A STUDY ON CURRICULUM LOAD AND ITS TRANSACTION AT THE SECONDARY LEVEL SCHOOLS IN WEST BENGAL

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CERTIFICATE

This is to certify that the research work entitled **"A Study on Curriculum Load and its Transaction at the Secondary Level Schools in West Bengal"** resubmitted by Shri Jyotiprakash Ghosh in fulfilment of the award of Ph. D. Degree in Education under the Department of Education, University of Kalyani is based on the results of research work accomplished by him. No part of this work has been submitted for any other degree or for publication with prior permission as per rule . He has completed the research work under my guidance.

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CONTENTS

CHAPTER – I

INTRODUCTION

1.1 What is Curriculum Load and Transaction ?

1.2 Problems of Curriculum Load Reflected through the Report of Different Commissions of National and State Level

1.3 For Realizing Curriculum Load the Report of Yashpal Committee has Maintained here from the Website Directly

1.4 National Curriculum Framework for Overcoming Curriculum Load

1.5 Purpose of the Study

1.6 Objectives of the Study

1.7 Methodology of Research

1.8 Need and Significance of the Study

1.9 Delimitation of the Study

CHAPTER – I

INTRODUCTION

Curriculum is a comprehensive planning to fulfill a particular goal. Curriculum is the instructional and educative programme of any system through which the pupils achieve their goals, ideals and target of life. It is curriculum through which the general aims of education have been materialized. So curriculum does not mean only the academic subjects of instruction or a course of study having a list of contents and indicating activities, which are only a part of the curriculum. The curriculum must include the totality of experiences that a pupil receives through the manifold activities which go on in the school, inside the classroom as well as outside, at the playground and in the numerous informal contacts between teachers and pupils. In this sense, the whole of school life becomes a school curriculum which can touch the life of the students at all points and helps in gradual unfolding of a balanced personality. The curriculum must consist of contents and activities which the school employs for the purpose of training the students. A curriculum is not static but dynamic. It is constantly changing according to the changing needs, demands and aspirations of the society. But what is the problem with the context of the society curriculum is growingly overloaded resulting students at the different levels are now directionless and sometimes misguided. In this study we are trying to investigate the problems of curriculum load of class XI in West Bengal.

1.1 What is Curriculum Load and Transaction ?

Curriculum load and transaction can be explained in various ways :

a) Curriculum load and transaction are subject-centric. It is because of the nature of the subject that causes load and sometimes the transaction of

curriculum create load among learners.

b) Sometimes it is content based, heaviness of the content and also the organizations of the content are the source of curriculum load. Here heaviness is the cause of load and organization of the content may be realized through curriculum transaction.

c) Some others consider textbooks as the source of curriculum load. It is one of the realistic process through which curriculum load and transaction are reflected.

In the transactional phase if one cannot enjoy the learning and not benefited by the values imparted by education, then one is bound to feel it as a load.

Institutionalized education, which offers a number of fields of study at different levels, must integrate the two complementary notions :

1) Autonomy of disciplines and
2) Common foundations leading to construction of knowledge.

Different drawbacks of curriculum planning in India are that :

1) Curriculum is subject-centric.
2) Construction of curriculum is based on pragmatic need of the learners not of the demand of the subject and its reality.
3) As a result the learner is confronted with repetition of ideas and information in different subjects.
4) Misses the interdisciplinary inter-dependence which is so important in later life and in higher education reflected through some reports of commission of national level and state level.
5) Textbook becomes such a dominating factor that neither teachers nor students have time to think of books. These textbooks contain not only the present status of a subject but also the history of the subject.

If the curriculum is a load, it is because of its irrelevance. No wonder that such a system fails to inspire confidence in harmonious growth and gives rise to an uncertain future. Rather than promoting innovativeness and creativity it promotes uniformity and mediocrity. Instead of learning it emphasizes teaching. Therefore, curriculum instead of becoming a medium of creative-self expression and exploration becomes a symbol of irrelevance causing load.

Actually curriculum is the reflection of the culture of a society with its social endeavor. A true curriculum is sourced from the system integrating of the content at a particular level.

1.2 The Problem of Curriculum Load Reflected through the Report of Different Commissions of National and State Level

1. Heaviness of the Syllabus :

Our committee was concerned with one major flaw of our system of education. This flaw can be identified briefly by, saying that "a lot is taught, but little is learnt or understood". The most common and striking manifestation is the size of the school bag that children can be seen carrying from home to school and back to home everyday. Nevertheless the load we want to discuss is not only the physical load but the load of learning in schools where they study. The weight of the school bag represents one dimension of the problem; another dimension can be seen in the child's daily routine.

2. Joyless Learning :

Tilt is hard to reconcile the rigorous 'academic' regime that is imposed on children from an early age.

Teachers routinely complain that they do not have enough time to explain anything in detail, or to organize activities in the classroom. The manner in which the syllabus is 'covered' in the average classroom is by means of reading the prescribed textbook aloud, with occasional noting of salient points on the

blackboard. Opportunities for children to carry out experiments, excursions, or any kind of observations are scarce even in the best of schools. In the average school, especially the school located in a rural area, even routine teaching of the kind described above does not take place in many cases. In several states, school teachers encourage children to attend after-school tuition given for a fee while regular classroom teaching has become a tenuous ritual.

One message of this situation is Non-interactive, chalk and talk methods used in classrooms end up producing children able to replicate but not create knowledge. In the last 14 years, joyful learning has emerged as a powerful concept to change the way we manage schools and classrooms.

A joyful classroom is an active, bright and cheerful place. Whether it is in Nalli Kalli of Karnataka, the Quality Education Schools in UP or elsewhere – joyful learning classrooms can be characterized by the glow on children's faces as they come willingly to school.

The contribution that teachers make towards this kind of socialisation is especially worrisome. Trained teachers are expected to be aware of the wider aims of education; indeed, aims like 'development of the child's total personality' are the shibboleths of teacher training institutions everywhere in the country. It appears that teachers feel they can do little to pursue such lofty aims in any realistic sense under the harsh circumstances created by factors like

1) EXCESSIVE LARGE CLASSES

2) A HEAVY SYLLABUS

3) DIFFICULT TEXT BOOK

This kind of class-size understandably generates a feeling of helplessness among teachers, but why most teachers feel helpless in the face of curriculum-related problems such as heavy syllabi, poorly produced textbooks, etc Most teachers have reason, therefore, to think that they have little to say about the changes made from time to time in syllabi and textbooks.

Even in such extreme cases where a textbook has a factual mistake, no

complaints are made by teachers asking for correction of error. There is no established procedure or official forum to mobilise teacher vigilance and participation in curriculum improvement. On the contrary, there are cases where an individual teacher who complained about an error in a state-published textbook, was taken to task. Even if such cases can be described as rare or exceptionally unfortunate, they explain why the majority of teachers intuitively feel that it is not their business to critically examine the syllabus and texts they teach.

3. Examination System :

To reconcile the rigorous 'academic' regime that is imposed on children from an early age with the widespread complaint made about the decline. Much has been written by various official committees on the ills of our examination system. The major, well-understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems, or simply to think. The public examinations taken after classes X and XII have assumed the importance of major events which have a set character or culture of their own. The influence is so strong that schools start holding a formal written examination several years prior to class X indeed, in the primary classes in many parts of the country. And children receive the message almost as soon as they start attending school that the only thing which matters here is one's performance in the examination.

4. Textbook as the 'Truth':

We hardly need to assert that our textbooks are not written from the child's viewpoint. Neither the mode of communication, nor the selection of objects depicted, nor the language conveys the centrality of the child in the world constructed by the text. This last dimension of language deserves some

elaboration. The vocabulary and syntax used in the textbooks are incomprehensible.

Not just the textbooks used for the teaching of the natural and the social sciences, but even the textbook used for the teaching of the mother tongue are written in such stylised diction and sentence-structure, that children cannot be expected to see the language used in them as their own. Words, expressions and nuances commonly used by children and others in their milieu are all absent from textbooks. An artificial, sophisticated style dominates textbook lessons, reinforcing the tradition of distancing knowledge from life.

5. Structure of Syllabus :

Highly disturbing tendency we, discovered in :ext writing, which exacerbates the problem we are discussing, is that of treating pictures as substitutes for exp The absence of the child's viewpoint is also reflected in the Organisation of syllabi in different subjects. We received a large number of complaints from parents as well as teachers that the content of syllabi lacks an overall Organisation or coherence. Gaps in the syllabi between the lower and the higher secondary stages are as common as repetitions of the same content.

1.3 For Realizing Curriculum Load the Report of Yashpal Committee has Maintained here from the Website Directly

1. Starting early problem curriculum load in detail, Yash Pal Committee identified :

It has been observed during the last few years that admission age to nursery classes has been progressively lowered down to the age of 2½ years at some places. It appears that the perception has taken a deep rcot that if a child has to succeed in life, he or she must start education early in life.

2. **Size of school bag as manifestation of the existence of the problem :**

So far as physical load of the school bag is concerned, the situation has become worse over the past few years. However, the weight of the school bag represents one dimension of the problem, another dimension can be seen in the child's daily routine which includes completion of homework and attendance at tuitions and coaching classes of different kinds.

3. **Examination system studying the problem of curriculum load in detail :**

The major, well understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems or simply to think. Both the teachers and the parents constantly reinforce the fear of examination and the need to prepare for it by memorising a whole lot of information from the textbook and guide books. This sort of perception about the examination makes things difficult for children.

4. **Joyless learning understood defect of the examination system :**

Majority of our school going children view learning at school as a boring, even unpleasant and bitter experience. The limited purpose of preparing for examination is indeed a very important factor for the unpleasantness of learning. The child centred education and activity based teaching learning method are talked about but **are seldom practised in our school.**

5. **Syllabi and textbook :**

Majority of our school going children view learning at school as a boring, even unpleasant and bitter experience. The syllabi and textbooks if not prepared properly lead to the problem of curriculum load. It has been observed that most of the textbooks have high density of concepts and the style of writing is very terse. The language used in the books in some cases is beyond the comprehension of many students.

The committee concluded that the problem of curriculum load was not an urban phenomenon. In rural areas, where the students have not to carry heavy bags, the problem of non-comprehension makes things extremely difficult for majority of children The feeling of academic burden arising out of non-comprehension of subject matter included in the syllabus is indeed a serious problem as it is a major hurdle in the achievement of the target of universalisation of elementary education.

After discussing the indicators or manifestations of the problem of curriculum load, the committee identified the following as the roots of the problem :

1. **Knowledge vs. information** important factor for the unpleasantness of learning. The child centre education and activity. The committee has questioned the assumption underlying most curriculum renewal exercises that some sort of knowledge explosion has taken place, therefore, there is a valid reason to add more and more to the existing syllabi. By equating information with knowledge, more things are added to the syllabus making it heavier for children.

2. **Experts commissioned to write textbooks for school students are isolated from classroom realities :** Since they are not familiar with learning process of children, the textbooks prepared by them prove too difficult for majority of children.

3. **Centralised character of curriculum :** Curriculum development centrally is not relevant to the local needs of different parts of the country. There is need for increasing **participation of teachers in the process of curriculum development.**

4. **Convention of teaching the 'text' development** centrally is not relevant to the local curriculum. Curriculum development centrally is not relevant to the

local needs of different parts of the majority of teachers perceive the content of the textbook as a rigid boundary or a definer of their work in the classroom. Boredom is the inevitable outcome when tersely written textbook is taught in a rigid and mechanical manner.

5. **Competition based social ethos in country :** There is need for increasing participation of teachers in the process of curriculum development one major flaw of our system of education. Our social ethos, particularly in urban areas is now fully entrenched in the competitive spirit which is fast becoming our way of life. Rising aspiration of people in all sections of the society and the growing realization that education is an important instrument to fulfill their aspirations have resulted in a craze for admission to English medium schools which start imparting formal education too early in the **child's life.**

6. **Absence of academic ethos** can be identified briefly by, saying that "a lot is taught, but little is learnt or understood". The problem manifests itself in a variety of ways. The most common and striking Adequate time, staff, accommodation and its maintenance, funds, pedagogical equipment, playgrounds are essential pre-requisites for effective curriculum transaction but unfortunately, an overwhelming majority of schools do not have even the minimum essential facilities. The method of teaching used in majority of teachers are devoid of any type of challenge for the students. Children are hardly provided ail opportunity to observe and explore natural phenomenon. The concept of library as a readily available source for learning simply does not exist in most schools. Similarly, science laboratories are not equally equipped and are not used for experimentation and discovery.

The Formal School Curriculum should give Scope to New Knowledge, Replacing Obsolete Knowledge :

Ishwarbhai Patel Committee of 1977, had suggested –

1. Abolition of home work for primary school children.
2. It also suggested provision of supervised study periods in the school time-table during which teachers could help the students to clarify their doubts.
3. The Yash Pal Committee subsequently referred to the curriculum load. Curriculum load can be avoided or minimized, if the schools could provide for storage of textbooks and notebooks in classrooms. Then children need not have to carry the load from home to school.
4. A study of the existing curriculum would indicate all that is unnecessary and needs to be scrapped.
5. Reframing of curriculum at suitable intervals is inevitable to take care of a good deal of knowledge explosion taking place today.
6. Evaluation of school curriculum and utilize the findings before finalizing the school curriculum framework.

1.4 National Curriculum Framework for Overcoming Curriculum Load

National Curriculum Framework (NCF), 2005 recommends measures like reduction of curriculum load by highlighting following points :

1. Comprehension and application of knowledge,
2. Focus on continuous and comprehensive evaluation,
3. Emphasis on testing of competencies rather than rote memory,
4. Making examination more flexible,
5. Provision of guidance and counseling in schools, and
6. Overall to make learning child-centric.

1.5 Purpose of the Study

The present study is designed with the following purposes :

1. To analyze whether the content of the curriculum of class XI is loaded or not.
2. To know whether the mode of transaction is sufficient or not.
3. To study whether the curriculum load related to the academic achievement of learners.
4. To know whether the curriculum need some modification or not.

1.6 Objectives of the Study

1. To study the curriculum load of class XI in some selected schools in West Bengal .
2. To study the curriculum transaction of class XI in different schools of West Bengal .
3. To study text book analysis of class XI for understanding curriculum load and transaction .
4. To construct a questionnaire for curriculum load and transaction to evaluate the curriculum of class XI.
5. To find out the causes of curriculum load and the way of transaction in different schools in West Bengal.

1.7 Methodology of Research

1. **Type of Research :** Descriptive Survey Type research has been followed and analysis has been made on the basis of graphical presentation of data and through multiple regression analysis.

2. **Tools used :**

a) Questionnaire regarding textbook analysis standardized by the researcher.

b) Standardized questionnaire regarding curriculum load and transaction of Dr. D. Bhattacharyya and Piyali Bhattacharya, which has been locally standardized by the researcher.

1.8 Need and Significance of the Study

The investigator in his study effort has been made to revise curriculum of class XI of W. B. C. H. S. E. The standard questionnaire was prepared by the researcher based on the objectives of the study. The test items were prepared befitting to the dimensions identified and suggested by the experts.

The tasks will help the teachers, educational thinkers, curriculum planners and specialist to know whether the curriculum is up to the mark or not. Teachers would be able to know whether the present curriculum is satisfied by the students or not. Similarly, the educational stake holders would be helpful by knowing the attitude of students towards the present curriculum system.

The study would help the guardians, the administrator to compare the curriculum among the different boards like CBSE, ICSE.

1.9 Delimitation of the Study

1. The present study deals with only at class XI of curriculum.
2. For analyzing, 200 subjects were only taken.
3. The researcher collected data from the schools situated in some selected districts.

CHAPTER – II

REVIEW OF RELATED STUDIES

2.1 Introduction

2.2 Review of the Related Literature

2.3 Report of Yashpal Committee Regarding Curriculum Load and Transaction

2.4 Report of Other Commissions and Committees

2.5 The Main Contributing Factors that Lead to Low Learning Proficiency of Students

2.6 How to Overcome the Problems ?

CHAPTER – II

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

Review of the related literature, allowing the researcher to acquaint with current knowledge in the field in which he is going to conduct his research and also helps to seek the research gap and related dimensions to investigate the problem. Moreover it serves the following specific purposes:

- By this, the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his Endeavour would be likely to add to the knowledge in a meaningful way.
- When the researcher makes a careful review of the literature, he becomes aware of the important and unimportant variables in the concerned area of research and likewise formulates a researchable problem in which conceptually and practically important variables are selected.
- The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem.
- Through this, the researcher can avoid unintentional duplication of well-established findings. It is of no use to replicate a study when the stability and validity of its results have been clearly established.
- It gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies.
- The advantage of related literature is also to provide insight into statistical method through which validity of results is to be established.
- The final and important specific reason for reviewing the related literature is to know about the recommendation of previous researchers listed in their studies for further research.

2.2 Review of Related Literature

Research in curriculum is becoming more and more important day by day because the school curriculum is in a state of continuous change all over the world today. Whether it is an advanced or an advancing country, the school curriculum is said to be lagging behind in many respect. In order to identify this research gaps in the area of his research the present researcher has reviewed the following literature :

On 21st December, 2009 *Sen Amartya published an article on curriculum* review in primary education, where he spoke the urgent need to review of the curriculum at the primary level to make home task redundant and private tuition unnecessary. The children at the primary level have to suffer for a heavy study load. And due to the heavy study load there is a stiff rise in private tuitions", said Sen while releasing the Pratichi Education Report II based on the changes and challenges of primary education in West Bengal."The new curriculum should give priority to necessary topics as compulsory subjects and those not so necessary can be kept optional. It will help in decreasing the study load of children at the primary level", Sen said. He also suggested that the new curriculum be formulated in such a manner that the school hours provide enough time for the teachers to cover the syllabus which in turn will make private tuitions unnecessary. "Our society is going through educational transformation. The syllabus should be made in such a manner that school hours provide ample time for covering syllabus and in turn it makes private tuitions unnecessary". Amartya Sen has recommended a rethink on the curriculum load so that basic education could be completed in school itself. He said the overload was destroying the purpose of elementary education. So he suggested that the curriculum should be so designed that it will not load students; neither with the physical load, nor with the load of non-comprehension, and irrelevance. Curriculum will stress on joyful learning, functional science and functional mathematics. It will not unmindfully reject memorisation. A mechanism will be

evolved to ensure that school college and university curriculum as well as the curriculum of teacher education gets reviewed, revised and updated every five years. It may also be stressed that curriculum in school education provides enough stress.

In 2005, National Curriculum Framework proposes five guiding principles for curriculum development-

i) Connecting knowledge to life outside school;
ii) Ensuring that learning shifts away from rote method;
iii) Enriching curriculum so that it goes beyond textbooks;
iv) Making examinations more flexible and integrating them with classroom life; and
v) Nurturing an overriding identity informed by caring concerns within the democratic policy of the country.

On 30th October, 2004 NCERT chief Ramachandran Smriti Kak's opinions on school curriculum were recorded by The Tribune, Chandigarh, India. Prof Krishna Kumar, the new Director of the National Council for Educational Research and Training (NCERT), worked with Delhi University's Central Institute of Education and was also a member of the Yashpal Committee (1991) to recommend strategies for reducing curriculum load. He has been appointed a member of UNESCO's advisory group for preparing a report on Global Monitoring of Quality in Education by 2005. Looking at the challenges and opportunities before the NCERT, he hopes to witness significant reforms in the educational system. In an exclusive interview to The Sunday Tribune, he asserts that the NCERT will have to bring quality education to the masses and ensure a change in the status of the school teachers.

He was of the opinion that the burden on children was not so much as physical as it is the burden of incomprehensibility. Our curriculum is designed irrationally without keeping in mind the psychological capacity and needs of

children. A close interaction between experts and teachers is needed to make the curriculum more children-friendly. We have also asked for a ban on advertisements and programmes which make a child precocious or quiz programmes that simply focus on the child's memory power. Most programmes are not imaginative, but entirely based on mugging and regurgitation of short answers. This creates legitimacy for schools to put increasing burden on the child to memorise knowledge. Curriculum designers have also responded to this by piling up content at each grade level.

In 2006 Gupta Rumki, Ph. D, Psychology Research Unit, Indian Statistical Institute, Kolkata conducted a research on factors underlying marks in Madhyamik examination of West Bengal. Factor analysis of Madhyamik curriculum subjects score of the students for a particular year 2000 was done considering marks of all subjects and separately for oral part of respective subjects. Three factors were extracted from there. They may be identified as i) descriptive scientific factor ii) language and logical factor and iii) oral or verbal factor. Factor analysis was also done by considering eight subjects – i) Bengali (two papers, Beng. I and Beng. II), ii) English (Eng.), iii) Mathematics (Maths), iv) Physical Science (Ph. Sc.), v) Life Science (L. Sc.), vi) History (Hist.) and vii) Geography (Geo) viii) Additional.

Multistage stratified clustered sampling design was adopted in this study The marks obtained by the students in their Madhyamik Examination held on 2000 was considered as the academic achievement score and detailed mark sheets were collected from WBBSE.

Results and Discussion :

At this level it was tried to obtain a picture of how well the students have performed in all the subjects under this curriculum and the mean, SD and full marks of each subjects average scores in Bengali, English, Mathematics, Physical Science, History and Geography vary between 30 and 40 out of 100.

Average score and SD are minimum almost all subjects that needs to clarify in the present study in terms of curriculum load and transaction .

In July 1993, The National Advisory committee, under the chairmanship of Prof. Yash Pal submitted its recommendations on the academic burden on students which incorporated the following points :

- There is no justification for torturing young children by compelling them to carry heavy bags of books everyday to school.
- Text books should be treated as school property and thus there should be no need for children to purchase the books individually and carry them daily to homes.
- A separate time table for the assignment of homework and the use of textbooks be prepared by the school and be known to the children in advance.
- In the primary classes, children should not be given any homework, save for extension and exploration in the home environment.
- In upper primary and secondary classes, homework, where necessary, should be non-textual.
- An attempt should be made to reduce the existing norms of teacher pupil ratio from 1 : 40 to 1 : 30.
- Greater use of the electronic media should be made for the creation of a child-centered social ethos in the country.
- A project team with a number of sub-groups is set up in each state to examine the syllabi and textbooks for all school classes.

In 1987, Swami Suman made "A critical study of the teaching of English in the High schools of Ambala District", for her M. ED degree from Kurukshetra University, Kurukshetra. The objectives of the study were :

- To have a deep look into the programme of teaching English in high schools of Ambala district.

- To identify inadequacies in respect of objectives of teaching English.
- To suggest remedial measures for the improvement of teaching English.

In 1978, Srivastava A.K., Shekhar Raj, Jayaram B.D presented a *report of the survey of the opinions of students, parents, and teachers on the various aspects of the problem of load of learning several subjects. The report was* published by Central Institute of Indian Languages in Mysore.

In 1981, Arora G.L. and Gupta B.P. of NCERT studied the comparison of curriculum load at the secondary stage in the states of Delhi, Haryana, Maharashtra and Kerala to analyze the load of curriculum on students of secondary stage. The main findings of the study were :

- In Delhi, at the secondary stage, the existing curriculum in English, Mathematics and Hindi were considered negligibly heavy while the curricula in science and social studies were considered somewhat heavy by the teachers. In the opinions of the students Science was the only subject with a heavy curriculum.
- In Maharashtra, the existing curriculum in English and Social studies were considered negligibly heavy while the curricula in Marathi, Science and Mathematics were considered to be somewhat heavy. In the opinions of the students science was the only subject with a heavy curriculum.
- In Haryana at the secondary stage, the present curricula in the five subjects namely English, Hindi, Science, Mathematics and Social Studies were negligibly heavy. According to the student Mathematics had heavy curriculum.
- In Kerala, at the secondary stage, the curriculum in English, Malayalam, Mathematics and Social studies were somewhat heavy while that in science was considered mathematics to be the only subject which had a heavy curriculum.

In 1978, Sali V.Z. of SIE, Poona did research on "The Difficulties in Implementing New Curriculum of Secondary Schools and Remedies for it" – A Critical Study. The main purpose of the investigation were :

- Studying subject-wise difficulties while implementing new curriculum of secondary schools and suggesting remedies for them.
- Studying the reason of poor results at the school leaving examinations.

In 1974, Abraham, M. studied some factors relating to under achievement in English of secondary school pupils. Hypotheses relating to the different variables, namely attitude towards academic work, attitude towards English language, interest, study habits, personal adjustment, socio-economic status, teacher effectiveness, sex, age, residence and school category are formulated. The study was conducted on 820 secondary school pupils drawn from the school of Trivandrum, district of Kerala. The sample was drawn up to give proportional representation of categories like sex, rural, urban, residence, governmental and private schools, educational levels and school efficiency. The study reveals the following finding :

- There is greater proportion of normal achievers among girls as against boys.
- Under achievement is more frequent in rural schools and over achievement in urban schools.
- Under achievers are proportionately more in private schools than in government schools.
- Under achievement is more in higher age group and over achievement in lower age group.

In 1972, Chaturvedi M.G. and Mohale B.V. (NCERT, New Delhi) worked on the project "A study of the position of language in school curriculum in India". The main purpose of the study was to assess the position with regard to the study of different languages at different stages of school education in the

states and union territories of India.

Kamarudin Rafidah, Aris Azizah and Ibrahim Nor Aini (2005) , from Academy of Language Studies, Universiti Teknologi MARA Negeri Sembilan and Faculty of Information Technology and Quantitative Science, Universiti Teknologi MARA, Shah Alam, Malaysia conducted a study on the correlation between Stress And Academic Performance : A Study Among Pre-Science Students in Uitm Negeri Sembilan.

The study was carried out to find out if there is any significant difference in the level of perceived stress among the students at the beginning, middle and end of the semester and whether there is a correlation between the students' level of perceived stress at the three different periods (beginning, middle, end of semester) on their academic performance. The final objective is to determine the possible stress factors that the students perceived may contribute to their academic performance and the association between academic performance and stress factors. A total of 242 Pre-Diploma Science students in June-Nov 05 intake at UiTM Negeri Sembilan involved in the study. Besides descriptive statistics like percentages, a chi- square test, a Wilcoxon Sign Rank test, and Spearman Rank correlation were also used to analyze the data. The results showed that students did experience stress but at a moderate level. There was a significant difference between the level of perceived stress at the beginning and middle of semester but no significant different between the level of perceived stress at the middle and end of the semester. We also found out that there was no correlation between the level of perceived stress at the beginning and middle semester with the students' academic performance but there was a significant correlation between the level of perceived stress at the end of semester and students' academic performance. Majority of the students reported of not getting enough sleep and nutrition problem throughout the semester. However, results shows that none of the stress factors discussed affected the students' academic performance.

On 7th June, 2006 a Presentation at UNESCO MTT Training Workshop, Beijing, 2002] ...on "Reflections on Curriculum Change – International conference". The common problems in the conventional curriculum were studied as under :

1. Centralized mode of curriculum decision-making.
2. Out-of-datedness and irrelevance of the learning content.
3. Neglect of human values and social life skills.
4. Discrepancy between general and vocational, and between science and humanistic education components.
5. Low level of teacher participation in decision- making and inadequate professionalism in curriculum development.
6. Crowdedness and over-loaded subject content.

It also investigated the causes of curriculum load as under :

1. Lack of definition of basic competences and their structures.
2. Fragmented approach to responding to new demands / needs.
3. Adding new topics without removal.
4. Competing for content and teaching hours.

Suggestions offered for reducing curriculum load :

1. By better defining basic subject content and integrating related subject areas.
2. By balancing basic learning competences and content to be achieved at the end of each stage / cycle.
3. By preparing teachers for new approach
4. Text is the only dominant curricular material. Technology is either missing or weak. ICT should be used as a tool in the teaching-learning process.

On June, 2007 Amuseghan Sunday Adejimola conducted a research on "ESL curriculum in secondary schools in Nigeria: issues and challenges towards

communicative competence". It focused on determining the success or otherwise of the English curriculum aims, goals, objectives, methods and materials, which bother on the mass and accumulation of the four language skills [listening, speaking, reading and writing] as well as different language levels [phonetics and phonology, morphology, syntax, lexis and semantics] is an inevitable task. Most ESL curriculum reforms over the years have sought to strike meaningful balance between linguistic competence and communicative competence. Contrary to this expectation, communicative competence is regrettably lacking in several students that pass through the Nigerian secondary schools annually. ESL course-books, methods and contents are often mentioned as the most sources of the problems for unachieved ESL curriculum aims, goals and objectives at the secondary school level in Nigeria. This paper, therefore, critically looks at some issues and challenges in ESL curriculum towards achieving communicative competence and come up with a recommendation of providing enrichment materials, which newspapers and other media resources can suitably provide determining accumulation of the four language skills [sought to strike, meaningful balance between linguistic competence and communicative competence]. Contrary to this expectation, communicative competence is regrettably lacking in several students that pass through the Nigerian secondary for unachieved ESL curriculum aims, goals and objectives at the secondary school.

Charles Opolot-Okurut School of Education, Makerere University Copolotokurut@yahoo.co.uk investigated on "The Factors That Hinder Opportunities To Learn Mathematics In Primary Schools In Uganda". A sample of 36 professionally qualified primary school teachers of mathematics who had diploma certificates in education, from the corpus of primary school teachers, were used in the study. These teachers were from different districts in the country whose views were representative of the prevailing situation in the country. The teachers responded to an open-ended questionnaire on the

challenges they face in teaching mathematics in their schools and a face-to-face interview on the same subject. The findings indicate that the challenges that teachers face include : a) the personality of the teachers themselves; b) the characteristics of the pupils; the overcrowded classrooms; c) the nature of the curriculum and syllabus; d) government policies on education; and e) the learning environment and assessment form part of the underlying factors that hinder pupils' opportunity-to-learn in the context of Uganda. These factors need to be addressed to enhance the academic performance of pupils in the country.

On 6th September 2008, the Kenya Institute of Education (KIE), Nairobi planed to introduce a new, trim and focused curriculum in schools in 2010. . The proposed curriculum review included visits to schools, public hearings and presentations across the country.

It also planned a refresher training courses for teachers to equip them for the new curriculum. KIE Director Lydia Nzomo said that the review will rationalise the content of subjects in the curriculum, bridge existing gaps and cover new areas of knowledge. This review will provide an opportunity to incorporate emerging issues such as conflict resolution and values of nationhood into the school system."The broader goal is to address the country's educational concerns in relation to access, equity, retention and relevance."The review is also intended to align the curriculum with development needs envisaged in Vision 2030, whose three pillars are economic, social and political.

The review is also expected to reduce the content of subjects offered in schools and drastically cut on the workload. Although the number of subjects have been systematically reduced in the past two decades, the content remains heavy. Currently, seven subjects are offered in primary schools, but only five are examined in the Kenya Certificate of Primary Education examination. They are Mathematics, English, Kiswahili, Social Studies and Religious Studies and Science, Art and Craft. Secondary school curriculum offers 27 subjects and a candidate is examined in seven. The subjects are clustered into five groups. The

first group is compulsory and comprises English, Kiswahili and Mathematics. Heavy curriculum load has been cited as the cause of student unrest with experts in agreement that the current curriculum has deficiencies. Apart from being faulted for being expensive, thus creating a burden on parents and ultimately contributing to school dropouts, the curriculum is also blamed for courses overlap. There are also concerned that learning items are not properly structured with certain high-level concepts being taught at lower levels, leading to knowledge-overload. The new curriculum will be expected to give more emphasis to science, mathematics and technology. "The review will enable us to align educational goals with Vision 2030 and put science and technology at the core of the proposed new curriculum". The need for regular curriculum reviews must be incorporated in the school system.

On Jan, 2007 Margo Delli Carpini Lehman College, The City University of New York issued a Journal of Education and Human Development on Teaching Adolescent English Language Learners Using Non-fiction Text . According to this journal content area teachers face the challenge of growing numbers of second language learners in their mainstream subject area classrooms. In addition to the increasing language learner population, many secondary level English as a second language (ESL) students have had interrupted formal education and lack the academic and literacy skills necessary to engage with text in the context of English or Social Studies classes. This article focuses on the challenges students face when interacting with subject area material and highlights an instructional practice to meaningfully engage adolescent second language learners with authentic text using the non-fiction work. Student's academic skills and language and literacy levels are enhanced by virtue of their engagement with authentic text and the practice described can be implemented in either a Content Based ESL classroom or in a subject area classroom.

In 2009, Wang Jinhao, Tello Maria, Vina Laura De la, Slate John R.

investigated the gaps Between Secondary Schools and Higher Education as Perceived by South Texas Secondary English Teachers. The survey was conducted on a total of 70 secondary school English teachers from four school districts in South Texas who responded to the survey questions. Qualitative analysis of the two open-ended questions yielded seven themes for the perceived gaps and six themes for the suggested initiatives to bridge the gaps. From the most frequently mentioned themes to the least frequently mentioned ones, the seven themes about perceived gaps included secondary schools' (a) too much emphasis on standardized testing, (b) lack of rigor in curriculum and instruction, (c) insufficient focus on critical thinking, analytical thinking, and research skills, (d) insufficient practice on writing and sentence skills, (e) problems with students' motivation, work ethics, and maturity level, (f) lack of qualified teachers, and (g) heavy work load and big class size. Findings about the perceived gaps corroborate previous studies about the gaps. The theme of "Insufficient Focus on Critical Thinking, Analytical Thinking, and Research Skills" supports Conley's (2005) finding that secondary school teachers focused more on covering the materials than training students on the critical thinking skills However, previous researchers have not mentioned some practical issues and dilemmas facing the secondary teachers, as uncovered in this study. These issues include the pressure to teach for the standardized testing, the pressure to pass students and thus lowering the standards, and problems with students' motivation and work ethics.

Participants in this current study also raised questions about the logistics of collaboration between faculty at both levels of institutions, such as time constraint and funding issues. Participants also called for systematic approach at school district level in order to make things happen.

On 3rd December, 2004 Dickey Robert J. of Gyeongju University, South Korea conducted a study on " Content (adj) or Content (n) With Your English Classes ?" Content-based instruction (CBI) is presented as an alternative means

of language instruction, where language learning and subject matter learning are integrated in some fashion. The content-enriched language classroom, using thematic or topical (short-term) subject matter, is presented as a means for a language teacher to overcome challenges of content knowledge, conflict with teachers of other subjects, and to focus on course learning objectives where a content-based instruction methodology is sought. Few discussions of content-based instruction consider the issue of how the additional learning fits within learning capacities. Simply adding content to a language course, or a new language to a pre-existing content-course, may overwhelm learners. The issue of "adding too much" falls under the recent science of cognitive load theory. "Cognitive load refers to the total amount of mental activity imposed on working memory at an instance in time" (Cooper, 1998). Cognitive load theory considers both the complexities of individual items to be learned and cognitive processes through instructional design, specifically considering both anxiety reside, and also consider additional factors such as motivation and anxiety, working memory and longer term memory, where schemas to deal with understood compulsory.

Education is the key towards success for every country.It helps to boost the economy and to generate democratic society in a country. The main resource of any country is Human Resource. If educated human can be prepared in the society in advance,by providing proper education facilities to the younger generation, then the path of success could no doubt be covered smoothly.

If the present education system is critically analysed, one would certainly unveil various reasons behind the poor academic performance of students. Despite a great deal of effort since from the day of independence, academic achievement among students continues to lag behind. No doubt the country is moving towards the successful future, but the education system some how, is hampering the progress of the country. The results, seen in Madhyamik, bear the evidence that majority of the students fail to come up with flying colours in

their second language, i.e., English. Might be its the fault of Ministry of Education not to develop an integrated curriculum which resulted in the fact that the students are overburdened with academic demands of questionable value and, as a result, end up indifferent to studies, exhausted, and worn out.

Education involves certain basic factors for its successful functioning namely the educand, the educator, the curriculum, and the school. Among these factors curriculum forms the backbone of the total educational system.

