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### Curriculum Transaction in Secondary Teacher Education: A Critical Study

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#### Abstract

One of the most important aspects of teaching learning process of any stage is curriculum transaction or implementation of curriculum through effective methodology. The objectives of the study were to study the status of curriculum transaction in secondary teacher education institutes and to study the responses of teacher educators regarding curriculum transaction in secondary teacher education institutes. In the present study researcher had made an attempt to study the process of curriculum transaction by 50 teacher educators of teacher education institutions affiliated to West Bengal University of Teachers Training, Educational Planning and Administration of West Bengal. Data were collected through the help of a self-made questionnaire. To analyzing the data a mixed method

approach was applied. In the findings the researcher found that most of the teacher educators use various andragogical techniques to transact the curriculum. i.e., student centered teaching method i.e., discussion method, case studies, brain storming and knowledge center approach i.e., group discussion and critical thinking strategy for theoretical contents and simulation, role playing for teaching skills development and use ICT for providing learning experiences to their student teachers and project method for engagement with the fields, which is one of the most important aspects of existing B.Ed. curriculum. The researchers also found that the some of the teacher educators had no clear idea on effective curriculum transaction.

**Keywords:** Curriculum, Transaction, Secondary, Teacher Education

#### 1. Introduction

Previously the most common mode of teaching the theory courses in the college of Secondary Teacher Education is by lectures, effective teacher education cannot be given through lectures alone. Adaptation of different skills and procedures for imparting lessons bear a high value in the educational system. It needs specific methods and approaches for presenting the different curricular materials successfully. Hence one must be equipped with the different methodologies to establish him/her as competent. There should be active participation by the teacher trainees in the teaching learning process. The trainees should put questions, offer comments, and enumerate their personal experiences on the points narrated by the lecturer. There should be a good discussion. Trainees should be given reading assignments and asked to prepare papers for reading and discussion. Sometime, field work, case study, survey related to the topics of the theory course etc. should also be conducted. Prospective teachers are academically quite mature and can share the burden of their own study, therefore teacher educators should lay emphasis on self and independent study, group learning and discussion, field trips and excursions, problem solving method and preparation of projects. They should learn to prepare tests and evaluation tools. Learning by community participation and observation, workshops and seminars are to be encouraged. In the teaching of methodology of science, due emphasis should be laid on laboratory techniques and observations.

Teachers generally use tutorials, Seminars, group discussion, Discussion Question and answers, field trips, projects, workshop etc. In the college of Secondary Teacher Education, there should be active participation by the teacher trainees in the teaching learning process. The trainees should put questions, offer comments, and enumerate their personal experiences on the points narrated by the lecturer. Trainees should be given reading assignments and asked to prepare papers for reading and discussion. Sometime, field work, case study, survey related to the topics of the theory course etc. are also conducted.

This study is organized on Curriculum Transaction in Secondary Teacher Education. In few years Secondary Teacher education system had some drastic changes with certain advantage and limitations. Secondary Teacher education should fulfill the global standard. For the knowledge society Teacher and teaching profession have in high demand. The present course of teacher education in India will hopefully prepare student teacher for global standard. Secondary Teacher education has to fulfill the local needs and then prepare for global standard. An effective curriculum should reflect the philosophy, goals,

objectives, learning experiences, instructional resources and assessments (Alsubaie, 2016). Objective and Content selection of the Curriculum of the course should be framed properly. One of the important parts of the curriculum development is Curriculum transaction or implementation.

### 1.1 Objectives of the study

1. To study the mode of curriculum transaction in secondary teacher education institution.
2. To study the responses of teacher educators regarding curriculum transaction in teacher education institutes.

### 2. Methodology

Descriptive survey method was used for the study. The present study was done on the 50 teacher educators of West Bengal by the help of Questionnaire. Incidental purposive sampling technique was used to collect the data. The Questionnaire is related with the curriculum transaction processes of secondary teacher education colleges, affiliated to WBUTTEPA, West Bengal. The data was analysed by the help of percentages and graphical representation further open-ended answer were analysed qualitatively.

