Study on Assessment and Accreditation of Quality Management of Teacher Education Institutions (TEI) In Deferent Divisions of Karnataka

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Abstract- This research examined the Every Teacher Education Institution (TEI) has a unique institutional ambience that evolves over time as spin offs from its day-to-day functioning. Simultaneously, it is this ambience that represents the quality of the institution. This means, quality of a TEI represents the extent to which the institutional ambience expresses sustaining concern for improvement in the day-to-day functioning of the institution. Within an institution with such concern for quality, greater clarity in respect of needs and their satisfaction will be reflected. Besides, each institution has to resolve its problems and pressures in one's own way despite the need to adhere to the given overall curriculum framework. In doing this, every institution resorts to some actions as probable remedy and may find satisfying outcomes. In other words, among the several tasks and processes carried out, each institution may perceive some distinct task or practice to have contributed to its overall effectiveness as a TEI. Carrying out that practice becomes a heartening experience to both teacher educators and student teachers. Teacher educators gain a better insight into their functioning not only in implementation but also in conceptual understanding. In fact, despite the persisting universal criticism about the quality of functioning in the TEIs, several TEIs have carried on meaningful and commendable work. Some have carried on the routine in a distinct manner; some have attempted to overcome one or the other problem within the institution through evolving ‘remedies’ from within; some have attempted newer breakthroughs in curricular aspects; some have liaisonsed with other institutions to try newer vistas of operations; some have monitored institutional processes for better efficiency; and so on. The attempt has resulted in sustaining the functional efficiency of the institution and so is called ‘the best practice’ in that institution.

Index terms- TEI: Teacher Education Institution.

Accreditation in teacher education is justified on several counts. In the first place, presently there exist no benchmarking standards or criteria for institutions desirous of pursuing excellence, to compare themselves with their peers and accreditation will fill this gap. Institutions also feel the need for mutual sharing of their special and innovate features which function as a motivating factor to strive to achieve higher performance standards. It is common knowledge that the examination results by themselves do not provide a comprehensive picture of the institutional profile. The accreditation will promote the culture of self-appraisal and self-evaluation of performance by institutions, determined pursuit of standards of excellence set by themselves and mutual sharing of institutional experiences. It will also play a leadership role in the creation of a climate conducive for healthy competition among teacher education institutions to pursue quality and excellence and influence one another with their good practices. There is an increased interest internationally in procedures for the assessment and accreditation of teacher education programs. In today’s political and educational climate, teacher registration and the accompanying moves to accredit teacher education courses are part of a wider accountability movement to assure better teachers and schools and to strengthen the quality and status of the teaching profession. Accreditation is an assessment of the institution’s capacity to be a college or university whether it deserves to be called a college or university. In the case of specialized accreditation, the question is whether or not the unit deserves to be called a college or school of education. The accreditation process makes exacting demands on institutions in terms of institutional context and

INTRODUCTION
educational effectiveness. Accreditation involves assessment and gradation of an institution with reference to different parameters and taking into account the multi-dimensional phenomenon of its functioning. The assessment process addresses both the intrinsic and extrinsic requirements of institutions, these being the functioning of the institution and relevance and utility of the output. It seeks to assess the extent to which institutions pursue excellence in their job of imparting quality education in a culture of positive competition. The most significant aspect of the whole process is self-appraisal by institutions themselves through self-study combined with unbiased, informed and transparent review by peers.

NEED OF THE STUDY

Assessment and accreditation will help teacher education institutions to carry out their strength, weakness, opportunity and threat analysis, and in making their programmes more attractive to the students and to their potential employers. The norms and standards evolve with strengthening of the capacity of the system and commitment for raising the quality of the programme, which will be revealed by the system of assessment and accreditation. The purpose of accreditation is to find out how far an institution is performing beyond the minimum stipulations for achieving quality and excellence. It is a process for improving the quality of education and ensuring the suitability and quality of the products of the educational process to fulfill the purposes expected of them. It is a quality certification given by the accreditation agency to an institution, a course or a programme. This is done after carrying out appropriate criteria-based evaluation. Accreditation is an assurance of quality of both the institutional processes and outputs. Accreditation ensures accountability and efficiency with reference to the intrinsic and extrinsic functions of the institutions. It enables the society to find out the extent to which society’s expectations from the educational system are met and imparts credibility to the system. It safeguards by ensuring quality and standards of the trained individuals from the educational institutions. Accreditation also assists the stakeholders, students, parents and employers in identifying, acknowledging and encouraging institutions and programmes, which fulfill norms and standards and make proper use of their services.

OBJECTIVES OF THE STUDY

The following are the objectives set for the study:

- To study the difference among the different divisions with respect to institution and total quality management.
- To study the difference among the different divisions with respect to functioning of total quality management of colleges of education.

