

TANZANIA INSTITUTE OF EDUCATION



GUIDELINES FOR EVALUATION OF BOOKS

2015

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2015

PREFACE

1. These Guidelines for Evaluation of School and College Books are lawfully issued under Government authority pursuant to Sections 4(d) and 21 (1) of Tanzania Institute of Education Act (CAP 142 R.E. 2002). The Guidelines generally set procedures and standards that must be adhered to in the process of developing and approving books intended to be used in schools and teachers' training colleges in Tanzania mainland or part of the United Republic of Tanzania where the said act applies. The Guidelines shall become effective upon approval by the minister responsible for education.
2. It is considered paramount to highlight the fact that quality teaching and learning materials, with books forming the core, are a cornerstone of quality education. These Guidelines are therefore a purposeful yardstick for developing and controlling the quality of books approved for use in schools and teacher colleges. Their ultimate objective is to facilitate provision of quality education in a fair and equitable manner.
3. While effort has been made to address key components relating to procedures, standards and checks on quality of books, it remains true that these Guidelines may not necessarily cover every eventuality and circumstance on the ground. Should any circumstances arise under which these Guidelines are rendered inappropriate or inadequate, therefore, a proposal may be sent in writing to the Director General of the Tanzania Institute of Education detailing required variation in any provision or provisions; and the Chief Executive Officer of the Institute, after due consideration of the case, may initiate the amendment process pursuant to provisions of these Guidelines. However, any such amendment shall not be authoritative unless it is passed by the Council of the Institute and approved by the minister responsible for education.

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Permanent Secretary
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DEFINITION OF TERMS

Reference Book	A book in print or electronic form or that consists of any combination of print and electronic materials intended as a source of information, some of which may not be specific to a particular subject or level (including atlases, dictionaries and other non-fiction materials).
Supplementary Book	A book in print or electronic form or that consists of any combination of print and electronic materials intended to be used by all learners in the class to supplement the Text Book. It may or may not cover the entire syllabus for the year. It may be accompanied by a Teachers' Guide.
Supplementary Reader	A storybook in print or electronic form or that consists of any combination of print and electronic materials (novel, short stories, etc.) intended to promote reading skills. May be fiction or non-fiction.
Teachers' Guide	A book in print or electronic form or that consists of any combination of print and electronic materials providing assistance and guidance to teachers on how to use the accompanying textbook.
Textbook	A comprehensive learning resource that is in print or electronic form, or that consists of any combination of print and electronic materials collectively designed to fully support the syllabus of a given level and subject. Such a resource is intended for use by an entire class or group of students. It must be accompanied by a Teachers' Guide.
Teachers' Manual	A book to guide teachers on how to implement a specific syllabus and it is usually written by the syllabus designers.

ABBREVIATIONS

BEP	Book Evaluation Panel
BES	Book Evaluation Secretariat
BAKITA	Baraza la Kiswahili la Taifa
CSO	Civil Society Organization
ICT	Information and Communication Technology
NACTE	National Council for Technical Education
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organization
PATA	Publishers Association of Tanzania
TAMONGSCO	Tanzania Association of Managers and Owners of Non-Government Schools and Colleges
TEHAMA	TeknolojiayaHabarinaMawasiliano
TIE	Tanzania Institute of Education
TIN	Tax Payer Identification Number

1 INTRODUCTION

1.1 Citation and Interpretation

- (a) These Guidelines shall be cited as the Tanzania Institute of Education Guidelines for Evaluation of Books.
- (b) In these Guidelines, unless the content otherwise requires, the terms and words applied shall have the meaning as described hereunder:

“The Act”:	Means the Tanzania Institute of Education Act (CAP 142 R.E. 2002) as amended from time to time.
“The Council”:	Means the Council of Tanzania Institute of Education established under Section 5 (1) of the Act and, in relation to its powers, includes such bodies and persons to whom such powers are delegated.
“The Director General”:	Means the Director General of Tanzania Institute of Education and includes a person or group of persons delegated with the powers and responsibilities of the Director General.
“Evaluator”:	Means the Subject panel member or any other competent and vetted subject expert.
“Institute”:	Means the Tanzania Institute of Education.
“The Minister”:	Means the Minister responsible for education in the United Republic of Tanzania or part of the United Republic of Tanzania where the Act applies.

1.2 About Tanzania Institute of Education

- (a) Tanzania Institute of Education was established by Act No. 13 of 1975 (CAP 142 R.E. 2002). It is a public Institution under the Ministry of Education and Vocational Training. The main functions of the Institute are as follows:
- (i) to assume responsibility for the development of educational programmes within the United Republic having regard to objectives specified by the Government and to undertake the evaluation of courses of study and practices on the basis of such objectives;
 - (ii) to undertake analysis, review and revision of curricula and syllabi;
 - (iii) to initiate, promote and supervise such changes in the syllabi and educational programmes as are necessary for the implementation of the national policy on education;
 - (iv) to specify the standards of equipment, instruments and other devices which may be used for educational purposes in schools, colleges and other institutions of learning or training.
 - (v) to provide facilities for and to undertake the production of equipment, instruments and other devices for educational use;
 - (vi) to conduct training programmes in such subjects associated with the development of curricula and syllabi as the Council may from time to time decide;
 - (vii) to collect and make available to the Government and other public authorities information on methods of teaching, content of courses of study and current technological developments in education;
 - (viii) to give advice and make recommendations on such matters relating to curriculum reform as the Minister may refer to the Institute
 - (ix) to sponsor, arrange and provide facilities for in-service training courses, conferences, workshops and seminars for discussion of matters relating to its work and activities;

- (x) to manage the affairs of any Institute, college, training establishment or other educational institution the interests of which are transferred to or otherwise acquired by the Institute;
 - (xi) to do anything or enter into any transaction which, in the opinion of the Council, is calculated to facilitate the proper and efficient carrying on of its activities and the proper performance of its functions as specified under this section
- (b) The mandate of the Institute covers pre-primary, primary, secondary schools levels as well as the teacher education levels.

