

**Textbook Analysis of Classes
I to V of Tamil Nadu:
A Report**

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Preface

The NCERT, New Delhi took upon itself the responsibility of analysing textbooks of lower primary classes of different states of the country. In this context it was thought fit to ask the Regional Institute of Education, Mysore also to do a similar task of analysing textbooks at lower primary schools of different states in the southern region. The RIE, Mysore approached all the states and duties to send their textbooks for their appraisal. The government of Tamil Nadu responded quickly and keeping in view the time available with the Institute, it was decided to do the analysis of the textbooks of Tamil Nadu only.

The responsibility of undertaking the textbook analysis of Tamil Nadu came to me and I initiated activity with the mixed feeling. At the completion of this work, I feel so relieved and feel very encouraged for having taken the responsibility of coordinating such an activity. This activity would not have been possible without the academic and professional collaboration of many faculty members from the Institute as well as the external resource persons who did the job so professionally in such a short period of duration. I am indeed thankful to each one of them.

I am thankful to the Principal of our Institute who reposed faith in me in coordinating such a big task. I am also thankful to Prof. C.G. Venkatesha Murthy, who encouraged me at every stage of coordinating and completing this task. The thanks are due to the Department of Extension Education, of the Institute which has extended needed corporation in completion of this project. I am also thankful to the Head, DEE, Prof. Manju Jain, NCERT and Dr. Sandya Sanghai, Associate Professor, DEE for providing me the needed support in completing this work.

It is hoped that the readers of the report would find it useful and in the subsequent revisions of the textbooks the writers would consider the points raised in the report for enhancing the quality of the production of the textbooks. The purpose of bringing this report would be served if the detailed analysis of the textbooks is considered seriously in the subsequent revisions.

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ANALYSIS OF TAMILNADU STATE TEXTBOOKS OF PRIMARY STAGE- A REPORT

Chapter –I Introduction Need and Context

As an offshoot of NCF 2005 all the states have a responsibility of reflecting the aspirations of NCF in their curricular material and curriculum transaction. Accordingly, the Tamil Nadu Government has decided to implement the uniform system of school education in the State. And hence the textbooks and common syllabus was prepared in line with NCF 2005. In line with this the Tamil Nadu Government has brought out TAMIL NADU ORDINANCE No. 4 OF 2009.

An Ordinance to provide for Uniform System of School Education in the State of Tamil Nadu and matters connected therewith and incidental thereto. Whereas at present there are four streams of school education in the State under the control of the State Government, namely, State Board Schools, Matriculation Schools, Oriental Schools and Anglo-Indian Schools and these schools have separate syllabus, text books and scheme of examination and are under the control of different Boards.

As a result, the standard of education in these schools are not uniform; and whereas the Government are of the view that it is indispensable to evolve a uniform system of school education in the State to ensure social justice and provide quality education in the schools in the State; Government constituted a committee under the Chairmanship of Thiru. Muthukumar, former Vice-Chancellor of Bharathiar University to examine the implementation of uniform system of school education. Thiru. M.P.Vijayakumar, I.A.S. (Retired) visited the States of Kerala, Karnataka, Gujarat and Maharashtra and reviewed the education system in vogue in those States and the said team submitted its report on the administrative setup of the School Education department and Boards of Education, examination systems and evaluation methods adopted by those States.

The Government after much deliberations, accepted the idea that all the Government schools, Government aided schools and private schools including Matriculation Schools, Anglo-Indian

Schools and Oriental Schools in the State, having the common syllabus, text books and examination system will ensure social justice and provide quality education. Accordingly, the Government has decided to implement the uniform system of school education in the State.

And hence the textbooks and common syllabus was prepared in line with NCF 2005

Primary education has to be a phase of joyful learning for the child... The main objectives at this stage are to arouse curiosity about the world (natural environment, artifacts and people) and have the child engage in exploratory and hands-on activities that lead to the development of basic cognitive and psychomotor skills language, observation, recording, differentiation, classification, inference, drawing, illustrations, design and fabrication, estimation and measurement. This is the stage, ---- to emphasize language development. The criteria for identifying the content at the primary stage are relevance, meaningfulness and interest to the child. The content should provide opportunities to deal with the real and concrete world of the children, rather than a formal abstract world.

The pedagogy should essentially be based on activities in and out of classroom, as well as other methods such as stories, poems, plays and other kinds of group activities.

Concern for environment and inculcation of related values can be promoted through activities (planting of seeds, protecting trees, not wasting water, etc.) and practices relating to health, hygiene and social interactions are best taught by example rather than through recitations from a text book. The atmosphere in the classroom should not stress the child to perform, but allow learning to take place at individual pace and permit free interaction among children and the teacher. The assessment should aim at gaining greater insight into various aspects of the child's learning: language comprehension, reading ability, articulation, ability to work with hands and in groups, skills of observation, classification, drawing, and the other skills which constitute learning at this stage.

Every primary school must have an activity room or an area where a class can assemble for individual or small-group activities (Projects) to be carried out in the school. Children may be encouraged to draw and write by converting three sides of the classroom into a blackboard at eye-level. While deciding content across grades we should steer away from the pipeline approach

whereby some concepts get introduced too early for any meaningful understanding, on the grounds that they are required at a later stage. It must be realized that a difficult concept is not simplified merely by presenting it briefly, without rigor. Rather, the pre-requisites in terms of ideas, experiences and activities should be provided at the appropriate levels. There should be proper articulation between the secondary and higher secondary stages.

How Children Learn

“Young children are **actively engaged in making sense of their worlds**. Young children exhibit a strong desire to apply themselves in intentional learning situations. They also learn in situations where there is no external pressure to improve and no feedback or reward other than pure satisfaction—sometimes called achievement or competence motivation. One of the responsibilities of school is to motivate the students to explore, succeed, understand and harness it for effective learning.”

“If one believes that learning differences are determined by gradual increases in capacity or speed of processing, one would expect relatively uniform increases in learning across most domains. But if one believes that strategies and knowledge are important, one would expect different levels of learning depending on the children’s conceptual knowledge & their control over strategies that organize their knowledge for learning. Although children learn readily in some domains they can learn practically anything by sheer will & effort. When required to learn about non-privileged domains they need to **develop strategies** of intentional learning. **In learning children need to understand what it means to learn, who are they as learners and how to go about planning, monitoring, revising & reflecting upon their learning & that of others.** Children lack knowledge & experience but not reasoning ability. Although young children are inexperienced they reason facilely with the knowledge they have.” A curriculum must reflect this.

“Between 5-10 years of age children’s understanding of the need to use strategic effort in order to learn becomes increasingly sophisticated and their ability to talk about and reflect on learning continues to grow throughout the school years. By recognizing this dawning understanding in

children one can **begin to design learning activities in the early school years that build on and strengthen their understanding of what it means to learn and remember.** The fact that children use diverse strategies is not a mere idiosyncrasy of human cognition. Good reasons exist for people to know and use multiple strategies. Strategies differ in their accuracy, in the amount of time their execution requires, in their processing demands and in the range of problems to which they apply. Strategic choices involve trade offs among these properties. **The broader the range of strategies that children know, and can apply, the more precisely they can shape their approaches to the demands of particular circumstances.”**

Guiding Principles:

- A. Joyful & non threatening – build a feeling of I Can
- B. Content ---contextually relevant, age appropriate

By age appropriate it means:

Who is the child in that age group?

How does the child learn?

What facets of his/her learning are relevant to enhance --

Contextual relevance--- things seen heard, felt, touched, tasted by the child – in

The “sensorium” of the child—directly relevant to the immediate world.

C. Evocative

D. Sensitive to gender, class, life in a pluralistic society, nature (environment)

E. Encourage Exploration

F. Experiential

Based on the above,

- We look at four outcomes—Content, Skill, Experiential & Value
- We create space for Questions & Observations
- We include generic skills--- language, thinking, reflecting

Evaluation

In this background the following objectives of the programme were delineated as follows

- a. To study how Tamil Nadu textbooks are prepared on the lines of National aspiration.**
- b. To study whether Tamil Nadu textbooks differ from National aspiration**
To study whether there are any significant

Using a rational approach the textbooks of Tamil Nadu were subjected to evaluation by a team of experts who evaluated them based on tools which were developed at the National level by the NCERT for this purpose. These tools are being used for evaluation of textbooks of different states of the country. Therefore there is a standardized method visualized to be followed in the evaluation of textbooks at Lower Primary stage.

Chapter –II
Analysis of Textbooks of TamilNadu at Lower Primary

Year and place of publication:	First Edition 2012 Revised Edition 2013 Chennai Reprint 2014
Name of the Publisher / Organization:	Government of Tamilnadu SCERT, Chennai
Stage: (Primary/Upper Primary):	Primary
Classes:	I to V standard
Last review of syllabus done by the State:	2013
Price:	Free Distribution Copy
Quality of paper:	80 GSM Maplitho
Quality of binding:	Stapler Binding
Font size used and its appropriateness:	Heading /Title : 18 Size Running matter : 14 Size
Cover Page: Coloured/2 Coloured/Attractiveness:	Multi colour ,Attractive
Layout of text:	Good

Tamil Textbooks

Analysis of Tamil Textbooks Class-I

Curriculum load

Term I. page no.3 and 4 Poem is lengthy. We can make it small are else we shall remove two poems. More guidelines for Teachers are given. Better to reduce the guidelines and hand over book to children.

Term II. Page no.12 Odd man out pictures is difficult to be understood by children. Presentation of the book is good. Guidelines can be given on the front side.

Term III. Page no.5 In the Poem **சேதேவ** long sounds are introduced but Poem is too lengthy. We should reduce the poem lines.

Child centered perspective of the textbook

Term I Page no.12 The letters **ட,ப,ம,ர,ழ** are introduced. Above letters should be at the practice page. Page no. 7 We can add some more colors to draw by children. Folk Stories are absent, we should add at least one Folk Story in the book.

Term II Page no. 3 The content was difficult to understand, the word **மிட்டாய்** can we change? Folk items missing. Introduction of secondary symbol of **உ, ஊ** have exercise that is not enough. Serial numbers are missing in the exercise.

Term III language games are very less. We can add some

National Concern

All the three Terms picture and poems and also imaginary items are very useful to children. We can provide this book to differently abled children too.

Any Other: Suggestions /Corrections

1. The three books making is good, prepared well. Some pictures we should add and remove.
2. Serial numbers are missing, if we put children can identify the exercise correctly.
3. Guidelines and instruction are more, and add the instruction at end of page.

Analysis of Tamil Textbooks Class-II

Curriculum load

Term I Page no.16 The words மௌவல், பௌவம் are difficult to understand. Picture is given but in the level of children to reading is too difficult.

Term II Page no.31 to 34 Grandha letters are introduced in the second STD level that is burden, we can shift it to upper classes.

Term III Page no. the word சென்று is misplaced, we should remove. Page no.32 two skills – Speaking I Reading II both column two lines misplaced. Page no.21 some circles given by writing purpose that is not enough to write by children. Page no.29 பெயர்கள் enough to be there.

Child centered perspective of the textbook

Term I Page no.8 lesson 8 second paragraph is little complicated to learn children. Lesson 4. Is related to folk story type that is only one. We can add one or two. Page no.10 all Tamil alphabets

are appeared in the serial content no. is (இ) that is wrong. Somehow, we can put all type of practice to add numbers. In this book some exercises had numbers. We can extant to all. Page no.21 lesson 6 the song rhythm is missing change another song or put as a prose.

Term II Page no.29 Opposite word given for example, but the way of question asking is not suitable. We could give word and assign them to write opposite answers. Serial numbers missing. Page no.6,10 have it two language games. But that also can change. Page no.28 that song Rhythm is missing. May be that part we can make it a song type.

Term III Lesson 9 only may be shifted to upper classes. Page no.26 My Reading Books. The table given that is not enough for writing by children. Page no.2 section ஆ Question No. 4 the word மகிழ்ந்தான் Gender suffix is wrong. It should correct it to மகிழ்ந்தார். Language Games are very less. In this term coloring works given more. We can add some more language games.

Scope for Activities/ Pedagogical Processes and Assessment

National Concern

May be it is not suitable for visual challenged children.

Any Other: Suggestions /Corrections

1. The book preparation is well we can add serial numbers.
2. Folk stories are very less, we can add little.
3. Language games are missing, we can add.
4. Overall making of book is good.

Analysis of Tamil Textbooks Class-III

Pictures

Term – I Page no.6,26,35 pictures are not much attractive. We can make it some better pictures. Above said picture clarity also not good. Page no.35. At first, the picture is can't identify. We should change.

Term II Page no.13 based on magazine lesson. Bottom of one picture is not fit.

Page no.17 top of the picture sharpness is needed.

Page no.23 the notice board picture is not enough space. Page no.20 bottom of the image is good and different but it is little bit fearful. May be we can change

Term III Most of the pictures are attractive. Page no.21 picture sharpness is lacking. Page no.16 2nd picture visual shown or not bear, rather it is Panda. Visual need to be changed the question for the visual can be modify in needed as பூண்டா கரடிகள். Page no.9. if is not advisable to show bird or animals which are showed. Avoid such type of content also. Page no.24 மரபுச் சொற்களை அறிவோம் what is the relevance of the picture, change the picture instead of this picture a lion's den. Page no.25. 1st & 2nd picture the structure of grandfather is not attractive.

Cover page

Term I Back side cover page is empty, we can add some pictures.

Term II Cover page is based on Thenali Raman story. We can change it and to be give magazine picture or other picture in to the front page.

Production and layout

Term I Page no.31 printing reflection is there. Page no.26 page alignment is bad. We should do again DTP work.

Term II Page no.4. Lesson 2 font size is small and not able to read.

Curriculum burden

Term I But, Page no.32, lesson 9 may be not suitable for third STD Children. We can shift this lesson to fifth STD level. Page no.33. lesson 9 some words and situation is not related to the children daily life. Lesson 9 talking about child abuse in the sense girl child mentioned, better we can explore.

Term II Page no.26 the puzzle is given, in that puzzle syntax structure is may be doubtful (என்றதும் it should come என்று) Page no.24 lesson is not interesting, we can give some other moral things. Page no.18 the word ஒன்றனை is little hard, we can change ஒன்றை. May be cover page is related to racial thing, we can change it.

Term III Page no.26 we can add to picture no.2 following sentence, இவற்றையே மரபுச் சொற்கள் என்று நாம் கூறுகிறோம். Page no.30. The lesson tittle (தமிழின் சிறப்புகள் ஈராயிரம் ஆண்டுகளுக்கு மேலாக பேச்சு மொழியாகவும் எழுத்து மொழியாகவும்) this portion of the sentence may be deleted in this place, (பழையான தமிழ் மொழிவேறு பல மொழிகள் உருவாகக் காரணமாக இருந்துள்ளமையால் செம்மொழி என்னும் தகுதியைப் பெற்றுள்ளது.) the following sentence may be deleted. இந்தியாவில் மொழிகள் பல பேசப்படுகின்றன தமிழும் வடமொழியும் செம்மொழியாக தகுதிபெற்றுள்ளன. At the end of this

paragraph தமிழ்சுவ்வியல் மொழியாக அறிவித்துள்ளது. அதற்கான ஒரு காரணம் அதன் தொன்மையே. Page no.32. already even for aural theirs fluidity while using the sounds, so at this level we can avoid using the spoken form involving this sounds Ex. the lesson has the laced. கன்னுக்குட்டி also the same lesson கன்னு and கன்று alternate. Page no.31 மீதிப்படம் உம்மிடம் Change this to மீதிப்படம் உங்களிடம். Page no.14 middle நகத்தை வெட்டி வீட்டிலே போடாதே குடும்பத்திற்கு ஆகாது. This sentence may amount to supernatural believe, we should give some explanation, like இரவில் வெட்டக்கூடாது என்று கூறிவிட்டு ஏன் வெட்டக்கூடாது என்று கேள்வி கேட்டு விடையை ஏற்கனவே கூறியதைப் போலக் கூறலாம்.

2. இஃது, அஃது இதற்குப் பதில் இது அது என்று எழுதலாம்.

Page no.15 வெற்றிலைபோடுவது நல்ல பழக்கமல்ல என்று இந்த நிகழ்ச்சியை முடிப்பது நல்லதல்லவா.. Page no.35 எடுப்பதனை may be change to எடுப்பதை.

Page no.37 தொடங்குதல் கண்டுபிடித்தல் such type of grammatical form in this type of sentences mentioned in the lesson.

Page no.42 please check the forms change இரண்டனை to இரண்டை.

Page no.44 instead of form கூறுதல் the form கூற can be use.

Child-centered

Term I Lesson 9 may be not suited to children. Lesson 9 can modify the structure. Page no.26 lesson 7 may not children connect to content because, prince and marriage this thing may be avoid this level. Not at all, language games are very less. We can add some more language games. We can add some more language games.

Page no.33 lesson 9 child have opportunity to classify her state to another person state. But, in the lesson ends with wrong statement. Whether, child's part is nothing but how did the child abuse, that person will get punishment that statement should show the lesson here that thing is missing.

Term II In this Term poems are very less. Prose occupied more pages. We can delete lesson 7 and add one or two songs.

Term III Page no.21 பிரித்து எழுதுக. No.3 தொண்டர் பைட change this item.

National concern

May be it is not suitable for visual challenged children.

Holistic/Specific Comments:

1. Regarding child abuse, I quoted some point in this booklet. In the present situation children can aware the issue.
2. Folk stories are very less, we can add little.
3. Language games are missing, we can add.
4. Overall making of book is good.

Analysis of Tamil Textbooks Class-IV

Pictures

Overall pictures are attractive and relevant to be content. But there are some pictures which need to be revised. Mainly with reference to their sharpness and quality.

1st semester pages 5 and 6.

3rd semester pages 31(tiger) 8, 17 (last pair is pictures), 24, 27, 28.

1st semester page 5, picture as wood pecker is wrong(content on picture)

Activity of deer and content explanation wrong. Counting boat (பரிசில்) is wrongly represented through picture.

19. Picture as parrot flying and the text.

Page 21. Comparing elephant and the old palace door etc not very much appreciated.

Cover page

All the three cover pages are attractive and relevant

Production and layout

1st semester page 29- Font size may be increased.

3rd semester needs improvement especially in the pages i to vii

Sharpness in printing is needed in the following pages 73,8,26,35,36,39.

Space between the pages 23 & 29.

Curriculum burden

1st semester page 8

Discourse nenka “ஆனால்” is not properly used.

13. 2nd and 3rd para --consisting in conducting the celebrations

26. Second para—the content does not seem to fit the place.

Furetoridity of the language especially at the lexical level may be improved pages. 6,7,9,10,13,17,18,19. Language

Page 20. Hand writing – ther is a problem in content congestion and the use of discourse components.

Language use like ஒன்றனுக்காக கலந்தாய்வு needs to be avoided. Instead the standard

functional forms can be used. Sentence structure (page 6) குறிப்பாக மருந்துக் கழிவுப்

பொருட்கள் கண்ட..... Needs revision.

Spelling mistake: Page 18, 6(doubling)

Distinguish between the usage ஒர் and ஒரு in page (8)

There should be more opportunity for library reading.

Child centered

1st semester

Forms like உள்ளதை (7) அஃது (9) அதைன (9) ஒன்றனை (10) அவர்களின் (13) can be made simplified like உள்ளதை, அது, அதை etc. etc. (ref. . my content in the book) mostly knowledge based questions are given. Though there are questions related application and comprehensions are there. It will be useful for the children to give more questions related to synthesis and analysis language games are very less in this book. More innovative games may be devised with an objective of vocabulary development, sentence builders (etc.) care should be taken so that these game activities should not go beyond the specified structure identified for this level.

2nd semester

more time should be devoted for inculcating the reading activity and subsequent comprehension. Some more activity lesson it will be ideal to give language games. We can prepare plenty of innovative and interesting language games.

National interest

Overall this object is fulfilled

Holistic/Specific Comments:

Overall the books are good. Please look at my comments on all the books and also the writings on the Analysis tools supplied.

Analysis of Tamil Textbooks Class-V

Pictures

1st semester : some pictures need sharpness (page) 19,25,27,33,32. Books mostly the picture quality and the details in the pictures are good and content repeated. At the bottom of some of the pictures it will be useful if we can identify the persons shown in the pictures.

Eg. Page 5,6 IInd semester text book. N.S. Krishnan's personality

Cover page

All the books the cover pages are good and attractive.

Production and layout

Overall it is good as far as layout is concerned. Second semester page 26. The colour combinations of the fonts are not going very well with the background colour. It should be checked.

Third semester page 39 check the line spacing. It needs to be increased.

Curriculum burden

Semester I: It is necessary to give more opportunity for the children to develop speaking skill. At this level it is very important and useful.

Semester II: Gerundial pros like இகழ்தல், போதல் (etc) in particular structure used in the book should be avoided (page 2).

Semester II page (2): மேற்கண்ட கட்டுரையைப் போல்.....தலைப்பிடுக (This sentence is not very clear. Needs to be revised) (page 16) Advisable to give verb roots and nouns to refer to the dictionary (page 30). Passive construction in the gerend sentence structure can be avoided (page 16). Refer the book for my comments (item 33).

Semester II: Forms like இரண்டனை (12, 45) may be avoided. Page 16. வலிமை
குறைந்த there please note there is no consonant .Apart from such minor problems the
language used is good and the content is a par unit the syllabus.

Child centered

In all the three semesters more activities should be given. Each activity should be designed to achieve specific objective. For instance like number of line is allocated for developing speaking skills, skills to develop creativity etc. (ref. the book and see m comments)

Ref. page 36 of the IIIrd semester. Verb நினைண்ணு in the story (ref. my comments in the tool as well as in the book).

National interest

This objective is taken care of.

Holistic/Specific Comments:

Overall the work is good and well done.

English Textbooks

Analysis of English Textbooks: Class-I

There are 3 terms in each year and each term has a book.

Linkage of the Textbooks with the syllabus: Coverage of syllabus for each class: here we find that the text has missed on few things like Listening: greetings (Not covered) and Speaking: Asking permission - "May I...." is not included in the text.

There is linkage of concept within and across the class. There is a scope for linkage with other curricular areas e.g., page-42 (II Term) Counting (Maths).

Curriculum load: Age appropriateness of the text: level and complexity of concepts of text is as per the age, (except few exercises) e.g. below the level (P -74 ; Term-3) upper case and lower case (matching). Readability: Language aspect, e.g. terminology, sentence structure, ambiguity in sentences, idea density of the sentences is taken care. Load of non-comprehension: common use of language, duplication/ repetition of information, it is found that in the text

Some activities are repeated

III Term –Page 55,58 & 61 (Rhyming words activity –repeated)

III Term P-67 picture – II Term P-28.

The exercises should be from simple to complex.

Child centered perspective of the textbook: Sufficient Visuals which are attractive with clear message related to the content is given. Should include Muslim and Christian names also (family). There are many Hindu names in the text.

Scope for Activities/ Pedagogical Processes and Assessment: There is enough room for joyful and group learning. (E.g. page 59 – I Sem). There is scope for learning beyond textbook and provided scope for developing learning Processes/Skills. There is a limited scope for feedback and in-built assessment. Hints for teachers are given in all the Lessons.

National Concern: Not many aspects promoting national concern is included in the text.

Gender sensitivity is addressed and taken care but diversity and inclusion is addressed to some extent only. Environmental concerns and National identity are not addressed.

Any Other

1. Text is good, but exercises based on phonetics (pronunciation) are inaccurate. E.g. page no. page 55(I Sem); page 32 (II sem).
2. Activities based on “rhyming words” are repeated. E.g. III Sem – page 55, 58 & 61.
3. Why are the activities titled “I can” (e.g. page 58 & page 79) III semester

Major Observation on English Class I:

Corrections/suggestions

I Semester

Page-55: Exercise: say “a” as in apple the word “and” should not be listed it is pronounced as [and] and not as [send]. Stories given in the text are not effective.

II Semester

Page- 27: replace “greens” with the word “spinach” and correct pronunciation should be taught.

Page -28 the preposition used in the exercise is “in”. Other prepositions (like: on, to....) can be added.

Page -35: Say “O” as in dog the words “for and “or have long vowel sound.

Page-51: One example can be given. Te letters should not be mentioned.(e.g. “a” as in “cat” ; “o” as in hot)

III Semester

Page -58: Why are the activities tilted “I can”.(page -79 also)

Page -58: Activities based on rhyming words are repeated (III sem page 55,58 & 61)

Page -59: Instruction should be: see the picture & narrate.

Page -60: Mistake (wrong usage of article “a”) “A postman bring a letters for you and me”

Page- 67: Picture is repeated (same picture in page -28 of II semester book).

Page-74: Activity is below the level (matching the upper case and lower case letters) In ‘page-73’ the children have an activity for “syllabification” and after such an activity page-74 does not make any sense.

Page-75: First three questions are repeated (same book page-66 handwriting)

Page -80: Oh no! **To** many(spelling mistake) should be replace with “**Too** many”

Analysis of Textbooks for English Class II

Linkage of the Textbooks with the syllabus:

Textbook is aptly linked with the syllabus. (Speaking: “Communicating a message “is other included in the text. Scope for linkage with other curricular areas is there. (E.g. page -51-III term-“Value education” clock; also geometrical figure.)

Curriculum load

Text is appropriate for the age, but a few activities are below the level (e.g. page55-II term). Ambiguity should be avoided and pictures and instructions given should be clear always.

Child centered perspective of the textbook

Visuals (pictures and font) are attractive; a few pictures are not clear. Sentences which reflect gender bias should be avoided. (e.g. page42-II term 10th line: “It sat down like men”)

Scope for Activities/ Pedagogical Processes and Assessment (e.g. page – 59 I Sem)

Group learning and joyful activities are included in the text. Scope for writing developing writing skill is limited.

National Concern

Gender sensitivity: Not many (but it is balanced in the text). Diversity and inclusion is not addressed environmental concerns is addressed (page35; term-2). National identity: Yes (page41; term1). Freedom struggle of India is not discussed in the text.(not even a picture of national leaders)

Any Other:

The textbook needs better editing. Many literal and grammatical anomalies are there. The conversational idiom is found to be missing in the book. “Indianism” is used to a large extent.

Corrections/suggestions

Term I

Page 43: Questions b, c, d & e do not promote any writing skill.

Page 44: "salute" can be used as a noun or a verb.

Page 60: "Take up roles like doctors, engineer" should be replaced with "Take the role of a doctor..."

Page 53: 'No more fees'. Editing is needed (e.g. the water (7th line) 8th line [(I got used (×) ("I overcome" (√))] Page-54 6th line "one of the ten participants" not "one among....."

Page 54: (Line 7): My mother and my (×) coach" (9th line) "Without any fear I started to swim swimming (√) ".

Page 59: (Line 3) What time does your father (come from (×)) return (√) from work?

Page 62: Try revising the picture of kites "which kite is flying high?" [not a clear picture]

Page 66: "Why are you looking so sad?" (Line 4) Typical Indianism. Replace it with "Why do you look so sad?"

Page 66 & 67: The figures in these pages do not reflect what is given in the text. It is not only the monkey which paints the elephant (misleading), even other animals are involved.

Page 72: "Four pictures with name(×) names (√)

Page 73: The pictures given to narrate the story are not clear.

Page 79: Last sentence

The dog runs far away (×). The dog runs away (√). The dog runs fast(as fast as it could).

Term II

Page 41: Questions 1 to 4 are very simple. Encourage students to write a sentence.

Page 42: (10th line)

"The elephant (It) sat down like men(×) " ["Like human beings" not "like men"] [human beings(√)]

Page 45: Let us think and speak

3rd sentence "An elephant is big". What is the mistake in this sentence?

Page 48: Spelling of "following" should be corrected(followng(×))

Page 52: The questions asked are below the level.

Page 55: add words like “man-men” “child-children” in the singular-plural exercise.

Page 57: Last line

“Which (×) attracted you the most?”

“Which item” or “What”(√)

Page 59: 4th question (consider revising)

“Is the rhyme real or a dream?”

Page 59: Last sentence

“----- butterflies” (×)

There is only one butterfly in the picture.

Term III

Foreword (page 42) 4th paragraph (4th line)

“Learn with ease” (√) “Learn in ease” (×)

Page 44: Typographical or printing error on the 4th paragraph.

“birds” is printed as “irds”

Page 52: also introduce “a.m” & “p.m”

Page 55: 2nd question “What kind of pup was he?” (ambiguous). “Breed” or “quality”.

Page 56: Question 3 - It is not right to ask such question.

Page 60: ‘Gulliver’s Travels’ by Swift is not a story. It is a novel. It is not meant for primary school children.

Page 67: I (a) complete the similar sounding words: There is no word rhyming with “dance” in the poem.

Textbooks for English Class III

Linkage of the Textbooks with the syllabus:

Include message communication. To link the concepts use more examples. It is linked with other curricular areas.(e.g. page 51-II Sem).

Curriculum load

Text is appropriate but textual exercises are below the level: Q|A. Wrong usage page no. 54(I Sem) “Mother was shocked”. Indianism “Very, very” page 58-I Sem.

Child centered perspective of the textbook

Visuals are attractive with a few mistakes. Include more Christian and Muslim names in the stories and textual exercise.

Scope for Activities/ Pedagogical Processes and Assessment

Some activities are irrelevant [III Sem Page -62] “Magic Wand”. Page-71(III): Not promoting any Language skill. Scope for learning beyond text is limited. Hints for teachers are not provided (always).

National Concern

Gender sensitivity: not included. Diversity and inclusion is addressed. Only one aspect (protecting trees) of the environmental concerns is covered. National identity is stressed (page-66 of III Sem). Communal Harmony, Equity and social justice is not covered.

Any Other

Please include more activities which promote language skills.