Curriculum is nothing but a plan for learning. It is as comprehensive as our Constitution. Curriculum is the instructional and educative programme by following which the pupils achieve their goals, ideals and aspirations of life. It is curriculum through which the general aims of School education finds concrete expression. In the words of Cunnigham, "It is a tool in the hands of the artist (the teacher) to mould his material (the pupil) in accordance with his ideals in his studio (the school)". So curriculum does not mean only the academic subjects of instruction or a course of study having a list of contents and indicating activities, which are only a part of the curriculum. The curriculum must include the totality of experiences that a pupil receives through the manifold activities that go on in the school, inside the classroom as well as outside, at the playground and in the numerous informal contacts between teachers and pupils. In this sense, the whole of school life becomes a school curriculum which can touch the life of the students at all points and helps in gradual unfolding of a balanced personality. The curriculum must consist of contents and activities which the school employ for the purpose of training the students. A curriculum is not static but dynamic. It is constantly changing according to the changing needs, demands and aspirations of the society.

Different people mean different things by the term Curricular Load. Some imply more subjects, others more subject content, and some others speak of more textbooks than an ideal minimum or core prescribed by them. There are some who speak of limits of mental ability of the learner. One viewpoint

ascribes to life and another to bad teaching not necessarily resulting in learning. In Sanskrit there is a saying – "yatha kharascandana bhara vahi". "As the donkey carries a load of sandal wood'. It is in this sense that the latter two viewpoints are true. If one cannot enjoy the fragrance of learning and benefited by the values imparted by education, then one is bound to feel it as a load.

Institutionalized education, which offers a number of fields of study at different levels must integrate the two complementary notions, autonomy of disciplines and their common foundations leading to integrated knowledge. Any deviation from this is bound to result in an isolationist bias or an irksome heteronomy. One of the greatest drawbacks of Curriculum Planning in India is that while subject Curriculum drawn up with meticulous care and the highest expertise is brought to bear on it, little effort is made to mesh them together and prepare an integrated curriculum for a specific level. As a result the learner is confronted with repetition of ideas and information in different subjects, and misses the interdisciplinary inter-dependence which is so important in later life and in higher education. The curriculum containing best products of best brains stands as a hybrid creature devoid of heart or brain.

Indian schools do not teach a subject, they teach a textbook. Textbook becomes such a dominating factor that neither teachers nor students have time to think of books. These textbooks contain not only the present status of a subject but also the history of the subject. They do not replace old facts and methods by new, but add the new to the old. As a result the content and volume of textbooks grow notes gain currency and selective preparation is resorted to. Textbook industry is a gainful activity for many including teachers.

Some people suggest that lack of understanding of how language functions in the linguistic and communicative network in a country poses the real burden in India. Only those who take a static view of education and society could suggest a mono-language model for a multi-lingual country like India. Even today in the English speaking regions of the world a mono-model is

discarded in favour of a multi-model. Therefore to suggest exclusion of languages from the curriculum on the pretext of load is fraught with great danger.

Thus, if the curriculum is a load, it is because of its irrelevance. Rather than promoting innovativeness and creativity it promotes uniformity and mediocrity. Instead of learning it emphasizes teaching. Therefore, curriculum instead of becoming a medium of creativity self expression and exploration, becomes a symbol of irrelevant authoritarian imposition and therefore a load.

Meyer, 2000 identifies four loads as barriers to meaningful instruction : cognitive load, culture load, language load and learning load; and she states teachers must be skilled at lowering these barriers and sparking student interest and curiosity by developing a creative, wise and passionate curriculum.

'Cognitive load' refers to the number of new concepts embedded in a lesson. Teachers must then fill in any conceptual gaps by trying to relate new concepts to life experiences of the students.

'Culture load' refers to the way language and culture are related and the amount of cultural knowledge required to comprehend meaning or participate in an activity. Culture load also refers to how teachers expect interaction to occur in a classroom. This would include when to speak, when to stay silent, when to raise hands and when to write. These expectations vary from one culture to the next. English learners are often expected to determine the classroom behavioral norms independently.

The next barrier, the 'language load,' refers to the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk. Teachers can lighten this load by rewriting or explaining text material. Complex sentences can be broken down into comprehensible parts.

2.3 Report of Yashpal Committee Regarding Curriculum Load and Transaction

One major flaw of our system of education is that "a lot is taught, but little is learnt or understood". The most common and striking manifestation is the size of the school bag that children can be seen carrying from home to school and back to home everyday. Nevertheless the load we want to discuss is not only the physical load but the load of learning which is there for all children irrespective of the category or type of schools where they study.

The weight of the school bag represents one dimension of the problem; another dimension can be seen in the child's daily routine. Right from early childhood, many children specially those belonging to middle classes, are made to slog through home. Work, tuitions and coaching classes of different kinds. Leisure has become a highly scarce commodity in the child's, especially the urban child's life. The child's innate nature and capacities have no opportunity to find expression in a daily routine which permits no time to play, to enjoy simple pleasures, and to explore the world.

Joyless Learning :

It is hard to reconcile the rigorous 'academic' regime that is imposed on children from an early age Teachers routinely complain that they do not have enough time to explain anything in detail, or to organise activities in the classroom. 'Covering' the syllabus seems to have become an end in itself,. The manner in which the syllabus is 'covered' in the average classroom is by means of reading the prescribed textbook aloud, with occasional noting of salient points on the blackboard. Opportunities for children to carry out experiments, excursions, or any kind of observations are scarce even in the best of schools. In the average school, especially the school located in a rural area, even routine teaching of the kind described above does not take place in many cases. In several states, school teachers encourage children to attend after-school tuition

given for a fee while regular classroom teaching has become a tenuous ritual.

Both the teacher and the child have lost the sense of joy in being involved in an educational process. Teaching and learning have both become a chore for a great number of teachers and children. Barring those studying in reputed or exceptional institutions, the majority of our school-going children are made to view learning at school as a boring, even unpleasant and bitter experience. They are daily socialised to look upon education as mainly a process of preparing for examinations. No other motivation seems to have any legitimacy.

The contribution that teachers make towards this kind of socialisation is especially worrisome. Trained teachers are expected to be aware of the wider aims of education; indeed, aims like 'development of the child's total personality' are the shibboleths of teacher training institutions everywhere in the country. It appears that teachers feel they can do little to pursue such lofty aims in any realistic sense under the harsh circumstances created by factors like excessively large classes, a heavy syllabus, difficult textbooks, and so on. Moreover, majority of them neither know nor have the necessary skills to realise the goals of education. The recommended pupil- teacher ratio of forty to one is now more an exception than a norm, and in many parts of the country it is customary to have sixty to eighty students in one class. The Committee learnt that in many states senior secondary classes often have one hundred or more students, many of them spilling into the corridor. In the national capital, many 'model' secondary schools, Central Schools, and several elite 'public' schools have classes, including primary classes, with more than sixty students.

This kind of class-size understandably generates a feeling of helplessness among teachers, but why must teachers feel helpless in the face of curriculum-related problems such as heavy syllabi, poorly produced textbooks, etc Most teachers have reason, therefore, to think that they have little to say about the changes made from time to time in syllabi and textbooks. Even in such extreme cases where a textbook has a factual mistake, no complaints are made by

teachers asking for correction of error. On the contrary, there are cases where an individual teacher who complained about an error in a state-published textbook, was taken to task. Even if such cases can be described as rare or exceptionally unfortunate, they explain why the majority of teachers intuitively feel that it is not their business to critically examine the syllabus and texts they teach.

Examination System :

Much has been written by various official committees on the ills of our examination system. The major, well-understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems, or simply to think. The awe they generate, the responses they trigger, and the kind of preparation they demand have all got so entrenched into the social lore that minor improvements in the style of question papers do not make difference to the dominant influence that the examination system has on the processes of learning and teaching. The influence is so strong that schools start holding a formal written examination several years prior to class X indeed, in the primary classes in many parts of the country. And children receive the message almost as soon as they start attending school that the only thing which matters here is one's performance in the examination. Both the teacher and the parents constantly reinforce the fear of examination and the need to prepare for it in the only manner that seems practical, namely, by memorising a whole lot of information from the textbooks and guidebooks. Educated parents, who have themselves gone through examinations, and the uneducated parents, whose knowledge of the examination system is based on social lore, share the belief that what really matters in education is the score one gets in the final examination. This belief is undoubtedly rooted in social or market reality. Percentage of marks obtained in the school examinations is what ultimately matters in determining a student's chance of being called for admission to a

college. Examination score is what one carries with him or her as the key authoritative record of school or college performance, higher level institutions or employing agencies understandably relies on it.

Textbook :

We hardly need to assert that our textbooks are not written from the child's viewpoint. Neither the mode of communication, nor the selection of objects depicted, nor the language conveys the centrality of the child in the world constructed by the text. This last dimension of language deserves some elaboration. The vocabulary and syntax used in the textbooks are incomprehensible since they are written in such stylised diction and sentence-structure, that children cannot be expected to see the language used in them as their own. Words, expressions and nuances commonly used by children and others in their milieu are all absent from textbooks. An artificial, sophisticated style dominates textbook lessons, reinforcing the tradition of distancing knowledge from life. The language used in textbooks, thus, deepens the sense of 'burden' attached to all school-related knowledge.

Language Textbooks :

We hardly need to assert the language textbooks are not written from the child's viewpoint. Neither the mode of communication, nor the selection of objects depicted, nor the language conveys the centrality of the child in the world constructed by the text. The vocabulary and syntax used in the textbooks were critically referred to by a number of individuals and groups. Not just the textbooks used for the teaching of the natural and the social sciences, but even the textbook used for the teaching of the mother tongue and second language are written in such stylised diction and sentence-structure, that children cannot be expected to see the language used in them as their own. Words, expressions and nuances commonly used by children and others in their milieu are all absent

from textbooks. An artificial, sophisticated style dominates textbook lessons, reinforcing the tradition of distancing knowledge from life. The language used in textbooks, thus, deepens the sense of 'burden' attached to all school- related knowledge.

Discouragement of Observation :

Teachers routinely complain that they do not have enough time to explain anything in detail, or to organise activities in the classroom. A highly disturbing tendency we, discovered in text writing, which accelates problem is that of using pictures as substitutes for experience. Textbooks are designed in such a manner that children observe a picture of the object under study rather than going out and observing the object itself in nature.. The most painful example of this phenomenon brought to our attention was one in which a private publisher claimed that he had made the teacher's task "easier" by turning an official 'Teacher's Guide', which suggests that the teacher should take children outside the school and identify some common birds, into a text where the pictures of all the common birds with their names were provided for ready use. This case is especially painful as it shows how even a specific instruction given in a Teacher's Guide (Teacher's Guides are themselves rare; and in subjects in which they have been prepared in certain states, circulation has not been satisfactorily looked after) to encourage teachers to extend the lesson beyond the four walls of the classroom is co-opted within the dominant, traditional approach of teaching everything verbally from a textbook.

Structure of Syllabus :

The absence of the child's viewpoint is also reflected in the organisation of syllabi in different subjects. We received a large number of complaints from parents as well as teachers that the content of syllabi lacks an overall Organisation or coherence. Gaps in the syllabi between the lower and the higher

secondary stages are as common as repetitions of the same content. These weaknesses of organisation apparently lead to memorisation and poor comprehension, both exacerbating the sense of curriculum load. Gaps between the secondary and the senior secondary stages seem to be glaring.When students come to class XI, they often find themselves without a clue even if they have done well in class X. The level of abstraction attempted in the senior secondary stage science syllabi and textbooks, especially the physics textbooks, represents a jump in many topics. Apparently, those preparing the senior secondary syllabi and texts lacked adequate familiarity with the syllabi and texts used in the earlier classes. In fact, they had no occasion to interact with the persons involved in the preparation of syllabi and textbooks for secondary classes (IX and X).

Adults in general are responsible for not preparing our children for the world around them. Children need instructors who can teach from their life experience and make a real connection with children. It would probably be more effective.

Because of the ever-growing expectations of the society, the school & the parents as well, seem to be confused as to the appropriate route that should be followed for upbringing the kids. School as well as the parents adds pressures on the children to outperform others in this competitive age of survival of the fittest. What is forgotten is that education is more than books and classrooms. Here the Government agencies dealing with educational systems & methods could not come forward with the appropriate solutions on the subject that would have been applicable to the kids of the entire country. Books and studies are necessary but alternate means can be adopted to lighter the weightage on children. Its high-time schools adopt these means else children will never consider going to school as fun. Parent can help by reducing pressures on children and developing them in vocational subjects also as a fall back arrangement to studies. Schools can also help by giving lesser homework and

trying to keep books etc in lockers at school rather than having children carry them daily. "The weight of children's bags is increasing day by day. A TOI survey found a 12 year old carrying a bag weighing 10.5 kg. This can adversely affect a child s health". It is simply a waste of energy asking children to carry around such heavy loads every day. In a nutshell, society is responsible for the load on students. Parents make judgments on other's children when they do not achieve desired results. In order to get into similar situation, they pressurize their own children. Parents generally admit children to the schools that are academically recognised. Parents support this education system because they expect their children to be successful in their future life. Both the school and the parents of course are to be blamed for the hiking pressure within the students. They do it for their prestige and name. Parent are more hungrier about success of their children so they simply want that child should know everything in minor age parents compare their marks with that of their neighbours etc. and torture their children to score more than that the next time. The child out of competitive spirit and the fear of his parent's fury tries to work harder and when their hard work does not match the society's expectations they become mentally upset or sometimes commit suicide. Schools in their rat race trying to outscore on the other schools in competition – add to children's burden by expecting them to learn more than their capacity... And parents, of course are expecting their children to be at least better than themselves – a super human being. We must stop this rat-race of rote learning and content-learning pressure at an early hour. Research has shown that these are not the best ways to impart skills necessary to succeed in life.

The curriculum is an essential factor of education. The nature and aims of education reflect the functions and frontiers of curriculum. The ultimate objective of education is "preparation for living". Hence the curriculum is concerned with effective living. Another important aim of education is harmonious development of personality of an individual. All the activities and

experiences which help these developments are included in the curriculum. In fact the curriculum reflects the whole corporate life of the school. Thus the curriculum helps to fulfil the basic aims of education. It is a means to an end. It is a highway leading to a destination or goal. The school curriculum is in a state of flux all over the world. In India the school curriculum has been criticized as narrowly conceived and out-dated. Moreover, the secondary curriculum had placed a premium on bookish knowledge and rote learning, made inadequate provision for practical activities and experience and is dominated by examination. This widespread dissatisfaction with the curriculum make it a burden both for the teachers and students.

Secondary school is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. At this stage the students develop the ability to reason with abstraction, use logic, experience in laboratories, explore new ideas, etc. But on account of the emphasis on bookish knowledge there is a tendency to crowd the curriculum with too many facts and insignificant details which prevent them from enjoying the opportunities of learning meaningfully and joyfully. In the present era of knowledge explosion, we cannot stick to the outdated syllabi. The content is cosmetically covered on the surface to prepare pupils for the examination. Scoring more marks in the examination has almost become the Polar Star for the students and their parents. All these lead to distortion and artificial enlargement of the course contents. This preoccupation with the examination and its deleterious effect on learning needs to be reviewed and challenged. The curriculum of the secondary schools in India has been the subject of scrutiny and criticism for many decades. Several attempts were made in the past to remove some of its major defects and in recent years the centre and the state have been trying to work out a comprehensive scheme for the organisation of the whole pattern of secondary education and the revision of the curriculum. But though some progress has been made in this direction there is still considerable room for improvement. At

present the most urgent problem in the field of secondary education curriculum in this country is the problem of overloaded curriculum. Neither the syllabus makers nor the teachers realize that it is more important to teach the child how to acquire significant knowledge by himself than to burden his memory with a mass of unrelated, uninteresting facts and data. There is substantial pressure emanating from parents and the general public alike who feel that the school curriculum is excessive and needlessly taxing. It is widely believed the students are stressed out and this has in turn affected their normal all round development. Thus, the problem of curriculum load is a complex one and has its roots in many related issues.

Reports on cases of students committing suicide have appeared in newspapers from time to time. These suicides, are perceived as being consequential to work pressure. To wipe out the concepts of suicides and work pressure completely from a student's horizon, the notions of being a good or a bad student, and the illusion of the times being 'competitive' should be blasted. In order to combat this situation arising from the over-riding aspiration and expectation of the society and the parents to make their child win the rat race of "the survival of the fittest" several committees and commissions have extensively discussed the burning problem of the academic burden time and again.

2.4 Report of Curriculum Load from Other Commissions and Committees

The problem of curriculum load is not at all a new issue. This problem was felt in India for the first time in the year 1975, soon after the introduction of the new curriculum under 10+2 pattern of education. The Iswar Bhai Patel Committee (1977) suggested deletion of a few topics from the syllabus of different subjects. The problem was discussed many a time in various forums even after the implementation of the recommendations of the Patel Committee. NCERT set up a Working Group in 1983 to make a quick appraisal of the

curriculum load. The working group submitted the report titled "Curriculum load at the school level : A Quick Appraisal" with the following recommendation with regard to the problem of curriculum load :

- There is an urgent need to formulate a national core curriculum applicable to all schools in the country.
- The national core curriculum should constitute two-third of the total curriculum and should be supplemented by specific curricula to meet the local ecological, sociological, cultural, economic and developmental requirements relevant to states, districts and geographical typologies.
- Information load should be kept at minimum. At higher level also, the practice of overloading of information in the text-books should be avoided.
- The language and writing style followed in the text books should be easily intelligible to the students.
- Quality of education should not be equated with the quantum of curriculum content. For the development of creative thinking, it is better to cover a few topics more intensively rather than providing superficial knowledge of too many things.
- The concept introduced in the curriculum should be compatible with the mental development of the child.
- The curriculum should be evaluated periodically.
- The difficult topics should be considered for simplification and deletion from the course.
- Minimum facilities for teaching bearing such as chalk, blackboard, book, map, chart, model, etc, should be provided in every school. Absence of these facilities increase the load of curriculum for the pupils and teachers.
- Overcrowding in class increases the work load of teachers which effects adversely the quality of curriculum transaction. This may give rise to the problem of curriculum load.
- The optimum number of pupils in a class should be around 35.

❖ There should be no public examination till class VII.

Though National Council of Educational Research and Training (NCERT) Working Group (1984) and National Policy on Education (NPE) Review Committees (1990) made several recommendations to reduce the academic burden on students but all in vain. The curriculum development agencies were in agreement with the recommendations of the committee and assured the public that these would be kept in view at the time of the forthcoming revision of curricula. But the problem, instead of being mitigated, became more acute when a new curriculum was introduced. This had happened in the case of new curriculum introduced in the wake of implementation of NPE (1986).

NCF, 1988 in this regard commented –"The report indicated that the curriculum load was not so much a problem of curriculum development as that of perception and management, accentuated by resource constraints. Various factors like lack of essential physical facilities and academic inputs, lack of pedagogical innovations, poor quality of instructional materials, inadequate preparation and orientation of teachers, and the domination of public examination were found to be responsible for depriving the pupil of the joy of learning".

In July 1993, The National Advisory committee, under the chairmanship of Prof.Yash Pal submitted its recommendations on the academic burden on students which incorporated the following points :

❖ There is no justification for torturing young children by compelling them to carry heavy bags of books everyday to school.

❖ Text books should be treated as school property and thus there should be no need for children to purchase the books individually and carry them daily to homes.

❖ A separate time table for the assignment of homework and the use of

textbooks be prepared by the school and be known to the children in advance.

- ❖ In the primary classes, children should not be given any homework, save for extension and exploration in the home environment.
- ❖ In upper primary and secondary classes, homework, where necessary, should be non-textual.
- ❖ An attempt should be made to reduce the existing norms of teacher pupil ratio from 1 : 40 to 1 : 30.
- ❖ Greater use of the electronic media should be made for the creation of a child-centred social ethos in the country.
- ❖ A project team with a number of sub-groups be set up in each state to examine the syllabi and textbooks for all school classes.

NCERT 2000, addressed the problem of curriculum load as :

'The heavy load of curriculum is not merely physical, but also one of non comprehension resulting from the lack of understanding of some basic concepts. This has been causing tremendous amount of stress and strain among students... The issue of curriculum load... cannot be wished away merely by downsizing the volume of the textbooks... One way to partly resolve the issue would be to take out the obsolete and redundant content... The load can also be reduced by removing the mismatch between the developmental capacities of children on the one hand and the curricular expectations and teaching and learning methods on the other. Undue emphasis on homework, the memorisation of a large number of facts, as also overlapping concepts and topics in the syllabi will have to be removed. There also has to be a shift from the 'content' to the 'processes' of learning. Teaching shall have to be geared to making students 'learn how to learn'... The load can be taken off by innovating evaluation practices which test the abilities like comprehension, application and analysis ...' (p. 25) 'The acquisition of knowledge through active involvement with content, and not

imitation of or memorisation of the material, is at the root of the construction of knowledge. In the constructivist setting, the learners have autonomy for their own learning, opportunities for peer collaboration and support, occasions for the learner generated problems that drive the curriculum, time for self observation and evaluation and outlets for reflection. Autonomy encourages learners to construct their own knowledge ... through hands on experiences rather than follow prescribed information. This perspective recognises the teacher as primarily a facilitator of learning...' (p. 26) 'The multiple intelligence approach offers the learners many opportunities to explore significant concepts and topics and to think about them on their own in many ways and to have many ways to make sense of what they find. The use of multiple intelligence in the curriculum provides for a variety of experiences that become the entry points into the lesson content and reach the learners in ways they can understand...' (p. 28) In a world of ever increasing knowledge, selection and organisation of the content areas assume great importance. The curriculum has to be comprehensive and yet not heavily loaded with information. Interrelatedness of ideas and their comprehensibility must be kept in view. It would also be desirable to emphasise the process of learning and thinking rather mere acquisition of facts. Learners need to be given meaningful learning experiences through well planned activities. This will help them acquire basic competencies and skills. Keeping these in view, the themes / issues could provide a sound basis for the selection and organization of the content areas. While number of topics/areas may be few, the depth of treatment should be more to optimise the learner's experiences.' It recommends a thematic approach, a greater focus on activity based learning and skill development for containing the curriculum load.

National Curriculum Framework (NCF), 2005 recommends measures like reduction of curriculum load, emphasis on comprehension and application of knowledge, focus on continuous and comprehensive evaluation, emphasis on testing of competencies rather than rote memory, making examination more

flexible, provision of guidance and counselling in schools, and over all to make learning child-centric and joyful.

In this regard certain steps have been undertaken :

- Continuous and comprehensive evaluation with marks assigned for internal assessment.
- The examination system has been reconstructed to test more of conceptual knowledge and understanding rather than rote memory.
- Additional 15 minutes time is given in class X and XII examinations to enable students to read question papers thoroughly.
- Setting up of examination help-line and making available sample question papers.
- Designing question papers so that all the questions can be answered in 2½ hours even though the total period of examination is 3 hours.
- Shift from content based to problem solving and competency based testing.
- Higher weightage to practicals.
- Introduction of Mathematics labs in schools to improve conceptual understanding.

Allowing students to appear in compartmental examination immediately after the declaration of the result of the main examination. It provided counseling facilities centrally to students and parent through telephone and e-mail before Xth and XIIth class examinations. NCERT offers a course on Counselling and Guidance for regular teachers so that the latter can do a part-time counselling for students in need. The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, the present NCF proposes five guiding principles for curriculum development :

(i) connecting knowledge to life outside the school; (ii) ensuring that learning shifts away from rote methods; (iii) enriching the curriculum so that it goes

beyond textbooks; (iv) making examinations more flexible and integrating them with classroom life; and (v) nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

Yashpal said Kolkata in his recommendations regarding the National Curriculum Framework 2006 he had suggested the abolition of "traumatic board exams", but not to do away with the state boards. "It is possible to have different boards in the country and I did not recommend any such initiative," he said, adding that the state boards can exist even when the examinations are made optional for the students."If students are to continue with the same school in class XI and XII what is the point of taking the board exams", said Yashpal, insisting that the schools can go ahead with the assessment process which they have been following till class IX.

Yashpal Committee reports that curriculum development centrally is not relevant to the local needs of different parts of the country. There is need for increasing participation of teachers in the process of curriculum development. Majority of teachers perceive the content of the textbook as a rigid boundary or a definer of their work in the classroom. Boredom is the inevitable outcome when tersely written textbook is taught in a rigid and mechanical manner. Rising aspiration of people in all sections of the society and the growing realization that education is an important instrument to fulfils their aspirations have resulted in a craze for admission to English medium schools which start imparting formal education too early in the child's life. Absence of academic ethos for this the adequate time, staff, accommodation and its maintenance, funds, pedagogical equipment, playgrounds are essential pre-requisites for effective curriculum transaction but unfortunately, an overwhelming majority of schools do not have even the minimum essential facilities. The methods of teaching used in majority of teachers are devoid of any type of challenge for the students. Children are hardly provided ail opportunity to observe and explore natural phenomenon. The concept of library as a readily available source for

learning simply does not exist in most schools. Similarly, science laboratories are not equally equipped and are not used for experimentation and discovery. While forwarding the report of the committee, Prof. Yash Pal, the chairman of the committee advised that wide-ranging debates on the report are necessary.

Yashpal committee and the National Knowledge Commission put forward the following view regarding curriculum load :

A curriculum proves heavy for children when –

(a) it is too lengthy to be completed in time by an average teacher under normal conditions;

(b) there is mismatch between the difficulty level of the concepts of course content with the mental level of the pupils;

(c) the language used in the textbooks is incomprehensible and the style of presentation is verbose and rhetorical rather than simple and straight forward;

(d) the basic assumptions underlying curriculum development are not fulfilled.

- It has been observed during the last few years that admission age to nursery classes has been progressively lowered down to the age of 2½ years at some places. It appears that the perception has taken a deep root that if a child has to succeed in life, he or she must start education early in life.

- The major, well understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems or simply to think.

- Both the teachers and the parents constantly reinforce the fear of examination and the need to prepare for it by memorizing a whole lot of information from the textbook and guide books. This sort of perception about the examination makes things difficult for children.

- The syllabi and textbooks if not prepared properly lead to the problem of curriculum load. It has been observed that most of the textbooks have high density of concepts and the style of writing is very terse.

- The language used in the books in some cases is beyond the comprehension of many students.

The committee concluded that the problem of curriculum load was not an urban phenomenon. In rural areas, where the students have not to carry heavy bags, the problem of non-comprehension makes things extremely difficult for majority of children.

The secondary education forms a vital stage in the educational edifice. It stands in the midway of our educational ladder. There has been phenomenal expansion of secondary education since independence. But the major challenge in this stage of education is to maintain the qualitative viability along with its quantitative expansion. The failure of a large number of students in class X examination on account of curriculum load which are compulsory school subject at secondary level has been thought-provoking.

2.5 The Main Contributing Factors that Lead to Low Learning Proficiency of Students are as Follows

1. Incomprehension of the Studying Purpose :

The main reason why so many students don't feel interested in what they are doing at school, is the incomprehension of their studying routine.

A vast majority of private and government teachers are not even bothered to explain to their students what the learning outcomes are, why they need to achieve them and how they will be assessed.Mostly teachers take out their text books and start making a wrong impression of rote learning on students, and then evaluate their students without seeing the capabilities of a child. Students are not encouraged to write their own answers. Despite of it, teacher wants their

student to copy the same answer in the examination, which they have taught or were made to write.

Thus, the writing and analytical thinking skill gets hamper, for which we can't blame a student. Student just accomplish their tasks by command, which needs to be bluntly carried out. Students prepare projects, submit reports etc just to get extra marks, without knowing the purpose of their study.

2. Wrong Assessment Process :

Assessment means to evaluate children capabilities, not to judge them. Assessment is often wrongly intended by teachers as a punishment for students, or traps to catch them out. Grades seem to exist in order to show students' errors, mistakes and drawbacks in the study area, rather than to give students reasonable chance of demonstrating their achievements of specific learning goals. Same five years questions, wrong curriculum development by the ministry of education, changing of the course at the last moment of the end of the year are going on in secondary and higher classes. Assessment should not be based on counting the pages, which a student fills. Rather than this, evaluating system should be changed. Invigilators should be well educated to judge the learning tasks and own input, else the wrong assessment process, which is going on since a long time would create a fearful attitude in students towards assessment.

Students are learning not for acquiring knowledge but for getting a "pass". Students, who works hard gets low marks, because the teacher checks the paper according to their knowledge and often forgets student effort of contributing towards answering question.

3. Lack of Integrated Curriculum :

Ministry of Education is making such a curriculum, which is not up to mark and is not well integrated with full resources. Mistakes in the books and

wrong statements makes student furious.

Activities are always missing in our curriculum books. The quality and the presentation of book makes jack a dull boy.

Our curriculum is made by professionals, but unfortunately it is not made according to the needs and requirement of the students. Curriculum is changed all the time on the basis of the prevailing fear of any other examination systems, coming ahead in the competition.

4. Teacher's Fault :

With classes consisting of more than 70–80 children, many students feel deprived of the due attention on their teacher's part. Teachers are the leader and a role model for every student. Every student want to be unique and want their place in teachers' heart. They are placed among the great lot of students without their personal interests, and problems with studying being taken into account. As a result, students don't feel cared about, lose their identity, become indifferent to studies and lose faith in the brighter future. Teacher should treat their student equally and give proper attention to every student of his / her class.

5. Wrong Attitude of Parents :

Many parents are "performance oriented," which emphasises results such as students' grades, rather than knowing whether their child have mastered the material or not. They just want their child to be on the top of the list and that's all.

Children gets frustrated, when parent keeps a lot of expectations from them. It burdenized student and de-motivated them most of the time.

There are many parents, who tell their child in advance that they have to join their fathers or forefathers business after passing school, which also makes student less motivated to perform well in examination and thus, poor performance is seen in the results, just because of the wrong impression

embossed by parents on their children.

6. Lack of Practical Approach :

The textbooks used for the teaching are written in such stylised diction and content structure, that learner cannot be expected to see the different subjects used in them as their own. Words, expressions commonly used by children and others in their milieu are all absent from textbooks. An artificial, sophisticated style dominates textbook lessons, reinforcing the tradition of distancing knowledge from life. The mode of language used in textbooks, thus, deepens the sense of 'burden' attached to all school-related knowledge. Teachers routinely complain that they do not have enough time to explain anything in detail, or to organise activities in the classroom. A highly disturbing tendency we, discovered in text writing, which accelates problem is that of using pictures as substitutes for experience. Textbooks are designed in such a manner that children observe a picture of the object under study rather than going out and observing the object itself in nature .

7. Lack of School Environment in the Secondary Schools :

For rightly transaction of the curriculum school environment will be maintained properly for overcoming curriculum load.

Improvement in the performance – the main target of all secondary schools, was therefore essentially seen as an improvement in the English language examination results.

Parents, in the first place, wanted to send their pupils to the most effective schools (as judged against the examination results) as they wanted their children to pass in the examination. Good effective schools, to them, would be those schools with more pupils scoring five AA's in the Madhyamik exam. The schools also fear to be labelled as low-performance schools and so they pressurize the students a lot for raising the examination results.

As a result, the maintenance of educational standards has always being associated with the examination results. It was observed that education has become "learning for the examination and not learning to be intelligent" for the pupils..

8. Focus on Examination :

As the over-riding concern was on the examination, secondary schools therefore focussed on the examination classes. Hence, as was pointed out in the cases, extra classes became a common phenomenon in the schools. They were seen as a prerequisite for excellence and quality; parents expected the extra classes to be held, and they were ever willing to send their learner to those classes. They were held in afternoons, evenings, weekdays, and weekends and during school holidays, paid or on voluntary basis. Non-examinable topics were not given due priority. Extra-curricular activities apparently, were neglected in the examination classes. Afternoon extra-curricular activities were replaced by revision classes for the examinable subjects. During this classes pupils were drilled for the actual examination. Effective Commerce teaching in the secondary school, therefore, was judged by the attainment of the examination results. ESL teachers were indeed worried and very concerned over the inputs, i.e., the pupils they had to teach. This concern with the teaching the pupils to pass the tests and examinations, instead of teaching to be intelligent has resulted in the stereotyping of teaching and learning approaches. These would involve rote learning and teaching, pattern drillings of questions.

2.6 How to Overcome the Problems ?

First, the curriculum must be relevant to learners' lives so that must not see their time inside the classroom as unrelated to their lives outside the classroom to keep aside curriculum load.

Further, strong connections must be made between curriculum and

learners' lives to facilitate application of the skills learned in the classroom through proper transaction of curriculum.

The learning goal for students is the transfer of skills to new learning situations (McKeough, 1995), and the ability for students to transfer skills and apply knowledge to new situations can be used as an evaluation of success (Pea, 1987; Perkins, 1991) where transaction of curriculum can enable learners for their better output.

Finally, the secondary level educators, must be able to move beyond the traditional textbook and transmission model of teaching and involve learners in inquiry- based, constructivist learning environments where they formulate questions, investigate topics, integrate new information into existing schema networks and most importantly, we must make the text come alive for learners.

> "Engagement with a text-whether the text is written, oral, or visual- involves this same active, constructive exchange between the known and the new. The reader connects to the text by using prior knowledge as well as his or her present mental, physical, and emotional state to construct meaning" (Robb, 2003, p. 23).

CHAPTER – III

CURRICULUM LOAD AND TRANSACTION THROUGH TEXT BOOK ANALYSIS

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3.1 Introduction

The transaction of school level-based curriculum in Commerce considers the use of evaluating textbooks of class XI. It provides the information about the functions of corporate bodies and social organizations as well; the textbooks also consist of learning guiding in the form of activities which guide the students to achieve the competency in Commerce. Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs.

A text book means a created material design as materials the learner's knowledge and experience. Text book also can be defined as a book prepared for school is students in teaching learning process. Good textbooks should be relevant with the curriculum. It also can support the implementation of curriculum.

Teachers and students can build and develop their competency in Accountancy better if they use qualified textbooks which provide and support the material needed. Moreover it will transact better on the basis of demands of learners. There are many publishers that have published accountancy textbooks for the first year students of Senior High School. The textbooks should hold a main instrument to do the curriculum which has been arranged before. However, sometimes some of them are not appropriate with the standard of curriculum yet. Teachers should think of textbooks as tools — they are only as good as the person using them. A hammer in the hands of a competent carpenter can be used to create a great cathedral or an exquisite piece of furniture. In the hands of someone else, the result may be a rundown shack or a rickety bench. How you decide to use textbooks will depend on many factors. Textbooks are

intended to teach not only facts but also to influence values and behavior. Textbooks play an important part in education, transmitting not only facts and figures, but ideas and cultural values. The words and pictures children see in school influence the development of the attitudes they carry into adult life. These words and pictures not only express ideas, but are part of the educational experience which shapes ideas. During the early years of textbook studies, textbooks were often regarded as quasi- independent entities.

The examination focused almost exclusively on the content and the written text. Schoolbooks, however, are constructed as educational tools. How do teachers and students use them ? Are textbooks at the focus of classroom teaching do pupils learn parts of the text by heart ? Do teachers have to follow the text chapter by chapter or are they free to choose whatever coincides with the students' interests and desires? On the one hand, teachers rely on textbooks and 'textbooks provide expertise, are time savers, and provide security for both teachers and students in outlining content, scope and sequence'. On the other hand, to summarize the main function of textbooks in such a short formula would certainly provoke the protest of many teachers who do not feel dependent on textbooks as textbooks provide 'primarily ... a source of information rather than ... the structure of a course'. But most of the time all the necessary quantitative and qualitative virtues are missing. So it is the intention of the researcher whether text books can really meet the criteria or not.

3.2 Effective Criteria of a Textbook

Before the lesson :

1. Teachers refer to the learning objectives on the introductory page to have a better picture of what the students will learn in the chapter.
2. Teachers may refer to the "Key words" section on the introductory page of each chapter for the correct mathematical terms used in teaching and learning process.

3. Teachers may refer to the "Exploring" section on the introductory page for other resources related to the chapter. Teacher may use the same section, and asks students to do some reading before starting a new chapter. The idea of this section is to cultivate the habit of reading and encourage self-access learning.
4. Teachers refer to the learning outcome section at the beginning of each learning objective. The learning outcomes describe the mathematical skills students should be able to master after the teaching and learning process.
5. Teachers identify the learning outcome/outcomes that will be achieved in a lesson.
6. Teachers prepare lesson accordingly, using the materials, examples and exercises in the textbook.