1.3 Rationale and Objective

These Guidelines are an essential tool for implementation of the Institute's mandate on quality assurance of curriculum support materials. In order for this role to be executed professionally, effectively and with fairness, clear rules of play specifying procedures, standards and specifications are necessary. This rather logical and professional viewpoint enjoys the legal permissibility from Section 21 of the Act, which provides that the Council, with the consent of the Minister, may make regulations for effective implementation of the functions of the Institute. These Guidelines, therefore, are intended to facilitate quality assurance in education with special focus on books, which are the main source of knowledge and skills in the teaching and learning process. Furthermore the Guidelines are published in accordance to the Circular Number 4 of 2014 that was released by the Commissioner for Education. The circular authorizes the Tanzania Institute of Education to be sole developer of textbooks for the all subjects in the Basic Education level.

1.4 Application

These Guidelines shall apply to all persons and institutions engaging in development of textual teaching and learning materials for use in schools and teachers' colleges in

Tanzania mainland. Specific levels of education to which the Guidelines shall apply are pre-primary, primary, secondary schools and teacher education.

1.5 Procedure for Development and Amendment of Guidelines

Development and amendment of these Guidelines shall follow a sequential procedure outlined below:

- (a) The Director General of the Institute shall prepare the initial draft of the Guidelines or amendments thereto and submit the draft to the Academic Committee of the Council for scrutiny, improvement and onward transmission to the Council for further action.
- (b) The Chairperson of the Academic Committee shall table the said draft before the meeting of the Council and the Council shall consider the draft and forward it to the Minister responsible for education for approval. The Council may improve or vary the draft as it may deem appropriate.
- (c) Upon receipt of the draft document, the Minister responsible for education shall consider and approve the Guidelines with or without variations as he may deem fit.

1.6 Effective Date

These Guidelines including amendments thereto shall become effective upon approval by the minister responsible for education and on such a date as the minister may appoint.

2 SUBMISSION, EVALUATION AND APPROVAL OF MANUSCRIPTS

2.1 Introduction

These Guidelines provide detailed procedures for submitting Printed Curriculum Support Materials for Evaluation and Approval. The materials referred to, hereby, are those intended to be used to support the delivery of Basic Education. As such the materials can

be used in one of the following levels: Pre-Primary school level, Primary and Secondary School Levels, as well as the Certificate and Diploma Teacher Education levels.

2.2 Eligibility

Submission of books shall only be accepted from Author or Publishers who are legally incorporated and registered in the United Republic of Tanzania and, as such, shall provide valid certification of such incorporation or company registration and legal operation. Membership of the Author or Publishers Association of Tanzania is a pre-requisite for Author or Publisher who wish to submit materials on behalf of firms that are not locally registered and shall make available a certified copy of the Agency Agreement or Representation Authority.

2.3 Level of Coverage

Submitted textual materials shall be at the levels and in subjects specified hereunder:

2.3.1 Curriculum Subjects:

(a) Pre-Primary Schools Level

- (i) Vitendo vya Kiswahili
- (ii) English Learning Activities
- (iii) Vitendo vya Hisabati / Mathematics Learning Activities
- (iv) Vitendo vya Sayansi / Science Learning Activities
- (v) Vitendo vya Haiba na Michezo / Personality and Sports Learning Activities
- (vi) Vitendo vya Sanaa /Arts Learning Activities

(b) Primary School Level (Standard 1 – 7)

- (i) English
- (ii) Kiswahili
- (iii) Hisabati/Mathematics
- (iv) Sayansi/Science
- (v) Jiografia/Geography

- (vi) Historia/History
- (vii) Uraia/Civics
- (viii) Stadi za Kazi/ Vocational Skills
- (ix) Haiba na Michezo / Personality Development and Sports
- (x) TEHAMA/ICT
- (xi) Dini/Religion
- (xii) French
- (xiii) Arabic

(c) Secondary School Level (Form 1 – 4)

- (i) English
- (ii) Kiswahili
- (iii) French
- (iv) Arabic
- (v) Mathematics
- (vi) Geography
- (vii) History
- (viii) Biology
- (ix) Civics
- (x) Physics
- (xi) Chemistry
- (xii) Home Economics
- (xiii) Agriculture
- (xiv) Bible Knowledge / Elimu ya Dini ya Kiislamu
- (xv) Book Keeping
- (xvi) Commerce
- (xvii) Physical Education and Sports
- (xviii) Music
- (xix) Fine Arts
- (xx) Theatre Arts

- (xxi) Information and Computer Studies
- (xxii) Technical Subjects (Including: Metal Work, Electricity, Wood Work, Building Construction, Drawing & Design,)

(d) Advanced Secondary School Level (Form 5-6)

- (i) English
- (ii) Kiswahili
- (iii) French
- (iv) Arabic
- (v) Advanced Mathematics
- (vi) Basic Applied Mathematics
- (vii) Geography
- (viii) History
- (ix) Biology
- (x) General Studies
- (xi) Physics
- (xii) Chemistry
- (xiii) Food and Human Nutrition
- (xiv) Textile Technology
- (xv) Home Management
- (xvi) Agriculture
- (xvii) Divinity/Islamic Knowledge
- (xviii) Accountancy
- (xix) Commerce
- (xx) Economics
- (xxi) Physical Education and Sports
- (xxii) Music
- (xxiii) Fine Arts
- (xxiv) Theatre Arts
- (xxv) Information and Computer Studies

