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DESIGNING CURRICULAR INPUTS FOR MAINTAINING CONTINUITY AMONG IN SERVICE AT B.ED. LEVEL



First Author Details :

S. Ravindiran

Department of Education, Alagappa university, Tamil Nadu.



Co - Author Details :

K.Krishnamoorthy

Department of Education, Alagappa university, Tamil Nadu.

ABSTRACT

The present study aimed to find out the designing curriculum inputs for maintaining continuity among in 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 difference in curriculum inputs for maintaining continuity among in service at B.Ed. level.



KEYWORDS : *Maintaining Continuity , Standardized psychological tools , national and international demands.*

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.

DEFINITION OF THE CONCEPT OF CURRICULUM

According to the history of education, the term 'curriculum' was originally related to the concept of a course of studies followed by a pupil in a teaching institution. The concept of "curriculum" was used in the English-speaking tradition as equivalent to the French concept programme d'études. Nevertheless, in recent decades, the concept of curriculum has evolved and gained in importance. Increasingly, it is used universally within the framework of globalization, the theory of pedagogy and the sociology of education. At the same time, the concept acquired such an importance that since the 1990s certain authors underscored the risk of an invading epistemology (i.e. the concept being used to indicate all dimensions of the educational process, without allowing any differentiated analytical approach to its complexity).

In fact, the term curriculum is mostly used to refer to the existing contract between society, the State and educational professionals with regard to the educational experiences that learners should undergo during a certain phase of their lives. For the majority of authors and experts, the curriculum defines: (i) why; (ii) what; (iii) when; (iv) where; (v) how; and (vi) with whom to learn.

Using educational concepts, we can say that the curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers' profiles.

Originally, the curriculum was considered as the product of a technical process. In other words, as a document prepared by experts, depending on the state of the art of disciplinary and pedagogical knowledge. Benjam in Bloom and Hilda Taba were the most well-known authors of this period.

Back Ground to the curriculum framework

The Review of School Curriculum Development Procedures and Processes in Western Australia (1995), identified a number of priorities in curriculum, including the need for:

- (a) A common curriculum direction, a more even spread of curriculum support materials and the provision of professional development aligned with curriculum change to enable students to develop and adapt curriculum to the advantage of their students;
- (b) A seamless curriculum among the different levels of schooling; and
- (c) Greater involvement by non-government students and the community in Statewide curriculum development processes.

The key recommendation arising from the Review was the creation of a Curriculum Council, with responsibility for developing a Curriculum Framework for all students.

IN-SERVICE TEACHER EDUCATION

In-service teacher education within the overall framework of teacher development, has a crucial role to play. It is no cliché but a reality that those who teach should never cease to learn. The National Policy on Education, 1986 stipulates that teacher education is a continuous process and its

pre-service and in-service components are inseparable. The initiatives taken in setting up District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), and Institutions of Advanced Study in Education (IASEs) are some of the major developments in this regard.

Professional development of teachers begins with pre-service and gets renewed through in-service programmes. It, however, does not mean that there is a simple linearity between the two. There are elements of 'change' and 'continuity' in teacher education system which necessitate renewal and upgradation of skills and competencies. The in-service programmes are also organised to sustain the 'survival competencies' which the teachers acquired years ago, during pre-service education.

STUDIES RELATED TO THE TOPIC

Zembylas and Barker (2007) Research into curriculum change has sometimes seen teachers as something of an obstacle, a doubtful perspective if the research is intended to support teachers' engagement with curriculum change. More useful is research which looks to identify steps which would facilitate teachers dealing with curriculum change. identifies three 'understandable' reasons for teachers' reluctance to change: a lack of awareness that change is needed; a lack of knowledge, particularly procedural knowledge, concerning how to change; and the belief that changes will not make any difference to them or their students.

Natasa Pantic(2012) this paper considers reforms and developments in teacher education in South-Eastern European countries as a part of overall reforms in education, and in light-weight of changes normally education that impact academics and their preparation. The paper reviews the literature and reports from the region that supply some proof of and insights into the problems close teacher education reforms within the contexts of post socialist education transformations in South-Eastern Europe. It scopes the problems with reference to structural and info changes in teacher preparation; coordination of reforms across completely different levels; development of a standard vision of goodteaching in cooperation between teacher education establishments, students and communities; and quality assurance of teacher preparation. The known problems include: the superficial nature of structural reforms and also the neglect of considerable info changes; the dearth of opportunities for reflection linking theory and practice; insufficiently developed cross-curricular approaches to teacher education reforms; the fragmentation of teacher education on variety of lines; the absence of a standard vision of quality teaching, and of formative links between quality assurance systems for academics, students and teacher education suppliers. Finally , the paper outlines potential avenues for future developments and implications for teacher education policies and practices.

OBJECTIVES

- 1.To know the significant difference in respondents opinion about curriculum content on the basis of academic qualification.
- 2.To know the significant difference in respondents opinion about technical design on the basis of type of institution.

HYPOTHESIS

- + There is no significant difference between opinion about content on the basis of academic qualification.
- + Respondents do not differ in their opinion about technical design on the basis of type of institutions.

