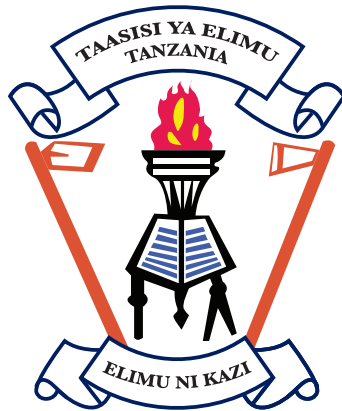



# TANZANIA INSTITUTE OF EDUCATION (TIE)



## GUIDELINES FOR WRITING AND EVALUATING SUPPLEMENTARY BOOKS

**Endorsed by:**

**Acting Commissioner for Education** ..... Dr. Lyabwene M. Mtahabwa

**Signature** ..... 

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## PREFACE

These guidelines for Writing and Evaluating Supplementary Books are lawfully issued under the Government authority pursuant to Sections 4 (d) and 21 (1) of the Tanzania Institute of Education Act (CAP 142 R. E. 2002). The guidelines set procedures and standards that must be adhered to in the process of developing, evaluating and approving supplementary books intended to be used in schools and teacher training colleges in Tanzania mainland. The guidelines shall become effective upon approval by the Minister responsible for education.

Quality teaching and learning materials, with books forming the core, are the cornerstone of quality education. These guidelines are, therefore, intended to be a purposeful yardstick for developing and controlling the quality of supplementary books approved for use in schools and teacher training colleges. The ultimate objective is to facilitate the provision of quality education in a fair and equitable manner.

While efforts have been made to address key components relating to procedures, standards and checks on the quality of supplementary books, it remains true that these guidelines may not necessarily cover every eventuality and circumstances on the ground. Should any circumstances arise under which these guidelines prove to be inappropriate or inadequate, a proposal may be sent in writing to the Director General of the Tanzania Institute of Education detailing required improvements. After due consideration of the case, the Director General 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 endorsed by the Commissioner for education.



**Prof. Bernadeta Killian**

**Chairperson**

**COUNCIL OF TANZANIA INSTITUTE OF EDUCATION**

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**Dr. Aneth A. Komba**  
**DIRECTOR GENERAL**  
**TANZANIA INSTITUTE OF EDUCATION**

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## ABBREVIATIONS

BAKITA	Baraza la Kiswahili la Taifa
CSO	Civil Society Organisation
ICT	Information and Communication Technology
ISBN	International Standard Book Number
MEP	Manuscript Evaluation Panel
MES	Manuscript Evaluation Secretariat
NACTE	National Council for Technical Education
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organisation
PATA	Publishers Association of Tanzania
TAMONGSCO	Tanzania Association of Managers and Owners of Non-Government Schools and Colleges
TEHAMA	Teknolojia ya Habari na Mawasiliano
TIE	Tanzania Institute of Education
TIN	Taxpayer Identification Number



## 1.0 INTRODUCTION

### 1.1 Citation

These guidelines shall be cited as the Tanzania Institute of Education Guidelines for Writing and Evaluating Supplementary Books.

### 1.2 Application

These guidelines shall apply to all persons and institutions engaged in writing, evaluating and approving supplementary books 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 and teacher education.

### 1.3 Interpretation

In these Guidelines, unless the content otherwise requires, the terms and words applied shall have the meaning described hereunder:

Academic Affairs Committee	The Academic Affairs Committee of the Council of Tanzania Institute of Education
The Act	The Tanzania Institute of Education Act (CAP 142 R. E. 2002). As amended from time to time.
The Council	The Council of the 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	The Director General of the Tanzania Institute of Education; includes a person or group of persons delegated with the powers and responsibilities of the Director General.
Evaluator	The subject panel member or any other competent and vetted subject expert assigned to evaluate a supplementary book.

The Institute	The Tanzania Institute of Education.
Manuscript	The manuscript of a supplementary book.
The Minister	The Minister responsible for education in the United Republic of Tanzania or part of the United Republic of Tanzania where the Act applies.
Reference Book	A book in print or electronic form or in both print and electronic forms intended to be a source of information some of which may not be specific to a particular subject. Examples of reference books include atlases, dictionaries and other non-fiction materials.
Supplementary Book	A book in print or electronic form or in both print and electronic forms intended to be used by all learners in a class to supplement a given textbook by providing additional knowledge, information and alternative pedagogical approaches. It may or may not cover the whole syllabus.
Supplementary Reader	A book in print or electronic form or in both print and electronic forms, fiction or nonfiction (such as novels and short story books) either read for leisure or intended to promote reading skills and habits or culture.
Textbook	A comprehensive learning resource that is in print or electronic form or in both print and electronic forms designed to facilitate teaching and learning basing on the entire syllabus of a given level and subject. Such a book is intended for use by an entire class or group of learners and must be accompanied by a Teachers' Guide.
Teachers' Manual	A book in print or electronic forms or in both print and electronic forms intended to guide teachers on how to implement a specific syllabus. It is usually written by syllabus designers.

#### **1.4 About the Tanzania Institute of Education**

- a) The 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 Science and Technology. According to Section 4 of the cited Act, the main functions of the Institute may be grouped as follows:
- (i) Curriculum development and review;
  - (ii) development of curriculum support materials including, but not limited to syllabi and books;
  - (iii) quality assurance of educational materials;
  - (iv) training in curriculum studies including in-service training of teachers and;
  - (v) research in education and the provision of professional advice to the Government and other education stakeholders.
- b) The mandate of the Institute covers pre-primary, primary, secondary and teacher education levels.

#### **1.5 Rationale and Objectives**

Education Circular No. 4 of 2014 mandates TIE to evaluate supplementary books, among other roles and responsibilities. This mandate can be executed effectively and fairly where there are specific official guidelines for regulating the process of evaluation. Therefore, TIE is obliged to put in place guidelines for writing and evaluating supplementary books.

These guidelines were prepared to serve both purposes; that is, writing and evaluating supplementary books manuscripts. They clearly specify procedures, standards and specifications pertaining to writing and evaluating supplementary books. Furthermore, they delineate the roles and responsibilities of authors of supplementary books, major elements of the content of supplementary books and the steps for writing, evaluating and approving supplementary books.

The key objective of these guidelines is to act as an essential tool for professional, effective and fair implementation of the Institute's mandate on quality assurance of curriculum support materials, in this case, supplementary books.

## **1.6 Procedures for Development and Amendment of Guidelines**

Development and amendment of these Guidelines shall follow the procedures outlined below:

- (a) The Director General shall prepare the initial draft of the guidelines or amendments thereto and submit the draft to the Academic Affairs Committee of the Council for scrutiny, improvement and onward transmission to the Council for further action.
- (b) The Chairperson of the Academic Affairs Committee shall table the said draft before the meeting of the Council and the Council shall scrutinize 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 alterations as he/she may deem fit.

## **1.7 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 decide.

## **GUIDELINES FOR WRITING SUPPLEMENTARY BOOKS**

### **2.1 Meaning of a Supplementary Book**

A supplementary book is a document intended to be used by all learners in a given class to supplement a given textbook. It provides additional knowledge, information and alternative pedagogical approaches to learning.

