

BIHAR PRIMARY TEXT BOOKS ANALYSIS: A REPORT

Prof. B.N. Panda
Task Leader
&
Professor and Head
Department of Education

Regional Institute of Education: Bhubaneswar-751022
(National Council of Educational research and Training)

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Acknowledgements

The present report is an outcome of the NCERT sponsored short term project entitled “Evaluation of primary level textbook published by Govt. of Bihar” after a long/wide ranging deliberations held at RIE, Bhubaneswar.

Despite the fact that the textbook is a source of thought and store house of wisdom and knowledge, there has been surprisingly little investigation done in terms of its viability and suitability of its concepts for the age/class level for which it is intended. Many authors believe textbooks are only a starting point from which teachers are stimulated and provoked for create lessons for their classes. Allwright (1990) views texts are resource books for ideas and activities rather than as “instructional material”. It provides the initial framework which must be adopted by each individual teacher to match the needs of their students.

A prime reason for analyzing textbook is to enable educators to make wise decisions when selecting textbooks for classroom use. It is a fact that the teacher will be able to evaluate a book in a better manner and offer constructive suggestions for its improvement by using it in the classroom. Textbooks that appear sound on the surface often lack many of the criteria of a truly superior book. Therefore, it is necessary for teachers to be well-equipped with the skills to evaluate materials to ensure that students are using the highest quality of texts possible, not hindered, by the books used in their classroom.

The present report is an attempt to evaluate the matters related to organization of contents, clarity of the concepts, appropriateness of illustrations and pictures, and quality of questioning pattern etc. along-with the overall aspects of the book. The findings are presented in the forms of report as a whole and recommendations for strengthening the textbook is given subsequently. I have confidence that the findings of the study would be able to play a constructive role by improving the awareness and sensitivity of educational administrators, school authorities, teacher’s textbook writers & reviewers, students and parents with regard to the importance of error free textbook and its implications for teachers and students.

The present work has been undertaken by the Task Leader due to special approval given in PAB for the academic session 2015-16. I express my deep sense of gratitude to the Director, NCERT and the Principal RIE for reposing faith on me to complete the task. I also take the opportunity to express my indebtedness to Prof. A. K. Rajput, Head, DEE, NCERT, and Dr. SandhyaSangai, Coordinator, DEE, NCERT and my faculty members of our Institute for their kind support and encouragement to undertake the task and complete it on time. I am also grateful to all the external and internal resource persons for their support and cooperation to complete the task. Finally, I appreciate the support rendered by the Deptt. Of Extension Education, and the Accounts Section of the Regional Institute of Education, Bhubaneswar for their support to complete the task on time.

Prof. B.N. Panda, Task Leader, RIE(NCERT), Bhubaneswar- 751022

List of External and Internal Resource Persons

1. Prof. S.P.Anand,Retd Head , Dept.of Education, RIE, Bhubaneswar
2. Prof. J. S. Padhi, Retd Head of Extension, RIE, Bhubaneswar
3. Dr. P. Das, Retd Head of Extension, RIE, Bhubaneswar
4. Prof. S. M. Pany, Retd Principal, RNIASE, Cuttack
5. Prof. S.P. Pattnaik, Retd Principal, RIE, Bhubaneswar
6. Prof. Anoop Kumar, Former Head,DESSH, RIE, Bhubaneswar
7. Dr. L.Behera, Asst. Prof., Dept. Of Education, RIE, Bhubaneswar
8. Dr. (Ms.). D. Krishnan,Asst. Prof., Dept. Of Education, RIE, Bhubaneswar
9. Dr. D.B.Talli, Asst. Prof., Dept. Of Education, RIE, Bhubaneswar
10. Dr. PrakashMahapatra, Asst. Prof., Dept. Of Education, RIE, Bhubaneswar
11. Dr.AnshuBharadwaj, Asst. Prof., Dept. Of Education, RIE, Bhubaneswar
12. Dr. (Ms.). C.Sarangi, Asst. Prof., Dept. Of Education, RIE, Bhubaneswar
13. Dr. (Ms.). M. Marwaha, Asst. Prof., Dept. Of Education, RIE, Bhubaneswar
14. Ms. PadmajaPradhan, PGT, Hindi, D.M.School, RIE, Bhubaneswar
15. Mr.Gautam Kumar, Pre-Ph.D Scholar, RIE, Bhubaneswar
16. Mr.AnjaniTrivedi,Pre-Ph.D Scholar, RIE, Bhubaneswar
17. Mr. Sunil kumar, Pre-Ph.D Scholar, RIE, Bhubaneswar
18. Prof. B. N.Panda, Task Leader, Head, Dept. Of Education, RIE, Bhubaneswar

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- 19. Prof. B. N. Panda, Task Leader, Head, Dept. Of Education, RIE, Bhubaneswar**

Executive Summary

BIHAR PRIMARY TEXTBOOK ANALYSIS

In the light of National Curriculum Framework (NCF-2005) and Bihar Curriculum Framework (2008) new textbooks have been prepared for the State of Bihar. The main goal of the curriculum was to integrate the knowledge gained in the school with the experience obtained by the child outside the school. It is hoped that the “child-centered approach” as emphasized in NPE- 1986 and to strengthen “Learning without Burden” for the children is possible to achieve in the newly prepared text books. The primary level textbook for the children of Bihar has been developed with the supervision of the **Bihar State Textbook Publishing Corporation Ltd, Patna - 800 001**. Altogether seventeen textbooks covering mathematics, Hindi language, English as second language and environmental science have been prepared. These books are freely distributed under SSA Programme to the primary children of Bihar. All the textbooks have been developed with the help of the concerned subject experts drawn from the state. The overall observations, gaps and suggestions for improvement of the textbooks have been given below:

Textbooks of Mathematics: Class – I

Observation:

This textbook is developed by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd., Patna for the use of State Govt. Schools under SSA. It covers all required chapters in mathematics for the children reading in class – I. Presentation style and language used in the textbook is appropriate for the children of class – I. There are total 14 chapters in the textbook and every chapter starts with a new mathematical concept related to real life situation. Exercise given at the end of each chapter also provide an opportunity to learner to self – assess his/her learning and progress.

However the physical aspect of the textbook such as printing quality, paper quality, layout, binding, colors etc. are appropriate and are able to attract the attention of the child. The textbook is developed well on child-centered parameter but lacks on inclusiveness. For transaction and assessment, guidelines for teachers are given in this textbook.

Gaps in the Document

- i. The quality of the paper, print and visuals are not attractive and therefore not child-friendly.

- ii. As there are no open-ended questions in the textbook, there is less scope for the children to develop creative abilities.
- iii. There is no mention of the syllabus in the beginning pages of the textbook.
- iv. The inclusive perspective is missing from the textbook.
- v. Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.
- vi. There is less importance on development of environmental values.

Suggestions for Improvement

- i. It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
- ii. For each page a header could be used to mention the lesson and the theme.
- iii. The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.
- iv. The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered.
- v. Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Textbooks for Mathematics Class – II

Over all observations

This textbook is developed by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. This text book has been developed as per National Curriculum Framework (NCF – 2005) and Bihar Curriculum Framework (BCF – 2008). While developing this textbook Child-centered approach has been kept in mind as recommended in National Policy of Education (NPE – 1986). It covers all required chapters in mathematics for child of class – II. Presentation style and language used in the text are appropriate for the children of class – II. Every chapters starts with a new mathematical concepts and there are total 15 chapters in it. Concepts have been introduced by using appropriate visuals, example and activities from local environment of children. Some of the chapters have mathematical games to motivate students. Chapters are followed by exercise problems for practice and increasing proficiency in that concept. Exercise problems also provide an opportunity to learner for self-assessment.

However the physical aspect of the textbook such as printing quality, paper quality, layout, binding, colors etc. are poor and are not able to attract the attention of the child. If these features could have been improved then it cloud attract the attention of child. The textbook moderately fares well on child – friendly parameter but lacks on inclusiveness. Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapters is also not available in this textbook. Meaning to the technical and difficult terms is not available in the textbook; if it could be available then it will be useful for teacher as well as students. This textbook also lacks on promotion of environmental values and communal harmony & strengthening national integration parameters. If the above lacuna could have been addressed properly it could serve the purpose in more meaningful and better manner.

Gaps in the Document

According to topics prescribed for Class II, there is no discontinuity/gaps within and across the concepts presented in the text-book.

Suggestions for Improvement

1. Quality of paper, printing of the text materials is not good and hence need attention.
(P.55, 136)

2. Instead of bundles of match sticks for developing place values, only a bundle of sticks may be given (P.55, 56)
3. To recognise bigger/small numbers, picture of balance does not seem to be appropriate (P. 61-62)
4. Printing errors (P.84) in unit place 15 is written in addition problem) should be avoided.
5. Textbook should provide appropriate material to address children with special needs.
6. To teach different concepts, teacher's guidebook needs to be given at the end of the book.

Textbooks for Mathematics Class – III

Over all observations

This textbook is developed by SCERT, Bihar and published by Bihar State textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. This text book has been developed as per National Curriculum Framework (NCF – 2005) and Bihar Curriculum Framework (BCF – 2008). While developing this textbook Child centered approach has been kept in mind as recommended in National Policy of Education (NPE – 1986).

- The physical aspect of the textbook such as printing quality, paper quality, layout, binding, colours etc. are poor and not appropriate for class – III and are not able to attract the attention of the learners. If these features could have been improved then it could attract the attention and develop interest in learners.
- It is developed exclusively for the use of normal children of class – III, so component of inclusive pedagogy is not available in the textbook.
- All the concepts needed for class – III is available and illustrated in the textbook very nicely.
- Chapters are followed by exercise problem for practice and increasing proficiency in that concept. Every chapter is introduced with activity, visuals or situation followed by some excursive problems and relevant activity to explore the concept more. Some of the chapters also have mathematical game to motivate student.
- Way of presentation of concepts is appropriate as per the cognitive level of class – III children. Adequate and appropriate visual pictures and have been accompanied with text in order to make concepts more interesting and easily understandable.

- Large numbers of activities have been also suggested to do by their own-self, so that they can develop proficiency in those concepts. The examples subsequently the activities suggested are from local environment of the child that will help the child to relate the concept from their day to day life with classroom learning.
- On overall, the language and style of presentation of texts is satisfactory and developmentally appropriate creating enough opportunity and space for children to learn.
- While developing the textbook gender disparity is not found anywhere.
- Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapter is also missing in this textbook.
- Meaning of technical and new terms used in the textbook is not provided. It could have helped the teacher as well as learners.
- Guidelines and modality of transacting different concepts of textbook is also missing.
- It also lacks to strengthen national integration and promoting communal harmony as well and promoting environmental values among students. If the above deficiencies could have been addressed properly it could serve the purpose in more meaningful and better manner.

Gaps in the Document

- Pedagogic aspect of content is not mentioned in the chapters which could help the teachers.
- Chapter wise objectives are not mentioned and learning outcomes are not assessed systematically.
- There is mention of how to use of ICT along with the content in the classroom.
- There is less scope for slow learners and provision of feedback to learners.

Suggestions for Improvement

- It is developed exclusively for the use of normal children of class – III, so component of inclusive pedagogy is not available in the textbook.
- Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapter is also missing in this textbook.
- Meaning of technical and new terms used in the textbook is not provided. It could have helped the teacher as well as learners.

- Guidelines and modality of transacting different concepts of textbook is also missing.
- It also lacks to strengthen national integration and promoting communal harmony as well and promoting environmental values among students. If the above deficiencies could have been addressed properly it could serve the purpose in more meaningful and better manner.

Textbooks of Mathematics: Class IV

Over all observation

This textbook is developed by SCERT, Bihar and published by Bihar State textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. It is developed for IVth standard students. There are total 17 chapters in the textbook. Every chapters starts with a previous mathematical concepts and Concepts have been introduced by using example and activities .Exercise problems also provide an opportunity to learner to self – assessment and evaluation of their learning. The examples are given in the textbook and activities are from local environment of the child that will help child to relate the concept from their day to day life.

However the physical aspect of the textbook such as front page is attractive, paper quality is good, layout is appropriate but printing quality, paper binding, colors are poor. If these features could have been improved then it could attract the attention of children and also motivate the learners. The textbook is written according to child – friendly and child centered approach but lacks on inclusiveness. Instruction and guidelines for teachers are to be given for transaction and assessment of the learners in this textbook.

Gaps in the Document

There are no gaps within and across the lessons contained in the textbook. But creative approach in presenting the concepts and operations is lacking. Assessment questions are stereotype in nature i.e. giving more emphasis on closed-type questions ignoring open-ended questions.

Suggestions for Improvement

- In the beginning of the textbook, syllabus of the class should be given.
- Provision for learning materials for children with special needs, needs to be included.
- Pictures, diagrams should be printed with appropriate size, margins should be appropriate.

- Textbook should focus on creative approach for problem solving (in posing open-ended / process questions).
- Inclusion pedagogy should be focussed in the textbook.
- Teacher’s support material should be given in the textbook for introducing / teaching the topics based on traditional and constructivist approach.

Textbooks of Mathematics: Class – V

Overall observation

As per the syllabus of class – V, this textbook is developed in Hindi by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd, Patna for use of state Govt. Schools under SSA programme. There are total 15 chapters in the textbook. Every chapter starts with previous mathematical concepts and concepts have been introduced by using examples and activities. Exercise problems also provide an opportunity for learners for self-assessment. However, less focus is given on open-ended questions and posing questions by students. Further inclusion perspective is not focused.

Gaps in the Document

There is no gap within and across the lessons contained in the textbook. But constructivist approach in presenting the concepts and operations is lacking. Assessment questions are stereotype in nature i.e. giving more emphasis on closed-type questions ignoring open-ended questions.

Suggestions for improvement

- In the beginning of the textbook, syllabus of the class should be given.
- Provision for learning materials for children with special needs, needs to be included.
- Pictures, diagrams should be printed with appropriate size, margins should be appropriate.
- Textbook should focus on constructivist approach for problem solving (in posing open-ended / process questions).
- Inclusion pedagogy should be focussed in the textbook.
- Teacher’s support material should be given in the textbook for introducing / teaching the topics based on traditional and constructivist approach.

English Textbook Second Language-: Class I

Overall Observation

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to constructivism.
-) The topics/learning situations and the rhymes are carefully selected/planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.
-) The printing is of average quality
-) The colour used is of average standard.
-) Hindi language has not been used to clarify the meaning of the word

Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises, learning situations are not given
-) Colour coding is not attractive.
-) The entire text book is not attractive for the students.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been in the instruction to the teacher to help in promoting constitutional of communal harmony and national integration.

Suggestions for Improvement

-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered
-) A brief introduction on the text book should be given.
-) A page may be devoted for at the end of the lesson when necessary teacher
-) A visual /picture dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) The pictures need to be more sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.
-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered.
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

English Textbook Second Language-Class II

Overall observations

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to constructivism.
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface and in each lesson.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.

-) The printing is very poor in some pages it is also not readable
-) The colour used is not up to standard; In many cases the pictures are hazy and not recognizable.
-) The colour used is not up to standard
-) There missing of course of study for the particular class in the text.
-) Hindi language has been used to clarify the meaning of the word.

Gaps in the Document

-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) In some cases the pictures used are confusing and misleading.
-) Colour coding is not appropriate There is no uniformity in type and format setting of the book
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

Suggestions for improvement

-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered
-) A brief introduction on the text book should be given.
-) A visual /picture dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) The paper used need to be of improved quality
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.

-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

English Textbook Second Language-Class III

Overall Observations

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable
-) The colour used is not up to standard. In many cases the pictures are hazy and not recognizable.
-) Some words used in this text is very higher level not applicable for children
-) There missing of course of study for the particular class in the text.
-) Hindi language has been used to clarify the meaning of the word in all the lessons.

Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher. This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) In some cases the words used are confusing and misleading. Words not found in English dictionary have been given.
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.

-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) There is no mention of the syllabus in the beginning pages of the textbook.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

Suggestions for improvement

-) A short note on the syllabus should be given.
-) A brief introduction on the text book should be given.
-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

English Textbook Second Language-Class IV

Overall Observations

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM

-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable and pictures are hazy.
-) The colour used is not up to standard. In many cases the pictures are hazy and not recognizable.
-) Some words used in this text is very higher level not applicable for children
-) Hindi language has been used to clarify the meaning of the word in all the lessons.

Gaps in the document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

Suggestions for improvement

-) An outline of the syllabus and objectives should be given at the beginning
-) A brief introduction on the text book should be given.
-) The objectives of each lesson may be given for the reference of the teacher.
-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable

-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

English Textbook Second Language-Class V

Overall Observations

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) There are advertisements/instructions printed in Hindi for the students.
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable and pictures are hazy.
-) The colour used is not up to standard. In many cases the pictures are hazy and not recognizable.
-) Hindi language has been used to clarify the meaning of the word in the lessons.

Gaps in the documents

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.

-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

Suggestions for improvement

-) An outline of the syllabus and objectives should be given at the beginning
-) A brief introduction on the text book should be given.
-) The objectives of each lesson may be given for the reference of the teacher.
-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS-I

Overall observations

It is a well done book. The authors could be appreciated for the interest they have taken to make a right choice of the content and its presentation in the book. However, with the involvement of authors we could talk to teachers teaching class I and see whether we could reorient them or make some changes in the book to teach the students more effectively to let our objective of teaching this book be achieved at our best.

There is a gap when nothing about writing the language is said in the book. Reading and writing should go together. In the book there should be guide lines for teachers to teach the students for their learning to read and write side by side.

The book was done in 2012-2013, at this stage when we may be thinking of its second edition reprint as may be desired or required, suggestions made as above may be followed for further improvement of the book for which chances are always there. But better we should wait for some time when we could have more feedback for it. And for all that presence of teachers and taught in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and students should be there to learn by head and heart and for that giving them well done books could be the first step we should readily take.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS-II

Overall observations

It is a well done book. The authors could be appreciated for the choice of the content and its presentation in the book. With the involvement of authors we could talk to teachers teaching class II and see whether we could reorient them or make some changes by adding or deleting in the book and achieve the objective of teaching this book at our best.

There is a gap when nothing about writing the language is said in the book. There should be guide lines for teachers to teach the students for learning to read and write side by side.

The book was done in 2012-2013, at this stage when we may be thinking of its second edition or reprint as may be desired or required , suggestions made as above may be followed for further improvement of the book for which chances are always there. The book is a tool that needs to be used and used well both by teachers and taught. And for all that presence of teachers and taught in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and students should be there to learn by head and heart and for that giving them well done books could be the first and one step we should readily take.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS-III

Overall observations

It is well done book. The authors could be appreciated for the interest they have taken to make a choice of the content and its presentation in the book. However, with the involvement of authors we could talk to teachers teaching class III and see whether we could reorient them or make some changes by adding or deleting in the book to teach the students more effectively to let our objective of teaching this book be achieved at our best.

There is a gap as nothing much about writing the language is said in the book. There should be guide lines to teach the students for their learning to read and write side by side.

The book was done in 2014-2015, let us not be in a hurry to bring about changes; we need more of feedback for at least two years more. The book is a tool that needs to be used and used well both by teachers and taught. And for all that their presence in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and so the students should be there to learn; book is the first step we need to do at our best.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS-IV

Overall observations

- The book has been developed by a group of experts drawn from appropriate areas.
- The text book is designed in adherence to the guidelines of NCF 2005 with special approach to constructivism and communicative language teaching.
- The themes have been carefully selected and planned to help the children develop their interest in the subject matter and to enhance their language skills.
- There is an appreciative amalgam of themes- local, national, inspirational, value based etc.
- Questions, exercises and activities have been given to enhance the participation of the students and learning language skills.
- A few lessons have been included exclusively for the purpose of extensive reading which will inculcate the habit of reading for pleasure among the children.
- Topics appropriate to the age, interest and context of the learners have been included.
- The quality of paper used in the text is of low standard.
- The printing is very poor in some pages.
- Pictures and illustrations are not visible in some pages.
- Quite a few language and spelling mistakes are there in the text.

Gaps in the textbook

-) A note on the syllabus is not given.
-) General instruction/ guidelines to the teacher/parents are not given.
-) Pre-reading and while reading activities are not given in the lessons.

Suggestions for Improvements

- ✓ A short note on the syllabus should be given.
- ✓ Contents should be divided into theme based units for easy and comprehensive progression.
- ✓ Guidelines for the teachers and parents should be provided with each lesson.
- ✓ Pre-reading and while reading activities should be specified.
- ✓ A list of books for extensive reading can be provided with each lesson/unit.
- ✓ Language and spelling mistakes should be corrected.
- ✓ More of group activities, pair work, whole class activities etc. should be added to encourage socialization, cooperative learning, leadership qualities etc.
- ✓ A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
- ✓ A picture dictionary may be given at the end.
- ✓ The paper used needs to be of improved quality.
- ✓ The pictures should be sharp and recognizable.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS-V

पाठ्यपुस्तक को समग्रता से देखने पर कहा जा सकता है कि इस पुस्तक को 'राष्ट्रीय पाठ्यचर्या का रूपरेखा 2005' को अवधारणाओं के अनुरूप अच्छे ढंग से निर्मित किया गया है।

- इस पुस्तक में अंतराल लक्षित नहीं हुआ।

- कुछ पृष्ठों पर छपाई ठीक से नहीं हुई। पाठों में दिये गए चित्रों में रंगों का संयोजन बेहतर होना चाहिए। जिन चित्रों में अस्पष्टता है, उन्हें ठीक किया जाए।

Analysis of Environmental Studies Textbook - CLASS IV

Overall observations

-) Good, however the physical appearance of the book is not attractive. Children of class IV may not enjoy the cover page.
-) Though visuals/ pictures are given throughout the book, drawings of pictures as well as their printing are not up to standard.
-) 25 chapters would be more for class IV students. It could be reduced to 15 so that students could get more time to be engaged in activities, hands on experiences etc.
-) No continuity between chapters

Gaps in the documents

-) Physical environment is not adequately dealt with.
-) The book is not interactive and is not based on constructive approach
-) The presentation of the content is not interactive in nature

Recommendations for Improvement

-) Guidelines for teachers and parents could be included.
-) Textbook should include activities with cooperative learning and emphasize more on constructivist learning.
-) Activities and examples included could be more interactive like NCERT textbooks
-) Pictures and diagrams need to be clear and interesting
-) Quality of the print has to be improved
-) It is worthwhile to include chapters which deal with physical nature of environment

Analysis of Environmental Studies Textbook of CLASS V

Overall observations

-) Not very good as physical appearance of the book is not up to the standard; it is not attractive for children of class V
-) Printing of illustrations, pictures are not good
-) No continuity between chapters
-) Not presented in interactive manner

Gaps in the documents

-) Physical environment is not adequately represented.
-) Content overloaded with 21 chapters. It could be reduced to 15-16, so that children would have more scope and time for interaction, survey, hands on activities, experimentation etc.

Recommendations for Improvement

-) More guidelines for teachers are required.
-) Also guidelines for parents could be included.
-) Textbook should be based on constructivist approach.
-) There should be more scope for hands on activities so that the children learn through exploration and enquiry.
-) Inclusive aspect should be explicitly highlighted. Gender equity also needs to be addressed more clearly.
-) To inculcate constitutional values and sensitivity to gender and environment are the need of the hour, so much emphasis should be laid on these.

1.0 Introduction

School Curriculum and its importance

The impact of school curriculum is so crucial for national and state policies that in most of the countries of the world this responsibility is shouldered by various government and national level organization and agencies. In fact, no country can afford to ignore the curriculum development process. How far the ten core components identified in the National Policy on Education (1986) i.e., the history of India's freedom movement; the constitutional obligations, the content essential to nurture national identity; India's common cultural heritage; egalitarianism, democracy and secularism; equality of sexes, protection of the environment; removal of social barriers; observance of the small family norm; and inculcation of scientific temper are reflected or integrated in a school curriculum in a suitable manner need to be seen. Not only this an effort to combine quality with equity, keeping in view the developmental needs of learners from all the sections of society including the disadvantaged and deprived ones, the dropouts and the working children and girls, has generated a need for identifying certain essential levels of learning for each stage of school education. Learning has to be seen as a continuous in which units are sequenced in a functional manner, then only subsequent unit will be enjoyable and meaningful.

School curriculum, therefore has to aim at enabling learners to acquire knowledge, develop understanding and inculcate skills, positive attitudes, values and habits conducive to the all-round development of their personality. School curriculum has therefore, to help to generate and promote among the learners the language abilities of listening, speaking, reading, writing and thinking and communication skills; mathematical abilities; scientific temper characterized by the spirit of enquiry and problem solving; understanding of the environment in its totality i.e. problems on the ways and means to preserve the environment; understanding of the diversity in lands and people; appreciation of sacrifices and contribution made by the freedom fighters from all the regions of the Indian society; appreciation for the need of a balanced synthesis between the change oriented technologies and the continuity of the country's traditions and heritage; knowledge of and respect for national symbols; deep sense of patriotism and nationalism; understanding of the positive and the negative impact of the globalization in the context of the country; knowledge, attitude and habits necessary for keeping physically and mentally fit and strong; qualities clustered around the personal, social, moral, national and spiritual values; qualities and characteristics necessary for self-learning a life-long learning capacity not only to process information but also to understand, reflect and internalize and develop insight; willingness to work hard; acquisition of pre-vocational/vocational skills; appreciation of the various consequences of large families and over population and need for checking population growth; and cultivating proper understanding of and respectful attitude towards members of the opposite sex. However, the level of achievement with regard to a particular objective will be rising from one class to another in spiral fashion.

Text-book: An Introduction and Its Importance

Textbook is a source of thought and a web of accumulated experience. It constitutes an integral part of any system of education today and plays a vital role in the development of

mind and knowledge of our young children. It is considered as “**an assistant teacher in printed form**” or “**the teacher in print**”.

A good textbook is the store house of wisdom & knowledge. Words written and visuals presented in the textbooks are taken seriously by learners. Textbooks should, therefore, be made absolutely free from errors and biases.

Textbook is half of apparatus of teaching. Textbook ought not to be used as a collection of facts to be learnt by heart, but rather as store house of basic information which the pupils can use in a variety of active ways. A good textbook is a source of knowledge arranged systematically and supplements the human experience directly gained and its confirmation and revision for the short memory of the students. It enables the students to acquire the needed information speedily. It is a valuable aid to human memory in the collection of human experience.

Textbook evaluation helps to determine the extent to which it has attained the expected standard and gives a critical and detailed appraisal regarding the relevance, adequacy, suitability of its contents for the age/class level which it is intended. Textbooks developed once can never cater to the needs to the learners and teachers for all times to come and it has to be revised and updated as per the changing requirements of the society.

It is a fact that teachers, students and curriculum are the backbone of educational system. While teachers need textbook to fulfill their job efficiently at the same time the students uses it for accumulating ideas/knowledge for their self development. Hence students and teachers are the two principal books for learners. The Education Commission (1964-66) remarked “unfortunately textbook writing and production have not received the attention they deserve. In most school subjects there is a proliferation of low quality substandard and badly produced books’. The above statement is true in most of the textbooks of present day writing, although it has been stated long back. Since textbook is very essential for both teachers and students there is a need for putting right kind of book in the hands of both because both have to get the best out of it. In the primary classes, the need of a textbook is felt all the more because the students are immature. Therefore, the textbook that are prescribed and are used for the students should be well illustrated and should contain a good number of charts, pictures and definite materials in proper form.

Qualities and Characteristics of a Good Text-book

We are in dire need of good textbooks in all the languages but it is sad to note that excepting a very few books we come across books of low standard. Not only the mechanical features such as the get up, the paper, the printing etc. are below the standard but also the method of treatment of the subject matter and the flow of language is faulty. This shows a certain amount of apathy and lack of social consciousness of the authors. Most of the authors write a book with a purpose of earning money, caring little for the capabilities and interests of the children. Secondly, there is a tendency to prefer quantity to quality. Moreover, the time at the disposal of the author is very short. He /She is given hardly a couple of months to write and present the textbook. This reflects upon the quality of the textbook. The authors steal one

paragraph from one book and another from other books. They have lost spirit of originally altogether in competition for the number in the market. Hence, certain qualities are required of a good textbook. Great care should be taken in the choice of material which should be according to the child's age and aptitude. The following are the good qualities of a text book.

i) Useful for the teachers and the taught

The textbook prepared once must be useful not only to the students but also to the teachers, therefore must be written in an attractive style, accurate and use a vocabulary appropriate to the age group for which it is intended. It ought to have some genuine literary appeal both for the teachers and the taught.

ii) Size, Printing and get up of a textbook

The size of a book should be handy particularly when intended for primary classes. They should be printed neatly and correctly in bold and clear words so that the students are not strained to read. The get up the textbook should be attractive to look at in general appearance, charming in design and bright in color so that the students feel like keeping it. The paper and the binding of the textbook should be attractive and the size of the print should suit the age of the students.

iii) Written in simple and lucid style

The subject matter should be presented in a simple and lucid style. The facts, figures and description given in the textbook should be accurate and up to date.

iv) Subject matter is free from Prejudice

The subject matter contained in a textbook should be unbiased and should not incorporate anything which injures the feelings of any community, caste or religion, As far as possible the author of the textbook should abstain from projecting his/her own image or thrusting his/her personal point of view.

v) Text-book is properly illustrated

For clear comprehension particularly by the students of junior classes the facts, pictures, diagrams, sketches, illustrations etc. should be relevant to the text and class specific.

vi) Language of the Textbook

Every textbook should be written in easy and simple language. Vocabulary used in the textbooks should be carefully selected. Technical words or phrases if used, should be explained fully with suitable examples.

vii) Subject matter should be in accordance with the aims and objectives of the nation

The book is one of the important aids in the teaching learning process and has occupied a pivotal role in educating the school children. The process of education in most other schools in India and even abroad, can be summed up in one phrase “As the test-book so the teaching and learning. The subject matter should be developed as far as possible in psychological sequence. Each chapter should begin with a brief introduction and end with a summary. Each chapter should contain assignments at the end of the chapter. Heading and subheadings should be in bold type and contains examples from the local environments. Each text-book should contain a detailed table of contents and an index.

viii) Text-book lesson should be organized around pupils interest and need

The text-book should aim at aiding the pupil in the development of personality, in developing open-mindedness, critical attitude in order to enable him/her to discover new knowledge, to appreciate and understand nature and to mould it to one’s own ends and not merely stuffing of facts.

ix) A good textbook should follow the principles of fullness and details. All possible details are intended to make the facts richer, to give it flesh and blood and to make it look real and living.

x) Author should be well qualified as a man of repute

The author of the text-book should be a man of repute, well qualified and experienced because he/she can understand the learning situations and difficulties of pupils.

xi) Index

A good textbook should have index at the end of the book and it should be arranged alphabetically. This enables the students to locate important facts/ information quickly and easily.

xii) Reasonable Price

A textbook prescribed for a class in a school should be reasonable priced so as to be within the reach of students with a limited means.

xiii) Assignments and questions at the end of the chapter

Questions and assignments given at the end of each chapter will help the students to recapitulate the subject matter studied.

So, a good text-book should aim at satisfying the requirements of the syllabus; facts and concepts etc. should be modern and within the comprehension level of the pupils; help in utilizing the knowledge in everyday life; arousing the interest in the pupils for solution of the

problems of vital importance and the content should be simple, brief, exact, definite and accessible. It should however, not take the place of the teacher but should give the minimum knowledge necessary for the foundation.

To know whether the primary level textbooks of the State of Odisha have been prepared with utmost care or not the present study has been undertaken. The detail of the analysis of each textbook is given below.

Analysis of Textbooks of Mathematics: Class – I

I. General Information

- 1.1 Title of the book: **GANEET**
- 1.2 Year and place of publication: **2012 – 2013, Patna.**
- 1.3 Name of the Publisher / Organisation: **Bihar State Textbook Publishing Corporation Ltd. Pathya Pustak Bhavan, Budha Marg, PATNA- 800 001**
- 1.4 Stage:(Primary/Upper Primary): **Primary**
- 1.5 Class: **I**
- 1.6 Total No. of pages:**118**
- 1.7 Total Lessons:**14**
- 1.8 Last review of syllabus done by the State: **2012 - 2013**
- 1.9 Price: **Free distribution under SSA**

II. Introduction about the Textbook

In the light of National Curriculum Framework (NCF-2005), Bihar Curriculum Framework (2008) new textbooks have been prepared for the rural areas of the state. The main goal of the curriculum was to integrate the knowledge gained in the school with the experience obtained by the child outside the school. This book has attempted to bring the closeness together as far as possible. It is hoped that this attempt will be successful to achieve the “child-centered approach” as emphasized in NPE- 1986 and strengthen “Learning without Burden” for the children.

In this text-book, emphasis is given on activity based learning of the child, where he/she inquires and observes/experiences from the environment. The teacher helps learners to develop understanding in this regard. Learners create their own knowledge so the teacher leads them in this way through the prescribed curriculum. This textbook has made ambitious attempt in this direction. This newly developed textbook was implemented for one year on trial basis and modified on the basis of suggestions from teachers and experts from different regions of the state. In order to take correctives measures in management and improve learning further suggestions are always welcome.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured/2 Colours used :Attractiveness: coloured cover
pageColouring the pages are not done properly (P.112, 113, 114,115,116,117)

3.2 Quality of paper: **Good**

3.3 Quality of binding: **Good**

3.4 Font size used and its appropriateness: **Font size 14/16 and bold. Font size is appropriate for class–I.**

3.5 Layout of text: **Appropriate**

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

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

Syllabus is not available. So the linkage between syllabus and linkage cannot be established. It is hoped that the textbook is prepared on the basis of new syllabus as mentioned in preface.

V. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	No. The textbook information is not found to be overloaded. The information and concepts presented in textbook is found appropriate for standard – I.
5.2 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.	There is appropriate in connectivity and sequencing of concepts within and across the chapters. The chapters proceed from simpler concepts to difficult/complex concepts and every lesson is developed on the knowledge and competencies of real life situation. Activities on every concept promote and strengthen understanding of the concept.
5.3 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.	Yes. Each lesson of the textbook starts with pictorial example relevant to concept followed by activities. Textbook is designed as workbook and provides adequate space for child to solve relevant problems in the book. Here mathematical language is used. The

	vocabulary and sentences used in the textbook are simple and easily understandable by the student of standard – I.
5.4 Have the themes been introduced with interesting and familiar situations?	Yes. Every lesson in the textbook starts with pictorial example from local environment of the child / familiar activities.
5.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Each lesson of the textbook starts with a new concepts and each chapter has connectivity with its previous learning experiences. All concepts presented are appropriate and suitable for the child of standard – I.
5.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	The textbook is developed for the use of child of standard – I. At this level the concepts which are given in book are preliminary in nature. All chapters are introduced with example / activity. So there is no much scope for using technical terms and hence there is no separate place in textbook for defining technical terms.

VI. Child Centered Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 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.	Yes. The language and presentation style of concepts are also as per the child's age and cognitive level.
6.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Most of the activities given in the textbook are related to the real life experience and context of the children. Exercise problems in the textbook also promote utilizing mathematical skill in real-life situation of the child.

<p>6.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.</p>	<p>Yes, Textbook provides scope for hands on experiences and exploration for the children to go beyond the textbook. Textbook provides activities for children to explore and have an experience of the concept. For e.g.in chapter1, 2,3, 4, 5, 7, 9, 10, 11, 12, 13, 14have been provided with activities with related concepts.</p>
<p>6.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?</p>	<p>Yes, the number of problems and exercises given in the textbook is adequate and as per cognitive level of child of standard – I. Most exercise problems and activities are not open ended based on real life experiences which promotes mathematical interest in child.</p>
<p>6.5 Does the textbook provide scope for children’s questioning? If yes, Please give examples.</p>	<p>Yes, Most questions are based on activities and observations from their local context. The questions and activities can help the child to explore his/her mathematical thinking and interest. Some of the chapters also include using mathematical concepts from daily life situation of the child. For e.g. page no. 1,2,3,4,5,6,7,8, 9 etc.</p>
<p>6.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.</p>	<p>Yes, The textbook has adequate number of self-reflective exercises and activities for the child which promotes child’s learning from his/her own experience and assess his/her learning. The activities in the textbook are given in such a way that it promotes to motivate learner to explore the concept to use in his/her day to day life. Some of the examples are from page numbers 1, 2, 3, 4, 5, 9, etc.</p>
<p>6.7 Do the questions given in the exercises a. Cover all the concepts b. Include variety of questions c. Provide opportunities for</p>	<p>Yes, exercise questions of the textbook cover all the concepts which are discussed in separate chapters. It also provides opportunities for reflection and inductive thinking.</p>

reflection d. Require inductive thinking	
6.8 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.	Yes, the textbook is developed in such a manner that can promote reasoning and creative thinking abilities among child. Some of the examples of such questions may include from page numbers 2, 3, 3, 4 etc. for developing reasoning. But in order to develop creative thinking open ended questions/multiple answer questions or thought proving questions are lacking. All are fixed answer type questions.

VII. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 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.	Yes, There is a figure given in page no. 7(respect for diversity). Most examples are from rural areas. Such instance in the textbook is found that promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.
7.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No. violation of constitutional values has been not observed.
7.3 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?	Text as well as visual example given in textbook addresses the gender concerns, but in visual examples, females are more frequently given than males. There are equal representation of both the gender groups in introducing examples, illustrations, visuals, exercise problems and activities prescribed in the textbook.

7.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes, There is a figure in page no. 7 that shows promoting communal harmony and strengthening national integration.
7.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No. This textbook does not neither provides inclusive pedagogy nor instructions for them. This textbook is developed for the use of normal children. So the component of inclusive pedagogy in not found in the textbook.
7.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No, content of textbook does not facilitates understanding of children on environmental values. In many pages like (P.46, 60,61,83,84,85,86,87,88,89,90,91,92) match sticks are taken as examples and for activities. It is desirable to take some other items for counting rather match sticks. However there is also no such instance is found to discourage children on environmental issues.

VIII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
8.1 Adequate	Yes. Adequate and appropriate visuals are provided in the textbook as when and where required.
8.2 Child friendly	The children are acquainted with the pictures, visuals presented in the textbook. Appropriate visuals are been used to describe and illustrate concept.
8.3 Gender perspective	Yes, to a great extent. Visual illustrations are given in textbook address the gender concerns.
8.4 inclusion perspective	No. This textbook is developed to cater the

	needs of normal learners under SSA in state govt. schools of Bihar. The inclusion perspective has not been looked into in the textbook.
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IX. Assessment Techniques followed

- i. The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.
- ii. All lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express while the later ones move to written mode of assessment. There are many situations where children can assess the accuracy of their answers without even teacher feedback. The assessment procedure is more inductive than deductive.
- iii. A substantial number of questions are there that the children to observe and perform activities and to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
- iv. At the end of each lesson, information/ guidelines have been provided to the teachers regarding the competencies developed in the lesson. There is thus a clear set of objectives against which the performances of children can be evaluated. Since many questions are closed-ended, the children can test their own understanding of the concepts. There is thus provision for individual and self-assessment.
- v. Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations. The evaluations can point out for the teachers the areas of deficiency of children which may later be focused in remedial programmes. As per the dictates of CCE, there are provisions of assessment as learning, assessment of learning, and assessment for learning.

X. Over all Observations/any other suggestions:
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This textbook is developed by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd., Patna for use of state Govt. Schools under SSA. It covers all

required chapters in mathematics for the children reading in class – I. Presentation style and language used in the textbook is appropriate for the children of class – I. There are total 14 chapters in the textbook and every chapters starts with a new mathematical concept related to real life situation. Exercise problems also provide an opportunity to learner to self – assess his/her learning and progress.

However the physical aspect of the textbook such as printing quality, paper quality, layout, binding, colors etc. are appropriate and are able to attract the attention of the child. The textbook is developed well on child-centered parameter but lacks on inclusiveness. For transaction and assessment, instruction and guidelines for teachers is given in this textbook.

XI. Gaps in the Document

- vii. The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
- viii. As there are no open-ended questions in the textbook, there is less scope for the children to develop creative abilities.
- ix. There is no mention of the syllabus in the beginning pages of the textbook.
- x. The inclusive perspective is missing from the textbook.
- xi.** Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.
- xii.** There is less importance on development of environmental values.

XII. Suggestions for Improvement

- vi. It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
- vii. For each page a header could be used to mention the lesson and the theme.
- viii. The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.