(xxvi) Computer Studies

(e) Certificate in Teacher Education for Primary School Teachers (Certificate in Primary Education)

All teaching subjects will have two components, namely; Academic and professional studies (Pedagogy). The current teaching subjects are as indicated below:

- (i) English Pedagogy
- (ii) English Academics
- (iii) Kiswahili Taaluma
- (iv) Kiswahili Ufundishaji
- (v) Hisabati / Mathematics
- (vi) Sayansi/ Science
- (vii) Jiografia / Geography
- (viii) Historia/History
- (ix) Uraia/Civics
- (x) Stadi za Kazi /Vocational Skills
- (xi) Haiba na Michezo / Personality and Sports
- (xii) TEHAMA/ICT
- (xiii) Elimu ya Dini ya Kiislam /Divinity Knowledge
- (xiv) French

In addition to teaching subjects, the curriculum for certificate in teacher certificate has the following Professional subjects;

- (i) Vielelezo naTeknolojia
- (ii) Communication Skills
- (iii) Elimu kwa Michezo – Usimamizi naUsalama
- (iv) Elimu ya Ualimu
- (v) Elimu kwa Michezo
- (vi) Elimu ya Awali – Vitendo vya Masomo

(vii) Elimu ya Awali – Ualimu

(f) *Diploma in Teacher Education (Secondary School Teachers)*

All teaching subjects will have two components, namely; Academic and Pedagogy, the current teaching subjects are as indicated below:

- (i) English
- (ii) Kiswahili
- (iii) Mathematics
- (iv) Geography
- (v) History
- (vi) Biology
- (vii) Physics
- (viii) Chemistry
- (ix) Home Economics
- (x) Agriculture
- (xi) Divinity Knowledge/Islamic knowledge
- (xii) Book Keeping
- (xiii) Civics
- (xiv) Development Studies
- (xv) Commerce
- (xvi) Physical Education
- (xvii) Information and Computer Studies
- (xviii) Information and Computer Technology
- (xix) Technical Subjects (Including: Metal Work, Electricity, Wood Work, Building Construction, Drawing & Design,)

In addition to teaching subjects, the curriculum for Diploma in teacher education has the following Professional subjects;

- (i) Curriculum and Teaching
- (ii) Educational Psychology, Guidance and Counseling

- (iii) Educational Research, Measurement, Assessment and Evaluation
- (iv) Foundations of Education
- (v) Communication Skills
- (vi) Education Media and Technology

2.4 Categories of Materials

Materials submitted from Authors/Publishers for evaluation shall be in among of the following categories, Reference Book, Supplementary Book and Supplementary Reader. The choice of education level, subject area and category of material(s) to submit is entirely at the discretion and judgment of the submitting author or publisher. An Author or Publisher can submit in as many subjects and categories as possible. Each Submission, however, will be evaluated solely in terms of its relevance and suitability for the requirements of the specific curriculum area and categorization as outlined in the necessary Evaluation Criteria. Each submission will be discrete and shall follow all of the requirements of submission, including payment of evaluation fees.

The Tanzania Institute of Education shall hold the autonomous role of developing textbooks for all subjects specified in the Basic Education level.

3 SUBMISSION REQUIREMENTS

3.1 General Conditions

- (a) The client shall submit ten (10) copies of a book/manuscript to be evaluated.
- (b) The submission must clearly indicate the subject and the targeted level.
- (c) The author or publisher shall indicate whether the material is intended to be used as a supplementary book or reference book.
- (d) The manuscript/book shall be accompanied with:
 - (i) Headed letter of submission giving full physical and postal address, mobile number, e-mail address and fax.
 - (ii) Evidence of registration including TIN.
 - (iii) Evidence of payment of evaluation fees.
 - (iv) Certificate from a recognised strong editorial body (for example BAKITA) being evidence that the Kiswahili used in the manuscript has been approved. In the case of publications, written in English the submission must be accompanied by a certificate from a recognised editor. The approved manuscript must also be stamped in at least four pages including the inner outer cover.
 - (v) Any material that an author or publisher intends to be evaluated and considered for more than one level/class should be submitted in the distinct sets for each level/class, each set constituting a submission.
- (e) All the accompanying documents must be securely packed and properly addressed.

3.2 Evaluation Fee

- (a) Books will be received and evaluated at the shared cost between TIE and authors or publishers. The evaluation process will entail a scrutiny by a special expert's panel using a well-articulated book evaluation framework. The special expert's panel shall be composed of subject/discipline experts from the field, including teachers, tutors, curriculum experts, University lecturers and any relevant representation from professional associations. The panel shall subject each

submitted publication to a rigorous assessment procedure and avail a professional report on its suitability. The evaluation fees is intended to support this detailed process.

- (b) The evaluation fees which is non-refundable shall be amended from time to time as need may arise.
- (c) The rates of the evaluation fees shall depend on the level at which the manuscript/book is intended to be used.
- (d) The rates of the evaluation fees must be approved by the Council of the Tanzania Institute of Education before being applicable.
- (e) Authors and Publishers are notified that manuscript shall not be processed or evaluated unless the author or publisher has paid all the associated fees.