Corrections/suggestions

I Semester (Book)

Page 42: II “Double an alphabet”(×) “use a letter (letter of the alphabet) twice to form a meaningful words.

Page 43: Complicated and Irrelevant (Above the level)

Page 47: Ex.4: “b” (Wrong Instruction given)

Page 49: Advance Organizer: replace “using the alphabet” with “using the letters (of the alphabet)

Page 52: “Mother was shocked “ – not a suitable usage

Page 54: “In face he will help you” ambiguous

Page 55: II complete the following questions (not questions sentences)/ Question Sentences.

Page 57: “when did chiku wake?” (wrong usage)

Page 58: Indianism used “very, very”

Page 58: Pictures for Fat-fatter-fattest is tricky

Page 59: Wrong statement about-er & -est is given in the yellow box.

Page 63: Last sentence: “Several monkeys, deer, squirrels, parrots and owls were barking... chirping”. Which animal/bird mentioned here “barks”.

Page 64: “Why should we not cut down trees?” Wrong phrasing of question.

Page 68: “The teacher motivates their experiences” Instruction should be clear. E.g. what kind of experience.

Page 69: (b) Now try to fill in using doing words.

Replace “doing words” with “action words”.

Page 70: “the present continuous is formed by adding the “-ing form” to the verb” (wrong statement)

Replace it with “The continuous tense is formed by adding the “-ing form” to the verb”.

Page 71: Wrong usage of article “a” before “Past Tense” and “Future Tense” [Given in the blue boxes].

Page 72: Students are expected to write a paragraph on Kiran Bedi without proper (prior) training. All the textual questions except answer in a word or two.

Page 72: Last line:

“Write a biography of a tree”.

“a biography” – wrong usage.

II Semester (Book 2)

Page 41: Let us listen and do

[Put your right hand in] Irrelevant exercise-Below the level.

Page 45 & 46: 5 rhyming words are asked but only 4 pairs are available.

[“realized” and “assigned” are not rhyming]

Page 46: “Did the girl complete her homework”? Avoid Yes/No questions. It does not involve any language skill.

Page 47: Advance Organizer: Please replace “Cue” with some other object.

Page 50: “Opponent” is not an antonym of “friend” (quite misleading)

Page 50: Purple colour is used for “blue”

Page 50: Homophones Same pronunciation but different meanings(√) mean differently(×)

Page 52: “No article is use before proper noun’s (wrong statement)

Page 55: Advance Organizer

“Form Compound words and match the pictures.” (Misleading). Change the instruction: “Match the pictures to form Compound words”

Page 57: Take the different roles and speak: Do not restrict the questions to (framing) rhyming words alone.

III Semester

Page 52: Wrong spelling (Typographical error) He soon became “reach” (×)[replace it with “rich”]

Page 58: Questions do not promote any learning skill.

Page 62: Activity 2 : map is wrong (colour)

The “picture” for Andhra Pradesh is not clear.

Page 65: Activity: Magic Wand

This does not encourage any language skill.(Below the level(standard))

Page 66: Advance Organizer:

Question 4: “Which is our National Flag?”(Question makes no sense; it is ambiguous)

Page 69: Use the plural “Cultures” for “Culture”

Page 70: III opposite.....

The term “opposite word” should be avoided.

Page 71: “Circle the emblem” & “Match the dance form”

These two activities do not promote language skills. Looks more like a social science activity.

Textbooks for English Class IV

Linkage of the Textbooks with the syllabus

The syllabus is covered. Scope for linkage with other curricular areas is limited.

Curriculum load

Text is alright, but the textual exercises do not promote any language skill /competency language aspect is not satisfactory.

Child centered perspective of the textbook

Text is child centered, but inclusive and gender perspectives are not covered in the text.

Scope for Activities/ Pedagogical Processes and Assessment

Activities are not appropriate for the age level skills are not identified properly.

National Concern

Very limited, except for a few pictures here and there. National Identity: yes (page 60 & 61)

Any Other:

Listening and speaking skills are identified wrongly (mistaken notion). The word meaning is not based on context, it is in total isolation. Inappropriate words used in the text. Lot of editing is needed. In some cases the entire passage should be considered for revising (e.g page-68; First paragraph). The competencies and skills are not aptly categorized.

Suggestions /Corrections

I Term

Page 39: (Lie 6- Foreword) term I

“The content is meant (designed) to hone”(√)

Page 67: (Line 17) “the teachers asked” (√)

Page 68: (I para) there are many idiomatic as well as grammatical problems (in the I paragraph)

Page 69: (Line 25) from there the village (×) from where the village (√)

Page 69: (Line 7) Instead of “she encouraged”, “she reassured” sounds correct.

Page 69: (Line 23)

“built a huge campfire” (×)

“made a huge campfire” (√)

Page 71: tongue Twisters

Exercise (A) while..... Eater.

It is not exactly a tongue twister.

It is just students to learn ‘w’ sound.

II Term

Page 39: (Line 1)

Tenali Rama awake woke up

Page 39: Comprehension questions 1, 3 & 4 are below the level

Page 40: (Line 1)

4. The thieves felt very tired on draining the well(×). drawing water from the well(√)

[The thieves did not drain the well]

Page 43: Let us write: Activity

“Mirror images” – not apt for language classes. This actiivy doea not promot any language skill.

Page 45: magic corner—inappropriate activity

Page 45: Let us colour – below the level.

Page 49: Last sentence of the text

“dying people of the streets”—does not convey intended meaning.

Page 50: III Para(7th line)

“four attacks” – ambiguous (not clear)

Page 51: Listening skill (Dialogues)

Especially pearlin's part should be edited

Page 52: I paragraph should be edited (wrong sentence. The lesson.... Through Mother Teresa)

Page 53: Last line

7.the house of ant was not their real home—ambiguous sentence

Page 54: Line 6

“mention their work” – ambiguous

Page 54: write a letter

The format is wrong for station/place & date

Station/place

Date

Date (√)

Station (×)

Page 63: 6th sentence MOON: “It changes its shape during the month.

[in month's time (or just)

“It changes its shape”]

III Term

Page 53: Exercises are below the level

Page 54: Yes/No Questions do not promote any language skill.

Page 56: Exercises are not sensible.

Page 63: Question 2 & 3

2.”Discuss the greediness” – wrong usage

3. Why the bicycle is called an eco-friendly vehicle? (√)

Page 63: last line

“How do climate...”(×) climatic changes(√)

Page 64: Definition for “ a sentence” is not correct according to the modern context. It is a “behaviorist definition”. It is no longer accepted.

Page 65: Exercise II is meaningless because of the definition in page -64.

Page 65: “Match the following” does not promote any language skill.

Page 67: (Line 16)

“What is your father?”(meaningless)

[Speak about father sounds better]

Page 69: Listening skill activity

The given exercise is not at all helping the students to develop listening skill.

Page 70: (Line 6)

“to adopt” (×) “to be adopted” (√)

(Line 8) “harming” (×) - inappropriate usage

Page 70: Reading skills are not suitable

Page 71: Look at the picture (I standard level) It does not help IV std students.

Page 74 & 75: Irrelevant for language classes.

Analysis of Textbooks for English Class V

Linkage of the Textbooks with the syllabus

The text is linked with the syllabus. A listening activity (under listening in the syllabus) should include folk tales and local legends. Reading: Reading between lines should be encouraged.

Curriculum load

Is not balanced. For e.g. (II term; page-61) poem: below the level. Textual exercises should be revised. Repetitions should be avoided.

Child centered perspective of the textbook

Visuals are quite good. Gender and inclusive perspectives are covered to a large extent.

Scope for Activities/ Pedagogical Processes and Assessment

Activities are apt. group-learning is encouraged. Writing skill & learning beyond the text should be included; it is ignored for e.g. Students should be allowed to attempt a critique (of the poem).

National Concern

Gender sensitivity is balanced. Environmental concerns are addressed. National Identity is emphasized (Page-63, 76; II term). Secularism and communal harmony: should be included in the text. Text or exercise based on equality and freedom struggle should be added.

Any Other:

More Indian folk tales and local legends should be included under listening and speaking skills. Bilingualism is not encouraged in V std text. Distorted version of English is used (Indianism). Writing activity is not emphasized. For example the syllabus says that “reading between lines” should be encouraged but students are not encouraged to attempt critical analysis/interpretation in their own words. They are expected to answer in word based on the poem, which does not promote any language skill.

Suggestions /Corrections

I Term Page 47(III Para-Line 6)

Inappropriate expression “ palatable activities”

Page 48: Note to the teachers should be edited (e.g. 4th paragraph last line “Causal” (×) “Casual” (√)

Page 48 & 49 – many grammatical and lexical errors.

Page 49 (Line 1) “Keep them” (×) “makes them” (√)

Page 50: last line – Punctuate (.)

Page 53: Questions 1 & 2

Below the level(one word answer)

Page 55” Edward’s dialogue:

“If we, Indians don’t”(×) - Inappropriate usage.

Page 58: Look at the picture and name them (grammar exercise) - Below the level.

Page 64: (II Para – 4th line)

“She put her hands fondly around his shoulder” – Inappropriate usage.

Page 66: Answer the following questions: 1,5,6 – too easy; Ask the students to answer in a paragraph (or atleast three sentences)

Page 67: True of False – Avid such exercise.

Page 69: Sentence I is wrong

Page 70: III “Listen to the teacher reading the following passage with attention” (×) ambiguous.

Replace it with “Listen carefully”

Page 72: Definition given for “Preposition” is not accurate. Try revising. This is not true always.

Page 77: Find meanings:

Eden (proper noun): Avoid asking children/students to find meaning for such a word. The teacher would have given explanation while teaching.

Page 78: Exercises: Below the level.

Term II

Page 47, 48, 50, and 51: Spelling mistake (misleading) good morning Mam! (×) ma’am(madam)

Page 48: Revise Line 23: “I brush my teeth both”

Page 49: Last sentence “should be as clear...” “be” is missing.

Also note that not all clear water is/are pure.

Page 55: All the exercises in page-55 are below the level.

Page 57: Let us learn something new:

(b) We double the last letter and add “ing” – This is not applicable always.

e.g. stand – standing; edit – editing

Page 61: The poem ‘keeping Clean’ is below the level. (meant for T or II std)

Page 62: The introductory passage on rhythm before the poem ‘Tiger’ is highly misleading.

Page 71 & 72: The exercises are too simple.

Term III

Page 52: (Line 7)

“A good amount (×) of vocabulary” →avoid the word amount in this sentence.

Page 53: (Line 9)

“good human values” →avoid “good”[Note: values are always good]

Page 53: Last line

Delete the word “fanciful” (wrong usage)

Page 55: (Line 4)

Cellphones are like two-way radio. →add “the” in between like and two-way.

Page 55: (Line 11)

Avoid the expression “span of area” replace it with “specific area”

Page 55: Last sentence should be revised

Page 63: (Line 2)

“go for his(×) supper”

“go for supper”(√)

Page 62 &63: grammar: short passage can be replaced with a local example.

Page 62: Last line

Not a good expression – “in front of the TV” (×). “watching the TV” (√)

Page 72: (Line 12) Wrong sentence

Replace it with →“Today we want outdoor games” (√)

Page 79: Exercises are inappropriate for the age group.

Page 81: Answer the following: Instead of asking one-word answers, descriptive answers should be asked. Page 85: Revise the last sentence Page 86: (Line 9)

Revise the sentence: "It is my pleasure to occupying bye friends".

Environmental Science Textbooks
Analysis of Environmental Science Textbooks
Class I

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

The textbook has covered syllabus and also found better linkage of syllabus with the text. Except under 2 Animals (2.2). Protection of animals and plants has not covered and suitable activities were also not sighted. As awareness about [protection of plants and animals is essential part of EVS initiation could have been made on activities like Do's and don't of planting, watering, taking care of animals. This can bring the concept of protecting and caring at young age.

Language and appropriateness of the text

The language in the text was found appropriate. As teacher also participates in the process of reading, singing and narrating students can easily comprehend the language. Sufficient guiding marks, indications were found to initiate the activities.

Scope for activities/pedagogical processes/ assessment

Sufficient activities are suggested that are appropriate to the age level. The approach is child centered and the activities are in play way method. There is wide scope for formative, summative and self assessment in the text book. Activities that help them to understand the concept protection can be incorporated like planting the samplings, watering, caring for animals, self explanatory pictures may be incorporated. Activities that may involved the use of heavy and sharp tools may be avoided.

Visuals

Visuals are attractive and appropriate. Pictures are self explanatory and suggestive. Font size and layout of the text are appropriate.

Inclusive aspect/diversity

Activities that cater to the needs of special children are taken care sufficiently. Since the textbook provide picture rich environment, self explanatory materials wide range of children are covered.

Gender perspective

Mixing of gender is not portrayed. Pictures have either only male or only female. Pictures of school going children of both boy and girl can be high lightened. Most of the pictures show gender specific games, like boys playing, cricket, girls playing, skipping, hopscotch where it could have been a mixed representation.

Constitutional Values

Constitutional values could be incorporated by introducing basic concepts like our country, our flag, our national emblem etc,. Activities can be planned to make children to realize that they need to go to school and it is their fundamental right.

Overall observations/ any other suggestions:

The text book has met most of the essential aspects appropriately. The physical, pedagogical approach, activities were found appropriate. Few aspects were found that needed attention such as

- a. Most of the pictures have representation of single gender where both gender representations is appropriate.
- b. Some activities where making thumb impression and finding the picture out of it were found to be very high for the age group. Also carving of vegetables involves using sharp and heavy tools which could prove dangerous for the child.
- c. Most of the pictures show gender specific games like boys playing cricket and girls playing skipping; hopscotch where it could have been mixed representation.

The essence of EVS can also be met with other subjects like language, Maths. The integration can reduce the repetition of activities and can provide holistic approach.

Analysis of Environmental Science Textbooks

Class-II

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

Syllabus is covered and linkage of syllabus is apt.

Language and appropriateness of the text

Language is simple and appropriate. For some activities teacher guidance is required. It is also notable that many examples, pictures given may be children are not aware or not from immediate environment and the children may struggle to know the concept. Thus simple examples and a few in some cases may be effective to the age group.

TERM I Page 71,86

TERM II Page 41,55

TERM III Page 72

Scope for activities/pedagogical processes/ assessment

There is a large scope for the activities in the textbook and also to learn from surrounding environment pedagogical process also found to be appropriate with scope for self assessment. There could have been more activities which would enable children to explore and learn from social environment with the help of parents, peer groups and adults. In this connection elaborative instructions and guidelines can give better chance for learning among the students.

Visuals

Visuals were found attractive and suggestive in line with syllabus and context. As some of the concepts like culture religion were not taken up and were not high lightened. Scope could have been given to personal care, first aid etc,. On the cover page.

Inclusive aspect/diversity

As pictures are self explanatory, and attractive it would help the children with special needs and Also others to a large extent. The text is rich with pictures and also activity oriented it has

Provided a wide range of exploratory materials

Gender perspective

It is found appropriate in most of the cases. Impressive messages regarding gender sensitization can be portrayed on the cover page.

Constitutional Values

The constitutional values like right to education of child can be brought up sensitively as it would provide message among children and society.

Overall observations/ Any other suggestions:

The content of the textbook is in line with the syllabus

- a) As young children are familiar with the animals (domestic and wild) the chapters related to animals would have been introduced earlier than birds. The concept mammals can be difficult aspect as in exceptional case like blue whale and it could have been avoided as children are not aware of Mandalian character at that age. They will generalize and that may lead to misconception.
- b) Examples for the animals that have strong and long hind limbs than the forelimbs could be changed to frog and kangaroo.
- c) In chapter work too many examples were found for pull and push. The pictures and examples are found repeated which alone will not generalize the concept of work since displacement idea is not brought in
- d) Matching the tail of the animals using pictures alone is not appropriate

Pictures showing Marshy land in page 72 may be given elaborative examples. The pictures are not clear. The pictures look like road being prepared for construction.

Mathematics Textbooks
Analysis of Mathematics Textbooks
Class-I

Linkage of the Textbooks with the syllabus: Coverage of syllabus is good. Linkages of concepts are adequate at certain places [page 22,23,24 Part II]

Curriculum load:

Text book is information loaded. Introduction of Mathematical symbols like equality, pictures in various pages are over packed ,Remainder concept [from page 20 to 28 , 42 of term I page 8 and 29 Term II].Place value is dealt exhaustively in Term III but its usage is in term II.Addition and subtraction of numbers in horizontal rows and addition and subtraction with zero are not sequenced properly. Since visuals are used the language including style and vocabulary simple and comprehensible for the learner. Themes been introduced with interesting and familiar situations with suitable visuals and pictures for introduction. Certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage are the Concept of zero ,remainder ,Addition of zero, Subtracting zero,[page 13,14,15,16 Term II].

Child centered perspective of the textbook: Majority of the concepts are age appropriate, however the concepts of operations with zero and problem given as fill in the table in page 42 of term I and page 8 of term II could be avoided. Most of activities given in the textbook are related to the real life experiences and contexts of the children. Textbooks provide for hands on experiences and scope for exploration by the children to go beyond the textbooks for e.g. in counting number ,addition, subtracting ,data handling etc. number of exercises are inadequate.

Scope for Activities/ Pedagogical Processes and Assessment

More number of exercises are desirable. In all visual illustrations there is scope of children's questioning. Text questions are helpful for Self-Learning e.g. I can do activities. Text questions are also helpful for Self-Assessment to certain extent. The questions given in the exercises

- a. Covers all the concepts
- b. Needs to include variety of questions
- c. Provides opportunities for reflection
- d. Requires inductive thinking

The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners and in the textbook at the end of chapter questions promotes scope for developing reasoning ability and creativity.

National Concern: 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. E.g. Pictures in page 21,22,23 of term I page 4 of term II page 9 ,10 of Term III are examples.

Content facilitates understanding of children on environmental values e.g. page 23 of term I

Visuals: Visuals are adequate across the chapters and are age appropriate

Any Other:

Colorful and age appropriate visuals are used to represent numbers and to introduce concepts through various chapters.

- Hands on activities are there for the child to construct knowledge and hence develop the concept.
- Sequential arrangement of concepts should be taken care [for example introduction of the concept of zero]

Analysis of Mathematics Textbooks

Class-II

Linkage of the Textbooks with the syllabus: Covered syllabus in all three terms with proper linkages.

Curriculum load

Textbook information loaded and the too many facts and concepts packaged together e.g.

Pattern drawing [Page 7,8 Term I] What comes before, after between [Page 11 term I]

Comparison of numbers [Page 21] needs explanation

Exercises on Cardinal and ordinal number are not apt since the days and months are introduced under the title Measure of Time [Page 6 Term II].

Activity in page 5 & 6 of Term III as interpretation of sentence given as words & figure need to be supported at least with one example.

Sequencing and connectivity of concepts with allocation of chapters in terms are desirable.

Measures of terms, highlighting days, and months of term III would have been in previous terms.

Used language is simple and comprehensible.

But at the same time some words like “festoons” [Term II] and patterns with odd one [Term I] need to be changed. Themes introduced with pictorial illustrations.

Certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage are e.g. Page 7-8 of Term I recognizing pattern with rotations is an abstract concept.

In Term III page 14 Concepts in two dimensional shapes are not clearly explained.

Meanings to the technical terms are not given at appropriate places in the Textbook e.g. From Term II Page 14 Two dimensional shapes, Page 17 Straight lines or Curved lines are not explained.

Child centered perspective of the textbook

Usage of some words like “festoons”, and terms in introduction of shapes and identifying patterns with rotation are not consistent. 90% of activities are from real life experience of children. The textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks e.g. Think it over activities and Pattern activities.

Scope for Activities/ Pedagogical Processes and Assessment

The number of problems/exercises given in the textbook are adequate but the open ended questions are very few in number. In most of the activities the textbook provide scope for children’s questioning. The in-text questions are helpful for self-learning as well as self-assessment.

The questions given in the exercises

- a. Covers all the concepts
- b. Includes variety of questions
- c. Provides opportunities for reflection
- d. Requires inductive thinking

The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners, the textbook has questions which address these e.g. In Term I page 46-48

National Concern

Constitutional values are not violated in the Textbook. Textbook addresses gender concerns adequately. The content facilitates understanding of children on environmental values e.g. Pictures from environment have been used to illustrate various concepts.

Visuals:

visuals are used from Children’s environment and are adequate in all pages. Both male and female representative have been shown. Inclusion is attempted wherever possible

Any Other: Suggestions /Corrections

- Teacher's notes can be eliminated from text book and a separate teachers hand book may be provided.
- Higher order concepts are introduced in lower level.
- Number of chapters can be reduced.

Analysis of Mathematics Textbooks Class-III

Linkage of the Textbooks with the syllabus

Syllabus is covered in three terms but Linkages across the chapters to built up concepts are missing.[page 18 Term II Multiplication with 0.

Page 45 Term III Complete the following (c& d)]

Curriculum load

The textbook information loaded to some extent. Too many facts and concepts packaged together e.g. Terms like, Mental arithmetic in page 76 term I and mental sums in page 30 Term II Chronological order and Growing pattern in page 40 & 42 and page 52 of Term III are examples.

The connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Simple and comprehensible language except for a few words like Chronological order, Growing Patterns, Questionnaire model. The themes been introduced with interesting and familiar situations but More simple real life situations could be used. Meanings to the technical terms like Multiplicand and Multiplier need clarifications.

Child centered perspective of the textbook

The themes and concepts introduced in the textbook are consistent with the children's age and cognitive development but some concepts are not age appropriate. For example: Chronological Order, Questionnaire Model.

Less than 50% of activities given in the textbook are related to the real life experiences and contexts of the children. Mathematical illustrations are more than real life situations.

Scope for Activities/ Pedagogical Processes and Assessment

The textbook provides for hands on experiences and scope for exploration by the children to go beyond the textbooks by giving Project works and activities across the chapters. The number of

problems/exercises given in the textbook inadequate. More problems of different levels should be there.

- a. Page 27 of Term III project work of collection of bills is an open ended question in the book.
- b. Exercise given in page 45 of Term III does not match with the concept. [For example in d) child may write 0 flowers ,0 balloons instead of completing the pattern]

The textbook provides very less scope for children's questioning. The in-text questions are helpful for Self-Learning and Self-Assessment E.g. all exercises & I can I did.

the questions given in the exercises

- a. Covers all the concepts
- b. Includes variety of questions to some extent only
- c. Provides opportunities for reflection to some extent only
- d. Requiring inductive thinking is not shown exclusively.

The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. In the textbook there are such questions both in-text and end-of the-chapter.

National Concern

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. e.g. pity, charity. The textbook doesn't reflect any activities promotes the constitutional values.

In all books male members are shown as shopkeepers.[page 44 Term II and page 25 term III]

The textbook contains positive contents for promoting communal harmony and strengthen national integration wherever possible. The content facilitates understanding of children on environmental values through various pictures [Page 54,55 of Term I]

Visuals

Visuals are adequate and child friendly. Inclusion and Gender perspective are addressed satisfactorily.

Any Other: Suggestions /Corrections

- In introducing multiplication table, the multiplicand should remain constant and multiplier varies. But in text it is reversed.
- In chapter on estimation, estimation in real life situation must be given [p-75 Term I]
- Mental arithmetic and mental sum can be in numerical also [page 77 Term 1].
- In chapter on patterns, in place of growing patterns and repeated patterns there would have been increasing and decreasing pattern, which would lead them to higher order thinking..Without developing the concept, pattern on decreasing numbers are given in page 45 of Term III
- Most of the concepts are introduced with pictures but not dealt in mathematical way

Analysis of Mathematics Textbooks Class-IV

Linkage of the Textbooks with the syllabus

Covered in three terms/three text books.

Example :Shapes and figure ,various 2D shapes and circles covered in Term I

Introduction to Perimeter and Area ,Symmetry and Reflection in Term III.

Curriculum load

Textbook is not information loaded. Connectivity and sequencing of Concepts exists across the chapters. The language including style and vocabulary simple and comprehensible for the learner but in some examples Conversion of Rupees into Paisa and vice-versa is not illustrated adequately. Operations in handling money is also not handled adequately [Page 36,39,43 Term III]Page 64 ,66 in Data handling ,the data and the picture given are not matching. The themes are introduced with interesting and familiar situations.

Child centered perspective of the textbook

The themes and concepts introduced in the textbook are consistent with the children's age and cognitive development e.g. prescribed lab activities can be carried out in the class room itself by using suitable learning resources. Usage of the term "Life related problems" must be deleted [page 11,40 term I
Page 20,40Term III]

Scope for Activities/ Pedagogical Processes and Assessment

The textbook provides hands- on experience and exploring various concepts.

Example: Page 17, 18 Using Tangrams, Page 32 in term I.

Exercises are very less and do not have variety of problems. Open ended questions are very few in number.[Page 30 and 48 Term III]. The textbook does not provide scope for children's

questioning. The in-text questions helpful for Self-Learning and answers are not provided for Child's Self-Assessment.

The questions given in the exercises

- a. Covers all the concepts
- b. Does not Include variety of questions E.g. Fill in the blank questions under revision are not appropriate
- c. To some extent provides opportunities for reflection
- d. Open ended questions are very few for inductive thinking

The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Such question are very few.

National Concern

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. by giving real life situation which gives scope for developing human values , acceptance of truth, validating a given situation and appreciating the beauty of mathematics in daily life. There is no constitutional violation in the Textbook. Lady Teachers are highlighted Page 43 Term II [Father makes will]Gender equality could be maintained by suitable changes.

The textbook contains positive contents for promoting communal harmony and strengthen national integration. Textbook doesn't provide for inclusive pedagogy. The content does not facilitate understanding of children on environmental values.

Visuals

Visuals are in almost every chapter and are Child friendly. But visuals are stereotyped. Gender perspectives are Very less.[page 26,27,30].

Any Other: Suggestions /Corrections

- Mathematical Ideas are provided through activities but these are not developed using mathematical language
[For example Page 30 of Term I Discusses about Associativity, but does not emphasis on mathematical symbolism]

Analysis of Mathematics Textbooks Class-V

Linkage of the Textbooks with the syllabus

Covered in three terms. 2D-3D in Term I Symmetry in Term II and Angles in Term III.
Similarly other units are also covered.

Curriculum load

The textbook is not information loaded. Mathematical Ideas are introduced through activities, but concept formation is not emphasized. The connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Language problem exists in construction of questions and highlighted points.

For E.g.

Page 35 Term I [Add zeros..]

Page 43 Term II [Deci means..]

Page 22, 23 Term III [Kg to g,m to mm..]

The themes are introduced with interesting and familiar situations. Introduction to multiples and factors is not explicit. Page 14 Term II .

The meanings to some of the technical terms given at appropriate places in the Textbook e.g. Page 20 Term III [Concept of millimeter is not introduced properly. It is directly given as mm. Mm is not shown in scale]

Child centered perspective of the textbook

The themes and concepts introduced in the textbook are consistent with the children's age and cognitive development but reasoning ability is not emphasized in the entire text book.

75% of the activities are connected to real life experience of child.

Scope for Activities/ Pedagogical Processes and Assessment

Good number of activities is given for hands own experience but less opportunities exploration beyond Text Book. Exercises are very less and do not have variety of problems. Open ended questions are very few in number.[Page 30 and 48 Term III]. The textbook provides no scope for children's questioning. The in-text questions helpful for Self-Learning Answers are not provided for Child's self assessment.

The questions given in the exercises

- a. Covers all the concepts
- b. Includes Only lower order questions
- c. To some extent provide opportunities for reflection
- d. Non examples and comparisons would have been encouraged for inductive thinking.

The NCF- 2005 calls for qualitative improvement in developing questions in such a manner that they test reasoning and creative abilities of learners. Alternate methods for solving questions are there in the text. But such questions are not provided in end exercise.

National Concern

The textbook promotes the constitutional values as specified in NCF-2005 like Human Dignity, Respecting religions. Constitutional values are not violated. Lady Teachers are highlighted Page 43 Term II [Father makes will] Gender equality could be maintained by suitable changes

The textbook contain positive contents for promoting communal harmony and strengthen national integration through names. The textbook doesn't provide for inclusive pedagogy. The content doesn't facilitate understanding of children on environmental values.

Visuals

In almost every chapter visuals are Adequate and Child friendly. There was scope for maintaining gender equality in all illustrations. Inclusion perspective is not taken care.

Any Other: Suggestions /Corrections:

- Mathematical Ideas are provided through activities.
- Usage of mathematical language and formation of mathematical concepts with the help of examples and non-examples are not found.
- Exercises are very limited and varieties are not found.
- Translation of word problem to mathematical form is not illustrated an any of the chapters.
- Exercises do not cater to Gifted and talented students
- In data handling tally marks are introduced .But it was introduced in earlier classes and used there in standard manner

Science Textbooks

Analysis of Science Textbooks

Class- III

Curriculum load

The textbook is information loaded.

TERM-I

P.no.90-Stomata

P.no.96-Breathing of frog, web

P.no-106- Legless earthworm

P.no.122-Letter writing to official

P.no.130 Types of teeth (beyond the mental age of the child the concepts are introduced)

TERM-III

P.no.-90-phases of moon without discussing solar system and it is discussed in 5th standard

The connectivity and sequencing of concepts within and across the chapters is not appropriate and spiral e.g

Term:I Unit heading may be replaced

It can be Living World with lessons Plant World, Animal World, Jungle World

Lesson 2 and in Lesson 5 teeth are discussed but sequencing and connectivity is not established.

Term:III wind breeze p.no.69 activities are not matching to lesson content

Title of the lesson wind breeze seems to be inappropriate.

Lesson world of toys but the content is based on force

Lesson: wind - water - moon and world of toys no connectivity is established. Jumping from one concept to other.

