

# **Analysis of primary level Textbooks and Curricular Material of Sikkim Report**



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

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

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

- 1 Title of the book: Our way to English (Class-V: Term-1 and Term-2)
- 2 Year and place of publication: HRDD, Govt. of Sikkim, 2015
- 3 Name of the publisher / Organisation: SCERT, Sikkim
- 4 Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details. Yes
- 5 Textbook development team and nature of participation of the group. (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles).
- 6 The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) 149 pages
- 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? Teachers guide in Term-1

### **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 has poems, essays, stories
- 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: Nobody's Friend, My shirt and all other poems.  
Mention chapters/themes developed by the authors: Kabuliwalla, Helen Keler, King Solomon, Midnight encounter with Chandrayaan
10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. Yes, 20, 24, 38, 58, 59

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, pg. 14(II) 6 pictures are given to describe a robbery in a shop. Pg.21 (local vocabulary Thursday and library, caterpillar. Letter writing Pg. 63(i), 42 (ii), 25
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. Yes
13. Whether the book is divided into subdivision of sections for making easy and coherent progression? No

### *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. No
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.
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.
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). Yes, Pg. 13-14.
18. Whether 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 textbook as a whole has exercises. i. Fun with words. ii. Reading is fun. iii. Let's Speak. iv. Let's write. v. Language practice.
20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how? No.

## **II. Child Centeredness**

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

21. Whether the themes are related to the lived in experiences of learners? Whether the units / lessons make attempts to connect with the lives of learners? (Please list the title of the units and the theme they fall under. This could be done in a table) Pg. 3, 20 (ii), 25, 34(ii), 57(ii), 70-71(ii)
22. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs? The Pigtail  
Mention rhymes / songs taken from foreign sources: Nobody's friend, caterpillar, My shirt, Kindness to animal  
Mention rhymes / songs taken from Indian sources:
23. Whether the book has any narratives (texts, poems) translated from Indian languages. Please give reference appropriately. Kabuliwalla Pg. 66-74 (i)
24. Are the rubrics (i.e. the instructions) in the textbook addressed to the learners or teachers? Are they given in mother tongue / state language also? Please give examples of:  
Rubrics addressed to the Learners: Kabuliwalla Pg. 66 (i)  
Rubrics addressed to the Teachers: Teachers note (2P) (Ex. 62 (ii))

### **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. Environment in butterfly, Tea, Relationships
26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme?
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?
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. Corner conversation Pg. 13-14, Let's Speak Pg. 24, 26. For debate Pg. 57 (ii)

29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. Pg. 34 (ii), 50 (ii), 57 (ii)
30. Whether the reading text / narrative has pre-reading, while –reading and post reading activities? Whether the post reading activities give scope for the learner to revisit / reread (in whole or part of text) for doing the activities? If yes, Please give references appropriately. The Daffodils
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.

In a rudimentary from Pg. 50 (ii), 47 (i). Paragraph writing, fill in the gaps

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)
33. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples. No
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples. No
35. Whether the textbooks promote communication skills among learners? Lots of communication/ dialogue kind is given but little practice is provided.
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. Yes
37. How far the texts, themes, illustrations, visuals and tasks are sensitive towards following aspects?  
 ) Gender -  
 ) People with special needs – Helen Kelen  
 ) Environmental concerns - Butterfly  
 ) Against some section of society - NA
38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately.

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. Term – i Pg. 72 (Let's write), 73 (Let's Speak), 62 (Let's write)  
Term – ii, Pg. 70 (Let's write), 57 (Let's speak)
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, all

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

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

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

1. Title of the book: Our way to English, Term I & II
2. Year and place of publication: Gangtok, 2015
3. Name of the publisher / Organisation: HRDD
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details. Yes, the book is based on the Philosophy of 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). There is a textbook development committee designed by the Govt. of Sikkim and the book is reviewed by a Team lead by Jt. Director with other 5 members
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) 70 pages
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? There is a two paged Teacher's note given in the beginning of Term-I book

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

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

##### *1.1 Organization and Presentation*

8 Whether the book has only running texts or a variety of genres (texts) involved? The book has two genres only. i.e. the story and the poems.

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.) The stories are developed while the poems are generally authentic taken from the foreign source

Mention chapters/themes taken from authenticated text:

Mention chapters/themes developed by the authors:

Chapter taken from the authentic source:

- i. The race from Pamhantantra
- ii. The tea pot
- iii. Rice – Rose Flyeman
- iv. The little plant
- v. Cat bath- Ailean Fisher
- vi. The little turtle
- vii. All things bright and beautiful

Chapters developed:

- i. My family
- ii. Storm
- iii. Making momos
- iv. The red panda
- v. Raju the farmer

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

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. There is no visual/ graphic text

12 Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. Yes, My family, the red panda, making momos

13 Whether the book is divided into subdivision of sections for making easy and coherent progression? The book is not divided into sections

### *1.2 Pedagogical Aspects*

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

The lessons do not have instructions. The texts chosen for the book are mainly developed (for stories) and poems are well known old owns.

15 Is there coherence within the textbook (from unit one to last unit)? This may tell how the language aspects (not necessarily explicitly) and themes are progressing

from **familiar to unfamiliar or known to unknown**. The ‘new language’ (new usages, words, sentences) which is introduced moves from one level to another level in the text. If yes, please give reference appropriately. The content of the text are put without followings any order

- 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. The teacher is able to understand the philosophy through teacher’s page and the activities, listed in the book. Moreover, while doing certain exercise specific notes are given to the teachers.
- 17 Whether the language learning activities are introduced in learner’s context (suitable for the age, region, etc.). Yes
- 18 Whether the language of the textbook is simple and comprehensible to the learners and teachers. Yes
- 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
- 20 Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how? No.

## II. Child Centeredness

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

- 21 Whether the themes are related to the lived in experiences of learners? Whether the units / lessons make attempts to connect with the lives of learners? (Please list the title of the units and the theme they fall under. This could be done in a table)  
Of the themes are about the family, environment, the life of the people there, the daily experience.

	Family	Environment	Life of the people	Daily experience
1.	My family	The red panda	Raju the farmer	Storm
2.	Making momos			

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:

An attempt to include non foreign rhyme/song is included in Pg. 26 (i)

Poems are mainly taken from the western countries. Following is the list:

- i. The tea pot
- ii. Mice
- iii. The little plant
- iv. Cat bath
- v. The little turtle
- vi. All things bright and beautiful

23 Whether the book has any narratives (texts, poems) translated from Indian languages. Please give reference appropriately. No

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

Rubrics addressed to the Learners:

Rubrics addressed to the Teachers:

Rubrics are given to the teacher for many exercise mainly in the activities related to speaking and writing. Instruction is given to the teacher about how to use the book in the beginning of Term-I. The instructions are given only in English, for e.g, refer to page number listed in the tool.

## **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.

For the text refer answer to Q.21

Activities – T-(II) – Pg. 14 (Let's speak, Let's write)

T-(I) – Pg. 17 (Let's speak, Let's write)

Pg. 25 (Let's speak)

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

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? Hardly any

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. Refer the tool and write the title of the activity

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

Activities – T-(II) – Pg. 14 (Let's speak, Let's write)

T-(I) – Pg. 17 (Let's speak, Let's write)

Pg. 25 (Let's speak)

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. No.

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?

Handwriting is introduced separately in the section called our way to writing in which hand movement in the form of cursive is given to practice.

(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.

Handwriting is introduced separately in the section called our way to writing in which hand movement in the form of cursive is given to practice.

Process writing is not included, but there is one exercise Term-II Pg. 29 in which children need to fill the gaps which listening to the teacher's reading of a text.

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)

- 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.
- 34 Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.
- 35 Whether the textbooks promote communication skills 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.
- 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
- 38 Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately.
- 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.
- 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.

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

## Analysis of Textbooks in English language

### Section A: General Information about the Textbook

1. Title of the book: Our way to English, Term I & II
2. Year and place of publication: Gangtok, 2015
3. Name of the publisher / Organisation: HRDD, Govt of Sikkim
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details.  
NCF – as pointed in the preface
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).  
No details
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)  
Colourful, (48 pages Term-I and 58 pages Term-2)
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? There is a two paged Teacher's note given in the beginning of Term-I book.  
Just some simple instruction to students and teachers. However, an instruction to the teachers for cursive handwriting is provided.

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

#### III. Curriculum Load

##### *1.1 Organization and Presentation*

8. Whether the book has only running texts or a variety of genres (texts) involved?  
A variety
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.) The stories are developed while the poems are generally authentic taken from the foreign source

Mention chapters/themes taken from authenticated text: Chapter 5, E-28

Mention chapters/themes developed by the authors: Poems E-32

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

Yes

11. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning?

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

Yes, E-28

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

Term-I (48 pages) and Term-II (58 pages). Term-I starts with revision of nouns and verbs. Term-II focus on language practice with activities but no active engagement.

### *1.2 Pedagogical Aspects*

13. 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.

No, eg. the poem It's raining by Enid Blyton (E-5). However, stories are more contemporary and localized

The lessons do not have instructions. The texts chosen for the book are mainly developed (for stories) and poems are well known old owns.

14. 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

15. 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.

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

Yes, eg. story about Lazy Nachung

17. Whether the language of the textbook is simple and comprehensible to the learners and teachers. Yes
18. 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.  
Most activities require learners to re-read the lesson and memorized the word meaning. Alternative some activities involve the learners in active participation, yet there is no room for active thinking.
19. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how?

## **II. Child Centeredness**

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

20. 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)
21. 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:
22. Whether the book has any narratives (texts, poems) translated from Indian languages. Please give reference appropriately. No
23. Are the rubrics (i.e. the instructions) in the textbook addressed to the learners or teachers? Are they given in mother tongue / state language also? Please give examples of:  
Rubrics addressed to the Learners:  
Rubrics addressed to the Teachers:

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

24. What are the themes in which the texts and activities are drawn from their context? Please list the themes.
25. Are there any alien themes? If yes what attempt the book makes to contextualize the theme?

26. 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?
27. 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.
28. Are the tasks real life tasks and rooted in contexts? Please give a few examples.
29. 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.
30. (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.

NIL

31. 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, most of the activities are continued only in some lessons it is equally connected
32. 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.
33. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.
34. Whether the textbooks promote communication skills among learners?  
 Yes
35. 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.

36. 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
37. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately.
38. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples.
39. Assessment: (a) Does the textbook have a range of typology of questions (like MCQ, Short answer, short writing (notice, message, etc.) long answer questions (letters, articles, arguments, etc). (b) Does the book have projects and assignments? (c) Whether the textbook lends itself to Continuous Comprehensive Evaluation / Assessment (CCE)? If yes, please give a few examples for a, b and c.

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

## Analysis of Textbooks in English language

### Section A: General Information about the Textbook

1. Title of the book: *Our Way to English*, Class IV – Term I & Term II
2. Year and place of publication: 2015, Gangtok
3. Name of the publisher / Organisation: Human Resource Development Department, Government of Sikkim
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details.
  - It has been mentioned in the *Preface* that the textbook has been developed based on the NCF-2005 guidelines.
5. Textbook development team and nature of participation of the group. (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles).
  - Textbook Development Committee, SCERT, Gangtok, Sikkim
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)
  - Term I – 54 pages                      Term II – 62 pages
  - Term I - 8 units                              Term II – 8 units
  - Arrangement of content is suitable for Class IV students:
    - Term I: The layout of the textbook has 5 passages interspersed with 3 poems. Every unit begins with a box of new vocabulary followed by the text and then language exercises and activities (usually speaking, writing and grammar activities).
    - Term II: The textbook follows a similar pattern with 5 stories interspersed with 3 poems. All units have new vocabulary learning and using them in different ways. Speaking and writing activities increasingly promote critical thinking. Grammar activities become more difficult and self-composition passages are encouraged.
  - Textbook has been designed with each page having colourful borders and fonts, cartoon icons for every activity and relevant pictures to every poem and story. Ample space is given to drawing and colouring as well.
  - Free distribution to all government schools

7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?
- General guidelines have been given to teachers at the beginning of the Term I textbook but the same is absent from the Term II textbook. The textbook adheres to the communicative approach throughout. Guidelines are simple and practical but do not specify the objectives clearly. Sometimes guidelines are given within the lesson such as Term-I, Pg. E-9.

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

### **IV. Curriculum Load**

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

8. Whether the book has only running texts or a variety of genres (texts) involved?
- There is a variety of genres and full of activities
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook 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 authentic text:  
 Term I: Lesson 2 *Pala's Farm*; Lesson 4 *My Garden*  
 Term II: Lesson 1 *Rain Rain*; Lesson 4 *The Story of Forest*; Lesson 7 *Moon and Stars*  
 Mention chapters/themes developed by the authors: None
10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately.

- Illustrations abound in the textbook and they are very relevant to the ideas conveyed in their respective lessons. However, the pictures are not authentic and the quality is unsatisfactory. For instance, all pictures of people are actual photographs of Caucasian children (Term-II, pg. E-5, E-10, E-27) or cartoons of non-tribal people (Term-II, pg. E-9, E-29-35, E-46-48). In Lesson 4 *The Story of Forest* (Term II, pg. E-37), an enlarged cliparts from the internet have been used which are relevant to the lesson. Their quality, however, is poor and blurry.

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

- Yes, visual/graphic text are used in the form of small pictures/illustrations beside a noun or a verb in poems such as those of Term –I, Lesson 5 *A Happy Child*, pg. E-27, Lesson 4 *My Garden*, pg.E-23, and Term-II, Lesson 3 *My New Umbrella*, pg. E-20. Some illustrations show a story as a passage unfolds such as Term-II, pg. E-43-44. Characters are shown as speaking to each other in speaking exercises such as ‘Introducing Myself’, in Term-I pg. E-21.

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

- There are hardly any visuals showing local context as all pictures are probably downloaded from the internet (rare exceptions are there eg. Term-I, Pg. E-22 picture of ‘a Yak’ and ‘an old (Sikkimese) woman’ in Term-II, Pg. E-27). However local context can be seen in terms of names assigned to the characters (Eg. Term-I, E-21, E-25, E-26, and Term-II, E-29, E-33, E-35, E-45-47). It must also be noted that the names usually do not suit the character portrayed as they are either non-tribal or Caucasian. For instance, there is a cartoon picture of blonde English girl in Victorian clothes carrying two baskets of posies named ‘Sonam’ in Term-II pg.E-45.

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

- Yes, the textbook progresses from Revision of previous class such as alphabets, basic sounds to animal sounds, singing, vocabulary and spelling. Then it goes onto Reading Comprehension activities ‘Reading is Fun’ and Speaking Activities in ‘Let’s Speak’. Simple listening activities are also interspersed with Vocabulary activities and simple Grammar (noun and proper noun). This continues into Term-II where the focus shifts to higher level vocabulary activities, grammar, and speaking and writing tasks. Certain life skills like telling the time and months of the year are also included.