3.3 Minimum Physical Production Specifications

The following minimum conditions shall apply:

- (a) **Type face:** This is left to the discretion of the submitting Author or Publisher, but guided by what is produced under Section 3.4 of this guide. However, lower class levels of pre-primary and primary schools require specific type face that must be observed.
- (b) **TextPaper:** 80 gsm, Bond paper, wood free offset with a minimum 75% whiteness and 75% opacity. A tolerance of approximately 5% will be allowed in the evaluation of Whiteness.
- (c) **Cover Card:** A minimum of 250gsm one-sided coated white art board with grain direction parallel to spine and with 12 micron lamination or high gloss UV finish.
- (d) **Binding Styles for Books:**
 - (i) Up to 100 pages – Saddle Stitching
 - (ii) Over 100 pages – Perfect Bound

3.4 Type Faces and Type Sizes for Textual Materials

(a) **Type faces**

It is directed that from Pre-Primary to Lower Primary (Standard 1- 2), all typefaces must be *Sans Serif* using an open and simplified “ɑ” and “g”. From Standard 3 upwards, typefaces may be at the discretion of the Author or Publisher. Author or Publishers should ensure that the typeface and line spacing selected will provide for maximum readability.

(b) **Type sizes**

Type sizes shall be as specified hereunder:

Level	Minimum Type Size
Pre-Primary Level	Not less than 18 pt
Standard 1 and 2	Not less than 16 pt
Standard 3 and 4	Not less than 14 pt
Standard 5 to 7	Not less than 12 pt
Secondary level and above	Not less than 12 pt

4 STRUCTURE OF THE BOOK EVALUATION PROCESS

4.1 Book Evaluation Secretariat

There shall be Book Evaluation Secretariat comprising three to five members who will be appointed by the Director General from among the institute's academic staff. The Director of Educational Materials Design and Development shall be the Registrar.

The Secretariat shall be responsible for:

- (a) Receiving and recording books/camera-ready manuscripts from authors/Author or Publishers.
- (b) Coding of books/manuscript before assigning the same to Assessors.
- (c) Dispatching the manuscripts to the selected Assessors from the list of Book Evaluators.
- (d) Receiving back books/manuscripts from assessors and compiling an evaluation report for each book.
- (e) Submitting the evaluation reports to Book Evaluation Panel.
- (f) Scheduling Book Evaluation Panels meetings and preparing evaluation report.

4.2 Book Evaluation Panel

- (a) There shall be formed Book Evaluation Panels whose members shall be appointed by the Director General of TIE.
- (b) The Chairperson of Subject Panels of the Tanzania Institute of Education shall automatically serve as the Book Evaluation Panel for the particular subject.
- (c) The Book Evaluation Panels shall be formed subject wise and shall comprise the following members.
 - (i) A Curriculum Development Specialist of the subject, who must have knowledge of the curriculum for which the book is intended.
 - (ii) A Subject Specialist Teacher Educator nominated by TIE from among the Teacher Education Colleges or Universities.
 - (iii) A Subject Specialist from the National Examination Council of Tanzania (NECTA)
 - (iv) At least two (2) experienced actively practising Subject Specialist Teachers.

- (d) The Book Evaluation Panel shall serve for a period of three (3) years. A member may be eligible for reappointment after the expiry of the tenure. If a member fails to attend three (3) consecutive meetings of the committee without reasonable cause the Director General of TIE may terminate such member and appoint another person to fill the vacancy.
- (e) The committee can also co-opt any other member who will be known as “**Co opted Member**” as and when need arises. Considerations will be given to expertise in subjects matter or discipline under review including teachers and key expert stakeholders.

4.2.1 Responsibilities of the Book Evaluation Panel

The Book Evaluation Panel will be responsible for:

- (a) Receiving the evaluation reports from the Secretariat
- (b) Assessing the evaluation reports and make recommendations accordingly. The results of assessment shall fall into the following categories:
 - (i) Accept the book/manuscript without conditions
 - (ii) Accept the book/manuscript with conditions
 - (iii) Reject the book/manuscript
- (c) Compiling evaluation reports that will be presented before the Academic Affairs Committee of the Council for the recommendation that will be forwarded to the Council.

5 ASSESSORS OF THE MANUSCRIPTS

There shall be established a team of assessors from among professional experts including school teachers and academicians with outstanding skills/expertise and experience in the learning areas and shall be oriented in evaluation of educational materials.

5.1 Selection and Orientation of Evaluators

- (a) The Director General of TIE shall appoint a search team that will solicit names of potential evaluators.
- (b) The search team shall interview the short listed candidates and submit the list of recommended evaluators to the Director General.
- (c) Appointed evaluators shall be oriented and, in due course sign a covenant form set out on Appendix 1.

5.2 The Roles of Evaluators

The Evaluators shall be responsible for:

- (a) Evaluation of the manuscripts/books in accordance with the standards set forth in this guideline.
- (b) Preparation and submission of evaluation reports to the Secretariat.

5.3 Evaluation by Independent Experts

- (a) Evaluation procedure shall be as follows:
 - (i) Each manuscript shall be contracted to three (3) independent expert evaluators. A period of fourteen (14) days is set for this task.
 - (ii) Evaluation of the manuscripts shall solely be based on the issued TIE evaluation instruments.
 - (iii) An evaluator will assess the manuscript and award points against each element.
 - (iv) The evaluator shall also provide comments to justify points awarded. The comments will be made available to the client when notified on the final decision.

The evaluator shall submit to the Secretariat a detailed evaluation report with recommendations. The secretariat will in turn compile evaluators' report and table the same to the relevant Book Evaluation Panel

6 EVALUATION CRITERIA

The approval of any book (Textbook, Reference book, Supplementary book, Supplementary Reader or Teachers Guide) shall be based on the extent to which it adheres to the following criteria.

