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**A Study of The Strategies of Curriculum Transaction in Sir J.J Secondary School, Surat(Gujarat)****Himanshu Sureshchandra Parekh**

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E-Mail:- hima.nshu@rediffmail.com Mobile No:- 9824560346**Abstract**

Curriculum embodies the educational philosophies and the values which it aims to achieve, the purpose it wants to realize and the specific goals that it wants to achieve. Curriculum must be transacted through appropriate strategies. The process of curriculum transaction is the touchstone of success of any curriculum programme. Classroom teaching-learning process, assessment of students, activities for formative assessment as well as co-curricular activities and the interaction between teacher and parents are four pillars of strategies of curriculum transaction. Present paper is an attempt to study various aspects of these four pillars of curriculum transaction in Sir J.J Secondary School located in Surat of Gujarat state of India. It is a Gujarati medium, grant-in-aid, minority school affiliated to Gujarat Secondary and Higher Secondary Education Board (GSHEB) and managed by Parsi community. Various aspects were examined through the self-developed research tools. The findings of the study revealed that the strategies of curriculum transaction could not be implemented up-to-mark mainly due to over strength of the students in the classroom, limitation of time for completing the syllabus, insufficient staff because of ban on recruitment as per Government policy and the lack of proper professional knowledge of teachers.

Key Words :- Curriculum, Curriculum Transaction, Curriculum Transaction Strategies.

A Study of The Strategies of Curriculum Transaction in Sir J.J Secondary School, Surat(Gujarat)

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INTRODUCTION:-

Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learner can analyze and evaluate their experiences, learn to doubt, to question, to investigate and to think independently within the framework of prescribed curriculum.

Curriculum is a roadmap of planned educational experiences conferred to learners by their teachers. Behar(1994) understands curriculum as the totality of experiences undertaken by learners within a programme of education encompassing broad yet defined objectives and goals and as facilitated by established theoretical and empirical accounts. Curriculum touches all aspects of the life of the students, environment which should be educationally congenial to them, ways and manners in which their interests can be handled and warmed up, the procedures and approaches which cause effective learning in them, the social efficiency of individuals and how they fit in with the community around them. It is intimately related with the individual as a member of the society. It embodies the educational philosophies and the values which it aims to achieve, the purpose it wants to realize and the specific goals that it wants to achieve. Curriculum must be transacted through appropriate strategies.

Curriculum transaction incorporates decisions about the contents and effective planning for providing learning experiences to its learners on the basis of content, implementation of organized planning and evaluations of the implementations by the implementer and the experts in the relevant field. The process of curriculum transaction is the touchstone of success of any curriculum programme. It consists of the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, playground and in the numerous contacts between the teachers and the students. It is characterized by variety and flexibility and is tailored to the needs of the students at different age levels. It gives the students increasing awareness of the environment around them so that

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they may fit in more efficiently in the milieu of community life. A curriculum could fail to achieve its expectations if the process of transaction is faulty and ineffective.

Classroom teaching–learning process, assessment of students, activities for formative assessment as well as co-curricular activities and the interaction between teacher and parents are four pillars of strategies of curriculum transaction. Present paper is an attempt to study various aspects of these four pillars of curriculum transaction in Sir J.J Secondary School located in Surat of Gujarat state of India which is a Gujarati medium, minority school only for boys, affiliated to Gujarat Secondary and Higher Secondary Education Board (GSHSEB) and managed by the minor Parsi community.

REVIEW OF RELATED LITERATURE:-

Some of the researches conducted earlier related to the present study have been highlighted below:

Agrawal (2004) conducted study on “Curricular reforms in schools :The importance of Evaluation” in which she studied English Language teaching conducted in Delhi State that sought to examine the assumption that a change in an evaluation pattern can trigger curricular reform and found that concomitant changes took place in teaching and testing of English at the upper primary stage when the Central Board of secondary Education introduced changes in the courses of study and the Examination of English language at the end of class-X.