### 3. Result and discussion

**Objective 1:** To study the status of curriculum transaction in secondary teacher education institution.

**In the curriculum of WBUTTEPA the different transaction mode is given for different courses. These are as follows:**

**Childhood and Growing Up:** Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.

**Contemporary India and Education:** Lectures, discussions, assignments, films on educational thinkers.

**Learning and Teaching:** Lecture, discussion, project work, field trip, assignment, seminar.

**Language across the Curriculum:** Group discussion, lecture-cum –discussion, pair and share, group work, panel discussion, symposium, assignments, school visits and sharing of experiences.

**Understanding Disciplines & Subjects:** Group discussion, lecture-cum –discussion, pair and share, group work, panel discussion, symposium, assignments, field visits and sharing of experiences in pedagogy of school subjects, illustrations on content-based methodology may be provided.

**Gender, School and Society:** Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show.

**Pedagogy of School Subject: Pedagogy of Language Teaching** (English, Bengali, Sanskrit, Hindi, Urdu & Arabic): Lecture, discussion, project work, field trip, assignment, seminar, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation.

**Pedagogy of Social Science Teaching:** (History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology): Lecture, discussion, project work, field trip,

assignment, seminar, Demonstration. Presentation by students in pedagogy of school subjects, illustrations on content-based methodology may be provided.

**Pedagogy of Science** (Physical Science, Life Science, Computer Science & Application): Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar, illustrations on content-based methodology may be provided.

**Pedagogy of Mathematics Teaching:** Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation.

**Knowledge and Curriculum:** Group discussion, lecture-cum–discussion, pair and share, group work, panel discussion, symposium, assignments, school visits and sharing of experiences.

**Creating an Inclusive School:** Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show.

**Optional courses: Guidance and Counseling:** Group discussion, Lecture-cum –discussion, pair and share, group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences.

**Work & Vocational Education:** Lecture, discussion, workshop, practical work  
**Health and Physical Education:** Lecture, discussion, workshop, practical work.

**Peace and Value Education:** Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.

**Yoga Education:** Lecture, discussion, workshop, practical work.

**Environmental & Population Education:** Lecture, lecture-cum–discussion, observation, debate, field visits, project, lab work, films.

**Reading and Reflecting on Texts:** Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary.

**Drama and Arts in Education:** Lecture, Lecture cum discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit, Group work and its Presentation.

**Critical Understanding of ICT:** LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI.

**Understanding the Self:** Lecture-cum–discussion, workshop sessions, assignments, presentations by the students.

**Objective 2:** To study the responses of teacher educators regarding curriculum transaction in teacher education institutes.

Generally, teacher educators follow these types of andragogies in teaching learning process:

**Teaching Methods/strategies:** Most of the teacher educators uses, student centered teaching method i.e., discussion method, panel discussion and brain storming method and Knowledge center approach for group discussion and critical thinking strategy for B.Ed. course curriculum.

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

**Use of ICT:** Most of the teacher educators (86%) use ICT for providing learning experiences through PPT and 72% are using internet web tools for teaching learning process.

In nutshell, the curriculum transactions in teacher education colleges of affiliated to WBUTTEPA mostly i) Uses discussion method ii) ICT uses in teaching learning process.

It was observed by the researcher that 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 were 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.

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.

Similar finding was found in Sharma, Ajay (2014) study i.e., i) A large majority of the teacher educators carry out planning for academic activities. ii) Computers are used in the teaching learning process. iii) The use of various teaching methods by the teacher educators for transacting the contents of curriculum are Discussion, Lecture, Demonstration method etc.

#### 4. Conclusion

In this paper it is found that both foundation and pedagogy papers and engagement with field portion showing various teaching learning strategies in the two-year secondary teacher education curriculum. This curriculum also encourages the student teachers to develop critical thinking, problem solving skills, activity-based learning. By this knowledge of innovative ideas of teaching, student teachers can develop their students' knowledge, attitude, and skill in classroom situation. At present moment, in secondary teacher education programme teacher educator give emphasis on self and independent study, group learning and discussion, action research, seminar, field trips and excursions, case study, film show, role play, problem solving and preparation of projects. Learning by community participation and observation, workshops and seminars are to be encouraged. In the teaching of methodology of language, social science, science due emphasis should be laid on laboratory techniques and observations. It was

also found that the some of the teacher educators had no clear idea on effective curriculum transaction. This result can be applied to the secondary teacher education colleges in India. This result is also helpful for the student teachers,

teacher education colleges, curriculum planners, educational administrations and policy makers.

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