Standard Operating Procedures for Curriculum and Textbook Development - Balochistan

SOP- 2013

This document has been prepared in accordance with needs of the Bureau of Curriculum and Balochistan Textbook Board Quetta to efficiently and effectively undertake the responsibilities of curriculum development and revision and textbooks development, review and approval respectively as the curriculum and textbook matter stands devolved to the provinces under the 18th constitutional amendment

STANDARD OPERATING PROCEDURES
(SOPs)

FOR

CURRICULUM DEVELOPMENT AND REVISION,
TEXTBOOK DEVELOPMENT, REVIEW AND APPROVAL

GOVERNMENT OF BALOCHISTAN
Secondary Education Department
QUETTA
September 2013

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RATIONALE

After abolition of Ministry of Education Islamabad and devolvement of its functions including curriculum and textbooks to the provinces under the 18th constitutional amendment in April 2010, Bureau of Curriculum (BOC) and Extension Center and Balochistan Textbook Board (BTBB) in collaboration with their partner institutions have been working hard to develop their own procedures, processes and guidelines to undertake the important assignments of curriculum development and revision and textbook development, review and approval at the local level. In this regard they developed procedures and processes for curriculum development and revision and textbook development, review and approval. To formalize those procedures and processes, a workshop was organized by the Bureau of Curriculum Quetta from 5-7 September 2013 at Quetta in collaboration with UNESCO and its partner organizations. The main objective of the workshop was to discuss the procedures and processes and formalize the Standard Operating Procedures (SOPs) for curriculum development and revision and textbooks development, review and approval for Balochistan. The draft SOPs prepared as a result of the workshop have been reviewed by BOC and BTBB and their partner organizations and this SOP document has been finalized for use by the concerned institutions.

This SOP document has been divided in to the following three parts/ chapters:

Part-I: Chapter 1:   SOPs for curriculum development and revisions
Part-II: Chapter 2:   SOPs for textbook development, review and approval
Part-III: Annexure

CHAPTER 1

CURRICULUM DEVELOPMENT AND REVISION

1. CURRICULUM DEVELOPMENT AND REVISION FRAMEWORK

The overall SOP framework for curriculum development and revision for Balochistan is given in the figure below.
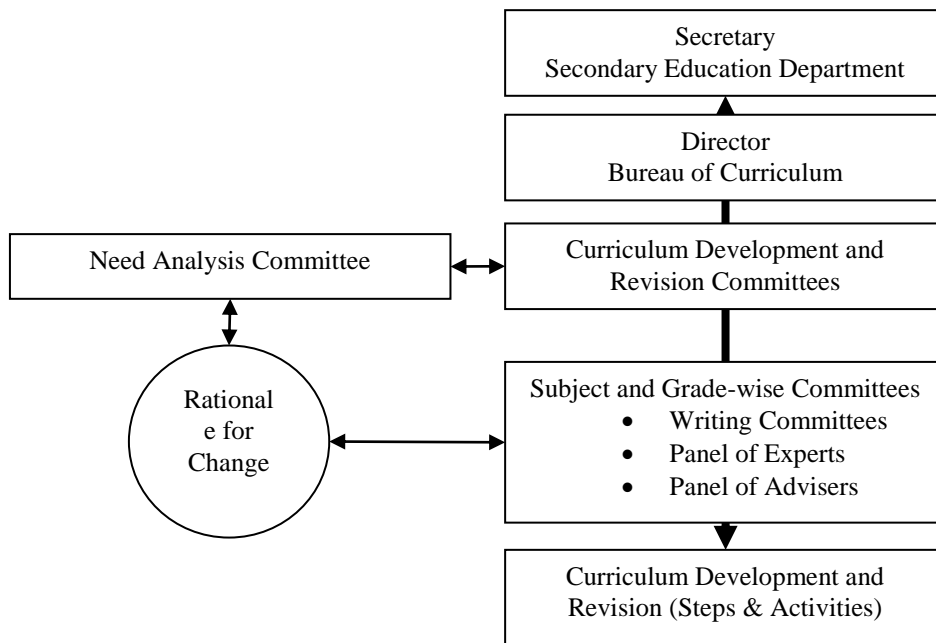
Figure 1: SOP framework for Curriculum Development and Revision

2. POLICY GUIDELINES AND SUPPORT

Policy guidelines and direction from the government to undertake curriculum revision /development or arising of a need for integration of emerging trends and introduction of new subjects/ contents/ concepts in the curriculum and text books as well as voices for bringing change in curricula from different sections of the society such as parents, scholars, academic and religious institutions/ associations, private sector agencies etc. are some of the stimulants that forces the education departments to undertake development of curricula of new subjects or make revisions in the existing curricula. These stimulants serve dual purpose. Firstly, they make curriculum development/ revision a legitimate exercise to initiate, allocate and provide

necessary resources to complete the task and secondly, they provide vision and policy directions from the appropriate forums to embark upon curriculum development /revision

Another stimulant of curriculum change is need assessment to revise scheme of studies with introduction of new subjects or make combination of new subjects or add new contents in the existing subjects or make changes in standards, benchmarks and learning outcomes at different levels.

3. ORGANIZATIONAL STRUCTURE AND MAIN STEPS & ACTIVTIES

The organizational/ institutional/ steering set-up, main steps involved and the activity matrix with responsible organization and timeline in curriculum development and revision are given in the proceeding paragraphs.

ORGANIZATIONAL SET-UP

3.1. Steering Committee

The Secondary Education Department is headed by the Secretary who leads the department and is the final deciding authority. He holds consultations with attached organizational heads and officers to make final policy decisions on all important matters. A Steering Committee comprising heads of all educational institutions exists under the chairmanship of Secretary Education, which among others is also responsible for making decisions regarding development and revision of curriculum, its approval, monitoring and implementation. The composition of the Steering Committee and its functions as notified by the Secondary Education Department is attached as Annexure-I.

3.2. Bureau of Curriculum

The organization responsible for development or revision of curriculum and final review and approval of textbooks is the Bureau of Curriculum (BOC) Quetta, which is headed by the Director and supported by Deputy and Assistant Directors. The Director reports to the Secretary, Secondary Education Department, on all important, financial and

administrative matters. The BOC organizational structure and its functions are attached as Annexure-II. The list of partner organizations of BOC is attached as Annexure-III.

