

Analysis of primary level Textbooks and Curricular Material of Chhattisgarh Report



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2016

Analysis of Textbooks in English language

Section A: General Information about the Textbook

- 1 Title of the book: Unified Textbook of Hindi, English and Mathematics
- 2 Year and place of publication: 2015-16 : Raipur, Chhatisgarh
- 3 Name of the publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 4 Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details. Yes, the textbook has been developed / revised based on NCF – 2005
- 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).

The member of the Team :

Editor : Smt. I. Sandyarami

Assistance : Shri C. S. Vajalwar
Shri M. Sudhish

Writers : Shri Shishirkana Bhattacharya
Shri M. Banakar

- 6 The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)

No. of Pages : 58

Unit : 24

Layout :Correct

Colour : Multicolour and Attractive

Distribution : Distribution on without Cost

No. of intended users : All Govt. Schools and Aided School in C.G.

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

Yes

Separate teaching guidelines are given for teacher. In which methodology is given.

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?

Yes, the book is not only a running text they also based on variety of genres involved.

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

Mention chapters/themes taken from authenticated text:

Yes, the given stories, poems in the text book are not authentic. They are rewrite by the writer for developing the language skill of the students.

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

Yes, any illustration are supported the concept and ideas conveyed in the text book for all the chapters.

11. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning? If yes, please give reference appropriately.

Yes, all the chapters

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

Yes, all the chapters

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

Yes, the book is divided into subdivision of sections for making easy and coherent progression.

1.2 Pedagogical Aspects

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

Yes, the text book uses contemporary language in rubrics.

Yes, the text book are chosen from contemporary writers by the teacher's trainer.

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

Yes, all the chapters

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

Yes, the teacher is able to understand the philosophy of the book and through the teacher's pages activities early connected to children.

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

Yes, the language learning activities are introduced in learner's context.

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

Yes, the language of the textbook is simple and comprehensible to the learners and 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 the ideas of the tasks.

Yes, the tasks and activities give scope for engagement with language.

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

Yes, the tasks / activities create an anxiety in the learners and the teacher. The activities of the chapter give create by learners.

II. Child Centeredness

II.1 The Language of the Textbook:

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

Yes, themes are related to the lived in experiences of learners.

Yes, the units / lessons make attempts to connect with the lives of learners.

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

Mention rhymes / songs taken from foreign sources:

Mention rhymes / songs taken from Indian sources:

Yes, the rhymes / songs used in the textbook are completely foreign but they are also related to present Indian language and based on Indian themes.

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

Yes, the every chapter by the is narratives translated from Indian languages

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

Yes, every chapter the rubrics in the text book addressed to the learners or teachers.

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.

Yes, the themes in which the texts and activities are drawn from their context for every chapter.

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

No

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

Yes, in English language textbooks, the rhymes and songs are mostly foreign but the story, poem and exercises of the book are connected with the life of the learner.

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

Yes, Page No. 154, 155, 150, 149

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

Yes, every chapter with the connected and correlated with the next chapter the real tasks and rooted in contexts.

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

Yes, every chapter are pre-reading, while –reading and post reading are consecutively by text book.

31. (a) How is writing introduced in classes one and two? From a,b,c,d, or from stroke to slanting letters to others?
(b) How is writing done in class three onwards?
(c) Is there any scope for process writing? Process writing involves learner go through the processes of jotting down the points, writing the draft, re-writing, editing and finalizing. If yes, please give a few examples.

1. It is tried by making shapes with the help of pictures.
2. It is tried to develop the writing skill by using the dotted lines.
3. It is tried to provide opportunity to children’s writing skill with the help of work sheet.
4. The writing skill is developed by practicing the children’s slant lines.

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

Yes, the book provides ‘route’ for the learners and they also interconnectivity and the connection between the task of one to last.

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

Yes, every chapter are consecutively by one to last for further reading to extended reading.

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

Yes, page no. 115, 114, 125, 127, 128

35. Whether the textbooks promote communication skills among learners?

Yes, the text book promote communication skill among learners.

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

No

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

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

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

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

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

(a) Page No. – 112, 113, 115

(b) Page No. – 143, 153, 155

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This textbook is prepared keeping in mind NCF – 2005. The opportunity for the students of self learning is given.

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paragraph to another), recitation, action activities like action songs, etc. Please give a few examples.

Yes, Page No. 166, 168, 171

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

Yes, 1146+9, 175, 182, 183, 184.

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

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(d) Some extent page No. – 98, 100, 101, 103

(e) Some extent page No. – 177, 176, 180

(f) Some extent page No. – 181, 185

Section C: Overall observations/ any other suggestions:

1. Poem should be kept first after that work sheet in the book.
2. Before activities or exercises, some small poems should be given.
3. This textbook is prepared keeping in mind NCF – 2005. The opportunity for the students of self learning is given.

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The member of the Team :

Anil Chaturvedi, Anil Kumar Shrivastava, Anshubala Thakur, L. N. Pandey, Mini Shrivastava, Sandhyarani, Shakuntala Shrivastava, Sheena Joshi, Shishikana Bhattacharya Shridhara, Rukmangad, Valsha Jan, Varonika Pondal

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The member of the Team :

Neeta Jain, Jai Shree, Sudha Mishra, Sandip Divakar, A. L. Nayak, Kamlesh Sharma, Hemant Sharma, Amit Saxena

6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)

No. of Pages : 88

Unit : 20

Layout : Correct

Colour : Multicolour and Attractive

Distribution : Distribution on without Cost

No. of intended users : All Govt. Schools and Aided School in C.G.

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

Yes

Separate teaching guidelines are given for teacher. In which methodology is given.

Section B: Items for Analysis of the Textbook

IV. Curriculum Load

1.1 Organization and Presentation

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

Yes, the book is not only a running text they also based on variety of genres involved.

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

Mention chapters/themes taken from authenticated text:

Yes, the given stories, poems in the text book are not authentic. They are rewrite by the writer for developing the language skill of the students.

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

Yes, any illustration are supported the concept and ideas conveyed in the text book for all the chapters.

11. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning? If yes, please give reference appropriately.

Yes, all the chapters

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

Yes, all the chapters

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

Yes, the book is divided into subdivision of sections for making easy and coherent progression.

1.2 Pedagogical Aspects

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

Yes, the text book uses contemporary language in rubrics.

Yes, the text book are chosen from contemporary writers by the teacher's trainer.

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

Yes, all the chapters

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

Yes, the teacher is able to understand the philosophy of the book and through the teacher's pages activities early connected to children.

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

Yes, the language learning activities are introduced in learner's context.

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

Yes, the language of the textbook is simple and comprehensible to the learners and 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 the ideas of the tasks.

Yes, the tasks and activities give scope for engagement with language.

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

Yes, the tasks / activities create an anxiety in the learners and the teacher. The activities of the chapter give create by learners.

II. Child Centeredness

II.1 *The Language of the Textbook:*

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

Yes, themes are related to the lived in experiences of learners.

Yes, the units / lessons make attempts to connect with the lives of learners.

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

Mention rhymes / songs taken from foreign sources:

Mention rhymes / songs taken from Indian sources:

Yes, the rhymes / songs used in the textbook are completely foreign but they are also related to present Indian language and based on Indian themes.

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

Yes, the every chapter by the is narratives translated from Indian languages

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

Yes, every chapter the rubrics in the text book addressed to the learners or teachers.

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.

Yes, the themes in which the texts and activities are drawn from their context for every chapter.

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

No

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

Yes, in English language textbooks, the rhymes and songs are mostly foreign but the story, poem and exercises of the book are connected with the life of the learner.

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

Yes, Page No. 167, 173, 204

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

Yes, every chapter with the connected and correlated with the next chapter the real tasks and rooted in contexts.

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

Yes, every chapter are pre-reading, while–reading and post reading are consecutively by text book.

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

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

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

Yes

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

Yes, the book provides ‘route’ for the learners and they also interconnectivity and the connection between the task of one to last.

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

Yes

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

Yes, page no. 176, 179, 217

35. Whether the textbooks promote communication skills among learners?

Yes, the text book promote communication skill among learners.

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

No

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

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

No

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

No

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

No

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

Yes,

(j) Page No. – 149, 145, 150, 162

(k) Page No. – 216, 217, 222, 223

(l) Page No. – 146, 147, 187, 215

Section C: Overall observations/ Any other suggestions:

This textbook is prepared keeping in mind NCF – 2005.

Analysis of Textbooks in English language

Section A: General Information about the Textbook

1. Title of the book: English Bharti
2. Year and place of publication: 2015-16 : Raipur, Chhatisgarh
3. Name of the publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details. Yes, the textbook has been developed / revised based on NCF – 2005
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).
6. The member of the Team :
7. Neeta Jain, Jai Shree, Sudha Mishra, Sandip Divakar, A. L. Nayak, Kamlesh Sharma, Hemant Sharma, Amit Saxena
8. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)
9. No. of Pages : 72
10. Unit : 17
11. Layout : Correct
12. Colour : Multicolour and Attractive
13. Distribution : Distribution on without Cost
14. No. of intended users : All Govt. Schools and Aided School in C.G.
15. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?

Yes

Separate teaching guidelines are given for teacher. In which methodology is given.

Section B: Items for Analysis of the Textbook

V. Curriculum Load

1.1 Organization and Presentation

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

Yes, the book is not only a running text they also based on variety of genres involved.

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

Mention chapters/themes taken from authenticated text:

Yes, the given stories, poems in the text book are not authentic. They are rewrite by the writer for developing the language skill of the students.

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

Yes, any illustration are supported the concept and ideas conveyed in the text book for all the chapters.

42. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning? If yes, please give reference appropriately.

Yes, all the chapters

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

Yes, all the chapters

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

Yes, the book is divided into subdivision of sections for making easy and coherent progression.

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Yes, all the chapters

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

Yes, the teacher is able to understand the philosophy of the book and through the teacher's pages activities early connected to children.

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

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

Yes, the tasks / activities create an anxiety in the learners and the teacher. The activities of the chapter give create by learners.

II. Child Centeredness

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Yes, the units / lessons make attempts to connect with the lives of learners.

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

Mention rhymes / songs taken from foreign sources:

Mention rhymes / songs taken from Indian sources:

Yes, the rhymes / songs used in the textbook are completely foreign but they are also related to present Indian language and based on Indian themes.

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

Yes, the every chapter by the is narratives translated from Indian languages

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

Yes, every chapter the rubrics in the text book addressed to the learners or teachers.

II.2 *Themes and Tasks / Activities*

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

Yes, the themes in which the texts and activities are drawn from their context for every chapter.

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

No

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

Yes, in English language textbooks, the rhymes and songs are mostly foreign but the story, poem and exercises of the book are connected with the life of the learner.

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

Yes, Page No. 183

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

Yes, Page No. 141, 149

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

Yes, the reading text / narrative has pre-reading, while reading and post reading activities.

Every chapter are pre-reading, while–reading and post reading are consecutively by text book.

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

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

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

Yes

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

Yes, the book provides ‘route’ for the learners and they also interconnectivity and the connection between the task of one to last.

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

Yes, Page No. 175, 172, 164, 156

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

Yes, page no. 144, 154, 178, 186, 212

66. Whether the textbooks promote communication skills among learners?

Yes, the text book promote communication skill among learners.

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

No

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

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

No

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

No

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

No

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

(m)Some extent Page No. – 178

(n) Some extent Page No. – 214

(o) Some extent Page No. – 206, 208, 209

Section C: Overall observations/ Any other suggestions:

This textbook is prepared keeping in mind NCF – 2005. The opportunity for the students of self learning is given.

IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	Page 164-168, 174-175, 188-189, 199-217 and others
4.2 Does it provide developmentally appropriate text?	Yes	चैप्टर्स का क्रम स्वयं से शुरूकर क्रमशः बाह्य जगत को शामिल किया गया है ।
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	कुल 26 चैप्टर्स 100 पेज में विषय वस्तु कक्षा स्तर के अनुरूप
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	सभी पाठ क्रमागत रूप से अन्तर्संबंधित हैं ।
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	पृ0 154 अपने दो साथियों के चेहरे को ध्यान से देखो क्या दोनों चेहरे एक जैसे हैं । पृ0 157 तुमने बहुत सारे जीव जन्तुओं को देखा भी होगा । उनके नाम लिखो ।
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	पृ0 158 किसी जीव जन्तु पर एक कविता लिखो एवं उससे संबंधित चित्र ढूंढो और चिपकाओ । पृ0 195 अपने घर से अलग तर का एक घर ढूंढकर उसके बारे में लिखो कि उसमें कितने कमरे हैं ? उसकी दीवारें किसकी बनी हैं ? छत किसकी बनी हैं । फर्श किसका बना है ?

4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	पृ0 157 जीव जंतुओं पृ0 164 मौसम पृ0 173 प्राकृतिक संसाधन पृ0 226 नक्शा, संकेत, नजरीनकशा
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	पृ0 235 घटती दूरियों, पृ0 241 किसके बने पहिए
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	पृ0 242 आओ खेलें खेल पृ0 226 आओ नक्शा बनाएँ पृ0 215 शाला के त्यौहार
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes	पृ0 203 जरूरी बातें पृ0 199 सफाई पृ0 182.184 कागज की फिरकी पृ0 117 आओ करके देखें
4.11 Does it include sufficient and relevant examples?	Yes	पृ0 161 पप्पूजी के खिलौने पृ0 170-171 वस्तुओं को छांटकर लिखो, रसोई का सामान

V. Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Yes	Instructions are given for only teachers not for parents.
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	No instructions related to educational technology
5.3 Are the activities given in the EVS textbook sufficient?	Yes	सभी पाठ गतिविधि आधारित लिखा गया है ।
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Instructions are cleared.

5.5 Does it have the scope for joyful learning?	Yes	पृ0 242 आओ खेलें खेल पृ0 215 शाला के त्यौहार पृ0 182 हवा
5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	All the lessons are written in the simple language and are very interesting.
5.7 To what extent does it encourage cooperative learning?	Yes	पृ0 154 चेहरों की बनावट पृ0 158 जीवजंतुओं की शारीरिक बनावट और खाने से संबंधित तालिका पृ0 169 खेलते समय और पढ़ते समय उपयोग की वस्तुएँ
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	पृ0 151 शरीर के अंगों की पहचान पृ0 159 जीव जंतुओं में से किसी एक पर चार वाक्य लिखिए । विश्लेषण – अध्याय 5 दस्तावेजीकरण पृ0 205 तालिका भरना अध्याय 16 हमारा भोजन
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	पृ0 169 क्या किससे बना पृ0 180 अध्याय 9 हवा पृ0 196 कपड़े तरह तरह के
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	पृ0 213 शिक्षक से चर्चा करके तालिका भरो पृ0 225 संकेत व संदेश में संबंध स्पष्ट करने की तालिका भरना पृ0 177 मिट्टी के प्रकार को समझने संबंधी तालिका भरना ।
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes	पृ0 172 प्रकृति से निर्मित तथा मानव निर्मित वस्तु पृ0 189 चलो सूरज, धरती और चांद देखें ।

VI. Visuals

6.1 To what extent do the illustrations/pictures used are) Attractive) Augment the content) Depict clear messages	Yes	
6.2 To what extent do the illustrations/pictures given in the EVS	Yes	पृ0 169 क्या किससे बना पृ0 182 धान उड़ाती महिला पृ0 197 कपड़े तरह तरह के

textbook portray gender equity?		पृ0 214 मिलान करो
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	Yes	पृ0 214 भिन्न-भिन्न त्यौहार के चित्र पृ0 248 बुढ़िया को सड़क पार कराती लड़की

VII. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	Yes	To some extent
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: a) Gender b) Physical Traits Creed Physical/Mental ability c) Ethnicity/Origin d) Background (Rural/ Urban etc.) e) Caste f) Work/Profession	Yes	To some extent
7.3 To what extent the content of EVS textbook provide scope for children with special needs?	No	Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes	पृ0 191 चंद्रमा का आकार जानना पृ0 174 पेड़ पौधों के नाम लिखना

VIII. Gender perspective

8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	To a large extent
8.2 To what extent does the text given in the EVS textbook portray gender equity?	Yes	To some extent

IX. Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?	Yes	To some extent
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?	Yes	To a large extent

X. Overall observations/ Any other suggestions:

This textbook is prepared keeping in mind NCF – 2005. The opportunity for the students of self learning is given.