### *1.2 Pedagogical Aspects*

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

- Simple contemporary language has been used but there are some rubrics with incorrect grammar and over-complicated instructions, for instance Term-II, Pg. E-6 “Where are the rains falling?” is grammatically incorrect and should be, “Where is the rain falling?” Similarly, in pg. E-8 of the same book, the rubric for the crossword is rather confusing and the numbering of the crossword itself is wrong. There are spelling mistakes, repetition of instructions such as Pg.E-16 and sometimes the placement of the rubric is wrong such as pg. E-33, as the rubric was supposed to be printed at the beginning of the previous activity. Incorrect English usage is also seen in rubrics such as pg.E-38 “The meaning of the trees new words that you have learnt been given below.”

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. From the Revision section (Term-I, pg.E-7), familiar images and known vocabulary to spellings (pg.E-14-17), sounds (E-18), songs (E-19) and new vocabulary (E-20). Themes also follow a progression from familiar nouns, animals etc. to the child’s garden (surroundings) and his feelings (E-27). This trend continues to Term-II where the child learns about the rain which is familiar (E-5). However, the fable about ‘the Fox and the Grapes’ (E-7) that follows the lesson seem discordant with this trend as it entails a much more complex moral message and most children may not be familiar with foxes.

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

- Yes, the ‘teacher guidelines’ at the beginning of Term-I mentions the ‘Communicative Approach’ but it does not explain what it means. It does however give a practical guide as to how to integrate different language skills in the classroom while using the book.

17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.).
- Although the language learning activities in Term-I are suitable for Class I the Term-II book has activities which are confusing such as pg. E-6 'Fun with Words'; the rubric and activity on pg. E-8 'Fun with Words'; pg.E-9 'Let's Write' (correct option not given); pg. E-43 'Learn New Words' (high level words like 'beneath', 'flattered', 'feathers', 'landed', 'glossy' etc.) ; E-51 'Language practice' (according to Second Language Acquisition studies, most researchers say articles are learned at a later stage in language development). Most activities are universal in nature and do not lend any significant local context to the learner. Some poems and activities mention local names and flowers (eg. E-23).
18. Whether the language of the textbook is simple and comprehensible to the learners and teachers.
- Yes, with the exception of pg.E-43 Lesson – 6 "The Fox and The Crow" and it may be difficult for children of class I to understand the message of the story in Lesson-2 pg. E-7.
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.
- Term- I has task and activities that give opportunity to students to engage with language productively. Term-II however has too many grammatical, spelling and printing mistakes that it will surely hamper students' involvement. Moreover, there is a pattern of activities that focus only on drilling and memorisation rather than active engagement with language. For example activities in pages E-8, E-29-35, E-38, E-41, E-45.
20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how?
- Yes a few activities may cause anxiety in learners and teachers as well. For instance, 'Let's Speak' pg. E-9 requires a student to tell his friends and the whole class what his mother and father do for a living. If he does not have a normal family he will be embarrassed to say anything. Similarly, 'Let's Speak' where all students are supposed to tell the class the teacher's name one by one could be boring and potentially embarrassing for the teacher.

## 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)

Term	Pg	Lesson	Theme
I	17	Pala's Farm	Animal Noises
I	23	My Garden	Flowers, Insects, Birds
I	27	A Happy Child	Emotions
II	5	Rain Rain	Effects of rain on nature (but usually children in hill stations are not "happy everywhere" and are not "playing and running everywhere" when it rains)
II	36	Story of the Forest	Effects of deforestation
II	49	Moon and Stars	The night sky

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: No indication

Mention rhymes / songs taken from Indian sources: No indication

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

➤ No

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

Rubrics addressed to the Learners: All rubrics are addressed to learners directly and teachers indirectly

Rubrics addressed to the 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.
- The texts and activities are usually drawn from the children's everyday experiences such as weather, garden, animals, insects, parents, time, months etc.
26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme?
- Yes, stories such as Lesson- 2 'The Fox and the Grapes' and Lesson 6 'The fox and the Crow' in Term – II. It doesn't contextualize since both stories are fables with a moral message that children may apply in their lives. However, the morals are not made explicit nor are they appropriate for children of class I.
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?
- Term I: Lesson 2 pg E-17 'Pala's Farm' deals with animals and the sounds they make. The activities require the child to match sounds with the animals they are familiar with. Lesson 5 pg. 27 'A Happy Child' has a universal theme of a child's emotional health but there are no activities or exercises related to that that would enable him to reflect on his own emotions. Instead the children are asked to only draw their favourite toy or plaything.
  - Term II: Lesson 3 pg.E-20, 'My Umbrella' is followed by questions about the child's own umbrella and asks him to draw and colour it. The other poems in this book have no exercises that connect the theme with the life of the reader; rather, they expect the reader to know exactly what happens in the poem.
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.
- Term I –singing (pg.19), action activities (role play, pg. 21 and introducing yourself pg.25).

- Term II – whole class activity pg. E-9, group reading pg. E-11, mutual reading pg. E-16.
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples.
- Term I : pg. 21 and pg. 25– Introducing yourself and telling more about yourself (conversation role play)
  - Term II: pg.17 – conversation role play - telling someone your birthday, pg. 25 – reading and telling the time. pg.50 - conversational role play- asking about each other.
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.
- Only pre-reading and post-reading activities are found. Term I – pg. E-17, E-20, E-23 etc. Term II – pg. E-7, E-20, E-36 etc.
31. (a) How is writing introduced in classes one and two? From a,b,c,d, or from stroke to slanting letters to others?
- From stroke to slanting letters and so on.
- (b) How is writing done in class three onwards? Not applicable
- (c) Is there any scope for process writing? Process writing involves learner go through the processes of jotting down the points, writing the draft, re-writing, editing and finalizing. If yes, please give a few examples. No.
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 ‘Let’s Speak’ activity in Term II begins with introducing oneself to asking about each other. However, most of the other activities have a spiral pattern.
33. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples.
- No
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.
- No with the exception of puzzle games (Term II – pg. 8)

35. Whether the textbooks promote communication skills among learners?
- Yes. It is based on the Communicative approach to language.
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.
- Learners are often asked to speak to their partners or to the whole class in speaking activities in Term- I pg. E-21, E-25, and Term-II pg. E-9, E-17, E-28.
37. Whether the book has themes, texts, tasks / activities, illustrations, which are sensitive towards the following:
- Gender: Speaking activity in Term II pg. E-9 (Mother=Housewife gender biased)
  - People with special needs: None
  - Environmental concerns: Lesson 4 in Term II pg. E-36 (sensitive towards environment)
  - Against some sections of society: None
38. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples.
- No
39. Assessment: (a) Does the textbook have a range of typology of questions (like MCQ, Short answer, short writing (notice, message, etc.) long answer questions (letters, articles, arguments, etc). (b) Does the book have projects and assignments? (c) Whether the textbook lends itself to Continuous Comprehensive Evaluation / Assessment (CCE)? If yes, please give a few examples for a, b and c.
- a) Yes, some of the stories have short answer questions, eg. Term II pg. E-3, E-8 but most questions are ‘fill in the blanks’ objective type questions mostly based directly on the lesson. One MCQ activity in Term I – Pg. E-21.
  - b) No.
  - c) There is large scope for CCE however more types of activities which encourage critical thinking is required.

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

The Class I textbook is divided into two terms and both are activity oriented and cater to all the language skills that are expected of Class 1 student. Term I shows insight into the needs of the first time school students by dedicating a 'Revision' section right at the beginning and slowly increases the level of difficulty as the book progresses. Term II however lacks this gradual progress as high-level words can suddenly appear followed by an equally sudden drop in difficulty in the next lesson. Fables with complex morals disturb the authenticity of the content and there seems to be a spiral pattern of questioning at the end of almost every text where students are required to fill in the blanks with words or phrases from the text in exactly the same context. This doesn't promote understanding, learning or critical thinking as students would only have to copy or memorise the exact words in exactly the same contexts. There is also an inordinate devotion to drilling, wasting as many as seven pages of the same drill with similar pictures. Term II lacks coherence as the texts and the language activities do not always relate to one another. There are no questions promoting any critical thinking or discussion in the classroom that may interest students. In speaking activities, there are instances when the child is instructed to reveal the professions of his parents to the class. Such activities are insensitive to the realities of disadvantaged children who may not have parents or whose parents may not have jobs.

Local artists and photographers need to be used to make the textbook more appealing. Seeing pictures only of non-tribal and Caucasian people will make a child question about his own race, especially since such pictures are given local names. Local stories which are already familiar to the students can be translated into English and used. More conversation activities needs to be encouraged in the form of skits or role playing games. There is an absence of such kinds of projects or home assignments. The grammatical items taught do not follow Second Language Acquisition research as 'articles' which are supposed to be learnt at a later stage are taught at the level of class 1.

Overall, it is an interesting and colourful book with a huge amount of activities, but perhaps one shouldn't look at the quantity but rather the quality of those activities. There is much scope for improvement and the textbooks have great potential.

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

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

1. Title of the book: Our way to English (Class-V: Term-1 and Term-2)
2. Year and place of publication: HRDD, Govt. of Sikkim, 2015
3. Name of the publisher / Organisation: SCERT, Sikkim
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details. Yes
5. Textbook development team and nature of participation of the group. (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles).
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) 149 pages
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? Teachers guide in Term-1

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

#### **V. 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 has poems, essays, stories

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: Nobody's Friend, My shirt and all other poems.

Mention chapters/themes developed by the authors: Kabuliwalla, Helen Keler, King Solomon, Midnight encounter with Chandrayaan

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. Yes, 20, 24, 38, 58, 59

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, pg. 14(II) 6 pictures are given to describe a robbery in a shop. Pg.21 (local vocabulary Thursday and library, caterpillar. Letter writing Pg. 63(i), 42 (ii), 25
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. Yes
13. Whether the book is divided into subdivision of sections for making easy and coherent progression? No

### *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. No
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.
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.
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). Yes, Pg. 13-14.
18. Whether 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 textbook as a whole has exercises.
  - i. Fun with words. ii. Reading is fun. iii. Let's Speak. iv. Let's write. v. Language practice.
20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how? No.

## **II. Child Centeredness**

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

21. Whether the themes are related to the lived in experiences of learners? Whether the units / lessons make attempts to connect with the lives of learners? (Please list the title of the units and the theme they fall under. This could be done in a table) Pg. 3, 20 (ii), 25, 34(ii), 57(ii), 70-71(ii)
22. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs? The Pigtail  
Mention rhymes / songs taken from foreign sources: Nobody's friend, caterpillar, My shirt, Kindness to animal  
Mention rhymes / songs taken from Indian sources:
23. Whether the book has any narratives (texts, poems) translated from Indian languages. Please give reference appropriately. Kabuliwalla Pg. 66-74 (i)
24. Are the rubrics (i.e. the instructions) in the textbook addressed to the learners or teachers? Are they given in mother tongue / state language also? Please give examples of:  
Rubrics addressed to the Learners: Kabuliwalla Pg. 66 (i)  
Rubrics addressed to the Teachers: Teachers note (2P) (Ex. 62 (ii))

### **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. Environment in butterfly, Tea, Relationships
26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme?
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?
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. Corner conversation Pg. 13-14, Let's Speak Pg. 24, 26. For debate Pg. 57 (ii)

29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. Pg. 34 (ii), 50 (ii), 57 (ii)
30. Whether the reading text / narrative has pre-reading, while –reading and post reading activities? Whether the post reading activities give scope for the learner to revisit / reread (in whole or part of text) for doing the activities? If yes, Please give references appropriately. The Daffodils
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.

In a rudimentary from Pg. 50 (ii), 47 (i). Paragraph writing, fill in the gaps

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)
33. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples. No
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples. No
35. Whether the textbooks promote communication skills among learners? Lots of communication/ dialogue kind is given but little practice is provided.
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. Yes
37. How far the texts, themes, illustrations, visuals and tasks are sensitive towards following aspects?  
 ) Gender -  
 ) People with special needs – Helen Kelen  
 ) Environmental concerns - Butterfly  
 ) Against some section of society - NA
38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately.

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. Term – i Pg. 72 (Let's write), 73 (Let's Speak), 62 (Let's write)  
Term – ii, Pg. 70 (Let's write), 57 (Let's speak)
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, all

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

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

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

- 1 Title of the book: Our way to English, Term I & II
- 2 Year and place of publication: Gangtok, 2015
- 3 Name of the publisher / Organisation: HRDD
- 4 Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details. Yes, the book is based on the Philosophy of 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). There is a textbook development committee designed by the Govt. of Sikkim and the book is reviewed by a Team lead by Jt. Director with other 5 members
- 6 The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) 70 pages
- 7 Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? There is a two paged Teacher's note given in the beginning of Term-I book

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

#### **VI. Curriculum Load**

##### *1.1 Organization and Presentation*

- 8 Whether the book has only running texts or a variety of genres (texts) involved? The book has two genres only. i.e. the story and the poems.
- 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.) The stories are developed while the poems are generally authentic taken from the foreign source

Mention chapters/themes taken from authenticated text:

Mention chapters/themes developed by the authors:

Chapter taken from the authentic source:

- viii. The race from Pamhantantra
- ix. The tea pot
- x. Rice – Rose Flyeman
- xi. The little plant
- xii. Cat bath- Ailean Fisher
- xiii. The little turtle
- xiv. All things bright and beautiful

Chapters developed:

- vi. My family
- vii. Storm
- viii. Making momos
- ix. The red panda
- x. Raju the farmer

- 10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. Yes, every Chapter has lots of illustrations
- 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. There is no visual/ graphic text
- 12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. Yes, My family, the red panda, making momos
- 13. Whether the book is divided into subdivision of sections for making easy and coherent progression? The book is not divided into sections

### *1.2 Pedagogical Aspects*

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

The lessons do not have instructions. The texts chosen for the book are mainly developed (for stories) and poems are well known old owns.

- 15. Is there coherence within the textbook (from unit one to last unit)? This may tell how the language aspects (not necessarily explicitly) and themes are progressing

from **familiar to unfamiliar or known to unknown**. The ‘new language’ (new usages, words, sentences) which is introduced moves from one level to another level in the text. If yes, please give reference appropriately. The content of the text are put without followings any order

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. The teacher is able to understand the philosophy through teacher’s page and the activities, listed in the book. Moreover, while doing certain exercise specific notes are given to the teachers.
17. Whether the language learning activities are introduced in learner’s context (suitable for the age, region, etc.). Yes
18. Whether the language of the textbook is simple and comprehensible to the learners and teachers. Yes
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
20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how? No.

## II. Child Centeredness

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

21. Whether the themes are related to the lived in experiences of learners? Whether the units / lessons make attempts to connect with the lives of learners? (Please list the title of the units and the theme they fall under. This could be done in a table)  
Of the themes are about the family, environment, the life of the people there, the daily experience.

