

## A STUDY OF RELATIONSHIP BETWEEN B.ED CURRICULUM AND DEVELOPMENT OF VALUES AMONG PUPIL-TEACHERS

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### ABSTRACT

*“The teacher's place in society is of vital importance. “If you are a teacher, in whatever capacity”, you have a very special role to play because more than anybody else it is you who are shaping the future generation. Values are developed when pupil teachers are taught as discipline of mind. The teacher is the pivot on whom the entire educational system revolves. Teachers must be reflective practitioners who should be aware of their own moral values. There is a growing awareness of the need based education, industry, business politics etc. value based education particularly is the best guarantee of ensuring and establishing. The normative survey method was used to study the correlation between B.Ed curriculum and values. The present study was conducted with 60 students of B.Ed. Values measured by using study of values scale developed by Dr. R.K Ojha. The final score of the students of their pre-test and post-test analysis of result revealed that there is a positive high significant correlation between B.Ed curriculum and values.*

### INTRODUCTION

The teacher of 21st century should remember that the student of today will shape the new tomorrow and the values we inculcate in them today will show the future of our world. The teacher must be equipped with the knowledge and skills. They radiate ethical values as much through who say as through what he is.

“Values are not taught but caught.”

Today we want ethical values oriented teacher education, to mould the prospective teachers to become well versed with, who can in turn change the whole world of tomorrow. Only such teachers can bring a desirable change among the children.

It is very rightly said that the teacher is the pivot around which the whole education system revolves. The child from the Hindu stand point receives second birth at the hands of the teacher. The teacher is the image of Brahma. A teacher is the Architect of the Nation', 'the Harbinger of the progress of the culture', 'the maker of the man', 'and the 'maker of history'.

Dr. Radha Krishnan said that, “The teacher's place in society is of utmost importance. He acts as the momentous for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning”.

Dr. A.P.J. Abdul Kalam, in his book “India 2020-‘A vision of the new millennium ‘writes, “If you are a teacher in whatever capacity”, you have a very special role to play because more than anybody else it is teachers are shaping the future generation. Teacher educators should update their content knowledge and develop the competencies to meet the latest challenges in the society. They should set a role model for the teacher trainees who are the architects of our future citizens.

Aims and objectives of our teaching are based on curriculum. Pupil teacher can develop their values on the basis of curriculum. Etymological meaning of curriculum. Curriculum means race course. Curriculum is just different from content and course, it is a values, self and achieve the knowledge.

According to Cunningham “Curriculum is a tool in the hands of the artist to mould his material according to his ideals in his studio”. A teacher- educator and pupil teacher should be aware with the basis of curriculum, utility of curriculum and principles of curriculum construction and development, types of curriculum. Now we will discuss the various basis of curriculum.

1. Philosophical Basis e.g. Naturalism, idealism, and Pragmatism.

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2. Psychological basis
3. Sociological Technological Basis
4. Educational Technology
5. Development of educational system basis

Philosophical basis reveals about the curriculum in the form of four "ISMS" namely Naturalism, idealism, realism, and Pragmatism. Naturalism emphasizes that only those subjects which will be included in curriculum. According to the realism is related with real type and useful for the future Prospects. Pragmatism gives the emphasis on experiences rather than the subjects.

These subjects fulfill the needs of various stages of development of a child. They criticize the principle "knowledge for the knowledge sake". Psychological basis of the curriculum points out that based over the interest, attitude and ability of the child which are helpful in the all round development of personality. Similarly curriculum should be based over sociological scientific bases. Educational technology gives new ideas and knowledge of modern technologies. Which can great use in the field of education? Development of educational system makes the student familiar with various policies, committees, and commissions appointed from time to time and makes them abreast of the new changes taking place in the field of education.

You can also learn to guide the children and counsel them in solving their personal and academic problems, as there is a separate section for it, which you can achieve. Our curriculum is value-based curriculum. Along with the practice in teaching session where the students actually go to the schools and enhance their various skills of teaching, emphasis is also given on the co-curricular activities like E.T lab , Language Lab, Science practical, sports and scout & guide etc. which helps in instilling developing different values among pupil-teacher. Curriculum based knowledge will affect their values to improve their moral, social, economical values etc. now the question is what are the values?

