
A STUDY ON INSTITUTION INFORMATION AND INSTITUTIONAL FUNCTIONING ABOUT CURRICULAR ASPECTS OF COLLEGES OF EDUCATION IN KARNATAKA

Dr. DIVAKARA NAIK K S

PRINCIPAL

NUTANA COLLEGE OF EDUCATION

ABSTRACT

Curriculum is the essential ingredient of any education system regardless of the education level. All other aspects whether teaching, learning and evaluation or research and development, infrastructure and learning resources, student activities and support system revolve around it. Therefore, curricular aspects and the best practices connected to curriculum design and development play a very significant dimension of the quality of teacher education since the curriculum has a decisive role in steering the other elements of quality. Reviewing and updating of the curriculum is the essential ingredient of any vibrant academic system. There ought to be a dynamic curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated curriculum and also providing their inputs to take care of fast paced development in the knowledge of the subject concerned. Designing of the curriculum to suit the clientele is important. Revising the curriculum should be a continuous process to provide an updated education to the students at large. The present research article falls under the purview of quantitative research and hence quantitative methods, such as data collection, analysis, comparison, tabulation and illustration, are used. Among 48 randomly selected colleges of education, I received replies from 19 colleges of education only, and the same data are taken for granted for analysis.

Keywords: Teacher education, Curriculum, Quantitative methods.

INTRODUCTION:

Knowledge and education are considered among the major factors contributing to the reduction of poverty, sustainable development and economic growth and it is the curriculum that is increasingly viewed as foundation also educational reforms aimed at the achievement of high quality learning outcomes. The curriculum represents a conscious and systematic selection of knowledge, skills and values a selection that shapes the way teaching, learning and assessment processes are organized by addressing questions such as what, why, when and how students should learn. More broadly the curriculum is also understood as a

political and social agreement that reflects a society's common vision while taking into account local, national and global needs and expectations. The curriculum, in other words, embodies a society's educational aims and purposes. Contemporary curriculum reform and development processes therefore increasingly involve public discussion and consultation with a wide range of stakeholders. Curriculum design has evolved into a topic of considerable debate with frequently conflicting perspectives engaging policy-makers, experts, practitioners and society at large. The complexity of curriculum development processes and the range of issues informing the 'what' and the 'how' of teaching, learning and assessment present major challenges for policy-makers and curriculum developers. Since curriculum development processes are influenced both by local needs and by broader, transnational trends, a comprehensive international perspective on curriculum issues, trends and approaches is critical

II. CONCEPT OF CURRICULUM:

Curriculum plays an important role in the field of teacher education. Curriculum is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Curriculum is used in several meanings. There are also a number of definitions of the term, curriculum. The word curriculum is derived from the Latin word 'currere' which means 'run' and it signifies a 'run-away' or a course which one runs to reach a goal.

- Carl (1995:40) defines "curriculum as an umbrella and continuous process in which structure and systematic planning methods figure strongly from design to evaluation". For the purposes of this study, this definition is accepted as it includes all aspects from design, dissemination, and implementation to evaluation.
- According to Taylor (1966) curriculum means all the learning which is planned or guided by the school, whether it is carried in groups or individually, inside or outside the school.
- Kerr (1968) says, "Curriculum means all the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school".

III. IMPORTANCE OF CURRICULUM IN TEACHER EDUCATION:

A curriculum guides the instructional lessons that teachers use. A curriculum defines what the learner will learn and can possibly guide when the learner learns the information from the lesson. A curriculum offers teachers the ideas and strategies for assessing student progress. A student must meet certain academic requirements in order to go to the next level. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level, whether that the levels involve a high school, college or career. Curriculum can help students to achieve some personal control over their learning, to plan their semester, and to manage their time effectively, and describes Active Learning. Students often conceive of learning as the acquisition of correct information, but they may not know what it means to take an active role in the process, beyond rote memorization and recall, students should be given some idea about what they should already know and what skills they should already have before taking course so they can realistically assess their readiness, sets the course in a Broader Context for Learning, describes Available Learning Resources.

IV.OBJECTIVES OF THE STUDY:

- To assess the differences between four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to component of total quality management i.e. institutional information about curricular aspects, functioning about curricular aspects scores of colleges of education in Karnataka

V.HYPOTHESES OF THE STUDY:

- **Hypothesis:** There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about curricular aspects of colleges of education in Karnataka
- **Hypothesis:** There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about curricular aspects of colleges of education in Karnataka

VI. METHODOLOGY OF THE STUDY:

For the present research study, survey and comparative method used as research method for collecting information.