The themes are not introduced with interesting and familiar situations.

There are certain concepts in the textbook which are difficult/ abstract for that class and stage e.g. Term-I Web, pivot joint, flat bones, hind limbs, fore limbs, legless earthworms, vitamin-d Calcium, potassium

TERM-III

Lesson -2, Healthy food

Lesson -3 page .no.90-Phases of moon

Spin of earth and moon

Lesson-4 page.no.98-Gravitational force ,Frictional force are beyond the conceptualization of the child.

The language including style and vocabulary simple and comprehensible for the learner but some question have to be reframed. Technical terms meanings and illustrations are not provided.

Child centered perspective of the textbook

The themes and concepts introduced in the textbook are not consistent with the children's age and cognitive development. Please refer the examples mentioned in curriculum load -11.

Most of the activities given in the textbook are related to the real life experiences and contexts of the children.

TERM-I

-Milk teeth replaced by permanent teeth

TERM-II

-Healthy food, simple machines

TERM-III

-Sources of water

Scope for Activities/ Pedagogical Processes and Assessment

The contents of the themes/provides situations for hands on experiences and scope for exploration by the children to go beyond the textbooks. The textbook is attractive to the children by its descriptions, examples and stories given in the book.

National Concern

The textbook promotes the constitutional values as specified in NCF-2005 like - conservation of plants, animals and environment, food habits of different peoples ,cleanliness, team spirit, social behavior etc. Constitutional values are not violated in the Textbook.

The textbook address gender concerns adequately but Term-II, contradict the Balance diet. In many of the places men and women doing work can be shown. Textbook doesn't provide for inclusive pedagogy. The content facilitates understanding of children on environmental values like-conservation of plants, animals and environment. cleanliness from lessons jungle safari, wind breeze. Different community peoples food habits are given.

Any Other: Suggestions /Corrections

Lesson wise, page wise extensive discussions and deliberations are needed at some places the concept seems to be high for a child of 8 yr. old.

Technical terms have to be explained at the footer so that the concerned teacher/parent can help the student to understand the concept.

Certain activities and examples are inappropriate which may give misconceptions.

Study of joints ,types of muscles, names of different teeth, is very high for

Overall third standard compared to fourth and fifth standard.

The book is well written but some suggestion are made.

Lesson wise-page wise list of suggestion is attached for reference.

Text Book review for the state of Tamilnadu at RIE Mysore,

Dated-8.12.14

Standard 3, term I vol.2				
Lesson	Page. No	Line/ paragraph	As Printed in the textbook	Suggestions/corrections
1(our colourful garden)	81	10	Father plants....	May be printed in separate para
	82	1	Weed plants	Meaning of weed plants to be given
	88	Activity 2	Hyacinth bean or dried pea	Both are not same ,reframe the sentence
	89		Shall we classify	The pictures are put in the outline of apple leading to misconceptions.
		2.let us do it	How many peas....	Graph can be plotted and asked to students to read and understand the graph . a new concept can be introduced.
	90		Water plants -hydrophytes	What is the name given to land plants?
		5	Stomata	What is a stomata? Can 8 yr old child understand
		3	Hydrophytes have short roots	Why? Give reason
2(Animals around us)	95	1	Name the birds....	Name the pet birds/ pet animals
		2	Have you seen any animal in zoo?	Question is inappropriate(zoo has only animals)
		3	... pet animals bred at home.	... pet animals are not for breeding.
		6 Their boat shapedboat shaped/spindle shape/streamline shape
		12	Operculum	How operculum can be explained to a child
	96	6	Hind legs and fore legs, web	How to explain? what is web?
		17	Bones are hollow and light	Bones are hollow air filled and light
		Box – last line	Emu and kiwi can not fly?	Because the wings are not well developed.
	97	3 rd & Last box	Sharp and hooked.....	Both of them have hooked beaks but used differentially. How?, explanation needed. Eagle is bird of prey does not feed on dead animals, vulture feed in dead animals.
	98	Box-ii line	Hold the branch	Perching on the branch
	101	picture	Food and shelter of the bird	Above the cognitive ability of a 8 yr child.
104	Box 2	Fishes.....no eye lids	Eye are covered by immovable eye lid	

3(small creatures in the garden)	106	8	...legless earthworm	No earthworm have legs
	108	3	Honey from flowers	Replace with nectar from flowers. Discuss about honey bees sting.
	109	last	How are the ants able to go in line?	Children can not reason out that it is pheromones or scented substances
	110	picture	Centre picture	Center picture is misleading
	111	box	2 million due to insect bites	Misconception-2 million people die not because of insects bite but because of malaria which is spread by mosquito and insects.
	112	4	Live in the trees	Live on trees
4(Jungle Safari)	114	5	Animals are maintained in their....	Animals live in natural habitat in wild life sanctuaries(cross reference to 4 th standard social science text book)
	117	13	See fragrant sandalwood	Happy to see sandalwood(fragrant cannot be seen)
		17	Ornamental things	Ornamental and decorative materials
		22	Rubber Tree is used to....	Milk of rubber tree is taped and processed to make....
	119	8	Habitat and extinction and soil erosion	Needs proper explanation of terms.
		2	...man ends in forest..	Action of man results in forest fire...
		10	...forest things..	...Forest products...
122	Last	Letter writing	Can a child of 3 standard draft an official letter ?	
5(Within us)	124	6	x- ray screen	X – ray viewer
		10	206 bones in our body	206 bones in our body that forms the skeletal system
	125	1	Skull	Replace with Cranium/brain box
	126	box	...Sunlight in the evening...	...sunlight in the early morning...
	129	10	...shed?lost ?
		18	Teeth growth after six year..	Teeth growth after six year after the temporary teeth fall off.
	130	box	Chemicals presentcavity in teeth	All Sweets do not have chemicals left out food particle in mouth help in the growth of microorganisms/bacteria whose secretion cause cavity in teeth.
	132	Match the following		Not relevant to the content of the lesson
last		Lung model	The child does not know the structure of lung ,how they can prepare the model.	

Standard 3, term II vol.2

Lesson	Page. No	Line/paragraph	As Printed in the textbook	Suggestions/corrections
1()	70		What we can do to getlegumes?	Question must be specific
2()	73		Pulley is used to draw water "form"	Pulley is used to draw water from
	75		Term Tool is introduced	Definition of tool must be given
	76		Different professional pictures are given without captions	Pictures should be numbered for easy identification
	79		As an activity some picture are to be pasted by the children	Those picture are already given in the text book, it may be "draw the pictures"
	84	Let us find	Which is right or wrong and why?	This can be as comment about the following pictures
3()		title	Health food habits	Since lesson include sports and exercise activities the title may be changed to "healthy life"
4(let us do)		title	Let us do	Since such subtitles are in every lesson, the title may be changed.
	94,95		Teacher explains the concepts	The lesson can be modified to facilitate the construction of knowledge by the students themselves
	93		Filled and empty balloons and football	It should be inflated and deflated
	94		The teacher ask questions.... They are all having proper shape	It should be definite shape

Standard 3, term III vol.2

Lesson	Page. No	Line/paragraph	As Printed in the textbook	Suggestions/corrections
1(WIND ...BREEZE)	64	Title of the lesson	Wind ...breeze	wind
		1	A cool breeze....	Differentiate between wind and breeze
	65	1	Cool and gentle wind...	Gentle mild Wind Breeze can be warm or cool
		Box 1 &2	Breeze and storm speed	If Wind blowing Between 39 km/h to 88km/h what it is called ?
		Box 3 &4	Two pictures ...	Pictures are not matching (TV tower is not seen in 1 st picture)
	66	Box 1	Cyclone....	Cyclone and storm speed range is not given
			Low pressure in the sea	Need to be explained
69	Activity a		Activity is cannot be correlated with the content	
	70	Box-1	Monsoon winds....	These are discussed in the 4 th class social science reference of the same to be given
	73	Box	Flow chart	These are three independent flow charts to be printed seperately.
2(water)	76,77		Question 2 and i Que. 1	Question need to be reframed
	80	Box 1	90% of diseases....	May be replaced with majority of
	81	Pict.		The picture is not showing breeding of mosquito
	84	Activity. c	Last question	Even before performing the activity the conclusion is already given no chance for students to observe.

	85	Activity d		Redesign the activity in two days no significant difference can be noted
3(Toward s moon)	86	7	Selvam:good morning....	School children: good morning madam, we welcome you. Villagers: good morning madam we are happy to meet you.
	87		Solar system picture	It is beyond the comprehension of 8yr old mental capacity.
	88		Activity picture	The activity is not appropriate to the content discussed (girls has to spin while going around the ...parson)
	89	1,2	The earth goes around the sun. the moon goes around the earth	Leads to misconception and misunderstanding , needs more clarity while explaining such concepts.
		6	Gokulvani: yes, ...	Gokulvani: yes madam....
	94		Not enough air and water.....	Presence of air and water is to be ascertained scientifically.
4(The world of toys)	97		Do you know how these dolls work?	Do you know how these dolls and toys work?

Analysis of Science Textbooks Class- IV

Curriculum load:

The textbook is not information loaded. The connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Some of the evaluation items are inappropriate details provided in separate sheet. The themes are introduced with interesting and familiar situations. There are certain concepts in the textbook which are difficult/ abstract for the class and stage e.g. TERM-III, Lesson -1(AIR)P.NO.73, POEM- A Melody In The Breeze...

The language including style and vocabulary is simple and comprehensible for the learner. Technical terms meanings are not provided.

Child centered perspective of the textbook

The themes and concepts introduced in the textbook are consistent with the children's age and cognitive development. Activities given in the textbook are related to the real life experiences and contexts of the children. E.g. Formation of Manure, Watching The Ants, Germination of Seeds, Cooking In The Kitchen, Burning Materials Require Oxygen, Parchy Land, Observation of Pole Star, Collecting information regarding common accidents, conversion of waste into useful materials etc.

Scope for Activities/ Pedagogical Processes and Assessment

The contents of the themes/provide situations for hands on experiences and scope for exploration by the children to go beyond the textbooks.

The textbooks are attractive to the children by its descriptions, examples and stories given in the book but some stories may be given to build the lesson.

National Concern

The textbook promotes the constitutional values as specified in NCF-2005 like Conservation Of Plants, Animals And Environment, Don't Harm Animals, Cleanliness, Team Spirit, Social behaviour Etc. The content given is advisory. Constitutional values are not violated.

Textbook addresses gender concerns adequately but TERM-III

Lesson-4 the Discoverer and Scientist All Are Men, A Few Lady Scientists May Be Mentioned.

The textbook contains positive contents for promoting communal harmony and strengthen national integration e.g. p.no.108-box-Let us work together actively like ants and live in unity with love, the boys and girls are portrayed and are of different background. The Textbook does not provide for inclusive pedagogy. The content facilitates understanding of children on environmental values Like-Conservation of Plants, Animals and Environment.

Don't Harm Animals, Cleanliness, Social behaviour, Converting Waste Into Useful Products

Any Other: Suggestions /Corrections

Sense organs of man discussed in 5th standard can be compared with organs of insects and introduction of this concept can be established in 4th standard. Some misconceptions may be mentioned and clarified scientifically. Detailed list of suggestions is attached for reference.

Text Book review for the state of Tamilnadu at RIE Mysore,

Standard 4, term I vol.2				
Lesson	Page. No	Line/ paragraph	As Printed in the textbook	Suggestions/corrections
1(Food from Plants)	76	4	Groundnut plants stores ...in the roots as groundnuts.	Groundnuts are not formed from the roots, but they are formed by the flowers that grow above the ground and after fertilization and pod formation they penetrate into the soil
	77	Table-3	Greens	Green leafy vegetables
	78	1	Cereals Millets....	Cereals are paddy(rice), wheat.maize-corn,sorghum,rhye,barley. Millets are ragi,jawar,perl millets, foxtail millets,etc.
		13	Preparing rasam.....	If the tomatoes are boiled for the rasam, seeds will not germinator unless otherwise tomatoes are squeezed in cold water
	79	5	Thus the waste land	Thus the unused land
		8	Complete the song....	replace complete by sing the song
		12	Sunlight	Replace sunlight by warmth
	80	12	Sunlight	Replace sunlight by warmth
	82	8	Plants are used for	Trees are used....
	83	True or false 3	Sunlight	Replace sunlight by warmth
		True or false 4	Banana leaf as food	Banana leaf to serve the food, why ? explore any scientific reasoning for eating on a banana leaf.
	85	8	Its leafs and barks are used....	Its leafs and bark is used.... In medicine for heart disease and antidote to poision.
2(Special senses of Animals)	87	3	Why?	Replace with how could ants find the food?
	88	5	self-protection	self-protection replace by self-defense.
		9	Animal vision differs in colour... the see	Animals vision varies in perception of colours and distanceand calarity..... they see
	89	1	On the face	On the front side of the face
		4	Can animals see colours	Can animals differentiate the colours
	91	4	Ears cannot be seen	Ears cannot be seen replace with ear lobe/pinna is absent
		5	Small holes.	Small holes leading to internal ears.
		7,8,projec	With external ears and with three internal ear	With ear lobe/pinna and three without earlobe or pinna
		14	Through its ears	Through its ears called echolocation
	92	8	Sniffing capacity	Replace by sense of smell
93	Last	Sense taste	Cross check	

3(Insects)	104,105		Moth and Butterfly	Differences may be provided for child to differentiate the two
	106	box-3line	Fire fly	This light is called cold light as no heat is generated
	111	7	Particular smell	Particular smell called pheromones by which other ants....
4(Visit to a Farm)	114	2	Jumping from	Jumping may be replaced with appropriate word
		6	I like them very much	Replace by they will attack us in self defense
	115	16		Picture of George Kurien father of white revolution may be given
		9	hay	What is hay?
		Box	First in Milk production	In the World or in Asia Cows belch in the process produce methane gas a pollutant
	116	2	Required quantity of hay grass...	Required quantity of fodder(hay,grass...)
		Box-2	Sharp edge of the egg....	Reasoning why?
			Emu	Emu is a flightless bird (Elephant bird) found in Australia
	118	1	In the evening...	In the evening... We noticed.....people collecting cow dung and leaves and rotten vegetables....
		6	This activity.....	Using manure will help in producing organic food products free of chemicals.
		Box-1	Do not beat	Do not hurt and harass the animals
Do not throw plastic materials.....			Do not throw plastic bags with food animals may eat the plastic bag along with food and die.	
Box-2	Blue cross.....saving animals	Blue cross.....saving sick, wounded and deserted animals		
5(Human Body)	122	2	Are seen outside the body	Are external organs
		11	skull	Replace with cranium
	123	2	It is located.....lungs	It is located.....lungs behind the ribs on the left side of thorax
		5	auricles	Auricles/atria
		14	Inhale oxygen and exhale carbon dioxide	Inhale air rich in oxygen and exhale air rich in carbon dioxide
	124	3	Kidneys present in our body....	Kidneys are present in lower abdomen nearer to vertebrae in our body
		5	They excrete waste from blood...	They filter the blood and remove the waste in the form of urine
		9	Left side	Left side in abdomen of our body
		11	Largest internal organ	Largest gland
	125	4	We should take	How?, by taking timely and balanced diet
	126	5	Obtained from food	Obtained from the store food of the body
	127	16	Get digested	Get further digested
		18	Converted into..... through blood	Absorbed and transported to liver and then various part of the body

				through blood
		last	excreted	Excreted/ defecated
128	Box-2line		Vegetables for better excretion	Vegetables for roughage for easy bowl moment (defecation)
	Activity a			How will the students know food easily digested and not easily digested?
129	Box-1		To the digested	To the partially digested
	Box-2		Food is converted	Food is absorbed

Standard 4, term II vol.2				
Lesson	Page. No	Line/paragraph	As Printed in the textbook	Suggestions/corrections
1(food)	58		When cooked the food get	The cooked food is soft has aroma smell and testier....
	60		Evaluation items	Give the methods of preparation of drinks/food without cooking
	65		Evaluation items.b true/false	q.5 is not appropriate
			Evaluation item d	Q.1 why should we eat food? Q.5 should be specific-how a particular food can be prepared/cooked.
2(work energy)	69		The first para..	It can be modified into constructivist approach
	71		Subtitle –electrical energy-write about uses of electrical energy	How does the power cut affect your daily life?
3(personal safety)	73	First para		It is in appropriate for the content A group discussion about a newspaper reported accident can be discussed.
	80id0	Evaluation item d.	The mind map is given....	It is inappropriate ,instead of that children asked to write about common accidents and how to avoid them
4(uses of natural resources)	81		Activity-tabular column	Content must be changed
	88		Activity	Repetition of table given in p.np 66
	91		Evaluation item.a c	Item no.5 is wrong and to be removed Item no.1 to be removed-the classification of wastes is not part of the lessons

Standard 4, term III vol.2

Lesson	Page. No	Line/ paragraph	As Printed in the textbook	Suggestions/corrections
1(Air)	73	box	A melody in the breeze	Content is too high
	74	9	Need air to breathe	Need air with oxygen to breathe
	76	Diagram 2	Carbon dioxide and other gases(diagram)	Diagram is not appropriate
			What happen if the air does not consist of nitrogen?	In the burning nitrogen not helping
	78	5	Temperature on the earth	Conditions (temperature,presure,humidity,etc.) on the earth
79	23	Notes on the atmosphere	Note on the atmosphere	
2(water)	81	box	kallanai	Kallanai/dam
	84	2	Due to the drying up.....	Due to pollution or drying up.....
		6	Residential area	Replace human habitation
		11		Replace with recycling of water
	85	last	We must preserve.....	We must prevent.....
		1	Protected water	Protected potable water
87	b.3		Vague question	
3(Solar Family)	88	Title	Solar family	Solar system
	89		Solar system	Redefine the solar system
	91,95	Box-1line,b.2.c.2	The sun is a ball of fire	The sun is like a ball of fire
			The planet	The dwarf planet
	93	11	Some substance	Some objects
	94	2	Northern direction	North direction
4(Science in day to day life)	103,104	Last	Watson ,come here I want to see you Watson please come here	Two statements are varying
	107	Q.9	In his research	In his research in inventing the phone.

Analysis of Science Textbooks Class- V

Curriculum load

The textbook is not information loaded. The connectivity and sequencing of concepts within and across the chapters is not appropriate and not spiral e.g more or less same topics are dealt in science and social science no reference to such concepts is mentioned for reference for examples-Botanical Garden , Different trees growing suitable for particular soil mentioned in social science lesson -5. Wild life sanctuaries are mentioned in class IV Social Science book When dealing with same topic in class V in Science reference may be given to link to the previous knowledge. The themes are introduced with interesting and familiar situations.

There are certain concepts in the textbook which are difficult/ abstract for that class and stage e.g. TERM-I Nectar is referred as Honey

P.123 – Care Of Nose : Do Not Blow The Nose Very Hard -- Why?

The language including style and vocabulary is simple and comprehensible for the learner.

Technical terms meanings are not provided. Full form of abbreviation may be given.

Child centered perspective of the textbook

The themes and concepts introduced in the textbook are consistent with the children's age and cognitive development. Activities given in the textbook are related to the real life experiences and contexts of the children e.g. enjoying the rain and drawing their own conclusion,

Observing plants, flowers and seeds and relate to the content learnt . The project s given in 55, 62-term –II are appropriate.

Scope for Activities/ Pedagogical Processes and Assessment

The contents of the themes/provide situations for hands on experiences and scope for exploration by the children to go beyond the textbooks. The textbook attractive to the children.

National Concern

The textbook promotes the constitutional values as specified in NCF-2005 like Respect for Animals, Respect for Environment, Personal Health. Constitutional values are not violated.

Textbook address gender concerns adequately however more women pictures are given. The textbook does not contain positive contents for promoting communal harmony and strengthen national integration. The content facilitates understanding of children on environmental values e.g. protecting animal habitat, understanding how important it is to protect nature for sustaining the life on the earth.

Any Other: Suggestions /Corrections

Some concepts have to be relooked into for necessary correction.

Some activities not analogous with content. Concept of cosmic rays, evaporation needs to be dealt with illustration and explanation.

List of suggestions is attached for reference

Text Book review for the state of Tamilnadu at RIE Mysore

Dated-10.12.14

Standard 5, term I vol.2					
Lesson	Page. No	Line/paragraph	As Printed in the textbook	Suggestions/corrections	
1(Green world)	85	13	Anther goes to stigma.	Anther when dropped on stigma	
		14	fertilization	Meaning to be provided as a glossary	
		15	Become the fruit and get ripened	Become the fruit with seeds in it and get ripened	
		16	Gets embedded	Delete the line	
		box	Pollen grains	Are main cause for allergetic reactions –leading to air pollution	
	86	3	Insects butterflies fly from one flower to other-why?	The coloured flower their fragrance ,their nectar will attract the insects	
		14	It is a new mango plant	It is the mango seed germinated and mango sapling is growing	
	88	2	There is spreading of plants	There is distribution of plants to far off places	
		5	Plants prevent.....look Centuries old	Misconceptions-forest are planted and raised by human beings	
	92	box	Seeds....through animals	Seeds with hooks or thorns are transferred by animals	
	94	Primary producer	Leading.....	Seems to be out of place for the lesson ,may be made part of lesson	
			Arun is brother in the beginning of the lesson he is addressed as father		
2(Dwelling places of animals)	98,99	8	Referred to as president Lion referred to as king	Who is the king	
	100	4	Global warming	Explain global warming in the glossary	
	101	Box	A sanctuarylive and reproduce		With minimum human interference
		Box	Data given in the third column		Is in adequate –which are national park/sanctuaries
	102	3	Social forestry	What is social forestry? May be given in the glossary	
	103	3	Tiger giving vote of thanks	Tiger is president/king.as per protocol, it will be the secretary that given vote of thanks	
	106	vii.1	Album.....	Scrap book	

3(butterfly and honey bee)	110	Box-line 2	Taste buds are found on legs...	On legs and antenna
	111	23	The nectar is referred as honey	Nectar taken by the honey bees undergoes chemical changes in the digestive tract of honey bees .this chemically altered substance is regurgitated/vomited in the honey comb chambers/cells by the honey bees. This substance is called honey and is stored by the honey bees to feed their larvae
	112	14	sterile	Meaning to be provided
			sting	To be mentioned in the box
	115	iii.5	Honey is the best medicine for anemia	It is the one of the best medicine.....
		v.6	Lesson to be learnt.....?	Question to be reset, instead of lesson values may be used
116	vii.1,3	album	Replace by scrapbook	
4(human brain and sense organs)	118	11	Cranium or skull	Both are not same skull to be deleted Skull consist of cranium,jaw bones,etc...
	120	09	movements	Replace with functions
		16	Take care	Visit a doctor
	121	9	Importance.....organs	Add photoreceptor and vision
		12	Through nerves	Through optic nerves
		21	Wash eyescold water	Why? And how?
		21,22	We must not read in dim light or look at dazzling light,why?	Reason -damage the vision
		23	Appropriate distance	25 cms
		26	Avoid reading....travelling	Why?
	122	1	If dust falls in eyes	Wash eyes with cold clean water repeatedly
		7	For good vision	For healthy eyes and good vision
		13	Collect sound	Receive sound waves
		20	To clean your ears	To clean or remove wax from your ears
		24	Consult your doctor...in ear	And in case of severe cold and throat infection
	125	2	Have bath everyday with soap	Every day with mild warm water
		17Taste buds	Taste buds are on the surface of the tongue
126	I.5	Good vision	Replace with healthy eyes	
5(botanical)	130	8	Green meadows	Meadows meaning to be provided
		19	Construction purpose	Construction and furniture

garden)	131	box	Pine trees..... match stick	Which part of the pine trees are used
	134	5	Medicinal properties.....herbs	All herbs do not have medicinal properties
	138		R-Sundar	Address ,To, R.Sundar
	139	I.5	Good quality trees for houses	Not discussed in text
	140	IV.2		Mention some green leafy vegetables
IV.6			Which flower.....intestine	Not discussed in text

Standard 5, term II vol.2

Lesson	Page. No	Line/paragraph	As Printed in the textbook	Suggestions/corrections
1()	48	pictures		Terms and pictures are not matching
	50	Many pages	spoiled	Replace with Spoilt
	53		Easily inflammable substances	Remove easily
2()	56		A story is given	Modify the Story- rice does not give instant energy – may be a fruit juice.
	64		A project given	It may be- write about any alternative energy resource
3()	65		Story-the children were thrilled.....	Children were very happy.... The story ends abruptly -modify the story
4()	75		Ant –hill is built	It is built by sand available in that location ...
	77		See-sub heading	It may be replaced with do and observe

Standard 5, term III vol.2				
Lesson	Page. No	Line/paragraph	As Printed in the textbook	Suggestions/corrections
1(Air)	All pages		experiments	Replace by activities
	77	Box	Air spread in all direction	Gases spread in all direction
		8,9	Inhale oxygen and exhale carbon dioxide	Inhale air rich in oxygen and exhale air rich in carbon dioxide
		12	Cylinder filled with oxygen	Cylinder filled with breathe air(majority of oxygen)
2(water)	82	1 st para.		Activity suggested is not analogous to the content
		questions	1,2,3	It is beyond the ability of the students of 5 th standard to generalize the concept as the concept of evaporation has not been discussed in previous and present text book.
	84	picture	River and lakes are shown in the ocean	To be shown properly
	All pages		experiments	Replace by activities
3(Space travel)	91	10	1 st satellite	1 st artificial satellite
	93	04	men	Human beings /man
	94	15	October 22,2008.....	Latest information to be provided
	98	vii.1	Collect interviews.....	Give more realistic assignments
4(Scientists)	99,100	7,11	Who sends satellite....	Replace with father of Indian Space program in India
	100	12	Aptitude.....	Replace by Keen interest.....
		box	Work station ISRC	Location may be provided
	105	Last line	album	scrapbook

Social Science Textbooks
Analysis of Social Science Textbooks
Class-III

Curriculum load

The textbook is not information loaded in terms of facts, concepts and details. The essential facts are found in history chapters.

I) The new text includes

Content is presented in descriptive and interactive style (e.g. chapter on A Visit To Mahabalipuram page no. 113-116 term III, chapter on The five Physiographic divisions of Ancient Tamilnadu pp: 117-127).

Poems and Quotes from other popular books are used in the textbooks (pp: 117).

Visuals, diagrams, maps and photographs are appropriate and attractive.

Paintings: chapter Let us Travel pp: 103-04, Story of Food, pp: 123, The people who help us, page no 142,146, Term II.

Portraits: multi-colored pictures are used in all the chapters.

Tables: A Table showing emergency phone numbers in the chapter The people who help us pp: 146, term-II, is appropriate.

Stories: are used in some of the chapters.

Ex: 'Story of birds in Mayanur village' pp: 165 term I.

'Story of Sembian' to present the invention of wheel, pp: 103, term II.

Narration by traveler to describe the types of transports used in his journey pp: 115 term II.

The language including style and vocabulary is simple and comprehensible for the learner.

Largely technical terms and concepts are explained in all the chapters. But still some of the concepts are left without proper explanations. Ex: Non Governmental Organization (used on p: 143 term I) which is not age appropriate.

Child centered perspective of the textbook

The concepts introduced in the textbook are appropriate to the children's age and cognitive development. The explanation of concepts is related to day-to-day life of child in all the chapters. Ex: Chapter 'Neighborhood' p: 142 Term I.

Scope for Activities/ Pedagogical Processes and Assessment

The entire textbook is prepared based on activity based learning approach. There are number of activities/ learning situations are inbuilt in the chapters. There are activities to learn beyond the classroom.

In – text questions helpful for learning and assessment.

The questions given in the exercises

1. Cover all the concepts: There is no separate Exercises section at the end of the each chapter. However there are number of activities and questions given in the text to assess the concept learn by the students in the chapter.
 2. Include variety in types of items: These includes items like fill in the blanks, match the following, drawing and painting, listing, coloring the pictures, identifying the food items, pictures and symbols and labeling them, etc.
 3. Provide opportunities for reflection
3. Provides opportunities for reflection

National Concern

Promoting Constitution values are given due importance in the textbook.

e.g.

- i. Trust and mutual respect,

Chapter 'My neighborhood', p: 144 & chapter 'ON my way to school' p: 155 Term I.

ii. Respect for diversity ,

Chapter 'My neighborhood', p: 144 & chapter 'ON my way to school' p: 155 Term I.

iii. Human dignity and rights, Egalitarianism:

iv. Secularism, Chapter 'My neighborhood', p: 144 Term I & chapter 'Let us Travel' p: 106 Term II.

There is No violation of constitutional values in the textbook. The Textbook addresses gender concerns adequately e.g. The chapter 1 'The world I like' p: 140 Term I, provides an example for gender equality and sharing of work between both the sexes and the chapter 2 'My Neighborhood' p: 142-43 Term I shows 2 boys and 2 girls narrate about their home and neighborhood.

Textbook contains portray any kind of bias / stereotyped images in its content e.g. In the chapter 3 'On my way to school', p: 148 Term I, shows stereotyped images.

Ex: All shop keepers are male, women in cooking work. Single sex grouping on page 153, 159.

The text broadly follows inclusive approach in the presentation of content by taking into the consideration of all social groups.

Ex: A picture of physically challenged girl playing with other children (p: 168, 170 Term I).

The chapter 3 'People who help us' shows interdependence between various social groups (p: 132 Term II).

The textbook contains positive contents for promoting communal harmony and strengthen national integration e.g. Narration by traveler about his journey across the country using different types of transports used in his journey (p: 115 term II).

The pictures showing temples, church, mosque on pages 144, 155 of Term I and 106 of Term II.

Textbook discusses India's freedom movement by description about Rani of Jansi and her role in 1857 revolt given at the end of the chapter 3 'Our feathered friends (Term III) which deals with the birds. This is not appropriate in this chapter.

