Continuous and Comprehensive Evaluation

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Evaluation: What is it and why do it?
Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program’s activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987).

Why Do Evaluation?
Evaluations serve many purposes. Before assessing a program, it is critical to consider who is most likely to need and use the information that will be obtained and for what purposes. Listed below are some of the most common reasons to conduct evaluations. These reasons cut across the three types of evaluation just mentioned. The degree to which the perspectives of the most important potential users are incorporated into an evaluation design will determine the usefulness of the effort.

What is educational evaluation?
Educational evaluation is the evaluation process of characterizing and appraising some aspect/s of an educational process. There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate.

Standards for educational evaluation

Each publication presents and elaborates a set of standards for use in a variety of educational settings. The standards provide guidelines for designing, implementing, assessing and improving the identified form of evaluation. Each of the standards has been placed in one of four fundamental categories to promote evaluations that are proper, useful, feasible, and accurate.

**The Personnel Evaluation Standards**
- The propriety standards require that evaluations be conducted legally, ethically, and with due regard for the welfare of evaluates and clients involved in.
- The utility standards are intended to guide evaluations so that they will be informative, timely, and influential.
- The feasibility standards call for evaluation systems that are as easy to implement as possible, efficient in their use of time and resources, adequately funded, and viable from a number of other standpoints.
- The accuracy standards require that the obtained information be technically accurate and that conclusions be linked logically to the data.

**The Program Evaluation Standards**
- The utility standards are intended to ensure that an evaluation will serve the information needs of intended users.
- The feasibility standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.
- The propriety standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.
- The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

**The Student Evaluation Standards**
• The Propriety standards help ensure that student evaluations are conducted lawfully, ethically, and with regard to the rights of students and other persons affected by student evaluation.
• The Utility standards promote the design and implementation of informative, timely, and useful student evaluations.
• The Feasibility standards help ensure that student evaluations are practical; viable; cost-effective; and culturally, socially, and politically appropriate.
• The Accuracy standards help ensure that student evaluations will provide sound, accurate, and credible information about student learning and performance.

What is Continuous and Comprehensive Evaluation (CCE)?
The CCE or Continuous and Comprehensive Evaluation scheme refers to a school-based evaluation of students that covers all the aspects of a student’s development. Continuous means regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self-evaluation, etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student’s growth and development — with both these aspects of the evaluation process being assessed through Formative and Summative Assessments. Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student’s development.
It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning.

CCE helps in reducing stress of students by:-
• Identifying learning progress of students at regular time intervals on small portions of content.
• Employing a variety of remedial measures of teaching based on learning needs and potential of different students.
• Desisting from using negative comments on the learner’s performance.
• Encouraging learning through employment of a variety of teaching aids and techniques.
• Involving learners actively in the learning process.
• Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.
TEACHERS SHOULD KEEP IN MIND

- Use a variety of tools (oral, projects, presentations).
- Understand different learning styles and abilities.
- Share the assessment criteria with the students.
- Allow peer and self assessment.
- Give an opportunity to the student to improve.

Important Points:

- CCE will cover the scholastic and co scholastic areas of school education.
- The two types of assessment referred to in the circular are formative and summative. The periodicity of the two types of assessment are four and twice a year respectively.
- Formative Assessment totals to 40% weight age.
- Summative Assessment totals to 60% weight age.
- There are nine grades in Part A of Scholastic assessment and Part B of the same assessment has five grades.
- Summative assessment covers non academic areas like attitudes and skills and there are three grades.
- If a student secures Grade 6 in the academic areas his/her marks would range from 51% to 60%.
- CCE advocates absolute grading. This means that Grade 9 would imply an A2 grade.
- The academic term will be divided into two terms.
Online Educational Evaluation

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Introduction:

Online learning—for students and for teachers—is one of the fastest growing trends in educational uses of technology. Online learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television and videoconferencing. Earlier studies of distance learning concluded that these technologies were not significantly different from regular classroom learning in terms of effectiveness. Policymakers reasoned that if online instruction is no worse than traditional instruction in terms of student outcomes, then online education initiatives could be justified on the basis of cost efficiency or need to provide access to learners in settings where face-to-face instruction is not possible. The question of the relative efficacy of online and face-to-face instruction needs to be revisited, however, in light of today’s online learning applications, which can take benefit of a wide range of Web resources, including not only multimedia but also Web-based applications and new collaboration technologies. These forms of online learning are a far call from the televised broadcasts and videoconferencing that characterized earlier generations of distance education. Moreover, interest in hybrid approaches that blend in-class and online activities are increasing. Policy-makers and practitioners want to know about the effectiveness of Internet based, interactive online learning approaches and need information about the conditions under which online learning is effective.

Definition of online education:

In the era of lifelong-learning exists a lot of learning forms. One can learn alone for instance reading books, in free groups with the family or friends or in organized groups with professional support like supported learning in school class, university seminars, and commercial seminars. Organized groups use two traditional ways of learning - face to face action and distance learning. In the information age computers get a bigger influence and importance on these forms. This starts from the use of web pages instead of books while learning alone and goes up to complete online-courses. In professional education the traditional learning was first supported by the computer. Today online learning has an increasing role; I think there are three forms to differentiate between. Traditional courses can...
be online-supported; online-courses can have Face to Face meetings or are pure online-courses.

Online education has actually four learning contexts. It’s used at school, at higher schools like universities and for the education of adults. This entire context has different influences on the way of teaching, learning and, last but not least, evaluating.

Today online education means the use of a computer to pull and push data via Internet or (getting less) via mailboxes.

There are a lot of different techniques that can be used in online education. Paulsen (1995) lists a lot of them, starting with one-alone techniques like online databases, online journals, online applications, software libraries, online interest groups and interviews. Then he describes one-to-one techniques like learning contracts, apprenticeships, internships and correspondence studies; followed by one-to-many techniques like lectures, symposiums and skits. Many-to-many techniques are debates, simulations or games, role plays, case studies, discussion groups, transcript based assignments, brainstorming, Delphi techniques, nominal group techniques, forums and project groups. He found some techniques not to be utilized in Computer-Mediated Communication like in-basket exercises, panels, committee hearings, cognitive networks and jigsaws. To use these techniques many different software products and learning styles are used.