Parashar and Singh (2012) conducted study on “Transactional Strategies of Secondary School Science: in Purview of National Curriculum Framework(India)-2005” in which he collected data under four aspects, namely, school facilities, classroom facilities, classroom transaction and students response for the classroom transaction. The major findings of the study were:- (1) No school had the science park (2) ICT facilities are not available in most schools. (3) Interaction procedure was not followed systematically. (4) Opportunity to perform experiments individually were insufficient.

Bose (2014) studied “Curriculum Transaction in NIOS: Overcoming the Limitations of Packaged Instructions” and found that the learning outcomes were unsatisfactory, the instructional system was not designed for meaningful learning, and the self-learning material used for delivering instructions was barrier to the adoption of National Curriculum framework (2005) guidelines and suggested that personal contact programme (PCP), the component of instructional system of NIOS, should be designed on the NCF directives for organizing instructional processes.

Kamla Devi and Subbiah (2014) conducted study on “Integrated Instructional Strategy in Enhancing the Ability of Student Teachers in English Prose Teaching” in which they

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attempted to devise a strategy for teacher educators to train the prospective teachers of English for teaching a prose lesson and the experimental group was trained for 31 days. The study revealed that the experimental group performed well in the classroom teaching compared with that of controlled group.

Khandagale(2014) conducted “Curriculum Transaction in Teacher Education: A Critical Study” in which he studied the status curriculum transaction in teacher educational institutes affiliated to Shivaji University, Kolhapur with regard to (a)Planning(b)Teaching Methods (c)Print and electronic media (d)Evaluation (e) Curricular activities (f)Use of ICT and found that (1)Most of the teacher educators were either not aware or had misconception towards innovative methods in teaching learning process.(2)Organization of activities was not purposeful(3)Had not the annual activity calendar.

Bhattacharya and Sahoo(2015) studied “Implementation of Art and Aesthetic values in Curriculum Transaction among Secondary School Students :An Analysis” and found that (1)60%teachers had no awareness regarding implementation of art and aesthetic value during classroom teaching,(2)80% teachers had not used pictorial aids in the classrooms to inculcate value among students and not giving specific attention on dance,painting,petry writing and (3)75%students believed that teachers were not giving specific attention on performance of drama/role play to understand particular topic.

Khan(2015) presented her paper on “Teacher Effectiveness: Role of ICT” in which she discussed and described various factors determining the use of ICT for effective teaching and ICT can contribute to enhance teacher effectiveness.

Sharma(2015) presented his paper on “Activity-based teaching-learning strategy in mathematics” in which he discussed about the activity based teaching-learning strategies for effective learning of mathematics.

Sue and Andrew(2015) in their research paper “Teachers’ perspectives on successful strategies for teaching Computing in school” identified a range of pedagogical strategies used by teachers in practice, categorized them into the five areas,namely,contextualised learning,computational thinking skill development, code manipulation working collaboratively and learning away from the computer; and further suggested that focusing on the use of these strategies could help teachers to feel more confident in the Computing classroom.

Nadda(2016) studied “Impact of Curriculum Transaction Strategies on Test Anxiety of Students” found that the various transaction strategies used by the teachers of HPBSE and CBSE schools did not have much effect in reducing the anxiety level of students and

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suggested that the teachers should make use of study skills, discussion method, inculcate good study habits and provide counseling to the students so that they may deal with anxiety in a better way.

From the perusal of the above studies, it is evident that there is no research that studies the strategies of curriculum transaction of the school managed by Parsi community. Hence it was thought worthwhile to undertake the present study: A Study of the Strategies of the Curriculum Transaction in Sir J.J Secondary School, Surat (Gujarat).

OPERATIONAL DEFINITION:-

CURRICULUM TRANSACTION

The term curriculum transaction used in this study implies the teaching learning process conducted in the classroom, assessment practices (both continuous and terminal), participation of students in various activities, recording and reporting the result of the students and making close interactions with the parents.

DELIMITATIONS OF THE STUDY:-

The study was delimited to the secondary classes (IX and X Standards) of Sir J.J Secondary School (Minority, Gujarati Medium, affiliated to Gujarat State Board) having only boys students and located in Surat city (Urban area) of Gujarat state.