Children from all sections of the society find representation in the textbook.

Other aspects

It is expected that the social science textbook present not only best and ideal examples to illustrate a concept but also illustrate social science concepts with the real life struggles of people. Such attempts are not made, there is no depiction of people's real life struggles in the textbook. However photographs of Ration shop, post office, District central co-operative bank, Panchayat union office, Panchayat union school, government hospital, police station and etc., are given at the beginning of the unit 'People who help us' p: 132-33 of Term II.

Social science concept or theme is expected to be understood in a holistic manner and to great extent topics have been dealt in a holistic manner in the textbook.

The social science textbook help students to develop critical (know both 'pros' and 'cons') understanding of society but text is informative but doesn't promote much critical understanding of society.

The text sensitizes the child with the topics of real life concerns, like road transport, food, cultivation of food grains, public services like school, ration shop, bank, hospital, police station and etc.

The chapter 3 'ON my way to school' arouses children's curiosity to know how fish, birds and animals find their direction during their movement from and towards their places. They are also motivated to know the use of mariner's compass by sailors in unit 4 'Know your direction' (Term I).

The textbook likely to have an adverse effect on studies : Term III, P: 138 The chapter on 'Bharata' states that Bharatavarsha refers to modern India and many other countries of today. It is not defining concretely the term Bharatavarsha. The term is unclear and ambiguous which need to be avoided.

The NCF- 2005 calls for qualitative improvement in developing questions in such a manner they test reasoning and creative abilities of learners. Yes, questions in the text book follow the principles of reasoning and creative abilities.

Ex: The chapter III (Term III, P: 135) presents questions to the child What will you do if you happen to get wings? Where will you go?

Ex 2: the chapter III (Term III, P: 146) provides a picture on fire accident in a residential place and question: If you are in this place what will you do?

Any Other: Suggestions /Corrections

- Volume II, The Term III, Unit III 'Our Feathered Friends' in which birds of Tamilnadu is dealt. However at the end of this unit there are two topics- Bharatha, Rani of Jhansi- which are not related to this theme on birds. More over in the term 'Bharathavarsha is referred as whole of India and many other countries of today.' This sentence is ambiguous and contentious.
- The lay out and placing of the pictures and illustrations are very appropriate.
- Book attracts and engages as it is used the multi colour material and picture presentation.
- Paper and binding of the books are good quality.
- Font size and printing of the textbook is appropriate.
- Topics and content level is age appropriate and relevant.
- There could be end unit exercises to assess the students learning of critical concepts in the units.
- Glossary of important terms and concepts can be provided at the end of each subject section.

Analysis of Social Science Textbooks

Class-IV

Curriculum load

The textbook is not much loaded in terms of facts, concepts and details as per the requirement at this grade level.

Earlier textbook contents comprise mostly a single style running text – especially written by authors. In contrast to this, the new textbook contains a variety of narratives.

I) the new text includes

Content is presented dialogues and interactive form (f.eg page 123 Term IT).

Poems and Quotes from other popular books are not used in the textbooks.

Visuals, diagrams, maps and photographs are adequately used.

Paintings: Tanjauvur art page no 152, Term III.

Portraits : Portraits of Jawaharlal Nehru and s

Radhakrisnan, page No 135 , Term III

Tables : Contributions of Scientists (Inventions) pages 126, Term I

Language and vocabulary is simple and style of presentation is appropriate

The concepts are introduced with the help of color picture and diagrams. But concepts like Mutiny: Pages 170 Term III need to be explained and highlighted. Glossary of terms need at the end of the textbook.

Child centered perspective of the textbook

The concepts are introduced with the help of Poetry, table, diagram's, local examples, etc to which is appropriate to the children age and cognitive development.

Example : Chapter- IV, life styles, Pages, 115-122, Term II

Explanation of concepts are related to day-to-day life in many chapters

e.g. : i) Safety first, Chapter II p, 119, drawing on Accidents in daily life.

ii) Chapter- IV, life styles, Pages, 115-122,

Term II connected with the daily life through explanation ,stories, pictures ,and diagrams related to agriculture, tradition, fast-food and work environment

Scope for Activities/ Pedagogical Processes and Assessment

There are number of activities/ learning situations to understand the concept and go beyond the textbook. .

e.g.:

- i. Making on collage on Unity in diversity, P.106, Term II
- ii. Picture reading on Handling of fire, P. 125, term III.
- iii. Debate/discussions on issues like fast food culture, developments in agriculture, tribes of India, p.121, term II.

In-text questions are there in every chapter except in Chapter II, National Symbols.

Exercises cover all the concepts dealt in the Chapter with variety of questions and activities.

These includes items like fill in the blanks, matching type, give reasons , quiz , picture collection, collage making , role play, drawing ,making models ,etc.

National Concern

Constitution values are taken in to account in the preparation of textbook.

e.g.

- i. Trust and mutual respect,
Chapter III, Festivals, Term II. P 128-135.
- ii. Respect for diversity ,
Chapter I, it is Our Country, p 95.
Chapter III, Festivals, term II.
- iii. Human dignity and rights, Egalitarianism,
Chapter III, rights and duties p,111, term II.
- iv. Secularism, Chapter III, Festivals, term II.

No violation of constitutional values in the textbook. Attempt has been made in the textbook to make it gender sensitive by including pictures of boys and girls, men and women in many social situations as well as character representing many social roles. However there many instances of gender bias in the textbook,

e.g.

- i. The words 'man' and 'he' are used to refer to men and women. Chapter V , term II ,p 124.
- ii. There are picture of four male scientists given on page 126, but pictures of female scientists are not given, although names of some of them mentioned. Chapter V, term II.

Any kind of bias towards Religion, Ethnic groups, Caste, Class, Rural / urban, Children with special needs is not found in the text. The text broadly follows inclusive approach in the presentation of content by taking into the consideration of all social groups. E.g. Chapter on festivals (p 128-135) includes description of Hindu, Muslim, Christian, Buddhist and Jain festivals.

The chapter on freedom struggle depicts unity among Hindu and Muslim while fighting against British. It also promotes nationalism. Chapter V, Term I. p 169 – 179. The chapter on 'Freedom Struggle discusses India's Freedom Movement as a movement for building unity and integration among Indians. It also describes Freedom struggle as movement against Exploitation by British. It is described as liberation movement, self rule and nation building.

Children from all sections of the society find representation in the textbook.

Any Other: Suggestions /Corrections

There is an attempt to illustrate concept through realistic situation. For example chapter on life style page number 111 depicts narration of people who changed way of life as per need. This chapter gives several examples such as Varamlli-Todagirl, Tanjore farmer Mani, Ranbir cooli, and Santhosh owner of Fast Food shop.

Multidisciplinary approach/Integrated approach is adopted. For example, chapter III, term III, Page no. 128, Festivals. It has been taken care socio-economic, religion and cultural aspects of the society. The text promotes the critical thinking ability in the student. For example the chapter on Earth Gifts describes about the Natural Resources. This chapter explains significance of natural resources which are limited. Child can understand that some resources are nonrenewable and require judicious use of these resources.

A) The text promotes knowledge in the child about interdependence of human and nature in the chapter 'Earth Gifts'. Here child becomes sensitive towards the use of natural resources.

B) In the chapter 'Safety First' child becomes aware about significance of traffic rules for the smooth social life.

There is no topic in the textbook which may likely to have an adverse effect on studies. Most of the questions in the text book follow the principles.

Analysis of Social Science Textbooks

Class-V

Curriculum load

The textbook is not information loaded in terms of facts, concepts and details. The essential facts are found in history chapters.

Earlier textbook contents comprise mostly a single style running text – especially written by authors. In contrast to this, the new textbook contains a variety of narratives.

I) The new text includes

Content is presented in descriptive style with Photographs, maps and diagrams (f.eg Term II, chapter I on our Green cover).

Quotes are used in the textbooks for e.g. Term I, Chapter III Our world (pp: 164) Starts with quotation of Mahatma Gandhi.

Visuals, diagrams and photographs are not appropriate and attractive. For example diagram on Four Realms of the Earth, P. 165.

Example 2. Photographs of plateau and valleys, p. 168.

Portraits: multi-colored pictures are used in many of the chapters.

Tables: Tables are used in a few chapters.,

for ex:

1) Term I chapter 4 on 'Representation' p. 178-79 & Term II p. 117.

Poem: A poem is given in the chapter 3, term II 'Beyond Frontiers' p. 112.

Stories: are used in some of the chapters. Ex: A small story on road safety is given in Term III p. 128

Use of language and construction of sentence needs improvement in many places.

e.g., 1) Term III p.115 'in our country.....growth of educational activities'.

2) 'The present system of local self government was introduced by Lord Ripon... In 1882'.

There are number of spelling and grammatical errors.

For e.g.,

Wrong	Correct
(Term II, P.87)Forest are large--	Forests are--
(Term II, P.87)Tiger	Tigers
(Term II, P.87)Swamp deer	Swamp deers
(Term II, P.88) These trees shed/ their leaves.	These trees shed their leaves
(Term II, P.88) The marshy forest in the Glanga delta is known as Sunderbans.	The marshy forest in the Ganga delta is known as Sunderbans
(Term I, P.145) Thouand	Thousand
(Term III, P.116) Chennai has the oldest Municipal Corporation	Chennai is the ---- -

Largely technical terms and concepts are explained in all the chapters. But still some of the concepts are left without proper explanations.

Example I: According to Right to Education Act 2009, compulsory education is given to all children of **6-14 years**. (used on p: 112 term III) which is not age appropriate.

Example II: The Village Education Committee, VEC need to be replaced with School Management committee, SMC. (Used on p: 115 term III)

Example III: In the chapter on Rural Governing Bodies, the three tier system of local Government is not illustrated completely. Block and District system is not illustrated. Sequence of concepts is also need relook as the section on Municipalities and Municipal Corporations can come after Village education Committee (PP. 114)

Example IV: Pluto is presented as a planet (P.164, Term: I)

Example V: Concept of Desert and its classification is not presented appropriately.(p: 169, Term: I)

Child centered perspective of the textbook

Some of the concepts introduced in the textbook are not appropriate to the children's age and cognitive development. For example: The chapter on The Treasures under the Ground deals with more number of concepts on Minerals. (On p: 95, Term II).

The Explanation of concepts is related to day-to-day life. is not dealt in all the chapters. However some chapters include children's daily life experiences.

Ex: Chapter on 'Road Safety' deals with children' daily experience. (Term III, Page. 122)

Scope for Activities/ Pedagogical Processes and Assessment

Number of activities/learning situation for students are very few in the chapters.

Number of learning activities suggested beyond the textbook for students are few.

In-text questions are helpful for Learning and Assessment of learner.

The questions given in the exercises

- 1 Covers all the concepts
- 2 Include variety in types of items: Same variety activities/questions are repeated in all chapters. These includes items like fill in the blanks, match the following, drawing and painting, listing, coloring the pictures, identifying the food items, pictures and symbols and labeling them, etc.
- 3 Provides opportunities for reflection.

National Concern

Promoting Constitution values are given due importance in the textbook.

e.g. The chapter on Our Government, (P 87, Term II) Good Citizenship, Participation in election and voting, women participation in local government, environmental values, mutual respect.

Constitutional values are not violated in the Textbook.

The chapter on Our Government has taken care of gender concerns. It deals with women Panchayat and women role play in village peace and development. In the chapter on Beyond the Frontiers includes achievement of women with section on astronauts, Kalpana Chawala and Sunitha William. (Term II, PP. 104-105)

Example II: There is gender insensitivity found in the chapter Our Government, P.116 where pronoun he/him is used to refer to the president and Prime Minister.

Textbook doesn't contain or portray any kind of bias / stereotyped images in its content.

There is not much content reflecting principals of inclusive education other than the gender inclusion in the chapter on Local self government (pp: 109-117 term III) & Beyond the Frontiers (Term II, PP. 104-105).

The chapter 3 'Our Heritage' (p. 136 Term III) deals with communal harmony and national integration. The chapter 3 'Our Heritage' (p. 136 Term III) refers to India's freedom movement.

Children from all sections of the society find representation in the textbook to some extent.

Any Other: Suggestions /Corrections

It is expected that the social science textbook present not only best and ideal examples to illustrate a concept but also illustrate social science concepts with the real life struggles of people. There is a reference to CHIPKO movement in chapter 1 'Our green cover' p. 92 term II.

Every social science concept or theme is expected to be understood in a holistic manner but here Content is mostly presented in the subject specific boundaries.

The social science textbook helps students to develop critical (know both 'pros' and 'cons') understanding of society here the chapter 1 'Our Green Cover' (p. 92 term II) discusses about 'pros' and 'cons' of deforestation.

Chapters like 'Our Green Cover', 'Road Safety' and 'The Ground Under Our Feet' sensitize and arouse curiosity of the students about environmental issues and traffic rules.

Topic in the textbook likely to have an adverse effect on studies: The chapter 1 'Our Golden Past' somehow glorify the past instead of presenting history in a realistic way.

On p. 146, Tamil Sangams are presented as kingdoms during Sangam ages. This will create confusion among the children about Tamil Sangam and kingdoms.

The photography of Kalyani dam given in the text (p.148) is of current one which was modified by British in 19th century. Hence these facts of the dam need to be taken into account also.

The NCF- 2005 calls for qualitative improvement in developing questions in such a manner they test reasoning and creative abilities of learners. Ex: The chapter Iv (Term I, P: 181) presents creative Activity 'take a ball and pierce a knitting needs through like the axis. Wind a wool yarn touching North and South Pole. You will create longitudes.' (P. 181)

Overall observations

- Physical features of including the lay out, fonts, spacing of line and multicolor presentation are good. Paper and binding of the books are good quality. However,
 - The level of content presented the textbook especially in Geography not suitable according to the cognitive level of the child.
 - The textbook is highly information loaded and child centered approach is lacking.
 - Many of picture and diagrams are not appropriate to explain the concept
 - The textbook includes so many conceptual, grammatical and spelling errors.
 - In the light of the observation the textbook require through revision.
- Glossary of important terms and concepts can be provided at the end of each subject section.

Appendix -I

TAMIL TEXTBOOK ANALYSIS TOOL

Note-

This textbook analysis tool is designed in the light of the National Curriculum Frame work-2005 and according to its syllabus developed for language. When analyzing the textbook, give one or two examples wherever necessary to support your answer about that point.

PART I – General information

1. Title of the textbook _____
2. Class _____
3. Name of textbook development committee members _____

4. Number of lessons _____
5. Number of pages _____
6. Publisher _____
7. Date of publication _____
8. Price _____

PART II – Pictures

Sl No.	Description	Yes/No	Comment
9	Attractive		
10	Clear		
11	Consistent		
Sl No.	Description	Yes/No	Comment
12	Reflect surroundings		
13	Helpful in understanding the subject content		
14	Free from all kind of prejudices		
15	Speed and the logical extension		
16	Imagination oriented		
17	Full of divergence		
18	Attention to minute issues and details		
Sl No.	Description	Yes/No	Comment
19	Promote the theme		
20	Related to the theme		
21	Helpful in the development of sensitivity		

PART III

III.1 Cover page

Sl No.	Description	Yes/No	Comment
22	Colorful cover		
23	Cover is attractive		
24	Cover is Relevant		
Sl No.	Description	Yes/No	Comment
25	Title is interesting		
26	Title is Relevance		

III.2 Production and layout

Sl No.	Description	Yes/No	Comment
27	Quality of the paper		
28	Binding-durable and safe		
29	Font size is suited to the age and level of learners		
30	Layout-reading material is readable		

PART IV

IV.1 Curriculum burden

Sl No.	Description	Yes/No*	Comment/examples in favor of answer
31	Language of theme is simple		
32	Language flow is natural		
33	Content is suited to children's age and level		
34	Content is not lifted from any source		

35	Presentation is interesting		
Sl No.	Description	Yes/No*	Comment/examples in favor of answer
36	Structure of sentences is simple and consistent with childrens' level		
37	Words relate to the childrens' daily life and the environment		
38	Language is content-friendly and understandable		
39	Children are given the opportunity to speak in their home language		
40	Language is free from regional biases		
Sl No.	Description	Yes/No*	Comment/examples in favor of answer
41	Language is free from racial prejudices		
42	Language is free from gender bias		

(*Yes or No, comment in both cases and enter the page number of examples from the textbook)

IV. 2 Child-centered

Subject Content (Images, compositions, exercises and activities)

Sl No.	Description	Yes/No*	Comment/examples in favor of answer
43	Suited to childrens' age and level		
44	According to the childrens' interest		

45	Associated with childrens' environment		
Sl No.	Description	Yes/No*	Comment/examples in favor of answer
46	Introduces regional/folk literature to the children		
47	Can nurture reading habits of children		
48	Develops imagination and creativity of children		
49	Develops linguistic skills of children		
50	Develops the ability to estimate in children		
Sl No.	Description	Yes/No*	Comment/examples in favor of answer
51	Helpful to argue and expand understanding in children		
52	Children feel connected to the contents		
53	Facts and information given in the content are correct		

54	Helpful in connecting to the prior experiences of children with the topics		
55	Exercises and activities allow for creative expression		
Sl No.	Description	Yes/No*	Comment/examples in favor of answer
56	Variety of forms in the content exist		
57	Opportunities to connect the class environment with the outside environment		
58	Gives opportunities for language games		
59	Multilingualism has been used as a resource		
60	Gives the opportunity for search, observation, classification, analysis and logic to the children		
Sl No.	Description	Yes/No*	Comment/examples in favor of answer
61	Rhythmic feeling in poems		

62	Multiplicity of phonetic words		
63	Poetry motivates the children to read in their body language		

(*Yes or No, comment in both cases and enter the page number of examples from the textbook)

IV. 3 National interest

SI No.	Description	Yes/No*	Comment/examples in favor of answer
64	Develops the theme of constitutional values. Ex. Respect for each other and a sense of confidence, respect of diversity, human rights, secularism etc.		
65	Content is relates to all sections of society		
SI No.	Description	Yes/No*	Comment/examples in favor of answer
66	Content that takes care of differently abled children		
67	Helpful in nurturing mutual harmony		
68	Sensitive to the issue of gender		
69	Free from racial/regional prejudices		

(*Yes or No, comment in both cases and enter the page number of examples from the textbook)

V Holistic/Specific Comments:

**Tool-I (For Textbooks)
Subject: English**

S. No.	Parameters	Comments with Example
1.	Linkage of the Textbook with the syllabus	
	a)	Coverage of syllabus for each class Linkage of concept within the class Linkage of concepts across the class Scope for linkage with other curricular areas
2.	Curriculum load	
	a)	Age appropriateness of the text: level of text, complexity of concepts
	b)	Readability: Language aspect, e.g. terminology, sentence structure, ambiguity in sentences, idea density of the sentences

	c)	Load of non-comprehension: common use of language, duplication/ repetition of information	
3.	Child centered perspective of the textbook		
	a)	Visuals, Attractive, clear message, augmenting the content, thought provoking, gender perspective, inclusive perspective	
4.	Scope for Activities/ Pedagogical Processes and Assessment		
	a)	Appropriateness of activities vis-à-vis of concepts across level of students, Scope for joyfulness, curiosity Scope for group learning	
	b)	Scope for learning beyond textbook	
	c)	Scope for developing learning processes/Skills	
	d)	Scope for feedback and in-built assessment	
	e)	Hints for teachers	

5.	National Concern	
	a)	Gender sensitivity:
	b)	Addressing diversity and inclusion
	c)	Addressing environmental concerns
	d)	National identity
	e)	Secularism and communal harmony
	f)	Equality and social justice
	g)	Freedom struggle of India
6.	Any Other	

TOOL-2

A Tool for Analysis of workbooks for Primary Stage (EVS)

I. General Information

1.1 Title of the workbook:.....

1.2 Year and place of publication:

1.3 Name of the Publisher / Organisation:

1.4 Stage: (Primary/Upper Primary).....

1.5 Class:

1.6 Total No. of pages:

Parameters of analysis	Support your answer (Yes/No) by providing evidences/examples with page Number(s).
Conformity with the syllabus	
Conformity with the textbook	
Age-appropriateness of text and activity	
Language- <ul style="list-style-type: none">○ Size of sentences○ Use of terminology○ Idea density in sentences	
Nature of Activities <ul style="list-style-type: none">○ Scope for various kind of activities○ Group/individual creativity	

Scope for learning beyond textbook	
Scope for developing skills/processes	
Visuals- <ul style="list-style-type: none"> • Clear • Size • Attractive • Appropriateness • Gender perspective • Inclusion perspective 	
<ul style="list-style-type: none"> • Scope for inclusion(addressing diversity and state context) 	
<ul style="list-style-type: none"> • Scope for addressing Environmental concerns 	
<ul style="list-style-type: none"> • Scope for National Concerns • Communal harmony • Respect for national identity • secularism 	
<ul style="list-style-type: none"> • Specific State Experiences w.r.t. workbook 	
<ul style="list-style-type: none"> • Any other observation/comment 	

A Tool for Analysis of Textbooks in Mathematics

. No.	Parameters	Your comments with Examples
General Information		
1.1	Title of the book	
1.2	Year and place of publication	
1.3	Name of the Publisher / Organisation	
1.4	Stage: (Primary/Upper Primary)	
1.5	Class	
1.6	Total No. of pages	
1.7	Total Lessons	
1.8	Last review of syllabus done by the State	

	1.9	Price:	
I	Physical Aspects of the Textbook		
	2.1	Cover Page: Coloured/2 Coloured/Attractiveness	
	2.2	Quality of paper	
	2.3	Quality of binding	
	2.4	Font size used and its appropriateness	
	2.5	Layout of text	
II	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)	
V	Curriculum Load		
	Items		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.	
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.	
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.	
4.4	Have the themes been introduced with interesting and familiar situations?	
4.5	Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	
4.6	Are the meanings to the technical terms given at appropriate places in the Textbook?	
Child Centred Approach		
Items		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	
5.2	What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	
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.	

5.4	Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	
5.5	Does the textbook provide scope for children's questioning? If yes, Please give examples	
5.6	Are the in-text questions helpful for a) Self-Learning b) Self-Assessment If yes, please give examples.	
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	
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.	

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National Concerns

Items	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.
6.2	In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.
6.3	Did you find that some constitutional values are violated at certain places in the

		Textbook? Please specify.	
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?	
6.5		Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	
6.6		Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	
6.7		Does the content facilitates understanding of children on environmental values? If yes, please give examples.	
'II	Visuals		
	Item		Support your answer (Yes/No) by providing evidences/examples with page Number(s).
	7.1	Adequate	
	7.2	Child friendly	
	7.3	Gender perspective	
	7.4	Inclusion perspective	
'III	Over all observations/any other suggestions:		

A Tool for Analysis of Textbooks in Science

. No. ection	Parameters	Your comments with Examples
General Information about the Textbook		
1	Title of the book:	
2	Year and place of publication:	
3	Name of the publisher/ Organisation:	
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.):	
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?	
ection	Items for Analysis of the Textbook	

I. Curriculum load		
8	Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	
9	Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral? Please mention chapter names and themes where these are not found	
10	Have the themes been introduced with interesting and familiar situations?	
11	Are there certain concepts in the textbook which are difficult/ abstract for that class and stage? Please give examples.	
12	Does the language including style and vocabulary simple and comprehensible for the learner?	
13	Are the meanings to the technical terms or concepts given at appropriate places in the Textbook?	
II. Child-Centred Approach		
14	Are the themes and concepts introduced in the textbook consistent with the children's age and cognitive development? If not, please give a few examples.	

15	Whether activities given in the textbook are related to the real life experiences and contexts of the children. Please give few examples.	
16	Whether the contents of the themes/provide situations for hands on experiences and scope for exploration by the children to go beyond the textbooks?	
17	Is the textbook attractive to the children by its descriptions, examples and stories given in the book?	
III. National Concerns		
18	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.	
19	Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	
20	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?	

21	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	
22	Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	
23	Does the content facilitate understanding of children on environmental values? If yes, please give examples.	
IV. Overall observations/ Any other suggestions:		

A Tool for Analysis of Textbooks in Social Science

Sl. No.	Parameters	Your comments with Examples
	General Information about the Book	
1	Title of the book:	
2	Year and place of publication:	
3	Name of the publisher/ Organisation:	
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, layout, colour, whether priced or free distribution, number of intended users, etc.)	

	7	Are there any separate guidelines for 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?	
Section	Items for Analysis of the Textbook		
	II. Curriculum load		
	8	Is the textbook information loaded? If yes, how much is the information load in terms of number of facts, concepts and details?	
	9	Earlier textbook contents comprise mostly a single style running text – especially written by authors. In contrast to this, the new textbook contains a variety of narratives (texts – written specifically for the textbook, poems, quotes from other popular works, visuals- diagrams, cartoons, paintings, portraits, paintings, tables, etc.). These were supposed to reduce the load of non-comprehension. Do you think this has happened in this textbook? Which of these aspects have been considered in the textbook?	
	10	Does the language including style and vocabulary simple and comprehensible for the learner?	
	11	Are the meanings to the technical terms or concepts given at appropriate places in the Textbook?	
	II. Child Centred Approach		
	12	How do you think the themes and concepts introduced in the textbook are consistent	

	with the children's age and cognitive development?	
13	Do you find the texts give explanation for subject-specific concepts and issues by giving illustrative examples from children's day-to-day lives / understanding?	
14	Does the textbook provided sufficient no of activities/ learning situations to understand the concept and go beyond the textbook?	
15	Are the in – text questions helpful for <ul style="list-style-type: none"> ➤ Learning ➤ Assessment If not, please specify	
16	Do the questions given in the exercises <ul style="list-style-type: none"> 4 Cover all the concepts 5 Include variety in types of items 6 Provide opportunities for reflection 	
III. National Concerns		
17	How far 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.	
18	Did you find that some constitutional values are violated at certain places in the	

	Textbook? Please give reference.	
19	Does the Textbook addresses 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.	
20	Does this textbook contain portray any kind of bias / stereotyped images in its content with regard to the Gender, Religion, Ethnic groups, Caste, Class, Rural / urban, Children with special needs? If yes, please give reference appropriately.	
21	Whether the Textbook indicates a balance by taking into consideration the principles of the inclusive education?	
22	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration?	
23	How does this textbook discuss India's freedom movement?	
24	Do children from all sections of the society find representation in the textbook?	
IV. Other Aspects		
25	It is expected that the social science textbook present not only best and ideal examples to illustrate a concept but also illustrate social science concepts with the real life struggles of people. Do you find such attempts have been made in this textbook? Please highlight chapter names.	

26	Every social science concept or theme is expected to be understood in a holistic manner. Do you think this has happened in this textbook?	
27	Whether the social science textbook help students to develop critical (know both 'pros' and 'cons') understanding of society? Please give examples from the textbook.	
28	How does this textbook develop sensitivity and curiosity among learners towards our social life?	
29	Is there any topic in the textbook likely to have an adverse effect on studies? Please mention clearly?	
30	The NCF- 2005 calls for qualitative improvement in developing questions in such a manner they test reasoning and creative abilities of learners. Do you find such questions on social science textbook (both in-text and end-of the-chapter questions)? Please give a few examples.	
7	Overall observations/any other suggestions:	

Appendix-II

TAMIL TEXTBOOK ANALYSIS BY EVALUATORS

I - Standard

Note-

This textbook analysis tool is designed in the light of the National Curriculum Frame work-2005 and according to its syllabus developed for language. When analyzing the textbook, give one or two examples wherever necessary to support your answer about that point.

PART I – General information

1. Title of the textbook I - Standard
2. Class I – Standard all three terms
3. Name of textbook development committee members _____
4. Number of lessons _____
5. Number of pages _____
6. Publisher Tamil Nadu Text Book Association
7. Date of publication _____
8. Price _____

PART II – Pictures

Term – 1 Page Nos. 3, 11, 19, 22, 30
Term – 2 Page Nos. 3, 5, 12, 13, 16
Term – 3 Page Nos. 6, 9, 10, 11, 12, 21, 20, 35

Above said page Nos. have some pictures Attractive, Clearness, Consistent, Reflectness, Imagination things are not better and we should take care of them and make it to some betterment.

PART III.1 Cover page

Term – II and III Cover page is not fully relevant and related to the book subject.

Term – I and others used the word தொகுதி may be remove it.

III.2 Production and layout

Term.1. Font size may be not fit for content. We can rethink the font size.

Term.3. page no. 20. The poem வெளவாவே font size is not enough. Page no. 30 there was a story, itself font size is too small. We can make it big.

Part IV.1 Curriculum burden

Term I. page no.3 and 4 Poem is little bigger. We can make it small are else we shall cut two poems. Guidelines of Teachers are given more. Better short that guidelines and hand over book to children.

Term II. Page no.12 Odd man out pictures is difficult to understand by children. Presentation of the book is good. Guidelines can give it to the front side. In the middle or all pages, if it is given that thing is make worry of children.

Term III. Page no.5 In the Poem தேவ long sounds are introduced but Poem is too lengthy. We

should reduce the poem lines.

IV.2 Child-centered Subject Content (Images, Compositions, exercises and activities)

Term I Page no.12 The letters ட,ப,ம,ர,ழ are introduced. Above letters should come top of the practice page. Page no. 7 We can add some more colors to draw by children. Folk Stories are absent, we should add at least one Folk Story in the book.

Term II Page no. 3 The content was difficult to understand, the word மிட்டாய் can we change? Folk items missed. Introduction of secondary symbol of ௨, ௨௭ have exercise that is not enough. Serial numbers are missed in the exercise.

Term III language games are very less. We can add some

IV.3 National Interest

All the tree Terms picture and poems and also imaginary items are very useful to children. We can provide this book to differently able children too.

