
5.3 CURRICULUM TRANSACTION: ITS MAIN COMPONENTS

The term 'curriculum development' is most popular while 'Transaction of Curriculum' is a very recent concept introduced in education. The transaction of curriculum means 'management of curriculum'. I.K. Devis has used the term 'managing teaching-learning' and the teacher as a manager. Devis' approach has initiated and introduced the term 'management' in the education process.

Meaning and Definition of Curriculum Transaction:

Transaction of curriculum is a broad concept in comparison to curriculum development. Management of curriculum is done from the initial stage or introduction of new courses. It is at the school stages and at higher levels also. Management/Transaction of curriculum employs the following steps:



Transaction of curriculum is a much more difficult task because it involves planning and preparing the course or discipline at the school and university level. Curriculum management is done by Boards of Studies and Committees. There are councils in some disciplines which plan and control it. At the university level, there are Boards of Studies for different subjects. It is based on theoretical and practical aspects as well.

Management of curriculum refers to conscious choice from a variety of alternative plus proposals and further more streams that such choices involve purposeful commitment to recognised and derived objectives.

So 'transaction curriculum' means the basic model of curriculum which depends on the objectives of education. It is a commitment for realising the desired objectives of education, translated into practical terms.

5.3.1 Curriculum Transaction

Bases of Transaction of Curriculum

The transaction of curriculum is the commitment for realising the desired objectives of education. The objectives are based on various considerations and factors which are equally important in planning or deciding the basic structure of curriculum. The following are the bases of transaction of curriculum:

1. Social philosophy of the society
2. National needs or state needs
3. Nature of course of study
4. Type of examination system

6

5. Form of the Government
6. Theory and assumptions of human organisation
7. Growth and development stage of students
8. Recommendations of National Commissions and Committees of Education

The above bases of 'curriculum management' and educational objectives are both theoretical and practical. The last basis is more useful in the transaction of curriculum. After independence several Commissions and Committees have been established in India in Education – the University Education Commission (1949), the Secondary Education Commission (1952), the National Commission of Education (1964-66) and the National Policy of Education (1986) etc. These Commissions have given recommendations for curricula or courses of study for different stages.

Curriculum Transaction