Analysis of Textbook in Environmental Studies (EVS)

I. General Information

- 1.1 Title of the book: Unified Text Book (Mathematics and EVS)
- 1.2 Year and place of publication: 2014-15, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary) Primary
- 1.5 Class: 4
- 1.6 Total No. of pages: 120
- 1.7 Total Lessons: 25
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- b. Quality of paper: As per Tender norms
- c. Quality of binding: Good
- d. Font size used and its appropriateness: Appropriate for Class 4
- e. Layout of text: Correct

III. 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

IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	पृ0 109 रिश्तेनात, पृ0 117 पानी रे पानी, पृ0 131 नाव चली भई नाव चली, पृ0 153 आसपास के पेड़ पौधे, पृ0 112 दांत, पृ0 164 रोटी की कहानी
4.2 Does it provide developmentally appropriate text?	Yes	चैप्टर्स का क्रम स्वयं से शुरूकर क्रमशः बाह्य जगत को शामिल किया गया है ।
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	कुल 25 चैप्टर्स 120 पेज में विषय वस्तु कक्षा स्तर के अनुरूप
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	सभी पाठ क्रमागत रूप से अन्तर्सम्बन्धित हैं ।
4.5 Does the content of EVS textbook promote student reflection?	Yes	पाठ 2 दांत पाठ 4 हवा के करतब पाठ 6 नाव चली भई नाव
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	पाठ 5 श्वसन पाठ 7 दिल की धड़कन पाठ 8 दिशाओं का चक्कर पाठ 11 छत्तीसगढ़ की फसल धान
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	पृ0 125 पैराशूट पृ0 127 श्वसन पृ0 168 मौसम पृ0 207 दिश सुचक यंत्र
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	अध्याय 2 दांत (पृ0 114) अध्याय 4 नाव चली भई नाव, दिल की धड़कन पाठ 14 मैंने नक्शा बनाया
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	पाठ 2 दांत पाठ 5 श्वसन पाठ 14 मैंने नक्शा बनाया पाठ 10 आसपास के पेड़ पौधे

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes	पाठ 4 हवा के करतब पाठ 5 श्वसन पाठ 6 नाव चली भई नाव पृ0 137, 150–151, 217, 218 टेलीफोन
4.11 Does it include sufficient and relevant examples?	Yes	पृ0 111 रिश्तों के उदाहरण 119 पानी के उपयोग 150 कौन डूबा कौन तैरा 169 मौसम और जीव

V. Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Yes	Instructions are given for only teachers not for parents.
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes	Instructions are given to the teachers related to educational technology and subjects concepts.
5.3 Are the activities given in the EVS textbook sufficient?	Yes	Sufficient activities have given in all the chapters.
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Instructions are cleared.
5.5 Does it have the scope for joyful learning?	Yes	पाठ 4 हवा के करतब पाठ 8 दिशाओं का चक्कर पाठ 6 नाव चली भई नाव 14 मैंने नक्शा बनाया ।
5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	All the lessons are written in the simple language and are very interesting.
5.7 To what extent does it encourage cooperative learning?	Yes	पृ0 110, माँ से संबंधित—पिता से संबंधित रिश्ते, 155 पौधे के नाम और पत्ती के गुण, जंतुओं के नाम—पानी में रहने वाले, जमीन पर रहने वाले
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	पृ0 185 जंतुओं के नाम—रहने का स्थान 199 कपड़े कैसे—कैसे 216 आवाज पहचानें पाठ 21 चित्रों की बात पाठ 18 रामगढ़ की गुँफाएँ

5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	पाठ 8 दिशाओं का चक्कर पाठ 11 छत्तीसगढ़ की फसल धान पाठ 13 मौसम पाठ 16 कौन मिलेगा कहीं
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	पाठ 21 चित्रों की बात पाठ 22 आवाज पाठ 7 दिल की धड़कन
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes	पाठ 2 दांत पाठ 5 ₹

VI. Visuals

6.1 To what extent do the illustrations/pictures used are <input type="checkbox"/> Attractive <input type="checkbox"/> Augment the content <input type="checkbox"/> Depict clear messages	Yes	Pictures are used in more numbers.
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	&
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	Yes	&

VII. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	Yes	To some extent
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<p>7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles:</p> <p>g) Gender</p> <p>h) Physical Traits Creed Physical/Mental ability</p> <p>i) Ethnicity/Origin</p> <p>j) Background (Rural/ Urban etc.)</p> <p>k) Caste</p> <p>l) Work/Profession</p>	Yes	To some extent
<p>7.3 To what extent the content of EVS textbook provide scope for children with special needs?</p>	No	Not at all
<p>7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?</p>	Yes	पाठ 1 रिश्ते नाते पाठ 2 दांत पाठ 4 हवा के करतब पाठ 5 श्वसन

VIII. Gender perspective

<p>8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?</p>	Yes	To a large extent
<p>8.2 To what extent does the text given in the EVS textbook portray gender equity?</p>	Yes	To some extent

9 Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?	Yes	To some extent
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?	Yes	To some extent

10 Overall observations/ Any other suggestions:

This textbook is prepared keeping in mind NCF – 2005. The opportunity for the students of self learning is given.

Analysis of Textbook in Environmental Studies (EVS)

1. General Information

- 1.1 Title of the book: Unified Text Book (Mathematics and EVS)
- 1.2 Year and place of publication: 2014, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary) Primary
- 1.5 Class: 5
- 1.6 Total No. of pages: 173
- 1.7 Total Lessons: 31
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- 2.2 Quality of paper: As per Tender norms
- 2.3 Quality of binding: Good
- 2.4 Font size used and its appropriateness: Appropriate for Class 5
- 2.5 Layout of text: Correct

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

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

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Yes, all the chapters are linked according to syllabus.

4 Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	पृ0 162 पता करें, सर्वे कैसे करें, पृ0 163 फसलों का सर्वे
4.2 Does it provide developmentally appropriate text?	Yes	The text book provides developmentally appropriate text

4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	कुल 31 चैप्टर्स 173 पेज में विषय वस्तु कक्षा स्तर के अनुरूप
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	The text book has scope for linkage within and across the themes and levels in each class.
4.5 Does the content of EVS textbook promote student reflection?	Yes	पृ० 165 किताब के बारे में पृ० 168 चलों बढ़ई के घर
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes	पृ० 170 खोजो आसपास पृ० 177 पक्षियों की जमावट
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	पृ० 191 मलेरिया होने पर क्या करे पृ० 192 इसे अपनी कॉपी पर बनाओ
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	पृ० 201 तो क्या सांप को सुनाई देता है ? पृ० 233 प्रयोग 2, 3, 5, 7, 8
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	पृ० 185 गतिविधि पृ० 171 माथापच्ची
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes	पृ० 232 प्रयोग 1, 2, 3, 4 पृ० 239 प्रयोग
4.11 Does it include sufficient and relevant examples?	Yes	पृ० 242 जानवरों का शिकार

5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Yes	Instructions are given for only teachers not for parents.
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes	Instructions are given to the teachers related to educational technology and subjects concepts.
5.3 Are the activities given in the EVS textbook sufficient?	Yes	पृ० 233 प्रयोग पृ० 239 प्रयोग
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	पृ० 278 अपना सोलर कुकर बनाओ
5.5 Does it have the scope for joyful learning?	Yes	पृ० 235 प्रयोग 7 रंगों का मेला
5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	The writing style is interesting and engaging पृ० 161 166 171 (अपनी दिशा तीर बनाओ).
5.7 To what extent does it encourage cooperative learning?	Yes	पृ० 239 प्रयोग पृ० 185 गतिविधि
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	पृ० 162 सर्वे कैसे करे पृ० 163 फसलों का सर्वे
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	पृ० 200 अध्याय 8 सांप पृ० 208 अध्याय 9 बैंक
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	पृ० 221, 284, 288
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes	पृ० 214 महानदी की आत्मकथा पृ० 219 लोहा कैसे बनता है

6 Visuals

6.1 To what extent do the illustrations/pictures used are <ul style="list-style-type: none">) Attractive) Augment the content) Depict clear messages 	Yes	-
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	पृ 208, 213
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	Yes	पृ 216, 220, 264

7 Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	Yes	To some extent
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: <ul style="list-style-type: none"> m) Gender n) Physical Traits Creed Physical/Mental ability o) Ethnicity/Origin p) Background (Rural/ Urban etc.) q) Caste r) Work/Profession 	Yes	To some extent

7.3 To what extent the content of EVS textbook provide scope for children with special needs?	Yes	Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes	५० २३९. २४४. २४८

8 Gender perspective

8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	To a large extent
8.2 To what extent does the text given in the EVS textbook portray gender equity?	Yes	To some extent

9 Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?	Yes	To some extent
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?	Yes	To large extent

10 Overall observations/ Any other suggestions:

This textbook is prepared keeping in mind NCF – 2005. The opportunity for the students of self learning is given.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Hindi, English and Mathematics)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 1
- 1.6 Total No. of pages: 100
- 1.7 Total Lessons: 13
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- b. Quality of paper: Satisfactory
- c. Quality of binding: Good
- d. Font size used and its appropriateness: Appropriate for Class 1
- e. Layout of text: Correct

III. 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).

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Yes, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, Mathematical games – (Page 161 to 165) Comparison - (Page 166 to 169) Number from 1 to 9 (Page 170 to 195) Addition (Page 196 to 202) Numbers up to 20 (Page 203 to 215) Numbers up to 50 (Page 216 to 228) Substraction (Page 229 to 237) Numbers up to 100 (Page 238 to 248) Length (Page 249 to 250) Dharita (Page 251 to 252) Money (Page 253) Time (Page 254) Shapes (Page 255)
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.	Yes, connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. (Page 161 to 258)
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 including style and vocabulary is simple and comprehensible for the learner.
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, the themes have been introduced with interesting and familiar situations. Ex (Page 167) To recognize numbers (Page 170-195) Concept of Zero (Page 189, 194, 195) Concept of Open Box (Page 205, 206, 207, 208, 209) Addition, Subtraction etc.

4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Ones – Tens (Page 216) (Page 209) Time (Page 254)

V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	Yes, the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development, Ex Arrange the pebbles on the picture's lines. (Page 162) (Page 167) Round on the ten things. (Page 206) Length (Page 249, 250) Dharita (Page 251, 252)
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Yes, (Page 161) (Page 167) (Page 169) (Page 194, 195) (Page 251) (Page 253)
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, (Page 161) (Page 170-171) (Page 200) (Page 249)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, page 161, 162, 168, 169, 205, 249

5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, page 164, 165, 169, 170, 171, 173, 176 etc.
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes, page 164, 165, 169, 170, 171 etc. (Self learning) Page 175, 180, 186 etc. (Self Assessment)
5.7 Do the questions given in the exercises a. Cover all the concepts b. Include variety of questions c. Provide opportunities for reflection d. Require inductive thinking	a. Yes, related to every concept (Page 162-174) b. (Page 164, 165, 170, 171, 173, 174 etc.) c. Opportunities for reflection (Page 166 to 169, 189, 189, 191 etc.) d. Page Inductive thinking (Page 190, 166, 168, 169, 170, 171 etc.)
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.	Yes, (Page 162, 172, 199, 204, 224, 249, 251, 255 etc.).

VI. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	Yes, (Page 161, 167, 169, 186, 194 etc.)

<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Yes, (Page 161, 167, 169, 186, 194 etc.)</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>
<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>Yes, (Page 161, 167, 169, 186, 194, 250 etc.)</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>Yes, (Page 253, 224, 223, 219, 217, 161 etc.)</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Yes, (Page 163, 164, 165, 170, 171, 194, 195 etc.)</p>
<p>6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.</p>	<p>Yes, (Page 161, 167, 175, 181, 180, 217, 255 etc.)</p>

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, (Page 161 to 258)
7.2 Child friendly	Yes, (Page 161 to 258)
7.3 Gender perspective	Yes, (Page 161, 167, 169, 186, 194, 250 etc.)
7.4 inclusion perspective	Yes, (Page 163, 164, 165, 170, 171,194, 195 etc..)

VIII. Over all observations/any other suggestions:

We have observed the whole book. The all the concepts are systemic. It is activity based. With the activities, we can develop the cognitive development on concepts. Hence, it is appropriate for the students of class 1.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Hindi, English and Mathematics)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 2
- 1.6 Total No. of pages: 126
- 1.7 Total Lessons: 12
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- e. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- f. Quality of paper: Satisfactory
- g. Quality of binding: Good
- h. Font size used and its appropriateness: Appropriate for Class 2
- i. Layout of text: Correct

2. 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).

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Yes, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, दोहराना (पृ० 195 – 207) संख्याएँ (पृ० 208 – 229) जोड़ना (पृ० 230 – 249) घटाना (पृ० 250 – 269) गुणा (पृ० 270 – 286) भाग (पृ० 287 – 292) लंबाई (पृ० 293 – 298) भार (पृ० 299 – 301) धारिता (पृ० 302 – 304) समय (पृ० 305 – 306) आकृतियों (पृ० 307 – 312) मुद्रा (पृ० 313 – 316)
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.	Yes, connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. (Page 195 to 316)
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 including style and vocabulary is simple and comprehensible for the learner.
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, the themes have been introduced with interesting and familiar situations. Ex स्थान की समझ (पृ० 208 – 211) इकाई – दहाई की समझ (पृ० 216 – 227) आखिर थैली खोलनी ही पड़ी (पृ० 259) पहाड़ा बनाना (पृ० 272) आदि
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes, पृ० 212, 221, 281 आदि

V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	Yes, the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development, Ex संख्याएँ (पृ० 208 – 229) जोड़ना (पृ० 230 – 249) भाग (पृ० 287 – 292) लंबाई (पृ० 293 – 298) भार (पृ० 299 – 301) मुद्रा (पृ० 313 – 316) आदि
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Yes, Ex कौन ज्यादा चढ़ा ? (पृ० 232) चटकू और मटकू (पृ० 241) आखिर थैली खोलनी ही पड़ी (पृ० 259) भाग (पृ० 287) लंबाई (पृ० 292) धारिता (पृ० 302) आदि
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, Ex पृ० 197, 209, 234, 252, 270, 272, 293 आदि
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, Ex पृ० 217, 220, 226, 240, 246, 257 आदि लमेए मा पृ० 233, 234, 240, 245, 262, 270, 282 आदि
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, Ex पृ० 196, 215, 222 आदि
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes, Self learning - Ex पृ० 220, 228, 242, 244 आदि Self learning - Ex पृ० 260, 267, 284, 302 आदि

<p>5.7 Do the questions given in the exercises</p> <p>b. Cover all the concepts</p> <p>c. Include variety of questions</p> <p>d. Provide opportunities for reflection</p> <p>e. Require inductive thinking</p>	<p>e. Yes, related to every concept</p> <p>Ex जोड़ना (पृ० 230 – 249) घटाना (पृ० 250 – 269) गुणा (पृ० 270 – 286) आदि</p> <p>पि पृ० 222, 225, 242, 249 आदि</p> <p>g. Reflection के लिए मौके (पृ० 274, 275, 276, 277)</p> <p>h. Inductive thinking (पृ० 272, 283, 286, 293 आदि)</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,</p> <p>Ex पृ० 262, 265, 282, 283, 291, 299, 313 आदि</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,</p> <p>Ex पृ० 195, 233, 267, 269, 297 आदि</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Yes,</p> <p>Ex पृ० 195, 233, 267, 269, 297 आदि</p>

6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	Yes, Ex पृ 195, 233, 267, 269 आदि
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes, Ex पृ 210, 195, 233, 267, 269, 297 आदि
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Yes, Ex पृ 195 से 316
6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	Yes, Ex पृ 246 (प्र0क0 2, 4) 249 (प्र0क0 1) 269 (प्र0क0 5) 279, 308 आदि

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, All pages
7.2 Child friendly	Yes, All pages

7.3 Gender perspective	Yes, पृ० 195, 233, 267 आदि
7.4 inclusion perspective	Yes, All pages

VIII. Over all observations/any other suggestions:

We have observed the whole book. The language of the book is simple. It promotes the development of the students. It is activity based. Hence, it is appropriate for the students of class 2.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Mathematics and EVS)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 3
- 1.6 Total No. of pages: 149
- 1.7 Total Lessons: 12
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- b. Quality of paper: Satisfactory
- c. Quality of binding: Good
- d. Font size used and its appropriateness: Appropriate for Class 3
- e. Layout of text: Correct

3. 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).