**Evaluation of online education**

**Procedure**

There are a lot of reasons for evaluation. When starting for the first time in online education, we must find out how online education works and which tools and techniques we should use. Therefore you need to know how it works. Often we want to improve our teaching and need information.

When you know why you evaluate, you should have a look at the audience for which the evaluation is intended. If it’s you, no big problem will appear. If your pupils want to know why they got a bad mark you should be able to tell them some arguments. If somebody in a department who doesn’t know what you’re doing maybe you must evaluate in another way to get the best result.

After knowing why and for whom you evaluate, you can start to work in content. First you have to look what you want to find out. There are a lot of goals for evaluation from finding out what software you want to use for a online seminar over looking at the costs of developing a learning hour to the information about students to help them learning in the most effective way.

After defining the goal, with the knowledge of goals and targets, it’s the time to decide which methods and techniques you want to use. There are easy to use checklists or questionnaires, you can look at the work of the students or ask an expert and so on.
After you picked out one method or made a method mix, you have to remember advantages and problems of evaluation, not to forget the standards and ethical aspects. In most cases it’s useful to tell the people why you evaluate. Now you can evaluate. After evaluation you have to sum up the results and work with them.

**Targets of evaluation:**

The basic of any online course is the software. This can be divided in different categories. Technical software like learning environment, e-mail-program, and browser are basic instruments for online education. Picture collections and information databases deliver material for developing learning materials and learning software with information can be used instead of self-developed software. Software can be checked for abilities, disadvantages, ease of use, quality and so on. Interesting is to check services like to hire a server or an online learning environment. Using ready materials or analyzing an existing course needs a view on quality, usability, relevant, combination and so on. Evaluating the learner means looking at learning type, quality of participation, success of learning. Looking at a teacher the way of teaching and the reaction to students can be tested. Instead of testing parts of a seminar like material or people, you can evaluate a seminar at whole. Different from a seminar together with other people a self-learning course needs other points of view.

**Methods of evaluation:**

Classic methods can be divided in four parts, the use of experts, let people test, use the results of others and have a look of the use in real life. Experts can be the teacher himself or an external person. An expert can check the content of software, have a look at the quality of finding fast an information, he could use a checklist. Further on he can make an assessment, he can draw a comparison between different versions, he can make an ISO-quality-check, he could judge the development or two or more people analyze a software from different points of view.

Tests by persons is often used in formative evaluation to test software before selling it. You can look and listen to a person using software directly, via a mirror, a camera or a microphone. Looking at several persons working at the same computer, you can analyze their behavior and their talking. Thinking aloud means that the user talks about his way of using the software and the feelings and thoughts he has. It’s possible to record videos and sound files to check them later. After making a video of a person, this can be shown to the user to be commented by him. You can use a questionnaire online, via telephone, written or personally. You can make interviews. By asking before a learning course and afterwards you can try to find out what the user has learned. You can look if persons can use their new knowledge in other contexts. You can let people solve tasks and look if it works good. It can be helpful to categorize something to make it comparable with other products. A good starting point for evaluation is to look at the results of others. You can collect the first impressions of persons, self-reflections and their reports of use. You can check newspapers, books and databases for...
reviews, look at awards and elections for the best product of a year. Looking at practice means to look at the economical value, where, when and why the product is used, ask if the user is happy with the software and if there are a lot of technical questions. These methods above are called classical evaluation methods, a few can be added for digital media and online education. They cannot be used in any case because it’s depending of the software used. Often log files give you information of the way a user learns, what has been seen, how long somebody was online and so on. Interesting is to look how often and at which places a help page is called. Using an online quiz gives you the chance to get information that can be analyzed mostly automatic. If developing software, you can use beta-versions for testing, and look at the results of registrations. Delivering materials need test on how they work on different platforms.

**Results of evaluation:**

Most results of evaluation will be used for internal purposes. In the worst case the results won’t be used. Sometimes the evaluator just has a look at it to find his opinion in it. In normal case he will use the results to improve the running project or let it fluid into the next developments. If the evaluator thinks that some of the results of evaluation are interesting enough to be known by others, he will publish it. Today the results are often published in the Internet. Sometimes evaluation is made for public use. The most famous is the lending of awards. CD-ROMs are often evaluated. These are not typical media for online education, but can be added to a course. To find out good software more easy, some organizations give out medals. In the online world it’s getting more and more usual that research projects are only paid partly and the rest is paid when the final report appears. And in most cases evaluation is part of the final report. It’s probable that in future there will be servers with comments on online education. It will then be a world-wide opportunity. Themes are Web Based Tutorials, Web Based Activities, Web Based Projects, Unit & Lesson Plans, Hotlists, Other Resources, and References & Tools.

**Summary:**

Online education has a lot of faces. Evaluation has a lot of faces, too. The information above gives stimulation to use evaluation while planning, making and using online materials and courses.

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- http://www.ed.gov/about/offices/list/os/technology/evaluation.html
Indian Education: Being/learning

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Introduction

Presenting a critique of modern education practice, this paper argues that Western tradition of education is based on binary opposition of subject and object while in ancient education there was no such dichotomy. Extending this argument, it further emphasizes that being and learning are not two different categories but there exists non-dualism between these and the goal of education is to achieve this non-dualism.

Educational practice in West and East: A historical overview

Education has been practiced since the beginning of civilization in all cultures and traditions. In the ancient times, the education system was verbal, carried out generally by elders of the family. The writing system developed around 350 B.C, enabling the recording and sharing of information. Later on as society developed and became more complex, the education got associated with law, trade and commerce, religion and civil administration. Moreover education as practice was available to only a small fraction of the population in both Indian and Western tradition. However, close look of the educational practices suggests that modern or Western education system is product of industrial revolution. Like factory system, in
modern education pupils as raw material are processed through curricula to the final product as professional. It is run by market force to meet the demand of industry or service sector.

