation of nature etc.
26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme?
- Yes, Chapter 8 *The Rainbow*. The book doesn’t contextualize since the teacher is expected to teach children to ‘read the poem with appreciation’. The only academic activity that follows it is ‘fill in the blanks’ which are lines that have been taken directly from the poem even if they may be factually or grammatically wrong. Eg. ‘Boats sail on the \_\_\_\_ seas/rivers’ and ‘There are bridges *on* the river’.
27. In English language textbooks, the rhymes and songs are mostly foreign, what attempt is made in the textbook (through exercises and texts) to connect with the life of the learner?
- Most of the rhymes and songs are not foreign and have a universal appeal. Therefore children will be able to connect with them. The one poem (Chapter 3 *Days of the Week*) which has a local subject has familiar domestic themes, but the rest of the poems deal with appreciating God and Nature, and feeling blessed. The one foreign poem, Chapter 8 *The Rainbow*, makes an attempt to connect with the children’s lives through the activity of colouring a rainbow.
28. Tasks/ Activities: Whether the book has activities like group work (group reading, singing,) pair work, whole class activity, debate, mutual reading (one reading out a paragraph to another), recitation, action activities like action songs, etc. Please give a few examples.
- Yes, the book gives direct instructions to the teacher at two instances in the book for pair work and role play eg. Pg.28, and Pg.40.
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples.
- Yes, role play activities such as introducing yourself, telling more about yourself, greetings, requests, compliments etc. Pg. 26. Talking about games pg.40.
30. Whether the reading text / narrative has pre-reading, while –reading and post reading activities? Whether the post reading activities give scope for the learner to revisit / reread (in whole or part of text) for doing the activities? If yes, Please give references appropriately.

- All chapters do not have pre-reading activities. Some Chapters require while-reading activities such as Chapters 1,7 and 10. The rest all have post reading activities which refer to the main content.
31. (a) How is writing introduced in classes one and two? From a,b,c,d, or from stroke to slanting letters to others?
- Writing letters separately and handwriting have been ignored. Students are expected to write words, phrases and sentences with the teacher's help.
- (b) How is writing done in class three onwards? Not applicable
- (c) Is there any scope for process writing? Process writing involves learner go through the processes of jotting down the points, writing the draft, re-writing, editing and finalizing. If yes, please give a few examples.
- No scope for process writing.
32. Whether the book provides 'route' for the learners? Route here is the interconnectivity or the connection between the tasks (from task one to last either continually or spirally)
- Yes, there is an interconnectivity of tasks for learners. For example, Chapter 1 starts with talking, then learning new vocabulary, identifying, learning the difference between singular and plural.
33. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples.
- No
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.
- No
35. Whether the textbooks promote communication skills among learners?
- Yes. It is based on the Communicative approach to language. Especially role playing activities.
36. How far the focus of the text is on language use rather than teaching usages? Here the tasks need to be analysed to find out how far learners use language in the activities like say the following to your partner or use the words and phrases in your own word to complete the passage and so on. Please give a few examples.
- The text is activity-oriented and more stress is given to pictures, dialogues and activity (written and oral) than the content itself. Sometimes the content is missing entirely and only pictures are given for the teacher to facilitate

learning. Eg. Chapter 1 and Chapter 10. In chapter 10, there is no explanation on how the words this/that/those/these differ from each other and teachers are expected to know. There is content which have grammatical mistakes in them such as Pg. 34 “all goats had horns” and spelling mistakes like Pg. 38 ‘Carom’.

37. Whether the book has themes, texts, tasks / activities, illustrations, which are sensitive towards the following:

- Gender: Yes. Chapter 3 show the daily life of a female housewife who does different work in different days of the week. In today’s world, women are no longer defined by domestic work only.
- People with special needs: Yes. Respect given to the poor and the old in Chapter 5.
- Environmental concerns: Sensitive towards animals and nature.
- Against some sections of society: None

38. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples.

- No

39. Assessment: (a) Does the textbook have a range of typology of questions (like MCQ, Short answer, short writing (notice, message, etc.) long answer questions (letters, articles, arguments, etc). (b) Does the book have projects and assignments? (c) Whether the textbook lends itself to Continuous Comprehensive Evaluation / Assessment (CCE)? If yes, please give a few examples for a, b and c.

- a) Yes, all chapters have a range of questions.
- b) Yes. Pg.20, Exercise D but the questions are unsuitable for Class I students.
- c) There is large scope for CCE however more types of activities which encourage critical thinking is required.

### **Section C: Overall observations/ Any other suggestions:**

The Class I textbook is activity oriented and cater to all the language skills that are expected of Class 1 student. A gradual progression of difficulty is largely absent and children who have just graduated from pre-primary are expected to straight away write short grammatically correct answers to questions based on long stories using difficult words. They are expected to learn about pronouns, adjectives, has/have etc. which are meant for a higher level. They are expected to read the long stories that have difficult words like ‘soaked’,

'pricked', 'approach', 'darns'(meaning not given in book) etc. They are expected to appreciate the reading of poems with rhythm and '*punctuation*' which I can only assume to mean *stress* and *intonation*. According to the Nagaland State Curriculum and Syllabus, the writing skills expected of students of Class I are that the letters are of correct shape, correct sequence with enough spacing between letters and words. They are supposed to learn to "write simple words and short sentences in English using language items already taught".