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Yes, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, संख्याएँ, जोड़ना – घटाना – 1, जोड़ना – घटाना – 2, गुणा – भाग – 1, गुणा – भाग – 2, भिन्न, मापन, समय, ज्यामितीय आकृतियों, मुद्रा तथा आँकड़ों का चित्रात्मक निरूपण आदि ।
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.	Yes, सर्वप्रथम संख्याओं के बारे में बताया गया है तत्पश्चात जोड़ में बिना हासिल वाला, हासिल वाला, घटाना में बिना वण्डल खोले तथा वण्डल खोलकर, गुणा तथा भाग, भिन्न, मापन, समय, आकृतियों के बारे में बताया गया फिर मुद्रा व चित्रात्मक निरूपण के बारे में बताया गया ।
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, पृ० 12, 14, 30, 38, 55 आदि ।
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, कैसे बॉटे (भाग की अवधारणा पृ० 67) भिन्न (भिन्न की अवधारणा पृ० 97) आदि
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes, अंकित मान और स्थानीय मान (पृ० 29) आदि

V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>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.</p> <p><u>pebble</u></p>	<p>Yes, मापन (पृ० 108) समय (पृ० 121) मुद्रा (पृ० 140) आदि</p>
<p>5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.</p>	<p>Yes, Ex आओ तुलना करें (पृ० 26) जोड़ना – घटाना (पृ० 35) कैसे बॉटें (पृ० 67) मापन (पृ० 109) मुद्रा (पृ० 141, 142) आदि</p>
<p>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.</p>	<p>Yes, लम्बाई में बच्चे टेबल, श्यामपट, पुस्तक, स्केल आदि को बालिश्त से नापते हैं । (पृ० 108) समय के माध्यम वे अपनी दिनचर्या को समझने लगते हैं । (पृ० 126)</p>
<p>5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?</p>	<p>Yes, पाठ्यपुस्तक में दिए गए मामतबपेमे ६ च्त्वइसमडे की संख्या उपयुक्त है । (पृ० 13, 79 आदि) open-ended questions भी हैं (पृ० 34 के प्र० क्र० 11, 12, 13) (पृ० 80) किसी संख्या में दस का गुणा आदि ।</p>
<p>5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.</p>	<p>Yes, बच्चों को प्रश्न पूछे जाने के लिए पुस्तक में scope (पृ० 25, 33, 89, 90, 91, 102, 103, 105, 122 आदि)</p>
<p>5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.</p>	<p>Yes, Self learning - Ex पृ० 14, 15, 26 आदि Self learning - Ex पृ० 35, ३३६, 37, 107 आदि</p>

<p>5.7 Do the questions given in the exercises</p> <p>b. Cover all the concepts</p> <p>c. Include variety of questions</p> <p>d. Provide opportunities for reflection</p> <p>e. Require inductive thinking</p>	<p>i. Yes, related to every concept</p> <p>Ex जोड़ना, घटाना, गुणा, भाग, भिन्न, मापन, समय, आकृतियों, मुद्रा आदि की अवधारणें ।</p> <p>रण भिन्न भिन्न तरह के प्रश्नों का होना पृ० 14, 15, 39 आदि</p> <p>k. Reflection के लिए मौके (पृ० 11, 13, 17, 18, 127)</p> <p>l. Inductive thinking (पृ० 39, 89, 134 आदि)</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,</p> <p>Ex पृ० 7, 33, 34, 96, 134 आदि</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,</p> <p>Ex पृ० 1, 7, 28, 31, 32, 45, 49, 63, 67, 87, 97, 108, 109 आदि</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Yes,</p> <p>Ex पृ० 1, 7, 28, 31, 32, 45, 49, 63, 67, 87, 97, 108 आदि</p>

<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>
<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>Yes, लड़की और लड़का में समानता तथा उनके नाम से प्रतीत होता धर्मनिरपेक्षता (पृ0 1) आदि लड़की और लड़का में कार्य की समानता, स्वतंत्रता (पृ0 7) आदि चित्र से प्रदर्शित होता अवसर की समानता (पृ0 28) आदि अन्य (पृ0 31, 32, 45, 49, 63, 67, 87, 97,108,109 आदि)</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>Yes, पाठ्यपुस्तक में निम्न पृष्ठ संख्याओं से स्पष्ट होता है कि सामुदायिक सद्भाव हेतु सकारात्मक विषय वस्तु तथा राष्ट्रीय एकीकरण एकता सम्मिलित है पृ0 1, 12, 49, 67, 87, 109 आदि</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Yes, Ex पृ0 9–12, 14–18, 21–25, 52–56, 97–105 आदि ।</p>
<p>6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.</p>	<p>Yes, Ex पृ0 6 के हल करो का प्र0 1 पेड़ लगाने के लिए प्रेरित करता है । अन्य पृ0 जिससे पर्यावरण मूल्यों की समझ बच्चों पर बनती है (पृ0 72 प्र0 10, 90 प्र0 10, 91 से प्र0 9, 2, 8 पेड़ चिड़िया का चित्र पृ0 सं0 92 आदि)</p>

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, (पृ० 1 से 149 आदि)
7.2 Child friendly	Yes, (पृ० 12, 13, 26, 35, 47, 49, 63, 67, 68, 77, 87, 93, 97, 108, 109, 114, 119, 121, 127 आदि)
7.3 Gender perspective	Yes, पृ० 1, 7, 28, 31, 45, 63, 67, 87, 97 आदि
7.4 inclusion perspective	Yes, पृ० 9-12, 14-18, 21-25, 52-56, 97-105, 140-142 आदि

VIII. Over all observations/any other suggestions:

We have observed the whole book. The language of the book is simple. It is activity based. The more exercises are given for the students. The shapes of the pictures and the letters are adequate according to the students. Hence, it is appropriate for the students of class 3.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Mathematics and EVS)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 4
- 1.6 Total No. of pages: 108
- 1.7 Total Lessons: 11
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- b. Quality of paper: Satisfactory
- c. Quality of binding: Good
- d. Font size used and its appropriateness: Appropriate for Class 4
- e. Layout of text: Correct

III. 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).

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Yes, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, there are 11 chapters with different concepts and all the facts and concepts are packaged together. Ex संख्याएँ-जोड़ना, घटाना, गुणा, भाग
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.	Yes
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, पृ0 46 (भिन्नो का जोड़) पृ0 52 (अब यह करो)
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, पृ0 53 (आओ मुखौटा बनाएँ) पृ0 55 (चलो कूदें लम्बी कूद)
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes, पृ0 64 पृ0 60

V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	Yes, all the themes and concepts introduced in the textbook are consistent with the children's age.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Yes, पृ० 24 (चित्र देखकर बताओ किसने कितने रुपये का सामान खरीदा i) पृ० 72 में दिया गया चित्र कथा Real life Is Related है i)
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, पृ० 95 (पता लगाओ, करके देखो)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, पृ० 4 (संख्या को अंकों और शब्दों में लिखो) पृ० 66 (कुल कितना)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, पृ० 21 (ऐसी तीन संख्याएँ लिखो जिनका योगफल 125 हो) पृ० 16 (कीमत कितनी)
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples	Yes, Self learning - Ex पृ० 25 (योगफलों का आंकलन) Self learning - Ex पृ० 25 (योगफलों का आंकलन)

<p>5.7 Do the questions given in the exercises</p> <p>b. Cover all the concepts</p> <p>c. Include variety of questions</p> <p>d. Provide opportunities for reflection</p> <p>e. Require inductive thinking</p>	<p>m. Yes, the exercises covers all the concepts.</p> <p>n. Yesए पृ० 80, 4, 5 आदि</p> <p>वण Yes, पृ० 40 (कुछ और अभ्यास)</p> <p>पृ० 52 (कागज पर कलाकारी)</p> <p>p. Yes, पृ० 67 (आओ पता करें)</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,</p> <p>पृ० 107 (पहेलियों)</p> <p>पृ० 108 (पैटर्न) (दिमागी कसरत)</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,</p> <p>पृ० 66, 68</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Yes,</p> <p>पृ० 66, 68</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>

<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>Yes, the text book addresses gender concern adequately equality of sexes. पृ० 102, 103 (Pictures) Positioning of men and women in visuals. पृ० 102, 88 Occupations used for women and men. पृ० 101, 96</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>Yes, पृ० 46</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Yes</p>
<p>6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.</p>	<p>Yes पृ० 21 (इन्हें हल करो के कुछ प्रश्न)</p>

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, every page of text book contains pictures, diagrams adequately.
7.2 Child friendly	Yes, all the visuals are child friendly. पृ० 6, 41 आदि)

7.3 Gender perspective	Yes, पृ 40, 36, 32, 26
7.4 inclusion perspective	Yes, पृ 14, 15, 2, 68, 72, 73, 74

VIII. Over all observations/any other suggestions:

All concepts of book are consecutive and activity based. The book is entertaining and provides joyful leanings. The language of text book is very simple and graphics and visualization is interesting.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Mathematics and EVS)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 5
- 1.6 Total No. of pages: 160
- 1.7 Total Lessons: 19
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- b. Quality of paper: Satisfactory
- c. Quality of binding: Good
- d. Font size used and its appropriateness: Appropriate for Class 5
- e. Layout of text: Correct

III. 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).

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Yes, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, there are 19 chapters with different concepts and all the facts and concepts are packaged together. Ex संख्याएँ—जोड़ना, घटाना, गुणा, भाग
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.	Yes
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, पृ० 29 (मीता की समस्या)
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, पृ० 21 (लाभ – हानि)
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes, पृ० 32 (औसत) पृ० 21 (लाभ – हानि)

V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	Yes, all the themes and concepts introduced in the textbook are consistent with the children's age.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Yes, पृ० 90 कोण (कहाँ – कहीं पर बने हैं कोण ?) पृ० 32 औसत
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, पृ० 11 (इबारती प्रश्न) पृ० 36 (चित्र देखो और बताओ)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, पृ० 33 (अभ्यास) पृ० 42 (नीचे दी गई संख्याओं के गुणनखण्ड लिखो)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, पृ० 51 (असमान हर वाले भिन्नों को जोड़ना) पृ० 52 (असमान हर वाले भिन्नों को घटाना)
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes, Self learning - Ex पृ० 48 (आओ इसे समझो) Self learning - Ex पृ० 11 (अरे वाह !)
5.7 Do the questions given in the exercises f. Cover all the concepts g. Include variety of questions h. Provide opportunities for reflection i. Require inductive thinking	q. Yes, the exercises covers all the concepts. r. Yes, पृ० 30, 4, 5 आदि Yes, पृ० 93 (क्या कोणों के भी नाम होते हैं ?) s. Yes, पृ० 17 (अब आएगा मजा)

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.	Yes, पृ० 158 (पैटर्न 1, 2, 3)
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VI. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	Yes, पृ० 24 (अब बताओ)
6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	
6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	Yes, Equality of sexes. पृ० 8, 20, 21, 22 Positioning of men and women. पृ० 34, 38

6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes, पृ 34 (Picture and the exercises)
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Yes
6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	Yes, पृ 34, 36

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, every page of text book contains pictures, diagrams adequately.
7.2 Child friendly	Yes, all the visuals are child friendly.
7.3 Gender perspective	Yes, पृ 4, 21, 25, 36, 71
7.4 inclusion perspective	Yes, पृ 68, 75, 34, 20

VIII. Over all observations/any other suggestions:

The language of text book is very simple. The concepts are activity based and presented consecutively. The visuals are entertaining and joyful.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Hindi, English and Mathematics)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 2
- 1.6 Total No. of pages: 126
- 1.7 Total Lessons: 12
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- b. Quality of paper: Satisfactory
- c. Quality of binding: Good
- d. Font size used and its appropriateness: Appropriate for Class 2
- e. Layout of text: Correct

III. 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, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, दोहराना (पृ० 195 – 207) संख्याएँ (पृ० 208 – 229) जोड़ना (पृ० 230 – 249) घटाना (पृ० 250 – 269) गुणा (पृ० 270 – 286) भाग (पृ० 287 – 292) लंबाई (पृ० 293 – 298) भार (पृ० 299 – 301) धारिता (पृ० 302 – 304) समय (पृ० 305 – 306) आकृतियों (पृ० 307 – 312) मुद्रा (पृ० 313 – 316)
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.	Yes, connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. (Page 195 to 316)
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 including style and vocabulary is simple and comprehensible for the learner.
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, the themes have been introduced with interesting and familiar situations. Ex स्थान की समझ (पृ० 208 – 211) इकाई – दहाई की समझ (पृ० 216 – 227) आखिर थैली खोलनी ही पड़ी (पृ० 259) पहाड़ा बनाना (पृ० 272) आदि
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No

4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes, पृ० 212, 221, 281 आदि
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V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	Yes, the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development, Ex संख्याएँ (पृ० 208 – 229) जोड़ना (पृ० 230 – 249) भाग (पृ० 287 – 292) लंबाई (पृ० 293 – 298) भार (पृ० 299 – 301) मुद्रा (पृ० 313 – 316) आदि
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Yes, Ex कौन ज्यादा चढ़ा ? (पृ० 232) चटकू और मटकू (पृ० 241) आखिर थैली खोलनी ही पड़ी (पृ० 259) भाग (पृ० 287) लंबाई (पृ० 292) धारिता (पृ० 302) आदि
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, Ex पृ० 197, 209, 234, 252, 270, 272, 293 आदि
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, Ex पृ० 217, 220, 226, 240, 246, 257 आदि Yes, Ex पृ० 233, 234, 240, 245, 262, 270, 282 आदि

5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, Ex पृ० 196, 215, 222 आदि
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes, Self learning - Ex पृ० 220, 228, 242, 244 आदि Self learning - Ex पृ० 260, 267, 284, 302 आदि
5.7 Do the questions given in the exercises j. Cover all the concepts k. Include variety of questions l. Provide opportunities for reflection m. Require inductive thinking	t. Yes, related to every concept Ex जोड़ना (पृ० 230 – 249) घटाना (पृ० 250 – 269) गुणा (पृ० 270 – 286) आदि u. पृ० 222, 225, 242, 249 आदि v. Reflection के लिए मौके (पृ० 274, 275, 276, 277) w. Inductive thinking (पृ० 272, 283, 286, 293 आदि)
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.	Yes, Ex पृ० 262, 265, 282, 283, 291, 299, 313 आदि

