


# TANZANIA INSTITUTE OF EDUCATION (TIE)



## GUIDELINES FOR WRITING AND EVALUATING TEXTBOOKS

**Endorsed by:**

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

**Signature** ..... 

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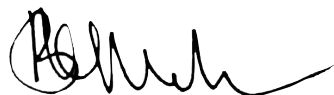
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## PREFACE

These guidelines are based on the provisions of Section 4 (d) of the Tanzania Institute of Education Act (CAP 142 R. E. 2002), read together with Education Circular No. 4 of 2014. The provisions in both documents vest in the Institutes mandate of writing textbooks and initiating the process of evaluation of textbooks. The guidelines, therefore, set standards and procedures for implementing that mandate in an efficient, effective, and legally binding manner.

While the role of writing textbooks rests solely on the Institute as provided for in the cited Circular, the evaluation process of the textbooks is carried out by independent regulatory organs, namely Subject Panels (referred to in these guidelines as Manuscript Evaluation Panels), the Council of the Institute, and the Minister responsible for education.

These guidelines have been developed to comprehensively cover important aspects of textbook writing, evaluation, and the approval processes. However, this scope of coverage does not rule out the possibility of emergence of circumstances which may render the guidelines inadequate. Should such circumstances arise, therefore, any stakeholder has the right to inform the Director General in writing of the need for improvement. Upon receipt of such notification, the Director General shall initiate the amendment process in accordance with these guidelines. However, any such amendment shall not be authoritative unless it is passed and approved by the Council 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





## INTRODUCTION

### 1.1 Citation

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

### 1.2 Application

These guidelines shall apply to all persons and institutions engaged in writing, evaluating, and approving textbooks for use in pre-primary, primary, secondary, and teacher education.

### 1.3 Interpretation

In these guidelines, unless the context requires, otherwise the terms and words applied shall have the meaning described below:

Academic Affairs	The Academic Affairs Committee of the Council of the 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 TIE Act and, in relation to its powers, includes such bodies and persons to whom such powers are delegated
The Director	The Director General of the Tanzania Institute of Education; includes any 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 textbook
The Institute	The Tanzania Institute of Education
Manuscript	The manuscript of a textbook

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, electronic or both forms, intended to be a source of information, some of which may not be specific to a particular subject or level. Examples of reference books include atlases, dictionaries and other non-fiction materials.
Secretariat	The Secretariat to the Manuscript Evaluation Panel
Supplementary	A book in print, electronic or both forms, either fiction and non-fiction (such as novels and short story books), read for leisure or intended to promote reading skills and habits or culture.
Teacher’s Guide	A book in print, electronic, or both forms providing assistance and guidance to teachers on how to use the accompanying textbook.
Textbook	A comprehensive learning resource in print, electronic, or both forms designed to facilitate teaching and learning based on the entire syllabus of a given educational 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.
Teacher’s Manual	A book in print, electronic, or both forms intended to guide teachers on how to implement a specific syllabus. It is usually written by the syllabus designers.

#### **1.4 About the Tanzania Institute of Education (TIE)**

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:

- a) Curriculum development and review
- b) Development of curriculum support materials including, but not limited to syllabi and textbooks
- c) Quality assurance of educational materials
- d) Training in curriculum studies, including in-service training of teachers
- e) Research in education and the provision of professional advice to the government and other education stakeholders

The mandate of the Institute covers pre-primary, primary, secondary, and teacher education levels.

### **1.5 Rationale and Objectives**

TIE is mandated by Education Circular No. 4 of 2014 with the role of writing textbooks and initiating the process of evaluating and approving all books intended to be used in pre-primary, primary, secondary, and teacher education levels. This mandate can be executed effectively and fairly where there are specific official guidelines for regulating the process of evaluation. These Guidelines have been prepared to serve both purposes, that is, writing and evaluating textbook manuscripts.

These guidelines clearly specify procedures, standards, and specifications pertaining to writing, evaluating, and endorsing textbooks. Furthermore, they delineate the roles and responsibilities of authors of textbooks, the major elements of the content of textbooks, and the steps for writing. They also lay down TIE house style, that is, the specific usage and editorial conventions to be observed by authors and editors in order to ensure consistency in TIE publications. Finally, the guidelines spell out steps for evaluating and approving textbooks.

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

## **1.6 Procedures for Development and Amendment of the 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, which shall scrutinies 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 appoint.

## GUIDELINES FOR WRITING TEXTBOOKS

### 2.1 Authorship of Textbooks

This section introduces some of the basic considerations to be taken into account regarding authorship of textbooks. It also addresses the roles and responsibilities of the author. Specifically, the section presents the following:

- a) definition of an author
- b) attributes of an author
- c) role and responsibilities of an author
- d) qualities of a good author

#### 2.1.1 Definition of an author

An author is an individual who creates information which he or she organises concisely and accurately and presents it in the form of a manuscript(s). He/she is a person who writes a textbook, an article or document. In the context of these guidelines, the author is the writer of textbook manuscripts.

#### 2.1.2 Qualities of an author

The following are the main qualities of an author of textbook manuscripts:

- a) observes efficiency when writing by applying styles that communicate the most amount of information in the least amount of reading time
- b) assesses his/her audience in terms of its nature. This includes considering what the audience knows about the subject, and how it will benefit them.
- c) writes in a language style that relates to the audience's linguistic proficiency and avoids needless complexity and ambiguities
- d) selects illustrations that are gender- responsive and familiar or related to the contexts of his/her audience
- e) considers for inclusion cultural orientations that are both current and socially acceptable
- f) considers writing constraints carefully, including audience-related ones and others that are to do with the mechanics of writing
- g) critically reviews his/her own work in order to determine gaps and discrepancies, which he/she fixes accordingly

- h) solicits criticism and is prepared to accept it without being unduly defensive
- i) observes discipline in terms of time and the amount of work to be written within a given time schedule
- j) ethically and expertly reads a broad range of other people's works, particularly textbooks, as bases for what he/she is writing

### **2.1.3 Roles and responsibilities of an author**

The following are the roles and responsibilities of an author:

- a) Collect and interpret data honestly. The manuscript should not contain any scientific dishonesty, and/or fraud, such as fictitious or manipulated data and plagiarised material, either from the previous work.
- b) Ensure that the manuscript does not have reference omissions, false priority statements, hidden multiple publications of the same data, and incorrect authorship. Do not breach any copyright.
- c) Seek appropriate permission of the relevant publishers when reproducing figures or schemes from previous publications.
- d) Give due recognition to published works relating to the manuscript by correct reference and citation.
- e) Disclose all sources. Moreover, if a significant amount of other peoples' materials is to be used, seek their permission in accordance with the copyright law.
- f) Ensure that the manuscript does not contain personal criticism of other authors.
- g) Give due acknowledgment to all people who have contributed to the works and list all co-authors.
- h) Ensure that co-authors have agreed to the submission of the works/publication and acknowledge that they have been properly involved as co-authors.

