

Analysis of primary level Textbooks and Curricular Material of Tripura

Report



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

Summary Report TRIPURA

English textbooks: CLASS 1 -5

-) The textbooks classes 1 to 5 have been developed by the Government of Tripura. All the textbooks are reader cum workbooks with activities and exercises corresponding to the lessons.
-) The textbooks do not have the names of the Board of Editors and writers except for the year and date of publication.
-) The textbooks do not have any Teacher's page hence, guidelines for teachers how to use the textbook is totally absent.
-) All the books have have a variety of genres –stories, dialogues, narratives, rhymes. Each of the textbook have lessons, units and sub-sections.
-) The prose chapters in all the textbooks are developed by the authors and not taken from authenticated texts. Most of the rhymes are taken from foreign sources and some are modified Indianised versions. None of the lessons are translations from Indian languages.
-) In each of the textbooks, Bengali instructions and explanations have been given elaborately for the understanding of the students.
-) The books are full of colourful illustrations and pictures to attract the interest of the students. They support the ideas presented in the lessons, poems and activities. But illustrations could have been included in the exercise especially in class 1 and 2.
-) Gender and environmental issues have been taken care of in all the textbooks but not other issues like people with special needs. The lessons in all the books presents local contexts like places in Tripura familiar to

the students, themes which are local specific and characters whom children themselves can easily identify with.

-) The activities and exercises are suitable for the learners – colourful, enjoyable and suited to their age. The activities do not have pair work, group work, etc, but the teacher can use the exercises provided in the textbooks for the above activities. The books have not much scope for process writing but again the teacher can frame exercises and initiate activities on process writing.
-) The books from class 1 to 3 have no scope for pre-reading and post reading activities but for class 4 and 5 ,lessons have pre-reading and post reading activities which can be used by the teacher along with further inputs as necessary.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

- 1 Title of the book: Dipalika I (Bengali)
- 2 Year and place of publication: December 2008
- 3 Name of the publisher / Organisation: SCERT, Tripura
- 4 Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details.
- 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.) 98 pages, 3 unit, coloured and layout good.
- 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? This book is not good very difficult word used, need simple poem and story.

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?

Variety of genres

- 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.) **Prose section is very hard, It is not perfect for class one students**

Mention chapters/themes taken from authenticated text: **Aamader poribesh, Aamader Tripura eso ban Gori**

Mention chapters/themes developed by the authors: No

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **Ekti Gach. Nodi, Pahar, Jal-Paragraph and simple story.**
11. Whether the visual / graphic texts like stories in cartoons, graphic stories are used as inputs for language teaching-learning? If yes, please give reference appropriately. **Yes, all visuals/ graphic, cartoons, stories are effective language teaching learning. But I think last page need some important Bengali writers pictures with appropriate names.**
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. **Yes, appropriate**
13. Whether the book is divided into subdivision of sections for making easy and coherent progression? **There are sub - divisions of 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. **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. **Pg. 68 need to simple example, need simple Pg. 64, Example need to change and all are okay.**
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. **Okay**
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). **Okay**
18. Whether the language of the textbook is simple and comprehensible to the learners and teachers. **Need to simplify the prose (story) section**

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. **NIL**
20. Whether the tasks / activities create an anxiety in the learners and the teacher? If yes, how? **Very difficult for the students. For example Pg. 59, make a sentence and direct question and answer, Pg. 61 (41) similar words are not essential.**

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) **Okay**

Note to Teacher	Peotry	Prose
National Anthem	Prabhati by Razi Nazul Islam	Char Sakha (Four friends) - Tale from Pancha tantra
Before reading:Listen and tell ' Collection of Poems' Draw and draw	Paribo na (can't) by Kaliprasnana Ghosh	Aamadar Parivesh (Our environment)
Come let's learn alphabet: Bengali alphabets vowels and consonants	Burir bari (House of old lady) by Sukumar Ray	Aamader Tripura (Our Tripura)
Read yourself: One special lesson on vowels - four consonant	Chuuti (Holiday) by Rabindranath Tagore	Eeso ban Ghari (Let's grow forest)
		Jagat Jayi Vivekananda (Conqueror of world Vivekananda)
		Sasthya Sachetan hou (Be heath conscious)
		Mulyayan (Evaluation)

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**

Mention rhymes / songs taken from Indian sources: **All 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: **No**
 Rubrics addressed to the Teachers: **Guidelines for the teacher are not mentioned. Need guidelines in all the Chapters.**

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. **Activities are given based on the content of the chapter.**
26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme? **No**
27. In English language textbooks, the rhymes and songs are mostly foreign, what attempt is made in the textbook (through exercises and texts) to connect with the life of the learner? **N/A**
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. **Pg. 66 Vor holo, vorholo, Pg. 70 Vorholo dork halo, Pg. 72, 74, 76 are good.**
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. Yes, **Pg. 91, 94**
30. Whether the reading text / narrative have pre-reading, while –reading and post reading activities? Whether the post reading activities give scope for the learner to revisit / reread (in whole or part of text) for doing the activities? If yes, Please give references appropriately. **Pg. 94**
31. (a) How is writing introduced in classes one and two? From a,b,c,d, or from stroke to slanting letters to others? Teacher can be writing in Blackboard.
 (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. **Not enough**
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) **No**
33. Whether the book gives scope for further reading, extended reading? Does the book provide any further reading list in each unit? If yes, please give a few examples. **Yes, Pg. 68 Construction of words**
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples. **Construction of short sentences.**
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. **Not too many**
37. How far the texts, themes, illustrations, visuals and tasks are sensitive towards following aspects?
-) Gender - **No**
 -) People with special needs - **No**
 -) Environmental concerns - **Good**
 -) Against some section of society - **No**
38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **No**
39. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples. **No**
40. Assessment: (a) Does the textbook have a range of typology of questions (like MCQ, Short answer, short writing (notice, message, etc.) long answer questions (letters, articles, arguments, etc). (b) Does the book have projects and assignments? (c) Whether the textbook lends itself to Continuous Comprehensive Evaluation / Assessment (CCE)? If yes, please give a few examples for a, b and c.

MCQ and objective type of question is quite alright for the learners. Long answer questions like letters, articles are not needed, Projects and assignments are not needed at this stage.

Section C: Overall observations/ Any other suggestions:

Use of simple words, inclusion of short and simple rhymes and stories are needed and books page need short.

Up to Chapter 'Nijay Poro' content is good but chapters after Pg. 66 should not be included as the students of Class-I may find difficulty in reading, writing and understanding the meaning and concepts of the chapters.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

1. Title of the book: **Dipalika-II (Bengali)**
2. Year and place of publication: **2014**
3. Name of the publisher / Organisation: **SCERT, Tripura**
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). **Textbook writing team has not been mentioned**
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) **62 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? **No guidelines for the teachers and parents separately.**

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? **Variety of genres are involved**
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook authors created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.) **Good, all are not authentic texts.**
Mention chapters/themes taken from authenticated text: **Chapter-7, 8, 9, 10 are authenticated text**
Mention chapters/themes developed by the authors: **NO**

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **Appropriate**
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. 25 Pictures are not properly placed.**
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. Chapter - 11
13. Whether the book is divided into subdivision of sections for making easy and coherent progression? **The book is not divided into sub 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. **No, text from contemporary writers. The texts are by authors whose names are not mentioned in the book as the writing team.**
15. Is there coherence within the textbook (from unit one to last unit)? This may tell how the language aspects (not necessarily explicitly) and themes are progressing from **familiar to unfamiliar or known to unknown**. The 'new language' (new usages, words, sentences) which is introduced moves from one level to another level in the text. If yes, please give reference appropriately. **The book consists of lessons on different themes having exercises on vocabulary, content , grammar.**
16. Whether the teacher is able to understand the philosophy of the book (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities. **There are no teacher's page or instruction to teachers in the book.**
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). **The activities are suitable for the learners but more pictures could have been included in the exercises.**
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. **The task are related to the lessons hence they can be done by the learners after completion of the lesson. Appropriate text are also given.**

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) **Some of the lessons are closely related to experiences of the learners such as in Pg. 9, 60, 45.**

Sl.No	Contents
1.	Haat (Market) by Rabindranath Tagore
2.	Biru babu (Biru-name of a person) by Abanidra Tagore
3.	Paka paki by Sukumar Roy
4.	Majar Desh (Country) by Jogindranath Sarkar
5.	Lichu Chor (Litchi thief) by Kaji Nazrul Islam
6.	Bhelki (Conjuring) by Annada Sankar Roy
7.	Parichay (Identity) by Sukanta Bhattacharya
8.	Aamader Bandhu (Our friend)
9.	Tuntuni Aar Biraler Katha (Tuntuni and the tale of a cat) by Upendra Kishore Roy Choudhury
10.	Matribhuni (Motherland)
11.	Banphool (Wild flower)

12.	Banbhujan (Picnic)
13.	Baba Saheb Ambedkar
14.	Arjuner lahyavedh (Hitting the target) by Arjun
15.	Gach O aamader Parivesh (Trees and our environment)

22. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs? **No**

Mention rhymes / songs taken from foreign sources: **Nil**

Mention rhymes / songs taken from Indian sources: all rhymes are 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:

Instructions only to the learners and not to teachers ion Bengali.

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. **All are appropriate**

26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme? **No**

27. In English language textbooks, the rhymes and songs are mostly foreign, what attempt is made in the textbook (through exercises and texts) to connect with the life of the learner? In **this textbook some of the rhymes have been given a local touch.**

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. **Not too many**
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. **Pg. 9, 19, 40, 45**
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. **Such stages are not present in the book but the teacher can take up such activities.**
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. Finalizing
- Revision of writing alphabets done in the beginning of the book. No scope for process writing.**
32. Whether the book provides ‘route’ for the learners? Route here is the interconnectivity or the connection between the tasks (from task one to last either continually or spirally) **No**
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. **Exercises don’t give much scope to problem solving.**
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. **Proper focus given on the language forms.**

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

-) Gender - **No**
-) People with special needs - **No**
-) Environmental concerns - **Yes**
-) Against some section of society - **No**

38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **No**

39. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples. **No**

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

All questions are okay

Section C: Overall observations/ Any other suggestions:

Exercise given in Pg. 42 seems to be difficult for students of Class-II and the teachers may find it difficult to explain the questions given in that exercise.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

- 1 Title of the book: **Dipalika-III**
- 2 Year and place of publication: **2014 edition**
- 3 Name of the publisher / Organisation: **SCERT**
- 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). Names of the resource group has not been mentioned
- 6 The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) **64 pages and it is coloured but not attractive**
- 7 Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? **There are no separate guidelines for teachers as how to use the textbook. Note to parents has not been included.**

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? **The book has variety of genres**
- 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.) **all are authentic texts**
Mention chapters/themes taken from authenticated text: Chapter 1-15 are authenticated text.

- Mention chapters/themes developed by the authors: all are appropriate
10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **All are appropriate**
 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. **Nil**
 12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. **The text book do not have local context in terms of visuals, texts etc but Bengali instructions and explanations have been given elaborately for students' understanding.**
 13. Whether the book is divided into subdivision of sections for making easy and coherent progression? **The book has not been divided into prose and poetry sections.**

1.2 Pedagogical Aspects

1. 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. **Rubrics for handwriting exercises, matching words with pictures, nursery rhymes. Spelling, listen and write, listen and speak, counting exercises, fill in the blanks etc. Writers are not all contemporary. Each lessons has the authors name.**
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. **The book consists of lessons on different themes having exercises on vocabulary context and grammar.**
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. **No mention**
16. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). **The activities are coloured and the textbook is**

both a reader and a workbook. The activities are interesting for the learners but some exercises like re-arranging the alphabets may be difficult for them.

17. Whether the language of the textbook is simple and comprehensible to the learners and teachers. **Yes, language is simple.**
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. The tasks and activities makes the learner learn the language in a joyful manner.
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) All are appropriate.

Sl. No	Prose	Poetry
1.	English number learning by Ishwar Chandra Vidyanagar	National Anthem by Rabindranath Thakur
2.	Planting Aswatha tree by Roam	Baby's taste by Kaji Nazrul Islam
3.	Journey to school by Bibhuti Bhusan Bandopadhyay	Oath by Gurusaday Dutta
4.	Hira-Kuni by Abanindranath Thakur	Sunday by Rabindranath Thakur
5.	Childhood of Vivekananda by Sashi Bhusan Dasgupta	Farmer by Golam Mustafa

6.	Our country : Our love	Old riddles by Sukanta Bhattacharya
7.	Temple of fourteen Gods by Brajagopal Roy	

21. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs? **No**

Mention rhymes / songs taken from foreign sources: **Nil**

Mention rhymes / songs taken from Indian sources: **All rhymes are taken from Indian sources**

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

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:

There are no instructions for the teachers. **The instructions to learners are their mother tongue i.e Bengali.**

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. **All are contextualised**

25. Are there any alien themes? If yes what attempt the book makes to contextualize the theme? **No**

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? **No**

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. All test given are appropriate

28. Are the tasks real life tasks and rooted in contexts? Please give a few examples. **Pg. 9-13, 14-19, 27-31.**

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. **There is no such scope as this is a textbook cum workbook.**

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.

Revision of writing alphabets done in the beginning of the book. No scope for process writing.

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) **No**

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. **Some of the exercises are problem solving like pages 9-13, 20-26.**

34. Whether the textbooks promote communication skills among learners? The textbook has more activities in writing and very less in speaking except for the rhymes

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. **Proper focus given on the language.**

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

-) Gender - **No**
-) People with special needs - **No**
-) Environmental concerns - **Yes**
-) Against some section of society - **No**

37. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **No**

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.