During the lesson :

7. The textbook is organized such that
   i) There is at least one example and one exercise (practice) for each learning outcome.
   ii) There is one formative exercise covering all the learning outcomes after each learning objective.
8. The lesson may proceed according to the organization of the textbook.
9. Teachers may use the well-planned activities in the textbook suggested in the textbook so that students have hands-on experience in the learning process.
10. Activities involving the use of the Geometer's sketchpad (GSP), scientific calculators and graphing calculators are inserted where appropriate. Teachers are encouraged to use these activities in their lesson.

At the end of each chapter :

11. Teachers use the "Review" section of the textbook, which is presented in the form of a concept map, for students to have a quick review of what have been learnt in the chapter.
12. Teachers use the "Chapter Review Exercise" to test students on the understanding of concept learnt in the chapter.

Quality education is one of the modern demands as well as slogan of all over the world. Development of professionalism among the teacher is considered essential condition for quality education and quality learning. Along this requirement quality textbook is another component for quality education.
This study is expected to have two kinds of benefit

1. Practical Benefits :

a. The writer and readers will get the knowledge about how to make the textbooks for effective and attractive to the students.
b. The teacher knows how far the textbook follows the curriculum demand.

2. Theoretical Benefits :

a. Based on the result of this research, it can give contribution to material design and material development in teaching accountancy in high schools.
b. The result of this study might be used as a reference for others who conduct the similar research.

As a central disseminator of knowledge, the textbook has maintained its position in spite of the emergence of electrical data transmission and access to digital educational resources. The majority of teachers rely on the teaching of the subject matter knowledge that is available in the textbook (ref. Sanchez & Valcárcel 1999). However, it is very rare that the teachers of the subject evaluate the textbooks themselves, although they would benefit most from the concrete results of textbook evaluations. As groups of students are different as

far as their knowledge, skills and experiences are concerned, the study of textbooks will facilitate lesson planning and aid in finding and applying versatile work methods and facilitate individualization of instruction. Both in teaching and in textbooks, it is important that scientific concepts are made accessible to the students in a number of different ways so that each student discovers his or her own optimal approach to studying and learning. This is important on the one hand because students need to find an approach that is compatible with their individual worlds of experience a none the other hand to avoid leaving the student with the unfortunate impression that concepts can be defined on the basis of a single occurrence of the concept. The teaching should widen sometimes even change – the student's world of mental states in such a way that the student, as a result of instruction, will be able to understand the bi-directional dynamics (induction-deduction) between real world phenomena and theory.

Main objectives of UNESCO-strategy for text book analysis :

1. Building of quality assurance systems,
2. Development of higher technology,
3. Lower cost publishing capacities and distribution systems,
4. Sustainability of the book chain.

(Comprehensive Strategy for Textbooks and other Learning Materials, UNESCO, 2005).

It is not very easy to define how the quality of a text book will be maintained properly. In this study we are trying to visualize the quality of a text book on the basis of curriculum load and transaction.

3.3 UNESCO – Strategy for Textbook Analysis

1. In its support of the right to quality education for all.
2. Textbooks for the 21st century must reflect more inclusive pedagogies.
3. Diversified content which not only impact academic knowledge, but also

4. Engage learners in interaction leading to the acquisition of life skills and universally shared values.
5. It is also important to recognize that in a rapidly changing world, the need for people of all ages to grasp new concepts, understand different perspectives, and acquire more complex technical skills is more pressing than ever before.
6. Hence it is increasingly important to respond to learners in ways that acknowledge their life experiences, abilities and knowledge of the world and to equip them with the tools needed to become life-long learners. (Comprehensive Strategy for Textbooks and other Learning Materials, UNESCO, 2005).

So what are more important for analyzing a text book may be mentioned in two dimensions :

1) Curriculum should be life centric.

2) Pedagogical practices and academic knowledge must go hand in hand.

A **textbook** is a collection of the knowledge, concepts, and principles of a selected topic or course field. Most textbooks provide teaching materials, and activities to use throughout the academic year.

Textbooks provide several advantages in the classroom :

- Textbooks are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail.
- Textbooks provide organized units of work. A textbook gives you all the plans and lessons you need to cover a topic in some detail.
- A textbook series provides you with a balanced, chronological presentation of information.
- Textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprises everything is carefully spelled out.

- Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies.
- Good textbooks are excellent teaching aids. They are a resource for both teachers and students.

For removing curriculum load and for better understandability following points are mentionable :

1. Understanding and learning of factual knowledge.
2. Learning to apply knowledge.
3. Analyzing and learning to solve problems.
4. Learning how to learn.
5. Learning procedures of thinking.
6. Learning social attitudes and behavior patterns.

In the process of analysis of textbook it needs to be examined that how the textbook helps understand factual knowledge (1.), what conditions it provides for learning to apply this knowledge (2.) and to solve problems (3.), whether it provides appropriate learning strategies and methods (4.), develops thinking embedded in knowledge (5.) and is able to affect learners' personality and attitudes.

Definition of Textbook :

Textbook may be defined as a teaching tool (material) which presents the subject matter defined by the curriculum.

A textbook is a manual of instruction or a standard book in any branch of study. They are produced according to the demand of the educational institutions. Textbooks are usually published by one of the four major publishing companies. Although most textbooks are only published in printed format, some can now be viewed online.

A **textbook** is a collection of the knowledge, concepts, and principles of a selected topic or course. It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field.

Textbook means a standard book about a branch of study. textbook means a book used in schools and colleges for the formal study of the subject.

3.4 Analysis of Different Text Book Models Realizing Curriculum Load and Transaction

1. In the 1980's, researchers devoted a lot of attention to the issue of textbook components. This line of research was in harmony with the widespread idea which defined textbooks as a special type of text with a specific function. Therefore, they assigned a unique importance to the presence of certain elements characteristic of textbooks (e.g. basic text, explanatory text; advance organizer, didactical apparatus). According to this approach, if a researcher wanted to design a good textbook, he / she simply had to be aware of the special components that were typical of textbooks.

Structural Components of Textbooks					
Text			**Components Outside of Text**		
Basic text	Supplement text	Explanatory text	Instruction devices	Illustration	Information devices
Parallel with Teacher's lecture.	Reading, Source, Summary.	Exposition, Explanation, Comment, Note, Footnote etc.	Question, Task	Picture, Diagram Graph, Map etc.	Table of content, Glossary, Index, Visual devices

Researchers put together several parallel descriptions and lists about the structural elements of textbooks. One of those lists was the widely used survey

prepared by Dmitrij Sujev about the structural components of the "modern textbook" in 1986 (Bamberger, 1998). His categorization was based on the distinction of texts and components outside of texts.

The Structural Components of Textbooks by D. Sujev :

When the assessment is based on the examination of structural elements, textbook experts, first of all, check if the textbook has all the components that a textbook is generally expected to have (e.g. are there enough pictures / illustrations in the textbook ?). Then, they carefully examine if the design of each element corresponds to its function in the textbook (e.g. Do the pictures correspond well to the contents of the text ?). They may verify if the various textbook elements contribute sufficiently to the accomplishment of the teaching-learning objectives (e.g. Do the illustrations provide enough opportunities for individual student work ?). Last, but not least, they evaluate each and every element of the book from the perspective of the age specificities of students (e. g. are the charts and the maps understandable for children ?). The main feature of these inquiries is that the quality criteria for the textbook are strongly related to the components of the textbook.

The numerous elements of the list of criteria are also arranged around the following keywords : texts, illustrations, questions and exercises, informing apparatus, etc. When relying on such a set of criteria, experts focus mostly on the textbook itself; they examine whether it meets the traditional formal and content-specific requirements. As opposed to the above static approach, a more dynamic view is reflected when the quality requirements of the assessment are deduced from the functions expected of a textbook, and not from its structural elements.

The Functional Approach of Textbook Quality Reflected through the Study of J. Mikk :

In the case of the functional approach of quality, researchers first have to define the functions that can be required of a textbook. Next, they have to select those components and quality features of a textbook that may play a role in the accomplishment of the individual functions. The quality criteria concerning the structural elements receive a new meaning with respect to textbook functions. For instance, in the function-based sets of criteria, the requirement of text comprehensibility appears as a condition of transferring knowledge, while the requirement of interesting tasks is a prerequisite to motivation (Mikk, 2000).The sets of assessment criteria based on textbook functions can be constantly developed in two directions.

Function	Characteristic
Motivation	Illustrated
	Interesting
	Containing problems
Information	Easily readable
	Life-related
	Scientific correctness
Systematization	Structured
Co-ordination	Related to other textbooks
Differentiation	Graded material
Guiding learning	Instruction for learning
Learning strategies	Fostering thinking
Self-assessment	Question and test
Value education	Personification

On the one hand, the list of textbook functions can be updated and specified, following the changes of thinking about knowledge, teaching, learning, and the learning environment. On the other, with the help of research based on pedagogical measuring and assessment, it can be stated more precisely under what conditions the textbook components can best fulfill their role. It can be tested, for example, by classroom experiments what kinds of visual elements improve the most the performance of students from the perspective of understanding pieces of knowledge.

Sets of Assessment Criteria based on Textbook Functions (J. Mikk) :

Several lists have been drawn up about textbook functions in international literature. The following are usually common to each of them :

1. Knowledge transfer (representation, transformation, information).
2. Learning orientation (direction, process orientation).
3. Practice (assuring results, fixing).
4. Structuring.
5. Coordination (organizing connections).
6. Motivation (stimulating).
7. Differentiation (rationalizing).
8. Self-evaluation (checking).
9. Education of values (personality development).

When assessing a textbook from the perspective of the fulfillment of textbook functions, we are mostly interested in its effect on the teaching-learning process. This is an important step forward compared to the sets of criteria based on structural elements, examining the textbook itself.

At the same time, we have to note that the list of functions regarded processes principally from the point of view of the activities of teachers and not from that of students. Knowledge transfer, learning orientation, motivation, differentiation, and the education of values are the tasks of teachers, and in this

context, even the functions of practice, structuring, and coordination may be interpreted in that way. Self-evaluation is the only function that is undoubtedly related to the activities of students. Thus, the lists of textbook functions of the 1980's answered the question of what role the textbook fulfills in teaching and not what role it fulfills in learning. Since then, the teaching-centered approach has been replaced by the learning-centered approach. Nowadays, when we evaluate the work in the classroom, our main concern is not what the teacher does, but what the students do. We want to know how efficient or inefficient are the activities taking place in a class. The professional level of a teacher's work is also judged on the basis of this principle. This change of mentality has also transformed the notion of textbook quality. Taking into consideration the needs of learning-centered instruction has become an important task of pedagogical textbook modernization.

Textbook Assessment Giving Priority to Systematicity :

Putting learners and learning in the centre and interpreting learning as a constructive learner activity raised new questions about textbooks. How does a textbook affect the way students think about the world and what they understand from it ? How does it affect the students' ways of thinking and learning ? How can the role of textbooks be emphasized in the domain of the development of thinking and the acquisition of learning strategies and methods? The responses to these questions brought about a paradigm shift in the system of textbook assessment as well.

Study of Chambliss and Calfee :

The title of the book of M. Chambliss and R. C. Calfee, "Textbooks for Learning – Nurturing Children's Mind" expresses well the intention of the authors. In their opinion, textbooks should shape the ways students think and help them learn as efficiently as possible. Thus, they regard textbooks "as a

device for conveying intellectual ideas". (Chambliss & Calfee, 1998).Educating students' mind is often hindered by the idea still very much part of common wisdom that by acquiring the sufficient amount of knowledge, somehow and some day, students will be able to understand and apply the global principles, models, and theories of a given area of education or science. In other words, at one point, quantity will turn into quality. However, this pedagogical belief is supported neither by theory, nor by practice. According to M. Chambliss and R. C. Calfee, textbooks can have a key role in encouraging teachers to follow a different strategy and concentrate on establishing the essential links from the beginning, so that by going over these connections again and again, they could develop their students' mind and thinking more efficiently than before.

	THEMES	**ELEMENTS**	**LINKAGES**
COMPREHENSIBILITY	Familiar Content Interesting Content Coherent Content	Words Sentences Paragraphs Texts	Functional device Rhetorical patterns
CURRICULUM	Expert lens Models Principles	Knowledge Skills Attitudes	Sequence Description
INSTRUCTION	Student Centered Community of inquiry Constructivism Zoom lens	Connection Organization Reflection Extension	Flexibility

The authors believe that a textbook may become such an instrument only if some well-chosen design principles are consistently observed in it regarding the choice of content, the wording of lessons, and the illustrations. Designers must be consistent also in the sense that the whole of a series of textbooks, the

individual textbooks of the series, the topics of the textbooks, and their lessons should all be carried out according to the same design principles. Therefore, it is a prerequisite to effectiveness that the makers of the textbook series know exactly what they would like to make an impact on and by what means and that they also keep all of that in mind while putting together the textbooks. Chambliss and Calfee recommend three design principles to textbook designers: comprehensibility, exemplary curriculum, and student-centred instruction.

Design features (Chambliss and Calfee) :

The central idea of the design principle called "exemplary curriculum" is that textbooks should focus on the acquisition of the most adaptive theories and notions of an area of education.

To give an example for adaptive theories, the authors mention the adaptation of living organisms to their exterior environment from the subject of biology and plate tectonics from geography.

By being familiar with these theories, we can better understand the causes and the functioning of many specific natural phenomena. In the case of plate tectonics, let us just think about understanding the connections between earthquakes, volcanoes, oceanic trenches and the shape of continents.

According to Chambliss and Calfee, institutional education has the task to prepare students to be able to see the world in a way different from the usual models of interpretation. Looking through the "expert lens", they may become capable of capturing an infinite number of phenomena as coherent systems, and in that way, scientific theories come alive for them as adaptive knowledge helping to understand new information and phenomena.

However, for the sake of success, theories, notions, and principles must be carefully selected for the syllabus, as they will only be helpful to the students if there is enough time to understand them. Then, textbooks have to take every opportunity to present and apply the theories, notions, and principles chosen.

They have to allow students to try the advantages of knowing and using a well-applicable model of interpretation as many times as possible for understanding new phenomena and reflecting on them. The design principle of" student-centered instruction" is inseparable from the principles of "comprehensibility" and "exemplary curriculum".

Student-centered instruction establishes connections with the student's knowledge (connecting), it organizes new contents into comprehensible structures which are easy to recall (organizing), it allows students to think independently (reflecting), and it provides an opportunity to extend what has been learned and use it in new contexts (extending). Based on the initials of the English words describing the four phases of the learning procedure, this educational strategy is called CORE.

The most important message of the model for textbook design and assessment created by Chambliss and Calfee is that textbook designers must comply with the new approach of knowledge according to which knowledge is a system composed of certain elements (knowledge, abilities, attitudes) the quality of which is determined not so much by the amount of the elements, but by how well the system is organized. Therefore, the knowledge of students must also be developed as a system in the course of learning. Textbooks can contribute effectively to that only if they, too, become more than the sum of their components. Textbooks must also represent a system of knowledge and instruments structured on the basis of certain principles, and in order for that to happen, they must put the criteria favoring systematicity in the foreground in the course of development and assessment.

3.5 Textbook Assessment

In 1985, a large-scale reform initiative was launched in the United States with the objective of improving the scientific knowledge of the youth. In 1993, the developers of the program that became known as Project 2061 reformulated

the material that American high school graduates should know. Scientists and pedagogical experts equally supported the new set of criteria that defined the objective of understanding key ideas essential for comprehending the phenomena of the natural environment. Before selecting the items of knowledge, they determined which key ideas and principles were worth knowing and which were essential to know and how many of these could actually be acquired by the students within the given time frame.

Content Analysis	
Alignment	Providing a Sense of Purpose
Building a Case	Taking Account of Student Ideas
Coherence	Engaging Students with Relevant Phenomena
Beyond Literacy	Developing and Using Scientific Ideas
Accuracy	Promoting Students' Thinking about Phenomena, Experiences, and Knowledge
	Assessing Progress
	Enhancing the Science Learning Environment

The seven principal categories of the set of criteria of the pedagogical analysis are divided into further sub points, and there are indicators belonging to each sub point. The indicators specify it for the experts carrying out the study the presence of which component or quality indicator they are supposed to check in order to assess the fulfillment of the given criterion. The fifth main category of the pedagogical assessment is "Promoting Students' Thinking about Phenomena, Experiences, and Knowledge". One of the sub-points of this category is entitled "Guiding student interpretation and reasoning". When evaluating the textbook from this aspect, the experts performing the assessment took into consideration the following indicators :

Guiding student interpretation and reasoning

Does the material include tasks and / or question sequences to guide student interpretation and reasoning about experiences with phenomena and readings?

Indicators of meeting the criterion

1. The material includes **specific** and **relevant** tasks and / or questions for the experience or reading.
2. The questions or tasks have **helpful characteristics** such as
    a. framing important issues
    b. helping students to relate their experiences with phenomena or representations to presented scientific ideas
    c. helping students to make connections between their own ideas and the phenomena or representations observed
    d. helping students to make connections between their own ideas and the presented scientific ideas
    e. anticipating common student misconceptions
    f. Focusing on contrasts between student misconceptions and scientific alternatives.

Rating Scheme

Excellent : Material consistently meets all three indicators.

Satisfactory : Material consistently meets indicators 1 and 2.

Poor : Material meets indicator 1 at best.

Textbook Assessment Focusing on the Components of Learning :

Putting into practice new teaching and learning methods based on the results of pedagogical research is an important condition for the modernization of textbooks. Sets of criteria used for the assessment of textbooks may contribute significantly to accelerating this process if they are able to translate the new pedagogical principles and proposals into the language of textbooks.

They need to formulate it very precisely what textbooks should be like in order to be in harmony with the new learning-centered pedagogical approach. Sets of assessment criteria reflecting a modern approach can help textbook designers also to have the courage to break away from the traditional textbook patterns, and experiment with new solutions. The new development-oriented sets of criteria should capture the problem of the quality and the user-friendliness of textbooks from the perspective of learning and learners. Therefore, as opposed to former sets of criteria, they should not be organized around textbook components (texts, illustrations, didactical apparatus, and information tools) or teaching functions (knowledge transfer, motivation, organization, coordination, differentiation, learning orientation), but around the components of learning :

1. Understanding and acquiring knowledge.
2. Learning the operations allowing for the application of knowledge.
3. Learning to analyze problems, problematic situations and how to solve them.
4. Learning to learn.
5. Learning ways of thinking.
6. Learning social relations and attitudes.

Sets of criteria for textbooks should be constructed and elaborated in such a way that they clearly reveal the array of tools that a textbook uses to facilitate the comprehension and application of knowledge, the development of problem-solving abilities, the learning of learning, the evolution of the ability to think and the shaping of positive attitudes. With the help of a set of criteria having this kind of structure, the whole content, the structure, and the components of a textbook could be evaluated simultaneously from various points of view. Then, on the basis of the evaluation, it could be stated whether the textbook provides the appropriate conditions for each essential component of learning. Does it take every opportunity that a textbook may have to help students in sensible learning ? Whether we can put into practice textbook assessment based on the

components of learning depends on the fact if we manage to assign adequate assessment criteria to the individual components of learning.

	Aspects of Textbook Analysis	Criteria of Aspects
1.	**Understanding and learning of factual knowledge**	Structuring of Content Structuring of Components Content of Factual Knowledge Quantity of Factual Knowledge Explanation of Factual Knowledge Presentation of Notions General Quality of Wording Adjustment of Texts to Age Group Characteristics Didactic Tools Serving Understanding Illustrations and Pictures Helping to Understand Information Helpful Tools for Adjusting to Learners' Preliminary Knowledge
2.	**Learning to apply knowledge**	Tools for Developing Skills and Competencies Tools for Integrated Development of Knowledge and Competencies Conditions of Applying Notions Conditions for Developing Knowledge Elements to a Knowledge System Tools for Helping the Application of

	Aspects of Textbook Analysis	Criteria of Aspects
		Acquired Knowledge in Everyday Life
3.	**Analyzing and learning to solve problems**	Tools for Helping to Learn Problem Solving
4.	**Learning to learn**	Taking Age Group Characteristics into Consideration in Learning Planning Tools for Helping to Plan and Evaluate Learning Solutions for Developing Learning Motives Tools for Developing Learning Abilities Tools for the Encouragement of Giving Personal Comments
5.	**Learning procedures of thinking**	Tools for Developing Thinking Abilities Tools for Learning Procedures of Thinking
6.	**Learning social attitudes and behaviour patterns**	Transmitting values Tools for Developing Social Skills Tools for Developing Self-image

The right indicators to the proper interpretation of those criteria. When elaborating these criteria and indicators, knowledge about learning theory and learning methodology must be linked to the empirical experiences in the area of textbook design. As a matter of fact, that is how designing should work in the case of each and every textbook.

Applying Sets of Criteria in the Procedure of Textbook Certification and in Textbook Development :

Although the creators of sets of criteria usually do their best to collect every important quality component, the list can always be extended. Therefore, we must consider whether it is necessary to include all the possible quality requirements among the criteria of the procedure of certification. There are three arguments against it. First of all, there is no textbook that could or would want to satisfy all needs simultaneously. Secondly, there are some otherwise important requirements of quality which are hard to identify exactly in the course of textbook certification. Thirdly, having too many criteria can divide the assessors' attention. In our opinion, textbook certification should be centered on the issues of comprehensibility and student activity; this is where pedagogical reviews should be the most thorough, severe, and consistent in the future. At the same time, we also believe that it is important that following the reform of the criteria of certification, a wide-ranging professional debate be started about every fundamental question of textbook quality. Apart from textbook designers and textbook experts, these professional discussions should involve teachers and pedagogical researchers as well. It is together with them that we would go over all the elements that are quintessential for a textbook in order to be an effective and reliable tool of school education. We could reconsider the issue of textbooks by concentrating especially on the questions of learn ability, ability development, and the changed learning environment.

3.6 The UNESCO Guidebook on Textbook Research

Textbook Research by Falk Pingel of the George Eckert Institute :

After decades of involvement in textbook research UNESCO has at long last produced a methodological guidebook. In the book author Falk Pingel outlines many of the considerations that textbook analysts need to take before and while embarking on research projects. Essentially, Pingel emphasizes the

complexity of textbook research and the need for researchers to consider all eventualities during their preparation to conduct a project.

Defining a Textbook Sample :

In any textbook study there are few things more important than a precisely defined sample. For Pingel, the type and quantity of textbooks to be analyzed are essential considerations for analysts wishing to generalize on the basis of research findings. Practical considerations such as the number of countries to be included in an international study are also important details for a research project in its preparatory stages (pp. 21-22).

Quantitative and Qualitative Analytical Techniques :

How can we analyze textbooks having defined and selected a sample? Before describing specific research methods and techniques, Pingel gives a brief outline of the two major concerns in textbook research. The first concern regards the pedagogical implications of the text. In other words, how are textbooks used by teachers and received by students? The second concern regards the content of 'the text itself'. In other words, what is included in the text, what is omitted and why? Having made this distinction Pingel proceeds to give a 'short overview about methodological approaches, with a few examples of categories for analysis' (p. 22). Pingel emphasizes the fact that different methods reflect different purposes and that 'each approach provides answers to different questions'. Pingel then proceeds to outline the key features of quantitative and qualitative methods used in textbook research.

Overall, Pingel stresses the complimentary nature of both quantitative and qualitative techniques. Quantitative methods are used to measure aspects of the text in terms of frequency and space. This may take the form of quantifying how frequently particular words or names, places or dates appear across a sample of texts. It may also involve measuring how much (or how little) space is allocated

to a particular theme, event or topic. As in other fields of social research, quantitative methods are useful when analyzing large samples. However, they enable breadth at the expense of depth telling 'us a great deal about where the emphasis lies, about selection criteria, but nothing [in themselves] about values and interpretation' (p. 45).

Pingel describes qualitative methods in greater detail. With qualitative methods of textbook analysis depth presides over breadth. As such, the results tend to be richer with regard to understanding the way that information is presented in a text yet more difficult from which to make generalisations. Pingel then goes on to list different qualitative approaches to textbook analysis. First he describes hermeneutic analysis, used to unearth hidden meanings and messages in textbooks. He then briefly outlines linguistic analysis, involving the examination of words and terminology with controversial meanings and cross-cultural analysis, where all sides in a bilateral or multilateral study examine each other's textbooks to identify bias. Finally, he discusses discourse analysis, where the researcher deconstructs textbook content to identify what information, groups and events the author values, takes for granted, valorize or regards as unimportant. Pingel also refers to contingency analysis, a new method combining qualitative and quantitative techniques to analyze the representation of both text and images. However, his description of this last method is extremely vague (p. 45). Unfortunately, there are many qualitative methods for textbook research that Pingel fails to mention all together. These include disciplinary or historiographical analysis, used to investigate the manner in which the discipline of history is conveyed, visual analysis , used to evaluate the ways in which images, charts and maps are employed, and question analysis, used to assess whether in-text questions facilitate the development of students' memorization or critical thinking skills. In addition, critical analysis, used to identify and expose textbook portrayals that perpetuate unequal social relations in society and structural analysis , used to investigate exactly how historical

events and processes are structured or 'delivered' across textbooks, are not mentioned (Foster, 2002). Finally, there is the whole issue of semiotic analysis to identify signs and signifiers in texts, as theorized by cultural theorists such as Roland Barthes (1976).Although a popular tool for textual analysis in cultural and literary theory, the relevance of semiotic techniques for textbook analysis is not explicitly acknowledged by Pingel.

Designing an Analytical Instrument – Categories and Questions :

As William Fetsko, the American textbook analyst, comments, 'Time spent in designing the analysis instrument will pay great dividends throughout the process' (Fetsko, 1992, p. 133). To 'design' the 'instrument' researchers must formulate a framework or criteria of categories and questions fine-tuned to the specific aims and objectives of a particular textbook project. The categories and questions are then applied to all the textbooks in the sample from which analysis of the results may proceed. In the UNESCO Guidebook Pingel refrains from giving examples of completed analytical instruments stating that the 'categories and methods for analysis can only be presented in a very general way' (1999, p. 47) due to the very specific nature of every project. Instead, Pingel gives a much more general 'List of Criteria for Analysis' which is set out (quoted directly) below :

Textbook Sector Components :

- Educational system.
- Guidelines / curriculum.
- Adoption procedures.
- Structures of publishing houses.
- Formal criteria.
- Bibliographic references.
- Target group (school level, type of school).
- Dissemination.

Types of Texts / Mode of Presentation :

- Author's intentions (if specified).
- Descriptive author's text (narrative).
- Illustrations / photos / maps.
- Tables/statistics.
- Sources.
- Exercises.

Analysis of Content :

- Factual accuracy / completeness / errors.
- Up-to-date portrayal.
- Topic selection / emphasis (balance) / representativeness.
- Extent of differentiation.
- Proportion of facts and views / interpretation.
- Perspective of presentation.
- Comparative / contrastive approach.
- Problem-oriented.
- Rationality / evocation of emotions (Pingel, 1999, p. 48).

The list is composed of 5 main focus categories (main criteria). Within each category a series of sub-headings (sub-criteria) are listed around which probing questions could be formulated in accordance with the specific aims and objectives of a given project. The list of criteria is useful but, in the attempt to provide a generic overview, perhaps overly general.

Additional Considerations :

Finally, Pingel discusses other dimensions and practical considerations essential to the textbook research process. Pingel writes of the implications of a country's economic circumstances for the production and physical quality of textbooks. He also talks about the very difficult task of determining what

"pseudo-factual" content should be included in texts. Although the process of including and omitting specific content virtually guarantees contention, Pingel emphasises the difficulties involved in those cases where disagreements appear irreconcilable (pp. 24–26). Pingel then goes on to describe spatial and time variables within textbook research. Spatial and time dimensions refer to the dynamic between the locality of the textbook and of the textbook researcher (pp. 26–27).In other words, textbook researchers with different backgrounds may evaluate textbooks from different places and at different times in different ways. Finally, Pingel draws attention to the idea of official public memory and the ways in which these memories are 'masked by the different ways in which textbooks are used' (p. 27).

3.7 Assessing the UNESCO Guidebook

The UNESCO Guidebook on Textbook Research and Textbook Revision is the first of its kind and in this sense an important step. Falk Pingel provides an overview – a general methodological framework – on how to go about conducting textbook research from conceptualization, to design, to practice, to findings and finally their dissemination. He raises many questions and rightly brings attention to the numerous practical and methodological pitfalls faced by the textbook researcher. To this extent there is much that is useful in Pingel's guidebook.

However, what Pingel does too little of is guide the prospective textbook researcher in how to analyze texts. Two or three examples of methodological instruments used for analyzing specific aspects of a given text or sample of texts together with clear explanations would have sufficed. Pingel does have an answer to this, however, when he refers to the methods of analysis presented in the book as 'a minimum standard for textbook analysis'. He then explains that this is due to the fact that, 'Often our questions and aims are more specific and we [ourselves] have to further refine the instruments to be used in the study'

(p. 47). There is some truth in this. However, a minimum standard is perhaps not enough to enable potential researchers to understand the processes involved. More examples were needed to illustrate Pingel's discussion of methods and procedures. This is a guidebook, the most important function of which is to guide.

Study of Robert Straddling :

Critique implies an ideal or at least a 'provisional' or 'located' ideal. The act of arguing what is problematic about a thing is simultaneously to imply what is not problematic or at least "less problematic". As such, when we critique, judge or evaluate an object or a relationship between things we implicitly suggest a hierarchy. To make improvements on x or y, to suggest ways in which things may be presented more clearly than before, to increase awareness of particular issues by doing this or that and so on. Critique of an object is, therefore, based on the implicit orientation of the researcher, the located subject, and implies a 'located' ideal. In his recent book, **Teaching 20th-century European history**, published in collaboration with the Council of Europe (Stradling, 2001), Robert Stradling confesses at the beginning of the chapter 'Evaluating History Textbooks' that, 'It is not written with the intention of seeking to offer a definitive answer to the question 'What is a good history textbook ?'' Stradling recognizes that what counts as being a good textbook in one place by a certain group of people is likely to be perceived differently in another place by other people and that 'a definitive answer usually leads to little more than broad and rather platitudinous generalizations'. Indeed, the idea of defining a set of core principles that every history textbook should include is, as Stradling argues, unlikely to be satisfactory for all situations, offering no more than 'a stimulus for further discussion'.

Nevertheless, Stradling proceeds to set out a series of categories and questions for evaluating history textbooks that, I would suggest, imply a

'provisional' ideal (p. 257). Stradling's book is a Pan-European guide for history teachers and, therefore, not aimed specifically at textbook researchers. However, by providing an analytical tool for teachers, a framework for evaluating textbooks, Stradling acknowledges that teachers are as much textbook researchers as scholars. For this reason Stradling's categories and questions are of interest to all involved in the research, analysis, critique and evaluation of textbooks. As part of his analytical framework Stradling constructs four main categories across which there are forty probing questions. Within each category Stradling offers questions that will guide the evaluation of the researcher. Category one, dealing with the evaluation of textbook content, includes questions on coverage, sequencing and the curriculum, space allocation, the incorporation of multiple-perspectives, cultural and regional identity, and omissions. Category two, identifying the textbook's pedagogical value, includes questions on students' prior skills and knowledge, on whether the textbook encourages memorizations or skills development, on the use of charts and pictures, on the explication of historical concepts in the text, and on the facilitation of comparative thinking. The third category, identifying intrinsic qualities in history textbooks, includes questions on assessing textbook pitch, on whether a text relies on reductionism, and on the possibilities for identifying author bias in texts.

The last category deals with extrinsic factors that may impact on the textbook. Questions to ascertain when the book first appeared on the market, the price and robustness of the textbook, whether the book is aimed at a specific group of students, and the extent to which the textbook will need to be complimented with alternative resources, are included in this category (pp. 258-263).Stradling provides an example of guidelines criteria based on categories and questions – for analyzing history textbooks. Perhaps Stradling's categories could be redefined and the questions appropriately re-clustered.

In addition, questions would need to be fine tuned according to the specific focus of a given project. This may require the formulation of additional categories. William Fetsko, for example, suggests a set of generic categories different to Stradling's including 'Readability', 'Format' and 'Quality of the Text' but his questions are more or less the same (Fetsko, 1992, pp. 132-133). Likewise, Crismore argues for the inclusion of categories that evaluate "the rhetorical form of textbooks" beyond merely the analysis of what information is included and omitted, in order to measure 'the *way* the content is presented' (Crismore, 1989, p. 133). Like Stradling, however, both Fetsko and Crismore refer to analytical criteria to be used by teachers and / or textbook selection committees. They are not writing for the benefit of the academic textbook researcher and their ideas must be adapted accordingly.

Nevertheless, Stradling's categories and questions for evaluating textbooks represent an important and much needed example: a criterion from which to work from, a reference point from which to locate oneself, a beginning open to further discussion, just as Stradling intended. There is another side to 'making categories' and 'asking questions', however, that throws light on the important connection between methodology and the epistemological and indeed socio-political orientation of the researcher. To begin with, the process of asking particular types of questions can be and often is evaluative involving the assessment of what is 'good' or 'better' and what is not. From Stradling's questions this is clearly implied in the sense that he favours textbooks that, among other things, offer multiple perspectives, social and cultural history as much as political history, and offer information consistent with the latest research findings. Textbooks including these elements are therefore, by implication, better than those that offer nationalistic, monocausal interpretations of history focusing on the military/political pursuits of famous men. Whether he likes it or not Stradling's criteria are thus based on a 'provisional' ideal of what

constitutes good knowledge and what makes a good textbook and what does not.

In addition, the criteria tell us much about Stradling's socio-political orientation with regard to the function of history education in democratic societies: views should be expressed in all their plurality while actively interpreted by a critically engaged student populace. Thus, Stradling's methodology, like all methodologies, is intimately connected to an epistemology – a theory of knowledge – that, in turn, expresses an implicit sociopolitical orientation. In the senses described above, Stradling offers more to the prospective researcher than Pingel. Unlike Pingel, however, Stradling does not give details on the many other practical and methodological aspects involved in textbook research. He does not discuss sampling or parity for instance. This being said, Stradling is, after all, writing for teachers involved in selecting textbooks as and when the school budget allows. Yet the concerns of Stradling and the teachers on behalf of whom he is writing are not so dissimilar to those of the academic textbook researcher. I would suggest combining aspects of both Pingel and Stradling's work, UNESCO and the Council of Europe, for a more complete framework

3.8 Other Contributions

Since the collapse of the Soviet Union, many Eastern European states have been involved in an intense effort to re-write their textbooks, particularly in the fields of history, geography and civics. However, while textbook research in Eastern Europe is a flourishing field, few works are published focusing specifically on methods. **Textbook : Research and Writing** by Estonian Jaan Mikk (2000) is an exception. Although not an easy read and in places poorly translated, the author devotes over 400 pages to 'methods of textbook evaluation and....recommendations for writing....textbooks' (p. 9). On the whole, Mikk emphasizes the importance of quantitative techniques for the

analysis of textual structures (pp. 77–103) stressing ultimately that 'methods must be **reliable and valid**' (p. 78). This gives the book a positivist / empiricist flavour not necessarily conducive to researchers of, say, ideology in history textbooks. Moreover, much of the book is devoted to textbook writing. However, in his discussion of methods for 'the analysis of....value forming' textbook content Mikk outlines some qualitative approaches (p. 101). Like Pingel and Straddling Mikk describes the need to formulate topics and subtopics, a framework of categories, to guide content analyses.

This being said, Mikk goes a step further when he proceeds to explain how 'there are two possibilities for developing a list of [guiding] topics' (p. 103). The first possibility is rational and conceptual, involving the formulation of a set of topics prior to textbook analysis. The second possibility is empirical and practical, involving the provisional analysis of a sample of textbooks upon which to formulate a set of topics. Importantly, Mikk reminds us of the intimate relationship between methodology and epistemology. In other words, do we construct an analytical instrument based on an idea of what is to be analyzed or on our experience of what is to be analyzed? The answer, I would suggest, has something to do with both. Peter Weinbrenner's essay, 'Methodologies of Textbook Analysis used to date' (2990) is useful because he describes with such clarity what is lacking in textbook research. Weinbrenner is indeed quick to point out that textbook 'research is incomplete' and that there remain many gaps in the field that need to be filled (p. 21).