## **2.2 Content of a Textbook**

Knowing the parts of a textbook and arranging them in the right order is the first step of making the textbook credible and professional. The textbook is divided into three main sections, namely:

- a) Front matter or preliminary pages
- b) Body matter

- c) Back matter or end matter

Each section includes certain elements which usually appear in a specific order. Therefore:

- a) Make sure the manuscript includes all the three sections combined into a single document and in the correct format.
- b) 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.

The components of each part are presented below:

### 2.2.1 Front matter

The front matter or preliminary pages is the information that appears at the very beginning of a textbook. It introduces the textbook to readers. The front matter section comprises of a few pages, namely, the cover page, title page, copyright page and table of contents page(s). Pages bearing the dedication, preface, foreword, acknowledgments, abbreviations, and introduction are also added. The front matter pages are usually numbered in Roman numerals. The front matter consists of:

- a) **Cover page:** This page usually has the title of the textbook only. In some cases, the cover page may bear the name of the publisher.
- b) **Title page:** This is the page that carries the title of the textbook, the name of the author(s) and the publisher. Other information may be included on the title page, depending on the type of textbook.
- c) **Copyright page:** This includes the copyright declaration or note, the name and address of the author/publisher, the copyright sign or symbol, the International Standard Textbook Number (ISBN) and the edition number. In some textbooks, the publisher will specifically state that it is a “first edition.” With others, the edition is represented by a number. In those cases, a first edition would read like: 10 9 8 7 6 5 4 3 2 1. A second edition would read like: 10 9 8 7 6 5 4 3 2 2.
- d) **Table of contents:** The table of contents is the key part of any textbook. It outlines what is included in each chapter of the textbook. It acts as a road map for the textbook, listing the chapter titles and the page on which each chapter starts. There are various formats that can be used, including tabled charts, dot leaders and justified alignment.

But, basically, you just need to put each chapter number, chapter title and page number on its own line. The table of contents is usually used only in writings that have parts or chapters. Make sure it lists all the chapters, other divisions or sections in the manuscript. Chapter listings must be worded exactly as they appear inside the textbook itself.

- e) **List of tables:** If the textbook includes several key tables that provide information or enhance the text in some way, list them on a separate page and add page numbers. If this material is included simply as a visual aid, a page listing may not be necessary.
- f) **List of illustrations:** If the textbook includes several key illustrations that provide key information, a page that lists them must be created, depending on the education level.
- g) **Foreword:** The foreword contains a statement about the textbook and is usually written by someone other than the author who is an expert or is widely known in the field of the textbook's topics. It is a testimony of the author's credibility. It comprises of a short note that explains the relationship of the writer of the foreword to the author or to the contents of the textbook or both; providing some context for the textbook. The foreword is usually signed with the writer's name, date and place. It lends authority to the textbook and may increase its potential for sale.
- h) **Preface:** A preface is written by the author of the textbook. It is an introduction to the genesis of the textbook, that is, how the textbook came into being. It is often signed by the author and indicates the place and the date of signing. The preface usually describes the reasons of writing the textbook, 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 of the authority in the field in which the book is written.
- i) **Acknowledgments:** The acknowledgments express gratitude or appreciation to the people who supported or helped in the writing or preparation of the textbook. This section may also include credit for illustrations or excerpts if not included on the copyright page.



If the information is lengthy, the author may choose to put this section in the back matter, before or after the bibliography.

- j) *Introduction:*** The introduction describes something about the main text that the reader should know before proceeding to read the textbook. The introduction refers to the main body of the work itself. For example, if there are questions at the conclusion of each chapter, here is where the author might prepare the reader and give tips on how best to use them. The introduction also describes the overall concept of the textbook in more detail than the preface. The introduction is written by the author to set out the goals and organisation of the textbook.
- k) *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 them by the abbreviation, not by the spelled-out form.

### 2.2.2 Body matter

The body matter is the core content of the textbook, or what is called the “story.” It carries the information to be passed to the intended learners. The core content is most often divided into distinct segments, commonly known as chapters. The length of a chapter will depend on the length of the corresponding main competence/ main topic in the syllabus. Each chapter has a heading and page, which may be organised in subheadings. In some cases, there may be headers, foot notes or endnotes. The body matter is numbered with Arabic numerals, beginning with the number “1”. The body matter has the following features:

- a) *Chapter opening pages:*** 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 it provides a sense of closure to the work.
- c) *Afterword:*** The afterword is the section at the end of a textbook which contains remarks on the main text. It 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 textbook or chapter.

### 2.2.3 Back matter

The back or end matter of the textbook consists of the Appendix, Notes, Glossary, Bibliography or References, List of Contributors, Index and Resources. Each of the sections is described below:

- a) **Appendix:** An appendix refers to data or information that might help to clarify the text for the reader but would have disrupted the flow of the main text if not included in the earlier body matter of the textbook. The items included in the appendix are enough to constitute a separate section. They comprise such matters as a list of references, tables, reports, background research and sources.
- b) **Notes:** If the main text requires notes to amplify or document certain passages throughout the text, notes should be arranged by chapter in a notes section. Footnotes are more likely to be included in the references section, described under (d) below.
- c) **Glossary:** A glossary comprises alphabetically arranged words and their definitions. Terminologies that are not generally known to the average reader should be included. A glossary should also be included to explain ideas, if new words or phrases are coined.
- d) **References or bibliography:** Both the bibliography and reference sections list the sources or works used in developing the textbook. Sources should be arranged alphabetically by the author's last name. The American Psychological Association (APA) style in citation should be use.
- e) **List of contributors:** A list of contributors is useful for multi author works where only the volume editor's name appears on the title page. Entries should be arranged alphabetically by the last name, but name should not be inverted ("Selemani K. Hadija," not "Hadija, Selemani K."). If necessary, biographical notes and academic affiliations can be added for each entry.

- f) Index:* The index is an alphabetically ordered list of words and terms used for referencing text. Keep in mind that the computer-generated keyword index that lists a page number for a key term every time it occurs in a textbook tends to be overly long and has no logical organization other than alphabetisation. Thus, a professional indexer can be hired to analyse the entire textbook, anticipate subject items the reader will most likely want to find and list them in an intuitive, accessible manner.
- g) Resources:* Often, readers want to buy products or join organisations in the field in which they have written. Therefore, a list of organisations and associations, manufacturers and distributors, websites and other sources is invaluable to them.