Most of the questions require one word answers so 'a' and 'b' are not applicable.

Section C: Overall observations/ Any other suggestions:

Complicated words from Sanskrit are used in the whole of Chapter-1, for example Pg. 9 the word 'tatsama' is used. The rest of the Chapters are according to the standard.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

1. Title of the book: Dipalika - IV
2. Year and place of publication: **2014**
3. Name of the publisher / Organisation: **SCERT**
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). **Textbook development team not mentioned in the book.**
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) **112 pages in colour**
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? **No guidelines for teachers or parents.**

Section B: Items for Analysis of the Textbook

IV. Curriculum Load

1.1 Organization and Presentation

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

Mention chapters/themes taken from authenticated text: all the poems

Mention chapters/themes developed by the authors: all the stories and narratives.

Pg. 59, Chapter-10 'Pita-putra' not appropriate for Class-IV pupils.

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **Yes, the book has illustrations which supports the theme of the lessons.**
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. **No cartoons or graphic stories**
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. **Yes, lessons 7, 8**
13. Whether the book is divided into subdivision of sections for making easy and coherent progression? **The book has not been divided into prose and poetry sections.**

1.2 Pedagogical Aspects

14. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)? Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately. **The instructions are in English unlike the earlier books but vocabulary has been glossed in Bengali.**

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. **There is no coherence as such between lessons but the themes are varied and the exercises based on the lessons.**

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. **No teacher's pages in the book.**

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

The learner's activities are suitable for their age and there is variety in the activities.

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. The learner spends time on the tasks and activities.
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) **all are appropriate.**

Prose	Poetry
Aamar Dhyamer Bharat (India of my dream) by Mohandas Karamchand Gandhi	Pita-Putra (Father - son) by Kirtibash Ozha
Siddharther Griha tyag (Deserting house by Siddhartha) by Abanindranath Tagore	Prasna (Questions) by Rabindranath Tagore
Sakhar theatre (Theatre of my wish) by Sarat Chandra Chattopadhyay	Note boi (Note book) by Sukumar Roy
Galileok aavishk ar (Galileo's invention) by Charu Chandra Bhattacharya	Kishore (Youth) by Golam Mustafa
Yatra Mangal (Pet name of an elephant) by Lila Mazumdar	Bangladesh by Satyendranath Dutta
Aamader Desh (Our Country) by Hirendranath Dutta	Hindu Muslim by Kazi Nazrul Islam
Tirtha mukher Mela	Rakhal Chela (Cow boy) by Jasim Uddin
Rajar vichar (Justice of the king) -	Khoka - Khuku (Small boy and girl) by

Folklores of Tripura	Aanada Sankar Roy
Amal O Doiwalla (Amal and curd seller) by Rabindranath Tagore	

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: **Nil**

Mention rhymes / songs taken from Indian sources: **All 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: **No instructions for teacher.**

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. Mostly from context

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

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? **Only need change in Pg. 59-68, 'Pita-Putra'**

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. Group work, pair work, debate etc not in the book.

29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. **Pg. 9-12, 13-18, 24-28, 29-33.**

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 text does not have such stages but the teacher can carry out such activities to motivate the learners.**
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.

Revision of writing alphabets done in the beginning of the book. No scope for process writing.

32. Whether the book provides ‘route’ for the learners? Route here is the interconnectivity or the connection between the tasks (from task one to last either continually or spirally) **yes there is a connection between tasks.**
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 reading list provided.**
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples. **Pg. 24-26**
35. Whether the textbooks promote communication skills among learners? **Yes to a certain extent.**
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. Proper focus given on the language
37. How far the texts, themes, illustrations, visuals and tasks are sensitive towards following aspects?
) Gender - **No**
) People with special needs - **No**

-) Environmental concerns - **Yes**
-) Against some section of society - **No**

38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **No**

39. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? If yes, please give a few examples. No

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

The questions are MCQ, short answer types and one word answer type.

Section C: Overall observations/ Any other suggestions:

This textbook is quite good for this level. More colourful texts will be nice for children.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

1. Title of the book: **Dipalika-V**
2. Year and place of publication: **Tripura 2014**
3. Name of the publisher / Organisation: **SCERT**
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). **Team not mentioned in the book**
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) **97 pages in colour**
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? **No guidelines for teachers or parents.**

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?
Variety of genres: poems, stories, narratives, conversations and 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 authenticated text: **except Chapter-6, 16.**
Mention chapters/themes developed by the authors: **All the lessons except poems**
10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **All illustrations support the**

concepts ideas convey in the text. The book is full of illustrations supporting the ideas presented in the lessons, poems and activities

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.

All are in proper usage.

12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. **The book has no reference of the local context nor any reference to local places in the lessons.**

13. Whether the book is divided into subdivision of sections for making easy and coherent progression?. **The book has not been divided into prose and poetry sections.**

41.

1.2 Pedagogical Aspects

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

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, Pg. 29, 77**

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 book doesn't have teacher's pages. But the activities can incorporate information to the teacher about the kind of approach used.**

17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). **The activities are suitable for the learners-enjoyable, colourful and suited to their age.**

18. Whether the language of the textbook is simple and comprehensible to the learners and teachers. **Language is simple and within the scope of the learners.**
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. Learners think about the tasks and activities which are mostly based on the lessons.
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) **Yes most of the lessons are from the immediate environment of the learners.**

Poetry	Prose	Drama
Ram Bharater Milan (Union of Ram and Bharat) by Kirtileasa Ozha	Udvider janma O mritu (Birth and death of a plant) by Accharya Jagadish Chandra Bose	Aastra Pariksha (Skill test for weapons) by Rabindranath Tagore
Manush (Man) by Biharilal Chakraborty	Satya and Asatya (Truth a liar) by Accharya Prafulla Chandra Roy	Explar Questions
Sarthak Janam Aamar (My life is worth) by Rabindranath Tagore	Sukantala (Sukantala) by Abanindranath Thakur	
Prathana (Prayer) by Priyambada Devi	Accucheter Seba by Satish Chandra Dasgupta	
Bangla Bhasa (Bangla Language) by Atulprasad	Grishna Dupur (Afternoon of a Summer) by	

Sen	Bibhutibhusan Bandyapadhyaya	
Jateer Bajjati (Nuisances of community) by Razi Nazrul Islam	Chotolok (Small people) by Banphool	
Kishar Mantra (Mantra of Youth) by Sunirmal Basu	Sarger phool rasna (Rasna, the flower of heaven) by Lokkatha	
Ek je chilo (One was there) by Sukanta Bhattacharjee	Nari Pursher Katha (Tales of Women and Men)	

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: **Instructions addressed to the learners in Bengali**

Rubrics addressed to the Teachers: **No instructions to 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. **Social theme, journey, places in Tripura, months and days of the year, etc.**

26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme? **No**

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

28. Tasks/ Activities: Whether the book has activities like group work (group reading, singing,) pair work, whole class activity, debate, mutual reading (one reading out a paragraph to another), recitation, action activities like action songs, etc. Please give a few examples. **The activities do not have pair work, group work, etc., but the teachers can use the activities and make group work, pair work, recitation and mutual reading on her own.**
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. **Pg. 58-63, 64-67, 68-71**
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?
 (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) **all are okay**
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 reading list provided.**
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples. **To a certain extent.**
35. Whether the textbooks promote communication skills among learners? **Yes, to a certain extent but more of such activities should be in the text.**
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. **Very little scope**

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

) Gender – **Yes, Pg. 77-80**

) People with special needs - **No**

) Environmental concerns – **Pg. 43-47**

) Against some section of society – **Yes, Pg. 77-80, 29-32**

38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **Pg. 77-80, 29-32, such bias is present.**

39. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples. **No**

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

The book has a variety of questions, one word answers, MCQ, short answer questions etc.

Section C: Overall observations/ Any other suggestions:

‘Poayr’ type of writing used in Pg. 9 is inappropriate for Class-V because the content in this poem is highly difficult and the students in this age cannot comprehend the meaning. ‘Jater Namay Bojatti’ written by Kaji Nazrul Islam is not suitable for students of Class-V, because it depict the difference in caste and religion in the society. This might leads to serious problems in the society. ‘Nari- Puruser Kotha’ Pg. 77 should be removed because in this chapter it shows the difference between male and female. This convey a message to young children that male is superior than female. Hence it should be removed.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

1. Title of the book: **Dipalika-II (Bengali)**
2. Year and place of publication: **2014**
3. Name of the publisher / Organisation: **SCERT, Tripura**
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). **Textbook writing team has not been mentioned**
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) **62 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? **No guidelines for the teachers and parents separately.**

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

Mention chapters/themes taken from authenticated text: **Chapter-7, 8, 9, 10 are authenticated text**

Mention chapters/themes developed by the authors: **NO**

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **Appropriate**
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. 25 Pictures are not properly placed.**
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. Chapter – 11
13. Whether the book is divided into subdivision of sections for making easy and coherent progression? **The book is not divided into sub 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. **No, text from contemporary writers. The texts are by authors whose names are not mentioned in the book as the writing team.**
15. Is there coherence within the textbook (from unit one to last unit)? This may tell how the language aspects (not necessarily explicitly) and themes are progressing from **familiar to unfamiliar or known to unknown**. The 'new language' (new usages, words, sentences) which is introduced moves from one level to another level in the text. If yes, please give reference appropriately. **The book consists of lessons on different themes having exercises on vocabulary, content , grammar.**
16. Whether the teacher is able to understand the philosophy of the book (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities. **There are no teacher's page or instruction to teachers in the book.**
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). **The activities are suitable for the learners but more pictures could have been included in the exercises.**
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. **The task are related to the lessons hence they can be done by the learners after completion of the lesson. Appropriate text are also given.**
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) **Some of the lessons are closely related to experiences of the learners such as in Pg. 9, 60, 45.**

Sl.No	Contents
1.	Haat (Market) by Rabindranath Tagore
2.	Biru babu (Biru-name of a person) by Abanidra Tagore
3.	Paka paki by Sukumar Roy
4.	Majar Desh (Country) by Jogindranath Sarkar
5.	Lichu Chor (Litchi thief) by Kaji Nazrul Islam
6.	Bhelki (Conjuring) by Annada Sankar Roy
7.	Parichay (Identity) by Sukanta Bhattacharya
8.	Aamader Bandhu (Our friend)
9.	Tuntuni Aar Biraler Katha (Tuntuni and the tale of a cat) by Upendra Kishore Roy Choudhury

10.	Matribhuni (Motherland)
11.	Banphool (Wild flower)
12.	Banbhujan (Picnic)
13.	Baba Saheb Ambedkar
14.	Arjuner lahyavedh (Hitting the target) by Arjun
15.	Gach O aamader Parivesh (Trees and our environment)

22. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs? **No**

Mention rhymes / songs taken from foreign sources: **Nil**

Mention rhymes / songs taken from Indian sources: all rhymes are 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:

Instructions only to the learners and not to teachers ion Bengali.

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. **All are appropriate**

26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme? **No**

27. In English language textbooks, the rhymes and songs are mostly foreign, what attempt is made in the textbook (through exercises and texts) to connect with the life of the learner? In **this textbook some of the rhymes have been given a local touch.**

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. **Not too many**
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. **Pg. 9, 19, 40, 45**
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. **Such stages are not present in the book but the teacher can take up such activities.**
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. Finalizing
Revision of writing alphabets done in the beginning of the book. No scope for process writing.
32. Whether the book provides ‘route’ for the learners? Route here is the interconnectivity or the connection between the tasks (from task one to last either continually or spirally) **No**
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. **Exercises don’t give much scope to problem solving.**
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. **Proper focus given on the language forms.**

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

-) Gender - **No**
-) People with special needs - **No**
-) Environmental concerns - **Yes**
-) Against some section of society - **No**

38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **No**

39. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples. **No**

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

All questions are okay

Section C: Overall observations/ Any other suggestions:

Exercise given in Pg. 42 seems to be difficult for students of Class-II and the teachers may find it difficult to explain the questions given in that exercise.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

1. Title of the book: **Dipalika-III**
2. Year and place of publication: **2014 edition**
3. Name of the publisher / Organisation: **SCERT**
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). Names of the resource group has not been mentioned
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) **64 pages and it is coloured but not attractive**
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? **There are no separate guidelines for teachers as how to use the textbook. Note to parents has not been included.**

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? **The book has variety of genres**
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.) **all are authentic texts**

Mention chapters/themes taken from authenticated text: Chapter 1-15 are authenticated text.

Mention chapters/themes developed by the authors: all are appropriate

10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **All are appropriate**
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. **Nil**
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. **The text book do not have local context in terms of visuals, texts etc but Bengali instructions and explanations have been given elaborately for students' understanding.**
13. Whether the book is divided into subdivision of sections for making easy and coherent progression? **The book has not been divided into prose and poetry 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. **Rubrics for handwriting exercises, matching words with pictures, nursery rhymes. Spelling, listen and write, listen and speak, counting exercises, fill in the blanks etc. Writers are not all contemporary. Each lessons has the authors name.**
15. Is there coherence within the textbook (from unit one to last unit)? This may tell how the language aspects (not necessarily explicitly) and themes are progressing from **familiar to unfamiliar or known to unknown**. The 'new language' (new usages, words, sentences) which is introduced moves from one level to another level in the text. If yes, please give reference appropriately. **The book consists of lessons on different themes having exercises on vocabulary context and grammar.**
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. **No mention**
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). **The activities are coloured and the textbook is**

both a reader and a workbook. The activities are interesting for the learners but some exercises like re-arranging the alphabets may be difficult for them.