In this process learning has virtually reduced to skill development that can be used for external world. Moreover the emotional and moral part of education is missing and this can be said one of the turmoil of the world. It is totally separate from the very question of being that is vital in individual as only this gives meaning of life. Even if we take ancient Western educational tradition, it can be said that its educational tradition is more concerned about the ‘wisdom’ rather than ‘being’. West defines knowledge as distinction between knower (subject) and object. There is always a gap between these two categories. This gap creates dichotomy between the world and individual. Thus, world can be perceived not realized. As who is to realize is always outside from this world.

Fundamentally, this initiates a debate over nature of knowledge. In fact, this is a debate between the epistemologically externalities on the one hand and epistemologically internalities on the other. Externalists think that factors deemed ‘external’, meaning outside of the psychological states of those who gain knowledge, can be conditions of knowledge. Internalists, contrariwise, claim that all knowledge yielding conditions are within the psychological states of those who gain knowledge.

**Ancient Indian education practice: in search of being**

However this distinction does not exist in Eastern tradition or particularly in Indian tradition in the ultimate analysis. The core of Indian education is no-separation between perceiver and perceived. This reflects non dualism and knowledge coming from that is considered supreme.

In fact, at practical level the ideal of education system has been very grand noble and high in ancient India. Its aim, according to Herbert Spencer is the ‘training for completeness of life’
and the molding of character of men and women for the battle of life. In fact, the main aim of education was at the manifestation of divinity in men, it touches the highest point of knowledge. In order to attain the goal the whole education method is based on plain living and high thinking pursued through eternity.

How to achieve this being; one may notice a general way of tradition that emerged in India.

In fact, the knowledge was passed on orally from one generation to another in ancient India. Education involved three basic processes. First process included ‘Sravan’ that means acquiring knowledge of ‘Shrutis’ by listening. Second process included ‘Manan’ that meant pupils to think, analyze them about what they heard, and assimilated the lessons taught by their teachers and make their own inferences. Third process called ‘Nidhyasana’ that meant comprehension of truth and to apply them in real life.

Regarding education ancient Indian text says, “He who possessed of supreme knowledge by concentration of mind, must have his senses under control, like spirited steeds controlled by a charioteer.” (Kathopnishad, iii,6) From the Vedic age downwards the central conception of education in India has been that it is a source of illumination giving us a correct lead in the various spheres of life. Knowledge says one thinker, is the third eye of men, which gives him insight into all affairs and teaches him how to act. (Subhishitaratnasandhola, p.194) As per classical Indian tradition ‘Sa Vidya ya Vimuktaye’ means, which liberates us is education.

Thus, learning in India through the ages had been prized and pursued not for its own shake, but for the sake of development of being. It was sought as the means of self realization, as the, means to the highest end of life i.e. mukti. In other word, ancient Indian education is to be understood as being ultimately the outcome of the Indian theory of knowledge as part of the corresponding scheme of life and values. The scheme takes full account of the fact that life includes death and two form the whole truth. This gives a particular angle of vision, a
sense of perspective and proportion in which the material and the moral, the physical and the spiritual, the perishable and permanent interests and values of life are clearly defined, yet they are the part of whole not separate that has to be understood by knowledge. Thus individual supreme duty is thus to achieve his expression into absolute, his fulfillment, for he has potential. This is in sharp contrast with Western tradition of education where acquisition of objective knowledge is final.

Conclusion:

Modern education practice which is schooling system promotes the idea of processing. It is vertical in nature and also promotes inequality in society. They are more a supporting pillar of social and economic structure and its purpose is to maintain capitalist-industrial complex. They encourage individualism, alienation and exploitation of fellow human being. This is result of the world view in which subject and object are taken separately. On the other hand, Indian education practice, there is no such binary opposition and being and learning are not two categories but a same process. It is this being where all knowledge and beauty resides.

References

Construction of Mathematical Reasoning Capsules based on Concepts of 6th Standard and a Study of its Effectiveness on Students

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Introduction
All children have all potential to grow in their lives. Herbert Hoover, 31st U.S. president said "Children are our most valuable resource. Most of the research studies from the literature show that students’ minds are not empty; they have plenty of ideas or prior knowledge (Arnaudin & Mintzes, 1985; Bell, 1985). We all believe that if children are given ample guidelines, opportunity, freedom and environment to grow, they have all potential to prove themselves. To give each and every child equal opportunity to grow it time to think beyond conventional class room teaching. Reasoning refers to the process of drawing conclusions or inferences from information. Reasoning always requires going beyond the information that is given (Bruner, 1957). In recent years importance of mathematical reasoning has augmented as it shares its prime importance in entrance exams. But thrust is not given to introduce mathematical reasoning as part of curriculum. Trying new and innovative ideas for teaching can help you and your students enjoy and achieve (Geoffrey Squires; 2003). In this competitive world knowledge of mathematical reasoning shares its own importance and researcher propose to introduce it as a part of curriculum.

Objectives
1. To construct mathematical reasoning ability capsules for students of std 6th.
2. To know the effectiveness of constructed capsules.
3. To know the impact on retention by experiment treatment.
4. To know the access the impact of level of intelligence on mathematical reasoning ability of the students.

Hypothesis

1. There will be no significant difference on mathematical reasoning ability by experiment.
2. There will be no significant effect of the mathematical reasoning ability capsules on retention.
3. There will be no significant effect of the mathematical reasoning ability capsules on high I.Q. level students.
4. There will be no significant effect of the mathematical reasoning ability capsules on low I.Q. level students.

Scope and delimitation

1. The present study is limited to the students of standard 6th of Smt.R.N.Patel primary school in Gandhinagar city.
2. As the pre-test and the post –test are self prepared so there limitations are also limitation of the study.
3. For this experiment one group experimental design is selected and so all the limitation of this design is also the limitation of the present study.
4. The limitation of the investigator in teaching of this mathematical reasoning capsules is also remains as the limitation of this study

- **Variable under investigation**
  
  Dependent variable
  
  Mathematical reasoning

  Independent variable
I.Q. → high I.Q.
Low I.Q.