3.3. <u>Main Steps And Activities</u>

3.3.1 STEP- 1: Undertaking need assessment and developing rationale for change

Undertaking need assessment is the first step of curriculum development or revision through which gaps are identified and solutions in the form of curriculum development or revision are presented. The methodologies of need assessment includes collection of data through structured questionnaire, focused group discussions, semi structure interviews, analysis of assessment and evaluation system, review of ongoing courses/ subjects, review of literature and situational analysis, feedback from the academica and so on. A need analysis committee would be constituted which would be composed of the nominated representatives from the Bureau of Curriculum, PEAS, PITE, BISE and DOS. The need analysis committee would work under the overall supervision of the Director Bureau of Curriculum and would submit need analysis report based on the analysis and findings and would form the basis for rationale of change for curriculum development of new subjects proposed to be introduced or undertaking revision of the curricula of existing subjects. The main users of the need assessment report would be the curriculum development and revision committees and committee writing the rationale for change.

The major outcome of need analysis is a rationale of change in curriculum development or revision which would be produced by a professional committee after thorough analyses of the need for change through collection of relevant data and information from different documents e.g. need assessment survey reports, feedback from different stakes holders, monitoring reports of the curriculum implementation partners, evaluation reports and other relevant documents. The rational for change provides professional input and direction for the curriculum change or development. The committee will submit rational for change report to the Director Bureau of Curriculum. Director Bureau of Curriculum will take the rational of change report in the steering committee meeting to make final decision to undertake the curriculum development or revision exercise.

The following activities would be undertaken for need analysis and developing the rationale for change.

Table: 1 Need analysis and rational for change

Activities	Responsibility	Time frame	Resources/ Support
i. Constitution of committees to undertake need analysis and write the rationale for change ii. Development of tools to collect data through need assessment survey iii. Sampling iv. Collection of data v. Transcription of data vi. Analysis of data and need analysis report writing vii. Developing rationale for change	BOC (Need analysis and rational for change committees)	1 month	TA/DA for field visits, Equipment and material

The rationale for change would help the Curriculum Development or Revision Committee to proceed further. The drafted rational of change would ensure the relevance of learning in front of social changes and global transformations and the needs to update the knowledge that is to be infused in the curriculum of new as well as existing subjects, considering the influences curricula receive at the school level.

3.3.2. STEP-2:   SWOT analysis

The Bureau of Curriculum after getting the curriculum development and revision guidelines and directions from the government and a need analysis report from the committee, would undertake self's and partner organization's SWOT analysis so as to describe their strengths, weaknesses, opportunities and threats and based on the SWOT would highlight the capacity development and resource allocations requirements in curriculum development, revision and implementation.

The SWOT analysis would be undertaken using the following model/framework.

Table 2: The SWOT model

	Positive (+)	Negative (-)
Internal-----→	**S**trengths	**W**eaknesses
External----→	**O**pportunities	**T**hreats

On the basis of above model, BOC and its partner organizations has already done SWOT analysis during preparation of Balochistan Education Sector Plan which is given in the table below and could be revisited and aligned accordingly when the tasks of curriculum development or revision are undertaken by BOC.

Table 3: SWOT Analysis

Strengths	**Weaknesses**
- BOC has a very good and qualified staff regarding implementation of curriculum. - Good infra structure to support all sorts of learning activities - Learning material are prepared and recorded. - Excellent minds for the assessment of the textbooks and other learning material - Assessment body/ unit (PEAC) is available - Curriculum 2006 document available - In-service and pre service training activities are available (Pre step) - Human resource curriculum (CIF) are available regular - Regular PDP (Internal) for faculty of BOC in place - Internal feedback mechanism for pre service teacher training program (ADE) in place - Cooperative and understanding administration for working environment - Library available - Training exposure for all faculty	- Lack of coordination between various faculties of BOC and EC - Pre service and in-service training requires up to date training by qualified faculty - Assessment (PEAC) exists need to disseminate it in institutes (Elementary Colleges) teachers. - Lack of staff for dissemination of curriculum - BOC staff requires training in different components of CIF such as textbooks mechanism - Proper training and capacity building should be made so as to make the staff able to tackle curriculum implementation procedures - Lack of guidance from administration - Poor governance - Untrained about benchmarks, SLOs, standards etc of curriculum - Though BOC staff is trained and qualified but still is unaware of demands of curriculum - Lack of qualified staff for curriculum dissemination - Feedback mechanism required for

- member available
- BOC can review the textbooks of the national curriculum 2006
- PEAC can collaborate with BISE for assessment, procedure and evaluation
- Authentic review committees
- Trained and competent faculty available
- Subject wise review team available
- Infrastructure available
- Laboratories available
- Can review, translate, distribute/disseminate and analyze curriculum/textbook
- ICT available
- Experienced staff for pre service training and monitoring
- Can develop/review curriculum 2006 TLR material
- Has capacity of assessment and examination
- Capacity to facilitate as resource person in Districts
- Ownership of curriculum planning, development, implementation, evaluation etc
- Good coordination among staff

- curriculum development, review and standards
- Lack of TLR developer
- Lack of access national curriculum 2006 among BOC members
- Lack of coordination among stake holders and BOC
- Sustainable HR missing
- No coordination between BOC & EC wing
- No monitoring system
- Particular people given importance
- Non professional attitude
- No standard guidance
- Require training to understand curriculum
- Lack of reviewers and experts
- Lack of proper utilization of existing human resources
- Lack of researchers and PhDs
- Lack of expert staff for curriculum implementation
- Lack of expertise for review
- Lack of coordination among faculty and other organizations
- Lack of IT knowledge
- Though BOC staff is trained and qualified but still is unaware of demands of curriculum
- Lack of qualified staff for curriculum dissemination
- Staff not using computer labs
- JDs not defined
- No regular budget for BOC
- Lack of proper mechanism of professional development of BOC staff
- Ineffective leadership
- Lack of understanding tools for review
- BOC has the potential, competency, credibility to implement the curriculum 2006 but all it needs is sincerity of BOC staff.
- The mandate of BOC to be revised.

The above SWOT would help BOC and its partner organizations to align themselves with the task of curriculum development and revision, identify the gaps, and arrange for capacity development programs for the professional staff and allocate the resources needed.