- ix. The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered.
- x. Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

An Analysis of Textbooks for Mathematics

Class - II

V. General Information

- 1.10 Title of the book: **GANEET**
- 1.11 Year and place of publication: **2012 – 2013, PATNA**
- 1.12 Name of the Publisher / Organisation: **Bihar State Textbook Publishing Corporation Ltd. Patna.**
- 1.13 Stage:(Primary/Upper Primary): **Primary**
- 1.14 Class: **II**
- 1.15 Total No. of pages:**151**
- 1.16 Total Chapters:**15**
- 1.17 Last review of syllabus done by the State: **2011 - 2012**
- 1.18 Price: **Not mentioned in the book (Textbook is for free distribution under SSA)**

VI. Introduction about the Textbook

As per NCF-2005 and Bihar Curriculum Framework (BCF-2008), their textbooks have been developed, which was revised by SCERT, Bihar, Patna in the light of suggestions received and introduced from the Academic session 2013-2014. The textbook contain 15 chapters and they are 1. Home 2. Shapes 3. Magic of Lines 4. Naming Objects 5. Numbers from 80-100 6. Numbers from up to 200 7. Unit place, tenth place and hundred place 8. Greater and Small numbers 9. Addition and Subtraction 10. Multiplication and Division 11. Currency 12. Measurements 13. Time 14. Data 15. Pattern

Since improvement of teaching-learning materials is a continuous process, their evaluation work undertaken for class II mathematics under different criteria reflected in the Performa developed by NCERT, New Delhi.

VII. Physical Aspects of the Textbook

- 7.1 Cover Page: Coloured/2 Coloured/Attractiveness: Multi-cloured cover page but less attractive.
- 7.2 Quality of paper:**Poor**
- 7.3 Quality of binding:**Poor**

7.4 Font size used and its appropriateness: **Font size could be bigger and bold. Font size is not appropriate for class - II**

7.5 Layout of text: **Not satisfactory** (Less margins and line spacing, some pages are loaded with text, concepts may be presented by graphical way / pictorial way / or by cartoons)

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

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

Syllabus is not available. However, in preface of textbook (page – iii) it is mentioned that the textbook has been prepared as per the latest syllabus of class II.

V. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	No. The textbook content is not found to be overloaded. The concepts presented in textbook through examples, activities and practice questions are appropriate.
5.2 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.	There is no loss of connectivity and sequencing of concepts within and across the chapters is observed. The lesson proceeds from simpler concepts to difficult concepts and every lesson is developed on the basics of previous knowledge and competencies.
5.3 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.	Yes. The language, vocabulary and style used in textbook through different pictures, activities are simple and can be easily understood by the students with help of teacher.
5.4 Have the themes been introduced with interesting and familiar situations?	Yes. Every lesson in the textbook starts with relevant story / pictorial illustration from local environment of the child / familiar activities. The

	activities / illustration / story used for introducing a lesson seem to be familiar with child environment and experience. Some of the lessons have been introduced by story which are relevant and familiar with the child's environment.
5.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	All concepts presented are appropriate and suitable for the child of class – II. However the concept of naming numbers (Chapter – 4, page 22-30) seems to be little difficult as place value of number is given without introducing concepts of 'unit' and 'ten'. Similarly the concepts of 'unit', 'ten' and 'hundred' are used in chapter – 5 & 6 while the concepts of 'unit', 'ten' and 'hundred' are introduced in chapter – 7.
5.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	The concepts which are given in the book are basic in nature. All chapters are introduced with illustration / activities followed by relevant question and activity to explore more. So there is no much more scope for technical terms.

VI. Child Centered

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 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.	Yes. The examples and illustrations used for different concepts are based on real life situations for clear understanding of the concepts. Further, language and presentation style of concepts are also as per the child's age and cognitive level.
6.2 What proportion of activities given in the textbook are related to the real life	Most of the activities, stories given in the textbook are related to the real life experiences of the children and

<p>experiences and contexts of the children.</p>	<p>contextual in nature. Practice problem incorporated in the textbook also requires utilizing real-life experience of the child.</p>
<p>6.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.</p>	<p>Yes, to a large extent textbook provides scope for hands on experiences and exploration for the children to go beyond the textbook. Most of the chapters have been provided with activities and games for children to explore and have an experience of the concept.</p> <p>For example in chapter – 1, 2,3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15 have been provided with activities with related concepts and chapter 4, 5, 6, 9, 12, 14, 15 have been provided with games for students.</p>
<p>6.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?</p>	<p>Yes, the number of problems and exercises given in the textbook is fairly adequate. Most of the activities, games and stories followed by questions are open-ended based on in nature which is helpful in promoting better understanding of mathematical concepts and operations.</p>
<p>6.5 Does the textbook provide scope for children’s questioning? If yes, Please give examples.</p>	<p>Yes, to a large extent the text book provides scope for children’s questioning. Most of the questions are based on activities and observation from their local environment and some of the chapters also includes games which are interesting. The question and activities can help the child to explore their imagination and mathematical thinking, vide pages 9, 17, 31, 32, 33, 45, 50, 71, 89, 101,102, 120, 145</p>
<p>6.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.</p>	<p>Yes, the text questions are helpful for self-learning and self- assessment. The textbook have adequate number of self-reflective questions, games and activities for the child throughout the book. This is helpful for children to learn from their own experience and assess their learning. The exercise questions are also capable of providing feedback from their</p>

	<p>learning. The activities prescribed in the textbook are in such a way that it is capable of motivating learner to explore the use of concept in their day to day life.</p> <p>Some of the example may include from page numbers 1, 2, 3, 9, 13, 15, 21, 31, 32, 57, 71, 101, 117</p>
<p>6.7 Do the questions given in the exercises</p> <p>e. Cover all the concepts</p> <p>f. Include variety of questions</p> <p>g. Provide opportunities for reflection</p> <p>h. Require inductive thinking</p>	<p>Yes, exercise questions cover all the concepts which are discussed in different chapters. Exercise questions are given in variety of ways ranging from direct form questions to activities and questions from their daily life situation which provide scope for inductive thinking and reflection.</p>
<p>6.8 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>Yes, questions given in the book are helpful in reasoning and creative thinking abilities among children. Some of the examples of such questions are found in pages -9, 13, 17, 89, 101, 102, 117, 120, 128, 130, 133, 134, 135, 137, 148, 151, etc.</p>

VII. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>7.1 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.</p>	<p>No such specific instance in the textbook is found that promotes the constitutional values as specified in NCF-2005.</p>
<p>7.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No.</p>

<p>7.3 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>To a great extent. Illustrations given in textbook address the gender concerns, but in visual illustrations females are more frequently seen than males.</p>
<p>7.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>No. There is no such instance of promoting communal harmony and strengthening national integration has been found.</p>
<p>7.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>No. This textbook is exclusively developed for the use of general children. So the component of inclusive pedagogy is not addressed in the textbook. Neither it incorporates issues of inclusiveness nor does it provide directions to teachers to address needs of special children.</p>
<p>7.6 Does the content facilitate understanding of children on environmental values? If yes, please give examples.</p>	<p>No, content of textbook does not facilitates understanding of children on environmental values. However, no such instance is found to discourage children on environmental issues.</p>

VIII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>8.1 Adequate</p>	<p>Yes. Adequate and appropriate visuals are provided in the textbook. Relevant visuals are available in each and every chapter to make concepts and operations interesting so that easily understandable for children.</p>

8.2 Child friendly	Textbook fares moderately well on this parameter. Although appropriate visuals have been used to describe and illustrate concept to children but their presentation, colour, printing quality and attractiveness are relatively poor.
8.3 Gender perspective	Yes, to a great extent. Text as well as visual illustrations given in textbook address the gender concerns, but in visual illustrations females are more frequently used than males.
8.4 Inclusion perspective	No. This textbook is developed to cater the need of learners under SSA programme for the schools of Bihar. The inclusion perspective has been not incorporated to cater the need of children with special needs. Nowhere in the textbook visuals or examples from inclusive perspective has been drawn in the text.

IX. Assessment Technique Followed:

Both open and closed-ended form of questions, activities, stories is used for assessment of learners in different chapters.

X. Over all observations/any other suggestions:

This textbook is developed by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. This text book has been developed as per National Curriculum Framework (NCF – 2005) and Bihar Curriculum Framework (BCF – 2008). While developing this textbook Child-centered approach has been kept in mind as recommended in National Policy of Education (NPE – 1986). It covers all required chapters in mathematics for child of class – II. Presentation style and language used in the text are appropriate for the children of class – II. Every chapters starts with a new mathematical concepts and there are total 15 chapters in it. Concepts have been introduced by using appropriate visuals, example and activities from local environment of children. Some of the chapters have mathematical games to motivate students. Chapters are followed by exercise problems for practice and increasing proficiency in that concept. Exercise problems also provide an opportunity to learner for self-assessment.

However the physical aspect of the textbook such as printing quality, paper quality, layout, binding, colors etc. are poor and are not able to attract the attention of the child. If these features could have been improved then it could attract the attention of child. The textbook moderately fares well on child – friendly parameter but lacks on inclusiveness. Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapters is also not available in this textbook. Meaning to the technical and difficult terms is not available in the textbook; if it could be available then it will be useful for teacher as well as students. This textbook also lacks on promotion of environmental values and communal harmony & strengthening national integration parameters. If the above lacuna could have been addressed properly it could serve the purpose in more meaningful and better manner.

XI. Gaps in the Document

According to topics prescribed for class II, there is no discontinuity/gaps within and across the concepts presented in the text-book.

XII. Suggestions for Improvement

7. Quality of paper, printing of the text materials is not good and hence need attention. (P.55, 136)
8. Instead of bundles of match sticks for developing place values, only a bundle of sticks may be given (P.55, 56)
9. To recognise bigger/small numbers, picture of balance does not seem to be appropriate (P. 61-62)
10. Printing errors (P.84) in unit place 15 is written in addition problem) should be avoided.
11. Textbook should provide appropriate material to address children with special needs.
12. To teach different concepts, teacher's guidebook needs to be given at the end of the book.

An Analysis of Textbooks for Mathematics

Class – III

IX. General Information

- 1.19 Title of the book: **GANEET**
- 1.20 Year and place of publication: **2014 – 2015, PATNA, Bihar**
- 1.21 Name of the Publisher / Organization: **Bihar State Textbook Publishing Corporation Ltd., Patna. Bihar**
- 1.22 Stage:(Primary/Upper Primary): **Primary**
- 1.23 Class: **III**
- 1.24 Total No. of pages: **114**
- 1.25 Total Lessons: **13**
- 1.26 Last review of syllabus done by the State: **2013 - 2014**
- 1.27 Price: **Not Applicable (Textbook is for Free distribution under SSA)**

X. Introduction about the Textbook

In the light of National Curriculum Framework (NCF-2005), Bihar Curriculum Framework (2008) and the new curriculum was developed in the state. On the basis of new curriculum new textbooks have been prepared for all the classes across all the subjects for the rural areas of the state. The main goal of the curriculum was to integrate the knowledge gained by the learner in the school with the experience obtained outside the school. On this basic principle, this book has attempted to bring the closeness together as far as possible. It is hoped that this attempt will be successful to achieve the “child-centered approach” as emphasized in NPE- 1986 and strengthen “Learning without Burden” for the children.

In this text-book, emphasis is given on activity based learning of the child, where he/she inquires and observes, and gains experiences from the environment. The teacher helps learners to develop understanding in this regard. Learners create their own knowledge so the teacher leads them in this direction through the prescribed curriculum so that the learner constructs and reconstructs his/her own knowledge. It is presumed that learning takes place in free contiguous environment when learning materials are provided to them. This textbook has made ambitious attempt in this direction. This newly developed textbook gives emphasis on thinking and reflection, discussion in small groups and argumentation and hands on activities. This textbook was implemented for one year

on trial basis and modified on the basis of suggestions from teachers and experts from different regions of the state and. In order to take further correctives measures in management and improve learning suggestions are always welcome.

XI. Physical Aspects of the Textbook

- 11.1 Cover Page: Coloured/2 Coloured/Attractiveness: **Multi-coloured and below average attractiveness.**
- 11.2 Quality of paper: **Below Average**
- 11.3 Quality of binding: **Below Average (only staples)**
- 11.4 Font size used and its appropriateness: **Font size is appropriate (14)for class**
- III
- 11.5 Layout of text: **Average**

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

- 12.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s).
Syllabus is not available. However in preface of the textbook it is mentioned that the textbook is prepared as per the latest syllabus at the time of development of the textbook.

V. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	Not at all. The content in textbook is found to be not overloaded. The concepts and information presented in textbook is found sufficient and suitable for class – III. Illustration of concepts, prescribed activities and practice questions are also found to be appropriate for class – III. For example ; simple geometrical shapes, addition and subtraction, different types of numbers, weight, container, time etc.
5.2 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.	The content is based on content taught in class –II, There is no loss of connectivity and sequencing of concepts within and across the chapters is found. Every chapter is developed on the basis of knowledge and competencies of the previous content taught either in class – II or in previous classes. Concepts given in the book in different chapters proceeds from simpler concepts to difficult or complex concepts. Activities and practice question also promotes to strengthen the concepts illustrated. Sequencing and connectivity of concepts are well established.
5.3 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.	Chapters of the book start with the examples of the related concept which is taken from the local environment or experience of the child. Concepts in each chapter have been introduced with the examples from the child's

	environment. Adequate relevant picture and illustration are provided as and where needed in order to understand the concepts more easily. The vocabulary and sentence used in the book are simple and can be easily understood and comprehended by the child of class - III.
5.4 Have the themes been introduced with interesting and familiar situations?	Yes. Every lesson in the textbook starts with relevant situation/ relevant story / pictorial illustration/problem from local environment of the child or with familiar activities. The activities / illustration /problem/ story used for introducing a lesson seem to be familiar with child's environment / child experience and child's cognitive level.
5.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No, there are no such concepts in the book found to be inappropriate, difficult or abstract for the child of class – III. Sequencing of the concepts is established while moving from one chapter to another. All concepts presented are appropriate and suitable for the child of class – III.
5.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	No, the textbook neither have a section or place for defining technical term / difficult term nor provided at the end of each chapters. The meaning of technical terms / difficult terms should be provided at appropriate place in the textbook for reference.

6.1 Child Centered Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 Are the themes and concepts introduced in the textbook are consistent with the	Yes. Each chapter in the textbook proceeds from simpler chapter to more complex / difficult and the

<p>children's age and cognitive development? State the concepts which you think are not age-appropriate.</p>	<p>concepts are sequenced in the chapter. Chapters have been introduced with relevant situations / relevant examples or pictorial illustration which are quite meaningful and from local environment of the child. Prescribed activities / games are relevant and well-connected to the concepts. The language of presentation and vocabulary used in the textbook is also as per the child's age and cognitive level of class – III.</p>
<p>6.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.</p>	<p>Almost all the activities given in the textbook are related to the real life experience and context of the children. The story and activities provided in the book is based on the real life environment of the child. Exercise problem incorporated in the textbook also requires utilizing real-life experience of the child.</p>
<p>6.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.</p>	<p>Yes, to a large extent textbook provides scope for hands on experiences and exploration for the children to go beyond the textbook as emphasised in NCF - 2005. All most all chapters of the book have been provided with activities, questions based on their daily life experience / environment and games for children to explore and have an understanding of the concept.</p> <p>For example at page no – 5, 8, 10, 11, 12, 13, 14, 18, 66, 80, activities have been provided with related concepts at page no – 6, 54, 72 etc. games have been provided for students and at page no – 7, 41, 45, 50, 52, 67, 73 etc. questions have been given which promotes students for hands on experience and exploration of the concepts.</p>
<p>6.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended</p>	<p>Yes, the number of problems and exercises given in the textbook is fairly adequate as per requirement of child of class – III. Open ended question is provided</p>

<p>questions/projects?</p>	<p>in the textbook at appropriate place. For example at page no – 6, 8, 17, 30, 36, 41, 45, 50, 52, 53, 57, 58, 67, 73, 76 etc. open ended question have been provided. Some of the chapters are also provided with activity and mathematical games based on the concept.</p>
<p>6.5 Does the textbook provide scope for children’s questioning? If yes, Please give examples.</p>	<p>Yes, to a large extend this text book provides scope for children’s questioning. Most of the questions are based on activities and observation from their local environment and some of the chapters also includes games which are interesting. The question and activities can help the child to explore their imagination and mathematical thinking. Some of the chapters also include using mathematical concepts from daily life situation of the child. Some of the examples from the textbook may include from page numbers 9, 17, 31, 32, 33, 45, 50, 71, 89, 101,102, 120, 145 etc.</p> <p>Thus the textbook fares well on this parameter.</p>
<p>6.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.</p>	<p>Yes to fairly good extent the in-text questions are helpful for Self-Learning and Self- Assessment. Textbook have adequate number of self-reflective questions, games and activities for the children that promotes children to learn from their own experience and assess their learning. The activities prescribed in the textbook are in such a way that it is capable of motivating learner to explore about the concept.</p> <p>Some of the example may include from page numbers 6, 7, 8, 9, 10, 11, 14, 45, 50, 73, 75, 82, 92 etc.</p>
<p>6.7 Do the questions given in the exercises i. Cover all the concepts</p>	<p>Yes, exercise question of the textbook cover the entire concepts discussed in different chapters.</p>

<ul style="list-style-type: none"> j. Include variety of questions k. Provide opportunities for reflection l. Require inductive thinking 	<p>Different types of exercise problems are also included in the textbook. Questions have been set from different aspects which includes simple questions based on concepts, question from their daily life, questions based on activities, etc. Questions from both inductive thinking as well as deductive thinking have been provided in the text book.</p>
<p>6.8 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>Yes, questions are developed in such a manner that can promote reasoning and creative thinking abilities among children. Some of the examples of such questions may include from page numbers – 11, 16, 18, 41, 45, 50, 73, 74, 76, 83 etc.</p>

VII. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>7.1 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.</p>	<p>No. There are no such instance found in the textbook that promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc. In this regard the textbook is little weak.</p>
<p>7.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No. violation of constitutional values not observed.</p>
<p>7.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men,</p>	<p>To a great extent. Text as well as visual illustrations given in textbook address the gender concerns. There is equal representation of both the gender groups in introducing</p>

Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	theme, examples, illustration, visuals, exercise problems and activities prescribed in the textbook.
7.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	No. There is no such instance of promoting communal harmony or strengthening national integration among the children.
7.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No. This textbook does not provide inclusive pedagogy, since this textbook is exclusively developed for the use of normal children. So the component of inclusive pedagogy is not incorporated in the textbook. Neither in introductory theme, examples, exercise problems and activities (text as well as visuals). There is no extra/special provision for the disabled children.
7.6 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	No, Though the textbook has brought a lot of examples from the environment for learning but does not try anywhere to solve environmental issues. The contents of textbook do not facilitate understanding on environmental values. However there is also no such instance is found to discourage children on environmental issues.

VIII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
8.1 Adequate	Yes. Adequate and appropriate visuals are provided in the textbook as when and where required to explain the concepts and key

	ideas. Relevant visuals are available in each and every chapter to make the concept interesting and easily understandable to children. Meaningful visuals of the textbook also motivates learner and helps learner to understand the concept meaningfully.
8.2 Child friendly	The textbook contains appropriate visuals and pictures to describe and illustrate concepts. The visuals are interesting and familiar to the children. But presentation, colour, print quality and attractiveness of the visuals are poor. So it can hardly attract the students.
8.3 Gender perspective	Yes, to a great extent. Text as well as visuals illustrations given in textbook address the gender concerns appropriately. There are equal representation of both the gender group in introducing theme, providing examples, illustrations, exercise problems and activities related to concepts.
8.4 Inclusion perspective	No, This textbook is developed to cater the needs of learners under SSA in state govt. schools of Bihar. The inclusion perspective has been not incorporated to cater the need of children with special needs. Nowhere in the textbook visuals, has pictures and examples from inclusive perspective been included.

IX. Assessment Techniques Followed

- vi. The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist approach in that writers have tried to make the assessment more process-based than outcome-based.
- vii. All problems and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express while the later ones move to written mode of

assessment. There are many situations where children can assess the accuracy of their answers without even teacher feedback. The assessment procedure is more inductive than deductive.

- viii. A substantial number of questions are there that the children to observe and perform activities and to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist approach.
- ix. There is thus a clear set of objectives against which the performances of children can be evaluated. Since many questions are closed-ended, the children can test their own understanding of the concepts. There is thus provision for individual and self-assessment.
- x. Though hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations. The evaluations can point out for the teachers the areas of deficiency of children which may later be focused in remedial programmes. As per the direction of CCE, there are provisions of assessment as learning, assessment of learning, and assessment for learning.

X. Over all observations/any other suggestions

This textbook is developed by SCERT, Bihar and published by Bihar State textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. This text book has been developed as per National Curriculum Framework (NCF – 2005) and Bihar Curriculum Framework (BCF – 2008). While developing this textbook Child centered approach has been kept in mind as recommend in National Policy of Education (NPE – 1986).

- The physical aspect of the textbook such as printing quality, paper quality, layout, binding, colors etc. are poor and not appropriate for class – III and are not able to attract the attention of the learners. If these features could have been improved then it cloud attract the attention and develop interest in learners.
- It is developed exclusively for the use of normal children of class – III, so component of inclusive pedagogy is not available in the textbook.
- All the concepts needed for class – III is available and illustrated in the textbook very nicely.

- Chapters are followed by exercise problem for practice and increasing proficiency in that concept. Every chapter is introduced with activity, visuals or situation followed by some excursive problems and relevant activity to explore the concept more. Some of the chapters also have mathematical game to motivate student.
- Way of presentation of concepts is appropriate as per the cognitive level of class – III children. Adequate and appropriate visual pictures and have been accompanied with text in order to make concepts more interesting and easily understandable.
- Large numbers of activities have been also suggested to do by their own-self, so that they can develop proficiency in those concepts. The examples subsequently the activities suggested are from local environment of the child that will help the child to relate the concept from their day to day life with classroom learning.
- On overall, the language and style of presentation of texts is satisfactory and developmentally appropriate creating enough opportunity and space for children to learn.
- While developing the textbook gender disparity is not found anywhere.
- Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapter is also missing in this textbook.
- Meaning of technical and new terms used in the textbook is not provided. It could have helped the teacher as well as learners.
- Guidelines and modality of transacting different concepts of textbook is also missing.
- It also lacks to strengthen national integration and promoting communal harmony as well and promoting environmental values among students. If the above deficiencies could have been addressed properly it could serve the purpose in more meaningful and better manner.

XI. Gaps in the Document

- Pedagogic aspect of content is not mentioned in the chapters which could help the teachers.
- Chapter wise objectives are not mentioned and learning outcomes are not assessed systematically.
- There is mention of how to use of ICT along with the content in the classroom.
- There is less scope for slow learners and provision of feedback to learners.

II. Suggestions for Improvement

- It is developed exclusively for the use of normal children of class – III, so component of inclusive pedagogy is not available in the textbook.
 - Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapter is also missing in this textbook.
 - Meaning of technical and new terms used in the textbook is not provided. It could have helped the teacher as well as learners.
 - Guidelines and modality of transacting different concepts of textbook is also missing.
 - It also lacks to strengthen national integration and promoting communal harmony as well and promoting environmental values among students. If the above deficiencies could have been addressed properly it could serve the purpose in more meaningful and better manner.

Analysis of Textbooks of Mathematics: Class IV

I. General Information

- 1.1 Title of the book:.....**GANIT**.....
- 1.2 Year and place of publication:2011-12, PATNA.....
- 1.3 Name of the Publisher / Organisation: BIHAR STATE TEXTBOOK PUBLISHING CORPORATION LIMITED, BUDDH MARG, PATNA...
- 1.4 Stage: Primary .
- 1.5 Class: IVth
- 1.6 Total No. of pages:150
- 1.7 Total Lessons:17
- 1.8 Last review of syllabus done by the State:2008...
- 1.9 Price: FREE DISTRIBUTION UNDER SSA PROGRAMME

II. Introduction about the Textbook

In the light of National Curriculum Framework (NCF-2005), Bihar Curriculum Framework (2008) new textbooks have been prepared for the rural areas of the state. The main goal of the curriculum was to integrate the knowledge gained in the school with the experience obtained by the child outside the school. This book has attempted to bring the closeness together as far as possible. It is hoped that this attempt will be successful to achieve the “child-centered approach” as emphasized in NPE- 1986 and strengthen “Learning without Burden” for the children.

In this text-book, emphasis is given on activity based learning of the child, where he/she inquires and observes/experiences from the environment. The teacher helps learners to develop understanding in this regard. Learners create their own knowledge so the teacher leads them in this way through the prescribed curriculum. This textbook has made ambitious attempt in this direction. This newly developed textbook was implemented for one year on trial basis and modified on the basis of suggestions from teachers and experts from different regions of the state. In order to take correctives measures in management and improve learning further suggestions are always welcome.

III. Physical Aspects of the Textbook

3.1 Cover Page: Coloured/2 Coloured/Attractiveness: **COLOURED AND ATTRACTIVE**

3.2 Quality of paper: **PAPER QUALITY IS GOOD BUT PRINTING IS NOT GOOD**

3.3 Quality of binding: **NOT GOOD**

3.4 Font size used and its appropriateness: **FONT SIZE IS APPROPRIATE**

3.5 Layout of text: **APPROPRIATE**

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

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

4.2 The syllabus for the class is not available. The preface of the book indicates that the textbook is written as per the syllabus developed by the state in the year 2011-2012.

V. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	No, The content is not overloaded..Concept and facts are appropriate for the class.
5.2 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.	The topics are written as per sequence connecting with the previous topics and sequence of concepts.
5.3 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.	Yes, language, style and vocabulary use dare simple and comprehensible for learners.

5.4 Have the themes been introduced with interesting and familiar situations?	Yes. Introduction of each lesson / concept is done with familiar situations and hence it becomes interesting for the learners.
5.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No, there are no difficult concepts for learners. Appropriate examples and activities are given for better comprehension of learners.
5.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	There is no technical terms used in the textbook. So the question of mentioning does not arise.

VI. Child Centered Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 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.	Yes. All the concepts are age appropriate.
6.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Most of activities given in the textbook are related to the real life experiences and contextual in nature.(P.44,82)
6.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes. Textbook provides for hands on experiences through illustrations and activities (vide page 44, 73 etc.) which enable them for exploration.
6.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes. Textbook has provided adequate number of problems / exercises. But no open-ended questions are found.
6.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes. Textbook has little scope for learner's questioning. (Vide pages 45 etc.)
6.6 Are the in-text questions helpful for	Yes. The textbook provides many questions

a)Self-Learning b) Self-Assessment If yes, please give examples.	and activities on different topics for self-learning and self-assessment.
6.7 Do the questions given in the exercises m. Cover all the concepts n. Include variety of questions o. Provide opportunities for reflection p. Require inductive thinking	Yes. Variety of questions and activities provided in the exercises cover all the concepts. Further, there is lot of opportunity for reflection and inductive thinking of the learners while solving the problems.
6.8 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.	Yes. The questions are helpful in testing reasoning and less creative abilities of learners due to lack of open-ended questions.

VII. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 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.	Yes. The textbook promotes constitutional values like cooperation, respect to others, equality, sharing, working together, and no place for religion.
7.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
7.3 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	There are equal representation of both the gender group through examples, illustrations, visuals, exercise problems and activities. (vide pages 1, 14, 39, 53, 117 etc.)

(gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	
7.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes. There are some examples where children of different religions are evolved in activities (vide pages 5, 13, 14, etc.) for the promotion of communal harmony.
7.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
7.6 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	No

VIII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
8.1 Adequate	Yes. Almost every page contains visuals and pictures
8.2 Child friendly	Yes. It is child friendly since the activities are given according to their level and environment. Most of the examples and figures are helpful in gender equality.
8.3 Gender perspective	Most of the examples and figures involved boys and girls without any gender discrimination.
8.4 inclusion perspective	No, there is nothing found under inclusion perspective.

IX Assessment Techniques followed

- xi. The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.

- xii. All lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express while the later ones move to written mode of assessment. There are many situations where children can assess the accuracy of their answers without even teacher feedback. The assessment procedure is more inductive than deductive.
- xiii. A substantial number of questions are there that the children to observe and perform activities and to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
- xiv. At the end of each lesson, information/ guidelines have been provided to the teachers regarding the competencies developed in the lesson. There is thus a clear set of objectives against which the performances of children can be evaluated. Since many questions are closed-ended, the children can test their own understanding of the concepts. There is thus provision for individual and self-assessment.
- xv. Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations. The evaluations can point out for the teachers the areas of deficiency of children which may later be focused in remedial programmes. As per the dictates of CCE, there are provisions of assessment as learning, assessment of learning, and assessment for learning.

X. Over all Observations/any other suggestions:

This textbook is developed by SCERT, Bihar and published by Bihar State textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. It is developed for IVth standard students. There are total 17 chapters in the textbook. Every chapters starts with a previous mathematical concepts and Concepts have been introduced by using example and activities. Exercise problems also provide an opportunity to learner to self – assessment and evaluation of their learning. The examples are given in the textbook and activities are from local environment of the child that will help child to relate the concept from their day to day life.

However the physical aspect of the textbook such as front page is attractive, paper quality is good, layout is appropriate but printing quality, paper binding, colors are poor. If these

features could have been improved then it could attract the attention of children and also motivate the learners. The textbook is written according to child – friendly and child centered approach but lacks on inclusiveness. Instruction and guidelines for teachers are to be given for transaction and assessment of the learners in this textbook.

XI. Gaps in the Document

There are no gaps within and across the lessons contained in the textbook. But creative approach in presenting the concepts and operations is lacking. Assessment questions are stereotype in nature i.e. giving more emphasis on closed-type questions ignoring open-ended questions.

XII. Suggestions for Improvement

- In the beginning of the textbook, syllabus of the class should be given.
- Provision for learning materials for children with special needs, needs to be included.
- Pictures, diagrams should be printed with appropriate size, margins should be appropriate.
- Textbook should focus on creative approach for problem solving (in posing open-ended / process questions).
- Inclusion pedagogy should be focussed in the textbook.
- Teacher’s support material should be given in the textbook for introducing / teaching the topics based on traditional and constructivist approach.

An Analysis of Textbooks of Mathematics: class – V

BIHAR

I. General Information

- 1.1 Title of the book: **GANIT**
- 1.2 Year and place of publication: 2015-16, PATNA
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation Limited, Buddha Marg, Patna.
- 1.4 Stage: (Primary/Upper Primary):Primary
- 1.5 Class: V
- 1.6 Total No. of pages:166
- 1.7 Total Chapters:15
- 1.8 Last review of syllabus done by the State: 2012 – 2013
- 1.9 Price: NIL (Free Distribution Under SSA Programme)

II. Introduction About the Textbook

After NCF – 2005, the Government of Bihar decided to introduce new syllabus in the year 2009 and accordingly textbooks for different classes were developed as follows:

Class	Year
I, III, VI & X	2010 – 2011
II, IV & VII	2011 – 2012
V & VIII	2012 – 2013

The textbook of Mathematics for class – V was reviewed in 2013 – 2014 and on the basis of feedback received from reviewers it was edited and published in 2015 – 2016. It contains the following chapters:

1)Fair of Numbers, 2)Addition & Subtraction, 3)Multiplication & Division, 4)Multiples & Factors, 5)Fraction & Decimals, 6)Currency & Banking, 7)Angle, 8)Symmetry, 9)Shapes, 10)Unit of Measurement, 11)Perimeter & Area, 12)Volume, 13)Time, 14)Data, 15)Pattern

Evaluation of textbook is a continuous process for improving its quality. This evaluation task was undertaken using the tool developed by NCERT. The tool contains items related to physical & academic aspects and the evaluators were requested to go through the textbook item-wise and indicate their observations & suggestions which will have immense value for revision.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured/2 Coloured/Attractiveness:**Coloured and less attractive.**
- 3.2 Quality of paper: Quality of paper and printing is not satisfactory.
- 3.3 Quality of binding: Below Average (It is Stapled)
- 3.4 Font size used and its appropriateness: Font sized is appropriate.

3.5 Layout of text: Not **Appropriate. (Page margins are not appropriate)**

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

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

Syllabus is not available. According to preface this book has been prepared as per the latest syllabus.

V. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	No. The textbook is written as per the concepts on different chapters and there is no content load.
5.2 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.	Connecting and sequencing of concepts is maintained within and across the chapters / topics.
5.3 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.	Yes, language and vocabulary used are simple and comprehensible for learners.
5.4 Have the themes been introduced with interesting and familiar situations?	Yes. Introduction of each lesson / concept is done with familiar situations and hence it becomes interesting for the learners.
5.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No. there is no difficult concepts for learners. Appropriate examples and activities are given for better comprehension of learners.
5.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	There is no technical terms used in the textbook.

VI. Child-centered Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 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.	Yes.
6.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Most of activities given in the textbook are related to the real life experiences and contextual in nature.
6.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give	Yes. The textbook provides for hands on experiences through illustrations and activities (vide page 13, 27, 37, 62 etc.)

examples.	which enable them for exploration.
6.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes. Textbook has provided adequate number of problems / exercises. But very few open-ended questions are found. (Vide pages 15, 97, 118, 157 etc.)
6.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes. The textbook has little scope for learner's questioning. (vide pages 120, 122, 133 etc.)
6.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes. The textbook provides many questions and activities on different topics for self-learning and self-assessment.
6.7 Do the questions given in the exercises q. Cover all the concepts r. Include variety of questions s. Provide opportunities for reflection t. Require inductive thinking	Yes. Variety of questions and activities provided in the exercises cover all the concepts. Further, there is lot of opportunity for reflection and inductive thinking of the learners while solving the problems.
6.8 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.	Yes. The questions are helpful in testing reasoning and creative abilities of learners. (vide pages 15, 16, 40, 67, 69, 158-166 etc.)

VII. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 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.	Yes. The textbook promotes mutual respect (vide pages 29, 30, 32 etc.), equal human dignity and rights (vide page 39).
7.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No.
7.3 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	There are equal representation of both the gender group through examples, illustrations, visuals, exercise problems and activities. (vide pages 46, 49, 77, 80 etc.)

incorporated?	
7.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes. There are some examples where children of different religions are evolved in activities (vide pages 39, 49 etc.) for the promotion of communal harmony.
7.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No.
7.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No.

VIII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
8.1 Adequate	Yes. (Vide pages 75-77, 117-120, 157, 164 etc.)
8.2 Child friendly	Yes. It is child friendly since the activities are given according to their level and environment. Most of the examples and figures are helpful in gender equality.
8.3 Gender perspective	Most of the examples and figures involved boys and girls without any gender discrimination.
8.4 inclusion perspective	No.

IX. Assessment Techniques Followed

Assessment of learning is done using mostly closed type questions through activities and exercises. Open-ended questions are insignificant.

X. Over all observations/any other suggestions

As per the syllabus of class – V, this textbook is developed in Hindi by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd, Patna for use of state Govt. Schools under SSA program. There are total 15 chapters in the textbook. Every chapter starts with previous mathematical concepts and concepts have been introduced by using examples and activities. Exercise problems also provide an opportunity for learners for self-assessment. However, less focus is given on open-ended questions and posing questions by students. Further inclusion perspective is not focused.

XI. Gaps in the Document

There are no gaps within and across the lessons contained in the textbook. But constructivist approach in presenting the concepts and operations is lacking. Assessment questions are

stereotype in nature i.e. giving more emphasis on closed-type questions ignoring open-ended questions.

XII. Suggestions for Improvement

- In the beginning of the textbook, syllabus of the class should be given.
- Provision for learning materials for children with special needs, needs to be included.
- Pictures, diagrams should be printed with appropriate size, margins should be appropriate.
- Textbook should focus on constructivist approach for problem solving (in posing open-ended / process questions).
- Inclusion pedagogy should be focussed in the textbook.
- Teacher's support material should be given in the textbook for introducing / teaching the topics based on traditional and constructivist approach.
- Answers should be given Exercise-wise.

Analysis of Textbook Second Language-English Class I

I. General Information

- 1.1 Title of the book: **Blossom Part I**
- 1.2 Year and place of publication: 2012/ 2013
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation
- 1.4 Ltd, Patna 800 001
- 1.5 Stage: (Primary/Upper Primary): Primary
- 1.6 Class: I
- 1.7 Total No. of pages: 71 plus inner, foreword, preface, content (I-VIII) and cover page
- 1.8 Total Lessons: 26
- 1.9 Last review of syllabus done by the State: Not available
- 1.10 Price: Free distribution of Textbook under Sarva Shikshya Abhijan (SSA)

II. Introduction about the Textbook

Government of Bihar introduced English as a second language from class I. Most of the teachers teaching English are from Hindi back ground and educated in Hindi medium. There is provision for preparation of one text book in English for each class. There is neither provision for the work book nor teachers hand book .The instructions for the teachers and the exercises for the students have been integrated in the textbook. This is a primer-cum-work book designed to cater to the needs of the students of class I. The title Blossom has been given to the text book series from class I to V. This primer is first in the series and it entitled BLOSSOM PART I. Keeping these in consideration, the text book for class I has been prepared .A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by a Guidance-cum-Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint director, Govt. of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee. The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the tryout, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, and Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Bhargava Bhutan Press, Trilochan, Varanasi-221001., Patna. While developing the text the objectives of language learning i.e. acquisition of language skills in listening, speaking, reading and writing were taken into consideration. The primer is written in simple and lucid language. In the beginning of the lesson instruction to

the teacher has been given. The words and pictures are mostly drawn from life situation of the learners. In each lesson there is exercises which include various activities for the learners. At the end of each lesson exercises have been given. There is a glossary part which explain the different words and their meaning in their own language which has been used in the topic. There is no such space for the students to write about their personal information in the text book. In each lesson “Read Before You Teach” has been provided which is very helpful for the teachers.. The entire primer was developed on constructivism. The quality of the paper is of good standard, colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. In the back cover, information on the national anthem has been printed which will create good impact on patriotism for the nation .On the back page of the cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: **Good**
- 3.3 Quality of binding: **Below-average** (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: **Font size appropriate for Class I**
- 3.5 Layout of text: **Satisfactory** (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to a syllabus made available at the time of the preparation of the book) There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular areas.

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with help of the teacher. The language teaching would take place through teacher-student conversations. The book outlines procedures for such interactive conversations.
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children’s developmental and cognitive maturity. The teacher has a greater role in transacting the contents in a developmentally appropriate way for children to participate and engage in the process of learning the language skills.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are twenty-six lessons in the textbook. These contain different themes which would help in inculcating language habits. Animals found in the locality, different life situations are used in the text.. It should be noted that the textbook is only a support material for the teacher to facilitate and be responsible for children’s learning. All the contents can be transacted meaningfully without giving students a feeling of being overloaded with information. The rhymes and picture gallery were carefully selected to help the students to acquire language skills.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are anchored along the familiar experiences of the child. The themes are supported with pictures of objects, animals and birds available in children’s environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes, The visuals, illustrations, narratives and rhymes are related to the local conditions of Bihar.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the

appropriate and spiral.	competencies promoted in earlier lessons.
5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In each lesson instruction to the teacher has been given in simple language which would be very helpful for the teacher in achieving the objectives..

VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children's age and do they facilitate their understanding?	Yes. The text begins with picture reading, drawing and teacher-student conversations and then proceeds to letter and object and number identification, and sentence and word reading. There is a sequencing of the introduction of English alphabets. The vocabulary and the sentences are appropriate to children's age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children's understanding.
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, and songs. Children can identify pictures of many objects, animals and birds in the textbook and a few others are to be identified with teachers' help to expand children's cognitive repertoire through the process of accommodation. The cognitive processes of assimilation and accommodation are balanced in the textbook.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children. The language skills, awareness of environmental aspects and the basic mathematical concepts and operations of addition and subtraction are all anchored along the objects and situations witnessed in children's life. The writers have taken care to include activities in consonance with what children do or like to do in real-life situations.

6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer.
6.5 Are the in-text questions helpful for a) Self-Learning b) Self-Assessment	To a great extent. The Teacher has to translate and children are to identify the objects and know the term used. There is enough scope for self-learning and self-assessment
6.6 To what extent does the textbook help in sustaining children's interest and engage them in learning? Does it provide scope for children's participation?	Moderately. Children's interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is proper and is thus likely to capture children's attention and engagement in language learning. The activities suggested invite a great deal of participation from the learners.