- **Methodology**

To know the effectiveness of mathematical reasoning ability one group experimental method was used. In which fifty students were selected by using random sampling technique. The experiment was carried out for 19 Days in which 15 capsules were included. The I.Q. level was measured by standardized I.Q. test prepared by Dr. H.J.Shah. Pre-test and Post-test were taken in the experiment. After the completion of experiment the retention test was taken after 15 days. The analysis was done using F-test.

- **Effectiveness of capsules**

One of the objectives of this research was to know the effectiveness of capsules. Therefore $T_1$ and $T_2$ test were taken. On the bases of $T_1$-$T_2$ scores $\sum X$, $\sum X^2$, Mean, SD and F-test were calculated. This data is described in table no-1.

<table>
<thead>
<tr>
<th>Effect of capsules</th>
<th>n</th>
<th>$\sum X$</th>
<th>$\sum X^2$</th>
<th>Mean</th>
<th>SD</th>
<th>F-ration</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test T-1</td>
<td>50</td>
<td>732</td>
<td>11496</td>
<td>14.64</td>
<td>3.98</td>
<td>128.72</td>
<td>**</td>
</tr>
<tr>
<td>Post-test T-2</td>
<td>50</td>
<td>1886</td>
<td>80500</td>
<td>37.72</td>
<td>13.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the data of table no-1 it is understood that average scores of pre test were increased after experiment. As per the F-test the table values of 05 and 01 significant levels are 3.94 and 6.90 respectively. The calculated critical ratio of F-test is 128.72 which is **.
greater than 01 significant level. So, Ho₁ hypothesis is not accepted at 01 level of significant. There, capsules are effective to increase the mathematical reasoning ability.

- **The effectiveness of experimental process with respect to I.Q. level**

  Generally the achievement level of the students in various fields, their intelligence levels place an important role. Will the intelligence level also have the same effect in terms of mathematical reasoning ability? To know the answer of this question I.Q. was selected as one of the variable of this study.

  In this research the sample was divided into two groups’ high I.Q. level and low I.Q with respect to I.Q. level. In both these category 25-25 students were included. On the bases of T₁-T₂ scores \( \sum X, \sum X^2 \), Mean, SD and F-test were calculated. This information is given in the table no-1.

<table>
<thead>
<tr>
<th>I.Q. level</th>
<th>N</th>
<th>( \sum X )</th>
<th>( \sum X^2 )</th>
<th>Mean</th>
<th>SD</th>
<th>F-rat.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low I.Q.</td>
<td>Pre-test T-1</td>
<td>25</td>
<td>342</td>
<td>13.68</td>
<td>6.65</td>
<td>42.60</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>Post-test T-2</td>
<td>25</td>
<td>798</td>
<td>31.92</td>
<td>71.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High I.Q.</td>
<td>Pre-test T-1</td>
<td>25</td>
<td>390</td>
<td>15.60</td>
<td>3.75</td>
<td>146.65</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>Post-test T-2</td>
<td>25</td>
<td>1088</td>
<td>43.52</td>
<td>12.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Effect of retention on mathematical reasoning**

  One of the objectives of the present study is to testify the effect of retention on mathematical reasoning capsules. After fifteen days of time period of conducting post test \( T₂ \), re-test was conducted. On the basis of the \( T₂ \) and \( T_r \)
scores $\Sigma X$, $\Sigma X^2$, Mean, SD and F-test were calculated. This information is given in the table no-3.

<table>
<thead>
<tr>
<th>Effect of retention</th>
<th>n</th>
<th>$\Sigma X$</th>
<th>$\Sigma X^2$</th>
<th>Mean</th>
<th>SD</th>
<th>F-ration</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (T1)</td>
<td>50</td>
<td>1886</td>
<td>80500</td>
<td>37.72</td>
<td>13.68</td>
<td>0.51</td>
<td>NS</td>
</tr>
<tr>
<td>Post-test (T2)</td>
<td>50</td>
<td>1788</td>
<td>72976</td>
<td>35.76</td>
<td>13.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the data of table no-3 it is understood that average scores of pre test were increased after experiment. As per the F-test the table values of 05 and 01 significant levels are 3.94 and 6.90 respectively. The calculated critical ratio of F-test is 0.51 which is less than 01 significant level. So, Ho hypothesis is not significant at 01 level.

Major findings

Capsule constructed to enhance the mathematical reasoning was significant at 01 level. Above capsules were significant at 01 level for students of higher IQ as well as for lower IQ. Development in student’s achievement remains same after retention period.

In view with above findings it is observed that capsules created by researcher was found effective for all IQ level students and retention period do not have any implication on student performance.

Conclusion

With reference to the analysis of study it is proposed to introduce these types of various activities as a part of curriculum to enhance and amplify students performance at various competitive examinations.
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“The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education.”

- M. K. Gandhi

True Education on the NCTE site

(A) GANDHIJI'S EDUCATIONAL PHILOSOPHY

Meaning of Education

Gandhiji summed up his idea of true education as: “By education I mean an all-round drawing out of the best in child and man-body, mind and spirit.” He further says, “All-round implies a harmonious development or drawing out of the best.” He stresses that education cannot be confined to childhood and youth, it has to take into account the whole life of a man. He emphasizes that education must take care of the whole child, the human personality in all its aspects-physical, intellectual and spiritual. Gandhiji believed that the function of education is to bring about a harmonious development of all the aspects of human personality so that it can grow to its highest stature and serve the society at its best. Gandhiji underlined that reading and writing is only a means of education, and it is not all.¹ Gandhiji observed that universal education based on money would not be practical for a poor country like India. He wanted to make education self-reliant. To Gandhiji no education is worth the name unless it makes boys and girls good citizens.²
Modern Education

Gandhiji observed that modern system of education is not only useless but even harmful. He felt that the current education builds barriers between children and parents. It creates a hatred in children’s mind for ancestral arts. They learn many things which cannot be called education.\(^3\) Gandhiji envisaged vocational education so that children may start earning from the very start of their education. He believed that such an education would educate both body and the mind. He lays stress on handicrafts. He insists on the imparting of education through some productive medium. Though he stressed vocationalisation of education, he was against the conversion of schools to factories. He envisaged that all-round development could be brought about through all subjects. Therefore schools have not to be factories, other subjects should also be taught there.