VI. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect,	Yes, Ex पृ० 195, 233, 267, 269, 297 आदि

Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	
6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	Yes, Ex पृ० 195, 233, 267, 269, 297 आदि
6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	Yes, Ex पृ० 195, 233, 267, 269 आदि
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes, Ex पृ० 210, 195, 233, 267, 269, 297 आदि
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Yes, Ex पृ० 195 से 316
6.7 Does the content facilitates understanding of children on	Yes, Ex पृ० 246 (प्र०क० 2, 4) 249 (प्र०क० 1) 269

environmental values? If yes, please give examples.	(प्र०क० 5) 279, 308 आदि
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VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, All pages
7.2 Child friendly	Yes, All pages
7.3 Gender perspective	Yes, पृ० 195, 233, 267 आदि
7.4 inclusion perspective	Yes, All pages

VIII. Over all observations/any other suggestions:

We have observed the whole book. The language of the book is simple. It promotes the development of the students. It is activity based. Hence, it is appropriate for the students of class 2.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Mathematics and EVS)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 3
- 1.6 Total No. of pages: 149
- 1.7 Total Lessons: 12
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- b. Quality of paper: Satisfactory
- c. Quality of binding: Good
- d. Font size used and its appropriateness: Appropriate for Class 3
- e. Layout of text: Correct

III. 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).

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Yes, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, संख्याएँ, जोड़ना – घटाना – 1, जोड़ना – घटाना – 2, गुणा – भाग – 1, गुणा – भाग – 2, भिन्न, मापन, समय, ज्यामितीय आकृतियों, मुद्रा तथा आँकड़ों का चित्रात्मक निरूपण आदि ।
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.	Yes, सर्वप्रथम संख्याओं के बारे में बताया गया है तत्पश्चात जोड़ में बिना हासिल वाला, हासिल वाला, घटाना में बिना वण्डल खोले तथा वण्डल खोलकर, गुणा तथा भाग, भिन्न, मापन, समय, आकृतियों के बारे में बताया गया फिर मुद्रा व चित्रात्मक निरूपण के बारे में बताया गया ।
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, पृ0 12, 14, 30, 38, 55 आदि ।
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, कैसे बॉटे (भाग की अवधारणा पृ0 67) भिन्न (भिन्न की अवधारणा पृ0 97) आदि
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes, अंकित मान और स्थानीय मान (पृ0 29) आदि

V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>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.</p> <p><u>pebble</u></p>	<p>Yes, मापन (पृ० 108) समय (पृ० 121) मुद्रा (पृ० 140) आदि</p>
<p>5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.</p>	<p>Yes, Ex आओ तुलना करें (पृ० 26) जोड़ना – घटाना (पृ० 35) कैसे बॉटें (पृ० 67) मापन (पृ० 109) मुद्रा (पृ० 141, 142) आदि</p>
<p>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.</p>	<p>Yes, लम्बाई में बच्चे टेबल, श्यामपट, पुस्तक, स्केल आदि को बालिश्त से नापते हैं । (पृ० 108) समय के माध्यम वे अपनी दिनचर्या को समझने लगते हैं । (पृ० 126)</p>
<p>5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?</p>	<p>Yes, पाठ्यपुस्तक में दिए गए Exercises / Problems की संख्या उपयुक्त है । (पृ० 13, 79 आदि) open-ended questions भी हैं (पृ० 34 के प्र० क्र० 11, 12, 13) (पृ० 80) किसी संख्या में दस का गुणा आदि ।</p>
<p>5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.</p>	<p>Yes, बच्चों को प्रश्न पूछे जाने के लिए पुस्तक में scope (पृ० 25, 33, 89, 90, 91, 102, 103, 105, 122 आदि)</p>

<p>5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.</p>	<p>Yes, Self learning - Ex पृ० 14, 15, 26 आदि Self learning - Ex पृ० 35, 36, 37, 107 आदि</p>
<p>5.7 Do the questions given in the exercises n. Cover all the concepts o. Include variety of questions p. Provide opportunities for reflection q. Require inductive thinking</p>	<p>x. Yes, related to every concept Ex जोड़ना, घटाना, गुणा, भाग, भिन्न, मापन, समय, आकृतियों, मुद्रा आदि की अवधारणें । y. भिन्न भिन्न तरह के प्रश्नों का होना पृ० 14, 15, 39 आदि z. Reflection के लिए मौके (पृ० 11, 13, 17, 18, 127) aa. Inductive thinking (पृ० 39, 89, 134 आदि)</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, Ex पृ० 7, 33, 34, 96, 134 आदि</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, Ex पृ० 1, 7, 28, 31, 32, 45, 49, 63, 67, 87, 97, 108, 109 आदि</p>

<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Yes, Ex पृ0 1, 7, 28, 31, 32, 45, 49, 63, 67, 87, 97, 108 आदि</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>
<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>Yes, लड़की और लड़का में समानता तथा उनके नाम से प्रतीत होता धर्मनिरपेक्षता (पृ0 1) आदि लड़की और लड़का में कार्य की समानता, स्वतंत्रता (पृ0 7) आदि चित्र से प्रदर्शित होता अवसर की समानता (पृ0 28) आदि अन्य (पृ0 31, 32, 45, 49, 63, 67, 87, 97,108,109 आदि)</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>Yes, पाठ्यपुस्तक में निम्न पृष्ठ संख्याओं से स्पष्ट होता है कि सामुदायिक सद्भाव हेतु सकारात्मक विषय वस्तु तथा राष्ट्रीय एकीकरण एकता सम्मिलित है पृ0 1, 12, 49, 67, 87, 109 आदि</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Yes, Ex पृ0 9–12, 14–18, 21–25, 52–56, 97–105 आदि ।</p>
<p>6.7 Does the content facilitates understanding of children on environmental values? If yes, please</p>	<p>Yes, Ex पृ0 6 के हल करो का प्र0 1 पेड़ लगाने के लिए प्रेरित करता है ।</p>

give examples.	अन्य पृ० जिससे पर्यावरण मूल्यों की समझ बच्चों पर बनती है (पृ० 72 प्र० 10, 90 प्र० 10, 91 से प्र० 9, 2, 8 पेड़ चिड़िया का चित्र पृ० सं० 92 आदि)
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VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, (पृ० 1 से 149 आदि)
7.2 Child friendly	Yes, (पृ० 12, 13, 26, 35, 47, 49, 63, 67, 68, 77, 87, 93, 97, 108, 109, 114, 119, 121, 127 आदि)
7.3 Gender perspective	Yes, पृ० 1, 7, 28, 31, 45, 63, 67, 87, 97 आदि
7.4 inclusion perspective	Yes, पृ० 9–12, 14–18, 21–25, 52–56, 97–105, 140–142 आदि

VIII. Over all observations/any other suggestions:

We have observed the whole book. The language of the book is simple. It is activity based. The more exercises are given for the students. The shapes of the pictures and the letters are adequate according to the students. Hence, it is appropriate for the students of class 3.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Mathematics and EVS)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 4
- 1.6 Total No. of pages: 108
- 1.7 Total Lessons: 11
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- b. Quality of paper: Satisfactory
- c. Quality of binding: Good
- d. Font size used and its appropriateness: Appropriate for Class 4
- e. Layout of text: Correct

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

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

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Yes, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, there are 11 chapters with different concepts and all the facts and concepts are packaged together. Ex संख्याएँ—जोड़ना, घटाना, गुणा, भाग
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.	Yes
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, पृ0 46 (भिन्नों का जोड़) पृ0 52 (अब यह करो)
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, पृ0 53 (आओ मुखौटा बनाएँ) पृ0 55 (चलो कूदें लम्बी कूद)
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes, पृ0 64 पृ0 60

V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	Yes, all the themes and concepts introduced in the textbook are consistent with the children's age.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Yes, पृ0 24 (चित्र देखकर बताओ किसने कितने रुपये का सामान खरीदा i) पृ0 72 में दिया गया चित्र कथा Real life से Related है i)
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, पृ0 95 (पता लगाओ, करके देखो)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, पृ0 4 (संख्या को अंकों और शब्दों में लिखो) पृ0 66 (कुल कितना)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, पृ0 21 (ऐसी तीन संख्याएँ लिखो जिनका योगफल 125 हो) पृ0 16 (कीमत कितनी)
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment	Yes,

If yes, please give examples.	Self learning - Ex पृ० 25 (योगफलों का आंकलन) Self learning - Ex पृ० 25 (योगफलों का आंकलन)
5.7 Do the questions given in the exercises g. Cover all the concepts h. Include variety of questions i. Provide opportunities for reflection j. Require inductive thinking	bb. Yes, the exercises covers all the concepts. cc. Yes, पृ० 80, 4, 5 आदि dd. Yes, पृ० 40 (कुछ और अभ्यास) पृ० 52 (कागज पर कलाकारी) ee. Yes, पृ० 67 (आओ पता करें)
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.	Yes, पृ० 107 (पहेलियों) पृ० 108 (पैटर्न) (दिमागी कसरत)

VI. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	Yes, पृ० 66, 68
6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and	Yes, पृ० 66, 68

rights, Egalitarianism, Secularism etc.	
6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	Yes, the text book addresses gender concern adequately equality of sexes. पृ 102, 103 (Pictures) Positioning of men and women in visuals. पृ 102, 88 Occupations used for women and men. पृ 101, 96
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes, पृ 46
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Yes
6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	Yes पृ 21 (इन्हें हल करो के कुछ प्रश्न)

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, every page of text book contains pictures, diagrams adequately.
7.2 Child friendly	Yes, all the visuals are child friendly. पृ 6, 41 आदि)
7.3 Gender perspective	Yes, पृ 40, 36, 32, 26
7.4 inclusion perspective	Yes, पृ 14, 15, 2, 68, 72, 73, 74

VIII. Over all observations/any other suggestions:

All concepts of book are consecutive and activity based. The book is entertaining and provides joyful leanings. The language of text book is very simple and graphics and visualization is interesting.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: Unified Text Book (Mathematics and EVS)
- 1.2 Year and place of publication: 2015-16, Raipur, Chhatisgarh
- 1.3 Name of the Publisher / Organisation: Text Book Corporation, Chhatisgarh, Raipur
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: 5
- 1.6 Total No. of pages: 160
- 1.7 Total Lessons: 19
- 1.8 Last review of syllabus done by the State: 2007
- 1.9 Price: Distribution on without Cost

II. Physical Aspects of the Textbook

- k. Cover Page: Coloured/2 Coloured/Attractiveness: Multicolour and Attractive
- l. Quality of paper: Satisfactory
- m. Quality of binding: Good
- n. Font size used and its appropriateness: Appropriate for Class 5
- o. Layout of text: Correct

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

- p. Support your answer (Yes/No) by providing evidences/examples with pageNumber(s).

.....

Yes, coverage of syllabus in the textbook and linkage of syllabus with the text.

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.	Yes, there are 19 chapters with different concepts and all the facts and concepts are packaged together. Ex संख्याएँ—जोड़ना, घटाना, गुणा, भाग
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.	Yes
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, पृ0 29 (मीता की समस्या)
4.4 Have the themes been introduced with interesting and familiar situations?	Yes, पृ0 21 (लाभ – हानि)
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	No
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes, पृ0 32 (औसत) पृ0 21 (लाभ – हानि)

V. Child Centred Approach

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.1 Are the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	Yes, all the themes and concepts introduced in the textbook are consistent with the children's age.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Yes, पृ0 90 कोण (कहाँ – कहीं पर बने हैं कोण ?) पृ0 32 औसत
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, पृ0 11 (इबारती प्रश्न) पृ0 36 (चित्र देखो और बताओ)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, पृ0 33 (अभ्यास) पृ0 42 (नीचे दी गई संख्याओं के गुणनखण्ड लिखो)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, पृ0 51 (असमान हर वाले भिन्नों को जोड़ना) पृ0 52 (असमान हर वाले भिन्नों को घटाना)
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Yes, Self learning - Ex पृ0 48 (आओ इसे समझो) Self learning - Ex पृ0 11 (अरे वाह !)

<p>5.7 Do the questions given in the exercises</p> <p>q. Cover all the concepts</p> <p>r. Include variety of questions</p> <p>s. Provide opportunities for reflection</p> <p>t. Require inductive thinking</p>	<p>ff. Yes, the exercises covers all the concepts.</p> <p>gg. Yes, पृ0 30, 4, 5 आदि</p> <p>Yes, पृ0 93 (क्या कोणों के भी नाम होते हैं ?)</p> <p>hh. Yes, पृ0 17 (अब आएगा मजा)</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,</p> <p>पृ0 158 (पैटर्न 1, 2, 3)</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,</p> <p>पृ0 24 (अब बताओ)</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>

<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>Yes, Equality of sexes. पृ 8, 20, 21, 22 Positioning of men and women. पृ 34, 38</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>Yes, पृ 34 (Picture and the exercises)</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Yes</p>
<p>6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.</p>	<p>Yes, पृ 34, 36</p>

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, every page of text book contains pictures, diagrams adequately.
7.2 Child friendly	Yes, all the visuals are child friendly.

7.3 Gender perspective	Yes, ¶0 4, 21, 25, 36, 71
7.4 inclusion perspective	Yes, ¶0 68, 75, 34, 20

VIII. Over all observations/any other suggestions:

The language of text book is very simple. The concepts are activity based and presented consecutively. The visuals are entertaining and joyful.