The activities are ideal and fun to use in a classroom and the stories and poems are culturally relevant. There is no representation of other cultures however, and the persons with special needs are sorely missing. The pictures are relevant and complement the lessons well and the book is colourful and impressive at first glance. More sensitivity must be shown to the capabilities of pre-primary students from low socio-economic backgrounds and rural areas.

## **Analysis of Textbooks in English language**

### **Section A: General Information about the Textbook**

1. Title of the book: Cherry Blossom Series English Book 3
2. Year and place of publication: 2014 Nagaland
3. Name of the publisher / Organisation: SCERT ,Nagaland
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details. Yes
5. Textbook development team and nature of participation of the group. (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles). Members of the team not mentioned.
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) The book has 80 pages and is in colour.
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? There are no note to the teachers or parents.

### **Section B: Items for Analysis of the Textbook**

#### **II. Curriculum Load**

##### *1.1 Organization and Presentation*

8. Whether the book has only running texts or a variety of genres (texts) involved?  
The book has a variety of genres-poems , conversations, stories, etc
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook authors created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.) Most of the texts are authentic except for the poems.  
Mention chapters/themes taken from authenticated text:  
Mention chapters/themes developed by the authors:
10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately.  
The textbook is full of illustrations which are colourful and attractive to the students.  
They do support the ideas presented in the text.

11. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning? If yes, please give reference appropriately.  
Yes. they are good inputs . In lesson 7, picture reading is a good input for language learning.

12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately.

The book has local contexts like the Naga folk tale in lesson 4 The cuckoo and lesson 13 Inside a Naga kitchen.

13. Whether the book is divided into subdivision of sections for making easy and coherent progression?

Each of the lessons have exercises which are divided into sections but the lessons are not divided into sections.

### *1.2 Pedagogical Aspects*

14. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)?  
Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately.

The instructions are all in English. The texts specially the prose lessons have no reference to authors but the poems clearly mention the authors.

15. Is there coherence within the textbook (from unit one to last unit)? This may tell how the language aspects (not necessarily explicitly) and themes are progressing from **familiar to unfamiliar or known to unknown**. The ‘new language’ (new usages, words, sentences) which is introduced moves from one level to another level in the text. If yes, please give reference appropriately.

The language items do progress from simple to difficult especially the grammar items.

16. Whether the teacher is able to understand the philosophy of the book (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher’s pages or through the activities.  
There are no teachers pages but the activities clearly spell out the approach.

17. Whether the language learning activities are introduced in learner’s context (suitable for the age, region, etc.).

The activities support the learner’s context like age, region etc . They are full of fun and motivating.

18. Whether the language of the textbook is simple and comprehensible to the learners and teachers.

The language is simple and the unfamiliar words are glossed very well.

19. Whether the tasks and activities give scope for engagement with language? This means how much time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks.

The learners have to spend time in handling the exercises.

20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how?

No.

## **II. Child Centeredness**

### **II.1** *The Language of the Textbook:*

21. Whether the themes are related to the lived in experiences of learners? Whether the units / lessons make attempts to connect with the lives of learners? (Please list the title of the units and the theme they fall under. This could be done in a table)

Most of the lessons are interesting and relate to the experience of the learners esp. lesson 1,4,5,12,15,16 etc.

22. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs?

Mention rhymes / songs taken from foreign sources:

Mention rhymes / songs taken from Indian sources:

The rhymes are all by foreign authors.

23. Whether the book has any narratives (texts, poems) translated from Indian languages.

Please give reference appropriately.

No

24. Are the rubrics (i.e. the instructions) in the textbook addressed to the learners or teachers? Are they given in mother tongue / state language also? Please give examples of:

Rubrics addressed to the Learners:

Rubrics addressed to the Teachers:

Instructions are addressed to the learners and not to teachers. The language is English and not the mother tongue.

## **II.2** *Themes and Tasks / Activities*

25. What are the themes in which the texts and activities are drawn from their context?

Please list the themes.

Themes are rainy day ,trees, naughty boy, newspaper, and local themes like naga kitchen, naga folk tale etc

26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme?

No

27. In English language textbooks, the rhymes and songs are mostly foreign, what attempt is made in the textbook (through exercises and texts) to connect with the life of the learner?

Though the rhymes are by foreign authors the themes and ideas are familiar to the students and related to their environment.

28. Tasks/ Activities: Whether the book has activities like group work (group reading, singing,) pair work, whole class activity, debate, mutual reading (one reading out a paragraph to another), recitation, action activities like action songs, etc. Please give a few examples.

The book has pair work, conversation, role play and whole class activity. Recitation of the poems can be carried out by the teacher along with actions.

29. Are the tasks real life tasks and rooted in contexts? Please give a few examples.

Yes

30. Whether the reading text / narrative has pre-reading, while –reading and post reading activities? Whether the post reading activities give scope for the learner to revisit / reread (in whole or part of text) for doing the activities? If yes, Please give references appropriately.

The lessons have no pre reading activities but all the activities are post reading activities on the content,vocabulary ,grammar etc.

31. (a) How is writing introduced in classes one and two? From a,b,c,d, or from stroke to slanting letters to others?

(b) How is writing done in class three onwards?

(c) Is there any scope for process writing? Process writing involves learner go through the processes of jotting down the points, writing the draft, re-writing, editing and finalizing. If yes, please give a few examples.