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 DICUSSION

Table: 1 Showing Mean , S.D. and F-value for respondents opinion about curriculum content

Content	Academic qualification	N	Mean	S.D	F-value	P-value
	Undergraduate	255	12.31	1.56	0.98	0.40(NS)
	Postgraduate + B.Ed	85	11.95	1.48		
	M.Phil+B.Ed	10	12.39	1.19		
	Total	350	12.28	1.45		

Source: Primary data

* Significant at 0.05 level **Not significant

Ho: There is no significant difference respondents opinion about curriculum content on the basis of academic qualification.

The table showing Mean, S.D and F-value of respondents opinion about content on the basis of academic qualification. The calculated F-value (0.98) is not significant. Therefore the stated null hypothesis is true and it is accepted.

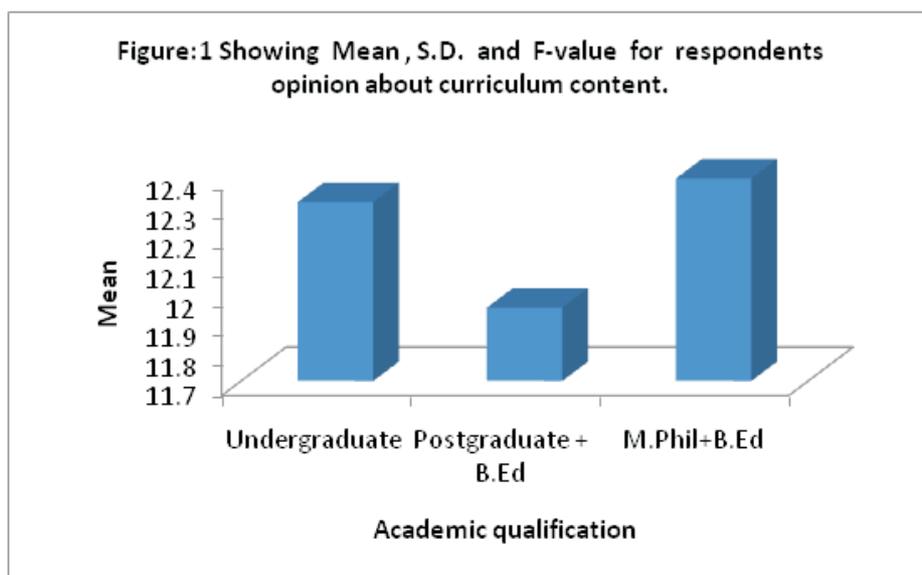


Table: 2 Showing Mean, S.D. and t-value for respondents opinion about technical design on the basis of type of institutions.

Technical design	Type of institutions	N	Mean	S.D	t-value	P-value
	Government	152	19.38	1.73	24.93	0.001(S)
	Private	198	20.60	1.83		

Source: Primary data

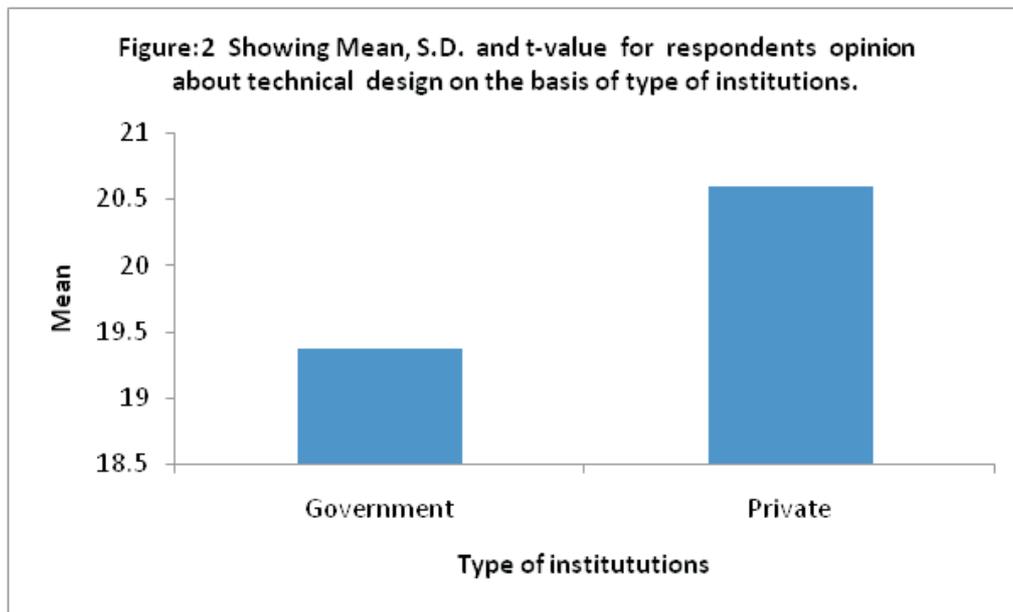
* Significant at 0.05 level

**Not significant

Ho: Respondents do not differ in their opinion about technical design on the basis of type of institutions.

The above table exhibits the details of Mean, S.D. and t-value for respondents opinion about technical design on the basis of type of institutions.

It is inferred from the obtained t-value there is a significant difference in respondents opinion about technical design on the basis of type of institutions. Since the calculated t-value (24.93) 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 technical design on the basis of type of institutions.



FINDINGS

- Result found that there is no significant difference respondents opinion about curriculum content on the basis of academic qualification.
- Analysis found that private institutions have high level of satisfaction about technical design on the basis of type of institutions.

CONCLUSION

The present study made an attempt to know the designing curriculum inputs for maintaining continuity among in 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 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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