### 2.3 Process of Writing a Textbook

Outlined below are the basic steps to take and pertinent considerations to make in the process of writing a textbook:

#### 2.3.1 Understanding of the curriculum

Curriculum refers to broad decisions about what will be taught and how it has to be taught to learners of a given level of education. The curriculum determines the general framework within which lessons are planned and how learning takes place. In order to implement the curriculum easily and effectively, there should be relevant teaching and learning materials, including well-written textbooks. An author, therefore, needs to be conversant with the curriculum for the level for which he/she wants to write the textbook, whether pre-primary, primary, secondary or teacher education level. Particularly, an author needs to study and understand the focus, demands and significance of the following main elements of the curriculum:

- a) Aims, goals and general objectives of education in Tanzania: These give an author hints on the overall intended educational outcomes and outputs.
- b) Aims and objectives of the education level for which an author intends to write: Knowledge of the relevant aims and objectives of a given level of education makes an author aware of the expected qualities (expected learning outcomes) of the learners.

- c) Rationale for improving the school curriculum: The rationale cites relevant policies and international agreements. This will help the author to understand various factors that have influenced the nature of the current curriculum.
- d) The main components or elements of the operating learning theories: Knowledge and understanding of the learning theories enables an author to plan how and where to apply them. First, this includes, providing an environment that will make learners apply their thinking abilities as they interact with the contents of the textbook. Second, this entails, providing learners with activities that will provoke their thinking. Third, this involves making the learners search and apply the gained knowledge and skills in real life contexts.
- e) Pedagogical practices suitable for the promotion of intended competences and assessment criteria: A given curriculum states the knowledge, skills and attitudes to be demonstrated by the learners after the learning period. It also recommends assessment approaches that encourage learning, and determine learners' achievement.

Therefore, understanding the curriculum gives an author a broad picture of the general and specific competences that a quality textbook must enable learners develop.

### 2.3.2 Understanding of the subject syllabus

Authors should understand clearly the requirements of the subject syllabus for the level they are writing. They should also understand clearly the syllabus relationship with the textbook they intend to write. The syllabus provides the author with major curriculum components crucial for writing textbooks, for example:

- a) **The preliminaries:** These include the introduction, general information about the curriculum, objectives of teaching and learning the subject, expected competences to be demonstrated by the learners assessment and learning time per year.
- b) **Content matrix:** This gives the outline of the main and specific competences. Textbooks are written with instructional objectives or specific activities in mind. Study the distribution of topics in order to avoid content clashes, mistakes or

repetitions between one class level and another when developing a textbook.

- c) ***Instructional objectives or specific activities:*** These describe what learners will be able to do after learning a certain specific competence or a lesson. This is described as the outcome of learning, referring to what the learner can demonstrate after learning. These types of objectives will help authors to think deeply. Knowledge of instructional objectives or specific activities will assist authors in selecting appropriate teaching and learning aids to illustrate an idea and enhance learner's understanding. The following are examples of teaching and learning aids:
- (i) Maps that can be used in Geography, History, Civics, and 'Maarifa ya Jamii'.
  - (ii) Figures and tables that can be used in Mathematics, Geography, History, Civics, Social Studies, and Physics.
  - (iii) Glossary for terminologies that can be used in all subjects.
  - (iv) Case studies that can be used in History, Geography, Civics, Maarifa ya Jamii and languages.

### 2.3.3 Review of related literature

Review of related literature is very crucial to a textbook writer. It involves going through several publications or materials that are related to the textbook to be written. Such publications may include existing textbooks, if any, newspapers, magazines, research reports, journals and newsletters. As authors read the different materials, they need to:

- a) Review existing textbooks, if any, in relation to the syllabus and the curriculum objectives. The output from this activity will assist authors in writing a quality textbook. Authors should note that the intention is not to copy the ideas that have been come across during the review, but rather to learn ideas from other writers about the same theme.
- b) Note local and international events relevant to the textbook, especially on current and cross cutting issues. Case studies, illustrations and statistical data relevant to the textbook can also be drawn.

- c) Look for details that can facilitate the understanding of the intended audience.
- d) Study how to construct questions that can assist the learner to think critically and creatively in the process of reading or learning the topics in the textbook.
- e) Draw new ideas that can be included in developing the manuscript of the intended textbook.
- f) Study how illustrations can be presented and applied to enhance the development of certain skills.
- g) Think about how the ideas learned from such source(s) can be used to promote the intended competences and objectives outlined in the subject syllabus.
- h) Plan how the ideas or information, including illustrations and photographs, can be applied to convey message(s).
- i) Think of textbook writing guiding rules so as to do the right thing from the initial stages; this may include copyright law.
- j) Avoid plagiarism, which may be committed by using information from published sources. This means phrases or sentences from such sources should not be copied directly without permission. Everything that comes directly from published sources should be put in quotations in academic writing. Alternatively, an idea can be paraphrased, or written in the author's own words.

#### **2.3.4 Developing the synopsis**

After having done the above, the next step is to develop a synopsis. A synopsis is a plan or an outline of the intended textbook. This outline shows the title of the textbook, the headings of the chapters and the details of the chapters. The synopsis is in fact a brief description of what will be contained in the textbook in question. The brief descriptions are in the form of notes and some explanations of the notes, meant to facilitate the textbook writing process. On the basis of these notes, the writer can develop the content of the intended textbook. In the process of writing the synopsis, authors must remember to do the following:

- a) Keep referring to the subject syllabus which is your basic guideline. This is because textbooks must adhere to the requirements of the syllabus.

Moreover, authors will be required to elaborate some of the elements of the syllabus in order to facilitate the work of writing the textbook. Chapters should be organised around the main topics and sub topics (or main and specific competences) outlined in the subject syllabus. Furthermore, it is advised to follow the sequence of the topics or competences in the syllabus whenever possible.

- b) Write brief notes on each main topic to be covered. Such notes are elaborations of the concepts carried by the major topic or main competence area.
- c) Refer to relevant textbooks and publications in order to make sense of many concepts. It is also important to ask questions and discuss with other experts in the field about the textbook intended to be written. This will clear doubts and enable author to be sure of the contents and method of delivery.
- d) Identify the illustrations to be included in the text and describe where they will be placed.
- e) Identify the knowledge, skills and attitudes to be acquired by learners.
- f) Identify the expected assessment procedures and tools, as well as deciding where and how they will be applied.
- g) Subject their synopses to thorough validation by an independent subject expert. A validated synopsis forms a strong foundation for manuscript development.

### **2.3.5 Developing the manuscript**

As hinted above, a well written and validated synopsis provides a strong base for manuscript development. However, flexibility must be allowed for making minor differences from the original synopsis. When authors begin writing the manuscript, they should observe the following key elements:

#### **a) *Originality***

A published work requires originality. However, it is difficult to be absolutely original. Authors can expose what already exists and build new knowledge in line with the constructivist approach to learning. Authors should aim to excite their readers from the first to the last page.