### **2.2 Roles and responsibilities of the author**

The following are roles and responsibilities of authors of supplementary books.

#### **2.2.1 Preparations for writing**

Before writing a supplementary book, authors must make the following preparations:

- a) Authors should have a clear understanding of the existing/operational curriculum materials, including the curriculum itself, syllabi, teachers' guides and other related supplementary books.
- b) Authors should identify the knowledge, information and pedagogical areas of a given textbook that need to be enriched by their supplementary books. In order to do so, authors should obtain the relevant subject textbook for which they want to write about, read it thoroughly, analyse it and come out with the knowledge and pedagogical areas that they feel they must focus on as they write their supplementary books.

#### **2.2.2 Statement and clarification of the book objectives**

The objectives of a supplementary book are the totality of what the author intends the learner(s) to acquire or learn. In this case:

- a) Authors must clearly state what the supplementary book is going to offer, or the objectives it intends to achieve. Subsequently, they should clearly state the objectives intended to be attained by the learner, bearing in mind the learner's learning needs, as well as the education level for which the book is being written.
- b) They should also take into account the learners' age and inclinations or interests, as well as social, political, economic and geographical factors that may influence the quality of the supplementary book.

### 2.2.3 *Identification and reading of relevant materials from various sources*

Authors must read extensively and intensively other materials from various sources that they find relevant to the topic(s) they intend to write on. In order to do so, they must:

- a) Read and analyse the syllabus, which provides the objectives of teaching and learning a given subject at a particular level; shows the competences that learners are expected to develop, and shows the topics to be taught and their corresponding sub-topics.
- b) Read as widely and as deeply as possible various books on the subject as they shed light on how other writers have drawn up their objectives. Other books also contain basic information that may guide authors to decide on what to include in their book and how to present it.
- c) Ensure that critical thinking and innovative skills are clearly articulated.
- d) Read general educational books, particularly those on teaching methodology (pedagogy) and on assessment. Such books will widen their understanding of learners' learning needs at different stages of learning.
- e) Read relevant scholarly writings, including academic papers, dissertations and research reports. These documents may contain information which may not be available in the existing books but are more crucial to their tasks.
- f) Write down relevant notes that they find useful during the writing process. They should make sure to note down only those pieces of information that are relevant to what they intend to write on.
- g) Make sure they keep a record of the authors of the materials they have referred to, as well as citations for later acknowledgment cum bibliography/references.
- h) Make consultations with related subject and educational specialists to get their opinions and suggestions or advice about the intended supplementary book. Similarly, authors can share their ideas with such specialists for scrutiny of the manuscript.

- i) Conduct verbal discussions with targeted learners to know their interests and get their opinions.

All the information collected from these sources can guide authors in deciding the objectives of the book they want to write.

#### **2.2.4** *Statement of objectives and competences*

Writing down of objectives and competences is very critical in the process of preparing the supplementary book because if the objectives are set too high, then the supplementary book will be too difficult for targeted learners. On the other hand, if the objectives are set too low, then the book will be rendered useless. Therefore, authors must write down clearly the competences in terms of knowledge, skills and attitudes that the learners shall be expected to have acquired through use of the supplementary book. They should also ensure that critical thinking and innovative skills are clearly articulated in the book.

#### **2.2.5** *Writing the manuscript*

Writing the supplementary book is probably an author's most important responsibility. Therefore, authors must:

- a) Develop a synopsis or an outline that will guide them throughout the writing process and stick to it unless it is unavoidable to change some details.
- b) Depending on the level of targeted learners, assemble all necessary or relevant materials, including stationery, reference books on the subject, the syllabus, dictionaries and books on pedagogy and assessment.
- c) Use appropriate language that is user friendly and avoid verbosity. Authors should be logical, gender sensitive and reflect learner's interests in both the text and illustrations.
- d) Use examples, descriptions and illustrations which relate to the daily lives and cultural orientation of the learners in order to motivate their learning and facilitate their understanding.
- e) Strive to make the book authentic and genuine.

- f) Observe consistency in their work.
- g) Use illustrations to reinforce learners' understanding of the situation, nature and meaning of what they are reading or learning.
- h) Avoid plagiarism of any degree or magnitude in both text and illustrations. All information from other authors should be acknowledged in a conventional manner.

### **2.2.6** *Editing the text of the manuscript*

Having completed writing the manuscript, authors should ensure that it is edited. It is at this stage that the manuscript must undergo a thorough and final check before it goes for publishing. In this case, the editor must:

- a) Check the facts/content to ensure that what is stated is true.
- b) Critically edit language to ensure precision of expressions and to match the level of vocabulary and structures with the ability of the learners to understand what they read.
- c) Check the relevance of the illustrations to the text and to the meaning they are expected to convey correctness, sizes, neatness and clarity.
- d) Scrutinize all exercises for their appropriateness, adequacy and relevance, and ensure that each exercise is clear and unambiguous.
- e) Ensure that the page layout is consistent in terms of units/chapters and uniformity of punctuation.

### **2.2.7** *Sending the manuscript to the publisher*

At this stage, the manuscript is ready for handing over to the publisher. An author must make crucial decisions on the book they would like to finally see. They must decide on the:

- a) Title of the book.
- b) Size of the book.
- c) Typeface or type of letters for the text, headings and sub-headings.
- d) Position of headings.
- e) Size of illustrations.
- f) Cover design.



## 2.3 Elements of a Supplementary Book

Knowing the parts of a supplementary book and putting them in the right order is the first step in making a book credible and professional. The inside of a supplementary book, which is called the book block, is divided into three main sections, namely:

- a) The front matter/preliminaries.
- b) The body of the book.
- c) The back matter.

Each part includes certain elements, and usually, they appear in a specific order. Therefore, authors must:

- a) Adhere to conventional structures in order to enhance the professional appearance and presentation of their books.
- b) Make sure the manuscript they submit for approval includes all three sections combined into a single document in the correct format.
- c) Pay attention to the kind of information that goes in each section and ensure that the sections or elements appear in the conventional, expected order.

Detailed explanations and breakdown of all parts of a supplementary book are given below.

### 2.3.1 *The front matter*

The “front matter”, or “preliminaries”, introduces a book to readers. The front matter section, which appears before the main text, comprises a few pages namely, the cover page which bears the title of the book and may include the publisher and year of publication. The second is the title page, which may carry exactly the same information as on the cover page. The third is the copyright page, which bears the name and full address of the publisher and name of the author, the copyright sign or symbol, year of the edition, publication, the book’s ISBN and the declaration of ownership rights. The next is the table of contents. Finally, authors may add pages bearing the dedication, preface, foreword, acknowledgments, abbreviations and introduction. Authors should use the list of common front matter pages defined below to identify those pages that are suitable for their books. The pages of the front matter are usually numbered in lower case Roman numerals.