V. Holistic / Specific Comments:

4. The three books making is good, prepared well. Some pictures we should add and remove it.
5. Serial numbers are missed, if we put children can identify the exercise correctly.
6. Guidelines and instruction are more, so that children may be suffer and be the instruction at end of page.

TAMIL TEXTBOOK ANALYSIS

II - Standard

Note-

This textbook analysis tool is designed in the light of the National Curriculum Frame work-2005 and according to its syllabus developed for language. When analyzing the textbook, give one or two examples wherever necessary to support your answer about that point.

PART I – General information

- a. Title of the textbook **II - Standard**
- b. Class **II – Standard all three terms**
- c. Name of textbook development committee members _____
- d. Number of lessons _____

- e. Number of pages _____
- f. Publisher Tamil Nadu Text Book Association
- g. Date of publication _____
- h. Price _____

PART II – Pictures

Term – I Page No. 6 Picture is not attractive. Page no.27 picture is not clear. Page no.12 is too small. Page no.31,33 pictures not clear.

Term II Page no.3 we can add two pictures. Page no. 6, 19 the size is too small we will make it bigger.

Term III Page no.4 in the poem background is not fit. Page no.22 we will make the picture big size. Page no. Group work picture is not clear. Page no.16 appears kuku bird and other birds, but the song mentioned only one bird? We will change the song or picture that is logic.

PART III .1 Cover page

III.2 Production and layout

Term I Page no.21 lesson 6 Poem's font size is too small we will change it.

Term II Page no.4. Lesson 2 font size is small and not able to read.

Term III printing of pages is in correct. Page no.17,18,19 layout is crossed. Page numbers are all inside the circle that is appearing not clear.

PART IV.1 Curriculum burden

Term I Page no.16 The words மெளவல், பெளவம் are difficult to understand. Picture is given but in the level of children to reading is too difficult.

Term II Page no.31 to 34 Grandha letters are introduced in the second STD level that is burden, we can shift it to upper classes.

Term III Page no. the word சென்று is misplaced, we should remove. Page no.32 two skills – Speaking I Reading II both column two lines misplaced. Page no.21 some circles given by writing purpose that is not enough to write by children. Page no.29 பெயைந் enough to be there.

IV. 2 Child-centered

Subject Content (Images, compositions, exercises and activities)

Term I Page no.8 lesson 8 second paragraph is little complicated to learn children. Lesson 4. Is related to folk story type that is only one. We can add one or two. Page no.10 all Tamil alphabets are appeared in the serial content no. is (இ) that is wrong. Somehow, we can put all type of practice to add numbers. In this book some exercises had numbers. We can extant to all. Page no.21 lesson 6 the song rhythm is missing change another song or put as a prose.

Term II Page no.29 Opposite word given for example, but the way of question asking is not suitable. We could give word and assign them to write opposite answers. Serial numbers missing. Page no.6,10 have it two language games. But that also can change. Page no.28 that song Rhythm is missing. May be that part we can make it a song type.

Term III Lesson 9 only may be shifted to upper classes. Page no.26 My Reading Books. The table given that is not enough for writing by children. Page no.2 section ஆ Question No. 4 the word மகிழ்ந்தான் Gender suffix is wrong. It should correct it to மகிழ்ந்தார். Language Games are very less. In this term coloring works given more. We can add some more language games.

IV. 3 National interest

Maybe it is not suitable for visually challenged children.

V Holistic/Specific Comments:

5. The book preparation is well we can add serial numbers.
6. Folk stories are very less, we can add little.
7. Language games are missing, we can add.
8. Overall making of book is good.

TAMIL TEXTBOOK ANALYSIS

III - Standard

Note-This textbook analysis tool is designed in the light of the National Curriculum Framework-2005 and according to its syllabus developed for language. When analyzing the textbook, give one or two examples wherever necessary to support your answer about that point.

PART I – General information

1. Title of the textbook **III - Standard**
2. Class **III – Standard all three terms**
3. Name of textbook development committee members _____
4. Number of lessons _____
5. Number of pages _____

6. Publisher Tamil Nadu Text Book Association
7. Date of publication _____
8. Price _____

PART II – Pictures

Term – I Page no.6,26,35 pictures are not much attractive. We can make it some better pictures. Above said picture clarity also not good. Page no.35. At first, the picture is can't identify. We should change.

Term II Page no.13 based on magazine lesson. Bottom of one picture is not fit.

Page no.17 top of the picture sharpness is needed.

Page no.23 the notice board picture is not enough space. Page no.20 bottom of the image is good and different but it is little bit fearful. May be we can change

Term III Most of the pictures are attractive. Page no.21 picture sharpness is lacking. Page no.16 2nd picture visual shown or not bear, rather it is Panda. Visual need to be changed the question for the visual can be modify in needed as பாண்டா கரடிகள். Page no.9. if is not advisable to show bird or animals which are showed. Avoid such type of content also. Page no.24 மரபுச் சொற்களை அறிவோம் what is the relevance of the picture, change the picture instead of this picture a lion's den. Page no.25. 1st & 2nd picture the structure of grandfather is not attractive.

PART III .1 Cover page

III.2 Production and layout

Term I Page no.31 printing reflection is there. Page no.26 page alignment is bad. We should do again DTP work.

Term II Page no.4. Lesson 2 font size is small and not able to read.

PART IV.1 Curriculum burden

Term I But, Page no.32, lesson 9 may be not suitable for third STD Children. We can shift this lesson to fifth STD level. Page no.33. lesson 9 some words and situation is not related to the children daily life. Lesson 9 talking about child abuse in the sense girl child mentioned, better we can explore.

Term II Page no.26 the puzzle is given, in that puzzle syntax structure is may be doubtful (என்றதும் it should come என்று) Page no.24 lesson is not interesting, we can give some other moral things. Page no.18 the word ஒன்றனை is little hard, we can change ஒன்றை.

May be cover page is related to racial thing, we can change it.

Term III Page no.26 we can add to picture no.2 following sentence, இவற்றையே மரபுச் சொற்கள் என்று நாம் கூறுகிறோம். Page no.30. The lesson title (தமிழின் சிறப்புகள் ஈராயிரம்

ஆண்டுகளுக்கு மேலாகப் பச்சு மொழியாகவும் எழுத்து மொழியாகவும்) this portion of the sentence may be deleted in this place, (பழையான தமிழ் மொழிவற்று பல மொழிகள் உருவாகக் காரணமாக இருந்துள்ளமையால் செம்மொழி என்னும் தகுதியைப் பெற்றுள்ளது.) the following sentence may be deleted. இந்தியாவில் மொழிகள் பல பேசப்படுகின்றன தமிழும் வடமொழியும் செம்மொழியாக தகுதிபெற்றுள்ளன. At the end of this paragraph தமிழ்சுவ்வியல் மொழியாக அறிவித்துள்ளது. அதற்கான ஒரு காரணம் அதன் தொன்மையே. Page no.32. already even for aural their fluidity while using the sounds, so at this level we can avoid using the spoken form involving this sounds Ex. the lesson has the laced. கன்னுக்குட்டி also the same lesson கன்னு and கன்று alternate.

Page no.31 மீதிப்படம் உம்மிடம் Change this to மீதிப்படம் உங்களிடம். Page no.14 middle நகத்தை வெட்டி வீட்டிலே போடாக்கூடும்பத்திற்கு ஆகாது. This sentence may amount to supernatural believe, we should give some explanation, like இரவில் வெட்டக்கூடாது என்று கூறிவிட்டு ஏன் வெட்டக்கூடாது என்று கேள்வி கேட்டு விடையை ஏற்கனவே கூறியதைப் போலக் கூறலாம்.

2. இஃது. அஃது இதற்குப் பதில் இது அது என்று எழுதலாம்.

Page no.15 வெற்றிலைபோடுவது நல்ல பழக்கமல்ல என்று இந்த நிகழ்ச்சியை முடிப்பது நல்லதல்லவா.. Page no.35 எடுப்பதனை may be change to எடுப்பதை.

Page no.37 தொடங்குதல் கண்டுபிடித்தல் such type of grammatical form in this type of sentences mentioned in the lesson.

Page no.42 please check the forms change இரண்டனை to இரண்டை.

Page no.44 instead of form கூறுதல் the form கூற can be use.

IV. 2 Child-centered Subject Content (Images, compositions, exercises and activities)

Term I Lesson 9 may be not suited to children. Lesson 9 can modify the structure. Page no.26 lesson 7 may not children connect to content because, prince and marriage this thing may be avoid this level. Not at all, language games are very less. We can add some more language games. We can add some more language games.

Page no.33 lesson 9 child have opportunity to classify her state to another person state. But, in the lesson ends with wrong statement. Whether, child's part is nothing but how did the child abuse, that person will get punishment that statement should show the lesson here that thing is missing.

Term II In this Term poems are very less. Prose occupied more pages. We can delete lesson 7 and add one or two songs.

Term III Page no.21 பிரித்து எழுதுக. No.3 தொண்டர் பைட change this item.

IV. 3 National interest

May be it is not suitable for visual challenged children.

V Holistic/Specific Comments:

1. Regarding child abuse, I quoted some point in this booklet. In the present situation children can aware the issue.
2. Folk stories are very less, we can add little.
3. Language games are missing, we can add.
4. Overall making of book is good.

TAMIL TEXTBOOK ANALYSIS

4th standard

Note-

This textbook analysis tool is designed in the light of the National Curriculum Frame work-2005 and according to its syllabus developed for language. When analyzing the textbook, give one or two examples wherever necessary to support your answer about that point.

PART I – General information

1. Title of the textbook Tamil 4th Standard 1st to 3rd semester
2. Class 4th standard
3. Name of textbook development committee members NCERT
4. Number of lessons _____
5. Number of pages _____
6. Publisher _____
7. Date of publication _____
8. Price _____

PART II – Pictures

Sl No.	Description	Sl No.	Comment
	Overall pictures are attractive and relevant to be content. But there are some pictures which need to be revised. Mainly with reference to their sharpness and quality. 1 st semester pages 5 and 6. 3 rd semester pages 31(tiger and dana) 8, 17 (last pair is pictures), 24, 27, 28. 1 st semester page 5, picture as wood pecker is wrong(content on picture) Activity of deer and content explanation wrong. Counting boat (பரிசில்) is wrongly represented through picture. 19. Picture as parrot flying and the text. Page 21. Comparing elephant and the old palace door etc not very much appreciated.		

PART III .1. Cover page

All the three cove pages are attractive and relevant

III.2 – Production and layout

1st semester page 29- Font size may be increased.
3rd semester needs improvement especially in the inched pages i to vii
Sharpness in printing is needed in the following pages 73,8,26,35,36,39.
Space between the pages 23 & 29.

PART IV .1 Curriculum burden

1st semester page 8
Discourse nenka “ ஆனால் ” is not properly used.
13. 2nd and 3rd para --consisting in conducting the celebrations
26. Second para—the content does not seem to fit the place.
Furetoridity of the language especially at the lexical level may be improved pages. 6,7,9,10,13,17,18,19.

Language

Page 20. Hand writing – there is a problem in content and the use of discourse components.

Language use like ஒன்றனுக்காக கலந்தாய்வு needs to be avoided. Instead the standard functional forms can be used. Sentence structure (page 6) குறிப்பாக மருந்துக் கழிவுப் பொருட்கள் கண்ட..... Needs revision.

Spelling mistake: Page 18, 6(doubling)

Distinguish between the usage ஓர் and ஒரு in page (8)

There should be more opportunity for library reading.

IV.2 Child centered Subject content (images, compositions, exercises and activities)

1st semester

Forms like உள்ளதை (7)அஃது (9) அதைன (9) ஒன்றனை (10) அவர்களின் (13) can be made simplified like உள்ளதை, அது, அதை etc. (ref. . my content in the book) mostly knowledge based questions are given. Though there are questions related application and comprehensions are there. It will be useful for the children to give more questions related to synthesis and analysis language games are very less in this book. More innovative games may be devised with an objective of vocabulary development, sentence builders (etc.) care should be taken so that these game activities should not go beyond the specified structure identified for this level.

2nd semester: mote time should be devoted for inculcating the reading activity and subsequent comprehension. Some more activity lesson it will be ideal to give language games. We can prepare plenty of innovative and interesting language games.

IV.3. National interest

Overall this object is fulfilled

Holistic/Specific Comments:

Overall the books are good. Please look at my comments on all the books and also the writings ion the Analysis tools supplied.

TAMIL TEXTBOOK ANALYSIS

5th standard

Note-This textbook analysis tool is designed in the light of the National Curriculum Frame work-2005 and according to its syllabus developed for language. When analyzing the textbook, give one or two examples wherever necessary to support your answer about that point.

PART I – General information

1. Title of the textbook consolidated report for 5th standard. 1st, 2nd and 3rd semester's.
2. Class 5th standard Tamil text book.
3. Name of textbook development committee members _____
4. Number of lessons _____
5. Number of pages _____
6. Publisher _____
7. Date of publication _____
8. Price _____

PART II – Pictures

Sl No.	Description	Comment
1 st semester :	some pictures need sharpness (page) 19,25,27,33,32. Books mostly the picture quality and the details in the pictures are good and content repeated.	
	At the bottom of some of the pictures it will be useful if we can identify the persons shown in the pictures.	
	Eg. Page 5,6 II nd semester text book. N.S. Krishnan's personality	

PART III.1. Cover page

Over all the books the cover pages are good and attractive.

III.2 – Production and layout

Overall it is good as far as layout is concerned. Second semester page 26. The colour combinations of the fonts are not going very well with the background colour. It should be checked.

Third semester page 39 check the line spacing. It needs to be increased.

PART IV

IV.1 Curriculum burden

Semester I: It is necessary to give more opportunity for the children to develop speaking skill. At this level it is very important and useful.

Semester II: Gerundical prons like இகழ்தல், போதல் (etc)int eh particular structure used in the book should be avoided (page 2).

Semester II page (2): மேற்கண்ட கட்டுரையைப் போல்.....தலைப்பிடுக (This sentence is not very clear. Needs to be revised) (page 16) Advisable to give verb roots and nouns to refer to the dictionary (page 30). Passive construction in the gerend sentence structure can be avoided (page 16). Refer the book for my comments (item 33).

Semester II: Forms like இரண்டனை (12, 45) may be avoided. Page 16. வலிமைகுறைந்த there please note there is no consonant .Apart from such minor problems the language used is good and the

content is a par unit the syllabus.

IV.2 Child centered

Subject content (images, compositions, exercises and activities)

In all the three semesters more activities should be given. Each activity should be designed to achieve specific objective. For instance like number of line is allocated for developing speaking skills, skills to develop creativity etc. (ref. the book and see m comments)

Ref. page 36 of the IIIrd semester. Verb நினைக்க in the story (ref. my comments in the tool as well as in the book).

IV.3. National interest

I think this objective is taken care of.

Holistic/Specific Comments:

Overall the work is good and well done.

Analysis of Textbooks for English Class I

S. No.	Parameters	Comments with Example
1.	<p>Linkage of the Textbooks with the syllabus</p> <p><u>Listening:</u> greetings(Not covered) <u>Speaking:</u> Asking permission - “May I.....” is not included in the text. There is scope for linkage with other curricular areas (e.g. page 42(II Sem) counting)</p>	
2.	<p>Curriculum load</p> <p>Text is appropriate for the age, but some exercises are below the level: (P-74 III Sem) upper case and lower case (matching). Some activities are repeated (III sem. Page, 55, 58, 61): rhyming words. The exercises should be from simple to complex.</p>	
3.	<p>Child centered perspective of the textbook</p> <p>There are sufficient visuals which are attractive with clear message related to the content. Please include (religious minorities) names (and family) belonging to Islam & Christianity. There are many Hind names in the text.</p>	
4.	<p>Scope for Activities/ Pedagogical Processes and Assessment (e.g. page – 59 I Sem)</p> <p>There is enough room for joyful and group learning. Useful and informative hints are given for the teachers to make the learning and teaching effective.</p>	
5.	<p>National Concern</p> <p>Not many aspects promoting national concern is included in the text.</p>	
6.	<p>Any Other <u>Corrections/suggestions</u></p> <p><u>I Semester</u></p> <p>Page-55: Exercise: say “a” as in apple the word “and” should not be listed it is pronounced as and and not as send . Stories given in the text are not effective.</p> <p><u>II Semester</u></p> <p>Page- 27: replace “greens” with the word “spinach” and correct pronunciation should be taught. Page -28 the preposition used in the exercise is “in”. Other prepositions (like: on, to....) can be added. Page -35: Say “O” as in dog the words “for and “or have long vowel sound. Page-51: One example can be given. Te letters should not be mentioned.(e.g. “a” as in “cat” ; “o” as in hot)</p> <p><u>III Semester</u></p> <p>Page -58: Why are the activities tilted “I can”.(page -79 also) Page -58: Activities based on rhyming words are repeated (III sem page 55,58 & 61) Page -59: Instruction should be: see the picture & narrate.</p>	

<p>Page -60: Mistake (wrong usage of article “a”) “A postman bring a letters for you and me”</p> <p>Page- 67: Picture is repeated (same picture in page -28 of II semester book).</p> <p>Page-74: Activity is below the level (matching the upper case and lower case letters) In ‘page- 73’ the children have an activity for “syllabification” and after such an activity page-74 does not make any sense.</p> <p>Page-75: First three questions are repeated (same book page-66 handwriting)</p> <p>Page -80: Oh no! <u>To</u> many(spelling mistake) should be replace with “<u>Too</u> many”</p>

Analysis of Textbooks for English Class II

S. No.	Parameters	
1.	Linkage of the Textbooks with the syllabus	
	a) Coverage of syllabus for each class	Yes (Except speaking: communicating a message)
	b) Linkage of concept within the class	Yes
	c) Linkage of concepts across the class	Yes
	d) Scope for linkage with other curricular areas	Yes (number names a& geometrical figures)
2.	Curriculum load	
	a) Age appropriateness of the text: level of text, complexity of concepts	Yes (Except activities in Page-55 (II term) is below the level).
	b) Readability: Language aspect, e.g. terminology, sentence structure, ambiguity in sentences, idea density of the sentences	Ambiguous sentences and questions are there. E.g. “Is the rhyme real or dream?” Page-59 (II term).
	c) Load of non-comprehension: common use of language, duplication/ repetition of information	Some picture are not clear (page-73) I term. Some pictures are repeated (e.g. National flag Page-44& 45) I term.
3.	Child centered perspective of the textbook	
	a) Visuals, Attractive, clear message, augmenting the content, thought provoking gender perspective, inclusive perspective.	Visuals are attractive with a few drawbacks. II term Page-42 10 th line (gender “It (elephant) sat down like men”. Consider revising.
4.	Scope for Activities/ Pedagogical Processes and Assessment	
	a) Appropriateness of activities vis-à-vis of concepts across level of students, Scope for joyfulness, curiosity Scope for group learning	Many fun activities and scope for group learning is there.
	b) Scope for learning beyond textbook	Yes.(almost all the lessons have same activity)
	c) Scope for developing learning	Yes(Scope for developing writing skill is

	Processes/Skills	limited)
	d) Scope for feedback and in-built assessment	Yes (in speaking & Listening)
	e) Hints for teachers	Yes (Sufficient)
5.	National Concern	
	a) Gender sensitivity	Not many, but it is balanced (picture & illustration)
	b) Addressing diversity and inclusion	None
	c) Addressing environmental concerns	Yes (Pge-35 Term-2)
	d) National identity	Yes (page -41 Term -1)
	e) Secularism and communal harmony	No
	f) Equality and social justice	No
	g) Freedom struggle of India	No (not even a picture of national leaders)
6.	Any Other Suggestions/Corrections:	
	The textbook needs better editing. Many literal and grammatical anomalies are there. The conversational idiom is found to be missing in the book. "Indianism" is used to a large extent.	

Analysis of Textbooks for English Class II		
S. No.	Parameters	Comments with Example
1.	Linkage of the Textbooks with the syllabus	
	Textbook is aptly linked with the syllabus. (Speaking: "Communicating a message "is other included in the text. Scope for linkage with other curricular areas is there. (E.g. page -51-III term-"Value education" clock; also geometrical figure.)	
2.	Curriculum load	
	Text is appropriate for the age, but a few activities are below the level (e.g. page55-II term). Ambiguity should be avoided and pictures and instructions given should be clear always.	
3.	Child centered perspective of the textbook	
	Visuals (pictures and font) are attractive; a few pictures are not clear. Sentences which reflect gender bias should be avoided. (e.g. page42-II term 10 th line: "It sat down like men")	
4.	Scope for Activities/ Pedagogical Processes and Assessment (e.g. page – 59 I Sem)	
	Group learning and joyful activities are included in the text. Scope for writing developing writing skill is limited.	
5.	National Concern	
	Gender sensitivity: Not many (but it is balanced in the text). Diversity and inclusion is not addressed environmental concerns is addressed (page35; term-2). National identity: Yes (page41; term1). Freedom struggle of India is not discussed in the text.(not even a picture of national leaders)	

6. **Any Other**

Corrections/suggestions

Term I

Page 43: Questions b, c, d & e do not promote any writing skill.

Page 44: "salute" can be used as a noun or a verb.

Page 60: "Take up roles like doctors, engineer" should be replaced with "Take the role of a doctor..."

Page 53: 'No more fees'. Editing is needed (e.g. the water (7th line) 8th line [(I got used (×) ("I overcome" (√))] Page-54 6th line "one of the ten participants" not "one among....."

Page 54: (Line 7): My mother and my (×) coach" (9th line) "Without any fear I started to swim swimming (√)“.

Page 59: (Line 3) What time does your father (come from (×)) return (√) from work?

Page 62: Try revising the picture of kites "which kite is flying high?" [not a clear picture]

Page 66: "Why are you looking so sad?" (Line 4) Typical Indianism. Replace it with "Why do you look so sad?"

Page 66 & 67: The figures in these pages do not reflect what is given in the text. It is not only the monkey which paints the elephant (misleading), even other animals are involved.

Page 72: "Four pictures with name(×) names (√)

Page 73: The pictures given to narrate the story are not clear.

Page 79: Last sentence

The dog runs far away (×). The dog runs away (√). The dog runs fast(as fast as it could).

Term II

Page 41: Questions 1 to 4 are very simple. Encourage students to write a sentence.

Page 42: (10th line)

"The elephant (It) sat down like men(×) " ["Like human beings" not "like men"] [human beings(√)]

Page 45: Let us think and speak

3rd sentence "An elephant is big". What is the mistake in this sentence?

Page 48: Spelling of "following" should be corrected(followng(×))

Page 52: The questions asked are below the level.

Page 55: add words like "man-men" "child-children" in the singular-plural exercise.

Page 57: Last line

"Which (×) attracted you the most?"

"Which item" or "What"(√)

Page 59: 4th question (consider revising)

“Is the rhyme real or a dream?”

Page 59: Last sentence

“----- butterflies” (×)

There is only one butterfly in the picture.

Term III

Foreword (page 42) 4th paragraph (4th line)

“Learn with ease” (√) “Learn in ease” (×)

Page 44: Typographical or printing error on the 4th paragraph.

“birds” is printed as “irds”

Page 52: also introduce “a.m” & “p.m”

Page 55: 2nd question “What kind of pup was he?” (ambiguous). “Breed” or “quality”.

Page 56: Question 3 - It is not right to ask such question.

Page 60: ‘Gulliver’s Travels’ by Swift is not a story. It is a novel. It is not meant for primary school children.

Page 67: I (a) complete the similar sounding words: There is no word rhyming with “dance” in the poem.

Analysis of Textbooks for English Class III

S. No.	Parameters	
1.	Linkage of the Textbooks with the syllabus	
	a)	Coverage of syllabus for each class Yes(Include message communication)
	b)	Linkage of concept within the class Yes (give more examples)
	c)	Linkage of concepts across the class Yes (Grammar & vocabulary)
	d)	Scope for linkage with other curricular areas Yes (e.g. Page 51-II Sem: geometrical figures)
2.	Curriculum load	
	a)	Age appropriateness of the text: level of text, complexity of concepts Text is appropriate. Textual exercises are below the level: Q/A
	b)	Readability: Language aspect, e.g. terminology, sentence structure, ambiguity in sentences, idea density of the sentences No (page no. 54(I) e.g. mother was shocked. wrong usage.
	c)	Load of non-comprehension: common use of language, duplication/ repetition of information Page -58(I) Indianism "Very, Very" and Ambiguous instructions and sentences.
3.	Child centered perspective of the textbook	
	a)	Visuals, Attractive, clear message, augmenting the content, thought provoking gender perspective, inclusive perspective. Visuals are attractive with a few mistakes. Not applicable (gender & inclusive perspective)
4.	Scope for Activities/ Pedagogical Processes and Assessment	
	a)	Appropriateness of activities vis-à-vis of concepts across level of students, Scope for joyfulness, curiosity Scope for group learning Some activities are irrelevant. Book (3)-[III Sem] Page 62-Magic wand Page71 -Not promoting any language skill. Looks like social science activities.
	b)	Scope for learning beyond textbook Limited
	c)	Scope for developing learning processes/Skills Limited
	d)	Scope for feedback and in-built assessment To some extent
	e)	Hints for teachers Not provided (always)
5.	National Concern	
	a)	Gender sensitivity Not included
	b)	Addressing diversity and inclusion Yes
	c)	Addressing environmental concerns Yes. To a large extent(Too much)
	d)	National identity Yes (page 66-III Sem) 'the great cultural expo'
	e)	Secularism and communal harmony Not many
	f)	Equality and social justice Not covered
	g)	Freedom struggle of India Not included
6.	Any Other	

Corrections/suggestions

I Semester (Book)

Page 42: II “Double an alphabet”(×) “use a letter (letter of the alphabet) twice to form a meaningful words.

Page 43: Complicated and Irrelevant (Above the level)

Page 47: Ex.4: “b” (Wrong Instruction given)

Page 49: Advance Organizer: replace “using the alphabet” with “using the letters (of the alphabet)

Page 52: “Mother was shocked “ – not a suitable usage

Page 54: “In face he will help you ………” ambiguous

Page 55: II complete the following questions (not questions sentences)/ Question Sentences.

Page 57: “when did chiku wake?” (wrong usage)

Page 58: Indianism used “very, very”

Page 58: Pictures for Fat-fatter-fattest is tricky

Page 59: Wrong statement about-er & -est is given in the yellow box.

Page 63: Last sentence: “Several monkeys, deer, squirrels, parrots and owls were barking... chirping”. Which animal/bird mentioned here “barks”.

Page 64: “Why should we not cut down trees?” Wrong phrasing of question.

Page 68: “The teacher motivates ……… their experiences” Instruction should be clear. E.g. what kind of experience.

Page 69: (b) Now try to fill in using doing words.

Replace “doing words” with “action words”.

Page 70: “the present continuous is formed by adding the “-ing form” to the verb” (wrong statement)

Replace it with “The continuous tense is formed by adding the “-ing form” to the verb”.

Page 71: Wrong usage of article “a” before “Past Tense” and “Future Tense” [Given in the blue boxes].

Page 72: Students are expected to write a paragraph on Kiran Bedi without proper (prior) training. All the textual questions except answer in a word or two.

Page 72: Last line:

“Write a biography of a tree”.

“a biography” – wrong usage.

II Semester (Book 2)

Page 41: Let us listen and do

[Put your right hand in] Irrelevant exercise-Below the level.

Page 45 & 46: 5 rhyming words are asked but only 4 pairs are available.

["realized" and "assigned" are not rhyming]

Page 46: "Did the girl complete her homework"? Avoid Yes/No questions. It does not involve any language skill.

Page 47: Advance Organizer: Please replace "Cue" with some other object.

Page 50: "Opponent" is not an antonym of "friend" (quite misleading)

Page 50: Purple colour is used for "blue"

Page 50: Homophones Same pronunciation but different meanings(√) mean differently(×)

Page 52: "No article is use before proper noun's (wrong statement)

Page 55: Advance Organizer

"Form Compound words and match the pictures." (Misleading). Change the instruction: "Match the pictures to form Compound words"

Page 57: Take the different roles and speak: Do not restrict the questions to (framing) rhyming words alone.

III Semester

Page 52: Wrong spelling (Typographical error) He soon became "reach" (×)[replace it with "rich"]

Page 58: Questions do not promote any learning skill.

Page 62: Activity 2 : map is wrong (colour)

The "picture" for Andhra Pradesh is not clear.

Page 65: Activity: Magic Wand

This does not encourage any language skill.(Below the level(standard))

Page 66: Advance Organizer:

Question 4: "Which is our National Flag?"(Question makes no sense; it is ambiguous)

Page 69: Use the plural "Cultures" for "Culture"

Page 70: III opposite.....

The term "opposite word" should be avoided.

Page 71: "Circle the emblem" & "Match the dance form"

These two activities do not promote language skills. Looks more like a social science activity.

Analysis of Textbooks for English Class III

S. No.	Parameters	Comments with Example
1.	Linkage of the Textbooks with the syllabus	Include message communication. To link the concepts use more examples. It is linked with other curricular areas.(e.g. page 51-II Sem)
2.	Curriculum load	Text is appropriate but textual exercises are below the level: Q A. Wrong usage page no. 54(I Sem) "Mother was shocked". Indianism "Very, very" page 58-I Sem.
3.	Child centered perspective of the textbook	Visuals are attractive with a few mistakes. Include more Christian and Muslim names in the stories and textual exercise.
4.	Scope for Activities/ Pedagogical Processes and Assessment	Some activities are irrelevant [III Sem Page -62] "Magic Wand". Page-71(III): Not promoting any Language skill. Scope for learning beyond text is limited. Hints for teachers are not provided (always).
5.	National Concern	Gender sensitivity: not included. Diversity and inclusion is addressed. Only one aspect (protecting trees) of the environmental concerns is covered. National identity is stressed (page-66 of III Sem). Communal Harmony, Equity and social justice is not covered.
6.	Any Other	Please include more activities which promote language skills.

