



INNOVATIVE PRACTICES IN CURRICULUM TRANSACTIONS CONCERNS TEACHER EDUCATION PROGRAMME

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Abstract

Quality of any educational system depends to a great extent on curriculum that is transacted. Curriculum and Textbooks have been considered important for improving quality and standard of education. In-fact the crux of the entire process of education lies in its curricular design, structure, organization and transaction modes. The world today seems to be ruled by the cyber world, which besides offering an ocean of knowledge has thrown up may a challenge including displacing the teacher. The teacher, who was the ultimate then, is today treated more as a service provider than a second parent. Education has become a business transaction driven by market principles where student-teacher and the community are the 'stakeholders' and classroom interaction, the delivery of 'goods'. Should the trend continue, what we will produce will be mere commodities without souls. For education to be meaningful, not only is the choice of curriculum with its thrust on essential areas, important but the manner in which it is imported. In today's context, mere classroom delivery will not suffice. The means is as important as the end. During the last few decades teacher education curricula has come under severe criticism and their weakness have been highlighted. Some educationists feel that they do not fully address the needs of contemporary Indian Schools and society and they do not prepare teachers who can import quality education in schools. Effective curriculum frameworks for initial teacher education aimed at developing professionalism in pre-service teachers are expected to have their base in well-defined standards for various levels of school teachers.

Key words: Innovative Practices, Curriculum Transactions, Two Years B.Ed Programme.



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Introduction:

It is felt, necessary to locate some relevant situations in curriculum transaction. In this context one needs to understand the curriculum in a broader social connotation. It is also necessary to develop and approach in a later social frame works, which would broaden the horizons of learning. Such an attempt would disclose many more channels to the curriculum transition in a more nature way.

- (a) They can enter the working force.
- (b) They can take up vocational courses.
- (c) The can take up higher level academic courses.

It is, therefore necessary to bring their education, which will give them the competence to entire life. This means that the process of acquiring useful knowledge and skill, proper work habits, attitudes and character which contributes to productivity and national integration that should successfully implemented in the Teacher Education curriculum.

Hence, an attempt is made here, keeping in view the dearth of teaching- learning and also initiative in our education area, to prepare different concepts in relevant social context.

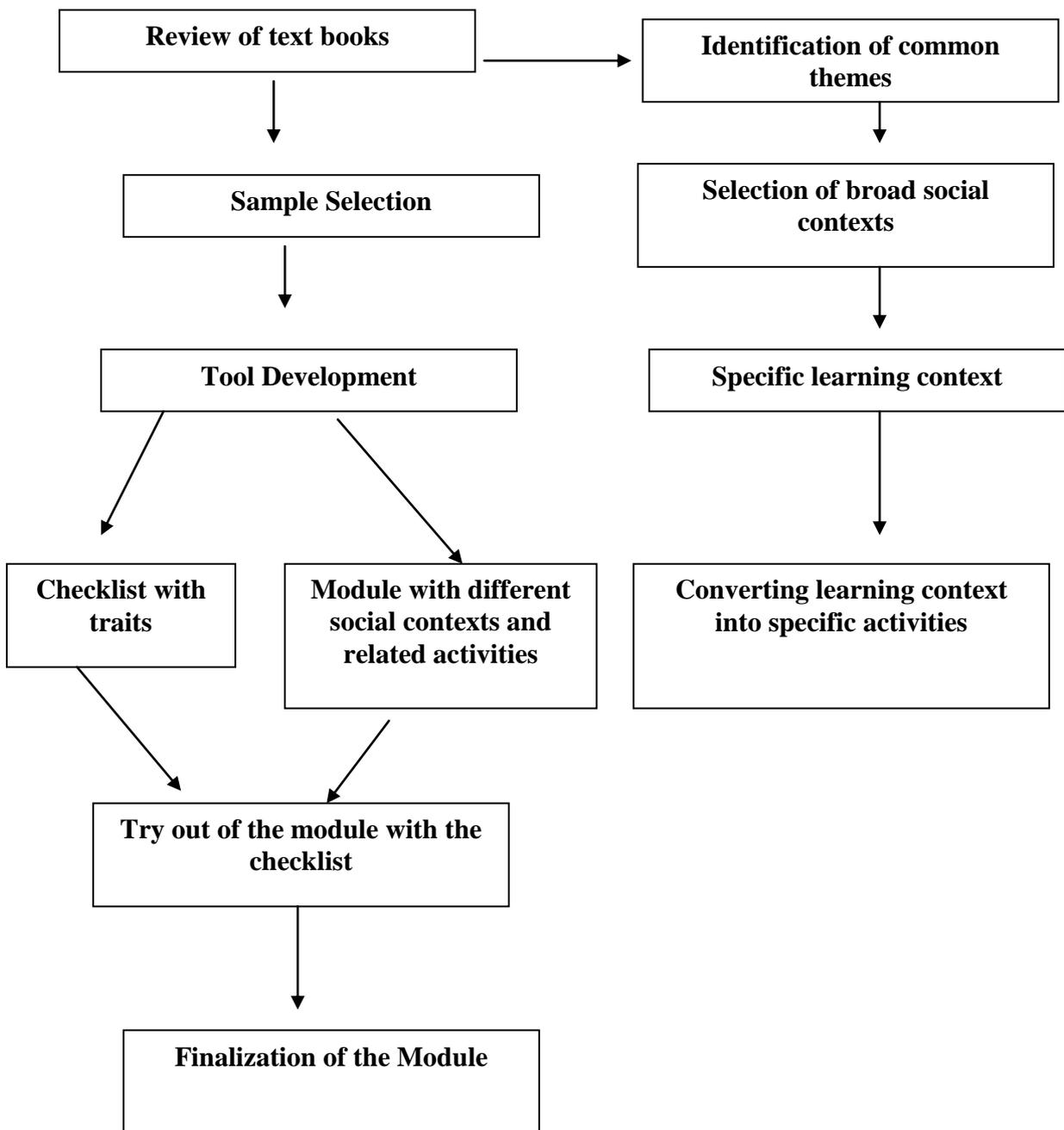
In the light of the significance of the study the following objectives were formulated.