The following may appear in the front matter section:

a) *Cover page*

This page usually has the title of the book with no subtitle, author's or publisher's name. In some cases, the cover page may bear the name of the publisher and year of publication. Other information and illustrations can be included on the title page, depending on the type of book.

b) *Title page/book title*

This page includes the full title of the work, plus the subtitle, the name of the author and, if appropriate, the illustrator. It also includes the name of the publisher and, place of publication. The title page of the book can also be used to list any of previously published books. It is customary to list the books chronologically from the first to the most recently published.

c) *Copyright page*

The copyright page contains the copyright notice, which consists of the year of publication and the name of the copyright owner. The copyright owner is usually the author but may also be an organization or corporation. This page may also list the book's publishing history, permissions, acknowledgments and disclaimers. A standard copyright page incorporates the author's information and the International Standard Book Number (ISBN). The edition number is also on the copyright page. Some books will specifically note that they are a first edition. With others, the edition is represented with a number. In those cases, a first edition would look like: 10 9 8 7 6 5 4 3 2 1. A second edition would look like: 10 9 8 7 6 5 4 3 2.

d) *Dedication page*

Written by the authors, this page includes the names of the person/persons they desire to dedicate their work to.

e) *Table of contents*

The table of contents is a key part of supplementary books. It acts as a road map for the book, listing the chapter titles and the page on which each chapter starts. There are various formats authors can use, including tabbed charts, dot leaders, and justified alignment. However, authors must put each chapter number, chapter title (if there is one), and page number on its own line.

A table of contents is usually used only in writings that have parts and chapters and it should list all the chapters divisions, sections in a manuscript. Chapter listings must be worded exactly as they are in the book itself. Page numbers should be included on the contents page. However, the numbers may change during the formatting stage.

*f) List of tables*

If the book includes several key tables that provide information or enhance the text in some way, list of the tables on a separate page. If this material is included simply as a visual aid, a page listing may not be necessary. Just as with the table of contents, authors must list the page numbers.

*g) List of illustrations*

If the book includes several key illustrations that provide information or enhance the text in some way, list them on a separate page and add page numbers similar to the table of contents.

*h) Foreword*

The foreword contains a statement about the book and is usually written by someone other than the authors who is an expert or is widely known in the field of the book's topic (s). It is a short note that explains the relationship of the writer of the foreword to the author, the contents of the book or both; provide some context for the book. The foreword is usually signed with the writer's name, date and place. It lends authority to the book and may increase its potential for sale. If a foreword, is included to it should be written and included in the submitted manuscript. A foreword is most commonly found in non-fiction works.

*i) Preface*

A preface is written by the author of the book. It is an introduction to the genesis of the book, that is, how the book came into being. It is often signed by the author, indicates the place and the date of signing. The preface usually describes why the author wrote the book, data collection methods and perhaps some acknowledgments if they have not been included in a separate section. It may also highlight the author's qualifications and expertise as an authority in the field in which he/she is writing.

j) *Acknowledgments*

The acknowledgments express gratitude or appreciation to the people who supported or helped in the writing or preparation of a book. This section may also include credit for illustrations or excerpts, if not included on the copyright page. If the information is lengthy, authors may choose to put this section in the back matter before or after the bibliography.

k) *Introduction*

The introduction describes something about the main text that the reader should know before proceeding to read the book. The introduction refers to the main body of the work itself. For example, if there are questions at the conclusion of each chapter, the introduction is where the author might prepare the reader and give tips on how best to use them. The introduction also describes, in more detail than the preface, the research, methods and overall concept of the book. The introduction is written by the author to set out the goals and organization of the book. It is the road map

l) *List of abbreviations*

If many abbreviations are used, or if a few are used frequently, a list is useful. Its location should always be given in the table of contents. Alphabetize terms by the abbreviation, not by the spelled-out form of the word.

### 2.3.2 *The body of the book*

The body is the main portion of the work, or what is called the “story”. The core content is most often divided into distinct segments, commonly known as chapters. Chapters may be part of larger divided chunks, called parts or sections. The body matter is numbered with Arabic numerals, beginning with the number “1” on the first page of the first chapter. The body matter has the following features:

a) *Parts and chapter opening pages*

Parts and chapters often have opening pages, usually recto pages (fresh page on the right), but not always. The layout of parts and chapters is primarily a design issue.

b) *Epilogue*

An epilogue is often a continuation of the main narrative or is written in the voice of the author, and provides a sense of closure to the work.

*c) Afterword*

Can be written by the author or someone else and is designed to provide a larger context of the work.

*d) Conclusion*

The conclusion is a short summary of the most important arguments of the whole book or chapter.

### **2. 3.3 The back matter**

A book submission is not complete unless it includes information in the back of the book, termed “*back matter*”. Descriptions for each of the common back matter sections is provided below:

*a) Appendix*

An appendix includes any data not included in the earlier part of the book that might help to clarify the text for the reader but would have disrupted the flow of the main text. Some items included here might be a list of references, tables, reports, background research and sources, if not extensive enough to be included in a separate section.

*b) Notes*

If the main text requires notes to amplify certain passages throughout the text, the notes should be arranged by chapter in a notes section. Footnotes are more likely to be included in the references section described below.

*c) Glossary*

A glossary comprises alphabetically arranged words and their definitions. One should be included if terminologies used are not generally known to the average reader or if new words or phrases have been coined to explain ideas.

*d) Bibliography or references*

Both the bibliography and reference sections list the sources or works used in the book. Sources should be arranged alphabetically by the author's last name. For samples and guidelines on proper layout, author may refer to the Chicago Manual of Style, 16th Edition, American Psychological Association (APA) or consult the notes provided by the University of Wisconsin–Madison or any other standard style of citation.

e) *List of contributors*

A list of contributors is useful for a multiauthor work where only the volume editor's name appears on the title page. Entries should be arranged alphabetically by last name, but should not be inverted ("Bakari H. Mwajuma," not "Mwajuma, Bakari H."). If it is necessary, author may also add brief biographical notes and academic affiliations for each entry.

f) *Index*

The index is an alphabetically ordered list of words and terms used for referencing a text. Author should keep in mind that the computer-generated keyword index that lists a page number for a key term every time it occurs in the book tends to be overly long and has no logical organization other than alphabetization. On the other hand, a professional indexer who analyses the entire book, can anticipate subject items that a reader would most likely want to find and lists them in an intuitive, accessible manner.

g) *Resources*

Often, readers want to buy products or join organizations in the field in which the book is written. A list of organizations and associations, manufacturers and distributors, Web sites and other sources are invaluable to readers.

## **2.4** *Process of writing a supplementary book*

In the process of writing a supplementary book, authors need to know and observe the following basic steps and address the following pertinent issues:

### **2.4.1** *Understand the meaning of a supplementary book*

Authors must know what they intend to develop, otherwise the outcome may differ from the intention and render all efforts and resources futile. It is therefore important to refer back to the definition of a supplementary book earlier given in these guidelines. A clear understanding of this definition averts the potential of producing a book which is verbally referred to as a 'supplementary book, but in actual fact is not different from a textbook or does not add additional value to it. Thus, in writing the supplementary book author must make sure it is different from a textbook by adding more information, knowledge and alternative teaching and learning approaches.