3.3.3. STEP-3: Curriculum development/ revision committee and subject-wise, grade-wise committees/ panels

The Curriculum Development or Revision Committee would be constituted by BOC by inviting nominations from the partner organizations. Selection of appropriate persons from amongst the nominations received would be made by the BOC. The committee constituted would be approved by the Secretary Secondary Education and Director BOC will notify and send notification to all concerned. Constitution of different subject committees depending upon the subject and grade level is an important task in curriculum development/ revision. Nominations would be invited from all the partner institutions and organizations and representations of private sector, higher educational institutions would also be ensured. The following activities would be undertaken for constitution of subject and grade-wise committees:

Table 4: Composition of committees

Activities	Responsibility	Time frame	Resources/ Support
i. Invitation of nominations from the partner organizations ii. Finalization and approval of writing committee, panel of experts and/ or panel of advisers and their terms of references iii. Notifications of committees and its dissemination iv. Preparation of schedule of meetings v. Meetings of the committees and recording of their minutes	BOC	3 weeks	

3.3.4. STEP-4: First draft of curricula

The outcome of the grade-wise /level wise subject committees meetings is the draft curricula. The work is normally done by the writing team led by a senior teachers and

representative of the curriculum organization followed with review by panel of experts and panel of advisers. The following activities would be undertaken in developing the first draft of the curricula.

Table 5: First draft of curricula

Activities	Responsibility	Time frame	Resources/ Support
i. Meeting of the writing team to agree on a uniform curriculum framework, contents and chapters ii. Development of the first draft of the curriculum iii. Review of the draft by the panel of experts and panel of adviser already notified	BOC	1 month	

3.3.5. STEP-5: Consultation/Appraisal/Feedback

The first draft of the curricula developed and finalized would be circulated to all stakeholder institutions and organizations within the government and private sector. Following activities would be undertaken in this step.

Table 6: Consultations/Appraisal/Feedback

Activities	Responsibility	Time frame	Resources/ Support
i. Circulation of the first draft to all stakeholder institutions, experts and organizations within the government and private sector for comments and feedback. ii. Follow up to get feedback iii. Collection of feed back	BOC	1 month	

3.3.6. STEP-6: Incorporation of feedback/comments

The incorporation of feedback/comments on the curricula would involve the following activities.

Table 7: Incorporation of feedback/comments

Activities	Responsibility	Time frame	Resources/ Support
i. Finalization of the draft curricula on the basis of feedback received by the writing team ii. Vetting by the panel of experts and panel of advisers.	BOC	1 month	

3.3.7. STEP-7: Preparation of second draft

After feedback and comments on the first draft and incorporation of the same in the draft curriculum, the 2nd draft curriculum would be developed for dissemination to all concerned for feedback. The following activities would be involved in preparation of 2nd draft.

Table 8: Preparation of 2nd draft

Activities	Responsibility	Time frame	Resources/ Support
i. Incorporation of the comments and feed back in the curriculum by the writing team ii. Vetting of the revised 2nd draft by the panel of experts and panel of advisers. iii. Finalization of 2nd draft for printing limited copies, for dissemination.	BOC	1 month	

3.3.8. STEP-8: Piloting (in the shape of modularized textbook)

In most of the countries, newly developed curricula are pilot tested through production of modularized textbooks. The pilot testing can be conducted for a limited number of chapters depending upon the budget and time available .The following activities would be involved in undertaking the piloting of the 2nd curriculum draft.

Table 9: Piloting of the draft curriculum

Activities	Responsibility	Time frame	Resources/ Support
i. Development of model textbooks/ test edition ii. Sampling iii. Capacity building of teachers iv. Pilot testing in selected school, v. Feedback and report writing	BOC, PEAS, BTBB, DOS, PITE	2 month	

3.3.9. STEP-9: Final draft

On the basis of pilot testing report, curriculum would be finally revised and vetted for printing of pre-press copy of the curriculum. The activities involved in undertaking the final revision are given below.

Table 10: Final revision

Activities	Responsibility	Time frame	Resources/ Support
i. Meetings of the notified committees for finalization and vetting of the curriculum which has been revised on the basis pilot testing report. ii. Printing of pre-press copy of the curriculum.	BOC	2 weeks	

3.3.10. STEP-10: Approval of Final Draft from Competent Authority

Approval of final draft of the curriculum by the competent authority involves the following activities.

Table 11: Approval of Final Draft

Activities	Responsibility	Time frame	Resources/ Support
i. Preparation of a complete case for approval of the finalized curriculum by the competent authority along with all necessary documents. ii. Printing of the approved curriculum	BOC	1 month	

3.3.11. STEP-11: Curriculum implementation

Implementation of developed/ revised curriculum would be the responsibility of the BOC and would be done as per approved curriculum implementation framework adopted by Balochistan. Some of the initial activities regarding dissemination of the approved and notified curriculum would be as per table below.

Table 12: Dissemination of approved curriculum matrix

Activities	Responsibility	Time frame	Resources/ Support
i. Preparation of a list of all institutions, organizations and individuals to whom the curricula is to be disseminated. ii. Preparation of the soft copy of the curriculum available on CD and posting it on the website. iii. Preparation of a letter to accompany the curriculum iv. Dispatch of the curriculum through post and courier services	BOC	1 month	

CHAPTER 2

TEXTBOOKS DEVELOPMENT, REVIEW AND APPROVAL

4. Main Steps and Activities

The Standard Operating Procedures for textbook development, review, approval and selection for Balochistan Textbook Board (BTBB) and Bureau of Curriculum(BOC) may consist of following steps:

1. Provisions of Textbook and Learning Materials Policy
2. Invitation of BTBB to Private Publishers for Textbook Manuscripts Development
3. Setting Criteria for Publishers
4. Criteria for Selection of Authors
5. Agreement of Publishers with Authors
6. Checklist for Desk Review at BTBB
7. Composition of IRC
8. Review Criteria for IRC
9. Standard format for IRC Report Writing
10. Checklist for Publisher after incorporating IRC recommendations
11. Composition of PRC
12. Review Criteria for PRC
13. Standard Format for PRC Report Writing
14. Checklist for resubmission as Pre-press copy
15. Format of NOC letter
16. Selection Criteria among Multiple Textbooks
17. Printing, Pricing, Binding and Distribution criteria

The details of the above mentioned steps are given below:

4.1. STEP-1: Provisions of textbook and learning materials policy

Main features of National Textbook and Learning Materials Policy and a Plan of Action for Balochistan are as under:-

- A Regulated System of Competitive Publishing has been established.
- Textbook Board acts as Regulating and Monitoring Authority

- Provincial Committee selects textbook for printing among approved textbooks
- Secretary of education department acts as a mediator in case of complaints
- Private Schools are free to choose among approved textbooks
- Textbook Board seeks No Objection Certificate (NOC) from Bureau of Curriculum, Balochistan.
- Education Department provides supplementary reading material
- Resource Center has been established for development of quality textbooks
- Piracy issues are redressed efficiently.