	Family	Environment	Life of the people	Daily experience
1.	My family	The red panda	Raju the farmer	Storm
2.	Making momos			

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:

An attempt to include non foreign rhyme/song is included in Pg. 26 (i)

Poems are mainly taken from the western countries. Following is the list:

- vii. The tea pot
- viii. Mice
- ix. The little plant
- x. Cat bath
- xi. The little turtle
- xii. All things bright and beautiful

23. Whether the book has any narratives (texts, poems) translated from Indian languages. Please give reference appropriately. No

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

Rubrics addressed to the Learners:

Rubrics addressed to the Teachers:

Rubrics are given to the teacher for many exercise mainly in the activities related to speaking and writing. Instruction is given to the teacher about how to use the book in the beginning of Term-I. The instructions are given only in English, for e.g, refer to page number listed in the tool.

## **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.

For the text refer answer to Q.21

Activities – T-(II) – Pg. 14 (Let's speak, Let's write)

T-(I) – Pg. 17 (Let's speak, Let's write)

Pg. 25 (Let's speak)

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

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? Hardly any
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. Refer the tool and write the title of the activity
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples.

Activities – T-(II) – Pg. 14 (Let's speak, Let's write)

T-(I) – Pg. 17 (Let's speak, Let's write)

Pg. 25 (Let's speak)

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. No.

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?

Handwriting is introduced separately in the section called our way to writing in which hand movement in the form of cursive is given to practice.

- (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.

Handwriting is introduced separately in the section called our way to writing in which hand movement in the form of cursive is given to practice.

Process writing is not included, but there is one exercise Term-II Pg. 29 in which children need to fill the gaps which listening to the teacher's reading of a text.

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)

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.
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.
35. Whether the textbooks promote communication skills 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.
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
38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately.
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.
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.

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

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

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

1. Title of the book: Our way to English, Term I & II
2. Year and place of publication: Gangtok, 2015
3. Name of the publisher / Organisation: HRDD, Govt of Sikkim
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details.  
NCF – as pointed in the preface
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).  
No details
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)  
Colourful, (48 pages Term-I and 58 pages Term-2)
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? There is a two paged Teacher's note given in the beginning of Term-I book.  
Just some simple instruction to students and teachers. However, an instruction to the teachers for cursive handwriting is provided.

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

#### **VII. Curriculum Load**

##### *1.1 Organization and Presentation*

8. Whether the book has only running texts or a variety of genres (texts) involved?  
A variety
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.) The stories are developed while the poems are generally authentic taken from the foreign source

Mention chapters/themes taken from authenticated text: Chapter 5, E-28

Mention chapters/themes developed by the authors: Poems E-32

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

Yes

11. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning?

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

Yes, E-28

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

Term-I (48 pages) and Term-II (58 pages). Term-I starts with revision of nouns and verbs. Term-II focus on language practice with activities but no active engagement.

### *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.

No, eg. the poem It's raining by Enid Blyton (E-5). However, stories are more contemporary and localized

The lessons do not have instructions. The texts chosen for the book are mainly developed (for stories) and poems are well known old owns.

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

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.

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

Yes, eg. story about Lazy Nachung

18. Whether the language of the textbook is simple and comprehensible to the learners and teachers. Yes
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.  
Most activities require learners to re-read the lesson and memorized the word meaning. Alternative some activities involve the learners in active participation, yet there is no room for active thinking.
20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how?

## **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)
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:
23. Whether the book has any narratives (texts, poems) translated from Indian languages. Please give reference appropriately. No
24. Are the rubrics (i.e. the instructions) in the textbook addressed to the learners or teachers? Are they given in mother tongue / state language also? Please give examples of:  
Rubrics addressed to the Learners:  
Rubrics addressed to the Teachers:

### **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.

26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme?
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?
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.
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples.
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.
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.

NIL

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, most of the activities are continued only in some lessons it is equally connected
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.
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.
35. Whether the textbooks promote communication skills among learners?  
 Yes
36. How far the focus of the text is on language use rather than teaching usages? Here the tasks need to be analysed to find out how far learners use language in the activities

like say the following to your partner or use the words and phrases in your own word to complete the passage and so on. Please give a few examples.

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

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

## Analysis of Textbooks in English language

### Section A: General Information about the Textbook

1. Title of the book: *Our Way to English*, Class IV – Term I & Term II
2. Year and place of publication: 2015, Gangtok
3. Name of the publisher / Organisation: Human Resource Development Department, Government of Sikkim
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details.
  - It has been mentioned in the *Preface* that the textbook has been developed based on the NCF-2005 guidelines.
5. Textbook development team and nature of participation of the group. (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles).
  - Textbook Development Committee, SCERT, Gangtok, Sikkim
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)
  - Term I – 54 pages                      Term II – 62 pages
  - Term I - 8 units                      Term II – 8 units
  - Arrangement of content is suitable for Class IV students:
    - Term I: The layout of the textbook has 5 passages interspersed with 3 poems. Every unit begins with a box of new vocabulary followed by the text and then language exercises and activities (usually speaking, writing and grammar activities).
    - Term II: The textbook follows a similar pattern with 5 stories interspersed with 3 poems. All units have new vocabulary learning and using them in different ways. Speaking and writing activities increasingly promote critical thinking. Grammar activities become more difficult and self-composition passages are encouraged.
  - Textbook has been designed with each page having colourful borders and fonts, cartoon icons for every activity and relevant pictures to every poem and story. Ample space is given to drawing and colouring as well.
  - Free distribution to all government schools

7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?
- General guidelines have been given to teachers at the beginning of the Term I textbook but the same is absent from the Term II textbook. The textbook adheres to the communicative approach throughout. Guidelines are simple and practical but do not specify the objectives clearly. Sometimes guidelines are given within the lesson such as Term-I, Pg. E-9.

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

### **VIII. Curriculum Load**

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

8. Whether the book has only running texts or a variety of genres (texts) involved?
- There is a variety of genres and full of activities
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook 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 authentic text:

Term I: Lesson 2 *Pala's Farm*; Lesson 4 *My Garden*

Term II: Lesson 1 *Rain Rain*; Lesson 4 *The Story of Forest*; Lesson 7 *Moon and Stars*

Mention chapters/themes developed by the authors: None

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately.
- Illustrations abound in the textbook and they are very relevant to the ideas conveyed in their respective lessons. However, the pictures are not authentic and the quality is unsatisfactory. For instance, all pictures of people are actual photographs of Caucasian children (Term-II, pg. E-5, E-10, E-27) or cartoons of non-tribal people (Term-II, pg. E-9, E-29-35, E-46-48). In Lesson 4 *The Story of Forest* (Term II, pg. E-37), an enlarged cliparts from the internet have been used which are relevant to the lesson. Their quality, however, is poor and blurry.

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

- Yes, visual/graphic text are used in the form of small pictures/illustrations beside a noun or a verb in poems such as those of Term –I, Lesson 5 *A Happy Child*, pg. E-27, Lesson 4 *My Garden*, pg.E-23, and Term-II, Lesson 3 *My New Umbrella*, pg. E-20. Some illustrations show a story as a passage unfolds such as Term-II, pg. E-43-44. Characters are shown as speaking to each other in speaking exercises such as ‘Introducing Myself’, in Term-I pg. E-21.

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

- There are hardly any visuals showing local context as all pictures are probably downloaded from the internet (rare exceptions are there eg. Term-I, Pg. E-22 picture of ‘a Yak’ and ‘an old (Sikkimese) woman’ in Term-II, Pg. E-27). However local context can be seen in terms of names assigned to the characters (Eg. Term-I, E-21, E-25, E-26, and Term-II, E-29, E-33, E-35, E-45-47). It must also be noted that the names usually do not suit the character portrayed as they are either non-tribal or Caucasian. For instance, there is a cartoon picture of blonde English girl in Victorian clothes carrying two baskets of posies named ‘Sonam’ in Term-II pg.E-45.

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

- Yes, the textbook progresses from Revision of previous class such as alphabets, basic sounds to animal sounds, singing, vocabulary and spelling. Then it goes onto Reading Comprehension activities ‘Reading is Fun’ and Speaking Activities in ‘Let’s Speak’. Simple listening activities are also interspersed with Vocabulary activities and simple Grammar (noun and proper noun). This continues into Term-II where the focus shifts to higher level vocabulary activities, grammar, and speaking and writing tasks. Certain life skills like telling the time and months of the year are also included.

## *1.2 Pedagogical Aspects*

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

- Simple contemporary language has been used but there are some rubrics with incorrect grammar and over-complicated instructions, for instance Term-II, Pg. E-6 “Where are the rains falling?” is grammatically incorrect and should be, “Where is the rain falling?” Similarly, in pg. E-8 of the same book, the rubric for the crossword is rather confusing and the numbering of the crossword itself is wrong. There are spelling mistakes, repetition of instructions such as Pg.E-16 and sometimes the placement of the rubric is wrong such as pg. E-33, as the rubric was supposed to be printed at the beginning of the previous activity. Incorrect English usage is also seen in rubrics such as pg.E-38 “The meaning of the trees new words that you have learnt been given below.”

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. From the Revision section (Term-I, pg.E-7), familiar images and known vocabulary to spellings (pg.E-14-17), sounds (E-18), songs (E-19) and new vocabulary (E-20). Themes also follow a progression from familiar nouns, animals etc. to the child’s garden (surroundings) and his feelings (E-27). This trend continues to Term-II where the child learns about the rain which is familiar (E-5). However, the fable about ‘the Fox and the Grapes’ (E-7) that follows the lesson seem discordant with this trend as it entails a much more complex moral message and most children may not be familiar with foxes.

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

- Yes, the ‘teacher guidelines’ at the beginning of Term-I mentions the ‘Communicative Approach’ but it does not explain what it means. It does

however give a practical guide as to how to integrate different language skills in the classroom while using the book.

17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.).
- Although the language learning activities in Term-I are suitable for Class 1 the Term-II book has activities which are confusing such as pg. E-6 'Fun with Words'; the rubric and activity on pg. E-8 'Fun with Words'; pg.E-9 'Let's Write' (correct option not given); pg. E-43 'Learn New Words' (high level words like 'beneath', 'flattered', 'feathers', 'landed', 'glossy' etc.) ; E-51 'Language practice' (according to Second Language Acquisition studies, most researchers say articles are learned at a later stage in language development). Most activities are universal in nature and do not lend any significant local context to the learner. Some poems and activities mention local names and flowers (eg. E-23).
18. Whether the language of the textbook is simple and comprehensible to the learners and teachers.
- Yes, with the exception of pg.E-43 Lesson – 6 "The Fox and The Crow" and it may be difficult for children of class I to understand the message of the story in Lesson-2 pg. E-7.
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.
- Term- I has task and activities that give opportunity to students to engage with language productively. Term-II however has too many grammatical, spelling and printing mistakes that it will surely hamper students' involvement. Moreover, there is a pattern of activities that focus only on drilling and memorisation rather than active engagement with language. For example activities in pages E-8, E-29-35, E-38, E-41, E-45.
20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how?
- Yes a few activities may cause anxiety in learners and teachers as well. For instance, 'Let's Speak' pg. E-9 requires a student to tell his friends and the whole class what his mother and father do for a living. If he does not have a

normal family he will be embarrassed to say anything. Similarly, 'Let's Speak' where all students are supposed to tell the class the teacher's name one by one could be boring and potentially embarrassing for the teacher.

## 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)

Term	Pg	Lesson	Theme
I	17	Pala's Farm	Animal Noises
I	23	My Garden	Flowers, Insects, Birds
I	27	A Happy Child	Emotions
II	5	Rain Rain	Effects of rain on nature (but usually children in hill stations are not "happy everywhere" and are not "playing and running everywhere" when it rains)
II	36	Story of the Forest	Effects of deforestation
II	49	Moon and Stars	The night sky

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: No indication

Mention rhymes / songs taken from Indian sources: No indication

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

Please give reference appropriately.

➤ No

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

Rubrics addressed to the Learners: All rubrics are addressed to learners directly and teachers indirectly

Rubrics addressed to the 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.

- The texts and activities are usually drawn from the children's everyday experiences such as weather, garden, animals, insects, parents, time, months etc.

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

- Yes, stories such as Lesson- 2 'The Fox and the Grapes' and Lesson 6 'The fox and the Crow' in Term – II. It doesn't contextualize since both stories are fables with a moral message that children may apply in their lives. However, the morals are not made explicit nor are they appropriate for children of class I.

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?

- Term I: Lesson 2 pg E-17 'Pala's Farm' deals with animals and the sounds they make. The activities require the child to match sounds with the animals they are familiar with. Lesson 5 pg. 27 'A Happy Child' has a universal theme of a child's emotional health but there are no activities or exercises related to that that would enable him to reflect on his own emotions. Instead the children are asked to only draw their favourite toy or plaything.
- Term II: Lesson 3 pg.E-20, 'My Umbrella' is followed by questions about the child's own umbrella and asks him to draw and colour it. The other poems in this book have no exercises that connect the theme with the life of the reader; rather, they expect the reader to know exactly what happens in the poem.

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.
- Term I –singing (pg.19), action activities (role play, pg. 21 and introducing yourself pg.25).
  - Term II – whole class activity pg. E-9, group reading pg. E-11, mutual reading pg. E-16.
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples.
- Term I : pg. 21 and pg. 25– Introducing yourself and telling more about yourself (conversation role play)
  - Term II: pg.17 – conversation role play - telling someone your birthday, pg. 25 – reading and telling the time. pg.50 - conversational role play- asking about each other.
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.
- Only pre-reading and post-reading activities are found. Term I – pg. E-17, E-20, E-23 etc. Term II – pg. E-7, E-20, E-36 etc.
31. (a) How is writing introduced in classes one and two? From a,b,c,d, or from stroke to slanting letters to others?
- From stroke to slanting letters and so on.
- (b) How is writing done in class three onwards? Not applicable
- (c) Is there any scope for process writing? Process writing involves learner go through the processes of jotting down the points, writing the draft, re-writing, editing and finalizing. If yes, please give a few examples. No.
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 ‘Let’s Speak’ activity in Term II begins with introducing oneself to asking about each other. However, most of the other activities have a spiral pattern.

33. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples.
- No
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples.
- No with the exception of puzzle games (Term II – pg. 8)
35. Whether the textbooks promote communication skills among learners?
- Yes. It is based on the Communicative approach to language.
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.
- Learners are often asked to speak to their partners or to the whole class in speaking activities in Term- I pg. E-21, E-25, and Term-II pg. E-9, E-17, E-28.
37. Whether the book has themes, texts, tasks / activities, illustrations, which are sensitive towards the following:
- Gender: Speaking activity in Term II pg. E-9 (Mother=Housewife gender biased)
  - People with special needs: None
  - Environmental concerns: Lesson 4 in Term II pg. E-36 (sensitive towards environment)
  - Against some sections of society: None
38. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples.
- No
39. Assessment: (a) Does the textbook have a range of typology of questions (like MCQ, Short answer, short writing (notice, message, etc.) long answer questions (letters, articles, arguments, etc). (b) Does the book have projects and assignments? (c) Whether the textbook lends itself to Continuous Comprehensive Evaluation / Assessment (CCE)? If yes, please give a few examples for a, b and c.