To begin with, he argues, textbook research has not been sufficiently theorized. There is no 'theory of the schoolbook' upon which to construct solid methodologies. Secondly, there are 'empirical limitations'. In other words, we continue to know very little about the effects of using school textbooks.

Finally, writes Weinbrenner, 'we do not yet have a set of reliable methods and instruments for the measurement and assessment of investigations in the field of schoolbook research' (p. 22). In order to fill these gaps Weinbrenner

suggests a series of dimensions and categories in school textbook research where future developments, often involving new understandings of the meaning of textbook research, might take place. Beyond these offerings, American scholars have made important contributions to textbook research.

Since the 1970s, Michael Apple's highly influential work has, to some extent, dominated the agenda. In books such as **Teachers and Texts** (1986) and **Official Knowledge** (1993) Apple develops a highly critical analysis of the hegemonic processes that characterize the production and consumption of textbooks both inside and outside of the United States.

Unfortunately, where Apple has devoted himself to producing a rich theoretical perspective, he rarely gives explicit and detailed accounts concerning methodology, either generic or specific to his own work.

Apple has written extensively on the theme of school textbooks but one can never be sure of exactly which ones since he almost never defines his sample more specifically than all the textbooks in capitalist America. This is not always the case with Apple's colleagues. In **The Politics of the Textbook**, co-edited by Apple (Apple & Christian-Smith, 1991), Christine Sleeter and Carl Grant give a precise account of methods used in their critical study of representations of diversity in US school textbooks. However, their submission is the only one to cover methods in the entire volume (Sleeter & Grant, pp. 78 – 110).

In the US, Apple is not alone in neglecting the discussion of methodological approaches in textbook research. Across the board, in key works by leaders in the field, methodological procedures and processes receive little attention and rarely anything close to an explicit and detailed description. In **Language, Authority and Criticism,** edited by De Castell et al only one of the essays, 'Rhetorical Form, Selection and the Use of Textbooks' by Avon Crismore, approaches the issue of analysing /evaluating textbooks using criteria based on the formulation of categories and questions (1989). Likewise, in The

Textbook Controversy – Issues, Aspects, Perspectives, edited by John Herlihy, only one of the submissions focuses on the methodological processes involved in textbook evaluation and selection.

The article by William Fetsko, '**Approaching Textbook Selection Systematically**', is only 6 pages long (Fetsko, 1992, pp. 129-136). It doesn't take expert frequency and space analysis to realise that published discussions of generic methods in textbook research are under-represented. Textbook comparison can even become a student activity rather than an exclusively academic undertaking.

To stimulate classroom discussion, the 1988 UNESCO conference in Braunschweig recommended that authors should **'include in history textbooks on a given subject points of view expressed by other textbooks'**. Such an exercise enables students to step into the shoes of others. Students can also perform some basic linguistic evaluation and discover whether their own images of other people are biased or not. Philip J. BRODY in his book named "Research on Pictures in Instructional Texts" described his thought on **Classroom exercises on textbooks :**

1. Ask the students to write down a few words describing attitudes, behavior and other characteristics of boys/men compared to those of girls/women (or other groups).
2. Let the students consult their textbooks: how do they characterize the same groups (identify words and terms used, attitudes ascribed to them, context in which they are presented: work, leisure time, family surroundings). Ask them to list, for each group or country separately, the words used and to consider whether these have negative or positive connotations.
3. Open discussion about images, bias and stereotypes about one's own group and other people. Focus should be on 'hidden messages': portraying others implies telling something about how you perceive yourself.

4. Introduce new information about the groups dealt with. Does this change the image as described before ?
5. Possible conclusion: to overcome prejudice about others it seems to be essential to revise one's self-conception at the same time.

He also expressed his thought upon – **Towards variety in designing schoolbooks :**

In the past, textbooks concentrated on the narrative. But the design of schoolbooks has changed considerably. Many of them are now full of pictures, maps, caricatures, photos and drawings.

Our children are used to being exposed to television, videos and computers; illustrations attract their attention more than a written text. Pictures are like catchwords; they can serve as keys that give the memory access to a chapter. The function of illustrations is therefore an important topic: Do they add new perspectives? Do they change the angle of approach? Do they complement the text? Often illustrations affect the observers' emotions and stimulate them to express their *feelings*, a response that might not result from mere reading. Pictures can aid free expression, although probably in a less controlled way, especially when sensitive issues are raised and emotions are involved.

Hence, illustrations are more likely to foster deeply rooted prejudices; they help to create images in the minds of the students, which are more persistent than the written text. For example, if a text advocates women's rights and equality of the sexes but the illustrations display men only, the text will probably have no effect.

The same applies to minority groups, who are often neglected in illustrations or depicted in a less favorable light. This means that text analysis should be complemented by an examination of illustrations.

The researcher decided to select questionnaire for the analysis. Researcher made a questionnaire for text book analysis.

Design of the Study :

The appropriate design of the study might be stated as :

Firstly, the investigator prepared a questionnaire for textbook analysis. Secondly, the investigator analyzed each of the Accountancy textbook as per above stated questionnaire. Thirdly, the researcher tabulated the obtained data as per schedule of the questionnaire. Fourthly, the investigator makes a comparative study of all those data to select the best book in accountancy of class XII and ranked them.

Finally, the researcher tries to suggest some criteria to make a good quality textbook through a questionnaire with the following categories :

Book Analysis (Sample No. 2)

[A–Highly Agreed, B–Agreed, C–Indifferent, D–Disagreed, E–Highly Disagreed]

	CRITERIA FOR ANALYSIS	A [4]	B [3]	C [2]	D [1]	E [0]
A.	**CURRICULUM LOAD :** **Content Analysis**					
1.	Content is structured and objective based.					
2.	Content is concept based					
3.	Language is comprehensible					
4.	Content is heavily loaded					
5.	Contents are correlated					
6.	Active learning appealing to a wide range of abilities and interests.					
7.	Contents encourage critical thinking					

8.	This textbook could be used for several years					
9.	Content is presented deductively					
10.	Scope of Sufficient development of new concept					
11.	Real-life applications are given					
12.	Non text content (maps, graphs, pictures) are accurate and well integrated into the text					
B.	**DIFFICULTY LEVEL :**					
13.	New terms, formulas are not conceptually explained properly					
14.	Generally difficult for most of the students					
15.	New terms (in share/company) are highlighted properly (i.e. bold or underlined)					
16.	Curriculum is difficult enough for organizing in a classroom situation.					
C.	**ORGANIZATIONAL FACTORS :**					
17.	Institution provides supportive environment to the students.					
18.	Does the content of a text book show a logical arrangement and development of subject?					
19.	The textbook is uniform in Appearance and content layout throughout the book as well as within each chapter ?					
20.	Size and format of print is appropriate.					
21.	Library and laboratory are well equipped.					
22.	It contains references, bibliographies, and other resources Are they helpful and sufficient ?					
23.	The chapters provide proper introductions and summaries those are clear and comprehensive					

24.	Activities apply to a diversity of student abilities, interests and learning styles					
25.	Organization of content material is not well organized.					
D.	**TRANSACTIONAL EFFICACY**					
26.	Good command over the subject					
27.	Most of the teachers are very much interactive in classroom situation.					
28.	Teacher is helpful, comprehensive, organized and easy to understand.					
29.	Most of the content is theoretically presented without having any relation with the reality.					
30.	Attitude of the teachers are negative.					
31.	Feedback mechanism is almost absent in transactional phase.					

[A–Highly Agreed, B–Agreed, C–Indifferent, D–Disagreed, E– Highly Disagreed]

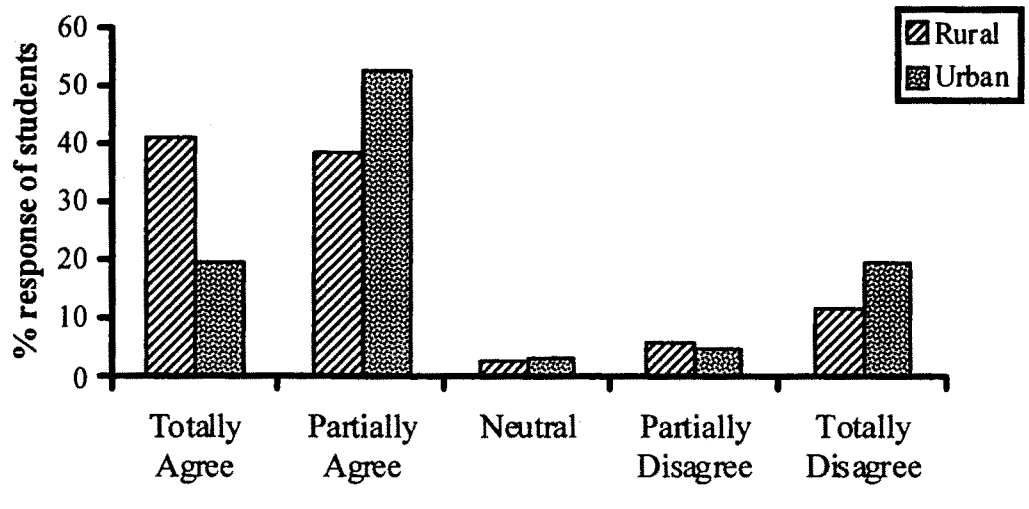
CRITERIA FOR ANALYSIS		**A [4]**	**B [3]**	**C [2]**	**D [1]**	**E [0]**
A.	**CURRICULUM LOAD : Content Analysis**					
1.	Content is structured and objective based.	70%	30%			
2.	Content is concept based		60%	40%		
3.	Language is comprehensible		50%	50%		
4.	Content is heavily loaded	70%	20%	10%		
5.	Contents are correlated		50%	50%		

6.	Active learning appealing to a wide range of abilities and interests.	10%	20%	30%	40%	
7.	Contents encourage critical thinking			40%	60%	
8.	This textbook could be used for several years			50%	50%	
9.	Content is presented deductively	80%	20%			
10.	Scope of Sufficient development of new concept		30%	20%	50%	
11.	Real-life applications are given		60%	40%		
12.	Non text content (maps, graphs, pictures) are accurate and well integrated into the text		70%	20%	10%	
B.	**DIFFICULTY LEVEL :**					
13.	New terms, formulas are not conceptually explained properly		60%	20%	20%	
14.	Generally difficult for most of the students		80%	10%	10%	
15.	New terms (in share / company) are highlighted properly (i.e. bold or underlined)			80%	20%	
16.	Curriculum is difficult enough for organizing in a classroom situation.	70%	20%		10%	
C.	**ORGANIZATIONAL FACTORS :**					
17.	Institution provides supportive environment to the students.	90%		10%		
18.	Does the content of a text book show a logical arrangement and development of subject?		60%	20%	20%	

19.	The textbook is uniform in appearance and content layout throughout the book as well as within each chapter ?		70%	30%		
20.	Size and format of print is appropriate.	100%				
21.	Library and laboratory are well equipped.	70%	20%	5%	5%	
22.	It contains references, bibliographies, and other resources Are they helpful and sufficient ?	70%	10%	10%	10%	
23.	The chapters provide proper introductions and summaries those are clear and comprehensive	60%	20%	10%	10%	
24.	Activities apply to a diversity of student abilities, interests and learning styles			40%	60%	
25.	Organization of content material is not well organized.	40	20%	36%	2%	2%
D.	**TRANSACTIONAL EFFICACY**					
26.	Good command over the subject	30%	20%	25%	15%	10%
27.	Most of the teachers are very much interactive in classroom situation.	70%	20%	10%		
28.	Teacher is helpful, comprehensive, organized and easy to understand.	70%	30%			
29.	Most of the content is theoretically presented without having any relation with the reality.	80%	20%			
30.	Attitude of the teachers are negative.	60%	20%	10%	10%	
31.	Feedback mechanism is almost absent in transactional phase.	70%	20%	10%		

4.14 Graphical Analysis – Through Survey Method :

Item No. 1 : "The content of the curriculum of class XI in West Bengal Council of Higher Secondary Education is overloaded" (Graph No. 1).



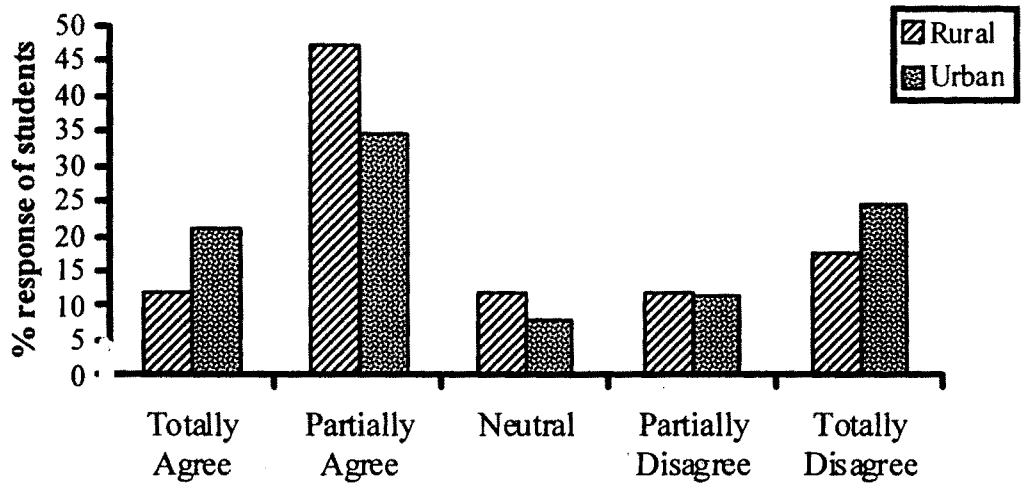
From the graph, it is clear that 41.18% and 19.67% of the students rural and urban respectively showing total agreeness towards the item. 38.24% and 52.46% students rural and urban respectively showing partially agreed. 29.4% and 3.28% students rural and urban respectively showing neutral.

5.88% and 4.92% students rural and urban respectively showing partially disagreed.

11.76% and 19.67% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 2 : "The knowledge of curriculum of class XI help the students to grow positive attitude towards education" (Graph No. 2).



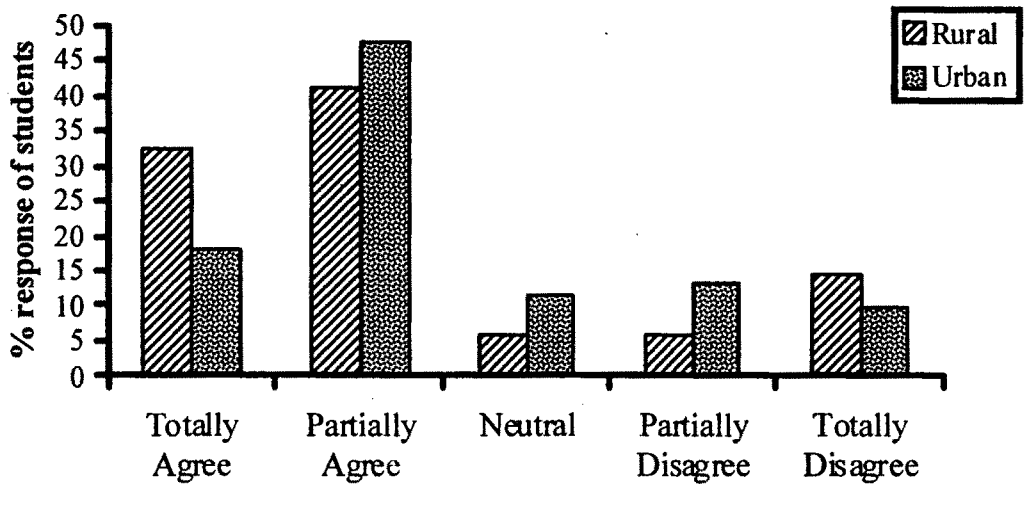
From the graph, it is clear that 11.76% and 21.31% of the students rural and urban respectively showing total agreeness towards the item. 47.06% and 34.43% students rural and urban respectively showing partially agreed. 11.76% and 8.20% students rural and urban respectively are showing neutral.

11.76% and 11.48% students rural and urban respectively showing partially disagreed.

17.65% and 24.59% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 3 : "The presentation of content of the curriculum of class XI in West Bengal Council of Higher Secondary Education can able to create interest among the students" (Graph No. 3).



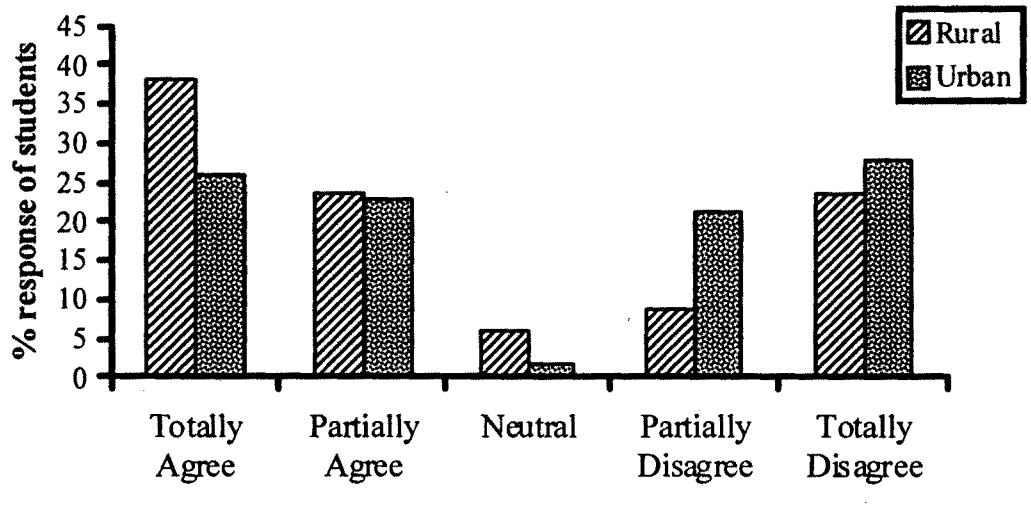
From the graph, it is clear that 32.35% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 41.18% and 47.54% students rural and urban respectively showing partially agreed. 5.88% and 11.48% students rural and urban respectively showing neutral.

5.88% and 13.11% students rural and urban respectively showing partially disagreed.

14.71% and 9.84% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 4 : "Curriculum of class XI is appropriate for entering higher study" (Graph No. 4).



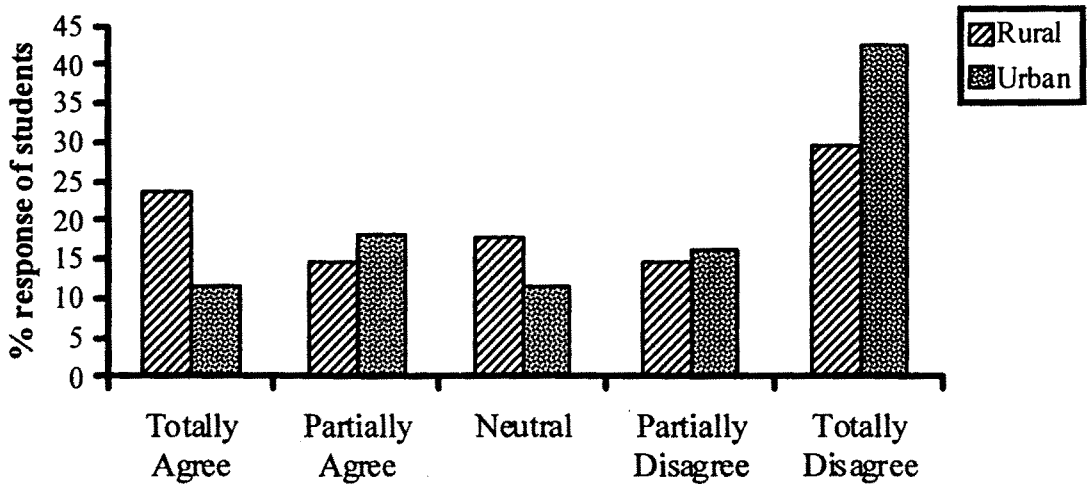
From the graph, it is clear that 38.24% and 26.23% of the students rural and urban respectively showing total agreeness towards the item. 23.53% and 22.95% students rural and urban respectively showing partially agreed. 5.88% and 1.64% students rural and urban respectively showing neutral.

8.82% and 21.31% students rural and urban respectively showing partially disagreed.

23.53% and 27.87% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 5: "Curriculum of class XI is not structured properly" (Graph No. 5).



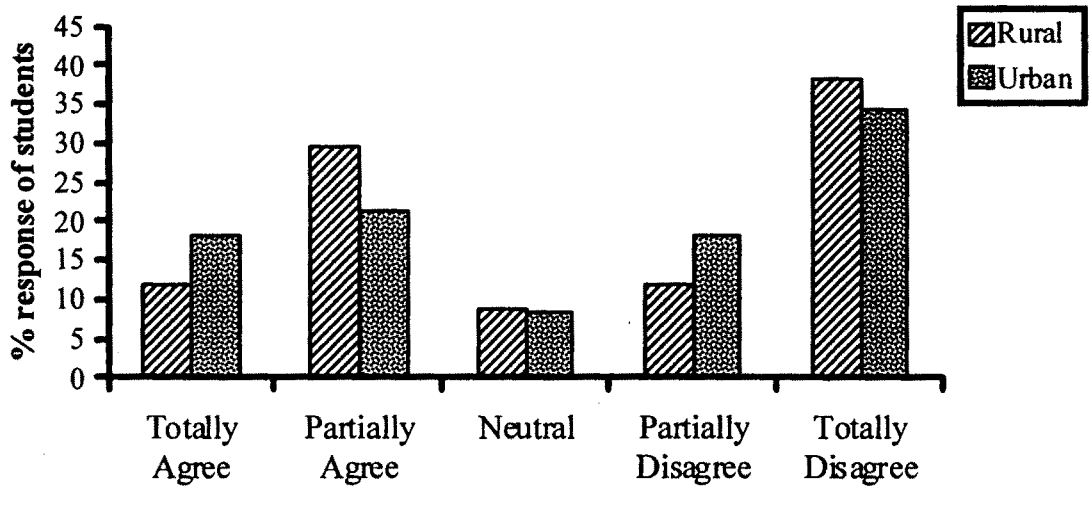
From the graph, it is clear that 23.53% and 11.48% of the students rural and urban respectively showing total agreeness towards the item. 14.71% and 18.03% students rural and urban respectively showing partially agreed. 17.65% and 11.48% students rural and urban respectively showing neutral.

14.71% and 16.39% students rural and urban respectively showing partially disagreed.

29.41% and 42.62% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

Item No. 6 : "Curriculum of class XI is quite helpful to the students for different competitive examinations" (Graph No. 6).



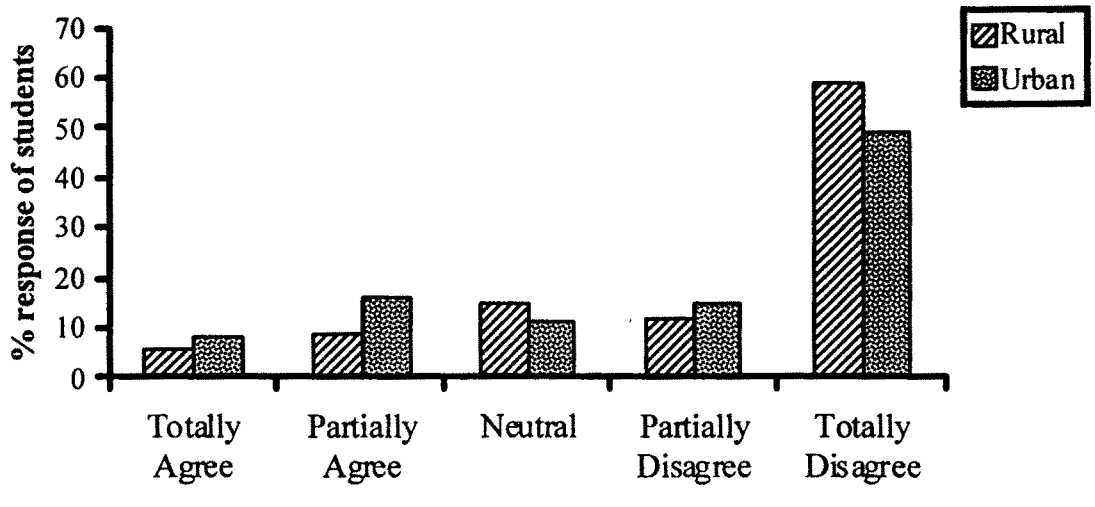
From the graph, it is clear that 11.76% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 29.41% and 21.31% students rural and urban respectively showing partially agreed. 8.82% and 8.20% students rural and urban respectively showing neutral.

11.76% and 18.03% students rural and urban respectively showing partially disagreed.

38.24% and 34.43% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

Item No. 7 : "Curriculum of class XI helps to develop vocational ability among the students who are not taking higher education" (Graph No. 7).



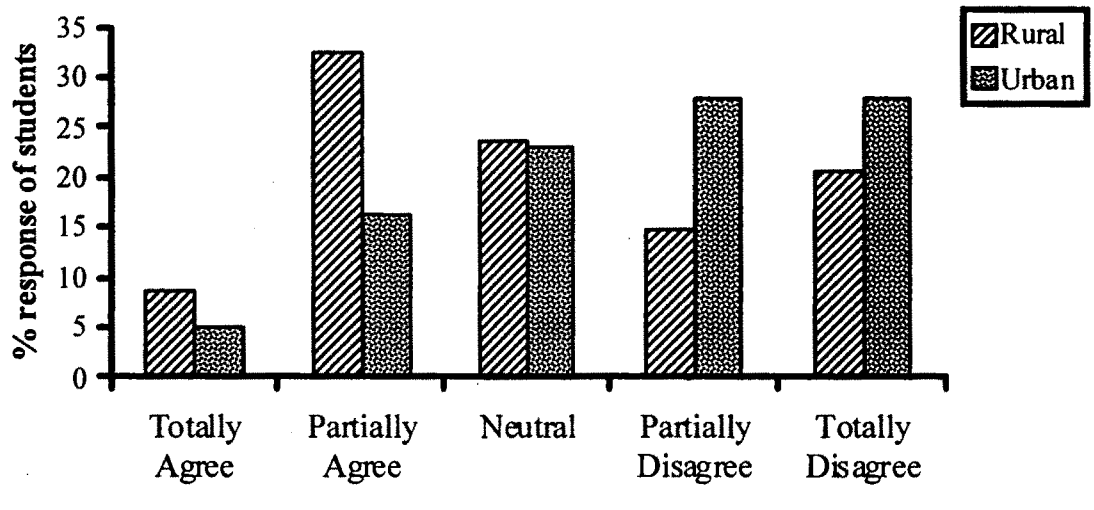
From the graph, it is clear that 5.88% and 8.20% of the students rural and urban respectively showing total agreeness towards the item. 8.82% and 16.39% students rural and urban respectively showing partially agreed. 14.71% and 11.48% students rural and urban respectively showing neutral.

11.76% and 14.75% students rural and urban respectively showing partially disagreed.

58.82% and 49.18% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

Item No. 8 : "The curriculum of class XI in West Bengal Council of Higher Secondary Education is similar to those of C. B. S. E and I. C. S. E. Boards" (Graph No. 8).



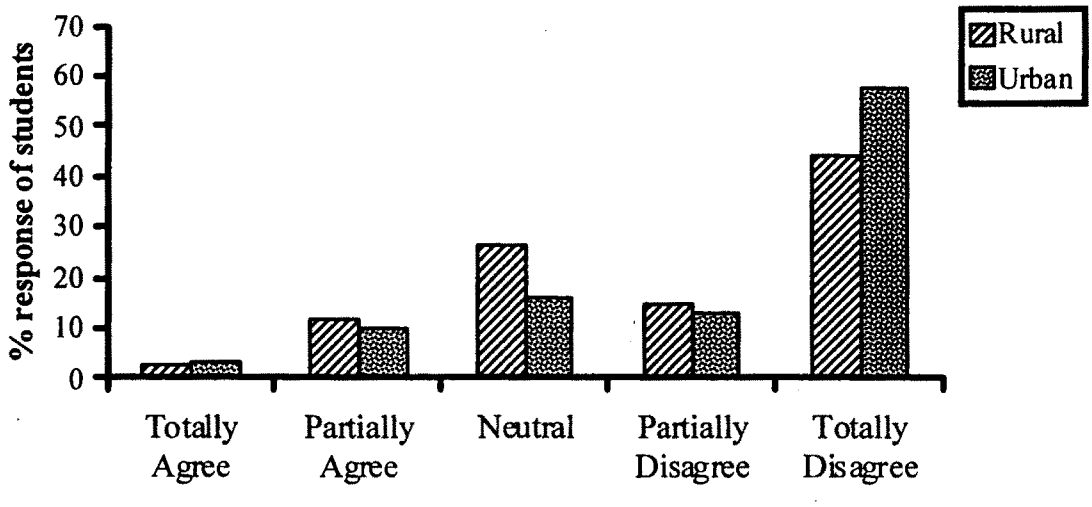
From the graph, it is clear that 8.82% and 4.92% of the students rural and urban respectively showing total agreeness towards the item. 32.35% and 16.39% students rural and urban respectively showing partially agreed. 23.53% and 22.95% students rural and urban respectively showing neutral.

14.71% and 27.87% students rural and urban respectively showing partially disagreed.

20.59% and 27.87% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

Item No. 9 : "The curriculum of class XI is difficult enough for fulfilling the objectives of curriculum" (Graph No. 9).



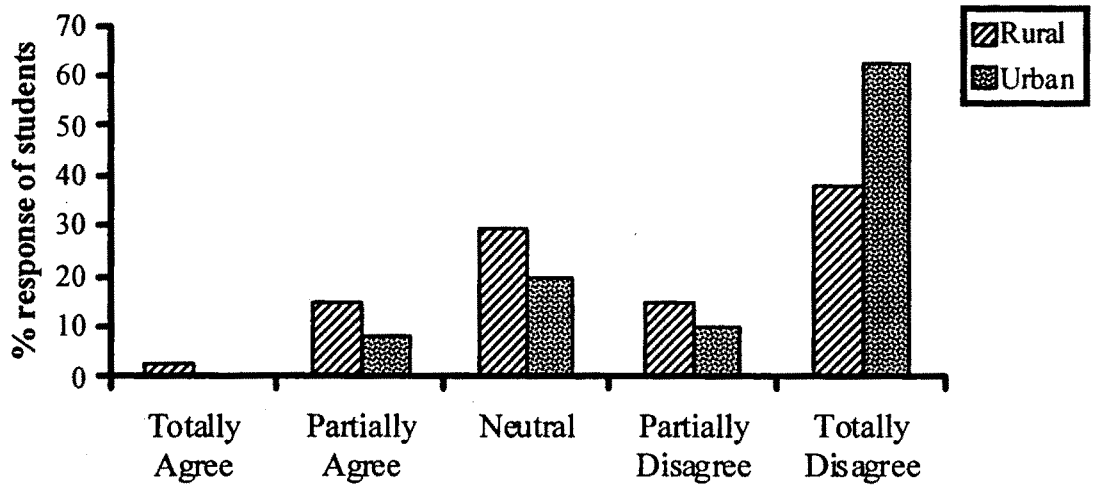
From the graph, it is clear that 2.94% and 3.28% of the students rural and urban respectively showing total agreeness towards the item. 11.76% and 9.84% students rural and urban respectively showing partially agreed. 26.47% and 16.39% students rural and urban respectively showing neutral.

14.71% and 13.11% students rural and urban respectively showing partially disagreed.

44.12% and 57.38% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

Item No. 10 : "The transaction of curriculum of class XI helps student to use the knowledge for their up gradation in different schools of West Bengal" (Graph No. 10).



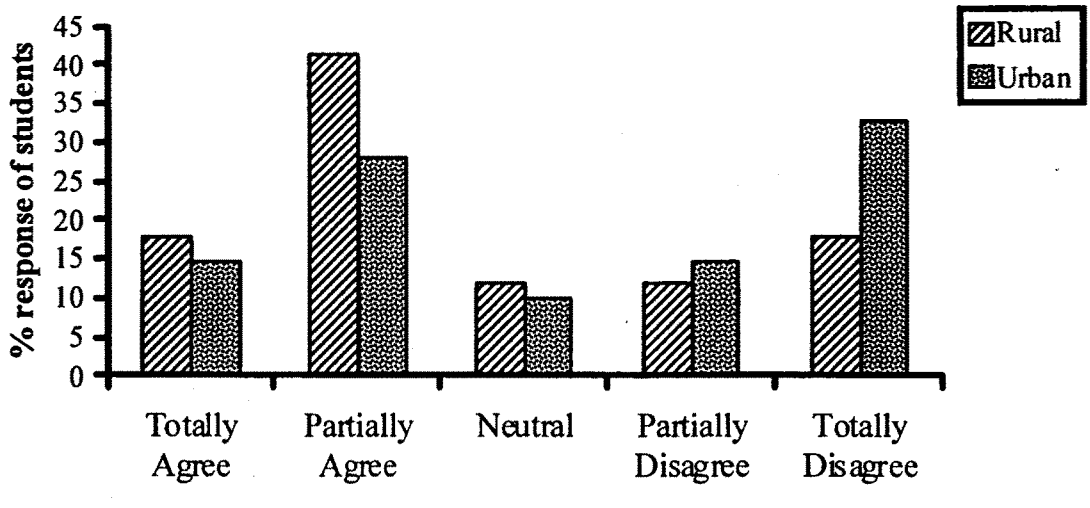
From the graph, it is clear that 2.94% and 0.00% of the students rural and urban respectively showing total agreeness towards the item. 14.71% and 8.20% students rural and urban respectively showing partially agreed. 29.41% and 19.67% students rural and urban respectively showing neutral.

14.71% and 9.84% students rural and urban respectively showing partially disagreed.

38.24% and 62.30% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

Item No. 11 : "The curriculum of class XI brings fatigue among the students" (Graph No. 11).



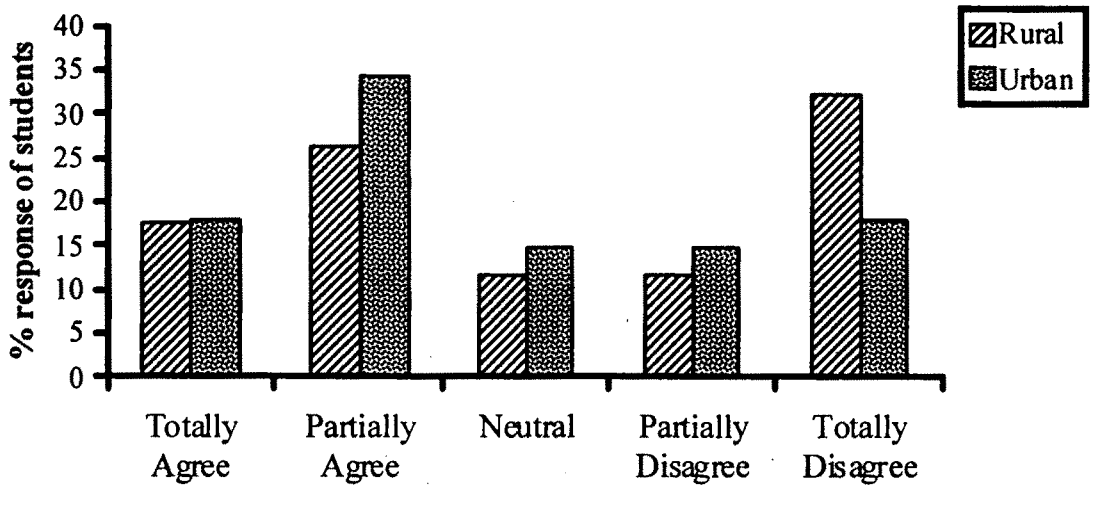
From the graph, it is clear that 17.65% and 14.75% of the students rural and urban respectively showing total agreeness towards the item. 41.18% and 27.87% students rural and urban respectively showing partially agreed. 11.76% and 9.84% students rural and urban respectively showing neutral.