VII. National Concerns Addressed

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
7.1 Does the textbook promote gender sensitivity?	Yes To great extent. These are references to both males and females within the text as well as in visuals and illustrations..
7.2 Does the textbook address issues of diversity and inclusion?	Not noticed
7.3 Does it appropriately address environmental concerns?	Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, transport vehicles, plants health habits and cleanliness and clothes.
7.4 Does the textbook foster secularism, communal harmony and national identity?	No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend.

7.5 Do you find some constitutional values are violated at certain places in the textbook?	No. None of the constitutional values has been violated.
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VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are adequately used. Visuals are available almost in each and every page to help children understand the words, sentences and the lessons meaningfully. In some cases the visuals need clarity. Page-49 the picture of the OX
8.2 Child friendly	To great extent it is child friendly. The designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are of average standard. This can attract the attention of children to self-engage in learning. Visuals child-friendly.
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females. Certain actions and performances appear to have been marked for males and the same appears to be true for females. The textbook fares moderately on the parameter of gender perspective.
8.4 Inclusion perspective	No. This is a standard textbook catering to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes
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9.1. Are there any separate guidelines for teachers and parents?	Yes in each lesson notes for the teacher has been given under the title "Read Before You Teach" and the steps to be followed by the teacher has been clearly stated.
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9.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes, In the preface some hint has been given on the methodology to be used and the objectives to be achieved.
9.3 Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the text book give scope for engagement of the students to learn the language with interest..
9.4..Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher to understand the content of the text (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities.
9.5. Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child. The pets, animals, fruits and vehicles etc. are presented in the pictures which provide a joyful learning situation.
9..6. Is the writing style of textbook interesting and engaging?	Yes
9.7. To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8. To what extent does the textbook involve children in exploring, observing, analyzing and the reporting the collected information?	To some extent .The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately
9.10. To what extent does the textbook enable teachers to support children in their learning?	To great extent.
9.11. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

) The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.

-) The initial lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to constructivism.
-) The topics/learning situations and the rhymes are carefully selected/planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.
-) The printing is of average quality
-) The colour used is of average standard.
-) Hindi language has not been used to clarify the meaning of the word.

XII. Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher. This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises, learning situations are not given

-) Colour coding is not attractive.
-) The entire text book is not attractive for the students.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been in the instruction to the teacher to help in promoting constitutional of communal harmony and national integration.

<p>XIII. Suggestions for Improvement</p>

-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered
-) A brief introduction on the text book should be given.
-) A page may be devoted for at the end of the lesson when necessary teacher
-) A visual /picture dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) The pictures need to be more sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.
-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered.
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Analysis of Textbook Second Language-English Class II

I. General Information

- 1.1 Title of the book: **Blossom Part II**
- 1.2 Year and place of publication: 2012/ 2013
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation
Ltd, Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: II
- 1.6 Total No. of pages: 88 plus inner, foreword, preface, content etc(I-VII) and cover page
- 1.7 Total Lessons: 15
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of Textbook **under Sarva Shikshya Abhijan (SSA)**

2. Introduction about the Textbook

Government of Bihar introduced English as a second language from class I. Most of the teachers teaching English are from Hindi background and educated in Hindi medium there is provision for preparation of one text book in English for each class. There is neither provision for the work book nor teachers hand book. The instructions for the teachers and the exercises for the students have been integrated in the textbook. This is a primer-cum-work book designed to cater to the needs of the students of class II. The title Blossom has been given to the text book series from class I to V. This primer is second in the series and is entitled BLOSSOM PART II. Keeping these in consideration, the text book for class II has been prepared. A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by a Guidance-cum-Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint director, Govt. of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee. The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the tryout, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Sri Sai Offset, Sandalpur, and Patna-6 Bihar Offset. While developing the text the objectives of language learning i.e. acquisition of language skills in listening, speaking, reading and writing were taken into consideration. The primer is

written in simple and lucid language. In the beginning of the lesson, the words to be learnt have been shown in a table. Instruction to the teacher has been given in each lesson. The words and pictures are mostly drawn from different angle / corners of the learners and based real life situation of the learner. In each lesson there are exercises which include various activities for the learners. At the end of each lesson exercises have been given. There is a glossary part which explain the different words and their meaning in their Hindi language which has been used in the topic. There is no such space for the students to write about their personal information in the text book. The primer has been developed for use of bilingual method. In many places the pronunciation in Hindi and the meaning of the word in Hindi has been given. In each lesson instruction to the teacher has been given under the caption “For the Teacher” As the entire primer was developed on constructivism. The quality of the paper is of average standard, colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. In the back cover information on the national anthem has been printed which will create good impact on patriotism for the nation. On the back page of the front cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

3. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: Average
- 3.3 Quality of binding: Below-average (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: Font size appropriate for Class II
- 3.5 Layout of text: Satisfactory (but page margins and paragraph and line spacing are not appropriate; could have been better)

4. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to a syllabus made available at the time of book preparation.)There is linkage of concepts within the class and across the class. There is also scope for linkage linkage with other curricular area

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with help of the teacher. The language teaching would take place through teacher-student conversations. The book outlines procedures for such interactive conversations and thus fares well on this parameter.
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children’s developmental and cognitive maturity. The teacher has a greater role in transacting the contents in a developmentally appropriate way for children to participate and engage in the process of learning the language skills.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are fifteen lessons in the textbook. These contain different themes which would help in inculcating language habits. Animals found in the locality, different life situations are used in the text.. It should be noted that the textbook is only a support material for the teacher to facilitate and be responsible for children’s learning. All the contents can be transacted meaningfully without giving students a feeling of being overloaded with information.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are anchored along the familiar experiences of the child. The themes are supported with pictures of objects, animals and birds available in children’s environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes, it does but does so as a standard textbook for the state. The visuals, illustrations, narratives and stories are related to the local conditions of Bihar.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the

appropriate and spiral.	competencies promoted in earlier lessons.
5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In each lesson instruction to the teacher has been given in simple language which would be very helpful for the teacher in achieving the objectives..

VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children's age and do they facilitate their understanding?	Yes. The text begins with picture reading, drawing and teacher-student conversations and then proceeds to letter and object and number identification, and sentence and word reading and writing. The vocabulary and the sentences are appropriate to children's age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children's understanding.
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, and songs. Children can identify pictures of many objects, animals and birds in the textbook and a few others are to be identified with teachers' help to expand children's cognitive repertoire through the process of accommodation. The cognitive processes of assimilation and accommodation are balanced in the textbook.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children. The language skills, awareness of environmental aspects and the basic mathematical concepts and operations of addition and subtraction are all anchored along the objects and situations witnessed in children's life. The writers have taken care to include activities in consonance with what children do or like to do in real-life situations.

6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer..
6.5 Are the in-text questions helpful for b) Self-Learning b) Self-Assessment	To a great extent. The Teacher has to translate and children are to identify the objects and know the term used. There is enough scope for self-learning and self-assessment
6.6 To what extent does the textbook help in sustaining children's interest and engage them in learning? Does it provide scope for children's participation?	Moderately. Children's interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is not proper and is thus likely to fail to capture children's attention and engagement in learning. The activities suggested invite a great deal of participation from the learners.

VII. National Concerns Addressed

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
7.1 Does the textbook promote gender sensitivity?	Yes To great extent. These are references to both males and females within the text as well as in visuals and illustrations..
7.2 Does the textbook address issues of diversity and inclusion?	Not noticed
7.3 Does it appropriately address environmental concerns?	Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, transport vehicles, plants health habits and cleanliness and clothes.
7.4 Does the textbook foster secularism, communal harmony and national identity?	No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend

7.5 Do you find some constitutional values are violated at certain places in the textbook?	No. None of the constitutional values has been violated.
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VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are adequately used. Visuals are available almost in each and every page to help children understand the words, sentences and the lessons meaningfully. In some cases the visuals need clarity. Page-49 and 51 the picture of the OX
8.2 Child friendly	<p>To some extent it is child friendly. Though the designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are very poor in that they would hardly attract the attention of children to self-engage in learning. Visuals certainly are not child-friendly</p> <p>In some cases the pictures are very much confusing and these do not indicate the identity.-page 07,24,28,49</p>
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females but males are seen more often than females in the visuals. Certain actions and performances appear to have been marked for males and the same appears to be true for females. There should have been equal representations of both the gender groups to impart the feeling that girls can perform the same actions as that of boys.
8.4 Inclusion perspective	No. This is a standard textbook catering to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes
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9.1.Are there any separate guidelines for teachers and parents?	Yes in each lesson notes for the teacher has been given under the title “For the Teacher” In each lesson a table with “Words to Know” has been given which is very helpful for the teacher.
9.2Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes, In the preface some hint has been given on the methodology to be used and the objectives to be achieved.
9.3Are the activities given in the textbook sufficient?	YesThe tasks and activities proposed in the text book give scope for engagement of the students to learn the language with interest..
9.4..Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher to understand the content of the text (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher’s pages or through the activities.
9.5.Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child. The pets, animals, fruits and vehicles etc. are presented in the pictures which provides a joyful learning situation.
9..6.Is the writing style of textbook interesting and engaging?	Yes
9.7.To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8.To what extent does the textbook involve children in exploring, observing, analysing and the reporting the collected information?	To some extend .The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately
9.10.To what extent does the textbook enable teachers to support children in their learning?	To great extent.
9.11. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.
-) The initial lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to constructivism.
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface and in each lesson.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable
-) The colour used is not up to standard; In many cases the pictures are hazy and not recognizable.
-) The colour used is not up to standard
-) There missing of course of study for the particular class in the text.
-) Hindi language has been used to clarify the meaning of the word.

XII. Gaps in the Document

-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) In some cases the pictures used are confusing and misleading.
-) Colour coding is not appropriate There is no uniformity in type and format setting of the book
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

XIII. Suggestions for Improvement

-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered
-) A brief introduction on the text book should be given.
-) A visual /picture dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) The paper used need to be of improved quality
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.

-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Analysis of Textbook Second Language-English Class III

I. General Information

- 1.1 Title of the book: **BLOSSOM Part III**
- 1.2 Year and place of publication: 2014/ 2015
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation Ltd, Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: III
- 1.6 Total No. of pages: 90plus inner, foreword, preface, content etc(I-X) and cover pages
- 1.7 Total Lessons: 17
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of Textbook under Sarva Shikshya Abhijan (SSA)

II. Introduction about the Textbook
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Government of Bihar introduced English as a second language from class I .In Bihar English has been. Most of the teachers teaching English are from Hindi back ground and educated in Hindi medium. There is provision for preparation of one textbook in English for each class. There is neither provision for the work book nor teachers hand book .Keeping these in consideration, the text book for class III has been prepared as a primer-cum-work book. A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by Guidance cum Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint Director, Govt. of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee .The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the tryout, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Gyan Offset, Illhaibagh, Barriya, Patna. While developing the text the objectives of language learning were taken into consideration. The reader is prepared in simple and lucid language. No instruction has been given to the teachers for the text (which seems to be absences of teachers hand book). The words and pictures are mostly drawn from

different angle / corners of the learners but not based real life situation of the learner .The lessons are planed with lot of exercises, which include various activities for the earners. At the end of each lesson exercises have been given. There is a glossary part which explain the different words and their meaning in their own language (HINDI) which has been used in the topic. As there is no work book for the students the text book is designed with has sufficient scope to enable the students to do the exercise and the teacher for comprehensive and continuous evaluation. There is no such space for the students to write about their personal information in the text book. The quality of the paper is very low and substandard and colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. The topics in the contents page are no numbered. In the back cover information on the national anthem has been printed which will create good impact on patriotism for the nation. On the back page of the front cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**

3.2 Quality of paper: Average

3.3 Quality of binding: Below-average (It is stapled, not bound)

3.4 Font size used and its appropriateness: Font size appropriate for Class III

3.5 Layout of text: Satisfactory (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

4.1 Support your answer (Yes/ No) by providing evidences/ examples with page Number(s):

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to the syllabus made available at the time of book preparation.)There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular areas

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with teacher help. There is not much of self-reading or self-writing at the beginning stage. The language teaching would take place through teacher-student conversation. In each lesson a glossary of words is given. The book outlines procedures for such interactive conversation.
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children's developmental and cognitive maturity. The teacher has a greater role in transacting the contents in a developmentally appropriate way for children to participate and engage in the process of learning the language skills.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are seventeen lessons in the textbook. These contain different themes which would help in inculcating language habits. Animals found in the locality, imaginary animal stories and different life situations are used in the text.. It should be noted that the textbook is only a support material for the teacher to facilitate and be responsible for children's learning. All the contents can be transacted meaningfully without giving students a feeling of being overloaded with information.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are anchored along the familiar experiences of the child. The themes are supported with pictures of objects, animals and birds available in children's environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes. The visuals, illustrations, narratives and stories are related to the local conditions of Bihar state.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the

appropriate and spiral.	competencies promoted in earlier lessons. The practice questions are well connected to the text and the competencies, the lesson targets to promote. The lessons also provide opportunities to strengthen the competencies acquired in earlier lesson.
5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In the beginning a short introduction is given to each lesson. In every lesson question answer method has been followed. A glossary of words used in the lesson has been given to help the teacher to transact the curriculum.

VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children's age and do they facilitate their understanding?	Yes. The text begins with picture reading, drawing and teacher-student conversations and then proceeds to letter and number identification, and sentence and word reading and writing. The vocabulary and the sentences are appropriate to children's age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children's understanding. In some cases it is found that the words used are confusing as these are not English words-“Dahun” in page 03
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment and/or are informed through stories of parents and adults in the family. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, stories and songs. Children can identify pictures of many objects, animals and birds in the textbook and a few others are to be identified with teachers' help to expand children's cognitive repertoire through the process of accommodation. The cognitive processes of assimilation and accommodation are balanced in the textbook.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children. The language skills, awareness of environmental

	aspects and the basic mathematical concepts and operations of addition and subtraction are all anchored along the objects and situations witnessed in children's life. The writers have taken care to include activities in consonance with what children do or like to do in real-life situations.
6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer. The questions and activities help children to stretch their imagination and reflect on their experiences from the environment in a more formal and structured way. The orientation is such that children can come up with many other related questions and their solutions. The textbook fares well on this parameter.
6.5 Are the in-text questions helpful for c) Self-Learning b) Self-Assessment	To a great extent. The possibility of self-learning and self-assessment is less in the first part of the textbook except that children can engage in activities as per teacher instruction and learn from observing textbook pictures and their environment increases in the second part of the book when children can read instructions on their own and perform activities.
6.6 To what extent does the textbook help in sustaining children's interest and engage them in learning? Does it provide scope for children's participation?	Moderately. Children's interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including stories, songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is not proper and is thus likely to fail to capture children's attention and engagement in learning. The activities suggested invite a great deal of participation from the learners.

VII. National Concerns Addressed

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
7.1 Does the textbook promote gender sensitivity?	To some extent. These are references to both males and females within the text as well as in visuals and illustrations.

7.2 Does the textbook address issues of diversity and inclusion?	Not noticed
7.3 Does it appropriately address environmental concerns?	Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, plants health habits and cleanliness and clothes.
7.4 Does the textbook foster secularism, communal harmony and national identity?	No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend
7.5 Do you find some constitutional values are violated at certain places in the textbook?	No. None of the constitutional values has been violated.

VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are adequately used. Visuals are available almost in each and every page to help children understand the lessons meaningfully.
8.2 Child friendly	Not much. Though the designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are very poor in that they would hardly attract the attention of children to self-engage in learning. Visuals certainly do not fare well on the child-friendly parameter. In some cases the pictures are very much confusing and these donot indicate the identity.-page 04,09,47,49,69,71,86
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females but males are seen more often than females in the visuals. Certain actions and performances appear to have been marked for males and the same appears to be true for females. There should have been equal representations of both the gender groups to impart the

	feeling that girls can perform the same actions as that of boys..
8.4 Inclusion perspective	No. This is a standard primer-cum-textbook prepared to cater to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, stories, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes

9.1. Are there any separate guidelines for teachers and parents?	No, only introduction to each lesson has been given at the beginning.
9.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	In the preface some hint has been given on the methodology
9.3 Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the book give scope for engagement of the students to learn the language with interest. The time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks is possible.
9.4. Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher 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.
9.5. Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child.
9.6. Is the writing style of textbook interesting and engaging?	Yes
9.7. To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8. To what extent does the textbook involve children in exploring, observing, analysing and the reporting the collected information?	To some extent .The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately

9.10.To what extent does the textbook enable teachers to support children in their learning?	To some extent
9.11.Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.
-) The initial lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable
-) The colour used is not up to standard. In many cases the pictures are hazy and not recognizable.

-) Some words used in this text is very higher level not applicable for children
-) There missing of course of study for the particular class in the text.
-) Hindi language has been used to clarify the meaning of the word in all the lessons.

XII. Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher. This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) In some cases the words used are confusing and misleading. Words not found in English dictionary have been given.
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) There is no mention of the syllabus in the beginning pages of the textbook.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

XIII. Suggestions for Improvement

-) A short note on the syllabus should be given.
-) A brief introduction on the text book should be given.
-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.

-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Analysis of Textbook Second Language-English Class IV

I. General Information

- 1.1 Title of the book: **BLOSSOM Part IV**
- 1.2 Year and place of publication: 2012- 2013
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation
Ltd,Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: IV
- 1.6 Total No. of pages: 119plus inner, foreword, preface, content etc(I-VIII) and cover
pages
- 1.7 Total Lessons: 16 +02(Read and Enjoy)
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of Textbook under Sarva Shikshya Abhijan (SSA)

II. Introduction about the Textbook

Government of Bihar introduced English as a second language from class I. Most of the teachers teaching English are from Hindi back ground and educated in Hindi medium. There is provision for preparation of one textbook in English for each class. There is neither provision for the work book nor teachers hand book .Keeping these in consideration, the text book for class III has been prepared as a primer-cum-work book. A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by Guidance cum Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint director, Govt.of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee .The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the tryout, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Heba Printing Works, Mohhli Road, Karbalichak, and Patna-8 While developing the text the objectives of language learning were taken into consideration. The reader is prepared in simple and lucid language. No instruction has been given to the teachers for the text (which seems to be a absences of teachers hand book) . The words and pictures are mostly drawn from different angle / corners of the learners but not based real life situation of the

learner .The lessons are planed with lot of exercises, which include various activities for the earners. At the end of each lesson exercises have been given. There is a glossary part which explain the different words and their meaning in their own language (HINDI) which has been used in the topic. As there is no work book for the students the text book is designed with has sufficient scope to enable the students to do the exercise and the teacher for comprehensive and continuous evaluation. There is no such space for the students to write about their personal information in the text book. The quality of the paper is very low and substandard and colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. The topics in the contents page are no numbered. In the back cover information on the national anthem has been printed which will create good impact on patriotism for the nation. On the back page of the front cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: **Average**
- 3.3 Quality of binding: **Below-average** (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: **Font size appropriate for Class III**
- 3.5 Layout of text: **Satisfactory** (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to the syllabus made available at the time of book preparation.)There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular areas.

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with the help of the teacher. In some lessons a glossary of words with Hindi meaning are given. Page 29, 73, 77, 83
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children's developmental and cognitive maturity.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are sixteen lessons in the textbook and two addendum to read and enjoy. These contain different themes which would help in inculcating language habits. Experiences of the children from their daily life have been taken to create interest in children. Lesson 1-Grandma, Lesson Two-Our Home etc.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are developed on familiar experiences of the child. The themes are supported with pictures of objects, equipment of the farmer, working conditions in children's environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes. The visuals, illustrations, narratives and stories are related to the local conditions of Bihar state.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is appropriate and spiral.	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the competencies promoted in earlier lessons. The practice questions are well connected to the text and the competencies, the lesson targets to promote. The lessons also provide opportunities to strengthen the competencies acquired in earlier lesson.
5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In the beginning a short introduction is given under the caption "A word to the Teacher". In the text hints for the teacher have been given. A glossary of words used in the lesson has been given to help the teacher to transact the curriculum.

VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children's age and do they facilitate their understanding?	Yes. The vocabulary and the sentences are appropriate to children's age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children's understanding. In some cases it is found that the words used are confusing as these are not English words
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment and/or are informed through stories of parents and adults in the family. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, stories and songs.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children.
6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer. The questions and activities help children to stretch their imagination and reflect on their experiences from the environment in a more formal and structured way. The orientation is such that children can come up with many other related questions and their solutions. The textbook fares well on this parameter.
6.5 Are the in-text questions helpful for 7 Self-Learning b) Self-Assessment	To a great extent. The possibility of self-learning and self-assessment is less in the first part of the textbook except that children can engage in activities as per teacher instruction and learn from observing textbook pictures and their environment increases in the second part of the book when children can read instructions on their own and perform activities.
6.6 To what extent does the textbook help in sustaining children's interest and engage them in learning? Does it provide	Moderately. Children's interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text

scope for children's participation?	contents including stories, songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is not proper and is thus likely to fail to capture children's attention and engagement in learning. The activities suggested invite a great deal of participation from the learners.
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VII. National Concerns Addressed

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
7.1 Does the textbook promote gender sensitivity?	To some extent. These are references to both males and females within the text as well as in visuals and illustrations.
7.2 Does the textbook address issues of diversity and inclusion?	Not noticed
7.3 Does it appropriately address environmental concerns?	Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, plants health habits and cleanliness and clothes.
7.4 Does the textbook foster secularism, communal harmony and national identity?	No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend
7.5 Do you find some constitutional values are violated at certain places in the textbook?	No. None of the constitutional values has been violated.

VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are adequately used. More pictures would have been given.

8.2 Child friendly	Not much. Though the designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are very poor in that they would hardly attract the attention of children to self-engage in learning. Visuals certainly do not fare well on the child-friendly parameter. In some cases the pictures are very much confusing and these do not indicate the identity.-page 0107,15,62,63,
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females
8.4 Inclusion perspective	No. This is a standard primer-cum-textbook prepared to cater to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, stories, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes

9.1. Are there any separate guidelines for teachers and parents?	No, introduction has been given at the beginning for the teachers.
9.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	In the preface some hint has been given on the methodology
9.3 Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the book give scope for engagement of the students to learn the language with interest. The time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks is possible.
9.4. Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher 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.
9.5. Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child.

9.6. Is the writing style of textbook interesting and engaging?	Yes
9.7. To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8. To what extent does the textbook involve children in exploring, observing, analysing and the reporting the collected information?	To some extent .The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes.There is coherence within the textbook from lesson one to last lesson and themes are progressing from familiar to unfamiliar or knowntounknown. The 'new language' (new usages, words, sentences) which is introduced moves from one level to another level in the text appropriately
9.10. To what extent does the textbook enable teachers to support children in their learning?	To some extent
9.11. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing questions and exercises follows the principles of constructivist tradition and writers have tried to make the assessment more process-based than outcome-based.
-) The lessons and exercises focus on written and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.

-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable and pictures are hazy.
-) The colour used is not up to standard.In many cases the pictures are hazy and not recognizable.
-) Some words used in this text is very higher level not applicable for children
-) Hindi language has been used to clarify the meaning of the word in all the lessons.

XII. Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics,exercises are not given
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

XIII. Suggestions for Improvement

-) An outline of the syllabus and objectives should be given at the beginning
-) A brief introduction on the text book should be given.
-) The objectives of each lesson may be given for the reference of the teacher.

-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Analysis of Textbook Second Language-English Class V

I. General Information

- 1.1 Title of the book: **BLOSSOM Part V**
- 1.2 Year and place of publication: 2015- 2016
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation
Ltd,Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: V
- 1.6 Total No. of pages: 152plus inner, foreword, preface, content etc(I-VIII) and cover pages
- 1.7 Total Lessons: 17 +03(Read ,Think and Enjoy)
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of Textbook under Sarva Shikshya Abhijan (SSA)

II. Introduction about the Textbook

Government of Bihar introduced English as a second language from class I. Most of the teachers teaching English are from Hindi back ground and educated in Hindi medium there is provision for preparation of one textbook in English for each class. There is neither provision for the work book nor teachers hand book .Keeping these in consideration, the text book for class IV has been prepared as a primer-cum-work book. A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by Guidance cum Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint director, Govt. of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee .The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the tryout, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Akash Ganga Press, Birla Mandir Road,Patna-4 .While developing the text the objectives of language learning were taken into consideration. The reader is prepared in simple and lucid language. The words and pictures are mostly drawn from different angle / corners of the learners but not based real life situation of the learner .The lessons are planed with lot of exercises, which include various activities for the earners. At the end of each lesson, exercises have been

given. There is a glossary part which explain the different words and their meaning in their own language (HINDI) which has been used in the topic. As there is no work book for the students the text book is designed with sufficient scope to enable the students to do the exercise and the teacher for comprehensive and continuous evaluation. There is no such space for the students to write about their personal information in the text book. The text has mainly three parts. After Preface and “A word to the Teacher “has been given. The contents constitute lessons and addendum to read, think and enjoy. The quality of the paper is average and substandard and colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. This book is smaller in size than the other books of classes I to IV. In the back cover pages information on the national anthem has been printed which will create good impact on patriotism for the nation. On the back page of the front cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: **Average**
- 3.3 Quality of binding: **Good** (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: **Font size appropriate for Class V**
- 3.5 Layout of text: **Satisfactory** (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to the syllabus made available at the time of book preparation.)There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular areas

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with the help of the teacher. In lessons a glossary of words with Hindi meaning are given.(Page33,44,56,63,under the caption “Words to Know”.
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children’s developmental and cognitive maturity.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are seventeen lessons in the textbook and two addendum to read, think and enjoy. These contain different themes which would help in inculcating language habits. Experiences of the children from their daily life have been taken to create interest in children.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are developed on familiar experiences of the child. The themes are supported with pictures of objects, equipment of the farmer, working conditions in children’s environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes. The visuals, illustrations, narratives and stories are related to the local conditions of Bihar state.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is appropriate and spiral.	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the competencies promoted in earlier lessons. The practice questions are well connected to the text and the competencies, the lesson targets to promote. The lessons also provide opportunities to strengthen the competencies acquired in earlier lesson.

5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In the beginning a short introduction is given under the caption” A word to the Teacher”. In the text hints for the teacher have been given. A glossary of words used in the lesson has been given to help the teacher to transact the curriculum.
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VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children’s age and do they facilitate their understanding?	Yes. The vocabulary and the sentences are appropriate to children’s age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children’s understanding.
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment and/or are informed through stories of parents and adults in the family. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, stories and songs.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children.
6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer. The questions and activities help children to stretch their imagination and reflect on their experiences from the environment in a more formal and structured way. The orientation is such that children can come up with many other related questions and their solutions.
6.5 Are the in-text questions helpful for 7 Self-Learning b) Self-Assessment	To a great extent. The possibility of self-learning and self-assessment is less in the first part of the textbook except that children can engage in activities as per teacher instruction and learn from observing textbook pictures and their environment. Increases the book when children can read instructions on their own and perform activities.

<p>6.6 To what extent does the textbook help in sustaining children’s interest and engage them in learning? Does it provide scope for children’s participation?</p>	<p>Moderately. Children’s interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including stories, songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is not proper and is thus likely to fail to capture children’s attention and engagement in learning.</p>
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VII. National Concerns Addressed

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
7.1 Does the textbook promote gender sensitivity?	To some extent. These are references to both males and females within the text as well as in visuals and illustrations.
7.2 Does the textbook address issues of diversity and inclusion?	Not noticed
7.3 Does it appropriately address environmental concerns?	Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, plants health habits and cleanliness and clothes.
7.4 Does the textbook foster secularism, communal harmony and national identity?	No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend
7.5 Do you find some constitutional values are violated at certain places in the textbook?	No. None of the constitutional values has been violated.

VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are

	adequately used.
8.2 Child friendly	Not much. Though the designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are very poor in that they would hardly attract the attention of children to self-engage in learning. Visuals certainly do not fare well on the child-friendly parameter. In some cases the pictures are very much confusing and these don't indicate the identity.-page 02,0307, In some cases the printing is very hazy-Page ,21
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females
8.4 Inclusion perspective	No. This is a standard primer-cum-textbook prepared to cater to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, stories, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes

9.1. Are there any separate guidelines for teachers and parents?	No, only introduction has been given at the beginning for the teachers.
9.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	In the preface some hint has been given on the methodology
9.3 Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the book give scope for engagement of the students to learn the language with interest. The time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks is possible.
9.4. Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher 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.

9.5. Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child.
9.6. Is the writing style of textbook interesting and engaging?	Yes
9.7. To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8. To what extent does the textbook involve children in exploring, observing, analysing and the reporting the collected information?	Yes. The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately
9.10. To what extent does the textbook enable teachers to support children in their learning?	To some extent
9.11. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing questions and exercises follows the principles of constructivist tradition and writers have tried to make the assessment more process-based than outcome-based.
-) The lessons and exercises focus on written and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) There are advertisements/instructions printed in Hindi for the students.
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable and pictures are hazy.
-) The colour used is not up to standard. In many cases the pictures are hazy and not recognizable.
-) Hindi language has been used to clarify the meaning of the word in the lessons.

XII. Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics,exercises are not given
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

XIII. Suggestions for Improvement

-) An outline of the syllabus and objectives should be given at the beginning
-) A brief introduction on the text book should be given.
-) The objectives of each lesson may be given for the reference of the teacher.
-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

TEXT BOOK ANALYSIS

OF HINDI BOOK OF CLASS I IN USE IN THE SCHOOLS OF BIHAR

Section A: General Information about the Textbook

1. Title of the book :
ANKUR–Hindi Textbook for Class I
2. Year and place of publication
2012-13, Patna
3. Name of the publisher/Organisation
Bihar State Textbook Publishing Corporation Limited, Patna.
4. Whether the textbook has been developed on a National Curriculum Framework -2005.

Yes, it has been developed as per the guidelines read in NCF 2005. It has been done by Bihar State Council of Education Research and Training, Patna team with selected group of teachers and teacher educators. In this task the language pedagogues and researchers were involved too.

5. Textbook development team and nature of participation of the group (Who are the members of the team? Involvement of teacher, linguists/language pedagogues, researchers etc. their role)

Direction and monitoring

Textbook development coordinating committee

Shri Rajesh Bhushan	Director, State Council of Education Project, Patna
Shri Hasan Varis	Director, State Council of Education Research and Training, Patna
Shri Sukhdev Singh	Regional Deputy Director, Tirhut Block
Shri Rameshwar Pandey	Program Officer, Bihar Education Project Council, Patna
Shri Ram Sharnagat Singh	Joint Director, Education Department, Bihar Government and Special work Officer B. S.T.B.P.C. Patna
Dr. Sayad Abdul Moeen	Head of the Department, State Council of Education Research and Training
Dr. Shaveta Sandle	Education Specialist UNICEF, Patna
Dr. Janardhan Mani Tripathy	Principal, T.I.H.S, Patna

Subject specialist

Dr. Usha Sharma	Lecturer NCERT New Delhi
Mrs. Malvika Roy	Department of Education, University of Delhi, Delhi

Team of book writers

Shri. Suman Kumar Singh	Teacher Middle School, Koriya Basti Bhagwan Hat, Sivan
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Shri. Uma Shankar Singh Gaya Shri. ShriKreet Prasad Nalanda	Teacher Middle School Mastpura, Bodhgaya, Teacher Middle School, Chandasi, Nursarai,
Patna ShrimatiKumariPremLata Shri.PushprajRanavat	Teacher Middle School Karorichak,Phulvarisharif Vidhyabhavan Society. Udaipur (Rajasthan)
Coordinator	
Dr. ImtyazAlam	Lecturer State Council of Education Research and Training, Patna
Dr. Archana,	Lecturer State Council of Education Research and Training, Patna
Reviewer	
Dr. KalanathMishr	Reader, A.N. College Patna
Dr. KiranSharan	Principal, Girls Higher Secondary School, Patna City.

6. Size of the Book (Number of pages, units (Lessons) layout, whether priced or free distribution, number of intended users, etc.)

The book has 64 pages. It has 15 lessons. There are 5Picture reading lessons, 6 Poems, 1 talk, 3 stories . In its get up, it is multicolored – the figures and pictures are given in well matching colors, the language part is printed in black color. Of course, it is a well designed book as whole. It is not a priced book and done for the free distribution under the program of Education for all. The number of copies printed are 3311927 that number could be taken as of intended users. .

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

There are no separate pages of guidelines for teachers or parents. Yes, especially in the picture pages and poem pages some strategic hints/indications are given for teachers to follow, we can say if not too much needful has been done very well

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 both in contents and presentation. There are short and amusing stories and poems. There are pictures the children are motivated to read what they see and exercises are given at the end of the lesson to make stories in their own words.

9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of the textbook, but are 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 the authentic will be a problem. We have to find out how the balance is maintained)

There are known stories not all of them but some of them in the text these have been articulated well to the age level of the children of class I. However, the contents of stories and poems given in the text that are written by authors are very appropriately presented and kept to the level of students' understanding interest and grasp.

Lesson 3 Poem or song: Prayer: This is meant to take the form of prayer that children could say daily in the school. It inculcates humbleness and the habit of bowing before the almighty. Lesson 6 :Dhamak - Dhamak : It is for students to make keen observation on the animals and birds as these are seen by them. We could say it works for their being anxious and be aware of the things all around them. Exercises given at the end of the lessons serve them in their language development and thinking and doing the things. Lesson 13 14 and 15 are stories done by the authors that could make the students make stories in their own words. It develops their language ability in a playful.

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

Yes, Lesson 10 Patna ka Zoo could be an illustration where the children are stimulated to name the animals they see. Lesson 12 13 14 children make stories in their own words they learn to tell and explain what they observe.

11. Whether the visual / graphics texts like stories in cartoons graphic stories are used as inputs for language teaching learning? Please give reference appropriately.

Visuals graphic stories are used as input for Hindi teaching and learning in class 1

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

Yes, lesson 1- Our Village, Lesson 2 – Our City, Lesson 10 – Patna Zoo

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

Yes, the book is not so obviously divided into subdivisions that make easy and coherent progression.

1.2 Pedagogical Aspects

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

The texts are not chosen from contemporary writers, it seems most of writing work has been done by 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 references appropriately.

There is no incoherence in the book as may be thinking of. We could say there is a bit of coherence. In the book we do feel going out of track of the book as we go from one lesson to the next of it. The book starts with lessons 1 and 2 on Our Village and Our City and ends with lesson 13 -LalchiKuta (Chitter Katha) Do Dost (story) and Sheraut Syar (story) – we could say this is meant for students to keep learning step by step.

16. Whether the teacher is able to understand the philosophy of the book (the approach to the language teaching-learning like constructivism communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities.

Where there is a will there is a way – there could be orientation classes too for the teachers for the purpose. The book is full of contents for that all.

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

Yes, the learning activities are introduced for students' learning. Teachers need to have their role – They may require to be oriented for that all.

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

Yes, it could be so for trained teachers who should guide the children for that all. Teachers could try their best to understand each bit of the book as a whole. If need be there could be orientation programs too.

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 ideas of the tasks.

Time allowed to students to learn could vary from one another. The teacher needs to have patience to teach and see the students learn – each student could learn each bit of the lesson should be the motto of teachers' teaching.

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

The teachers need to see each bit of the lesson should be related to students' day-to-day life. They should be keen and anxious to learn that is to say they should be motivated to learn. Teachers in the schools and parents at home need to ensure it and have some time with each student daily. They should help the students to learn all that is taught.

II. Child Centeredness

II.1 *The Language of the Textbook*

21. Whether the themes are related to the lived in experience 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)

Lesson 1. Our village the students could have the idea of the village of their living.

Lesson 2. Our City The students could see what the city is like that they could think of creating and working for their village as they grow in the years to come.

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 Indian sources.

There is an obvious attempt to have Indian rhymes /songs. The books written for Indian children have enough of songs and rhymes of their origin.

23. Whether the book has any narrative (texts translated from Indian languages. Please give reference appropriately.

There is nothing to mention like that.

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

Rubrics addressed to the learners are written at the end of the Lessons 4 7 12

Rubrics addressed to the teachers are written at the end of the Lessons 1 2 3 5 7 10 12 13

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.

Theme: The children should wish to develop good habits and values in their person - Lesson 3 – they should pray for it daily and see they grow with good character.

Our mother is supreme in our life for her love is a source of great joy – Lesson 5 Chandra Mama

Make pictures and give them colors page 19 - be creative with aesthetic sense in life. The child should know in what way he could work on his creative potential that he should believe he has.

Page 21 to encircle birds with their characteristics. Let the children be keen observers of all around them- this is one of the ways of learning that they should keep learning in life. Page 25 Children draw pictures as they see on the given page. Page 31 is a drawing paper. These are the activities that work for hobby development.

Each lesson has a theme. It is for the teachers to teach with an eye on it, he should put it in the language of students that they know understand and speak.

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

There are no alien themes each lesson has the theme that students could draw on their own or the teacher could help them to learn it.

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 learners?

There is nothing like that in the text.

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

Lesson 3 Prayer is said by all students as one group activity. Similarly most of the poems could be well read in groups – the students could have poems in groups.

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

Lesson 1 Our Village Lesson 2. Our City Lesson 3 Prayer, Page 7 8 12 13 14 19 and the like. At the end of each lesson there are exercises given to be done by the children. Each lesson has for action as to how the children one to one or in groups to do some activities related to their reading the lesson.

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

Yes, pages 57-64 mean to help the children all letters that they have read in the book. Lesson 13 and 14 are meant for the children to tell stories in their own words

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

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

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

These questions have not mention in the text.

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

Yes, the learning of one lesson helps the students to learn the next lesson it could be a set route for the learning of students; it is like building learning on learning.

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

Reading of contents of the book should create interest amongst for reading more of contents like the stories and poems. However, no list is given as such to stand guide to them.

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

At the end of each lesson the exercises have been given to promote problems solving learning and discovery learning by the students.

35. Whether the textbook promotes communication skills among learners?

Yes, children are asked to read together and do help each other to learn.

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

In the exercises at the end of the lessons there is a place for such like practice.

37. How far the texts themes illustration visuals and tasks are sensitive towards following aspects: Gender, People with special needs, Environmental concerns and against some sections of the society.

There is nothing like that so precisely taken care of these aspects, however somehow teachers could take care of these concerns on their own.

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

There is nothing like that in this book that could be pinpointed.

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 the decision on issues and problems: Please give a few examples.

The contents of the book are interesting to the students and that way it could be said they generate desirable thinking on the issues involved in the illustrations stories and poems. There is an attempt to motivate the students to read the lessons at ease rather than critically as we may be thinking of.

40. Assessment: (a) Does the textbook have a range of typology of questions like (MCQ, Short answer, short writing (notice or 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 give a few examples for ab and c.

The things enlisted in a b and c could not be so seriously taken as we could go in for CCE the objective of the book is let the students learn to read and grow with the habit of reading.

Section C: Overall observations / any other suggestions:

It is a well done book. The authors could be appreciated for the interest they have taken to make a right choice of the content and its presentation in the book. However, with the involvement of authors we could talk to teachers teaching class I and see whether we could reorient them or make some changes in the book to teach the students more effectively to let our objective of teaching this book be achieved at our best.

There is a gap when nothing about writing the language is said in the book. Reading and writing should go together. In the book there should be guide lines for teachers to teach the students for their learning to read and write side by side.

The book was done in 2012-2013, at this stage when we may be thinking of its second edition reprint as may be desired or required, suggestions made as above may be followed for further improvement of the book for which chances are always there. But better we should wait for some time when we could have more feedback for it. And for all that presence of teachers and taught in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and students should be there to learn by head and heart and for that giving them well done books could be the first step we should readily take.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS II IN USE IN THE SCHOOLS OF BIHAR

Section A: General Information about the Textbook

- 1 Title of the book
ANKUR – Hindi Textbook for Class II
- 2 Year and place of publication
2012-13, Patna
- 3 Name of the publisher/Organization
Bihar State Textbook Publishing Corporation Limited, Patna.
- 4 Whether the textbook has been developed on a National Curriculum Framework -2005.

Yes, it has been developed as per the guidelines read in NCF 2005. It has been done by Bihar State Council of Education Research and Training, Patna in team with selected group of teachers and teacher educators. In this task the language pedagogue and researchers were involved too.