### **b) Content quality standards**

Content quality standards are very critical in textbook development. A textbook is a special type of a book in the sense that it has to facilitate the attainment of certain intended learning goals. Textbooks play an important role in shaping attitudes of learners, over and above facilitating the acquisition of knowledge and skills. They play a crucial part in preparing learners for life. When writing the textbook manuscript, therefore, authors should aim at maintaining quality standards. This can be achieved by ensuring that the content is:

- (i) aligned to the main and specific competences (main topics and subtopics as well as their corresponding learning objective) stated in the curriculum and syllabus.
- (ii) based on updated knowledge.
- (iii) supported with examples that are applicable to real life contexts.
- (iv) relevant to the learner's experiences.
- (v) organized and presented in a logical manner (i.e. from simple to complex, known to unknown, real to abstract).
- (vi) based on correct information, facts and concepts.
- (vii) in conformity with the socio-cultural values of Tanzania.
- (viii) designed in such a way that it integrates life skills and crosscutting issues.
- (ix) adaptable and applicable to local and global settings.
- (x) characterised by various presentation techniques e.g. charts, maps, graphs.
- (xi) balanced in terms of blending text with illustrations and
- (xii) addressing a variety of learning styles.
- (xiii) appropriate with regards to its depth and breadth in relation to the level of the learners.

### **c) Pedagogical quality standards**

There are critical pedagogical quality standards that need to be observed regarding the content of a textbook. For example, textbooks should be :

- (i) Related to learners' life experience.
- (ii) Linked to learners prior knowledge.
- (iii) Based on adequate presentation techniques.



- (iv) Based on adequate and relevant examples connected with the learners' life experiences.
- (v) Based on relevant content presentation styles/techniques.
- (vi) Characterised by adequate presence of enjoyment index.

**d) *Language and writing style***

Language is the basic tool for communicating the subject matter or course content to learners. Therefore, the language used in writing textbooks should be understandable to the intended learners in order to facilitate comprehension. The textbook has to draw and sustain the learners' interests for them to keep on reading. Authors should establish basic background information about targeted learners as they think of the language to use in developing the textbook. They should focus on:

*(i) Age of the learner*

Educationists agree that language development in children usually goes with age. Texts for younger children will have very simple and short words and sentences. Texts for much older learners will have much longer and complex words and sentences.

*(ii) Educational level of the learner*

Consider how much the target learners have been exposed in a subject and the accumulated knowledge that already exists. For beginners, the language will be simple, with explanations of technical words. On the other hand, when writing for more experienced learners, more technical language should be chosen.

*(iii) Level of language proficiency*

Consider the language level of learners while at the same time introducing relevant terminologies. Language experts hold the view that the older the learners the faster their grasp of complex subject matter. This implies that authors should consider learners level of maturity, which includes learners experiences and exposure.

(iv) *The Learners' cultural background*

Language has a cultural bearing. It is important to observe the moral and cultural values of learners to avoid offending them by the language used. While in certain cultures some words may comfortably be used, in other cultures the same words may only be used with caution or cannot be used at all in public.

e) *Appropriateness of length and complexity of sentences*

Align the length and complexity of sentences to the corresponding educational levels. Recommended lengths of sentences by levels of education are as shown in Table 2.1.

**Table 2.1: Recommended 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, VI and VII	15
5.	Secondary Level and above	Above 15

Besides language, learners want to continue reading the textbook if it is presented in an attractive style. Therefore, authors should base the difficulty level and complexity of the language they use on the learner's background. Authors are advised to go through some important language use hints, at the word and the sentence levels, before start writing. Those hints should be put to use as the manuscript of a textbook is developed. Therefore, authors should consider patterns of content presentation and page layout, and take into account cross-cutting issues as they develop the manuscript of their textbooks.

f) *Developing/suggesting illustrations*

The author should ensure that only the best and most appropriate illustrations go into textbooks. Good illustrations are selling tools for textbooks. All illustrations should be judged and selected in relation to the objectives/needs of the textbook. Therefore, illustrations should:

- (i) Strongly bring out all important and significant details or elements of a given object or experience. A coloured drawing can sometimes be more effective in transmitting information than a photograph.
- (ii) Depict and explain what is described in the written text. They should be clear, accurate and unambiguous. Drawings are often more effective than photographs. Therefore, the drawing included in the textbook should be as true to life as possible. Too many aesthetics or artistic decorations in illustrations should be avoided. This is because they can hamper comprehension and divert the attention of the reader from the real aim of the illustration.
- (iii) Have the power to evoke learners' feelings, remembrance and curiosity in relation to what is depicted. The realism of a coloured photograph will also stimulate the interest of the learner. In this case, a photograph might be thought to be more effective than a drawing. However, a coloured drawing which reproduces exact reality can be as effective as a photograph.
- (iv) Be positive. Illustrations showing negative experiences, although they have strong learning value, should be avoided. This is because learners might develop negative tendencies or attitudes. They should also be culture-friendly and should not embarrass or shock the reader.
- (v) Be appropriate to the age and understanding of a learner. This will make it easier for learners to make proper associations with world and understand their meanings, which will, in turn, enable them to achieve the goals of learning.
- (vi) Be valid and relevant to the content and context at hand. They should also relate to the objectives which the author wants learners to achieve.
- (vii) Be brief, attractive, varied and simple. They should attract learners' attention. They should not be crammed with too many items to the extent of making them incomprehensible. Authors should not exclusively use one type of illustrations throughout the textbook.

- (viii) Be gender-responsive. They should depict both male and female persons in terms of tasks, status, ownership, responsibilities, and rights.

**g) *External editing of the manuscript***

Manuscripts may contain errors of omission of major elements, distortion of facts, ambiguity, overgeneralization, underrepresentation, lack of clarity, and irrelevant illustrations. Other errors could be related to grammar, lexis, layout, substitution, addition, and spelling mistakes. Therefore, it is the responsibility of an author to request competent authorities on the subject to edit the textbook manuscript and provide written comments and recommendations. The editing should be comprehensive, covering, among other things, content and language. Authors should use these comments and recommendations to improve the manuscript.

**(i) *Typesetting of the manuscript***

After writing authors should typeset the edited manuscript and read it again to ensure that the typesetting has not distorted the book design, content and location of illustrations. In most cases, typesetting is done by the publisher. At this stage, authors should observe typefaces (font types), font sizes and textbook size prescribed or recommended for different levels of education. These are discussed below.