हिंदी का पाठ्यपुस्तक विश्लेषण

नोट -

हिंदी का पाठ्यपुस्तक विश्लेषण का यह उपकरण (टूल) राष्ट्रीय पाठ्यचर्या का रूपरेखा-2005 तथा उसके अनुसार विकसित भाषा के पाठ्यक्रम को द्रष्टिगत रखते हुए बनाया गया है। पाठ्यक्रम का विश्लेषण करते समय अपने उत्तर के समथन में जहाँ आवश्यक हो उस बिंदु के बारे में एक-दो उदाहरण भी दें।

भाग I - सामान्य जानकारी

1. पाठ्यपुस्तक का शीर्षक) 1 क भागसमेकित पाठ्यपुस्तक -हिंदी, अंग्रेजी व गणित(
2. कक्षा -
3. पाठ्यपुस्तक विकास समिति के सदस्यों के नाम प्रो रमाकांत अग्निहोत्री -, डॉ हृदयकांत दीवान, श्री रोहित घनकर, श्री राजेन्द्र पाण्डेय, डॉ सी एल मिश्रा, डॉ विद्याचंद्राकर, श्रीमती सुधा खरे, श्री अनूपनाथ योगी, श्री सच्चिदानंद शास्त्री, दुर्गेश वैष्णव, श्रीहलिया वैष्णव, श्री शोभा शंकर नागदा, श्री रमेश शर्मा, श्री वनय शरण सिंह, डॉ राजेश शर्मा
4. पाठों की संख्या -19
5. पृष्ठ संख्या 89 -
6. प्रकाशक क निगमसगढ़ पाठ्यपुस्तकालय -, रायपुर
7. प्रकाशन तिथि 2015 -
8. मूल्य नि -: शुल्क

भाग - II: चित्र

	विवरण	हाँ/नहीं	टिप्पणी
1.	आकर्षक है।	हाँ	पृ 1 से 14,
2.	स्पष्ट है।	हाँ	पृ 1, 5, 15 सचित्र स्वर बोध प 41 अक्षरों के जोड़ से बने शब्द 83 राजा आ जैसे सभी पाठों के चित्र
3.	सुसंगत है।	हाँ	पृ 1 से 3
4.	परिवेश को प्रतिबिंबित करते हैं।	हाँ	पृ 56 खपरैल, भैला, बैलगाड़ी का चित्र आदि।
5.	विषय - वस्तु को समझने में सहायक है।	हाँ	पृ 1, 7 से 41, 44, 46, 48, 50, 52, 54, 58, 60, 62, 64, 68, 70, 72, 74 के चित्र
6.	समस्त प्रकार के पूजाग्रहों से मुक्त है।	नहीं	पृ 92, 93 लड़के का तबला बजाना, लड़कों का पानी लाना, नानी का झाड़ू लगाना।
7.	ताकिक गति और विस्तार है।	हाँ	पृ 74 भालू अंकों का चित्र कथा पृ 95 तीन मित्र कहानी का चित्र

			पृ 76, 88 चित्र देखकर नाम लिखना पृ 77 चित्रों को शब्दों से रेखा खींचकर मिलान करने का अभ्यास
8.	कल्पनापरक ह।	हाँ	पृ 77 नदी से पानी ले जाते हुए बच्चे का चित्र पृ 83 राजा आ कविता का चित्र पृ 90 तितली का फूला का रस चूसते हुए चित्र पृ 95 तीन मित्र कहानी का चित्र
9.	विविधता से परिपूर्ण ह।	हाँ	पृ 1, 3 आसपास की वस्तुओं का वर्णन, वषा तु का चित्र पृ 7, 8, 9 पशु, पक्षी, जंगली पशुओं के चित्र पृ 12, 13 में यातायात के साधन, रश्त नाते परिवार के सदस्यों के चित्र पृ 21 पहचानाँ और बोलो
10.	बारीकी और विस्तार है।	हाँ	पृ 1 बच्चा का चित्र जिसमें से वह अपने आसपास की वस्तुओं के बारे में बताएगा पृ 3 पशु, पक्षियाँ पृ 7, 8, 9 पशु, पक्षी, जंगली पशुओं के चित्र पृ 10, 11, 12, 13 में फल, सब्जियाँ, यातायात के साधन के चित्र पृ 13 में परिवार के सदस्यों के चित्र जिससे बच्चे को आसपास परवेश से बाहरी वातावरण, परवेश के बारे में सोचने का अवसर प्रदान करती है।
11.	विषयवस्तु का संवदन करते ह।	हाँ	पृ 1 से 3 पाठ में आए चित्र कविता को समझने में मदद करते हैं जैसे पृ 74 भालू अंकों की कहानी पृ 3 धिर धिर आया कविता पाठ का चित्र
12.	विषयवस्तु से जुड़े हुए ह।	हाँ	पृ 41 से 72 अक्षरों के जोड़ से बने शब्द के चित्र पृ 88 खाली जगह भरो
13.	संवेदनशीलता के विकास में सहायक है।	हाँ	पृ 95 तीन मित्र कहानी में आए चित्र।

भाग - III

III. 1 आवरण पृष्ठ

	विवरण	हाँ/नहीं	टिप्पणी
1.	आवरण पृष्ठ रंगीन है।	हाँ	बहरंगी
2.	आवरण पृष्ठ आकर्षक है।	हाँ	-
3.	आवरण पृष्ठ सुसंगत है।	हाँ	विषय अनुसार सही है
4.	शीर्षक रोचक है।	हाँ	सामान्य
5.	शीर्षक सुसंगत है।	हाँ	सुसंगत है।

III. 2 उत्पादन और ले आउट

	विवरण	हाँ/नहीं	टिप्पणी
1.	कागज़ का गुणवत्ता है।	हाँ	-
2.	बाइंडिंग-टिकाऊ और सुरक्षित है।	हाँ	मोटाई के कारण बाइंडिंग सुरक्षित नहीं है।
3.	फॉन्ट का आकार आयु तथा स्तर के अनुकूल है।	हाँ	पृ 82 चित्रों से शब्दों से मिलान करने का अभ्यास पृ 24 में लेखन अभ्यास
4.	लेआउट-पाठ्यसामग्री पठनीय है।	हाँ	-

भाग - IV

IV. 1 पाठ्यचर्या बोझ

	विवरण	हाँ/नहीं	टिप्पणी
1.	विषयवस्तु का भाषा सरल है।	हाँ	पृ 41,42, 44 के शब्द, वाक्य पृ 74 अंकों और भालू का कहानी पृ 83 राजा आ कविता का पंक्तियाँ
2.	भाषा सहज और स्वाभाविक है।	हाँ	पृ 90 में तितली कविता का पंक्तियाँ पृ 92 में पदों का अभ्यास पृ 89 के प्रश्न अभ्यास
3.	विषयवस्तु बच्चों को आयु तथा स्तर के अनुकूल है।	हाँ	पृ 82 चित्रों से शब्दों से मिलान करने का अभ्यास पृ 24 में लेखन अभ्यास
4.	विषयवस्तु सूचनाओं के भंडार से मुक्त है।	हाँ	केवल कुछ पाठ ही हैं जैसे पृ 90 तितली छोटी सी कविता है किंतु इसके शिक्षण संकेत में तितली का पर्यावरण उपयोगिता पर

			चचा करने को कहा गया है।
5.	प्रस्तुति रोचक है।	हाँ	पृ 1,3,4,5 कविताएँ सचित्र वणमाला पृ 41 अक्षरों के जोड़ से बने शब्द पृ 74 का चित्र शब्द कहानी पृ 77 गमला कविता और उनसे संबंधित पठन लेखन के अभ्यास
6.	वाक्यों का संरचना सरल और बच्चों के स्तर के अनुरूप है।	हाँ	पृ 80 अनार शीषक का कविता पृ 83 कविता पृ 95 तीन मित्र कहानी
7.	शब्द बच्चों के दैनिक जीवन तथा परिवेश से जुड़े हैं।	हाँ	पृ 41, 44, 46 में आए शब्द उदाहरण जो शब्दों के दैनिक जीवन से तथा परिवेश से जुड़े हैं।
8.	भाषा विषयवस्तु के अनुकूल है और बोधगम्य है ।	हाँ	पृ 57, 59 वाक्यों में प्रयोग पृ 77 गमला कविताओं पंक्तियाँ पृ 83 राजा आ कविता का पंक्तियाँ
9.	बच्चों को घर का बोली में बोलने का अवसर दिया गया है।	हाँ	पृ 1,7, 8, 10, 11, 13 के विक्षण संकेत में पृ 75 से 91 के अभ्यास 1 बताओ तुम्हारी बोली / भाषा में इन्हें क्या कहते हैं।
10.	भाषा क्षेत्रीय पूर्वाग्रहों से मुक्त है।	हाँ	पृ 7, 9 पृ 44 पृ 69 पृ 95 तीन मित्र का कहानी
11.	भाषा जातीय पूर्वाग्रहों से मुक्त है।	हाँ	किसी भी पाठ में ऐसा कोई भी उदाहरण नहीं है जो जातीय पूर्वाग्रहों से मुक्त है।
12.	भाषा लिंग भेद संबंधी पूर्वाग्रहों से मुक्त है।	हाँ	पृ 77 गमला कविता का पंक्तियाँ पृ 95 तीन मित्र का कहानी के विक्षण संकेत

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पाठ संख्या भी लिखें।)

IV. 2 बालकद्रित

विषय वस्तु (चित्र, रचनाएँ, अभ्यास तथा गतिविधियाँ)

	विवरण	हाँ/नहीं	टिप्पणी
1.	बच्चों का आयु तथा स्तर के अनुकूल है।	हाँ	पृ 1 से 19, 21, 24, 27, 37, 42
2.	बच्चों की रुचि के अनुसार है।	हाँ	पृ 27, 43, 76, 94, 88, 89, 7
3.	बच्चों के परिवेश से जुड़ी है।	हाँ	पृ 1 से 19
4.	बच्चों को क्षेत्रीय / लोक साहित्य से परिचित कराती है।	नहीं	इस कक्षा के किसी भी पाठ में किसी भी क्षेत्रीय लोक साहित्य का उदाहरण नहीं

			दिखता ।
5.	बच्चा म पढ़ने के आनंद का पोषण करती है ।	हाँ	पृ 74 भालू और अंको का चित्र का कहानी 77 रेखा खींचकर शब्दों से मिलाओ 92 पहचानो और नाम लिखो 90 तितली का कविता बच्चा म पढ़ने के आनंद का पोषण करती है ।
6.	बच्चा को कल्पनाशीलता, रचनात्मकता का विकास करती है ।	हाँ	पृ 90 तितली का पर्यावरण म उपयोगिता पर बच्चा से चचा करना 94 चित्र बनाओ 43 रंग भरो
7.	बच्चा को भाषायी कुशलताओं का विकास करती है ।	हाँ	पृ 1 से 13 मौखिक अभिव्यक्ति सुनना पृ 21 पहचानो बोलो पृ 24 लेखन अभ्यास पृ 15 सचित्र स्वर बोध पृ 70, 75 भालू अंको का कहानी अपनी भाषा बोली म बनाना
8.	बच्चा म अनुमान लगानेको क्षमता का विकास करती है ।	हाँ	पृ 9 शिक्षण संकेत
9.	बच्चा म तक करने / समझ का विस्तार करने म सहायक है ।	हाँ	पृ 10, 11 शिक्षण संकेत पृ 95 शिक्षण संकेत
10.	बच्चे विषयवस्तु से जुड़ाव महसूस करते ह ।	हाँ	पृ 7 पशु पक्षियाँ पसंदी फलों सब्जियों के नाम शिक्षण संकेत
11.	विषय वस्तु म दिए गए तथ्य एवं जानकारी सही है ।	हाँ	समिति को अनुशांसा अनुसार प्रकाशित का गई है ।
12.	बच्चा के पूर्व अनुभवा को विषय से जोड़ने म सहायक है ।	हाँ	पृ 95 का तीन मित्र का कहानी के शिक्षण संकेत पृ 89 कुछ खड़ी चीजाँ के नाम बताओ के प्रश्न संकेत
13.	अभ्यास तथा गतिविधियाँ सजनात्मक अभिव्यक्ति के अवसर देते ह ।	हाँ	पृ 76 ऐनक का चित्र बनाओ पृ 7 पक्षियों के चित्र बनाना रंग भरना शिक्षण संकेत
14.	विषयवस्तु म विधाओं का विविधता है ।	हाँ	पृ 74 शब्द चित्र कहानी पृ 77, 80, 83 कविता, कहानी
15.	कक्षा को दुनिया को बाहर का दुनिया से जोड़ने के अवसर ह ।	हाँ	पृ 8 पालतू जानवर पृ 9 जंगली जानवर पृ 1 से 4 के शिक्षण संकेत
16.	भाषायी खेल के अवसर देती है ।	नहाँ	-

17.	बहभाषिकता का संसाधन के रूप में प्रयोग किया गया है।	हाँ	पृ 96 अपनी बोली / भाषा में बताओ
18.	बर्चा को खोज अवलोकन, वर्गीकरण, विश्लेषण, उसके अवसर देते हैं।	हाँ	पृ 7 से 13 के शिक्षण संकेत पृ 91 का प्रश्न अभ्यास तुम अपने बगीचे में क्या-क्या देखते हो।
19.	कविताओं में लयात्मकता है।	हाँ	पाठ 90, 86, 80, 77 की कविताएँ एवं शिक्षण संकेत
20.	ध्वन्यात्मक शब्दों का बाह्य है।	हाँ	पृ 77 गमला की कविता
21.	कविताएँ बर्चा को हाव-भाव से पढ़ने के लिए प्रेरित करती हैं।	हाँ	पृ 86 शिक्षण संकेत

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पाठ संख्या भी लिखें।)

IV. 3 राष्ट्रीय सरोकार

	विवरण	हाँ/नहीं	टिप्पणी
1.	विषयवस्तु संवैधानिक मूल्यों का विकास करती है जैसे एक-दूसरे के प्रति विश्वास तथा आदर का भावना, विविधता का सम्मान, मानव अधिकार, धमनिरपेक्षता आदि।	हाँ	पृ 95 का शिक्षण संकेत का प्रश्न यदि तुम्हारे मित्र पर कोई संकट आए तो तुम क्या करोगे ?
2.	विषयवस्तु म समाज के सभी वर्गों को स्थान दिया गया है।	नहीं	ऐसा कोई भी उदाहरण पाठ म नहीं दिया गया है।
3.	विषयवस्तु भिन्न रूप से सक्षम बच्चों को ध्यान म रखती है।	नहीं	ऐसा कोई भी उदाहरण भिन्न रूप से सक्षम बच्चों को ध्यान म रखकर
4.	परस्पर सद्भाव जाग्रतकरने म सहायक है।	हाँ	पृ 9 शिक्षण संकेत वन्य प्राणियों को सुरक्षा के संबंध म बच्चों से चर्चा
5.	जडर के मुद्दे के प्रति संवेदनशील है।	हाँ	पृ 77 गमला पाठ म दिया गया चित्र पृ 80 के चित्र पृ 83 का कविता का पंक्तियाँ
6.	जातीय / क्षेत्रीय पूर्वाग्रहों से मुक्त है।		

(हाँ अथवा नहीं, दोनों ही स्थितियों म टिप्पणी द तथा उदाहरण के साथ पाठ्यपुस्तक म से पठ संख्या भी लिख।)

V. समग्र / विशेष टिप्पणियाँ

प्रस्तुत पाठ्यपुस्तक प्रभावी है। विषय वस्तु के अनुसार चित्र एवं रचनाएँ, उदाहरण एवं पठन सामग्री म आए शब्दावली सरल एवं बोधगम्य है। बच्चों के अनुभव व परिवेश से लिए गए उदाहरण ह। शिक्षकों के लिए शिक्षण संकेत भी उपयोगी ह। कुछ पाठों म बच्चों को लिखित, मौखिक स्रजनात्मकता, रचनात्मकता, कल्पना के अभ्यास एवं गतिविधियाँ को और स्थान दिया जाना चाहिए। साथ ही जडर समानता एवं समाज के सभी वर्गों को भी विषय वस्तु म स्थान दिया जाना चाहिए।

हिंदी का पाठ्यपुस्तक विश्लेषण

नोट -

हिंदी का पाठ्यपुस्तक विश्लेषण का यह उपकरण (टूल) राष्ट्रीय पाठ्यचर्या का रूपरेखा-2005 तथा उसके अनुसार विकसित भाषा के पाठ्यक्रम को द्रष्टिगत रखते हुए बनाया गया है। पाठ्यक्रम का विश्लेषण करते समय अपने उत्तर के समर्थन में जहाँ आवश्यक हो उस बिंदु के बारे में एक-दो उदाहरण भी दें।

भाग I - सामान्य जानकारी

1. पाठ्यपुस्तक का शीर्षक) 2 क भागसमेकित पाठ्यपुस्तक -हिंदी, अंग्रेजी व गणित(
2. कक्षा 2 -
3. पाठ्यपुस्तक विकास समिति के सदस्यों के नाम रमाकांत अग्निहोत्री ०प्रो -, डॉ० हृदयकांत दीवान, श्री रोहित घनकर, श्री राजद्र पाण्डेय, डॉ० सी० एल०मिश्रा, डॉ० विद्या चंद्राकर, श्रीमती सुधा खरे, श्री अपूनाथ योगी, श्री सच्चिदानंद शास्त्री, दुग्गेश वैष्णव, श्री हलिया वैष्णव, श्री शोभा शंकर नागदा, श्री रमेश शर्मा, श्री दिनेश गौतम, श्री वनय शरण सिंह, डॉ० राजेश शर्मा
4. पाठों की संख्या -19
5. पृष्ठ संख्या 85 -
6. प्रकाशक क निगमसगढ़ पाठ्यपुस्तकालय -, रायपुर
7. प्रकाशन तिथि 2015 -
8. मूल्य नि -: शुल्क वितरण के लिए