11.76% and 14.75% students rural and urban respectively showing partially disagreed.

17.65% and 32.79% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 12 : "The curriculum of class XI develops creativity among the students". (Graph No. 12).



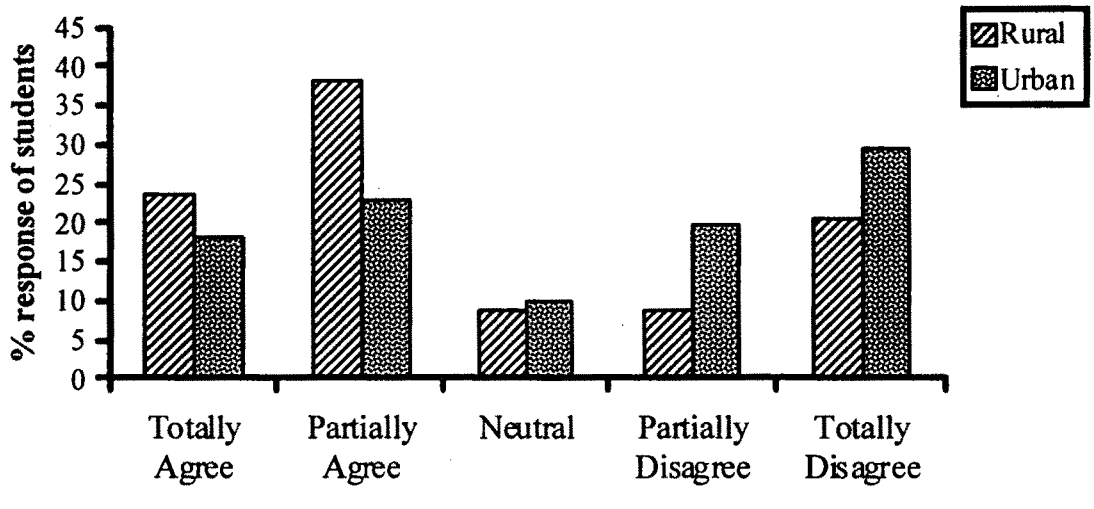
From the graph, it is clear that 17.65% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 26.47% and 34.43% students rural and urban respectively showing partially agreed. 11.76% and 14.75% students rural and urban respectively showing neutral.

11.76% and 14.75% students rural and urban respectively showing partially disagreed.

32.35% and 18.03% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 13 : "The curriculum of class XI initiated problem solving ability among the students" (Graph No. 13).



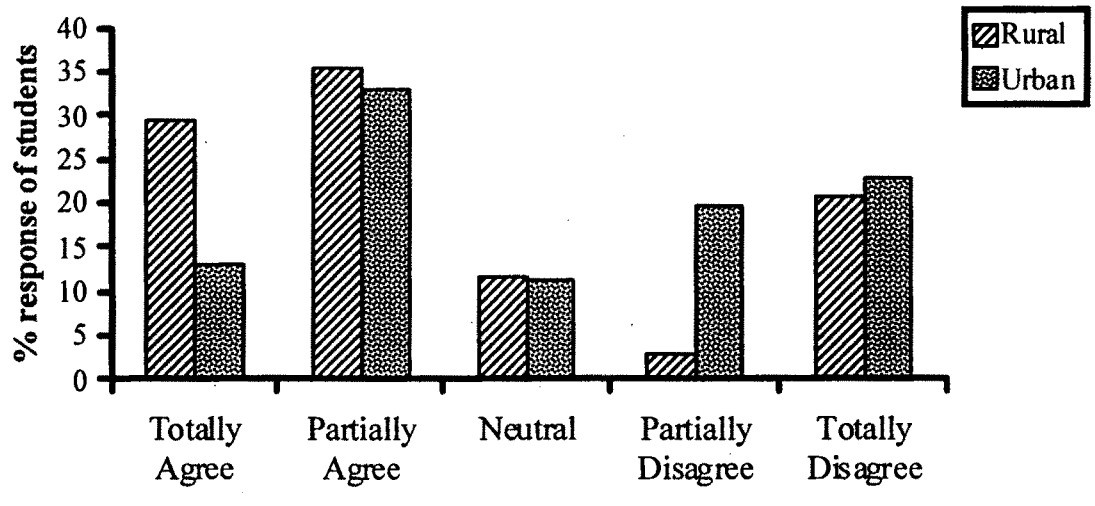
From the graph, it is clear that 23.53% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 38.24% and 22.95% students rural and urban respectively showing partially agreed. 8.82% and 9.84% students rural and urban respectively showing neutral.

8.82% and 19.67% students rural and urban respectively showing partially disagreed.

20.59% and 29.59% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 14 : "The curriculum of class XI develops thinking ability and imagination power among the students" (Graph No. 14).



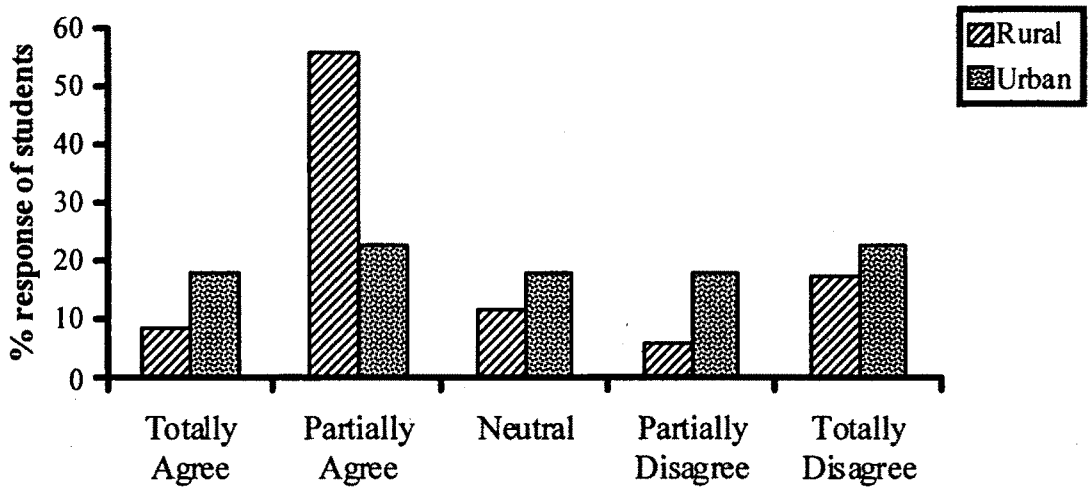
From the graph, it is clear that 29.41% and 13.11% of the students rural and urban respectively showing total agreeness towards the item. 35.29% and 32.79% students rural and urban respectively showing partially agreed. 11.76% and 11.48% students rural and urban respectively showing neutral.

2.94% and 19.67% students rural and urban respectively showing partially disagreed.

20.59% and 22.95% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 15 : "The curriculum of class XI just enough for high intelligent and low intelligent students" (Graph No. 15).



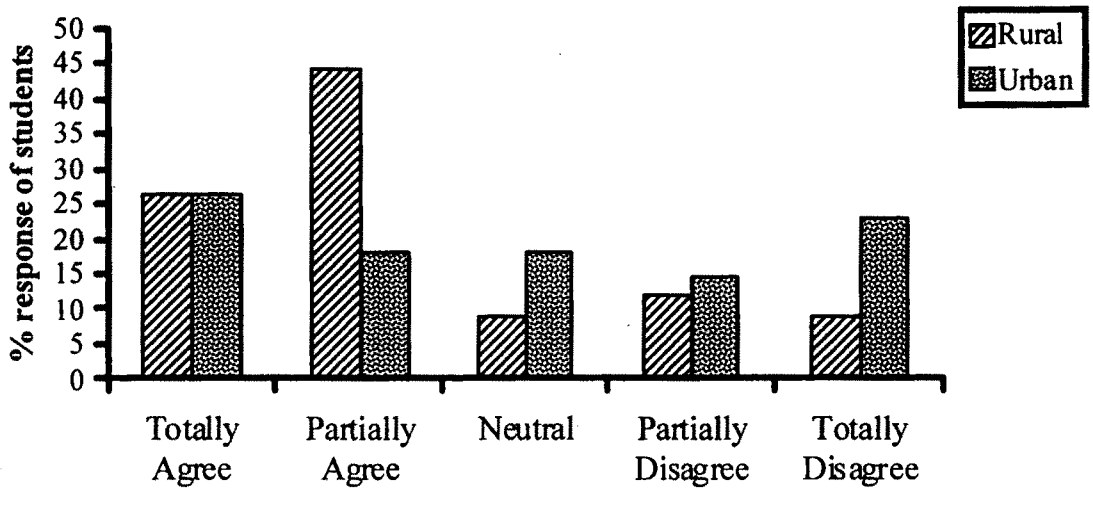
From the graph, it is clear that 8.82% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 55.88% and 22.95% students rural and urban respectively showing partially agreed. 11.76% and 18.03% students rural and urban respectively showing neutral.

5.88% and 18.03% students rural and urban respectively showing partially disagreed.

17.65% and 22.95% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 16 : "The transaction of curriculum of class XI is not effective for the students achievement" (Graph No. 16).



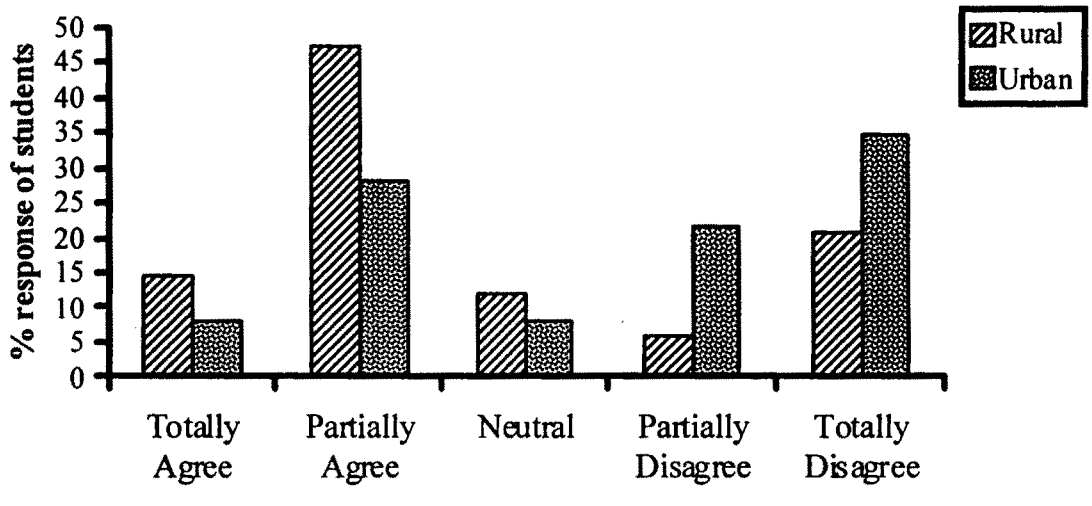
From the graph, it is clear that 26.47% and 26.23% of the students rural and urban respectively showing total agreeness towards the item. 44.12% and 18.03% students rural and urban respectively showing partially agreed. 8.82% and 18.03% students rural and urban respectively showing neutral.

11.76% and 14.75% students rural and urban respectively showing partially disagreed.

8.82% and 22.95% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 17 : "The curriculum of class XI in present condition is too lengthy to be completed in time by the teachers" (Graph No. 17).



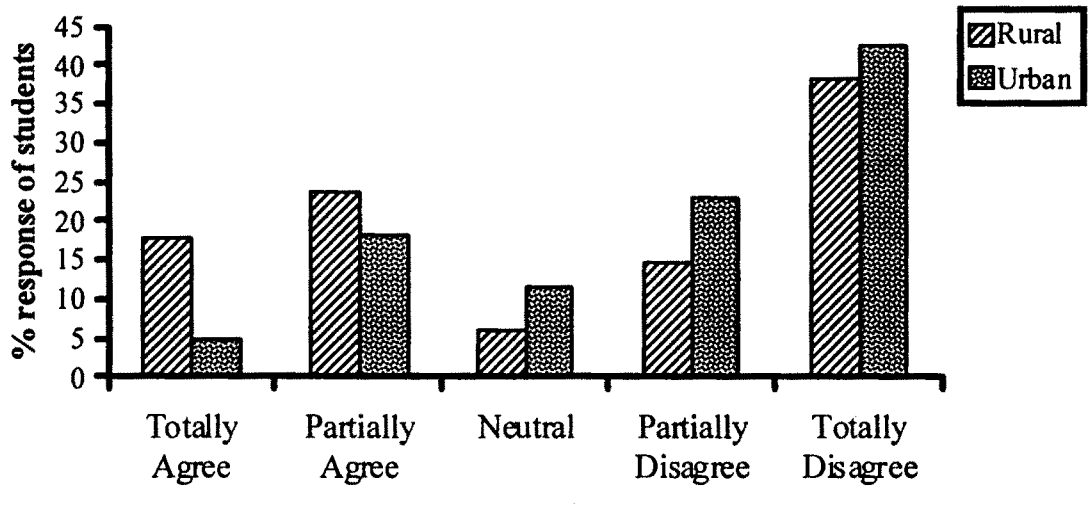
From the graph, it is clear that 14.71% and 8.20% of the students rural and urban respectively showing total agreeness towards the item. 47.06% and 27.87% students rural and urban respectively showing partially agreed. 11.76% and 8.20% students rural and urban respectively showing neutral.

5.88% and 21.33% students rural and urban respectively showing partially disagreed.

20.59% and 34.43% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 18 : "The language used in the text book is incomprehensible" (Graph No. 18).



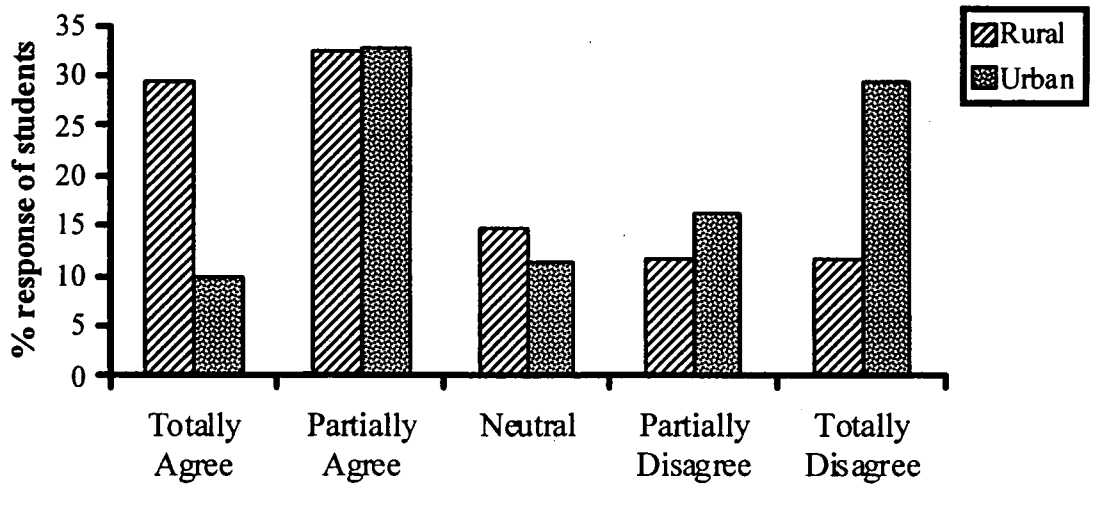
From the graph, it is clear that 17.65% and 4.92% of the students rural and urban respectively showing total agreeness towards the item. 23.53% and 18.03% students rural and urban respectively showing partially agreed. 5.88% and 11.48% students rural and urban respectively showing neutral.

14.71% and 22.95% students rural and urban respectively showing partially disagreed.

38.24% and 42.62% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

Item No. 19 : "The curriculum to evaluate the students of class XI is just enough to measure their knowledge, understanding, ability and applicability" (Graph No. 19).



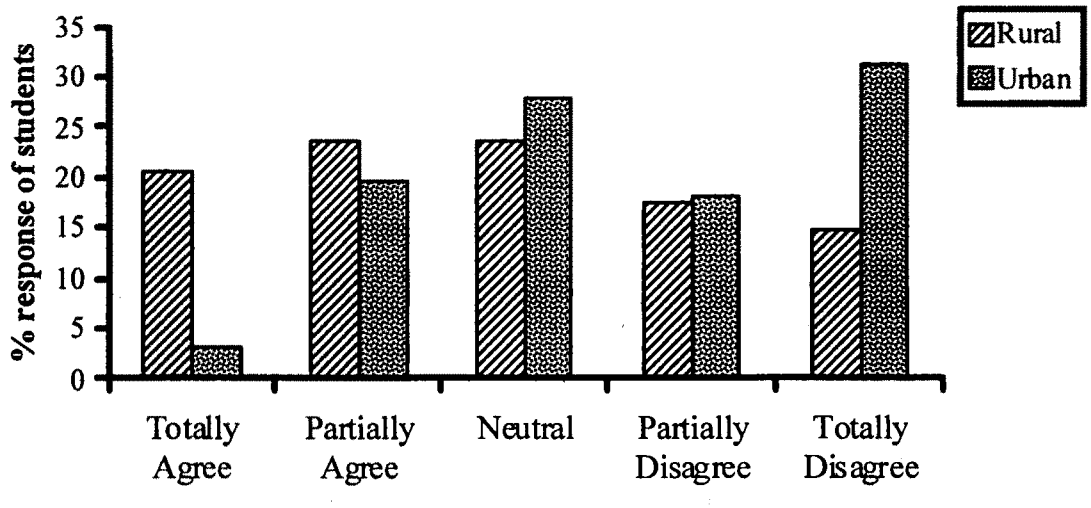
From the graph, it is clear that 29.41% and 9.84% of the students rural and urban respectively showing total agreeness towards the item. 32.35% and 32.79% students rural and urban respectively showing partially agreed. 14.71% and 11.48% students rural and urban respectively showing neutral.

11.76% and 16.39% students rural and urban respectively showing partially disagreed.

11.76% and 29.51% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 20 : "The curriculum of class XI in West Bengal is matched with the age and mental stage of the students of this stage" (Graph No. 20).



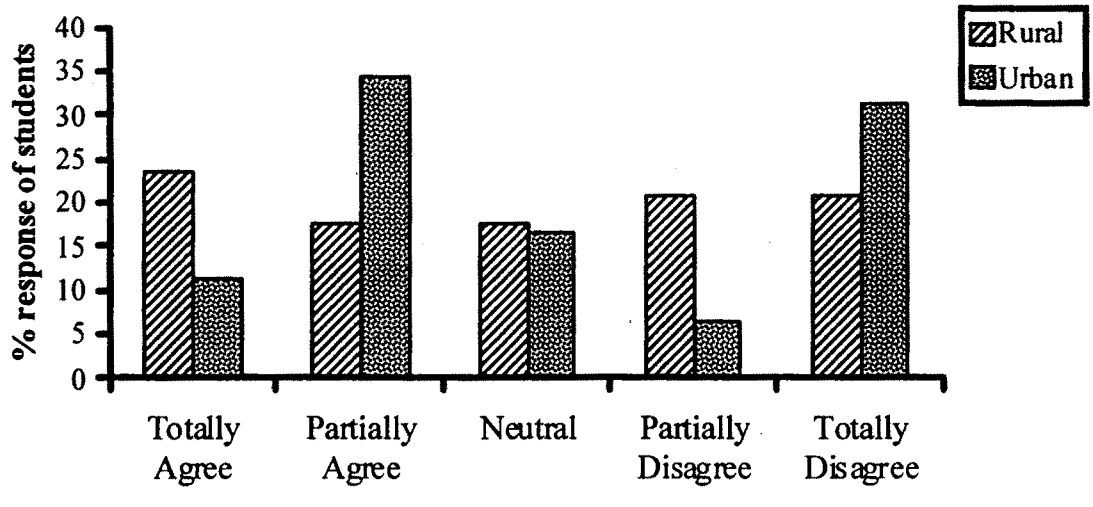
From the graph, it is clear that 20.59% and 3.28% of the students rural and urban respectively showing total agreeness towards the item. 23.53% and 19.67% students rural and urban respectively showing partially agreed. 23.53% and 27.87% students rural and urban respectively showing neutral.

17.65% and 18.03% students rural and urban respectively showing partially disagreed.

14.71% and 31.15% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

Item No. 21 : "In transaction of the curriculum of class XI pedagogical equipments are used properly" (Graph No. 21).



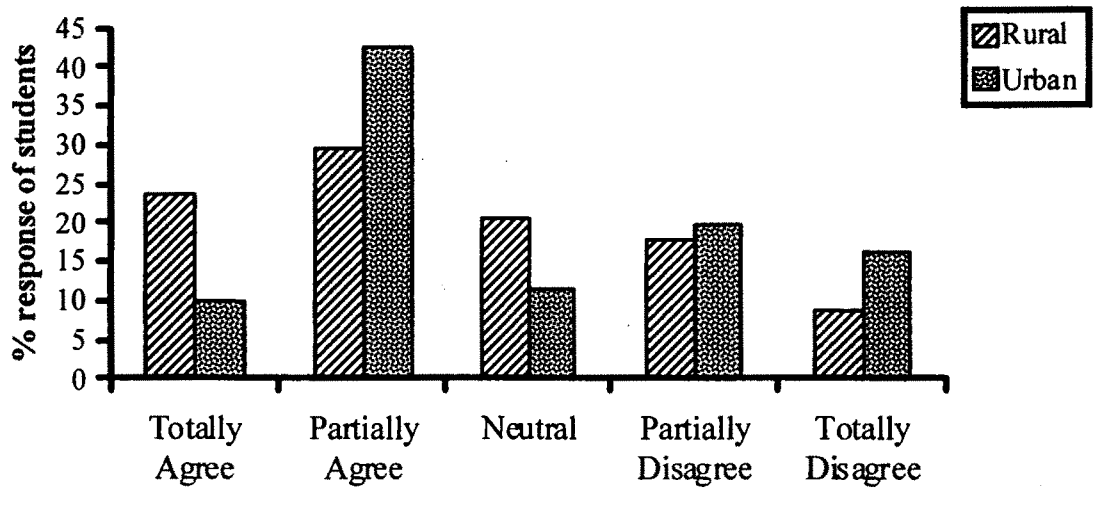
From the graph, it is clear that 23.53% and 11.48% of the students rural and urban respectively showing total agreeness towards the item. 17.65% and 34.43% students rural and urban respectively showing partially agreed. 17.65% and 16.39% students rural and urban respectively showing neutral.

20.59% and 6.56% students rural and urban respectively showing partially disagreed.

20.59% and 31.15% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 22 : "The examination system presently at of class XI curriculum may create curriculum load among students" (Graph No. 22).



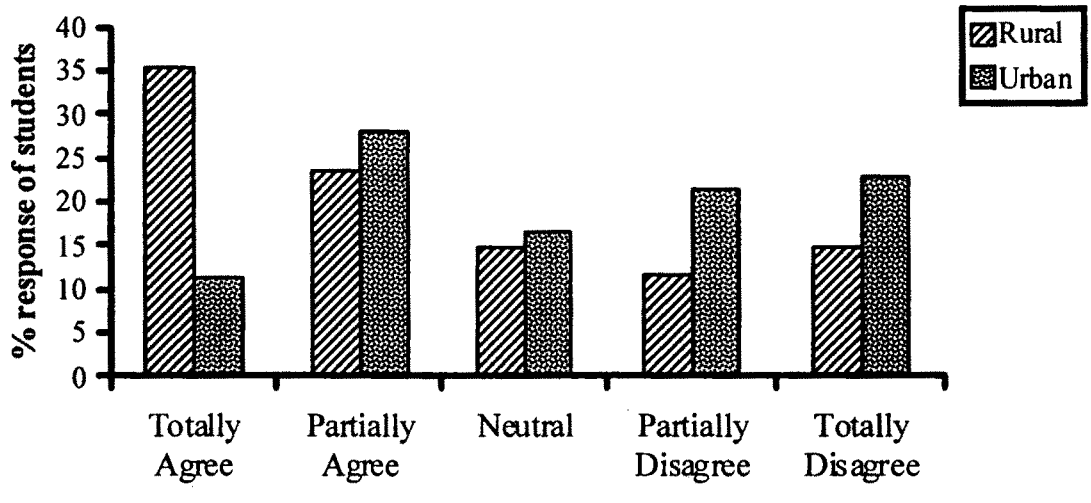
From the graph, it is clear that 23.53% and 9.84% of the students rural and urban respectively showing total agreeness towards the item. 29.41% and 42.62% students rural and urban respectively showing partially agreed. 20.59% and 11.48% students rural and urban respectively showing neutral.

17.65% and 19.67% students rural and urban respectively showing partially disagreed.

8.82% and 16.39% students rural and urban respectively showing totally disagreed.

So, it indicates that the statement is true.

Item No. 23 : "An overwhelming majority of schools do not have minimum essential facilities for teaching and learning" (Graph No. 23).



From the graph, it is clear that 35.29% and 11.48% of the students rural and urban respectively showing total agreeness towards the item. 23.53% and 27.87% students rural and urban respectively showing partially agreed. 14.71% and 16.39% students rural and urban respectively showing neutral.

Causes for Curriculum Load :

1) The examination system presently of class XI curriculum may create curriculum load among students (Graph No. 22).
2) The curriculum of class XI in West Bengal is somewhat mismatched with the age and mental stage of the students causes anxiety.
3) The language used in the text book is incomprehensible causing curriculum load.
4) The curriculum of class XI in present condition is too lengthy to be completed in time by the teachers (Graph No. 17).
5) The transaction of curriculum of class XI is not effective for the student's achievement where transaction of curriculum itself may create load (Graph No. 16).
6) The curriculum of class XI is not just enough for high intelligent and low intelligent students leading to lacking of integration (Graph No. 15).
7) The curriculum of class XI brings fatigue among the students due to excessive expectations among students and teachers (Graph No. 11).
8) The curriculum of class XI is difficult enough for fulfilling the objectives of curriculum (Graph No. 9).
9) Curriculum of class XI helps to develop vocational ability among the students who are not taking higher education (Graph No. 7).
10) Curriculum of class XI is quite helpful to the students for different competitive examinations (Graph No. 6).
11) Curriculum of class XI of education is not structured properly (Graph No. 5).
12) Curriculum of class XI is appropriate for entering higher study (Graph No. 4).
13) The presentation of content of the curriculum of class XI in West Bengal Council of Higher Secondary Education can able to create interest among the students (Graph No. 3).

14) The knowledge of curriculum in class XI helps the students to grow positive attitude towards education (Graph No. 2).

15) The content of the curriculum in class XI of West Bengal Council of Higher Secondary Education is overloaded (Graph No. 1).

Some Realistic Findings in Curriculum Transaction :

1) An overwhelming majority of schools do not have minimum essential facilities for teaching and learning (Graph No. 23).
2) In transaction of the curriculum of class XI pedagogical equipments are used properly (Graph No. 21).
3) The curriculum to evaluate the students of class XI is just enough to measure their knowledge, understanding, ability and applicability (Graph No. 19).
4) The curriculum of class XI develops thinking ability and imagination power among the students (Graph No. 14).
5) The curriculum of class XI initiated problem solving ability among the students (Graph No. 13).
6) The curriculum of class XI develops creativity among the students (Graph No. 12).
7) The transaction of curriculum of class XI helps student to use the knowledge for their up gradation in different schools of West Bengal (Graph No. 8).
8) The curriculum in West Bengal Council of Higher Secondary Education is similar to those of C. B. S. E and I. C. S. E. Boards (Graph No. 8).

On the basis of the score of curriculum load and transaction following dimensions can be determined and further it has been analysed by preparing a standardised questionnaire through survey method in the next methodological chapter.

Twelve dimensions were selected by the present researcher for the determination of the load and transaction curriculum of class XI in West Bengal. These twelve dimensions are :

- Difficulty level.
- Joyless learning.
- Psychological anxiety.
- Lack of integrated curriculum.
- Lack of proper exposure.
- Attitude of the students.
- Excessive expectations of the parents.
- Irrelevance.
- Assessment process.
- Mode of transaction.
- Nature of text book.
- Incomprehensibility.

CHAPTER – IV

METHODOLOGY

4.1 Types of Research

4.2 Nature of the Population

4.3 Nature of Sample

4.4 Selection of Tools

4.5 Construction of Questionnaire

4.6 Principles of Preparing Questionnaire

4.7 Standardisation of the Questionnaire

4.8 Determining Objectivity of the Tool

4.9 Determining Validity of the Tool

4.10 Determining Reliability of the Tool

4.11 Administration of Questionnaire and Collection of Data

4.12 Evaluation of the Answer Script through Scoring Technique

4.13 Limitations of the Study

4.14 Graphical Analysis – Through Survey Method

4.15 Item Analysis

4.16 Organisation of Data

4.17 Analysis of Data

4.18 Interpretation of Data

4.19 Testing of Hypotheses

4.20 Interpretation of Result

CHAPTER – IV
METHODOLOGY

4.1 Types of Research

The nature of study is based on survey type of research. Initially dimension of the study has been confirmed through survey of related literature followed by text book analysis. The investigator has employed descriptive survey type and inter-relationship studies in conducting the present research work. In interrelationship studies the researcher endeavours to discover relationship between various facts of the existing phenomena

Among these four types of inter-relationship studies the present researcher has adopted the correlation and prediction studies. In this type of studies the extent to which the two variables are correlated are determined. It measures two variables in the natural course of events in order to determine –

a) The extent of relationship (positive, negative or zero, i.e. they may not be correlated at all).
b) The magnitude of relationship through the co-efficient of correlation (i.e., whether the coefficient of correlation is satisfactorily significant or not).

Correlation studies are particularly useful in making prediction. If there is a substantial correlation between two variables, then it is possible to predict one variable from the other.

4.2 Nature of the Population

By population the aggregate or the totality of objects or individual having one or more characteristics in common that are of interest to the researcher and regarding which inferences are to be made in a sampling study. It includes all those people or documents who are proposed to be covered under the scheme of study. In the present research work, the researcher proposed to study all the

students of class XI under the West Bengal Council of Higher Secondary Education.

4.3 Nature of Sample

A sample is a small portion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it has been drawn.

For the present study the researcher has collected 200 samples of 11^{th} grade students, both from rural and urban areas through purposive sampling. There were 45 rural boys, 53 rural girls, 48 urban boys and 54 urban girls respectively. The samples were collected from rural and urban schools situated in the four districts of West Bengal namely 24-Parganas (S), Nadia, 24-Parganas (N) and Howrah. Since the samples were collected from schools, so class XI was included in secondary schools.

The researcher selected his sample through purposive sampling. The sample was selected with a definite purpose in view and the choice of the sampling units depended entirely on the discretion and judgment of the investigator. In purposive sampling in educational problems, it was enough to select schools or classrooms where the researcher could administer tests.

4.4 Selection of Tools

In this study the tool that the researcher selected was questionnaire. A questionnaire is a group of items (stimuli) presented in either question or statement form in order to elicit responses from the participants. A good questionnaire is very much cautious about its wordings. It should be relevant with reference to the topic, short, simple and clear in construction and devoid of any hints. Any questionnaire provides three types of information –

- Face sheet providing identification.

- Census type providing sociological information.
- Problem information, i.e., the questions themselves.

However, every questionnaire consists of certain simple instruction provided for the participants. A questionnaire may be either open ended or closed type based on the nature of response. The nature of administration of questionnaire may be either individual or group.

There were two questionnaire prepared by the researcher. One consisted of a set of questions meant for the students, to measure the determinants of the load of Commerce curriculum of class XI of West Bengal Council of Higher Secondary Education. The main objective of the questionnaires was to analyse the student's responses which would be helpful to understand the factors that contribute to the load of curriculum. was prepared to analyse the transaction of curriculum. The information was the key to understand the load and transaction of curriculum of class XI. They were also requested to give their opinions about the questionnaire. According to their advice the researcher developed the questionnaire.

An unstructured interview was taken by the researcher to record the personal view points of the teachers. An analysis of the interview ultimately helped the researcher to draw certain findings useful for the study. After consultation with the experts, the researcher corrected, modified or deleted some items and finalized the questionnaire.

4.5 Construction of Questionnaire

To prepare the questionnaires the researcher has gone through the total curriculum of Commerce of class XI. He has analyzed the syllabus of Commerce very minutely and consulted with the experts regarding various dimensions and drawbacks of the curriculum. The items of the questionnaire have been prepared on the basis of various information's obtained from

W. B. C. H. S. E.. For each statement a five point scale was provided to enable the respondents to give there opinion for each statement more objectively.

4.6 Principles of Preparing Questionnaire

The questionnaires prepared by the researcher is in the restricted or closed form. The items of the questionnaire, i.e. the statements were prepared with the following principles in view :

1. The significance of the study was stated clearly.
2. The researcher has tried to seek information which was not obtained from other resources like books reports, records, etc.
3. The researcher has tried to make question as short and clear as possible.
4. The researcher has tried to select each item that covers a single area.
5. The researcher has tried to arrange the item in categories.
6. The researcher has tried to avoid double-barreled questions.
7. The researcher has tried to minimize the double negative questions.
8. The researcher has tried to define terms that could easily be misinterpreted.
9. The researcher has tried to provide adequate number of alternatives against each question.
10. The researcher has tried to give point of reference.
11. The researcher has tried to design the question to get a complete response.
12. The researcher has taken due precaution to make it attractive in nature by properly arranging the items and getting them in clearly printed form.

4.7 Standardization of the Questionnaire

To construct and standardize the questionnaire for the student of eleventh grade to measure the load and transaction of curriculum of class XI the researcher has followed the following steps :

Number of Questionnaires Applied :

c) Questionnaire regarding textbook analysis standardized by the researcher.

d) Standardized questionnaire regarding curriculum load and transaction of Dr. D. Bhattacharyya and Piyali Bhattacharya, which has been locally standardized by the researcher.

Developing Working Concept :

Before the construction of a test, developing of working concept is essential. It includes a detailed set of specification as to the purpose of the test and time, and the cost and recourses at the disposal of the researcher. The nature of the population for which the test is constructed has to be defined. The length of the test, type and nature of the test and method of scoring are some of the basic considerations which are to be planned in advance in this stage. For the present study the researcher tried to develop a working concept before proceeding with his research work.

Assembly of Test Items :

After the development of the working concept, the next stage in the construction and standardization of a test is that the test items are assembled. At first the test items are formed depending upon the pre-determined educational objectives during the formation of the test items, the mental abilities of the students, their experience should be considered. After the formation of different test items they are assembled to form the test format. For the present study, the researcher has tried to form different test items after the development of the working concept.

Review and Verification of the Test Items :

To prepare a test format, it is necessary to compile a large number of items. There may be some difficulties during the assemblance of different test

items. To overcome these difficulties, revision and verification of the test items are necessary. This can be done by the researcher or may be submitted to experts for their opinion and criticism. The researcher, in the present study has tried to review and verify the test items himself and by the experts.

Construction of Pilot Test :

In the present study, 46 items have been developed by the researcher. Word instructions which indicate briefly the nature and purpose of the test were supplied with the test. The pilot test then formed was administered to a small group of samples from the population and the responses were checked. It is called "small-group try out" of the test. The procedure suggested further modification. After the necessary modification in the light of the experts opinion and "small group try out" the preliminary draft was printed.

Timing of Pilot Test :

Once pilot test is formed, the time required by the samples to answer the different test items is determined. For this the researcher has to consider the mental abilities and situation of the samples. The time thus allotted must be printed on the test format. For the present study, 45 minutes were allotted for answering of the items.

Application of the Pilot Test :

At this stage, the pilot test was administered by the researcher on 60 samples. The samples were taken from students of both rural and urban co-education schools. After having pilot study items have been selected on the basis of 't' test and getting standardized.

Application of Test Format :

The final test format was then applied on 200 samples. The scores thus collected was the final scores and was used by the researcher to find out the objectivity, validity, reliability and standard norms, through statistical analysis.