Writing for this Class 3 textbook comprises of short answers, picture reading and writing short paragraphs like how jam sandwich is made, writing short paragraphs on a given topic , writing a short conversation, etc

32. Whether the book provides 'route' for the learners? Route here is the interconnectivity or the connection between the tasks (from task one to last either continually or spirally)

Yes

33. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples.

The book doesn't directly give scope for further reading but the teacher can motivate the students for further reading .

34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.

Yes exercises are mostly problem solving like grammar, writing short paragraphs,

35. Whether the textbooks promote communication skills among learners?

Yes

36. How far the focus of the text is on language use rather than teaching usages? Here the tasks need to be analysed to find out how far learners use language in the activities like say the following to your partner or use the words and phrases in your own word to complete the passage and so on. Please give a few examples.

Exercises on conversation, role play, action songs, looking at the picture and describing them are examples of language use

37. How far the texts, themes, illustrations, visuals and tasks are sensitive towards following aspects?

- ) Gender -
- ) People with special needs
- ) Environmental concerns
- ) Against some section of society

Sensitive towards gender and environment but not people with special needs

38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately.

No

39. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples.

No

40. Assessment: (a) Does the textbook have a range of typology of questions (like MCQ, Short answer, short writing (notice, message, etc.) long answer questions (letters, articles, arguments, etc). (b) Does the book have projects and assignments? (c) Whether the textbook lends itself to Continuous Comprehensive Evaluation / Assessment (CCE)? If yes, please give a few examples for a, b and c.
- All the lessons have short answer questions ,paragraph writing, ,picture reading and writing, writing personal experiences, dictionary skills etc

**Section C: Overall observations/ Any other suggestions:**

## Analysis of Textbooks in English language

### Section A: General Information about the Textbook

- 1 Title of the book: *Cherry Blossom Series*, English - Book IV, Class IV
- 2 Year and place of publication: 2014, Noida.
- 3 Name of the publisher / Organisation: Frank Educational Aids Pvt. Ltd.
- 4 Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details.
  - It has been mentioned in the *Preface* that the textbook has been developed based on the NCF-2005 guidelines.
- 5 Textbook development team and nature of participation of the group. (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles).
  - Workshops of various sub-committees, reviewed by the State Curriculum Core Group and finally approved by the State Curriculum and Textbooks Approval Committee under the State Council of Educational Research and Training, Nagaland.
- 6 The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)
  - 88 pages.
  - 16 Chapters. 4 Units; 1<sup>st</sup> Quarter: 3 chapters, 2<sup>nd</sup> Quarter: 4 Chapters, 3<sup>rd</sup> Quarter: 4 Chapters, 4<sup>th</sup> Quarter: 5 Chapters.
  - The content is suitable for Class IV students
  - Textbook has been designed with each page having relevant and colourful illustrations and activities. Different coloured top borders to mark a particular chapter and colourful fonts for questions. Objectives identified by a cartoon icon for each chapter. Ample space is given to writing, drawing and colouring as well.
  - Free distribution to all government schools
- 7 Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?

- Objectives are clearly stated at the beginning of each chapter. They are addressed to the learner rather than the teacher. Guidelines are simple and practical but some do not use terms that make objectives observable, eg. Chapter 3 ‘Understand the outcome of being curious’ or even achievable, eg. Chapter 4, ‘Help and take care of the poor and the sick’. Some objectives use the wrong words, eg. Chapter 11 pg. 51, ‘Read pictures...’. They are usually limited in number and do not cover the extent of the learning activities in a particular chapter.

## **Section B: Items for Analysis of the Textbook**

### **III. Curriculum Load**

#### *I.1 Organization and Presentation*

- 8 Whether the book has only running texts or a variety of genres (texts) involved?
  - There is a variety of genres and full of activities
- 9 Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook author created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.)

Mention chapters/themes taken from authentic text:

Chapter 1: *The Other Boot*

Chapter 2: *The Two Rats by Laura E. Richards*

Chapter 7: *The World’s First Post Box*

Chapter 9: *My Land by Thomas Davis*

Chapter 12: *The Wind by Robert Louis Stevenson*

Chapter 14: *Quiz*

Mention chapters/themes developed by the authors: The rest of the chapters.

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately.
  - Illustrations abound in the textbook and they are very relevant to the ideas conveyed in their respective lessons. All pictures are suitable with the exception of a few pictures. In Chapter 5 the same picture is repeated in Chapter 7; in Chapter 2, according to the poem, the colour of the rats should be black; and in Chapter 15, Pg. 74 the picture portrays a boy climbing a pole having a pig’s head at the top, at a village feast.
11. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning? If yes, please give reference appropriately.

- Yes, visual/graphic text are used for stories, for example, Pg.20, Chapter 4, where students discuss the pictures relevant to the story and write a paragraph on them. Chapter 6, *The Paddy Field* is a pictorial lesson and students learn new vocabulary and local knowledge as they discuss different facets of the pictures. Similarly, Chapter 11, *The Railway Station* builds new vocabulary using familiar content.
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately.
- Yes, Folktales (Chapter 8), Pictorial lessons (Chapter 6 and 11), Stories (Chapter 10 and 15) and Dialogues (Chapter 13) present local context in their pictures and texts.
13. Whether the book is divided into subdivision of sections for making easy and coherent progression?
- No. The book is not divided into sections but the state curriculum shows that it is divided into 4 units. The progression is coherent some chapters need not be there in an English textbook, for instance, Chapter 14 *Quiz* deals with General Knowledge, Chapter 16 *Riddles* which are just random questions with no stated literary purpose. Furthermore, Chapter 15, *Christmas*, may not be suitable as classrooms may be multi-cultural having students of different faiths.