- 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)

Direction and monitoring textbook development coordinating committee

Shri Rajesh Bhushan	Director, State Council of Education Project, Patna
Shri Hasan Varis	Director, State Council of Education Research and Training, Patna
Shri Sukhdev Singh	Regional Deputy Director, Tirhut Block
Shri Rameshwar Pandey	Program Officer, Bihar Education Project Council, Patna
Shri Ram Sharnagat Singh	Joint Director, Education Department, Bihar Government and Special work Officer B. S.T.B.P.C. Patna
Dr. Sayad Abdul Moeen	Head of the Department, State Council of Education Research and Training
Dr. Shaveta Sandle	Education Specialist UNICEF, Patna
Dr. Janardhan Mani Tripathy	Principal, T.I.H.S, Patna

Subject specialist

Dr. Usha Sharma	Lecturer NCERT New Delhi
Mrs. Malvika Roy	Department of Education, University of Delhi, Delhi

Team of book writers

Shri. Suman Kumar Singh	Teacher Middle School, Koriya Basti Bhagwan Hat, Sivan
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Shri. Uma Shankar Singh	Teacher Middle School Mastpura, Bodhgaya, Gaya.
ShriKreet Prasad	Teacher Middle School, Chandasi, Nursarai, Nalanda
ShrimatiKumariPremLata	Teacher Middle School Karorichak, Phulvarisharif
Patna Shri. PushprajRanavat	Vidhyabhavan Society. Udaipur (Rajasthan)

Coordinator

Dr. ImtyazAlam	Lecturer State Council of Education Research and Training, Patna
Dr. Archana,	Lecturer State Council of Education Research and Training, Patna

Reviewer

Dr. KalanathMishr	Reader, A.N. College Patna
Dr. KiranSharan	Principal.Girls High Secondary School, Patna City.

6. Size of the Book Number of pages, Units (Lessons) layout, color, whether priced or free distribution, number of intended users etc.)

The book has 88 pages. It has 19 lessons in all including 6 lessons only for teaching for which no evaluation is to be done. In its get up, it is multicolored – the figures and pictures are given in well matching colors, the language part is printed in black color. Of course, it is a well designed book as a whole. It is not a priced book and done for the free distribution under the program of Education for all. It was printed in 2012-13, 3291735 books were brought out that number could be taken as of intended users. .

- 7 Are there any separate guidelines for teachers’ as teachers’ pages, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology/ approach followed in the book.

There are no separate pages of guidelines for teachers or parents. Yes, especially in the picture pages and poem pages some strategic hints/indications are given for teachers to follow, we can say much of the needful has been done very well

Section B: Items for analysis of the Textbook

1. 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 both in contents and presentation. There are short and interesting stories and poems. There are pictures the children cherish are happy to read what they see and exercises are given at the end of the lesson to learn all about the language.
- 9 Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of the textbook, but are 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 the authentic will be a problem. We have to find out how the balance is maintained)

There are known stories not all of them but some of them in the text these have been articulated well to the age level of the children of class II. However, the contents of stories and poems given in the text that are written by authors are very appropriately presented and kept to the level of students' understanding interest and grasp.

Lesson 4 Poem or song: Prayer: This is meant to take the form of prayer that children could say daily in the school. It inculcates humbleness and the habit of bowing before the almighty for His blessings for developing good habits. Lesson 6: Two Goats: It is for students to read how the goats stand help to each other and cross the river. It stands amoral for children to learn that we need to help other in our life. Exercises given at the end of the lessons serve them in their language development and thinking and doing the things. Lesson 8 9 12 13 and 17 are stories done by the authors that could make the students tell stories in their own words. It develops their language ability joyfully.

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

Yes, Lesson 1 a reading of an illustration the students are encouraged to form stories of what they see. Lessons 3 7 10 11 16 and 19 are poems done by the authors for the children as they could enjoy poetry that they could have their liking for poems. Lesson 18 gives Quiz's in a well formed poem. The lessons are developed to help the children understand the concepts that they should develop as per their age.

11. Whether the visual / graphics texts like stories in cartoons graphic stories are used as inputs for language teaching learning? Please give reference appropriately.

Yes, graphic stories have been used as input for Hindi teaching and learning in class II

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

Yes, lesson 7,16 Holi 14 Mela poems give and illustrations of rainy season festivals of colors and a marry making event of a Mela.

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

Yes, the book is a good mixed matter for language learning for teaching and learning. The stories and poems and other lessons make easy and coherent progression.

1.2 Pedagogical Aspects

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

The texts are not chosen in all from contemporary writers it seems the writers involved in the development of book have written on their own too very well.

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 references appropriately.

The book starts with lessons 1 and 2 with illustrations that the students are to read the way they see them. The stories and poems are given in the language what the students know and add more to it. The coherence of subject matter in the book is quite obvious.

16 Whether the teacher is able to understand the philosophy of the book (the approach to the language teaching-learning like constructivism communicative language teaching, whole language perspective, etc) through the teacher's pages or through the activities.

Where there is a will there is a way – there could be orientation classes too for the teachers for the purpose. These classes may be taken by experienced teachers and teachers known for their effective teaching in the classes. There are no teachers' pages but have hints for them at the end of most of the lessons.

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

Yes, the learning activities are introduced for students' learning; these activities are quite suitable they generate a kind of interest in them for reading and learning as a whole; it is one of the salient feature of the book. Teachers need to have their role – They may require to be oriented for that all.

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

Yes, it is and could be so for trained teachers who should guide the children for that all.

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 ideas of the tasks.

The tasks and activities illustrated in the lessons and the exercises given at the end of lesson engage the students by hand head and heart. Time allowed to students to learn could vary from one another. The teacher needs to have patience to teach and see the students learn – each student could learn each bit of the lesson should be the motto of teachers' teaching.

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

The teachers need to see each bit of the lesson should be related to students' day-to-day life. We can say there could be anxiety amongst teachers and taught while doing one lesson to the other one. They should feel like learning all that is taught playfully.

II. Child Centeredness

II.1 *The Language of the Textbook*

21. Whether the themes are related to the lived in experience 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)

Lesson1. Picture study it is of lived in experience the students. They are make story of their seeing the picture and grow in their language development. This is also true for lesson 2 Fox and Crow and other stories written as per their interest and likings.

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 Indian sources.

There is an obvious attempt to have Indian rhymes /songs there is none of them termed as the foreign one. . The books written for Indian children have songs/poemslike the lessons 4 7 10 11 and 14 arerhymes of their own country by birth –India.

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

It does look like that while going through the texts and poems. The texts have been written for the book and no translation has been done of the text taken from other sources.

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

Rubrics addressed to the learners are written at the end of the Lessons 6 7 8 10 11 12 13 14 15 16 18

Rubrics addressed to the teachers are written at the end of the Lessons 1 2 3 4 5

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.

Theme: The children should wish to develop good habits and values in their person - Lesson 4 Prayer – they should pray for it daily and see they grow with good character. Lesson 6 Two Goats- theme – Let us help others when they need they will do as we may need. Lesson 7 –Bhalu Plays the Foot ball Theme –you can befoel one once and not for all times- never try to befool others, The theme is again found in Lesson 9 KisanBhalu and Alu

Each lesson has a theme. It is for the teachers to teach with an eye on it, he should put it in the language of students that they could know understand and speak.

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

There are no alien themes each lesson has the theme that students could draw on their own or the teacher could help them to learn it.

27. In English language textbooks the rhymes and songs are mostly foreign. What attempt is made in the text book through exercises and texts to connect with the life of the learners.

After each lesson a conscientious attempt has been made in the given exercise to be done by students to clear the theme of the lesson

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

The questions asked in the exercises could be well be done by students if they are asked to do in groups. Actually, this activity work given in the exercise is meant for group work

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

Lesson 14 Mela Lesson, 16 Holi Lesson 18 Quizz

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

Exercise after lesson 5 is a post lesson activity – like wise it is there in lessons 6 7, 8 10 11 12 13 14 15 and 16

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

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

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

These questions are relating to writing that has not been deal or done in the book.

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

Yes, we may take it that the learning of one lesson helps the students to learn the next lesson it could be a set route for the learning of students; it is like building learning on learning by the students.

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

Reading of contents of the book should create interest for reading more of contents like the stories and poems. However, no list is given as such to help them for that.

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

At the end of each lesson the exercises have been given to promote problems solving learning and discovery learning by the students – teachers mould their teaching for it.

35. Whether the textbook promotes communication skills among learners?

Yes, children are asked or can be told to read together and do help each other to learn.

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

In the exercises at the end of the lessons there is a place for such like practice.

37. How far the texts themes illustration visuals and tasks are sensitive towards following aspects: Gender, People with special needs, Environmental concerns and against some sections of the society.

There is nothing like that so precisely taken care of these aspects; however teachers could take care of these concerns on their own.

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

There is nothing like that in this book that need be pinpointed.

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 the decision on issues and problems: Please give a few examples.

The contents of the book are interesting to the students and that way it could be said they generate desirable thinking on the issues involved in the illustrations stories and poems. There is an attempt to motivate the students to read the lessons at ease rather than critically as we may be thinking of.

40. Assessment: (a) Does the textbook have a range of typology of questions like (MCQ, Short answer, short writing (notice or 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 give a few examples for a b and c.

The things enlisted in a b and c could not be so seriously taken as we could go in for CCE – the objective of the book is let the students learn to read with interest and joy.

Section C: Overall observations / Any other suggestions:

It is a well done book. The authors could be appreciated for the choice of the content and its presentation in the book. With the involvement of authors we could talk to teachers teaching class II and see whether we could reorient them or make some changes by adding or deleting in the book and achieve the objective of teaching this book at our best.

There is a gap when nothing about writing the language is said in the book. There should be guidelines for teachers to teach the students for learning to read and write side by side.

The book was done in 2012-2013, at this stage when we may be thinking of its second edition or reprint as may be desired or required , suggestions made as above may be followed for further improvement of the book for which chances are always there. The book is a tool that needs to be used and used well both by teachers and taught. And for all that presence of teachers and taught in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and students should be there to learn by head and heart and for that giving them well done books could be the first and one step we should readily take.

**TEXT BOOK ANALYSIS
OF HINDI BOOK OF CLASS III IN USE IN THE SCHOOLS OF BIHAR**

Section A: General Information about the Textbook

- 1 Title of the book :
KOMPAL – Hindi Textbook for Class III
- 2 Year and place of publication
2014-15, Patna
- 3 Name of the publisher/Organization
Bihar State Textbook Publishing Corporation Limited, Patna.
4. Whether the textbook has been developed on a National Curriculum Framework -2005.

Yes, it has been developed as per the guidelines read in NCF 2005. It has been done by Bihar State Council of Education Research and Training, Patna in team with selected group of teachers and teacher educators. In this task the language pedagogue and researchers were involved too.
5. Textbook development team and nature of participation of the group. (Who are members of the team? Involvement of teachers, linguists/language pedagogue researchers, etc. their roles)

Names of the members of Textbook development direction and monitoring committee:

Shri Rahul Singh	Director State Project, Bihar Education Project Council, Patna
Shri Ram Sharnagat Singh	Joint Director, Education Department, Bihar Government
Shri.Amit Kumar	Assistant Director, Primary Education Directorate, Bihar Government
Dr. ShavetaSandle	Education Specialist UNICEF, Patna
ShriHasanVaris	Director, State Council of Education Research and Training, Patna
Shri.MadhusudanPaswan	Program Officer,Bihar Education Project Council, Patna
Dr, S.A Moeen	Head Department , S.C.E.R.T Patna
Dr, Gyandev Mani Tripathi	Principal Matray College of Education and Management, Hajipur.

Subject specialist

Dr. Usha Sharma	Associate Professor, NCERT New Delhi
Mrs. Malvika Roy	Department of Education, Delhi University, Delhi

Team of book writers

Shri.Manish Ranjan Assistant Teacher Primary School, Mushari, Sampatchak, Patna

Shri. Aditya Nath Thakur Assistant Teacher Rao Mount Everest Middle School
Kankadbagh, Patna
Shri. Ajay Kumar Assistant Teacher Middle School Gorakhri, Bikram, Patna
Shri. Manish Kumar Roy Assistant Teacher Primary School, Kanva Para, Kasba,
Purniya

Coordinator

Dr. Imtyaz Alam Lecturer State Council of Education Research and Training, Patna
Dr. Archana, Lecturer State Council of Education Research and Training, Patna

Reviewer

Dr. Kalanath Mishr Associate Professor, A.N. College Patna
Dr. Kiran Sharan Principal. Girls Higher Secondary School, Patna

City.

Photography and Sketching
Dhandua, Vaishali

6. Size of the Book (Number of pages, units (lessons) layout, color, whether priced or free distribution, number of intended users, etc.)

The book has 96 pages. It has 20 lessons in all including 9 Poems, 6 stories, 1 Inspiring Incident, 1 Life Story, 1 Talk, 1 Childhood life and 1 Letter. In its get up, it is very fine multicolored – the figures and pictures are given in well matching color the language part is printed in black color. Of course, it is a well-designed book as a whole. It is not a priced book and done for the free distribution under the program of Education for all. It was printed in 2014-15, 2825318 books were brought out that number could be taken as of intended users.

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

There are no separate pages of guidelines for teachers or parents. In the picture pages and poem pages some strategic hints/indications are given for teachers that in their guidance to students they can do their role better than otherwise. In sum and substance we can say much of this needful has been done very well.

Section B: Items for Analysis of the Textbook

1. Curriculum Load

1.1 Organization and presentation

- 8 Whether the book has only running texts or a variety of genres (texts) involved?
It is not merely a running book. There is a variety both in contents and presentation. There are short and interesting stories and poems. There are pictures and sketches the children like to read and do as are told in the exercises given at the end of each lesson to learn all about the language.

9 Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of the textbook, but are 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 the authentic texts will be a problem. We have to find out how the balance is maintained)

Mention: chapters /themes taken from authentic text – It seems there is none like that
Mention: chapters themes developed by the authors – It seems all the lessons have been done by the authors.

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

Yes, Lesson 1 Prayer with Practice exercise at pages 2 3 4, and all other lessons likewise have practice exercises for the children to learn the ideas and concepts given in the lessons. Teachers should reach child and all or them to reach him to learn very well in the school while leaving for the home to do all that.

11. Whether the visual / graphics texts like stories in cartoons graphic stories are used as inputs for language teaching learning? Please give reference appropriately.

Yes, graphic stories have been used as input for Hindi teaching and learning in class III. In this context, Lessons 3 4 5 6 8 9 and 10 could be cited as examples of it.

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

Yes, lesson 3 My Village is meant for the children to see their village. Lesson 4 Baban Bandergives and interesting story to the children that they enjoy and learn the language too. Likewise this can be said for each of the rest of 18 lessons of the book. As a whole the Practice exercise at the end of each lesson is found to serve the learning purposes of each lesson.

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

There is nothing like subdivision in the presentation of texts like stores poems and other kind of contents they are not separated from each other. Yes, the placement of content in the book is a good mixed matter for language teaching and learning, The stories and poems and other lessons make an easy and coherent progression.

1.2 *Pedagogical Aspects*

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

The texts are not chosen in all from contemporary writers, there could be some of them but most of content of the book has been done by the writers on their own very well.

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 references appropriately.

These are the salient features of the book it gives a step by step reading of the contents in a well set way to go from one lesson to the next one. This task was a difficult one but it has been done very carefully and done well. Learning of one lesson could make them feel like the lesson to come one by one.

16 Whether the teacher is able to understand the philosophy of the book (the approach to the language teaching-learning like constructivism communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities.

Where there is a will there is a way – there could be orientation classes too for the teachers for the purpose. These classes may be taken by experienced teachers teacher educators and teachers known for their effective teaching in the classes.

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

Yes, the learning activities introduced are suitable for students' learning as per their age and region. For their effectiveness, teachers need be motivated to guide the children to learn from these activities for what these are meant for.

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

Yes, it could be so for the trained and willing teachers who guide the children.

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 ideas of the tasks.

Tasks and activities give an ample scope to students engage them and enrich their learning of the language. Time allowed to students to learn could vary from one another. This should be allowed to them as each of them as they need . The teacher needs to have patience to teach and see the students learn – each student could learn each bit of the lesson should be the motto of teachers' teaching.

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

Let us have teachers who are committed and dedicated in their profession of teaching at primary level. This is their mindset that works more for the anxiety that they could in seeing that all children learn what they teach. The students have as much of anxiety to learn from the tasks and activities as their teachers in schools and parents could motivate them to learn at their respective ends.

II. Child Centeredness

II.1 *The Language of the Textbook*

21. Whether the themes are related to the lived in experience 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)

Lesson3. Picture study of my village it is of lived in experience of the students. They are to make story of their seeing the picture and grow in their language development. This is also true for lesson 9Tiranga students could explain National Flag that the see all around them in their own words. All the more the theme of the Lesson 8 Raksha Bandhan that children have once a year the reading of it is has a big joy for students. We can say, each lesson somehow or other is related to students' lived in experience.

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 Indian sources.

There is an obvious attempt to have Indian rhymes /songs. The books written for Indian children have songs/poems like the lessons 5 7 11 16 18.

23. Whether the book has any narrative (texts translated from Indian languages. Please give reference appropriately.

It is not there any narrative translated from Indian languages. The contents of the book have been especially written for it in the words that students can read for their age.

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

Rubrics addressed to the teachers in the lessons 1 2 7 9 12 15 are in the language of the book i.e. Hindi. For students at the end of all the lesson students have instructions.

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.

Theme: The children should wish to develop good habits and values in their person - Lesson 1 Prayer – they should pray for it daily and see they grow with good character. Lesson 2 Pratiksha– we should be cool and calm in adverse circumstances to see them taking their right turn.

Each lesson has a theme. It is for the teachers to point out or teach with an eye on it, he should put it in the language of students that they could know understand and speak.

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

There are no alien themes each lesson has the theme that students could draw on their own or the teacher could high light as he teaches.

27. In English language textbooks the rhymes and songs are mostly foreign. What attempt is made in the text book through exercises and texts to connect with the life of learners?

This question does not hold good for the book at hand.

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

The questions asked in the exercises could be well be done by students if they are asked to do in groups. Actually, this activity work given in the exercise is meant for group work Poems in the book could well be read- recited in groups of students.

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

Lesson 8 Raksha Bandhan 16 Ganga Nadi

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

Exercise after each lesson is post reading activity to be done by the students it is for the teacher to make it as his way of teaching the students. Of course, the exercises are the products of deep thought given to by the team of writers of the book.

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

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

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

The answers to these questions are not supposed to be meant for analysis of this book.

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

Yes, the learning of one lesson helps the students to learn the next lesson it could be a set route for the learning of students; it is like building learning on learning by the students.

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

Reading of contents of the book should create interest for reading more of contents like the stories and poems. Lesson 8 Raksha Bandhan lesson 9 Tiranga lesson 12 Gandhiji Ki Kahani and lesson 15 Brave Indira and lesson 16 River Ganga if taught and read effectively can arouse interest amongst teachers and taught to read more about each of them.

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

At the end of each lesson the exercises have been given to promote problems solving learning and discovery learning by the students. The teacher needs to mould his teaching for it.

35. Whether the textbook promotes communication skills among learners?

Yes, children are asked to read together do help each of them to develop their communication skills like telling others what they think and know and learn to listen and catch the points what others make to them.

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

In the exercises at the end of the lessons there is a place for such like practices.

37. How far the texts themes illustration visuals and tasks are sensitive towards following aspects: Gender, People with special needs, Environmental concerns and against some sections of the society.

There is nothing like so precisely taken care of these aspects, however somehow teachers could take care of these concerns on their own.

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

There is nothing like that in this book that could be pinpointed.

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 the decision on issues and problems: Please give a few examples.

The contents of the book are interesting to the students and that way it could be said they generate desirable thinking on the issues involved in the illustrations stories and poems. There is an attempt to motivate the students to read the lessons at ease rather than critically as we may be thinking of.

40. Assessment: (a) Does the textbook have a range of typology of questions like (MCQ, Short answer, short writing (notice or 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 give a few examples for a b and c.

The things enlisted in a b and c could not be so seriously taken as we could go in for CCE the objective of the book is let the students learn to read and feel like reading with interest and joy. It is for the teachers to take care of CCE and improve upon or change their skill of teaching as may be required.

Section C: Overall observations / Any other suggestions:

It is well done book. The authors could be appreciated for the interest they have taken to make a choice of the content and its presentation in the book. However, with the involvement of authors we could talk to teachers teaching class III and see whether we could reorient them or make some changes by adding or deleting in the book to teach the students more effectively to let our objective of teaching this book be achieved at our best.

There is a gap as nothing much about writing the language is said in the book. There should be guide lines to teach the students for their learning to read and write side by side.

The book was done in 2014-2015, let us not be in a hurry to bring about changes; we need more of feedback for at least two years more. The book is a tool that needs to be used and used well both by teachers and taught. And for all that their presence in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and so the students should be there to learn; book is the first step we need to do at our best.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS IV IN USE IN THE SCHOOLS OF BIHAR

Section A : General Information about the Textbook

- 1 Title of the book :
KOMPAL – Hindi Textbook for Class IV
2. Year and place of publication
2012-13, Patna
3. Name of the publisher/Organization
Bihar State Textbook Publishing Corporation Limited, Patna.
4. Whether the textbook has been developed on a National Curriculum Framework -2005.

Yes, it has been developed as per the guidelines given in NCF 2005. It has been done by Bihar State Council of Education Research and Training, Patna in team with selected group of teachers and teacher educators. In this task the language pedagogue and researchers were involved too.

5. Textbook development team and nature of participation of the group. (Who are members of the team? Involvement of teachers, linguists/language pedagogue researchers, etc. their roles)

Direction and monitoring textbook development coordinating committee

Shri Rajesh Bhushan	Director State Project, State Council of Education Project, Patna
Shri Hasan Varis	Director, State Council of Education Research and Training, Patna
Shri Sukhdev Singh	Regional Deputy Director, Tirhut Block
Shri Rameshwar Pandey	Program Officer, Bihar Education Project Council, Patna
Shri Ram Sharnagat Singh	Joint Director, Education Department, Bihar Government and Special work Officer B. S.T.B.P.C. Patna
Dr. Sayad Abdul Moeen	Head of the Department, State Council of Education Research and Training
Dr. Shaveta Sandle	Education Specialist UNICEF, Patna
Dr. Gyandev Mani Tripathy	Principal, T.I.H.S, Patna

Subject specialist

Dr. Usha Sharma	Lecturer, NCERT New Delhi
Mrs. Malvika Roy	Department of Education, University of Delhi, New Delhi

Team of book writers

Shri. Manish Ranjan, Assistant Teacher Primary School, Mushari, Sampatchak, Patna

Shri.AditayaNath Thakur, Assistant Teacher Rao Mount Everest Middle School
Kankadbagh, Patna
Shri. Ajay Kumar, Assistant Teacher Middle School Gorakhri, Bikram, Patna

Coordinator

Dr. Archana, Lecturer State Council of Education Research and Training,
Patna

Reviewer

Dr. KalanathMishr Reader, Post graduate Department of Hindi, A.N.
College Patna
Dr. KiranSharan Principal, Girls High Secondary School, Patna City.

Photography and Sketching

Sitaram Science committee, Begusarai

8. Size of the Book (Number of pages, units (lessons) layout, color, whether priced or free distribution, number of intended users, etc.)

The book has 86 pages excluding contents and cover pages. It has 21 lessons in all including 9 poems, 7 stories, 1 inspiring incident, 1 life story, 1 play, 1 letter and 1 lesson on couplets. In its get up, it is multicolored. It is meant for free distribution under the SarvaShikshaAbhiyan. It was printed in 2012-13. 8,00,000 books were printed, that number could be taken as intended users.

9. Are there any separate guidelines for teachers' as teachers' pages, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology/ approach followed in the book.

There are no separate pages of guidelines for teachers or parents. However, strategic hints/indications are given for teachers for guidance to students at the end of two lessons (Pg.23 and Pg. 51)

Section B: Items for Analysis of the Textbook

1. 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 both in contents and presentation. There are short and interesting stories, poems, biography, inspirational anecdote, play etc.
- 9 Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of the textbook, but are 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 the authentic texts will be a problem. We have to find out how the balance is maintained)

A good balance of authentic texts and texts created by textbook authors has been maintained. Additionally some texts have been borrowed from NCERT, NBT and some regional books.

Chapters /themes taken from authentic text – Chapters 1,2,3,5,7,11,13,14,17,19,20

Chapters/themes developed by the authors – Chapters 9,18

Chapters 4,8,12,16 have been outsourced from other books.

The source of chapters 6,10,15,21 has not been mentioned. It seems that the stories have been adapted by the textbook authors.

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

Yes, there are illustrations and pictures throughout the textbook which support and elicit the concepts and ideas appropriately e.g. the stories like Char Mitra, Billika Panja and poems like Gharyara etc. are illustrated with pictures for easy comprehension.

11. Whether the visual / graphics texts like stories in cartoons graphic stories are used as inputs for language teaching learning? Please give reference appropriately.

There are no graphic texts; however visuals are appropriately used as inputs for language learning. E.g. in lesson 9, 'Hamara Ahaar', illustrations of the common fruits and vegetables are given.

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

Yes, the themes of some lessons like Sahasi Richa (lesson 16) and Bona HuaPahad (lesson 18) have been based on inspiring local real life stories. The visuals are also taken from local contexts and the children can easily understand and identify with them.

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

There is nothing like subdivision in the presentation of texts like stories poems and other kind of contents. The placement of content in the book is a good mixed matter for language teaching and learning. However, the language component of stories, poems and other lessons make an easy and coherent progression.

1.2 *Pedagogical Aspects*

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

The textbook uses contemporary language in rubrics. Some of the texts are chosen from contemporary writers like Divik Ramesh, Lata Pant, Dr. Sri Prasad and Arvind Gupta. Some lessons have also been written by the Textbook development committee.

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 references appropriately.

There is some coherence as regards the themes as they progress from the immediate environment to broader perspectives but no complete coherence is observed. The language and grammatical progression is observable.

17. Whether the teacher is able to understand the philosophy of the book (the approach to the language teaching-learning like constructivism communicative language teaching, whole language perspective, etc) through the teacher's pages or through the activities.

Although there are no specific teacher's pages or guidelines, but there are sufficient hints for the teacher to understand the philosophy of the book through the activities suggested and practice exercises provided at the end of the lessons. (e.g. communicative language teaching and constructivism).

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

Yes, the learning activities introduced are suitable for students' learning as per their age and region.

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

Yes, the language of the textbook is fairly simple and comprehensible to the learners of this level as well as the teachers.

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 ideas of the tasks.

Yes, there is ample scope for the students to engage in tasks and activities meant to enrich their learning of the language. Time allowed to students to learn could vary from one another. This should be allowed to them according to their individual differences.

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

The tasks / activities are simple, interesting and motivating. As such they should not create any anxiety in the learners and the teachers if performed in the right spirit.

II. Child Centeredness

II.1 The Language of the Textbook

21. Whether the themes are related to the lived in experience 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)

The themes and the units are related to the life situation of the learner and based on the experience of the learner. Some examples are given below

Sl No	Lesson	Topics	Theme
01	3	GharPyara	Commonly found birds and animals and household pests
02	9	HamaraAhaar	Fruits and vegetables normally eaten

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 Indian sources.

All the rhymes and songs used in the textbook are Indian in context written by Indian authors.

23. Whether the book has any narrative (texts translated from Indian languages. Please give reference appropriately.

There is one story 'Chaar Mitra' (lesson 2) translated from Sanskrit epic 'Panchatantra' written by Vishnu Sharma.

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

Rubrics addressed to the teachers in the lessons 7, 12 are in the language of the book i.e. Hindi. For students - at the end of all the lesson students have instructions.

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.

Each lesson has a theme. The teacher should highlight and put across the theme to the children in an easy manner. Some of the themes are listed below

Lesson 2: Theme: value of friendship and unity; Lesson 7: Theme: learning from the environment; Lesson 9: Theme: Good food habits; Lesson 18: Nothing is impossible if one is diligent enough.

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

There are no alien themes. Each lesson has a theme that students can draw on their own or with the help of the teacher.

27. In English language textbooks the rhymes and songs are mostly foreign. What attempt is made in the text book through exercises and texts to connect with the life of learners?

This question is not applicable for the book at hand which is in Hindi.

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

Group activities like play enactment/ acting in lesson 6 (Serka Sava Ser) and lesson 10 (Teen Budhimaan), story retelling in lesson 21 (BargadkaPed) have been specified. However, the questions asked in the exercises can be done by students in groups as well. Poems/ texts in the book could well be read/ recited in groups of students.

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

Yes, they are real life tasks and rooted in context.

30. Whether the reading text/ narrative have 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 appropriate references.

There are no pre-reading or while-reading activities. Exercises after each lesson are post reading activities to be done by the students with the active cooperation of the teacher.

31. (a) How is writing introduced in classes one and two ? From a, b, c, and d. or from stroke to standing 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 process of jotting the points, writing the draft, re-writing, editing and finalizing. If yes, give few examples.

The answers to the questions (a) and (b) are not supposed to be meant for analysis of this book. As regards question (c) there is sufficient scope for process writing but it is only possible with proper guidance from the teacher (e.g. letter writing – lessons 8,9,12, diary writing – lesson 13, dialogue writing- lesson 10 etc.)

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

Yes, the learning of one lesson helps the students to learn the next lesson, it could be a set route for the learning of students. Especially, language and grammar component shows interconnectivity.

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 examples.

There definitely is scope for further reading, extended reading. The stories and poems given in the book create interest for reading more of such content. Although no specific reading list has been provided, post reading activities encourage the children to read books like Panchtantra, Biography of Gandhiji and Pt. Nehru etc.

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

At the end of each lesson the exercises have been given to promote problem solving learning and discovery learning by the students.

Problem solving learning: e.g.- Lesson 4, pg.14 (under section-Aapkevichaar se); lesson 8, pg. 29 (under section – Mein bhikarsaktihoon); lesson 13, pg. 54 (under section –Tarakki)

Discovery learning: e.g.- lesson 9, pg. 36 ; lesson 13,pg. 54; lesson 17,pg. 70

35. Whether the textbook promotes communication skills among learners?

Yes, children are asked to read together which helps each of them to develop their communication skills like telling others what they think and know and learn to listen. Moreover, exercise sections like ‘Baatchetkeliye’, letter and dialogue writing etc also enhance the communication skills of the learners.

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

The exercises given at the end of the lessons include scope for such practices e.g.- pg. 28, pg.

24

37. How far the texts themes illustration visuals and tasks are sensitive towards following aspects: Gender, People with special needs, Environmental concerns and against some sections of the society.

One lesson ‘SunitakipahiyaKursi’ deals with people with special needs and a couple of lessons like ‘BargadkaPed’, ‘GharPyara’ are aimed at enhancing environmental awareness. Illustrations and visuals depict gender equity to a great extent.

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

There is nothing like that in this book that could be pinpointed.

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 the decision on issues and problems: Please give a few examples.

Some of the themes and activities do provide room for critical pedagogy. They generate desirable thinking on the issues involved in the texts e.g. Lessons 4,8, 18 etc.

40. Assessment: (a) Does the textbook have a range of typology of questions like (MCQ, Short answer, short writing (notice or 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 give a few examples for a b and c.

The text book has a lot of exercise for the learners. Assessment and textbook lends itself to continuous comprehensive evaluation/Assessment.

Section C: Overall observations / Any other suggestions:

- The book has been developed by a group of experts drawn from appropriate areas.
- The text book is designed in adherence to the guidelines of NCF 2005 with special approach to constructivism and communicative language teaching.
- The themes have been carefully selected and planned to help the children develop their interest in the subject matter and to enhance their language skills.
- There is an appreciative amalgam of themes- local, national, inspirational, value based etc.
- Questions, exercises and activities have been given to enhance the participation of the students and learning language skills.
- A few lessons have been included exclusively for the purpose of extensive reading which will inculcate the habit of reading for pleasure among the children.
- Topics appropriate to the age, interest and context of the learners have been included.
- The quality of paper used in the text is of low standard.
- The printing is very poor in some pages.
- Pictures and illustrations are not visible in some pages.
- Quite a few language and spelling mistakes are there in the text.

Gaps in the textbook

-) A note on the syllabus is not given.
-) General instruction/ guidelines to the teacher/parents are not given.
-) Pre-reading and while reading activities are not given in the lessons.

Suggestions for Improvements

- ✓ A short note on the syllabus should be given.
- ✓ Contents should be divided into theme based units for easy and comprehensive progression.
- ✓ Guidelines for the teachers and parents should be provided with each lesson.
- ✓ Pre-reading and while reading activities should be specified.
- ✓ A list of books for extensive reading can be provided with each lesson/unit.
- ✓ Language and spelling mistakes should be corrected.
- ✓ More of group activities, pair work, whole class activities etc. should be added to encourage socialization, cooperative learning, leadership qualities etc.
- ✓ A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
- ✓ A picture dictionary may be given at the end.
- ✓ The paper used needs to be of improved quality.
- ✓ The pictures should be sharp and recognizable.

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-) श्री अमित कुमार, फि , प्रार्थमिक शिक्षा निदेशालय, फि
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7. विशेष रूप से अध्यापकों को संबोधित करते हुए अलग से कोई दिशा-फि फि
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प्रश् (. 7/ . .41), मिलान संबंधी प्रश्न (. 7/ . .46) ' ि ' के अंतगत विद्यार्थियाँ को रचना से जुड़ा हुआ लेखन काय भी ि , .19/ . .136

अध्यापक पाठ्यपुस्तक के पाठों और अभ्यासों के आधार पर ' ं ल '

Section – C : पाठ्यपुस्तक को समग्रता से देखने पर कहा जा सकता है कि इस पुस्तक को 'राष्ट्रीय पाठ्यचया का रूपरेखा 2005' का अवधारणाओं के अनुरूप अच्छे ढंग से ि ि ि

- इस पुस्तक म अंतराल लक्षित नहीं हुआ ।
- कुछ पृष्ठों पर छपाई ठीक से नहीं हुई । पाठों म दिये गए चित्रों म रंगों का संयोजन बेहतर होना चाहिए । जिन चित्रों म अस्पष्टता है, उन्हें ठीक किया जाए ।

A Tool for Analysis of Textbook in Environmental Studies (EVS)

CLASS IV

I. General Information

- 1.1 Title of the book: Paryavaranam Aur Hum (Part II)
- 1.2 Year and place of publication: 2012-13
- 1.3 Name of the Publisher / Organisation: SCERT, Bihar State Textbook Publishing Corporation Limited, Patna
- 1.4 Stage: (Primary/Upper Primary)... Primary
- 1.5 Class: IV
- 1.6 Total No. of pages: 140
- 1.7 Total Lessons: 25
- 1.8 Last review of syllabus done by the State: 2012-13
- 1.9 Price: Free distribution

II. Introduction about the Textbook

The textbook 'Paryavaranam Aur Hum' (Part-II) for class 4 children is written in Hindi. The book consists 140 pages with 25 lessons and developed under SSA in 2012-13. It is based on experience of physical, natural and social environment. This book has tried to develop understanding of own family, society, country and world. The activities in the textbook have included observation, survey, interaction, reflection, experimentation, project etc. it also engages children in measurement, mappings, hands on experiences, puzzles etc. The students have scope to explore, investigate, infer, analyze, draw conclusions, predict as well as for some skill development. The textbook encourages curiosity, inquiry, problem solving etc. It has also taken care of individual as well as group learning. The book emphasizes on joyful learning of EVS through some of the simple and interesting activities in which child can manipulate, freely explore and obtain new knowledge.

The illustrations/pictures are relevant but are not up to the standard because of poor printing and most of them are without labeling/ titles.

The assessment part is integrated with each chapter (mostly formative).

Finally the textbook provides enough space for self-learning, self-reflection and self-assessment. It is as per the developmental level of the children. Still it has lot of scope for improvement.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured/2 Coloured/ Attractiveness:Multi-coloured, not very attractive
- 3.2 Quality of paper: Average
- 3.3 Quality of binding: Below average (It is not bound but stapled)
- 3.4 Font size used and its appropriateness: Appropriate
- 3.5 Layout of text: Appropriate, (But page margins could have been more and printing could be improved)

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

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

V. Language and appropriateness of the text

5.1 Is the language used simple and comprehensible by the children?	Yes	Sometimes English words have been used. They could have been replaced by Hindi words e.g.: Design (P13),Hostel(P51), Necklace (P100), Injection (105) All these words may not be comprehensible for rural and tribal children.
5.2 Does it provide developmentally appropriate text?	Yes	The themes and content are as per children’s cognitive development.
5.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	No	For class IV, 15 chapters could have been enough so that students get more time for exploration, investigation, activities, projects, cooperative learning etc.
5.4 Does it have the scope for linkage within	No	Sometimes linkages between chapters are

and across themes and levels in each class?		missing, less linkage across themes and except evaporation and condensation of water, physical aspect of environment is not covered
5.5 Does the content of EVS textbook promote student reflection?	Yes	e.g. Uses of cultivation of flowers(P 5); Identification of functioning of teeth as different tools (P 25), Need for constructing multi-storied buildings in cities(P 108) etc.
5.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	e.g.: Special dishes on different festivals (P18), Caring of domestic animals (P89), Types of houses (109) etc.
5.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Vocabulary used is simple, comprehensive and appropriate for the developmental level of the children.
5.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	Great extent Observation: Of flowers in the immediate environment(P3), Survey: Of beekeeping in the locality (P 78), Doing activities : Construction of wall with bricks (P 111) Reflection : Uses of floriculture (P 5) Projects: Collection of pictures of animals living in groups (P92) Interaction with teacher : Types of houses (P109) Games : Word search (P 9) Such activities are spread across the chapters
5.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	Activities such as survey of number of teeth at different ages(P26), experimenting with plants(P32) etc.

		encourage participation of child
5.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes	There is some scope for hands on activities such as experimenting with plants (P 32), evaporation(P 98), drawing of map (P 53) etc.
5.11 Does it include sufficient and relevant examples?	Yes	Spices of different states (P67), beaks and feet of birds (P82-83), types of houses(P109)etc.

VI Scope for activities/pedagogical processes/ assessment
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6.1 Are there any separate guidelines for teachers and parents?	No	No guidelines for parents and teachers
6.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	No guidelines are included for both
6.3 Are the activities given in the EVS textbook sufficient?	Yes	Sufficient but more hands on experience, could have been included
6.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Adequate
6.5 Does it have the scope for joyful learning?	Yes	As it includes observation, activities, survey, projects, games, interaction etc.
6.6 Is the writing style of EVS textbook interesting and engaging?	Yes	To some extent. NCERT textbooks could be referred for improvement
6.7 To what extent does it encourage cooperative learning?	No	Very less
6.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Ye	As mentioned above, textbook has scope for observing, exploring, analyzing and reporting(through projects, survey, interaction etc.)

6.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	Most of the activities are related to their immediate environment such as observation, survey of natural/ social environment.
6.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	It enables teachers to support children's learning to great extent
6.11 Does the learning material provide scope for children to ask and answer questions?	Yes	Provides sufficient scope

VII. Visuals

7.1 To what extent do the illustrations/pictures used are) Attractive) Augment the content) Depict clear messages	No	Though illustrations/pictures augment the content, some of them are not attractive (e.g. p 19, 68, 134 etc.), do not depict clear messages as most of them do not have any labeling or title/caption (e.g. p 31, 64, 96 etc.)
7.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	In most of the pictures, gender equity is taken care of
7.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	Yes	Social, cultural and religious diversity is taken care of

VIII. Inclusive aspect/diversity

8.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		6.3 and 7.1 are the same
8.2 To what extent does the EVS textbook		

<p>address the inclusive aspects in terms of the following of diverse culture and lifestyles:</p> <ul style="list-style-type: none"> a) Gender b) Physical Traits Creed Physical/Mental ability c) Ethnicity/Origin d) Background (Rural/ Urban etc.) e) Caste f) Work/Profession 		<ul style="list-style-type: none"> a. adequately addressed b. not at all addressed c. to some extent d. to some extent-,more emphasis on rural e. taken care of through people working with different skills (related to caste) f. to a large extent(farmer, carpenter, blacksmith, ticket collector, etc.)
8.3 To what extent the content of EVS textbook provide scope for children with special needs?	No	Children with special needs are not taken care of as expected
8.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes	Variation among children are taken care of to some extent

IX. Gender perspective

9.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		8.1 and 6.2 are the same
9.2 To what extent does the text given in the EVS textbook portray gender equity?		Throughout the textbook gender equity is taken care of (mostly in pictures)

X. Constitutional Values

10.1 To what extent the learning material (Learning Strategies) of EVS textbook		Cultural, religious diversity is reflected
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promote values, attitudes and culture diversity of children?		
10.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		The book has taken care of sensitivity towards natural environment through observation and manipulation of plants and animals. The social and cultural diversity has also been taken care of while dealing with festivals, food, housing etc.

