

APPENDIX –D
Centre of Advanced Study in Education
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Opinionnaire for Curriculum/Subject Specialists

Name
Designation
Address

Direction,

Please find herewith a photocopy of the primary mathematics curriculum for your reference. You are requested to go through it and then respond to the opinionnaire given to you. There are two categories of statements in this opinionnaire. The first category of statement has a multiple choice such as To a great extent (TGE), To some extent (TSE), To a little extent (TLE). Not at All (NAA) and different opinion. Please put tick mark according to your choice. If you differ with the respective statement, then please give your opinion in the corresponding column under Different opinion.

The second category statement requires your opinion in writing. Please write your opinion. Use additional sheets if needed.

Part-I(item-I)

Statement		Extend of opinion				
Suitability / appropriateness of		TGE	TSE	TLE	NAA	Different opinion
1.	Objectives of primary mathematics curriculum as incorporated in the selected grades/classes.					
2.	Objectives for developing basic skills and understanding of numerical concepts.					
3.	Objectives for developing learning skills and attitudes.					
4.	Objectives for developing the habit of solving problems through scientific methods as well as developing a scientific outlook on life.					
5.	Objectives for developing the skill of translating verbal statement (a) in mathematical forms using appropriate symbols and (b) diagrammatically					
6.	Objectives for making reasonably good approximation and estimating measurements					
7.	Objectives for inculcating reasoning and critical thinking abilities					
8.	Incorporated contents for developing expected knowledge, skills and attitudes					
9.	Incorporated of the concept of numbers, in the primary mathematics curriculum					
10.	Four Fundamental Operations in mathematics towards development of thinking abilities of children.					
11.	The lessons for developing awareness about unit of money, length, weight, area, square, measure and time in terms of using them in daily life.					
12.	Fractions in developing concept.					
13.	Basic geometrical figures in the development concepts in children.					
14.	Competencies of the lessons for developing awareness among children to solve then day to day problems.					
15.	Content in the context of the specified objectives.					
16.	Methodology prescribed in the curriculum in the context of the specified objectives.					
17.	The difficulty level of the subject matters, to the learners.					
18.	Class wise vertical articulation of the content.					
19.	Class wise competencies.					
20.	Sequential arrangement of contents from the concrete to the abstract.					
21.	Sequential arrangement of content from the specific to general.					

Part-II(Item-II to VII)

II. According to your opinion if there are any inappropriate objectives, competencies and content in the primary mathematics curriculum, please mention below (specifically).

Grade	Inappropriate Objective(s)	Inappropriate Competencies	Inappropriate Content Area
I			
II			
III			
IV			
V			

III. Are there content areas in the Primary Mathematics Curriculum which reflect the socio-cultural aspects of the learners' society? If so, please mention below:

Grade/ Class	Content (topics / subtopics)
I	
II	
III	
IV	
V	

(a) If you feel the necessity of incorporating new content(s) covering socio-cultural aspects of the learners' society, please mention below:

In which grade	What kind of content

IV. Please highlight the need of introducing illustrative example for explaining mathematics content which reflects different cultural aspects of the society.

V. Please list major strengths of the present mathematics curriculum.

VI. Please identify weaknesses (if any) of the present mathematics curriculum that need immediate attention.

VII. Please give your suggestions for more effective implementation of the mathematics curriculum.