### *1.2 Pedagogical Aspects*

14. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)? Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately.
- Simple contemporary language has been used but some of the content is not written by contemporary writers, for instance, R.L. Stevenson, Thomas Davis etc.
15. Is there coherence within the textbook (from unit one to last unit)? This may tell how the language aspects (not necessarily explicitly) and themes are progressing from **familiar to unfamiliar or known to unknown**. The ‘new language’ (new usages, words, sentences) which is introduced moves from one level to another level in the text. If yes, please give reference appropriately.
- The book largely has a coherent progression. Chapters 14, 15, and 16 need not have been there.

16. Whether the teacher is able to understand the philosophy of the book (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities.
- Yes, the 'teacher guidelines' at the beginning of each chapter give a practical guide as to how to integrate different language skills in the classroom while using the book. However the objectives are very limited when the chapters deal with so much more observable learning outcomes that the teacher need to be aware of. For instance, Chapter 10 has only 3 objectives, when the post-lesson exercise involve learning outcomes beyond what had been stated.
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.).
- Largely the learning activities are suitable for the age of Class IV students in Nagaland. The activities are varied from speaking to discussion and role play to fieldtrips and craft work and drawings. The instructions for activities however, are sometimes unclear Eg. Pg.20 E1 just directs the students to discuss but whether it is in pairs or group or as a whole class is unclear. Similarly in Chapter 10 pg. 49, Exercise F, the topics are too difficult for the students to just discuss.
18. Whether the language of the textbook is simple and comprehensible to the learners and teachers.
- Yes. But some chapters do not have glossaries for their lesson, Eg. Chapter 5 which has difficult words like 'flurry', 'thicket', etc. and the pictorial lesson Chapter 11 which has a picture of the railway station but no words are explained when used in the rubrics, such as, 'queue', 'over-bridge', 'luggages', cargo trains'.
19. Whether the tasks and activities give scope for engagement with language? This means how much time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks.
- Yes, the activities have a large scope of engagement with language. However, the activities both written and spoken seem to dominate the content or explanation of grammatical rules.
20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how?

- Yes a few activities may cause anxiety in learners and the teachers as well. The teachers may not be able to make the required box of cards that are required for Chapter 3, activity A, pg.15. Students are just asked to discuss without any other instruction about difficult themes, like Chapter 10 pg 49 Activity F. In Chapter 5 another poem is included along with the main poem which is a tongue twister of great difficulty. This may cause any student or teacher to make mistakes and cause laughter in the classroom and cause anxiety to the reader.

## II. Child Centeredness

### II.1 *The Language of the Textbook:*

21. Whether the themes are related to the lived in experiences of learners? Whether the units / lessons make attempts to connect with the lives of learners? (Please list the title of the units and the theme they fall under. This could be done in a table)

Chapter	Pg.	Lesson	Theme
1	1	The Other Boot	Humour
2	7	The Two Rats	Animals
3	11	How the Elephant got its Trunk	Curiosity
4	17	Mother Teresa	Kindness and Humility
5	21	A Summer Shower	Nature
6	25	Paddy Field	Cultivation
7	29	The World's First Post Box	Exploratory
8	35	The Orphan	Folk Tale
9	39	My land	Patriotism
10	44	A Trip to Dzukou	Adventure/Local Awareness
11	50	The Railway Station	Transport
12	55	The Wind	Nature

13	60	The Tall Three	Nature/Local Awareness
14	66	Quiz	General Knowledge
15	72	Christmas	Religious Celebrations
16	78	Riddles	Critical Thinking

22. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs?

Mention rhymes / songs taken from foreign sources:

Chapter 2: *The Two Rats by Laura E. Richards*

Chapter 9: *My Land by Thomas Davis*

Chapter 12: *The Wind by Robert Louis Stevenson*

Mention rhymes / songs taken from Indian sources: None

23. Whether the book has any narratives (texts, poems) translated from Indian languages.

Please give reference appropriately.

➤ No

24. Are the rubrics (i.e. the instructions) in the textbook addressed to the learners or teachers? Are they given in mother tongue / state language also? Please give examples of:

Rubrics addressed to the Learners: All rubrics including the objectives of the lesson are addressed to learners directly.

Rubrics addressed to the Teachers: Only one question addressed the teacher for a classroom activity. (Chapter 10, Pg.49 F)

## **II.2 Themes and Tasks / Activities**

25. What are the themes in which the texts and activities are drawn from their context?

Please list the themes.

➤ Many of the texts and pictorial lessons are drawn from the children's everyday experiences such as Paddy Fields, Railway station etc. Although the poem, 'My Land' is a foreign poem, its patriotic theme resonates the passion that the Nagas have towards their own land. There is a folk tale (chapter 8) and a local person's journey through a difficult mountain trek familiar to the people of Nagaland (Chapter 10) and a dialogue between the largest visible mountains

around Nagaland (Chapter 13). The activities drawn from the children's contexts include 'show and tell' pg.10B, craft pg. 10 C, pg.38 B, fieldtrips pg. 38C.

