

# Punjab Textbook Board

## Textbook Evaluation Proforma for Reviewers

### Introduction

A textbook is one of the resources/tools for the implementation of curricular objectives in the hand of a teacher and students. Curriculum 2006 is fundamentally process-oriented and requires a shift from fact-based learning alone. This is the prime responsibility of the reviewers to see if a manuscript contains learning process. Further more, generally developers of textbooks focus on students learning outcomes described in the curriculum and ignore the general pedagogical scheme. This approach totally impedes the true objectives of a curriculum. Evaluators need to ensure that thematic development from helping concepts to key concepts are logically developed in a process with illustrations of academic value etc. This is quite a critical point and should be dealt in a child friendly manner to make it interesting and engaging for the students so that children can learn through reading and doing themselves too.

Any good textbook is developed in a scheme and this contains various components: main thread of themes, additional interesting information to maintain the interest of children, some comic motifs to enliven the learning and dramatic / interactive graphic designing.

As the purpose of this review is to evaluate manuscripts on comparative level, evaluators should evaluate with extra care and should give strong evidence to this effect so that if their evaluation is challenged they might not face any embarrassment. Additional pages may be used for enlisting evidence.

It is advisable that the evaluator should understand the learning scheme of the curriculum in a very meticulous way. While scanning the curriculum, the evaluator should enlist the sub / helping concepts (required to build up a broader concept) in a chapter along with required illustrations and general scheme. After doing this, the evaluator can easily go through the process of evaluation.

Each indicator in pro-forma would be judged on a scale 0 – 4. Any manuscript receiving less than total 75 marks will not be considered for any further process.

|                  |             |                |             |                       |
|------------------|-------------|----------------|-------------|-----------------------|
| <b>4</b>         | <b>3</b>    | <b>2</b>       | <b>1</b>    | <b>0</b>              |
| <b>Very Good</b> | <b>Good</b> | <b>Average</b> | <b>Poor</b> | <b>Not acceptable</b> |

Title and class of textbook \_\_\_\_\_

Author (s) \_\_\_\_\_

Editor (s) \_\_\_\_\_

Publisher \_\_\_\_\_

**Part:1 The manuscript to be checked and verified by the Desk Officer of the PTB.**

### **Mandatory requirement**

All mandatory requirements given below must be met by a manuscript to qualify for scoring. If the answer is 'No' to any of the question below, the manuscript will not qualify for further process and will be returned to the publisher.

| <b>S.#</b> | <b>Indicators</b>   | <b>Yes</b> | <b>No</b> |
|------------|---|------------|-----------|
| 1          | <b>Curriculum alignment:</b><br>The manuscript addresses Student Learning Outcomes listed in the respective National Curriculum 2006.                   |            |           |
| 2.         | <b>Pedagogical scheme</b><br>The manuscript follows pedagogical scheme of the respective subject prescribed in the respective National Curriculum 2006. |            |           |
| 3.         | <b>Volume:</b><br>The manuscript is written in page-limit set by the Punjab Textbook Board  |            |           |
| 4.         | <b>Plagiarism:</b><br>The manuscript is completely free from all kinds of plagiarism and copyright infringements.                                       |            |           |
| 5.         | <b>Non-discriminatory:</b><br>The manuscript is free from all kinds of social, regional, cultural, religious, gender, ethnic and sectarian biases.      |            |           |
| 6.         | <b>Piloting:</b><br>The manuscript has been pre-tested with a representative sample along with appropriate documentations of checklists and evidence.   |            |           |

**Part:2 The manuscript to be reviewed and verified by the Member(s) of the Review Committee.**

**Content:**  
Content is the textual presentation of the curriculum.

| S.# | Indicators  | Rating | Evidence |
|-----|---|--------|----------|
| 1   | Helping/sub concepts are logically aligned with the key / broader concepts.   |        |          |
| 2   | Helping/sub concepts are dove-tailed unto key concepts in such a manner that these produce a learning process.  |        |          |
| 3   | Knowledge / information is accurate and updated.  |        |          |
| 4   | Content is supported with examples and applications from real life.   |        |          |
| 5   | Graphic elements such as maps, graphs, illustrations and charts are captioned /labeled and are related with the content and have academic value .   |        |          |
| 6   | Sources of material are acknowledged and / or permission is obtained to reproduce material from different sources.  |        |          |
| 7   | Content reflects coherence in terms of ‘easy to difficult approach’ and ‘from concrete to abstract’ throughout the book.  |        |          |
| 8   | Scheme regarding presentation of textual material is ‘child friendly’/interactive. The supporting information may contain information boxes, quizzes and brain teasers etc. to encourage questions and discussions. |        |          |
| 9   | Concepts and themes are presented in such a manner that these raise questions in the minds of children.   |        |          |

**Language:**

The language used in the textbook to communicate concepts, theme etc.

| S.# | Indicators  | Rating | Evidence |
|-----|---|--------|----------|
| 10  | Text consists of short sentences using simple language (appropriate to the age and grade level of the student). |        |          |
| 11  | Text is free of grammatical and punctuation errors.   |        |          |

**Assessment:**

Opportunities for checking learning and providing on-going formative feedback to both the teacher and the students e.g. within-unit/chapter activities and progress tests.

| S.# | Indicators  | Rating | Evidence |
|-----|---|--------|----------|
| 12  | Regular review opportunities are provided for self/peer assessment of students through out the chapter.                       |        |          |
| 13  | A variety of assessment strategies and tools are used to assess knowledge, skills and attitudes.                              |        |          |
| 14  | A variety of activities/questions are used to promote critical thinking abilities and skills in the end of chapter exercises. |        |          |

**Physical Presentation:**

The manner in which the material is presented.

| S.# | Indicators   | Rating | Evidence |
|-----|--|--------|----------|
| 15  | Font style and size is suitable for the grade level.         |        |          |
| 16  | Colour scheme justifies/enhances academic value of the text. |        |          |

|    |   |  |  |
|----|---|--|--|
| 17 | Title cover is attractive and subject-appropriate.  |  |  |
| 18 | The textbook has a detailed and accurate table of contents.   |  |  |
| 19 | Unfamiliar terms appearing first time in text are well-defined in a glossary or margins.                      |  |  |
| 20 | Suggestions for further reading are included to enable the students to pursue further study.                  |  |  |
| 21 | Headings and sub-headings support the reader to get a clear idea about linkages between various sections.     |  |  |
| 22 | Chapter/section previews and summaries allow the students to absorb the main ideas/ concepts being presented. |  |  |
| 23 | The textbook contains glossary & also an index at the end.  |  |  |
| 24 | Page layout is such that the text and / or illustrations are easy to read and comprehend.                     |  |  |
| 25 | Extension activities are included to provide further practice and reinforcement of concepts / skills etc.     |  |  |
|    | <b>Overall rating :</b>   |  |  |

**Recommendations / Observations of the Reviewer (s).**