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DESIGNING CURRICULAR INPUTS FOR MAINTAINING CONTINUITY BETWEEN PRE-SERVICE AT B.ED. LEVEL



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ABSTRACT

The present study aimed to find out the Designing curriculum inputs for maintaining continuity between pre service at B.Ed. level. 350 samples were selected from government and private institutions. Standardized psychological tools were used to collect the data. Statistical test t-test and F-ratio (ANOVA) was used to test the hypothesis. Result were found that there is a significant between curriculum inputs for maintaining continuity between pre service at B.Ed.



KEYWORDS : *Maintaining Continuity , Designing Curricular Inputs , private institutions , Standardized psychological tools.*

INTRODUCTION :

One of the most important activities of the university is the development of curriculum or course outlines in consonance with the national and international demands and realities. In Pakistan, unfortunately, this activity is given the least importance since the use of popular textbooks available in the market have guided the selection of curriculum content and the topics of a syllabus.

For the last few decades, scholars have been raising doubts and questions about the validity of heavy reliance on a subject-centred approach to curriculum development that is dominated by textbook contents. Furthermore, the convergence of academic disciplines in the form of broad field and problem-orientation to knowledge incorporating a variety of theoretical perspectives requires innovative procedures for the development of curriculum. For this purpose, it is imperative that university teachers are aware of modern trends in the development of curriculum.

The key component of any curriculum is its instructional objectives or learning outcomes. To determine the extent to which these objectives or outcomes have been achieved, there is a need to assess students' learning. Students' assessment is a very complex task. Teachers often do not have the

necessary background to meet its requirements appropriately. Hence, it is also necessary that teachers are exposed to a variety of tools to measure students learning.

DEFINITIONS OF CURRICULUM

- ✦ Curriculum is such “permanent” subjects as grammar, reading, logic, rhetoric, mathematics, and the greatest books of the Western world that best embody essential knowledge.
- ✦ Curriculum is those subjects that are most useful for living in contemporary society.
- ✦ Curriculum is all planned learning for which the school is responsible.
- ✦ Curriculum is all the experiences learners have under the guidance of the school.
- ✦ Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites.
- ✦ Curriculum is what the student constructs from working with the computer and its various networks, such as the Internet.
- ✦ Curriculum is the questioning of authority and the searching for complex views of human situations.
- ✦ Curriculum is all the experiences that learners have in the course of living.

PRE-SERVICE TEACHER EDUCATION

Teacher education by its very nature is interdisciplinary. The major areas of inter-disciplinarily implicit in teacher education programmes include philosophy, psychology, sociology, anthropology, economics, history and culture. Recent researches in medical and life sciences are opening new avenues of knowledge which are relevant to education. Besides, teacher education has an essential and inalienable component of practical work including student teaching, internship, field work, working with the community, work education, etc. The country needs teachers with different orientation and specializations to manage educational programmes. In addition, the teachers are also needed for physical education, music, art, painting, dance, work education and vocational subjects and for the non-formal stream, distance education, adult education, and open learning system. The scope of teacher education curriculum, therefore, gets enlarged.

The curriculum for teacher preparation, in future has to encompass the broader canvas which is consistently emerging before the teachers and shall continue to change at a much faster pace in times ahead. Teachers shall have to take a global view of the new trends, strategies and practices, and focus on indigenous heritage and thoughts which could fit in the local and national situations. Transplantation of alien educational ideas and practices has not been found rewarding in developing countries. Consequently, the emerging structures and designs of the curriculum shall lay greater emphasis on the ideas, practices and experiences that have emerged in India through the contributions of thinkers like Mahatma Gandhi, Vivekanand, Rabindra Nath Tagore, Zakir Hussain, Sri Aurobindo, Giju Bhai and many others.

STUDIES RELATED TO THE TOPIC

Lewin and Caillods (2001) the pre-service education and training (PRESET) of teachers is central to the achievement of the Dakar and Millennium development goals for universalizing access to primary schooling and achieving gender equity. In those countries furthest from achieving these goals meeting the demand for new teachers is a major constraint on increased access, retention and completion. Gender equity ultimately requires universal enrolment; it is also likely to benefit from an increased supply of female teachers who can act as supportive role models to girls.