18. Whether the language of the textbook is simple and comprehensible to the learners and teachers. **Yes, language is simple.**
19. Whether the tasks and activities give scope for engagement with language? This means how much time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks. The tasks and activities makes the learner learn the language in a joyful manner.
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) All are appropriate.

Sl. No	Prose	Poetry
1.	English number learning by Ishwar Chandra Vidyanagar	National Anthem by Rabindranath Thakur
2.	Planting Aswatha tree by Roam	Baby's taste by Kaji Nazrul Islam
3.	Journey to school by Bibhuti Bhusan Bandopadhyay	Oath by Gurusaday Dutta
4.	Hira-Kuni by Abanindranath Thakur	Sunday by Rabindranath Thakur
5.	Childhood of Vivekananda by Sashi Bhusan Dasgupta	Farmer by Golam Mustafa

6.	Our country : Our love	Old riddles by Sukanta Bhattacharya
7.	Temple of fourteen Gods by Brajagopal Roy	

22. Whether the rhymes / songs used in the textbook are completely foreign or Is there any attempt to present Indian rhymes/ songs? **No**

Mention rhymes / songs taken from foreign sources: **Nil**

Mention rhymes / songs taken from Indian sources: **All rhymes are taken from Indian sources**

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

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

Rubrics addressed to the Learners:

Rubrics addressed to the Teachers:

There are no instructions for the teachers. **The instructions to learners are their mother tongue i.e Bengali.**

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. **All are contextualized**

26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme? **No**

27. In English language textbooks, the rhymes and songs are mostly foreign, what attempt is made in the textbook (through exercises and texts) to connect with the life of the learner? **No**

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. All test given are appropriate

29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. **Pg. 9-13, 14-19, 27-31.**
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. **There is no such scope as this is a textbook cum workbook.**
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.
Revision of writing alphabets done in the beginning of the book. No scope for process writing.
32. Whether the book provides ‘route’ for the learners? Route here is the interconnectivity or the connection between the tasks (from task one to last either continually or spirally) **No**
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. Some **of the exercises are problem solving like pages 9-13, 20-26.**
35. Whether the textbooks promote communication skills among learners? The textbook has more activities in writing and very less in speaking except for the rhymes
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. **Proper focus given on the language.**

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

-) Gender - **No**
-) People with special needs - **No**
-) Environmental concerns - **Yes**
-) Against some section of society - **No**

38. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **No**

39. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples. **No**

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

Most of the questions require one word answers so 'a' and 'b' are not applicable.

Section C: Overall observations/ Any other suggestions:

Complicated words from Sanskrit are used in the whole of Chapter-1, for example Pg. 9 the word 'tatsama' is used. The rest of the Chapters are according to the standard.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

1. Title of the book: Divalika – IV
2. Year and place of publication: **2014**
3. Name of the publisher / Organisation: **SCERT**
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). **Textbook development team not mentioned in the book.**
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) **112 pages in colour**
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? **No guidelines for teachers or parents.**

Section B: Items for Analysis of the Textbook

VIII. Curriculum Load

1.1 Organization and Presentation

1. Whether the book has only running texts or a variety of genres (texts) involved? **The book has variety of genres- poems, short stories, essays etc.**
2. 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: all the poems

Mention chapters/themes developed by the authors: all the stories and narratives.

Pg. 59, Chapter-10 'Pita-putra' not appropriate for Class-IV pupils.

8. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **Yes, the book has illustrations which supports the theme of the lessons.**
9. 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. **No cartoons or graphic stories**
10. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. **Yes, lessons 7, 8**
11. Whether the book is divided into subdivision of sections for making easy and coherent progression? **The book has not been divided into prose and poetry sections.**

1.2 Pedagogical Aspects

12. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)? Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately. **The instructions are in English unlike the earlier books but vocabulary has been glossed in Bengali.**
13. 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. **There is no coherence as such between lessons but the themes are varied and the exercises based on the lessons.**
14. 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. **No teacher's pages in the book.**
15. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.).
The learner's activities are suitable for their age and there is variety in the activities.
16. Whether the language of the textbook is simple and comprehensible to the learners and teachers. **Yes**

17. Whether the tasks and activities give scope for engagement with language? This means how much time the learner is asked to spend on a task doing and thinking about language and the ideas of the tasks. The learner spends time on the tasks and activities.
18. 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:

19. 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) **all are appropriate.**

Prose	Poetry
Aamar Dhyamer Bharat (India of my dream) by Mohandas Karamchand Gandhi	Pita-Putra (Father - son) by Kirtibash Ozha
Siddharther Griha tyag (Deserting house by Siddhartha) by Abanindranath Tagore	Prasna (Questions) by Rabindranath Tagore
Sakhar theatre (Theatre of my wish) by Sarat Chandra Chattopadhyay	Note boi (Note book) by Sukumar Roy
Galileok aavishk ar (Galileo's invention) by Charu Chandra Bhattacharya	Kishore (Youth) by Golam Mustafa
Yatra Mangal (Pet name of an elephant) by Lila Mazumdar	Bangladesh by Satyendranath Dutta
Aamader Desh (Our Country) by Hirendranath Dutta	Hindu Muslim by Kazi Nazrul Islam
Tirtha mukher Mela	Rakhal Chela (Cow boy) by Jasim Uddin
Rajar vichar (Justice of the king) -	Khoka - Khuku (Small boy and girl) by

Folklores of Tripura	Aanada Sankar Roy
Amal O Doiwalla (Amal and curd seller) by Rabindranath Tagore	

20. 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: **Nil**

Mention rhymes / songs taken from Indian sources: **All songs taken from Indian Sources.**

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

22. 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: **No instructions for teacher.**

II.2 *Themes and Tasks / Activities*

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

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

25. 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? **Only need change in Pg. 59-68, 'Pita-Putra'**

26. 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. Group work, pair work, debate etc not in the book.

27. Are the tasks real life tasks and rooted in contexts? Please give a few examples. **Pg. 9-12, 13-18, 24-28, 29-33.**

28. 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 text does not have such stages but the teacher can carry out such activities to motivate the learners.**
29. (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.

Revision of writing alphabets done in the beginning of the book. No scope for process writing.

30. Whether the book provides ‘route’ for the learners? Route here is the interconnectivity or the connection between the tasks (from task one to last either continually or spirally) **yes there is a connection between tasks.**
31. 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 reading list provided.**
32. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples. **Pg. 24-26**
33. Whether the textbooks promote communication skills among learners? **Yes to a certain extent.**
34. 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. Proper focus given on the language
35. How far the texts, themes, illustrations, visuals and tasks are sensitive towards following aspects?
) Gender - **No**
) People with special needs - **No**

-) Environmental concerns - **Yes**
-) Against some section of society - **No**

36. Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **No**

37. 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

38. 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.

The questions are MCQ, short answer types and one word answer type.

Section C: Overall observations/ Any other suggestions:

This textbook is quite good for this level. More colourful texts will be nice for children.

Analysis of Textbooks in Bengali language

Section A: General Information about the Textbook

1. Title of the book: **Dipalika-V**
2. Year and place of publication: **Tripura 2014**
3. Name of the publisher / Organisation: **SCERT**
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). **Team not mentioned in the book**
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) **97 pages in colour**
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? **No guidelines for teachers or parents.**

Section B: Items for Analysis of the Textbook

IX. Curriculum Load

1.1 Organization and Presentation

8. Whether the book has only running texts or a variety of genres (texts) involved?
Variety of genres: poems, stories, narratives, conversations and 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 authenticated text: **except Chapter-6, 16.**
Mention chapters/themes developed by the authors: **All the lessons except poems**
10. Are there any illustrations? If yes, do they support the concepts / ideas conveyed in the text? If yes, please give reference appropriately. **All illustrations support the**

concepts ideas convey in the text. The book is full of illustrations supporting the ideas presented in the lessons, poems and activities

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. **All are in proper usage.**
12. Whether the textbook presents local contexts in terms of visuals, texts and presentation? If yes, please give reference appropriately. **The book has no reference of the local context nor any reference to local places in the lessons.**
13. Whether the book is divided into subdivision of sections for making easy and coherent progression?. **The book has not been divided into prose and poetry 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. **Yes, the instructions are in Bengali and the word meanings are also in Bengali**
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, Pg. 29, 77**
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 book doesn't have teacher's pages. But the activities can incorporate information to the teacher about the kind of approach used.**
17. Whether the language learning activities are introduced in learner's context (suitable for the age, region, etc.). **The activities are suitable for the learners-enjoyable, colourful and suited to their age.**

18. Whether the language of the textbook is simple and comprehensible to the learners and teachers. **Language is simple and within the scope of the learners.**
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. Learners think about the tasks and activities which are mostly based on the lessons.
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) **Yes most of the lessons are from the immediate environment of the learners.**

Poetry	Prose	Drama
Ram Bharater Milan (Union of Ram and Bharat) by Kirtileasa Ozha	Udvider janma O mritu (Birth and death of a plant) by Accharya Jagadish Chandra Bose	Aastra Pariksha (Skill test for weapons) by Rabindranath Tagore
Manush (Man) by Biharilal Chakraborty	Satya and Asatya (Truth a liar) by Accharya Prafulla Chandra Roy	Explar Questions
Sarthak Janam Aamar (My life is worth) by Rabindranath Tagore	Sukantala (Sukantala) by Abanindranath Thakur	
Prathana (Prayer) by Priyambada Devi	Accucheter Seba by Satish Chandra Dasgupta	
Bangla Bhasa (Bangla Language) by Atulprasad	Grishna Dupur (Afternoon of a Summer) by	

Sen	Bibhutibhusan Bandyapadhyaya	
Jateer Bajjati (Nuisances of community) by Razi Nazrul Islam	Chotolok (Small people) by Banphool	
Kishar Mantra (Mantra of Youth) by Sunirmal Basu	Sarger phool rasna (Rasna, the flower of heaven) by Lokkatha	
Ek je chilo (One was there) by Sukanta Bhattacharjee	Nari Pursher Katha (Tales of Women and Men)	

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: **Instructions addressed to the learners in Bengali**

Rubrics addressed to the Teachers: **No instructions to 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. **Social theme, journey, places in Tripura, months and days of the year, etc.**

26. Are there any alien themes? If yes what attempt the book makes to contextualize the theme? **No**

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

28. Tasks/ Activities: Whether the book has activities like group work (group reading, singing,) pair work, whole class activity, debate, mutual reading (one reading out a paragraph to another), recitation, action activities like action songs, etc. Please give a few examples. **The activities do not have pair work, group work, etc., but the teachers can use the activities and make group work, pair work, recitation and mutual reading on her own.**
29. Are the tasks real life tasks and rooted in contexts? Please give a few examples. **Pg. 58-63, 64-67, 68-71**
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?
- (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) **all are okay**
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 reading list provided.**
34. Whether the tasks give scope for problem solving and discovery learning? Please give a few examples. **To a certain extent.**
35. Whether the textbooks promote communication skills among learners? **Yes, to a certain extent but more of such activities should be in the text.**
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. **Very little scope**

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

-) Gender – **Yes, Pg. 77-80**
-) People with special needs - **No**
-) Environmental concerns – **Pg. 43-47**
-) Against some section of society – **Yes, Pg. 77-80, 29-32**

38 Whether the book has themes, texts, tasks / activities which are biased against the above? Please give reference appropriately. **Pg. 77-80, 29-32, such bias is present.**

39. Critical Pedagogy: Whether the themes and activities have room for promoting critical pedagogy i.e. for letting the learner to have an argument before coming to decision on issues and problems? . If yes, please give a few examples. **No**

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

The book has a variety of questions, one word answers, MCQ, short answer questions etc.

Section C: Overall observations/ Any other suggestions:

‘Poayr’ type of writing used in Pg. 9 is inappropriate for Class-V because the content in this poem is highly difficult and the students in this age cannot comprehend the meaning. ‘Jater Namay Bojatti’ written by Kaji Nazrul Islam is not suitable for students of Class-V, because it depict the difference in caste and religion in the society. This might leads to serious problems in the society. ‘Nari- Puruser Kotha’ Pg. 77 should be removed because in this chapter it shows the difference between male and female. This convey a message to young children that male is superior than female. Hence it should be removed.

Analysis of Textbooks in English language

Section A: General Information about the Textbook

1. Title of the book: **Pilak Reader**
2. Year and place of publication: **Tripura 2014 edition**
3. Name of the publisher / Organisation: **SCERT**
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). Names of the Resource group has not been mentioned
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) The book has around 64 pages and is in colour.
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook? There are no separate guidelines for teachers as how to use the textbook. Note to parents has not been included.

Section B: Items for Analysis of the Textbook

X. 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 variety of genres : handwriting exercises, matching words with pictures, nursery rhymes. Spelling, listen and write, listen and speak, counting exercises, fill in the blanks etc
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook authors created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.)

Mention chapters/themes taken from authenticated text:

Mention chapters/themes developed by the authors:

Since this book is meant for class 1 chapters have been developed by the authors and not taken from authenticated texts. Most of the lessons are exercises on spelling handwriting, alphabets, picture reading etc

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

The book is full of illustrations and pictures. All the chapters have pictures in colour and they do support the ideas and concepts.

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.

The book has no stories as it is meant for class 1. But the pictures and illustrations are used as inputs for language teaching like matching alphabets with pictures, matching words with pictures, pictures of animals, family, fruits etc.