OBJECTIVES:-

The objectives of this study were:-

- (1) To observe the classroom teaching of the teachers.
- (2) To study assessment practices (both continuous and terminal) conducted by the school.
- (3) To study the activities conducted by the school and participation of the students.
- (4) To study the nature of the interaction conducted by the teachers with the parents.

RESEARCH METHODS:-

METHODOLOGY USED

Descriptive survey method was used for conducting this study.

POPULATION

The study was conducted in the Sir J.J Secondary School located at Surat in the state of Gujarat which is affiliated to Gujarat Secondary and Higher Secondary Education Board and managed by Sir J.J Parsi Benevolent Institution (Mumbai). The school management is of Parsi community and hence the school has been recognized as the religious minority school by Government of Gujarat. It is fully Government aided and a GUJARATI MEDIUM school.

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The school is admitting only the boy students and is from STD:-IX to STD:-XII with only Commerce stream. Hence all the units of the school was the population.

SAMPLE

No sampling was conducted for selecting the school. All the units of the school was the population from which for selecting the subjects of this study, the sample units and the sampling techniques were as follows:

Sr.No.	Sampling Units/Subjects	Sample Size (In number)	Sampling Technique
1.	School	01	Purposive
2.	Principal	01	Only a principal of the school under study.
3.	Teachers	04	All the teachers teaching at std.IX & X (at Secondary level) were selected purposively.
4.	Students	50(25 students each from std:IX and X)	20% of the total students each from Std:IX and X were selected randomly.
5.	Parents	10	Purposive
6.	Classroom Observation	12 Periods(3 periods each of four(4)subjects: Maths,Science,SocialScience and English.)	Purposive

TOOLS USED FOR DATA COLLECTION

Following research tools were used for conducting this study:

Sr. No.	Research Tool	Developed to interact/to deal with
1.	Interview Schedule	School Principal
2.	Interview Schedule	Parents
3.	Questionnaire	Teachers
4.	Questionnaire	Students
5.	Classroom Observation Schedule	Classroom interaction

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STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

Simple statistical techniques like frequency count and percentages were used for data analysis.

DATA ANALYSIS AND INTERPRETATION:-

As per the FOUR(4) objectives of the study, the data collected are analysed and presented in the FOUR(4) different tables as under:-

Table:-1 DATA RELATED TO CLASSROOM OBSERVATION

Sr N o.	Aspect	Percentage(%) of responses in the subjects											
		Maths			Science			Social Science			English		
		A*	B*	C*	A	B	C	A	B	C	A	B	C
1	Teacher encourages children to ask questions.	100			100			100			100		
2	Teacher gives answers to students questions/ queries gladly	100			100			100			100		
3	Teacher is sharing students' experiences and developing lesson on the basis of their experience.			100			100		33.33	66.67		33.33	66.67
4	Blackboard is used properly by the teacher.	100			100				33.33	66.67		33.33	66.67
5	Relevant TLMs are used properly during teaching.	100			100			100			100		
6	Teacher is asking variety of questions to encourage participation of all		33.33	66.67		33.33	66.67		66.67	33.33		66.67	33.33

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	children.												
7	Teacher ensures gender sensitive and gender positive behaviour during teaching	100			100			100			100		
8	The teacher is conducting relevant activities during teaching.		66.67	33.33		66.67	33.33		66.67	33.33		66.67	33.33
9	Overall classroom environment is conducive for learning.	100			100			100			100		
10	Children feel free to express their feelings and problems.	100			100			100			100		
11	Teacher is assessing students' learning along with teaching, and moving ahead after ensuring that students have learnt.		33.33	66.67		33.33	66.67		33.33	66.67		33.33	66.67
12	Teacher addresses the diversity in classroom (inclusiveness)	100			100			100			100		

* A stands for "To a great Extent", B for "To Some Extent", C for "Not at all".