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The objective of Education

Gandhiji believed that the objective of education should be social order. He asserted that: “The ultimate objective of the new education is not only a balanced and harmonious individual but also a balanced and harmonious society – a just social order in which, there is no unnatural dividing line between the haves and have nots and everybody is assured of a living wage and right to freedom.

Handicrafts and Self-reliance

Gandhiji propounded: “The uniqueness of this scheme is that education is to be given through village crafts. The end in view is not to be accomplished by merely adding a village craft to the current syllabus.” Gandhiji laid stress on self-reliance through his educational philosophy. He thinks that a child will become self-reliant during his educational period if he is taught through some handicraft. He proposes this scheme as after receiving education the child will be able to stand upon his own legs and secondly he will be able to bear his educational expenditure by producing
something useful. He further argued that by selling the things produced by children, a part of the salary of the teachers may be procured. He envisaged that education should be a means of removing unemployment. Gandhiji say’s ‘self-reliance is the real test of education.’ He envisaged that schools could be able to meet their expenses through their own resources. It could be achieved if the state purchases the things produced by the school. Thus, education could be self-reliant.

Importance of Labour

By stressing on handicrafts, Gandhiji has rightly paid much importance on labour. Children could learn the importance of labour through productive work. Moreover, this would enhance the inculcation of good qualities through vocational arts. Gandhiji says: “It is a crime to make education merely literary, and unfit boys and girls for manual work in later life. Indeed, I hold that as the large part of our time is devoted to labour for earning our bread, our children must from their infancy be taught dignity of such labour. Our children should not be so taught as to desist labour.”

Self-supporting Education

In this context Gandhiji upholds that education should be self-supporting. “Self-sufficiency is not a ‘prior’ condition, but to me it is the acid test. This does not mean that Basic Education will be self-supporting from the very start. But taking the entire period of seven years, income and expenditure must balance each other. Otherwise it would mean that even at the end of this training the basic education student will not be fit for life. This is the negation of basic education. ‘Nai Talim’ without the self-support basic would be like a lifeless body.”

Methods of Education

Gandhiji’s views in this regard are encompassed in his exclamation: “Children take in much more and with less labour through ears than through their eyes.”

Medium of Instruction
Gandhiji opined that mother tongue should be the medium of instruction and this should be
given a more important place than other subjects. He says, “our language is the reflection of
ourselves and if you tell me that our languages are too poor to express the best thought, then I say
the sooner we are wiped out of existence the better for us.”

Free Education

Gandhiji envisaged that the state should provide free education to children within the age
between seven and fourteen years.

Activity Based Education

Gandhiji developed the activity based education for village in India. He rightly realized that
Universal education based on money would not be practical for a poor country like India. Even the
Zakir Hussain Committee observed that Gandhijis’ educational philosophy has been psychologically
appropriate because children will really appreciate learning things through their own activities.
Children by nature do not like reading, writing and arithmetic in a monotonous manner. The activity
centred method in the school will establish a correlationship between real life and mental life.

Education for Character Building

Gandhiji say’s, “The end of all knowledge must be in building up character. What is
education without character and what is character without elementary personal purity.”

Foreign Mediums of Instruction

In this regard Gandhiji states: “The foreign medium has caused a brain fag, put an undue
strain upon the nerves of our children, made them crammer and imitators, unfitting them for
original work and thought and disabled them for filtrating their training to their family or the
masses. The foreign medium has made our children practically foreigners in their own land.”
The Teacher

While defining the duties of a teacher Gandhiji says, “The teacher has to enable the student’s to understand the distinctions and qualities implied in various things. If the student does not learn to distinguish between things, there will be no difference between him and a machine. Man is a thinking animal. Therefore during the study period we should be able to distinguish between truth and untruth, sweet and harsh language and clean and dirty things. The teacher must have those qualities which he wants to promote in children. Gandhiji says hat he has experienced himself that students learn more from their teachers’ personality than from books or from their lectures. I am delighted to realize that students have a knack to enter into the innermost of thing. Therefore they are at once able to read the thoughts of their teachers.”

Spinning and Curriculum

In this context Gandhiji states: “In any curriculum of the future, spinning must be a compulsory subject just as we cannot live without eating, so it is impossible for us to attain economic independence and banish pauperism from the ancient land without reviving home spinning.”

Co-education

Gandhiji states the following vis-à-vis the introduction of co-education system. “Before launching on such experiments, a teacher has to be both father and mother of his pupils and be prepared for all eventualities, and only the hardest penance can fit him to conduct them.”

Women’s Education
Gandhiji had the highest regard for women and their education. This can be adjudged by the following quote. “As for women’s education. I am not sure whether it should be different from men’s and when it should begin. But I am strongly of opinion that women should have the same facilities as men and even special facilities where necessary.”

**Religious Education**

Gandhiji states vis-à-vis religious education. “To me religion menas Truth and Ahimsa or rather Truth alone, because Truth includes Ahimsa, Ahimsa being the necessary and indispensable means for its discovery. Therefore anything that promotes the practice of these virutes is a means for imparting religious education and the best way to do this in my opinion is for the teachers to rigorously practice these virtues in their own person. This very association with the boys, whether on the playground or in the classroom, will then give the pupils a fine training in these fundamental virtues. Thus, we can infer that Gandhiji is in favour of such a religious education for children which may help them understand and experience the presence of God every where. To Gandhiji to live a life of truth, love, non-violence and justice is religion. He has recommended that essentials of all great religions should be the basis of religious education in the country. Gandhiji wants that in schools children should be advised to respect all religions and to implement their morals in their practical life.