Table 13: Provision of Textbook and Learning Material Policy

S.R	Activities	Responsible Organizations	Time Frame	Resources/ Support Needed
1	- Revision of Textbook and Learning Materials Policy - Formation of panel of experts to revise textbook and learning materials Policy - Activity plan for whole process - Revision of Mandate and Purview - Nomination of Regularity Authority - TORs for invitations to Publishers - Sharing of policy with stakeholders (BISE, Publishers, BOC) - Collection and Incorporation of feedback - Approval of revised policy - Dissemination of approved policy	• BTBB	4 Weeks	• Human (consultancy) • Logistics

4.2. STEP-2: Invitation of BTBB to private publishers

To invite private publishers for textbook development, Balochistan Textbook Board will post an advertisement in all leading national newspapers, inviting the private publishers for textbook development. Details of textbooks needed to be developed will also be given. If no response comes from any of the private publisher or only some inappropriate publisher(s) respond(s) to the advertisement, then advertisement will be repeated in national newspapers.

If again, there is no sufficient responses from private publishers, Balochistan Textbook Board will develop the book(s) by itself.

Table 14: Invitation to Private Publishers

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
2	• Preparation of advertisement • Advertisement in provincial/ local newspapers • Re-aid if sufficient responses do not come • Compilation of list of private publishers • Identification of some experienced and renowned publishers • Motivational strategy for publishers (Personal communication, individual letters, telephones, SMS, emails, fax etc.)	BTBB	4 Weeks	Human (consultancy)

4.3. STEP – 3: Setting criteria for publishers

While selecting publisher for textbook development, those having following credentials will be preferred:

- Have earlier experience of Textbook development.
- Registered with Balochistan Textbook Board.
- Have qualified panel of authors/subject specialists.
- Own proper publishing infrastructure.
- Pay tax and have a valid NTN number.

When a publisher is selected, he must submit a sample chapter to the textbook board to check its competency. If the sample chapter fulfills all the requirements of textbook development, then the publisher is given further responsibility to develop a textbook.

Table 15: Setting criteria for publishers

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
3	• Compilation of list of all the private publishers who have	BTBB	Two Weeks	Human (consultancy)

	textbook publishing experience throughout the Province • Seek help from other TBBs for setting criteria • Preparation of draft criteria • Sharing of draft criteria with the publishers for feedback • Getting feedback on draft criteria • Finalization of criteria • Dissemination of criteria to all stakeholders			

4.4. STEP – 4: Criteria for selection of authors

The authors for textbook development must be selected according to approved standards. Some indicators for authors' selection are:

- He /She must have at least master's degree in the relevant subject. The authors having M.Phil or PhD degrees must be preferred.

- Previous experience as author be preferred.

- He / She must have teaching experience.

- Panel of authors must be preferred instead of a single author.

- Author must not be the member of IRC/PRC.

Detailed criteria for authors' selection are attached at Annexure-IV.

Table 16: Criteria for selection of authors

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
4	• Preparation of criteria for authors according to set indicators by BTBB (qualification, experience etc.) • Sharing of criteria with publishers through resource center of BTBB. • Incorporation of feedback • Dissemination of approved criteria among publishers • Hiring /selection/ constitution of panels of authors	Private Publishers with consultation of BTBB	3 weeks	

4.5. STEP-5: Agreement of Publishers with Authors

Publisher should make an agreement with author(s) before engaging them. The agreement must contain at least following indicators:-

- Relevant Qualification
- Remuneration/royalty
- Plagiarism Disclaimer
- Reliable and Valid information
- Free from religious and sectarian biasness
- IRC/PRC comments incorporation
- Abide time frame
-

Table 17: Agreement of publishers with authors

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
5	• Publishers will prepare agreement with authors according to the set criteria (qualification, experience etc.), by the BTBB	Private Publishers with consultation of BTBB	1week	

4.6. STEP-6: Checklist for Desk Review at Balochistan Textbook Board

Desk officer reviews the manuscript for basic things including superficial layout of the manuscript, CV of the author(s), ToC, SLOs, summary, assessment exercises, glossary, appendix, national anthem, etc. The detailed checklist for desk review can be found at Annexure-V.

Table 18: Checklist for Desk Review at BTBB

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
6	• Preparation of checklist according to indicators • Sharing of checklist with publishers and other stakeholders • Incorporation of feedback • Dissemination of approved Checklist	BTBB ,academic staff	1 week	

4.7. STEP-7: Composition of Initial Review Committee (IRC)

The Initial Review Committee (IRC) will consist of following experts:

- Curriculum Expert
- Subject Specialist
- Working Teacher (Male & Female, Urban, Rural)
- Language Expert
- Assessment expert

Table 19: Composition of IRC

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
7	• Getting nominations • Selection of IRC members • Getting approval from competent authority • Issuance of Orders	BTBB	4 weeks	

4.8. STEP-8: Review Criteria for IRC

The Initial Review Committee (IRC) checks the manuscript for its alignment with national curriculum. It also analyzes the design and layout of the manuscript and checks its appropriateness for specific grade/level. Detailed criteria for Initial review committee can be found at Annexure-VI.

- It is in accordance with the National Curriculum 2006.
- Student Learning Outcomes of the National Curriculum are represented in true letter and spirit.
- Sequence and scope of the contents is proper and acceptable.
- Class/grade level vocabulary is used and glossary of new/difficult words/terms is present at the end of each lesson or book.
- Language is grade-appropriate and the manuscript is free from conceptual mistakes.
- The presentation of subject matter is proper and in the context that it stimulates creativity and analytical thinking and is within the comprehension level of the target-group.

- Diagrams, illustrations and photographs are appropriate and clear with proper labeling / description.
- Linkage and application of concepts and skills in daily life is included.
- The quality and number of self-assessment exercises is good.