- d) Yes, some of the stories have short answer questions, eg. Term II pg. E-3, E-8 but most questions are ‘fill in the blanks’ objective type questions mostly based directly on the lesson. One MCQ activity in Term I – Pg. E-21.
- e) No.
- f) There is large scope for CCE however more types of activities which encourage critical thinking is required.

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

The Class I textbook is divided into two terms and both are activity oriented and cater to all the language skills that are expected of Class 1 student. Term I shows insight into the needs of the first time school students by dedicating a ‘Revision’ section right at the beginning and slowly increases the level of difficulty as the book progresses. Term II however lacks this gradual progress as high-level words can suddenly appear followed by an equally sudden drop in difficulty in the next lesson. Fables with complex morals disturb the authenticity of the content and there seems to be a spiral pattern of questioning at the end of almost every text where students are required to fill in the blanks with words or phrases from the text in exactly the same context. This doesn’t promote understanding, learning or critical thinking as students would only have to copy or memorise the exact words in exactly the same contexts. There is also an inordinate devotion to drilling, wasting as many as seven pages of the same drill with similar pictures. Term II lacks coherence as the texts and the language activities do not always relate to one another. There are no questions promoting any critical thinking or discussion in the classroom that may interest students. In speaking activities, there are instances when the child is instructed to reveal the professions of his parents to the class. Such activities are insensitive to the realities of disadvantaged children who may not have parents or whose parents may not have jobs.

Local artists and photographers need to be used to make the textbook more appealing. Seeing pictures only of non-tribal and Caucasian people will make a child question about his own race, especially since such pictures are given local names. Local stories which are already familiar to the students can be translated into English and used. More conversation activities needs to be encouraged in the form of skits or roleplaying games. There is an absence of such kinds of projects or home assignments. The grammatical items taught do not follow Second Language Acquisition research as ‘articles’ which are supposed to be learnt at a later stage are taught at the level of class 1.

Overall, it is an interesting and colourful book with a huge amount of activities, but perhaps one shouldn't look at the quantity but rather the quality of those activities. There is much scope for improvement and the textbooks have great potential.

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

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

1. Title of the book: Our way to English (Class-V: Term-1 and Term-2)
2. Year and place of publication: HRDD, Govt. of Sikkim, 2015
3. Name of the publisher / Organisation: SCERT, Sikkim
4. Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details. Yes
5. Textbook development team and nature of participation of the group. (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles).
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) 149 pages
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? Teachers guide in Term-1

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

#### **IX. Curriculum Load**

##### *1.1 Organization and Presentation*

Whether the book has only running texts or a variety of genres (texts) involved? Yes, the book has poems, essays, stories

8. 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: Nobody's Friend, My shirt and all other poems.

Mention chapters/themes developed by the authors: Kabuliwalla, Helen Keller, King Solomon, Midnight encounter with Chandrayaan

9. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. Yes, 20, 24, 38, 58, 59

10. 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, pg. 14(II) 6 pictures are given to describe a robbery in a shop. Pg.21 (local vocabulary Thursday and library, caterpillar. Letter writing Pg. 63(i), 42 (ii), 25
11. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. Yes
12. Whether the book is divided into subdivision of sections for making easy and coherent progression? No

### *1.2 Pedagogical Aspects*

13. 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. No
14. 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.
15. 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.
16. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). Yes, Pg. 13-14.
17. Whether the language of the textbook is simple and comprehensible to the learners and teachers.
18. 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 textbook as a whole has exercises. i. Fun with words. ii. Reading is fun. iii. Let's Speak. iv. Let's write. v. Language practice.
19. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how? No.

## **II. Child Centeredness**

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

20. 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)  
Pg. 3, 20 (ii), 25, 34(ii), 57(ii), 70-71(ii)

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

Mention rhymes / songs taken from foreign sources: Nobody's friend, caterpillar, My shirt, Kindness to animal

Mention rhymes / songs taken from Indian sources:

22. Whether the book has any narratives (texts, poems) translated from Indian languages. Please give reference appropriately. Kabuliwalla Pg. 66-74 (i)

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

Rubrics addressed to the Learners: Kabuliwalla Pg. 66 (i)

Rubrics addressed to the Teachers: Teachers note (2P) (Ex. 62 (ii))

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

24. What are the themes in which the texts and activities are drawn from their context? Please list the themes. Environment in butterfly, Tea, Relationships

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

26. 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?

27. 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. Corner conversation Pg. 13-14, Let's Speak Pg. 24, 26. For debate Pg. 57 (ii)

28. Are the tasks real life tasks and rooted in contexts? Please give a few examples.  
Pg. 34 (ii), 50 (ii), 57 (ii)
29. Whether the reading text / narrative has pre-reading, while –reading and post reading activities? Whether the post reading activities give scope for the learner to revisit / reread (in whole or part of text) for doing the activities? If yes, Please give references appropriately. The Daffodils
30. (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.

In a rudimentary from Pg. 50 (ii), 47 (i). Paragraph writing, fill in the gaps

31. 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)
32. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples. No
33. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples. No
34. Whether the textbooks promote communication skills among learners? Lots of communication/ dialogue kind is given but little practice is provided.
35. 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.  
Yes
36. How far the texts, themes, illustrations, visuals and tasks are sensitive towards following aspects?
- ) Gender -
  - ) People with special needs – Helen Kelen
  - ) Environmental concerns - Butterfly
  - ) Against some section of society - NA

37. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately.
38. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples. Term – i Pg. 72 (Let's write), 73 (Let's Speak), 62 (Let's write)  
Term – ii, Pg. 70 (Let's write), 57 (Let's speak)
39. Assessment: (a) Does the textbook have a range of typology of questions (like MCQ, Short answer, short writing (notice, message, etc.) long answer questions (letters, articles, arguments, etc). (b) Does the book have projects and assignments? (c) Whether the textbook lends itself to Continuous Comprehensive Evaluation / Assessment (CCE)? If yes, please give a few examples for a, b and c.  
Yes, all

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

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organization: HRD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: I
- 1.6 Total No. of pages: 45 (Term-I)+ 41 (Term-II) = 86
- 1.7 Total Lessons: 9 (Term-I)+ 14 (Term-II) = 23
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: not price

### II. Physical Aspects of the Textbook

- II.1 Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, for both the terms and all the classes. But symbols used in the picture may not be understandable for students at this level
- II.2 Quality of paper: good
- II.3 Quality of binding: good
- II.4 Font size used and its appropriateness: font size could have been bigger to make it more appropriate for this age group
- II.5 Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures wherever appropriate.

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

- III.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s). Yes, the detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) is of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.

#### 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, the introduction of the information is good. The concepts of Comparison of shapes and positions (long/short, big/small, above/ below), numbers and operations, money, time, data handling etc. are given appropriately.
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.	Connectivity and sequencing of the chapters are good. Concepts of numbers from 1 to 100 (higher order) is provided in Term-II whereas the concepts of single digit numbers are provided in Term-I book.
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.	Language and vocabulary used are age-appropriate and a note to teacher is provided in every topic.
4.4 Have the themes been introduced with interesting and familiar situations?	The themes have been introduced properly
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Sometimes the concepts are tough for this age group ( Term II, Game with Numbers, page: M- 26)
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	yes

## 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>Most of the concepts are fit for children's cognitive development. Sometimes the concepts are tough for this age group (Term II, Game with Numbers, page: M-26). Counting (Term-II, page: M-18-19) within the box may be difficult for the students.</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>The activities mostly are from real-life experience. Introduction of Indian coins, currency, calendar, clock etc. are good to learn at this age.</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, it has some instructions for teachers how to do that. But some more activities could have been introduced for the students to go beyond the textbook and it could have been mentioned properly in the note to teachers. In page number M-14, M-38, 39 (Term-II) there is scope for such activities.</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>The number of problems/exercises are good and there are sufficient numbers of open-ended questions (page M-26, 36,37, Term-II and M-42, 43 of Term-I)</p>
<p>5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.</p>	<p>Not much, depends on the teachers' instructions.</p>

<p>5.6 Are the in-text questions helpful for  a)Self-Learning b) Self-Assessment  If yes, please give examples.</p>	<p>a) The presentation of concepts is helpful for self-learning.  b) But there is very little scope for self-assessment (page M-26, Term-II provides such scope).</p>
<p>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</p>	<p>a. yes  b. yes  c. not much  d. to some extent</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. Term-I page M-13, 26, 27, 32, 33, 42,  Term-II page M-11, 18,19, 33, 36, 37, 38</p>

**VI. National Concerns**

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Not found</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>

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?	Found very less. Cover page, Term-I page -M-6, 45. Most of the examples are related to birds, animals, fruits butterflies, flowers, trees etc. Some more examples featuring men/women/girls/boys could have been incorporated.
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	Yes. Many examples features nature

## VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes. Most of the pages content visuals
7.2 Child friendly	Yes
7.3 Gender perspective	Not addressed
7.4 inclusion perspective	Not addressed

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

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organisation: HRD, Govt of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: II
- 1.6 Total No. of pages: 48 (Term-I)+ 41 (Term-II) = 89
- 1.7 Total Lessons: 13 (Term-I)+ 6 (Term-II) = 19
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: Free distribution

### II. Physical Aspects of the Textbook

- II.1 Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, and same for both the terms and all the classes.
- II.2 Quality of paper: good
- II.3 Quality of binding: good
- II.4 Font size used and its appropriateness: font size could have been bigger to make it more appropriate for this age group
- II.5 Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures wherever required

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

- III.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s). Yes. The detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) is of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.

#### 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, the Term-I book contents numbers and operations whereas the Term-II books gives the spatial and time concepts.
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.	Connectivity and sequencing of the chapters are good. Starts with Revision of learning from class-I book. Concepts of numbers, place values, operations etc are given sequentially in Term-I book. Same applicable for Term-II book.
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.	Language and vocabulary used are age-appropriate.
4.4 Have the themes been introduced with interesting and familiar situations?	The themes have been introduced properly
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

#### 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	Yes

and cognitive development? State the concepts which you think are not age-appropriate.	
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Few activities are from real-life experiences. Introduction of Indian coins, currency, calendar are good to learn at this age. Concepts of measurement is explained with real life materials (Term-II page M-17).
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.	Sometimes. Term -II, page M-12, 19-21
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	The number of problems/exercises are good and there are sufficient number of open-ended questions (page M-20, 26, 27, 36,37 of Term-II)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Not much, depends on teachers
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a) The presentation of concepts is helpful for self-learning. b) But there is very little scope for self assessment (page M-30, Term-II)
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 b. yes c. not much d. to some extent
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. Term-I page M-20-26, Term-II page M-30-31

## 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.	Not found
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?	Very few: Cover page, Term I M-38-47, Term-II M-31. Suggesting to include some more.
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	Very few examples feature nature (page M-31 of Term-II)

**VII. Visuals**

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
7.1 Adequate	Yes. Most of the pages content visuals
7.2 Child friendly	Yes
7.3 Gender perspective	Not addressed
7.4 inclusion perspective	Not addressed

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

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organisation: HRD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: III
- 1.6 Total No. of pages: 49 (Term-I)+ 38 (Term-II) = 87
- 1.7 Total Lessons: 6 (Term-I)+ 6 (Term-II) = 12
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: Free

### II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, and same for both the terms and all the classes.
- b. Quality of paper: good
- c. Quality of binding: good
- d. Font size used and its appropriateness: font size could have been bigger to make it more appropriate for this age group
- e. Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures as and when required

### 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. The detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.



#### IV. Curriculum Load

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	Yes, the Term-I book contents numbers (up to 1000) and operations whereas the Term-II books gives the spatial, time and data handling concepts.
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.	Connectivity and sequencing of the chapters are good. Starts with Revision of learning from class-II book and also the number concept is extended from 100 to 1000. Concepts of measurement is now given in standardized unit. The concepts inside the chapter and the chapters are sequentially distributed as per the contents.
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.	Language and vocabulary used are age appropriate.
4.4 Have the themes been introduced with interesting and familiar situations?	The themes have been introduced properly
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

### 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
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	To some extent (Term-I, page M-19, 20, 25, 26, Term-II page M-9, 10, 17-22)
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.	Sometimes. Term-II page M-9, 10, 17-22
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Not available much (Term-II, page M-14, 15, 17-29, 38 26, 27, 36,37)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Not much. Depends on teachers' instruction.
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a) The presentation of concepts is helpful for self-learning. b) No
5.7 Do the questions given in the exercises e. Cover all the concepts	a. yes b. yes

<p>f. Include variety of questions</p> <p>g. Provide opportunities for reflection</p> <p>h. Require inductive thinking</p>	<p>c. not much</p> <p>d. to some extent</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>Not much</p>

## VI. National Concerns

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Not found</p>
<p>6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>
<p>6.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>Very less, more examples featuring men/women/girls/boys could have been incorporated with local context</p>

6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No

## VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes. Most of the pages content visuals
7.2 Child friendly	Yes
7.3 Gender perspective	Not addressed
7.4 inclusion perspective	Not addressed

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

## **Analysis of Textbooks for Mathematics**

### **I. General Information**

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organisation: HRD, Govt of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: IV
- 1.6 Total No. of pages: 58 (Term-I)+ 43 (Term-II) = 101
- 1.7 Total Lessons: 5 (Term-I)+ 5 (Term-II) = 10
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: Free

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

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, and same for both the terms and all the classes.
- 2.2 Quality of paper: good
- 2.3 Quality of binding: good
- 2.4 Font size used and its appropriateness: font size appropriate
- 2.5 Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures as and when required

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

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s).  
Yes. The detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.