Table:-2 DATA RELATED TO THE ASSESSMENT PRACTICES

Sr. No.	Aspect	% of responses from			
		PRINCIPAL	TEACHERS	STUDENTS	PARENTS
1.	Gujarat Secondary and Higher Secondary Education Board	100	100	100	100

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	Curriculum				
2.	Exam. Plan as per GSHSEB guidelines	100	100	100	100
3.	Assessment Rules as per GSHSEB guidelines	100	100	100	100
4.	Students and parents are informed in advance about assessment & promotion rules.	100	100	100	100
5.	Full syllabus is taught properly before exam	100	100	100	100
6.	Difficulties of students in learning are solved.	100	100	92	94
7.	Proper teaching method used for better learning	100	100	90	88
8.	Formative assessment is done keeping individual differences	100	90	88	80
9.	Summative assessment is done transparently in ALL subjects.	100	100	100	100
10.	Assessed answersheets are shown to parents and students.	100	100	100	100
11.	Students are consulted to improve their performance.	100	100	96	98
12.	Students are motivated for better achievement.	100	100	90	96
13.	Parents meetings conducted regularly for improving performance of their child.	100	100	100	100
14.	Diagnosis for the weak students are done.	100	100	100	100
15.	Remedial teaching is given to weak students for better performance.	100	100	94	96

Table:-3 DATA RELATED TO ACTIVITIES (Conducted by school and participation of students in these activities)

Sr.No.	Activity related to		% of responses from			
	Component	Aspect	PRINCIPALS	TEACHERS	STUDENTS	PARENTS
1.	Truthfulness	Value education	100	100	100	100
2.	Empathy		100	100	100	100
3.	Non-violence		100	100	100	100
4.	Trust		100	100	100	100
5.	Honesty		100	100	100	100
6.	Self-awareness	Life Skills Education	100	100	100	100
7.	Problem solving		100	100	100	100
8.	Decision making		100	100	100	100

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9.	Creativity		100	100	100	100
10.	Stress control		100	100	100	100
11.	Inter personal relations	Social Skills	100	100	100	100
12.	Communication skills		100	100	100	100
13.	Team spirit		100	100	100	100
14.	Expression of feelings		100	100	100	100
15.	Attitude of compromise and adjustment		100	100	100	100
16.	Control on emotions and feelings	Emotional Skills	100	100	100	10
17.	Compassion		100	100	100	100
18.	Mercy		100	100	100	100
19.	Sympathy		100	100	100	100
20.	Introspection		100	100	100	100
21.	Parents	Development of various attitudes towards	100	100	100	100
22.	Society		100	100	100	100
23.	Teachers		100	100	100	100
24.	Environment		100	100	100	100
25.	Nation		100	100	100	100
26.	Co-curricular	Self interest of student	100	100	100	100

Table:-4 DATA RELATED TO INTERACTION BETWEEN TEACHERS AND PARENTS

Sr. No.	Aspect	% of responses from		
		PRINCIPAL	TEACHER	PARENT
1.	Timely intimation about absence /irregularity of child	100	100	100
2.	Timely intimation about school calendar/Exam. Plan.(Academic Schedule)	100	100	100
3.	Timely intimation about performance of child	100	100	10
4.	Regular parent's meeting with teachers and principal	100	100	100
5.	Free expression of any problem related to child	100	100	100
6.	Intimation of results of medical check-up in school	100	100	100
7.	Career guidance of child with parents	100	100	100
8.	Psychological counseling of child with parents	100	100	100
9.	Lectures of experts for child with	100	100	100

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	parents			
10.	Participation in any special campaign against social evils	100	100	100
11.	Participation in any celebrations like School Annual Day.	100	100	100

FINDINGS:-

The findings of the study as revealed by the tables of responses are as under:-

(A) Findings related to Classroom observation (From Table:-1):-

(1) In all the four(4) subjects, all the subject teachers, i.e 100%, (i) encourages children to ask question (ii) gives answers to students queries gladly (iii) use TLMs properly during teaching (iv) ensures gender sensitive and gender positive behavior during teaching (v) maintain classroom environment conducive for learning (vi) make children feel free to express their feelings and problems. (vii) address the diversity in classroom (inclusiveness).

(2) All the teachers (100%) teaching Maths and Science whereas 33.33% of the teachers teaching Social Science and English (i) can share students' experiences and can develop lesson on the basis of their experience, and (ii) use the blackboard properly.