However, some themes are discordant with the culture and the level of the students. For instance, the first lesson of the book, 'The Other Boot' talks of person who usually comes home "tired and drunk". It even has the definition of 'drunk' in its glossary. Furthermore, it contains written activities that requires students to 'fill in the blanks' with the word, 'drunk' and ends with a paragraph writing activity that begins with, "As soon as I get home from school, I have something to eat and drink. Then..." Similarly, the last chapter of the textbook contains only riddles, of which a few are unsuitable for students of class 4. For instance, there were questions like, 'Can a man marry his widow's sister?' and 'How does a girl keep a boy's love?' Likewise, the chapter titled, 'Christmas' seems inappropriate since not all the people of Nagaland are Christians and other religious festivals were not even mentioned. Finally, including a chapter entitled, 'Quiz' that is filled only with general knowledge questions and their one word answers seems inappropriate for an English textbook.

26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme?
- Yes,
27. In English language textbooks, the rhymes and songs are mostly foreign, what attempt is made in the textbook (through exercises and texts) to connect with the life of the learner?
- Most of the rhymes and songs are not foreign and have a universal appeal. Therefore children will be able to connect with them. The one poem (Chapter 3 *Days of the Week*) which has a local subject has familiar domestic themes, but the rest of the poems deal with appreciating God and Nature, and feeling blessed. The one foreign poem, Chapter 8 *The Rainbow*, makes an attempt to connect with the children's lives through the activity of colouring a rainbow.
28. Tasks/ Activities: Whether the book has activities like group work (group reading, singing,) pair work, whole class activity, debate, mutual reading (one reading out a paragraph to another), recitation, action activities like action songs, etc. Please give a few examples.

- Yes, the book gives direct instructions to the teacher at two instances in the book for pair work and role play eg. Pg.28, and Pg.40.
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples.
- Yes, role play activities such as introducing yourself, telling more about yourself, greetings, requests, compliments etc. Pg. 26. Talking about games pg.40.
30. Whether the reading text / narrative has pre-reading, while –reading and post reading activities? Whether the post reading activities give scope for the learner to revisit / reread (in whole or part of text) for doing the activities? If yes, Please give references appropriately.
- All chapters do not have pre-reading activities. Some Chapters require while-reading activities such as Chapters 1,7 and 10. The rest all have post reading activities which refer to the main content.
31. (a) How is writing introduced in classes one and two? From a,b,c,d, or from stroke to slanting letters to others?
- Writing letters separately and handwriting have been ignored. Students are expected to write words, phrases and sentences with the teacher’s help.
- (b) How is writing done in class three onwards? Not applicable
- (c) Is there any scope for process writing? Process writing involves learner go through the processes of jotting down the points, writing the draft, re-writing, editing and finalizing. If yes, please give a few examples.
- No scope for process writing.
32. Whether the book provides ‘route’ for the learners? Route here is the interconnectivity or the connection between the tasks (from task one to last either continually or spirally)
- Yes, there is an interconnectivity of tasks for learners. For example, Chapter 1 starts with talking, then learning new vocabulary, identifying, learning the difference between singular and plural.
33. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples.
- No
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.
- No

35. Whether the textbooks promote communication skills among learners?
- Yes. It is based on the Communicative approach to language. Especially role playing activities.
36. How far the focus of the text is on language use rather than teaching usages? Here the tasks need to be analysed to find out how far learners use language in the activities like say the following to your partner or use the words and phrases in your own word to complete the passage and so on. Please give a few examples.
- The text is activity-oriented and more stress is given to pictures, dialogues and activity (written and oral) than the content itself. Sometimes the content is missing entirely and only pictures are given for the teacher to facilitate learning. Eg. Chapter 1 and Chapter 10. In chapter 10, there is no explanation on how the words this/that/those/these differ from each other and teachers are expected to know. There is content which have grammatical mistakes in them such as Pg. 34 “all goats had horns” and spelling mistakes like Pg. 38 ‘Carom’.
37. Whether the book has themes, texts, tasks / activities, illustrations, which are sensitive towards the following:
- Gender: Yes. Chapter 3 show the daily life of a female housewife who does different work in different days of the week. In today’s world, women are no longer defined by domestic work only.
  - People with special needs: Yes. Respect given to the poor and the old in Chapter 5.
  - Environmental concerns: Sensitive towards animals and nature.
  - Against some sections of society: None
38. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples.
- No
39. Assessment: (a) Does the textbook have a range of typology of questions (like MCQ, Short answer, short writing (notice, message, etc.) long answer questions (letters, articles, arguments, etc). (b) Does the book have projects and assignments? (c) Whether the textbook lends itself to Continuous Comprehensive Evaluation / Assessment (CCE)? If yes, please give a few examples for a, b and c.
- d) Yes, all chapters have a range of questions.

- e) Yes. Pg.20, Exercise D but the questions are unsuitable for Class I students.
- f) There is large scope for CCE however more types of activities which encourage critical thinking is required.