#### **2.4.2 *Have clear knowledge and understanding of the subject syllabus***

A subject syllabus provides an author with, among other things, important information about learning objectives, competencies to be acquired by learners, subject matter, pedagogical approaches and assessment of learning outcomes. It is important that author go through the current syllabus and identify possible areas of the subject matter (knowledge, skills and attitudes), as well as pedagogical approaches that could be enriched by the contemplated supplementary book.

#### **2.4.3 *Review the approved textbook(s) and other related materials***

A textbook, as a matter of principle, is written in compliance with syllabus specifications. It is important that author review the approved textbook (s) and identify areas of knowledge, skills, attitudes and approaches not sufficiently covered in order to improve original book through the intended supplementary book. Similarly, authors should review other related materials to widen their knowledge on the subject they want to write on.

#### **2.4.4 *Develop a synopsis of the intended supplementary book***

A Synopsis, according to Oxford Advanced Learners Dictionary Fourth Edition (1989), means “a summary or outline of a book”, play etc. At this stage, therefore, authors are required to use the information that they have gathered from different sources to develop a synopsis or an outline of the intended supplementary book. It is advisable to share the synopsis with a competent subject expert for possible improvement before engaging in manuscript development. In so doing, authors must ensure that the content adheres to the following guidelines:

- a) Flows from simple to complex. In learning, initial informations lay the foundation of subsequent informations.
- b) Moves from the known to the unknown. This approach gives the learner the basis on which to peg his/her understanding of new knowledge and concepts.
- c) Starts with concrete concepts and then introduces abstract ones. Pedagogically, concrete concepts are easily demonstrable, while abstract ones cannot be demonstrated easily.

#### **2.4.5 *Evaluation of the synopsis***

Having prepared the synopsis, authors should make sure it is evaluated thoroughly. The evaluation should ensure that no important points are omitted; no irrelevant detail are included and that no overlaps of information appear in the synopsis. The

evaluation of the synopsis should preferably be done by an independent expert because authors are usually “blind” to their own errors.

#### **2.4.6 Developing the manuscript**

Developing the manuscript is a critical stage of writing the manuscript content according to the synopsis. In developing the manuscript, it is important authors should ensure that:

- a) They write the content of the manuscript and ensure that the facts are correct and that the information is authentic and objective.
- b) They observe appropriateness of length and complexity of sentences, according to educational levels. Recommended length of sentences by levels of education are as shown in Table 2.1 below:

**Table 2.1: Length of Sentences for Different Educational Levels**

S/N	Level	Number of Words in a Sentence
1.	Pre-primary	6
2.	Standard I and II	8
3.	Standard III and IV	12
4.	Standard V and VI	15
5.	Secondary Level and above	Above 15

- c) They write comprehensive art briefs, that is, clear descriptions of artistic/graphic figures and indicate the appropriate places for inserting illustrations such as drawings, photographs, charts and graphs.
- d) They commission a competent expert to develop the indicated illustrations in the manuscript.
- e) They read the Guidelines for Evaluating Supplementary Books (Section 3.0) to understand the criteria against which their manuscripts will be evaluated and ensure it meets set standards.

#### **2.4.7 External editing of the manuscript**

Manuscripts may contain errors of omission of major elements, distortion of facts, ambiguity, overgeneralisation, underrepresentation, lack of clarity, irrelevant illustrations, grammar, lexis, layout, substitution, addition and spelling mistakes.



Therefore, it is their responsibility to request competent authorities on the subject to read the book and provide written recommendations and comments. The editing should be comprehensive, covering among other things, content and language. Author should use their recommendations and comments to improve the manuscript.

#### **2.4.8 *Typesetting of the manuscript***

Due to the fact that the TIE receives for evaluation only manuscripts developed up to Camera Ready Copy (CRC), authors must typeset the edited manuscript and re-read it to ensure that the typesetting has not distorted the design, content of the book and location of the illustrations. In most cases, typesetting is done by the publisher.

#### **2.4.9 *Print and try out***

Ideally, a few copies of the new supplementary book should be printed for try out in order to check its effectiveness. Thus authors will need to:

- a) Print a few copies of the manuscript.
- b) Try them out in a few schools in relevant classes for quality assurance.
- c) Evaluate the results and make improvements in the manuscript accordingly.
- d) Get an ISBN for their book from the Tanzania Library Services Board.

**N.B:** Manuscripts can either be printed by authors themselves or the publisher, but the try out printed copies should strictly be done by authors.

#### **2.4.10 *Submission of the manuscript to the institute***

The Tanzania Institute of Education is mandated to evaluate all the books intended to be used in pre-primary, primary, secondary schools and in Teacher Training Colleges. This includes supplementary books. In this case authors must submit the manuscript to the Director General, who will assign it to the relevant Subject Panel for evaluation.

#### **2.4.11**

After the evaluation and validation of the manuscript, authors will be required to:

- a) Incorporate inputs from TIE, if any.
- b) Resubmit the manuscript to the Director General to verify that the recommended improvements have been incorporated.

Further actions by Director General may include:

- a) Submitting the manuscript to the Council for validation and to the Minister responsible for education for approval if there are no discrepancies requiring rectification.
- b) Sending the manuscript back for further improvement or as rejected material.
- c) Appointing another Manuscript Evaluation Panel to re-evaluate the manuscript if there is an appeal against the decision to reject the manuscript or an order to further improve it.

**N.B:** Authors will be required to review their manuscripts at every stage of evaluation by incorporating the inputs obtained from evaluators at different levels.

## 2.5

After the manuscript has been approved by the Minister responsible for education it can be printed on a large scale for distribution to schools and colleges. However, author should once again read each page of the typescript to ensure the appropriateness of title, size, typeface or type of letters for the text, headings and sub-headings, position of headings, size of illustrations and cover design. Authors should sign each page of the typescript and get it printed. The manuscript can be printed by either authors themselves or the publisher.

## **GUIDELINES FOR EVALUATING SUPPLEMENTARY BOOKS**

### **3.1 Introduction**

These guidelines provide detailed procedures for submitting manuscripts of supplementary books for evaluation and approval. They also set out mechanisms for appeal by authors who may not be satisfied with the outcome of the evaluation.

### **3.2 Eligibility**

Submission of manuscripts of supplementary books shall be accepted from any author or group of authors. However, if the author is a company, acceptance of the manuscript shall be subject to submission of a certificate of registration or incorporation, operating license and certificate of Taxpayer Identification Number (TIN). For firms that are not locally registered, acceptance of the manuscript shall be subject to submission of a certified copy of Agency Agreement or Representation Authority.

### **3.3 Level of coverage**

Manuscripts of supplementary books and corresponding teacher's guides submitted for evaluation shall be on subjects currently taught at pre-primary, primary, secondary and teacher education levels. An author or publisher may submit manuscripts on different subjects and levels.

### **3.4 Manuscript Submission requirements**

Manuscript submission requirements shall be as outlined below:

#### **3.4.1 General conditions**

Each manuscript will be evaluated in terms of its relevance and suitability to the specific curriculum area and categorization, as outlined in the evaluation criteria. The authors will be required to briefly explain the added advantage or additional knowledge, skills, attitudes and pedagogical approaches that are addressed by the supplementary books. Every submission will be distinct and shall be subjected to all requirements for submission, including payment of evaluation fees.