**Spiritual Training**

Gandhiji is not in favour of a state religion so he does not want that any book for religious education should be prepared by the state. However, he recommended imparting of oral education in Government schools also. In this regard he state, “I made the children memorize and recite hymns and read to them from books on moral training. But that was far from satisfying me. As I came into closer contact with them I saw that it was through books that one could impart training of the spirits. Just as physical training was to be imparted through physical exercise, and intellectual through intellectual exercise, even so the training of the spirit was possible only through the exercise of the spirit. And the exercise of the spirit entirely depended on the life and character of the teacher. The teacher had always to be mindful of his Ps and Qs whether he was in the midst of his boys or not.
Textbooks

Gandhiji is against loading children with books. To him the real textbook of the child is his teacher. Gandhi has prescribed oral education for primary education as the child learns more through his eyes. He has advised that only one or two books may be purchased for children, when they can easily read and write. He strongly criticizes textbooks unsuitable to the Indian environment. He advises that ‘Books for our children be written by our patriots. He further states, “I have therefore, come to the conclusion that books are required more for the teachers than for the taught, And every teacher, if he is to do full justice to his pupils, will have to prepare the daily lesson from the material available to him. This too, he will have to suit to the special requirement of his class.”

Handwriting

Gandhiji has emphasized the importance of good handwriting. Through good hand-writing, Gandhi wants to develop aesthetic sense in children. He wants that children’s handwriting should be like beautiful paintings. He states, “Handwriting is an art. Every letter must be correctly drawn, as an artist would draw his figures. This can only be done if the boys and girls are first taught elementary drawing.”

Discipline with Freedom

In this context Gandhi envisages : “The pupil must have initiative. They must cease to be mere imitators. They must learn to think and act for themselves and yet be thoroughly obedient and disciplined. The highest form of freedom carries with it the greatest measures of discipline and humility. Freedom that comes from discipline and humility cannot denied, unbridled license is a sign of vulgarity injurious alike to self and one’s neighbours.”

(B) WARDHA SCHEME OF EDUCATION – BACKGROUND
Gandhiji’s scheme of education is known as Wardha Scheme because he gave a definite picture to it at Wardha (Maharashtra). It is from this scheme that Basic Education in a modified form has been drawn by the Zakir Husain Committee. In his scheme Gandhiji has shown only the outline which was later on left with a committee under the Chairmanship of Dr. Zakir Hussain to develop in a more elaborate form with all necessary details. Gandhiji presented his scheme before some chosen Congress men in a conference organized at Wardha on October 22 and 23, 1937. The Zakir Hussain Committee submitted its report on December 2, 1937. Though the Basic Education as accepted by the Government of India as a primary education policy for the whole country is different from what Gandhiji originally thought of, its fundamental nature is consistent with Gandhiji’s ideas.

The Wardha scheme of Education comprises the following aspects:

1. **Free and Compulsory Education for Seven Years:**
   According to the Wardha Scheme, free and compulsory education should be given to children for at least seven years within seven to fourteen years of age. Gandhiji wants to impart primary, middle and high school education to a child during these seven years. He envisaged a combination of primary and secondary education together. He wants to leave higher education to private enterprises. At the age of fourteen the school should be able to produce intelligent citizens with effective literacy and proper control over their senses. They should be mature for social appreciation and attitudes.

2. **Handicraft as the Nucleus of Education:**
   Education has to be imparted through some productive work which the children themselves will carry out by their hands. This productive work or some small industries like spinning, weaving, clay-work basket-making, carpentry or some other handicrafts are to be the centre around which various subjects will be taught. In this regard the Zakir Hussain Committee observed, “education imparted through some productive medium is consistent with modern theory of education. This system is a good device to solve the problem of giving education for all sided development.” The Committee further opined that the chosen handicraft for providing education should be such as to be easily used for teaching the various subjects around it. While giving education through the medium of a craft emphasis should be given for inculcating the spirit of co-operation, planning, accuracy and leadership.

3. **Self-supporting Basis of the Plan:**

The Wardha scheme of Education comprises the following aspects:

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Gandhiji has stressed self-reliance in education. He envisaged that the child after completing his seven years of education should become a productive unit of society. He wants to eradicate unemployment to a certain extent through preparation of children for productive work in society. He envisioned that products coming from schools should be purchased by the state facilitating payments of school teachers.

(4) The Medium of Instruction:
Gandhiji wanted mother tongue to be the medium of instruction. It was to occupy foremost place among languages. He felt that only mother—tongue facilitates natural expressions. He observed that forcing of foreign language led to wastage of energy, time and money. In Basic system, national education is to be imparted through the mother-tongue.

(5) Non-violence: In his Wardha Scheme Gandhiji has emphasized the aspect of non-violence. He has envisaged the creation of a new society based on non-violence. He abhorred all types of exploitation or distinctions based on caste, colour or creed. Gandhiji firmly believed that his scheme could succeed only if these ideas of a new society are accepted and implemented.

In this context Gandhiji says: 'We have to make this training school as a school for winning freedom and for the solution of all our ills of which the chief one is our communal troubles. For this purpose we shall have to concentrate on non-violence. ‘Hitlers and Mussolinis’ accept as a fundamental principle violence. Ours is non-violence, according to the Congress. All our problems, have therefore, to be solved non-violently. Our arithmetic. Our science, our history, will have a non-violent approach and the problems in these subjects will be coloured by non-violence.

(6) The Ideal of Citizenship: The Wardha Scheme envisages that the spirit of citizenship should be filled in the child. It wants to inculcate the spirit of ideal citizenship, self-importance and self-efficiency in order that a co-operative society might be evolved.

(7) Relationship with life: The Wardha Scheme envisions education in its relationship with life. It stresses that education be closely related to life. This relationship with life was to be brought about by correlation through craft, physical environment and social environment of the child.

(C) ARGUMENTS IN FAVOUR OF WARDHA SCHEME OF EDUCATION

The following are the arguments in favour of the Wardha Scheme of Education:

(1) The Wardha Scheme is imbued with Gandhiji’s cardinal creed of non-violence and idea of a co-operative community.
(2) Shri Mahadev Desai argued: “The idea of self-supporting education cannot be divorced from the ideological background of non-violence, and unless we bear in mind that the new scheme is intended to bring into being a new age from which class and communal hatred is eliminated and exploitation is eschewed, we cannot make a success of it.”