Bryk and Schneider (2002) studied curriculum improvement in over 400 Chicago elementary students over a 10-year period. They found a link between the level of trust in a school and student learning, observing that 'trust fosters a set of organizational conditions, some structural and others social psychological, that make it more conducive for individuals to initiate and sustain the kinds of activities necessary to affect productivity improvements'.

Edvantia (2005) Curriculum alignment is established through a process of monitoring and planning to ensure continuity of emphasis through the stages of curriculum construction, teaching and assessment. There is good evidence that alignment of such elements as curriculum content, textbooks and assessment produces higher achievement as measured on curriculum related tests. An influential procedure for analysing the alignment of assessment with curriculum standards used four broad criteria to frame the analysis: categorical concurrence (the extent to which teaching and assessments match the thinking processes and content categories of the curriculum); depth of knowledge consistency (ensuring that teaching and assessment represent the highest levels of cognitive demand in the intended curriculum); range of knowledge correspondence and balance of representation (comparing the emphasis given to curriculum objectives).

OBJECTIVES

1. To know the significant difference in respondents' opinion about curriculum content on the basis of age.
2. To know the significant difference in respondents' opinion about curriculum content on the basis of gender.

HYPOTHESIS

- ✦ Respondents do not differ in their opinion about content on the basis of age.
- ✦ Respondents do not differ in their opinion about content on the basis of Gender.

Sampling and Sampling method

The random sampling method was used to select the samples. 350 samples were selected from government and private institutions. Among the 350 samples, 270 students and 80 teachers.

Method of Data collection

To collect the primary data, standard questionnaire was used. The tool was circulated among the selected respondents and the tool was distributed. Respondents completed their responses in the tool.

Statistical tool used

The following statistical tools were used to analyse the data. They were

- Descriptive analysis (Mean and Standard Deviation),
- Inferential analysis
- Simple correlation analysis

The means, standard deviations of the entire sample are computed. In order to test the significance, 't' test is used. In order to find out the significance of more than two variables, 'F' test is also used in this present investigation.

RESULT AND DISCUSSION**Table: 1 Showing Mean , S.D. and F-value for respondents opinion about content on the basis of age.**

Content	Age	N	Mean	S.D	F-value	P-value
	Below 25 years	175	12.68	0.90	74.51	0.001(S)
	Between 26-40 years	145	11.99	1.56		
	Above 40 years	30	8.00	0.001		
	Total	350	12.28	1.45		

Source: Primary data

* Significant at 0.05 level

**Not significant

Ho: Respondents do not differ in their opinion about content on the basis of age.

The above table exhibits the details of Mean, S.D. and F-value for respondents opinion about content on the basis of age.

It is inferred from the obtained F-value there is a significant difference in respondents opinion about content on the basis of age. Since the calculated F-value (74.51) which is significant at 0.001 level. Therefore the stated null hypothesis is rejected and alternate hypothesis is accepted. Therefore it is concluded that respondents differ in their opinion about content on the basis of age.

Table: 2 Showing Mean, S.D. and t-value for respondents opinion about content on the basis of gender.

Content	Gender	N	Mean	S.D	t-value	P-value
	Male	145	13.07	0.57	3.93	0.001(S)
	Female	205	12.12	1.52		

Source: Primary data

* Significant at 0.05 level

**Not significant

Ho: Respondents do not differ in their opinion about content on the basis of Gender.

The above table exhibits the details of Mean, S.D. and t-value for respondents opinion about content on the basis of Gender.

It is inferred from the obtained t-value there is a significant difference in respondents opinion about content on the basis of Gender. Since the calculated t-value (3.93) which is significant at 0.001 level. Therefore the stated null hypothesis is rejected and alternate hypothesis is accepted. Therefore it is concluded that respondents differ in their opinion about content on the basis of Gender. Hence male have better opinion about content than female respondents.

FINDINGS

- Result shows that respondents differ in their opinion about content on the basis of age.
- Analysis proves that respondents differ in their opinion about content on the basis of Gender. Hence male have better opinion about content than female respondents.

CONCLUSION

The present study made an attempt to know the designing curriculum inputs for maintaining continuity between pre-service at B.Ed level 350 samples were selected randomly from B.Ed students and teachers questionnaire method was used to collect the data. Statistical tools such as analysis of variance t-test and ANOVA were worked out. Result indicates that respondents differ in their perception about the curriculum design and various inputs related to the particular aspects.

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