***Typefaces***

From Pre-Primary to Lower Primary (Standard I- II), typefaces using open and simplified letters and numbers are recommended. For example, the simplified “a” (in Comic Sans Ms font type) should be used instead of the “a” (in Times New Roman font type); the same is true of ‘g’ instead of “g”. Numbers one, four, and nine are complicated in some typefaces. They are inappropriate for pre-primary and lower primary education levels and should; therefore, be replaced by simplified typefaces as provided in Table 2.2:

**Table 2.2: Recommended Typefaces for Numbers**

Number	Appropriate		Inappropriate	
	Digit	Typeface	Digit	Typeface
One	1	Bauhaus 93	1	Calibri
Four	4	Algerian	4	Aharoni
Nine	9	Segue Print	9	Tahoma

From Standard III upwards, typefaces may be at the discretion of the author or publisher. The latter should ensure that the typeface and line spacing selected provide for maximum readability.

### **Font sizes**

Font sizes shall be as specified in Table 2.3.

**Table 2.3: Recommended font sizes for textbooks**

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, VI and VII	Not less than 12 Points
5.	Secondary and above	Not less than 12 Points

\* This font size is also recommended for large print textbooks, which are appropriate for learners with low vision.

### **Textbook size**

Like typefaces and font sizes, the size of a textbook may vary according to the level of education, as well as the special needs of the learner. Recommended textbook sizes for different levels of education are given in Table 2.4.

**Table 2.4: Recommended Textbook Sizes**

S/N	Level	Minimum Textbook Size
1.	Pre-primary and Primary	A4*
2.	Secondary and above	B5

\* This size is also recommended for learners with low vision, regardless of their level of education.

#### ***h) Print and try out of textbooks***

Ideally, a few copies of the new textbook should be printed to be tried out in order to check its effectiveness. Thus, author will need to:

- (i) Print a few copies of the manuscript.
- (ii) Try them out in a few schools in relevant classes for quality assurance. The targeted try-out stakeholders should be given clear terms of reference and reasonable time to go through the manuscript and give their comments for improvement.
- (iii) Evaluate the results and make improvements in the manuscript accordingly.
- (iv) Get the ISBN for the textbook from the Tanzania Library Services Board.

**N.B:** Manuscripts can either be printed by the author or the publisher. However, the try out of printed copies should strictly be printed by the author.

#### ***i) Submission of the manuscript to the manuscript evaluation panel***

The TIE subject panels are mandated by Education Circular No. 4 of 2014 to evaluate manuscripts of all books, including textbooks, intended for pre-primary, primary, and secondary schools and in teacher colleges. In this case, the manuscripts shall be submitted to the relevant subject panel for evaluation .

#### ***j) Incorporation of inputs***

After evaluation of the manuscript, further actions will include:

- (i) Incorporation of inputs from the Manuscript Evaluation Panel, if any.
- (ii) Submission of the manuscript to the Academic Affairs Committee of the Council for validation.
- (iii) Submission of the manuscript to the Council for further validation;
- (iv) Submission of the manuscript to the Minister responsible for education for approval.

Section 3.0 gives more details about manuscript evaluation, validation, and approval by different organs.

## 2.4 House Style

### 2.4.1 Definition

House style refers to specific usage and editing conventions followed by authors and editors to ensure stylistic consistency in a particular publication or series of publications such as newspapers, magazines, journals, websites, and books. It is a term for rules adopted to bring about uniformity and consistency to printed materials coming from one source, such as a government department, publishing house, newspaper, professional association, or commercial company.

House style provides rules on matters such as abbreviations, capital letters, numbers, date formats, citations, spelling and pronunciation of foreign language words, grammatical issues, quotations, hyphenation, compounding, inclusive language and **terms of address**. It may also refer to standards for illustrations or graphic design as an aspect of corporate or organisational identity.

### 2.4.2 Importance of house style

In order to make the publisher's work easier and expedite the production process, a house style is necessary. It is an important part of the image of a publisher or a given institution. It is therefore important that authors should follow the house style manuals of their publishers for consistency, efficiency and quality output. A uniform house style in all documents means that they are instantly recognizable, so people looking at them can tell what they are for or where they are from.

### 2.4.3 Parts of a textbook

A textbook should have the three main parts detailed in section 2.3 of the Guidelines, namely, front matter, the main body and the end matter. Specifically, a textbook should have the following elements described earlier in section 2.2 of these guidelines:

- a) **cover page**, which bears the name of the author and the title of the textbook.
- b) **title page**, which has the same information as that on the cover page and a certificate of approval.
- c) **copyright page**, which bears the copyright symbol, year of the edition, the International Standard Book (ISBN) number and the name and address of the publisher.

- d) **table of contents**, showing the chapters or parts that are in the textbook.
- e) **acknowledgment**, which is a word of appreciation for the contribution made by experts, including institutions, in the development of the textbook.
- f) **introduction**, that introduces the text book and briefly describes its contents, purpose and the intended audience.
- g) **preface**, which is an introduction to the genesis of the book, or how the book came into being. This is often signed by the author, indicating the place and the date of signing. It may also highlight the author's qualifications and expertise as an authority in the field in which he/she is writing. The book may have either a preface or an introduction, but not both.
- h) **foreword**, which contains a statement about the book, usually written and signed by someone other than the author.
- i) **Chapters**: Each chapter should have:
  - (i) A heading/title which reflects the main theme to be addressed in the chapter. The font size choice for the text and the headings will depend on the nature and level of the book. The font sizes for each educational level are indicated in Table 3.2 of these guidelines.
  - (ii) An introduction, which gives the objectives of the chapter, depending on the level of the audience targeted by the chapter. The introduction could give an overview of the subject matter of the chapter. It could also cover the rationale or some background information on the subject matter, so as to develop interest in the reader. The introduction could also identify the key content of what exactly a learner should expect to cover in the chapter.
  - (iii) Subheadings or subtopics, which give a brief description as an introduction for the subtopic, with special attention to the rationale of studying such subtopic; or otherwise, the expected learning outcomes addressing exactly what the learner should be able to demonstrate after covering the intended subtopic. The learning outcomes should be derived from the specific objectives or activities in the syllabus.



#### 2.4.4 Content of the textbook

The author should follow the observations below when presenting the content of his/her textbook:

**a) *Alignment with the syllabus***

The content of the textbook should be consistent with the subject syllabus, and may be presented in different styles depending on the context and target audience. The styles include text, role play, simulation, dialogue, conversation, technical drawings, computerized drawings, scientific drawings, photographs, diagrams, graphs, maps, tables, charts, cartoons and experiments among others.

**b) *Quality standard criteria***

When presenting content and pedagogy, the author should adhere to the quality standard criteria for content, pedagogy, language, illustrations and presentation detailed in Section 2.3.5 of these Guidelines. The length of the sentence and the font sizes for each educational level are also indicated in Table 2.3 of these Guidelines.