Table 20: Review criteria for IRC

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
8	• Checking of Manuscript for adherence with N.C • Analyzing different topics of the book to be proper and acceptable. • Indicating the major errors/mistakes in the book from any aspect.	BTBB	2 Weeks	

4.9. STEP-9: Standard format for IRC report writing

The following format would be adopted for IRC report writing

- Subject, date, place
- Names & designations of IRC
- General appreciation
- Overall suggestions for full book
- Specific observations page-wise
- Most burning issues
- Signature

Table 21: Standard format for IRC report writing

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
9	• Secretary of IRC will write a report according to the format given in the Annexure-VIII	Secretary IRC, BTBB		

4.10. STEP-10: Checklist for publishers after incorporating IRC recommendations

Incorporation of suggestions of IRC in formatting, tables, spelling, grammar, colors, font size, missing SLOs, answers, volume, title page, illustrations, picture, labeling and numbering of diagrams, verified maps etc.

Table 22: Checklist for publishers after incorporating IRC recommendations

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
10	• Suggestions of IRC have been incorporated in all aspects shown in IRC report.	BTBB, Publisher	3 Weeks	

4.11. STEP-11: Composition of Provincial Review Committee

The Provincial Review Committee (PRC) will consist of following experts:

- Curriculum Expert
- Subject Specialist
- Working Teacher (Male & Female, Urban & Rural)
- Language Expert
- Psychometrician
- Desk Officer

Table 23: Composition of PRC

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
11	• Getting nominations • Selection of PRC members other than IRC • Getting approval from competent authority • Issuance of Orders	BOC	3 weeks	

4.12. STEP-12: Review Criteria for PRC

The Provincial Review Committee (PRC) ensuring the adherence to the guidelines provided to authors for textbook writing, will study the complete manuscript and ensure that:

- It is in accordance with the National Curriculum 2006.
- Recommendations of Initial Review Committee / earlier Provincial Review Committee (if any) are fully incorporated.
- Student Learning Outcomes of the National Curriculum are represented in true letter and spirit.
- Sequence and scope of the contents is proper and acceptable.
- Class/grade level vocabulary is used and glossary of new/difficult words/terms is present at the end of each lesson or book.
- Language is grade-appropriate and the manuscript is free from conceptual mistakes.
- The presentation of subject matter is proper and in the context that it stimulates creativity and analytical thinking and is within the comprehension level of the target-group.
- Diagrams, illustrations and photographs are appropriate and clear with proper labeling / description.
- Linkage and application of concepts and skills in daily life is included.
- The quality and number of self-assessment exercises is good.

    Complete criteria for PRC review can be seen at Annexure-VII.

Table 24: Review criteria for PRC matrix

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
12	• Checking of Manuscript for adherence with N.C • Analyzing different topics of the book to be proper and acceptable. • Indicating the major errors/ mistakes in the book from any aspect. • Checking the book for incorporation of recommendation of IRC/earlier PRC (if any).	BOC	4 Weeks	

4.13. STEP-13: Standard format for writing PRC report

Following is the standard format for writing PRC report:.

- Subject, date, place
- Names & designations of PRC
- General appreciation
- Overall suggestions for full book
- Specific observations page-wise
- Most burning issues
- Signature

Table 25: Standard format for PRC report writing

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
13	• Secretary PRC will write the report for PRC meeting including all ascpects according to the sample given in the Annexure-X.	Secretary PRC, BOC		

4.14. STEP-14: Checklist for Resubmission as Pre-Press Copy

Incorporation of suggestions of PRC in Formatting, tables, spelling, grammar, colors, font size, missing SLOs, answers, volume, title page, illustrations, picture, labeling and numbering of diagrams, verified maps etc.

Table 26: Checklist for re-submission as pre-press copy

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
14	• All the suggestions of PRC have been incorporated in all aspects. • The manuscript has been proof-read. • Formatting of the manuscript hase been finalized.	BOC		

4.15. STEP-15: Format of NOC Letter

When issuing the no objection certificate to a textbook, following indicators must be highlighted:-

- It is aligned with curricula
- It is free from spelling, grammar and formatting errors
- It has not any copy rights violation
- NOC must be issued only for one year
- Provision of 3 printed copies to BOC
- NOC may be renewed on positive feedback from teachers, students, Parents, Educationists and others related to the education department etc.

Sample format of No Objection Certificate can be found in Annexure-XI.

### 4.16.	STEP-16: Selection Criteria among Multiple Textbooks

When multiple textbooks have been developed by different publishers on a subject, then Balochistan Textbook Board will select the best textbook among them, according to the criteria given below:

- The manuscript is in line with the National Curriculum.
- Objective / standards / benchmarks/ SLOs of the National Curriculum are translated in letter and spirit.
- The contents page is appropriately sequenced and numbered.
- Vocabulary and terminology appropriate to the level/class are used and glossary of difficult words is added at the end of each lesson or book.
- Reference to textbooks, material, and other resource material is acknowledged and mentioned in the manuscript.
- At the end of the textbook, a small paragraph about the author is given.
- It doesn't have any material repugnant to Islam as well as ideology of Pakistan.
- No anonymous materials, poems, stories etc. is included in the textbook.
- Language is simple and understandable and there are no language errors or conception mistakes in the manuscript.
- Diagrams, illustrations and photographs are appropriate and clear with proper labeling / captions.
- Assessment mechanism is incorporated / in built.
- Each chapter/unit covers themes and topics, learning outcomes and suggested activities as per National Curriculum.

- The material presented is dynamic, challenging, stimulating and user friendly.

- The manuscript addresses the gender issue appropriately.

Table 27:

Table 28: Selection criteria among multiple textbooks

S.R	Activities	Responsible organizations	Time frame	Resources/ support needed
16	• Formation of steering committee • Preparation of textbook evaluation tool • Evaluation and grading • Award for best book	BTBB, BOC		

4.17. STEP-17: Printing, Pricing, Binding and Distribution

Printing

The shelf life of a textbook is usually not more than two years. Students' edition should be cost effective and affordable by major sections of the society. For libraries or for those who can afford, hard bound textbooks on better quality paper can be produced as deluxe editions. Economically, 60 to 68 GSM off-white printing paper is viable. Lower Primary classes (ECE to Grade III) books may benefit from larger pictorial format for which the recommended paper size is 23x36/8 for single textbooks as well as jackets. For grade IV to XII the most appropriate and economical size of the printing paper is 20x30/8.