6.1 Learner's Book

(i) Physical Quality Standards

- (i) Quality of cover
- (ii) Quality of text paper
- (iii) Quality and type of binding
- (iv) Size and dimension of the book
- (v) Colour
- (vi) Portability

(ii) Type Face and Size of Print.

- (i) General readability (length of sentence i.e. number of words per sentence).
- (ii) Page layout.
- (iii) Space and margins (breathing).

(iii) Content Quality Standards

- (i) Adequacy in terms of objectives, topics and sub-topics
- (ii) Relevance to the learners experience
- (iii) Organization and presentation (i.e. from simple to complex)
- (iv) Depth and breadth of the content in relation to the level of the learners (i.e. adherence to action verbs in the specific objectives)

- (v) Correctness of facts and concepts
- (iv) **Pedagogical Quality Standards**
 - (i) Relating to the learners life experience
 - (ii) Linkage to the prior-knowledge
 - (iii) Adequacy of the presentation techniques used
 - (iv) Adequacy and relevancy of examples as well as life experience connections
 - (v) Relevancy of Content presentation style/techniques
 - (vi) Level of enjoyment index.
- (v) **Language**
 - (i) Appropriateness to the level of the learner
 - (ii) Relevance to the learners context and level
 - (iii) Use of standard and grammatically correct language.
 - (iv) Clarity of sentences, phrases and paragraphs
 - (v) Cultural appropriateness
 - (vi) Gender sensitive.
 - (vii) Level of inclusion
- (vi) **Illustrations**
 - (i) Quality of the illustrations
 - (ii) Accuracy of illustrations
 - (iii) Relevancy to the text
 - (iv) Adequacy of illustrations
 - (v) Clarity of illustrations
 - (vi) Presence of captions
 - (vii) Conformity to socio-cultural values of Tanzania
 - (viii) Level of inclusion (Gender, marginalized, nomads etc.

(vii) **Assessment of Learning**

- (i) Appropriateness of the tasks.
- (ii) Adequacy of the tasks.
- (iii) Suitability of the tasks in addressing different domains.
- (iv) Variety of tasks.
- (v) Use of variety of assessment items (i.e. question)

6.2 Teachers Guide

In addition to the qualities described for textbooks, the teacher's guide shall have the following attributes:

- (a) Correspondence with the learners' book
- (b) Clarification of lesson objectives and learning outcomes (competences)
- (c) Provision of guidance on the teaching methodology
- (d) Provision of additional knowledge and techniques especially for challenging areas
- (e) Provision of additional student activities.

7 THE EVALUATION PROCESS

7.1 Submission of Manuscripts

Authors/Publishers shall submit the manuscripts/books to the Tanzania Institute of Education upon fulfilling the requirements described in Section 3.1 of this guides.

The submitted materials will be subjected to the Book Evaluation Secretariat (BES) which will record the details of the submission. The BES shall dispatch the manuscripts to the selected Assessors, who will evaluate the materials according to the TIE Book Evaluation Instrument shown in Appendix 2. A minimum of three (3) Assessors shall evaluate a manuscript. Evaluation reports from the Assessors shall be submitted back to the BES, which will detail a report that shall be tabled before the Book Evaluation Panel (BEP). The BEP shall execute duties as described in Section 4.2.1 of this Guide. Recommendations from the BEP shall be presented before the Academic Affairs Committee of the Council for recommendations to the Council.

7.2 Decisions

- (i) On the basis of the evaluation reports, the Book Evaluation Panel shall make any one of the following recommendations:

- (a) **Approval with minor corrections**

- A manuscript shall be considered for **approval with minor corrections** if it scores an average of 95% and above. The client shall however correct the minor errors before the certificate is issued.

- (b) **Approval with Conditions**

- A manuscript that scores an average of 70% to 94% overall shall be considered for **Approval with conditions**. The author will be obliged to make the major corrections observed.

- (c) **Rejection**

- A manuscript that scores an average below 70% shall be rejected outright.

- (ii) All books/Manuscripts awarded the status of Approval with Minor Corrections or Conditions shall have the deficiencies corrected before being resubmitted to the Secretariat which will table the reports to the Book Evaluation Panel.

7.3 Recommendations of the Council

Recommendations from the Book Evaluation Panel shall be tabled before the Academic Affairs Committee of the Council for scrutiny, improvements and recommendations which will be forwarded to the Council of the Tanzania Institute of Education. The Council shall consider the recommendations of the Academic Affairs Committee and forward its recommendations to the Minister responsible for Education through the Commissioner for Education.

8 RESUBMISSION OF CORRECTED MANUSCRIPT

8.1 Conditions for resubmission of manuscript approved with conditions:

Books/Manuscripts that will be Approved with conditions will entail the client is required to make corrections on the identified weaknesses and resubmit to TIE Book Evaluation Secretariat and later to the Book Evaluation Panel for. Re-submission should be effected within a month period, failure of which will subject the submission to be a new case and as such it should follow the normal submission requirements.

8.2 Conditions for resubmission of rejected manuscript:

A client may revise a rejected manuscript and resubmit it to TIE Evaluation Committee Secretariat as new manuscript and shall therefore follow the normal procedures of the evaluation process.

9 CERTIFICATION OF APPROVAL

- (a) All approved titles will bear certificate of approval scanned and inserted on the first page of the prelims and on the back cover.
- (b) The certificate shall be black and white or in full colour as the client may wish.