#### 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, but sometimes the concepts and information provided in the chapters have very little introduction (Term-I, page M-6).
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.	Connectivity and sequencing of the chapters are good. Starts with Revision of learning from class-III.
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.	Language and vocabulary used are age appropriate. But text representation is congested and readability not good for the age group. ( Term-I pg- M-5, 45, Term-II pg M-23, 39)
4.4 Have the themes been introduced with interesting and familiar situations?	No
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Term-II page M-32-34 area of triangle and square introduced are difficult for this stage
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	yes

### V. Child Centred Approach

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
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.	Sometimes not (Term-I, page M-6 Term-II page M-32-34). Introduction of the concepts are not provided properly. Theme wise presentation is absent.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	To some extent. Few examples are provided in Term-I, page M-47, 50, Term-II page M-11-19)
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.	Very less. Term-II page M-19
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes. Most of the questions are open-ended.
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Not much, depends on teachers' instruction.
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a) No b) No
5.7 Do the questions given in the exercises i. Cover all the concepts	a. yes b. yes

<ul style="list-style-type: none"> <li>j. Include variety of questions</li> <li>k. Provide opportunities for reflection</li> <li>l. Require inductive thinking</li> </ul>	<ul style="list-style-type: none"> <li>c. No</li> <li>d. No</li> </ul>
<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>	Very less

#### VI. National Concerns

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
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.	Not found
6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	No. More such examples featuring men/women/girls/boys could have been incorporated with local context

6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No

**VII. Visuals**

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

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

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organisation: HRD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: V
- 1.6 Total No. of pages: 43 (Term-I)+ 32 (Term-II) = 75
- 1.7 Total Lessons: 6 (Term-I)+ 6 (Term-II) = 12
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: Free

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, and same for both the terms and all the classes.
- 2.2 Quality of paper: good
- 2.3 Quality of binding: good
- 2.4 Font size used and its appropriateness: font size appropriate
- 2.5 Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures as and when required

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

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s). Yes. The detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.



#### IV. Curriculum Load

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	Yes. But the concepts and information provided in the chapters have very little introduction (Term-I, page M-6).
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.	Connectivity and sequencing of the chapters are good. The concepts have link with that of class-IV book.
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.	Language and vocabulary used are age appropriate.
4.4 Have the themes been introduced with interesting and familiar situations?	No
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Term-II page M-16-20 may be difficult for this stage
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	yes

### 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.	Sometimes not (Term-II, page M-16-20). Introduction of the concepts are not provided properly. Theme wise presentation is absent.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Very less.
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.	No
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes. Many questions are open-ended.
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	No
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a) No b) No
5.7 Do the questions given in the exercises m. Cover all the concepts	a. yes b. To some extent

<p>n. Include variety of questions</p> <p>o. Provide opportunities for reflection</p> <p>p. Require inductive thinking</p>	<p>c. No</p> <p>d. No</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>Very less: Term-II page - M-29-30</p>

## VI. National Concerns

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF- 2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Not found</p>
<p>6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>
<p>6.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest</p>	<p>No. More such examples could have been incorporated with local context</p>

how these could have been incorporated?	
6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No

## VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	No
7.2 Child friendly	Yes
7.3 Gender perspective	No
7.4 inclusion perspective	No

## VIII. Over all observations/any other suggestions:

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organisation: HRD, Govt of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: II
- 1.6 Total No. of pages: 48 (Term-I)+ 41 (Term-II) = 89
- 1.7 Total Lessons: 13 (Term-I)+ 6 (Term-II) = 19
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: Free distribution

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, and same for both the terms and all the classes.
- 2.2 Quality of paper: good
- 2.3 Quality of binding: good
- 2.4 Font size used and its appropriateness: font size could have been bigger to make it more appropriate for this age group
- 2.5 Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures wherever required

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

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s). Yes. The detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) is of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.

#### 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, the Term-I book contents numbers and operations whereas the Term-II books gives the spatial and time concepts.
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.	Connectivity and sequencing of the chapters are good. Starts with Revision of learning from class-I book. Concepts of numbers, place values, operations etc are given sequentially in Term-I book. Same applicable for Term-II book.
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.	Language and vocabulary used are age-appropriate.
4.4 Have the themes been introduced with interesting and familiar situations?	The themes have been introduced properly
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

## 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
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Few activities are from real-life experiences. Introduction of Indian coins, currency, calendar are good to learn at this age. Concepts of measurement is explained with real life materials (Term-II page M-17).
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.	Sometimes. Term -II, page M-12, 19-21
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	The number of problems/exercises are good and there are sufficient number of open-ended questions (page M-20, 26, 27, 36,37 of Term-II)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Not much, depends on teachers
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a) The presentation of concepts is helpful for self-learning. b) But there is very little scope for self assessment (page M-30, Term-II)
5.7 Do the questions given in the exercises q. Cover all the concepts r. Include variety of questions s. Provide opportunities for reflection	a. yes b. yes c. not much d. to some extent

t. Require inductive thinking	
5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.	Yes. Term-I page M-20-26, Term-II page M-30-31

**VI. National Concerns**

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
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.	Not found
6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	Very few: Cover page, Term I M-38-47, Term-II M-31. Suggesting to include some more.

6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	Very few examples feature nature (page M-31 of Term-II)

## VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes. Most of the pages content visuals
7.2 Child friendly	Yes
7.3 Gender perspective	Not addressed
7.4 inclusion perspective	Not addressed

## VIII. Over all observations/any other suggestions:

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organisation: HRD, Govt of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: III
- 1.6 Total No. of pages: 49 (Term-I)+ 38 (Term-II) = 87
- 1.7 Total Lessons: 6 (Term-I)+ 6 (Term-II) = 12
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: Free

### II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, and same for both the terms and all the classes.
- b. Quality of paper: good
- c. Quality of binding: good
- d. Font size used and its appropriateness: font size could have been bigger to make it more appropriate for this age group
- e. Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures as and when required

### 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. The detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.

#### IV. Curriculum Load

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	Yes, the Term-I book contents numbers (up to 1000) and operations whereas the Term-II books gives the spatial, time and data handling concepts.
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.	Connectivity and sequencing of the chapters are good. Starts with Revision of learning from class-II book and also the number concept is extended from 100 to 1000. Concepts of measurement is now given in standardized unit. The concepts inside the chapter and the chapters are sequentially distributed as per the contents.
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.	Language and vocabulary used are age appropriate.
4.4 Have the themes been introduced with interesting and familiar situations?	The themes have been introduced properly
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

## 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
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	To some extent (Term-I, page M-19, 20, 25, 26, Term-II page M-9, 10, 17-22)
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.	Sometimes. Term-II page M-9, 10, 17-22
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Not available much (Term-II, page M-14, 15, 17-29, 38 26, 27, 36,37)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Not much. Depends on teachers' instruction.
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a) The presentation of concepts is helpful for self-learning. b) No
5.7 Do the questions given in the exercises u. Cover all the concepts v. Include variety of questions	a. yes b. yes c. not much

<p>w. Provide opportunities for reflection</p> <p>x. Require inductive thinking</p>	d. to some extent
<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>	Not much

### VI. National Concerns

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust &amp; Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	Not found
<p>6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	No
<p>6.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	Very less, more examples featuring men/women/girls/boys could have been incorporated with local context

6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No

## VII. Visuals

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
7.1 Adequate	Yes. Most of the pages content visuals
7.2 Child friendly	Yes
7.3 Gender perspective	Not addressed
7.4 inclusion perspective	Not addressed

## VIII. Over all observations/any other suggestions:

## **Analysis of Textbooks for Mathematics**

### **I. General Information**

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organisation: HRD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: IV
- 1.6 Total No. of pages: 58 (Term-I)+ 43 (Term-II) = 101
- 1.7 Total Lessons: 5 (Term-I)+ 5 (Term-II) = 10
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: Free

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

- a. Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, and same for both the terms and all the classes.
- b. Quality of paper: good
- c. Quality of binding: good
- d. Font size used and its appropriateness: font size appropriate
- e. Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures as and when required

### **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. The detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.

#### IV. Curriculum Load

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	Yes, but sometimes the concepts and information provided in the chapters have very little introduction (Term-I, page M-6).
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.	Connectivity and sequencing of the chapters are good. Starts with Revision of learning from class-III.
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.	Language and vocabulary used are age appropriate. But text representation is congested and readability not good for the age group. ( Term-I pg- M-5, 45, Term-II pg M-23, 39)
4.4 Have the themes been introduced with interesting and familiar situations?	No
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Term-II page M-32-34 area of triangle and square introduced are difficult for this stage
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	yes

## 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.	Sometimes not (Term-I, page M-6 Term-II page M-32-34). Introduction of the concepts are not provided properly. Theme wise presentation is absent.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	To some extent. Few examples are provided in Term-I, page M-47, 50, Term-II page M-11-19)
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.	Very less. Term-II page M-19
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes. Most of the questions are open-ended.
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Not much, depends on teachers' instruction.
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a) No b) No
5.7 Do the questions given in the exercises y. Cover all the concepts z. Include variety of questions	a. yes b. yes c. No

aa. Provide opportunities for reflection bb. Require inductive thinking	d. No
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.	Very less

### VI. National Concerns

<b>Item</b>	<b>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</b>
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.	Not found
6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	No. More such examples featuring men/women/girls/boys could have been incorporated with local context

6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No

## VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	No
7.2 Child friendly	Yes
7.3 Gender perspective	No
7.4 inclusion perspective	No

## VIII. Over all observations/any other suggestions:

## Analysis of Textbooks for Mathematics

### I. General Information

- 1.1 Title of the book: Mathematics (Each class has two books for two terms, Term I & II, comprising of all the subjects)
- 1.2 Year and place of publication:
- 1.3 Name of the Publisher / Organisation: HRD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary
- 1.5 Class: V
- 1.6 Total No. of pages: 43 (Term-I)+ 32 (Term-II) = 75
- 1.7 Total Lessons: 6 (Term-I)+ 6 (Term-II) = 12
- 1.8 Last review of syllabus done by the State:
- 1.9 Price: Free

### II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: cover page for mathematics portion is coloured and attractive, and same for both the terms and all the classes.
- b. Quality of paper: good
- c. Quality of binding: good
- d. Font size used and its appropriateness: font size appropriate
- e. Layout of text: not fixed throughout the book but 2/3 columns have been used for texts and pictures as and when required

### 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. The detailed contents are on the 2<sup>nd</sup> page (page 1 dedicated to cover for mathematics portion) of the Term-I book which tallies with the texts of the book. Same applicable for Term-II book.

#### 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. But the concepts and information provided in the chapters have very little introduction (Term-I, page M-6).
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.	Connectivity and sequencing of the chapters are good. The concepts have link with that of class-IV book.
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.	Language and vocabulary used are age appropriate.
4.4 Have the themes been introduced with interesting and familiar situations?	No
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Term-II page M-16-20 may be difficult for this stage
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	yes

### 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.	Sometimes not (Term-II, page M-16-20). Introduction of the concepts are not provided properly. Theme wise presentation is absent.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Very less.
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.	No
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes. Many questions are open-ended.
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	No
5.6 Are the in-text questions helpful for a) Self-Learning b) Self-Assessment If yes, please give examples.	a) No b) No
5.7 Do the questions given in the exercises cc. Cover all the concepts	a. yes b. To some extent

dd. Include variety of questions ee. Provide opportunities for reflection ff. Require inductive thinking	c. No d. No
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.	Very less: Term-II page - M-29-30

## 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.	Not found
6.2 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.3 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest	No. More such examples could have been incorporated with local context

how these could have been incorporated?	
6.4 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not found
6.5 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.6 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No

## VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	No
7.2 Child friendly	Yes
7.3 Gender perspective	No
7.4 inclusion perspective	No

## VIII. Over all observations/any other suggestions:

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: Environmental Studies Class I- Term I and Term II
- 1.2 Year and place of publication: year of Publication Na mentioned published by SCERT, HRDD, Gangtok, Sikkim
- 1.3 Name of the Publisher / Organization: SCERT, HRDD, Gangtok, Sikkim
- 1.4 Stage: (Primary/Upper Primary): Primary Stage.
- 1.5 Class: I
- 1.6 Total No. of pages: 43 pages[Term I] 41 pages [Term II]
- 1.7 Total Lessons: 15 [Term I] 13 [Term II]
- 1.8 Last review of syllabus done by the State: -
- 1.9 Price: -

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Colored/2 Colored/Attractiveness: Colored, Not so attractive
- 2.2 Quality of paper: Not so good.
- 2.3 Quality of binding: Not good at all, Very Poor/ Bad.
- 2.4 Font size used and its appropriateness: Okay.
- 2.5 Layout of text: Fine. It is appropriate.

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

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

### IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	
4.2 Does it provide developmentally appropriate text?	Yes	

4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	
4.5 Does the content of EVS textbook promote student reflection?	Yes	
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/	
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To certain extent as there are many activities in the text that students are engaged with.
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	To great extent as a child has to do the activities.
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	To some extent.
4.11 Does it include sufficient and relevant examples?	Yes/No	Relevant examples are included. But not sufficient. Very few.

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

5.1 Are there any separate guidelines for teachers and parents?	No	Not for parents. But there is a note to the teachers in the textbook.
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes	For teachers only. Not for parents.
5.3 Are the activities given in the EVS textbook sufficient?	Yes.	

5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes.	
<b>5.5 Does it have the scope for joyful learning?</b>	Yes.	
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes.	
5.7 To what extent does it encourage cooperative learning?	Yes/No	Not at all. Activities are individualistic.
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	To some extent, as there are activities which are application types activities for e.g. in Class- I- Term-I Pg. 26 (Activities).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes.	For e.g. the activities at the end of each lesson are related to child's immediate environment.
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	As facilitator.
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Only to answer questions. But not to ask questions.

## VI. Visuals

6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes/No	Attractive.
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes/No	To a great extent. E.g. pg. 12 (Class I-Term I)

6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a great extend. For e.g. Pg 5 G.K. lesson-3. Class- I term II.
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<b>VII. Inclusive aspect/diversity</b>
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7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To a great extend.	Same as above.
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	Gender, Ethnicity/ Origin, Work/ Profession.	To some extent.
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		Not at all.
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes.	

**VIII. Gender perspective**

8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To a large extent.
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To a large 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?		To a large extent.
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		To a large extent.

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

For examples:

- Other names of fruits and vegetables may be included in the text. Fruits and vegetables may constitute a separate chapter/ lesson [Class I- Term II].
- For e.g. in chapter 5- Shapes; students may ask to color the different shapes [Class I- Term II].
- Quality of paper, binding should improve.
- Cover page should be more attractive. Appropriate to the age/ level of student.
- Note to the parents may be included in the textbook.
- Year of publication may be included.

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies\
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: .....2 term I
- 1.6 Total No. of pages: ...43
- 1.7 Total Lessons: .....10
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: .....NIL.....

### II. Physical Aspects of the Textbook

- a. Cover Page: Coloured/2 Coloured/Attractiveness: ... Attractive.....
- b. Quality of paper:  
.....Good.....
- c. Quality of binding:  
.....Good.....
- d. Font size used and its appropriateness: .....Clear and legible.....
- e. Layout of text: ...need improvement.