Size Of Textbooks

Extra space, if any, should be utilized by inserting some appropriate interacting elements/information boxes/quizzes/teachers instructions, etc. For economical printing, full format should be of 16 pages and a minimum of 4 pages lot pot is acceptable. Avoid champ as and separators of two pages only.

Table 29: Size of Book

Paper / Sheet Size	Text Size (including folio)	Minimum Trim Size
23²´36²/8	7²´9.5²	8.35²´10.75²
20²´30²/8	5.75²´8.25²	7²´9.25²

Color Scheme

All Primary and Science textbooks should be printed in four colors. The books may be categorized as below. However, the books may be categorized as per need of the subject. In some cases, the books may be partially printed in colors. It is to be noted that at every additional color the cost increases as about 5% of the total cost.

Binding

Two wire saddle stitching or center pin binding is suitable for books up to 100 pages. Hot melt glue machine binding is recommended for textbooks over 100 pages but not more than 350. This is modern technique done on the automatic binding machine. High quality imported glue should be used for this process. This strengthens the book and is durable and good looking as well.

Price

A textbook is a source of knowledge for all students, irrespective of poor or rich. So a textbook must be inexpensive, so that all types of students can buy it. The shelf-life of a textbook is usually 1-2 years, so keeping in mind this fact, textbook can be made cost-effective and easily available for all students.

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ANNEXURES

Government of Balochistan
Education Department
(Policy, Planning & Implementation Unit)

Dated Quetta, the 9th April, 2012

NOTIFICATION

No. 820039-47 /   With the approval of the Competent Authority, this office is pleased to constitute a steering committee for the implementation of new curriculum. This committee shall meet at least once in a month. The committee will be comprising of the following members:

1. Additional Secretary (Dev),Secondary Education Department   Chairman
2. Director of Bureau of Curriculum and Extension Center , .   Member
3. Director of Schools, Education Department.   Member
4. Additional Director Schools, Education Department   Member
5. Chairman Balochistan Textbooks Board.   Member
6. Director PITE, Education Department Balochistan.   Member
7. Chairman Board of Intermediate and Secondary Education   Member
8. Director Colleges, Colleges and Higher Education Department   Member
9. Deputy Focal Person, Policy Planning and Implementation Unit   Member

The terms of references are narrated as below:-
- To supervise and monitor the over all process of implementation of new curriculum.
- To coordinate with all stakeholders.
- To scrutinize, finalize and approve the curriculum implementation frame work.
- In case of more than one approved manuscripts the committee will recommend the best manuscript for publication through BTBB.

Secretary
Secondary Education

1. Director Bureau of Curriculum and Extension Center , Education Department.
2. Director of Schools, Education Department.
3. Chairman Balochistan Textbooks Board.
4. Director PITE, Education Department Balochistan.
5. Chairman Board of Intermediate and Secondary Education ,Balochistan.
6. Director Colleges, Colleges and Higher Education Department
7. Deputy Focal Person, Policy Planning and Implementation Unit
8. Copy toPS to Secretary Colleges and Higher Education, Balochistan.
9. Copy to PS to Additional Secretary (Dev) , Secondary Education Department.

Muhammad Zulfiqar Jatoi
Deputy Focal Person

Organizational Chart
of Bureau of Curriculum and Extension Center Quetta

```
                          ┌─────────────────────┐
                          │  Minister Education  │
                          └─────────────────────┘
                          ┌─────────────────────┐
                          │  Secretary Education │
                          └─────────────────────┘
                          ┌─────────────────────┐
                          │     Director  01     │
                          └─────────────────────┘
                          ┌─────────────────────┐
                          │     Additional       │
                          │     Director  01     │
                          └─────────────────────┘
```

- Deputy Director Curriculum 01
- Registrar Examination 01
- Deputy Director Extension 01
- Assistant Director Planning 01

- Assistant Director Curriculum 01
- PEACE Coordinator 01
- Assistant Director Extension 01

- Senior Research Officers 09
- Subject Specialist 04
- Principal College of Education For M/F 01

- Senior Subject Specialist 15
- Secondary School Teacher 04
- Principal Agro Tech College 01

- Subject Specialist 18
- JET 1
- Principals Elementary College for boys 07

- JVT 4
- Head masters Laboratory Schools for M/F 03

- Specialist Teacher 01
- Principals Elementary College for girls 04

Partner Organizations of BOC

1. Balochistan Text book board

2.   Directorate of School.

3. Directorate of Colleges**.**

4. Provincial Institute of Teacher Training
5. Board of Intermediate and Secondary Education

Performa for selection of authors for textbook development

Name of the author: --
Designation: --
Qualification: --
Teaching Experience: --
Administration Experience: --

Sr. #	Indicator	Yes/No	Remarks
1.	The author possesses relevant / required qualification.		
2.	The author possesses M.Phil. degree in relevant field.		
3.	The author possesses Ph.D. degree in relevant field.		
4.	The author has any professional qualification degree (B.Ed., M.Ed., etc.)		
5.	Author has teaching experience according to age and grade level.		
6.	The author has experience of textbook development.		
7.	The author has experience of any book / learning material other than textbook.		
8.	The author has the experience of textbook review in IRC.		
9.	The author has the experience of textbook review in PRC.		
10.	The author has the experience of textbook review in NRC.		
11.	The author has been a member of textbook selection committee.		
12.	The author has working experience with a team / panel of authors.		

Checklist for Desk Review

Sr. #	Statement	Yes	No
1.	CV of the Authors		
2.	Certificate from author for copy rights		
3.	Edited Master copy		
4.	Certificate of publisher that manuscript has not been submitted to any other TBB		
5.	At least one color copy		
6.	Aligned with Curricula		
7.	Table of Contents		
8.	SLOs at the start		
9.	Chapter end summary		
10.	Detailed Exercise and answers (where applicable)		
11.	Glossary, Appendix, Author's description, National Anthem etc.		