भाग - II: चित्र

	विवरण	हाँ/हाँ	टिप्पणी
1.	आकषक ह ।	हाँ	पृ० 3 संयुक्त अक्षर के चित्र पृ० 27 पढ़ो समझो के चित्र
2.	स्पष्ट ह ।	हाँ	पृ० 24 का चित्र पृ० 42 का चित्र स्पष्ट
3.	सुसंगत ह ।	हाँ	पृ० 46 का चित्र पृ० 49 का चित्र
4.	परिवेश को प्रतिबिंबित करते ह ।	हाँ	पृ० 80, 84 आदि
5.	विषय - वस्तु को समझने में सहायक ह ।	हाँ	पृ० 90 आदि
6.	समस्त प्रकार के पूजाग्रहों से मुक्त ह ।	हाँ	पृ० 76 आदि
7.	ताकिक गति और विस्तार है ।	हाँ	पृ० 65, 67 आदि
8.	कल्पनापरक ह ।	हाँ	पृ० 61, 48
9.	विविधता से परिपूर्ण ह ।	हाँ	पृ० 42, 49 आदि
10.	बारीकी और विस्तार है ।	हाँ	सभी पाठ में ऐसा है ।
11.	विषयवस्तु का संवर्द्धन करते ह ।	हाँ	सभी चित्र संवर्द्धन करते ह ।
12.	विषयवस्तु से जुड़े हुए ह ।	हाँ	भाषायी कौशल के विकास में सहायक ह ।

13.	संवेदनशीलता के विकास में सहायक है।	हाँ	पृ० 33, 34, 38, 45, 46, 75 पार्श्व के सभी चित्र।
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भाग - III

III. 1 आवरण पृष्ठ

	विवरण	हाँ/नहीं	टिप्पणी
1.	आवरण पृष्ठ रंगीन है।	हाँ	बहुरंगी
2.	आवरण पृष्ठ आकर्षक है।	हाँ	-
3.	आवरण पृष्ठ सुसंगत है।	हाँ	विषय अनुसार सही है।
4.	शीर्षक रोचक है।	हाँ	सामान्य
5.	शीर्षक सुसंगत है।	हाँ	सुसंगत है।

III. 2 उत्पादन और ले आउट

	विवरण	हाँ/नहीं	टिप्पणी
1.	कागज का गुणवत्ता है।	हाँ	प्रकाशक के द्वारा काय आदेश अनुसार
2.	बाइंडिंग-टिकाऊ और सुरक्षित है।	नहीं	मोटाई के कारण बाइंडिंग सुरक्षित नहीं है।
3.	फॉट का आकार आयु तथा स्तर के अनुकूल है।	हाँ	फॉट का आकार 16 स्तर आयु अनुसार अनुकूल है।
4.	लेआउट-पाठ्यसामग्री पठनीय है।	हाँ	-

भाग - IV

IV. 1 पाठ्यचर्या बोझ

	विवरण	हाँ/नहीं	टिप्पणी
1.	विषयवस्तु का भाषा सरल है।	हाँ	पृ० 24 (पाठ 5) पृ० 45 (पाठ 10)
2.	भाषा सहज और स्वाभाविक है।	नहीं	शब्दावली कठिन है।
3.	विषयवस्तु बच्चा को आयु तथा स्तर के अनुकूल है।	हाँ	विषयवस्तु क्रम सही है।
4.	विषयवस्तु सूचनाओं के भंडार से मुक्त है।	हाँ	पृ० 89, 73 (धूप) पृ० 65 (चूहे को मिली पसिल) पृ० 33 (एकता का बल)
5.	प्रस्तुति रोचक है।	हाँ	पृ० 61, 65 (चित्रों के साथ विषय वस्तु का प्रस्तुति रोचक है)

6.	वाक्यों को संरचना सरल और बच्चों के स्तर के अनुरूप है।	हाँ	कुछ पाठ पृ० 79, 49, 4 के कुछ वाक्य जटिल हैं बच्चों के स्तर के अनुरूप रही है।
7.	शब्द बच्चों के दैनिक जीवन तथा परिवेश से जुड़े हैं।	हाँ	पृ० 9 (पाठ 2) पृ० 76 (छोटे-छोटे कदम पाठ - 16)
8.	भाषा विषयवस्तु के अनुकूल है और बोधगम्य है।	हाँ	किंतु कुछ पाठों में अर्थ, भाव स्पष्ट करने हेतु शिक्षकों का सहयोग की अपेक्षा है।
9.	बच्चों को घर की बोली में बोलने का अवसर दिया गया है।	हाँ	सभी पाठों के शिक्षण संकेतों में कठिन शब्दों के अर्थ क्षेत्रीय भाषा में बताने के निर्देश
10.	भाषा क्षेत्रीय पूर्वाग्रहों से मुक्त है।	हाँ	-
11.	भाषा जातीय पूर्वाग्रहों से मुक्त है।	हाँ	-
12.	भाषा लिंग भेद संबंधी पूर्वाग्रहों से मुक्त है।	हाँ	-

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पाठ संख्या भी लिखें।)

IV. 2 बालकद्रित

	विवरण	हाँ/नहीं	टिप्पणी
1.	बच्चों की आयु तथा स्तर के अनुकूल है।	हाँ	चित्र आयु स्तर के अनुकूल हैं। रचनाएँ पृ० 4, 38, 79 आयु स्तर के अनुकूल नहीं हैं। अभ्यास पृ० 88 गतिविधि 6, 7 पृ० 86 का अभ्यास 2, 3, 5 अनुकूल है।
2.	बच्चों की रुचि के अनुसार है।	हाँ	पृ० 84, 65, 61, 56 आदि पाठ रुचि के अनुसार हैं।
3.	बच्चों के परिवेश से जुड़ी है।	हाँ	पृ० 9, 13, 12, 17, 18, 23, 27, 24, 36 चित्र रचनाएँ अभ्यास लगभग सभी पाठों के उदाहरण परिवेश से जुड़े होंगे।
4.	बच्चों को क्षेत्रीय / लोक साहित्य से परिचित कराती है।	हाँ	पृ० 49, 50, 79 के चित्र क्षेत्रीय जानकारीयों से अवगत कराती है।
5.	बच्चों में पढ़ने के आनंद का पोषण करती है।	हाँ	पृ० 76, 65, 66, 67, 61, 58 (का अभ्यास 2, 5) 59 (का अभ्यास 5) 55 (का 7, 8, 9, 10 अभ्यास 5) आनंद का पोषण करती है।
6.	बच्चों को कल्पनाशीलता, रचनात्मकता का विकास करती है।	हाँ	पृ० 55 (का अभ्यास गतिविधि) पृ० 48 (का 4 अभ्यास) पृ० 41 (का 5 अभ्यास) पृ० 27 (का अभ्यास 6)

7.	बर्चा को भाषायी कुशलताओं का विकास करती है।	हाँ	पृ० 32 (का गतिविधि 5) पृ० 54 (का अभ्यास 6) पृ० 55 (का 10, 11 अभ्यास) पृ० 27 (का अभ्यास 6)
8.	बर्चा में अनुमान लगाने की क्षमता का विकास करती है।	हाँ	पृ० 24, 17 (का 7 अभ्यास) पृ० 13 (पाठ 3) 9 (पाठ 2)
9.	बर्चा में तक करने / समझ का विस्तार करने में सहायक है।	हाँ	पृ० 61 (पाठ 13) पृ० 65 (पाठ 14) के चित्र रचनाएँ एवं अभ्यास पृ० 84
10.	बच्चे विषयवस्तु से जुड़ाव महसूस करते हैं।	हाँ	पृ० 9, 13, 18, 42, 45, 49, 73, 76, 79 के चित्र रचनाएँ एवं अभ्यास
11.	विषय वस्तु में दिए गए तथ्य एवं जानकारी सही है।	हाँ	समिति को अनुशंसा अनुसार प्रकाशित की गई है।
12.	बर्चा के पूर्व अनुभवा को विषय से जोड़ने में सहायक है।	हाँ	पृ० 49, 9, 84, 42, 45 आदि।
13.	अभ्यास तथा गतिविधियाँ सजनात्मक अभिव्यक्ति के अवसर देते हैं।	हाँ	पृ० 72 (अभ्यास का 7 का 1) 75 (गति 1) 88 (का 7) 55 (गति का 2)
14.	विषयवस्तु में विधाओं की विविधता है।	हाँ	कविता कहानी चित्रकथा जीवनी यात्रा व्रतान्त हैं।
15.	कक्षा को दुनिया को बाहर की दुनिया से जोड़ने के अवसर हैं।	हाँ	पृ० 49, 73, 79, 4 इत्यादि।
16.	भाषायी खेल के अवसर देती है।	हाँ	पृ० 8 (गति 3) 17 (गति 6)
17.	बहुभाषिकता का संसाधन के रूप में प्रयोग किया गया है।	हाँ	प्रत्येक पाठ के शिक्षण संकेत के निदर्श में कठिन शब्दों के अर्थ क्षेत्रीय बोली में बताना (पृ० 5)
18.	बर्चा को खोज अवलोकन, वर्गीकरण, विश्लेषण, तक के अवसर देते हैं।	हाँ	पृ० 23 (अभ्यास 5) 18, 44 (अभ्यास 6) 55 (गति का 3)
19.	कविताओं में लयात्मकता है।	हाँ	पाठ 1, 12, 13, 16
20.	ध्वन्यात्मक शब्दों का बाहल्य है।	हाँ	सामान्य रूप से प्रयुक्त पृ० 4, 56, 61
21.	कविताएँ बर्चा को हाव-भाव से पढ़ने के लिए प्रेरित करती हैं।	हाँ	पृ० 4, 56, 61, 76 के शिक्षण संकेत

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पाठ संख्या भी लिखें।)

IV. 3 राष्ट्रीय सरोकार

	विवरण	हाँ/नहीं	टिप्पणी
1.	विषयवस्तु संवैधानिक मूल्यों का विकास करती है जैसे एक-दूसरे के प्रति विश्वास तथा आदर की भावना, विविधता का सम्मान, मानव	हाँ	पृ० 4 (पाठ 1) 33 (पाठ 7) 45 (पाठ 10) 76 (पाठ 16) 89 (पाठ 19)

	अधिकार, धर्मनिरपेक्षता आदि।		
2.	विषयवस्तु में समाज के सभी वर्गों को स्थान दिया गया है।	हाँ	सामान्यतः सभी वर्ग शामिल हैं।
3.	विषयवस्तु भिन्न रूप से सक्षम बच्चों को ध्यान में रखती है।	हाँ	प्रथक-प्रथक विधाओं का प्रयोग व अभ्यास का अवसर है।
4.	परस्पर सद्भाव जाग्रत करने में सहायक है।	हाँ	पृ० 4 (पाठ 1) 45 (पाठ 10) 49 (पाठ 11) 79 (पाठ 17)
5.	जड़ के मुद्दों के प्रति संवेदनशील है।	हाँ	कहाँ पूँवाग्रह नहीं झलकता है।
6.	जातीय / क्षेत्रीय पूर्वाग्रहों से मुक्त है।	हाँ	सभी क्षेत्रों को रचनाएँ शामिल हैं।

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पठ संख्या भी लिखें।)

V. समग्र / विशेष टिप्पणियाँ

प्रस्तुत पाठ्यपुस्तक समेकित रूप से बच्चों के लिए आयु, कक्षानुसार प्रभावी एवं अनुकूल है। विषय वस्तु में पाठों को थोड़ा छोटा एवं सरल छोटे वाक्यों एवं सरल शब्दावली का प्रयोग करना बच्चों के हित में ज्यादा प्रभावशाली होगा। बच्चों को सजनात्मकता, कल्पना, तक करने के लिखित मौखिक अभ्यास एवं गतिविधियाँ और दी जानी चाहिए। चित्र और ज्यादा स्पष्ट हों।

हिंदी का पाठ्यपुस्तक विश्लेषण

नोट -

हिंदी का पाठ्यपुस्तक विश्लेषण का यह उपकरण (टूल) राष्ट्रीय पाठ्यचर्या का रूपरेखा-2005 तथा उसके अनुसार विकसित भाषा के पाठ्यक्रम को द्रष्टिगत रखते हुए बनाया गया है। पाठ्यक्रम का विश्लेषण करते समय अपने उत्तर के समर्थन में जहाँ आवश्यक हो उस बिंदु के बारे में एक-दो उदाहरण भी दें।

भाग I - सामान्य जानकारी

1. पाठ्यपुस्तक का शीर्षक हिंदी 1 का भागसमेकित पाठ्यपुस्तक -, छत्तीसगढ़ी, अंग्रेजी, संस्कृत
2. कक्षा 3 -
3. पाठ्यपुस्तक विकास समिति के सदस्यों के नाम आर साह मिश्रा बी एल एसी डॉ - , डॉ एस एम त्रिपाठी, राजद्र पांडेय, गजानंद प्रसाद देवांगन, श्रीमती पुष्पा पवार, डॉ रचना अजमेरा, अजय गुप्ता, विनय शरण सिंह, दिनेश गौतम, डॉ हृदयकांत सिंह।
4. पाठों की संख्या -24
5. पृष्ठ संख्या 132 -
6. प्रकाशक का निगमसगढ़ पाठ्यपुस्तकछत्ती -, रायपुर
7. प्रकाशन तिथि 2015 -
8. मूल्य -निः शुल्क वितरण

भाग - II: चित्र

	विवरण	हाँ/नहीं	टिप्पणी
1.	आकर्षक है।	हाँ	बहुत से चित्रों में रंग संयोजन सुधारने की आवश्यकता है।
2.	स्पष्ट है।	हाँ	पृ० 22, 5 अस्पष्ट
3.	सुसंगत है।	हाँ	विषयवस्तु के अनुसार है।
4.	परिवेश को प्रतिबिंबित करते हैं।	हाँ	पृ० 16, 68, 69, 90 इत्यादि
5.	विषय - वस्तु को समझने में सहायक है।	हाँ	पाठ 18, 16, 23 इत्यादि
6.	समस्त प्रकार के पूर्वाग्रहों से मुक्त है।	नहीं	पूर्वाग्रहपूर्ण सामग्री दिखाई नहीं पड़ी
7.	ताकिक गति और विस्तार है।	हाँ	पाठ 1 सीखो पाठ 9 आदि मानव
8.	कल्पनापरक है।	हाँ	पाठ 6
9.	विविधता से परिपूर्ण है।	हाँ	-
10.	बारीकी और विस्तार है।	हाँ	पृ० 68, 69, 80
11.	विषयवस्तु का संवेदन करते हैं।	हाँ	पृ० 58
12.	विषयवस्तु से जुड़े हुए हैं।	हाँ	पृ० 50, 49, 42, 43, 44
13.	संवेदनशीलता के विकास में सहायक है।	हाँ	पृ० 14, 15

भाग - III

III. 1 आवरण पृष्ठ

	विवरण	हाँ/नहीं	टिप्पणी
1.	आवरण पृष्ठ रंगीन है।	हाँ	-
2.	आवरण पृष्ठ आकर्षक है।	हाँ	-
3.	आवरण पृष्ठ सुसंगत है।	हाँ	-
4.	शीर्षक रोचक है।	हाँ	-
5.	शीर्षक सुसंगत है।	हाँ	-

