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## 12. A Comparative study of Transaction Practices Prevailing in PSEB and CBSE Schools to Transact Punjabi Language Curriculum

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### **Abstract**

The present study was undertaken to compare and analyze Transaction Practices Prevailing in PSEB and CBSE Schools to Transact Punjabi Language Curriculum. Questionnaire on Transaction Practices developed by Jishtu, P. (2003) and adapted by the investigator was used to assess the transaction practices prevailing in schools to transact Punjabi language curriculum. 126 Punjabi teachers (63 PSEB and 63 CBSE) of Ludhiana district were taken. The Findings of the study revealed that the most preferred methods of teaching Punjabi by PSEB and CBSE School teachers are text book, discussion and lecture method. Most of the teachers are of the opinion that the use of teaching aid helps in making teaching learning process interesting. All the respondent teachers of Both CBSE and PSEB schools accept that they use formative as well as summative assessment.

**Key Words:** Transaction Practices, Punjabi Language Curriculum

### **Introduction**

The Success or failure of any educational endeavor depends ultimately upon the method adopted by the teacher. Methodology is first a science and then a way of teaching. As science methodology is the study of teaching methods. Method can be defined as a procedure by which a goal is reached, a purpose accomplished or a result achieved (adamu,2008). Teaching methodology is concerned with what method techniques or approach, individual or group of teachers select and use in actual classroom(oyekan,1994). Various Methods and techniques are used by teachers for effective teaching and to transact curriculum contents. Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of

aims and objectives specified in the curriculum. Curriculum transaction incorporates decisions about the contents and effective planning for providing learning experiences to its learners on the basis of content, organization of planning, administration or implementation of the organized planning and evaluation 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. Transaction of curriculum is a systematic process, consisting of a number of transaction practices, in which every component i.e. teacher, students, materials and the learning environment, is crucial for successful learning.

**Objective of the study:** The study was conducted to meet following objective;

To Compare and analyze transaction practices in P.S.E.B and C.B.S.E Schools.

**Sample of the Study:** For Present study, 126 (63 PSEB and 63 CBSE) Punjabi Teachers of Ludhiana district were taken by randomized technique of sampling.

**Design of the Study:** The study follows mix method procedure. Design of the study is concurrent embedded.

**Tools:** Questionnaire on Transaction Practices developed by Jishtu, P. (2003) and adapted by the investigator was used.

### Analysis and Interpretation

Transaction practice prevailing in PSEB and CBSE schools to transact Punjabi Language Curriculum were analyzed. The ranking of transaction practices was analyzed by applying Mode as central tendency. The satisfaction of teachers on the use of prevailing transaction practices was analyzed by percentage. The parameters of satisfaction of teachers were analyzed by applying Mode as central tendency.

**Table 1: Satisfaction Level of CBSE and PSEB Teachers with Teaching Methods**

Board	Satisfied	Not satisfied	Total	Chi Square Value
CBSE	100%	0	100%	0.5322
PSEB	96.83%	3.17%	100%	

Table 1 revealed that all the respondent CBSE teachers (100%) agree that they are satisfied with the methods of teaching including in the list whereas 96.83% PSEB teachers agree that they are satisfied with methods of teaching in list and their use in class to transact Punjabi language curriculum. Thus no other method apart from the nine in list has been used for teaching of Punjabi language. The chi square value 0.5322 fails to reach 0.05 level of

satisfaction. This reveals that PSEB and CBSE teachers have no difference at satisfaction level of teaching methods.

**Table 2: Opinion of PSEB and CBSE Teachers Regarding Students' Satisfaction of Students with Teaching Methods Used To Transact Punjabi Language Curriculum**

Board	Satisfied	Not Satisfied	Total
PSEB	96.83%	3.17%	100
CBSE	96.83%	3.17%	100

Table 2 revealed that Both PSEB (96.83%) and CBSE (96.83%) agree that students are satisfied with the teaching methods used by them to transact Punjabi language curriculum in the classroom. only 3.17% PSEB and CBSE teachers disagree that students are satisfied with the teaching methods used by them to transact Punjabi language curriculum in the classroom. The parameters of measure of success of the teaching method are Annual Good Result and Arousing Interest in the subject. 96.83 teachers of both board are in opinion that the students are satisfied with teaching methods used by them to transact Punjabi language curriculum in the classroom.