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

The textbook does not have any local contexts in terms of visuals, texts etc but Bengali instructions and explanations have been given elaborately for students' understanding.

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

The book has been divided into lessons, units and sub 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 textbook does use the local language that is Bengali in explanations and instructions. Since the names of writers are not mentioned giving reference is not possible. The book does not have stories but poems and language items.

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, there is a progression from simple to difficult language items. The book doesn't have themes but the language items begins with handwriting drills, alphabet recognition ,words and pictures etc

16. Whether the teacher is able to understand the philosophy of the book (the approach to language teaching-learning like constructivism, communicative language teaching, whole language perspective, etc.) through the teacher's pages or through the activities. There are no teacher's pages so teacher feedback or response cannot be evaluated.

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

The activities are colourful and the textbook is a both a reader and workbook. The activities are interesting for the learners but some exercises like rearranging the alphabets may be difficult for them.

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

Yes the language is simple.

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

The tasks and activities makes the learner learn the language in a joyful manner.

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)

Yes, lesson2 relates all the alphabets with words which belong to everyday life. Lesson 4 and 5 have parts of the body and colours ,lesson 6 is about family,Unit2 is about animals ,vegetables etc.

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

Mention rhymes / songs taken from foreign sources:

Mention rhymes / songs taken from Indian sources:

The rhymes are taken from foreign sources like Twinkle Twinkle, Row row your boat, One two three four.

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

No narratives translated from Indian languages .

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

Rubrics addressed to the Learners:

Rubrics addressed to the Teachers:

There are no instructions for the teachers. The instructions to learners are in their mother tongue i.e., Bengali.

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?

No

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

Though the rhymes are mostly foreign but activities are within the day to day lives of the learners.

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.

Except for the rhymes which can be recited in chorus other activities mentioned are not in the text.

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.

There is no such scope as this is a textbook cum workbook.

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

Writing is introduced from abcd .

(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.

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)

To a certain extent.

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.

Some of the exercises are problem solving like pages 29- 32, pages 34-35 ,etc

35. Whether the textbooks promote communication skills among learners?

The textbook has more activities in writing and very less in speaking except for the rhymes.

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.

Negligible

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

Gender has been taken care of to a certain extent but not the other issues.

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

No

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

No

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

Most of the questions require one-word answers so a and b not applicable

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: Pilak Reader II
2. Year and place of publication: Tripura 2014
3. Name of the publisher / Organisation: SCERT Tripura
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). Textbook writing team has not been mentioned
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)
Around 75 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?
No guidelines for the teachers.

Section B: Items for Analysis of the Textbook

XI. Curriculum Load

1.1 Organization and Presentation

8. Whether the book has only running texts or a variety of genres (texts) involved?
Has variety of genres like stories, dialogues, rhymes etc
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook authors created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.)
Mention chapters/themes taken from authenticated text: Nil
Mention chapters/themes developed by the authors: All the chapters are developed by authors except for a few rhymes.

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

Yes there are lots of illustrations in every lesson to support the content of the text.

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

Yes they are used as inputs.

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

The book presents local contexts for places, characters, in some of the chapters like lesson 2,5 and 10

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

Yes the book is divided into lessons and sub sections.

1.2 Pedagogical Aspects

14. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)?

Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately.

The instructions to the exercises are in the local language ie,Bengali.The texts are by authors whose names are not mentioned in the book as the writing team.

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

The book consists of lessons on different themes having exercises on vocabulary, content, grammar.

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

There are no teacher's pages or instructions to teachers in the book.

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

The activities are suitable for the learners but more pictures could have been included in the exercises.

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.

The tasks are related to the lessons hence they can be done by the learners after completion of the lesson.

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)

Some of the lessons are closely related to experiences of the learners like conversations, day of fun lesson 2, about their village etc.

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

Mention rhymes / songs taken from foreign sources:

Mention rhymes / songs taken from Indian sources:

Some are songs from foreign sources and some are modified Indianised versions.

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

No

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

Rubrics addressed to the Learners:

Rubrics addressed to the Teachers:

Instructions only to learners and not to teachers in Bengali.

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.

Conversations, village and a day of outing.

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

No

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

In this textbook some of the rhymes have been given a local touch.

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.

Except for recitation other activities not present.

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.

Such stages are not present in the book but the teacher can take up such activities.

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.

Revision of writing alphabets done in the beginning of the book.No scope for process writing.

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

No

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

Exercises don't give much scope to problem solving.

35. Whether the textbooks promote communication skills among learners?

To a certain extent

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

Gender, environmental issues have been taken up

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

No

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

No

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

One word answers, short answers, but no projects

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: Pilak Reader III
2. Year and place of publication: Tripura 2014
3. Name of the publisher / Organisation: SCERT
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). Team not mentioned in the book
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) 80 pages in colour
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?
No guidelines for teachers or parents.

Section B: Items for Analysis of the Textbook

XII. Curriculum Load

1.1 Organization and Presentation

8. Whether the book has only running texts or a variety of genres (texts) involved?
Variety of genres : poems, stories. narratives, conversations and 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.)
All the lessons are written by authors for the textbook except for the poems.
Mention chapters/themes taken from authenticated text:
Mention chapters/themes developed by the authors: All the lessons except poems

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

The book is full of illustrations supporting the ideas presented in the lessons, poems and activities

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 are no stories in cartoons but there are graphic stories used as inputs-page 52 and page 9 lessons 1

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

Yes, the book has local contexts ,reference to local places in lesson 3,local names in most of the chapters, page 54 to places, reference to Pilak in lesson 7 etc

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

Yes, the book is divided into lessons ,subsections ,activities and poems as part of the lessons.

1.2 Pedagogical Aspects

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

Yes,the instructions are in Bengali and the word meanings are also in Bengali.

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 lessons moves from simple to difficult and so also the activities.

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 book doesn't have teacher's pages. But the activities may tell the teacher about the kind of approach used.

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

The activities are suitable for the learners-enjoyable, colourful and suited to their age

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

Language is simple and within the scope of the learners.

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.

Learners think about the tasks and activities which are mostly based on the lessons.

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)

Yes most of the lessons are from the immediate environment of the learners

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

Indian songs are not included in the text ,all are completely foreign.

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: Instructions addressed to the learners in Bengali

Rubrics addressed to the Teachers: No instructions to 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.

Social themes ,journey, places in Tripura, months and days of the year, etc

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

No

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

The pictures appear familiar though the rhymes are foreign.

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

The activities donot have pair work ,group work etc but the teacher can use the activities and make group work, pair work. recitation and mutual reading.

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.

Doesn't have these stages as such but again the teacher can make these stages possible by his interventions.

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? Along with handwriting practice, exercises on vocabulary, grammar, word order are included

(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)

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 reading list provided.

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

To a certain extent.

35. Whether the textbooks promote communication skills among learners?

Yes, to a certain extent but more of such activities should be in the text.

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.

Very little scope

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

Only gender and environment concerns are taken care of.

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

Such bias not present.

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

No

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

The book has a variety of questions-one word answer, MCQ, short answer questions etc

Section C: Overall observations/ Any other suggestions:

Analysis of Textbooks in English language

Section A: General Information about the Textbook

1. Title of the book: Pilak Reader 4
2. Year and place of publication: Tripura 2014
3. Name of the publisher / Organisation: SCERT
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). Textbook development team not mentioned in the book.
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.).
62 pages in colour
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?
No guidelines for teachers or parents.

Section B: Items for Analysis of the Textbook

XIII. 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 variety of genres – poems, short stories, essays etc
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook authors created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.)
Poems which have been included are by British poets but stories and narratives are written by authors for the textbook

Mention chapters/themes taken from authenticated text: All the poems.

Mention chapters/themes developed by the authors: All the stories and narratives.

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

Yes, the book has illustrations which supports the theme of the lessons.

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.

No cartoons or graphic stories.

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

Yes, lessons 5, 8, 9

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

Yes, divided into lessons and followed by exercises.

1.2 Pedagogical Aspects

14. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)?

Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately.

The instructions are in English unlike the earlier books but vocabulary has been glossed in Bengali.

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.

There is no coherence as such between lessons but the themes are varied and the exercises based on the lessons.

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.

No teacher's pages in the book

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

The learner's activities are suitable for their age and there is variety in the activities.

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

The language is simple except for lesson 3.

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

The learner spends time on the tasks and activities.

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)

Yes, in some of the lessons like lesson 2,5,6,8,9.

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

The poems are from foreign authors but there are no Indian rhymes.

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: Instructions are not in Bengali but English

Rubrics addressed to the Teachers: No instructions for 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?

No.

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

Though the rhymes are written by foreign authors the activities 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.

Group work, pair work .debate etc not in the book.

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.

The text does not have such stages but the teacher can carry out such activities to motivate the learners.

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 practice is also present in the book but not as much as in the earlier classes

(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.

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

Yes there is a connection between tasks.

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 reading list provided.

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

To a certain extent.

35. Whether the textbooks promote communication skills among learners?

Yes, to a certain extent

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

The themes and illustrations are sensitive towards gender and environment but the other issues mentioned above are lacking.

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

No

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

No

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

The questions are MCQ ,short answer type and one word answer type.

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: Pilak Reader II
2. Year and place of publication: Tripura 2014
3. Name of the publisher / Organisation: SCERT Tripura
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). Textbook writing team has not been mentioned
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.)
Around 75 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?
No guidelines for the teachers.

Section B: Items for Analysis of the Textbook

XIV. Curriculum Load

1.1 Organization and Presentation

8. Whether the book has only running texts or a variety of genres (texts) involved?
Has variety of genres like stories, dialogues, rhymes etc
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook authors created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.)
Mention chapters/themes taken from authenticated text: Nil
Mention chapters/themes developed by the authors: All the chapters are developed by authors except for a few rhymes.

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

Yes there are lots of illustrations in every lesson to support the content of the text.

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

Yes they are used as inputs.

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

The book presents local contexts for places, characters, in some of the chapters like lesson 2,5 and 10

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

Yes the book is divided into lessons and sub sections.

1.2 Pedagogical Aspects

14. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)?

Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately.

The instructions to the exercises are in the local language ie,Bengali.The texts are by authors whose names are not mentioned in the book as the writing team.

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

The book consists of lessons on different themes having exercises on vocabulary, content, grammar.

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

There are no teacher's pages or instructions to teachers in the book.

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

The activities are suitable for the learners but more pictures could have been included in the exercises.

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.

The tasks are related to the lessons hence they can be done by the learners after completion of the lesson.

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)

Some of the lessons are closely related to experiences of the learners like conversations, day of fun lesson 2, about their village etc.

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

Mention rhymes / songs taken from foreign sources:

Mention rhymes / songs taken from Indian sources:

Some are songs from foreign sources and some are modified Indianised versions.

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

No

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

Rubrics addressed to the Learners:

Rubrics addressed to the Teachers:

Instructions only to learners and not to teachers in Bengali.

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.

Conversations, village and a day of outing.

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

No

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

In this textbook some of the rhymes have been given a local touch.

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.

Except for recitation other activities not present.

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.

Such stages are not present in the book but the teacher can take up such activities.

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.

Revision of writing alphabets done in the beginning of the book. No scope for process writing.

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

No

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

Exercises don't give much scope to problem solving.

35. Whether the textbooks promote communication skills among learners?

To a certain extent

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

Gender, environmental issues have been taken up

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

No

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

No

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

One word answers, short answers, but no projects

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: Pilak Reader III
2. Year and place of publication: Tripura 2014
3. Name of the publisher / Organisation: SCERT
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). Team not mentioned in the book
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.) 80 pages in colour
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?
No guidelines for teachers or parents.

Section B: Items for Analysis of the Textbook

XV. Curriculum Load

1.1 Organization and Presentation

8. Whether the book has only running texts or a variety of genres (texts) involved?
Variety of genres : poems, stories. narratives, conversations and 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.)
All the lessons are written by authors for the textbook except for the poems.
Mention chapters/themes taken from authenticated text:
Mention chapters/themes developed by the authors: All the lessons except poems

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

The book is full of illustrations supporting the ideas presented in the lessons, poems and activities

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 are no stories in cartoons but there are graphic stories used as inputs-page 52 and page 9 lessons 1

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

Yes, the book has local contexts ,reference to local places in lesson 3,local names in most of the chapters, page 54 to places, reference to Pilak in lesson 7 etc

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

Yes, the book is divided into lessons ,subsections ,activities and poems as part of the lessons.

1.2 Pedagogical Aspects

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

Yes,the instructions are in Bengali and the word meanings are also in Bengali.

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 lessons moves from simple to difficult and so also the activities.

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 book doesn't have teacher's pages. But the activities may tell the teacher about the kind of approach used.

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

The activities are suitable for the learners-enjoyable, colourful and suited to their age

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

Language is simple and within the scope of the learners.

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.

Learners think about the tasks and activities which are mostly based on the lessons.

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)

Yes most of the lessons are from the immediate environment of the learners

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

Indian songs are not included in the text ,all are completely foreign.

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: Instructions addressed to the learners in Bengali

Rubrics addressed to the Teachers: No instructions to 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.

Social themes ,journey, places in Tripura, months and days of the year,etc

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

No

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

The pictures appear familiar though the rhymes are foreign.

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

The activities donot have pair work ,group work etc but the teacher can use the activities and make group work, pair work. recitation and mutual reading.

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.

Doesn't have these stages as such but again the teacher can make these stages possible by his interventions.

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? Along with handwriting practice, exercises on vocabulary, grammar, word order are included

(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)

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 reading list provided.

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

To a certain extent.