#### **3.4.2 Specific conditions**

The following shall be the conditions for submission of manuscripts of supplementary books:

- a) The author shall submit six (6) Camera Ready Copies (CRC) of the

- supplementary book manuscript to be evaluated to the Director General.
- b) The submission letter must clearly indicate the subject and targeted level of the supplementary book.
  - c) Manuscripts shall be evaluated quarterly in a calendar year. Therefore, the manuscripts should be submitted before the start of a given quarter.
  - d) The manuscripts shall be accompanied with:
    - (i) Evidence of payment of evaluation fees.
    - (ii) A letter of submission with full physical and postal address, mobile telephone number, e-mail address and fax of the author or publisher.
    - (iii) Evidence of registration or incorporation, including of the publisher's TIN.
    - (iv) Proof of language editing of the manuscript by a professional editor, for example BAKITA in case of manuscripts written in Kiswahili and a recognised editor or publishing house for materials written in English. The same proof shall be submitted regarding content/substantive editing of the manuscript.
  - e) All accompanying documents must be securely packaged and properly addressed.

### **3.5 Evaluation Fee**

Manuscripts shall be received and evaluated at a shared cost between TIE and authors or publishers as provided below:

- a) The evaluation fee, which will be non-refundable, may be reviewed from time to time as need may arise.
- b) Rates of evaluation fees shall depend on the level at which the manuscript is intended to be used, the size of the book and the number of pages in the book.
- c) Rates of evaluation fees shall be approved by the Council before being applied. Approved rates will be disseminated to the general public by the Director General through different and effective media such as the TIE

- Website and Newsletter, newspapers, radio and television.
- d) Manuscripts shall not be evaluated unless the author or publisher has paid all of the prescribed fees.

### **3.6 Evaluation Criteria for Supplementary Books**

Approval of any supplementary book shall be based on the extent to which it adheres to the following criteria:

*a) Content quality standards*

- (i) Adequacy in terms of objectives, topics and sub-topics in the syllabus.
- (ii) Relevance to the learners' experiences.
- (iii) Organization and presentation of facts and concepts (i.e. from simple to complex, known to unknown, concrete to abstract).
- (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.
- (vi) Responsiveness to both slow and fast learners, including learners with disabilities.
- (vii) Conformity with socio-cultural values of Tanzania.
- (viii) Availability of elements of critical thinking and innovativeness.

*b) Pedagogical quality standards*

- (i) Conformity with the syllabus.
- (ii) Relevance to the learners' age, needs and interests.
- (iii) Linkage to the learners' prior-knowledge.
- (iv) Appropriateness of organisation and presentation of content.
- (v) Adequacy and relevance of examples used.
- (vi) Conformity with socio-cultural values of Tanzania.
- (vii) Presence of enjoyment index such as jokes, humour and cartoons.
- (viii) Gender sensitivity

*c) Language*

- (i) Appropriateness to the level of the learner.
- (ii) Relevance to the learners' context.
- (iii) Use of standard and grammatically correct language.
- (iv) Clarity of sentences, phrases and paragraphs.
- (v) Conformity with socio-cultural values of Tanzania.
- (vi) Proper introduction of new concepts and ideas.

- (vii) Appropriateness of length and complexity of sentences.
- (viii) Gender sensitivity or absence of gender stereotypes in both text and illustrations.

d) *Illustrations*

- (i) Clarity and accuracy.
- (ii) Relevance to the text.
- (iii) Adequacy.
- (iv) Appropriateness for both learners and the teacher in both enjoyability and guidance towards the intended goal.
- (v) Effective and proper use of colours.
- (vi) Presence of appropriate captions.
- (vii) Conformity with socio-cultural values of Tanzania.
- (viii) Gender sensitivity (absence of gender stereotypes).
- (ix) Level of inclusion (gender, marginalised groups etc).

e) *Assessment*

- (i) Appropriateness of tasks.
- (ii) Adequacy of tasks.
- (iii) Suitability of tasks in addressing different domains (Cognitive/ Knowledge, Psychomotor/ Skills, Affective/Attitudes).
- (iv) Use of varieties of assessment items.
- (v) Use of feedback and summaries.

f) *Minimum physical production specifications*

(i) *Typefaces*

It is directed that from Pre-Primary to Lower Primary (Standard I- II), all typefaces must use open and simplified letters and numbers. For example, simplified “**a**” (in **Comic Sans MS**) and not “a” (in Times New Roman); also ‘**g**’ and not “g”. Numbers one, four and nine are numbers which are complicated in some typefaces and therefore inappropriate for pre-primary and lower primary. Examples are given below:

Number	Appropriate		Inappropriate	
	Digit	Typeface	Digit	Typeface
One	<b>1</b>	Bauhaus	<b>1</b>	Calibri Light
Four	<b>4</b>	Algerian	<b>4</b>	Aharoni

Nine	<b>q</b>	Segue Print	<b>9</b>	Tahoma
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From Standard III upwards, typefaces may be at the discretion of the author or publisher. Authors or publishers should ensure that the typeface and line spacing selected provide for maximum readability.

(ii) *Font Sizes*

Font sizes shall be as specified below:

**Table 3.1: Font Sizes for Supplementary Books**

S/N	Level	Minimum Font Size
1.	Pre-Primary	Not less than 18 Points
2.	Standard I and II	Not less than 16 Points
3.	Standard III and IV	Not less than 14 Points
4.	Standard V to VII	Not less than 12 Points
5.	Secondary and above	Not less than 12 Points

For large print books which are appropriate for learners with low vision, the recommended font size is 18 points.

(iii) *Text paper*

Text paper shall be 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.

(iv) *Cover card*

Cover card shall be a minimum of 250 gsm one-sided coated white art board with grain direction alongside the spine and with 12 micron lamination or high gloss UV finish.

(v) *Binding styles for books*

Binding styles shall be Saddle Stitching for books with pages ranging from 1 to 100 and Perfect Binding with stitching for more than 100 pages.

### **3.7 Composition, Roles and Responsibilities of Manuscript Evaluation Organs**

The roles and responsibilities of Manuscript Evaluation Organs shall be as follows:

#### **3.7.1 The Director General of TIE**

The Director General of the Institute shall have the following roles and responsibilities:

- a) Appoint members of the secretariat to the Manuscripts Evaluation Panel (MEP).

- b) Appoint Members of the Manuscripts Evaluation Panel. Eligible persons for appointment shall be specialists with outstanding expertise and experience in that particular subject. The Director General may also incorporate any other member who will be known as “A Co-opted Member’ into a given Subject Panel as and when need arises. Such a member should have expertise in the discipline concerned.
- c) Orient members of the Secretariat and Manuscripts Evaluation Panel on the effective and efficient discharge of their roles and responsibilities.
- d) Submit manuscripts evaluated by Manuscript Evaluation Panels to the Academic Affairs Committee of the Council for further action.
- e) Receive authors’ and publishers’ appeals and form ad hoc committees to deliberate on the appeals.

### **3.7.2 Manuscript Evaluation Secretariat (MES)**

There shall be a Manuscript Evaluation Secretariat comprising three to five members who will be appointed by the Director General, from among the Institute’s academic staff. The TIE Director of Educational Materials Design and Development shall be the Chairperson of the Secretariat.