**Section C: Overall observations/ Any other suggestions:**

The Class I textbook is activity oriented and cater to all the language skills that are expected of Class 1 student. A gradual progression of difficulty is largely absent and children who have just graduated from pre-primary are expected to straight away write short answers to stories, learn about pronouns, adjectives, has/have etc. which are meant for a higher level. They are expected to read the long stories that have difficult words like ‘soaked’, ‘pricked’, ‘approach’, ‘darns’(meaning not given in book) etc. They are expected to appreciate the reading of poems with rhythm and ‘*punctuation*’ which I can assume is stress and intonation. The activities are ideal and fun to use in a classroom and the stories and poems are culturally relevant. There is no representation of other cultures however, and the persons with special needs are sorely missing. The pictures are relevant and complement the lessons well and the book is colourful and impressive at first glance. More sensitivity must be shown to the capabilities of pre-primary students from low socio-economic backgrounds and rural areas.

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: ...FUN WITH NUMBERS BOOK 1
- 1.2 Year and place of publication: ...**2014 – NOIDA**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, NAGALAND**.....
- 1.4 Stage: (Primary/Upper Primary)...**Primary (Class – I)**.....
- 1.5 Class: ...**I**.....
- 1.6 Total No. of pages: **80**.....
- 1.7 Total Lessons: ...**11 Chapters** .....
- 1.8 Last review of syllabus done by the State: ....**2014**.....
- 1.9 Price: .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness:  
...**Coloured**.....&...Attractive.....
- 2.2 Quality of paper: ... **Good**.....
- 2.3 Quality of binding: ...**Good and Stapled**.....
- 2.4 Font size used and its appropriateness: ...**Big font size, appropriate for class – I students**
- 2.5 Layout of text:  
...**Portrait**.....

### III. Coverage of Syllabus in the textbook and linkage of syllabus with the text

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s)  
yes but free hand drawing of four basic shapes are not given in any questions.(tho ugh by joining dots it is given)

#### IV. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	<b>Yes, all the concepts are given along with figures so students can easily understand. However, too many facts and concepts are not packaged together.</b>
4.2 Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Please mention chapter/themes where these are not found.	<b>Yes</b>
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	<b>Yes, in most cases. No, in Pg. 78( narrate).</b>
4.4 Have the themes been introduced with interesting and familiar situations?	<b>Yes.</b>
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	<b>Chapter-2( Pg. 11) most of the students may find it difficult to do it neatly</b>
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	<b>Yes</b>

## V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	<b>No, in some cases. Pg.74 and concept of pause (25,50) which are not in use are given in pg 72</b>
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	<b>Almost all the activities except the activity in Pg.74</b>
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	<b>Yes in activities in pg 63, 64 and pg 8</b>
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	<b>Yes, very few open ended questions = 10% (approx) pg 8,pg 26</b>
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	<b>Yes, as in most of the cases pictures are provided so they can visualize and may ask questions</b>
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	<b>No, for a student of class-I ( guidance from the teacher and parents needed)</b>
5.7 Do the questions given in the exercises m. Cover all the concepts n. Include variety of questions	<b>Yes</b>

<p>o. Provide opportunities for reflection</p> <p>p. Require inductive thinking</p>	
<p>5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.</p>	<p><b>Yes, activity Pg. 63(project), pg 36 activities,pg 8 project</b></p>

### VI. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p><b>This textbook promotes constitutional values. Nothing is mentioned about gender inequality or religion and examples both from male and female perspective are mentioned.</b></p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p><b>-do-</b></p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p><b>No</b></p>

<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p><b>Yes</b></p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p><b>Yes, as most of the pictures reflect unity and group work and thereby it promotes communal harmony. Pg 78,76,75,62,6,4. <u>Name of students given in most of the activities and example are given from communities from Nagaland only, it would have been better if they were given from different communities from other states too (and from different religions)</u></b></p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p><b>Yes, most of the examples are based on real life so teacher can relate his/her instruction with examples.</b></p>
<p>6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.</p>	<p><b>Yes, but only in some pictures in pg 1,5 ,80,75.</b></p>

## **VII. Visuals**

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
7.1 Adequate	<b>Yes</b>
7.2 Child friendly	<b>Yes .</b>

7.3 Gender perspective	<b>Yes, equality of sexes maintained in pictures.</b>
7.4 inclusion perspective	Nil

**VII. Over all observations/any other suggestions:**

**Mathematics book of Class-I is well written text but project work given in Pg. 74 are inappropriate with the children's age and cognitive development.**

**In the textbook learning outcomes are properly mentioned in the beginning of each chapter. Fun time ,project time ,discussion time etc. are well presented & definitely teachers will find it easier to teach in an efficient way.**

**Concept about coins, measurement are given in Class-II book and these concepts are given in Chapter-10 in the textbook of Class –I, so it can be removed as students of Class-I may find it difficult to distinguish between coins and currency notes.**

## Analysis of Textbook in Environmental Studies (EVS)

<b>I. General Information</b>
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- 1.1 Title of the book: My World and I .....
- 1.2 Year and place of publication: 2014 Noida, India .....
- 1.3 Name of the Publisher / Organisation: Frank Educational AIDS PVT LTD .....
- 1.4 Stage: (Primary/Upper Primary).....Primary .....
- 1.5 Class: I.....
- 1.6 Total No. of pages: .....55 .....
- 1.7 Total Lessons: 8 .....
- 1.8 Last review of syllabus done by the State:.....
- 1.9 Price: .....

<b>II. Physical Aspects of the Textbook</b>
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- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ..... Attractive
- 2.2 Quality of paper: Good  
.....
- 2.3 Quality of binding: .....Poor only stapled  
.....
- 2.4 Font size used and its appropriateness: appropriate  
.....
- 2.5 Layout of text: attractive  
.....

