

**CURRICULUM TRANSACTION IN TEACHER EDUCATION: A CRITICAL STUDY****Vidyanand Khandagale***Shivaji University, Kolhapur 416004, India.***Abstract**

Curriculum transaction is the process of planning and organizing the curriculum in a particular subject area for different levels of education. Specifically curriculum transaction or implementation not only refers to the teaching of the contents of various theory subjects out also to the practical work to be done in each area of study as prescribed. Teacher education is the backbone of education system as it produce teaching professional to teach at various level of School education. Curriculum transaction is the most important process of an education system and if it is educated well at teacher's level it will produce quality teaching professionals. In the present study researcher had made an attempt to survey the curriculum transaction by implementing questionnaire for the implementation of curriculum transaction by teacher educator and had cross verified using interviews and check list and the findings were contradictory to the survey findings.

Key words: Curriculum transaction, Teacher education, Critical Study



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Teacher education is in transition stage and is going through drastic changes with certain advantage and limitations. Teacher education should do capability building and equip the student teacher with competency of global standard. In the era globalization service sector has risen and education is in the list of GATS. Teacher and teaching profession have high demand all over the world due information and now knowledge society. The present reviewed course of teacher education in India will hopefully prepare student teacher for global standard. Simultaneously it will understand the local need and prepare for global standard. Curriculum of the course is framed with vision and belief. But the real role is of the implementers working at ground level. Curriculum transaction or implementation not only refers to the teaching of the contents of various theory subjects but also to the practical work to be done in each area of study as prescribed. Further curriculum transaction as in other s of education includes within its scope divergent kinds of co-curricular activities.

Curriculum transaction in colleges of education as in other colleges is directly and primarily the responsibilities of the head of the institution and the faculty which are suppose to be asset of institution.

Statement of the problem

Curriculum Transaction in Teacher Education: A Critical Study

Definitions of important terms**Curriculum Transaction**

Curriculum transaction refers effective planning for providing learning experiences for its learners, organization of planning, administration implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field.

Teacher education

A teacher education is programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and faces the challenges within.

Critical study

Critical study refers to a careful examination and evaluation of responded half open questionnaire by the teacher educators regarding curriculum transaction in teacher education.

Scope and Delimitations of the study

The findings of the study may be applicable to teacher education colleges of similar context in India. The teacher educators of D.TEd. and M.Ed. courses were not included in the present study. The present study was delimited to the responses of teacher educators about curriculum transaction processes of teacher education colleges, affiliated to Shivaji University, Kolhapur.

Research questions

- 1) What is the status of curriculum transaction in teacher education institutes?
- 2) Do quantitative responses of teacher educator shows the real fact of curriculum transaction in teacher education?

Objectives of the study

1. To study the status curriculum transaction in teacher education institutes with regard to,
 - a) Planning
 - b) Teaching methods
 - c) Print and electronic media
 - d) Evaluation
 - e) Curricular activities
 - f) Use of ICT
2. To the critically study the responses teacher educators regarding curriculum transaction in teacher education institutes

Significance of the Study

The findings of the study will be helpful for student teachers, teacher education colleges, curriculum planners, educational administrations and policy makers.

Research Design

In the present study based on the objectives of study researcher found descriptive survey method more appropriate find curriculum transaction implemented by teacher educators.

Nature and size of the sample

As the objective of the study was to find curriculum transaction implemented in teacher education colleges affiliated to Shivaji University, Kolhapur by the teacher educators.

The sample were 50 teacher educators of teacher education colleges of Satara, Sangli and Kolhapur city.

Sampling technique

Incidental purposive sampling technique was use to collect data in the present study.

Research tools and techniques

To achieve the objectives of the present study researcher had used following tools and technique.

- i. Half open ended Questionnaire for Curriculum transaction by teacher educators.

Data collection

The researcher took the prior appointment of the Principal and made a request to permit for administration of tools and techniques for data collection on curriculum transaction.

Analysis of data

Data was analyses using simple statistics technique i.e Percentage and further open ended answer were analysed qualitatively.

Conclusions

To study the status curriculum transaction in teacher education institutes with regard to,

- a) Planning b) Teaching methods c) Print and electronic media d) Evaluation
- e) Curricular activities f) Use of ICT

a) Planning

Most of the teacher educators consider teaching objectives and student participation component while framing the B.Ed. course syllabus planning but are unable to follow the planning exactly due to unavailability of time.

Teacher educators uses CCE to measure the objectives and prepare annual activity calendar for activities also try to inculcate managerial planning skill among student teacher through B.Ed. course curriculum.

b) Teaching Methods/strategies

Most of the teacher educators uses,

- i) Student centered teaching method i.e. discussion method, panel discussion and brain storming method.
- ii) Knowledge center approach for group discussion and critical thinking strategies are used for B.Ed. course curriculum.

c) Print and electronic media

Most of the teacher educators uses computer for content enrichment and select content related teaching aids for the B.Ed course curriculum.

d) Co-curricular and extracurricular activates

Most of the teacher educators organize guest lectures, social services and workshop for the academic enrichment of student-teacher through B.Ed. course curriculum.

e) Evaluation

Most of the teacher educators implement annual evaluation system prescribed by the University for B.Ed course curriculum to evaluate student teacher performance through oral and written exam.

f) Use of ICT

Most of the teacher educators use ICT for providing learning experiences through PPT and internet web tools for teaching learning process.

In nutshell, The curriculum transactions in teacher education colleges of affiliated Shivaji university, Kolhapur i) Prepares annual activity calendar ii) Commonly uses discussion method iii) Organize academic activities iv) Annual evaluation pattern v) Computers are available in all the colleges of education. Similar finding were found in Sharma, Ajay (2014) study i.e. i) A large majority of the teacher educators carry out planning for academic activities. ii) Majority of the teacher educators prepare annual activity calendar iii) computers are available in all the colleges of education iv) The use of various teaching methods by the teacher educators for transacting the contents of curriculum is in the order of: i) Discussion ii) Lecture iii) Demonstration method.

2. To the critically study the responses teacher educators regarding curriculum transaction in teacher education institutes

The Vision, mission and purpose were stated by almost all teacher educators although all three differs in the same institution as compared the responses stated by the teacher educators.

It was observed by the researcher in teacher education colleges most of the teacher educators responded in the questionnaire that they use ICT for providing learning experiences for student-teacher but researcher found that there was not enough computers available in the computer lab in majority of Teacher education institutes.

Most of the teacher educators responded that they used innovative methods in teaching learning process but asking to specify further more about the conceptual background of the methods and techniques either they were not aware or have misconceptions about it.

It was also found that, they organize the activities but when the purpose of the activities was asked to the teacher educators then they were unable to state the purpose of the activities.

The other fact teacher educators responded to have annual activity calendar but when was asked to show the format of annual activity calendar they could not produce it.

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