**c) *Punctuation marks***

Use punctuation marks appropriately. These include:

Full-stop (.)                      Comma (,)  
Quotation Marks (“ ”) Semi colon (;)  
Colon (:)    Exclamation (!) Question  
mark (?)    Hyphen (-)  
  
Dash ( — ) the apostrophe  
( ’ ) Bracket or parenthesis ( )

**d) *Spelling, grammar and other related matters of style or convention***

- (i) **Spelling and capital letters:** Capital letters are used only where essential, i.e. in all proper names (South Africa, Constitutional Court) and by tradition for a few other words, such as Act, President (of the country), Parliament and the Constitution (in the sense of a particular document; otherwise use lower case). Please note: capital letters are not used for terms such as "court," "appeal "court," "judge," "judge of appeal," "committee," "board," "council," "municipality," "province," "premier," etc. (when in doubt, use lower case.). The 's' form of English spelling: "recognise," "emphasise," "analyse," "realise," "organisation" should be used
- (ii) **Numbers:** Words for all numbers between one and one hundred, and for all approximations should be used. Figures should be used in matters related to measurements, quantities and amounts (e.g.) (cm, **4 km**, USD 1) or ages (5 years old). In special cases, numbers below one hundred may be written in figures (e.g. 18th Century, 25 B.C., etc.).

**Note:** A sentence should never begin with figures, i.e. recast the sentence or use words. Example: "72 students reported yesterday" should be "Seventy-Two students reported yesterday". All numbers in tables and graphs should be in figures.

- (i) **Percentages:** The words 'per cent should only be used in text (10 per cent), while the figure "%" should be used in tables. It is advisable also to use figures where several numbers appear in a piece, as a consistent style looks better. A space (not a comma) is used in large **numbers**, for instance in 42 567. Where Tshs or cents or naures of any currency are used, the cents should be a noted by a dot (Tshs 456.45).
- (ii) **Dates:** Dates and centuries: on 4th July, 1978; 15th April, 1977, 2001-2005. In the 1980s (not 1980's – there is no apostrophe); in the twentieth century.

- (iii) **Using dashes and hyphens (—) and (-):** The long dash — (known in the publishing trade as the ‘em rule’) should be used when the author wishes either to (i) tack a word, phrase or clause onto the end of a sentence for emphasis, or (ii) mark off a ‘by the way’ remark in much the same way as a parenthesis, but generally to give it greater emphasis. Examples: "His expertise and loyalty are available — at a price". "A policy shift is necessary to protect third parties — possibly unsophisticated".

A shorter dash-en rule should be used when the author wishes to refer to sequences of figures to indicate continuity, or to join compounds. Examples: Pollack on

Jurisdiction (1967): 45–52.

(This is the standard mark for all page references from ... to .....). In other circumstances, the short hyphen (-) must be used. Examples: Jean-Jacques. Seven-year-old boy.

- (iv) **Writing quotations**

Quotations are reproduced exactly, including all original italics and original punctuation.

Quotations should appear in double quotation marks. Quotations within quotations appear in single quotation marks. **Example:**

**The teacher said to the pupils, “If you read the book correctly, I will give you ‘something’ to eat.”**

#### 2.4.5 Other requirements in chapters and subtopics

Irrespective of the style of content presentation used in addressing the subject matter of each subtopic, the author should also:

- a) Construct reflective questions for learners to assess their level of understanding of the content presented.
- b) Use in- text questions where necessary.

- c) At the end of each chapter, the author should:
- (i) Construct a reflection: The Reflection of the chapter presents some of the most powerful instructional opportunities that a learner should explore in and outside the classroom. It portrays how learners exercise multiple skills. This makes our learners successful. Through reflection, learners develop critical thinking, personal responsibility, useful failure, adaptability, and more. For example, if the chapter was all about “**THE IMPORTANCE AND SOURCES OF HISTORY,**” the reflection of the chapter might be as follows:

1. **What would happen if there were no sources of history?**
2. **How would you apply history in your daily life?**
3. **What were some of the most interesting discoveries when you were reading this chapter?**
4. **What is the most important thing *you have learned personally from this chapter?***
5. ***How will you use the message that you have learned in this chapter for your future development?***

- (ii) Design the general exercise which includes questions that cover the whole chapter.
- d) **Writing abbreviations and acronyms**
- A name should appear in full before an acronym for it is used. However, this does not apply to abbreviations/acronyms that are well known, such as NGO, UN and US. (Having used ‘United States’ once, it is acceptable to start calling it ‘the US’ without announcing this in advance.) If at all possible, authors should avoid starting a sentence with an acronym or any other kind of abbreviation. Where an entire sentence appears in parentheses, the full stop is placed outside the second bracket here the entire sentence is bracketed.
- e) **References/bibliography**
- Bibliographies and lists of references should start on a separate page. Different styles have different rules for typing references. The references for a book may be typed in a modified APA Style (see the example below).

The basic characteristics of this style are:

- (i) Names reversed, initials only (no full first or middle names), followed by a period (or full stop).
- (ii) Order should be alphabetical, by author's last name.
- (iii) Date after name, followed by a period.
- (iv) Main words in book titles capitalized.
- (v) Title followed by a period.
- (vi) Publishers' name followed by place of publication.

For example:

Boahen, A.A. (1966). Topics in West African History. London: Longman Group Ltd.

Boahen, A.A. (1968). Growth of African Civilization, The Revolutionary Years West Africa since (1800). London: Longman Green & Co.Ltd.

Davis, N. E. (1978). A History of Southern Africa. **London: Longman Publishing Group.**

Fage, J.D. (1966). *An Introduction to the History of West Africa* Cambridge: Cambridge University Presse.

#### f) **Glossary**

A glossary is a list of terms that traditionally appears at the end of a book. The glossary should contain definitions of terms in the main text that may be unfamiliar or unclear to the average reader. To write a glossary, authors will first need to identify the terms in their main text that will need to go into the glossary. Then, they can create definitions for these terms and make sure the formatting of the glossary is correct, polished and easy to read.

## **GUIDELINES FOR EVALUATING TEXTBOOKS**

### **3.1 Introduction**

These guidelines give detailed procedures for submitting manuscripts of textbooks for evaluation and approval. They also provide opportunities for review and improvement of manuscripts and set out mechanisms for review of decisions made by manuscript validation and approval organs.

### **3.2 Eligibility**

According to the Education Circular No. 4 of 2014, the writing of textbooks for pre-primary, primary, secondary and teacher education levels is the sole responsibility of TIE. However, TIE may designate an author or group of authors to write textbook manuscripts, provided that the ownership and copyright remains a prerogative of the Institute.

### **3.3 Level of Coverage**

Manuscripts of textbooks submitted for evaluation shall be based on the current and operational curricula and syllabi at pre-primary, primary, secondary and teacher education 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 subject syllabus as outlined in the evaluation criteria. The author will be required to briefly explain the extent to which the knowledge, skills, attitudes, pedagogical approaches and assessment defined in a given subject syllabus have been addressed by the textbook. Every submission shall be distinct and subject to all requirements for submission.