(3) The Zakir Hussain Committee opined, “Thus, the new scheme which we are advocating will aim at giving the citizens of the future a keen sense of personal worth, dignity and efficiency and will strengthen in them the desire for self-improvement and social service in a co-operative community.”

(4) The roots of the ‘Nai Talim’ are based on truth and non-violence in individual and collective life.

(5) “Craft is taught not for crafts sake but for opening up avenues of creative self-expression, practical work and learning by doing. Neither does it stand in the way of industrial progress, for the training in practical skill, observation and creative work will certainly be a better preparation for industrial training or engineering colleges.”

(6) M. S. Patel in his book ‘True Educational Philosophy of Mahatma Gandhi’ rightly says that “His (Gandhiji’s) educational philosophy is original in the sense that he arrived at it through personal experience without drawing on the accumulated experience of others. It may not be original in the sense that the like of it was never preached by anybody in the past, but should be noted that its presentation and anybody in the past, but should be noted that its presentation and adaptation on a nation-wide scale are undoubtedly novel and original.”

(7) Acharya Vinoba Bhave opined: “It may not be a new thing but it has been presented in a new light.”

(8) Gandhiji’s new scheme of education is ‘new’, ‘epoch-making’, ‘original’ and ‘revolutionary’.

(D) ARGUMENTS AGAINST THE WARDHA SCHEME OF EDUCATION

The following are the criticisms of the Wardha Scheme of education:

(1) The scheme was accepted and became popular because it came from a personality like Gandhiji.

(2) It is argued that articles produced by children cannot compete with finished products of professionals in the markets.

(3) Young children are compelled to produce things for their education.

(4) Education should be a State Responsibility and be provided free to children.
(5) As far as making handicraft the nucleus around which other subjects are to be taught is concerned, it has proved unpracticable and not easy to correlate with all subjects.
(6) Suitable text-books and syllabus will not be available for the same.
(7) Over emphasis of handicrafts would lead to ignorance of cultural aspects of education in favour of material benefits.
(8) Wardha Scheme is criticized for lack of suitable teachers.
(9) The required techniques have not yet been evolved for preparing the required number of teachers.
(10) Promising and talented young persons are not coming forward for receiving training for schools run on the Wardha scheme.
(11) Over importance of wardha scheme could lead to neglect of secondary and higher education.
(12) The Wardha scheme will throw the country further behind the scientific age.

Notes and References

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Class X curriculum of Bangladesh: inconsistencies in didactics and praxis*

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Abstract

In this paper, references are made to the English curriculum and syllabus specifications and the actual testing practices to substantiate the assumptions that there are inconsistencies existing among the curriculum and the syllabus specifications, and the actual testing practices. Brief analytical descriptions of the documents are presented. Each of the documents is set against each other to crosscheck if there are inconsistencies. At the end of the paper, implications of the findings are discussed to initiate further enquiry into the issues.

1. Introduction: history of English language teaching & testing in Bangladesh

The teaching of English as an FL or L2 was chiefly characterized by the structural approach and the grammar-translation method (GTM) till 1996 after which communicative language teaching (CLT) replaced them with its introduction from class VI—the first grade of the secondary level. The first intake of CLT passed the secondary school certificate (SSC) examination in 2001 after finishing the cycle at class X.

Initially the textbook written in communicative manner was used for teaching and testing purposes. The 200 marks examinations held at the end of the course were divided into two parts: the first part including the language items from the textbook content, and the second part including the same items without the textbook content. Such teaching and testing format did not highlight explicit teaching of grammar (a popular aspect of GTM), which was highly criticized by the public. It resulted in slight modifications in the format as grammar teaching and testing were given place in the system. National Curriculum and Textbook Board (NCTB) offered a grammar book to be followed by a 100 marks examination that replaced the earlier second part of exam. Hence, the two books of the same program followed two principles in their approach towards language, language teaching and testing though the curriculum upholds the communicative approach.

2. The Curriculum [1995]

2.1 Curriculum specifications stated in terms of objectives

In the curriculum, the terminal competencies for class X are stated in terms of LSRW:

As for listening, it is stated that student should be able to understand instructions and commands; participate in conversation and discussions at an appropriately advanced level on variety of topics;
understand different types of texts like narrative, descriptive, argumentative, authentic texts, adapted or stimulated as necessary like TV/ radio announcements, and suitable literary texts, especially poetry; listen for gist and specific information, take notes, and a simple dictation, and distinguish between the different sounds of English and recognize stress and intonation within appropriate communicative contexts.

As for speaking, it is stated that students should be able to give instructions and commands; initiate and participate in conversations at an appropriately advanced level on a variety of topics; express opinions clearly and logically; participate actively in debates; tell narrative and descriptive stories and talk interestingly about themselves; recite poetry with understanding and speak accurately and fluently appropriate to the situation.

As for reading it is stated that students should be able to understand written instructions, e.g., narrative, descriptive, and argumentative texts; different letters; certain literary texts; use such written reference sources as indexes, tables of contents, dictionaries, and general reference works related to other subjects of study at this level; read extensively with appropriate speed; skim and scan; infer the meanings from contexts; reorganize topic sentences; distinguish fact from opinion; draw appropriate conclusions; recognize the significance of such cohesive devices; and recognize the functions of different punctuation and graphological devices.

As for writing it is stated that students should be able to write dialogues, different letters and reports; write creatively; fill in forms (i.e., job applications, etc.) and write a CV; write in an organized way; take notes and dictations; use such cohesive devices appropriately; and use different punctuation and graphological devices.

The curriculum has a section titled ‘use of culture specific texts’ where it talks about integration of structures, topics/themes, vocabulary, poetry, dialogues and drama and their teaching in relation to functions, situations and communicative contexts in an implicit way. It discourages explicit teaching of grammar but encourages more practice. It is mentioned that structure are sequentially presented and their repetition is expected, topics chosen are suitable for urban and rural contexts, age-specific and familiar to them. Learner-centeredness is prioritized. As for vocabulary, words based on frequency principle are chosen. Connotative meaning of words is more highlighted and use of translation in teaching them is discouraged. It is mentioned that glossing of words is presented in the teacher’s book. Use of different texts and literary genres is encouraged to differing degrees.