- **SAMPLE:** In the present study, the sample was selected form all the assessed and accredited colleges of teacher education in Karnataka state. For this purpose the 19 colleges of education were selected randomly from four divisions of Karnataka. All the selected colleges were recognized by NAAC and NCTE.
- **TOOLS USED TO COLLECT DATA:** Curriculum aspects scale were developed by the investigator on various dimensions of quality education of colleges of education.
- **STATISTICAL TECHNIQUES USED:** The collected data were coded and entered in Microsoft excel 2010 and converted in SPSS 20.0 version for statistical analysis.

VII. ANALYSIS AND INTERPRETATION:

1. Hypothesis: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about curricular aspects of colleges of education in Karnataka

To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

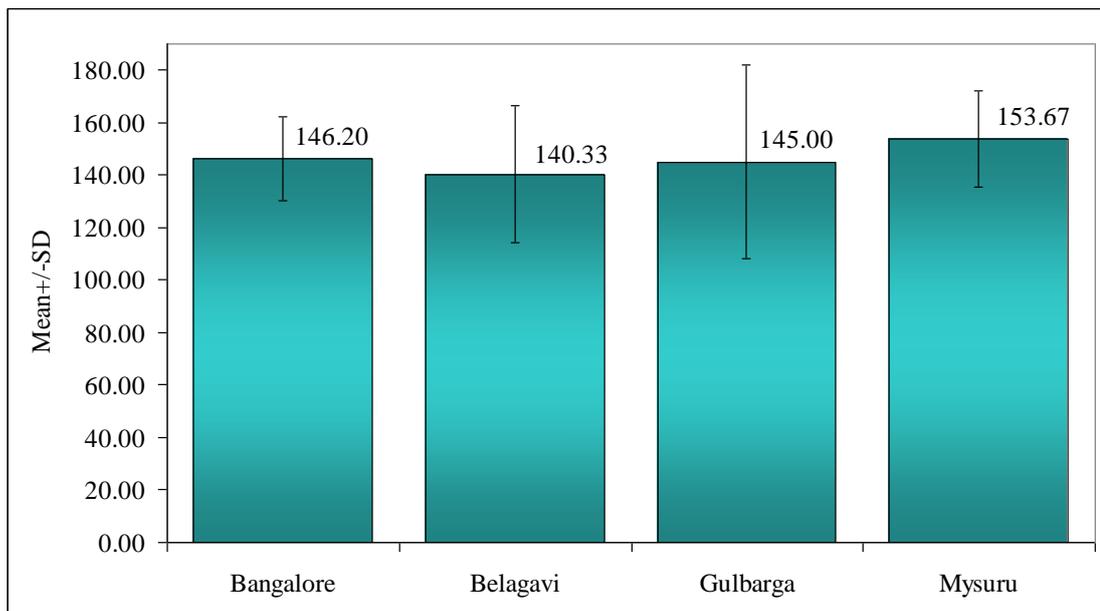
Table:1.1 Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about curricular aspects of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	146.20	16.07	144.00	10.50
Belagavi	140.33	25.93	145.00	26.00
Gulbarga	145.00	36.77	145.00	26.00

Mysuru	153.67	18.44	153.00	16.00
Total	158.63	16.52	159.00	9.25
H-value	1.1590			
P-value	0.7630			

The results of the above table reveal that, the mean±SD and median ± IQR of institutional information scores about curricular aspects of colleges of education in Karnataka are 158.63±16.52 and 159.00±9.25 respectively. In which, the mean of institutional information scores about curricular aspects is higher in Mysuru division (153.67±18.44) as compared to lowest in Belagavi division (140.33±25.93) followed by Bangalore division (146.20±16.072) and Gulbarga division (145.00±36.77).The difference between four divisions is not found to be statistically significant (H=1.1590, p>0.05) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of institutional information scores about curricular aspects is similar in four divisions. The mean and SD scores are also presented in the following figure

Figure:1.1 Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about curricular aspects of colleges of education in Karnataka



2.Hypothesis: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about curricular aspects of colleges of education in Karnataka

