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RESEARCH ARTICLE

CORRELATION STUDY ON THE CURRICULA-ASPECTS OF QUALITY MANAGEMENT OF COLLEGES OF EDUCATION IN KARNATAKA

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ABSTRACT

As curricula are transformed throughout the world in response to the need for modern teacher education, much attention is given to curriculum content and associated teaching, learning and assessment methodologies. However, an important component of any curriculum is its organisational management, how it is all held together, the way the process is conducted and what mechanisms are applied to ensure quality. 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 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.

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INTRODUCTION

In today's complex and competitive academic environment in teacher education, professional approaches and best-practices alone can act as catalysts for quality improvements in the system as a whole. The quality of curriculum and the human infrastructure would make a quantum difference in the quality of teachers, which is the outcome of such inputs. Realizing that the present system offers a very rigid pattern, which is inadequate to satisfy the interests and aspirations of the students, it was necessary for the university to move with the times and offer programmes to cater to the diverse needs of the students according to their learning ability and pace of learning. Optimization of resource use to achieve the best realization and nurture of talents among the large student community prompted the university to initiate this curricular reform. The curriculum became meaningful to the students because of its relevance to their interests and aspirations.

Emerging areas of global demand have been introduced in the system, which became attractive to students from within and outside. Student participation and experiential learning has been enhanced to a great extent. The Assessment system has become more transparent and overall improvement in Academic effectiveness is visible. This criterion deals with how the curriculum either assigned by a university or marginally supplemented or enriched by an institution or totally remade, depending on the freedom allowed in curricular-design is compatible with the mission and vision statements of the institution. The focus of this criterion is captured in the following criterion statements that spell out the qualitative aspects and good practices expected of an institution:

-) The institution has a clearly stated and communicated purpose, vision, mission and values.
-) The institution ensures the continuing relevance of its programmes and that the existing courses are modified to meet the emerging needs.

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- J The institution develops and deploys action-plans to achieve the objectives and effective implementation of the curriculum.
- J The institution obtains and uses feed-back from the students, alumni, employers, community, academic peers and other stakeholders in curriculum development and planning.

The key aspects identified under this criterion are: Curricular Design and Development, Academic Flexibility, Feedback on Curriculum, Curriculum update and Best Practices in Curricular Aspects. Each of these key aspect is enumerated below:

Curricular-Design and Development: Is a process of developing the curriculum through a need assessment process and in consultation with institutional and external-expert groups based on the feed-back from the students and the field/school system. This should result in the development of relevant activities with flexibility to suit the professional and personal needs of the students of the institution, university department, colleges and school sector (in-service). For the above to be effective there should be a clear statement of the vision and mission which reflects the teacher education goals and objectives, and the challenges of times in terms of regional, national and global demands in the curriculum development and planning with ethical considerations and quest for quality.

Academic-Flexibility : Flexibility in the schedule and academic plan of the institution with ample scope for innovations and inclusion of need based activities i.e. Providing varied learning situations both at the institution and on the field.

Feed-back on curriculum: The curriculum revision is based on the feed-back, database and experiences of implementation. Thus it is important that, the experiences and insights of all concerned are collected and the areas of weaknesses and redundancy in the curriculum reviewed at appropriate intervals to provide inputs for basing the curriculum revision. Obtaining and analyzing feed-back/responses from academic peers, students, Alumni and employers and their appropriate use for review, design and restructuring the curriculum reflects the institutions effort towards quality enhancement.

Curriculum Update: The basis for curriculum update emerges from the need to achieve stated objectives effectively. Curriculum update is a continuous process. Even though it is difficult to revise the curriculum on an yearly basis, the experiences and insights in implementing it over years need to be recorded and the inputs strengthened. The aspects necessary for improving efficacy of the programme are identified and revisited at the time of curriculum update.

Best Practices in Curricular Aspects: Sustainable curricular practices which lead to academic effectiveness and excellence.

OBJECTIVES OF THE STUDY

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

HYPOTHESES OF THE STUDY

J **Null Hypothesis:** There is no correlation between institutional information and functioning scores about quality management of colleges of education in Karnataka.

METHODOLOGY OF THE STUDY

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

- J **SAMPLE:** In the present study, the sample was selected from all the 48 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.
- J **TOOLS USED TO COLLECT DATA:** Curricular-aspects scale were developed by the investigator on various dimensions of quality education of colleges of education.
- J **STATISTICAL TECHNIQUES USED:** The collected data were coded and entered in Microsoft excel 2010 and converted in SPSS 20.0 version for statistical analysis. The data were analyzed by the following statistical procedures.

ANALYSIS AND INTERPRETATION

- J **Hypothesis:** There is no correlation between institutional information and functioning scores about curricular aspects of colleges of education in Karnataka

To test the above null hypothesis, the **Karl Pearson's product movement correlation coefficient technique** has been performed and the results are presented in the table given below.

Table 1. Correlation between institutional information and functioning scores about curricular aspects of colleges of education in Karnataka

Variables	Correlation between institutional information and functioning scores of colleges of education in Karnataka			
	r-value	r ² -value	t-value	p-value
About curricular aspects	0.9324	0.8694	10.6364	0.0001*

*p<0.05

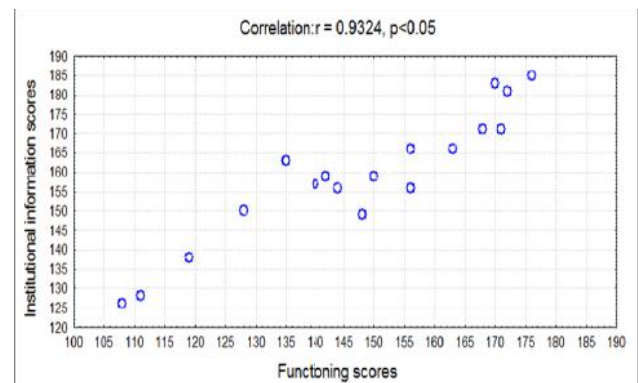


Diagram 01. Scatter diagram of correlation between institutional information and functioning scores about curricular aspects of colleges of education in Karnataka

From the results of the above table, it can be seen that, a significant and positive relationship was observed between institutional information and functioning scores about curricular aspects of colleges of education in Karnataka ($r=0.9324$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is an increase or decrease in institutional information scores with increase or decrease in functioning scores about curricular aspects of colleges of education in Karnataka. The relationship between institutional information and functioning scores about curricular aspects of colleges of education in Karnataka is also presented in the following scatter diagram.

CONCLUSION

-) A significant and positive relationship was observed between institutional information and functioning scores about curricular-aspects of colleges of education in Karnataka

EDUCATIONAL IMPLICATIONS

-) The promotion of the development of abilities and skills cognitive, affective and psychomotor domain.
-) To develop the curriculum with student focus.
-) To provide adequate flexibility in the choice of subjects to the students.
-) It contributes to the promotion of civic behavior, nation building and social cohesion through the transmission of democratic values and cultural norms.
-) Cafeteria approach for diversification to enhance employability of graduates.
-) Additional emphasis on ICT component in upgrading content and transaction of curriculum at different levels.
-) To make the system more self-reliant by introducing at least partially the internal assessment process.

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