<b>III. Coverage of Syllabus in the textbook and linkage of syllabus with the text</b>
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- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s).  
.....

#### IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes,
4.2 Does it provide developmentally appropriate text?	Yes/No	Yes, it started with knowing oneself (body) and then move to family and home etc.
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Yes
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Yes but this will depend on the teacher
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Yes,
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	To a certain extent
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To certain extent as the activities given in each chapter provide scope for active learning. as it talks about students and their daily activities eg Pg 13, 24 etc
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	To certain extent as the activities given in each chapter provide scope for active participation

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Yes as each chapter has different activities for children to do
4.11 Does it include sufficient and relevant examples?	Yes/No	Even though there are lot of activities but less of examples (Eg chapter 7 examples can be given from the state itself type of transport commonly used)

<b>V. Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	No
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Yes
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	For the children it will be little difficult since words like list, labels were used (Pg 7, 14)
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes lessons are mostly activity based
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Yes
5.7 To what extent does it encourage cooperative learning?	Yes/No	To a certain extent, since activities are mostly to be carried individually
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	There are a number of activities provided but it does not provide scope for exploring, observing and reporting
5.9 Does the learning material develop	Yes/No	Support your answer (Yes/No) by

curiosity among children towards their immediate environment?		providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	To a great extent
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Yes

## VI. Visuals

6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes/No	To a great extent
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		

## VII. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a large extent/To some extent/ Not at all
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: a) Gender		To a large extent/To some extent/ Not at all

b) Physical Traits Creed Physical/Mental ability		
c) Ethnicity/Origin		
d) Background (Rural/ Urban etc.)		
e) Caste		
f) Work/Profession		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### **VIII. Gender perspective**

8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To a large extent/To some extent/ Not at all
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To a large extent/To some extent/ Not at all

### **IX. Constitutional Values**

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To some extent, chapters like my school and family promote values and attitudes in children
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		To a large extent/To some extent/ Not at all

**X. Overall observations/ Any other suggestions:**

**The text was well presented but there should be guidelines for teachers so as to ensure that classes or activities are being carried out in a more participatory mode, encourage thinking, exploration and connecting with immediate environment. Activities included should encourage group participation.**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: My World and I .....
- 1.2 Year and place of publication: 2014 Noida, India .....
- 1.3 Name of the Publisher / Organisation: Frank Educational AIDS PVT LTD  
.....
- 1.4 Stage: (Primary/Upper Primary).....Primary.....
- 1.5 Class: 2 .....
- 1.6 Total No. of pages: .....64 .....
- 1.7 Total Lessons: 10 .....
- 1.8 Last review of syllabus done by the State: .....
- 1.9 Price: Free textbook.....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ..... Attractive
- 2.2 Quality of paper: good .....
- 2.3 Quality of binding: poorly done (Stapled) .....
- 2.4 Font size used and its appropriateness: .....Appropriate  
.....
- 2.5 Layout of text: .....

### III. Coverage of Syllabus in the textbook and linkage of syllabus with the text

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page  
Number(s).  
.....

### IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes
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4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Yes appropriate
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Yes for eg chapter 4 &8 will encourage the students to reflect on the type of clothes they wear on particular season
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Yes example chapter 10 on safety rules
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Yes
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To a certain extent since there are a number of activities and pictures
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	To a certain extent
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Yes activities like drawing provide student with hands-on activities
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

**V. Scope for activities/pedagogical processes/ assessment**

5.1 Are there any separate guidelines for teachers and parents?	Yes/No	In some of the chapters there are notes for teachers however it would be better if it's in every chapter
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	No
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Yes
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Like other textbooks cooperative or team work is less
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Yes again this will depend on the approach the teacher adopted
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Yes
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<b>VI. Visuals</b>
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6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes/No	To a great extent
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		

<b>VII. Inclusive aspect/diversity</b>
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7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a large extent/To some extent/ Not at all
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: g) Gender h) Physical Traits Creed Physical/Mental ability i) Ethnicity/Origin j) Background (Rural/ Urban etc.)		Not at all

k) Caste l) Work/Profession		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### **VIII Gender perspective**

8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To a large extent/To some extent/ Not at all
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To a large extent/To some extent/ Not at all

### **IX Constitutional Values**

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent/To some extent/ Not at all
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		To some extent For example chapter 3 pg 14 talks about pretty house, pg 19 question 3, pg 20 how cloths makes us look etc, lack sensitivity towards children coming from a poor background

10 Overall observations/ Any other suggestions:

The textbook is attractive for small children and written in simple words. However it lacks team work and also it should take care of addressing issues which will make children feel less important and encourage gaps among haves and have not.

**Melissa I hope you understand what I meant by the above statement**

## **Analysis of Textbook in Environmental Studies (EVS)**

### **I. General Information**

- 1.1 Title of the book: Text Book On Environmental Studies Book
- 1.2 Year and place of publication: SCERT, Nagaland, 2014
- 1.3 Name of the Publisher / Organization: FRANK EDUCATIONAL AIDS PVT. LTD.
- 1.4 Stage: (Primary/Upper Primary): Primary Stage.
- 1.5 Class: III
- 1.6 Total No. of pages: 140 pages
- 1.7 Total Lessons: 19 Lessons (Part I- 10 & Part II- 9)
- 1.8 Last review of syllabus done by the State: 2014
- 1.9 Price: Not mentioned

### **II. Physical Aspects of the Textbook**

- 2.1 Cover Page: Colored/2 Colored/Attractiveness: Colored, Attractive
- 2.2 Quality of paper: Good.
- 2.3 Quality of binding: Good.
- 2.4 Font size used and its appropriateness: Appropriate.
- 2.5 Layout of text: Properly Done.