(3) 33.33% of teachers teaching Maths and Science whereas 66.67% of the teachers teaching Social science and English ask variety of questions to encourage participation of all children.

(4) 66.67% of the teachers teaching Maths, Science, Social Science and English conduct relevant activities during teaching.

(5) 33.33% of the teachers teaching Maths, Science, Social science and English assess student's learning along with teaching and moving ahead after ensuring that students have learnt.

(B) Findings related to assessment practices (From Table:-2):-

(1) All the teachers, parents, students as well as the principal responded that the school (i) conduct Gujarat Secondary and Higher Secondary Education Board Curriculum, (ii) plan exams as per GSHSEB guidelines, (iii) follows the assessment rules as per GSHSEB guidelines, (iv) students and parents are informed in advance about assessment and promotion rules, (v) full syllabus is taught properly before exam, (vi) summative assessment is done transparently in all subjects, (vii) assessed answer sheets are shown to parents, (viii) parents meeting is conducted regularly and, (ix) diagnosis of weak students is done.

(2) All teachers and the principal responded the difficulties of all students in learning were solved but 8% students and 6% parents did not agree with it.

(3) All teachers and the principal responded that proper teaching methods were used but 10% students and 12% parents disagreed with it.

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(4) All teachers and the principal responded that formative assessment was done considering individual differences but 12% students and 20% parents disagreed with it.

(5) All teachers and the principal responded that students were consulted for improving their performance but 4% students and 2% parents disagreed with it.

(6) All teachers and the principal responded that students were motivated for better performance but 10% students and 4% parents disagreed with it.

(7) All teachers and the principal responded that remedial teaching for the weak students was done but 6% students and 4% parents disagreed with it.

(C) Findings related to activities conducted by school and participation of students

(From Table:-3):-

All the teachers, students, parents and the principal responded that the school conducts various activities under different aspects like value education, thinking skills, social skills, emotional skills, developments of proper attitudes towards parents, society, teachers, environment, nation and also the co-curricular activities in which all the students participate as per their interest.

(D) Findings related to interaction between teachers and parents (From table:-4):-

All teachers, parents and the principal responded in all the aspects related to the interaction between teachers and the parents that the school interacts and communicates properly, timely and meaningfully with the parents.

CONCLUSIONS AND SUGGESTIONS:-

The present study revealed that the strategies of curriculum transaction in Sir J.J Secondary school, Surat were planned in accordance with the guidelines and schedule of Gujarat secondary and Higher Secondary Education Board (GSHSEB) and implemented almost effectively and properly. The school conducts various goal oriented activities and all the students participate in them. Also, the interaction system of the school for interaction between teachers and parents is sound and executed properly and effectively.

The classroom observation revealed that the teachers (1) can not share students' experiences to develop a lesson on the basis of their experience and can not use the blackboard properly. (2) do not ask variety of questions to encourage participation of all children (3) can not conduct relevant activities during teaching and (4) do not assess student's learning along with teaching and moving ahead after ensuring that students have learnt.

Also, the data related to the assessment practices revealed that some of the students and parents responded that (1) the difficulties of all students in learning were not solved, (2) proper teaching methods were not used (3) formative assessment was not done considering individual

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differences(4)students were not consulted for improving their performance(5)students were not motivated for better performance(6)remedial teaching for the weak students was not done. These drawbacks of the school are mainly due to over strength of the students in the classroom, limitation of time for completing the syllabus, insufficient staff due to ban on recruitment as per Government policy and the lack of proper professional knowledge. So for the effective classroom interaction as well as total meaningful assessment practices and result oriented implementation of the strategies of curriculum transaction, it is suggested that student teacher ratio should be decreased and more programmes for the professional development of the teachers should be organized.National Curriculum Framework(NCF)-2005 considers teachers as facilitators of learning for which teachers need to be trained for creative thinking,planning,organization and management of classroom processes so as to make teachers the facilitators of learning in real and practical sense.Also,it is suggested to the Government to release the ban on the recruitment of teachers in aided schools and to permit the schools to recruit sufficient number of teachers for the proper education of students.

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