The Secretariat shall be responsible for:

- a) Receiving and recording camera-ready manuscripts from authors or publishers.
- b) Acknowledging receipt of manuscripts and giving feedback in writing to the author or publisher.
- c) Coding the manuscript for anonymity before assigning the same to the relevant subject panel for evaluation. For the purpose of clarity, coding in this context means concealing the name of the author or publisher to members of the Manuscript Evaluation Panel and replacing it with a Code Mark, for example 01J for Hadija Selemani.
- d) Dispatching the coded book manuscripts to appropriate Subject Panels for evaluation.
- e) Receiving evaluated book manuscripts from Subject Panels.
- f) Compiling manuscript evaluation reports and submitting them to the



Director General for further action.

- g) Scheduling meetings for Manuscript Evaluation Panels.

### **3.7.3 Manuscript Evaluation Panels (MEPs)**

Evaluation of manuscripts shall abide to the following procedures:

- a) There shall be a panel for each subject comprising the TIE subject curriculum specialist, subject experts from outside TIE by educational levels (pre-primary, primary, secondary, teacher education) and from universities. Specifically, each subject panel shall comprise the following members:
  - (i) The TIE curriculum specialist for the subject in which the manuscript is written.
  - (ii) A subject specialist or teacher educator from a teacher training college or university.
  - (iii) A subject specialist from NECTA.
  - (iv) Two experienced subject specialists each from schools, teacher training colleges and universities.
  - (v) One Special Needs Education specialist.
- b) Subject Panel members shall serve for a period of three (3) years. A member may be eligible for reappointment after expiry of the tenure. If a member fails to attend three (3) consecutive meetings of the Subject Panel without reasonable cause, the Director General of TIE may terminate his/her membership and appoint another person to fill the vacancy.
- c) Manuscripts of supplementary books shall be evaluated by five (5) members appointed from among the existing Subject Panel members. The five members shall be appointed by the Director General in consultation with the chairperson of a given Subject Panel.
- d) The Chairperson of a given TIE Subject Panel shall automatically serve as the Chairperson of the Manuscript Evaluation Panel.
- e) The responsibilities of the Manuscript Evaluation Panel shall be:
  - (i) To receive manuscripts from the Secretariat.
  - (ii) To evaluate manuscripts in accordance with criteria set out in these Guidelines after signing the Personal Covenant Form appended as

**Appendix 2.** The evaluation shall be based on the Book Evaluation Form which is **Appendix 3** of these Guidelines.

- (iii) Writing a report for each manuscript with recommendations and submitting the same to the Secretariat for further action. The recommendations shall fall under one of the three categories given in **Table 3.2.**

**Table 3.2: Categories of Recommendations**

S/N	Category	Average Score
1.	Approval without conditions	100%
2.	Approval with minor corrections	95% - 99%
3.	Approval with major corrections	71% - 94%
4.	Rejection	70% and below

- (iv) Manuscripts in categories 2, 3 and 4 in Table 3.2 shall be returned to the author with befitting explanations.

### **3.8 Resubmission of Corrected Manuscripts**

Resubmission of corrected manuscripts shall adhere to the following conditions:

#### **3.8.1 *Conditions for resubmission of manuscript approved with Minor corrections or with conditions***

- (a) The author shall make corrections of identified weaknesses and resubmit the manuscript to the Director General.
- (b) The Director General shall send the manuscript to the Secretariat with instruction to submit it to the appropriate Manuscript Evaluation Panel for further action.
- (c) Re-submission of the manuscript by the author or publisher shall be effected within ninety (90) days from the date of dispatch of the manuscript to the author or publisher. Failure to do so means that the manuscript will be treated as a new case, and as such, will have to follow the normal submission procedures.
- (d) TIE should re-evaluate the resubmitted manuscript within ninety (90) days.

- (e) If the manuscript is not approved after the second resubmission, the author or publisher shall pay an evaluation fee for subsequent re-evaluation.

### **3.8.2** *Conditions for resubmission of rejected manuscripts*

- (a) The author may revise a rejected manuscript and resubmit it to the Director General for onward transmission to the Secretariat and the appropriate Manuscript Evaluation Panel for further action.
- (b) The manuscript shall be treated as a new case and shall therefore follow the normal submission requirements.

### **3.9** **Validation by the Council**

- (a) The recommendations of the Manuscript Evaluation Panel shall be tabled before the Academic Affairs Committee of the Council for consideration.
- (b) The Academic Affairs Committee may accept the recommendation either wholly or with improvements as they deem fit and forward the manuscript to the Council for further action. The Committee may also reject the manuscript and send it to the Director General for befitting action.
- (c) The Council shall consider the recommendations of the Academic Affairs Committee and forward them to the Minister responsible for education with or without improvements for approval.

### **3.10** **Certification of Approval**

The Minister responsible for education shall consider recommendations by the Council of TIE in the manner of his/her choice and, if satisfied, may approve the manuscripts with or without variations as he/she deems fit.

All approved manuscripts shall bear a certificate of approval. The Certificate shall:

- (a) Be scanned and inserted on the first page of the preliminary part and back cover of the book.
- (b) Be in black and white or in full colour, as the author may wish.
- (c) Indicate the certificate number, title, author or Publisher/copyright holder, International Standard Book Number, date of approval, type of book and level.
- (d) Bear the official signature of the Minister responsible for education.

### **3.11** **Appeals**

Appeals against decisions in respect of evaluated manuscripts shall be as follows:

*(a) Appeals to the Director General*

If an author or publisher is aggrieved by the decision of a Subject Panel, he or she may appeal to The Director General. Upon receipt of the appeal, the Director General shall appoint an independent panel to re-evaluate the manuscript. The independent panel shall re-evaluate the manuscript, write a report with recommendations and submit it to the Director General within thirty (30) days. Conditions for appeal shall be as follows:

- (i) The appellant shall clearly state grounds for the appeal.
- (ii) The appeal shall be submitted within fourteen (14) days from the date of notification.
- (iii) The Director General shall decide on the appeal within thirty (30) days.
- (iv) The decision of the Director General shall be final and binding.

*(b) Appeals to the Minister*

If a manuscript is rejected at the Council or Ministerial level, the author or publisher may appeal to the Minister. Upon receipt of the appeal the Minister shall appoint an independent body of not more than three (3) experts in the book industry to form an Appeals Board. The Board shall evaluate the manuscript in question, write a report with recommendations and submit it to the Minister for decision on the appeal. Conditions for appeal shall be as follows:

- (i) The appellant shall clearly state the grounds 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.
- (iv) The decision of the Minister shall be final and binding.

### **3.12 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 for record keeping.

### **3.13 Transparency and Confidentiality**

In order to build trust and cooperation among stakeholders in the book development

industry, it is guided herein that implementation of the roles and responsibilities of authorities involved in book manuscripts evaluation shall, as much as possible, be conducted in a transparent manner.

Without prejudice to the provisions of the foregoing Paragraph, some information such as names of authors, minutes of organs involved in the manuscript evaluation process, and code numbers of manuscripts used during evaluation shall be treated as confidential for ethical reasons.

