

"A CRITICAL STUDY OF THE RELATIONSHIP BETWEEN MANIFEST AND PRACTICED CURRICULUM AT PRIMARY LEVEL"

Scholar

Vijay Kumar Pandey

Supervisor

Prof. R.P Srivastava
II.A.S.E., Faculty of
Education

Jamia Millia Islamia

Co-Supervisor

Prof. N.K. Ambasht
NCER, New Delhi

INTRODUCTION

As the title of the problem itself indicates, the focus of the study is going to be on the transactions imparted by the teachers of the M.C.D. Schools in Delhi at primary level. The investigator intends to examine the style of teaching of the teacher at the primary level in the schools of Delhi, which will in turn, help us in understanding the reasons of low performance of the children in these schools.

A study of this kind has not been attempted so far specially with reference to M.C.D. schools in Delhi and the proposed study is expected to throw light on some of the teachers capacity building needs for future action.

MANIFEST CURRICULUM

By the term manifest curriculum it is implied that the officially valid curriculum being prepared by a high level research group which includes people who are specialized in the different aspects of primary education. The curriculum is printed & provided by the local administrative body to the schools. This manifest curriculum mainly focuses on providing the guidelines for teachers to achieve the desired objectives at primary level.

PRACTICED CURRICULUM

The practiced curriculum means the curriculum in effect, i.e. the degree of implementation of the curriculum being provided to the teachers in other words how far curriculum is being implemented in the real class room situation in letter & spirit.

AIM & OBJECTIVES OF THE STUDY AIM

The investigator intends to examine the whole paraphernalia of curriculum transaction, instructional methods and the effect of such methods on the achievement of the pupils. In an effort to ascertain the reasons for not fulfilling objectives of the curriculum and the lower percentage of achievement by the pupils.

OBJECTIVES OF THE STUDY

1. To study & analyses the curriculum as prescribed in documents for primary school (Manifest Curriculum).
2. To study the curriculum as prescribed & practiced by the actors in the schools (teachers) (practiced curriculum).
3. To study relationship, if there is any between manifest & practiced curriculum.
4. To study the differences in the teaching style of normal teachers & those who have received training of M.L.L. in the seminars of D.I.E.T. & in service education programmes.
5. To compare the achievement of the students taught by M.L.L. trained & those not trained in M.L.L. on the basis of achievement scores of 5th class level in all the subjects (Hindi, Maths, Environmental Studies)
6. To conclude, how the effective use of various methods of teaching affects the teaching learning process in the schools.

HYPOTHESIS

1. The M.L.L. training is effective in improving teaching learning styles of the teachers and the taught.
2. The childrens achievement is also improved with M.L.L. trained teachers using improved teaching learning methods

SAMPLE

To achieve the objectives of the study the investigator plans to take up 200 teachers as sample for the study, it will include 100 teachers who are M.L.L. trained & 100 teachers who are not M.L.L. trained.

For comparing the achievement of the students 200, Vth class students from five schools having M.L.L. trained teachers and 200 students from five school having non M.L.L. trained teachers will be taken.

DELIMITATIONS

The study will be undertaken only in the M.C.D. schools of Delhi.

TOOLS AND TECHNIQUES

The following major tools will be used:

1. Questionnaire: For Teachers
2. Interview schedule for face to face interview with every teacher.

3. Observation Schedule:- Observing the class room teaching of M.L.L. and non M.L.L. trained teachers.
4. Check List:- Check List is to be used while observing the class room teaching of the teachers, so that the methods used during the teaching can be marked at the spot.
5. Achievement Tests in Language, environmental studies and Maths prepared by N.C.E.R.T.

METHODOLOGY

To fulfill the requirements of the study following methods will be mainly used.

1. Survey method:- Surveying the samples.
2. Interview method:- Interviewing the teachers selected as the sample.
3. Observation Method:- Observations of classes taught by teachers during their teaching period.
4. Achievements tests: - To determine the achievement of Vth class students in language, Maths, environmental studies.

The methods used for teaching by the various teachers will be marked at the spot with the help of a check list.

The Data collection will be done personally by administering the tools in the sample schools with the sample teachers and students (for achievement) and also from the records.

DATA ANALYSIS

1. Statistical Analysis will be done depending upon the nature and size of the data.
2. Qualitative analysis of data would be undertaken wherever necessary.