III. 2 उत्पादन और ले आउट

	विवरण	हाँ/नहीं	टिप्पणी
1.	कागज़ का गुणवत्ता है।	हाँ	प्रकाशक के द्वारा काय आदेश अनुसार
2.	बाइंडिंग-टिकाऊ और सुरक्षित है।	हाँ	-
3.	फाँट का आकार आयु तथा स्तर के अनुकूल है।	हाँ	फाँट का आकार 16 सभी पुस्तक के लिए सही है।
4.	लेआउट-पाठ्यसामग्री पठनीय है।	हाँ	स्पष्ट हाशिए सहित

भाग - IV

IV. 1 पाठ्यचर्या बोझ

	विवरण	हाँ/नहीं	टिप्पणी
1.	विषयवस्तु का भाषा सरल है।	हाँ	कक्षा स्तर के अनुरूप है
2.	भाषा सहज और स्वाभाविक है।	हाँ	कुछ शब्दावली कठिन है।
3.	विषयवस्तु बच्चों को आयु तथा स्तर के अनुकूल है।	हाँ	-
4.	विषयवस्तु सूचनाओं के भंडार से मुक्त है।	हाँ	
5.	प्रस्तुति रोचक है।	हाँ	कुछ पाठ उतने रोचक नहीं है।
6.	वाक्यों को संरचना सरल और बच्चों के स्तर के अनुरूप है।	हाँ	कुछ शब्द कठिन है।
7.	शब्द बच्चों के दैनिक जीवन तथा परिवेश से जुड़े हैं।	हाँ	पाठ 11 दादाजी
8.	भाषा विषयवस्तु के अनुकूल है और बोधगम्य है	हाँ	-

9.	बच्चों को घर की बोली में बोलने का अवसर दिया गया है।	हाँ	-
10.	भाषा क्षेत्रीय पूर्वाग्रहों से मुक्त है।	हाँ	-
11.	भाषा जातीय पूर्वाग्रहों से मुक्त है।	हाँ	-
12.	भाषा लिंग भेद संबंधी पूर्वाग्रहों से मुक्त है।	हाँ	-

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पाठ संख्या भी लिखें।)

IV. 2 बालकद्रित

	विवरण	हाँ/नहीं	टिप्पणी
1.	बच्चों की आयु तथा स्तर के अनुकूल है।	हाँ	रचनाएँ सही क्रम में हैं तथा स्तर के अनुकूल हैं। पृ० 55, 80
2.	बच्चों की रुचि के अनुसार है।	हाँ	पृ० 90
3.	बच्चों के परिवेश से जुड़ी है।	हाँ	पृ० 95, 113
4.	बच्चों को क्षेत्रीय / लोक साहित्य से परिचित कराती है।	हाँ	पृ० 40, 41, 12, 13
5.	बच्चों में पढ़ने के आनंद का पोषण करती है।	हाँ	पृ० 90 चित्र
6.	बच्चों को कल्पनाशीलता, रचनात्मकता का विकास करती है।	हाँ	पृ० 94
7.	बच्चों को भाषायी कुशलताओं का विकास करती है।	हाँ	पृ० 89
8.	बच्चों में अनुमान लगाने की क्षमता का विकास करती है।	हाँ	पृ० 13, 22, 35, 34
9.	बच्चों में तक करने / समझ का विस्तार करने में सहायक है।	हाँ	पृ० 47, 52
10.	बच्चों के विषयवस्तु से जुड़ाव महसूस करते हैं।	हाँ	पृ० 68, 69
11.	विषय वस्तु में दिए गए तथ्य एवं जानकारी सही हैं।	हाँ	समिति की अनुशंसा अनुसार प्रकाशित की गई है।
12.	बच्चों के पूर्व अनुभवों को विषय से जोड़ने में सहायक है।	हाँ	-
13.	अभ्यास तथा गतिविधियाँ सजनात्मक अभिव्यक्ति के अवसर देते हैं।	हाँ	पृ० 72 (रचना), पृ० 77 (चित्र बनाओ)
14.	विषयवस्तु में विधाओं की विविधता है।	हाँ	-
15.	कक्षा की दुनिया को बाहर की दुनिया से जोड़ने के अवसर हैं।	हाँ	पाठ 16 (अगर पेड़ भी चलते होते), पाठ 21 (मैत्रीबाग)

16.	भाषायी खेल के अवसर देती है।	हाँ	-
17.	बहभाषिकता का संसाधन के रूप में प्रयोग किया गया है।	हाँ	हिंदी के साथ 20 % पाठ क्षेत्रीय आधार पर स्थानीय भाषा के रखे गये हैं।
18.	बर्चा को खोज अवलोकन, वर्गीकरण, विश्लेषण, तर्क के अवसर देते हैं।	हाँ	पृ० 3, 35
19.	कविताओं में लयात्मकता है।	हाँ	-
20.	ध्वन्यात्मक शब्दों का बाहल्य है।	हाँ	सामान्य रूप से प्रयुक्त
21.	कविताएँ बर्चा को हाव-भाव से पढ़ने के लिए प्रेरित करती हैं।	हाँ	स्तर एवं आयु के अनुकूल हैं।

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पठ संख्या भी लिखें।)

IV. 3 राष्ट्रीय सरोकार

	विवरण	हाँ/नहीं	टिप्पणी
1.	विषयवस्तु संवैधानिक मूल्यों का विकास करती है जैसे एक-दूसरे के प्रति विश्वास तथा आदर का भावना, विविधता का सम्मान, मानव अधिकार, धमनिरपेक्षता आदि।	हाँ	पाठ 2 सच्चा बालक पाठ 11 दादाजी पाठ 13 होनहार लड़का नरद्र
2.	विषयवस्तु म समाज के सभी वर्गों को स्थान दिया गया है।	हाँ	सामान्यतः सभी वर्ग शामिल है।
3.	विषयवस्तु भिन्न रूप से सक्षम बच्चों को ध्यान म रखती है।	हाँ	प्रश्न-प्रश्न विधाओं का प्रयोग व अभ्यास का अवसर है।
4.	परस्पर सद्भाव जाग्रत करने म सहायक है।	हाँ	पाठ 14 कौन जीता पाठ 4 बंदर बांट
5.	जंडर के मुद्दे के प्रति संवेदनशील है।	हाँ	-
6.	जातीय / क्षेत्रीय पूर्वाग्रहों से मुक्त है।	हाँ	पाठ्यपुस्तक म कोई पूर्वाग्रह नहीं ह।

(हाँ अथवा नहीं, दोनों ही स्थितियों म टिप्पणी द तथा उदाहरण के साथ पाठ्यपुस्तक म से पठ संख्या भी लिख।)

V. समग्र / विशेष टिप्पणियाँ

पाठ्यपुस्तक म दिये गये चित्र, रचना, अभ्यास व पाठ्यवस्तु आकर्षक, रोचक एवं ग्राह्य है। पाठ्यपुस्तक समेकित रूप से प्रभावी है। कुछ शब्द कठिन व स्तर के अनुकूल नहीं ह।

हिंदी का पाठ्यपुस्तक विश्लेषण

नोट -

हिंदी का पाठ्यपुस्तक विश्लेषण का यह उपकरण (टूल) राष्ट्रीय पाठ्यचर्या का रूपरेखा-2005 तथा उसके अनुसार विकसित भाषा के पाठ्यक्रम को द्रष्टिगत रखते हुए बनाया गया है। पाठ्यक्रम का विश्लेषण करते समय अपने उत्तर के समर्थन में जहाँ आवश्यक हो उस बिंदु के बारे में एक-दो उदाहरण भी दें।

भाग I - सामान्य जानकारी

1. पाठ्यपुस्तक का शीर्षक क हिंदीसमेकित पाठ्यपुस्तक -, सरगुजिहा, अंग्रेजी एवं संस्कृत
2. कक्षा 4 -
3. पाठ्यपुस्तक विकास समिति के सदस्यों के नाम हृदयकांत दीवान ०डॉ० -, विद्याभवन, उदयपुर, प्रो० रमाकांत अमिहोत्री विद्यालय विश्वदिल्ली), दिल्ली(, डॉ० सी० एल० मिश्रा, बी० आर साह, डॉ० एस० एस० त्रिपाठी, डॉ० ब्रजमोहन इष्टवाल, दिनेश गौतम, विनय शरण सिंह, गजानंद प्रसाद देवांगन, राजद्र पाण्डे, श्रीमती सीमा अग्रवाल, शोभाशंकर नागदा, श्रीमती ऊषा पवार, डॉ० रचना अजमेरा
4. पार्थों का संख्या -24
5. पृष्ठ संख्या 185 -
6. प्रकाशक क निगमसगढ़ पाठ्यपुस्तकछत्ती -, रायपुर
7. प्रकाशन तिथि 2015 -
8. मूल्य नि - : शुल्क

भाग - II: चित्र

	विवरण	हाँ/नहाँ	टिप्पणी
1.	आकर्षक हँ।	हाँ	पृ० 1, 10, 11, 12, 13
2.	स्पष्ट हँ।	हाँ	पाठ्यपुस्तक में दिये गये सभी चित्र स्पष्ट हँ।
3.	सुसंगत हँ।	हाँ	पाठ्यपुस्तक में दिये गये सभी चित्र सुसंगत हँ।
4.	परिवेश को प्रतिबिंबित करते हँ।	हाँ	पृ० 1, 17
5.	विषय - वस्तु को समझने में सहायक हँ।	हाँ	पृ० 17, 18, 23
6.	समस्त प्रकार के पूवाग्रहों से मुक्त हँ।	हाँ	पाठ्यपुस्तक में दिये गये सभी चित्र स्पष्ट प्रकार के पूवाग्रहों से युक्त हँ।
7.	ताकिक गति और विस्तार है।	हाँ	पृ० 21
8.	कल्पनापरक हँ।	हाँ	पृ० 23, 32
9.	विविधता से परिपूर्ण हँ।	हाँ	पृ० 23, 25, 81
10.	बारीक और विस्तार है।	हाँ	-
11.	विषयवस्तु का संवदन करते हँ।	हाँ	दिये गये चित्र विषयवस्तु का संवदन करते हँ।

12.	विषयवस्तु से जुड़े हए ह'।	हाँ	पृ० 18, 34
13.	संवेदनशीलता के विकास में सहायक ह'।	हाँ	पृ० 34, 33

भाग - III

III. 1 आवरण पृष्ठ

	विवरण	हाँ/नहीं	टिप्पणी
1.	आवरण पृष्ठ रंगीन है।	हाँ	आवरण पृष्ठ रंगीन है।
2.	आवरण पृष्ठ आकर्षक है।	हाँ	आवरण पृष्ठ आकर्षण ह'।
3.	आवरण पृष्ठ सुसंगत है।	हाँ	विषय अनुसार सही है।
4.	शीर्षक रोचक है।	हाँ	सामान्य
5.	शीर्षक सुसंगत है।	हाँ	शीर्षक सुसंगत ह'।

III. 2 उत्पादन और ले आउट

	विवरण	हाँ/नहीं	टिप्पणी
1.	कागज़ का गुणवत्ता है।	हाँ	प्रकाशक के द्वारा काय आदेश अनुसार
2.	बाइंडिंग-टिकाऊ और सुरक्षित है।	हाँ	-
3.	फाँट का आकार आयु तथा स्तर के अनुकूल है।	हाँ	फाँट का आकार 16 सभी पुस्तकों के लिए सही है।
4.	लेआउट-पाठ्यसामग्री पठनीय है।	हाँ	स्पष्ट हाशिए सहित

भाग - IV

IV. 1 पाठ्यचर्या बोझ

	विवरण	हाँ/नहीं	टिप्पणी
1.	विषयवस्तु का भाषा सरल है।	हाँ	कक्षा स्तर के अनुरूप है
2.	भाषा सहज और स्वाभाविक है।	नहीं	कुछ शब्दावली कठिन है।
3.	विषयवस्तु बच्चों का आयु तथा स्तर के अनुकूल है।	हाँ	विषयवस्तु क्रम सही है।
4.	विषयवस्तु सूचनाओं के भंडार से मुक्त है।	हाँ	ऊजा का बचत
5.	प्रस्तुति रोचक है।	हाँ	कुछ पाठ बड़े और उबाऊ ह जैसे जगदीश चंद्र बोस।
6.	वाक्यों का संरचना सरल और बच्चों के स्तर के अनुरूप है।	हाँ	वाक्यों में कुछ शब्द जटिल प्रतीत होते ह।

7.	शब्द बच्चा के दैनिक जीवन तथा परिवेश से जुड़े है।	हाँ	पाठ 7 घरोंदा पाठ 11 जीत खेल भावना को
8.	भाषा विषयवस्तु के अनुकूल है और बोधगम्य है।	हाँ	शिक्षकों के सहयोग को अपेक्षा है।
9.	बच्चा को घर को बोली में बोलने का अवसर दिया गया है।	हाँ	पुस्तक में घर को बोली में भी पाठ दिये गये हैं।
10.	भाषा क्षेत्रीय पूवाग्रहों से मुक्त है।	हाँ	समान महत्व दिया गया है।
11.	भाषा जातीय पूवाग्रहों से मुक्त है।	हाँ	पाठ्यपुस्तक में कोई पूवाग्रह नहीं है।
12.	भाषा लिंग भेद संबंधी पूवाग्रहों से मुक्त है।	हाँ	भाषा पाठ के अनुसार सही प्रयुक्त को गई है।

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी व उदाहरण के साथ पाठ्यपुस्तक में से पाठ संख्या भी लिखें।)

IV. 2 बालकद्रित

	विवरण	हाँ/नहीं	टिप्पणी
1.	बच्चा को आयु तथा स्तर के अनुकूल है।	हाँ	रचनाएँ सही क्रम में ह तथा स्तर के अनुकूल हैं।
2.	बच्चा को रुचि के अनुसार है।	हाँ	पृ० 56, 44, 43
3.	बच्चा के परिवेश से जुड़ी है।	हाँ	पाठ 12 कूकू और भूरी
4.	बच्चा को क्षेत्रीय / लोक साहित्य से परिचित कराती है।	हाँ	पाठ 8 पाठ 6
5.	बच्चा में पढ़ने के आनंद का पोषण करती है।	हाँ	पृ० 1, 56, 57, 58
6.	बच्चा को कल्पनाशीलता, रचनात्मकता का विकास करती है।	हाँ	पृ० 77, 84, 85
7.	बच्चा को भाषायी कुशलताओं का विकास करती है।	हाँ	पाठ में दिये गये अभ्यास भाषायी कुशलता का विकास करते हैं पृ० 90, 96
8.	बच्चा में अनुमान लगाने की क्षमता का विकास करती है।	हाँ	पृ० 110 (रिक्त स्थानों में सही शब्द सोचकर लिखो) पृ० 108 (चित्र)
9.	बच्चा में तक करने / समझ का विस्तार करने में सहायक है।	हाँ	पृ० 98, (सोचो और लिखो)
10.	बच्चे विषयवस्तु से जुड़ाव महसूस करते हैं।	हाँ	बच्चे विषयवस्तु से जुड़ाव महसूस करते हैं।
11.	विषय वस्तु में दिए गए तथ्य एवं जानकारी सही है।	हाँ	समिति को अनुशंसा अनुसार प्रकाशित की गई है।
12.	बच्चा के पूर्व अनुभवा को विषय से जोड़ने में सहायक है।	हाँ	पाठ में दिये गये चित्र अभ्यास पूर्व अनुभवों को विषय से जोड़ने में सहायक हैं।
13.	अभ्यास तथा गतिविधियाँ सजनात्मक अभिव्यक्ति के अवसर देते हैं।	हाँ	पृ० 97 (गतिविधि) पृ० 80 (रचना)