### 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).  
.....

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes,
4.2 Does it provide developmentally appropriate text?	Yes/No	Not much as there was not much room for thinking by students
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Yes
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	To a certain extent because activities given are mostly within text book
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Yes, but this will greatly depend on the teacher sincerity and creativity
4.7 Does the vocabulary used in EVS textbook facilitate understanding	Yes/No	Yes
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	At the beginning of few chapters it may however since in all chapters activities are same this may create monotony of work by both teacher and students
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Yes, for eg Page26, 35 and 38 the activities encourage students to draw and experiments
4.11 Does it include sufficient and relevant examples?	Yes/No	Yes

<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Yes, for teachers and no for parents
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	To a certain extents which is very general, but it could have been improve by giving at the beginning of every chapter, this will be more focus and detail
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Yes
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Yes
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Yes
5.7 To what extent does it encourage cooperative learning?	Yes/No	No, looking at the activities given they are mostly individual work
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Yes
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	To a large extent
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Yes

## 6 Visuals

<p>6.1 To what extent do the illustrations/pictures used are</p> <ul style="list-style-type: none"> <li>) <b>Attractive</b></li> <li>) <b>Augment the content</b></li> <li>) <b>Depict clear messages</b></li> </ul>	Yes/No	To a large extent
<p>6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?</p>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?</p>		

## 7 Inclusive aspect/diversity

<p>7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?</p>		To a large extent/To some extent/ Not at all
<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> <ul style="list-style-type: none"> <li>g) Gender</li> <li>h) Physical Traits Creed Physical/Mental ability</li> <li>i) Ethnicity/Origin</li> <li>j) Background (Rural/ Urban etc.)</li> <li>k) Caste</li> <li>l) Work/Profession</li> </ul>		To a large extent/To some extent/ Not at all
<p>7.3 To what extent the content of EVS textbook provide scope for children with special needs?</p>		Not at all

7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
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<b>8 Gender perspective</b>
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8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To a large extent/To some extent/ Not at all
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To a large extent/To some extent/ Not at all

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

**10 Overall observations/ Any other suggestions: the textbook is attractive however the arrangement of pictures could have been a little systematic. guidelines for teachers could have been given at the beginning or end of every chapter this will be more focus on the topic learnt. Activities are monotonous like for example in every chapter there is match the column, questions answers which are already in the text. This will only encourage memorization and less creativity. However the language used are simple and understandable.**

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

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: .....2...term II.....
- 1.6 Total No. of pages: .....46.....
- 1.7 Total Lessons: .....9.....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: .....NIL.....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured /2 Coloured/Attractiveness: .....Attractive.....
- 2.2 Quality of paper: Good.....
- 2.3 Quality of binding: .....Good.....
- 2.4 Font size used and its appropriateness: .....Clear and legible .....
- 2.5 Layout of text: need improvement .....

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

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

.....

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	There are nine chapters which are relevant and appropriate to the age group
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Yes, eg., pg no. 13 it talks about the games which children can relate to their daily activities
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Yes, in all chapters words are simple and understandable
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Yes
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Yes, to certain extent as it relates to their daily life

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Not much since the activities given in most of the chapters are question answers, fill in the blanks etc .
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Yes for teachers and no for parents
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	To certain extent since the guidelines are very general, but it could have been improve by giving at the beginning of every chapter, this will be more focus and relevant to the topic
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Very simple as the activities are more question answer, fill in the blanks, match the column etc
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes, but this will depend on the teacher
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Yes
5.7 To what extent does it encourage cooperative learning?	Yes/No	Not much at the activities given are mostly individual
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	To some extent only for eg in Pg 13 children could have been encourage to think and come up with the answer

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

## 6 Visuals

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

## 7 Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles:		To some extent

1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste 6. Work/Profession		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	No

### 8 Gender perspective

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

### 9 Constitutional Values

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

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

**The textbook is attractive for small children and written in simple words**

**The contents help in understanding values and practices.**

**Activities given does not provide much space for hands on participation nor encourage creative thinking much as they mostly questions answers, fill in the blanks etc were answers are already in the text**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: V term I .....
- 1.6 Total No. of pages: 74 .....
- 1.7 Total Lessons: .....11 .....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: .....Nil .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: .....could have made it different from one class to the other
- 2.2 Quality of paper: .....good .....
- 2.3 Quality of binding: .....good.....
- 2.4 Font size used and its appropriateness: .....printing not clear.....
- 2.5 Layout of text: .....

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

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

### IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes since meaning are given for new words introduced
4.2 Does it provide developmentally appropriate text?	Yes/No	To a certain extent

4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Yes
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	This will depend very much on the teacher
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Very limited for eg, in chapter 2,4, 5 more could have been done to connect students with their environment asking them of mountain(s), flowers etc, found in Sikkim
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Yes meaning of new words introduced were given
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To certain extent since after every chapter activities are given which will help the child engaged in learning
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Yes such as projects
4.11 Does it include sufficient and relevant examples?	Yes/No	Yes

## 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Yes for teachers and no for parents
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5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	To certain extent since the guidelines are very general, but it could have been improve by giving at the beginning of every chapter, this will be more focus and relevant to the topic
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Yes
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Yes
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	No since the font and letters are not clear eg pg 5, 7, 19, 22 etc
5.7 To what extent does it encourage cooperative learning?	Yes/No	Not much since most of the activities given are individualistic
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	To a certain extent
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Yes

## 6 Visuals

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

## 7. Inclusive aspect/diversity

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

7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
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<b>8. Gender perspective</b>
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8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		To a large extent/To some extent/ Not at all
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To a large extent/To some extent/ Not at all

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

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

**Warm up activities could have been given in all the chapters so as to motivate students and get their attention**

**Need to encourage critical thinking in students**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: 5 term II .....
- 1.6 Total No. of pages: .....63.....
- 1.7 Total Lessons: .....10.....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: nil .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: .....
- 2.2 Quality of paper: .....
- 2.3 Quality of binding: .....
- 2.4 Font size used and its appropriateness: .....
- 2.5 Layout of text: .....

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

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

### IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
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## 6 Visuals

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

## 7 Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a large extent/To some extent/ Not at all
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste		To a large extent/To some extent/ Not at all

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

### 8 Gender perspective

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

### 9 Constitutional Values

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

### 10 Overall observations/ Any other suggestions:

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: .....
- 1.6 Total No. of pages: .....
- 1.7 Total Lessons: .....
- 1.8 Last review of syllabus done by the State: .....
- 1.9 Price: .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ..... could have made it different from one class to the other
- 2.2 Quality of paper: .....good .....
- 2.3 Quality of binding: .....good .....
- 2.4 Font size used and its appropriateness: .....appropriate.....
- 2.5 Layout of text: .....

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

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

### IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

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

## 6 Visuals

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

## 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a large extent/To some extent/ Not at all
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability		To a large extent/To some extent/ Not at all

3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste 6. Work/Profession		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To a large extent/To some extent/ Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8. Gender perspective

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

### 9. Constitutional Values

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

10. Overall observations/ Any other suggestions: Melissa the above will be same as term

**I**

Here I would like to add that like activity in page 33 more projects and assignments should have been given as group activities so as to encourage team work, team spirit etc. Another observation was that certain topics such as chapter 7 'Monuments tell stories' the text could have started by including questions about monuments in their own state so as to relate with the immediate environment. Warm up activities should be for all chapters.

To me activity such as extempore speech is a little difficult for this level. (Pg 65)

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book... ..**Environmental Studies**.....
- 1.2 Year and place of publication: ...**2015, HR, Govt. Of Sikkim, Sikkim**.....
- 1.3 Name of the Publisher / Organisation: ....**Human Resource Development Department, Govt. of Sikkim, Sikkim - 737101** .....
- 1.4 Stage: (Primary/Upper Primary)...**PRIMARY**.....
- 1.5 Class: ...**III**...(Part-I, Term-I and Term-II).....
- 1.6 Total No. of pages: ...Term –I (47); Term-II (43).....
- 1.7 Total Lessons: ... 8+8 = 16 lessons.....
- 1.8 Last review of syllabus done by the State: ....**Not Mentioned**.....
- 1.9 Price:... **Not Mentioned** .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: **MultiColoured, glossy**.....
- 2.2 Quality of paper: ...**Good**.....
- 2.3 Quality of binding: ...**Perfect**.....
- 2.4** Font size used and its appropriateness: ...**Appropriate** .....
- 2.5 Layout of text...**Good**.....

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

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

### IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>5-47</b>
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4.2 Does it provide developmentally appropriate text?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Partially yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>No. of Chapters – too many should not exceed- 6 (maybe 1 for each month); Content wise less burden</b>
4.4 Does it have the scope for linkage within and across themes and levels in each class?	No	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Linkage is seen only in the same class between 2 terms like parts of plants in Term I of Class III and Types of Plant in Term II of class III. Natural Resources in term I of Class IV and soil-The Natural Resources term II of class IV.</b>
4.5 Does the content of EVS textbook promote student reflection?	Very limited scope o improve	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Class-III, Term II pg 5-8, 20-22, 30-35; etc</b>
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	To some extend	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Class III, Term II pg. 12, 13</b>
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Class II, Term I p. 5-47; Term II pg. 5-43</b>
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Some extend	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I, pg 23, 23, 46, 47</b> <b>Term II, pg 6, 13, 16, 28, 31</b>

4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Pg. 24, Activity (iv) (i) is inappropriate and will encourage social discrimination.</b>
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg. 23, 24, 26, 28, 47</b> <b>Term II, 6, 9, 19</b>
4.11 Does it include sufficient and relevant examples?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II, pg. 10, 11</b>

#### 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>For teachers in pg. 10 of term II, warm up activity.</b>
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Does not arise</b>
5.3 Are the activities given in the EVS textbook sufficient?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Not much local specific</b>
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

		<p><b>For children the instructions are ok, but in some places</b></p> <p><b>Pg. 16 Term I an activity is suggested and then what will be the observation is also written, so students will not be interested in performing/doing the activity. In pg. 23 in instructions it is written one is done for you but there is no mark. Term II, pg. 6, first the answers are given and then question is posed.</b></p>
5.5 Does it have the scope for joyful learning?	Limited	<p>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</p> <p><b>Term I, pg. 18 (activity) pg. 28 (activity)</b></p> <p><b>Term II pg. 10 (warm up activity)</b></p>
5.6 Is the writing style of EVS textbook interesting and engaging?	Limited	<p>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</p> <p><b>The style is no lucid</b></p>
5.7 To what extent does it encourage cooperative learning?	Some extend	<p>Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II pg. 18, (ii) pg. 20 (warm up activity) pg. 13, 28</b></p>
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Some extend	<p>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</p> <p><b>Term II, pg. (warm up activity) pg. 13, pg. 18 (iii- from 2-8 The food that people eat at various stages)</b></p>
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	<p>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</p>

5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	To a large extent	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Both Term I and Term II has many illustrations. Text is in simple language and they support each other</b>
5.11 Does the learning material provide scope for children to ask and answer questions?	Not much	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Answer questions given at the exercises.</b>

## 6 Visuals

6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes Yes Yes	<b>Illustrations and pictures are in accordance with the contents</b> <b>But not local specific</b> <b>They are all downloaded from internet</b>
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Class III, Term I pg. 14, 15, 19</b>
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To some extent	<b>Class III, Term I pg. 39-42 Term – II - None</b>

## 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To some extent	<b>Term I pg. 39-42</b> <b>Term II pg. 27- 28</b>
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of		

<p>the following of diverse culture and lifestyles:</p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Physical Traits Creed Physical/Mental ability</li> <li>3. Ethnicity/Origin</li> <li>4. Background (Rural/ Urban etc.)</li> <li>5. Caste</li> <li>6. Work/Profession</li> </ol>		<p>Very limited Not reflected  Limited extend Limited. Term II pg. 20-21 rural flavor  Term I, pg. 19, Term II pg. 20-22</p>
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		<b>Nothing Specific</b>
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>8. Gender perspective</b>
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8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		<p><b>Term II pg. 20 (occupation) pics; pg. 22 (sports pic) Gender stereo typing in Term I pg. 19 – woman cooking, washing clothes</b></p> <p><b>Term II pg. 6 pic – a boy performing the activity</b></p> <p><b>Pg. 20 pic of farmer, pic 21 – pic of fisherman</b></p> <p><b>Pg. 22 pic of teacher</b></p>
8.2 To what extent does the text given in the EVS textbook portray gender equity?		

## 9. Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		<b>Value could be added to each occupation in pg. 20-22, class III, Term II pg. 39-43, pg. 14-16 Pg. 24-27</b>
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		<b>To a large extent</b>

## 10. Overall observations/ Any other suggestions:

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book... ..**Environmental Studies**.....
- 1.2 Year and place of publication: ...**2015, HR, Govt. Of Sikkim, Sikkim**.....
- 1.3 Name of the Publisher / Organisation: ....**Human Resource Development Department, Govt. of Sikkim, Sikkim - 737101** .....
- 1.4 Stage: (Primary/Upper Primary)...**PRIMARY**.....
- 1.5 Class: ...**IV**...(Part-I, Term-I and Term-II).....
- 1.6 Total No. of pages: ...**Term –I (60); Term-II (65)**.....
- 1.7 Total Lessons: ... **10+10 = 20 lessons**.....
- 1.8 Last review of syllabus done by the State: ....**Not Mentioned**.....
- 1.9 Price:... **Not Mentioned** .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: **MultiColoured**.....
- 2.2 Quality of paper: ...**Good**.....
- 2.3 Quality of binding: ...**Perfect**.....
- 2.4 Font size used and its appropriateness: ...**Appropriate** .....
- 2.5 Layout of text..**Good**.....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Language check especially grammatical not very correct.</b> <b>Pg. Term I pg. 5-60</b> <b>Term II pg. 5-65</b>
4.2 Does it provide developmentally appropriate text?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I pg. 5-60</b> <b>Term II pg. 5- 65</b>
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Partially yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>No. of Chapters – too many should not exceed- 6 (maybe 1 for each month); Content wise less burden</b>
4.4 Does it have the scope for linkage within and across themes and levels in each class?	No	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Linkage is seen only in the same class between 2 terms like Natural Resources in Term I of Class IV and Soil-The Natural Resources term II of Class IV</b>
4.5 Does the content of EVS textbook promote student reflection?	Very limited scope o improve	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I pg. 31 (ii) (v), 51</b> <b>Term II pg 18-19, 21, 23, 31, 38</b>
4.6 Does it have the scope to go beyond the textbook and connect learning with children’s daily lives?	To some extend	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I pg. 42-43, 45-47, 57 (Activity ii),</b> <b>Term II pg. 12-16, 23</b>
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s).