Analysis of Textbooks for English Class IV

S. No.	Parameters		
1.	Linkage of the Textbooks with the syllabus		
	a)	Coverage of syllabus for each class	Yes
	b)	Linkage of concept within the class	Yes
	c)	Linkage of concepts across the class	Limited
	d)	Scope for linkage with other curricular areas	Limited
2.	Curriculum load		
	a)	Age appropriateness of the text: level of text, complexity of concepts	Yes (Exercises are below the level)
	b)	Readability: Language aspect, e.g. terminology, sentence structure, ambiguity in sentences, idea density of the sentences	Language aspect is not always satisfactory
	c)	Load of non-comprehension: common use of language, duplication/ repetition of information	--Syntactic structures reflect Indianism
3.	Child centered perspective of the textbook		
	a)	Visuals, Attractive, clear message, augmenting the content, thought provoking gender perspective, inclusive perspective.	Inclusive perspective is limited (not even a name form minority section is used).
4.	Scope for Activities/ Pedagogical Processes and Assessment		
	a)	Appropriateness of activities vis-à-vis of concepts across level of students, Scope for joyfulness, curiosity Scope for group learning	(Very often) below the level. Group Learning is limited.
	b)	Scope for learning beyond textbook	To some extent
	c)	Scope for developing learning processes/Skills	Skills are not properly identified
	d)	Scope for feedback and in-built assessment	
	e)	Hints for teachers	More instructions for the teachers should be provided.
5.	National Concern		
	a)	Gender sensitivity	None
	b)	Addressing diversity and inclusion	None
	c)	Addressing environmental concerns	Yes
	d)	National identity	Yes (e.g. page-61 & 60; II term)
	e)	Secularism and communal harmony	Harmonious living: Yes (page-52;II term)
	f)	Equality and social justice	Not found in the text
	g)	Freedom struggle of India	Limited (e.g. Page-61;II term)
6.	Any Other		

	<u>Suggestions /Corrections</u>
	Listening and speaking skills are identified wrongly (mistaken notion). The word meaning is not based on context, it is in total isolation. Inappropriate words used in the text. Lot of editing is needed. In some cases the entire passage should be considered for revising (e.g page-68; First paragraph). The competencies and skills are not aptly categorized.

Analysis of Textbooks for English Class IV		
S. No.	Parameters	Comments with Example
1.	Linkage of the Textbooks with the syllabus	The syllabus is covered. Scope for linkage with other curricular areas is limited.
2.	Curriculum load	Text is alright, but the textual exercises do not promote any language skill /competency language aspect is not satisfactory.
3.	Child centered perspective of the textbook	Text is child centred, but inclusive and gender perspectives are not covered in the text.
4.	Scope for Activities/ Pedagogical Processes and Assessment	Activities are not appropriate for the age level skills are not identified properly.
5.	National Concern	Very limited, except for a few pictures here and there. National Identity: yes (page 60 & 61)
6.	Any Other <u>Suggestions /Corrections</u>	
	I Term	
	Page 39: (Lie 6- Foreword) term I	
	“The content is meant (designed) to hone”(√)	
	Page 67: (Line 17) “the teachers asked” (√)	
	Page 68: (I para) there are many idiomatic as well as grammatical problems (in the I paragraph)	
	Page 69: (Line 25) from there the village (×) from where the village (√)	
	Page 69: (Line 7) Instead of “she <u>encouraged</u> ”, “she <u>reassured</u> ” sounds correct.	
	Page 69: (Line 23)	

“built a huge campfire” (×)

“made a huge campfire” (√)

Page 71: tongue Twisters

Exercise (A) while..... Eater.

It is not exactly a tongue twister.

It is just students to learn ‘w’ sound.

II Term

Page 39: (Line 1)

Tenali Rama awake woke up

Page 39: Comprehension questions 1, 3 & 4 are below the level

Page 40: (Line 1)

4. The thieves felt very tired on draining the well(×). drawing water from the well(√)

[The thieves did not drain the well]

Page 43: Let us write: Activity

“Mirror images” – not apt for language classes. This activity does not promote any language skill.

Page 45: magic corner—inappropriate activity

Page 45: Let us colour – below the level.

Page 49: Last sentence of the text

“dying people of the streets”—does not convey intended meaning.

Page 50: III Para(7th line)

“four attacks” – ambiguous (not clear)

Page 51: Listening skill (Dialogues)

Especially Pearlina’s part should be edited

Page 52: 1 paragraph should be edited (wrong sentence. The lesson.... Through Mother Teresa)

Page 53: Last line

7. the house of ant was not their real home—ambiguous sentence

Page 54: Line 6

“mention their work” – ambiguous

Page 54: write a letter

The format is wrong for station/place & date

Station/place

Date

Date (√)

Station (×)

Page 63: 6th sentence MOON: "It changes its shape during the month.

[in month's time (or just)

"It changes its shape"]

III Term

Page 53: Exercises are below the level

Page 54: Yes/No Questions do not promote any language skill.

Page 56: Exercises are not sensible.

Page 63: Question 2 & 3

2."Discuss the greediness" – wrong usage

3. Why the bicycle is called an eco-friendly vehicle? (√)

Page 63: last line

"How do climate..."(×) climatic changes(√)

Page 64: Definition for " a sentence" is not correct according to the modern context. It is a "behaviorist definition". It is no longer accepted.

Page 65: Exercise II is meaningless because of the definition in page -64.

Page 65: "Match the following" does not promote any language skill.

Page 67: (Line 16)

"What is your father?"(meaningless)

[Speak about father sounds better]

Page 69: Listening skill activity

The given exercise is not at all helping the students to develop listening skill.

Page 70: (Line 6)

"to adopt" (×) "to be adopted" (√)

(Line 8) "harming" (×) - inappropriate usage

Page 70: Reading skills are not suitable

Page 71: Look at the picture (I standard level) It does not help IV std students.

Page 74 & 75: Irrelevant for language classes.

Analysis of Textbooks for English Class V

S. No.	Parameters		
1.	Linkage of the Textbooks with the syllabus		
	a)	Coverage of syllabus for each class	Yes (Except Folk tales & reading between lines)
	b)	Linkage of concept within the class	Yes
	c)	Linkage of concepts across the class	Yes
	d)	Scope for linkage with other curricular areas	Limited
2.	Curriculum load		
	a)	Age appropriateness of the text: level of text, complexity of concepts	Poem (II term; page61) below the level. Textual exercises also.
	b)	Readability: Language aspect, e.g. terminology, sentence structure, ambiguity in sentences, idea density of the sentences	Yes (There are drawbacks)
	c)	Load of non-comprehension: common use of language, duplication/ repetition of information	Repetitions are there in the text
3.	Child centered perspective of the textbook		
	a)	Visuals, Attractive, clear message, augmenting the content, thought provoking gender perspective, inclusive perspective.	Visuals are good. Gender and inclusive perspectives are covered.
4.	Scope for Activities/ Pedagogical Processes and Assessment		
	a)	Appropriateness of activities vis-à-vis of concepts across level of students, Scope for joyfulness, curiosity Scope for group learning	Activities are apt. Scope for group learning is there.
	b)	Scope for learning beyond textbook	Limited
	c)	Scope for developing learning processes/Skills	Writing skill is ignored
	d)	Scope for feedback and in-built assessment	Not much
	e)	Hints for teachers	More hints should be added
5.	National Concern		
	a)	Gender sensitivity	Balanced
	b)	Addressing diversity and inclusion	Not much (except for some names)
	c)	Addressing environmental concerns	Yes
	d)	National identity	Yes (II term Page-63, 76)
	e)	Secularism and communal harmony	Not mentioned anywhere
	f)	Equality and social justice	Very minimum
	g)	Freedom struggle of India	Limited (Page-76; II term)
6.	Any Other Suggestions /Corrections		
	More Indian folk tales and local legends should be included under listening and speaking skills.		

	<p>Bilingualism is not encouraged in V std text. Distorted version of English is used (Indianism). Writing activity is not emphasized. For example the syllabus says that “reading between lines” should be encouraged but students are not encouraged to attempt critical analysis/interpretation in their own words. They are expected to answer in word based on the poem, which does not promote any language skill.</p>
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Analysis of Textbooks for English Class IV		
S. No.	Parameters	Comments with Example
1.	Linkage of the Textbooks with the syllabus	The text is linked with the syllabus. A listening activity (under listening in the syllabus) should include folk tales and local legends. Reading: Reading between lines should be encouraged.
2.	Curriculum load	Is not balanced. For e.g. (II term; page-61) poem: below the level. Textual exercises should be revised. Repetitions should be avoided.
3.	Child centered perspective of the textbook Visuals are quite good. Gender and inclusive perspectives are covered to a large extent.	
4.	Scope for Activities/ Pedagogical Processes and Assessment	Activities are apt. group-learning is encouraged. Writing skill & learning beyond the text should be included; it is ignored for e.g. students should be allowed to attempt a critique (of the poem)
5.	National Concern	Gender sensitivity is balanced. Environmental concerns are addressed. National Identity is emphasized (Page-63, 76; II term). Secularism and communal harmony: should be included in the text. Text or exercise based on equality and freedom struggle should be added.
6.	Any Other <u>Suggestions /Corrections</u>	<p>I Term Page 47(III Para-Line 6) Inappropriate expression “ palatable activities” Page 48: Note to the teachers should be edited (e.g. 4th paragraph last line “Causal” (×) “Casual” (√) Page 48 & 49 – many grammatical and lexical errors. Page 49 (Line 1) “Keep them” (×) “makes them” (√)</p>

Page 50: last line – Punctuate (.)

Page 53: Questions 1 & 2

Below the level(one word answer)

Page 55” Edward’s dialogue:

“If we, Indians don’t”(×) - Inappropriate usage.

Page 58: Look at the picture and name them (grammar exercise) - Below the level.

Page 64: (II Para – 4th line)

“She put her hands fondly around his shoulder” – Inappropriate usage.

Page 66: Answer the following questions: 1,5,6 – too easy; Ask the students to answer in a paragraph (or atleast three sentences)

Page 67: True of False – Avid such exercise.

Page 69: Sentence 1 is wrong

Page 70: III “Listen to the teacher reading the following passage with attention” (×) ambiguous. Replace it with “Listen carefully”

Page 72: Definition given for “Preposition” is not accurate. Try revising. This is not true always.

Page 77: Find meanings:

Eden (proper noun): Avoid asking children/students to find meaning for such a word. The teacher would have given explanation while teaching.

Page 78: Exercises: Below the level.

Term II

Page 47, 48, 50, and 51: Spelling mistake (misleading) good morning Mam! (×) ma’am(madam)

Page 48: Revise Line 23: “I brush my teeth both”

Page 49: Last sentence “should be as clear...” “be” is missing.

Also note that not all clear water is/are pure.

Page 55: All the exercises in page-55 are below the level.

Page 57: Let us learn something new:

(b) We double the last letter and add “ing” – This is not applicable always.

e.g. stand – standing; edit – editing

Page 61: The poem ‘keeping Clean’ is below the level. (meant for T or II std)

Page 62: The introductory passage on rhythm before the poem ‘Tiger’ is highly misleading.

Page 71 & 72: The exercises are too simple.

Term III

Page 52: (Line 7)

“A good amount (×) of vocabulary” →avoid the word amount in this sentence.

Page 53: (Line 9)

“good human values” →avoid “good”[Note: values are always good]

Page 53: Last line

Delete the word “fanciful” (wrong usage)

Page 55: (Line 4)

Cellphones are like two-way radio. →add “the” in between like and two-way.

Page 55: (Line 11)

Avoid the expression “span of area” replace it with “specific area”

Page 55: Last sentence should be revised

Page 63: (Line 2)

“go for his(×) supper”

“go for supper”(√)

Page 62 &63: grammar: short passage can be replaced with a local example.

Page 62: Last line

Not a good expression – “in front of the TV” (×). “watching the TV” (√)

Page 72: (Line 12) Wrong sentence

Replace it with →“Today we want outdoor games” (√)

Page 79: Exercises are inappropriate for the age group.

Page 81: Answer the following: Instead of asking one-word answers, descriptive answers should be asked.

Page 85: Revise the last sentence

Page 86: (Line 9)

Revise the sentence: “It is my pleasure to occupying bye friends”.

Analysis of Textbooks for EVS I standard

i. No.	Parameters	Your comments with Examples
General Information		
1.1	Title of the book	Environmental Studies
1.2	Year and place of publication	2012, Chennai
1.3	Name of the Publisher / Organisation	Tamil Nadu Textbook Corporation, College Road Chennai-60006
1.4	Stage: (Primary/Upper Primary)	Primary
1.5	Class	I standard
1.6	Total No. of pages	Term I- 38, TermII-31, Term III-21 (Total –90)
1.7	Total Lessons	Term I- 3, TermII-3, Term III-3 Total-9
1.8	Last review of syllabus done by the State	Revised in the year 2013
1.9	Price:	Free
Physical Aspects of the Textbook		
2.1	Cover Page: Coloured/2 Coloured/Attractiveness	Attractive
2.2	Quality of paper	Good
2.3	Quality of binding	Good
2.4	Font size used and its appropriateness	Appropriate
2.5	Layout of text	Appropriate
I	Coverage of Syllabus in the textbook and linkage of syllabus with the text	
3.1	Support your answer (Yes/No) by providing evidences/examples with page Number(s)	Yes Except under Animals(2.2 Protection of Animals) Activities can be provided to create awareness for protection of plants and animals like Do's and Don't
V	Language and appropriateness of the text	
4.1	Is the language used simple and comprehensible by the children? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes As teacher accompanies the process of reading, singing and narrating. Student can comprehend the language Term I Page -50,60,52,61 Term II Page -43,40,50, 52 Term III Page-41,56
4.2	Does it provide developmentally appropriate text? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Except the following cases Term I Page -54 Term II Page -43,47
4.3	Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	yes

4.4	Does it have the scope for linkage within and across themes and levels in each class? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Trees as a Habitat, Pictures of Plants and flowers around child provides pre-requisite for parts of plants and different kinds of plants (class2)
4.5	Does the content of EVS textbook promote student reflection? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Students activities involving coloring , Matching, puzzles, projects provides scope for reflection of students
4.6	Does it have the scope to go beyond the textbook and connect learning with children's daily lives? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Students may be able to provide more examples for various plants, vegetables, modes of transport and types of animals.
4.7	Does the vocabulary used in EVS textbook facilitate understanding? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes It is simple and appropriate
4.8	To what extent does the textbook help in sustaining children's interest and engage them in the learning? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes To a very good extent through pictures , Rhymes, puzzles etc
4.9	To what extent do the activities given in the EVS textbook encourage and ensure each child's participation? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes To a very good extent, each child can participate in learning process through activities like colouring, Matching, classifying, identifying etc
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).	Yes Through activities involving colouring, Matching, Paper folding, Carvings, Projects etc.
4.11	Does it include sufficient and relevant examples? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes
Scope for activities/pedagogical processes/ assessment		
5.1	Are there any separate guidelines for teachers and parents? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Sufficient guidelines for teachers are available but for parents not much guidelines are given(except Page 43 in TERM III) as it would enhance social interaction and exploitation
5.2	Whether the guidelines throw light on the methodology/approach followed in the textbook?	Yes It is appropriate as it is in playway method which is a child centered method

	Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	
5.3	Are the activities given in the EVS textbook sufficient? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Activities are according to child's level Except TERM I Page No 54, TERM II Page-47
5.4	Are the instructions/information given for activities clear for both the teachers and children? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Instructions given to parents/adults can be elaborated as it would help child to interact in the society like collecting data.
5.5	Does it have the scope for joyful learning? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Children can enjoy the activities like picture reading, Rhymes, word building, craft making etc.,
5.6	Is the writing style of EVS textbook interesting and engaging? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes As the text containing rich informations, rhymes, word building, activities it can create interest among children.
5.7	To what extent does it encourage cooperative learning? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes To some extent TERM I Page 64,72,77 TERM II Page 50,60 TERM III Page 54,58 Appropriate group work can be planned
5.8	To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes To very good extent
5.9	Does the learning material develop curiosity among children towards their immediate environment? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes it creates awareness towards plants, animals of surroundings, transport systems , personal hygiene etc
5.10	To what extent does the EVS textbook enable teachers to support children in their learning? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes To large extent
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).	yes
7	Visuals	
6.1	1.1 To what extent do the illustrations/pictures used are	Yes To very good extent Attractive

	<ul style="list-style-type: none"> • Attractive • Augment the content 	
	Depict clear messages Yes/No	Yes
6.2	To what extent do the illustrations/pictures given in the EVS textbook portray gender equity? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	To good extent Picture of schoolgoing children of both boy and girl can be highlighted TERMIII Page 53
6.3	To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?	
II	Inclusive aspect/diversity	
7.1	To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity? To a large extent/To some extent/ Not at all	Yes Social aspects of life are well incorporated
7.2	1.2 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: a) Gender b) Physical Traits Creed Physical/Mental ability c) Ethnicity/Origin d) Background (Rural/ Urban etc.) e) Caste Work/Profession To a large extent/To some extent/ Not at all	Gender aspects are taken care And the rest of the aspects are beyond their level and age group
7.3	To what extent the content of EVS textbook provide scope for children with special needs? To a large extent/To some extent/ Not at all	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/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes For Ex TERM I Page-49,53,56,59,71,73,78,80 TERM II Page-44,45,46,48,53,54,62 TERM III Page-45,46,47,48
III	Gender perspective	
8.1	To what extent do the illustrations/pictures given in the EVS textbook portray gender equity? To a large extent/To some extent/ Not at all	Mixing of gender is not portrayed. Pictures have either only male or only female
8.2	To what extent does the text given in the EVS textbook portray gender equity? To a large extent/To some extent/ Not at all	To some extent

X	Constitutional Values	
9.1	To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children? To a large extent/To some extent/ Not at all	To some extent only not much activities are planned to promote value/attitude and culture diversity National flag, emblem, animals can be brought out for promoting constitutional values and education as a fundamental right.
9.2	To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)? To a large extent/To some extent/ Not at all	To a large extent to natural and social environment cultural are very few.

Overall observations/ Any other suggestions:

The text has met most of the essential aspects appropriately. The physical , pedagogical approach, activities were found appropriate.
 Few aspects need attention as per the analysis
 a). Most of the pictures have presentations of single gender where mixed gender presentations is appropriate
 b). Some activities were found very high for the age group as it would be difficult do carving of vegetable(where it involves using of sharp materials)-thumb impressions, finalizing the picture. Activities involving classifying may need deeper understanding (TERMI Page 54, TERMII Page47)
 c). most of the pictures show gender specific games like boys playing cricket, girls playing skipping, hopscotch, where as it could have been playing together.
 d). the essence of EVs can also be met with other subjects like languages, Mathematics. The integration can reduce the repetition activities and can provide holistic approach.

SUMMARY

I	Coverage of Syllabus in the textbook and linkage of syllabus with the text The textbook has covered syllabus and also found better linkage of syllabus with the text. Except under 2Animals (2.2). Protection of animals and plants has not covered and suitable activities were also not sighted. As awareness about [protection of plants and animals is essential part of EVS initiation could have been made on activities like Do's and don't of planting, watering, taking care of animals. This can bring the concept of protecting and caring at young age.
V	Language and appropriateness of the text The language in the text was found appropriate. As teacher also participates in the process of reading, singing and narrating students can easily comprehend the language. Sufficient guiding marks, indications were found to initiate the activities.
V	Scope for activities/pedagogical processes/ assessment Sufficient activities are suggested that are appropriate to the age level. The approach is child centered and the activities are in play way method. There is wide scope for formative, summative and self assessment in the text book. Activities that help them to understand the concept protection can be incorporated like planting the samplings, watering, caring for animals, self explanatory pictures may be incorporated. Activities that may involved the use of heavy and sharp tools may be avoided.

I	<p>Visuals Visuals are attractive and appropriate. Pictures are self explanatory and suggestive. Font size and layout of the text are appropriate.</p>
II	<p>Inclusive aspect/diversity Activities that cater to the needs of special children are taken care sufficiently. Since the textbook provide picture rich environment, self explanatory materials wide range of children are covered.</p>
III	<p>Gender perspective Mixing of gender is not portrayed. Pictures have either only male or only female. Pictures of school going children of both boy and girl can be high lightened. Most of the pictures show gender specific games, like boys playing, cricket, girls playing, skipping, hopscotch where it could have been a mixed representation.</p>
X	<p>Constitutional Values Constitutional values could be incorporated by introducing basic concepts like our country, our flag, our national emblem etc,. Activities can be planned to make children to realize that they need to go to school and it is their fundamental right.</p>
I	<p>Overall observations/ Any other suggestions: The text book has met most of the essential aspects appropriately. The physical, pedagogical approach, activities were found appropriate. few aspects were found that needed attention such as</p> <ol style="list-style-type: none"> a) Most of the pictures have representation of single gender where both gender representation is appropriate. b) Some activities where making thumb impression and finding the picture out of it were found to be very high for the age group. Also carving of vegetables involves using sharp and heavy tools which could prove dangerous for the child. c) Most of the pictures show gender specific games like boys playing cricket and girls playing skipping, hopscotch where it could have been mixed representation. d) The essence of EVS can also be met with other subjects like language, Maths. The integration can reduce the repetition of activities and can provide holistic approach.

Analysis of Textbooks for EVS II standard

S. No.	Parameters		Your comments with Examples
General Information			
1.1	Title of the book	Environmental Studies	
1.2	Year and place of publication	2012, Chennai	
1.3	Name of the Publisher / Organisation	Tamil Nadu Textbook Corporation, College Road Chennai-60006	
1.4	Stage: (Primary/Upper Primary)	Primary	
1.5	Class	II standard	
1.6	Total No. of pages	Term I- 41, TermII-36, Term III-36 (Total –113)	
1.7	Total Lessons	Term I- 4, TermII-4, Term III-4 (Total –12Units)	
1.8	Last review of syllabus done by the State	Revised in the year 2013	
1.9	Price:	Free	
Physical Aspects of the Textbook			
2.1	Cover Page: Coloured/2 Coloured/Attractiveness	Attractive	
2.2	Quality of paper	GOOD	
2.3	Quality of binding	GOOD	
2.4	Font size used and its appropriateness	Appropriate	
2.5	Layout of text	Appropriate	
I	Coverage of Syllabus in the textbook and linkage of syllabus with the text		
3.1	Support your answer (Yes/No) by providing evidences/examples with page Number(s)	Yes	
V	Language and appropriateness of the text		
4.1	Is the language used simple and comprehensible by the children? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes There are mistakes at some pages like Page no 63-Term I Page no 84-Term I(Red Panda-Bear?) Page no 72-Term III(Marshy land?)	
4.2	Does it provide developmentally appropriate text? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes But in few cases like Page no 86-Term I matching the tail of the is very confusing and the pictures are not clear and appropriate. Children may be more familiar with animals than the birds as it would be difficult to explore different birds .Term I – too many examples	
4.3	Whether the number of chapters/content (curriculum load) of textbook appropriate to the particular class? Yes/No Support your answer (Yes/No) by providing	Yes Except in some cases where exceptional examples are introduced that may lead to generalize the concept Term I Page 85	

	evidences/examples with page Number(s).	
4.4	Does it have the scope for linkage within and across themes and levels in each class? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes But some high level concepts are tried to meet like introduction of mammals, providing exceptional case examples like whales(may confuse with fish, mammals etc.,).
4.5	Does the content of EVS textbook promote student reflection? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes
4.6	Does it have the scope to go beyond the textbook and connect learning with children's daily lives? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Term I Page-84,78,74,69,65 Term II Page-46,55,57,58,62,65 Term III Page-55,56,62,63,77,83
4.7	Does the vocabulary used in EVS textbook facilitate understanding? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes
4.8	To what extent does the textbook help in sustaining children's interest and engage them in the learning? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes To a large extent "colorful, attractive, content orient pictures illustrations are found.
4.9	To what extent do the activities given in the EVS textbook encourage and ensure each child's participation? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Term I Page-65,66,68,69,70,72,76,84 Term II Page-42,43,44,46,47,48,49,50,55,56,58,65 Term III Page-60,61,62,67,68,69,70,71,73,77
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).	Yes Term I Page-77,76,84,87,93 Term II Page-47,48,49,58 Term III Page-53,55,56
4.11	Does it include sufficient and relevant examples? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes But in some cases too many unfamiliar examples: activities which may increase the load and repetitiveness. Term I Page-71,86 Term II Page-41,55 Term III Page-72
Scope for activities/pedagogical processes/ assessment		
5.1	Are there any separate guidelines for teachers and parents? Yes/No	(Yes for teachers) No

	Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Parental support/adult instructions can help students to become more sensitive and can explore better outside the text.
5.2	Whether the guidelines throw light on the methodology/approach followed in the textbook? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes It is given whenever it was felt necessary.
5.3	Are the activities given in the EVS textbook sufficient? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Term I Page-62,65,67,68,70,73,79,81,87,89 Term II Page-41,42,43,48,49,55,58,59,61,63 Term III Page-60,61,62,67,68,69,70,71,73,77,81,82,83
5.4	Are the instructions/information given for activities clear for both the teachers and children? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes But elaborative instruction can help students in projects, assignments, homework etc., which was lacking.
5.5	Does it have the scope for joyful learning? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Term I Page-63,69,70,77,79,87,90 Term II Page-47,49,58 Term III Page-55,67,77
5.6	Is the writing style of EVS textbook interesting and engaging? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Term I Page-63,69,70,77,87,90 Term II Page-47,49 Term III Page-55,67,68,77
5.7	To what extent does it encourage cooperative learning? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes
5.8	To what extent does the EVS textbook involve children in exploring, observing, analyzing and the reporting the collected information? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Term I Page-74,79,81,84 Term II Page-52,53,55,56,59,62,68,71,73,82,83 Term III Page-54,55,62,78,82
5.9	Does the learning material develop curiosity among children towards their immediate environment? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Yes Term I Page-76,77,79,84,87 Term II Page-53,56,62,78 Term III Page-49,58,64
5.10	To what extent does the EVS textbook enable teachers to support children in their learning? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).	Term I Page-67,72,79,80,81,82 Term II Page-51,55,58,62,74,82 Term III Page-42,43,44,48,57,58
5.11	Does the learning material provide scope for children to ask and answer questions? Yes/No Support your answer (Yes/No) by providing	Yes There is a scope for questioning

		evidences/examples with page Number(s).	
I	Visuals		
6.1	1.3 To what extent do the illustrations/pictures used are <ul style="list-style-type: none"> • Attractive • Augment the content Depict clear messages Yes/No		Attractive and content supportive Yes
6.2	To what extent do the illustrations/pictures given in the EVS textbook portray gender equity? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).		Yes
6.3	To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity?		Yes As culture and religious aspects are not taken up in syllabus its not highlighted
II	Inclusive aspect/diversity		
7.1	To what extent do the pictures/illustrations explore the portrayal of social, cultural and religious diversity? To a large extent/To some extent/ Not at all		Yes As social aspects are met. Religious aspects are not taken up as its not mentioned in the syllabus.
7.2	1.4 To what extent does the EVS textbook address the inclusive aspects in terms of the following of diverse culture and lifestyles: f) Gender g) Physical Traits Creed Physical/Mental ability h) Ethnicity/Origin i) Background (Rural/ Urban etc.) j) Caste Work/Profession To a large extent/To some extent/ Not at all		Yes To some extent As some of the aspects are of larger need and few are higher level terms. Attempt has been made to address the relevant issues.
7.3	To what extent the content of EVS textbook provide scope for children with special needs? To a large extent/To some extent/ Not at all		Yes To some extent as picures are self explanatory and content suggestive
7.4	Does the learning material provide activities and experience for the range of individual learning needs represented by children in primary classes? Yes/No Support your answer (Yes/No) by providing evidences/examples with page Number(s).		Yes but found highlevels of skills and content are explaines in activities like Term I Page-70,86,89 Term II Page-50,55 Term III Page-62,73
III	Gender perspective		
8.1	To what extent do the illustrations/pictures given in the EVS textbook portray gender		Yes To some extent

	equity? To a large extent/To some extent/ Not at all	
8.2	To what extent does the text given in the EVS textbook portray gender equity? To a large extent/To some extent/ Not at all	Gender equity is not taken care in Term I Page-92
I	Constitutional Values	
9.1	To what extent the learning material (Learning Strategies) of EVS textbook promote values, attitudes and culture diversity of children? To a large extent/To some extent/ Not at all	To some extent The concept of right to education can be stressed by pictures, illustrations etc., Gender issues has been taken up effectively in few instances
9.2	To what extent does the learning material helps develop sensitivity among children towards their immediate environment (natural, social and cultural)? To a large extent/To some extent/ Not at all	To large extent Cultural aspects could have been initiated effectively.
	Overall observations/ Any other suggestions:	
	<p>The text book has found a proper linkage with the syllabus</p> <p>Suggestions As young children may be familiar with animals(Domestic-non domestic). The chapters related to animals would have been introduced earlier than birds where exploring may become difficult part. Concept of Mammals may be a difficult aspect to children to realize without the concept of evolution. Exceptional cases like whale in water can be avoided as fishes differ in reproduction. Statement of small fore limbs for pictured rabbit would have been replaced by Kangaroo/frog. In the chapter ‘Work” too many examples were found for pull and push. The pictures and examples are found to be repetitive. The simple concepts like displacement could also have been brought out. Matching the tail of the animals may be inappropriate/confusing activities. Pictures showing Marshy land in may be given elaborative examples or water carrying soil, in field, flood etc., General pictures like school going children, picture on cleanliness, gender issues, patriotic pictures, first aid kit can be brought on covering pages to sensitize on the issues</p>	