- (c) The certificate shall indicate the certificate number, title, author, Author or Publisher/copyright holder, International Standard Book Number, date of approval, type of work and grade.
- (d) The certificate shall bear official signature of the Minister responsible for Education.

10 REVISION OF APPROVED MANUSCRIPTS

- (a) TIE can recommend that a particular manuscript of any author or Publisher be revised if there is need to do so.
- (b) Any revised manuscript shall have to be submitted to the Secretariat as a new case.

11 SUBMISSION OF COPIES OF FINAL APPROVED MANUSCRIPT

An Author or Publisher shall submit to TIE two (2) copies of each approved manuscript bearing a printed Certificate issued by the Minister responsible for education matters for record keeping.

12 APPEALS

If a manuscript/book is rejected due to technical or content deficiencies, the client may appeal to the Minister. The Minister shall appoint an independent body of not more than three (3) experts in book industry to form an Appeals Board.

- (a) Conditions for appeal shall be as follows:
 - (i) The appellant shall clearly state the basis for the appeal.
 - (ii) The appeal shall be submitted within thirty (30) days from the date of notification.
 - (iii) The Minister shall decide on the appeal within sixty (60) days.
- (b) Decision *of the Minister* shall be final and binding.

13 TRANSPARENCY AND CONFIDENTIALITY

- (a) Transparency and confidentiality are essential prerequisites for a successful approval system. These prerequisites complement each other and provide the process with properties that the users can trust and be confident in.
- (b) Transparency implies clarity, understandable, candid and frankness. With such a quality in an evaluation system, the clients will feel confident that their manuscripts will receive fair treatment. TIE Evaluation Committee and the evaluators will feel confident that their decisions are objective and professional.
- (c) Confidentiality implies entrusted and showing certainty. With such quality in an evaluation system the financial and creative investments of the clients will be protected. Moreover, TIE Evaluation Committee and the evaluators will be protected from coercion or other unfair practices from the clients.
- (d) Minutes of TIE Evaluation Committee shall be treated as confidential.
- (e) Coding System: To safeguard and enhance these qualities, TIE Evaluation Committee Secretariat shall code every manuscript submitted into a register. The register shall indicate the name of the client, title/item and name of evaluator.
 - (i) The Code Reference Number will be used in all approval procedures and will be used with confidentiality;
 - (ii) Evaluation reports for submission to TIE Evaluation Committee shall only use Code Reference Number.

14 DISCLAIMER STATEMENT

- (a) In all times of undertakings of the process of evaluation of books (supplementary, Readers and reference books), TIE shall not be liable or responsible to third party or anybody whosoever, with any claims relating to any book or books evaluated and approved for use in schools in relation to any portion of words or statements contained in the book or books that has or have been copied or plagiarized from third party or whosoever's book.

- (b) It is hereby expressly stated that, in the process of evaluating books for school use, TIE undertakes it in a bonafide manner and not otherwise. It is and shall never be the duty of TIE to evaluate whether the book or books in question contain any materials illegally originating from third party or whosoever's book. Any claims of such nature, shall in all material times, being forwarded to author/Author or Publisher of the said books and not otherwise.

15 ENDORSEMENT

This Guideline for evaluation of books has been endorsed by the Minister responsible for education matters. By such endorsement, it is hereby legally sanctioned to carry all necessary legal forces to guide the undertaking of implementation of the said provisions embraced within this guide in its totality and or single and every provision therein contained.

Any breach of any provision or provisions shall be considered as a breach of legally sanctioned document and shall carry legal actions against a breaching party subject to legal system of the nation.

Endorsed by:

Name: -----

Signature: -----

Title: -----

Date: -----

16 Appendix 1: PERSONAL COVENANT

1. I (Name)..... (Designation)
of (name of institution/school) being a
member of the *Secretariat to the Book Evaluation Committee/Evaluators team/Book
Evaluation Committee* constituted under paragraphsof the Guidelines for
Evaluation of Books, DO HEREBY State as follows;

- a) That I do not have any interest, pecuniary or otherwise, directly or indirectly in any of the author/Author or Publisher that have submitted manuscripts/books/charts/kits; that is to say: manuscripts/books/charts/kits for pre-primary/primary/secondary/teacher College. Further that, failure to disclose any interest while aware that I have interest in the work assigned to me, whether direct or indirect, express or by impression, shall warrant the authority to penalize me accordingly including denouncing of the recommendation if deem fit for the interest of the public.
- b) That, all knowledge, reports or any other materials not within the public consumption at the time being which I may acquire/come across/possesses/use for the process of evaluation, by virtue of the performance of my duties as a member of the said *Secretariat to the Book Evaluation Committee, Evaluators team, Book Evaluation Committee*, shall for all time and for all purpose be regarded by me as strictly confidential and I shall not divulge them to persons not officially concerned with this adjudication process in view of soliciting corruption or otherwise.
- c) That, as a member of the *Secretariat to the Book Evaluation Committee, Evaluators team, Member of the Evaluation Committee* shall at all times adhere fully with the terms and conditions contained in the Guidelines and any other provisions which prohibit divulging of confidential information pre-maturely.
- d) That, all the breach of this Covenant or any provisions of the such Covenant as shall not preclude the institution of criminal proceedings pursuant to the Penal code, the Prevention of corruption Act, 1971 or any other written Law against me.