XI. Overall observations/ Any other suggestions:

-) Good, however the physical appearance of the book is not attractive. Children of class IV may not enjoy the cover page.
-) Though visuals/ pictures are given throughout the book, drawings of pictures as well as their printing are not up to standard.
-) 25 chapters would be more for class IV students. It could be reduced to 15 so that students could get more time to be engaged in activities, hands on experiences etc.
-) No continuity between chapters

XII. Gaps in the documents

-) Physical environment is not adequately dealt with.
-) The book is not interactive and is not based on constructive approach
-) The presentation of the content is not interactive in nature

XIII. Recommendations for Improvement

-) Guidelines for teachers and parents could be included.
-) Textbook should include activities with cooperative learning and emphasize more on constructivist learning.
-) Activities and examples included could be more interactive like NCERT textbooks
-) Pictures and diagrams need to be clear and interesting
-) Quality of the print has to be improved
-) It is worthwhile to include chapters which deal with physical nature of environment

A Tool for Analysis of Textbook in Environmental Studies (EVS)

CLASS V

I. General Information

- 1.1 Title of the book: Paryavaranam Aur Hum (Part-III)
- 1.2 Year and place of publication: 2015-16
- 1.3 Name of the Publisher / Organization: SCERT, Bihar State Textbook Publishing Corporation Limited, Patna
- 1.4 Stage: (Primary/Upper Primary)... Primary
- 1.5 Class: V
- 1.6 Total No. of pages: 139
- 1.7 Total Lessons: 21
- 1.8 Last review of syllabus done by the State: 2012-13
- 1.9 Price: Free distribution

II. Physical Aspects of the Textbook

- a. Cover Page: Multi-Coloured/Attractiveness: ... Not very attractive
- b. Quality of paper: Average
- c. Quality of binding: ... Not very good (It is not bound but just stapled)
- d. Font size used and its appropriateness: Font size should be increased
- e. Layout of text: Appropriate (Printing could be improved and spacing between lines could be increased)

III. Introduction about the Textbook

The textbook 'Paryavaranam Aur Hum' (Part-III) for class 5 children is written in Hindi. The book consists 139 pages with 21 lessons and developed under SSA in 2012-13. It is based on NCF 2005. It was developed with the help of teachers, subject and language experts and educationists. The chapters included have taken care of overall development of children i.e. physical, mental, moral and skill development. The objective of the textbook is to develop inquiry, learning together among children, which in turn help in preparing good secular citizens with a commitment for integration and constitutional obligations. In this textbook, the topics are dealt with stories, poems, games and different activities such as observation, interaction, survey, project, drawing etc. it encourages children for collection, gathering, classification and analysis. Learning without burden and joyful learning through this book help the children in 'learning by doing'. Most of the

activities could be done through simple and cheap learning materials. The chapters in the textbook encourage students for exploration, investigation, drawing inference, prediction etc. The present book is based on experience of physical, natural and social environment.

The illustrations/ pictures are relevant but their drawing and printing are not up to the standard. The labeling and titles are absent in almost all the pictures.

The assessment part is integrated with the content of all the chapters as well as at the end of each chapter.

The text is appropriate for development of children encouraging self-learning, self-reflection and self-development, individual and group learning.

The book could have been more interactive like NCERT textbooks. The scope for improvement could be taken care of.

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

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

V. Language and appropriateness of the text

5.1 Is the language used simple and comprehensible by the children?	Yes	English words could have been replaced by Hindi words (Eg:Herbarium(P28),Cactus(P33), Diary(P38)
5.2 Does it provide developmentally appropriate text?	Yes	They are as per cognitive development of children
5.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	No	Information overloaded with 21 chapters
5.4 Does it have the scope for linkage within and across themes and levels in each class?	No	Sometimes linkages between chapters are missing, less linkage across themes and except 'water', physical aspect of environment is neglected
5.5 Does the content of EVS textbook promote student reflection?	Yes	Variations in plants, leaves and flowers(P 30); Uses of sunlight and heat(P 95), Uses

		of petrol and its alternatives(P 106-107) etc.
5.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	E.g.: How to minimize mosquitoes in your locality(P55) Agricultural products of different districts(P67) How to overcome the flood situation(P91) etc.
5.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Vocabulary used is simple, comprehensive and appropriate for the developmental level of children
5.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	Great extent Observation(P81),Survey(P28),Doing activities e.g. preparing herbarium(P31) Reflection(P 35) Projects (P35) Playing games (P 36) Interaction with teacher(P127) All these kinds of activities spread over all the chapters
5.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	Activities such as preparation of Little and Chokha, means of transportation(p92), Games(135) encourage participation of child
5.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	There are some scope for hands on activities such as Exhibition of plants (P 3164), survey of nature(P 28), heating pot using white and black paper(P 96); But the hands on activities are not sufficient
5.11 Does it include sufficient and relevant examples?	Yes	Monuments of Bihar(P164) ,variety of birds(P 27), influence of environment on food and food habits(P68), Games(P15)etc.

6 Scope for activities/pedagogical processes/ assessment

6.1 Are there any separate guidelines for teachers and parents?	No	No guidelines for parents Very few guidelines for teachers(P 56)
6.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	Guidelines for teachers are not many; very few information about methodology(P 43 &56)
6.3 Are the activities given in the EVS textbook sufficient?	Yes	Sufficient but more hands on experience, drawings and labeling could have been included
6.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Adequate
6.5 Does it have the scope for joyful learning?	Yes	As it includes observation, activities, survey, projects, games, interactions etc. but they should have been written in more interesting way
6.6 Is the writing style of EVS textbook interesting and engaging?	Yes	To some extent. It could have been more interactive as NCERT textbooks
6.7 To what extent does it encourage cooperative learning?	No	Very less
6.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	As mentioned above, textbook has scope for observing, exploring, analyzing and reporting(through projects, survey, interaction etc.)
6.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	Observation of nature, survey in locality etc. gives scope for developing curiosity towards immediate environment
6.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes/No	Information giving through textbook is more. However, it also enables teachers to support children's learning to great extent

6.11 Does the learning material provide scope for children to ask and answer questions?	Yes	To some extent
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VII. Visuals

7.1 To what extent do the illustrations/pictures used are) Attractive) Augment the content) Depict clear messages	Yes/No	Though illustrations/pictures augment the content, they are not attractive, do not convey clear messages as all of them do not have any labeling or title/caption
7.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes/No	Gender equity not found in pictures P 3, P 8, P 81, P86(3 rd picture)
7.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		Though social and cultural diversity is taken care of to some extent, religious diversity is not taken care of

VIII. Inclusive aspect/diversity

8.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		6.3 and 7.1 are the same
8.2 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.) k) Caste		g. to some extent h. to some extent(mostly physical disability) i. to some extent j. to some extent-,more emphasis on

l) Work/Profession		rural k. not at all l. to large extent(through farmer, teacher, postman, business person)
8.3 To what extent the content of EVS textbook provide scope for children with special needs?		One chapter exclusively for physically challenged learners. Other chapters take care of it to some extent
8.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes	Individual differences (except children with special needs) are taken care of

IX. Gender perspective

9.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		8.1 and 6.2 are the same
9.2 To what extent does the text given in the EVS textbook portray gender equity?		Not at all e.g.: 1. Why arranging clothing and gifts are responsibilities of daughters-in-law? 2. Why Salma (Girl) is enquiring about boxing whereas Rahul being a boy knows about boxing?

X. Constitutional Values

10.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To some extent, it reflects the cultural diversity of different regions of India, values of judicious use of food is given emphasis, tries to promote sensitivity towards children with special needs
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10.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		To some extent. It has taken care of attitude towards environment, value of judicious use of food and water.
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XI. Overall observations/ Any other suggestions:

-) Not very good as physical appearance of the book is not up to the standard; it is not attractive for children of class V
-) Printing of illustrations, pictures are not good
-) No continuity between chapters
-) Not presented in interactive manner

XII. Gaps in the documents

-) Physical environment is not adequately represented.
-) Content overloaded with 21 chapters. It could be reduced to 15-16, so that children would have more scope and time for interaction, survey, hands on activities, experimentation etc.

XIII. Recommendations for Improvement

-) More guidelines for teachers are required.
-) Also guidelines for parents could be included.
-) Textbook should be based on constructivist approach.
-) There should be more scope for hands on activities so that the children learn through exploration and enquiry.
-) Inclusive aspect should be explicitly highlighted. Gender equity also needs to be addressed more clearly.
-) To inculcate constitutional values and sensitivity to gender and environment are the need of the hour, so much emphasis should be laid on these.

Analysis of Textbook

Second Language-English Class I

I. General Information

- 1.1 Title of the book: **Blossom Part I**
- 1.2 Year and place of publication: 2012/ 2013
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation
Ltd, Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: I
- 1.6 Total No. of pages: 71 plus inner, foreword, preface, content (I-VIII) and cover page
- 1.7 Total Lessons: 26
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of **Textbook under Sarva Shikshya Abhijan (SSA)**

II. Introduction about the Textbook

Government of Bihar introduced English as a second language from class I. Most of the teachers teaching English are from Hindi back ground and educated in Hindi medium. There is provision for preparation of one text book in English for each class. There is neither provision for the work book nor teachers hand book .The instructions for the teachers and the exercises for the students have been integrated in the textbook. This is a primer-cum-work book designed to cater to the needs of the students of class I. The title Blossom has been given to the text book series from class I to V. This primer is first in the series and it entitled BLOSSOM PART I. Keeping these in consideration, the text book for class I has been prepared .A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by a Guidance-cum-Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint director, Govt. of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the tryout, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, and Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Bhargava Bhutan Press, Trilochan, Varanasi-221001., Patna. While developing the text the objectives of language learning i.e. acquisition of language skills in listening, speaking, reading and writing were taken into consideration. The primer is written in simple and lucid language. In the beginning of the lesson instruction to the teacher has

been given. The words and pictures are mostly drawn from life situation of the learners. In each lesson there is exercises which include various activities for the learners. At the end of each lesson exercises have been given. There is a glossary part which explain the different words and their meaning in their own language which has been used in the topic. There is no such space for the students to write about their personal information in the text book. In each lesson “Read Before You Teach” has been provided which is very helpful for the teachers.. The entire primer was developed on constructivism. The quality of the paper is of good standard, colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. In the back cover, information on the national anthem has been printed which will create good impact on patriotism for the nation .On the back page of the cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: **Good**
- 3.3 Quality of binding: **Below-average** (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: **Font size appropriate for Class I**
- 3.5 Layout of text: **Satisfactory** (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to a syllabus made available at the time of the preparation of the book) There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular areas

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by

writing style interesting?	children. Most of the vocabulary and sentences used can be understood by children on their own or with help of the teacher. The language teaching would take place through teacher-student conversations. The book outlines procedures for such interactive conversations.
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children's developmental and cognitive maturity. The teacher has a greater role in transacting the contents in a developmentally appropriate way for children to participate and engage in the process of learning the language skills.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are twenty-six lessons in the textbook. These contain different themes which would help in inculcating language habits. Animals found in the locality, different life situations are used in the text.. It should be noted that the textbook is only a support material for the teacher to facilitate and be responsible for children's learning. All the contents can be transacted meaningfully without giving students a feeling of being overloaded with information. The rhymes and picture gallery were carefully selected to help the students to acquire language skills.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are anchored along the familiar experiences of the child. The themes are supported with pictures of objects, animals and birds available in children's environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes, The visuals, illustrations, narratives and rhymes are related to the local conditions of Bihar.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is appropriate and spiral.	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the competencies promoted in earlier lessons.
5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In each lesson instruction to the teacher has been given in simple language which would be very helpful for the teacher in achieving the objectives..

VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children's age and do they facilitate their understanding?	Yes. The text begins with picture reading, drawing and teacher-student conversations and then proceeds to letter and object and number identification, and sentence and word reading. There is a sequencing of the introduction of English alphabets. The vocabulary and the sentences are appropriate to children's age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children's understanding.
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, and songs. Children can identify pictures of many objects, animals and birds in the textbook and a few others are to be identified with teachers' help to expand children's cognitive repertoire through the process of accommodation. The cognitive processes of assimilation and accommodation are balanced in the textbook.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children. The language skills, awareness of environmental aspects and the basic mathematical concepts and operations of addition and subtraction are all anchored along the objects and situations witnessed in children's life. The writers have taken care to include activities in consonance with what children do or like to do in real-life situations.
6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer.
6.5 Are the in-text questions helpful for 7 Self-Learning b) Self-Assessment	To a great extent. The Teacher has to translate and children are to identify the objects and know the term used. There is enough scope for self-learning and self-assessment

<p>6.6 To what extent does the textbook help in sustaining children’s interest and engage them in learning? Does it provide scope for children’s participation?</p>	<p>Moderately. Children’s interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is proper and is thus likely to capture children’s attention and engagement in language learning. The activities suggested invite a great deal of participation from the learners.</p>
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VII. National Concerns Addressed

<p>Item</p>	<p>Support your answer (Yes/No) by providing evidences/examples with page number(s).</p>
<p>7.1 Does the textbook promote gender sensitivity?</p>	<p>Yes To great extent. These are references to both males and females within the text as well as in visuals and illustrations..</p>
<p>7.2 Does the textbook address issues of diversity and inclusion?</p>	<p>Not noticed</p>
<p>7.3 Does it appropriately address environmental concerns?</p>	<p>Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, transport vehicles, plants health habits and cleanliness and clothes.</p>
<p>7.4 Does the textbook foster secularism, communal harmony and national identity?</p>	<p>No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend</p>
<p>7.5 Do you find some constitutional values are violated at certain places in the textbook?</p>	<p>No. None of the constitutional values has been violated.</p>

VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are adequately used. Visuals are available almost in each and every page to help children understand the words, sentences and the lessons meaningfully. In some cases the visuals need clarity. Page-49 the picture of the OX
8.2 Child friendly	To great extent it is child friendly. The designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are of average standard. This can attract the attention of children to self-engage in learning. Visuals child-friendly.
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females. Certain actions and performances appear to have been marked for males and the same appears to be true for females. The textbook fares moderately on the parameter of gender perspective.
8.4 Inclusion perspective	No. This is a standard textbook catering to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes

9.1. Are there any separate guidelines for teachers and parents?	Yes in each lesson notes for the teacher has been given under the title "Read Before You Teach" and the steps to be followed by the teacher has been clearly stated.
9.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes, In the preface some hint has been given on the methodology to be used and the objectives to be achieved.

9.3. Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the text book give scope for engagement of the students to learn the language with interest..
9.4.. Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher to understand the content of the text (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities.
9.5. Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child. The pets, animals, fruits and vehicles etc. are presented in the pictures which provide a joyful learning situation.
9..6. Is the writing style of textbook interesting and engaging?	Yes
9.7. To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8. To what extent does the textbook involve children in exploring, observing, analyzing and the reporting the collected information?	To some extend .The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately
9.10. To what extent does the textbook enable teachers to support children in their learning?	To great extent.
9.11. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.
-) The initial lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is a clear shift of emphasis

from rote memory to activity-driven form of assessment following the constructivist tradition.

-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to constructivism.
-) The topics/learning situations and the rhymes are carefully selected/planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.
-) The printing is of average quality
-) The colour used is of average standard.
-) Hindi language has not been used to clarify the meaning of the word.

XII. Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher. This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises, learning situations are not given
-) Colour coding is not attractive.
-) The entire text book is not attractive for the students.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.

-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been in the instruction to the teacher to help in promoting constitutional of communal harmony and national integration.

XIII. Suggestions for Improvement

-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered
-) A brief introduction on the text book should be given.
-) A page may be devoted for at the end of the lesson when necessary teacher
-) A visual /picture dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) The pictures need to be more sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.
-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered.
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Analysis of Textbook Second Language-English Class II

I. General Information

- 1.1 Title of the book: **Blossom Part II**
- 1.2 Year and place of publication: 2012/ 2013
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation Ltd, Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: II
- 1.6 Total No. of pages: 88 plus inner, foreword, preface, content etc(I-VII) and cover page
- 1.7 Total Lessons: 15
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of Textbook under Sarva Shikshya Abhijan (SSA)

II. Introduction about the Textbook
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Government of Bihar introduced English as a second language from class I. Most of the teachers teaching English are from Hindi back ground and educated in Hindi medium there is provision for preparation of one text book in English for each class. There is neither provision for the work book nor teachers hand book .The instructions for the teachers and the exercises for the students have been integrated in the textbook. This is a primer-cum-work book designed to cater to the needs of the students of class II. The title Blossom has been given to the text book series from class I to V. This primer is second in the series and is entitled BLOSSOM PART II. Keeping these in consideration, the text book for class II has been prepared .A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by a Guidance-cum-Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint director, Govt. of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee .The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the tryout, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Sri Sai Offset, Sandalpur, and Patna-6 Bihar Offset.

While developing the text the objectives of language learning i.e. acquisition of language skills in listening, speaking, reading and writing were taken into consideration. The primer is written in simple and lucid language. In the beginning of the lesson, the words to be learnt have been shown in a table. Instruction to the teacher has been given in each lesson. The words and pictures are mostly drawn from different angle / corners of the learners and based on real life situation of the learner. In each lesson there are exercises which include various activities for the learners. At the end of each lesson exercises have been given. There is a glossary part which explains the different words and their meaning in their Hindi language which has been used in the topic. There is no such space for the students to write about their personal information in the text book. The primer has been developed for use of bilingual method. In many places the pronunciation in Hindi and the meaning of the word in Hindi has been given. In each lesson instruction to the teacher has been given under the caption "For the Teacher". As the entire primer was developed on constructivism. The quality of the paper is of average standard, colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. In the back cover information on the national anthem has been printed which will create good impact on patriotism for the nation. On the back page of the front cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: **Average**
- 3.3 Quality of binding: **Below-average** (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: **Font size appropriate for Class II**
- 3.5 Layout of text: **Satisfactory** (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to a syllabus made available at the time of book preparation.) There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular area

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with help of the teacher. The language teaching would take place through teacher-student conversations. The book outlines procedures for such interactive conversations and thus fares well on this parameter.
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children’s developmental and cognitive maturity. The teacher has a greater role in transacting the contents in a developmentally appropriate way for children to participate and engage in the process of learning the language skills.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are fifteen lessons in the textbook. These contain different themes which would help in inculcating language habits. Animals found in the locality, different life situations are used in the text.. It should be noted that the textbook is only a support material for the teacher to facilitate and be responsible for children’s learning. All the contents can be transacted meaningfully without giving students a feeling of being overloaded with information.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are anchored along the familiar experiences of the child. The themes are supported with pictures of objects, animals and birds available in children’s environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes, it does but does so as a standard textbook for the state. The visuals, illustrations, narratives and stories are related to the local conditions of Bihar.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the

appropriate and spiral.	competencies promoted in earlier lessons.
5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In each lesson instruction to the teacher has been given in simple language which would be very helpful for the teacher in achieving the objectives..

VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children's age and do they facilitate their understanding?	Yes. The text begins with picture reading, drawing and teacher-student conversations and then proceeds to letter and object and number identification, and sentence and word reading and writing. The vocabulary and the sentences are appropriate to children's age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children's understanding.
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, and songs. Children can identify pictures of many objects, animals and birds in the textbook and a few others are to be identified with teachers' help to expand children's cognitive repertoire through the process of accommodation. The cognitive processes of assimilation and accommodation are balanced in the textbook.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children. The language skills, awareness of environmental aspects and the basic mathematical concepts and operations of addition and subtraction are all anchored along the objects and situations witnessed in children's life. The writers have taken care to include activities in consonance with what children do or like to do in real-life situations.

6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer..
6.5 Are the in-text questions helpful for 7 Self-Learning b) Self-Assessment	To a great extent. The Teacher has to translate and children are to identify the objects and know the term used. There is enough scope for self-learning and self-assessment
6.6 To what extent does the textbook help in sustaining children's interest and engage them in learning? Does it provide scope for children's participation?	Moderately. Children's interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is not proper and is thus likely to fail to capture children's attention and engagement in learning. The activities suggested invite a great deal of participation from the learners.

VII. National Concerns Addressed

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
7.1 Does the textbook promote gender sensitivity?	Yes To great extent. These are references to both males and females within the text as well as in visuals and illustrations..
7.2 Does the textbook address issues of diversity and inclusion?	Not noticed
7.3 Does it appropriately address environmental concerns?	Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, transport vehicles, plants health habits and cleanliness and clothes.
7.4 Does the textbook foster secularism, communal harmony and national identity?	No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend

7.5 Do you find some constitutional values are violated at certain places in the textbook?	No. None of the constitutional values has been violated.
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VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are adequately used. Visuals are available almost in each and every page to help children understand the words, sentences and the lessons meaningfully. In some cases the visuals need clarity. Page-49 and 51 the picture of the OX
8.2 Child friendly	<p>To some extent it is child friendly. Though the designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are very poor in that they would hardly attract the attention of children to self-engage in learning. Visuals certainly are not child-friendly</p> <p>In some cases the pictures are very much confusing and these do not indicate the identity. -page 07,24,28,49</p>
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females but males are seen more often than females in the visuals. Certain actions and performances appear to have been marked for males and the same appears to be true for females. There should have been equal representations of both the gender groups to impart the feeling that girls can perform the same actions as that of boys.
8.4 Inclusion perspective	No. This is a standard textbook catering to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes
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9.1.Are there any separate guidelines for teachers and parents?	Yes in each lesson notes for the teacher has been given under the title “For the Teacher” In each lesson a table with “Words to Know” has been given which is very helpful for the teacher.
9.2Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes, In the preface some hint has been given on the methodology to be used and the objectives to be achieved.
9.3Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the text book give scope for engagement of the students to learn the language with interest..
9.4..Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher to understand the content of the text (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher’s pages or through the activities.
9.5.Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child. The pets, animals, fruits and vehicles etc. are presented in the pictures which provides a joyful learning situation.
9..6.Is the writing style of textbook interesting and engaging?	Yes
9.7.To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8.To what extent does the textbook involve children in exploring, observing, analysing and the reporting the collected information?	To some extend .The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately
9.10.To what extent does the textbook enable teachers to support children in their learning?	To great extent.
9.11. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.
-) The initial lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to constructivism.
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface and in each lesson.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable
-) The colour used is not up to standard; In many cases the pictures are hazy and not recognizable.
-) The colour used is not up to standard
-) There missing of course of study for the particular class in the text.
-) Hindi language has been used to clarify the meaning of the word.

XII. Gaps in the Document

-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) In some cases the pictures used are confusing and misleading.
-) Colour coding is not appropriate There is no uniformity in type and format setting of the book
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

<p>) XIII. Suggestions for Improvement</p>

-) The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered
-) A brief introduction on the text book should be given.
-) A visual /picture dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) The paper used need to be of improved quality
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Analysis of Textbook Second Language-English Class III

I. General Information

- 1.1 Title of the book: **BLOSSOM Part III**
- 1.2 Year and place of publication: 2014/ 2015
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation
Ltd, Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: III
- 1.6 Total No. of pages: 90 plus inner, foreword, preface, content etc(I-X) and cover pages
- 1.7 Total Lessons: 17
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of **Textbook under Sarva Shikshya Abhijan (SSA)**

II. Introduction about the Textbook

Government of Bihar introduced English as a second language from class I .In Bihar English has been. Most of the teachers teaching English are from Hindi back ground and educated in Hindi medium. There is provision for preparation of one textbook in English for each class. There is neither provision for the work book nor teachers hand book .Keeping these in consideration, the text book for class III has been prepared as a primer-cum-work book. A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by Guidance cum Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint Director, Govt. of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee .The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the try out, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Gyan Offset, Illhaibagh, Barriya, Patna. While developing the text

the objectives of language learning were taken into consideration. The reader is prepared in simple and lucid language. No instruction has been given to the teachers for the text (which seems to be a absence of teachers hand book). The words and pictures are mostly drawn from different angle / corners of the learners but not based real life situation of the learner .The lessons are planed with lot of exercises, which include various activities for the earners. At the end of each lesson exercises have been given. There is a glossary part which explain the different words and their meaning in their own language (HINDI) which has been used in the topic. As there is no work book for the students the text book is designed with has sufficient scope to enable the students to do the exercise and the teacher for comprehensive and continuous evaluation. There is no such space for the students to write about their personal information in the text book. The quality of the paper is very low and substandard and colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. The topics in the contents page are no numbered. In the back cover information on the national anthem has been printed which will create good impact on patriotism for the nation. On the back page of the front cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: **Average**
- 3.3 Quality of binding: **Below-average** (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: **Font size appropriate for Class III**
- 3.5 Layout of text: **Satisfactory** (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to the syllabus made available at the time of book preparation.)There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular areas

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with teacher help. There is not much of self-reading or self-writing at the beginning stage. The language teaching would take place through teacher-student conversation. In each lesson a glossary of words is given. The book outlines procedures for such interactive conversation.
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children's developmental and cognitive maturity. The teacher has a greater role in transacting the contents in a developmentally appropriate way for children to participate and engage in the process of learning the language skills.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are seventeen lessons in the textbook. These contain different themes which would help in inculcating language habits. Animals found in the locality, imaginary animal stories and different life situations are used in the text.. It should be noted that the textbook is only a support material for the teacher to facilitate and be responsible for children's learning. All the contents can be transacted meaningfully without giving students a feeling of being overloaded with information.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are anchored along the familiar experiences of the child. The themes are supported with pictures of objects, animals and birds available in children's environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes. The visuals, illustrations, narratives and stories are related to the local conditions of Bihar state.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is appropriate and spiral.	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the competencies promoted in earlier lessons. The practice questions are well connected to the text and the competencies, the lesson targets to promote. The

	lessons also provide opportunities to strengthen the competencies acquired in earlier lesson.
5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In the beginning a short introduction is given to each lesson. In every lesson question answer method has been followed. A glossary of words used in the lesson has been given to help the teacher to transact the curriculum.

VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children's age and do they facilitate their understanding?	Yes. The text begins with picture reading, drawing and teacher-student conversations and then proceeds to letter and number identification, and sentence and word reading and writing. The vocabulary and the sentences are appropriate to children's age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children's understanding. In some cases it is found that the words used are confusing as these are not English words-“Dahun” in page 03
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment and/or are informed through stories of parents and adults in the family. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, stories and songs. Children can identify pictures of many objects, animals and birds in the textbook and a few others are to be identified with teachers' help to expand children's cognitive repertoire through the process of accommodation. The cognitive processes of assimilation and accommodation are balanced in the textbook.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children. The language skills, awareness of environmental aspects and the basic mathematical concepts and operations of addition and subtraction are all anchored along the objects and situations witnessed

	in children's life. The writers have taken care to include activities in consonance with what children do or like to do in real-life situations.
6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer. The questions and activities help children to stretch their imagination and reflect on their experiences from the environment in a more formal and structured way. The orientation is such that children can come up with many other related questions and their solutions. The textbook fares well on this parameter.
6.5 Are the in-text questions helpful for 7 Self-Learning b) Self-Assessment	To a great extent. The possibility of self-learning and self-assessment is less in the first part of the textbook except that children can engage in activities as per teacher instruction and learn from observing textbook pictures and their environment increases in the second part of the book when children can read instructions on their own and perform activities.
6.6 To what extent does the textbook help in sustaining children's interest and engage them in learning? Does it provide scope for children's participation?	Moderately. Children's interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including stories, songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is not proper and is thus likely to fail to capture children's attention and engagement in learning. The activities suggested invite a great deal of participation from the learners.

VII. National Concerns Addressed

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
7.1 Does the textbook promote gender sensitivity?	To some extent. These are references to both males and females within the text as well as in visuals and illustrations.
7.2 Does the textbook address issues of diversity and inclusion?	Not noticed
7.3 Does it appropriately address	Yes to a large extent. This is an integrated textbook for language, mathematics and environmental

environmental concerns?	education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, plants health habits and cleanliness and clothes.
7.4 Does the textbook foster secularism, communal harmony and national identity?	No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend
7.5 Do you find some constitutional values are violated at certain places in the textbook?	No. None of the constitutional values has been violated.

VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are adequately used. Visuals are available almost in each and every page to help children understand the lessons meaningfully.
8.2 Child friendly	Not much. Though the designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are very poor in that they would hardly attract the attention of children to self-engage in learning. Visuals certainly do not fare well on the child-friendly parameter. In some cases the pictures are very much confusing and these do not indicate the identity.-page 04,09,47,49,69,71,86
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females but males are seen more often than females in the visuals. Certain actions and performances appear to have been marked for males and the same appears to be true for females. There should have been equal representations of both the gender groups to impart the feeling that girls can perform the same actions as that of boys..
8.4 Inclusion perspective	No. This is a standard primer-cum-textbook prepared to cater to learning needs of most children in SSA schools in the state. The inclusion perspective has not

	been reflected in the text. The examples, illustrations, stories, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.
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IX Scope for activities/pedagogical processes
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9.1. Are there any separate guidelines for teachers and parents?	No, only introduction to each lesson has been given at the beginning.
9.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	In the preface some hint has been given on the methodology
9.3 Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the book give scope for engagement of the students to learn the language with interest. The time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks is possible.
9.4. Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher 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.
9.5. Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child.
9.6. Is the writing style of textbook interesting and engaging?	Yes
9.7. To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8. To what extent does the textbook involve children in exploring, observing, analysing and the reporting the collected information?	To some extend .The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately
9.10. To what extent does the textbook enable teachers to support children in their learning?	To some extend
9.11. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.
-) The initial lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) Questions centred around the pictures have been given to enhance the participation of the students and learning language skills
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable
-) The colour used is not up to standard. In many cases the pictures are hazy and not recognizable.
-) Some words used in this text is very higher level not applicable for children
-) There missing of course of study for the particular class in the text.
-) Hindi language has been used to clarify the meaning of the word in all the lessons.

XII. Gaps in the Document

-) There is no uniformity in type and format setting of the book.

-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher. This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) In some cases the words used are confusing and misleading. Words not found in English dictionary have been given.
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) There is no mention of the syllabus in the beginning pages of the textbook.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

XIII. Suggestions for Improvement

-) A short note on the syllabus should be given.
-) A brief introduction on the text book should be given.
-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .

) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Analysis of Textbook Second Language-English Class IV

I. General Information

- 1.1 Title of the book: **BLOSSOM Part IV**
- 1.2 Year and place of publication: 2012- 2013
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation
Ltd, Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: IV
- 1.6 Total No. of pages: 119 plus inner, foreword, preface, content etc (I-VIII) and cover pages
- 1.7 Total Lessons: 16 +02 (Read and Enjoy)
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of Textbook under Sarva Shikshya Abhijan (SSA)

II. Introduction about the Textbook

Government of Bihar introduced English as a second language from class I. Most of the teachers teaching English are from Hindi background and educated in Hindi medium. There is provision for preparation of one textbook in English for each class. There is neither provision for the work book nor teachers hand book. Keeping these in consideration, the text book for class III has been prepared as a primer-cum-work book. A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by Guidance cum Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint director, Govt. of Bihar, Other officials an Education Specialist of UNICEF constituted the Committee. The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the tryout, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Heba Printing Works, Mohhli Road, Karbalichak, and Patna-8 While developing the text the objectives of language learning were taken into consideration. The reader is prepared in simple and lucid language. No instruction has been given to the teachers for the text (which seems to be a absence of teachers hand book). The words and pictures are mostly drawn from different angle / corners of the learners but not based real life situation of the learner

The lessons are planned with lot of exercises, which include various activities for the learners. At the end of each lesson exercises have been given. There is a glossary part which explain the different words and their meaning in their own language (HINDI) which has been used in the topic. As there is no work book for the students the text book is designed with has sufficient scope to enable the students to do the exercise and the teacher for comprehensive and continuous evaluation. There is no such space for the students to write about their personal information in the text book. The quality of the paper is very low and substandard and colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. The topics in the contents page are no numbered. In the back cover information on the national anthem has been printed which will create good impact on patriotism for the nation. On the back page of the front cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: **Average**
- 3.3 Quality of binding: **Below-average** (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: **Font size appropriate for Class III**
- 3.5 Layout of text: **Satisfactory** (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to the syllabus made available at the time of book preparation.) There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular areas.

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with the help of the teacher. In some lessons a glossary of words with Hindi meaning are given. Page 29, 73, 77, 83
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children's developmental and cognitive maturity.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are sixteen lessons in the textbook and two addendum to read and enjoy. These contain different themes which would help in inculcating language habits. Experiences of the children from their daily life have been taken to create interest in children. Lesson 1-Grandma, Lesson Two-Our Home etc.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are developed on familiar experiences of the child. The themes are supported with pictures of objects, equipment of the farmer, working conditions in children's environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes. The visuals, illustrations, narratives and stories are related to the local conditions of Bihar state.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is appropriate and spiral.	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the competencies promoted in earlier lessons. The practice questions are well connected to the text and the competencies, the lesson targets to promote. The lessons also provide opportunities to strengthen the competencies acquired in earlier lesson.
5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In the beginning a short introduction is given under the caption "A word to the Teacher". In the text hints for the teacher have been given. A glossary of words used in the lesson has been given

	to help the teacher to transact the curriculum.
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VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children's age and do they facilitate their understanding?	Yes. The vocabulary and the sentences are appropriate to children's age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children's understanding. In some cases it is found that the words used are confusing as these are not English words
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment and/or are informed through stories of parents and adults in the family. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, stories and songs.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children.
6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer. The questions and activities help children to stretch their imagination and reflect on their experiences from the environment in a more formal and structured way. The orientation is such that children can come up with many other related questions and their solutions. The textbook fares well on this parameter.
6.5 Are the in-text questions helpful for 7 Self-Learning b) Self-Assessment	To a great extent. The possibility of self-learning and self-assessment is less in the first part of the textbook except that children can engage in activities as per teacher instruction and learn from observing textbook pictures and their environment increases in the second part of the book when children can read instructions on their own and perform activities.

<p>6.6 To what extent does the textbook help in sustaining children’s interest and engage them in learning? Does it provide scope for children’s participation?</p>	<p>Moderately. Children’s interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including stories, songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is not proper and is thus likely to fail to capture children’s attention and engagement in learning. The activities suggested invite a great deal of participation from the learners.</p>
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<p>VII. National Concerns Addressed</p>
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<p>Item</p>	<p>Support your answer (Yes/No) by providing evidences/examples with page number(s).</p>
<p>7.1 Does the textbook promote gender sensitivity?</p>	<p>To some extent. These are references to both males and females within the text as well as in visuals and illustrations.</p>
<p>7.2 Does the textbook address issues of diversity and inclusion?</p>	<p>Not noticed</p>
<p>7.3 Does it appropriately address environmental concerns?</p>	<p>Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, plants health habits and cleanliness and clothes.</p>
<p>7.4 Does the textbook foster secularism, communal harmony and national identity?</p>	<p>No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend</p>
<p>7.5 Do you find some constitutional values are violated at certain places in the textbook?</p>	<p>No. None of the constitutional values has been violated.</p>

<p>VIII. Visuals and Picture</p>

<p>Item</p>	<p>Support your answer (Yes/No) by providing evidences/examples with page number(s).</p>
<p>8.1 Adequate</p>	<p>Yes. Visuals as required within the boundaries of the</p>

	text to explain the concepts and key ideas are adequately used. More pictures would have been given.
8.2 Child friendly	Not much. Though the designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are very poor in that they would hardly attract the attention of children to self-engage in learning. Visuals certainly do not fare well on the child-friendly parameter. In some cases the pictures are very much confusing and these do not indicate the identity.-page 0107,15,62,63,
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females
8.4 Inclusion perspective	No. This is a standard primer-cum-textbook prepared to cater to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, stories, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes

9.1. Are there any separate guidelines for teachers and parents?	No, introduction has been given at the beginning for the teachers.
9.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	In the preface some hint has been given on the methodology
9.3 Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the book give scope for engagement of the students to learn the language with interest. The time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks is possible.
9.4. Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher 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.
9.5. Does it have the scope for joyful learning?	Yes The situations are brought from the local

	environment of the child.
9.6. Is the writing style of textbook interesting and engaging?	Yes
9.7. To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8. To what extent does the textbook involve children in exploring, observing, analysing and the reporting the collected information?	To some extent .The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.9. Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately
9.10. To what extent does the textbook enable teachers to support children in their learning?	To some extent
9.11. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing questions and exercises follows the principles of constructivist tradition and writers have tried to make the assessment more process-based than outcome-based.
-) The lessons and exercises focus on written and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable and pictures are hazy.
-) The colour used is not up to standard. In many cases the pictures are hazy and not recognizable.
-) Some words used in this text is very higher level not applicable for children
-) Hindi language has been used to clarify the meaning of the word in all the lessons.

XII. Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

) XIII. Suggestions for Improvement

-) An outline of the syllabus and objectives should be given at the beginning
-) A brief introduction on the text book should be given.
-) The objectives of each lesson may be given for the reference of the teacher.
-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

Analysis of Textbook Second Language-English Class V

I. General Information

- 1.1 Title of the book: **BLOSSOM Part V**
- 1.2 Year and place of publication: 2015- 2016
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation
Ltd, Patna 800 001
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: V
- 1.6 Total No. of pages: 152 plus inner, foreword, preface, content etc (I-VIII) and cover pages
- 1.7 Total Lessons: 17 +03(Read ,Think and Enjoy)
- 1.8 Last review of syllabus done by the State: Not available
- 1.9 Price: Free distribution of Textbook under Sarva Shikshya Abhijan (SSA)

II. Introduction about the Textbook

Government of Bihar introduced English as a second language from class I. Most of the teachers teaching English are from Hindi back ground and educated in Hindi medium there is provision for preparation of one textbook in English for each class. There is neither provision for the work book nor teachers hand book .Keeping these in consideration, the text book for class IV has been prepared as a primer-cum-work book. A group of experts teaching at different levels were involved in the preparation of the textbook keeping the guidelines of the NCF2005 and BCF 2008 in view. The draft was finalized by group of reviewers. The entire process of development of the textbook was guided by Guidance cum Textbook Development Coordination Committee. The Director BEP, Director SCERT, Joint director, Govt. of Bihar, Other officials and Education Specialist of UNICEF constituted the Committee .The book was tried out in the field for one year and on the analysis of the suggestion received and findings of the try out, the textbook was finalized. The book was developed by SCERT Bihar with support from UNICEF, Bihar, Patna and published by Bihar State Text book Publishing Corporation Ltd. The text book was approved by the Director, (Primary Education), Department of Education, Government of Bihar. The print work was done by Akash Ganga Press, Birla Mandir Road,Patna-4 .While developing the text the objectives of language learning were taken into consideration. The reader is prepared in simple and lucid language. The words and pictures are mostly drawn from different angle / corners of the learners but not based real life situation of the learner .The lessons are planed with lot of exercises, which

include various activities for the learners. At the end of each lesson, exercises have been given. There is a glossary part which explains the different words and their meaning in their own language (HINDI) which has been used in the topic. As there is no work book for the students the text book is designed with sufficient scope to enable the students to do the exercise and the teacher for comprehensive and continuous evaluation. There is no such space for the students to write about their personal information in the text book. The text has mainly three parts. After Preface and “A word to the Teacher “has been given. The contents constitute lessons and addendum to read, think and enjoy. The quality of the paper is average and substandard and colour setting and printing need more improvement for clarity point of view. There is no uniformity in all the text books. This book is smaller in size than the other books of classes I to IV. In the back cover pages information on the national anthem has been printed which will create good impact on patriotism for the nation. On the back page of the front cover page instruction on the quality of education containing 20 points have been printed in Hindi which is very helpful for the reference of the teachers to maintain quality education. With little improvement on the physical get up and quality printing, the present text book would be an excellent learning resource.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured / 2 Coloured/ Attractiveness: **Multi-coloured and reasonably attractive**
- 3.2 Quality of paper: **Average**
- 3.3 Quality of binding: **Good** (It is stapled, not bound)
- 3.4 Font size used and its appropriateness: **Font size appropriate for Class V**
- 3.5 Layout of text: **Satisfactory** (but page margins and paragraph and line spacing are not appropriate; could have been better)

IV. Coverage of Syllabus in the Textbook and linkage of Syllabus with the text

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

Syllabus is not available (not available in schools and related institutions. It is reported that the book has been prepared according to the syllabus made available at the time of book preparation.) There is linkage of concepts within the class and across the class. There is also scope for linkage with other curricular areas.