14.	विषयवस्तु म विधाओं का विविधता है।	हाँ	सभी रचनाएँ, गतिविधियां, चित्र एवं अभ्यास का वधों म विविधता है।
15.	कक्षा को दुनिया को बाहर को दुनिया से जोड़ने के अवसर ह।	हाँ	पाठ 16 राजिम मेला पृ० 79 (सोचो और लिखो)
16.	भाषायी खेल के अवसर देती है।	हाँ	सभी पाठों म भाषायी खेल के अवसर ह पृ० 9
17.	बहभाषिकता का संसाधन के रूप म प्रयोग किया गया है।	हाँ	हिंदी के साथ 20 % पाठ व अभ्यास क्षेत्रीय म रखे गये ह।
18.	बर्चा को खोज अवलोकन, वर्गीकरण, विश्लेषण, तर्क के अवसर देते ह।	हाँ	पृ० 74, 75
19.	कविताओं म लयात्मकता है।	हाँ	दिये गये सभी कविताओं म लयात्मकता है।
20.	ध्वन्यात्मक शब्दों का बाह्य है।	हाँ	पृ० 75, 1, 2, 3
21.	कविताएँ बर्चा को हाव-भाव से पढ़ने के लिए प्रेरित करती ह।	हाँ	स्तर एवं आयु के अनुकूल ह।

(हाँ अथवा नहीं, दोनों ही स्थितियों म टिप्पणी व तथा उदाहरण के साथ पाठ्यपुस्तक म से पाठ संख्या भी लिख।)

IV. 3 राष्ट्रीय सरोकार

	विवरण	हाँ/नहीं	टिप्पणी
1.	विषयवस्तु संवैधानिक मूल्यों का विकास करती है जैसे एक-दूसरे के प्रति विश्वास तथा आदर का भावना, विविधता का सम्मान, मानव अधिकार, धमनिरपेक्षता आदि।	हाँ	पाठ 2 मैनपाठ का सैर पाठ 4 मेरा एक सवाल पाठ 24 इंसाफ
2.	विषयवस्तु में समाज के सभी वर्गों को स्थान दिया गया है।	हाँ	-
3.	विषयवस्तु भिन्न रूप से सक्षम बच्चों को ध्यान में रखती है।	हाँ	प्रश्न-प्रश्न विधाओं का प्रयोग व अभ्यास का अवसर है।
4.	परस्पर सद्भाव जाग्रत करने में सहायक है।	हाँ	पाठ 24 इंसाफ पाठ 12 कूकू और भूरी
5.	जंजर के मुद्दों के प्रति संवेदनशील है।	हाँ	-
6.	जातीय / क्षेत्रीय पूर्वाग्रहों से मुक्त है।	हाँ	-

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पाठ संख्या भी लिखें।)

V. समग्र / विशेष टिप्पणियाँ

प्रस्तुत पाठ्यपुस्तक समेकित रूप से प्रभावी है। कुछ शब्दावली कठिन और बच्चों के स्तर के अनुकूल नहीं है। चित्र एवं अभ्यास काय रोचक व प्रभावी है।

हिंदी का पाठ्यपुस्तक विश्लेषण

नोट:

हिंदी का पाठ्यपुस्तक विश्लेषण के लिए उपकरण (टूल) राष्ट्रीय पाठ्यचर्या का रूपरेखा-2005 तथा उसके अनुसार विकसित भाषा के पाठ्यक्रम को दृष्टिगत रखते हुए बनाया गया है। पाठ्यपुस्तक का विश्लेषण करते समय अपने उत्तर के समथन में जहाँ आवश्यक हो उस बिंदु के बारे में एक-दो उदाहरण भी दें।

भाग I- सामान्य जानकारी

1. पाठ्यपुस्तक का शीर्षक - समेकित पाठ्यपुस्तक भाग 1 हिंदी, छत्तीसगढ़ी, अंग्रेजी, संस्कृत
2. कक्षा-
3. पाठ्यपुस्तक विकास समिति के सदस्यों के नाम- डॉ. सी.एल.मिश्रा, बी.आर. साह, दिनेश गौतम, विनय शरण सिंह, गजानन्द प्रसाद देवांगन, शोभाशंकर नागदा, श्रीमती प्रीति भटनागर, डॉ. हृदयकांत दीवान
4. पाठों की संख्या -25
5. पृष्ठ संख्या - 140
6. प्रकाशक- छत्तीसगढ़ पाठ्यपुस्तक निगम, रायपुर
7. प्रकाशन तिथि- 2005
8. मूल्य- निःशुल्क वितरण के लिए

भाग-II

	विवरण	हाँ/नहीं	टिप्पणी
1.	आकर्षक है।	हाँ	पृ. 1,2 शहीदों के चित्र पृ. 19 सड़क का चित्र
2.	स्पष्ट है।	हाँ	कुछ पाठों के चित्र स्पष्ट नहीं पृ. 71,49
3.	सुसंगत है।	हाँ	पृ. 48,24,25,65,66,81,83
4.	परिवेश को प्रतिबिंबित करते हैं।	हाँ	पृ. 66 कांतिकारी मुठभेड़ का चित्र पृ. 65 गुण्डाधुर का नेतृत्व
5.	विषय-वस्तु को समझने में सहायक है।	हाँ	पृ. 75 मैसूर का महल व मंदिर पाठ 6 चित्रकार मोर
6.	समस्त प्रकार के पूवाग्रहों से मुक्त है।	हाँ	सामान्यतः पूवाग्रहों का उदाहरण नहीं मिला।
7.	ताकिक गति और विस्तार है।	हाँ	पाठ 5 रोबोट पाठ 15 एक और गुरु दक्षिणा पाठ 18 हार नहीं होती।
8.	विविधता से परिपूर्ण है।	हाँ	-
9.	बारीक और विस्तार है।	हाँ	पाठ 19 राष्ट्रपरी पाठ 12 गुण्डाधुर का चित्र
10.	विषयवस्तु का संवर्द्धन करते हैं।	हाँ	सभी चित्र संबद्ध हैं।
11.	विषयवस्तु से जुड़े हुए हैं।	हाँ	भाषायी कौशल के विकास में सहायक है।
12.	संवेदनशीलता के विकास में सहायक है।	हाँ	पाठ 9 श्रम का आरती पाठ 20 मस्जिद या पुल

भाग-III

III.1 आवरण पृष्ठ

	विवरण	हाँ/नहीं	टिप्पणी
1.	आवरण पृष्ठ रंगीन है।	हाँ	बहरंगी
2.	आवरण पृष्ठ आकर्षक है।	हाँ	-
3.	आवरण पृष्ठ सुसंगत है।	हाँ	विषय अनुसार सही है।
4.	शीर्षक रोचक है।	हाँ	सामान्य
5.	शीर्षक सुसंगत है।	हाँ	भाषा शिक्षण व राष्ट्रध्वज सुसंगत है।

भाग-III.3 उत्पादन और ले आउट

	विवरण	हाँ/नहीं	टिप्पणी
1.	कागज़ का गुणवत्ता है।	हाँ	प्रकाशक के द्वारा काय आदेश अनुसार
2.	बाइंडिंग-टिकाऊ और सुरक्षित है।	हाँ	
3.	फॉट का आकार आयु तथा स्तर के अनुकूल है।	हाँ	फॉट का आकार 16 सभी पुस्तकों के लिए सही है।
4.	ले आउट-पाठ्यसामग्री पठनीय है।	हाँ	स्पष्ट हाशिए सहित

भाग-IV

IV.1 पाठ्यचर्या बोझ

	विवरण	हाँ/नहीं	टिप्पणी/ उत्तर के पक्ष में उदाहरण
1.	विषयवस्तु को भाषा सरल है।	हाँ	कक्षा स्तर के अनुरूप है।
2.	भाषा सहज और स्वाभाविक है।	नहीं	कुछ शब्दावली कठिन है।
3.	विषयवस्तु बर्चा को आयु तथा स्तर के अनुकूल है।	हाँ	विषयवस्तु कम नहीं है।
4.	विषयवस्तु सूचनाओं के भंडार से मुक्त है।	हाँ	कुछ पाठ आनन्ददायक नहीं है केवल सूचनाएँ है पाठ 14 कनाटक है।
5.	प्रस्तुति रोचक है।	हाँ	कुछ पाठ बड़े और उबाऊ है।
6.	वाक्यों को संरचना सरल और बर्चा के स्तर के अनुरूप है।	हाँ	वाक्यों में कुछ शब्द जटिल प्रतीत होते हैं।

7.	शब्द बर्चा के दैनिक जीवन तथा परिवेश से जुड़े है।	हाँ	पाठ 4 म लड़क हँ पाठ 12 गुण्डाधूर पाठ 9 श्रमको आरती
8.	भाषा विषयवस्तु के अनुकूल है और बोधगम्य है।	हाँ	शिक्षका के सहयोग को अपेक्षा करते है।
9.	बर्चा को घर को बोली म बोलने का अवसर दिया गया ह।	हाँ	20 % पाठ छतीसगढ़ हल्बी गाँडी सरगुझिया व कांडेर गोण्डी के ह।
10.	भाषा क्षेत्रीय पूवाग्रहा से मुक्त है।	हाँ	समान महत्व दिया गया है।
11.	भाषा जातीय पूवाग्रहा से मुक्त है।	हाँ	पाठो म कोई पूवाग्रह नहीं है।
12.	भाषा लिंग भेद संबंधी पूवाग्रहा से मुक्त है।	हाँ	भाषा पाठ के अनुसार सही प्रयुक्त को गई है।

(हाँ अथवा नहीं, दोना ही स्थितिया म टिप्पणी द तथा उदाहरण के साथ पाठ्यपुस्तक म से पृष्ठ संख्या भी लिख।)

IV. 2

बालकद्रित

	विवरण	हाँ/नहीं	टिप्पणी/ उत्तर के पक्ष म उदाहरण
1.	बर्चा को आयु तथा स्तर के अनुकूल है।	हाँ	रचनाएँ सही क्रम म ह तथा स्तर के अनुकूल ह।
2.	बर्चा को रूचि के अनुसार है।	हाँ	पाठ 6 चित्रकार मोर पाठ 13 जंगल के राम कहानी
3.	बर्चा के परिवेश से जुड़ी है।	हाँ	पाठ 16 पत्र पाठ 18 हार नहीं होती।
4.	बर्चा को क्षेत्रीय/ लोक साहित्य से परिचित कराती है।	हाँ	क्यूँ-क्यूँ छोरी सोन के कर सुनता के डोर नामक पाठ
5.	बर्चा म पढ़ने के आनंद का पोषण करती है।	हाँ	कुछ पाठ दीघ आकारके और उबाऊ हो गए ह।
6.	बर्चा को कल्पनाशलीता, रचनात्मकता का विकास करती है।	हाँ	पाठ 2 घी गुड़ और शहद देने वाला वृक्ष पाठ 25 चमत्कार

7.	बच्चों को भाषायी कुशलताओं का विकास करती है।	हाँ	भाषा विकास के लिए प्रत्येक पाठ में पर्याप्त अभ्यास के अवसर हैं।
8.	बच्चों में अनुमान लगाने की क्षमता का विकास करती है।	हाँ	पाठ 5 रोबोट पाठ 22 महापुरुषों का बचपन
9.	बच्चों में तक करने / समझ का विस्तार करने में सहायक है।	हाँ	पाठ 10 समय सबसे अमूल्य धन पाठ 3 सोन के कर पाठ 11 महामानव
10.	बच्चे विषयवस्तु से जुड़ाव महसूस करते हैं।	हाँ	पाठ 21 सुनता के डोर पाठ 17 जीवन के दोहा
11.	विषय वस्तु में दिए गए तथ्य एवं जानकारी सही हैं।	हाँ	समिति की अनुशंसा अनुसार प्रकाशित की गई है।
12.	बच्चों के पूर्व अनुभवों को विषय से जोड़ने में सहायक है।	हाँ	पाठ 2 घी गुड़, और शहद देने वाला वृक्ष पाठ 12 गुण्डाधूर
13.	अभ्यास तथा गतिविधियाँ सृजनात्मक अभिव्यक्ति के अवसर देते हैं।	हाँ	सभी पाठों के अभ्यास प्रश्न कक्षा स्तर के अनुकूल हैं।
14.	विषयवस्तु में विधाओं की विविधता है।	हाँ	कविता निबंध कहानी आत्मकथा चरित्र जीवनी पत्र एकांकी शामिल हैं।
15.	कक्षा को दुनिया को बाहर की दुनिया से जोड़ने के अवसर हैं।	हाँ	पाठ 2 घी गुड़ शहद देने वाला वृक्ष पाठ 13 जंगल के राम कहानी
16.	भाषायी खेल के अवसर देती है।	हाँ	अनेक पाठों में अभ्यास के अवसर हैं।
17.	बहुभाषिकता का संसाधन के रूप में प्रयोग किया गया है।	हाँ	हिंदी के साथ 20 % पाठ क्षेत्रीय आधार पर स्थानीय भाषा के रखे गये हैं।
18.	बच्चों को खोज अवलोकन, वर्गीकरण, विश्लेषण, तक के अवसर देते हैं।	हाँ	पाठ 3 में सड़क हैं पाठ 6 चित्रकार मोर पाठ 10 समय सबसे अमूल्य धन
19.	कविताओं में लयात्मकता है।	हाँ	पाठ 1,9,23 इत्यादि।

20.	ध्वन्यात्मक शब्दा का बाह्य है।	हाँ	सामान्य रूप से प्रयुक्त
21.	कविताएँ बर्चा को हाव-भाव से पढ़ने के लिए प्रेरित करती है।	हाँ	स्तर एवं आयु के अनुकूल ह।

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पृष्ठ संख्या भी लिखें।)

IV. 3 राष्ट्रीय सरोकार

	विवरण	हाँ/नहीं	टिप्पणी/ उत्तर के पक्ष में उदाहरण
1.	विषयवस्तु संवैधानिक मूल्यों का विकास करती है जैसे एक-दूसरे के प्रति विश्वास तथा आदर का भावना, विविधता का सम्मान, मानव अधिकार, धर्मनिदोषता आदि।	हाँ	पाठ 1 अमर शहीदा का चरण पाठ 8 स्वामी आत्मानन्द पाठ 18 हार नहीं होती पाठ 19 राष्ट्रप्रहरी पाठ 24 बाबा अम्बेडकर
2.	विषयवस्तु में समाज के सभी वर्गों को स्थान दिया गया है।	हाँ	सामान्यतः सभी वर्ग शामिल हैं।
3.	विषयवस्तु भिन्न रूप से सक्षम बर्चा को ध्यान में रखती है।	हाँ	पृथक-पृथक विधाओं का प्रयोग व अभ्यास का अवसर है।
4.	परस्पर सदभाव जाग्रत करने में सहायक है।	हाँ	पाठ 20 मजिस्द या पुल
5.	जड़ के मुद्दे के प्रति संवेदनशील है।	हाँ	कहाँ पूवाग्रह नहीं झलकता है।
6.	जातीय/ क्षेत्रीय पूवाग्रहों से मुक्त है।	हाँ	सभी क्षेत्रों को रचनाएँ शामिल हैं।

(हाँ अथवा नहीं, दोनों ही स्थितियों में टिप्पणी दें तथा उदाहरण के साथ पाठ्यपुस्तक में से पृष्ठ संख्या भी लिखें।)

V समग्र/ विशेष टिप्पणियाँ

प्रस्तुत पाठ्यपुस्तक समेकित रूप से प्रभावी है। विषय वस्तु में शामिल प्रतिष्ठित रचनाकारों का सामग्री में प्रयुक्त शब्दावली जटिल और बर्चा के स्तर के अनुकूल नहीं है। शिक्षकों के लिए विशेष प्रयास को आवश्यकता है। कुछ पाठों का आकार कक्षा स्तर के अनुरूप नहीं है।