### **3.14 Disclaimer Statement**

At all times of the process of evaluation of supplementary books, TIE shall not be liable or responsible to a third party or anybody with any claims relating to any book or books evaluated and approved for use in schools/colleges. This statement holds true for any portion of words or statements contained in the book or books that has or have been copied or plagiarised from a third party or another book.

It is hereby explicitly stated that, in the process of evaluating books for school or college use, TIE carries out evaluation in a bona fide manner. 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 a third party or another book. Any claims of such nature, shall be forwarded to the author or publisher of the said books.

### **3.15 Endorsement of the Guidelines**

These guidelines have been endorsed by the Commissioner for education. Therefore, they are legally sanctioned to guide the writing and evaluation of supplementary books.

Violation of any provision or provisions shall be considered a breach of a legally sanctioned document and shall carry legal penalties against the breaching party, subject to the legal system of Tanzania.

### **3.16 Review of the guidelines**

These guidelines shall be reviewed according to the needs at particular time.

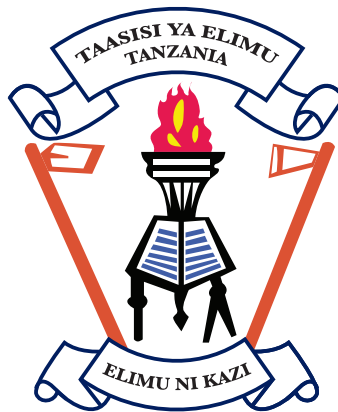
## 4.0 APPENDICES

### 4.1 Appendix 1 **MANUSCRIPT SUBMISSION FORM (MSF)**

(To be completed by the Author/Publisher)

**TAASISI YA ELIMU TANZANIA (TET)**

**Tanzania Institute of Education (TIE)**



Name of Author: \_\_\_\_\_

Name of Publisher: \_\_\_\_\_

Place of Publication: \_\_\_\_\_

Book Title: \_\_\_\_\_

ISBN: \_\_\_\_\_

Number of Pages: \_\_\_\_\_

Proof of Payment of Evaluation Fee: \_\_\_\_\_

Amount Paid: \_\_\_\_\_

INTENDED USE OF THE BOOK	Level	Subject	Class

***CHECKLIST FOR SUBMISSION REQUIREMENTS***

Put a tick (✓) if available or (X) if not available or (NA) where inapplicable

S/N	Requirement	Available	Not Available	Not Applicable
(i)	Evidence of Payment of Evaluation Fee.			
(ii)	TIN Number.			
(iii)	Language Certification.			
(iv)	06 Camera Ready Copies.			

***DECLARED TECHNICAL SPECIFICATIONS***

S/N	Description	Specification
(i)	Type size.	
(ii)	Depth of text.	
(iii)	Type face.	
(iv)	Illustrations (one colour/two colours/full colour.	

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

***FOR OFFICIAL USE ONLY***

Received by: \_\_\_\_\_

Assigned Evaluation Code No \_\_\_\_\_

Designation: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Official Rubber Stamp

1. I, .....(Name)  
.....(Designation)  
of ..... (name of institution/  
school), being a member of the *Manuscript Evaluation Secretariat /  
Manuscript Evaluation Panel* constituted under Paragraphs 3.7.2 and 3.7.3  
of the Guidelines for Evaluation of Supplementary Books, DO HEREBY  
State as follows:
- a) That I do not have any interest, pecuniary or otherwise, directly or indirectly  
in any of the manuscripts submitted for evaluation. Further more, I am  
aware that failure to disclose any interest while the work assigned to  
me, whether direct or indirect, by expression or by impression, shall  
warrant the authority to penalise me accordingly, including denouncing  
the recommendation, if it is deemed fit in the interest of the public.
- b) That, all knowledge, reports or any other materials not within public  
consumption at the time being which I may acquire/come across/  
possesses/use for the process of evaluation, by virtue of performance  
of my duties as a member of the *Manuscript Evaluation Secretariat/  
Manuscript Evaluation Panel*, shall for all time and all purposes be  
regarded by me as strictly confidential. 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 *Manuscript Evaluation Secretariat/Manuscript  
Evaluation Panel*, I shall at all times adhere fully to the terms and  
conditions contained in the Guidelines and any other provisions which  
prohibit divulging of confidential information pre-maturely.



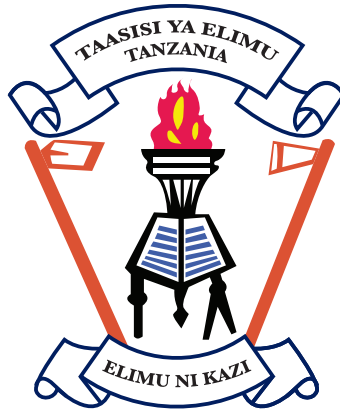
d) That, any breach of this Covenant or any provisions of the (such) Covenant shall not preclude the institution from criminal proceedings pursuant to the Penal code, the Prevention of Corruption Act, 1971 or any other written Law against me. Furthermore disciplinary action, including, but not limited to termination of my appointment as member of the *Manuscript Evaluation Secretariat/ Manuscript Evaluation Panel*, may be instituted against me.

2. Signed \_\_\_\_\_ (Signature) by the said \_\_\_\_\_ (Name)

this \_\_\_\_\_ day of \_\_\_\_\_ (Month) \_\_\_\_\_ (Year).

**4.3 Appendix 3** **MANUSCRIPT EVALUATION FORM (MEF)**

[To be completed by Manuscript Evaluator(s)]



**TANZANIA INSTITUTE OF EDUCATION (TIE)**

For a manuscript to be accepted as a supplementary book, its score must be 71% and above. This means that the book must pass all mandatory sections of the various aspects of content namely: accuracy, pedagogical quality, language, illustrations, assessment, presentation, gender sensitivity and promotion of positive socio-cultural values of Tanzania.

**A GENERAL INFORMATION**

**(To be filled in by Manuscript Evaluator)**

Book Title.....

ISBN.....

Name of Author(s).....

Manuscript Code.....

Education Level .....

Subject..... Class .....

Year of Writing the Manuscript.....

No. of Pages.....

Date of Evaluation.....

## **B** **MANUSCRIPT EVALUATION**

Each supplementary book will be evaluated against the criteria listed below.

The maximum points are indicated next to each item. The points awarded should be written in the appropriate column.