4.8 Determining Objectivity of the Tool

Objectivity is considered as one of the important technical characteristics of a good questionnaire. Objective tests always gives impersonal judgment, i.e., it indicates that the test is not biased, not influenced by examiner's opinion, attitude or judgment, i.e., a questionnaire must be impersonal. This test should have objectivity in construction, administration and scoring.

Objectivity in Construction :

A questionnaire is said to have objectivity in construction when the items of questionnaire are selected in such a way that they give a reflection of their respective objectives.

In the present study, content area was analyzed, objectives were determined and item were developed against each objectives. Thus objectivity in construction was maintained.

Objectivity in Administration :

Individual's response to a test is affected by his physical, psychological and environmental conditions. In the present study the tools were administered on two occasions (test and re-test). Both the environmental and psychological conditions were controlled as far as possible. To maintain objectivity in administration specific directions were given to each student on both the occasion. In this way, objectivity in administration of the tool was maintained.

Objectivity in Evaluation :

A test is said to have objectivity in scoring when the scorer's personal judgment does not effect the scoring.

In the present study, a scoring key was prepared on the basis of Likert's five point scale, and the responses were scored on the basis of the key. Thus evaluation of the items of the questionnaire was made impersonal and objectivity in scoring was assured.

4.9 Determining Validity of the Tool

The validity of the may be defined as the accuracy with which it measures that which it is intended to measure, or as the degree to which it approaches infallibility in measuring what is proposed to measure. In general, a tool is valid if it measures what it claims to measure.

Validity may be classified into many types. But among these the given four types of validity are of vital importance.

Content Validity :

It refers to the degree to which the tool actually measures or is specially related to the traits for which it was designed. Content validity is based upon careful examination of course text book, syllabi, objectives and the judgment of subject matter specialist. There is no numerical way to express it.

Construct Validity :

It is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory. It is thus concerned not only with test itself, but also with theory, which seeks to explain, or to account for the results, which are obtained when the test used.

Predictive Validity : It refers to the usefulness of a test on predicting some future performance.

Current Validity : It refers to the usefulness of a test in closely relating to other measures, such as present academic grades or scores on another test of known validity.

The present questionnaires which have been constructed by the investigator certainly ensures high content validity, because it adequately covers the content and objectives of the curriculum in West Bengal Council of Higher Secondary Education.

It is important to note that the content validity of the questionnaire has been done on the basis of careful analysis of number of scholars and subject experts.

4.10 Determining Reliability of the Tool

The reliability of a tool or test is usually expressed in terms of correlation coefficient (partial as well as multiple correlations). There are various types of reliability. They are :

1. Test-Retest Reliability.
2. Equivalent or parallel forms of Reliability.
3. Internal consistency.
   i) Split-half Technique.
   ii) Kuder-Richardson Technique.
   iii) Rulon and Flanagan Technique.

But in the present study the researcher used only Test-Retest method to determine the reliability of the tool. He administered the same test after an interval of 20 days. The reliability of a tool is usually expressed in terms of

correlation co-efficient. The product moment correlation co-efficient of test-retest scores of 50 students is 0.85. Thus, the questionnaire is highly reliable.

4.11 Administration of Questionnaire and Collection of Data

After the construction and the standardization of the test items, the questionnaire was ready to use. During the administration the researcher has tried to maintain the followings:

a) The researcher tried to choose the respondent carefully, i.e., those persons who possessed the required information and were sufficiently interested to respond objectively.
b) To get better returns, the researcher has tried to send the request for getting the responses through the head of the institution.
c) The researcher tried to collect the name of the institution and the name of the students necessary for the purpose of classification.
d) The maximum time allotted to answer all the items was 40 minutes.
e) The researcher gave the required preliminary instructions to the students at the beginning of the administration.

4.12 Evaluation of the Answer Script through Scoring Technique

After the completion of the final administration of the test, the answer scripts were evaluated. The responses made by the students were scored according to the scoring guide. The researcher has followed the "Likert's Scaling Technique" which provides a 5 point scale and assigns each of the 5 positions a scale value. All favorable statements are scored from maximum to minimum as 5, 4, 3, 2, 1 and all unfavorable statements are scored from minimum to maximum as 1, 2, 3, 4, 5.

4.13 Limitations of the Study

The purpose of the study was to find out the impact of the curriculum load and transaction at secondary school students. It was true that the researcher tried his utmost to continue the study properly, though within a short period of time. Perhaps it could have been executed with more perfection. The following were some of the limitations within which the researcher had to work for conducting his study :

i) The researcher selected his sample from four secondary schools, belonging to four districts of West Bengal which might not represent fully the cross-section of the population.

ii) Due to short span of time, the researcher could not apply his test on a large number of students. He made an intensive study with a limited number of students, which might fail to represent the total cross-section of the population. If the sample would have been greater and included more students, a more generalized result would be obtained from the analysis of the data.

iii) The researcher has considered to study the impact of the load and transaction of curriculum on the academic achievement of the students of class XI.

iv) The students comprising the sample were selected by the researcher through purposive sampling.

v) The researcher had taken into consideration the students of both sexes belonging to urban and rural secondary schools. But the students of semi-urban areas were not considered to be representative of all the section of the strata.

vi) Reliability of the test was determined by test-retest method.

vii) Out of the several validating the content validity has been highly maintained by the researcher.

11.76% and 21.31% students rural and urban respectively showing partially disagreed. 14.71% and 22.95% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

From the above results it can be concluded that curriculum has some what overloaded and moreover it has been shown from the results curriculum transactions are also to be well structured. The content of the curriculum in West Bengal Council of Higher Secondary Education is overloaded and not functioning properly for the academic betterment of the learners.

4.14 Selection of the Content Area :

Twelve dimensions were selected by the present researcher for the determination of the load of Commerce curriculum of class XI in West Bengal. These twelve dimensions are :

- Difficulty level.
- Joyless learning.
- Psychological anxiety.
- Lack of integrated curriculum.
- Lack of proper exposure to
- Attitude of the students.
- Excessive expectations of the parents.
- Irrelevance.
- System of examination.
- Mode of transaction.
- Nature of text book.
- Incomprehensibility.

4.15 Item Analysis :

The major objectives of Item Analysis are the improvement of total score reliability or of total score validity, or both, and the achievement of better item sequences and types of score distributors.

For the present study, at first the scores were arranged in a descending order. Then from the academic achievement scores of the students they are segregated as high group and low group students. Then the scores of top 27% of students and bottom 27% of students were determined. Then they were arranged in tabulated form. From this tabulation firstly 't' test analysis for each item has been done.

For the item analysis, Mean of High group (M_1) and the Mean of Low group (M_2), Standard Deviation of High group (SD_1) and the Standard Deviation of Low group (SD_2) and the Validity of High group (V_1) and the Validity of Low group (V_2) were calculated. Thus t-test was done to get the 't' value.

Table 1 : t' test for Item Analysis

	High			Low						
Item	**M1**	**SD1**	**V1**	**M2**	**SD2**	**V2**	**MD**	**n**	**t**	**Sig. level**
1	3.37	1.14	1.29	2.22	1.27	1.61	1.15	54	4.95	**
2	2.50	1.30	1.69	2.30	1.31	1.72	0.20	54	0.81	NS
3	3.76	1.33	1.77	2.59	1.43	2.06	1.17	54	4.38	**
4	4.37	1.00	0.99	2.83	1.53	2.33	1.54	54	6.20	**
5	2.04	1.15	1.32	2.04	1.20	1.43	0.00	54	0.00	NS
6	4.00	1.33	1.77	2.31	1.53	2.33	1.69	54	6.11	**
7	2.70	1.21	1.46	2.11	1.22	1.50	0.59	54	2.53	*
8	3.31	1.34	1.80	2.57	1.63	2.66	0.74	54	2.57	*
9	4.04	1.32	1.73	1.96	1.12	1.24	2.07	54	8.83	**
10	2.37	1.17	1.37	1.89	1.02	1.04	0.48	54	2.28	*
11	3.91	1.36	1.86	3.13	1.47	2.15	0.78	54	2.85	**

	High			Low						
Item	**M1**	**SD1**	**V1**	**M2**	**SD2**	**V2**	**MD**	**n**	**t**	**Sig. level**
12	4.57	0.88	0.78	3.07	1.49	2.22	1.50	54	6.37	**
13	4.15	1.25	1.56	2.70	1.62	2.63	1.44	54	5.19	**
14	2.61	1.50	2.24	1.89	1.19	1.42	0.72	54	2.77	**
15	2.87	1.23	1.51	2.57	1.09	1.19	0.30	54	1.32	NS
16	2.91	1.28	1.63	2.33	1.39	1.92	0.57	54	2.24	*
17	4.09	1.25	1.56	2.63	1.56	2.43	1.46	54	5.39	**
18	4.46	0.95	0.89	2.87	1.54	2.38	1.59	54	6.47	**
19	2.69	1.19	1.43	2.56	1.22	1.50	0.13	54	0.56	NS
20	2.43	1.31	1.72	2.41	1.34	1.79	0.02	54	0.07	NS
21	4.48	1.21	1.46	4.09	1.15	1.33	0.39	54	1.71	NS
22	4.20	1.19	1.41	2.56	1.53	2.33	1.65	54	6.26	**
23	2.76	1.32	1.73	2.22	1.19	1.42	0.54	54	2.22	*
24	3.76	1.26	1.58	2.44	1.50	2.25	1.31	54	4.93	**
25	4.63	0.92	0.84	4.39	1.12	1.26	0.24	54	1.22	NS
26	4.46	1.09	1.20	3.81	1.29	1.66	0.65	54	2.82	**
27	4.31	0.84	0.71	2.85	1.48	2.20	1.46	54	6.30	**
28	4.37	1.03	1.07	4.09	1.23	1.52	0.28	54	1.27	NS
29	4.13	1.13	1.28	2.93	1.40	1.96	1.20	54	4.91	**
30	2.50	1.44	2.07	2.02	1.16	1.34	0.48	54	1.92	NS
31	4.41	0.98	0.96	2.31	1.36	1.84	2.09	54	9.18	**
32	4.19	1.17	1.36	2.48	1.48	2.18	1.70	54	6.65	**
33	4.11	1.22	1.50	2.81	1.66	2.76	1.30	54	4.62	**
34	4.48	0.97	0.93	2.59	1.49	2.21	1.89	54	7.83	**
35	2.83	1.41	1.99	2.20	1.20	1.45	0.63	54	2.50	*
36	2.91	1.50	2.24	1.87	1.17	1.36	1.04	54	4.02	**
37	3.00	1.58	2.49	3.33	1.50	2.26	-0.33	54	1.12	NS
38	2.44	1.31	1.72	2.48	1.38	1.91	-0.04	54	0.14	NS
39	3.30	1.40	1.95	2.72	1.38	1.90	0.57	54	2.15	*

	High			Low						
Item	**M1**	**SD1**	**V1**	**M2**	**SD2**	**V2**	**MD**	**n**	**t**	**Sig. level**
40	3.54	1.49	2.22	2.20	1.29	1.67	1.33	54	4.97	**
41	2.31	1.38	1.92	1.44	0.90	0.82	0.87	54	3.87	**
42	4.17	1.18	1.39	2.31	1.44	2.07	1.85	54	7.32	**
43	2.56	1.22	1.50	1.94	1.09	1.19	0.61	54	2.74	**
44	4.02	1.30	1.68	2.91	1.63	2.65	1.11	54	3.92	**
45	3.17	1.38	1.92	1.96	0.97	0.94	1.20	54	5.23	**
46	2.52	1.37	1.88	1.93	1.10	1.20	0.59	54	2.48	*
47	4.37	1.00	0.99	2.83	1.53	2.33	1.54	54	6.20	**
48	2.61	1.50	2.24	1.89	1.19	1.42	0.72	54	2.77	**
49	2.91	1.28	1.63	2.33	1.39	1.92	0.57	54	2.24	*
50	4.31	0.84	0.71	2.85	1.48	2.20	1.46	54	6.30	**
51	3.31	1.34	1.80	2.57	1.63	2.66	0.74	54	2.57	*
52	4.11	1.22	1.50	2.81	1.66	2.76	1.30	54	4.62	**
53	4.46	1.09	1.20	3.81	1.29	1.66	0.65	54	2.82	**
54	3.91	1.36	1.86	3.13	1.47	2.15	0.78	54	2.85	**

M1= Mean for High Group

SD1 = St. Dev. for High Group

M2 = Mean for Low Group

SD2 = St. Dev. for Low Group

MD = Mean Difference

V1 = Variance for High Group

V2 = Variance for Low Group

n = Total observations in each group

t at 0.05 = 1.98

t at 0.01 = 2.62

*Sig. at 0.05 level, ** Sig. at 0.01 level, NS = Not Significant

Items Rejected after Item Analysis : 2, 5, 15, 19, 20, 21, 25, 28, 30, 37, 38.

Framing Final Test Format :

After going through the item analysis, the number of items accepted were 43. Final test format was formed by the researcher with these 43 items.

4.16 Organisation of Data

The data collected with the help of questionnaires, however reliable, valid and adequate, but unstructured and raw. The collected data has little meaning to the investigator until they are arranged in some systematic way. So, it needs to be systematized and organized, i.e., edited, classified and tabulated before it can serve any worth-while purpose.

Editing implies the checking of gathered data for accuracy, utility and completeness. Classifying refers to dividing of data into different categories, classes or heads for use. Tabulation denotes the recording of the classified material in accurate mathematical terms.

4.17 Analysis of Data :

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex parts into simple parts and putting the parts together in new arrangement for the purpose of interpretation. A plan of analysis should be prepared in advance before the actual collection of data. A preliminary analysis on the skeleton plan should develop into a complete, final analysis – enlarged and reworked as and when necessary. But caution is necessary at every step. No similarities, differences, trends and outstanding component should go unnoticed. Larger divisions of material should be broken down into smaller units and rearranged in new combinations to discover new factors and relationships. Data should be studied from as many angles as possible to find out more new facts.

In the general process of analysis of research data, statistical methods have contributed a lot. There are two types of statistical methods :

a. Simple or common statistical methods of analysis
b. Special statistical methods of analysis

a. Most commonly used methods of analyzing data statistically are :

i. Calculating frequency distribution of items under study.

ii. Testing data or normality of distribution skewness and kurtosis.

iii. Calculating percentiles and percentile ranks.

iv. Calculating measures of central tendency Mean, Median and Mode and establishing norms.

v. Calculating measures of dispersion – Standard deviation, Mean deviation, Quartile deviation and range.

vi. Calculating measures of relationship – Co-efficient of correlation, Reliability and Validity by the Rank-difference and Product-Moment methods.

vii. Graphical representation of Data-frequency polygon curve, Bar graph, Histogram, Pie-graph and Ogive.

While analyzing their data researcher usually make use of one or more of the above simple statistical devices as necessary for the purpose of their study.

b. There are some other complicated devices of statistical analysis listed below which the researchers use in particular complex studies. These are as follows :

i. Tests of student 't' and analysis of variance for testing significance of differences between statistics especially between means.

ii. Chi-square test for testing null hypotheses.

iii. Calculation of Biserial 'r' and Tetrachoric 'r' for finding out the relationship between different phenomena in complex situations.

iv. Calculation of Partial and Multiple Correlation and of Bivariate and Multiple Regression Equations for finding out causal relationship between various phenomena involved in a situation.

v. Factorial Analysis for the purpose of analyzing the composition of certain complex phenomena.

4.18 Interpretation of Data

Interpretation is by no means a mechanical process. It calls for a critical examination of the gathered data.

The purpose of interpretation is essentially one of the way of stating what the findings are. It is the most important step in the total procedure of research and is purely subjective in nature. An adequate knowledge, not only of techniques of research, but also of one's field of study, and a capacity to do careful and critical thinking are very essential to safeguard against misinterpretation.

4.19 Testing of Hypotheses

There were all total 18 Null hypotheses. For the testing of the hypotheses multiple regression and further partial correlation and t-test values were calculated. For the testing of different hypotheses some descriptive measures were determined with the help of 'SPSS' package.

Ho_1 : There is no significant relationship between curriculum load of Commerce and academic achievement of class XI students in respect to the difficulty level of curriculum.

Difficulty Level

Table 2(a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	18, 1[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 2(b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432[a]	.186	.178	15.7409

a. Predictors: (Constant), 18, 1

Table 2 (c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11185.655	2	5592.828	22.572	.000[a]
	Residual	48811.925	197	247.776		
	Total	59997.580	199			

a. Predictors: (Constant), 18, 1

b. Dependent Variable: Academic Achievement

Table 2(d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	67.008	3.318		20.194	.000			
	1	-4.760	.818	-.376	-5.818	.000	-.394	-.383	-.374
	18	-2.088	.764	-.177	-2.734	.007	-.216	-.191	-.176

a. Dependent Variable: Academic Achievement

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Difficulty level" is significant.

The value of Partial correlation of individual items is also found significant. Both the 't' value and the 'F' value as shown in the ANOVA table are significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to the difficulty level of the curriculum.

Ho_2 : There is no significant relationship between curriculum load of Commerce and academic achievement of class XI students in respect to joyless learning .

Joyless Learning

Table 3(a):

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	29,16,11 [a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 3(b):

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.424[a]	.180	.167	15.8448

a. Predictors: (Constant), 29,16,11

Table 3(c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10789.984	3	3596.661	14.326	.000[a]
	Residual	49207.596	196	251.059		
	Total	59997.580	199			

a. Predictors: (Constant), 29,16,11

b. Dependent Variable: Academic Achievement

Table 3(d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	68.846	3.663		18.795	.000			
	11	-1.839	.845	-.153	-2.177	.031	-.278	-.154	-.141
	16	-3.677	.795	-.322	-4.626	.000	-.388	-.314	-.299
	29	-.735	.777	-.065	-.946	.345	-.189	-.067	-.061

a. Dependent Variable: Academic Achievement

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Joyless Learning" is significant. The value of partial correlation of most of the individual items are also found significant. The 'F' value as seen from the ANOVA table is found to be statistically significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to joyless learning.

Ho_3: There is no significant relationship between curriculum load of Commerce and academic achievement of class XI students in respect to the process of assessment.

System of Examination

Table 4(a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	21,13[a]	.	Enter

a. All requested variables entered.
b. Dependent Variable: Academic Achievement

Table 4(b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.239[a]	.057	.048	16.9448

a. Predictors: (Constant), 21,13

Table 4(c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3433.830	2	1716.915	5.980	.003[a]
	Residual	56563.750	197	287.126		
	Total	59997.580	199			

a. Predictors: (Constant), 21,13

b. Dependent Variable: Academic Achievement

Table 4(d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	60.886	4.082		14.914	.000			
	13	-1.818	.896	-.140	-2.030	.044	-.137	-.143	-.140
	21	-2.501	.881	-.196	-2.840	.005	-.194	-.198	-.196

a. Dependent Variable: Academic Achievement

From the above findings it is clear that the value of multiple regression 'R' of different items included in the dimension of "System of Examination" is somewhat significant. The partial correlation of the individual items is also found significant. Both the 't' values of the individual items and the 'f' value are significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "System of Examination".

Ho_4 : There is no significant relationship between curriculum load of Commerce and academic achievement of class XI students in respect to the mode of transaction.

Mode of Transaction

Table 5(a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	33,27,8 [a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 5(b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.209[a]	.044	.029	17.1096

a. Predictors: (Constant),33,27,8

Table 5(c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2620.898	3	873.633	2.984	.032[a]
	Residual	57376.682	196	292.738		
	Total	59997.580	199			

a. Predictors: (Constant), 33,27,8

b. Dependent Variable: Academic Achievement

Table 5(d) :

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Mode of Transaction" is significant. The partial correlation of most of the individual items are also found significant. The 't' values of most of the items in this dimension are significant at 0.05 level of significance and the 'F' value is significant at 0.05 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Mode of Transaction".

Ho_5 : There is no significant relationship between curriculum load of Commerce and academic achievement of class XI students in respect to the incomprehensibility.

Incomprehensibility

Table 6(a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	10,2,24,19,14[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 6(b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.380[a]	.145	.123	16.2653

a. Predictors: (Constant), 10,2,24,19,14

Table 6(c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8672.649	5	1734.530	6.556	.000[a]
	Residual	51324.931	194	264.561		
	Total	59997.580	199			

a. Predictors: (Constant), 10,2,24,19,14

b. Dependent Variable: Academic Achievement

Table 6 (d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	65.142	5.449		11.956	.000			
	2	-1.268	.831	-.106	-1.526	.129	-.157	-.109	-.101
	10	-1.147	.824	-.103	-1.392	.166	-.200	-.099	-.092
	14	2.012	.931	.149	2.160	.032	.075	.153	.143
	19	-2.089	.855	-.176	-2.442	.015	-.264	-.173	-.162
	24	-2.647	.898	-.203	-2.946	.004	-.244	-.207	-.196

a. Dependent Variable: Academic Achievement

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Incomprehensibility" is significant. The partial correlation of most of the individual items are also found significant. From the ANOVA table it is evident that the 'F' value is significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Incomprehensibility".

Ho_6 : There is no significant relationship between lack of interest and alien attitude towards the Commerce curriculum of class XI and academic achievement of students.

Lack of interest and alien attitude towards the subject

Table 7 (a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	30,23,12,17[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 7 (b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.420[a]	.176	.159	15.9226

a. Predictors: (Constant), 30,23,12,17

Table 7 (c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10559.505	4	2639.876	10.413	.000[a]
	Residual	49438.075	195	253.529		
	Total	59997.580	199			

a. Predictors: (Constant), 30,23,12,17

b. Dependent Variable: Academic Achievement

Table 7(d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	71.215	3.973		17.923	.000			
	30	-2.257	.848	-.177	-2.662	.008	-.219	-.187	-.173
	23	-1.653	.860	-.128	-1.923	.056	-.195	-.136	-.125
	12	-2.673	.762	-.229	-3.509	.001	-.243	-.244	-.228
	17	-2.927	.916	-.211	-3.194	.002	-.268	-.223	-.208

a. Dependent Variable: Academic Achievement

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Lack of interest and alien attitude towards the subject" is significant. The partial correlation of the individual items is also found quite significant. Both the 't' values of all the items and the 'F' value are significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Lack of interest and alien attitude towards the subject".

Ho_7 : There is no significant relationship between load of Commerce curriculum of class XI and the academic achievement of students in respect to the lack of integrated curriculum.

Lack of Overall Integration in the Curriculum

Table 8(a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	6, 42[a], 43,	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 8(b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.214[a]	.046	.031	17.0922

a. Predictors: (Constant), 6,42,43

Table 8 (c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2737.670	3	912.557	3.124	.027[a]
	Residual	57259.910	196	292.142		
	Total	59997.580	199			

a. Predictors: (Constant), 6,42,43

b. Dependent Variable: Acad. Achiev.

Table 8 (d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	55.128	3.517		15.673	.000			
	6	-5.562	2.560	-.437	-2.173	.031	-.194	-.153	-.152
	42	1.876	1.968	.148	.954	.341	-.144	.068	.067
	43	1.615	1.760	.128	.918	.360	-.137	.065	.064

a. Dependent Variable: Acad. Achiev.

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Lack of overall integration in the curriculum" is significant. The partial correlation of the individual items are found significant. The 'F' value is significant at 0.05 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Lack of overall integration in the curriculum".

Ho_8 : There is no significant relationship between curriculum load of Commerce and academic achievement of students of class XI in respect to the nature of text book.

Nature of Text Book

Table 9 (a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	28,9,34,35,26,32[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 9 (b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305[a]	.093	.065	16.7889

a. Predictors: (Constant), 28,9,34,35,26,32

Table 9 (c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5597.322	6	932.887	3.310	.004[a]
	Residual	54400.258	193	281.867		
	Total	59997.580	199			

a. Predictors: (Constant) 28,9,34,35,26,32

b. Dependent Variable: Academic Achievement

Table 9 (d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	68.180	5.582		12.213	.000			
	9	-.514	1.049	-.035	-.490	.625	-.094	-.035	-.034
	26	-1.708	.871	-.137	-1.960	.051	-.099	-.140	-.134
	28	-.410	.915	-.032	-.448	.655	-.061	-.032	-.031
	32	-2.467	.910	-.192	-2.712	.007	-.218	-.192	-.186
	34	-2.277	.967	-.166	-2.354	.020	-.179	-.167	-.161
	35	-.538	.901	-.042	-.597	.551	-.075	-.043	-.041

a. Dependent Variable: Academic Achievement

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Nature of text book" in the

curriculum is quite significant. The partial correlation of most of the individual items are significant. The 'F' value is significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Nature of text book".

Ho_9 : There is no significant relationship between curriculum load of Commerce and academic achievement of students of class XI in respect to their psychological anxiety.

Psychological Anxiety/ Subject Phobia

Table 10 (a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	31,4,15,3,25,20[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 10 (b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431[a]	.186	.161	15.9074

a. Predictors: (Constant), 31,4,15,3,25,20

Table 10 (c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11159.736	6	1859.956	7.350	.000[a]
	Residual	48837.844	193	253.046		
	Total	59997.580	199			

a. Predictors: (Constant), 31,4,15,3,25,20

b. Dependent Variable: Academic Achievement

Table 10 (d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	66.607	4.149		16.055	.000			
	31	.756	.886	.066	.853	.395	-.111	.061	.055
	4	-1.227	.794	-.111	-1.546	.124	-.202	-.111	-.100
	15	.105	.848	.009	.123	.902	-.152	.009	.008
	20	-2.016	.981	-.160	-2.056	.041	-.284	-.146	-.134
	25	.545	.898	.047	.606	.545	-.129	.044	.039
	31	-3.902	.848	-.342	-4.600	.000	-.389	-.314	-.299

a. Dependent Variable: Academic Achievement

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Psychological Anxiety" or "Subject Phobia" is significant. The partial correlation of most of the individual items is also found significant. From the ANOVA table it is evident that 'F' value is significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Psychological Anxiety".

Ho_{10} : There is no significant relationship between curriculum load of Commerce and academic achievement of students of class XI in respect to their proper exposure to the learning environment.

Lack of proper exposure to learning environment

Table 11 (a) :

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	22,40,41[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Acad. Achiev

Table 11 (b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.258[a]	.067	.052	16.9023

a. Predictors: (Constant), 22,40,41

Table 11 (c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4002.682	3	1334.227	4.670	.004[a]
	Residual	55994.898	196	285.688		
	Total	59997.580	199			

a. Predictors: (Constant), 22,40,41

b. Dependent Variable: Academic Achievement

Table 11 (d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	60.363	4.038		14.950	.000			
	22	-2.637	.800	-.229	-3.298	.001	-.238	-.229	-.228
	40	.279	1.295	.025	.215	.830	-.081	.015	.015
	41	-1.326	1.273	-.120	-1.042	.299	-.120	-.074	-.072

a. Dependent Variable: Acad. Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Lack of proper exposure to learning environment" is significant. The partial correlation of the individual items. The 'F' value is significant at 0.01 level of significance. This indicates the rejection of Null hypothesis and strongly establishes the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Lack of proper exposure to learning environment".

Ho_{11} : There is no significant relationship between curriculum load of Commerce and academic achievement of students of class XI in respect to the excessive parental expectation.

Excessive Parental Expectation

Table 12 (a) :

Variables Entered/Removed[b]

Model	Variables	Variables Removed	Method
1	7,,37,[a] 36		Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Table 12 (b) :

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.142[a]	.020	.005	17.3179

a. Predictors: (Constant), 7,36,37

Table 12 (c) :

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1215.047	3	405.016	1.350	.259[a]
	Residual	58782.533	196	299.911		
	Total	59997.580	199			

a. Predictors: (Constant), 7,36,37

b. Dependent Variable:

Table 12 (d) :

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	50.704	2.749		18.444	.000			
	7	3.672	2.662	.284	1.379	.169	-.061	.098	.098
	36	-4.068	2.370	-.314	-1.717	.088	-.103	-.122	-.121
	37	-.870	1.600	-.067	-.543	.587	-.074	-.039	-.038

a. Dependent Variable: Acad Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Excessive Parental Expectation" is insignificant because both the 't' value and the 'F' value shown in the ANOVA table is insignificant both at 0.01 and 0.05 level of significance. The partial correlation of only one item is found significant. This indicates the acceptance of Null hypothesis and strongly denies the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Excessive Parental Expectation".

Ho_{12} : There is no significant relationship between curriculum load of Commerce and academic achievement of students of class XI in respect to the irrelevance.

Irrelevance

Table :13(a)

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	5,38,39[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Acad. Achiev

Table :13 (b)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.081[a]	.007	-.009	17.4388

a. Predictors: (Constant), 5,38,39

Table :13 (c)

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	391.817	3	130.606	.429	.732[a]
	Residual	59605.763	196	304.111		
	Total	59997.580	199			

a. Predictors: (Constant), 5,38,39

b. Dependent Variable: Acad. Achiev

Table :13(d)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	45.989	2.644		17.394	.000			
	5	.527	2.596	.037	.203	.839	.050	.015	.014
	38	-1.261	1.951	-.089	-.646	.519	.021	-.046	-.046
	39	1.401	2.048	.101	.684	.495	.065	.049	.049

a. Dependent Variable: Acad. Achiev

From the above tables it is clear that the value of multiple regression 'R' of different items included in the dimension of "Irrelevance" is insignificant because both the 't' value and the 'F' value shown in the ANOVA table is insignificant both at 0.01 and 0.05 level of significance. The partial correlation of none of the item is found significant. This indicates the acceptance of Null hypothesis and strongly denies the relationship between curriculum load of Commerce and academic achievement of class XI students in respect to "Irrelevance".

Ho_{13} : There is no significant difference between curriculum load of Commerce among rural school students and urban school students of class XI.

Table – 14

	Urban Students	**Rural Students**
Mean	53.39	41.14
Variance	370.91	155.01
Observations	102	98
Df	198	
t Stat	5.32	**
P(T<=t)	0.00	
t Critical (at .01 level)	2.601	
t Critical (at .05 level)	1.972	

* is Sig. at 0.05 level, ** is Sig. at 0.01 level, NS is Non-Significant

The findings revealed here is the 't' value is statistically significant at 0.01 level which indicates the rejection of null hypothesis and establishes the difference between curriculum load of Commerce among rural school students and urban school students of class XI.

Ho_{14} : There is no significant difference between curriculum load of Commerce among rural boys and urban boys of class XI.

Table – 15

	Urban Boys	**Rural Boys**
Mean	53.46	42.91
Variance	338.89	151.81
Observations	48	45
Df	91	
t Stat	3.22	**
P(T<=t)	0.00	
t Critical (at .01 level)	2.631	
t Critical (at .05 level)	1.986	

* is Sig. at 0.05 level, ** is Sig. at 0.01 level, NS is Non-Significant

The findings revealed here is the statistically significant 't' value at 0.01 level which indicates the rejection of null hypothesis and establishes the difference between curriculum load of Commerce among rural boys and urban boys of class XI.

Ho_{15} : There is no significant difference between curriculum load of Commerce among rural boys and rural girls of class XI.

Table – 16

	Rural Boys	**Rural Girls**
Mean	42.91	39.64
Variance	151.81	155.70
Observations	45	53
Df	96	
t Stat	1.30	NS
P(T<=t)	0.20	
t Critical (at .01 level)	2.628	
t Critical (at .05 level)	1.985	

* is Sig. at 0.05 level, ** is Sig. at 0.01 level, NS is Non-Significant

The findings revealed here is that the 't' value statistically insignificant both at 0.05 and 0.01 level which indicates the acceptance of null hypothesis and establishes the fact that there is no significant difference between the curriculum load of Commerce among rural boys and rural girls of class XI.

Ho_{16}: There is no significant difference between the curriculum load of Commerce among urban boys and urban girls of class XI.

Table – 17

	Urban Boys	**Urban Girls**
Mean	53.46	53.33
Variance	338.89	406.30
Observations	48	54
Df	100	
t Stat	0.03	NS
P(T<=t)	0.97	
t Critical (at .01 level)	2.626	
t Critical (at .05 level)	1.984	

* is Sig. at 0.05 level, ** is Sig. at 0.01 level, NS is Non-Significant

The findings revealed here is that 't' value is statistically insignificant both at 0.05 and 0.01 level which indicates the acceptance of null hypothesis and establishes the fact that there is no significant difference between the curriculum load of Commerce among urban boys and urban girls of class XI.

Ho_{17} : There is no significant difference between the curriculum load of Commerce among urban girls and rural girls of class XI.

Table – 18

	Urban Girls	**Rural Girls**
Mean	53.33	39.64
Variance	406.30	155.70
Observations	54	53
Df	105	
t Stat	4.22	**
P(T<=t)	0.00	
t Critical (at .01 level)	2.623	
t Critical (at .05 level)	1.983	

* is Sig. at 0.05 level, ** is Sig. at 0.01 level, NS is Non-Significant

The findings revealed here is the statistically significant 't' value both at 0.01 level which indicates the rejection of null hypothesis and establishes the fact that there is a significant difference of the curriculum load of Commerce among urban girls and rural girls of class XI.

Ho_{18} : There is no significant difference between curriculum load of Commerce among boys and girls of class XI.

Table – 19

	Total Boys	**Total Girls**
Mean	48.35	46.55
Variance	273.82	326.83
Observations	93	107
Df	198	
t Stat	0.73	NS
P(T<=t)	0.47	
t Critical (at .01 level)	2.601	
t Critical (at .05 level)	1.972	

* is Sig. at 0.05 level, ** is Sig. at 0.01 level, NS is Non-Significant

The findings revealed here is the statistically insignificant 't' value both at 0.05 and 0.01 level which indicates the acceptance of null hypothesis and establishes the fact that there is no significant difference between the curriculum load of Commerce among boys and girls of class XI.

4.20 Interpretation of Result

i) The combined effect of 'R' of different items included in the dimension of "Difficulty level" is significant. The partial correlation of the individual item bears the evidence that they are predictor items. That is these two items included in this dimension can predict the academic achievement of the students. Moreover the items are negatively correlated i.e., they are inversely related. Thus, if the curriculum of Commerce is difficult it is sure to hamper the academic achievement of class XI students.

ii) The combined effect of 'R' of different items included in the dimension of "Joyless Learning" is significant. The partial correlation of the individual item bears the evidence that item no. they are negatively correlated i.e., they are inversely related. If the curriculum of Commerce is joyless then the academic achievement of class XI students would drop down.

iii) The combined effect of 'R' of different items included in the dimension of "System of Examination" is significant. The partial correlation of the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. If the system of examination is faulty then the academic achievement of class XI students would drop down.

iv) The combined effect of 'R' of different items included in the dimension of "Mode of Transaction" is moderately significant. From the table it is clear that two items out of three (item no 23,27) whose 't' values are significant are true predictors of academic achievement. The partial correlation of the individual item bears the evidence that these are also negatively correlated i.e., they are inversely related. Hence, if the Mode of transaction is faulty then it would hamper the academic achievement of class XI students.

v) The combined effect of 'R' of different items included in the dimension of "Incomprehensibility" is moderately significant. From the table it is clear that three items out of five are true predictors of academic achievement. The partial correlation of these three items included in this dimension are negatively correlated i.e., they are inversely related. Therefore, if the curriculum of Commerce is incomprehensible then the academic achievement of class XI students would surely drop down.

vi) The combined effect of 'R' of different items included in the dimension of "Lack of interest and alien attitude towards the subject" is moderately significant. From the table it is significant that all the items included in this dimension are true predictors of academic achievement. The partial correlation of all the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. Thus, if the students lack interest and cultivate an alien attitude towards the subject then the academic achievement of class XI students would undoubtedly drop down.

vii) The combined effect of 'R' of different items included in the dimension of "Lack of Overall Integration in the Curriculum" is moderately significant. The partial correlation of the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. If the Commerce curriculum lack an over all integration, i.e. if the concept presented remain fragmented and unrelated then the academic achievement of class XI students would undoubtedly drop down.

viii) The combined effect of 'R' of different items included in the dimension of "Nature of Textbook" is moderately significant. From the table it is found that three items out of six are true predictors of academic achievement. The partial correlation of the individual item bears the evidence that these three

items are negatively correlated i.e., they are inversely related. If the nature of Commerce book is not properly planned and designed then the academic achievement of class XI students would undoubtedly drop down.