35. Whether the textbooks promote communication skills among learners?

Yes, to a certain extent but more of such activities should be in the text.

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.

Very little scope

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

Only gender and environment concerns are taken care of.

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

Such bias not present.

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

No

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

The book has a variety of questions-one word answer, MCQ, short answer questions etc

Section C: Overall observations/ Any other suggestions:

Analysis of Textbooks in English language

Section A: General Information about the Textbook

1. Title of the book: Pilak Reader 4
2. Year and place of publication: Tripura 2014
3. Name of the publisher / Organisation: SCERT
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). Textbook development team not mentioned in the book.
6. The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.).
62 pages in colour
7. Are there any separate guidelines for teachers as teachers' page, guidance for teachers, note to teachers or note to the parents? Whether the guidelines throw light on the methodology / approach followed in the textbook?
No guidelines for teachers or parents.

Section B: Items for Analysis of the Textbook

XVI. 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 variety of genres – poems, short stories, essays etc
9. Whether the texts are all authentic (stories, poems, narratives written by authors not for the purpose of textbook, but used here as text for exposure to language) or textbook authors created. (Texts at the primary stage will have texts written for the textbook as all authentic texts will be a problem. We have to find out how the balance is maintained.)
Poems which have been included are by British poets but stories and narratives are written by authors for the textbook

Mention chapters/themes taken from authenticated text: All the poems.

Mention chapters/themes developed by the authors: All the stories and narratives.

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

Yes, the book has illustrations which supports the theme of the lessons.

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.

No cartoons or graphic stories.

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

Yes, lessons 5, 8, 9

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

Yes, divided into lessons and followed by exercises.

1.2 Pedagogical Aspects

14. Whether the textbook uses contemporary language in rubrics (i.e. the instructions)?

Whether the texts (stories, poems, etc) are chosen from contemporary writers? If yes, please give reference appropriately.

The instructions are in English unlike the earlier books but vocabulary has been glossed in Bengali.

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.

There is no coherence as such between lessons but the themes are varied and the exercises based on the lessons.

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.

No teacher's pages in the book

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

The learner's activities are suitable for their age and there is variety in the activities.

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

The language is simple except for lesson 3.

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

The learner spends time on the tasks and activities.

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)

Yes, in some of the lessons like lesson 2,5,6,8,9.

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

The poems are from foreign authors but there are no Indian rhymes.

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: Instructions are not in Bengali but English

Rubrics addressed to the Teachers: No instructions for 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?

No.

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

Though the rhymes are written by foreign authors the activities 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.

Group work, pair work .debate etc not in the book.

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.

The text does not have such stages but the teacher can carry out such activities to motivate the learners.

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 practice is also present in the book but not as much as in the earlier classes

(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.

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

Yes there is a connection between tasks.

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 reading list provided.

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

To a certain extent.

35. Whether the textbooks promote communication skills among learners?

Yes, to a certain extent

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

The themes and illustrations are sensitive towards gender and environment but the other issues mentioned above are lacking.

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

No

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

No

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

The questions are MCQ ,short answer type and one word answer type.

Section C: Overall observations/ Any other suggestions:

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book: ...Ganit (Pratham Sreni) Class-I.....
- 1.2 Year and place of publication: ...2014 – Kolkata.....
- 1.3 Name of the Publisher / Organisation: ...SCERT, Tripura.....
- 1.4 Stage: (Primary/Upper Primary)...Primary (Class – I).....
- 1.5 Class: ...I.....
- 1.6 Total No. of pages: ...144.....
- 1.7 Total Lessons: ...10 Chapters (37 Units).....
- 1.8 Last review of syllabus done by the State: 2014.....
- 1.9 Price:

II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...Coloured.....
- 2.2 Quality of paper: ...Not good.....
- 2.3 Quality of binding: ...Good (should be stapled).....
- 2.4 Font size used and its appropriateness: ...Average font size, appropriate for class – I students
- 2.5 Layout of text: ...Portrait.....

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

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

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, all the concepts are given along with figures so students can easily understand. Too many facts and concepts are not packaged together.
4.2 Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Please mention chapter/themes where these are not found.	Yes.
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	Yes, in most cases. No, in Pg. 110, 121
4.4 Have the themes been introduced with interesting and familiar situations?	Yes.
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Unit-2 (Chapter-7) Pg. 107-110. Unit-4 (Chapter-8) Pg. 124-125, 69,61
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	No, in some cases. Pg. 107-110, 69,61

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.	Almost all the activities except the activity in Pg. 107-110
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, open ended questions = 20% (approx)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes, as in most of the cases pictures are provided so they can visualize and may ask questions
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	No, for a student of class-I
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	Yes
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, activity Pg. 141-144, 124, 99

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.	This textbook promotes constitutional values. No mention about gender inequality or religion
6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	----do----
6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	Yes, but in most of the examples are given from the perspectives of both male and female
6.5 Does the textbook contain positive contents for promoting communal	Yes, as most of the pictures reflect unity and group work and thereby it promotes

harmony and strengthen national integration? If yes, please give examples.	communal harmony. Pg.; 69, 61, 52, 87.
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Yes, most of the examples are based from real- life situations so teacher can relate his/her instruction with examples.
6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	Yes, but only in some cases Pg. 52, 46.

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes
7.2 Child friendly	Yes, but print quality of pictures is very poor.
7.3 Gender perspective	Yes, equality of sexes maintained in pictures.
7.4 inclusion perspective	

VIII. Over all observations/any other suggestions:

Mathematics book of Class-I is well written text but chapter-7 activities given in Pg. 107-110, 125-126, 69, are not appropriate with children's age and cognitive development. Some pictures are not clearly printed and quality of pages is poor.

Concept about coins, measurement are given in Class-II book and these concepts are given in Chapter-7, Chapter-8 in the textbook of Class –I, so it can be removed as students of Class-I may find it difficult to understand.

Analysis of Textbooks for Mathematics

I. General Information

- 1.1 Title of the book:... **Ganit – Ditiya Sremi (Mathematics - Class II)**.....
- 1.2 Year and place of publication:... **2014 - Kolkata**.....
- 1.3 Name of the Publisher / Organisation:... **SCERT - Tripura**.....
- 1.4 Stage:(Primary/Upper
- 1.5 Primary)... **Primary**.....
- 1.6 Class: ... **II**.....
- 1.7 Total No. of pages:... **162**.....
- 1.8 Total Lessons:... **8 - Chapters**.....
- 1.9 Last review of syllabus done by the 1.10
- 1.10 State:... **2014**.....
- 1.11 Price:.....

II. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness:... **Coloured**.....
- 2.2 Quality of paper:... **Good**.....
- 2.3 Quality of binding:... **Good** (should be stapled).....
- 2.4 Font size used and its appropriateness:... **Appropriate**.....
- 2.5 Layout of text:... **Portrait**.....

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

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

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, many examples are given in the form of pictures. Too many facts for children.
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.	Sequencing of concepts is appropriate.
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.	Vocabulary simple and comprehensible.
4.4 Have the themes been introduced with interesting and familiar situations?	Yes
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Certain concepts in pg. 132, 126-128 are not appropriate for class II
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.	Some concepts of chapter 4, chapter (2nd unit) Ex-47, chapter-5 (unit-1) (Unit-2) Ex-56, Chapter-8 (last part) are not suitable with the children's age and cognitive development.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Almost in all units activities are given which are related to the real-life experiences.
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes, but very few example exercise 51 but elsewhere not found
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, but very few open ended questions.
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	In chapter-4, coins of 1,2,3,5,10,20, etc are mentioned which are difficult to get today, so these can't be shown to students.
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Guidance is needed from parents/teachers. Maybe difficult for self learning.
5.7 Do the questions given in the exercises e. Cover all the concepts f. Include variety of questions	Yes

<p>g. Provide opportunities for reflection</p> <p>h. Require inductive thinking</p>	
<p>5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.</p>	<p>No. in Pg. 142- Ex-58, Pg. 107- Ex-42, Pg. 79 Ex-28. Some examples and exercises are given which will test reasoning abilities, but almost nothing is given to test creativity.</p>

VI. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>This textbook promotes constitutional values</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>-----do-----</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>----No----</p>
<p>6.4 Does the Textbook address gender concerns adequately viz Equality of</p>	<p>Yes, in most of the visuals and in questions both male and females perspective.</p>

sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes, most questions and visuals reflect group work by different sections of society and of both sexes.
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Yes, some of the examples and exercises are based on real -life events.
6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.	Not much.

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes
7.2 Child friendly	Yes, Pg. 138, 28, 27, 93
7.3 Gender perspective	Equality of male and females maintained in pictures. Pg. 154, 138, 104, 62, 27
7.4 inclusion perspective	Yes

VIII. Over all observations/any other suggestions:

The text book of class II is well presented. Basic concepts were given with examples.

- **Some activities given in Pg. 132,126 and Chapter 4 (Second Unit) are not appropriate for students of class II.**
- **Pie given in Pg. 120 is not properly visible**
- **In Table-7 (Pg.100), instead of 70, 40 is printed wrongly.**
- **In Pg. 157 concepts of vertex, edges, planes, are not appropriate for class II.**
- **In Pg. 39, in answer 1 of Ex-7, 9 is not printed.**

Analysis of Textbooks for Mathematics

1. General Information

- 1.1 Title of the book: ... **Ganit-III (Mathematics-III)**.....
- 1.2 Year and place of publication: ... **2014 Kolkata**.....
- 1.3 Name of the Publisher / Organisation: ... **SCERT, Tripura**.....
- 1.4 Stage: (Primary/Upper
Primary)... **Primary**.....
- 1.5 Class: ... **III**.....
- 1.6 Total No. of pages: ... **260**.....
- 1.7 Total Lessons: ... **10 Chapters (Units-35)**.....
- 1.8 Last review of syllabus done by the State: ... **2014**.....
- 1.9 Price:

2. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ... **Coloured and attractive**.....
- 2.2 Quality of paper: ... **Average**.....
- 2.3 Quality of binding: ... **Good** (should be stapled).....
- 2.4 Font size used and its appropriateness: ... **Appropriate font size**.....
- 2.5 Layout of text: ... **Portrait format**.....

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

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

4. 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	No, but too many sums of similar type

<p>what way? Are too many facts and concepts packaged together? Please provide examples.</p>	<p>given in many exercises. Ex-23 (approx 64 sums in one exercise) Ex-22(approx 70 sums in one exercise) Ex-24 (approx 56 sums in one exercise)</p>
<p>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.</p>	<p>Sequencing of concepts within and across the chapters is appropriate</p>
<p>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.</p>	<p>Language used in the book is simple and comprehensive</p>
<p>4.4 Have the themes been introduced with interesting and familiar situations?</p>	<p>Yes</p>
<p>4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.</p>	<p>No</p>
<p>4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?</p>	<p>Yes</p>

5. 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.	Concepts are suitable for children's age and cognitive development
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Almost in all the Chapters activities given are related to real life experience
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes Ex-30 Pg. 244-245, Chapter-9 (Ex-29)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Number of problems given in some of the chapters is too much Eg. Chapter-6 (Unit-7), too many sums of the same concept are given. IN EX-22 APPROX 70 SUMS ARE GIVEN.
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.	Yes, in some questions, Pg. 82, (Q-B) Pg. 175, 4(a)
5.7 Do the questions given in the exercises a. Cover all the concepts	a. Yes

<p>b. Include variety of questions</p> <p>c. Provide opportunities for reflection</p> <p>d. Require inductive thinking</p>	<p>b. Too many questions of the same type mainly in Chapter-6</p> <p>c. Little</p> <p>d. Very little</p>
<p>5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.</p>	<p>Yes</p> <p>Pg. 244, 245</p> <p>Chapter-9 (Ex-22), Ex-30 Pg. 236</p>

6. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>In different examples, from both boys and girls perspective are mentioned, people from different sections of society are simply shown in pictures.</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>-----Do-----</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>
<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in</p>	<p>Yes, in most of the activities, questions, equality of sexes for example, equality in terms of occupations are shown.</p>

<p>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>Pg. 217, 158, 104, 103, 78, 73, 62</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>No</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Yes, Pg. 100, 87, 184, 195 explanations are given, which will help teachers to teach in a better way</p>
<p>6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.</p>	<p>Very less Pg. 80, 6</p>

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, many visuals are given in almost all Chapters
7.2 Child friendly	Yes, Pg. 14, 37, 229, 224, 219, 210, 160, 123, 30, 69
7.3 Gender perspective	Yes, Pg. 217
7.4 inclusion perspective	Nil

VIII. Over all observations/any other suggestions:

Although the book seems to be structured quite well, however for class III children, the size of the book is quite gigantic, taking into account the number of pages of the book. Several printing errors and typos. In Chapter-6 (all the exercises) too many sums of the same type are given and should be reduced.

In Pg. 185 $1L = 1000\text{ ml}$ (wrongly written as $1L=100\text{ml}$)

Pg. 187 eg. 7 (instead of mm it should be ml)

Pg. 197 eg. 4 (spelling)

Pg. 203 Ex-26 (Picture is not clear)

Pg. 257 Pictures are not clear, students will find it difficult to differentiate between 2D and 3D objects like cone, cylinder, cube etc.