Values are an integral part of every culture. Values are our cultural heritage. Along with beliefs and worldview assumptions, they generate behavior. Being part of a culture that

shares a common core set of values creates expectations and predictability without which a culture would disintegrate and its members would lose their personal identity and sense of worth.

Values are those things that really matter to each of us ... the ideas and beliefs we hold as special. Caring for others, for example, is a value; so is the freedom to express our opinions.

The main aim of the study of values is to measure the six basic interests or motivates in personality: theoretical, economical, religious, political, social, and ethical.

**Religious value** - The highest value of the religious man may be called unity. He is mystical and seeks to comprehend the cosmos as a whole, to relate him to its embracing totality.

**Economical values-** The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self Preservation). This type is thoroughly "Practical" and conforms well to the prevailing stereotype of the average American businessman.

**Social values-** The highest value for this type is love of people. In the study of values it is the altruistic or philanthropic aspect of love that is measured.

**Political values-** The political man is interested in primarily in power. Political values are ideas expressing the attitude of social groups as a whole, toward the needs of other social groups and of the whole of that society, ideas that have significance for political subjects.

**Ethical values-** Ethical values are promoted qualities that make an individual socially effective and happy to include friendliness, co-operation, self-discipline, tolerance, fearlessness, truthfulness, and having love for social justice. Ethical values teach us to preserve whatever is good and worthwhile in what we have inherited from our culture.

**Moral /Aesthetic Values** - The moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct.

**NEED AND SIGNIFICANCE OF THE STUDY**

The teacher is essential a nation builder. He is the torch bearer of the human race. The teacher is the pivot on whom the entire educational system revolves. With good teachers even the defects of the system can largely be overcome.

Obviously the role of teachers, students, and parents has to change. Curriculum is also designed accordingly, the quality and quantity has gained more importance, and values are neglected causing the present chaos.

In the present scenario people are not giving importance to values. This research has much significance for sociological point of view, because children having good values will be the good citizen and contribute in the growth and development of society.

The remedy lies in restating the role of values for all round development of students and pupil-teacher for the benefit of the society.

There is a growing awareness of the need based education, industry, business politics etc. value based education particularly is the best guarantee of ensuring and establishing. The growing political, regional, economical, aesthetic, social, and scientific attention to the moral aspects of teaching also concern teacher trainees. Teachers must be reflective practitioners who are aware of their own morals values. The pupil-teacher strives to create morally-sound teachers. Pupil-teacher may need to shift the focus of their courses to make ethical, social, political morals and economical values.

**OBJECTIVE OF THE STUDY**

To find out the relationship between B.Ed Curriculum in development of values among Pupil teacher.

**HYPOTHESIS OF THE STUDY**

There is no significant relationship between the B.Ed Curriculum and values among pupil-teachers.

**RESEARCH METHOD**

The main objective of this study was to find the relationship between the B.Ed Curriculum and values among pupil-teachers. Therefore to achieve the objective the normative survey method was used.

**SAMPLE AND SAMPLE TECHNIQUE**

The sample of 60 students has been selected from four B.Ed colleges of Ghaziabad district by using Simple Random Technique. Around fifteen students have been taken from each selected colleges.

**TOOL USED**

Study of Values, scale developed by Dr. R.K.Ojha

**STATISTICAL TECHNIQUES**

1. Mean
2. Standard Deviation
3. Correlation

**ANALYSIS AND INTERPRETATION OF THE RESULT**

The observed value of coefficient of correlation was 0.75. According to Guilford's table the values of coefficient of correlation shows that the positive high relation correlation between values and B.Ed curriculum.

**Table No. 1**

		A	B	C	D	E	F	Total
Mean	Pre-test	14.6	32.8	33.3	30.5	33.2	31.2	178.3
	Post-test	46.4	46.3	45.7	45.5	47.6	45.6	278.1
S.D	Pre-test	4.7	4.8	5.7	5.1	5.0	4.2	30.2
	Post-test	2.1	3.1	3.0	3.5	2.8	3.3	11.0
Coefficient of correlation				0.75				

From the above table it is clear that there is significant relationship between B.Ed Curriculum and Values.

**CONCLUSION**

It can be concluded that there is significant relationship between B.Ed curriculum and Values. There is a positive high correlation between B.Ed Curriculum and Values. Values are more developed through B.Ed curriculum.

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