

ASSESS THE OVERLAPPING CURRICULUM ALIGNMENT AT PRIMARY LEVEL IN EDUCATIONAL SYSTEM. A CASE STUDY OF DISTRICT MASTUNG BALOCHISTAN PROVINCE

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Abstract

Present study was carried out so as to assess the overlapping curriculum alignment at primary level in educational system. A case study of district Mastung Balochistan province. In this regard, a descriptive types of research was used. One hundred teachers were selected by using random sampling. Most (34%) of the respondents having graduate/B.Ed.level degree. Most (43%) of the respondents had fall in the age category explicitly 31 to 35 years. Very vast majority (99%) of the respondents had hardly preferred to kept the joint or combine family system. Most (44%) of the respondents had 21 to 30 years' service experience. Majority (75%) of the respondents were like the learning or their relent courses. Most (35%) of the respondents were perceived that listing ideal were the most important variables about curriculum alignment. Most (23%) of the respondents were of idea that the critically evaluate, at a basic level was the imperative variable about the demonstration the curriculum alignment. Half (50%) of the respondents were of the view that inquiry was the imperative variable. The null hypotheses were also tested. As the results of present research study are important for the policy-makers and open new venue and door for the future direction about the curriculum development or alignment. The following suggestions or recommendations are a result of the images assumed at the achievement of the present restudies. Curriculum is the important segment of the educational content. That arise the educational dimension at parallel mode. In this regard, additional research should be conducted so as to fulfill the gap as well as compensating precise reflection to in what way co-curricular alignment are happening or categorized.

Keywords: overlapping curriculum, primary, educational Mastung, Balochistan.