Textbook Review & Evaluation Criteria for IRC

Title and class of textbook: _____

Author (s): _____

Publisher: _____

Rating Criteria:

Score 1: Indicator has not been addressed or barely been addressed

Score 2: Indicator has been partially addressed

Score 3: Indicator has been completely or almost completely addressed

S.#	Indicators	Rating	Remarks
1.	All SLOs are properly discussed/ described in the text as per their demand followed with examples and questions in the exercises.		
2	Text is written clearly using simple language appropriate to the age and grade level of the student.		
3	Relevant learning from previous grades is referred to for better understanding.		
4	Key concepts from the curriculum are explained wherever required for creating thematic continuity and coherence.		
5	Content is supported with examples and applications from real life and is related to immediate surroundings and reflective of local and national context		
6	Knowledge/information is authentic, accurate and updated and text is free of mathematical, grammatical and punctuation errors		
7	Content follows an 'easy to difficult approach'		
8	Content provides opportunities to learners to choose from different strategies to solve problems and to give mathematical reasoning used in solving the problems		
9	Concepts and themes are presented in such a manner that raises questions in the minds of children.		
10	Chapter/section previews, summaries and review exercises allow the students to absorb the main ideas/ concepts presented.		
11	Material provides opportunities for hands-on tasks for students to understand mathematical		

S.#	Indicators	Rating	Remarks
	concepts		
12	A variety of activities are included to promote higher order thinking abilities and problem solving skills		
13	Page layout, Color scheme, Font, style and size is suitable for the grade level		
14	Headings and sub-headings support the reader to get a clear idea about linkages between various sections		
15	Pictures, graphs, maps, graphs, illustrations including title cover are clear and visually appealing for the students.		
16	Presentation of textual material is 'child friendly'. Supporting information is added in information boxes, quizzes and brain teasers etc. to enhance curiosity to help understand and apply mathematical concepts		
17	The textbook contains glossary of key /unfamiliar words, notations, symbols, abbreviations etc.		
18	A variety of assessment strategies and tools are included		
19	Domains of Bloom Taxonomy and their sub-categories are used to assess knowledge and mathematical skills.		
20	The manuscript is free from social, regional, religious/sectarian and ethnic biases.		
21	The manuscript is free from gender bias and depicts a gender-balanced view of children involved in and capable of performing mathematical tasks (equally representing both boys and girls)		

SAMPLE MINUTES OF THE INITIAL REVIEW COMMITTEE MEETING, HELD ON 10-15 SEPTEMBER, 2013, FOR THE REVIEW OF BIOLOGY FOR CLASS-9

Meeting of the Initial review committee (IRC) was held from September 10-15, 2013, to review textbook of **Biology** for **class-9**.

The committee consisted on following members.

Sr. #	Name	Position	Designation
1.		Curriculum Expert	
2.		Subject Specialist	
3.		Working Teacher	
4.		Language Expert	
5.		Assessment Expert	
6.		Secretary	Desk Officer
7.		Supervisor	Chairman TBB

Basic Information

Subject: Biology

Class: 9

Medium: English

Curriculum: National Curriculum, 2006

Publisher: XYZ Publishers, Quetta

Review dates: September 10-15, 2013

General Recommendations

1. The **title** of the book is _____.
2. The contents of the **inner title** are _____.
3. **Table of Contents** is _____.
4. **Preface** has _____.
5. **SLOs** _____
6. The **physical presentation** of the chapters/text is _____.
7. Language of the book is _____

8. Volume _____

9. Spellings _____

10. Font size _____

11. Figures _____

12. Exercises _____

13. Activities _____

14. Instruction for the teachers _____

Chapter-wise Specific Recommendations
Chapter No. 1:

Parameter	Details of Material
Color scheme	
Diagrams/photographs/illustrations	
SLOs incompletely addressed	
Missing Concepts	
Topics incompletely explained	
Topics below scope of class	
Topics above scope of class	
Overall language of the chapter	
Terms above class-level	
New terms presented	
Biasness (if any)	
Assessment Exercises	
Activities	
Instructions for teachers	

Chapter No. 2:

Parameter	Details of Material
Color scheme	
Diagrams/photographs/illustrations	
SLOs incompletely addressed	
Missing Concepts	
Topics incompletely explained	
Topics below scope of class	
Topics above scope of class	

Overall language of the chapter	
Terms above class-level	
New terms presented	39
Biasness (if any)	
Assessment Exercises	
Activities	
Instructions for teachers	

And so on………………………..

Decision:

The books is

(a)   Approved

(b)   Not approved

(c)   Will be approved after comments and suggestions are incorporated for the satisfaction of select committee within a period of ……………………… days.

Signatures of the Initial Review Committee members

1. _____

2. _____

3. _____

4. _____

5. _____

D.O.   _____

Chairman TBB_____

Balochistan criteria for textbook review

TOOL FOR TEXTBOOK REVIEW

Bureau of curriculum and Extension Centre Baluchistan, Quetta

Subject: --------------------------------------- Class/grade: ---

Name of Author(s): 1) ------------------------2) ----------------------3) ----------------------------

Name of Editor(s): -- Publisher: ---------------------------------

1**. Book Presentation (Appearance)**

S.No.	Indicators	Yes	No	Comments
1	*Title Page* 1. Colorful and attractive. 2. Subject and Grade mentioned. 3. Reflect the content.			
2	*Table of contents* Showing themes and learning outcomes.			

3	*Textual Presentation (Content)*
	1. Text/Content is child friendly.
	2. Font size is appropriate to age, level,
	   and easily readable.
	3. Color scheme of pictures/illustrations
	    is close to real life and enhances the academic
	value of the text.
	4. Relevant and supportive diagrams,
	   pictures, tables, graphs, illustrations
	   with captions.
	5. Divided into units/chapters with
	   headings and sub-headings where
	   required.
	6. Content is accurate (scientifically,
	   historically, factually etc),			

S.No.	Indicators	Yes	No	Comments
	comprehensive, and based on updated knowledge. 7. Content observes gender equity.			
4	*Introduction of authors/editors* 1. Name, qualification, & relevant Experience of authors/editors mentioned. 2. Present place of work mentioned.			
5	*Glossary* 1. New/unfamiliar/specialized terms are well defined. 2. Appropriate selection of words.			

2. Logical Presentation / Development

S.No.	Indicators	Yes	No	Comments
1	*Presentation of concepts/themes* 1. Presented in gradual steps. 2. Simple to complex progression. 3. Links are established between students previous and new knowledge. 4. Horizontal and vertical integration.			
2	*Development of skills.* 1. Knowledge, conceptual understanding, application and higher order skills are focused upon. 2. Integrated with life skills. 3. Progression from basic to advance level. 4. Stimulate interest and curiosity of students.			