V. Curriculum Load/ Sequence/ Logical Arrangement/ Language

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
5.1 Is the language simple and comprehensible for children? Is the writing style interesting?	Yes. Mostly. The pictures used for illustration along with the corresponding words can be understood by children. Most of the vocabulary and sentences used can be understood by children on their own or with the help of the teacher. In lessons a glossary of words with Hindi meaning are given.(Page33,44,56,63,under the caption “Words to Know”.
5.2 Is the text developmentally appropriate?	Yes. The themes, contents, words and sentences are developmentally appropriate. They are in consonance with children’s developmental and cognitive maturity.
5.3 Whether the number of chapters/ contents (curriculum load) of the textbook appropriate to the particular class or there is an overload?	Appropriate. There are seventeen lessons in the textbook and two addendum to read, think and enjoy. These contain different themes which would help in inculcating language habits. Experiences of the children from their daily life have been taken to create interest in children.
5.4 Have the themes been introduced with interesting and familiar situations?	To a large extent. The pictures or narratives with which the lessons begin are developed on familiar experiences of the child. The themes are supported with pictures of objects, equipment of the farmer, working conditions in children’s environment.
5.5 Whether the textbook presents local contexts in terms of visuals, texts and presentation?	Yes. The visuals, illustrations, narratives and stories are related to the local conditions of Bihar state.
5.6 Whether the connectivity and sequencing of concepts and themes within and across the chapters is appropriate and spiral.	Yes. The lessons proceed step-by-step from simpler concepts to more difficult ones. The competencies promoted in each lesson are built upon the competencies promoted in earlier lessons. The practice questions are well connected to the text and the competencies, the lesson targets to promote. The lessons also provide opportunities to strengthen the competencies acquired in earlier lesson.

5.7 Does the textbook contain guidelines for teachers regarding how to use the textbook and support children in learning?	Yes. In the beginning a short introduction is given under the caption” A word to the Teacher”. In the text hints for the teacher have been given. A glossary of words used in the lesson has been given to help the teacher to transact the curriculum.
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VI. Child-Centered Approach

Item	Support your answer (Yes/No) by providing evidences/ examples with page number(s)
6.1 Is the vocabulary and language used in the textbook appropriate to children’s age and do they facilitate their understanding?	Yes. The vocabulary and the sentences are appropriate to children’s age and cognitive level as most of those are used by children as they verbally interact with others. The language and the presentation style facilitate children’s understanding.
6.2 Are the themes/ stories/ narratives/ rhymes/ songs related to the socio-cultural context and life experiences of the learners?	Yes. Most part of the texts and questions reflect situations and activities and use objects, animals and birds, children come across in their environment and/or are informed through stories of parents and adults in the family. The socio-cultural contexts of the child along with their life-related experiences are greatly reflected in the themes, narratives, stories and songs.
6.3 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children?	Most of the portions. Besides the text being built on the life-experiences of children, the activities incorporated in the text as well as in the exercises call for utilizing the real-life experiences of children.
6.4 Does the textbook provide scope for exploration by children, questioning and self-reflection?	Yes. To a large extent. The questions in the exercises require children to observe and explore their environment to be able to answer. The questions and activities help children to stretch their imagination and reflect on their experiences from the environment in a more formal and structured way. The orientation is such that children can come up with many other related questions and their solutions.
6.5 Are the in-text questions helpful for 7 Self-Learning b) Self-Assessment	To a great extent. The possibility of self-learning and self-assessment is less in the first part of the textbook except that children can engage in activities as per teacher instruction and learn from observing textbook pictures and their environment. Increases the book when children can read instructions on their own and perform activities.

<p>6.6 To what extent does the textbook help in sustaining children’s interest and engage them in learning? Does it provide scope for children’s participation?</p>	<p>Moderately. Children’s interest and engagement in learning are significantly influenced by the text contents and text presentation. While the text contents including stories, songs narratives etc. appear to be interesting for children, the layout of the text and graphic presentations may not capture their interest. The layout including clarity of pictures, use of colour, line and paragraph spacing and paper quality is not proper and is thus likely to fail to capture children’s attention and engagement in learning.</p>
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VII. National Concerns Addressed

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
7.1 Does the textbook promote gender sensitivity?	To some extent. These are references to both males and females within the text as well as in visuals and illustrations.
7.2 Does the textbook address issues of diversity and inclusion?	Not noticed
7.3 Does it appropriately address environmental concerns?	Yes to a large extent. This is an integrated textbook for language, mathematics and environmental education. Environmental situations have been integrated into the language. Children have been sensitized to their immediate environment including different animals, birds and insects; trees, plants health habits and cleanliness and clothes.
7.4 Does the textbook foster secularism, communal harmony and national identity?	No specific focus is observed in promoting communal harmony and national identity. However this has been addressed in the exercises to some extend
7.5 Do you find some constitutional values are violated at certain places in the textbook?	No. None of the constitutional values has been violated.

VIII. Visuals and Picture

Item	Support your answer (Yes/No) by providing evidences/examples with page number(s).
8.1 Adequate	Yes. Visuals as required within the boundaries of the text to explain the concepts and key ideas are

	adequately used.
8.2 Child friendly	Not much. Though the designing and placement of the visuals are proper and the objects and scenes depicted relate to children's familiar experiences at home and in the community, the clarity, colour, sharpness and attractiveness of the visuals are very poor in that they would hardly attract the attention of children to self-engage in learning. Visuals certainly do not fare well on the child-friendly parameter. In some cases the pictures are very much confusing and these don't indicate the identity.-page 02,0307, In some cases the printing is very hazy-Page ,21
8.3 Gender perspective	To some extent. Within the text as well as in the visuals, there are references to both males and females
8.4 Inclusion perspective	No. This is a standard primer-cum-textbook prepared to cater to learning needs of most children in SSA schools in the state. The inclusion perspective has not been reflected in the text. The examples, illustrations, stories, poems and narratives depict general life experiences and practices in the community and are not drawn from any specific life experiences of challenged children with special needs.

IX Scope for activities/pedagogical processes

9.1. Are there any separate guidelines for teachers and parents?	No, only introduction has been given at the beginning for the teachers.
9.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	In the preface some hint has been given on the methodology
9.3 Are the activities given in the textbook sufficient?	Yes The tasks and activities proposed in the book give scope for engagement of the students to learn the language with interest. The time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks is possible.
9.4. Are the instructions/information given for activities clear for both the teachers and children?	Yes There is sufficient hint in the text for the teacher 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.

9.5. Does it have the scope for joyful learning?	Yes The situations are brought from the local environment of the child.
9.6. Is the writing style of textbook interesting and engaging?	Yes
9.7. To what extent does it encourage cooperative learning?	The activities suggested are very helpful for engaging students in cooperative learning
9.8. To what extent does the textbook involve children in exploring, observing, analysing and the reporting the collected information?	Yes. The textbook uses contemporary language in rubrics (i.e. the instructions).? Whether the texts have been taken from the life situations and appropriate to the age of the learner
9.8 Does the learning material develop curiosity among children towards their immediate environment?	Yes. There is coherence within the textbook from lesson one to last lesson 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 appropriately
9.9 To what extent does the textbook enable teachers to support children in their learning?	To some extent
9.10. Does the learning material provide scope for children to ask and answer questions?	Yes

X Assessment Techniques followed

-) The assessment pattern followed in designing questions and exercises follows the principles of constructivist tradition and writers have tried to make the assessment more process-based than outcome-based.
-) The lessons and exercises focus on written and activity-based evaluations allowing opportunity to children to self-express.
-) A substantial number of questions require children to observe and perform activities to be able to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
-) There is provision for individual and self-assessment.
-) Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations.

XI. Overall observations/any other suggestions

-) The Text Book has been developed by a group of experts drawn from appropriate areas.
-) The syllabus of the class has been covered in the text.
-) The Text Book is designed in adherence to the guidelines of the National Curriculum Frame Work-2005.with special approach to CONSTRUCTIVISM
-) The topics are carefully planned to help the children develop their interest in the subject matter and to promote their language skills.
-) Necessary instruction to the teachers has been given in the text at the beginning in the preface.
-) There are advertisements/instructions printed in Hindi for the students.
-) The quality of paper used in the text book is average.
-) The printing is very poor in some pages it is also not readable and pictures are hazy.
-) The colour used is not up to standard. In many cases the pictures are hazy and not recognizable.
-) Hindi language has been used to clarify the meaning of the word in the lessons.

XII. Gaps in the Document

-) There is no uniformity in type and format setting of the book.
-) A note on the syllabus is not given
-) Uniformity is not followed while writing the name of the publisher .This varies from book to book and entry to entry. The exact year of publication has not been given. It is given in the academic/financial year.
-) General instruction to the teacher relating to handling of topics, exercises are not given
-) Colour coding is not appropriate
-) The entire text book is not attractive for the students.
-) The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas is poor.
-) The inclusive perspective is missing from the textbook.
-) Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.

XIII. Suggestions for Improvement

-) An outline of the syllabus and objectives should be given at the beginning
-) A brief introduction on the text book should be given.
-) The objectives of each lesson may be given for the reference of the teacher.
-) A page with instruction to transact curriculum may be devoted at the end of the lesson where necessary for the benefit of the teacher
-) A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
-) A picture dictionary may be given at the end.
-) The paper used need to be of improved quality if funds permit.
-) The pictures should be sharp and recognizable
-) The colour used should be appropriate and attractive
-) It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
-) For each page a header could be used to mention the lesson and the theme.
-) The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers. .
-) Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS I IN USE IN THE SCHOOLS OF BIHAR

Section A: General Information about the Textbook

1. Title of the book :
ANKUR–Hindi Textbook for Class I
2. Year and place of publication
2012-13, Patna
3. Name of the publisher/Organisation
Bihar State Textbook Publishing Corporation Limited, Patna.
4. Whether the textbook has been developed on a National Curriculum Framework -2005.

Yes, it has been developed as per the guidelines read in NCF 2005. It has been done by Bihar State Council of Education Research and Training, Patna team with selected group of teachers and teacher educators. In this task the language pedagogue and researchers were involved too.

5. Textbook development team and nature of participation of the group (Who are the members of the team? Involvement of teacher, linguists/language pedagogue researchers etc. their role)

Direction and monitoring

Textbook development coordinating committee

Shri Rajesh Bhushan	Director, State Council of Education Project, Patna
Shri Hasan Varis	Director, State Council of Education Research and Training, Patna
Shri Sukhdev Singh	Regional Deputy Director, Tirhut Block
Shri Rameshwar Pandey	Program Officer, Bihar Education Project Council, Patna
Shri Ram Sharnagat Singh	Joint Director, Education Department, Bihar Government and Special work Officer B. S.T.B.P.C. Patna
Dr. Sayad Abdul Moeen	Head of the Department, State Council of Education Research and Training
Dr. Shaveta Sandle	Education Specialist UNICEF, Patna
Dr. Janardhan Mani Tripathy	Principal, T.I.H.S, Patna

Subject specialist

Dr. Usha Sharma	Lecturer NCERT New Delhi
Mrs. Malvika Roy	Department of Education, University of Delhi, Delhi

Team of book writers

Shri. Suman Kumar Singh	Teacher Middle School, Koriya Basti Bhagwan Hat, Sivan
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Shri. Uma Shankar Singh Gaya Nalanda	Teacher Middle School Mastpura, Bodhgaya, Teacher Middle School, Chandasi, Nursarai,
Shrimati Kumari Prem Lata Patna	Teacher Middle School Karorichak, Phulvarisharif Vidhyabhavan Society. Udaipur (Rajasthan)
Coordinator Dr. Imtyaz Alam	Lecturer State Council of Education Research and Training, Patna
Dr. Archana,	Lecturer State Council of Education Research and Training, Patna
Reviewer Dr. Kalanath Mishra	Reader, A.N. College Patna
Dr. Kiran Sharan City.	Principal, Girls Higher Secondary School, Patna

6. Size of the Book (Number of pages, units (Lessons) layout, whether priced or free distribution, number of intended users, etc.)

The book has 64 pages. It has 15 lessons. There are 5 Picture reading lessons, 6 Poems, 1 talk, 3 stories. In its get up, it is multicolored – the figures and pictures are given in well matching colors, the language part is printed in black color. Of course, it is a well designed book as whole. It is not a priced book and done for the free distribution under the program of Education for all. The number of copies printed are 3311927 that number could be taken as of intended users. .

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

There are no separate pages of guidelines for teachers or parents. Yes, especially in the picture pages and poem pages some strategic hints/indications are given for teachers to follow, we can say if not too much needful has been done very well

Section B: Items for analysis of the Textbook

II. Curriculum Load

2.1 Organization and presentation

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

There is a variety both in contents and presentation. There are short and amusing stories and poems. There are pictures the children are motivated to read what they see and exercises are given at the end of the lesson to make stories in their own words.

9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of the textbook, but are 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 the authentic will be a problem. We have to find out how the balance is maintained)

There are known stories not all of them but some of them in the text these have been articulated well to the age level of the children of class I. However, the contents of stories and poems given in the text that are written by authors are very appropriately presented and kept to the level of students' understanding interest and grasp.

Lesson 3 Poem or song: Prayer: This is meant to take the form of prayer that children could say daily in the school. It inculcates humbleness and the habit of bowing before the almighty. Lesson 6 :Dhamak - Dhamak : It is for students to make keen observation on the animals and birds as these are seen by them. We could say it works for their being anxious and be aware of the things all around them. Exercises given at the end of the lessons serve them in their language development and thinking and doing the things. Lesson 13 14 and 15 are stories done by the authors that could make the students make stories in their own words. It develops their language ability in a playful.

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

Yes, Lesson 10 Patna ka Zoo could be an illustration where the children are stimulated to name the animals they see. Lesson 12 13 14 children make stories in their own words they learn to tell and explain what they observe.

12. Whether the visual / graphics texts like stories in cartoons graphic stories are used as inputs for language teaching learning? Please give reference appropriately.

Visuals graphic stories are used as input for Hindi teaching and learning in class 1

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

Yes, lesson 1- Our Village, Lesson 2 – Our City, Lesson 10 – Patna Zoo

14. Whether the book is divided into subdivision of making easy and coherent progression?

Yes, the book is not so obviously divided into subdivisions that make easy and coherent progression.

2.2 *Pedagogical Aspects*

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

The texts are not chosen from contemporary writers, it seems most of writing work has been done by the authors

17. 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 references appropriately.

There is no incoherence in the book as may be thinking of. We could say there is a bit of coherence. In the book we do feel going out of track of the book as we go from one lesson to the next of it. The book starts with lessons 1 and 2 on Our Village and Our City and ends with lesson 13 -LalchiKuta (Chitter Katha) Do Dost (story) and Sheraut Syar (story) – we could say this is meant for students to keep learning step by step.

18. Whether the teacher is able to understand the philosophy of the book (the approach to the language teaching-learning like constructivism communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities.

Where there is a will there is a way – there could be orientation classes too for the teachers for the purpose. The book is full of contents for that all.

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

Yes, the learning activities are introduced for students' learning. Teachers need to have their role – They may require to be oriented for that all.

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

Yes, it could be so for trained teachers who should guide the children for that all. Teachers could try their best to understand each bit of the book as a whole. If need be there could be orientation programs too.

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 ideas of the tasks.

Time allowed to students to learn could vary from one another. The teacher needs to have patience to teach and see the students learn – each student could learn each bit of the lesson should be the motto of teachers' teaching.

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

The teachers need to see each bit of the lesson should be related to students' day-to-day life. They should be keen and anxious to learn that is to say they should be motivated to learn Teachers in the schools and parents at home need to ensure it and have some time with each student daily. They should help the students to learn all that is taught.

II. Child Centeredness

II.1 *The Language of the Textbook*

21. Whether the themes are related to the lived in experience 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)

Lesson 1. Our village the students could have the idea of the village of their living.

Lesson 2. Our City The students could see what the city is like that they could think of creating and working for their village as they grow in the years to come.

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 Indian sources.

There is an obvious attempt to have Indian rhymes /songs. The books written for Indian children have enough of songs and rhymes of their origin.

23. Whether the book has any narrative (texts translated from Indian languages. Please give reference appropriately.

There is nothing to mention like that.

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

Rubrics addressed to the learners are written at the end of the Lessons 4 7 12

Rubrics addressed to the teachers are written at the end of the Lessons 1 2 3 5 7 10 12 13

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.

Theme: The children should wish to develop good habits and values in their person - Lesson 3 – they should pray for it daily and see they grow with good character.

Our mother is supreme in our life for her love is a source of great joy – Lesson 5 Chandra Mama

Make pictures and give them colors page 19 - be creative with aesthetic sense in life. The child should know in what way he could work on his creative potential that he should believe he has.

Page 21 to encircle birds with their characteristics. Let the children be keen observers of all around them- this is one of the ways of learning that they should keep learning in life. Page 25 Children draw pictures as they see on the given page. Page 31 is a drawing paper. These are the activities that work for hobby development.

Each lesson has a theme. It is for the teachers to teach with an eye on it, he should put it in the language of students that they know understand and speak.

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

There are no alien themes each lesson has the theme that students could draw on their own or the teacher could help them to learn it.

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 learners?

There is nothing like that in the text.

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

Lesson 3 Prayer is said by all students as one group activity. Similarly most of the poems could be well read in groups – the students could have poems in groups.

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

Lesson 1 Our Village Lesson 2. Our City Lesson 3 Prayer, Page 7 8 12 13 14 19 and the like. At the end of each lesson there are exercises given to be done by the children. Each lesson has for action as to how the children one to one or in groups to do some activities related to their reading the lesson.

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

Yes, pages 57-64 mean to help the children all letters that they have read in the book. Lesson 13 and 14 are meant for the children to tell stories in their own words

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

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

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

These questions have not mention in the text.

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

Yes, the learning of one lesson helps the students to learn the next lesson it could be a set route for the learning of students; it is like building learning on learning.

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

Reading of contents of the book should create interest amongst for reading more of contents like the stories and poems. However, no list is given as such to stand guide to them.

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

At the end of each lesson the exercises have been given to promote problems solving learning and discovery learning by the students.

35. Whether the textbook promotes communication skills among learners?

Yes, children are asked to read together and do help each other to learn.

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

In the exercises at the end of the lessons there is a place for such like practice.

37. How far the texts themes illustration visuals and tasks are sensitive towards following aspects: Gender, People with special needs, Environmental concerns and against some sections of the society.

There is nothing like that so precisely taken care of these aspects, however somehow teachers could take care of these concerns on their own.

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

There is nothing like that in this book that could be pinpointed.

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 the decision on issues and problems: Please give a few examples.

The contents of the book are interesting to the students and that way it could be said they generate desirable thinking on the issues involved in the illustrations stories and poems. There is an attempt to motivate the students to read the lessons at ease rather than critically as we may be thinking of.

40. Assessment: (a) Does the textbook have a range of typology of questions like (MCQ, Short answer, short writing (notice or 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 give a few examples for ab and c.

The things enlisted in a b and c could not be so seriously taken as we could go in for CCE the objective of the book is let the students learn to read and grow with the habit of reading.

Section C: Overall observations / any other suggestions:

It is a well done book. The authors could be appreciated for the interest they have taken to make a right choice of the content and its presentation in the book. However, with the involvement of authors we could talk to teachers teaching class I and see whether we could reorient them or make some changes in the book to teach the students more effectively to let our objective of teaching this book be achieved at our best.

There is a gap when nothing about writing the language is said in the book. Reading and writing should go together. In the book there should be guide lines for teachers to teach the students for their learning to read and write side by side.

The book was done in 2012-2013, at this stage when we may be thinking of its second edition reprint as may be desired or required, suggestions made as above may be followed for further improvement of the book for which chances are always there. But better we should wait for some time when we could have more feedback for it. And for all that presence of teachers and taught in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and students should be there to learn by head and heart and for that giving them well done books could be the first step we should readily take.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS II IN USE IN THE SCHOOLS OF BIHAR

Section A: General Information about the Textbook

1 Title of the book
ANKUR – Hindi Textbook for Class II

2 Year and place of publication
2012-13, Patna

3 Name of the publisher/Organization
Bihar State Textbook Publishing Corporation Limited, Patna.

4 Whether the textbook has been developed on a National Curriculum Framework -2005.

Yes, it has been developed as per the guidelines read in NCF 2005. It has been done by Bihar State Council of Education Research and Training, Patna in team with selected group of teachers and teacher educators. In this task the language pedagogue and researchers were involved too.

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)

Direction and monitoring textbook development coordinating committee

Shri Rajesh Bhushan	Director, State Council of Education Project, Patna
Shri HasanVaris	Director, State Council of Education Research and Training, Patna
ShriSukhdeve Singh	Regional Deputy Director, Tirhut Block
ShriRameshwarPandey	Program Officer, Bihar Education Project Council, Patna
Shri Ram Sharnagat Singh	JointDirector, Education Department, Bihar Government and Special work Officer B. S.T.B.P.C. Patna
Dr. Sayad Abdul Moeen	Head of the Department, State Council of Education Research and Training
Dr. ShavetaSandle	Education Specialist UNICEF, Patna
Dr. Janardhan Mani Tripathy	Principal, T.I.H.S, Patna Subject specialist
Dr. Usha Sharma	Lecturer NCERT New Delhi
Mrs. Malvika Roy	Department of Education, University of Delhi, Delhi
Team of book writers	
Shri. Suman Kumar Singh	Teacher Middle School, KoriyaBastiBhagwan Hat, Sivan
Shri. Uma Shankar Singh	Teacher Middle School Mastpura, Bodhgaya, Gaya.
ShriKreet Prasad	Teacher Middle School, Chandasi, Nursarai, Nalanda
Shrimati Kumari PremLata	Teacher Middle School Karorichak, Phulvarisharif
Patna Shri. Pushpraj Ranavat	Vidhyabhavan Society. Udaipur (Rajasthan)
Coordinator	

Dr. ImtyazAlam	Lecturer State Council of Education Research and Training, Patna
Dr. Archana,	Lecturer State Council of Education Research and Training, Patna Reviewer
Dr. KalanathMishr	Reader, A.N. College Patna
Dr. KiranSharan	Principal.Girls High Secondary School, Patna City.

- 9 Size of the Book Number of pages, Units (Lessons) layout, color, whether priced or free distribution, number of intended users etc.)

The book has 88 pages. It has 19 lessons in all including 6 lessons only for teaching for which no evaluation is to be done. In its get up, it is multicolored – the figures and pictures are given in well matching colors, the language part is printed in black color. Of course, it is a well designed book as a whole. It is not a priced book and done for the free distribution under the program of Education for all. It was printed in 2012-13, 3291735 books were brought out that number could be taken as of intended users. .

- 8 Are there any separate guidelines for teachers’ as teachers’ pages, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology/ approach followed in the book.

There are no separate pages of guidelines for teachers or parents. Yes, especially in the picture pages and poem pages some strategic hints/indications are given for teachers to follow, we can say much of the needful has been done very well

Section B: Items for analysis of the Textbook

4. Curriculum Load

4.1 Organization and presentation

- 8 Whether the book has only running texts or a variety of genres (texts) involved?
There is a variety both in contents and presentation. There are short and interesting stories and poems. There are pictures the children cherish are happy to read what they see and exercises are given at the end of the lesson to learn all about the language.
- 9 Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of the textbook, but are 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 the authentic will be a problem. We have to find out how the balance is maintained)

There are known stories not all of them but some of them in the text these have been articulated well to the age level of the children of class II. However, the contents of stories and poems given in the text that are written by authors are very appropriately presented and kept to the level of students’ understanding interest and grasp.

Lesson 4 Poem or song: Prayer: This is meant to take the form of prayer that children could say daily in the school. It inculcates humbleness and the habit of bowing before the almighty for His blessings for developing good habits. Lesson 6: Two Goats: It is for students to read how the goats stand help to each other and cross the river. It stands amoral for children to learn that we need to help others in our life. Exercises given at the end of the lessons serve them in their language development and thinking and doing the things. Lesson 8 9 12 13 and 17 are stories done by the authors that could make the students tell stories in their own words. It develops their language ability joyfully.

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

Yes, Lesson 1 a reading of an illustration the students are encouraged to form stories of what they see. Lessons 3 7 10 11 16 and 19 are poems done by the authors for the children as they could enjoy poetry that they could have their liking for poems. Lesson 18 gives Quiz's in a well formed poem. The lessons are developed to help the children understand the concepts that they should develop as per their age.

12 Whether the visual / graphics texts like stories in cartoons graphic stories are used as inputs for language teaching learning? Please give reference appropriately.

Yes, graphic stories have been used as input for Hindi teaching and learning in class II

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

Yes, lesson 7,16 Holi 14 Mela poems give and illustrations of rainy season festivals of colors and a merry making event of a Mela.

14 Whether the book is divided into subdivision of sections making easy and coherent progression?

Yes, the book is a good mixed matter for language learning for teaching and learning. The stories and poems and other lessons make easy and coherent progression.

4.2 Pedagogical Aspects

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

The texts are not chosen in all from contemporary writers it seems the writers involved in the development of book have written on their own too very well.

17 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 references appropriately.

The book starts with lessons 1 and 2 with illustrations that the students are to read the way they see them. The stories and poems are given in the language what the students know and add more to it. The coherence of subject matter in the book is quite obvious.

18 Whether the teacher is able to understand the philosophy of the book (the approach to the language teaching-learning like constructivism communicative language teaching, whole language perspective, etc) through the teacher's pages or through the activities.

Where there is a will there is a way – there could be orientation classes too for the teachers for the purpose. These classes may be taken by experienced teachers and teachers known for their effective teaching in the classes. There are no teachers' pages but have hints for them at the end of most of the lessons.

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

Yes, the learning activities are introduced for students' learning; these activities are quite suitable they generate a kind of interest in them for reading and learning as a whole; it is one of the salient feature of the book. Teachers need to have their role – They may require to be oriented for that all.

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

Yes, it is and could be so for trained teachers who should guide the children for that all.

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 ideas of the tasks.

The tasks and activities illustrated in the lessons and the exercises given at the end of lesson engage the students by hand head and heart. Time allowed to students to learn could vary from one another. The teacher needs to have patience to teach and see the students learn – each student could learn each bit of the lesson should be the motto of teachers' teaching.

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

The teachers need to see each bit of the lesson should be related to students' day-to-day life. We can say there could be anxiety amongst teachers and taught while doing one lesson to the other one. They should feel like learning all that is taught playfully.

II. Child Centeredness

II.1 The Language of the Textbook

21. Whether the themes are related to the lived in experience 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)

Lesson1. Picture study it is of lived in experience the students. They are make story of their seeing the picture and grow in their language development. This is also true for lesson 2 Fox and Crow and other stories written as per their interest and likings.

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 Indian sources.

There is an obvious attempt to have Indian rhymes /songs there is none of them termed as the foreign one. . The books written for Indian children have songs/poems like the lessons 4 7 10 11 and 14 are rhymes of their own country by birth –India.

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

It does look like that while going through the texts and poems. The texts have been written for the book and no translation has been done of the text taken from other sources.

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

Rubrics addressed to the learners are written at the end of the Lessons 6 7 8 10 11 12 13 14 15 16 18

Rubrics addressed to the teachers are written at the end of the Lessons 1 2 3 4 5

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.

Theme: The children should wish to develop good habits and values in their person - Lesson 4 Prayer – they should pray for it daily and see they grow with good character. Lesson 6 Two Goats- theme – Let us help others when they need they will do as we may need. Lesson 7 –Bhalu Plays the Foot ball Theme –you can befoel one once and not for all times- never try to befool others, The theme is again found in Lesson 9 KisanBhalu and Alu

Each lesson has a theme. It is for the teachers to teach with an eye on it, he should put it in the language of students that they could know understand and speak.

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

There are no alien themes each lesson has the theme that students could draw on their own or the teacher could help them to learn it.

27. In English language textbooks the rhymes and songs are mostly foreign. What attempt is made in the text book through exercises and texts to connect with the life of the learners.

After each lesson a conscientious attempt has been made in the given exercise to be done by students to clear the theme of the lesson

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

The questions asked in the exercises could be well be done by students if they are asked to do in groups. Actually, this activity work given in the exercise is meant for group work

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

Lesson 14 Mela Lesson, 16 Holi Lesson 18 Quizz

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

Exercise after lesson 5 is a post lesson activity – like wise it is there in lessons 6 7, 8 10 11 12 13 14 15 and 16

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

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

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

These questions are relating to writing that has not been deal or done in the book.

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

Yes, we may take it that the learning of one lesson helps the students to learn the next lesson it could be a set route for the learning of students; it is like building learning on learning by the students.

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

Reading of contents of the book should create interest for reading more of contents like the stories and poems. However, no list is given as such to help them for that.

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

At the end of each lesson the exercises have been given to promote problems solving learning and discovery learning by the students – teachers mould their teaching for it.

35. Whether the textbook promotes communication skills among learners?

Yes, children are asked or can be told to read together and do help each other to learn.

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

In the exercises at the end of the lessons there is a place for such like practice.

37. How far the texts themes illustration visuals and tasks are sensitive towards following aspects: Gender, People with special needs, Environmental concerns and against some sections of the society.

There is nothing like that so precisely taken care of these aspects; however teachers could take care of these concerns on their own.

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

There is nothing like that in this book that need be pinpointed.

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 the decision on issues and problems: Please give a few examples.

The contents of the book are interesting to the students and that way it could be said they generate desirable thinking on the issues involved in the illustrations stories and poems. There is an attempt to motivate the students to read the lessons at ease rather than critically as we may be thinking of.

40. Assessment: (a) Does the textbook have a range of typology of questions like (MCQ, Short answer, short writing (notice or 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 give a few examples for a b and c.

The things enlisted in a b and c could not be so seriously taken as we could go in for CCE – the objective of the book is let the students learn to read with interest and joy.

Section C: Overall observations / Any other suggestions:

It is a well done book. The authors could be appreciated for the choice of the content and its presentation in the book. With the involvement of authors we could talk to teachers teaching class II and see whether we could reorient them or make some changes by adding or deleting in the book and achieve the objective of teaching this book at our best.

There is a gap when nothing about writing the language is said in the book. There should be guidelines for teachers to teach the students for learning to read and write side by side.

The book was done in 2012-2013, at this stage when we may be thinking of its second edition or reprint as may be desired or required, suggestions made as above may be followed for further improvement of the book for which chances are always there. The book is a tool that needs to be used and used well both by teachers and taught. And for all that presence of teachers and taught in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and students should be there to learn by head and heart and for that giving them well done books could be the first and one step we should readily take.

**TEXT BOOK ANALYSIS
OF HINDI BOOK OF CLASS III IN USE IN THE SCHOOLS OF BIHAR**

Section A: General Information about the Textbook

- 1 Title of the book :
KOMPAL – Hindi Textbook for Class III
- 2 Year and place of publication
2014-15, Patna
- 3 Name of the publisher/Organization
Bihar State Textbook Publishing Corporation Limited, Patna.
4. Whether the textbook has been developed on a National Curriculum Framework -2005.

Yes, it has been developed as per the guidelines read in NCF 2005. It has been done by Bihar State Council of Education Research and Training, Patna in team with selected group of teachers and teacher educators. In this task the language pedagogue and researchers were involved too.
5. Textbook development team and nature of participation of the group. (Who are members of the team? Involvement of teachers, linguists/language pedagogue researchers, etc. their roles)

Names of the members of Textbook development direction and monitoring committee:

Shri Rahul Singh	Director State Project, Bihar Education Project Council, Patna
Shri Ram Sharnagat Singh	Joint Director, Education Department, Bihar Government
Shri.Amit Kumar	Assistant Director, Primary Education Directorate, Bihar Government
Dr. ShavetaSandle	Education Specialist UNICEF, Patna
ShriHasanVaris	Director, State Council of Education Research and Training, Patna
Shri.MadhusudanPaswan	Program Officer, Bihar Education Project Council, Patna
Dr, S.A Moeen	Head Department , S.C.E.R.T Patna
Dr, Gyandev Mani Tripathi	Principal Matray College of Education and Management, Hajipur. Subject specialist
Dr. Usha Sharma	Associate Professor, NCERT New Delhi
Mrs. Malvika Roy	Department of Education, Delhi University, Delhi

Team of book writers

Shri. Manish Ranjan Assistant Teacher Primary School, Mushari, Sampatchak, Patna
Shri.AditayaNath Thakur Assistant Teacher Rao Mount Everest Middle School
Kankadbagh, Patna

Shri. Ajay Kumar Assistant Teacher Middle School Gorakhri, Bikram, Patna
 Shri. Manish Kumar Roy Assistant Teacher Primary School, Kanva Para, Kasba,
 Purniya Coordinator
 Dr. Imtyaz Alam Lecturer State Council of Education Research and Training, Patna
 Dr. Archana, Lecturer State Council of Education Research and Training, Patna
 Reviewer
 Dr. Kalanath Mishr Associate Professor, A.N. College Patna
 Dr. Kiran Sharan Principal. Girls Higher Secondary School, Patna
 City. Photography and Sketching Dhandua, Vaishali

10. Size of the Book (Number of pages, units (lessons) layout, color, whether priced or free distribution, number of intended users, etc.)

The book has 96 pages. It has 20 lessons in all including 9 Poems, 6 stories, 1 Inspiring Incident, 1 Life Story, 1 Talk, 1 Childhood life and 1 Letter. In its get up, it is very fine multicolored – the figures and pictures are given in well matching colors the language part is printed in black color. Of course, it is a well-designed book as a whole. It is not a priced book and done for the free distribution under the program of Education for all. It was printed in 2014-15, 2825318 books were brought out that number could be taken as of intended users.

11. Are there any separate guidelines for teachers' as teachers' pages, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology/ approach followed in the book.

There are no separate pages of guidelines for teachers or parents. In the picture pages and poem pages some strategic hints/indications are given for teachers that in their guidance to students they can do their role better than otherwise. In sum and substance we can say much of this needful has been done very well.

Section B: Items for Analysis of the Textbook

1. Curriculum Load

1.1 Organization and presentation

8 Whether the book has only running texts or a variety of genres (texts) involved?
 It is not merely a running book. There is a variety both in contents and presentation. There are short and interesting stories and poems. There are pictures and sketches the children like to read and do as are told in the exercises given at the end of each lesson to learn all about the language.

9 Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of the textbook, but are 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 the authentic texts will be a problem. We have to find out how the balance is maintained)

Mention: chapters /themes taken from authentic text – It seems there is none like that

Mention: chapters themes developed by the authors – It seems all the lessons have been done by the authors.

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

Yes, Lesson 1 Prayer with Practice exercise at pages 2 3 4, and all other lessons likewise have practice exercises for the children to learn the ideas and concepts given in the lessons. Teachers should reach child and all or them to reach him to learn very well in the school while leaving for the home to do all that.

11. Whether the visual / graphics texts like stories in cartoons graphic stories are used as inputs for language teaching learning? Please give reference appropriately.

Yes, graphic stories have been used as input for Hindi teaching and learning in class III. In this context, Lessons 3 4 5 6 8 9 and 10 could be cited as examples of it.

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

Yes, lesson 3 My Village is meant for the children to see their village. Lesson 4 BabanBandergives and interesting story to the children that they enjoy and learn the language too. Likewise this can be said for each of the rest of 18 lessons of the book. As a whole the Practice exercise at the end of each lesson is found to serve the learning purposes of each lesson.

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

There is nothing like subdivision in the presentation of texts like stores poems and other kind of contents they are not separated from each other. Yes, the placement of content in the book is a good mixed matter for language teaching and learning, Thestories and poems and other lessons make an easy and coherent progression.

1.2 Pedagogical Aspects

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

The texts are not chosen in all from contemporary writers, there could be some of them but most of content of the book has been done by the writers on their ownvery well.

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 references appropriately.

These are the salient features of the book it gives a step by step reading of the contents in a well set way to go from one lesson to the next one. This task was a difficult one but it has been done very carefully and done well. Learning of one lesson could make them feel like the lesson to come one by one.

18. Whether the teacher is able to understand the philosophy of the book (the approach to the language teaching-learning like constructivism communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities.

Where there is a will there is a way – there could be orientation classes too for the teachers for the purpose. These classes may be taken by experienced teachers teacher educators and teachers known for their effective teaching in the classes.

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

Yes, the learning activities introduced are suitable for students' learning as per their age and region. For their effectiveness, teachers need be motivated to guide the children to learn from these activities for what these are meant for.

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

Yes, it could be so for the trained and willing teachers who guide the children.

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 ideas of the tasks.

Tasks and activities give an ample scope to students engage them and enrich their learning of the language. Time allowed to students to learn could vary from one another. This should be allowed to them as each of them as they need . The teacher needs to have patience to teach and see the students learn – each student could learn each bit of the lesson should be the motto of teachers' teaching.

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

Let us have teachers who are committed and dedicated in their profession of teaching at primary level. This is their mindset that works more for the anxiety that they could in seeing that all children learn what they teach. The students have as much of anxiety to learn from the tasks and activities as their teachers in schools and parents could motivate them to learn at their respective ends.

II. Child Centeredness

II.1 The Language of the Textbook

21. Whether the themes are related to the lived in experience 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)

Lesson3. Picture study of my village it is of lived in experience of the students. They are to make story of their seeing the picture and grow in their language development. This is also true for lesson 9Tiranga students could explain National Flag that they see all around them in their own words. All the more the theme of the Lesson 8 RakshaBandhan that children have once a year the reading of it is has a big joy for students. We can say, each lesson somehow or other is related to students' lived in experience.

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 Indian sources.

There is an obvious attempt to have Indian rhymes /songs. The books written for Indian children have songs/poems like the lessons 5 7 11 16 18.

23. Whether the book has any narrative (texts translated from Indian languages. Please give reference appropriately.

It is not there any narrative translated from Indian languages. The contents of the book have been especially written for it in the words that students can read for their age.

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

Rubrics addressed to the teachers in the lessons 1 2 7 9 12 15 are in the language of the book i.e. Hindi. For students at the end of all the lesson students have instructions.

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.

Theme: The children should wish to develop good habits and values in their person - Lesson 1 Prayer – they should pray for it daily and see they grow with good character. Lesson 2 Pratiksha– we should be cool and calm in adverse circumstances to see them taking their right turn.

Each lesson has a theme. It is for the teachers to point out or teach with an eye on it, he should put it in the language of students that they could know understand and speak.

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

There are no alien themes each lesson has the theme that students could draw on their own or the teacher could high light as he teaches.

27. In English language textbooks the rhymes and songs are mostly foreign. What attempt is made in the text book through exercises and texts to connect with the life of learners?

This question does not hold good for the book at hand.

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

The questions asked in the exercises could be well be done by students if they are asked to do in groups. Actually, this activity work given in the exercise is meant for group work Poems in the book could well be read- recited in groups of students.

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

Lesson 8 RakshaBandhan 16 Ganga Nadi

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

Exercise after each lessonis post reading activityto be done by the studentsit is for the teacher to make it as his way of teaching the students. Of course, the exercises are the products of deep thought given to by the team of writers of the book.

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

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

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

The answers to these questions are not supposed to be meant for analysis of this book.

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

Yes, the learning of one lesson helps the students to learn the next lesson it could be a set route for the learning of students; it is like building learning on learning by the students.

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

Reading of contents of the book should create interest for reading more of contents like the stories and poems. Lesson 8 Raksha Bandhan lesson 9 Tiranga lesson 12 GandhijiKi Kahani and lesson 15 Brave Indira and lesson 16 River Ganga if taught and read effectively can arouse interest amongst teachers and taught to read more about each of them.

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

At the end of each lesson the exercises have been given to promote problems solving learning and discovery learning by the students. The teacher needs to mould his teaching for it.

35. Whether the textbook promotes communication skills among learners?

Yes, children are asked to read together do help each of them to develop their communication skills like telling others what they think and know and learn to listen and catch the points what others make to them.

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

In the exercises at the end of the lessons there is a place for such like practices.

37. How far the texts themes illustration visuals and tasks are sensitive towards following aspects: Gender, People with special needs, Environmental concerns and against some sections of the society.

There is nothing like so precisely taken care of these aspects, however somehow teachers could take care of these concerns on their own.