### **III. Coverage of Syllabus in the textbook and linkage of syllabus with the text**

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s): Coverage in the textbook is as per the prescribed syllabus. There is linkage of syllabus with the text.

**IV. Language and appropriateness of the text**

4.1 Is the language used simple and comprehensible by the children?	Yes	
4.2 Does it provide developmentally appropriate text?	Yes	
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	
4.5 Does the content of EVS textbook promote student reflection?	Yes	
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To a great extent as there are Fun Time Activities, Discussion Time, Question Time, Story Time and Project Time in the text that make the students engaged.
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	To a great extent as each child has to do the activities on their own.
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes	
4.11 Does it include sufficient and relevant examples?	Yes	Relevant examples are included.

## 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	No	
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes	
5.3 Are the activities given in the EVS textbook sufficient?	Yes.	
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes.	
<b>5.5 Does it have the scope for joyful learning?</b>	Yes.	
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes.	As it have many activities.
5.7 To what extent does it encourage cooperative learning?	Yes	To some extent. As there are some Activities which students has to do in group.
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes	To a great extent. There are activities for e.g. in Pg. 4, 6, 11, 13, 112, 119, 137 etc. which involve children in exploring, observing, analyzing and the reporting the collected information
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes.	For e.g. Fun Time Activities and Project Time in the text provides this opportunity to the children
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>		To a great extend as a facilitator.
5.11 Does the learning material provide scope for children to ask and answer questions?		It gives scope only to answer questions. But not to ask questions.

<b>6 Visuals</b>
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6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes/No	Attractive and related to the content.
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To some extent.
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent.

<b>7 Inclusive aspect/diversity</b>
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7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent.
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste 6. Work/Profession		To some extent.
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		Not at all.

7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes.	
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<b>8 Gender perspective</b>
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8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To some extent.
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To some extent.

<b>9 Constitutional Values</b>
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9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent.
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		To a large extent.

**10 Overall observations/ Any other suggestions:**

For examples:

- Note to teachers and parents may be included in the textbook.

## **Analysis of Textbook in Environmental Studies (EVS)**

### **I General Information**

- 1.1 Title of the book: A Text Book of Social Studies for class 4
- 1.2 Year and place of publication: SCERT, Nagaland, 2014
- 1.3 Name of the Publisher / Organization: FRANK EDUCATIONAL AIDS PVT. LTD.
- 1.4 Stage: (Primary/Upper Primary): Primary Stage.
- 1.5 Class: IV
- 1.6 Total No. of pages: 85 pages
- 1.7 Total Lessons: 12 Lessons
- 1.8 Last review of syllabus done by the State: 2014
- 1.9 Price: Not mentioned

### **2 Physical Aspects of the Textbook**

- 2.1 Cover Page: Colored/2 Colored/Attractiveness: Colored, Attractive
- 2.2 Quality of paper: Good.
- 2.3 Quality of binding: Good.
- 2.4 Font size used and its appropriateness: Appropriate.
- 2.5 Layout of text: Properly Done.

### **3 Coverage of Syllabus in the textbook and linkage of syllabus with the text**

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s): Coverage in the textbook is as per the prescribed syllabus. There is linkage of syllabus with the text.

#### 4 Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	
4.2 Does it provide developmentally appropriate text?	Yes	
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	
4.5 Does the content of EVS textbook promote student reflection?	Yes	
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To a great extent as there are Fun Time Activities, Discussion Time, Question Time, Story Time and Project Time in the text that make the students engaged.
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	To a great extent as each child has to do the activities on their own.
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes	
4.11 Does it include sufficient and relevant examples?	Yes	Relevant examples are included.

## 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	No	
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes	
5.3 Are the activities given in the EVS textbook sufficient?	Yes.	
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes.	
<b>5.5 Does it have the scope for joyful learning?</b>	Yes.	
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes.	It has many activities. Especially activity like in pg no. 17, 41 etc.
5.7 To what extent does it encourage cooperative learning?	Yes	To some extent. As there are some Activities which students has to do in group.
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes	To a great extent. There are activities which involve children in exploring, observing, analyzing and the reporting the collected information
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes.	For e.g. Fun Time Activities and Project Time in the text provides this opportunity to the children
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>		To a great extend as a facilitator.
5.11 Does the learning material provide scope for children to ask and answer questions?		It gives scope only to answer questions. But not to ask questions.

## 6 Visuals

6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes/No	Attractive and related to the content.
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To some extent.
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent.

## 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent.
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste 6. Work/Profession		To some extent.
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To some extent. Eg pg no. 6 there is an explanation of the term differently abled.

7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes.	
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<b>8. Gender perspective</b>
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8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To some extent.
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To some extent.

<b>9. Constitutional Values</b>
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9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent.
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		To a large extent.

**10. Overall observations/ Any other suggestions:**

For examples:

- Note to teachers and parents may be included in the textbook.
- The blank page which is provided in the back page of the textbook can be used for students' activities instead of taking notes.