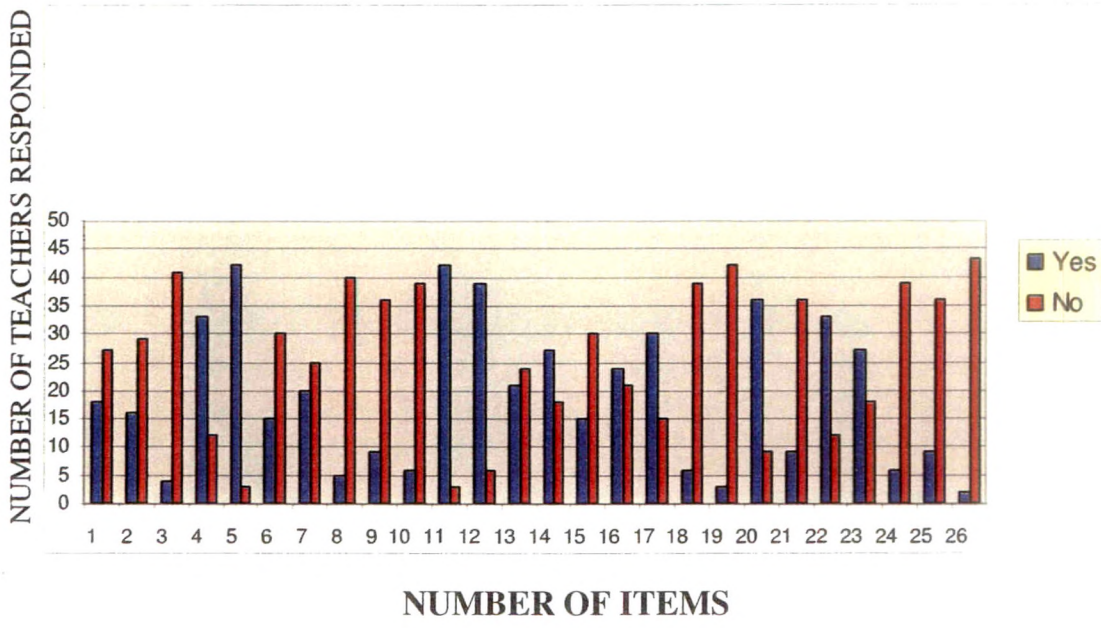
ix) The combined effect of 'R' of different items included in the dimension of "Psychological Anxiety or subject phobia" is significant. The partial correlation of the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. If the students suffer from Commerce phobia or anxiety then the academic achievement of class XI students would undoubtedly drop down.

x) The combined effect of 'R' of different items included in the dimension of "Lack of proper exposure to learning environment" is moderately significant. The partial correlation of the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. If the students are not facilitated with proper then their academic achievement would undoubtedly drop down.

xi) The combined effect of 'R' of different items included in the dimension of "Excessive Parental Expectation" is insignificant. That is, excessive parental expectation does not exert load to the curriculum and hence does not influence the academic achievement of class XI students.

xii) The combined effect of 'R' of different items included in the dimension of "Irrelevance" is not at all significant. It means that the curriculum of Commerce in class XI is quite relevant and so it does not make the curriculum over-loaded and therefore does not influence the academic achievement of class XI students.

Graphical Analysis of the Responses of the Teachers Towards Different Items Included in the Questionnaire meant for Load Analysis of the Commerce Curriculum of Class XI



From the graph it can clearly be analysed that according to the opinions of most of the teachers, the curriculum load of Commerce at the class XI is quite loaded for an average student and so it is needed to be pondered upon.

CHAPTER – V

SUMMARY AND CONCLUSION

5.1 Introduction

5.2 What is Curriculum Load and Transaction ?

5.3 The Problem of Curriculum Load Reflected through the Report of Different Commissions of National and State Level

5.4 For Realizing Curriculum Load the Report of Yashpal Committee has Maintained here from the Website Directly

5.5 National Curriculum Framework for Overcoming Curriculum Load

5.6 Purpose of the Study

5.7 Objectives of the Study

5.8 Methodology of Research

5.9 Need and Significance of the Study

5.10 Limitations of the Study

5.11 Findings and Conclusion

5.12 Interpretation of Result

5.13 Graphical Analysis

5.14 Conclusion from Graphical Analysis

5.15 Recommendations

5.16 Future Scope of Research

CHAPTER – V

SUMMARY AND CONCLUSION

5.1 Introduction

The present study highlighted the factors that contribute to the curriculum load of Commerce of class XI and how they are correlated with the academic achievement of the students of class XI in West Bengal.

In the first chapter the present researcher described the background of the study, and then he passed on to the problem of the study. He focused on the present structure of secondary Commerce curriculum, the main contributing factors that lead to low learning proficiency of students in Commerce and some measures to overcome those hindrances and then he passed on to the problem of the study and clearly delineated the purpose of the study. The researcher also framed some research questions from which he formulated the research hypotheses.

In the second chapter the researcher took the opportunity of presenting his acquaintance with various literatures related to the study.

In the third chapter the researcher narrated the tools of investigation, its construction and standardization of questionnaire. He selected twelve dimensions of curriculum load of Commerce of class XI. Those are Difficulty level, Joyless learning, Psychological anxiety, Lack of integrated curriculum, Lack of proper exposure, Attitude of the students, Excessive expectations of the parents, Irrelevance, Assessment process, Mode of transaction, Nature of text book and Incomprehensibility.

Test items were prepared against each dimensions, 54 items were selected according to those dimensions. The test items were either changed or modified. Then it was administered on 60 students of class XI of both rural and urban schools of West Bengal. The response sheets were examined and evaluated with the help of a scoring key based on Likert's five point scale. After the try-out test

the reliability, validity and objectivity of the tool was determined and certain alteration were made in the final questionnaire on the basis of expert's suggestions and finally it was administered on a sample of 200 students of class XI from both rural and urban areas.

The fourth chapter deals with analysis and interpretation of data.

Lastly, the fifth chapter envelops discussion on the findings obtained. The researcher interpreted his result and drew conclusions for the study. Lastly he discussed the limitations of the study and suggested some recommendations. The implication of this finding is that curriculum review that is focused on the needs of the society is necessary. The current loaded curriculum requires a more focused review to retain those that are relevant not only to the pupil's academic growth but also their harmonious development. The study recommended that teachers should adopt measures to cut down the load of Commerce. Further the teachers should focus on practical skills in teaching Commerce and educate the students on how to tackle the social and peer pressure. The investigator hopes such a study would help the curriculum developers and planners to rewrite and revise the curriculum to reach the goal by obtaining desired outcomes.

5.2 What is Curriculum Load and Transaction ?

Curriculum Load and Transaction can be explained in various ways :

a) Curriculum Load and Transaction are subject-centric. It is because of the nature of the subject that causes load and sometimes the transaction of curriculum create load among learners.

b) Sometimes it is content based, heaviness of the content and also the organizations of the content are the source of curriculum load. Here heaviness is the cause of load and organization of the content may be realized through curriculum transaction.

c) Some others consider textbooks as the source of curriculum load. It is one of the realistic process through which Curriculum load and Transaction are reflected.

In the transactional phase if one cannot enjoy the learning and not benefited by the values imparted by education, then one is bound to feel it as a load.

Institutionalized education, which offers a number of fields of study at different levels, must integrate the two complementary notions :

1) Autonomy of disciplines and
2) Common foundations leading to construction of knowledge.

Different drawbacks of Curriculum Planning in India are that :

1) Curriculum is subject centric.
2) Construction of curriculum is based on pragmatic need of the learners not of the demand of the subject and its reality.
3) As a result the learner is confronted with repetition of ideas and information in different subjects.
4) Misses the interdisciplinary inter-dependence which is so important in later life and in higher education reflected through some reports of commission of national level and state level.
5) Textbook becomes such a dominating factor that neither teachers nor students have time to think of books. These textbooks contain not only the present status of a subject but also the history of the subject.

If the curriculum is a load, it is because of its irrelevance. No wonder that such a system fails to inspire confidence in harmonious growth and gives rise to an uncertain future. Rather than promoting innovativeness and creativity it promotes uniformity and mediocrity. Instead of learning it emphasizes teaching. Therefore, curriculum instead of becoming a medium of creative-self expression and exploration becomes a symbol of irrelevance causing load.

Actually curriculum is the reflection of the culture of a society with its social endeavor. A true curriculum is sourced from the system integrating of the content at a particular level.

5.3 The Problem of Curriculum Load Reflected through the Report of Different Commissions of National and State Level

1. Heaviness of the Syllabus :

Our Committee was concerned with one major flaw of our system of education. This flaw can be identified briefly by, saying that "a lot is taught, but little is learnt or understood". The most common and striking manifestation is the size of the school bag that children can be seen carrying from home to school and back to home everyday. Nevertheless the load we want to discuss is not only the physical load but the load of learning in schools where they study. The weight of the school bag represents one dimension of the problem; another dimension can be seen in the child's daily routine.

2. Joyless Learning :

Tilt is hard to reconcile the rigorous 'academic' regime that is imposed on children from an early age.

Teachers routinely complain that they do not have enough time to explain anything in detail, or to organize activities in the classroom. The manner in which the syllabus is 'covered' in the average classroom is by means of reading the prescribed textbook aloud, with occasional noting of salient points on the blackboard. Opportunities for children to carry out experiments, excursions, or any kind of observations are scarce even in the best of schools. In the average school, especially the school located in a rural area, even routine teaching of the kind described above does not take place in many cases. In several states, school teachers encourage children to attend after-school tuition given for a fee while regular classroom teaching has become a tenuous ritual.

One message of this situation is Non-interactive, chalk and talk methods used in classrooms end up producing children able to replicate but not create knowledge. In the last 14 years, joyful learning has emerged as a powerful concept to change the way we manage schools and classrooms.

A joyful classroom is an active, bright and cheerful place. Whether it is in Nalli Kalli of Karnataka, the Quality Education Schools in UP or elsewhere – joyful learning classrooms can be characterized by the glow on children's faces as they come willingly to school.

The contribution that teachers make towards this kind of socialisation is especially worrisome. Trained teachers are expected to be aware of the wider aims of education; indeed, aims like 'development of the child's total personality' are the shibboleths of teacher training institutions everywhere in the country. It appears that teachers feel they can do little to pursue such lofty aims in any realistic sense under the harsh circumstances created by factors like

1) EXCESSIVE LARGE CLASSES

2) A HEAVY SYLLABUS

3) DIFFICULT TEXT BOOK

This kind of class-size understandably generates a feeling of helplessness among teachers, but why most teachers feel helpless in the face of curriculum-related problems such as heavy syllabi, poorly produced textbooks, etc Most teachers have reason, therefore, to think that they have little to say about the changes made from time to time in syllabi and textbooks.

Even in such extreme cases where a textbook has a factual mistake, no complaints are made by teachers asking for correction of error. There is no established procedure or official forum to mobilise teacher vigilance and participation in curriculum improvement. On the contrary, there are cases where an individual teacher who complained about an error in a state-published textbook, was taken to task. Even if such cases can be described as rare or exceptionally unfortunate, they explain why the majority of teachers intuitively feel that it is not their business to critically examine the syllabus and texts they teach.

3. Examination System :

To reconcile the rigorous 'academic' regime that is imposed on children from an early age with the widespread complaint made about the decline. Much has been written by various official committees on the ills of our examination system. The major, well-understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems, or simply to think. The public examinations taken after classes X and XII have assumed the importance of major events which have a set character or culture of their own. The influence is so strong that schools start holding a formal written examination several years prior to class X indeed, in the primary classes in many parts of the country. And children receive the message almost as soon as they start attending school that the only thing which matters here is one's performance in the examination.

4. Textbook as the 'Truth':

We hardly need to assert that our textbooks are not written from the child's viewpoint. Neither the mode of communication, nor the selection of objects depicted, nor the language conveys the centrality of the child in the world constructed by the text. This last dimension of language deserves some elaboration. The vocabulary and syntax used in the textbooks are incomprehensible.

Not just the textbooks used for the teaching of the natural and the social sciences, but even the textbook used for the teaching of the mother tongue are written in such stylised diction and sentence-structure, that children cannot be expected to see the language used in them as their own. Words, expressions and nuances commonly used by children and others in their milieu are all absent from textbooks. An artificial, sophisticated style dominates textbook lessons, reinforcing the tradition of distancing knowledge from life.

5. Structure of Syllabus :

Highly disturbing tendency we, discovered in text writing, which exacerbates the problem we are discussing, is that of treating pictures as substitutes for exp The absence of the child's viewpoint is also reflected in the Organisation of syllabi in different subjects. We received a large number of complaints from parents as well as teachers that the content of syllabi lacks an overall Organisation or coherence. Gaps in the syllabi between the lower and the higher secondary stages are as common as repetitions of the same content.

5.4 For Realizing Curriculum Load the Report of Yashpal Committee has Maintained here from the Website Directly

1. **Starting early problem curriculum load in detail, Yash Pal Committee identified :**

   It has been observed during the last few years that admission age to nursery classes has been progressively lowered down to the age of 2½ years at some places. It appears that the perception has taken a deep root that if a child has to succeed in life, he or she must start education early in life.

2. **Size of school bag as manifestation of the existence of the problem :**

   So far as physical load of the school bag is concerned, the situation has become worse over the past few years. However, the weight of the school bag represents one dimension of the problem, another dimension can be seen in the child's daily routine which includes completion of homework and attendance at tuitions and coaching classes of different kinds.

3. **Examination system studying the problem of curriculum load in detail :**

   The major, well understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems or

simply to think. Both the teachers and the parents constantly reinforce the fear of examination and the need to prepare for it by memorising a whole lot of information from the textbook and guide books. This sort of perception about the examination makes things difficult for children.

4. **Joyless learning understood defect of the examination system :**

   Majority of our school going children view learning at school as a boring, even unpleasant and bitter experience. The limited purpose of preparing for examination is indeed a very important factor for the unpleasantness of learning. The child centred education and activity based teaching learning method are talked about but **are seldom practised in our school.**

5. **Syllabi and textbook :**

   Majority of our school going children view learning at school as a boring, even unpleasant and bitter experience. The syllabi and textbooks if not prepared properly lead to the problem of curriculum load. It has been observed that most of the textbooks have high density of concepts and the style of writing is very terse. The language used in the books in some cases is beyond the comprehension of many students.

The committee concluded that the problem of curriculum load was not an urban phenomenon. In rural areas, where the students have not to carry heavy bags, the problem of non-comprehension makes things extremely difficult for majority of children The feeling of academic burden arising out of non-comprehension of subject matter included in the syllabus is indeed a serious problem as it is a major hurdle in the achievement of the target of universalisation of elementary education.

After discussing the indicators or manifestations of the problem of curriculum load, the committee identified the following as the roots of the problem :

6. **Knowledge vs. information** important factor for the unpleasantness of learning. The child centre education and activity. The committee has questioned the assumption underlying most curriculum renewal exercises that some sort of knowledge explosion has taken place, therefore, there is a valid reason to add more and more to the existing syllabi. By equating information with knowledge, more things are added to the syllabus making it heavier for children.

7. **Experts commissioned to write textbooks for school students are isolated from classroom realities :**

   Since they are not familiar with learning process of children, the textbooks prepared by them prove too difficult for majority of children.

8. **Centralised character of curriculum :**

   Curriculum development centrally is not relevant to the local needs of different parts of the country. There is need for increasing **participation of teachers in the process of curriculum development.**

9. **Convention of teaching the 'text' development** centrally is not relevant to the local curriculum. Curriculum development centrally is not relevant to the local needs of different parts of the Majority of teachers perceive the content of the textbook as a rigid boundary or a definer of their work in the classroom. Boredom is the inevitable outcome when tersely written textbook is taught in a rigid and mechanical manner.

10. **Competition based social ethos in country :**

    There is need for increasing participation of teachers in the process of curriculum development one major flaw of our system of education. Our social ethos, particularly in urban areas is now fully entrenched in the competitive spirit which is fast becoming our way of life. Rising aspiration

of people in all sections of the society and the growing realization that education is an important instrument to fulfill their aspirations have resulted in a craze for admission to English medium schools which start imparting formal education too early in the **child's life.**

11. **Absence of academic ethos can** be identified briefly by, saying that "a lot is taught, but little is learnt or understood". The problem manifests itself in a variety of ways. The most common and striking Adequate time, staff, accommodation and its maintenance, funds, pedagogical equipment, playgrounds are essential pre-requisites for effective curriculum transaction but unfortunately, an overwhelming majority of schools do not have even the minimum essential facilities. The method of teaching used in majority of teachers are devoid of any type of challenge for the students. Children are hardly provided ail opportunity to observe and explore natural phenomenon. The concept of library as a readily available source for learning simply does not exist in most schools. Similarly, science laboratories are not equally equipped and are not used for experimentation and discovery.

5.5 National Curriculum Framework for Overcoming Curriculum Load

National Curriculum Framework (NCF), 2005 recommends measures like reduction of curriculum load by highlighting following points :

1. Comprehension and application of knowledge,
2. Focus on continuous and comprehensive evaluation,
3. Emphasis on testing of competencies rather than rote memory,
4. Making examination more flexible,
5. Provision of guidance and counseling in schools, and
6. Overall to make learning child-centric.

5.6 Purpose of the Study

The present study is designed with the following purposes :

1. To analyze whether the content of curriculum of class XI is loaded or not.
2. To know whether the mode of transaction is sufficient or not.
3. To study whether the curriculum load related to the academic achievement of learners.
4. To know whether the curriculum need some modification or not.

5.7 Objectives of the Study

1. To study the curriculum load of Commerce of class XI of W. B. C. H. S.E.
2. To identify the reasons that contributes to the load of Commerce curriculum of class XI of W. B. C. H. S. E.
3. To calculate the relation between the factors of curriculum load in Commerce and the academic achievement of students of class XI .
4. To develop and standardize a questionnaire measuring curriculum load of Commerce.
5. To find out the differences in the curriculum load among urban and rural students.
6. To find out the differences in the curriculum load among boys and girls of class XI.

5.8 Methodology of Research

1. **Type of Research:** Descriptive Survey Type research has been followed and analysis has been made on the basis of graphical presentation of data and through multiple regression analysis.
2. **Tools used :**

a) Text book analysis on the basis of a questionnaire prepared by the researcher with the help of review of related studies and by the experts view.

b) Curriculum load and Transaction Questionnaire for regression analysis.

5.9 Need and Significance of the Study

The investigator in his study effort has been made to revise curriculum of class XI of W. B. C. H. S. E. The standard questionnaire was prepared by the researcher based on the objectives of the study. The test items were prepared befitting to the dimensions identified and suggested by the experts.

The tasks will help the teachers, educational thinkers, curriculum planners and specialist to know whether the curriculum is up to the mark or not. Teachers would be able to know whether the present curriculum is satisfied by the students or not. Similarly, the educational stake holders would be helpful by knowing the attitude of students towards the present curriculum system.

The study would help the guardians, the administrator to compare the curriculum among the different boards like CBSE, ICSE.

5.10 Limitations of the Study

1. The present study deals with only class XI curriculum.
2. For analyzing, 200 subjects were only taken.
3. The researcher collected data only from the schools situated in some selected districts of West Bengal.

5.11 Findings and Conclusions

From our dissertation work it has been found that the curriculum of Commerce under West Bengal Council of Higher Secondary Education is quite heavier. Reasons of the load are as follows :

i) The learning of the Commerce is not made joyful for the students so it has become a load for them.

ii) The system of examination of Commerce is quite unsatisfactory for which it has become a burden for the students.

iii) The mode of transaction of the Commerce curriculum is stereotyped and not multi-sensory so it has overburdened the students.

iv) The students are still made to look at the Commerce subject as a secondary language and hence of secondary importance. They seem disinterested and grow a poor attitude towards the subject, so it has become heavier for the students.

v) The Commerce curriculum lacks an overall organization and correlation with the other subjects of the curriculum and so it has overburdened the students.

vi) The nature of Commerce book does not inculcate the spirit of group activity or project work rather it is only content-based so it resulted into load.

vii) The learning of Commerce sometimes creates a phobia among the students so it has become a burden for them.

viii) The lack of proper exposure of the students to the learning of Commerce both at home and in school add load to the curriculum.

5.12 Interpretation of Result

From the findings given above in details it can be interpreted that out of twelve dimensions of curriculum load only over-burdening the Commerce curriculum of class XI and these are responsible poor academic achievement of the students. The above findings are as follows :

i) The combined effect of 'R' of different items included in the dimension of "Difficulty level" is significant. The partial correlation of the individual item bears the evidence that they are predictor items. That is these two items included in this dimension can predict the academic achievement of the students. Moreover the items are negatively correlated i e., they are inversely related. Thus, if the curriculum of Commerce is difficult it is sure to hamper the academic achievement of class XI students.

ii) The combined effect of 'R' of different items included in the dimension of "Joyless Learning" is significant. The partial correlation of the individual item bears the evidence that item no. they are negatively correlated i.e., they are inversely related. If the curriculum of Commerce is joyless then the academic achievement of class XI students would drop down.

iii) The combined effect of 'R' of different items included in the dimension of "System of Examination" is significant. The partial correlation of the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. If the system of examination is faulty then the academic achievement of class XI students would drop down.

iv) The combined effect of 'R' of different items included in the dimension of "Mode of Transaction" is moderately significant. From the table it is clear that two items out of three (item no 23,27) whose 't' values are significant are true predictors of academic achievement. The partial correlation of the individual item bears the evidence that these are also negatively correlated i.e., they are inversely related. Hence, if the mode of transaction is faulty then it would hamper the academic achievement of class XI students.

v) The combined effect of 'R' of different items included in the dimension of "Incomprehensibility" is moderately significant. From the table it is clear that three items out of five are true predictors of academic achievement. The partial correlation of these three items included in this dimension are negatively correlated i.e., they are inversely related. Therefore, if the curriculum of Commerce is incomprehensible then the academic achievement of class XI students would surely drop down.

vi) The combined effect of 'R' of different items included in the dimension of "Lack of interest and alien attitude towards the subject" is moderately

significant. From the table it is significant that all the items included in this dimension are true predictors of academic achievement. The partial correlation of all the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. Thus, if the students lack interest and cultivate an alien attitude towards the subject then the academic achievement of class XI students would undoubtedly drop down.

vii) The combined effect of 'R' of different items included in the dimension of "Lack of Overall Integration in the Curriculum" is moderately significant. The partial correlation of the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. If the Commerce curriculum lack an overall integration, i.e. if the concept presented remain fragmented and unrelated then the academic achievement of class XI students would undoubtedly drop down.

viii) The combined effect of 'R' of different items included in the dimension of "Nature of Textbook" is moderately significant. From the table it is found that three items out of six are true predictors of academic achievement. The partial correlation of the individual item bears the evidence that these three items are negatively correlated i.e., they are inversely related. If the nature of Commerce book is not properly planned and designed then the academic achievement of class XI students would undoubtedly drop down.

ix) The combined effect of 'R' of different items included in the dimension of "Psychological Anxiety or subject phobia" is significant. The partial correlation of the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. If the students suffer from Commerce phobia or anxiety then the academic achievement of class XI students would undoubtedly drop down.

x) The combined effect of 'R' of different items included in the dimension of "Lack of proper exposure to learning environment" is moderately significant. The partial correlation of the individual item bears the evidence that they are negatively correlated i.e., they are inversely related. If the students are not facilitated with proper Commerce learning environment then their academic achievement would undoubtedly drop down.

xi) The combined effect of 'R' of different items included in the dimension of "Excessive Parental Expectation" is insignificant. That is, excessive parental expectation does not exert load to the curriculum and hence does not influence the academic achievement of class XI students.

xii) The combined effect of 'R' of different items included in the dimension of "Irrelevance" is not at all significant. It means that the curriculum of Commerce in class XI is quite relevant and so it does not make the curriculum over-loaded and therefore does not influence the academic achievement of class XI students.

Again the effect of curriculum load of Commerce was found to vary among the rural and urban students, i.e., among rural boys and urban boys, and among rural girls and urban girls respectively.

Thus, it can be concluded that the Commerce curriculum in West Bengal Council of Higher Secondary Education, need to be made more student-friendly and enjoyable by eliminating the burden of learning to ensure more fruitful result.

5.13 Graphical Analysis

1) From the graph, it is clear that 41.18% and 19.67% of the students' rural and urban respectively showing total agreeness towards the item. 38.24% and 52.46% students rural and urban respectively showing partially agreed. 29.4%

and 3.28% students rural and urban respectively showing neutral.

5.88% and 4.92% students rural and urban respectively showing partially disagreed. 11.76% and 19.67% students rural and urban respectively showing totally disagreed.

2) From the graph, it is clear that 11.76% and 21.31% of the students rural and urban respectively showing total agreeness towards the item. 47.06% and 34.43% students rural and urban respectively showing partially agreed. 11.76% and 8.20% students rural and urban respectively are showing neutral.

11.76% and 11.48% students rural and urban respectively showing partially disagreed.17.65% and 24.59% students rural and urban respectively showing totally disagreed.So, it indicates that the statement is true.

3) From the graph, it is clear that 32.35% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 41.18% and 47.54% students rural and urban respectively showing partially agreed. 5.88% and 11.48% students rural and urban respectively showing neutral.

5.88% and 13.11% students rural and urban respectively showing partially disagreed. 14.71% and 9.84% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

4) From the graph, it is clear that 38.24% and 26.23% of the students rural and urban respectively showing total agreeness towards the item. 23.53% and 22.95% students rural and urban respectively showing partially agreed. 5.88% and 1.64% students rural and urban respectively showing neutral.

8.82% and 21.31% students rural and urban respectively showing partially disagreed. 23.53% and 27.87% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

5) From the graph, it is clear that 23.53% and 11.48% of the students rural and

urban respectively showing total agreeness towards the item. 14.71% and 18.03% students rural and urban respectively showing partially agreed. 17.65% and 11.48% students rural and urban respectively showing neutral.

14.71% and 16.39% students rural and urban respectively showing partially disagreed. 29.41% and 42.62% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

6) From the graph, it is clear that 11.76% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 29.41% and 21.31% students rural and urban respectively showing partially agreed. 8.82% and 8.20% students rural and urban respectively showing neutral.

11.76% and 18.03% students rural and urban respectively showing partially disagreed. 38.24% and 34.43% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

7) From the graph, it is clear that 5.88% and 8.20% of the students rural and urban respectively showing total agreeness towards the item. 8.82% and 16.39% students rural and urban respectively showing partially agreed. 14.71% and 11.48% students rural and urban respectively showing neutral.

11.76% and 14.75% students rural and urban respectively showing partially disagreed. 58.82% and 49.18% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

8) From the graph, it is clear that 8.82% and 4.92% of the students rural and urban respectively showing total agreeness towards the item. 32.35% and 16.39% students rural and urban respectively showing partially agreed. 23.53% and 22.95% students rural and urban respectively showing neutral.

14.71% and 27.87% students rural and urban respectively showing partially disagreed. 20.59% and 27.87% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

9) From the graph, it is clear that 2.94% and 3.28% of the students rural and urban respectively showing total agreeness towards the item. 11.76% and 9.84% students rural and urban respectively showing partially agreed. 26.47% and 16.39% students rural and urban respectively showing neutral.

14.71% and 13.11% students rural and urban respectively showing partially disagreed. 44.12% and 57.38% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

10) From the graph, it is clear that 2.94% and 0.00% of the students rural and urban respectively showing total agreeness towards the item. 14.71% and 8.20% students rural and urban respectively showing partially agreed. 29.41% and 19.67% students rural and urban respectively showing neutral.

14.71% and 9.84% students rural and urban respectively showing partially disagreed. 38.24% and 62.30% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

11) From the graph, it is clear that 17.65% and 14.75% of the students rural and urban respectively showing total agreeness towards the item. 41.18% and 27.87% students rural and urban respectively showing partially agreed. 11.76% and 9.84% students rural and urban respectively showing neutral.

11.76% and 14.75% students rural and urban respectively showing partially disagreed. 17.65% and 32.79% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

12) From the graph, it is clear that 17.65% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 26.47% and 34.43% students rural and urban respectively showing partially agreed. 11.76% and 14.75% students rural and urban respectively showing neutral.

11.76% and 14.75% students rural and urban respectively showing partially disagreed. 32.35% and 18.03% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

13) From the graph, it is clear that 23.53% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 38.24% and 22.95% students rural and urban respectively showing partially agreed. 8.82% and 9.84% students rural and urban respectively showing neutral.

8.82% and 19.67% students rural and urban respectively showing partially disagreed. 20.59% and 29.59% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

14) From the graph, it is clear that 29.41% and 13.11% of the students rural and urban respectively showing total agreeness towards the item. 35.29% and 32.79% students rural and urban respectively showing partially agreed. 11.76% and 11.48% students rural and urban respectively showing neutral.

2.94% and 19.67% students rural and urban respectively showing partially disagreed. 20.59% and 22.95% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

15) From the graph, it is clear that 8.82% and 18.03% of the students rural and urban respectively showing total agreeness towards the item. 55.88% and 22.95% students rural and urban respectively showing partially agreed. 11.76% and 18.03% students rural and urban respectively showing neutral.

5.88% and 18.03% students rural and urban respectively showing partially disagreed. 17.65% and 22.95% students rural and urban respectively

showing totally disagreed. So, it indicates that the statement is true.

16) From the graph, it is clear that 26.47% and 26.23% of the students rural and urban respectively showing total agreeness towards the item. 44.12% and 18.03% students rural and urban respectively showing partially agreed. 8.82% and 18.03% students rural and urban respectively showing neutral.

11.76% and 14.75 % students rural and urban respectively showing partially disagreed. 8.82% and 22.95% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

17) From the graph, it is clear that 14.71% and 8.20% of the students rural and urban respectively showing total agreeness towards the item. 47.06% and 27.87% students rural and urban respectively showing partially agreed. 11.76% and 8.20% students rural and urban respectively showing neutral.

5.88% and 21.33% students rural and urban respectively showing partially disagreed. 20.59% and 34.43% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

18) From the graph, it is clear that 17.65% and 4.92% of the students rural and urban respectively showing total agreeness towards the item. 23.53% and 18.03% students rural and urban respectively showing partially agreed. 5.88% and 11.48% students rural and urban respectively showing neutral.

14.71% and 22.95% students rural and urban respectively showing partially disagreed. 38.24% and 42.62% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

19) From the graph, it is clear that 29.41% and 9.84% of the students' rural and urban respectively showing total agreeness towards the item. 32.35% and 32.79% students rural and urban respectively showing partially agreed. 14.71%

and 11.48% students rural and urban respectively are showing neutral.

11.76% and 16.39% students rural and urban respectively showing partially disagreed. 11.76% and 29.51% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

20) From the graph, it is clear that 20.59% and 3.28% of the students rural and urban respectively showing total agreeness towards the item. 23.53% and 19.67% students rural and urban respectively showing partially agreed. 23.53% and 27.87% students rural and urban respectively showing neutral.

17.65% and 18.03% students rural and urban respectively showing partially disagreed. 14.71% and 31.15% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is not true. Hence the curriculum needs some modifications.

21) From the graph, it is clear that 23.53% and 11.48% of the students rural and urban respectively showing total agreeness towards the item. 17.65% and 34.43% students rural and urban respectively showing partially agreed. 17.65% and 16.39% students rural and urban respectively showing neutral.

20.59% and 6.56% students rural and urban respectively showing partially disagreed. 20.59% and 31.15% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

22) From the graph, it is clear that 23.53% and 9.84% of the students rural and urban respectively showing total agreeness towards the item. 29.41% and 42.62% students rural and urban respectively showing partially agreed. 20.59% and 11.48% students rural and urban respectively showing neutral.

17.65% and 19.67% students rural and urban respectively showing partially disagreed.8.82% and 16.39% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

23) From the graph, it is clear that 35.29% and 11.48% of the students rural and urban respectively showing total agreeness towards the item. 23.53% and 27.87% students rural and urban respectively showing partially agreed. 14.71% and 16.39% students rural and urban respectively showing neutral.

11.76% and 21.31% students rural and urban respectively showing partially disagreed. 14.71% and 22.95% students rural and urban respectively showing totally disagreed. So, it indicates that the statement is true.

5.14 Conclusion from Graphical Analysis

From the above statistics it has been found that the following factors are causing curriculum load and transaction in class XI of West Bengal Council of Higher Secondary Education :

1) The content of the curriculum is overloaded.
2) The knowledge of curriculum help the students to grow positive attitude towards education.
3) The presentation of content of the curriculum can able to create interest among the students.
4) The curriculum of education is appropriate for entering higher study.
5) The curriculum of education is not structured properly .
6) The curriculum of education is quite helpful to the students for different competitive examinations have been rejected.
7) The curriculum helps to develop vocational ability among the students who are not taking higher education has also been rejected.
8) The curriculum in West Bengal Council of Higher Secondary Education is not similar to those of C. B. S. E and I. C. S. E. Boards reflected through the results.
9) The curriculum of education is difficult enough for fulfilling the objectives of curriculum.
10) The transaction of curriculum helps student to use the knowledge for their

up gradation in different schools of West Bengal is not supported by the documents.

11) The curriculum of education brings fatigue among the students.

12) The curriculum of education develops creativity among the students.

13) The curriculum of education initiated problem solving ability among the students.

14) The curriculum of education develops thinking ability and imagination power among the students.

15) The curriculum just enough for high intelligent and low intelligent students.

16) The transaction of curriculum is not effective for the students achievement.

17) The curriculum in present condition is too lengthy to be completed in time by the teachers.

18) The curriculum in present condition is too lengthy to be completed in time by the teachers is not supported.

19) The curriculum to evaluate the students of class XI is just enough to measure their knowledge, understanding, ability and applicability.

20) The curriculum is matched with the age and mental stage of the students has been rejected.

21) In transaction of the curriculum pedagogical equipments are used properly has been rejected by the percentage.

22) The examination system presently curriculum may create curriculum load among students.

23) An overwhelming majority of schools do not have minimum essential facilities for teaching and learning.

5.15 Recommendations

The whole question of curriculum load is a complex question and there are no simple solutions. It has to be tackled in a comprehensive way, and not through isolated steps. It may not be possible to enhance overnight the level of

competence, motivation and commitment of teachers, provide the facilities required to all the schools, check the growth of commercialisation in education, channelise the parental ambitions and aspirations, and minimise the importance of annual examinations. A package of suitable measures, both short term and long term, needs to be initiated urgently to tackle the problem. The measures will naturally include attempts to reform curriculum, raise the level of teachers' competence, motivation and commitment, strengthen the system of supervision to make teachers responsible for nonperformance, provide minimum essential infrastructural facilities to schools and to regulate the system of homework assignment. The following recommendations have been suggested by the present researcher to overcome the load of Commerce curriculum :

- Shifting from traditional teacher centred learning strategy to the learner centred approach where participatory, activity-based, environment based learning process should be suggested to overcome this crisis.
- Self learning / group learning / peer learning are also to be encouraged to ensure learning without burden.
- Traditional Chalk and Talk teaching-learning technique should totally be discouraged. Instead the teaching-learning strategy should adopt various modes such as the following –
  - Activity based (use of TLM).
  - Discussion.
  - Observance.
  - Exploration of the environment.
  - Project works / Experimentation.
  - Data collection.
  - Field trips.
  - Excursion.
  - Seminars / Exhibitions / Talks.
  - Use of Audio-Visual Aids / Information Technology / Internet.

- The Commerce curriculum should give scope to new knowledge, replacing obsolete knowledge and those knowledge should be made inter-disciplinary.
- The provision of supervised study periods in the school time-table should be made during which teachers could help the students to clarify their doubts.
- Reframing of curriculum at suitable intervals is inevitable to take care of a good deal of knowledge explosion taking place today.
- A shift away from content-based testing to problem solving skills and understanding.
- The prevailing typology of questions asked needs a radical change. There should be a shift towards shorter examinations with a 'flexible time limit'.