		<b>Language is simple. Term I pg. 5-60, term II</b>
4.8 To what extent does the textbook help in sustaining children’s interest and engage them in the learning?	Some extend	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I, pg 22, 36, 51, 59</b> <b>Term II, pg 38, 41, 43</b>
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child’s participation?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg 22, 31</b> <b>Term II, pg 22, 38</b>
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg. 23, 24, 26, 28, 47</b> <b>Term II, 6, 9, 19</b>
4.11 Does it include sufficient and relevant examples?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II pg. 22</b>
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Does not arise</b>
5.3 Are the activities given in the EVS textbook sufficient?	Yes	Support your answer (Yes/No) by providing evidences/examples with page

		Number(s). <b>Term I pg. 21, 36, 48, 53</b> <b>Term II pg. 22, 27, 31, 46, 48, 50, 52, 55</b>
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I pg. 21, 31, 36</b> <b>Term II pg. 27, 17, 46, 43</b>
5.5 Does it have the scope for joyful learning?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg. 53, 57, 48</b> <b>Term II pg. 17, 43</b>
5.6 Is the writing style of EVS textbook interesting and engaging?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I pg. 22, 31, 45, 48, 57, 59</b> <b>Term II pg.</b>
5.7 To what extent does it encourage cooperative learning?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I pg. 36, 51</b> <b>Term II pg. 17, 27</b>
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I pg. 36, 48, 57, 60</b> <b>Term II pg. 31, 27, 36, 37, 46, 55</b>
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.10 To what extent does the EVS textbook enable teachers to support children in their	To a large	Support your answer (Yes/No) by providing evidences/examples with page

learning?	extend	Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Not much	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 6 Visuals

6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes Yes Yes	<b>But not local specific</b>
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II pg. 32-33 (pics) 59 (pic)</b> <b>Term I pg. 47 (pic)</b>
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To some extent	

## 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To some extent	
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender		Very limited

2. Physical Traits Creed Physical/Mental ability		Not reflected
3. Ethnicity/Origin		Limited extend
4. Background (Rural/ Urban etc.)		Limited. Term II pg. 20-21 rural flavor
5. Caste		None
6. Work/Profession		Term I, pg. 19, Term II pg. 20-22
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		<b>Nothing Specific</b>
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8. Gender perspective

8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		<b>Term II pg. 12 – Man are engage in cultivation and Women – Child rearing, Men – basketry ( gender stereo typing)</b>
8.2 To what extent does the text given in the EVS textbook portray gender equity?		

### 9. Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		<b>Term I pg. 23-30, 37- 43</b> <b>Term II pg. 5 (warm up activity)</b>
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		<b>To a large extent</b>

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

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: V term I .....
- 1.6 Total No. of pages: 74 .....
- 1.7 Total Lessons: .....11 .....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: .....Nil .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...could have made it different from one class to the other
- 2.2 Quality of paper: .....good  
.....
- 2.3 Quality of binding:  
.....good.....
- 2.4 Font size used and its appropriateness: .....printing not clear.....
- 2.5 Layout of text: .....

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

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

### IV. Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes since meaning are given for new words introduced
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4.2 Does it provide developmentally appropriate text?	Yes/No	To a certain extent
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Yes
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	This will depend very much on the teacher
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Very limited for eg, in chapter 2,4, 5 more could have been done to connect students with their environment asking them of mountain(s), flowers etc, found in sikkim
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Yes meaning of new words introduced were given
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To certain extent since after every chapter activities are given which will help the child engaged in learning
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Yes such as projects
4.11 Does it include sufficient and relevant examples?	Yes/No	Yes

<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Yes for teachers and no for parents
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	To certain extent since the guidelines are very general, but it could have been improve by giving at the beginning of every chapter, this will be more focus and relevant to the topic
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Yes
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Yes
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	No since the font and letters are not clear eg pg 5, 7, 19, 22 etc
5.7 To what extent does it encourage cooperative learning?	Yes/No	Not much since most of the activities given are individualistic
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	To a certain extent
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Yes
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## 6 Visuals

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

## 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste		Not at all

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

### 8. Gender perspective

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

### 9. Constitutional Values

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

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

**Warm up activities could have been given in all the chapters so as to motivate students and get their attention**

**Need to encourage critical thinking in students**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: V term II .....
- 1.6 Total No. of pages: .....63.....
- 1.7 Total Lessons: .....10.....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: nil .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: .....
- 2.2 Quality of paper: .....
- 2.3 Quality of binding: .....
- 2.4 Font size used and its appropriateness: .....
- 2.5 Layout of text: .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.8 To what extent does the EVS textbook involve children in exploring,</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page

<b>observing, analyzing and the reporting the collected information?</b>		Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 6 Visuals

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

## VII. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a large extent/To some extent/ Not at all
7.2 To what extent does the EVS textbook		To a large extent/To some extent/ Not at

<p>address the inclusive aspects in terms of the following of diverse culture and lifestyles:</p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Physical Traits Creed Physical/Mental ability</li> <li>3. Ethnicity/Origin</li> <li>4. Background (Rural/ Urban etc.)</li> <li>5. Caste</li> <li>6. Work/Profession</li> </ol>		all
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To a large extent/To some extent/ Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### **VIII. Gender perspective**

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

### **IX. Constitutional Values**

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent/To some extent/ Not at all
9.2 To what extent does the learning material		To a large extent/To some extent/ Not at all

helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		all
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**X. Overall observations/ Any other suggestions:**

**Here I would like to add that like activity in page 33 more projects and assignments should have been given as group activities so as to encourage team work, team spirit etc. another observation was that certain topics such as chapter 7 ‘Monuments tell stories’ the text could have started by including question about monuments in their own state so as to relate with the immediate environment. Warm up activities should be for all chapters.**

**To me activity such as extempore speech is a little difficult for this level. (Pg 65)**

## Analysis of Textbook in Environmental Studies (EVS)

### **I. General Information**

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: .....
- 1.6 Total No. of pages: .....
- 1.7 Total Lessons: .....
- 1.8 Last review of syllabus done by the State: .....
- 1.9 Price: .....

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

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ..... could have made it different from one class to the other
- 2.2 Quality of paper: .....good .....
- 2.3 Quality of binding: .....good .....
- 2.4 Font size used and its appropriateness: .....appropriate.....
- 2.5 Layout of text: .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>5 Scope for activities/pedagogical processes/ assessment</b>
---

5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.8 To what extent does the EVS textbook involve children in exploring,</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page

<b>observing, analyzing and the reporting the collected information?</b>		Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 6 Visuals

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

## 7. Inclusive aspect/diversity

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

<p>the following of diverse culture and lifestyles:</p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Physical Traits Creed Physical/Mental ability</li> <li>3. Ethnicity/Origin</li> <li>4. Background (Rural/ Urban etc.)</li> <li>5. Caste</li> <li>6. Work/Profession</li> </ol>		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To a large extent/To some extent/ Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8. Gender perspective

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

### 9. Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent/To some extent/ Not at all
9.2 To what extent does the learning material helps develop sensitivity among children		To a large extent/To some extent/ Not at all

towards their immediate environment (natural, social and cultural)?		
--	--	--

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

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok, Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: .....2 term I
- 1.6 Total No. of pages: ...43
- 1.7 Total Lessons: .....10
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: .....NIL.....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ... Attractive.....
- 2.2 Quality of paper:  
.....Good.....
- 2.3 Quality of binding: .....Good.....
- 2.4 Font size used and its appropriateness: .....Clear and legible.....
- 2.5 Layout of text: ...need improvement.

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes,
4.2 Does it provide developmentally appropriate text?	Yes/No	Not much as there was not much room for thinking by students
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Yes
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	To a certain extent because activities given are mostly within text book
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Yes, but this will greatly depend on the teacher sincerity and creativity
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Yes
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	At the beginning of few chapters it may however since in all chapters activities are same this may create monotony of work by both teacher and students
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Yes, for eg Page26, 35 and 38 the activities encourage students to draw and experiments
4.11 Does it include sufficient and relevant examples?	Yes/No	Yes

<b>5 Scope for activities/pedagogical processes/ assessment</b>
---

5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Yes, for teachers and no for parents
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	To a certain extents which is very general, but it could have been improve by giving at the beginning of every chapter, this will be more focus and detail
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Yes
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Yes
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Yes
5.7 To what extent does it encourage cooperative learning?	Yes/No	No, looking at the activities given they are mostly individual work
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Yes

<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	To a large extent
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Yes

## 6 Visuals

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

## 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a large extent/To some extent/ Not at all
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability		To a large extent/To some extent/ Not at all

3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste 6. Work/Profession		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8. Gender perspective

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

### 9. Constitutional Values

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

10. **Overall observations/ Any other suggestions: the textbook is attractive however the arrangement of pictures could have been a little systematic. guidelines for teachers**

could have been given at the beginning or end of every chapter this will be more focus on the topic learnt. Activities are monotonous like for example in every chapter there is match the column, questions answers which are already in the text. This will only encourage memorization and less creativity. However the language used are simple and understandable.

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: .....2...term II.....
- 1.6 Total No. of pages: .....46.....
- 1.7 Total Lessons: .....9.....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: .....NIL.....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: .....Attractive.....
- 2.2 Quality of paper: Good.....
- 2.3 Quality of binding: .....Good.....
- 2.4 Font size used and its appropriateness: .....Clear and legible .....
- 2.5 Layout of text: need improvement .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	There are nine chapters which are relevant and appropriate to the age group
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Yes, eg., pg no. 13 it talks about the games which children can relate to their daily activities
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Yes, in all chapters words are simple and understandable
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Yes
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Yes, to certain extent as it relates to their daily life

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Not much since the activities given in most of the chapters are question answers, fill in the blanks etc .
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Yes for teachers and no for parents
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	To certain extent since the guidelines are very general, but it could have been improve by giving at the beginning of every chapter, this will be more focus and relevant to the topic
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Very simple as the activities are more question answer, fill in the blanks, match the column etc
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes, but this will depend on the teacher
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Yes
5.7 To what extent does it encourage cooperative learning?	Yes/No	Not much at the activities given are mostly individual
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	To some extent only for eg in Pg 13 children could have been encourage to think and come up with the answer

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

## 6 Visuals

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

## 7 Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles:		To some extent

1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste 6. Work/Profession		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	No

### 8 Gender perspective

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

### 9 Constitutional Values

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

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

**The textbook is attractive for small children and written in simple words**

**The contents help in understanding values and practices.**

**Activities given does not provide much space for hands on participation nor encourage creative thinking much as they mostly questions answers, fill in the blanks etc were answers are already in the text**

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

### **I. General Information**

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: V term I .....
- 1.6 Total No. of pages: 74 .....
- 1.7 Total Lessons: .....11 .....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: .....Nil .....

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

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: .....could have made it different from one class to the other
- 2.2 Quality of paper: .....good .....
- 2.3 Quality of binding: .....good.....
- 2.4 Font size used and its appropriateness: .....printing not clear.....
- 2.5 Layout of text: .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes since meaning are given for new words introduced
4.2 Does it provide developmentally appropriate text?	Yes/No	To a certain extent
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Yes
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	This will depend very much on the teacher
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Very limited for eg, in chapter 2,4, 5 more could have been done to connect students with their environment asking them of mountain(s), flowers etc, found in sikkim
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Yes meaning of new words introduced were given
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To certain extent since after every chapter activities are given which will help the child engaged in learning
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Yes such as projects

4.11 Does it include sufficient and relevant examples?	Yes/No	Yes
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<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Yes for teachers and no for parents
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	To certain extent since the guidelines are very general, but it could have been improve by giving at the beginning of every chapter, this will be more focus and relevant to the topic
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Yes
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Yes
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	No since the font and letters are not clear eg pg 5, 7, 19, 22 etc
5.7 To what extent does it encourage cooperative learning?	Yes/No	Not much since most of the activities given are individualistic
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	To a certain extent
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page

<b>children in their learning?</b>		Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Yes

## 6 Visuals

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

## 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.)		Not at all

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

### 8. Gender perspective

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

### 9. Constitutional Values

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

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

**Warm up activities could have been given in all the chapters so as to motivate students and get their attention**

**Need to encourage critical thinking in students**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: 5 term II .....
- 1.6 Total No. of pages: .....63.....
- 1.7 Total Lessons: .....10.....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: nil .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: .....
- 2.2 Quality of paper: .....
- 2.3 Quality of binding: .....
- 2.4 Font size used and its appropriateness: .....
- 2.5 Layout of text: .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.8 To what extent does the EVS textbook involve children in exploring,</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page

<b>observing, analyzing and the reporting the collected information?</b>		Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 6 Visuals

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

## 7. Inclusive aspect/diversity

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

<p>the following of diverse culture and lifestyles:</p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Physical Traits Creed Physical/Mental ability</li> <li>3. Ethnicity/Origin</li> <li>4. Background (Rural/ Urban etc.)</li> <li>5. Caste</li> <li>6. Work/Profession</li> </ol>		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To a large extent/To some extent/ Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8. Gender perspective

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

### 9. Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent/To some extent/ Not at all
9.2 To what extent does the learning material helps develop sensitivity among children		To a large extent/To some extent/ Not at all

towards their immediate environment (natural, social and cultural)?		
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**10. Overall observations/ Any other suggestions:**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: .....
- 1.6 Total No. of pages: .....
- 1.7 Total Lessons: .....
- 1.8 Last review of syllabus done by the State: .....
- 1.9 Price: .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ..... could have made it different from one class to the other
- 2.2 Quality of paper: .....good .....
- 2.3 Quality of binding: .....good .....
- 2.4 Font size used and its appropriateness: .....appropriate.....
- 2.5 Layout of text: .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>5 Scope for activities/pedagogical processes/ assessment</b>
---

5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.8 To what extent does the EVS textbook involve children in exploring,</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page

<b>observing, analyzing and the reporting the collected information?</b>		Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 6 Visuals

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

## 7 Inclusive aspect/diversity

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

<p>the following of diverse culture and lifestyles:</p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Physical Traits Creed Physical/Mental ability</li> <li>3. Ethnicity/Origin</li> <li>4. Background (Rural/ Urban etc.)</li> <li>5. Caste</li> <li>6. Work/Profession</li> </ol>		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To a large extent/To some extent/ Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8 Gender perspective

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

### 9 Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent/To some extent/ Not at all
9.2 To what extent does the learning material helps develop sensitivity among children		To a large extent/To some extent/ Not at all

towards their immediate environment (natural, social and cultural)?		
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**10 Overall observations/ Any other suggestions: Melissa the above will be same as term**

**I**

Here I would like to add that like activity in page 33 more projects and assignments should have been given as group activities so as to encourage team work, team spirit etc. Another observation was that certain topics such as chapter 7 'Monuments tell stories' the text could have started by including questions about monuments in their own state so as to relate with the immediate environment. Warm up activities should be for all chapters.