SUMMARY

I	Coverage of Syllabus in the textbook and linkage of syllabus with the text Syllabus is covered and linkage of syllabus is apt.
V	Language and appropriateness of the text Language is simple and appropriate. For some activities teacher guidance is required.It is also notable that many examples, pictures given may be children are not aware or not from immediate environment and the children may struggle to know the concept. Thus simple examples and a few in some cases may be effective to the age group. TERM I Page 71,86 TERM II Page 41,55 TERM III Page 72
V	Scope for activities/pedagogical processes/ assessment There is a large scope for the activities in the textbook and also to learn from surrounding environment pedagogical process also found to be appropriate with scope for self assessment. There could have been more activities which

	would enable children to explore and learn from social environment with the help of parents, peer groups and adults. In this connection elaborative instructions and guidelines can give better chance for learning among the students
I	Visuals Visuals were found attractive and suggestive in line with syllabus and context. As some of the concepts like culture religion were not taken up and were not high lightened.\scope could have been given to personal care, first aid etc., on the cover page.
II	Inclusive aspect/diversity As pictures are self explanatory, and attractive it would help the children with special needs and also others to a large extent. The text is rich with pictures and also activity oriented it has provided a wide range of exploratory materials
III	Gender perspective It is found appropriate in most of the cases. Impressive messages regarding gender sensitization can be portrayed on the cover page
X	Constitutional Values The constitutional values like right to education of child can be brought up sensitively as it would provide message among children and society.
	Overall observations/ other suggestions: The content of the textbook is in line with the syllabus e) As young children are familiar with the animals(domestic and wild) the chapters related to animals would have been introduced earlier than birds. The concept mammals can be difficult aspect as in exceptional case like blue whale and it could have been avoided as children are not aware of Mandalian character at that age. they will generalize and that may lead to misconception. f) Examples for the animals that have strong and long hind limbs than the forelimbs could be changed to frog and kangaroo. g) In chapter work too many examples were found for pull and push. The pictures and examples are found repeated which alone will not generalize the concept of work since displacement idea is not brought in h) Matching the tail of the animals using pictures alone is not appropriate i) Pictures showing Marshy land in page 72 may be given elaborative examples. The pictures are not clear. The pictures look like road being prepared for construction

	chapter/themes where these are not found.	and addition and subtraction with zero are not sequenced properly..
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 , Since visuals are used.
4.4	Have the themes been introduced with interesting and familiar situations?	Yes , Suitable visuals and pictures are used for introduction.
4.5	Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Concept of zero ,remainder ,Addition of zero, Subtracting zero, [page 13,14,15,16 Term II]
4.6	Are the meanings to the technical terms given at appropriate places in the Textbook?	
Child Centred Approach		
Items		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	Majority of the concepts are age appropriate, however the concepts of operations with zero and problem given as fill in the table in page 42 of term I and page 8 of term II could be avoided.
5.2	What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Most of them
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 in counting number ,addition, subtracting ,data handling etc
5.4	Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	In adequate. More number of exercises are desirable
5.5	Does the textbook provide scope for children's questioning? If yes, Please give examples	Yes , In all visual illustrations there is scope of children's questioning.
5.6	Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a. Yes ,I can do activities b. To certain extent.
5.7	Do the questions given in the exercises e. Cover all the concepts f. Include variety of questions g. Provide opportunities for reflection h. Require inductive thinking	a) Yes b) Variety would have been there c) Yes d) 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.	In the text and end of chapter questions promotes scope for developing reasoning ability and creativity.
I	National Concerns		
	Items		Support your answer (Yes/No) by providing evidences/examples with page Number(s).
	6.1	In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	Not applicable
	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.	Not Applicable
	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. Pictures in page 21,22,23 of term I page 4 of term II page 9 ,10 of Term III are examples.
	6.5	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Not applicable
	6.6	Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	Not applicable
	6.7	Does the content facilitate understanding of children on environmental values? If yes, please give examples.	Yes page 23 of term I
II	Visuals		
	Item		Support your answer (Yes/No) by providing evidences/examples with page Number(s).
	7.1	Adequate	Adequate across the chapters
	7.2	Child friendly	Yes, age appropriate visuals are used.
	7.3	Gender perspective	Yes
	7.4	Inclusion perspective	-

III	Over all observations/any other suggestions:		
	<ul style="list-style-type: none">• Colorful and age appropriate visuals are used to represent numbers and to introduce concepts through various chapters.• Hands on activities are there for the child to construct knowledge and hence develop the concept.• Sequential arrangement of concepts should be taken care [for example introduction of the concept of zero]		

		<p>the days and months are introduced under the title Measure of Time [Page 6 Term II].</p> <p>Activity in page 5 & 6 of Term III as interpretation of sentence given as words & figure need to be supported at least with one example.</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 and connectivity of concepts with allocation of chapters in terms are desirable. Measures of terms, highlighting days, and months of term III would have been in previous terms.
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.	Used language is simple and comprehensible. But at the same time some words like festoons [Term II] and patterns with odd one [Term I] need to be changed.
4.4	Have the themes been introduced with interesting and familiar situations?	Yes ,with pictorial illustrations
4.5	Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Page 7-8 of Term I recognizing pattern with rotations is an abstract concept. In Term III page 14 Concepts in two dimensional shapes are not clearly explained.
4.6	Are the meanings to the technical terms given at appropriate places in the Textbook?	No. From Term II Page 14 Two dimensional shapes. Page 17 Straight lines or Curved lines are not explained.
Child Centred Approach		
Items		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	Usage of some words like festoons, and terms in introduction of shapes and identifying patterns with rotation are not consistent.
5.2	What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	90% of activities are from real life experience of children.
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 Think it over activities and Pattern activities are examples.
5.4	Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Adequate. Open ended questions are very few.
5.5	Does the textbook provide scope for children's	Yes , In most of the activities.

	questioning? If yes, Please give examples	
5.6	Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	c. Yes d. Yes
5.7	Do the questions given in the exercises i. Cover all the concepts j. Include variety of questions k. Provide opportunities for reflection l. Require inductive thinking	e) Yes f) Yes g) Yes h) 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 In Term I page 46-48

1 National Concerns

Items	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.	
6.2	In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	
6.3	Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	No
6.4	Does the Textbook address gender concerns adequately viz Equality of sexes, Positioning of men and women in visuals, Occupations used for women and men, Use of power relations (gender) in examples etc. If yes, please give examples. If no, please suggest how these could have been incorporated?	Yes
6.5	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	

	6.6	Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	
	6.7	Does the content facilitate understanding of children on environmental values? If yes, please give examples.	Yes Pictures from environment have been used to illustrate various concepts
II	Visuals		
	Item		Support your answer (Yes/No) by providing evidences/examples with page Number(s).
	7.1	Adequate	Adequate in all pages
	7.2	Child friendly	Yes, visuals are used from Children's environment.
	7.3	Gender perspective	Yes ,Both male and female representative have been showed.
	7.4	Inclusion perspective	Attempted wherever possible.
III	Over all observations/any other suggestions:		
	<ul style="list-style-type: none"> • Teachers notes can be eliminated from text book and a separate teachers hand book may be provided. • Higher order concepts are introduced in lower level. • Number of chapters can be reduced. 		

		are examples.
4.2	Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Please mention chapter/themes where these are not found.	Connectivity is there. Sequencing within and across also exists
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.	Simple and comprehensible except for a few words like Chronological order, Growing Patterns, Questionnaire model
4.4	Have the themes been introduced with interesting and familiar situations?	Yes But More simple real life situations could be used.
4.5	Are there certain concepts in the textbook which are not appropriate/difficult/abstract for that class and stage? Please mention such concepts.	Yes Concepts like repeated patterns [page 39,40,42 of term III] Problem based on library [page 55 of term I]
4.6	Are the meanings to the technical terms given at appropriate places in the Textbook?	Terms like Multiplicand and Multiplier need clarifications
Child Centred Approach		
Items		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 are not age appropriate. For example :Chronological Order, Questionnaire Model
5.2	What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Less than 50% only. Mathematical illustrations are more than real life situations
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.	Project works and activities are given across the chapters.
5.4	Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Inadequate. More problems of different levels should be there. Page 27 of Term III project work of collection of bills is an open ended question in the book. Exercise given in page 45 of Term III does not match with the concept. [For example in d) child may write 0 flowers ,0 balloons instead of completing the pattern]
5.5	Does the textbook provide scope for children's questioning? If yes, Please give examples	To very less extent.
5.6	Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a)Yes b)Yes all exercises & I can I did.

	5.7	Do the questions given in the exercisesa. a. Cover all the concepts b. Include variety of questions c. Provide opportunities for reflection d. Require inductive thinking	a) Yes b) to some extent c) To some extent d) Not exclusively shown
	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
I	National Concerns		
	Items		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 ,pity,charity
	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.	No
	6.3	Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	Yes
	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 In all books male members are shown as shopkeepers. [page 44 Term II and page 25 term III]
	6.5	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Wherever possible.
	6.6	Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	
	6.7	Does the content facilitates understanding of children on environmental values? If yes, please give examples.	Yes through various pictures [Page 54,55 of Term I]
II	Visuals		
	Item		Support your answer (Yes/No) by providing evidences/examples with page Number(s).

	7.1	Adequate	Adequate
	7.2	Child friendly	Yes
	7.3	Gender perspective	Satisfactory
	7.4	Inclusion perspective	Yes
III	Over all observations/any other suggestions:		
	<ul style="list-style-type: none"> • In introducing multiplication table, the multiplicand should remain constant and multiplier varies. But in text it is reversed. • In chapter on estimation, estimation in real life situation must be given [p-75 Term I] • Mental arithmetic and mental sum can be in numerical also [page 77 Term I]. • In chapter on patterns, in place of growing patterns and repeated patterns there would have been increasing and decreasing pattern, which would lead them to higher order thinking.. Without developing the concept, pattern on decreasing numbers are given in page 45 of Term III • Most of the concepts are introduced with pictures but not dealt in mathematical way 		

Analysis of Textbooks in Mathematics

S. No.	Parameters	Your comments with Examples
General Information		
1.1	Title of the book	Standard 4 MATHEMATICS Term I Term II, Term III Volume 2
1.2	Year and place of publication	First Edition 2012 Revised Edition 2013 Chennai Reprint 2014
1.3	Name of the Publisher / Organization	Government of Tamilnadu SCERT, Chennai
1.4	Stage: (Primary/Upper Primary)	Primary
1.5	Class	IV
1.6	Total No. of pages	Term I : 1-72 Term II : 1-54 Term III : 1-70 TOTAL : 196
1.7	Total Lessons	Term I : 5 Units Term II : 3 Units Term III : 6 Units TOTAL : 14
1.8	Last review of syllabus done by the State	2013
1.9	Price:	Free Distribution Copy
Physical Aspects of the Textbook		
2.1	Cover Page: Coloured/2 Coloured/Attractiveness	Multi colour ,Attractive
2.2	Quality of paper	80 GSM Maplitho
2.3	Quality of binding	Stapler Binding
2.4	Font size used and its appropriateness	Heading /Title : 18 Size Running matter : 14 Size
2.5	Layout of text	Good
I	Coverage of Syllabus in the textbook and linkage of syllabus with the text	
3.1	Support your answer (Yes/No) by providing evidences/examples with page Number(s)	Yes Covered in three terms/three text books. Example : Shapes and figure ,various 2D shapes and circles covered in Term I Introduction to Perimeter and Area ,Symmetry and Reflection in Term III.
V	Curriculum Load	
	Items	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 Book 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.	Connectivity and sequencing of Concepts exists across the chapters.
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.	Conversion of Rupees into Paisa and vice-versa is not illustrated adequately. Operations in handling money is also not handled adequately [Page 36,39,43 Term III] Page 64 ,66 in Data handling ,the data and the picture given are not matching
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.	
4.6	Are the meanings to the technical terms given at appropriate places in the Textbook?	
Child Centred Approach		
Items		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	Prescribed lab activities can be carried out in the class room itself by using suitable learning resources [page 11,40 term I,Page 20,40Term III]
5.2	What proportion of activities given in the textbook are related to the real life experiences and contexts of the children.	Usage of the term "Life related problems" must be deleted
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.	It provides hands hands- on experience and exploring various concepts. Example : Page 17,18 Using Tangrams, Page 32 in term I
5.4	Is the number of problems/exercises given in the textbook adequate? What is the proportion of open-ended questions/projects?	Exercises are very less and do not have variety of problems. Open ended questions are very few in number. [Page 30 and 48 Term III]
5.5	Does the textbook provide scope for children's questioning? If yes, Please give examples	No scope for children's questioning
5.6	Are the in-text questions helpful for a)Self-Learning b) Self-Assessment If yes, please give examples.	a. Yes b. Answers are not provided for Child's self assessment.

	5.7	Do the questions given in the exercises a. Cover all the concepts b. Include variety of questions c. Provide opportunities for reflection d. Require inductive thinking	a) Yes b) No, Fill in the blank questions under revision are not appropriate c) To some extent d) Open ended questions are very few
	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.	Such question are very few.
I	National Concerns		
	Items		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.	Real life situation gives scope for developing human values , acceptance of truth,validating a given situation and appreciating the beauty of mathematics in daily life.
	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.	Not applicable
	6.3	Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	There is no constitutional violation.
	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?	Lady Teachers are highlighted Page 43 Term II [Father makes will] Gender equality could be maintained by suitable changes
	6.5	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	Yes
	6.6	Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
	6.7	Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No
II	Visuals		
	Item		Support your answer (Yes/No) by providing

		2D-3D in term I Symmetry in Term II and Angles in Term III. Similarly other units are also covered
√	Curriculum Load	
	Items	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 Mathematical Ideas are introduced through activities, But concept formation is not emphasized
	4.2	Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral. Please mention chapter/themes where these are not found. Connectivity and sequence of concepts exists
	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 problem exists in construction of questions and highlighted points. For Eg. Page 35 Term I [Add zeros..] Page 43 Term II [Deci means..] Page 22,23 Term III [Kg to g,m to mm..]
	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. Page 14 Term II Introduction to multiples and factors is not explicit.
	4.6	Are the meanings to the technical terms given at appropriate places in the Textbook? Page 20 Term III [Concept of millimeter is not introduced properly. It is directly given as mm. Mm is not shown in scale]
	Child Centred Approach	
	Items	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 Appropriate with the age of child. Reasoning ability is not emphasized in the entire text book.
	5.2	What proportion of activities given in the textbook are related to the real life experiences and contexts of the children. 75% of the activities are connected to real life experience of child.
	5.3	Does the textbook provide for hands on experiences and scope for exploration by the children to go beyond the textbooks? Please give examples. Good number of activities is given for hands own experience but less opportunities exploration beyond Text Book.
	5.4	Is the number of problems/exercises given in the textbook adequate? What is the proportion Exercises are very less and do not have variety of problems. Open ended questions are very few in number.

	of open-ended questions/projects?	[Page 30 and 48 Term III]
5.5	Does the textbook provide scope for children's questioning? If yes, Please give examples	No scope for children's questioning
5.6	Are the in-text questions helpful for a) Self-Learning b) Self-Assessment If yes, please give examples.	c. Yes d. Answers are not provided for Child's self assessment.
5.7	Do the questions given in the exercises m. Cover all the concepts n. Include variety of questions o. Provide opportunities for reflection p. Require inductive thinking	a) Yes b) No, Only lower order questions. c) To some extent d) Non examples and comparisons would have been encouraged.
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.	Alternate methods for solving questions are there in the text. But such questions are not provided in end exercise.
1	National Concerns	
	Items	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.	Human Dignity, Respecting religions
6.2	In what way the textbook promotes the constitutional values as specified in NCF-2005 like -Trust & Mutual respect, Respect for diversity, Human dignity and rights, Egalitarianism, Secularism etc.	
6.3	Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	Not Applicable
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	Lady Teachers are highlighted Page 43 Term II [Father makes will] Gender equality could be maintained by suitable changes

		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 Through names
6.6		Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	No
6.7		Does the content facilitates understanding of children on environmental values? If yes, please give examples.	No
II	Visuals		
	Item		Support your answer (Yes/No) by providing evidences/examples with page Number(s).
7.1	Adequate		Yes, in almost every chapter
7.2	Child friendly		Yes
7.3	Gender perspective		There was scope for maintaining gender equality in all illustrations
7.4	Inclusion perspective		No
III	Over all observations/any other suggestions:		
	<ul style="list-style-type: none"> • Mathematical Ideas are provided through activities. • Usage of mathematical language and formation of mathematical concepts with the help of examples and non-examples are not found. • Exercises are very limited and varieties are not found. • Translation of word problem to mathematical form is not illustrated an any of the chapters. • Exercises do not cater to Gifted and talented students • In data handling tally marks are introduced .But it was introduced in earlier classes and used there in standard manner 		

Analysis of Textbooks in Science

STANDARD 03

TERM I, II & III

S. No.	Parameters	Your comments with Examples
General Information about the Textbook		
1	Title of the book:	MATHEMATICS, SCIENCE, SOCIAL SCIENCE
2	Year and place of publication:	2013 REVISED, CHENNAI
3	Name of the publisher/ Organisation:	TAMILNADU TEXTBOOK CORPORATION
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).	NA
6	The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.):	TERM I (1-180) (SCIENCE-79-133) 5 UNITS TERM II(1-152) (SCIENCE-56-101) 4 UNITS TERM III(1-143) (SCIENCE-62-102)4 UNITS LAYOUT-GOOD COLOUR-ATTRACTIVE FREE DISTRIBUTION INTENDED USERS-ALL TEACHERS, STUDENTS OF TAMILNADU STATE BOARD SYLLABUS
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 ACTIVITIES TO BE ASSIGNED TO STUDENTS ARE MENTIONED NO GUIDELINES ARE MENTIONED
Items for Analysis of the Textbook		
III. Curriculum load		
8	Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	YES, TERM-I P.NO.90-STOMATA P.NO.96-BREATHING OF FROG, WEB P.NO-106- LEGLESS EARTWORM P.NO.122-LETTER WRITING TO OFFICIAL P.No.130 TYPES OF TEETH(beyond the mental age of the child the concepts are introduced) TERM-II NO TERM-III P.NO.-90-PHASES OF MOON WITHOUT

		DISCUSSING SOLAR SYSTEM AND IT IS DISCUSSED IN 5 TH STANDARD
9	Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral? Please mention chapter names and themes where these are not found	NO Term:I Unit heading may be replaced It can be LIVING WORLD with lessons Plant World, Animal World, Jungle World Lesson 2 and in Lesson 5 teeth are discussed but sequencing and connectivity is not established. Term:II YES IT IS APPROPRIATE Term:III WIND BREEZE P.No.69 activities are not matching to lesson content Title of the lesson WIND BREEZE seems to be inappropriate. Lesson WORLD OF TOYS but the content is based on FORCE LESSON: WIND - WATER - MOON AND WORLD OF TOYS NO CONNECTIVITY IS ESTABLISHED. JUMPING FROM ONE CONCEPT TO OTHER.
10	Have the themes been introduced with interesting and familiar situations?	YES
11	Are there certain concepts in the textbook which are difficult/ abstract for that class and stage? Please give examples.	YES TERM-I WEB,PIVOT JOINT,FLAT BONES,HIND LIMBS,FORE LIMBS,LEGLESS EARTHWORMS,VITAMIN-D CALCIUM, POTASSSIUM TERM-III LESSON -2,HEALTHY FOOD LESSON -3P.NO.90-PHASES OF MOON SPIN OF EARTH AND MOON LESSON-4P.NO.98-GRAVITATIONAL FORCE ,FRICTIONAL FORCE ARE BEYOND THE CONCEPTUALISATION OF THE CHILD
12	Does the language including style and vocabulary simple and comprehensible for the learner?	MOSTLY BUT SOME QUESTION HAVE TO BE REFRAMED
13	Are the meanings to the technical terms or concepts given at appropriate places in the Textbook?	NO,TECHNICAL TERMS MEANINGS AND ILLUSTRATIONS ARE NOT PROVIDED
II. Child-Centred Approach		
14	Are the themes and concepts introduced in the textbook consistent with the children's age and cognitive development? If not, please give a few examples.	NO PLEASE REFER THE EXAMPLES MENTIONED IN CURRICULUM LOAD -11
15	Whether activities given in the textbook are related to the real life experiences and contexts	MOST OF THEM TERM-I

	of the children. Please give few examples.	-MILK TEETH REPLACED BY PERMANENT TEETH TERM-II -HEALTHY FOOD,SIMPLE MACHINES TERM-III -SOURCES OF WATER
16	Whether the contents of the themes/provide situations for hands on experiences and scope for exploration by the children to go beyond the textbooks?	YES , HANDS ON EXPERIENCES
17	Is the textbook attractive to the children by its descriptions, examples and stories given in the book?	YES
III. National Concerns		
18	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, LIKE-CONSERVATION OF PLANTS, ANIMALS AND ENVIRONMENT.FOOD HABITS OF DIFFERENT PEOPLES ,CLEANLINES,TEAM SPIRIT,SOCIALBEHAVIOUR
19	Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	NO
20	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 PICTURES OF DIFFERENT PEOPLE OF DIFFERENT FOOD HABITS IS GIVEN PAGE NO.66- TERM-II, CONTRADICT THE BALANCE DIET.IN MANY OF THE PLACES MEN AND WOMEN DOING WORK CAN BE SHOWN.
21	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	NA
22	Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	NO
23	Does the content facilitate understanding of children on environmental values? If yes, please give examples.	YES LIKE-CONSERVATION OF PLANTS, ANIMALS AND ENVIRONMENT.CLEANLINES FROM LESSONS JUNGLE SAFARI,WIND BREEZE DIFFERENT COMMUNITY PEOPLES FOOD HABITS ARE GIVEN.
IV. Overall observations/ Any other suggestions:		
	LESSON WISE ,PAGE WISE EXTENSIVE DISCUSSIONS AND DELIBERATIONS ARE NEEDED AT SOME PLACES THE CONCEPT SEEMS TO BE HIGH FOR A CHILD OF 8 YR.OLD.	

<p>TECHNICAL TERMS HAVE TO BE EXPLAINED AT THE FOOTER SO THAT THE CONCERNED TEACHER/PARENT CAN HELP THE STUDENT TO UNDERSTAND THE CONCEPT.</p> <p>CERTAIN ACTIVITIES AND EXAMPLES ARE INAPPROPRIATE WHICH MAY GIVE MISCONCEPTIONS.</p> <p>STUDY OF JOINTS ,TYPES OF MUSCLES, NAMES OF DIFFERENT TEETH,IS VERY HIGH FOR OVERALL THIRD STANDARD COMPARED TO FOURTH AND FIFTH STANDARD.</p> <p>THE BOOK IS WELL WRITTEN BUT SOME SUGGESTION ARE MADE HERE</p> <p>LESSON WISE-PAGE WISE LIST OF SUGGESTION IS ATTACHED FOR REFERNCE</p>

Analysis of Textbooks in Science

STANDARD 04

TERM I, II & III

S. No.	Parameters	Your comments with Examples
General Information about the Textbook		
1	Title of the book:	MATHEMATICS, SCIENCE, SOCIAL SCIENCE
2	Year and place of publication:	2013 REVISED, CHENNAI
3	Name of the publisher/ Organisation:	TAMILNADU TEXTBOOK CORPORATION
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).	NA
6	The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.):	TERM I (1-180) (SCIENCE-73-132) 5 UNITS TERM II(1-131) (SCIENCE-55-92) 4 UNITS TERM III(1-155) (SCIENCE-71-108)4 UNITS LAYOUT-GOOD COLOUR-ATTRACTIVE FREE DISTRIBUTION INTENDED USERS-ALL TEACHERS, STUDENTS OF TAMILNADU STATE BOARD SYLLABUS
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 ACTIVITIES TO BE ASSIGNED TO STUDENTS ARE MENTIONED NO GUIDELINES ARE MENTIONED
Items for Analysis of the Textbook		
IV. Curriculum load		
8	Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	NO
9	Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral? Please mention chapter names and themes where these are not found	YES Some of the evaluation items are inappropriate details provided
10	Have the themes been introduced with interesting and familiar situations?	YES
11	Are there certain concepts in the textbook	YES

	which are difficult/ abstract for that class and stage? Please give examples.	TERM-III,LESSON -1(AIR)P.NO.73 POEM- A MELODY IN THE BREEZE...
12	Does the language including style and vocabulary simple and comprehensible for the learner?	YES
13	Are the meanings to the technical terms or concepts given at appropriate places in the Textbook?	NO,TECHNICAL TERMS MEANINGS ARE NOT PROVIDED
II. Child-Centred Approach		
14	Are the themes and concepts introduced in the textbook consistent with the children's age and cognitive development? If not, please give a few examples.	YES
15	Whether activities given in the textbook are related to the real life experiences and contexts of the children. Please give few examples.	YES FORMATION OF MANURE,WATCHING THE ANTS,GERMNATION OF SEEDS,COOKING IN THE KITCHEN,BURNING MATERIALS REQUIRE OXYGEN, PARCHY LAND,OBSERVATION OF POLE STAR,ETC. Collecting information regarding common accidents, conversion of waste into useful materials
16	Whether the contents of the themes/provide situations for hands on experiences and scope for exploration by the children to go beyond the textbooks?	YES FOR HANDS ON EXPERIENCES Lot of hope for exploration
17	Is the textbook attractive to the children by its descriptions, examples and stories given in the book?	YES Some stories may be given to built the lesson
III. National Concerns		
18	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, LIKE-CONSERVATION OF PLANTS, ANIMALS AND ENVIRONMENT. DON'T HARM ANIMALS CLEANLINESS,TEAM SPIRIT,SOCIALBEHAVIOUR The content given is advisory.
19	Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	NO
20	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	YES TERM-III LESSON-4 THE DISCOVERER AND SCIENTIST ALL ARE MEN,

	how these could have been incorporated?	A FEW LADY SCIENTISTS MAY BE MENTIONED.
21	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	YES, P.NO.108-BOX-LET US WORK TOGETHER ACTIVELY LIKE ANTS AND LIVE IN UNITY WITH LOVE, The boys and girls are portrayed and are of different background.
22	Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	NO
23	Does the content facilitate understanding of children on environmental values? If yes, please give examples.	YES LIKE-CONSERVATION OF PLANTS, ANIMALS AND ENVIRONMENT. DON'T HARM ANIMALS CLEANLINESS,SOCIALBEHAVIOUR Converting waste into useful products
IV. Overall observations/ Any other suggestions:		
	SENSE ORGANS OF MAN DISCUSSED IN 5 TH STANDARD CAN BE COMPARED WITH ORGANS OF INSECTS AND INTRODUCTION OF THIS CONCEPT CAN BE ESTABLISHED IN 4 TH STANDARD. SOME MISCONCEPTIONS MAY BE MENTIONED AND CLARIFIED SCIENTIFICALLY. DETAILED LIST OF SUGGESTIONS IS ATTACHED	

Analysis of Textbooks in Science

STANDARD 05

TERM I, II & III

S. No.	Parameters	Your comments with Examples
General Information about the Textbook		
1	Title of the book:	MATHEMATICS, SCIENCE, SOCIAL SCIENCE
2	Year and place of publication:	2013 REVISED, CHENNAI
3	Name of the publisher/ Organisation:	TAMILNADU TEXTBOOK CORPORATION
4	Whether the textbook has been developed / revised based on a National Curriculum Framework - 2005. Please give details.	YES
5	Textbook development team and nature of participation of the group: (Who are the members of the team? Involvement of teachers, linguists / language pedagogue, researchers, etc. their roles).	
6	The size of book (Number of pages, units, layout, colour, whether priced or free distribution, number of intended users, etc.):	TERM I (1-196) (SCIENCE-81-142) 5 UNITS TERM II (1-124) (SCIENCE-47-85) 4 UNITS TERM III (1-162) (SCIENCE-71-106) 4 UNITS LAYOUT-GOOD COLOUR-ATTRACTIVE FREE DISTRIBUTION INTENDED USERS-ALL TEACHERS, STUDENTS OF TAMILNADU STATE BOARD SYLLABUS
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 ACTIVITIES TO BE ASSIGNED TO STUDENTS ARE MENTIONED BUT GUIDELINES ARE NOT MENTIONED
Items for Analysis of the Textbook		
V. Curriculum load		
8	Is the textbook information loaded? If yes, in what way? Are too many facts and concepts packaged together? Please provide examples.	NO
9	Whether the connectivity and sequencing of concepts within and across the chapters is appropriate and spiral? Please mention chapter names and themes where these are not found	NO MORE OR LESS SAME TOPICS ARE DEALT IN SCIENCE AND SOCIAL SCIENCE NO REFERENCE TO SUCH CONCEPTS IS MENTIONED FOR