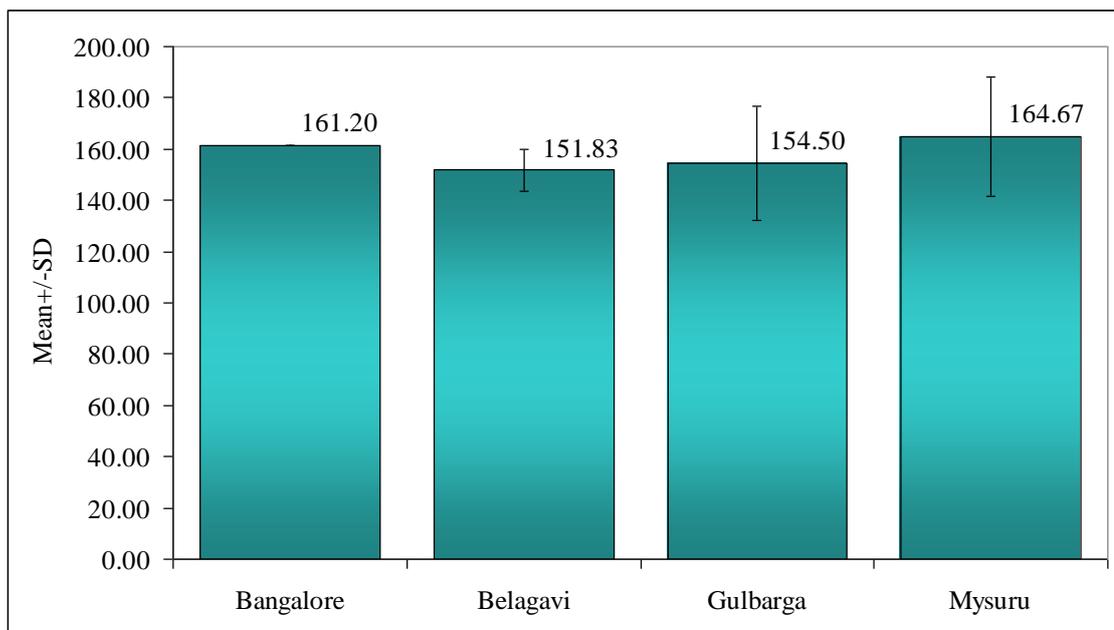
To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

Table:2.1 Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about curricular aspects of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	161.20	8.29	163.00	5.00
Belagavi	151.83	22.21	154.00	19.00
Gulbarga	154.50	23.33	154.50	16.50
Mysuru	164.67	14.57	158.00	12.50
Total	146.58	21.06	148.00	17.00
H-value	6.4530			
P-value	0.0920			

The results of the above table reveal that, the mean \pm SD and median \pm IQR of functioning scores about curricular aspects of colleges of education in Karnataka are 146.58 \pm 21.06 and 148.00 \pm 17.00 respectively. In which, the mean of functioning scores about curricular aspects is higher in Mysuru division (164.67 \pm 14.57) as compared to lowest in Belagavi division (151.83 \pm 22.21) followed by Bangalore division (161.20 \pm 8.29) and Gulbarga division (154.50 \pm 23.33). The difference between four divisions is not found to be statistically significant (H=6.4530, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of functioning scores about curricular aspects is similar in four divisions. The mean and SD scores are also presented in the following figure

Figure: 2.1 Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about curricular aspects of colleges of education in Karnataka



VIII. FINDINGS OF THE STUDY:

- ✚ The mean of institutional information scores about curricular aspects is higher in Mysuru division (153.670±18.44) as compared to lowest in Belagavi division (140.33±25.93) followed by Bangalore division (146.20±16.072) and Gulbarga division (145.00±36.77). The difference between four divisions is not found to be statistically significant
- ✚ The mean of functioning scores about curricular aspects is higher in Mysuru division (164.67±14.57) as compared to lowest in Belagavi division (151.83±22.21) followed by Bangalore division (161.20±8.29) and Gulbarga division (154.50±23.33). The difference between four divisions is not found to be statistically significant
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IX. EDUCATIONAL IMPLICATIONS:

- Best practices in Curricular Aspects, which stood the test of time, will help the teacher education institutions in working towards excellence.
- Teacher education system to equip students with soft-skills and job-oriented curriculum with innovations.
- The institutions of teacher education need to have a clear understanding of what they are seeking to achieve through their curricular offerings, research and extension programmes.
- Relevant curriculum in a fast changing world.
- Multi skill development with stress on communication skills.
- Grant of autonomy to select number of colleges based on their performance record to facilitate innovations and flexibility in the curriculum.
- To make the system more self-reliant by introducing at least partially the internal assessment process

X. CONCLUSIONS:

Teacher Education provides a platform to student-teachers to acquire the required knowledge, skill and develop positive attitude, values and beliefs. This can be done with the help of the provided curriculum. And the quality of teacher produced in any institution invariably depends on the curriculum offered to them during their training period.

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