HYPOTHESES OF THE STUDY

The following hypotheses are formulated for this study:

- There is no significant difference among the different divisions with respect to institutional information about total quality management of colleges of education.
- There is no significant difference among four divisions with respect to functioning about total quality management of colleges of education.

METHOD

The success of any research study depends on the selection and utilization of proper research methods. Methods selected should be feasible, pre-planned, well understood and should always be appropriate to the problem under investigation and the kind of data necessary for its solution. For present study, survey and comparative method was used as research method for collecting information.

SAMPLE

In the present study, the sample was selected from all the 49 Assessed & accredited colleges of teacher education in different divisions of Karnataka state. For this purpose 19 colleges of education were selected randomly from different divisions of Karnataka.

Table-1: Assessed and accredited colleges of education form different divisions in Karnataka.
TOOLS USED

The Rating scales were developed to measure the quality management in colleges of education. The Rating scales were framed on the basis of objectives of the study they are:
1. Curricular Aspects.
3. Research, Consultancy & Extension.
4. Infrastructure & Learning Resources.
5. Student-Support & Progression.

ANALYSIS AND INTERPRETATION

HYPOTHESIS: 01: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about total quality management 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: Results of Kruskal Wallis ANOVA between different divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about total quality management of colleges of education in Karnataka.

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>IQR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangalore</td>
<td>1167.40</td>
<td>58.12</td>
<td>1178.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Belagavi</td>
<td>1113.83</td>
<td>80.63</td>
<td>1099.50</td>
<td>48.50</td>
</tr>
<tr>
<td>Gulbarga</td>
<td>1185.00</td>
<td>70.71</td>
<td>1185.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Mysuru</td>
<td>1201.50</td>
<td>71.09</td>
<td>1206.00</td>
<td>43.00</td>
</tr>
<tr>
<td>Total</td>
<td>1163.11</td>
<td>74.82</td>
<td>1178.00</td>
<td>63.25</td>
</tr>
</tbody>
</table>

The results of the above table reveal that, the mean±SD and median ± IQR of institutional information scores about total quality management of colleges of education in Karnataka are 1163.11±74.82 and 1178.00±63.25 respectively. In which, the mean of institutional information scores about total quality management is higher in Mysuru division (1201.50±71.09) as compared to lowest in Belagavi division (1113.83±80.63) followed by Bangalore division (1167.40±58.12) and Gulbarga division (1185.00±70.71). The difference between four divisions is not found to be statistically significant (H=3.7850, 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 total quality management is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: Comparison of four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about total quality management of colleges of education in Karnataka

HYPOTHESIS: 02: There is no significant difference between different divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about total quality management 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: Results of Kruskal Wallis ANOVA between different divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about total quality management of colleges of education in Karnataka.

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>IQR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangalore</td>
<td>1116.40</td>
<td>78.57</td>
<td>1112.00</td>
<td>52.50</td>
</tr>
</tbody>
</table>

The results of the above table reveal that, the mean±SD and median ± IQR of functioning scores about total quality management of colleges of education in Karnataka are
The results of the above table reveal that, the mean±SD and median ± IQR of functioning scores about total quality management of colleges of education in Karnataka are 1111.11±81.94 and 1112.00±65.75 respectively. In which, the mean of functioning scores about total quality management is higher in Mysuru division (1148.33±89.29) as compared to lowest in Belagavi division (1068.67±73.60) followed by Bangalore division (1116.40±78.57) and Gulbarga division (1113.50±99.70). The difference between four divisions is not found to be statistically significant (H=2.6320, 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 total quality management is similar in four divisions. The mean and SD scores are also presented in the following figure.

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

EDUCATIONAL IMPLICATIONS

1. The present study helps to improve the issues relating to the quality aspects of Colleges of education.
2. The present study helps to maintain and improve the quality of Colleges of education.
3. The present study helps to improve the curricular activities in quality management of colleges of education.
4. The present study helps to improve the reviewing and updating of the curriculum is the essential ingredient of any vibrant academic system.
5. The present study helps to improve the teaching-learning & evaluation process in colleges to maintain quality of education.
6. The present study helps to improve the research activities, consultancy & extension services in colleges of education.
7. The present study helps to enhance the Infrastructure facilities & learning resources in the colleges to improve the quality of education.
8. The present study helps to improve the support & progression to strengthen the college and its quality.
9. The present study supports to improve the Governance& Leadership behaviour in the colleges to improve the quality of colleges of education.

CONCLUSION

Quality education is largely contingent upon the quality of physical and academic resources which contribute significantly to the satisfaction of students and other stakeholders. On the component of physical and academic resources, appropriateness of TEIs’ buildings is the only aspect with which teachers are slightly satisfied. In the light of data analysis, it may safely be concluded that the TEIs lack appropriate
physical facilities for the staff, learning materials and teaching aids, and library and academic resources. Students at these institutions seem to have problems in accessing the academic resources.

BIBLIOGRAPHY:


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