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

There is nothing like that in this book that could be pinpointed.

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 the decision on issues and problems: Please give a few examples.

The contents of the book are interesting to the students and that way it could be said they generate desirable thinking on the issues involved in the illustrations stories and poems. There is an attempt to motivate the students to read the lessons at ease rather than critically as we may be thinking of.

40. Assessment: (a) Does the textbook have a range of typology of questions like (MCQ, Short answer, short writing (notice or 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 give a few examples for a b and c.

The things enlisted in a b and c could not be so seriously taken as we could go in for CCE the objective of the book is let the students learn to read and feel like reading with interest and joy. It is for the teachers to take care of CCE and improve upon or change their skill of teaching as may be required.

Section C: Overall observations / Any other suggestions:

It is well done book. The authors could be appreciated for the interest they have taken to make a choice of the content and its presentation in the book. However, with the involvement of authors we could talk to teachers teaching class III and see whether we could reorient them or make some changes by adding or deleting in the book to teach the students more effectively to let our objective of teaching this book be achieved at our best.

There is a gap as nothing much about writing the language is said in the book. There should be guide lines to teach the students for their learning to read and write side by side.

The book was done in 2014-2015, let us not be in a hurry to bring about changes; we need more of feedback for at least two years more. The book is a tool that needs to be used and used well both by teachers and taught. And for all that their presence in the school regularly and punctually needs to be ensured. Teachers should be there by head and heart to teach and so the students should be there to learn; book is the first step we need to do at our best.

TEXT BOOK ANALYSIS OF HINDI BOOK OF CLASS IV IN USE IN THE SCHOOLS OF BIHAR

Section A : General Information about the Textbook

- 1 Title of the book :
KOMPAL – Hindi Textbook for Class IV
- 2 Year and place of publication
2012-13, Patna
- 3 Name of the publisher/Organization
Bihar State Textbook Publishing Corporation Limited, Patna.
4. Whether the textbook has been developed on a National Curriculum Framework -2005.

Yes, it has been developed as per the guidelines given in NCF 2005. It has been done by Bihar State Council of Education Research and Training, Patna in team with selected group of teachers and teacher educators. In this task the language pedagogue and researchers were involved too.
5. Textbook development team and nature of participation of the group. (Who are members of the team? Involvement of teachers, linguists/language pedagogue researchers, etc. their roles)

Direction and monitoring textbook development coordinating committee

Shri Rajesh Bhushan	Director State Project, State Council of Education Project, Patna
Shri Hasan Varis	Director, State Council of Education Research and Training, Patna
Shri Sukhdev Singh	Regional Deputy Director, Tirhut Block
Shri Rameshwar Pandey	Program Officer, Bihar Education Project Council, Patna
Shri Ram Sharnagat Singh	Joint Director, Education Department, Bihar Government and Special work Officer B. S.T.B.P.C. Patna
Dr. Sayad Abdul Moeen	Head of the Department, State Council of Education Research and Training
Dr. Shaveta Sandle	Education Specialist UNICEF, Patna
Dr. Gyandev Mani Tripathy	Principal, T.I.H.S, Patna

Subject specialist

Dr. Usha Sharma	Lecturer, NCERT New Delhi
Mrs. Malvika Roy Delhi	Department of Education, University of Delhi, New Delhi

Team of book writers

Shri. Manish Ranjan, Assistant Patna	Teacher Primary School, Mushari, Sampatchak, Patna
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Shri.AditayaNath Thakur, Assistant Teacher Rao Mount Everest Middle School
Kankadbagh, Patna
Shri. Ajay Kumar, Assistant Teacher Middle School Gorakhri, Bikram, Patna

Coordinator

Dr. Archana, Lecturer State Council of Education Research and Training,
Patna

Reviewer

Dr. KalanathMishr Reader, Post graduate Department of Hindi, A.N.
College Patna
Dr. KiranSharan Principal, Girls High Secondary School, Patna City.

Photography and Sketching

Sitaram Science committee, Begusarai

12. Size of the Book (Number of pages, units (lessons) layout, color, whether priced or free distribution, number of intended users, etc.)

The book has 86 pages excluding contents and cover pages. It has 21 lessons in all including 9 poems, 7 stories, 1 inspiring incident, 1 life story, 1 play, 1 letter and 1 lesson on couplets. In its get up, it is multicolored. It is meant for free distribution under the SarvaShikshaAbhiyan. It was printed in 2012-13. 8,00,000 books were printed, that number could be taken as intended users.

13. Are there any separate guidelines for teachers' as teachers' pages, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology/ approach followed in the book.

There are no separate pages of guidelines for teachers or parents. However, strategic hints/indications are given for teachers for guidance to students at the end of two lessons (Pg.23 and Pg. 51)

Section B: Items for Analysis of the Textbook

1. 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 both in contents and presentation. There are short and interesting stories, poems, biography, inspirational anecdote, play etc.

9 Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of the textbook, but are 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 the authentic texts will be a problem. We have to find out how the balance is maintained)

A good balance of authentic texts and texts created by textbook authors has been maintained. Additionally some texts have been borrowed from NCERT, NBT and some regional books.

Chapters /themes taken from authentic text – Chapters 1,2,3,5,7,11,13,14,17,19,20

Chapters/themes developed by the authors – Chapters 9,18

Chapters 4,8,12,16 have been outsourced from other books.

The source of chapters 6,10,15,21 has not been mentioned. It seems that the stories have been adapted by the textbook authors.

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

Yes, there are illustrations and pictures throughout the textbook which support and elicit the concepts and ideas appropriately e.g. the stories like Char Mitra, Billika Panja and poems like Gharyara etc. are illustrated with pictures for easy comprehension.

11. Whether the visual / graphics texts like stories in cartoons graphic stories are used as inputs for language teaching learning? Please give reference appropriately.

There are no graphic texts; however visuals are appropriately used as inputs for language learning. E.g. in lesson 9, 'Hamara Ahaar', illustrations of the common fruits and vegetables are given.

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

Yes, the themes of some lessons like Sahasi Richa (lesson 16) and Bona HuaPahad (lesson 18) have been based on inspiring local real life stories. The visuals are also taken from local contexts and the children can easily understand and identify with them.

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

There is nothing like subdivision in the presentation of texts like stories poems and other kind of contents. The placement of content in the book is a good mixed matter for language teaching and learning. However, the language component of stories, poems and other lessons make an easy and coherent progression.

1.2 *Pedagogical Aspects*

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

The textbook uses contemporary language in rubrics. Some of the texts are chosen from contemporary writers like Divik Ramesh, Lata Pant, Dr. Sri Prasad and Arvind Gupta. Some lessons have also been written by the Textbook development committee.

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 references appropriately.

There is some coherence as regards the themes as they progress from the immediate environment to broader perspectives but no complete coherence is observed. The language and grammatical progression is observable.

4 Whether the teacher is able to understand the philosophy of the book (the approach to the language teaching-learning like constructivism communicative language teaching, whole language perspective, etc) through the teacher's pages or through the activities.

Although there are no specific teacher's pages or guidelines, but there are sufficient hints for the teacher to understand the philosophy of the book through the activities suggested and practice exercises provided at the end of the lessons. (e.g. communicative language teaching and constructivism).

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

Yes, the learning activities introduced are suitable for students' learning as per their age and region.

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

Yes, the language of the textbook is fairly simple and comprehensible to the learners of this level as well as the teachers.

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 ideas of the tasks.

Yes, there is ample scope for the students to engage in tasks and activities meant to enrich their learning of the language. Time allowed to students to learn could vary from one another. This should be allowed to them according to their individual differences.

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

The tasks / activities are simple, interesting and motivating. As such they should not create any anxiety in the learners and the teachers if performed in the right spirit.

II. Child Centeredness

II.1 The Language of the Textbook

21. Whether the themes are related to the lived in experience 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)

The themes and the units are related to the life situation of the learner and based on the experience of the learner. Some examples are given below

Sl No	Lesson	Topics	Theme
01	3	GharPyara	Commonly found birds and animals and household pests
02	9	HamaraAhaar	Fruits and vegetables normally eaten

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 Indian sources.

All the rhymes and songs used in the textbook are Indian in context written by Indian authors.

23. Whether the book has any narrative (texts translated from Indian languages. Please give reference appropriately.

There is one story 'Chaar Mitra' (lesson 2) translated from Sanskrit epic 'Panchatantra' written by Vishnu Sharma.

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

Rubrics addressed to the teachers in the lessons 7, 12 are in the language of the book i.e. Hindi. For students - at the end of all the lesson students have instructions.

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.

Each lesson has a theme. The teacher should highlight and put across the theme to the children in an easy manner. Some of the themes are listed below

Lesson 2: Theme: value of friendship and unity; Lesson 7: Theme: learning from the environment; Lesson 9: Theme: Good food habits; Lesson 18: Nothing is impossible if one is diligent enough.

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

There are no alien themes. Each lesson has a theme that students can draw on their own or with the help of the teacher.

27. In English language textbooks the rhymes and songs are mostly foreign. What attempt is made in the text book through exercises and texts to connect with the life of learners?

This question is not applicable for the book at hand which is in Hindi.

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

Group activities like play enactment/ acting in lesson 6 (Serka Sava Ser) and lesson 10 (Teen Budhimaan), story retelling in lesson 21 (BargadkaPed) have been specified. However, the questions asked in the exercises can be done by students in groups as well. Poems/ texts in the book could well be read/ recited in groups of students.

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

Yes, they are real life tasks and rooted in context.

30. Whether the reading text/ narrative have 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 appropriate references.

There are no pre-reading or while-reading activities. Exercises after each lesson are post reading activities to be done by the students with the active cooperation of the teacher.

31. (a) How is writing introduced in classes one and two ? From a, b, c, and d. or from stroke to standing 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 process of jotting the points, writing the draft, re-writing, editing and finalizing. If yes, give few examples.

The answers to the questions (a) and (b) are not supposed to be meant for analysis of this book. As regards question (c) there is sufficient scope for process writing but it is only possible with proper guidance from the teacher (e.g. letter writing – lessons 8,9,12, diary writing – lesson 13, dialogue writing- lesson 10 etc.)

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

Yes, the learning of one lesson helps the students to learn the next lesson, it could be a set route for the learning of students. Especially, language and grammar component shows interconnectivity.

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 examples.

There definitely is scope for further reading, extended reading. The stories and poems given in the book create interest for reading more of such content. Although no specific reading list has been provided, post reading activities encourage the children to read books like Panchtantra, Biography of Gandhiji and Pt. Nehru etc.

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

At the end of each lesson the exercises have been given to promote problem solving learning and discovery learning by the students.

Problem solving learning: e.g.- Lesson 4, pg.14 (under section-Aap ke vichar se); lesson 8, pg. 29 (under section – Mein bhi kar sakti hoon); lesson 13, pg. 54 (under section –Tarak ki)

Discovery learning: e.g.- lesson 9, pg. 36 ; lesson 13,pg. 54; lesson 17,pg. 70

35. Whether the textbook promotes communication skills among learners?

Yes, children are asked to read together which helps each of them to develop their communication skills like telling others what they think and know and learn to listen. Moreover, exercise sections like ‘Baat cheet ke liye’, letter and dialogue writing etc also enhance the communication skills of the learners.

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

The exercises given at the end of the lessons include scope for such practices e.g.- pg. 28, pg.

24

37. How far the texts themes illustration visuals and tasks are sensitive towards following aspects: Gender, People with special needs, Environmental concerns and against some sections of the society.

One lesson ‘Sunita ki pahiyakursi’ deals with people with special needs and a couple of lessons like ‘Bargad ka Ped’, ‘Ghar Pyara’ are aimed at enhancing environmental awareness. Illustrations and visuals depict gender equity to a great extent.

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

There is nothing like that in this book that could be pinpointed.

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 the decision on issues and problems: Please give a few examples.

Some of the themes and activities do provide room for critical pedagogy. They generate desirable thinking on the issues involved in the texts e.g. Lessons 4,8, 18 etc.

40. Assessment: (a) Does the textbook have a range of typology of questions like (MCQ, Short answer, short writing (notice or 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 give a few examples for a b and c.

The text book has a lot of exercise for the learners. Assessment and textbook lends itself to continuous comprehensive evaluation/Assessment.

Section C: Overall observations / Any other suggestions:

- The book has been developed by a group of experts drawn from appropriate areas.
- The text book is designed in adherence to the guidelines of NCF 2005 with special approach to constructivism and communicative language teaching.
- The themes have been carefully selected and planned to help the children develop their interest in the subject matter and to enhance their language skills.
- There is an appreciative amalgam of themes- local, national, inspirational, value based etc.
- Questions, exercises and activities have been given to enhance the participation of the students and learning language skills.
- A few lessons have been included exclusively for the purpose of extensive reading which will inculcate the habit of reading for pleasure among the children.
- Topics appropriate to the age, interest and context of the learners have been included.
- The quality of paper used in the text is of low standard.
- The printing is very poor in some pages.
- Pictures and illustrations are not visible in some pages.
- Quite a few language and spelling mistakes are there in the text.

Gaps in the textbook

-) A note on the syllabus is not given.
-) General instruction/ guidelines to the teacher/parents are not given.
-) Pre-reading and while reading activities are not given in the lessons.

Suggestions for Improvements

- ✓ A short note on the syllabus should be given.
- ✓ Contents should be divided into theme based units for easy and comprehensive progression.
- ✓ Guidelines for the teachers and parents should be provided with each lesson.
- ✓ Pre-reading and while reading activities should be specified.
- ✓ A list of books for extensive reading can be provided with each lesson/unit.
- ✓ Language and spelling mistakes should be corrected.
- ✓ More of group activities, pair work, whole class activities etc. should be added to encourage socialization, cooperative learning, leadership qualities etc.
- ✓ A dictionary of new words (words introduced in the text excluding the words used in the text meant for the previous class) may be given at the end.
- ✓ A picture dictionary may be given at the end.
- ✓ The paper used needs to be of improved quality.
- ✓ The pictures should be sharp and recognizable.

राज्य : बिहार

हिंदी

कक्षा – 5

Section A : पाठ्यपुस्तक के बारे में सामान्य सूचना

1. पुस्तक का शीर्षक : कॉपल (भाग – 3)
2. प्रकाशन-वर्ष और स्थान : 2015, पटना
3. प्रकाशक/ संस्था का नाम : (राज्य शिक्षा शोध एवं प्रशिक्षण परिषद्, बिहार द्वारा विकसित) बिहार स्टेट टेक्स्टबुक पब्लिशिंग कॉरपोरेशन लिमिटेड, पटना द्वारा प्रकाशित।
4. यह पाठ्यपुस्तक, राष्ट्रीय पाठ्यचर्या को रूपरेखा 2005 और बिहार को पाठ्यचर्या को रूपरेखा 2008 के आलोक में नवीन पाठ्यक्रम के आधार पर तैयार की गयी है।
5. 'पाठ्यपुस्तक विकास समिति' का विवरण यहाँ प्रस्तुत है –

विषय विशेषज्ञ

डॉ. उषा शर्मा, एसोसिएट प्रोफेसर, एन.सी.ई.आर.टी., नई दिल्ली

डॉ. निरंजन सहाय, एसोसिएट प्रोफेसर, महात्मा गाँधी काशी विद्यापीठ, वाराणसी (उ.प्र.)

श्री नन्द, शिक्षाशास्त्र विभाग, लखनऊ

र

श्री त्रिभुवन, शिक्षा, लखनऊ

श्री, शिक्षा, लखनऊ

श्री क्रीत प्रसाद, शिक्षा, मध्य विद्यालय चंडासी, लखनऊ

श्री प्रेम, शिक्षा, प्राथमिक विद्यालय, लखनऊ

श्री, शिक्षा, प्रथम, लखनऊ

श्री, शिक्षा, प्राथमिक विद्यालय मित्तन चक मुसहरी, लखनऊ

श्री, शिक्षा, लखनऊ

श्री, शिक्षा, लखनऊ

श्री, शिक्षा, लखनऊ

श्री, शिक्षा, लखनऊ

समन्वयक

) . , व्याख्याता,

समीक्षक

) . श्र,

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) श्र,

दिशा- बोध – सह – पाठ्यपुस्तक विकास समन्वय समिति

) श्री राहल सिंह, ज f, बिहार शिक्षा परियोजना परिषद्,

) श्र, क्त, क्ष,

) श्र, प्र, क्ष,

) . श्वे ल, क्ष ज्ञ,

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) , विभागाध्यक्ष,

) . ज्ञानदेव मणि त्रिपाठी, प्र, मैत्रेय कॉलेज ऑफ एजुकेशन एण्ड मैनेजमट,

6. स्

) ष . 160; - . 23; 130 ह ()

11, 13, 546 प्र 18 x 24 . साईज म मुद्रित । पुस्तक को प्रस्तुति संतोषप्रद है । '

क्ष ' कार्यक्रम के अंतगत पाठ्यपुस्तकों को नि: ल

स् पूरा बिहार राज्य के निमित्त तैयार की गयी है । कुछ पृष्ठों पर छपाई ठीक से नहीं हुई, .

3, 4, 5, 40, 83 . चित्र में रंगों का संयोजन बेहतर होना चाहिए । कहीं-कहीं उन चित्रों में

स् ष , . 5

7. विशेष रूप से अध्यापकों को संबोधित करते हुए -निर्देश नहीं दिये गए ह और

f ष f, ' - ', गुणवत्ता शिक्षा

कार्यक्रम के बीस सूचक बिंदु और निर्देशक द्वारा लिखित ' ' में जो बात कही गयी है, ' श्वे

रूप से पाठ्यपुस्तक को किस त , -

19. प्रत्येक पाठ म दिये गए अभ्यास विशेष रूप से भाषा – कद्रित ह । इसके माध्यम से विद्यार्थियों को भाषा के बारे म सोचने के काफ़ी अवसर मिलते ह ।

20. िँ

II. बाल – कद्रिता

II.1. पाठ्यपुस्तक को भाषा

21. सीखनेवालों के अनुभवों से संबंधित अवधारणाएँ पाठों म मिलती ह । जैसे –

10 - िँ , िँ , िँ
11 - िँ , िँ , िँ
। = िँ

22. समस्त कविताएँ अपने देश के रचनाकारों द्वारा रची गयी ह ।

23. ' व ' िँ द्व

24. पाठ्यपुस्तक के पाठों म दिये गए निदश सीखनेवालों के लिए ह । ' ' व्यक्त किये गए विचार म अध्यापकों के लिए सामान्य रूप से कुछ निदश दिये गए ह ।

II.2 विषयवस्तु और काय/ गतिविधियाँ

25. - ष्ट्र

। - पिता को समपित भाव से सेवा करना

। ष - श्र त्र

। - उ

। िँ - िँ, रोगियों को भलाई और उनको सेवा करना

इसी तरह प्रत्येक पाठ को विषयवस्तु से कोई न कोई सकारात्मक संदेश प्राप्त होता है ।

26. िँ ष

27. दी पाठ्यपुस्तक के संदभ म यह बिंदु लागू नहीं होता ।

28. / :

पाठ्यपुस्तक म समूह - िँ दृष्टे ' ष ' 'श्र '
(. .18); ' ' पाठ नाटक है जिसे विद्यार्थियों से अभिनीत करवाया जा

. 1,5,10,17,20,23 सभी विद्यार्थियों हेतु पढ़ने के लिए ह । '

' के अंतगत जो कायकलाप दिये गए ह, वे सभी बच्चों के लिए ह । पृ.116 च िँ

और अपने वग म सुनाने के लिए कहा गया है ।

29. ' ' ष ' िँ ' के अंतगत जो काय करने के लिए कहा गया है, विद्यार्थियों के जीवन से संबद्ध है ।

30. पाठ्यपुस्तक म कई पाठ सिफ पढ़ने के लिए निर्धारित किये गए ह जिनका संदभ बिंदु '28' अंतगत दिया गया है । इसके अतिरिक्त कई पाठों के अभ्यास म पढ़ने को क्रिया पर बल दिया गया

- . 116

An Analysis of Textbooks of Mathematics: Class – V

BIHAR

I. General Information

- a. Title of the book: **GANIT**
- b. Year and place of publication: **2015-16, PATNA**
- c. Name of the Publisher / Organization: **Bihar State Textbook Publishing Corporation Limited, Buddha Marg, Patna.**
- d. Stage: (Primary/Upper Primary): **Primary**
- e. Class: **V**
- f. Total No. of pages: **166**
- g. Total Chapters: **15**
- h. Last review of syllabus done by the State: **2012 – 2013**
- i. Price: **NIL (Free Distribution Under SSA Programme)**

II. Introduction About the Textbook

After NCF – 2005, the Government of Bihar decided to introduce new syllabus in the year 2009 and accordingly textbooks for different classes were developed as follows:

Class	Year
I, III, VI & X	2010 – 2011
II, IV & VII	2011 – 2012
V & VIII	2012 – 2013

The textbook of Mathematics for class – V was reviewed in 2013 – 2014 and on the basis of feedback received from reviewers it was edited and published in 2015 – 2016. It contains the following chapters:

1)Fair of Numbers, 2)Addition & Subtraction, 3)Multiplication & Division, 4)Multiples & Factors, 5)Fraction & Decimals, 6)Currency & Banking, 7)Angle, 8)Symmetry, 9)Shapes, 10)Unit of Measurement, 11)Perimeter & Area, 12)Volume, 13)Time, 14)Data, 15)Pattern

Evaluation of textbook is a continuous process for improving its quality. This evaluation task was undertaken using the tool developed by NCERT. The tool contains items related to physical & academic aspects and the evaluators were requested to go through the textbook item-wise and indicate their observations & suggestions which will have immense value for revision.

III. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: **Coloured and less attractive.**
- b. Quality of paper: **Quality of paper and printing is not satisfactory.**
- c. Quality of binding: **Below Average (It is Stapled)**

- d. Font size used and its appropriateness: **Font sized is appropriate.**
 e. Layout of text: **Not Appropriate. (Page margins are not appropriate)**

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

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

Syllabus is not available. According to preface this book has been prepared as per the latest syllabus.

V. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	No. The textbook is written as per the concepts on different chapters and there is no content load.
5.2 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.	Connecting and sequencing of concepts is maintained within and across the chapters / topics.
5.3 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.	Yes, language and vocabulary used are simple and comprehensible for learners.
5.4 Have the themes been introduced with interesting and familiar situations?	Yes. Introduction of each lesson / concept is done with familiar situations and hence it becomes interesting for the learners.
5.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No. there is no difficult concepts for learners. Appropriate examples and activities are given for better comprehension of learners.
5.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	There is no technical terms used in the textbook.

VI. Child-centered Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 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.	Yes.
6.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Most of activities given in the textbook are related to the real life experiences and contextual in nature.
6.3 Does the textbook provide for hands on	Yes. The textbook provides for hands on

experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	experiences through illustrations and activities (vide page 13, 27, 37, 62 etc.) which enable them for exploration.
6.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes. Textbook has provided adequate number of problems / exercises. But very few open-ended questions are found. (Vide pages 15, 97, 118, 157 etc.)
6.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes. The textbook has little scope for learner's questioning. (vide pages 120, 122, 133 etc.)
6.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes. The textbook provides many questions and activities on different topics for self-learning and self-assessment.
6.7 Do the questions given in the exercises b. Cover all the concepts c. Include variety of questions d. Provide opportunities for reflection e. Require inductive thinking	Yes. Variety of questions and activities provided in the exercises cover all the concepts. Further, there is lot of opportunity for reflection and inductive thinking of the learners while solving the problems.
6.8 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.	Yes. The questions are helpful in testing reasoning and creative abilities of learners. (vide pages 15, 16, 40, 67, 69, 158-166 etc.)

VII. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 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.	Yes. The textbook promotes mutual respect (vide pages 29, 30, 32 etc.), equal human dignity and rights (vide page 39).
7.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No.
7.3 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	There are equal representation of both the gender group through examples, illustrations, visuals, exercise problems and activities. (vide pages 46, 49, 77, 80 etc.)

give examples. If no, please suggest how these could have been incorporated?	
7.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes. There are some examples where children of different religions are evolved in activities (vide pages 39, 49 etc.) for the promotion of communal harmony.
7.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No.
7.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No.

VIII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
8.1 Adequate	Yes. (Vide pages 75-77, 117-120, 157, 164 etc.)
8.2 Child friendly	Yes. It is child friendly since the activities are given according to their level and environment. Most of the examples and figures are helpful in gender equality.
8.3 Gender perspective	Most of the examples and figures involved boys and girls without any gender discrimination.
8.4 inclusion perspective	No.

IX. Assessment Techniques Followed

Assessment of learning is done using mostly closed type questions through activities and exercises. Open-ended questions are insignificant.

X. Over all observations/any other suggestions

As per the syllabus of class – V, this textbook is developed in Hindi by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd, Patna for use of state Govt. Schools under SSA program. There are total 15 chapters in the textbook. Every chapter starts with previous mathematical concepts and concepts have been introduced by using examples and activities. Exercise problems also provide an opportunity for learners for self-assessment. However, less focus is given on open-ended questions and posing questions by students. Further inclusion perspective is not focused.

XI. Gaps in the Document

There are no gaps within and across the lessons contained in the textbook. But constructivist approach in presenting the concepts and operations is lacking. Assessment questions are stereotype in nature i.e. giving more emphasis on closed-type questions ignoring open-ended questions.

XII. Suggestions for Improvement

- In the beginning of the textbook, syllabus of the class should be given.
- Provision for learning materials for children with special needs, needs to be included.
- Pictures, diagrams should be printed with appropriate size, margins should be appropriate.
- Textbook should focus on constructivist approach for problem solving (in posing open-ended / process questions).
- Inclusion pedagogy should be focussed in the textbook.
- Teacher's support material should be given in the textbook for introducing / teaching the topics based on traditional and constructivist approach.
- Answers should be given Exercise-wise.

A Tool for Analysis of Textbook in Environmental Studies (EVS)

CLASS IV

I. General Information

- 1.1 Title of the book: Paryavaranam Aur Hum (Part II)
- 1.2 Year and place of publication: 2012-13
- 1.3 Name of the Publisher / Organisation: SCERT, Bihar State Textbook Publishing Corporation Limited, Patna
- 1.4 Stage: (Primary/Upper Primary)... Primary
- 1.5 Class: IV
- 1.6 Total No. of pages: 140
- 1.7 Total Lessons: 25
- 1.8 Last review of syllabus done by the State: 2012-13
- 1.9 Price: Free distribution

II. Introduction about the Textbook

The textbook 'Paryavaranam Aur Hum' (Part-II) for class 4 children is written in Hindi. The book consists 140 pages with 25 lessons and developed under SSA in 2012-13. It is based on experience of physical, natural and social environment. This book has tried to develop understanding of own family, society, country and world. The activities in the textbook have included observation, survey, interaction, reflection, experimentation, project etc. it also engages children in measurement, mappings, hands on experiences, puzzles etc. The students have scope to explore, investigate, infer, analyze, draw conclusions, predict as well as for some skill development. The textbook encourages curiosity, inquiry, problem solving etc. It has also taken care of individual as well as group learning. The book emphasizes on joyful learning of EVS through some of the simple and interesting activities in which child can manipulate, freely explore and obtain new knowledge.

The illustrations/pictures are relevant but are not up to the standard because of poor printing and most of them are without labeling/ titles.

The assessment part is integrated with each chapter (mostly formative).

Finally the textbook provides enough space for self-learning, self-reflection and self-assessment. It is as per the developmental level of the children. Still it has lot of scope for improvement.

III. Physical Aspects of the Textbook

- f. Cover Page: Coloured/2 Coloured/ Attractiveness:Multi-coloured, not very attractive
- g. Quality of paper: Average
- h. Quality of binding: Below average (It is not bound but stapled)
- i. Font size used and its appropriateness: Appropriate
- j. Layout of text: Appropriate, (But page margins could have been more and printing could be improved)

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

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

V. Language and appropriateness of the text

5.1 Is the language used simple and comprehensible by the children?	Yes	Sometimes English words have been used. They could have been replaced by Hindi words e.g.: Design (P13),Hostel(P51), Necklace (P100), Injection (105) All these words may not be comprehensible for rural and tribal children.
5.2 Does it provide developmentally appropriate text?	Yes	The themes and content are as per children's cognitive development.
5.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	No	For class IV, 15 chapters could have been enough so that students get more time for exploration, investigation, activities, projects, cooperative learning etc.
5.4 Does it have the scope for linkage within and across themes and levels in each class?	No	Sometimes linkages between chapters are missing, less linkage across themes and except evaporation and condensation of

		water, physical aspect of environment is not covered
5.5 Does the content of EVS textbook promote student reflection?	Yes	e.g. Uses of cultivation of flowers(P 5); Identification of functioning of teeth as different tools (P 25), Need for constructing multi-storied buildings in cities(P 108) etc.
5.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	e.g.: Special dishes on different festivals (P18), Caring of domestic animals (P89), Types of houses (109) etc.
5.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Vocabulary used is simple, comprehensive and appropriate for the developmental level of the children.
5.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	Great extent Observation: Of flowers in the immediate environment(P3), Survey: Of beekeeping in the locality (P 78), Doing activities : Construction of wall with bricks (P 111) Reflection : Uses of floriculture (P 5) Projects: Collection of pictures of animals living in groups (P92) Interaction with teacher : Types of houses (P109) Games : Word search (P 9) Such activities are spread across the chapters
5.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	Activities such as survey of number of teeth at different ages(P26), experimenting with plants(P32) etc. encourage participation of child
5.10 Does it provide sufficient opportunities	Yes	There is some scope for hands on activities such as experimenting with

to work hands-on in various activities?		plants (P 32), evaporation(P 98), drawing of map (P 53) etc.
5.11 Does it include sufficient and relevant examples?	Yes	Spices of different states (P67), beaks and feet of birds (P82-83), types of houses(P109)etc.

6 Scope for activities/pedagogical processes/ assessment

6.1 Are there any separate guidelines for teachers and parents?	No	No guidelines for parents and teachers
6.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	No guidelines are included for both
6.3 Are the activities given in the EVS textbook sufficient?	Yes	Sufficient but more hands on experience, could have been included
6.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Adequate
6.5 Does it have the scope for joyful learning?	Yes	As it includes observation, activities, survey, projects, games, interaction etc.
6.6 Is the writing style of EVS textbook interesting and engaging?	Yes	To some extent. NCERT textbooks could be referred for improvement
6.7 To what extent does it encourage cooperative learning?	No	Very less
6.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Ye	As mentioned above, textbook has scope for observing, exploring, analyzing and reporting(through projects, survey, interaction etc.)
6.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	Most of the activities are related to their immediate environment such as observation, survey of natural/ social environment.
6.10 To what extent does the EVS textbook	Yes	It enables teachers to support children's

enable teachers to support children in their learning?		learning to great extent
6.11 Does the learning material provide scope for children to ask and answer questions?	Yes	Provides sufficient scope

7 Visuals

7.1 To what extent do the illustrations/pictures used are) Attractive) Augment the content) Depict clear messages	No	Though illustrations/pictures augment the content, some of them are not attractive (e.g. p 19, 68, 134 etc.), do not depict clear messages as most of them do not have any labeling or title/caption (e.g. p 31, 64, 96 etc.)
7.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	In most of the pictures, gender equity is taken care of
7.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	Yes	Social, cultural and religious diversity is taken care of

8 Inclusive aspect/diversity

8.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		6.3 and 7.1 are the same
8.2 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		m. adequately addressed n. not at all addressed o. to some extent

3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste 6. Work/Profession		p. to some extent-,more emphasis on rural q. taken care of through people working with different skills (related to caste) r. to a large extent(farmer, carpenter, blacksmith, ticket collector, etc.)
8.3 To what extent the content of EVS textbook provide scope for children with special needs?	No	Children with special needs are not taken care of as expected
8.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes	Variation among children are taken care of to some extent

9 Gender perspective

9.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		8.1 and 6.2 are the same
9.2 To what extent does the text given in the EVS textbook portray gender equity?		Throughout the textbook gender equity is taken care of (mostly in pictures)

10 Constitutional Values

10.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		Cultural, religious diversity is reflected
10.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and		The book has taken care of sensitivity towards natural environment through observation and manipulation of plants and animals. The social and cultural

cultural)?		diversity has also been taken care of while dealing with festivals, food, housing etc.
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11 Overall observations/ Any other suggestions:

-) Good, however the physical appearance of the book is not attractive. Children of class IV may not enjoy the cover page.
-) Though visuals/ pictures are given throughout the book, drawings of pictures as well as their printing are not up to standard.
-) 25 chapters would be more for class IV students. It could be reduced to 15 so that students could get more time to be engaged in activities, hands on experiences etc.
-) No continuity between chapters

12 Gaps in the documents

-) Physical environment is not adequately dealt with.
-) The book is not interactive and is not based on constructive approach
-) The presentation of the content is not interactive in nature

13 Recommendations for Improvement

-) Guidelines for teachers and parents could be included.
-) Textbook should include activities with cooperative learning and emphasize more on constructivist learning.
-) Activities and examples included could be more interactive like NCERT textbooks
-) Pictures and diagrams need to be clear and interesting
-) Quality of the print has to be improved
-) It is worthwhile to include chapters which deal with physical nature of environment

A Tool for Analysis of Textbook in Environmental Studies (EVS)

CLASS V

I. General Information

1. Title of the book: Paryavaranam Aur Hum (Part-III)
2. Year and place of publication: 2015-16
3. Name of the Publisher / Organization: SCERT, Bihar State Textbook Publishing Corporation Limited, Patna
4. Stage: (Primary/Upper Primary)...Primary
5. Class: V
6. Total No. of pages: 139
7. Total Lessons: 21
8. Last review of syllabus done by the State: 2012-13
9. Price: Free distribution

II. Physical Aspects of the Textbook

- a. Cover Page: Multi-Coloured/Attractiveness: ...Not very attractive
- b. Quality of paper: Average
- c. Quality of binding: ...Not very good (It is not bound but just stapled)
- d. Font size used and its appropriateness: Font size should be increased
- e. Layout of text: Appropriate (Printing could be improved and spacing between lines could be increased)

Introduction about the Textbook

- III.** The textbook 'Paryavaranam Aur Hum' (Part-III) for class 5 children is written in Hindi. The book consists 139 pages with 21 lessons and developed under SSA in 2012-13. It is based on NCF 2005. It was developed with the help of teachers, subject and language experts and educationists. The chapters included have taken care of overall development of children i.e. physical, mental, moral and skill development. The objective of the textbook is to develop inquiry, learning together among children, which in turn help in preparing good secular citizens with a commitment for integration and constitutional obligations. In this textbook, the topics are dealt with stories, poems, games and different activities such as observation, interaction, survey, project, drawing etc. it encourages children for

collection, gathering, classification and analysis. Learning without burden and joyful learning through this book help the children in ‘learning by doing’. Most of the activities could be done through simple and cheap learning materials. The chapters in the textbook encourage students for exploration, investigation, drawing inference, prediction etc. The present book is based on experience of physical, natural and social environment.

The illustrations/ pictures are relevant but their drawing and printing are not up to the standard. The labeling and titles are absent in almost all the pictures.

The assessment part is integrated with the content of all the chapters as well as at the end of each chapter.

The text is appropriate for development of children encouraging self-learning, self-reflection and self-development, individual and group learning.

The book could have been more interactive like NCERT textbooks. The scope for improvement could be taken care of.

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

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

V. Language and appropriateness of the text

5.1 Is the language used simple and comprehensible by the children?	Yes	English words could have been replaced by Hindi words (Eg: Herbarium(P28),Cactus(P33), Diary(P38))
5.2 Does it provide developmentally appropriate text?	Yes	They are as per cognitive development of children
5.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	No	Information overloaded with 21 chapters
5.4 Does it have the scope for linkage within and across themes and levels in each class?	No	Sometimes linkages between chapters are missing, less linkage across themes and

		except 'water', physical aspect of environment is neglected
5.5 Does the content of EVS textbook promote student reflection?	Yes	Variations in plants, leaves and flowers(P 30); Uses of sunlight and heat(P 95), Uses of petrol and its alternatives(P 106-107) etc.
5.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	E.g.: How to minimize mosquitoes in your locality(P55) Agricultural products of different districts(P67) How to overcome the flood situation(P91) etc.
5.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Vocabulary used is simple, comprehensive and appropriate for the developmental level of children
5.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	Great extent Observation(P81),Survey(P28),Doing activities e.g. preparing herbarium(P31) Reflection(P 35) Projects (P35) Playing games (P 36) Interaction with teacher(P127) All these kinds of activities spread over all the chapters
5.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	Activities such as preparation of Little and Chokha, means of transportation(p92), Games(135) encourage participation of child
5.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	There are some scope for hands on activities such as Exhibition of plants (P 3266), survey of nature(P 28), heating pot using white and black paper(P 96); But the hands on activities are not sufficient
5.11 Does it include sufficient and relevant	Yes	Monuments of Bihar(P266) ,variety of

examples?		birds(P 27), influence of environment on food and food habits(P68), Games(P15)etc.
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6 Scope for activities/pedagogical processes/ assessment

6.1 Are there any separate guidelines for teachers and parents?	No	No guidelines for parents Very few guidelines for teachers(P 56)
6.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	Guidelines for teachers are not many; very few information about methodology(P 43 &56)
6.3 Are the activities given in the EVS textbook sufficient?	Yes	Sufficient but more hands on experience, drawings and labeling could have been included
6.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Adequate
6.5 Does it have the scope for joyful learning?	Yes	As it includes observation, activities, survey, projects, games, interactions etc. but they should have been written in more interesting way
6.6 Is the writing style of EVS textbook interesting and engaging?	Yes	To some extent. It could have been more interactive as NCERT textbooks
6.7 To what extent does it encourage cooperative learning?	No	Very less
6.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	As mentioned above, textbook has scope for observing, exploring, analyzing and reporting(through projects, survey, interaction etc.)
6.9 Does the learning material develop curiosity among children towards their	Yes	Observation of nature, survey in locality etc. gives scope for developing curiosity

immediate environment?		towards immediate environment
6.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes/No	Information giving through textbook is more. However, it also enables teachers to support children's learning to great extent
6.11 Does the learning material provide scope for children to ask and answer questions?	Yes	To some extent

VII. Visuals

7.1 To what extent do the illustrations/pictures used are) Attractive) Augment the content) Depict clear messages	Yes/No	Though illustrations/pictures augment the content, they are not attractive, do not convey clear messages as all of them do not have any labeling or title/caption
7.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes/No	Gender equity not found in pictures P 3, P 8, P 81, P86(3 rd picture)
7.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		Though social and cultural diversity is taken care of to some extent, religious diversity is not taken care of

VIII. Inclusive aspect/diversity

8.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		6.3 and 7.1 are the same
8.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender		10. to some extent

<p>2. Physical Traits Creed Physical/Mental ability</p> <p>3. Ethnicity/Origin</p> <p>4. Background (Rural/ Urban etc.)</p> <p>5. Caste</p> <p>6. Work/Profession</p>		<p>11. to some extent(mostly physical disability)</p> <p>12. to some extent</p> <p>13. to some extent-,more emphasis on rural</p> <p>14. not at all</p> <p>15. to large extent(through farmer, teacher, postman, business person)</p>
<p>8.3 To what extent the content of EVS textbook provide scope for children with special needs?</p>		<p>One chapter exclusively for physically challenged learners. Other chapters take care of it to some extent</p>
<p>8.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?</p>	<p>Yes</p>	<p>Individual differences (except children with special needs) are taken care of</p>

9 Gender perspective

<p>9.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?</p>		<p>8.1 and 6.2 are the same</p>
<p>9.2 To what extent does the text given in the EVS textbook portray gender equity?</p>		<p>Not at all</p> <p>e.g.:</p> <p>1. Why arranging clothing and gifts are responsibilities of daughters-in-law?</p> <p>10. Why Salma (Girl) is enquiring about boxing whereas Rahul being a boy knows about boxing?</p>

10 Constitutional Values

10.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To some extent, it reflects the cultural diversity of different regions of India, values of judicious use of food is given emphasis, tries to promote sensitivity towards children with special needs
10.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		To some extent. It has taken care of attitude towards environment, value of judicious use of food and water.