Objectives:

- 1) To facilitate the development of insight in using different social contexts in curriculum transaction.
- 2) To locate suitable approaches in different social Context.
- 3) To understand the significance of the contextual – learning and its effect on learning experiences.
- 4) To develop an alternative source to minimize the problems related to dearth of material in teaching process.
- 5) To facilitate the development of insight in using different ICT and ECT contexts in curriculum transaction.

Methodology:

Flowchart



The Field:

The main focus of the study is to remove dearth of teaching in Teacher Education. The sample is selected from Gulbarga of Hyderabad – Karnataka region. The effectiveness of social context in transacting curriculum are found to be more effective in these selected areas

Limitations:

The field is selected with the following limitations.

- 1) This study was limited to Gulbarga of Hyderabad – Karnataka region.
- 2) This study was limited to Teacher-Education programme.

Research Design:

In view of the above limitations the research design was framed. It includes preparation of a module and tries out of the module.

Framework for Tool Making:

After preparing the tools some discussions were carried out with the experts in the field. The tools used for the study are constructed as follows.

The tools are:

- 1) Module with different social context
- 2) A checklist with traits and skills.

For establishing the validity and usability of the module only two themes were identified in this module. After selecting these two theisms, the relevant social contexts at a broadlevel were identified. The board social contexts are:

First Area:

- 1) Philosophical development of education.
- 2) Psychological development of education.
- 3) Information and communication technology.
- 4) New trends in Education system.

Second Area:

- 1) Modern Education system.
- 2) Science and Technology (E-Learning).

Checklist with Traits and Skills:

The activities developed in the module with social contexts were scored in terms of traits and skills. The traits and skills necessary to explore the environment in different social contexts were identified. While selecting the traits keep observations were made to locate the relevant trait. Finally a list of traits and skills was prepared and the same was used while conducting the activities.

The following traits and skills were enlisted in the checklist.

- | | |
|------------------------------------|---------------------|
| 1) Appreciation | 16) Experimentation |
| 2) Admiration | 17) Interest |
| 3) Alertness | 18) Initiative |
| 4) Analytical Thinking | 19) involvement |
| 5) Belongingness | 20) Inquisitiveness |
| 6) Curiosity | 21) Leadership |
| 7) Clarification (seeking) | 22) Observation |
| 8) Critical Receptions | 23) Responsibility |
| 9) Concern | 24) Spontaneity |
| 10) Commitment | 25) Sharing |
| 11) Cooperation | |
| 12) Creative expressions filching. | |
| 13) Consultation | |
| 14) Discovery | |
| 15) Enthusiasm | |

Conclusion:

Quality of any educational system depends to a great extent on curriculum that is practiced. Curriculum and textbooks have been considered important for improving quality and standards of education. Infarct the crux of the entire process of education lies in its curricular design, structure, organization and practicing modes and its appropriateness. There are many issues which are concerned with development of good curriculum.

In this design of the study some loop endorsed, this loop consists of:

- 1) Training teachers to use a certain package.
- 2) Using observational systems to describe instructional activities on and general educational importance.
- 3) Relationship between instructional activities and student growth (on variety of outcomes).

With the continuous emerging new technologies, the process of teaching has been evolved from conventional teacher-centered to interactive learner-centered with conscious and need-based efforts on knowledge self-constructivism. In this context of inventible change in the modes of curriculum transaction, many issues arise which need to be addressed immediately so as to get the full usage of the technology in the field of education.

‘Innovation’ is an idea or practice perceived as new by the adopter. ‘Innovation’ may refer to any new idea, product, approach or an action plane. That is in any innovation, attempt is made to change the existing practice to suite the demands of the situation. Innovation blossoms when an individual puts his novel ideas into action and realize its uniqueness. The success of innovation is to a great extent, dependent upon the activities and abilities of the individuals who enthusiastically support the new product or process. The taxonomy of the teacher education includes collaborative practice, professional development, integration of technology, standards based teacher education, electronic technologies and field based programmes. Technology provides enough scope for innovations. Having this in mind, a number of innovative teaching methods can be created, and innovative ideas can effectively be implemented with the help of technology. However, the onset of the 21st century, educationists feel that it is the right time to accept and implement innovative practices in teacher education, by removing the barriers whatsoever that one may encounter on the way.

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