5.16 Future Scope of Research

The present study opens up the following scopes for further research :

i) The present researcher had selected only four schools from four districts of West Bengal out of 19 districts for his study. Further study on larger sample would give a more generalized result.

ii) Larger number of schools of different grades should be taken to find out the real extent of academic achievement of the students in Commerce.

iii) A longitudinal study on the same topic would furnish more comprehensive findings.

iv) The present researcher had collected data with a single tool (questionnaire). Other type of tools might be prepared to get better results.

v) The present researcher had conducted his study on the students of Class XI of W. B. C. H. S. E. A comparative study between the curriculum loads of other boards with it in the country might also be conducted.

vi) The present researcher had conducted his study on the curriculum load of only one subject i.e., Commerce. A further study on the curriculum load of other subjects might also be conducted.

CHAPTER – VI

BIBLIOGRAPHY AND REFERENCES

APPENDICES

BIBLIOGRAPHY AND REFERENCES

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Questionnaire

A STUDY ON CURRICULUM LOAD AND ITS TRANSACTION IN CLASS XI IN WEST BENGAL

(PILOT STUDY)

Each item of the questionnaire has five options out of which only one option to be considered for each selection. Information is kept confidential and only will be used for research purpose

by

JYOTIPRAKASH GHOSH

RESEARCH SCHOLAR,

DEPARTMENT OF EDUCATION,

UNIVERSITY OF KALYANI

Name of the Student : _____

Name of the School : _____

Class : _____

QUESTIONNAIRE

1) The content of the curriculum of class XI in West Bengal Council of Higher Secondary Education is overloaded.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

2) The knowledge of curriculum in class XI help the students to grow positive attitude towards education.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

3) The presentation of content of the curriculum of class XI in West Bengal Council of Higher Secondary Education can able to create interest among the students.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

4) Curriculum of class XI is appropriate for entering higher study.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

5) Curriculum of class XI is not structured properly.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

6) Curriculum of class XI is quite helpful to the students for different competitive examinations.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

7) Curriculum at the secondary stage helps to develop vocational ability among the students who are not taking higher education.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

8) The curriculum at the secondary stage in West Bengal Council of Higher Secondary Education is similar to those of C. B. S. E & I. C. S. E. Boards.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

9) The curriculum of class XI is difficult enough for fulfilling the objectives of curriculum.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

10) The transaction of curriculum at the secondary stage helps student to use the knowledge for their up gradation in different schools of West Bengal.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

11) The curriculum of class XI brings fatigue among the students.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

12) The curriculum of class XI develops creativity among the students

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

13) The curriculum of class XI initiated problem solving ability among the students.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

14) The curriculum of class XI develops thinking ability and imagination power among the students.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

15) The curriculum of class XI just enough for high intelligent and low intelligent students.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

16) The transaction of curriculum of class XI is not effective for the students achievement.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

17) The curriculum of class XI in present condition is too lengthy to be completed in time by the teachers.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

18) The curriculum of class XI in present condition is too lengthy to be completed in time by the teachers.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

19) The curriculum to evaluate the students of class XI is just enough to measure their knowledge, understanding, ability and applicability.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

20) The curriculum of class XI in West Bengal is matched with the age and mental stage of the students of this stage.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

21) In transaction of the curriculum of class XI pedagogical equipments are used properly.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

22) The examination system presently of class XI curriculum may create curriculum load among students.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

23) An overwhelming majority of schools do not have minimum essential facilities for teaching and learning.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

24) Content is accurate and up-to date.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

25) Language is appropriate for the intended age group.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

26) It contains end-of-lesson questions

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

27) Lessons are linked to other subject areas

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

28) Activities engage students in active learning; they are appealing to a wide range of abilities and interests.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

29) Lessons encourage higher level thinking

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

30) This textbook could be used for several years

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

31) This textbook could be used for several years

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

32) Content is presented deductively

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree
☐	☐	☐	☐	☐

33) Real-life applications are given

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree
☐	☐	☐	☐	☐

34) Non text content (maps, graphs, pictures) are accurate and well integrated into the text

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree
☐	☐	☐	☐	☐

35) New terms, formulas are explained properly

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree
☐	☐	☐	☐	☐

36) Generally suitable for most of the students

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree
☐	☐	☐	☐	☐

37) New terms are highlighted properly (i.e. bold or underlined)

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree
☐	☐	☐	☐	☐

38) Etymological meanings are discussed properly

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree
☐	☐	☐	☐	☐

39) It provides a useful table of contents, glossary and index

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

40) Does the table of contents show a logical arrangement and development of subject ?

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

41)The textbook is uniform in appearance and content layout throughout the book as well as within each chapter ?

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

42) Size and format of print is appropriate

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

43) Format is visually appealing & interesting

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

44) It contains references, bibliographies, and other resources Are they helpful and sufficient?

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

45) The chapters provide proper introductions and summaries those are clear and comprehensive

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

46) Activities apply to a diversity of student abilities, interests and learning styles.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

47) Are all the pages numbered ? If not, Is this confusing

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

48) Good command over the subject

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

49) Most of the teachers are very much interactive in classroom situation.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

50) Teacher is helpful, comprehensive, organized and easy to understand.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

51) Most of the content is theoretically presented without having any relation with the reality.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

52) Feedback mechanism is almost absent in transactional phase.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

FINAL QUESTIONNAIRE

1) The content of the curriculum of class XI in West Bengal Council of Higher Secondary Education is overloaded.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

2) The knowledge of curriculum in class XI help the students to grow positive attitude towards education.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

3) The presentation of content of the curriculum of class XI in West Bengal Council of Higher Secondary Education can able to create interest among the students.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

4) Curriculum of class XI is appropriate for entering higher study.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

5) Curriculum of class XI is not structured properly.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

6) Curriculum of class XI is quite helpful to the students for different competitive examinations.

☐	☐	☐	☐	☐
Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

7) Curriculum of class XI helps to develop vocational ability among the students who are not taking higher education.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

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Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

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Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

10) The transaction of curriculum of class XI helps student to use the knowledge for their up gradation in different schools of West Bengal.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

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Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

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Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

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Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

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Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

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16) The transaction of curriculum of class XI is not effective for the students achievement.

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Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

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Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

21) In transaction of the curriculum of class XI pedagogical equipments are used properly.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

22) The examination system presently of class XI curriculum may create curriculum load among students.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

23) An overwhelming majority of schools do not have minimum essential facilities for teaching and learning.

Totally Agree	Partially Agree	Neutral	Partially disagree	Disagree

PILOT TEST FORMAT

প্রশ্নপত্র

ডঃ দিবেন্দু ভট্টাচার্য্য ও পিয়ালী ভট্টাচার্য্য

অ্যাসোসিয়েট প্রফেসর	গবেষিকা
শিক্ষাতত্ত্ব বিভাগ	শিক্ষাতত্ত্ব বিভাগ
কল্যাণী বিশ্ববিদ্যালয়	কল্যাণী বিশ্ববিদ্যালয়

বর্তমান প্রশ্নপত্রটি M. Ed. পাঠ্যক্রমের গবেষণামূলক কাজে ব্যবহৃত হবে। প্রত্যেক প্রশ্নের ৫টি বিভিন্ন মাত্রা আছে। এই মাত্রাগুলি হল SA, A, U, SD, D. 'SA' দ্বারা বোঝানো হচ্ছে 'Strongly agree' বা সম্পূর্ণ একমত, 'A' দ্বারা বোঝানো হচ্ছে 'agree' বা একমত, 'U' দ্বারা বোঝানো হচ্ছে uncertain বা কোনো সিদ্ধান্তে উপনীত হওয়া যাচ্ছে না, 'SD' দ্বারা বোঝানো হচ্ছে 'Strongly disagree' বা বক্তব্যটির সাথে সম্পূর্ণভাবে ভিন্নমত, 'D' দ্বারা বোঝানো হচ্ছে Disagree অর্থাৎ ভিন্নমত। প্রতিটি বক্তব্যকে একবার পড়ে চিন্তা করে একটি মাত্রার পাশে ✓ চিহ্ন দিয়ে তা সুনির্দিষ্ট করে পরের বক্তব্যে যাও। বন্ধুদের সঙ্গে এ বিষয়ে পরামর্শ করার কোনো প্রয়োজন নেই। সহজ স্বাধীন ভাবে সম্পূর্ণ তালিকাটিতে দ্বিধাহীনভাবে নিজের অনুভূতিটুকু প্রকাশ কর। মনে রাখবে প্রাপ্ত তথ্যের গোপনীয়তা সম্পূর্ণভাবে বজায়ে রাখা হবে।

শিক্ষার্থীর নাম :

শ্রেণী :

বিদ্যালয়ের নাম :

শিক্ষাতত্ত্ব বিভাগ

কল্যাণী বিশ্ববিদ্যালয়

	SA	A	U	D	SD
১) মাধ্যমিকের ইংরাজী বিষয়ের পাঠ্যপুস্তকগুলিতে সহজ শব্দ এবং সরল বাক্যের সমন্বয়ে সিলেবাসের বিষয়বস্তুকে সুন্দরভাবে পরিবেশন করা হয়েছে।	[ ]	[ ]	[ ]	[ ]	[ ]
২) শিক্ষার্থীদের পাঠ্যক্রমের মূল্যায়নের জন্য যে পরীক্ষা পদ্ধতি চালু আছে তা সঠিক ও বিজ্ঞানসম্মত।	[ ]	[ ]	[ ]	[ ]	[ ]
৩) মাধ্যমিকের ইংরাজী পাঠ্যপুস্তকের বিষয়বস্তুগুলি অতিরঞ্জিত শব্দালঙ্কার দ্বারা পরিবেশন করা হয়েছে।	[ ]	[ ]	[ ]	[ ]	[ ]
৪) পরীক্ষার সময় ঘুরিয়ে প্রশ্ন এলে শিক্ষার্থীদের খুব ভয় লাগে।	[ ]	[ ]	[ ]	[ ]	[ ]
৫) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের গল্প,কবিতা ও ব্যাকরণকে শিক্ষার্থীরা বাংলা বিষয়ের সঙ্গে সম্পর্কযুক্ত করে পড়ে।	[ ]	[ ]	[ ]	[ ]	[ ]
৬) স্কুলে ইংরাজীর home work থাকলে বা পড়া দেওয়ার থাকলে অনেকসময় শিক্ষার্থীরা বিদ্যালয়ে আসে না।	[ ]	[ ]	[ ]	[ ]	[ ]
৭) মাধ্যমিকের ইংরাজীতে যে সমস্ত পাঠ্যপুস্তক আছে সেগুলো মাধ্যমিকের পর উচ্চ শিক্ষার জন্য যোগাযোগ স্থাপন করে।	[ ]	[ ]	[ ]	[ ]	[ ]
৮) মাধ্যমিকের পাঠ্যপুস্তকগুলিতে সিলেবাসের গল্প ও কবিতাগুলির মধ্যে সাহিত্যের সঙ্গে ব্যাকরণের উপস্থাপনা সুন্দর ভাবে পরিবেশন করা হয়েছে।	[ ]	[ ]	[ ]	[ ]	[ ]
৯) বাবা-মা ও শিক্ষক মহাশয়ের চাপে শিক্ষার্থীরা ইংরাজী পড়তে বাধ্য হয়।	[ ]	[ ]	[ ]	[ ]	[ ]
১০) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের জন্য যে শিক্ষন পদ্ধতি চালু রয়েছে তা শিক্ষার্থীদের সঠিকভাবে উৎসাহিত করে।	[ ]	[ ]	[ ]	[ ]	[ ]
১১) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের বিষয়বস্তুর অধিকমাত্রায় সংযোজন ঘটেছে।	[ ]	[ ]	[ ]	[ ]	[ ]
১২) মাধ্যমিকের ছাত্র-ছাত্রীরা ইংরাজী পরীক্ষায় পাশ করার জন্য পাঠ্যক্রমের বিষয়বস্তু মুখস্থ করে।	[ ]	[ ]	[ ]	[ ]	[ ]
১৩) ইংরাজী পাঠ্যক্রম শিক্ষার্থীদের মধ্যে ভীতির সঞ্চার করে।	[ ]	[ ]	[ ]	[ ]	[ ]
১৪) ইংরাজী ক্লাস করার জন্য শিক্ষার্থীদের মধ্যে আগ্রহ লক্ষ্য করা যায়।	[ ]	[ ]	[ ]	[ ]	[ ]
১৫) এই পাঠ্যক্রমের বিষয়বস্তুগুলি উচ্চ ও নিম্ন বুদ্ধি সম্পন্ন শিক্ষার্থীদের ক্ষেত্রে যথোপযুক্ত।	[ ]	[ ]	[ ]	[ ]	[ ]

	SA A U D SD
১৬) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের মূল্যায়নের জন্য যে প্রশ্নপত্র তৈরী হয় তা শিক্ষার্থীদের জ্ঞান, বোধগম্যতা, দক্ষতা ও প্রয়োগ সম্পর্কিত অভিজ্ঞতা পরিমাপের ক্ষেত্রে যথোপযুক্ত।	[ ] [ ] [ ] [ ] [ ]
১৭) ইংরাজী ভালো করে বোঝেনা বলে শিক্ষার্থীদের ইংরাজী ক্লাস করতে ভালো লাগে না।	[ ] [ ] [ ] [ ] [ ]
১৮) ইংরাজীতে কথা বলতে পারে না বলে শিক্ষার্থীরা হীনমন্যতায় ভোগে।	[ ] [ ] [ ] [ ] [ ]
১৯) মাধ্যমিকের ইংরাজী পাঠ্যক্রমটি বৃত্তিগত দক্ষতা (কল সেন্টার জব) প্রদানে সক্ষম।	[ ] [ ] [ ] [ ] [ ]
২০) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের বিভিন্ন অধ্যায় গুলিতে বিষয়বস্তু সহজ থেকে কঠিন এই নীতি অনুসারে সাজানো হয়েছে।	[ ] [ ] [ ] [ ] [ ]
২১) মাধ্যমিকের ইংরাজী শিক্ষার জন্য যে শিক্ষনপদ্ধতি চালু রয়েছে বাস্তব ক্ষেত্রে সেগুলি সঠিকভাবে প্রয়োগ করা প্রয়োজন।	[ ] [ ] [ ] [ ] [ ]
২২) এই পাঠ্যক্রম শিক্ষার্থীদের মানসিক অবসাদ আনে।	[ ] [ ] [ ] [ ] [ ]
২৩) শ্রেনীকক্ষে গ্রুপ ডিসকাসনে শিক্ষার্থীরা অংশগ্রহন করে।	[ ] [ ] [ ] [ ] [ ]
২৪) প্রাথমিক স্তর থেকে পাঠ্যক্রমের ইংরাজী বিষয়টিকে গুরুত্ব দিয়ে শেখানো হয় না।	[ ] [ ] [ ] [ ] [ ]
২৫) ইংরাজী শিক্ষার অগ্রগতির জন্য বিভিন্ন ধরনের সাপ্তাহিক ও মাসিক পরীক্ষা নেবার ব্যবস্থা থাকলে ভালো হয়।	[ ] [ ] [ ] [ ] [ ]
২৬) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের বিষয়বস্তু শিখনের জন্য শিক্ষার্থীদের মধ্যে প্রাইভেট টিউশন গ্রহন করার প্রবনতা রয়েছে।	[ ] [ ] [ ] [ ] [ ]
২৭) প্রতি বছর বার্ষিক পরীক্ষায় ইংরাজীর ফলের কথা চিন্তা করে শিক্ষার্থীদের ঘুম হয় না।	[ ] [ ] [ ] [ ] [ ]
২৮) Spoken English এর জন্য পাঠ্যক্রমে আলাদা ব্যবস্থা থাকলে ভালো হয় ।	[ ] [ ] [ ] [ ] [ ]
২৯) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের মূল্যায়নের ক্ষেত্রে শিক্ষকদের মধ্যে গুণগত মান অপেক্ষা পরিমানগত মান বেশী গ্রহন যোগ্য ।	[ ] [ ] [ ] [ ] [ ]

	SA A U D SD
৩০) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের বিষয়বস্তু ছাত্র-ছাত্রীদের দৈনন্দিন জীবনের সঙ্গে সঙ্গতিপূর্ন।	[ ] [ ] [ ] [ ] [ ]
৩১) বাড়ির সার্বিক পরিস্থিতির মধ্যে ইংরাজী বলার কোনো প্রচলন নেই বলে এই ভাষার প্রতি শিক্ষার্থীদের অনিহা জন্মেছে।	[ ] [ ] [ ] [ ] [ ]
৩২) শিক্ষার্থীরা মাধ্যমিক পাঠ্যক্রমের অন্যান্য বিষয় পড়তে যতটা সময় ব্যায় করে ইংরেজীর ক্ষেত্রে তার তুলনায় অনেক কম সময় ব্যায় করে।	[ ] [ ] [ ] [ ] [ ]
৩৩) মাধ্যমিকের ইংরাজী পাঠ্যপুস্তকের চেয়ে ইংরাজী সহায়িকার প্রতি শিক্ষার্থীরা বেশী নির্ভর করে।	[ ] [ ] [ ] [ ] [ ]
৩৪) ভুল উত্তর দিলে বন্ধুরা হাসবে বলে শিক্ষার্থীরা ইংরাজী ক্লাসে চুপচাপ থাকে।	[ ] [ ] [ ] [ ] [ ]
৩৫) মাধ্যমিকের ইংরাজী পাঠ্যক্রমে যে বিষয়বস্তুগুলো আছে সেগুলি শিক্ষার্থীদের সাহিত্যের প্রতি আগ্রহী করে তোলার পক্ষে যথেষ্ট।	[ ] [ ] [ ] [ ] [ ]
৩৬) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের বিষয়গুলো উপস্থাপন শিক্ষার্থীদের ইংরাজী পাঠে আগ্রহী করে তোলে।	[ ] [ ] [ ] [ ] [ ]
৩৭) শিক্ষার্থীরা ইংরাজী ক্লাসে নিজেদের মধ্যে এবং শিক্ষক মহাশয়ের সঙ্গে ইংরাজী ভাষায় কথা বলে।	[ ] [ ] [ ] [ ] [ ]
৩৮) মাধ্যমিকের ইংরাজী পাঠ্যক্রমটি বিভিন্ন প্রতিযোগীতামূলক পরীক্ষার ক্ষেত্রে যথোপযুক্ত।	[ ] [ ] [ ] [ ] [ ]
৩৯) মাধ্যমিকের ইংরাজী বিষয়ের পাঠ্যপুস্তকগুলিতে সিলেবাস অনুযায়ী বিষয়বস্তু ব্যাখ্যা ও পরিবেশন যর্থাথ অর্থাৎ সংক্ষিপ্ত ও দীর্ঘায়িত নয়।	[ ] [ ] [ ] [ ] [ ]
৪০) ইংরাজী শিক্ষক মহাশয় কক্ষে বকাবকি করেন বলে শিক্ষার্থীদের আগ্রহ কমে গেছে।	[ ] [ ] [ ] [ ] [ ]
৪১) শিক্ষার্থীদের ইংরাজী ক্লাস করতে ভাল লাগে।	[ ] [ ] [ ] [ ] [ ]
৪২) পরীক্ষার সময় শিক্ষার্থীদের ইংরাজী পরীক্ষা দিতে বেশী ভয় লাগে।	[ ] [ ] [ ] [ ] [ ]

	SA A U D SD
৪৩) মাধ্যমিকের ইংরেজী বিষয়ের সিলেবাসের বিষয়বস্তুকে পাঠ্যপুস্তকে এমনভাবে পরিবেশিত হয়েছে যে ছাত্রদের knowledge, understanding, application ও skill এইসব দিকগুলির সঠিকভাবে উন্নতিসাধন হয়।	[ ] [ ] [ ] [ ] [ ]
৪৪) শিক্ষন ছাড়াও শিক্ষক মহাশয়ের আনুসাঙ্গীক কাজের চাপ অনেক বেশী থাকায় পাঠ্যক্রমের বিষয়গুলিকে খুটিয়ে খুটিয়ে পড়ানো সম্ভব হয় না বলে পড়া বোঝায় কিছু ঘাটতি থেকে যায়।	[ ] [ ] [ ] [ ] [ ]
৪৫) এই পাঠ্যক্রম শিক্ষার্থীদের উদ্ভাবনী প্রতিভার বিকাশ ঘটায় এবং লেখন শৈলীতে দক্ষতা বাড়ায়।	[ ] [ ] [ ] [ ] [ ]
৪৬) মাধ্যমিকের ইংরাজী পাঠ্যক্রমটি চিন্তা ও কল্পনা শক্তির বিকাশ ঘটায়।	[ ] [ ] [ ] [ ] [ ]
৪৭) পরীক্ষার ফল প্রকাশের পর অন্যান্য বিষয়ের তুলনায় ইংরাজীতে নম্বর কম পেলে শিক্ষার্থীদের বাবা মা তাদের ওপর চাপ সৃষ্টি করেন ।	[ ] [ ] [ ] [ ] [ ]
৪৮)আত্মীয় মহলে বা ঘনিষ্ট বন্ধুমহলে কেউ ইংরাজীতে বেশী দক্ষ হলে শিক্ষার্থীদের বাবা মা তাদের ভৎসনা করেন ।	[ ] [ ] [ ] [ ] [ ]
৪৯)বর্তমানে বিভিন্ন প্রতিযোগীতামূলক পরীক্ষা যে ধরনের ব্যাকরণ আসে মাধ্যমিকের ইংরাজী পাঠ্যক্রমে ঠিক সেভাবেই ব্যাকরণ পরিবেশন করা আছে।	[ ] [ ] [ ] [ ] [ ]
৫০) মাধ্যমিকের ইংরাজী পাঠ্যক্রমে যে ধরনের পত্র রচনা শেখানো হয় দৈনন্দিন জীবনে বিভিন্ন ক্ষেত্রে তা কাজে লাগে ।	[ ] [ ] [ ] [ ] [ ]
৫১) বিদ্যালয়ে Language laboratory থাকলে ভাল হয়।	[ ] [ ] [ ] [ ] [ ]
৫২) প্রতি বছর বিদ্যালয়ের সাংস্কৃতিক অনুষ্ঠানে শিক্ষার্থীরা ইরাজী নাটক ও কবিতা পরিবেশন করে ।	[ ] [ ] [ ] [ ] [ ]
৫৩) নবম ও দশম শ্রেণীর ইংরাজী পাঠ্যক্রমের গল্প, কবিতা,ব্যাকরণ একে আপরের সহিত সম্পর্কযুক্ত ।	[ ] [ ] [ ] [ ] [ ]
৫৪) মাধ্যমিকের ইংরাজী পাঠ্যক্রমে পাঠন শৈলী ও লেখন শৈলী সম ভাবে বঠন করা হয়েছে ।	[ ] [ ] [ ] [ ] [ ]

FINAL TEST FORMAT

প্রশ্নপত্র

ডঃ দিবেন্দু ভট্টাচার্য্য ও পিয়ালী ভট্টাচার্য্য

অ্যাসোসিয়েট প্রফেসর	গবেষিকা
শিক্ষাতত্ত্ব বিভাগ	শিক্ষাতত্ত্ব বিভাগ
কল্যাণী বিশ্ববিদ্যালয়	কল্যাণী বিশ্ববিদ্যালয়

বর্তমান প্রশ্নপত্রটি M. Ed. পাঠ্যক্রমের গবেষণামূলক কাজে ব্যবহৃত হবে। প্রত্যেক প্রশ্নের ৫টি বিভিন্ন মাত্রা আছে। এই মাত্রাগুলি হল SA, A, U, SD, D. 'SA' দ্বারা বোঝানো হচ্ছে 'Strongly agree' বা সম্পূর্ণ একমত, 'A' দ্বারা বোঝানো হচ্ছে 'agree' বা একমত, 'U' দ্বারা বোঝানো হচ্ছে uncertain বা কোনো সিদ্ধান্তে উপনীত হওয়া যাচ্ছে না, 'SD' দ্বারা বোঝানো হচ্ছে 'Strongly disagree' বা বক্তব্যটির সাথে সম্পূর্ণভাবে ভিন্নমত, 'D' দ্বারা বোঝানো হচ্ছে Disagree অর্থাৎ ভিন্নমত। প্রতিটি বক্তব্যকে একবার পড়ে চিন্তা করে একটি মাত্রার পাশে ✓ চিহ্ন দিয়ে তা সুনির্দিষ্ট করে পরের বক্তব্যে যাও। বন্ধুদের সঙ্গে এ বিষয়ে পরামর্শ করার কোনো প্রয়োজন নেই। সহজ স্বাধীন ভাবে সম্পূর্ণ তালিকাটিতে দ্বিধাহীনভাবে নিজের অনুভূতিটুকু প্রকাশ কর। মনে রাখবে প্রাপ্ত তথ্যের গোপনীয়তা সম্পূর্ণভাবে বজায়ে রাখা হবে।

শিক্ষার্থীর নাম :

শ্রেণী :

বিদ্যালয়ের নাম :

শিক্ষাতত্ত্ব বিভাগ

কল্যাণী বিশ্ববিদ্যালয়

	SA	A	U	D	SD
১) মাধ্যমিকের ইংরাজী বিষয়ের পাঠ্যপুস্তকগুলিতে সহজ শব্দ এবং সরল বাক্যের সমন্বয়ে সিলেবাসের বিষয়বস্তুকে সুন্দরভাবে পরিবেশন করা হয়েছে।	[ ]	[ ]	[ ]	[ ]	[ ]
২) মাধ্যমিকের ইংরাজী পাঠ্যপুস্তকের বিষয়বস্তুগুলি অতিরন্জিত শব্দালঙ্কার দ্বারা পরিবেশন করা হয়েছে।	[ ]	[ ]	[ ]	[ ]	[ ]
৩) পরীক্ষার সময় ঘুরিয়ে প্রশ্ন এলে শিক্ষার্থীদের খুব ভয় লাগে।	[ ]	[ ]	[ ]	[ ]	[ ]
৪) স্কুলে ইংরাজীর home work থাকলে বা পড়া দেওয়ার থাকলে অনেকসময় শিক্ষার্থীরা বিদ্যালয়ে আসে না।	[ ]	[ ]	[ ]	[ ]	[ ]
৫) মাধ্যমিকের ইংরাজীতে যে সমস্ত পাঠ্যপুস্তক আছে সেগুলো মাধ্যমিকের পর উচ্চ শিক্ষার জন্য যোগাযোগ স্থাপন করে।	[ ]	[ ]	[ ]	[ ]	[ ]
৬) মাধ্যমিকের পাঠ্যপুস্তকগুলিতে সিলেবাসের গল্প ও কবিতাগুলির মধ্যে সাহিত্যের সঙ্গে ব্যাকরণের উপস্থাপনা সুন্দর ভাবে পরিবেশন করা হয়েছে।	[ ]	[ ]	[ ]	[ ]	[ ]
৭) বাবা-মা ও শিক্ষক মহাশয়ের চাপে শিক্ষার্থীরা ইংরাজী পড়তে বাধ্য হয়।	[ ]	[ ]	[ ]	[ ]	[ ]
৮) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের জন্য যে শিক্ষন পদ্ধতি চালু রয়েছে তা শিক্ষার্থীদের সঠিকভাবে উৎসাহিত করে।	[ ]	[ ]	[ ]	[ ]	[ ]
৯) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের বিষয়বস্তুর অধিকমাত্রায় সংযোজন ঘটেছে।	[ ]	[ ]	[ ]	[ ]	[ ]
১০) মাধ্যমিকের ছাত্র-ছাত্রীরা ইংরাজী পরীক্ষায় পাশ করার জন্য পাঠ্যক্রমের বিষয়বস্তু মুখস্থ করে।	[ ]	[ ]	[ ]	[ ]	[ ]
১১) ইংরাজী পাঠ্যক্রম শিক্ষার্থীদের মধ্যে ভীতির সন্ঞ্চার করে।	[ ]	[ ]	[ ]	[ ]	[ ]
১২) ইংরাজী ক্লাস করার জন্য শিক্ষার্থীদের মধ্যে আগ্রহ লক্ষ্য করা যায়।	[ ]	[ ]	[ ]	[ ]	[ ]

১৩) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের মূল্যায়নের জন্য যে প্রশ্নপত্র তৈরী হয় তা শিক্ষার্থীদের জ্ঞান, বোধগম্যতা, দক্ষতা ও প্রয়োগ সম্পর্কিত অভিজ্ঞতা পরিমাপের ক্ষেত্রে যথোপযুক্ত। [ ] [ ] [ ] [ ] [ ]

১৪) ইংরাজী ভালো করে বোঝেনা বলে শিক্ষার্থীদের ইংরাজী ক্লাস করতে ভালো লাগে না। [ ] [ ] [ ] [ ] [ ]

১৫) ইংরাজীতে কথা বলতে পারে না বলে শিক্ষার্থীরা হীনমন্যতায় ভোগে। [ ] [ ] [ ] [ ] [ ]

১৬) এই পাঠ্যক্রম শিক্ষার্থীদের মানসিক অবসাদ আনে। [ ] [ ] [ ] [ ] [ ]

১৭) শ্রেনীকক্ষে গ্রুপ ডিসকাসনে শিক্ষার্থীরা অংশগ্রহন করে। [ ] [ ] [ ] [ ] [ ]

১৮) প্রাথমিক স্তর থেকে পাঠ্যক্রমের ইংরাজী বিষয়টিকে গুরুত্ব দিয়ে শেখানো হয় না। [ ] [ ] [ ] [ ] [ ]

১৯) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের বিষয়বস্তু শিখনের জন্য শিক্ষার্থীদের মধ্যে প্রাইভেট টিউশন গ্রহন করার প্রবনতা রয়েছে। [ ] [ ] [ ] [ ] [ ]

২০) প্রতি বছর বার্ষিক পরীক্ষায় ইংরাজীর ফলের কথা চিন্তা করে শিক্ষার্থীদের ঘুম হয় না। [ ] [ ] [ ] [ ] [ ]

২১) মাধ্যমিকের ইংরাজী শিক্ষন পদ্ধতির পরিবর্তন করলে ভাল হয়। [ ] [ ] [ ] [ ] [ ]

২২) বাড়ির সার্বিক পরিস্থিতির মধ্যে ইংরাজী বলার কোনো প্রচলন নেই বলে এই ভাষার প্রতি শিক্ষার্থীদের অনিহা জন্মেছে। [ ] [ ] [ ] [ ] [ ]

২৩) শিক্ষার্থীরা মাধ্যমিক পাঠ্যক্রমের অন্যান্য বিষয় পড়তে যতটা সময় ব্যায় করে ইংরেজীর ক্ষেত্রে তার তুলনায় অনেক কম সময় ব্যায় করে। [ ] [ ] [ ] [ ] [ ]

২৪) মাধ্যমিকের ইংরাজী পাঠ্যপুস্তকের চেয়ে ইংরাজী সহায়িকার প্রতি শিক্ষার্থীরা বেশী নির্ভর করে। [ ] [ ] [ ] [ ] [ ]

	SA	A	U	D	SD
২৫) ভুল উত্তর দিলে বন্ধুরা হাসবে বলে শিক্ষার্থীরা ইংরাজী ক্লাসে চুপচাপ থাকে।	[ ]	[ ]	[ ]	[ ]	[ ]
২৬) মাধ্যমিকের ইংরাজী পাঠ্যক্রমে যে বিষয়বস্তুগুলো আছে সেগুলি শিক্ষার্থীদের সাহিত্যের প্রতি আগ্রহী করে তোলার পক্ষে যথেষ্ট।	[ ]	[ ]	[ ]	[ ]	[ ]
২৭) মাধ্যমিকের ইংরাজী পাঠ্যক্রমের বিষয়গুলো উপস্থাপন শক্ষার্থীদের ইংরাজী পাঠে আগ্রহী করে তোলে।	[ ]	[ ]	[ ]	[ ]	[ ]
২৮) মাধ্যমিকের ইংরাজী বিষয়ের পাঠ্যপুস্তকগুলিতে সিলেব সংক্ষিপ্ত ও দীর্ঘায়িত নয়।	[ ]	[ ]	[ ]	[ ]	[ ]
২৯) ইংরাজী শিক্ষক মহাশয় কক্ষে বকাবকি করেন বলে শিক্ষার্থীদের আগ্রহ কমে গেছে।	[ ]	[ ]	[ ]	[ ]	[ ]
৩০) শিক্ষার্থীদের ইংরাজী ক্লাস করতে ভাল লাগে।	[ ]	[ ]	[ ]	[ ]	[ ]
৩১) পরীক্ষার সময় শিক্ষার্থীদের ইংরাজী পরীক্ষা দিতে বেশী ভয় লাগে।	[ ]	[ ]	[ ]	[ ]	[ ]
৩২) মাধ্যমিকের ইংরেজী বিষয়ের সিলেবাসের বিষয়বস্তুকে পাঠ্যপুস্তকে এমনভাবে পরিবেশিত হয়েছে যে ছাত্রদের knowledge, understanding, application ও skill এইসব দিকগুলির সঠিকভাবে উন্নতিসাধন হয়।	[ ]	[ ]	[ ]	[ ]	[ ]
৩৩) শিক্ষন ছাড়াও শিক্ষক মহাশয়ের আনুসাঙ্গীক কাজের চাপ অনেক বেশী থাকায় পাঠ্যক্রমের বিষয়গুলিকে খুটিয়ে খুটিয়ে পড়ানো সম্ভব হয় না বলে পড়া বোঝায় কিছু ঘাটতি থেকে যায়।	[ ]	[ ]	[ ]	[ ]	[ ]
৩৪) এই পাঠ্যক্রম শিক্ষার্থীদের উদ্ভাবনী প্রতিভার বিকাশ ঘটায় এবং লেখন শৈলীতে দক্ষতা বাড়ায়।	[ ]	[ ]	[ ]	[ ]	[ ]
৩৫) মাধ্যমিকের ইংরাজী পাঠ্যক্রমটি চিন্তা ও কল্পনা শক্তির বিকাশ ঘটায়।	[ ]	[ ]	[ ]	[ ]	[ ]

	SA	A	U	D	SD
৩৬) পরীক্ষার ফল প্রকাশের পর অন্যান্য বিষয়ের তুলনায় ইংরাজীতে নম্বর কম পেলে শিক্ষার্থীদের বাবা মা তাদের ওপর চাপ সৃষ্টি করেন ।	[ ]	[ ]	[ ]	[ ]	[ ]
৩৭) আত্মীয় মহলে বা ঘনিষ্ট বন্ধুমহলে কেউ ইংরাজীতে বেশী দক্ষ হলে শিক্ষার্থীদের বাবা মা তাদের ভৎসনা করেন ।	[ ]	[ ]	[ ]	[ ]	[ ]
৩৮)বর্তমানে বিভিন্ন প্রতিযোগীতামূলক পরীক্ষা যে ধরনের ব্যাকরণ আসে মাধ্যমিকের ইংরাজী পাঠ্যক্রমে ঠিক সেভাবেই ব্যাকরণ পরিবেশন করা আছে।	[ ]	[ ]	[ ]	[ ]	[ ]
৩৯)মাধ্যমিকের ইংরাজী পাঠ্যক্রমে যে ধরনের পত্র রচনা শেখানো হয় দৈনন্দিন জীবনে বিভিন্ন ক্ষেত্রে তা কাজে লাগে ।	[ ]	[ ]	[ ]	[ ]	[ ]
৪০)বিদ্যালয়ে Language laboratory থাকলে ভাল হয় ।	[ ]	[ ]	[ ]	[ ]	[ ]
৪১)প্রতি বছর বিদ্যালয়ের সাংস্কৃতিক অনুষ্ঠানে শিক্ষার্থীরা ইংরাজী নাটক ও কবিতা পরিবেশন করে ।	[ ]	[ ]	[ ]	[ ]	[ ]
৪২)নবম ও দশম শ্রেণীর ইংরাজী পাঠ্যক্রমের গল্প, কবিতা, ব্যাকরণ একে আপরের সহিত সম্পর্কযুক্ত ।	[ ]	[ ]	[ ]	[ ]	[ ]
৪৩)মাধ্যমিকের ইংরাজী পাঠ্যক্রমে পাঠন শৈলী ও লেখন শৈলী সম ভাবে বঠন করা হয়েছে ।	[ ]	[ ]	[ ]	[ ]	[ ]