### 3.4.2 Specific conditions

The following shall be the specific conditions for submission of manuscripts of textbooks:

- a) The Director General, through the Secretariat, shall submit to the Manuscript Evaluation Panel six (6) Camera Ready Copies (CRC) of the textbook manuscript to be evaluated.
- b) The submission shall be made in writing and clearly indicate the subject and targeted education level of the textbook and corresponding teacher's guide.
- c) Manuscripts shall be evaluated consistent with TIE's Annual Plan for writing textbooks.
- d) The manuscripts shall be accompanied with proof of language and content editing by a professional editor.

### 3.5 Criteria for Textbook Evaluation

Approval of any textbook shall be based on the extent to which it adheres to the qualities listed under section 2.3.5 and in appendix 2 of these guidelines.

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

**(i) 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.

**(ii) 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.

**(iii) Book size**

For pre-primary and primary school levels, as well as learners with low vision, the minimum textbook size shall be A4. Textbooks for secondary schools and teacher training colleges shall have a minimum size of B5.

(iv) ***Binding styles for textbooks***

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

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

The following are the categories and roles and responsibilities of manuscripts evaluation organs:

#### **3.6.1 The Director General**

The Director General shall have the following roles and responsibilities:

- a) Appoint members of the Manuscript Evaluation Secretariat (MES).
- b) Appoint members of Subject Panels and members of Manuscript Evaluation Panels. 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 when need arises. Such a member should have expertise in the respective discipline.
- c) Orient members of Subject Panels, Manuscript Evaluation Panels and the Secretariat on effective and efficient discharge of their roles and responsibilities.
- d) Submit camera ready copies of manuscripts to the relevant Manuscript Evaluation Panels through the Secretariat for evaluation.
- e) Ensure that recommendations from Manuscript Evaluation Panels are duly effected.
- f) Submit camera ready copies of manuscripts evaluated by Manuscript Evaluation Panels to the Academic Affairs Committee of the Council for validation and further action.
- g) Facilitate communication between textbook evaluation, validation and approval organs.



### 3.6.2 Manuscript Evaluation Secretariat (MES)

There shall be a Manuscript Evaluation Secretariat appointed and assigned roles and responsibilities as outlined below:

- a) The Secretariat shall comprise three to five members appointed by the Director General from among the Institute’s academic staff.
- b) The TIE Director of Educational Materials Design and Development shall be the Chairperson of the Secretariat.
- c) The Secretariat shall be responsible for:
  - (i) scheduling meetings of Manuscript Evaluation Panels.
  - (ii) receiving and recording camera-ready manuscripts from the Director General for onward transmission to the relevant Manuscript Evaluation Panels.
  - (iii) receiving the evaluated textbook manuscripts and their accompanying reports from Evaluation Panels and submitting them to the Director General for further action.

### 3.6.3 Subject Panels and Manuscript Evaluation Panels

Evaluation of textbook manuscripts shall be done by panels of subject experts appointed and charged with roles and responsibilities as provided below:

- a) There shall be a panel of subject experts appointed by the Director General for each subject. The panels shall be named after the corresponding subject, for example, “Geography Panel”. Each Subject Panel shall comprise 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:
  - (ii) The TIE curriculum specialist for the subject on which the manuscript is written.
  - (iii) A subject specialist or tutor from a teacher training college or university.
  - (iv) A subject specialist from the National Examinations Council of Tanzania (NECTA).
  - (v) Two experienced subject specialists each from schools, teacher training colleges, and universities.
  - (vi) One Special Needs Education specialist.

- b) The chairperson of a given Subject Panel shall be appointed by the Director General. The chairperson should be a lecturer from one of the universities.
- c) Subject panel members shall serve for a period of three (3) years. Members may be eligible for reappointment after the expiry of their tenure. If a member fails to attend three (3) consecutive meetings of the subject panel without reasonable cause, the Director General may terminate his/her membership and appoint another person to fill the vacancy.
- d) There shall be a Manuscript Evaluation Panel comprising 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 on ad hoc basis and with due consideration of the education level for which the manuscript is written.
- e) The Chairperson of a given Subject Panel shall automatically serve as the Chairperson of the Manuscript Evaluation Panel.
- f) The roles and responsibilities of Manuscript Evaluation Panels shall be:
  - (i) To receive textbook manuscripts from the Secretariat.
  - (ii) To evaluate the manuscripts in accordance with the criteria set out in these guidelines after signing the Personal Covenant Form appended as Appendix 1. The evaluation shall be based on the Textbook Evaluation Form which is Appendix 2 of these guidelines.
  - (iii) To write a report for each manuscript with comments and recommendations and submit the same to the secretariat for further action. The recommendations shall fall under one of the four categories given in Table 3.3.

**Table 3.3: 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) To return evaluated manuscripts to the Director General through the Secretariat, with befitting comments and recommendations, for further action.

### **3.7 Resubmission of Corrected Manuscripts**

Resubmission of corrected manuscripts shall adhere to the following conditions:

#### **3.7.1 Conditions for resubmission of manuscripts approved with minor or major corrections**

- e) The Director General shall ensure that corrections of the identified weaknesses are effected and resubmit the manuscript to the relevant Manuscript Evaluation Panel through the Secretariat for verification of incorporation of the earlier recommended improvements.
- f) The Director General shall resubmit the manuscript to the Manuscript Evaluation Panel as soon as it is practicable.
- g) The Manuscript Evaluation Panel shall re-evaluate the resubmitted manuscript and return it to the Director General with comments and recommendations through the Secretariat.

#### **3.7.2 Resubmission of rejected manuscripts**

The Director General may cause a rejected manuscript to be revised and resubmitted to the appropriate Manuscript Evaluation Panel, through the Secretariat, for further action in accordance with these Guidelines.

### **3.8 Validation by the Council**

Validation of textbook manuscripts by the Council shall abide by the following procedures:

- a) The Director General shall table the recommendations of the Manuscript Evaluation Panel before the Academic Affairs Committee of the Council for consideration.
- b) The Academic Affairs Committee may accept the recommendations either wholly or with improvements as it deems fit or forward the manuscript to the Council for further action. The Committee may also reject the manuscript and send it back 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. The Council may also reject the manuscript and send it back to the Director General, as the case may be, for befitting action.