Further that disciplinary actions, including but not limited to termination of my appointment as member to the said *Secretariat to the Book Evaluation Committee, Evaluators team and Book Evaluation Committee*

2. Signed _____ (*Signature*) by the said _____ (*Name*) this ____ day of _____ (*Month*) _____ (*Year*).

Before: -----

17 Appendix 2: BOOK EVALUATION FORM

Book Evaluation Form 1 (BEF1)

TANZANIA INSTITUTE OF EDUCATION (TIE)



BOOK EVALUATION INSTRUMENT

To be completed by Book Evaluator

This evaluation tool shall be used for text, reference and supplementary book. For a manuscript to be accepted as a textbook the total score should be above 95% whereas other categories the score shall be between 80 -100%, subject to passing of all the mandatory sections on accuracy of content, correctness of facts and concepts, gender sensitivity and promotion of positive socio-cultural values of Tanzania.

GENERAL INFORMATION

Title:
ISBN
Author(s)
Author or Publisher
Code
Level Class
Subject
Year of Publication
No. of Pages
Date of Evaluation

Each textual material will be evaluated against the areas listed below. The ratings are indicated against each statement.

The mark awarded should be inserted in the box provided.

1.1 RELEVANCE TO CURRICULUM

(20 MARKS)

a) **Coverage of relevant syllabus in terms of specific objectives and topics or themes**

(7 MARKS)

Pick one alternative	Marks
(i) All specific objectives and topics in the syllabus are covered	7
(ii) More than 85% of the specific objectives and topic(s) are covered	3
(iii) Less than 85% of the specific objectives and topic(s) are covered	0

b) Coverage of relevant syllabus concepts (8 MARKS)

Pick one alternative	Marks
(i) All the concepts intended are covered for all topics	8
(ii) More than 85% of the intended concepts for the topic(s) are covered	3
(iii) Less than 85% of the concepts coverage for the topic(s) are covered	0

c) Coverage of relevant competences (5 MARKS)

Pick one alternative	Marks
(i) Adequate coverage of the required skills and attitudes	5
(ii) More than 85% of the required skills and attitudes are covered	2
(iii) Less than 85% of the required skills and attitudes are covered	0

1.2 CONTENT (36 MARKS)

For a material to be recommended for approval it must score 26 marks in this section

a) Relevance of the book content to the syllabus topics/themes specific objectives (8MARKS)

Content is:

Appropriateness of the examples and content in terms of learner’s environment and experience

Pick one alternative	Marks
(i) All the examples and descriptions used reflect the learners context and experience	4
(ii) More than 85% of the examples and descriptions used reflect the learners context and experience	2
(iii) less than 85% of the examples and descriptions used reflect the learners context and experience	0

Appropriate
ness of the
content in

terms of teaching and learning activities

Pick one alternative	Marks
(i) Full coverage of each specific objectives in terms of learning activities	4
(ii) More than 85% coverage of each specific objectives in terms of learning activities	2
(iii) Less than 85% of each specific objectives in terms of breadth and depth	0

b) Accuracy of the content

(4 MARKS)

Pick one alternative	Marks
(i) Has no factual errors or mistakes	4
(ii) Has factual errors or mistakes	0

c) Relevance of the information

(4 MARKS)

Pick one alternative	Marks
(i) All information is contextually relevant and up-to-date	4
(ii) Some of the information is outdated	0

d) Organization and presentation of the content

(4 MARKS)

Pick one alternative	Marks
(i) logically organized throughout the text	4
(ii) only topics are logically organized throughout	2
(iii) not well organized	0

e) Appropriateness of the depth and breadth in relation to the level of the learners

(4 MARKS)

Pick one alternative	Marks
(i) All of the content is appropriate	4
(ii) More than 85% of the content is appropriate	2
(iii) less than 85% of the content is appropriate	0

f) Promotion of positive socio-cultural values of Tanzania (4 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The material promotes positive socio-cultural values and attitudes	4
(ii) The material promotes negative socio-cultural values and attitudes	0

A material that promotes negative values and/or attitudes should be recommended for disqualification.

g) Development of Concepts (4 MARKS)

There is:

<i>Pick one alternative</i>	<i>Marks</i>
(i) Sufficient development of all concepts	4
(ii) Sufficient development of some concepts	1
(iii) No concept development	0

h) Gender sensitivity (4 MARKS)

There is:

<i>Pick one alternative</i>	<i>Marks</i>
(i) Sufficient development of gender balance	4
(ii) Some development of gender balance	1
(iii) Promotion of gender discrimination	0

Total Scored

1.3 LANGUAGE USE AND EDITORIAL QUALITY (12 MARKS)

a) Grammatical status (4 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) No grammatical errors	4
(ii) Acceptable grammatical error(s)	2
(iii) Unacceptable Grammatical error(s)	0

b) Typographical status (3 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) No typographical error(s)	3
(ii) Typographical error(s)	0

c) Appropriateness for the level of the learner (5 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The vocabulary and sentence structures are within the level of the learner	5
(ii) The vocabulary and language structures are not within the level of the learner	0

Total Scored

1.4 ASSESSMENT ACTIVITIES (18 MARKS)

All workbooks should have questions and/or activities.

a) Relevance to syllabus (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The exercises or activities are relevant	2
(ii) Some exercises or activities are irrelevant	0

b) Appropriateness of activities to the level of the target learner (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) Exercises or activities are appropriate	2
(ii) Exercises or activities are not appropriate	0

c) Adequacy of activities (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) Adequate activities	2
(ii) Inadequate activities	0

d) Quality of activity items (2 MARKS)

Evaluate the submission on the following:-

- Captures various levels of knowledge
- Captures various domains of learning
- There is logical flow of the items

<i>Pick one alternative</i>	<i>Marks</i>
(i) All the attributes apply	2
(ii) Two of the attributes apply	1
(iii) Less than two of the attributes applies	0

e) Variety of activities (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) A wide variety of assessment methods	2
(ii) No variety of assessment methods	0

f) Clarity of instructions (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The instructions are clear	2
(ii) The instructions are not clear/not available	0

g) Clarity of questions (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The questions are clear	2
(ii) The questions are not clear	0

h) Availability of answers (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) All answers are provided	2
(ii) Some answers are not provided	0

i) Answers to questions (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) All answers are correct	2
(ii) Some answers are not correct	0

NB: Sections (h) and (i) should not be evaluated where answers are not required.