Analysis of Textbooks for Mathematics

1. General Information

- 1.1 Title of the book: ... **Ganit-IV (Mathematics-IV)**
- 1.2 Year and place of publication: ... **2014 Kolkata**
- 1.3 Name of the Publisher / Organisation: ... **SCERT, Tripura**
- 1.4 Stage: (Primary/Upper Primary) ... **Primary**
- 1.5 Class: ... **IV**
- 1.6 Total No. of pages: ... **198**
- 1.7 Total Lessons: ... **10 Chapters (Units-25)**
- 1.8 Last review of syllabus done by the State: ... **2014**
- 1.9 Price:

2. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ... **Coloured and attractive**
- 2.2 Quality of paper: ... **Average**
- 2.3 Quality of binding: ... **Not good**
- 2.4 Font size used and its appropriateness: ... **Appropriate font size**
- 2.5 Layout of text: ... **Portrait format**

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

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

4. 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.	Too many facts and concepts are not packaged together
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.	Sequencing of concepts are appropriate
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	Yes
4.4 Have the themes been introduced with interesting and familiar situations?	Yes
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Multiplication of ages (pg. 115), magic square (pg. 188) difficult for class IV
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes

5. 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	Eg. 12 (pg. 115), Magic square (pg. 188),

textbook are consistent with the children's age and cognitive development? State the concepts which you think are not age-appropriate.	138 are not age appropriate, while other concepts are consistent with children age.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Very few
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes, only in some cases Pg. 175 (ex. 34) Pg. 170 (ex. 33) Pg. 168 (ex. 32)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, but very less open ended questions/projects
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.	To some extent as sufficient. Number of examples are given in each chapter
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	6 Yes 7 Yes 8 Yes 9 Not too much
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	Only in Ch-10 (pg. 181) Ex. 34 (pg. 175, 143), some questions are given which will test reasoning abilities of learners almost

find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.	no questions are given to develop creative abilities of learners
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6. 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.	Nothing adverse about any religion, community, gender are mentioned in any part of the book. Names used in questions include people from different religion/community.
6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	-----Do-----
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	Gender concerns are adequately addressed. In visuals and in the questions men and women are given equal importance

how these could have been incorporated?	
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	In most questions, examples and pictures, group work of people from different sections of society are mentioned.
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Yes, in the beginning of all the Chapters, proper explanations about the content is nicely presented
6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No

7. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, pg. 25, 67, 55, 139, 145, 172
7.2 Child friendly	Yes, Pg. 48, 67, 124, 148, 172, 64,
7.3 Gender perspective	Yes, Pg. 17
7.4 inclusion perspective	The book is suited to students from different sections of society

VIII. Over all observations/any other suggestions:

The book is well presented and sufficient examples are given for better understanding of concepts.

In pages, 16, 30, 109 visuals are not clear

Examples given in pg. 114, 115, 188 are not appropriate for students of Class IV

Multiplication method shown in Page 19, 21 may confuse the students, as not all students have the same abilities

In some of the pages (pg. 64, 16, 9) print is not clear

Binding of the book is of poor quality and the size and number of pages of the book is a major question considering the children's age and class.

Analysis of Textbooks for Mathematics

1 General Information

- 1.4 Title of the book: ... **Ganit- V (Mathematics-V)**.....
- 1.5 Year and place of publication: ... **2014 Kolkata**.....
- 1.6 Name of the Publisher / Organisation: ... **SCERT, Tripura**.....
- 1.7 Stage: (Primary/Upper
Primary)... **Primary**.....
- 1.8 Class: ... **V**.....
- 1.9 Total No. of pages: ... **272**.....
- 1.10 Total Lessons: ... **7 Chapters (Units-26)**.....
- 1.11 Last review of syllabus done by the State: ... **2014**.....
- 1.12 Price:

2 Physical Aspects of the Textbook

- 2.4 Cover Page: Coloured/2 Coloured/Attractiveness: ... **Coloured and attractive**.....
- 2.5 Quality of paper: ... **Average**.....
- 2.6 Quality of binding: ... **Average (Not Stapled)**
- 2.7 Font size used and its appropriateness: ... **Appropriate font size**.....
- 2.8 Layout of text: ... **Portrait format**.....

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

- 3.4 Support your answer (Yes/No) by providing evidences/examples with page Number(s).
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4. Curriculum Load

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
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4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	No, this textbook is not information loaded.
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.	Sequencing of concepts is appropriate. Concept of 'angle' is not clearly mentioned
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	Yes
4.4 Have the themes been introduced with interesting and familiar situations?	Yes
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Certain concepts given in Pg. 244 (Magic square), Pg. 265,267 (Patterns)
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes

5. Child Centred

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	Yes, but in Magic box (Pg. 244) and pattern in Pg. 265, 267 average and below

cognitive development? State the concepts which you think are not age-appropriate.	average students may find them difficult.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Large number of activities are related to real-life experience
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, very few. Pg. 272 (Ex. 62)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes (Chapter – 5)
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	To some extent
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	6 Yes 7 Yes 8 Yes 9 Not much
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 Pg. 272-design Chapter – 5 (Unit-3) Rotation and Reflection

6. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	Yes, by using names of children related to different communities and religion. No constitutional values are violated at any place in the textbook.
6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	-----Do-----
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?	The textbook addresses gender concerns adequately. In visuals, activities and in questions (Examples- Pg. 9, 121, 186, 196, 231)
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes, by mentioning names of children related to different religion
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Not so much

6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	Yes, in the form of visuals and in questions. Pg. 155 Ex. 2 (Pg. 47) Ex. 8 (Pg. 7, 11)
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7. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, pg. 9, 22, 73, 69, 136, 167, 185, 229, 245, 262
7.2 Child friendly	Yes, Pg. 67, 78, 81, 90, 184
7.3 Gender perspective	Yes, 9, 86, 121, 196, 231
7.4 inclusion perspective	Yes, socio-economic condition of different sections of society are considered in questions and in visuals.

VIII. Over all observations/any other suggestions:

Themes and concepts introduced in the textbook are consistent with the children age. In some exercises answer are not provided. Ex. 46-53 and Ex. 57-59, Ex. 61

Average and weak students may find *Magic square* of bigger number (pg. 244) and *pattern* (pg. 167) difficult.

Concept of *angle* is not given properly (components of angle such as vertex, arm are not mentioned anywhere)

Concept of ray, line segment should be introduced before giving the concept of angle

Pg. 29 Ex. 2, in the third last step subtraction before addition is shown which violates BODMAS rule.

Pg. 250, last example of Palindrome is wrong and should be remove.

The book is quite large considering it has 272 pages for class V.

Analysis of Textbooks for Mathematics

1. General Information

- 1.1 Title of the book: ... **Ganit – DitiyaSremi (Mathematics - Class II)**.....
- 1.2 Year and place of publication: ... **2014 - Kolkata**.....
- 1.3 Name of the Publisher / Organisation: ... **SCERT - Tripura**.....
- 1.4 Stage:(Primary/Upper
Primary) ... **Primary**.....
- 1.5 Class: ... **II**.....
- 1.6 Total No. of pages: ... **162**.....
- 1.7 Total Lessons: ... **8 - Chapters**.....
- 1.8 Last review of syllabus done by the
State: ... **2014**.....
- 1.9 Price:.....

2. Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ... **Coloured**.....
- 2.2 Quality of paper: ... **Good**.....
- 2.3 Quality of binding: ... **Good** (should be stapled).....
- 2.4 Font size used and its appropriateness: ... **Appropriate**.....
- 2.5 Layout of text: ... **Portrait**.....

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

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

4. 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, many examples are given in the form of pictures. Too many facts for children.
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.	Sequencing of concepts is appropriate.
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.	Vocabulary simple and comprehensible.
4.4 Have the themes been introduced with interesting and familiar situations?	Yes
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Certain concepts in pg. 132, 126-128 are not appropriate for class II
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes

5. 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.	Some concepts of chapter 4, chapter (2nd unit) Ex-47, chapter-5 (unit-1) (Unit-2) Ex-56, Chapter-8 (last part) are not suitable with the children's age and cognitive development.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Almost in all units activities are given which are related to the real-life experiences.
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes, but very few example exercise 51 but elsewhere not found
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, but very few open ended questions.
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	In chapter-4, coins of 1,2,3,5,10,20, etc are mentioned which are difficult to get today, so these can't be shown to students.
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	Guidance is needed from parents/teachers. Maybe difficult for self learning.
5.7 Do the questions given in the exercises a. Cover all the concepts	Yes

<ul style="list-style-type: none"> b. Include variety of questions c. Provide opportunities for reflection d. Require inductive thinking 	
<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>No. in Pg. 142- Ex-58, Pg. 107- Ex-42, Pg. 79 Ex-28. Some examples and exercises are given which will test reasoning abilities, but almost nothing is given to test creativity.</p>

6. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>This textbook promotes constitutional values</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>----do----</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>----No----</p>

<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>Yes, in most of the visuals and in questions both male and females perspective.</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>Yes, most questions and visuals reflect group work by different sections of society and of both sexes.</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Yes, some of the examples and exercises are based on real -life events.</p>
<p>6.7 Does the content facilitate understanding of children on environmental values? If yes, please give examples.</p>	<p>Not much.</p>

<p>VII. Visuals</p>

<p>Item</p>	<p>Support your answer (Yes/No) by providing evidences/examples with page Number(s).</p>
<p>7.1 Adequate</p>	<p>Yes</p>
<p>7.2 Child friendly</p>	<p>Yes, Pg. 138, 28, 27, 93</p>
<p>7.3 Gender perspective</p>	<p>Equality of male and females maintained in pictures. Pg. 154, 138, 104, 62, 27</p>
<p>7.4 inclusion perspective</p>	<p>Yes</p>

VIII. Over all observations/any other suggestions:

- The text book of class II is well presented. Basic concepts were given with examples.
- Some activities given in Pg. 132,126 and Chapter 4 (Second Unit) are not appropriate for students of class II.
 - Pie given in Pg. 120 is not properly visible
 - In Table-7 (Pg.100), instead of 70, 40 is printed wrongly.
 - In Pg. 157 concepts of vertex, edges, planes, are not appropriate for class II.
 - In Pg. 39, in answer 1 of Ex-7, 9 is not printed.

Analysis of Textbooks for Mathematics

1. General Information

- 1.1 Title of the book: ... **Ganit-III (Mathematics-III)**.....
- 1.2 Year and place of publication: ... **2014 Kolkata**.....
- 1.3 Name of the Publisher / Organisation: ... **SCERT, Tripura**.....
- 1.4 Stage: (Primary/Upper
Primary)... **Primary**.....
- 1.5 Class: ... **III**.....
- 1.6 Total No. of pages: ... **260**.....
- 1.7 Total Lessons: ... **10 Chapters (Units-35)**.....
- 1.8 Last review of syllabus done by the State: ... **2014**.....
- 1.9 Price:

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ... **Coloured and attractive**.....
- 2.2 Quality of paper: ... **Average**.....
- 2.3 Quality of binding: ... **Good** (should be stapled).....
- 2.4 Font size used and its appropriateness: ... **Appropriate font size**.....
- 2.5 Layout of text: ... **Portrait format**.....

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

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s).
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4. 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.	<p>No, but too many sums of similar type given in many exercises.</p> <p>Ex-23 (approx 64 sums in one exercise)</p> <p>Ex-22(approx 70 sums in one exercise)</p> <p>Ex-24 (approx 56 sums in one exercise)</p>
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.	Sequencing of concepts within and across the chapters is appropriate
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 used in the book is simple and comprehensive
4.4 Have the themes been introduced with interesting and familiar situations?	Yes
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

5. 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.	Concepts are suitable for children's age and cognitive development
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Almost in all the Chapters activities given are related to real life experience
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes Ex-30 Pg. 244-245, Chapter-9 (Ex-29)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Number of problems given in some of the chapters is too much Eg. Chapter-6 (Unit-7), too many sums of the same concept are given. IN EX-22 APPROX 70 SUMS ARE GIVEN.
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.	Yes, in some questions, Pg. 82, (Q-B) Pg. 175, 4(a)
5.7 Do the questions given in the exercises a. Cover all the concepts	6 Yes

<p>b. Include variety of questions</p> <p>c. Provide opportunities for reflection</p> <p>d. Require inductive thinking</p>	<p>7 Too many questions of the same type mainly in Chapter-6</p> <p>8 Little</p> <p>9 Very little</p>
<p>5.8 The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Do you find such questions in the textbook (both in-text and end-of the-chapter questions)? Please give a few examples.</p>	<p>Yes</p> <p>Pg. 244, 245</p> <p>Chapter-9 (Ex-22), Ex-30 Pg. 236</p>

6. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>In different examples, from both boys and girls perspective are mentioned, people from different sections of society are simply shown in pictures.</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>-----Do-----</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>
<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women</p>	<p>Yes, in most of the activities, questions, equality of sexes for example, equality in terms of occupations are shown.</p> <p>Pg. 217, 158, 104, 103, 78, 73, 62</p>

and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	
6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	No
6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Yes, Pg. 100, 87, 184, 195 explanations are given, which will help teachers to teach in a better way
6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.	Very less Pg. 80, 6

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, many visuals are given in almost all Chapters
7.2 Child friendly	Yes, Pg. 14, 37, 229, 224, 219, 210, 160, 123, 30, 69
7.3 Gender perspective	Yes, Pg. 217
7.4 inclusion perspective	Nil

VIII. Over all observations/any other suggestions:

Although the book seems to be structured quite well, however for class III children, the size of the book is quite gigantic, taking into account the number of pages

of the book. Several printing errors and typos. In Chapter-6 (all the exercises) too many sums of the same type are given and should be reduced.

In Pg. 185 $1L = 1000\text{ ml}$ (wrongly written as $1L=100\text{ml}$)

Pg. 187 eg. 7 (instead of mm it should be ml)

Pg. 197 eg. 4 (spelling)

Pg. 203 Ex-26 (Picture is not clear)

Pg. 257 Pictures are not clear, students will find it difficult to differentiate between 2D and 3D objects like cone, cylinder, cube etc.