### **3.9 Certification of Approval**

Approval of textbook manuscripts shall abide by the following procedures:

- a) The Minister responsible for education shall consider the recommendations of the Council in the manner he/she considers appropriate, and if satisfied, may approve the manuscript with or without variations as he/she deems fit. The Minister may also reject the manuscript and send it back to the Council with reasons and directions.
- b) All approved manuscripts shall bear a Certificate of Approval. The certificate shall:
- (i) be scanned and inserted on the title page of the preliminary part in black and white, or in full colour.
  - (ii) indicate the certificate number, title, publisher, author, International Standard Book Number, date of approval, type of book and level.
  - (iii) bear the official signature of the Minister responsible for education.

### **3.10 Endorsement of the Guidelines**

These guidelines have been endorsed by the Commissioner for Education. Therefore, they are sanctioned to guide the writing and evaluation of textbooks.

### **3.11 Review of the Guidelines**

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



## APPENDICES

### 4.1 Appendix 1: PERSONAL COVENANT FORM

1. I , .....  
 (Name)..... (Designation) of .....  
 (Name of Institution/School), being a member of the Secretariat/ Manuscript Evaluation Panel constituted under paragraph 3.6.2 of the Guidelines for Evaluation of Textbooks, DO HEREBY State as follows:
  - a) That I do not have any interest, pecuniary or otherwise, directly or indirectly in any of the Author or Publisher that has submitted manuscripts for evaluation. I am also aware that failure to disclose any interest while, whether direct or indirect, by expression or by impression, shall warrant the authority to penalise me accordingly, including denouncing the recommendation, if deemed 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 Secretariat/Member to the Manuscript Evaluation Panel, shall for all the 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/Member to the 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 prematurely.
  - d) That, breach of any part of this Covenant, or any provisions thereof shall make me liable to prosecution pursuant to the Penal Code, the Prevention of Corruption Act, 1971 or any other written laws. Further, that disciplinary actions, including but not limited to termination of my appointment as, member of the Secretariat/Panel for Manuscript Evaluation, shall be instituted against me.



2. Signed \_\_\_\_\_ (Signature) by the said \_\_\_\_\_ (Name)  
this \_\_\_\_\_ day of \_\_\_\_\_ (Month) \_\_\_\_\_ (Year).

#### 4.2 Appendix 2: MANUSCRIPT EVALUATION FORM (MEF)

[To be completed by Manuscript Evaluator (s)]



### TANZANIA INSTITUTE OF EDUCATION (TIE)

For a manuscript to be accepted as a textbook, the score shall be 71% and above, subject to passing all mandatory quality criteria, including content, pedagogy, language, illustrations, assessment, and presentation.



**A: GENERAL INFORMATION**  
(To be filled in by Manuscript Evaluator)

Textbook Title: .....

ISBN: .....

Name of Author(s): .....

Education Level: .....

Subject: ..... Class .....

Year of Writing the Manuscript: .....

Number of Pages: .....

Date of Evaluation: .....

**B: MANUSCRIPT EVALUATION**

Each textbook will be evaluated against the items listed below. The maximum points are indicated against each item. The points awarded should be inserted in the appropriate column.

The following criteria shall be used in evaluating textbook manuscripts:

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

The content of a textbook is:



S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(i)	Adequate in terms of objectives, selected topics and sub-topics (Main and specific competences) in the syllabus	03		
(ii)	Relevant to the learners' experiences (prior knowledge)	03		
(iii)	Responsive to learner's interests	03		
(iv)	Well organized 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	03		
(vi)	Correct in terms of facts and concepts	03		
(vii)	Responsive to both slow and fast learners as well as learners with disabilities	03		



S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(viii)	In conformity with socio-cultural values of Tanzania	03		
(ix)	Embedded with elements that promote critical thinking and innovativeness	03		
(x)	Current and reliable.	03		
(xi)	Reflective of the three learning domains (Cognitive, Psychomotor and Affective)	03		
(xii)	Gender responsiveness	02		
	Total	35		

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

Pedagogical approaches are:

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(i)	In conformity with the selected topics and sub-topics (Main and specific competences)	02		
(ii)	Geared to the competences that learners are expected to develop	02		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(iii)	Suitable to learner's and teacher's use	02		
(iv)	Linked to learners' prior knowledge	02		
(v)	Relevant to the learners' age, learning needs, and interests	02		
(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 responsive (absence of gender stereotypes)	02		
(xi)	Of various teaching-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		
(vii)	Appropriate in terms of length and complexity of sentences	02		
(viii)	Gender responsive	01		
(ix)	Correct in terms of vocabulary, typography, and spelling	02		
	<b>Total</b>	<b>15</b>		

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

Illustrations are:

S/N	Criteria Item	Maximum Points	Awarded Points	
(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 responsive	01		
(ix)	Correctly positioned in relation to the corresponding text	01		
(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/competences provides in the syllabus	02		
(ii)	Sufficient in terms of tasks	02		
(iii)	Appropriate to the age and level of the learner	02		
(iv)	Sufficiently focused 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 (terminal)	02		

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(viii)	Appropriate 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:

S/N	Criteria Item	Maximum Points	Awarded Points	Qualitative Comments
(i)	Page layout which is appropriate to the level and subject	01		
(ii)	Page layout that enhances readability and ease of reference	01		
(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 Manuscript Evaluation Panel)**

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

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

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

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

Summary of major weaknesses: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### D: AVERAGE SCORE

The final score for each manuscript shall be based on average scores. The following specific conditions shall apply:

- (a) The average score for each manuscript shall be obtained by adding all the total scores awarded by each evaluator and dividing the sum by the number of evaluators.
- (b) All attending members of the Manuscript Evaluation Panel shall verify the correctness of entries in the average score sheet provided below and sign against their corresponding 'Code Number', 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 Evaluators)						.....

#### Signatures of Manuscript Evaluators:

Coded Name	Signature
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%) Approval with minor corrections	<b>OPTION D</b> (70% and below) Rejection	<b>OPTION C</b> (71 to 94%) Approval with major corrections
This textbook is recommended to be approved without conditions for primary class-----/secondary form-----/teachers' college; Certificate: Year	This textbook is recommended to be approved with minor corrections in -----subject for primary, class-----/secondary form-----/teachers' college Certificate: Year -----/Diploma: ----- as a textbook	This textbook is recommended to be approved with major corrections	This textbook is recommended to be rejected for use in -----subject for primary, class-----/secondary, form-----/teachers' college; Certificate: Year-----/Diploma: Year ----- as a textbook

<b>OPTION A</b> (100%) Approval without conditions	<b>OPTION B</b> (95 to 99%) Approval with minor corrections	<b>OPTION C</b> (71 to 94%) Approval with major corrections	<b>OPTION D</b> (70% and below) Rejection
The Chairperson's name in full: ----- Signature: ----- Date: -----	The Chairperson's name in full: ----- Signature: ----- Date: -----	The Chairperson's name in full: ----- Signature: ----- Date: -----	The Chairperson's name in full: ----- Signature: ----- Date: -----
Other observations, if any.			