To me activity such as extempore speech is a little difficult for this level. (Pg 65)

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book... ..**Environmental Studies**.....
- 1.2 Year and place of publication: ...2015, HR, Govt. Of Sikkim, Sikkim.....
- 1.3 Name of the Publisher / Organisation: ....Human Resource Development Department,  
Govt. of Sikkim, Sikkim - 737101 .....
- 1.4 Stage: (Primary/Upper Primary)...**PRIMARY**.....
- 1.5 Class: ...**III**...(Part-I, Term-I and Term-II).....
- 1.6 Total No. of pages: ...Term –I (47); Term-II (43).....
- 1.7 Total Lessons: ... 8+8 = 16 lessons.....
- 1.8 Last review of syllabus done by the State: ....Not Mentioned.....
- 1.9 Price:... Not Mentioned .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: **Multi Coloured, glossy**.....
- 2.2 Quality of paper: ...**Good**.....
- 2.3 Quality of binding: ...**Perfect**.....
- 2.4** Font size used and its appropriateness: ...**Appropriate** .....
- 2.5 Layout of text...**Good**.....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>5-47</b>
4.2 Does it provide developmentally appropriate text?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Partially yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>No. of Chapters – too many should not exceed- 6 (maybe 1 for each month); Content wise less burden</b>
4.4 Does it have the scope for linkage within and across themes and levels in each class?	No	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Linkage is seen only in the same class between 2 terms like parts of plants in Term I of Class III and Types of Plant in Term II of class III. Natural Resources in term I of Class IV and soil-The Natural Resources term II of class IV.</b>
4.5 Does the content of EVS textbook promote student reflection?	Very limited scope o improve	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Class-III, Term II pg 5-8, 20-22, 30-35; etc</b>
4.6 Does it have the scope to go beyond the textbook and connect learning with children’s daily lives?	To some extend	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Class III, Term II pg. 12, 13</b>
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Class II, Term I p. 5-47; Term II pg. 5-43</b>

4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Some extend	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I, pg 23, 23, 46, 47</b> <b>Term II, pg 6, 13, 16, 28, 31</b>
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Pg. 24, Activity (iv) (i) is inappropriate and will encourage social discrimination.</b>
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg. 23, 24, 26, 28, 47</b> <b>Term II, 6, 9, 19</b>
4.11 Does it include sufficient and relevant examples?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II, pg. 10, 11</b>

### 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>For teachers in pg. 10 of erm II, warm up activity.</b>
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Does not arise</b>
5.3 Are the activities given in the EVS textbook sufficient?	Yes	Support your answer (Yes/No) by providing evidences/examples with page

		Number(s). <b>Not much local specific</b>
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>For children the instructions are ok, but in some places</b> <b>Pg. 16 Term I an activity is suggested and then what will be the observation is also written, so students will not be interested in performing/doing the activity. In pg. 23 in instructions it is written one is done for you but there is no mark. Term II, pg. 6, first the answers are given and then question is posed.</b>
5.5 Does it have the scope for joyful learning?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg. 18 (activity) pg. 28 (activity)</b> <b>Term II pg. 10 (warm up activity)</b>
5.6 Is the writing style of EVS textbook interesting and engaging?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>The style is no lucid</b>
5.7 To what extent does it encourage cooperative learning?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II pg. 18, (ii) pg. 20 (warm up activity) pg. 13, 28</b>
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II, pg. (warm up activity) pg. 13,</b>

		<b>pg. 18 (iii- from 2-8 The food that people eat at various stages)</b>
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	To a large extent	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Both Term I and Term II has many illustrations. Text is in simple language and they support each other</b>
5.11 Does the learning material provide scope for children to ask and answer questions?	Not much	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Answer questions given at the exercises.</b>

## 6 Visuals

6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes Yes Yes	<b>Illustrations and pictures are in accordance with the contents</b> <b>But not local specific</b> <b>They are all downloaded from internet</b>
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Class III, Term I pg. 14, 15, 19</b>
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To some extent	<b>Class III, Term I pg. 39-42 Term – II - None</b>

### 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To some extent	<b>Term I pg. 39-42</b> <b>Term II pg. 27- 28</b>
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste 6. Work/Profession		Very limited Not reflected  Limited extend Limited. Term II pg. 20-21 rural flavor  Term I, pg. 19, Term II pg. 20-22
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		<b>Nothing Specific</b>
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8. Gender perspective

8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?		<b>Term II pg. 20 (occupation) pics; pg. 22 (sports pic) Gender stereo typing in</b> <b>Term I pg. 19 – woman cooking, washing clothes</b> <b>Term II pg. 6 pic – a boy performing the activity</b>
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		<b>Pg. 20 pic of farmer, pic 21 – pic of fisherman Pg. 22 pic of teacher</b>
8.2 To what extent does the text given in the EVS textbook portray gender equity?		

### **9. Constitutional Values**

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		<b>Value could be added to each occupation in pg. 20-22, class III, Term II pg. 39-43, pg. 14-16 Pg. 24-27</b>
9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		<b>To a large extent</b>

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

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book... ..**Environmental Studies**.....
- 1.2 Year and place of publication: ...2015, HR, Govt. Of Sikkim, Sikkim.....
- 1.3 Name of the Publisher / Organisation: ....Human Resource Development Department,  
Govt. of Sikkim, Sikkim - 737101 .....
- 1.4 Stage: (Primary/Upper Primary)...**PRIMARY**.....
- 1.5 Class: ...IV...(Part-I, Term-I and Term-II).....
- 1.6 Total No. of pages: ...Term –I (60); Term-II (65).....
- 1.7 Total Lessons: ... 10+10 = 20 lessons.....
- 1.8 Last review of syllabus done by the State: ....Not Mentioned.....
- 1.9 Price:... Not Mentioned .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: **MultiColoured**.....
- 2.2 Quality of paper: ...**Good**.....
- 2.3 Quality of binding: ...**Perfect**.....
- 2.4** Font size used and its appropriateness: ...**Appropriate** .....
- 2.5 Layout of text...**Good**.....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Language check especially grammatical not very correct.</b> <b>Pg. Term I pg. 5-60</b> <b>Term II pg. 5-65</b>
4.2 Does it provide developmentally appropriate text?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I pg. 5-60</b> <b>Term II pg. 5- 65</b>
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Partially yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>No. of Chapters – too many should not exceed- 6 (maybe 1 for each month); Content wise less burden</b>
4.4 Does it have the scope for linkage within and across themes and levels in each class?	No	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Linkage is seen only in the same class between 2 terms like Natural Resources in Term I of Class IV and Soil-The Natural Resources term II of Class IV</b>
4.5 Does the content of EVS textbook promote student reflection?	Very limited scope o improve	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I pg. 31 (ii) (v), 51</b> <b>Term II pg 18-19, 21, 23, 31, 38</b>
4.6 Does it have the scope to go beyond the textbook and connect learning with children’s daily lives?	To some extend	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I pg. 42-43, 45-47, 57 (Activity ii),</b> <b>Term II pg. 12-16, 23</b>
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s).

		<b>Language is simple. Term I pg. 5-60, term II</b>
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Some extend	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Term I, pg 22, 36, 51, 59</b> <b>Term II, pg 38, 41, 43</b>
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg 22, 31</b> <b>Term II, pg 22, 38</b>
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg. 23, 24, 26, 28, 47</b> <b>Term II, 6, 9, 19</b>
4.11 Does it include sufficient and relevant examples?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II pg. 22</b>
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	Support your answer (Yes) by providing evidences/examples with page Number(s). <b>Does not arise</b>
5.3 Are the activities given in the EVS textbook sufficient?	Yes	Support your answer (Yes/No) by providing evidences/examples with page

		Number(s). <b>Term I pg. 21, 36, 48, 53</b> <b>Term II pg. 22, 27, 31, 46, 48, 50, 52, 55</b>
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I pg. 21, 31, 36</b> <b>Term II pg. 27, 17, 46, 43</b>
5.5 Does it have the scope for joyful learning?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I, pg. 53, 57, 48</b> <b>Term II pg. 17, 43</b>
5.6 Is the writing style of EVS textbook interesting and engaging?	Limited	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I pg. 22, 31, 45, 48, 57, 59</b> <b>Term II pg.</b>
5.7 To what extent does it encourage cooperative learning?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I pg. 36, 51</b> <b>Term II pg. 17, 27</b>
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Some extend	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term I pg. 36, 48, 57, 60</b> <b>Term II pg. 31, 27, 36, 37, 46, 55</b>
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.10 To what extent does the EVS textbook enable teachers to support children in their	To a large	Support your answer (Yes/No) by providing evidences/examples with page

learning?	extend	Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Not much	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 6 Visuals

6.1 To what extent do the illustrations/pictures used are ) <b>Attractive</b> ) <b>Augment the content</b> ) <b>Depict clear messages</b>	Yes Yes Yes	<b>But not local specific</b>
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). <b>Term II pg. 32-33 (pics) 59 (pic)</b> <b>Term I pg. 47 (pic)</b>
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To some extent	

## 7 Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	To some extent	
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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> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Physical Traits Creed Physical/Mental ability</li> <li>3. Ethnicity/Origin</li> <li>4. Background (Rural/ Urban etc.)</li> <li>5. Caste</li> <li>6. Work/Profession</li> </ol>		<p>Very limited Not reflected</p> <p>Limited extend Limited. Term II pg. 20-21 rural flavor None Term I, pg. 19, Term II pg. 20-22</p>
<p>7.3 To what extent the content of EVS textbook provide scope for children with special needs?</p>		<p><b>Nothing Specific</b></p>
<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>	<p>Yes</p>	<p>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</p>

<p><b>8 Gender perspective</b></p>
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<p>8.1 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?</p>		<p><b>Term II pg. 12 – Man are engage in cultivation and Women – Child rearing, Men – basketry ( gender stereo typing)</b></p>
<p>8.2 To what extent does the text given in the EVS textbook portray gender equity?</p>		

<p><b>9 Constitutional Values</b></p>
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<p>9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?</p>		<p><b>Term I pg. 23-30, 37- 43</b> <b>Term II pg. 5 (warm up activity)</b></p>
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9.2 To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)?		<b>To a large extent</b>
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**10 Overall observations/ Any other suggestions:**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: V term I .....
- 1.6 Total No. of pages: 74 .....
- 1.7 Total Lessons: ..... 11 .....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: .....Nil .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: .....could have made it different from one class to the other
- 2.2 Quality of paper: .....good .....
- 2.3 Quality of binding: .....good.....
- 2.4 Font size used and its appropriateness: .....printing not clear.....
- 2.5 Layout of text: .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes since meaning are given for new words introduced
4.2 Does it provide developmentally appropriate text?	Yes/No	To a certain extent
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Yes
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Yes
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	This will depend very much on the teacher
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Very limited for eg, in chapter 2,4, 5 more could have been done to connect students with their environment asking them of mountain(s), flowers etc, found in sikkim
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Yes meaning of new words introduced were given
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	To certain extent since after every chapter activities are given which will help the child engaged in learning
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Yes such as projects

4.11 Does it include sufficient and relevant examples?	Yes/No	Yes
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<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Yes for teachers and no for parents
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	To certain extent since the guidelines are very general, but it could have been improve by giving at the beginning of every chapter, this will be more focus and relevant to the topic
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Yes
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Yes
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Yes
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	No since the font and letters are not clear eg pg 5, 7, 19, 22 etc
5.7 To what extent does it encourage cooperative learning?	Yes/No	Not much since most of the activities given are individualistic
<b>5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?</b>	Yes/No	To a certain extent
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Yes
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## 6 Visuals

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

## 7. Inclusive aspect/diversity

7.1 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: 1. Gender 2. Physical Traits Creed Physical/Mental ability 3. Ethnicity/Origin 4. Background (Rural/ Urban etc.) 5. Caste		Not at all

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

### 8. Gender perspective

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

### 9. Constitutional Values

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

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

**Warm up activities could have been given in all the chapters so as to motivate students and get their attention**

**Need to encourage critical thinking in students**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: V term II .....
- 1.6 Total No. of pages: .....63.....
- 1.7 Total Lessons: .....10.....
- 1.8 Last review of syllabus done by the State: .....2015.....
- 1.9 Price: nil .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: .....
- 2.2 Quality of paper: .....
- 2.3 Quality of binding: .....
- 2.4 Font size used and its appropriateness:  
.....
- 2.5 Layout of text: .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.8 To what extent does the EVS textbook involve children in exploring,</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page

<b>observing, analyzing and the reporting the collected information?</b>		Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 6 Visuals

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

## 7. Inclusive aspect/diversity

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

<p>the following of diverse culture and lifestyles:</p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Physical Traits Creed Physical/Mental ability</li> <li>3. Ethnicity/Origin</li> <li>4. Background (Rural/ Urban etc.)</li> <li>5. Caste</li> <li>6. Work/Profession</li> </ol>		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To a large extent/To some extent/ Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8. Gender perspective

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

### 9. Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent/To some extent/ Not at all
9.2 To what extent does the learning material helps develop sensitivity among children		To a large extent/To some extent/ Not at all

towards their immediate environment (natural, social and cultural)?		
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**10. Overall observations/ Any other suggestions:**

**Here I would like to add that like activity in page 33 more projects and assignments should have been given as group activities so as to encourage team work, team spirit etc. another observation was that certain topics such as chapter 7 ‘Monuments tell stories’ the text could have started by including question about monuments in their own state so as to relate with the immediate environment. Warm up activities should be for all chapters.**

**To me activity such as extempore speech is a little difficult for this level. (Pg 65)**

## Analysis of Textbook in Environmental Studies (EVS)

### I. General Information

- 1.1 Title of the book: ...Environmental Studies
- 1.2 Year and place of publication: 2015, Gangtok Sikkim
- 1.3 Name of the Publisher / Organisation: HRDD, Govt. of Sikkim
- 1.4 Stage: (Primary/Upper Primary).....Primary stage
- 1.5 Class: .....
- 1.6 Total No. of pages: .....
- 1.7 Total Lessons: .....
- 1.8 Last review of syllabus done by the State: .....
- 1.9 Price: .....

### II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ..... could have made it different from one class to the other
- 2.2 Quality of paper: .....good .....
- 2.3 Quality of binding: .....good .....
- 2.4 Font size used and its appropriateness: .....appropriate.....
- 2.5 Layout of text: .....

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

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

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

4.1 Is the language used simple and comprehensible by the children?	Yes/No	Yes
4.2 Does it provide developmentally appropriate text?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.6 Does it have the scope to go beyond the textbook and connect learning with children's daily lives?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

<b>5 Scope for activities/pedagogical processes/ assessment</b>
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5.1 Are there any separate guidelines for teachers and parents?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.5 Does it have the scope for joyful learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.6 Is the writing style of EVS textbook interesting and engaging?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.8 To what extent does the EVS textbook involve children in exploring,</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page

<b>observing, analyzing and the reporting the collected information?</b>		Number(s).
5.9 Does the learning material develop curiosity among children towards their immediate environment?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<b>5.10 To what extent does the EVS textbook enable teachers to support children in their learning?</b>	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

## 6 Visuals

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

## 7. Inclusive aspect/diversity

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

<p>the following of diverse culture and lifestyles:</p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Physical Traits Creed Physical/Mental ability</li> <li>3. Ethnicity/Origin</li> <li>4. Background (Rural/ Urban etc.)</li> <li>5. Caste</li> <li>6. Work/Profession</li> </ol>		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To a large extent/To some extent/ Not at all
7.4 Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

### 8. Gender perspective

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

### 9. Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent/To some extent/ Not at all
9.2 To what extent does the learning material helps develop sensitivity among children		To a large extent/To some extent/ Not at all

towards their immediate environment (natural, social and cultural)?		
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**10. Overall observations/ Any other suggestions:**