3. Language

S.No.	Indicators	Yes	No	Comments
1	*Language* 1. Appropriate to age and level. 2. Clearly explains concepts and themes. 3. thought provoking and stimulate the Reader(s). 4. Simple and short sentences are used.			
2	*Free from* 1.Typographical, grammatical, and punctuation errors 2.Biasness (religious, gender, and national)			

4. Assessment.

S.No.	Indicators	Yes	No	Comments
1	*Quality assessment* 1. Lesson-wise assessment based on S.L.Os. 2. Items of knowledge, understanding, application, and higher order thinking.			
2	*Items Developed* 1. Language of instruction is clear. 2. Suitable command words are used. 3. Measured the target S.L.Os. 4. Appropriate number of items. 5. Length of the item (grade/age level). 6. Items based on all categories of			

	multiple – choice, constructed response, extended response, and open ended are included.			43

5. Overall Curriculum Alignment.

S.N0.	Indicators	Comments
1	All S.L.Os covered along with competencies, standards, benchmarks, strands, themes.	
2	*Missing S.L.Os* 1. ------------------------. 2. ------------------------. 3. ------------------------.	

Comments for Recommendation or otherwi*se*

---.

REVIEW COMMITTEE

S.No.	Name & Designation	Signature
1		
2		
3		
4		
5		
6		

SAMPLE MINUTES OF THE PROVINCIAL REVIEW COMMITTEE MEETING HELD ON 12-17 OCTOBER, 2013, FOR THE REVIEW OF ISLAMIAT FOR CLASS-10

Meeting of the Provincial review committee (PRC) was held from October 12-17, 2013, to review textbook of **Islamiat** for **class-10**.

The committee consisted on following members.

Sr. #	Name	Position	Designation
1.		Curriculum Expert	
2.		Subject Specialist	
3.		Working Teacher	
4.		Language Expert	
5.		Assessment Expert	
6.		Psychometrician	
7.		Designing Expert	
8.		Secretary	Desk Officer
9.		Supervisor	Chairman TBB

Basic Information

Subject:	Islamiat
Class:	10
Medium:	Urdu
Curriculum:	National Curriculum, 2006
Publisher:	ABC Publishers, Panjgur
Review dates:	October 12-17, 2013

General Recommendations:

1. The **title** of the book is _____.
2. The contents of the **inner title** are _____.
3. **Table of Contents** is _____.
4. **Preface** has _____.

5. **SLOs** _____

6. The **physical presentation** of the chapters/text is _____.

7. Language of the book is _____

8. Volume _____

9. Spellings _____

10. Font size _____

11. Figures _____

12. Exercises _____

13. Activities _____

14. Instruction for the teachers _____

Detailed Recommendations

Physical Layout

Following observations on physical Features were recorded.

    ❖   Paper: High Finish white paper/mat paper/ any other

    ❖   Page size: 22×27/8, 20×30/8, 23×36/8

    ❖   Margins: left side   right side

                                  Upper   lower

    ❖   Font size:

      a) Chapter theme: _____pt.

      b) Main topics: _____pt.

      c) Sub-topics: _____pt.

      d) General contents: _____pt.

Color Scheme

Item	Single color	Two color	Three color	Four color
Material				
Diagrams/graphs				
Pictures/photos				

Binding

Hard biding/ card handing

If card Binding then mode of pinning:

    Side pin   Center pin.

Title Page:

❖ Attractive and representative of inner material

❖ Not attractive and not representing inner material.

❖ Physical Features were found/ not found according to the standards set by BOC. Publisher is directed to follow the guidelines for authors and publishers issued by the BOC for various subjects and grades.

Chapter No. 1:

1.   Color scheme:

_____

_____

2.   Diagrams/photographs/illustrations:

_____

_____

3.   SLOs incompletely addressed:

_____

_____

4.   Missing Concepts:

_____

_____

5.   Topics incompletely explained:

_____

_____

6.   Topics below scope of class:

_____

_____

7.   Topics above scope of class:

_____

_____

8.   Overall language of the chapter:

_____

_____

9.   Terms above class-level:

_____

_____

10.   New terms presented:

_____

_____

11.   Biasness (if any):

_____

_____

12.   Assessment Exercises:

_____

_____

13.   Activities:

_____

_____

14.   Instructions for teachers:

_____

_____

Chapter No. 2:

As above…………………………………

Decision:

The books is

(a)   Approved

(b)   Not approved

(c)   Will be approved after comments and suggestions are incorporated for the satisfaction of select committee within a period of ……………………… days.

Signatures of the Committee members

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

D.O. _____

Chairman TBB_____

Sample format of NOC

No. _____ / C.B
Directorate of Education,
Bureau of Curriculum & Extension Centre,
Balochistan, Quetta

Dated: Quetta the _____January, 2013

To: The Chairman,
     Balochistan Textbook Board,
     Quetta.

Subject: **NO OBJECTION CERTIFICATE OF TEXT BOOK**
     MATHEMATICS –IX

Reference letter No. SO (Academic)/ EDN:/ 2-6/ 2276 dated 18th January, 2013   regarding caption above subject.

    As per recommendation of review committee of Mathematics team BOC & EC, Director Bureau of Curriculum and Extension Centre is please to **issue the NOC of Manuscript of Mathematics–IX prepared by New College Publication Quetta** and forwarded by the BTBB, Quetta on the following terms and conditions on provisionally basis.

1. The editing of the approved manuscript especially its formal and lexical aspects including the spelling, grammar, punctuation and illustrations, photographs etc. is the responsibility of the Balochistan Text Book Board Quetta and the whole manuscript should be thoroughly and carefully checked by the board of before printing.

2. Balochistan, text book board and the publishers should ensure that there is no infringement of copy rights and due care is taken that no copy right law is violated.

3. NOC is issued provisionally **for Publication** for one year and will be renewed in the light of the feedback received from the working teachers at school level as well as subject specialists of the Balochistan text book board and BOC & EC on the quality and the treatment of contents in the textbook and the delivery of these contents in the class room with respect to the students learning.

Three copies of the textbooks when printed in accordance with the prescribed procedure in the National Text Book Policy 2007 may kindly provide to this office for reference and record.

DIRECTOR
BUREAU OF CURRICULUM &
EXTENSION CENTRE, BALOCHISTAN, QUETTA

Copy for information:-

1. The Secretary Secondary Education Gov't of Balochistan, Quetta

2. Publisher Concerned