11 Overall observations/ Any other suggestions:

-) Not very good as physical appearance of the book is not up to the standard; it is not attractive for children of class V
-) Printing of illustrations, pictures are not good
-) No continuity between chapters
-) Not presented in interactive manner

12 Gaps in the documents

-) Physical environment is not adequately represented.
-) Content overloaded with 21 chapters. It could be reduced to 15-16, so that children would have more scope and time for interaction, survey, hands on activities, experimentation etc.

13 Recommendations for Improvement

-) More guidelines for teachers are required.
-) Also guidelines for parents could be included.
-) Textbook should be based on constructivist approach.
-) There should be more scope for hands on activities so that the children learn through exploration and enquiry.
-) Inclusive aspect should be explicitly highlighted. Gender equity also needs to be addressed more clearly.

) To inculcate constitutional values and sensitivity to gender and environment are the need of the hour, so much emphasis should be laid on these.

Analysis of Textbooks of Mathematics: Class – I

I. General Information

- 1.1 Title of the book: **GANEET**
- 1.2 Year and place of publication: 2012 – 2013, Patna.
- 1.3 Name of the Publisher / Organisation: Bihar State Textbook Publishing Corporation Ltd.
Pathya Pustak Bhavan, Budha Marg, PATNA- 800 001
- 1.4 Stage:(Primary/Upper Primary): Primary
- 1.5 Class: I
- 1.6 Total No. of pages:118
- 1.7 Total Lessons:14
- 1.8 Last review of syllabus done by the State: 2012 - 2013
- 1.9 Price: Free distribution under SSA

II. Introduction about the Textbook

In the light of National Curriculum Framework (NCF-2005), Bihar Curriculum Framework (2008) new textbooks have been prepared for the rural areas of the state. The main goal of the curriculum was to integrate the knowledge gained in the school with the experience obtained by the child outside the school. This book has attempted to bring the closeness together as far as possible. It is hoped that this attempt will be successful to achieve the “child-centered approach” as emphasized in NPE- 1986 and strengthen “Learning without Burden” for the children.

In this text-book, emphasis is given on activity based learning of the child, where he/she inquires and observes/experiences from the environment. The teacher helps learners to develop understanding in this regard. Learners create their own knowledge so the teacher leads them in this way through the prescribed curriculum. This textbook has made ambitious attempt in this direction. This newly developed textbook was implemented for one year on trial basis and modified on the basis of suggestions from teachers and experts from different regions of the state. In order to take correctives measures in management and improve learning further suggestions are always welcome.

II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Colours used :Attractiveness: coloured cover page
Colouring the pages are not done properly (P.112, 113, 114,115,116,117)
- 2.2 Quality of paper: **Good**
- 2.3 Quality of binding: **Good**
- 2.4 Font size used and its appropriateness: **Font size 14/16 and bold. Font size is appropriate for class–I.**
- 2.5 Layout of text: **Appropriate**

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).
- Syllabus is not available. So the linkage between syllabus and linkage cannot be established. It is hoped that the textbook is prepared on the basis of new syllabus as mentioned in preface.

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.	No. The textbook information is not found to be overloaded. The information and concepts presented in textbook is found appropriate for standard – I.
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.	There is appropriate in connectivity and sequencing of concepts within and across the chapters. The chapters proceed from simpler concepts to difficult/complex concepts and every lesson is developed on the knowledge and competencies of real life situation. Activities on every concept promote and strengthen understanding of the concept.
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give	Yes. Each lesson of the textbook starts with pictorial example relevant to concept followed by activities. Textbook is designed as

examples of non-comprehensible text in the textbook.	workbook and provides adequate space for child to solve relevant problems in the book. Here mathematical language is used. The vocabulary and sentences used in the textbook are simple and easily understandable by the student of standard – I.
4.4 Have the themes been introduced with interesting and familiar situations?	Yes. Every lesson in the textbook starts with pictorial example from local environment of the child / familiar activities.
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Each lesson of the textbook starts with a new concepts and each chapter has connectivity with its previous learning experiences. All concepts presented are appropriate and suitable for the child of standard – I.
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	The textbook is developed for the use of child of standard – I. At this level the concepts which are given in book are preliminary in nature. All chapters are introduced with example / activity. So there is no much scope for using technical terms and hence there is no separate place in textbook for defining technical terms.

V. Child Centered 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.	Yes. The language and presentation style of concepts are also as per the child's age and cognitive level.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Most of the activities given in the textbook are related to the real life experience and context of the children. Exercise problems in the textbook also promote

	utilizing mathematical skill in real-life situation of the child.
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.	Yes, Textbook provides scope for hands on experiences and exploration for the children to go beyond the textbook. Textbook provides activities for children to explore and have an experience of the concept. For e.g.in chapter1, 2,3, 4, 5, 7, 9, 10, 11, 12, 13, 14have been provided with activities with related concepts.
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, the number of problems and exercises given in the textbook is adequate and as per cognitive level of child of standard – I. Most exercise problems and activities are not open ended based on real life experiences which promotes mathematical interest in child.
5.5 Does the textbook provide scope for children’s questioning? If yes, Please give examples.	Yes, Most questions are based on activities and observations from their local context. The questions and activities can help the child to explore his/her mathematical thinking and interest. Some of the chapters also include using mathematical concepts from daily life situation of the child. Fore.g. page no. 1,2,3,4,5,6,7,8, 9 etc.
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes, The textbook has adequate number of self-reflective exercises and activities for the child which promotes child’s learning from his/her own experience and assess his/her learning. The activities in the textbook are given in such a way that it promotes to motivate learner to explore the concept to use in his/her day to day life. Some of the examples are from page numbers 1, 2, 3, 4, 5, 9, etc.
5.7 Do the questions given in the exercises b. Cover all the concepts	Yes, exercise questions of the textbook cover all the concepts which are discussed in separate chapters. It

<p>c. Include variety of questions</p> <p>d. Provide opportunities for reflection</p> <p>e. Require inductive thinking</p>	<p>also provides opportunities for reflection and 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>Yes, the textbook is developed in such a manner that can promote reasoning and creative thinking abilities among child. Some of the examples of such questions may include from page numbers 2, 3, 3, 4 etcfor developing reasoning. But in order to develop creative thinking open ended questions/multiple answer questions or thought proving questions are lacking. All are fixed answer type questions.</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 & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Yes, There is a figure given in page no. 7(respect for diversity). Most examples are from rural areas.Such instance in the textbook is found that promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>
<p>6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No. violation of constitutional values has been not observed.</p>
<p>6.3 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</p>	<p>Text as well as visual example given in textbook addresses the gender concerns, but in visual examples, females are more frequently given than males. There are equal representation of both the gender groups in introducing examples, illustrations, visuals, exercise problems and activities prescribed in</p>

how these could have been incorporated?	the textbook.
6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes, There is a figure in page no. 7 that shows promoting communal harmony and strengthening national integration.
6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No. This textbook does not neither provides inclusive pedagogy nor instructions for them. This textbook is developed for the use of normal children. So the component of inclusive pedagogy in not found in the textbook.
6.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No, content of textbook does not facilitates understanding of children on environmental values. In many pages like (P.46, 60,61,83,84,85,86,87,88,89,90,91,92) match sticks are taken as examples and for activities. It is desirable to take some other items for counting rather match sticks. However there is also no such instance is found to discourage children on environmental issues.

VII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes. Adequate and appropriate visuals are provided in the textbook as when and where required.
7.2 Child friendly	The children are acquainted with the pictures, visuals presented in the textbook. Appropriate visuals are been used to describe and illustrate concept.

7.3 Gender perspective	Yes, to a great extent. Visual illustrations are given in textbook address the gender concerns.
7.4 inclusion perspective	No. This textbook is developed to cater the needs of normal learners under SSA in state govt. schools of Bihar. The inclusion perspective has not been looked into in the textbook.

VIII. Assessment Techniques followed

- xvii. The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.
- xviii. All lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express while the later ones move to written mode of assessment. There are many situations where children can assess the accuracy of their answers without even teacher feedback. The assessment procedure is more inductive than deductive.
- xix. A substantial number of questions are there that the children to observe and perform activities and to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
- xx. At the end of each lesson, information/ guidelines have been provided to the teachers regarding the competencies developed in the lesson. There is thus a clear set of objectives against which the performances of children can be evaluated. Since many questions are closed-ended, the children can test their own understanding of the concepts. There is thus provision for individual and self-assessment.
- xxi. Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations. The evaluations can point out for the teachers the areas of deficiency of children which may later be focused in remedial programmes. As per the dictates of CCE, there are provisions of assessment as learning, assessment of learning, and assessment for learning.

IX. Over all Observations/any other suggestions:

This textbook is developed by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd., Patna for use of state Govt. Schools under SSA. It covers all required chapters in mathematics for the children reading in class – I. Presentation style and language used in the textbook is appropriate for the children of class – I. There are total 14 chapters in the textbook and every chapters starts with a new mathematical concept related to real life situation. Exercise problems also provide an opportunity to learner to self – assess his/her learning and progress.

However the physical aspect of the textbook such as printing quality, paper quality, layout, binding, colors etc. are appropriate and are able to attract the attention of the child. The textbook is developed well on child-centered parameter but lacks on inclusiveness. For transaction and assessment, instruction and guidelines for teachers is given in this textbook.

X. Gaps in the Document

- xiii. The quality of the paper, print and visuals are not attractive and therefore not child-friendly.
- xiv. As there are no open-ended questions in the textbook, there is less scope for the children to develop creative abilities.
- xv. There is no mention of the syllabus in the beginning pages of the textbook.
- xvi. The inclusive perspective is missing from the textbook.
- xvii. Less focus or almost no focus has been placed in promoting constitutional of communal harmony and national integration.
- xviii. There is less importance on development of environmental values.

XI. Suggestions for Improvement

- xi. It is important that the textbook should be designed and produced so that children would be attracted and would nurture a feeling of belongingness and possession.
- xii. For each page a header could be used to mention the lesson and the theme.

- xiii. The layout of the text page in the form of maintaining proper margins, line and paragraph spacing, placement of visuals and creation of boxes for technical terms and key ideas should be improved to make the textbook more meaningful to students as well teachers.
- xiv. The syllabus for the subject and the class should be mentioned before the beginning of the lessons so that teachers as well as students become aware of the competencies to be mastered.
- xv. Care should be taken to make the textbook inclusive in nature by incorporating visuals, scenes, stories and narrations reflecting the life of experiences of children with special needs.

An Analysis of Textbooks for Mathematics

Class - II

I. General Information

1.1 Title of the book: **GANEET**

1.2 Year and place of publication: 2012 – 2013, PATNA

1.3 Name of the Publisher / Organisation: Bihar State Textbook Publishing Corporation Ltd.
Patna.

1.4 Stage:(Primary/Upper Primary): Primary

1.5 Class: II

1.6 Total No. of pages:151

1.7 Total Chapters:15

1.8 Last review of syllabus done by the State: 2011 - 2012

1.9 Price: Not mentioned in the book (Textbook is for free distribution under SSA)

1.10 Introduction about the Textbook

As per NCF-2005 and Bihar Curriculum Framework (BCF-2008), their textbooks have been developed, which was revised by SCERT, Bihar, Patna in the light of suggestions received and introduced from the Academic session 2013-2014. The textbook contain 15 chapters and they are 1. Home 2. Shapes 3. Magic of Lines 4. Naming Objects 5. Numbers from 80-100 6. Numbers from up to 200 7. Unit place, tenth place and hundred place 8. Greater and Small numbers 9. Addition and Subtraction 10. Multiplication and Division 11. Currency 12. Measurements 13. Time 14. Data 15. Pattern

Since improvement of teaching-learning materials is a continuous process, their evaluation work undertaken for class II mathematics under different criteria reflected in the Performa developed by NCERT, New Delhi.

II. Physical Aspects of the Textbook

2.1 Cover Page: Coloured/2 Coloured/Attractiveness: Multi-cloured cover page but less attractive.

2.2 Quality of paper: Poor

2.3 Quality of binding: Poor

2.4 Font size used and its appropriateness: Font size could be bigger and bold. Font size is not appropriate for class - II

2.5 Layout of text: Not satisfactory (Less margins and line spacing, some pages are loaded with text, concepts may be presented by graphical way / pictorial way / or by cartoons)

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).

Syllabus is not available. However, in preface of textbook (page – iii) it is mentioned that the textbook has been prepared as per the latest syllabus of class II.

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.	No. The textbook content is not found to be overloaded. The concepts presented in textbook through examples, activities and practice questions are appropriate.
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.	There is no loss of connectivity and sequencing of concepts within and across the chapters is observed. The lesson proceeds from simpler concepts to difficult concepts and every lesson is developed on the basics of previous knowledge and competencies.
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.	Yes. The language, vocabulary and style used in textbook through different pictures, activities are simple and can be easily understood by the students with help of teacher.
4.4 Have the themes been introduced with interesting and familiar situations?	Yes. Every lesson in the textbook starts with relevant story / pictorial illustration from local environment of the child / familiar activities. The

	activities / illustration / story used for introducing a lesson seem to be familiar with child environment and experience. Some of the lesson have been introduced by story which are relevant and familiar with the child's environment.
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	All concepts presented are appropriate and suitable for the child of class – II. However the concept of naming numbers (Chapter – 4, page 22-30) seems to be little difficult as place value of number is given without introducing concepts of 'unit' and 'ten'. Similarly the concepts of 'unit', 'ten' and 'hundred' are used in chapter – 5 & 6 while the concepts of 'unit', 'ten' and 'hundred' are introduced in chapter – 7.
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	The concepts which are given in the book are basic in nature. All chapters are introduced with illustration / activities followed by relevant question and activity to explore more. So there is no much more scope for technical terms.

V. Child Centered 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.	Yes. The examples and illustrations used for different concepts are based on real life situations for clear understanding of the concepts. Further, language and presentation style of concepts are also as per the child's age and cognitive level.
5.2 What proportion of activities given in the textbook are related to the real life	Most of the activities, stories given in the textbook are related to the real life experiences of the children and

experiences and contexts of the children.	contextual in nature. Practice problem incorporated in the textbook also requires utilizing real-life experience of the child.
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.	Yes, to a large extent textbook provides scope for hands on experiences and exploration for the children to go beyond the textbook. Most of the chapters have been provided with activities and games for children to explore and have an experience of the concept. For example in chapter – 1, 2,3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15 have been provided with activities with related concepts and chapter 4, 5, 6, 9, 12, 14, 15 have been provided with games for students.
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, the number of problems and exercises given in the textbook is fairly adequate. Most of the activities, games and stories followed by questions are open-ended based on in nature which is helpful in promoting better understanding of mathematical concepts and operations.
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, to a large extent the text book provides scope for children's questioning. Most of the questions are based on activities and observation from their local environment and some of the chapters also includes games which are interesting. The question and activities can help the child to explore their imagination and mathematical thinking, vide pages 9, 17, 31, 32, 33, 45, 50, 71, 89, 101,102, 120, 145
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes, the text questions are helpful for self-learning and self- assessment. The textbook have adequate number of self-reflective questions, games and activities for the child throughout the book. This is helpful for children to learn from their own experience and assess their learning. The exercise questions are also capable of providing feedback from their

	<p>learning. The activities prescribed in the textbook are in such a way that it is capable of motivating learner to explore the use of concept in their day to day life.</p> <p>Some of the example may include from page numbers 1, 2, 3, 9, 13, 15, 21, 31, 32, 57, 71, 101, 117</p>
<p>5.7 Do the questions given in the exercises</p> <p>f. Cover all the concepts</p> <p>g. Include variety of questions</p> <p>h. Provide opportunities for reflection</p> <p>i. Require inductive thinking</p>	<p>Yes, exercise questions cover all the concepts which are discussed in different chapters. Exercise questions are given in variety of ways ranging from direct form questions to activities and questions from their daily life situation which provide scope for inductive thinking and reflection.</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>Yes, questions given in the book are helpful in reasoning and creative thinking abilities among children. Some of the examples of such questions are found in pages -9, 13, 17, 89, 101, 102, 117, 120, 128, 130, 133, 134, 135, 137, 148, 151, etc.</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 & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>No such specific instance in the textbook is found that promotes the constitutional values as specified in NCF-2005.</p>
<p>6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No.</p>

<p>6.3 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>To a great extent. Illustrations given in textbook address the gender concerns, but in visual illustrations females are more frequently seen than males.</p>
<p>6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>No. There is no such instance of promoting communal harmony and strengthening national integration has been found.</p>
<p>6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>No. This textbook is exclusively developed for the use of general children. So the component of inclusive pedagogy is not addressed in the textbook. Neither it incorporates issues of inclusiveness nor does it provide directions to teachers to address needs of special children.</p>
<p>6.6 Does the content facilitate understanding of children on environmental values? If yes, please give examples.</p>	<p>No, content of textbook does not facilitates understanding of children on environmental values. However, no such instance is found to discourage children on environmental issues.</p>

VII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>7.1 Adequate</p>	<p>Yes. Adequate and appropriate visuals are provided in the textbook. Relevant visuals are available in each and every chapter to make concepts and operations interesting so that</p>

	easily understandable for children.
7.2 Child friendly	Textbook fares moderately well on this parameter. Although appropriate visuals have been used to describe and illustrate concept to children but their presentation, colour, printing quality and attractiveness are relatively poor.
7.3 Gender perspective	Yes, to a great extent. Text as well as visual illustrations given in textbook address the gender concerns, but in visual illustrations females are more frequently used than males.
7.4 Inclusion perspective	No. This textbook is developed to cater the need of learners under SSA programme for the schools of Bihar. The inclusion perspective has been not incorporated to cater the need of children with special needs. Nowhere in the textbook visuals or examples from inclusive perspective has been drawn in the text.

VIII. Assessment Technique Followed:

Both open and closed-ended form of questions, activities, stories is used for assessment of learners in different chapters.

IX. Over all observations/any other suggestions:

This textbook is developed by SCERT, Bihar and published by Bihar State Textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. This text book has been developed as per National Curriculum Framework (NCF – 2005) and Bihar Curriculum Framework (BCF – 2008). While developing this textbook Child-centered approach has been kept in mind as recommended in National Policy of Education (NPE – 1986). It covers all required chapters in mathematics for child of class – II. Presentation style and language used in the text are appropriate for the children of class – II. Every chapters starts with a new mathematical concepts and there are total 15 chapters in it. Concepts have been introduced by using appropriate visuals, example and activities from local environment of children. Some of the chapters have mathematical games to motivate students. Chapters

are followed by exercise problems for practice and increasing proficiency in that concept. Exercise problems also provide an opportunity to learner for self-assessment.

However the physical aspect of the textbook such as printing quality, paper quality, layout, binding, colors etc. are poor and are not able to attract the attention of the child. If these features could have been improved then it could attract the attention of child. The textbook moderately fares well on child – friendly parameter but lacks on inclusiveness. Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapters is also not available in this textbook. Meaning to the technical and difficult terms is not available in the textbook; if it could be available then it will be useful for teacher as well as students. This textbook also lacks on promotion of environmental values and communal harmony & strengthening national integration parameters. If the above lacuna could have been addressed properly it could serve the purpose in more meaningful and better manner.

X. Gaps in the Document

According to topics prescribed for class II, there is no discontinuity/gaps within and across the concepts presented in the text-book.

XI. Suggestions for Improvement

13. Quality of paper, printing of the text materials is not good and hence need attention.
(P.55, 136)
14. Instead of bundles of match sticks for developing place values, only a bundle of sticks may be given (P.55, 56)
15. To recognise bigger/small numbers, picture of balance does not seem to be appropriate (P. 61-62)
16. Printing errors (P.84) in unit place 15 is written in addition problem) should be avoided.
17. Textbook should provide appropriate material to address children with special needs.
18. To teach different concepts, teacher's guidebook needs to be given at the end of the book.

An Analysis of Textbooks for Mathematics

Class – III

1. General Information

- 1.1 Title of the book: **GANEET**
- 1.2 Year and place of publication: 2014 – 2015, PATNA, Bihar
- 1.3 Name of the Publisher / Organization: Bihar State Textbook Publishing Corporation Ltd., Patna. Bihar
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: III
- 1.6 Total No. of pages: 114
- 1.7 Total Lessons: 13
- 1.8 Last review of syllabus done by the State: 2013 - 2014
- 1.9 Price: Not Applicable (Textbook is for Free distribution under SSA)

II. Introduction about the Textbook

In the light of National Curriculum Framework (NCF-2005), Bihar Curriculum Framework (2008) and the new curriculum was developed in the state. On the basis of new curriculum new textbooks have been prepared for all the classes across all the subjects for the rural areas of the state. The main goal of the curriculum was to integrate the knowledge gained by the learner in the school with the experience obtained outside the school. On this basic principle, this book has attempted to bring the closeness together as far as possible. It is hoped that this attempt will be successful to achieve the “child-centered approach” as emphasized in NPE- 1986 and strengthen “Learning without Burden” for the children.

In this text-book, emphasis is given on activity based learning of the child, where he/she inquires and observes, and gains experiences from the environment. The teacher helps learners to develop understanding in this regard. Learners create their own knowledge so the teacher leads them in this direction through the prescribed curriculum so that the learner constructs and reconstructs his/her own knowledge. It is presumed that learning takes place in free conducive environment when learning materials are provided to them. This textbook has made ambitious attempt in this direction. This newly developed textbook gives emphasis on thinking and reflection, discussion in small groups and argumentation and hands on activities. This textbook was implemented for one year

on trial basis and modified on the basis of suggestions from teachers and experts from different regions of the state and. In order to take further correctives measures in management and improve learning suggestions are always welcome.

III. Physical Aspects of the Textbook

- 3.1 Cover Page: Coloured/2 Coloured/Attractiveness: **Multi-coloured and below average attractiveness.**
- 3.2 Quality of paper: **Below Average**
- 3.3 Quality of binding: **Below Average (only staples)**
- 3.4 Font size used and its appropriateness: **Font size is appropriate (14)for class - III**
- 3.5 Layout of text: **Average**

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

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

Syllabus is not available. However in preface of the textbook it is mentioned that the textbook is prepared as per the latest syllabus at the time of development of the textbook.

V. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	Not at all. The content in textbook is found to be not overloaded. The concepts and information presented in textbook is found sufficient and suitable for class – III. Illustration of concepts, prescribed activities and practice questions are also found to be appropriate for class – III. For example ; simple geometrical shapes, addition and subtraction, different types of numbers, weight, container, time etc.
5.2 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.	The content is based on content taught in class –II, There is no loss of connectivity and sequencing of concepts within and across the chapters is found. Every chapter is developed on the basis of knowledge and competencies of the previous content taught either in class – II or in previous classes. Concepts given in the book in different chapters proceeds from simpler concepts to difficult or complex concepts. Activities and practice question also promotes to strengthen the concepts illustrated. Sequencing and connectivity of concepts are well established.
5.3 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.	Chapters of the book start with the examples of the related concept which is taken from the local environment or experience of the child. Concepts in each chapter have been introduced with the examples from the child's

	environment. Adequate relevant picture and illustration are provided as and where needed in order to understand the concepts more easily. The vocabulary and sentence used in the book are simple and can be easily understood and comprehended by the child of class - III.
5.4 Have the themes been introduced with interesting and familiar situations?	Yes. Every lesson in the textbook starts with relevant situation/ relevant story / pictorial illustration/problem from local environment of the child or with familiar activities. The activities / illustration /problem/ story used for introducing a lesson seem to be familiar with child's environment / child experience and child's cognitive level.
5.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No, there are no such concepts in the book found to be inappropriate, difficult or abstract for the child of class – III. Sequencing of the concepts is established while moving from one chapter to another. All concepts presented are appropriate and suitable for the child of class – III.
5.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	No, the textbook neither have a section or place for defining technical term / difficult term nor provided at the end of each chapters. The meaning of technical terms / difficult terms should be provided at appropriate place in the textbook for reference.

VI. Child Centered Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 Are the themes and concepts introduced in the textbook are consistent with the	Yes. Each chapter in the textbook proceeds from simpler chapter to more complex / difficult and the

<p>children's age and cognitive development? State the concepts which you think are not age-appropriate.</p>	<p>concepts are sequenced in the chapter. Chapters have been introduced with relevant situations / relevant examples or pictorial illustration which are quite meaningful and from local environment of the child. Prescribed activities / games are relevant and well-connected to the concepts. The language of presentation and vocabulary used in the textbook is also as per the child's age and cognitive level of class – III.</p>
<p>6.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.</p>	<p>Almost all the activities given in the textbook are related to the real life experience and context of the children. The story and activities provided in the book is based on the real life environment of the child. Exercise problem incorporated in the textbook also requires utilizing real-life experience of the child.</p>
<p>6.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.</p>	<p>Yes, to a large extent textbook provides scope for hands on experiences and exploration for the children to go beyond the textbook as emphasised in NCF - 2005. All most all chapters of the book have been provided with activities, questions based on their daily life experience / environment and games for children to explore and have an understanding of the concept.</p> <p>For example at page no – 5, 8, 10, 11, 12, 13, 14, 18, 66, 80, activities have been provided with related concepts at page no – 6, 54, 72 etc. games have been provided for students and at page no – 7, 41, 45, 50, 52, 67, 73 etc. questions have been given which promotes students for hands on experience and exploration of the concepts.</p>
<p>6.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended</p>	<p>Yes, the number of problems and exercises given in the textbook is fairly adequate as per requirement of child of class – III. Open ended question is provided</p>

<p>questions/projects?</p>	<p>in the textbook at appropriate place. For example at page no – 6, 8, 17, 30, 36, 41, 45, 50, 52, 53, 57, 58, 67, 73, 76 etc. open ended question have been provided. Some of the chapters are also provided with activity and mathematical games based on the concept.</p>
<p>6.5 Does the textbook provide scope for children’s questioning? If yes, Please give examples.</p>	<p>Yes, to a large extend this text book provides scope for children’s questioning. Most of the questions are based on activities and observation from their local environment and some of the chapters also includes games which are interesting. The question and activities can help the child to explore their imagination and mathematical thinking. Some of the chapters also include using mathematical concepts from daily life situation of the child. Some of the examples from the textbook may include from page numbers 9, 17, 31, 32, 33, 45, 50, 71, 89, 101,102, 120, 145 etc.</p> <p>Thus the textbook fares well on this parameter.</p>
<p>6.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.</p>	<p>Yes to fairly good extent the in-text questions are helpful for Self-Learning and Self- Assessment. Textbook have adequate number of self-reflective questions, games and activities for the children that promotes children to learn from their own experience and assess their learning. The activities prescribed in the textbook are in such a way that it is capable of motivating learner to explore about the concept.</p> <p>Some of the example may include from page numbers 6, 7, 8, 9, 10, 11, 14, 45, 50, 73, 75, 82, 92 etc.</p>
<p>6.7 Do the questions given in the exercises 1. Cover all the concepts</p>	<p>Yes, exercise question of the textbook cover the entire concepts discussed in different chapters.</p>

<p>2. Include variety of questions</p> <p>3. Provide opportunities for reflection</p> <p>4. Require inductive thinking</p>	<p>Different types of exercise problems are also included in the textbook. Questions have been set from different aspects which includes simple questions based on concepts, question from their daily life, questions based on activities, etc. Questions from both inductive thinking as well as deductive thinking have been provided in the text book.</p>
<p>6.8 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>Yes, questions are developed in such a manner that can promote reasoning and creative thinking abilities among children. Some of the examples of such questions may include from page numbers – 11, 16, 18, 41, 45, 50, 73, 74, 76, 83 etc.</p>

VII. National Concerns

<p>Item</p>	<p>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</p>
<p>7.1 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.</p>	<p>No. There are no such instance found in the textbook that promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc. In this regard the textbook is little weak.</p>
<p>7.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No. violation of constitutional values not observed.</p>
<p>7.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men,</p>	<p>To a great extent. Text as well as visual illustrations given in textbook address the gender concerns. There is equal representation of both the gender groups in introducing</p>

Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	theme, examples, illustration, visuals, exercise problems and activities prescribed in the textbook.
7.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	No. There is no such instance of promoting communal harmony or strengthening national integration among the children.
7.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No. This textbook does not provide inclusive pedagogy, since this textbook is exclusively developed for the use of normal children. So the component of inclusive pedagogy is not incorporated in the textbook. Neither in introductory theme, examples, exercise problems and activities (text as well as visuals). There is no extra/special provision for the disabled children.
7.6 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	No, Though the textbook has brought a lot of examples from the environment for learning but does not try anywhere to solve environmental issues. The contents of textbook do not facilitate understanding on environmental values. However there is also no such instance is found to discourage children on environmental issues.

VIII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
8.1 Adequate	Yes. Adequate and appropriate visuals are provided in the textbook as when and where required to explain the concepts and key

	ideas. Relevant visuals are available in each and every chapter to make the concept interesting and easily understandable to children. Meaningful visuals of the textbook also motivates learner and helps learner to understand the concept meaningfully.
8.2 Child friendly	The textbook contains appropriate visuals and pictures to describe and illustrate concepts. The visuals are interesting and familiar to the children. But presentation, colour, print quality and attractiveness of the visuals are poor. So it can hardly attract the students.
8.3 Gender perspective	Yes, to a great extent. Text as well as visuals illustrations given in textbook address the gender concerns appropriately. There are equal representation of both the gender group in introducing theme, providing examples, illustrations, exercise problems and activities related to concepts.
8.4 Inclusion perspective	No, This textbook is developed to cater the needs of learners under SSA in state govt. schools of Bihar. The inclusion perspective has been not incorporated to cater the need of children with special needs. Nowhere in the textbook visuals, has pictures and examples from inclusive perspective been included.

IX. Assessment Techniques Followed

- xxii. The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist approach in that writers have tried to make the assessment more process-based than outcome-based.
- xxiii. All problems and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express while the later ones move to written mode of

assessment. There are many situations where children can assess the accuracy of their answers without even teacher feedback. The assessment procedure is more inductive than deductive.

- xxiv. A substantial number of questions are there that the children to observe and perform activities and to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist approach.
- xxv. There is thus a clear set of objectives against which the performances of children can be evaluated. Since many questions are closed-ended, the children can test their own understanding of the concepts. There is thus provision for individual and self-assessment.
- xxvi. Though hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations. The evaluations can point out for the teachers the areas of deficiency of children which may later be focused in remedial programmes. As per the direction of CCE, there are provisions of assessment as learning, assessment of learning, and assessment for learning.

X. Over all observations/any other suggestions

This textbook is developed by SCERT, Bihar and published by Bihar State textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. This text book has been developed as per National Curriculum Framework (NCF – 2005) and Bihar Curriculum Framework (BCF – 2008). While developing this textbook Child centered approach has been kept in mind as recommend in National Policy of Education (NPE – 1986).

- The physical aspect of the textbook such as printing quality, paper quality, layout, binding, colors etc. are poor and not appropriate for class – III and are not able to attract the attention of the learners. If these features could have been improved then it cloud attract the attention and develop interest in learners.
- It is developed exclusively for the use of normal children of class – III, so component of inclusive pedagogy is not available in the textbook.
- All the concepts needed for class – III is available and illustrated in the textbook very nicely.

- Chapters are followed by exercise problem for practice and increasing proficiency in that concept. Every chapter is introduced with activity, visuals or situation followed by some excursive problems and relevant activity to explore the concept more. Some of the chapters also have mathematical game to motivate student.
- Way of presentation of concepts is appropriate as per the cognitive level of class – III children. Adequate and appropriate visual pictures and have been accompanied with text in order to make concepts more interesting and easily understandable.
- Large numbers of activities have been also suggested to do by their own-self, so that they can develop proficiency in those concepts. The examples subsequently the activities suggested are from local environment of the child that will help the child to relate the concept from their day to day life with classroom learning.
- On overall, the language and style of presentation of texts is satisfactory and developmentally appropriate creating enough opportunity and space for children to learn.
- While developing the textbook gender disparity is not found anywhere.
- Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapter is also missing in this textbook.
- Meaning of technical and new terms used in the textbook is not provided. It could have helped the teacher as well as learners.
- Guidelines and modality of transacting different concepts of textbook is also missing.
- It also lacks to strengthen national integration and promoting communal harmony as well and promoting environmental values among students. If the above deficiencies could have been addressed properly it could serve the purpose in more meaningful and better manner.

XI. Gaps in the Document

- Pedagogic aspect of content is not mentioned in the chapters which could help the teachers.
- Chapter wise objectives are not mentioned and learning outcomes are not assessed systematically.
- There is mention of how to use of ICT along with the content in the classroom.
- There is less scope for slow learners and provision of feedback to learners.

II. Suggestions for Improvement

- It is developed exclusively for the use of normal children of class – III, so component of inclusive pedagogy is not available in the textbook.
 - Instruction and guidelines for teachers on modality of transaction and assessment of course in each chapter is also missing in this textbook.
 - Meaning of technical and new terms used in the textbook is not provided. It could have helped the teacher as well as learners.
 - Guidelines and modality of transacting different concepts of textbook is also missing.
 - It also lacks to strengthen national integration and promoting communal harmony as well and promoting environmental values among students. If the above deficiencies could have been addressed properly it could serve the purpose in more meaningful and better manner.

Analysis of Textbooks of Mathematics: Class IV

I. General Information

- 1.1 Title of the book:.....**GANIT**.....
- 1.2 Year and place of publication:2011-12, PATNA.....
- 1.3 Name of the Publisher / Organisation: BIHAR STATE TEXTBOOK PUBLISHING
CORPERATION LIMITED, BUDDH MARG, PATNA...
- 1.4 Stage: Primary .
- 1.5 Class: IVth
- 1.6 Total No. of pages:150
- 1.7 Total Lessons:17
- 1.8 Last review of syllabus done by the State:2008...
- 1.9 Price: FREE DISTRIBUTION UNDER SSA PROGRAMME

II. Introduction about the Textbook

In the light of National Curriculum Framework (NCF-2005), Bihar Curriculum Framework (2008) new textbooks have been prepared for the rural areas of the state. The main goal of the curriculum was to integrate the knowledge gained in the school with the experience obtained by the child outside the school. This book has attempted to bring the closeness together as far as possible. It is hoped that this attempt will be successful to achieve the “child-centered approach” as emphasized in NPE- 1986 and strengthen “Learning without Burden” for the children.

In this text-book, emphasis is given on activity based learning of the child, where he/she inquires and observes/experiences from the environment. The teacher helps learners to develop understanding in this regard. Learners create their own knowledge so the teacher leads them in this way through the prescribed curriculum. This textbook has made ambitious attempt in this direction. This newly developed textbook was implemented for one year on trial basis and modified on the basis of suggestions from teachers and experts from different regions of the state. In order to take correctives measures in management and improve learning further suggestions are always welcome.

III. Physical Aspects of the Textbook

3.1 Cover Page: Coloured/2 Coloured/Attractiveness:**COLOURED AND ATTRACTIVE**

3.2 Quality of paper:PAPER QUALITY IS GOOD BUT PRINTING IS NOT GOOD

3.3 Quality of binding: NOT GOOD

3.4 Font size used and its appropriateness: FONT SIZE IS APPROPRIATE

3.5 Layout of text: **APPROPRIATE**

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

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

4.2 The syllabus for the class is not available. The preface of the book indicates that the textbook is written as per the syllabus developed by the state in the year 2011-2012.

V. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	No, The content is not overloaded..Concept and facts are appropriate for the class.
5.2 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.	The topics are written as per sequence connecting with the previous topics and sequence of concepts.
5.3 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.	Yes, language, style and vocabulary use are simple and comprehensible for learners.
5.4 Have the themes been introduced with interesting and familiar situations?	Yes. Introduction of each lesson / concept is done with familiar situations and hence

	it becomes interesting for the learners.
5.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No, there are no difficult concepts for learners. Appropriate examples and activities are given for better comprehension of learners.
5.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	There is no technical terms used in the textbook. So the question of mentioning does not arise.

VI. Child Centered Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 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.	Yes. All the concepts are age appropriate.
6.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Most of activities given in the textbook are related to the real life experiences and contextual in nature.(P.44,82)
6.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes. Textbook provides for hands on experiences through illustrations and activities (vide page 44, 73 etc.) which enable them for exploration.
6.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes. Textbook has provided adequate number of problems / exercises. But no open-ended questions are found.
6.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes. Textbook has little scope for learner's questioning. (Vide pages 45 etc.)
6.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes. The textbook provides many questions and activities on different topics for self-learning and self-assessment.

<p>6.7 Do the questions given in the exercises</p> <ol style="list-style-type: none"> 1. Cover all the concepts 2. Include variety of questions 3. Provide opportunities for reflection 4. Require inductive thinking 	<p>Yes. Variety of questions and activities provided in the exercises cover all the concepts. Further, there is lot of opportunity for reflection and inductive thinking of the learners while solving the problems.</p>
<p>6.8 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>Yes. The questions are helpful in testing reasoning and less creative abilities of learners due to lack of open-ended questions.</p>

VII. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>7.1 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.</p>	<p>Yes. The textbook promotes constitutional values like cooperation, respect to others, equality, sharing, working together, and no place for religion.</p>
<p>7.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>
<p>7.3 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>There are equal representation of both the gender group through examples, illustrations, visuals, exercise problems and activities. (vide pages 1, 14, 39, 53, 117 etc.)</p>

7.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes. There are some examples where children of different religions are evolved in activities (vide pages 5, 13, 14, etc.) for the promotion of communal harmony.
7.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
7.6 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	No

VIII. Visuals and Pictures

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
8.1 Adequate	Yes. Almost every page contains visuals and pictures
8.2 Child friendly	Yes. It is child friendly since the activities are given according to their level and environment. Most of the examples and figures are helpful in gender equality.
8.3 Gender perspective	Most of the examples and figures involved boys and girls without any gender discrimination.
8.4 inclusion perspective	No, there is nothing found under inclusion perspective.

IX Assessment Techniques followed

- xxvii. The assessment pattern followed in designing practice questions/exercises follows the principles of constructivist tradition in that writers have tried to make the assessment more process-based than outcome-based.
- xxviii. All lessons and exercises focus on oral and activity-based evaluations allowing opportunity to children to self-express while the later ones move to written mode of assessment. There are many situations where children can assess the accuracy of their

answers without even teacher feedback. The assessment procedure is more inductive than deductive.

- xxix. A substantial number of questions are there that the children to observe and perform activities and to answer the questions. There is thus a clear shift of emphasis from rote memory to activity-driven form of assessment following the constructivist tradition.
- xxx. At the end of each lesson, information/ guidelines have been provided to the teachers regarding the competencies developed in the lesson. There is thus a clear set of objectives against which the performances of children can be evaluated. Since many questions are closed-ended, the children can test their own understanding of the concepts. There is thus provision for individual and self-assessment.
- xxxi. Enough hints are given in the questions so that the children are led to obtaining as far as possible correct answers to questions. In this sense, the exercise questions make the evaluation situations to work as learning situations. The evaluations can point out for the teachers the areas of deficiency of children which may later be focused in remedial programmes. As per the dictates of CCE, there are provisions of assessment as learning, assessment of learning, and assessment for learning.

X. Over all Observations/any other suggestions:
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This textbook is developed by SCERT, Bihar and published by Bihar State textbook Publishing Corporation Ltd. Patna for use of state Govt. Schools under SSA. It is developed for IVth standard students. There are total 17 chapters in the textbook. Every chapters starts with a previous mathematical concepts and Concepts have been introduced by using example and activities. Exercise problems also provide an opportunity to learner to self – assessment and evaluation of their learning. The examples are given in the textbook and activities are from local environment of the child that will help child to relate the concept from their day to day life.

However the physical aspect of the textbook such as front page is attractive, paper quality is good, layout is appropriate but printing quality, paper binding, colors are poor. If these features could have been improved then it could attract the attention of children and also motivate the learners. The textbook is written according to child – friendly and child centered

approach but lacks on inclusiveness. Instruction and guidelines for teachers are to be given for transaction and assessment of the learners in this textbook.

XI. Gaps in the Document

There are no gaps within and across the lessons contained in the textbook. But creative approach in presenting the concepts and operations is lacking. Assessment questions are stereotype in nature i.e. giving more emphasis on closed-type questions ignoring open-ended questions.

XII. Suggestions for Improvement

- In the beginning of the textbook, syllabus of the class should be given.
- Provision for learning materials for children with special needs, needs to be included.
- Pictures, diagrams should be printed with appropriate size, margins should be appropriate.
- Textbook should focus on creative approach for problem solving (in posing open-ended / process questions).
- Inclusion pedagogy should be focussed in the textbook.
- Teacher's support material should be given in the textbook for introducing / teaching the topics based on traditional and constructivist approach.