**Table 3: Opinion of PSEB and CBSE Teachers Regarding Guidelines /Instructions from the NCERT/SCERT for Using Various Teaching Methods to Transact Punjabi Language Curriculum**

Board	YES	NO	TOTAL	Chi Square Value
PSEB	74.60%	25.40%	100%	1.82
CBSE	63.49%	36.51%	100%	

From the table 3 it is clear that 74.60% PSEB and 63.49% CBSE teachers agree that they received guidelines /instructions from the NCERT/SCERT for using teaching methods whereas 25.40% PSEB and 36.51% CBSE teachers disagree that they had not received any guidelines from the NCERT/SCERT for using teaching methods to transact Punjabi language curriculum in the classroom.

**Table 4: Satisfaction of PSEB and CBSE Teachers with Time Allotted To Punjabi Language in Time Table**

Board	Satisfied	Not Satisfied	Total	Chi Square Value
PSEB	88.89%	11.11%	100%	0.613
CBSE	84.13%	15.87%	100%	

It is clear from the table 4 that 88.89% PSEB and 84.13% CBSE teachers are satisfied with time allotted to Punjabi language whereas 11.11% PSEB and 15.87% teacher are not satisfied with time allotted to Punjabi language in time table. Chi square value 0.613 fails to reach 0.05 level of satisfaction. It clearly indicates that PSEB and CBSE teachers do not differ significantly with time allotted to Punjabi language in the time table. Thus it is clear that both PSEB and CBSE teachers are satisfied with time allotted to Punjabi language in time table.

**Table 5: PSEB and CBSE Teachers' Response Regarding Preparation of Lesson Plan to Transact Punjabi Language Curriculum in The Classroom**

Board	Yes	NO	Total	Chi Square Value
PSEB	92.06%	7.94%	100%	1.362
CBSE	96.83%	3.17%	100%	

From table 5 it is clear that 92.06% PSEB and 96.83% CBSE teachers prepared lesson and only 7.94% PSEB and 3.17% teachers had not prepared lesson plan to transact Punjabi language curriculum in the classroom The chi square value 1.362 fails to reach 0.05 level of satisfaction. It clearly shows that PSEB and CBSE teachers did not differ significantly on preparation of lesson plan to transact Punjabi language curriculum in the classroom. Thus it is evident that Both PSEB and CBSE teachers prepared lesson plan to transact Punjabi language curriculum.

#### **Opinion of PSEB and CBSE Teachers' regarding availability of Audio Visual Aids**

All respondents PSEB and CBSE teachers agree that their schools have chalk boards.96.83% PSEB and All respondent CBSE teachers agree that their school have computers. 93.95% PSEB and 92.06% CBSE teachers accept that their school has maps.90.48% PSEB and All respondent CBSE teachers agree that their schools have pictures.87.30% PSEB and 92.06% CBSE teachers agree that their schools have globe.49.21% PSEB and 55.56% CBSE teachers accept that their schools have L.C.D projectors.47.62% PSEB and 79.7% CBSE teachers agree that their schools have Bulletin boards.26.98% PSEB and 55.56% CBSE teachers agree that their schools have overhead projectors.22.22% PSEB and 57.14% CBSE teachers agree that their schools have television.20.63% PSEB and 41.27% CBSE teachers agree that their schools have Film strips.17.46% PSEB and 53.27% CBSE teachers agree that their schools have slide projectors.2.70% PSEB and 53.27% CBSE teachers agree that their schools have radio and 6.35% PSEB and 57.14% CBSE teachers agree that their schools have tape recorder as teaching

aids Thus it is concluded that both CBSE and PSEB schools have sufficient teaching aids to transact Punjabi language curriculum in the classroom.

### Assessment of Students Achievement in Punjabi Language

100% teachers of Both CBSE and PSEB schools accept that they use formative as well as summative assessment. They also accept that internal as well as external evaluation has been used for assessment of students 'achievement in Punjabi language.

### Findings of the Study

The findings emerged from the study are given below:

1. The most preferred methods of teaching Punjabi by PSEB School teachers are text book, discussion, play way and lecture method. The teachers do not use any other method than the nine given in list and are satisfied with these nine methods only. The parameters of measure of success of the teaching method are annual result and arousing interest in the subject.
2. 90% teachers in both types of schools plan their lesson in advance. For the delivery of lesson the availability of teaching aids: Black board, Computer, Charts, Maps, and Pictures have been reported. More than 95% teachers are of the opinion that the use of teaching aid helps in making teaching learning process interesting; understanding the subject matter easily; increases students' participation in the classroom and bring changes in the students' behavior.
3. All the teachers of both CBSE and PSEB schools accept that they use formative as well as summative assessment. They also accept that internal as well as external evaluation has been used for assessment of achievement in Punjabi language.

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