

Review Committee for Textbooks Evaluation

Textbook Review Criteria

Each of the indicators shall be allocated a number of points from 1 to 5, thus:

1 = Unacceptable

2 = Poor

3 = Acceptable

4 = Good

5 = Excellent

Categories / Indicators	Marks	Remarks (suggested corrections if any, mark and correct on the book/master copy)
Category 1: Compliance with Single National Curriculum, Goals and Objectives		
All the SNC themes, sub themes and Student Learning Outcomes (SLOs), are properly addressed through the following Note: Some SLOs may not be part of the text and may be addressed through classroom activities, questions etc.		
1	Appropriate content, text, illustrations and subject specific methodologies	
2	End of chapter exercises consistent with assessment practices outlined in the Single National Curriculum	
3	Tips/guidelines for teachers	
4	Activities for the students	
Category 2: Quality of Content, Language and Logical Organization		
1	Text is student-centred and meets the needs and interests of the students in their overall social/national context	
2	Content is accurate and up-to-date (in both text and illustrations)	
3	Content is free of grammatical and punctuation errors (text and illustrations)	

4	Language and content of the text is according to the age and grade level of learners
5	Content is supported with examples and applications from real life that are interesting and relevant to students' lives
6	Chapter/section previews and summaries to allow learners absorb main ideas/concepts are presented
7	Relevant learning from previous grade and/or from previous chapters from the same grade is referred to for better understanding and conceptual development
8	Provides clues and references for further/additional learning
Category 3: Quality and Support for Instruction (methodology)	
1	Interactive questions/discussion points are given in the chapter text and end-of chapter exercises to facilitate teachers in engaging students
2	A variety of tasks and activities (based on observation and hands-on learning) are given which support development of 21 st century skills, inquiry-based learning, critical thinking and problem solving through strategies such as discussion, role play, analytical and critical thinking, problem solving and inquiry skills
3	There is sufficient support for the teacher about how to use this textbook. There is either an accompanying teachers' guide or appropriate support for teachers within the textbook itself.
4	Extension activities are included to provide further practice and reinforcement of concepts and skills
Category 4: Presentation and Design	
1	There is an appropriate number of child-friendly and appealing visual elements (title cover, inside pages)
2	There is a variety of visual elements such as pictures, tables, figures, maps, information boxes, mind maps and so on (according to the different learning needs of learners, age and grade level)
3	Visual and graphical elements have pedagogical relevance and significance

4	Glossaries are included at the end of chapters / textbook
5	Geophysical/visual elements are aligned to social norms and religious values at large
Category 5: Originality, Sensitivity and Creativity	
1	Text, pictures, illustration are original and overall presentation depicts creativity
2	All the contents of the textbooks are sensitive to religious, national, social and all other such aspects
Category 6: Assessment: Opportunities for Checking Learning (formal and informal)	
1	A variety of assessment strategies are included at the end of each chapter/unit
2	Assessment strategies assess knowledge, skills and attitudes according to Single National Curriculum SLOs to promote better understanding, application of knowledge for problem solving, and higher order thinking skills such as analysis, evaluation synthesis and creativity
3	Provides continuous assessment opportunities for evaluation of student learning rather than a sole focus on content provided
Category 7: Compliance and conformity with local context (culture and values system) and international commitments	
1	The content is in line with the teachings of Quran and Sunnah and the Constitution of Pakistan
2	Content and approach aligned with the international conventions on human rights and child protection, Sustainable Development Goals (Education for Sustainable Development and Global Citizenship Education), Life Skills Based Education (LSBE)
Category 8: Conformity with Social, ethical, religious, national and democratic values and free from all biases	
1	The content (text and illustrations) is inclusive and is free from religious, sectarian, ethnic, regional, cultural, sexual, occupational, socio-economic biases and all sorts of hate material.

2	The content (text and illustrations) is free from gender bias and promotes positive images of girls and women
3	Texts promote harmony and peaceful co-existence through respect for diversity and tolerance
4	Content reflects democratic values, ethics and values of all segments of society and other societies
5	Content does not contain any offensive material about the Islamic Ideology and pious personalities of Islam
6	Content does not contain any derogatory remarks or misleading information with respect to Ideology, important features, culture, history, heroes of Pakistan and Islam
7	Content does not contain any indecent or derogatory remarks and hate material against minorities and any sect

	Evaluator 1	Evaluator 2	Evaluator 3	Evaluator 4
Name and designation				
Contact Number and address				
Signature with date				

NOTE: Each indicator is allocated 1-5 marks. In order to qualify or recommendation for the next meeting, the textbook / manuscript must receive a minimum of 60% of the total marks under each of the indicators.