2.2 Testing specifications of the existing achievement tests
In reference to evaluation, continuous assessment through regular attendance and monthly homework, and two internal examinations—one, half-yearly and one, year final achievement—are suggested. The tests and examinations should have three main functions:
1. to ascertain learners’ attainment of the stated learning outcomes
2. to identify their weaknesses and strengths for guiding subsequent teaching and learning
3. to motivate learners by regular sense of achievement and to make their parents aware of their progress

Examinations are supposed to focus on all skills, grammar and vocabulary with questions ruling out the scopes for rote-learning of content. The format of the SSC examination includes the testing of the
reading and writing skills, and grammar and vocabulary whereas suggestions have been made to assess listening and speaking skills in the continuous assessments. The national curriculum report clearly states that the evaluation objectives should match with the syllabus objectives and the syllabus, and teaching materials, and methodology should determine the nature of examination, not the other way round. It also states that the examinations should be based on the learning outcomes, not the content.

2.3 Layout of question paper for SSC & internal examinations in the curriculum

There are two examination papers – English first and second papers with the total marks of 200. Layout of question papers is as follows:

The format has four sections to test four things:

- Section 1: Seen comprehension (having 20% of the total marks: 40 out of 200)
- Section 2: Unseen comprehension (having 20% of the total marks: 40 out of 200)
- Section 3: Vocabulary and grammar (20% of the total marks: 20+20 out of 200)
- Section 4: Writing skill (having 40% of the total marks: 40+40 out of 200)

Section 1 has 'seen comprehension' passage and Section 2, an 'unseen comprehension' passage. Question types are same for both the sections. However, the 'seen comprehension' will not be same as the textbook content but a reproduced version from the textbook. The types of questions should include Objective questions with MCQ, true/ false, filling in the gaps with clues, information transfer, making sentences from substitution table and matching words with phrases/ words/ pictures etc.; and more free questions with open-ended questions, filling in the gaps without clues, rewriting in a different form and summarizing.

In section 3, there are questions on vocabulary (paper 1) and grammatical items (paper 2) contextualized in the form of 'cloze' passage with and without clues. To provide communicative context, the topics should be related to those already encountered by the students in sections 1 and 2 of the respective papers. The questions will be set to test the use of grammar items within meaningful contexts. Questions will not be on explicit grammatical knowledge.

In section 4, there are a number of writing tasks divided into two types: guided writing (40 marks) including producing sentences from substitution table, reordering sentences and writing answers in paragraph, and more free writing (40 marks) including answering questions about one’s own, continuing a passage, writing from a model (provided in the paper), and writing creatively from their own experience and/or imagination. The manner of question setting will discourage rote-learning.

2.3.1 Distribution of papers and marks

The short description of the ‘distribution of papers and marks’ as stated in the curriculum is as follows. The first paper has three parts: seen comprehension including objective questions and more free/open-ended questions for 40 marks; vocabulary including cloze test with and without clues for 20 marks; and guided writing for 40 marks. The second part has three parts: unseen comprehension with objective and more free/open-ended questions for 40 marks, grammar with cloze tests with/without clues for 20 marks, and semi-guided to free writing for 40 marks.

3. Distribution of papers and marks in the syllabus [2009]
In this section the short description of the syllabus is presented. For paper 1, if we look at the syllabus specifications, we can find that each ‘out of 200’ is corrected as ‘100’ and section 2 titled ‘unseen comprehension’ is deleted. Guided writing is allocated for 40 marks. On the other hand, the second paper has two parts: grammar having fill in the gaps with/without clues to check right form of verbs, appropriate preposition, article, linking phrases and idioms, changing speech form, sentence transformation given in context, tag questions, sentence completion and cloze tests with/without clues marks for 40 marks; and composition including paragraph/report writing, short composition, story completion, summarizing/dialogue and formal letter having 60 marks. Marks distribution for each of the items also underwent changes e.g., students have to answer 8 items out of 9, each of which will carry 5 under the grammar section. The composition section includes paragraph (10), short composition (15), story completion (15), summary/dialogue writing (10), and formal letter (10). If this description is put against the section no. 2.3.1, the inconsistencies are easily observed.

4. Analysis of the SSC question papers [2009] & comparison with the curriculum and the syllabus
Both the question papers (1 and 2) were analysed and it was found that the first paper were fully compatible with the syllabus but the second paper had one instance of repetition of items of the first paper that is paragraph writing. In both of the papers, it definitely belongs to the category of guided writing though the second paper is on more free writing. The question papers are more close to the syllabus than the curriculum.

5. Inconsistencies
Some inconsistencies found are presented:

1. The curriculum is presented holistically in terms of learning but the syllabus is presented paper-wise.
2. If ‘out of 200’ is not a typological error, it implies equal distribution of items and marks (with exceptions indicated in the parenthesis, see section 2.3, paragraph 3) in both the papers, and the introduction of the cognitively more challenging items in the second paper. If it is an error, the syllabus of 2009 is an attempt to rectify that.
3. The syllabus probably not only rectifies the errors but also reflects the public sentiment regarding explicit grammar teaching mentioned in the introduction. It clearly implies the curriculum was implemented in a top-down manner which initiated resistance and hence, modifications in the syllabus and the question papers.
4. Though the question papers are found to follow the modified syllabus, they contain instances of carelessness in paper setting (see section 4).
5. Though the curriculum introduces and highlights CLT and declares to emphasize all skills in an equal manner, the exclusion of the listening and speaking skills in the final assessment gives them less priority.

6. Conclusion: implications in the form of questions
1. As an educational document, how much help does the curriculum offer to the practising teachers and conscious parents in their perception of education system?
2. Does the curriculum truly stick to its own definition of CLT?
3. The syllabus being subordinate to the broader definition of the curriculum, how does the change in the syllabus contrary to the curriculum principles substantiate its presence in the entire document?

4. When the question papers more closely follow the modified syllabus, how far do the achievements of the students reflect the curriculum objectives?

This paper provides the detailed contextual background to raise the questions that need to be answered or investigated to elevate learning.

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