		<p>REFERENCE FOR EXAMPLES-BOTANICAL GARDEN ,DIFFERENT TREES GROWING SUITABLE FOR PARTICULAR SOIL MENTIONED IN SOCIAL SCIENCE LESSON -5</p> <p>WILD LIFE SANCTURIES ARE MENTIONED IN CLASS IV SOCIAL SCIENCE BOOK .WHEN DEALING WITH SAME TOPIC IN CLASS V IN SCIENCE REFERENCE MAY BE GIVEN TO LINK TO THE PREVIOUS KNOWLEDGE.</p> <p>Topics are well connected .the stories given may be modified</p>
10	Have the themes been introduced with interesting and familiar situations?	YES
11	Are there certain concepts in the textbook which are difficult/ abstract for that class and stage? Please give examples.	<p>YES</p> <p>TERM-I</p> <p>NECTAR IS REFERRED AS HONEY</p> <p>P.123 – CARE OF NOSE :DO NOT BLOW THE NOSE VERY HARD -- WHY?</p>
12	Does the language including style and vocabulary simple and comprehensible for the learner?	YES
13	Are the meanings to the technical terms or concepts given at appropriate places in the Textbook?	<p>NO,TECHNICAL TERMS MEANINGS ARE NOT PROVIDED</p> <p>Full form of abbreviation may be given</p>
II. Child-Centred Approach		
14	Are the themes and concepts introduced in the textbook consistent with the children's age and cognitive development? If not, please give a few examples.	YES
15	Whether activities given in the textbook are related to the real life experiences and contexts of the children. Please give few examples.	<p>YES,ENJOYING THE RAIN AND DRAWING THEIR OWN CONCLUSION,OBSERVING PLANTS ,FLOWERS AND SEEDS AND RELATE TO THE CONTENT LEARNED . The projects given in 55,62-term -ii are appropriate</p>
16	Whether the contents of the themes/provide situations for hands on experiences and scope for exploration by the children to go beyond the textbooks?	YES
17	Is the textbook attractive to the children by its descriptions, examples and stories given in the book?	YES

III. National Concerns		
18	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, RESPECT FOR ANIMALS, RESPECT FOR ENVIRONMENT, PERSONAL HEALTH
19	Did you find that some constitutional values are violated at certain places in the Textbook? Please specify.	NO
20	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 However more women pictures are given
21	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration? If yes, please give examples.	----- none
22	Does the Textbook provide for inclusive pedagogy? If yes, please give examples.	NO Yes Girls and boys are portrayed in the stories
23	Does the content facilitate understanding of children on environmental values? If yes, please give examples.	YES ,PROTECTING ANIMAL HABITAT UNDERSTANDING HOW IMPORTANT IT IS TO PROTECT NATURE FOR SUSTAINING THE LIFE ON THE EARTH.
IV. Overall observations/ Any other suggestions:		
	Some concepts have to be relooked into for necessary correction.some activities not analogues with content.concept of cosmic rays,evapoartion needs to be dealt with illustarion and explanation	

Analysis of Textbooks in Social Science

S. No.	Parameters	Your comments with Examples
Action	General Information about the Book	
1	Title of the book:	Standard 3- term I, II, III (Social science)
2	Year and place of publication:	2012
3	Name of the publisher/ Organization:	Tamilnadu Textbook Corporation (term I &III) & Tamilnadu Textbook and Educational services corporation(II)
4	Whether the textbook has been developed /revised based on a National curriculum Framework-2005. Please give details.	Not Specified
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 prepared and compiled by SCERT Chennai. Information about textbook writers not available
6	The size of book (Number of pages, layout, colour, whether priced or free distribution, number of intended users, etc.)	Textbook combined with Mathematics Science and Social Science. Available in Tri-semester pattern Term – I: Altogether 180 pages Social Science comprises of 47 pages Term – II: Altogether 152 pages Social Science comprises of 51 pages Term – III: Altogether 144 pages Social Science comprises of 40 pages Color : Multicolor Available for free of cost Number of intended users: not specified.
7	Are there any separate guidelines for 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?	Guidelines and notes for teachers and parents not given
Action	Items for Analysis of the Textbook	
;	VI. Curriculum load	
8	Is the textbook information loaded? If yes, how much is the information load in terms of number of facts, concepts and details?	The textbook is not information loaded in terms of facts, concepts and details. The essential facts are found in history chapters.
9	Earlier textbook contents comprise mostly a single style running text – especially written by	I) The new text includes Content is presented in descriptive and interactive style

	authors. In contrast to this, the new textbook contains a variety of narratives (texts – written specifically for the textbook, poems, quotes from other popular works, visuals- diagrams, cartoons, paintings, portraits, paintings, tables, etc.). These were supposed to reduce the load of non-comprehension. Do you think this has happened in this textbook? Which of these aspects have been considered in the textbook?	(f.eg chapter on A Visit To Mahabalipuram page no. 113-116 term III, chapter on The five Physiographic divisions of Ancient Tamilnadu pp: 117-127). Poems and Quotes from other popular books are used in the textbooks (pp: 117). Visuals, diagrams, maps and photographs are appropriate and attractive. Paintings: chapter Let us Travel pp: 103-04, Story of Food, pp: 123, The people who help us, page no 142,146, Term II. Portraits: multi-colored pictures are used in all the chapters. Tables: A Table showing emergency phone numbers in the chapter The people who help us pp: 146, term-II, is appropriate. Stories: are used in some of the chapters. Ex: 'Story of birds in Mayanur village' pp: 165 term I. 'Story of Sembian' to present the invention of wheel, pp: 103, term II. Narration by traveler to describe the types of transports used in his journey pp: 115 term II.
10	Does the language including style and vocabulary simple and comprehensible for the learner?	Simple sentences and familiar vocabulary is used.
11	Are the meanings to the technical terms or concepts given at appropriate places in the Textbook?	Largely technical terms and concepts are explained in all the chapters. But still some of the concepts are left without proper explanations. Ex: Non Governmental Organization (used on p: 143 term I) which is not age appropriate.
II. Child Centered Approach		
12	How do you think the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development?	Yes, the concepts are introduced in the textbook are appropriate to the children's age and cognitive development.
13	Do you find the texts give explanation for subject-specific concepts and issues by giving illustrative examples from children's day-to-day lives / understanding?	The Explanation of concepts is related to day-to-day life in all the chapters. Ex: Chapter 'Neighborhood' p: 142 Term I.
14	Does the textbook provided sufficient no. of activities/ learning situations to understand the concept and go beyond the textbook?	The entire textbook is prepared based on activity based learning approach. There are number of activities/ learning situations are inbuilt in the chapters. There are activities to learn beyond the classroom.
15	Are the in – text questions helpful for ➤ Learning ➤ Assessment If not, please specify	Yes.
16	Do the questions given in the exercises	1. There is no separate Exercises section at the end of the

	<p>7 Cover all the concepts</p> <p>8 Include variety in types of items</p> <p>9 Provide opportunities for reflection</p>	<p>each chapter. However there are number of activities and questions given in the text to assess the concept learn by the students in the chapter.</p> <p>2. These includes items like fill in the blanks, match the following, drawing and painting, listing, coloring the pictures, identifying the food items, pictures and symbols and labeling them, etc.</p> <p>3. Yes.</p>
III. National Concerns		
17	How far 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>Promoting Constitution values are given due importance in the textbook.</p> <p>e.g.</p> <ul style="list-style-type: none"> v. Trust and mutual respect, Chapter 'My neighborhood', p: 144 & chapter 'ON my way to school' p: 155 Term I. vi. Respect for diversity , Chapter 'My neighborhood', p: 144 & chapter 'ON my way to school' p: 155 Term I. vii. Human dignity and rights, Egalitarianism: viii. Secularism, Chapter 'My neighborhood', p: 144 Term I & chapter 'Let us Travel' p: 106 Term II.
18	Did you find that some constitutional values are violated at certain places in the Textbook? Please give reference.	No violation of constitution in the textbook
19	Does the Textbook addresses 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.	The chapter 1 'The world I like' p: 140 Term I, provides an example for gender equality and sharing of work between both the sexes and the chapter 2 'My Neighborhood' p: 142-43 Term I shows 2 boys and 2 girls narrate about their home and neighborhood.
20	Does this textbook contain portray any kind of bias / stereotyped images in its content with regard to the Gender, Religion, Ethnic groups, Caste, Class, Rural / urban, Children with special needs? If yes, please give reference appropriately.	In the chapter 3 'On my way to school', p: 148 Term I, shows stereotyped images. Ex: all shop keepers are male, women in cooking work. Single sex grouping on page 153, 159.
21	Whether the Textbook indicates a balance by taking into consideration the principles of the inclusive education?	The text broadly follows inclusive approach in the presentation of content by taking into the consideration of all social groups. Ex: A picture of physically challenged girl playing with other children (p: 168, 170 Term I). The chapter 3 'People who help us' shows interdependence between various social groups (p: 132 Term II).

22	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration?	Yes, Narration by traveler about his journey across the country using different types of transports used in his journey (p: 115 term II). The pictures showing temples, church, mosque on pages 144, 155 of Term I and 106 of Term II.
23	How does this textbook discuss India's freedom movement?	There is a description about Rani of Jansi and her role in 1857 revolt given at the end of the chapter 3 'Our feathered friends (Term III) which deals with the birds. This is not appropriate in this chapter.
24	Do children from all sections of the society find representation in the textbook?	Yes.
IV. Other Aspects		
25	It is expected that the social science textbook present not only best and ideal examples to illustrate a concept but also illustrate social science concepts with the real life struggles of people. Do you find such attempts have been made in this textbook? Please highlight chapter names.	There is no depiction of people's real life struggles in the textbook. However photographs of Ration shop, post office, District central co-operative bank, Panchayat union office, Panchayat union school, government hospital, police station and etc., are given at the beginning of the unit 'People who help us' p: 132-33 of Term II.
26	Every social science concept or theme is expected to be understood in a holistic manner. Do you think this has happened in this textbook?	Yes, to great extent topics have been dealt in a holistic manner.
27	Whether the social science textbook help students to develop critical (know both 'pros' and 'cons') understanding of society? Please give examples from the textbook.	The text is informative but doesn't promote much critical understanding of society.
28	How does this textbook develop sensitivity and curiosity among learners towards our social life?	The text sensitizes the child with the topics of real life concerns, like road transport, food, cultivation of food grains, public services like school, ration shop, bank, hospital, police station and etc. The chapter 3 'ON my way to school' arouses children's curiosity to know how fish, birds and animals find their direction during their movement from and towards their places. They are also motivated to know the use of mariner's compass by sailors in unit 4 'Know your direction' (Term I).
29	Is there any topic in the textbook likely to have an adverse effect on studies? Please mention clearly?	Term III, P: 138 The chapter on 'Bharata' states that Bharatavarsha refers to modern India and many other countries of today. It is not defining concretely the term Bharatavarsha. The term is unclear and ambiguous which need to be avoided.
30	The NCF- 2005 calls for qualitative improvement in developing questions in such a manner they test reasoning and creative	Yes, questions in the text book follow the principles of reasoning and creative abilities. Ex: The chapter III (Term III, P: 135) presents questions to

	<p>abilities of learners. Do you find such questions on social science textbook (both in-text and end-of the-chapter questions)? Please give a few examples.</p>	<p>the child What will you do if you happen to get wings? Where will you go? Ex 2: the chapter III (Term III, P: 146) provides a picture on fire accident in a residential place and question: If you are in this place what will you do?</p>
<p>Overall observations/any other suggestions:</p>		
<ul style="list-style-type: none"> • Volume II, The Term III, Unit III 'Our Feathered Friends' in which birds of Tamilnadu is dealt. However at the end of this unit there are two topics- Bharatha, Rani of Jhansi- which are not related to this theme on birds. More over in the term 'Bharathavarsha is referred as whole of India and many other countries of today.' This sentence is ambiguous and contentious. • The lay out and placing of the pictures and illustrations are very appropriate. • Book attracts and engages as it is used the multi colour material and picture presentation. • Paper and binding of the books are good quality. • Font size and printing of the textbook is appropriate. • Topics and content level is age appropriate and relevant. • There could be end unit exercises to assess the students learning of critical concepts in the units. • Glossary of important terms and concepts can be provided at the end of each subject section. 		

Analysis of Textbooks in Social Science

Sl. No.	Parameters	Your comments with Examples
Section A	General Information about the Book	
1	Title of the book:	IV Std Social Science
2	Year and place of publication:	2012 Chennai, Tamilnadu.
3	Name of the publisher/ Organization:	Tamilnadu Textbook Corporation.
4	Whether the textbook has been developed /revised based on a National curriculum Framework-2005. Please give details.	Not Specified
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).	Information not available
6	The size of book (Number of pages, layout, colour, whether priced or free distribution, number of intended users, etc.)	Textbook combined with Mathematics Science and Social Science. Available in Tri-semester pattern Term – I: Altogether 180 pages Social Science comprises of 48 pages Term – II: Altogether 132 pages Social Science comprises of 39 pages Term – III: Altogether 155 pages Social Science comprises of 46 pages Color : Multicolor Available for free of cost Number of intended users: not specified.
7	Are there any separate guidelines for 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?	Guidelines and notes for teachers and parents not given
Section B	Items for Analysis of the Textbook	
VII.	Curriculum load	
8	Is the textbook information loaded? If yes, how much is the information load in terms of number of facts, concepts and details?	The textbook is not much loaded in terms of facts, concepts and details as per the requirement at this grade level.
9	Earlier textbook contents comprise mostly a single style running text – especially written by authors. In contrast to this, the new textbook contains a variety of narratives (texts – written specifically for the textbook, poems, quotes from other popular works, visuals- diagrams, cartoons, paintings, portraits, paintings, tables, etc.). These were supposed to reduce the load of non-comprehension. Do you think this has	I) the new text includes Content is presented dialogues and interactive form (f.eg page 123 Term II). Poems and Quotes from other popular books are not used in the textbooks. Visuals, diagrams, maps and photographs are adequately used. Paintings: Tanjavur art page no 152, Term III. Portraits : Portraits of Jawaharlal Nehru and s

	happened in this textbook? Which of these aspects have been considered in the textbook?	Radhakrisnan, page No 135 , Term III Tables : Contributions of Scientists (Inventions) pages 126, Term I
10	Does the language including style and vocabulary simple and comprehensible for the learner?	Language and vocabulary is simple and style of presentation is appropriate
11	Are the meanings to the technical terms or concepts given at appropriate places in the Textbook?	Yes, the concepts are introduced with the help of color picture and diagrams. But concepts like Mutiny: Pages 170 Term III need to be explained and highlighted. Glossary of terms need at the end of the textbook.
II. Child Centered Approach		
12	How do you think the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development?	Yes, the concepts are introduced with the help of Poetry, table, diagram's, local examples, etc to which is appropriate to the children age and cognitive development. Example : Chapter- IV, life styles, Pages, 115-122, Term II
13	Do you find the texts give explanation for subject-specific concepts and issues by giving illustrative examples from children's day-to-day lives / understanding?	Explanation of concepts are related to day-to-day life in many chapters e.g. :i) Safety first, Chapter II p, 119, drawing on Accidents in daily life. ii) Chapter- IV, life styles, Pages, 115-122, Term II connected with the daily life through explanation ,stories, pictures ,and diagrams related to agriculture, tradition, fast-food and work environment
14	Does the textbook provided sufficient no of activities/ learning situations to understand the concept and go beyond the textbook?	There are number of activities/ learning situations to understand the concept and go beyond the textbook. . e.g. : iv. Making on collage on Unity in diversity, P.106, Term II v. Picture reading on Handling of fire, P. 125, term III. vi. Debate/discussions on issues like fast food culture, developments in agriculture, tribes of India, p.121, term II.
15	Are the in – text questions helpful for ➤ Learning ➤ Assessment If not, please specify	In-text questions are there in every chapter except in Chapter II, National Symbols.
16	Do the questions given in the exercises 10 Cover all the concepts 11 Include variety in types of items 12 Provide opportunities for reflection	Exercises cover all the concepts dealt in the Chapter with variety of questions and activities. These includes items like fill in the blanks, matching type, give reasons , quiz , picture collection ,collage making , role play, drawing ,making models ,etc.
III. National Concerns		

17	How far 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.	Constitution values are taken in to account in the preparation of textbook. e.g. ix. Trust and mutual respect, Chapter III, Festivals, Term II. P 128-135. x. Respect for diversity , Chapter I, it is Our Country, p 95. Chapter III, Festivals, term II. xi. Human dignity and rights, Egalitarianism, Chapter III, rights and duties p,111, term II. xii. Secularism, Chapter III, Festivals, term II.
18	Did you find that some constitutional values are violated at certain places in the Textbook? Please give reference.	No violation of constitution in the textbook
19	Does the Textbook addresses 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.	Attempt has been made in the textbook to make it gender sensitive by including pictures of boys and girls, men and women in many social situations as well as character representing many social roles. However there many instances of gender bias in the textbook , e.g. iii. The words 'man' and 'he' are used to refer to men and women. Chapter V , term II ,p 124. iv. There are picture of four male scientists given on page 126, but pictures of female scientists are not given, although names of some of them mentioned. Chapter V, term II.
20	Does this textbook contain portray any kind of bias / stereotyped images in its content with regard to the Gender, Religion, Ethnic groups, Caste, Class, Rural / urban, Children with special needs? If yes, please give reference appropriately.	Any kind of bias towards Religion, Ethnic groups, Caste, Class, Rural / urban, Children with special needs is not found in the text.
21	Whether the Textbook indicates a balance by taking into consideration the principles of the inclusive education?	The text broadly follows inclusive approach in the presentation of content by taking into the consideration of all social groups. E.g. Chapter on festivals (p 128-135) include description of Hindu, Muslim, Christian ,Buddhist and Jain festivals.
22	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration?	Yes, the chapter on freedom struggle depicts unity among Hindu and Muslim while fighting against British. It also promotes nationalism. Chapter V, Term I. p 169 – 179.
23	How does this textbook discuss India's freedom movement?	The chapter on 'Freedom Struggle discusses India's Freedom Movement as a movement for building unity and integration among Indians. It also describes Freedom struggle as movement against Exploitation by British. It is described as liberation movement, self rule and nation building.
24	Do children from all sections of the society find representation in the textbook?	Yes.

IV. Other Aspects		
25	It is expected that the social science textbook present not only best and ideal examples to illustrate a concept but also illustrate social science concepts with the real life struggles of people. Do you find such attempts have been made in this textbook? Please highlight chapter names.	Yes, there is an attempt to illustrate concept through realistic situation. For example chapter on life style page number 111 depicts narration of people who changed way of life as per need. This chapter gives several examples such as Varamlli-Todagirl, Tanjore farmer Mani, Ranbir cooli, and Santhosh owner of Fast Food shop.
26	Every social science concept or theme is expected to be understood in a holistic manner. Do you think this has happened in this textbook?	Yes, Multidisciplinary approach/Integrated approach is adopted. For example, chapter III, term III, Page no. 128, Festivals. It has been taken care socio-economic, religion and cultural aspects of the society.
27	Whether the social science textbook help students to develop critical (know both 'pros' and 'cons') understanding of society? Please give examples from the textbook.	Yes, The text promotes the critical thinking ability in the student. For example the chapter on Earth Gifts describes about the Natural Resources. This chapter explains significance of natural resources which are limited. Child can understand that some resources are nonrenewable and require judicious use of these resources.
28	How does this textbook develop sensitivity and curiosity among learners towards our social life?	A) The text promotes knowledge in the child about interdependence of human and nature in the chapter Earth Gifts'. Here child becomes sensitive towards the use of natural resources. B) In the chapter Safety First child becomes aware about significance of traffic rules for the smooth social life.
29	Is there any topic in the textbook likely to have an adverse effect on studies? Please mention clearly?	No.
30	The NCF- 2005 calls for qualitative improvement in developing questions in such a manner they test reasoning and creative abilities of learners. Do you find such questions on social science textbook (both in-text and end-of the-chapter questions)? Please give a few examples.	Yes, most of the questions in the text book will follow the principles.

Analysis of Textbooks in Social Science			
s. No.	Parameters	Your comments with Examples	
Section A	General Information about the Book		
	1	Title of the book:	Standard V- term I, II, III (Social science)
	2	Year and place of publication:	2012
	3	Name of the publisher/ Organization:	Tamilnadu Textbook Corporation (term I & III) & Tamilnadu Textbook and Educational services corporation(II)
	4	Whether the textbook has been developed /revised based on a National curriculum Framework-2005. Please give details.	Not Specified
	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 prepared and compiled by SCERT Chennai. Information about textbook writers not available
	6	The size of book (Number of pages, layout, colour, whether priced or free distribution, number of intended users, etc.)	Textbook combined with Mathematics Science and Social Science. Available in Tri-semester pattern Term – I: Altogether 194 pages Social Science comprises of 51 pages Term – II: Altogether 124 pages Social Science comprises of 38 pages Term – III: Altogether 149 pages Social Science comprises of 40 pages Color : Multicolor Available for free of cost Number of intended users: not specified.
	7	Are there any separate guidelines for 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?	Guidelines and notes for teachers and parents not given
Section B	Items for Analysis of the Textbook		
	VIII. Curriculum load		
	8	Is the textbook information loaded? If yes, how much is the information load in terms of number of facts, concepts and details?	The textbook is not information loaded in terms of facts, concepts and details. The essential facts are found in history chapters.
9	Earlier textbook contents comprise mostly a single style running text – especially written by authors. In contrast to this, the new textbook contains a variety of narratives (texts – written specifically for the textbook, poems, quotes from other popular works, visuals- diagrams,	I) The new text includes Content is presented in descriptive style with Photographs, maps and diagrams (f.eg Term II, chapter I on our Green cover). Quotes are used in the textbooks for e.g. Term I, Chapter III Our world (pp: 164) Starts with quotation of Mahatma	

	<p>cartoons, paintings, portraits, paintings, tables, etc.). These were supposed to reduce the load of non-comprehension. Do you think this has happened in this textbook? Which of these aspects have been considered in the textbook?</p> <p>Gandhi. Visuals, diagrams and photographs are not appropriate and attractive. For example diagram on Four Realms of the Earth, P. 165. Example 2. Photographs of plateau and valleys, p. 168. Portraits: multi-colored pictures are used in many of the chapters. Tables: Tables are used in a few chapters., for ex: 1) Term I chapter 4 on 'Representation' p. 178-79 & Term II p. 117. Poem: A poem is given in the chapter 3, term II 'Beyond Frontiers' p. 112. Stories: are used in some of the chapters. Ex: A small story on road safety is given in Term III p. 128</p>																
10	<p>Does the language including style and vocabulary simple and comprehensible for the learner?</p> <p>Use of language and construction of sentence needs improvement in many places. e.g., 1) Term III p.115 'in our country.....growth of educational activities'. 2) 'The <u>present</u> system of local self government was introduced by Lord Ripon.... In 1882'. There are number of spelling and grammatical errors. For e.g.,</p> <table border="1" data-bbox="852 1144 1453 1688"> <thead> <tr> <th>Wrong</th> <th>Correct</th> </tr> </thead> <tbody> <tr> <td>(Term II, P.87)Forest are large--</td> <td>Forests are--</td> </tr> <tr> <td>(Term II, P.87)Tiger</td> <td>Tigers</td> </tr> <tr> <td>(Term II, P.87)Swamp deer</td> <td>Swamp deers</td> </tr> <tr> <td>(Term II, P.88) These trees shed/ their leaves.</td> <td>These trees shed their leaves</td> </tr> <tr> <td>(Term II, P.88) The marshy forest in the Glanga delta is known as Sunderbans.</td> <td>The marshy forest in the Ganga delta is known as Sunderbans</td> </tr> <tr> <td>(Term I, P.145) Thouand</td> <td>Thousand</td> </tr> <tr> <td>(Term III, P.116) Chennai has the oldest Municipal Corporation</td> <td>Chennai is the -----</td> </tr> </tbody> </table>	Wrong	Correct	(Term II, P.87)Forest are large--	Forests are--	(Term II, P.87)Tiger	Tigers	(Term II, P.87)Swamp deer	Swamp deers	(Term II, P.88) These trees shed/ their leaves.	These trees shed their leaves	(Term II, P.88) The marshy forest in the Glanga delta is known as Sunderbans.	The marshy forest in the Ganga delta is known as Sunderbans	(Term I, P.145) Thouand	Thousand	(Term III, P.116) Chennai has the oldest Municipal Corporation	Chennai is the -----
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11	<p>Are the meanings to the technical terms or concepts given at appropriate places in the Textbook?</p> <p>Largely technical terms and concepts are explained in all the chapters. But still some of the concepts are left without proper explanations. Ex: According to Right to Education Act 2009, compulsory education is given to all children of 6-14 years. (used on p: 112 term III) which is not age appropriate. Example II: The Village Education Committee, VEC need</p>																

		<p>to be replaced with School Management committee, SMC. (used on p: 115 term III)</p> <p>Example III: In the chapter on Rural Governing Bodies, the three tier system of local government is not illustrated completely. Block and District system is not illustrated. Sequence of concepts is also need relook as the section on Municipalities and Municipal Corporations can come after Village education Committee (PP. 114)</p> <p>Example IV: Pluto is presented as a planet (P.164, Term : I)</p> <p>Example V: Concept of Desert and its classification is not presented appropriately.(p: 169, Term: I)</p>
II. Child Centered Approach		
12	How do you think the themes and concepts introduced in the textbook are consistent with the children's age and cognitive development?	Yes, some of the concepts introduced in the textbook are not appropriate to the children's age and cognitive development. For example: The chapter on The Treasures under the Ground deals with more number of concepts on Minerals. (on p: 95, term II)
13	Do you find the texts give explanation for subject-specific concepts and issues by giving illustrative examples from children's day-to-day lives / understanding?	Yes, The Explanation of concepts is related to day-to-day life. is not dealt in all the chapters. However some chapters include children's daily life experiences. Ex: Chapter on 'Road Safety' deals with children' daily experience. (Term III, Page. 122)
14	Does the textbook provided sufficient no. of activities/ learning situations to understand the concept and go beyond the textbook?	Number of activities/learning situation for students are very few in the chapters. Number of learning activities suggested beyond the textbook for students are few.
15	Are the in-text questions helpful for ➤ Learning ➤ Assessment If not, please specify	Yes.
16	Do the questions given in the exercises 13 Cover all the concepts 14 Include variety in types of items 15 Provide opportunities for reflection	1. Mostly covered. 2. Same variety activities/questions are repeated in all chapters. These includes items like fill in the blanks, match the following, drawing and painting, listing, coloring the pictures, identifying the food items, pictures and symbols and labeling them, etc. 3. Yes,
III. National Concerns		

17	How far 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.	Promoting Constitution values are given due importance in the textbook. e.g. The chapter on Our Government, (P 87, Term II) xiii. Good Citizenship, Participation in election and voting, women participation in local government, environmental values, mutual respect.
18	Did you find that some constitutional values are violated at certain places in the Textbook? Please give reference.	No.
19	Does the Textbook addresses 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.	The chapter on Our Government has taken care of gender concerns. It deals with women Panchayat and women role play in village peace and development. In the chapter on Beyond the Frontiers includes achievement of women with section on astronauts, Kalpana Chawala and Sunitha William. (Term II, PP. 104-105) Example II: There is gender insensitivity found in the chapter Our Government, P.116 where pronoun he/him is used to refer to the president and Prime Minister.
20	Does this textbook contain portray any kind of bias / stereotyped images in its content with regard to the Gender, Religion, Ethnic groups, Caste, Class, Rural / urban, Children with special needs? If yes, please give reference appropriately.	No
21	Whether the Textbook indicates a balance by taking into consideration the principles of the inclusive education?	There is not much content reflecting principals of inclusive education other than the gender inclusion in the chapter on Local self government (pp: 109-117 term III) & Beyond the Frontiers (Term II, PP. 104-105).
22	Does the textbook contain positive contents for promoting communal harmony and strengthen national integration?	Yes, the chapter 3 'Our Heritage' (p. 136 Term III) deals with communal harmony and national integration.
23	How does this textbook discuss India's freedom movement?	The chapter 3 'Our Heritage' (p. 136 Term III) refers
24	Do children from all sections of the society find representation in the textbook?	Yes. To some extent.
IV. Other Aspects		
25	It is expected that the social science textbook present not only best and ideal examples to illustrate a concept but also illustrate social science concepts with the real life struggles of people. Do you find such attempts have been made in this textbook? Please highlight chapter names.	There is a reference to CHIPKO movement in chapter 1 'Our green cover' p. 92 term II.
26	Every social science concept or theme is expected to be understood in a holistic manner. Do you think this has happened in this textbook?	Content is mostly presented in the subject specific boundaries.

27	Whether the social science textbook help students to develop critical (know both 'pros' and 'cons') understanding of society? Please give examples from the textbook.	The chapter 1 'Our Green Cover' (p. 92 term II) discusses about 'pros' and 'cons' of deforestation.
28	How does this textbook develop sensitivity and curiosity among learners towards our social life?	Chapters like 'Our Green Cover', 'Road Safety' and 'The Ground Under Our Feet' sensitize and arouse curiosity of the students about environmental issues and traffic rules.
29	Is there any topic in the textbook likely to have an adverse effect on studies? Please mention clearly?	The chapter 1 'Our Golden Past' somehow glorify the past instead of presenting history in a realistic way. On p. 146, Tamil Sangams are presented as kingdoms during Sangam ages. This will create confusion among the children about Tamil Sangam and kingdoms. The photography of Kalyani dam given in the text (p.148) is of current one which was modified by British in 19 th century. Hence these facts of the dam need to be taken into account also.
30	The NCF- 2005 calls for qualitative improvement in developing questions in such a manner they test reasoning and creative abilities of learners. Do you find such questions on social science textbook (both in-text and end-of-the-chapter questions)? Please give a few examples.	Yes, questions in the text book follow the principles of reasoning and creative abilities. Ex: The chapter Iv (Term I, P: 181) presents creative Activity 'take a ball and pierce a knitting needs through like the axis. Wind a wool yarn touching North and South pole. You will create longitudes.' (P. 181)
Overall observations/any other suggestions:		
<ul style="list-style-type: none"> • Physical features of including the lay out, fonts, spacing of line and multicolor presentation are good. Paper and binding of the books are good quality. However, <ul style="list-style-type: none"> • The level of content presented the textbook especially in Geography not suitable according to the cognitive level of the child. • The textbook is highly information loaded and child centered approach is lacking. • Many of picture and diagrams are not appropriate to explain the concept • The textbook includes so many conceptual, grammatical and spelling errors. • In the light of the observation the textbook require through revision. • Glossary of important terms and concepts can be provided at the end of each subject section. 		