1.5 ILLUSTRATIONS (9 MARKS)

a) Relevance and accuracy (3 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The illustrations are relevant and accurate	3
(ii) The illustrations are not relevant and not accurate	0

b) Variety and adequacy (2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) Varied and adequate	2
(ii) Not varied and not adequate	0

c) Clarity, colour and proportion (2MARKS)

Evaluate the submission on the following:

- Illustrations are bold and clear
- There is proper use of colour
- There is proportional illustrations
- Clearly indicates the required details

<i>Pick one alternative</i>	<i>Marks</i>
(i) All attributes apply	2
(ii) Two of the attributes apply	1
(iii) Less than two of the attributes applies	0

d) Captioning/numbering/labeling

(2 MARKS)

<i>Pick one alternative</i>	<i>Marks</i>
(i) The illustrations are appropriately captioned/numbered/labeled	2
(ii) The illustrations are not appropriately captioned/numbered/labeled	0

Total Scored

1.6 PRESENTATION AND DESIGN

(5 MARKS)

Evaluate the submission on the following:

- Page layout is appropriate to the level and subject
- The layout enhances readability and ease of reference
- There is appropriate use of print size, boldness and typefaces across the text
- Illustrations are correctly positioned in relation to the relevant text.
- Appropriate use of margins.

<i>Pick one alternative</i>	<i>Marks</i>
(i) All attributes apply	5
(ii) Four of the attributes apply	2
(iii) Less than four of the attributes applies	0

SUMMARY OF THE SCORE

	1.1			1.2						1.3			1.4						1.5			1.6	TOTAL			
	(20)			(36)						(12)			(18)						(9)			(5)	MARKS			
MAXIMUM MARKS																										
AWARDED MARKS																										
TOTAL																										

OVERALL ASSESSMENT

Having carefully examined this book according to the criteria mentioned above, I hereby recommend to TIE Evaluation Committee the following (pick only one option and endorse accordingly)

<p>OPTION A (for 80 to 100%)</p> <p>This book is recommended to be approved in -----subject for primary, class----- /secondary, form----- --/teachers' college; Certificate: Year-----/Diploma: Year ----- as a text/reference/supplementary book.</p>	<p>OPTION B (for 70 to 80%)</p> <p>This book is recommended to be approved with conditions for use in -----subject for primary, class----- /secondary, form-----/teachers' college; Certificate: Year-----/Diploma: Year ----- as a text/reference/supplementary book.</p>	<p>OPTION C (for less than 70%)</p> <p>This book is recommended to be rejected</p>	
<p>Evaluator's name in full: ----- -----</p> <p>Signature: -----</p> <p>Date: -----</p>	<p>Evaluator's name in full: ----- -----</p> <p>Signature: -----</p> <p>Date: -----</p>	<p>Evaluator's name in full: ----- -----</p> <p>Signature: -----</p> <p>Date: -----</p>	
	<p>Other (Please specify) _____ Subject _____</p>		
<p>Teachers' Guide</p>	<p>Enclosed</p>	<p>Not enclosed</p>	<p>NA</p>

17. Appendix 3: Evaluation Fee

Reference/ Supplementary/ Reader books	Level	Arts	Science
Primary School	Pre-Primary - Standard II	800,000.00	800,000.00
	Standard III- IV	900,000.00	900,000.00
	Standard V- VII	1,000,000.00	1,000,000.00
Secondary school	Form I- IV	1,200,000.00	1,400,000.00
	Form V-VI	1,300,000.00	1,600,000.00
Modals and charts	Pre-Primary - Form VI	500,000	

18. Appendix 3: Submission Form

TAASISI YA ELIMU TANZANIA (TET)
Tanzania Institute of Education (TIE)



SUBMISSION FORM

Evaluation Code No _____

To be completed by Author/Publisher.

Name of Author: _____
 Name of Publisher: _____
 Book Title: _____
 ISBN No. _____
 Number of pages: _____
 Proof of payment of Evaluation fee: _____
 Amount paid: _____

INTENDED USE OF THE BOOK	Level	Subject	Class

CHECKLIST FOR SUBMISSION REQUIREMENT

Put (✓) if available or (x) if not available or (NA) where not applicable

Requirement	Available	Not Available	Not Applicable
Evidence of payment of Evaluation Fee			
TIN Number			
Language Certification			
Ten (10) Camera Ready Copies			

DECLARED TECHNICAL SPECIFICATIONS

S/N	Description		
1	General	Line measure in text area	
		• Depth of text	
		• Type face	
		• Type size	
		Colour	
		• Cover (one/two colours/full colours	
		• Illustrations (one colour/two colours/full colours	
2	Grammage	Weight of cover board	
		Weight of paper	
3	Binding	Type of binding (saddle stitch, perfect binding, thread sewn)	
4	Selling price		

Signature: _____

Date: _____

For Official Use Only

Received by: _____

Designation: _____

Signature: _____

Date: _____

Official Stamp