### *(1) Content Quality Standards (35%)*

The content of a supplementary book is:

<b>S/N</b>	<b>Criteria Item</b>	<b>Maximum Points</b>	<b>Awarded Points</b>	<b>Qualitative Comments</b>
(i)	Adequate in terms of objectives, selected topics and sub-topics in the syllabus.	03		
(ii)	Relevant to the learners' experiences (prior knowledge).	03		
(iii)	Responsive to learner's interests.	03		
(iv)	Well organised and coherently presented in terms of facts and concepts (i.e. from simple to complex, known to unknown, concrete to abstract).	04		
(v)	Sufficiently deep and broad in relation to the level of the learners (i.e. adherence to action verbs in the specific objectives).	04		
(vi)	Correct in terms of facts and concepts.	03		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(vii)	Responsive to both slow and fast learners as well as learners with disabilities.	03		
(viii)	In conformity with socio-cultural values of Tanzania.	03		
(ix)	Embedded with elements of critical thinking and innovativeness.	03		
(x)	Current and reliable.			
(xi)	Reflective of the three learning domains (Cognitive, Psychomotor and Affective).	03		
	<b>Total</b>	<b>35</b>		

***(2) Pedagogical Quality Standards (20%)***

The pedagogical approaches are:

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(i)	In conformity with the selected topics and sub-topics.	02		
(ii)	Geared to the competences that learners are expected to develop.	02		
(iii)	Suitable to learners and teacher's use.	02		
(iv)	Linked to learner's prior knowledge.	02		
(v)	Relevant to learner's age, learning needs and interests.	02		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(vi)	Learner centred and participatory	02		
(vii)	Adequate and relevant in terms of examples used.	02		
(viii)	In conformity with socio-cultural values of Tanzania.	01		
(ix)	Motivating in terms of enjoyment index such as jokes, humour and cartoons.	01		
(x)	Gender sensitive (absence of gender stereotypes).	02		
(xi)	Based on various teaching and learning methods.	02		
	<b>Total</b>	<b>20</b>		

### (3) Language (15%)

The language used is:

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(i)	Appropriate to the age and level of the learner.	02		
(ii)	Relevant to the learner's context.	01		
(iii)	Standard and grammatically correct.	02		
(iv)	Clear in terms of sentences, phrases and paragraphs.	02		
(v)	In conformity with socio-cultural values of Tanzania.	01		
(vi)	Properly used in introducing new concepts and ideas.	02		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(vii)	Appropriate in terms of length and complexity of sentences.	02		
(viii)	Gender sensitive.	01		
(ix)	Correct in terms of vocabulary, typography, and spelling.	02		
	<b>Total</b>	15		

**(4) Illustrations (10%)**

The illustrations are:

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(i)	Clear and accurate.	01		
(ii)	Relevant to the text.	01		
(iii)	Varied and adequate in terms of requirements indicated in the text.	01		
(iv)	Appropriate for both learners and teachers in terms of enjoyment and guidance towards the intended goal.	01		
(v)	Effective and proper in the use of colours.	01		
(vi)	Appropriately captioned, numbered and labelled.	01		
(vii)	In conformity with socio-cultural values of Tanzania.	01		
(viii)	Gender sensitive.	01		
(ix)	Correctly positioned in relation to the corresponding text.	01		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(x)	Inclusive in terms of gender, marginalised groups and learners with disabilities.	01		
	<b>Total</b>	<b>10</b>		

**(5) Assessment (15%)**

Assessment is:

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(i)	Relevant to the topics covered.	02		
(ii)	Should have enough number of learning tasks.	02		
(iii)	Appropriate to the age and level of the learner.	02		
(iv)	Sufficiently focussed in addressing the three learning domains.	02		
(v)	Logically organised in terms of flow of items.	01		
(vi)	Based on varieties of assessment methods.	02		
(vii)	Both formative (continuous) and summative.	02		
(viii)	Clear in terms of instructions, question items and correctness of answers.	02		
	<b>Total</b>	<b>15</b>		



**(6) Presentation and Design (5%)**

Presentation and design consist of:

<b>S/N</b>	<b>Criteria Item</b>	<b>Maximum Points</b>	<b>Awarded Points</b>	<b>Qualitative Comments</b>
(i)	Page layout appropriate to the level and subject.	01		
(ii)	Page layout enhances readability and ease of reference.	02		
(iii)	Appropriate use of print size, boldness and typefaces across the text.	01		
(iv)	Appropriate use of margins.	01		
	<b>Total</b>	<b>05</b>		

**C SUMMARY OF SCORES**

(To be filled in by each member of the Evaluation Panel)

ITEMS	(1)	(2)	(3)	(4)	(5)	(6)	TOTAL MARKS
MAXIMUM MARKS	35%	20%	15%	10%	15%	5%	100%
AWARDED MARKS							

Name of Evaluator \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Summary of Major Weaknesses \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**D AVERAGE SCORE**

The final score for each manuscript shall be based on average score calculated under the following conditions:

- (a) Average score for each manuscript shall be obtained by adding all the total scores awarded by each member (Panelist) and dividing the sum by the number of members.
- (b) All attending members of the Manuscript Evaluation Panel shall verify correctness of entries in the average score sheet provided below and sign against their corresponding ‘Code Numbers’, which shall be used instead of real names for the purpose of confidentiality.

PANELIST (Coded)	ITEMS AND AWARDED SCORE (Refer to Part B of Manuscript Evaluation Form)						TOTAL SCORE
	(1)	(2)	(3)	(4)	(5)	(6)	
	35%	20%	15%	10%	15%	5%	
01							
02							
03							
04							
05							
<b>GRAND TOTAL</b>							.....
<b>AVERAGE</b>	(Grand total divide by number of Panelists)						.....

**Signatures of Panelists:**

<b>Coded Name</b>	<b>Signature</b>
01	
02	
03	
04	
05	

Date .....

**E: OVERALL ASSESSMENT**

(To be Filled in by the Chairperson of the Evaluation Panel as per Decision of the Evaluation Panel)

Having carefully examined this manuscript according to the evaluation indicated under Part D above, the Evaluation Panel recommends to the TIE Academic Affairs Committee the following (pick only one option and endorse accordingly).

<b>OPTION A</b> (100%) Approval without conditions	<b>OPTION B</b> (95 to 99%) Approved with minor correctios	<b>OPTION C</b> (71 to 94%) Approved with major corrections	<b>OPTION D</b> (70% and below) Rejected
This supplementary book is recommended for <b>approval without conditions</b> in -- subject for primary	This supplementary book is recommended for <b>approval with minor correctios</b> in -----subject for primary, class-----/secondary form-- -----/teachers' college Certificate: Year-----/Diploma: Year ----- as a supplementary book	This supplementary book is recommended for <b>approval with major corrections</b> for use in -----subject for primary, class-----/secondary, form----- Year-----/Diploma: Year ----- as a supplementary book	This supplementary book is not recommended for approval

<b>OPTION A</b> (100%) Approved without conditions	<b>OPTION B</b> (95 to 99%) Approved with minor correctios	<b>OPTION C</b> Approved with major corrections	<b>OPTION D</b> (70% and below) Rejected
class----- ----/secondary form----- ----- --/teachers' college; Certificate: Year			
A Chairperson's name in full: ----- ----- -----	A Chairperson's name in full: ----- ----- ----- Signature: -----	A Chairperson's name in full ----- ----- ----- Signature: -----	A Chairperson's name in full: ----- ----- -----

<b>OPTION A</b> (100%) Approved without conditions	<b>OPTION B</b> (95 to 99%) Approved with minor correctios	<b>OPTION C</b> (71 to 94%) Approved with major corrections	<b>OPTION D</b> (70% and below) Rejected
----- ----- ----- Signature: ----- ----- Date: ----- -----	Date: -----	Date: -----	----- Signature: ----- ----- Date: ----- -----
Other observations, if any.			