Analysis of Textbooks for Mathematics

1. General Information

- 1.1 Title of the book: ...**Ganit-IV (Mathematics-IV)**.....
- 1.2 Year and place of publication: ...**2014 Kolkata**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, Tripura**.....
- 1.4 Stage: (Primary/Upper Primary)...**Primary**.....
- 1.5 Class: ...**IV**.....
- 1.6 Total No. of pages: ...**198**.....
- 1.7 Total Lessons: ...**10 Chapters (Units-25)**.....
- 1.8 Last review of syllabus done by the State:**2014**.....
- 1.9 Price:

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...**Coloured and attractive**.....
- 2.2 Quality of paper: ...**Average**.....
- 2.3 Quality of binding: ...**Not good**
- 2.4 Font size used and its appropriateness: ...**Appropriate font size**.....
- 2.5 Layout of text: ...**Portrait format**.....

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

- 3.1 Support your answer (Yes/No) by providing evidences/examples with page Number(s).
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4. 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.	Too many facts and concepts are not packaged together
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.	Sequencing of concepts are appropriate
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	Yes
4.4 Have the themes been introduced with interesting and familiar situations?	Yes
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Multiplication of ages (pg. 115), magic square (pg. 188) difficult for class IV
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes

5. 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.	Eg. 12 (pg. 115), Magic square (pg. 188), 138 are not age appropriate, while other concepts are consistent with children age.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Very few
5.3 Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples.	Yes, only in some cases Pg. 175 (ex. 34) Pg. 170 (ex. 33) Pg. 168 (ex. 32)
5.4 Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Yes, but very less open ended questions/projects
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.	To some extent as sufficient. Number of examples are given in each chapter
5.7 Do the questions given in the exercises a. Cover all the concepts b. Include variety of questions	e. Yes f. Yes

<p>c. Provide opportunities for reflection</p> <p>d. Require inductive thinking</p>	<p>g. Yes</p> <p>h. Not too much</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>Only in Ch-10 (pg. 181) Ex. 34 (pg. 175, 143), some questions are given which will test reasoning abilities of learners almost no questions are given to develop creative abilities of learners</p>

6. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Nothing adverse about any religion, community, gender are mentioned in any part of the book. Names used in questions include people from different religion/community.</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>-----Do-----</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>

<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>Gender concerns are adequately addressed. In visuals and in the questions men and women are given equal importance</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>In most questions, examples and pictures, group work of people from different sections of society are mentioned.</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Yes, in the beginning of all the Chapters, proper explanations about the content is nicely presented</p>
<p>6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.</p>	<p>No</p>

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, pg. 25, 67, 55, 139, 145, 172
7.2 Child friendly	Yes, Pg. 48, 67, 124, 148, 172, 64,
7.3 Gender perspective	Yes, Pg. 17

7.4 inclusion perspective	The book is suited to students from different sections of society
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VIII. Over all observations/any other suggestions:

The book is well presented and sufficient examples are given for better understanding of concepts.

In pages, 16, 30, 109 visuals are not clear

Examples given in pg. 114, 115, 188 are not appropriate for students of Class IV

Multiplication method shown in Page 19, 21 may confuse the students, as not all students have the same abilities

In some of the pages (pg. 64, 16, 9) print is not clear

Binding of the book is of poor quality and the size and number of pages of the book is a major question considering the children's age and class.

Analysis of Textbooks for Mathematics

1. General Information

- 1.1 Title of the book: ...**Ganit- V (Mathematics-V)**.....
- 1.2 Year and place of publication: ...**2014 Kolkata**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, Tripura**.....
- 1.4 Stage: (Primary/Upper
Primary)...**Primary**.....
- 1.5 Class: ...**V**.....
- 1.6 Total No. of pages: ...**272**.....
- 1.7 Total Lessons: ...**7 Chapters (Units-26)**.....
- 1.8 Last review of syllabus done by the State: ...**2014**.....
- 1.9 Price:

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...**Coloured and attractive**.....
- 2.2 Quality of paper: ...**Average**.....
- 2.3 Quality of binding: ...**Average (Not Stapled)**
- 2.4 Font size used and its appropriateness: ...**Appropriate font size**.....
- 2.5 Layout of text: ...**Portrait format**.....

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

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

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
4.1 Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	No, this textbook is not information loaded.
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.	Sequencing of concepts is appropriate. Concept of 'angle' is not clearly mentioned
4.3 Does the language including style and vocabulary simple and comprehensible for the learner? If not, please give examples of non-comprehensible text in the textbook.	Yes
4.4 Have the themes been introduced with interesting and familiar situations?	Yes
4.5 Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Certain concepts given in Pg. 244 (Magic square), Pg. 265,267 (Patterns)
4.6 Are the meanings to the technical terms given at appropriate places in the Textbook?	Yes

5. 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, but in Magic box (Pg. 244) and pattern in Pg. 265, 267 average and below average students may find them difficult.
5.2 What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Large number of activities are related to real-life experience
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, very few. Pg. 272 (Ex. 62)
5.5 Does the textbook provide scope for children's questioning? If yes, Please give examples.	Yes (Chapter – 5)
5.6 Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	To some extent
5.7 Do the questions given in the exercises a. Cover all the concepts b. Include variety of questions	i. Yes j. Yes

<p>c. Provide opportunities for reflection d. Require inductive thinking</p>	<p>k. Yes l. Not much</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 Pg. 272-design Chapter – 5 (Unit-3) Rotation and Reflection</p>

6. National Concerns

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
<p>6.1 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>Yes, by using names of children related to different communities and religion. No constitutional values are violated at any place in the textbook.</p>
<p>6.2 In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.</p>	<p>-----Do-----</p>
<p>6.3 Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.</p>	<p>No</p>

<p>6.4 Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?</p>	<p>The textbook addresses gender concerns adequately. In visuals, activities and in questions (Examples- Pg. 9, 121, 186, 196, 231)</p>
<p>6.5 Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.</p>	<p>Yes, by mentioning names of children related to different religion</p>
<p>6.6 Does the Textbook provide for inclusive pedagogy? If yes, please give examples.</p>	<p>Not so much</p>
<p>6.7 Does the content facilitates understanding of children on environmental values? If yes, please give examples.</p>	<p>Yes, in the form of visuals and in questions. Pg. 155 Ex. 2 (Pg. 47) Ex. 8 (Pg. 7, 11)</p>

VII. Visuals

Item	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1 Adequate	Yes, pg. 9, 22, 73, 69, 136, 167, 185, 229, 245, 262
7.2 Child friendly	Yes, Pg. 67, 78, 81, 90, 184
7.3 Gender perspective	Yes, 9, 86, 121, 196, 231

7.4 inclusion perspective	Yes, socio-economic condition of different sections of society are considered in questions and in visuals.
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VIII. Over all observations/any other suggestions:

Themes and concepts introduced in the textbook are consistent with the children age. In some exercises answer are not provided. Ex. 46-53 and Ex. 57-59, Ex. 61

Average and weak students may find *Magic square* of bigger number (pg. 244) and *pattern* (pg. 167) difficult.

Concept of *angle* is not given properly (components of angle such as vertex, arm are not mentioned anywhere)

Concept of ray, line segment should be introduced before giving the concept of angle

Pg. 29 Ex. 2, in the third last step subtraction before addition is shown which violates BODMAS rule.

Pg. 250, last example of Palindrome is wrong and should be remove.

The book is quite large considering it has 272 pages for class V.

Analysis of Textbook in Environmental Studies (EVS)

1. General Information

- 1.1 Title of the book...**PORIBESH PORICHITI - BIGYAN**.....
- 1.2 Year and place of publication: ...**DECEMBER 2014, TRIPURA**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, TRIPURA**.....
- 1.4 Stage: (Primary/Upper
Primary)...**PRIMARY**.....
- 1.5 Class: ...**III**.....
- 1.6 Total No. of pages: ...**61**.....
- 1.7 Total Lessons: ... **7 (SEVEN)**.....
- 1.8 Last review of syllabus done by the State:
....**Not Mentioned**.....
- 1.9 Price:... **Not Mentioned**

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: **Coloured and attractive**.....
- 2.2 Quality of paper: ...**Moderate**.....
- 2.3 Quality of binding: ...**Good**.....
- 2.4 Font size used and its appropriateness: ...**Proper font size and appropriate for class
III**.....
- 2.5 Layout of text...**Portrait format**.....

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

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

4 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). 14, 17, 31, 44, 49
4.2 Does it provide developmentally appropriate text?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s). 20,28, 33, 50, 51, 56, 57
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 9, 17, 24, 31, 40, 48, 55
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s).
4.5 Does the content of EVS textbook promote student reflection?	Yes	Support your answer (Yes) 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	Support your answer (Yes) by providing evidences/examples with page Number(s). 12, 17, 27, 31, 40, 42, 50, 51, 59 etc.
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Support your answer (Yes) 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	Support your answer (Yes) by providing evidences/examples with page Number(s). 11, 13, 24, 35, 44, 59
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 10, 11, 39, 41, 44, 50, 54

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 10, 12, 44, 50, 56, 59
4.11 Does it include sufficient and relevant examples?	Yes/No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 13, 18, 27, 42, 43, 43, 50

5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 36, 46, 54, 59
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes	Support your answer (Yes) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 17-21, 24-28, 31-36
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). 11, 13, 27, 42, 44, 50
5.5 Does it have the scope for joyful learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 11, 13, 27, 44, 50, 56, 59
5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 31-35, 41, 42, 50, 51, 56-59
5.8 To what extent does the EVS textbook involve children in exploring, observing,	Yes	Support your answer (Yes/No) by providing evidences/examples with page

analyzing and the reporting the collected information?		Number(s). 10, 11, 42, 4, 48, 56, 59
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). 10-12, 18-20 , 24-25 etc
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	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	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) Attractive) Augment the content) Depict clear messages	Yes	Illustrations and pictures are in accordance with the contents
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 9,12, 17, 26, 32, 35, 42, 42, 45 etc
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		To some extent

<p>address the inclusive aspects in terms of the following of diverse culture and lifestyles:</p> <p>a) Gender</p> <p>b) Physical Traits Creed Physical/Mental ability</p> <p>c) Ethnicity/Origin</p> <p>d) Background (Rural/ Urban etc.)</p> <p>e) Caste</p> <p>f) Work/Profession</p>		
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To some extent
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?		To a large extent
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To a large extent

9 Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		To a large extent
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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)?		To a large extent
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10 Overall observations/ Any other suggestions:

Apart from few diagrams with poor printing (Colour) quality, I think this book is perfectly suitable for class III students with proper evaluation scope at the end of each chapter. Chapters are equipped with illustrations and activities which will motivate the students.

Analysis of Textbook in Environmental Studies (EVS)

1 General Information

- 1.1 Title of the book: ...**PORIBESH PORICHITI – SAMAJ BIDYA**.....
- 1.2 Year and place of publication: ...**DECEMBER 2014**.....
- 1.3 Name of the Publisher / Organisation: ...**SCERT, TRIPURA**.....
- 1.4 Stage: (Primary/Upper
Primary)...**PRIMARY**.....
- 1.5 Class: ...**III**.....
- 1.6 Total No. of pages: ...**67**.....
- 1.7 Total Lessons: ...**9**.....
- 1.8 Last review of syllabus done by the State:**Not Mentioned**.....
- 1.9 Price: ... **Not Mentioned**.....

2 Physical Aspects of the Textbook

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

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

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

4 Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 10,16,19, 27, 34, 55
4.2 Does it provide developmentally appropriate text?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 21, 22, 37, 57, 61
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	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	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	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 14-24, 27-33, 34-41, 55-59, 60-67
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 9-13, 14-18, 19-24, 34-41, 42-54, 55-59
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 17-18, 23-24, 31-33, 40-41, 47-48, 54, 59, 62-63, 67

4.10 Does it provide sufficient opportunities to work hands-on in various activities?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). No such activities
4.11 Does it include sufficient and relevant examples?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Not much relevant examples.

5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). No such guidelines
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	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?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 17-18, 24, 26, 48, 54, 59, 63, 67
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). Pg. 13, 33, 41
5.5 Does it have the scope for joyful learning?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Joyful learning needs more activity which is very less
5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 9, 19, 27, 35-37, 42-46, 49-52, 55-58

5.7 To what extent does it encourage cooperative learning?	Yes to some extent	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 10, 27-30, 34-38, 55-58, 60-61, 65-66
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Very less except in Pg. 31, 41
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). 19-21, 37-29, 34-37, 55-58, 60-61, 65-66
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extent
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes	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) Attractive) Augment the content) Depict clear messages	Yes	Yes the illustrations are attractive and depict clear messages
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 27-29, 35-37, 43-44, 55, 56
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		Pg. 28, 36, 37, 38, 56

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
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: g) Gender h) Physical Traits Creed Physical/Mental ability i) Ethnicity/Origin j) Background (Rural/ Urban etc.) k) Caste l) Work/Profession		To a large 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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extents in Pg. 10-11, 19-22, 25, 28-29, 35-37, 55-56, 65-66

8 Gender perspective

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

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:

In accordance with Class-III, the book is well illustrated and explanation of the diagrams are also appropriate with the chapters. Chapter-5 and Chapter-6 are very useful. But I like to suggest a little bit of elaboration of Chapter-4 about natural disaster, their causes and how to minimize the damage caused by these. Secondly along with Tripura a brief description about the neighboring states will help the students to get acquainted with their surroundings. Inclusion of some more activities will help to generate the interest toward social studies.

Analysis of Textbook in Environmental Studies (EVS)

1 General Information

- 1.1 Title of the book: ...PORIBESH PORICHITI – BIGYAN.....
- 1.2 Year and place of publication: ...DECEMBER 2014.....
- 1.3 Name of the Publisher / Organisation: ...SCERT.....
- 1.4 Stage: (Primary/Upper Primary)...PRIMARY.....
- 1.5 Class: ...IV.....
- 1.6 Total No. of pages: ...58.....
- 1.7 Total Lessons: ...7 (seven).....
- 1.8 Last review of syllabus done by the State: ...Not Mentioned.....
- 1.9 Price: ...Not Mentioned.....

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: Colored can be make attractive...
- 2.2 Quality of paper: ...Moderate.....
- 2.3 Quality of binding: ...Good.....
- 2.4 Font size used and its appropriateness: Little bit small compare to Class IV, not appropriate
- 2.5 Layout of text: ...Portrait format.....

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

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

4 Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 10,12,23,30,39,41,43,47
4.2 Does it provide developmentally appropriate text?	Yes	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?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). From chemistry portion little can be included
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	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	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 9, 10, 25, 26, 31, 39, 41, 48, 49, 55
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 9, 18-20, 26, in fact whole book
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a large extent
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 10, 26, 41, 42, 43, 44, 49, 56

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). Already mentioned in previous point
4.11 Does it include sufficient and relevant examples?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Pg. 11, 13, 14, 23, 35, 39, 51

5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Except in Chapter-1, Chapter-3
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.3 Are the activities given in the EVS textbook sufficient?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). No activities in Chapter-2, 3, 4
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). Whatever activities given are up to the standard
5.5 Does it have the scope for joyful learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). The book with illustrations helps
5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).

5.7 To what extent does it encourage cooperative learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extent
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extent
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?	Yes	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) Attractive) Augment the content) Depict clear messages	Yes	The pictures are well illustrated but not attractive. Some printings are below the standard.
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a large extent
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a large extent

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
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: m) Gender n) Physical Traits Creed Physical/Mental ability o) Ethnicity/Origin p) Background (Rural/ Urban etc.) q) Caste r) Work/Profession		To a large extent
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		To some extent
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?		To a large extent
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To a large extent

9 Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		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:

Regarding this book it is well designed apart from some factors, which according to me are taking care off. It will help the students in their learning process. I found there as very little about physics and chemistry compare to Biology. One more thing that should be take note is the printing quality, else it may disturb the students. In some pages printing letters especially green coloured one are hazy. There should be some more guidelines for the teachers and parents.

Analysis of Textbook in Environmental Studies (EVS)

1 General Information

- 1.1 Title of the book: ...POROBESH O SOMAJ PORICHITI.....
- 1.2 Year and place of publication: ...DECEMBER.....
- 1.3 Name of the Publisher / Organisation: ...SCERT,
TRIPURA.....
- 1.4 Stage: (Primary/Upper
Primary)...PRIMARY.....
- 1.5 Class: ...IV.....
- 1.6 Total No. of pages: ...50.....
- 1.7 Total Lessons: ...8 (eight).....
- 1.8 Last review of syllabus done by the State: ...Not mentioned.....
- 1.9 Price: ...Not mentioned.....

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...coloured and attractive.....
- 2.2 Quality of paper: ...Moderate.....
- 2.3 Quality of binding: ...Good.....
- 2.4 Font size used and its appropriateness: ...Proper size and are appropriate for the class.
- 2.5 Layout of text: ...Portrait format.....

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

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

4 Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Language are simple through out the book
4.2 Does it provide developmentally appropriate text?	Yes	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Chapters included are appropriate for the class
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	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	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 11, 17-20, 25-27, 43-50
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). The Chapters are well explained
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). In this regard this text book helps up to a large extent
4.9 To what extent do the activities given in the EVS textbook encourage and ensure	No	Support your answer (Yes/No) by providing evidences/examples with page

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

5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). No such guidelines
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	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?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Activities are Nil
5.4 Are the instructions/information given for activities clear for both the teachers and children?	Yes/No Not applicable	Support your answer (Yes/No) by providing evidences/examples with page Number(s). No activities provided
5.5 Does it have the scope for joyful learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extent it encourage cooperative learning

5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a great extent
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). Pg. 13-14, 17-18, 21-23, 25-26, 43-47
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extent as the book has no guidelines for the teachers
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes	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) Attractive) Augment the content) Depict clear messages	Yes	To some extent the pictures are attractive, related to the content but they depict clear messages, except fig. no. 8.3 of Pg. 44
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). Gender equality is very less as in Pg. 28-34 only about males are mentioned no female characters are here.
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a large extent

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
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: s) Gender t) Physical Traits Creed Physical/Mental ability u) Ethnicity/Origin v) Background (Rural/ Urban etc.) w) Caste x) Work/Profession		a)To a large extent b)To some extent c) To a large extent d) To a large extent e) Not applicable f) To a large 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	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?		Not at all
8.2 To what extent does the text given in the EVS textbook portray gender equity?		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:

Over all way this book is well prepared for the class mentioned with proper printing and diagrammatic representations except in page no. 21-24, 37-39 and 43 where printing quality is poor.

There should be some activities, guidelines for the teachers and parents and mostly in Chapter-6. I think some female characters should be included to maintain gender equality and also these will send a clear image about the female participations in the history of Indian culture and traditions. If these points are considered it will become an ideal book for the Class-IV.

Analysis of Textbook in Environmental Studies (EVS)

1 General Information

- 1.1 Title of the book: ...PORIBESH PORICHITI – BIGYAN.....
- 1.2 Year and place of publication: ...DECEMBER 2014.....
- 1.3 Name of the Publisher / Organisation: ...SCERT, TRIPURA.....
- 1.4 Stage: (Primary/Upper
Primary)...PRIMARY.....
- 1.5 Class: ...V.....
- 1.6 Total No. of pages: ...82.....
- 1.7 Total Lessons: ...9 (nine).....
- 1.8 Last review of syllabus done by the State:Not mentioned.....
- 1.9 Price: ...Not mentioned.....

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...Coloured and attractive.....
- 2.2 Quality of paper: ...Proper for textbook.....
- 2.3 Quality of binding: ...Good.....
- 2.4 Font size used and its appropriateness: ...Medium and appropriate.....
- 2.5 Layout of text: ...Portrait style.....

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

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

4 Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). The language used are simple and comprehensible
4.2 Does it provide developmentally appropriate text?	Yes	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). The chapters are in accordance with the class.
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Yes, it shows linkage.
4.5 Does the content of EVS textbook promote student reflection?	Yes	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Several evidences are there in whole book
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a great extent it helps through the explanations and examples.
4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). to some extent activities are

		there. Activities are observed in pg. nos. 19, 20, 27, 56, 58, 60, 76, 82 only.
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). very little
4.11 Does it include sufficient and relevant examples?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). This book contains many evidences and examples.

5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Not Sufficient in chapter no. 1' 6, 7, 8 no guidelines
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	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?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Some more activities will make study of science easier.
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). Whatever activities are given these should be clear.
5.5 Does it have the scope for joyful learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Through the evidences and examples this text book tried to do so.

5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
5.7 To what extent does it encourage cooperative learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a large extent
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extent the text book do so.
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). It will get success to generate curiosity
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extent
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes	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) Attractive) Augment the content) Depict clear messages	Yes	The illustration and pictures used are attractive related to the content and also depict the clear message.
6.2 To what extent do the illustrations/pictures given in the EVS textbook portray gender equity?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a great extent
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To a great extent

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 it explore the portrayal of social and cultural but regarding religious diversity, 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: y) Gender z) Physical Traits Creed Physical/Mental ability aa) Ethnicity/Origin bb) Background (Rural/ Urban etc.) cc) Caste dd) Work/Profession		To a large extent/To some extent/ Not at all Regarding gender to some extent it is there but regarding other aspects it is not at all
7.3 To what extent the content of EVS textbook provide scope for children with special needs?		Not at all provided
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?		To a large extent it portrays gender equality where ever applicable.
8.2 To what extent does the text given in the EVS textbook portray gender equity?		Not applicable in this regard

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:

Regarding this book, the book is designed properly in accordance with the class specified. All the chapters are well explained and have related examples which will help to generate interest towards the subject and the students will be able to relate such with their immediate environment. Pectorals illustrations are also up to the mark and related to the subjects.

Regarding suggestions, I, like to suggest to provide guidelines for the teachers as it is given in Chapters 2, 3 ,4 which will help the teachers as well. The printings of page nos. 69, 76, 77, 80 and 82 are not up to the mark which needs to be taken care off. Activities are provided though but are very less, only in page nos. 19, 20, 27, 56, 58, 60, 76 and 82. Some descriptive questions may be included in Chapter 4. Compare to Biology , Physics and Chemistry portion is few, if included will make the book balanced.

Analysis of Textbook in Environmental Studies (EVS)

1 General Information

- 1.1 Title of the book: ...POROBESH O SOMAJ PORICHITI.....
- 1.2 Year and place of publication: ...DECEMBER.....
- 1.3 Name of the Publisher / Organisation: ...SCERT,
- 1.4 Stage: (Primary/Upper
Primary)...PRIMARY.....
- 1.5 Class: ...V.....
- 1.6 Total No. of pages: ...82.....
- 1.7 Total Lessons: ...10 (ten).....
- 1.8 Last review of syllabus done by the State:Not mentioned.....
- 1.9 Price: ...Not mentioned.....

2 Physical Aspects of the Textbook

- 2.1 Cover Page: Coloured/2 Coloured/Attractiveness: ...coloured and attractive.....
- 2.2 Quality of paper: ...Good and perfect for the textbook.....
- 2.3 Quality of binding: ...Good and proper.....
- 2.4 Font size used and its appropriateness: ...Proper size and appropriate.
- 2.5 Layout of text: ...Portrait format.....

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

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

4 Language and appropriateness of the text

4.1 Is the language used simple and comprehensible by the children?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). The language used is simple and helpful
4.2 Does it provide developmentally appropriate text?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Yes, it contain developmentally appropriate text
4.3 Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Chapters are very much accordance with particular class
4.4 Does it have the scope for linkage within and across themes and levels in each class?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Yes, linkage is there
4.5 Does the content of EVS textbook promote student reflection?	Yes	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	Support your answer (Yes/No) by providing evidences/examples with page Number(s). 9-12, 15-16, 22-23, 35.
4.7 Does the vocabulary used in EVS textbook facilitate understanding?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). The Chapters are well explained
4.8 To what extent does the textbook help in sustaining children's interest and engage them in the learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a great extent it will help the students

4.9 To what extent do the activities given in the EVS textbook encourage and ensure each child's participation?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). No such activities are noticed
4.10 Does it provide sufficient opportunities to work hands-on in various activities?	No	Support your answer (No) by providing evidences/examples with page Number(s). No such activities
4.11 Does it include sufficient and relevant examples?	Yes	Support your answer (No) by providing evidences/examples with page Number(s). More relevant examples are noted.

5 Scope for activities/pedagogical processes/ assessment

5.1 Are there any separate guidelines for teachers and parents?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Such guidelines are not found
5.2 Whether the guidelines throw light on the methodology/approach followed in the textbook?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). No such guidelines are there but at the beginning of each chapter aims are provided
5.3 Are the activities given in the EVS textbook sufficient?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Some activities along with exercises must be included
5.4 Are the instructions/information given for activities clear for both the teachers and children?	No	Support your answer (Yes/No) by providing evidences/examples with page Number(s). No such activities are seen
5.5 Does it have the scope for joyful learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Chapters are interesting and helps in joyful learning

5.6 Is the writing style of EVS textbook interesting and engaging?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). Writing style is very much interesting
5.7 To what extent does it encourage cooperative learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a great extent it encourages
5.8 To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To a great extent it helps in such aspects.
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). To learning material are related to that
5.10 To what extent does the EVS textbook enable teachers to support children in their learning?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). To some extent it enables so.
5.11 Does the learning material provide scope for children to ask and answer questions?	Yes	Support your answer (Yes/No) by providing evidences/examples with page Number(s). The learning material provides ample such scope.

6 Visuals

6.1 To what extent do the illustrations/pictures used are) Attractive) Augment the content) Depict clear messages	Yes	The illustrations are attractive related to the content and depict clear messages.
6.2 To what extent do the illustrations/pictures given in the EVS	Yes	Support your answer (Yes/No) by providing evidences/examples with page

textbook portray gender equity?		Number(s). To some extent like in Pg. 57 and 62.
6.3 To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		To some extent like in Pg. 11, 19, 23, 24, 38, 39, 42, 43

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
7.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: ee) Gender ff) Physical Traits Creed Physical/Mental ability gg) Ethnicity/Origin hh) Background (Rural/ Urban etc.) ii) Caste jj) Work/Profession		a)To some extent b)To some extent c) To some extent d) To some extent e) Not applicable f) 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	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 some extent
8.2 To what extent does the text given in the EVS textbook portray gender equity?		To some extent

9 Constitutional Values

9.1 To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children?		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 book is well designed and properly illustrated and according to me it is perfect for the students of Class-V. The Chapters are properly organized with related examples and diagrams. Exercises provided are sufficient to achieve the feedback of knowledge imparted. The book covered wide variety and covered different sections. Regarding my suggestion I like to suggestion to include some activities for the students so that these may generate much more interest among the students and also inclusion of some guidelines for the teachers and parents to enable them to impart the knowledge in proper way especially in rural areas.