

ASSESSMENT AND ACCREDITATION OF TEACHING, LEARNING & EVALUATION IN COLLEGES OF EDUCATION IN KARNATAKA*

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ABSTRACT

With the advancement of technologies, methods of teaching, learning and evaluation in teacher education need modification from the current scenario. Teaching is key component in educational planning, which is one of the most important factor in steering educational plans. Despite the importance of good teaching, the outcomes are far from ideal. This paper deals to investigate effective teaching, learning and evaluation for teacher education. Rapid changes in the modern world has caused the teacher education System to face overabundance of challenges. Therefore, the training of more eager and thoughtful individuals in interdisciplinary fields is vital. Research and exploration to figure out effective teaching and learning methods are one of the most important necessities in the modern educational systems. Professors have a determining role in training eager and thoughtful individuals. Universities and colleges are the places where new ideas sprout; roots strike deep and grows tall and sturdy. These places embrace the entire universe of knowledge. These are the spaces where creative minds converge, interact with each other and construct visions for noble realities. Established notions of truth are challenged in the pursuit of knowledge.

KEYWORDS: Teaching | Learning | Evaluation

INTEREDUCATION:

Teaching, learning and evaluation method plays an important role and continuous changes and modification as per requirement enhance the education system. A systematic approach towards planning and execution of educational program is essential for overall development and growth of students, teachers as well as the educational programs. Education being most important component of human beings after survival needs, it requires thorough approach in delivering and receiving education. The success of educational programs require integrated efforts of teachers, students, parent, administrators and managerial members of educational institutions. Society at large provide for and gets benefited by good education. A good education system is a ideal win situation for all.

OBJECTIVES OF 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 Teaching -learning & evaluation, functioning about Teaching -learning & evaluation scores of colleges of education in Karnataka.

HYPOTHESIS:

- There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Teaching -learning & evaluation of colleges of education in Karnataka.
- There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about Teaching -learning & evaluation of colleges of education in Karnataka.

METHODOLOGY OF THE STUDY:

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 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:

Teaching, learning and evaluation scale was developed by the investigator on various dimensions of quality education of colleges of education. Validity and reliability were established for the scale. The Rating scale was developed to measure the quality management in colleges of education. The Rating scale was framed on the basis of objectives of the study.

STATISTICAL TECHNIQUES USED:

The appropriate statistical tools have been used such as simple mean, standard deviation, median, Inter quartile range (IQR), Non-parametric Kruskal Wallis analysis of variance and the Karl Pearson's correlation coefficient and other relevant statistical tests.

ANALYSIS AND INTERPRETATION:

Hypothesis:01: There is no significant difference between four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Teaching -learning & evaluation 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

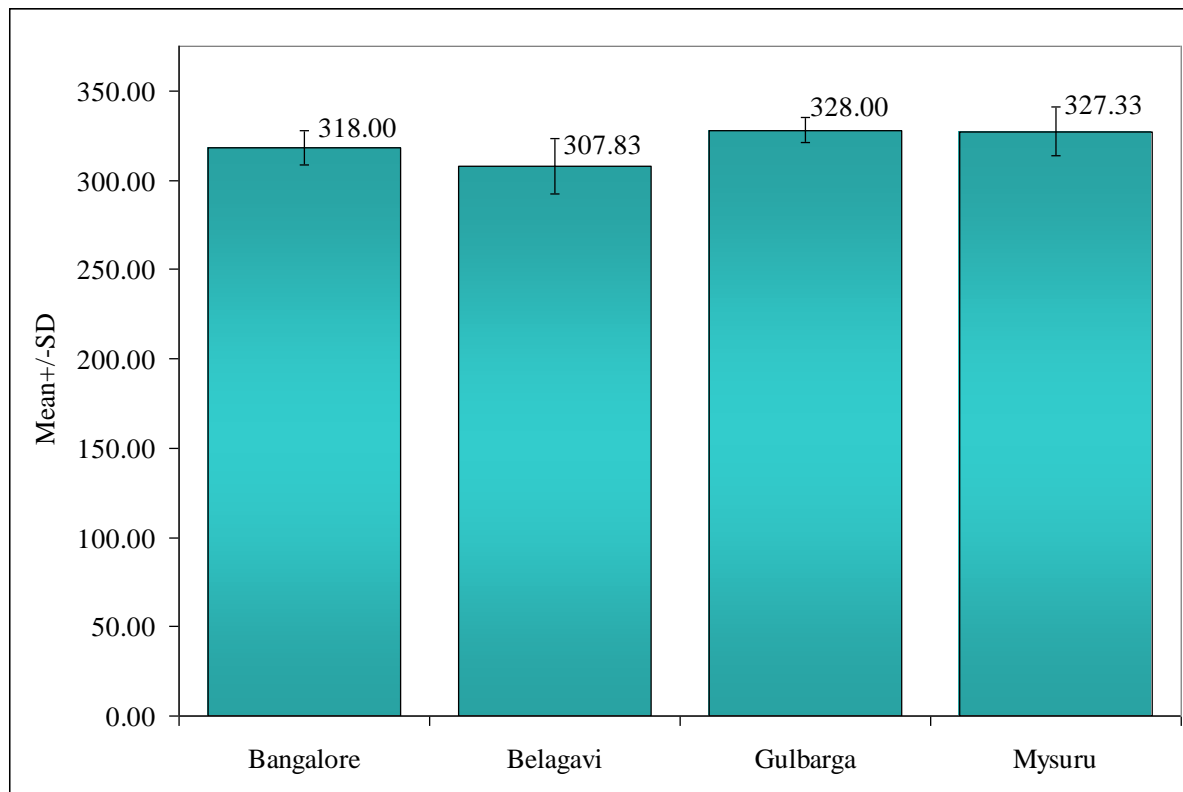
Table:01: Results of Kruskal Wallis ANOVA between four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about teaching -learning & evaluation of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	318.00	9.70	319.00	7.00
Belagavi	307.83	15.30	311.00	8.50
Gulbarga	328.00	7.07	328.00	5.00
Mysuru	327.33	13.63	331.50	7.00
Total	318.79	14.64	323.00	10.75
H-value	1.2430			
P-value	0.7430			

The results of the above table reveal that, the mean \pm SD and median \pm IQR of institutional information scores about teaching-learning & evaluation of colleges of education in Karnataka

are 318.79 ± 14.64 and 323.00 ± 10.75 respectively. In which, the mean of institutional information scores about teaching -learning & evaluation is higher in Mysuru division (327.33 ± 13.63) as compared to lowest in Belagavi division (307.83 ± 15.30) followed by Bangalore division (318.00 ± 9.70) and Gulbarga division (328.00 ± 7.07). The difference between four divisions is not found to be statistically significant ($H=1.2430$, $p>0.05$) 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 teaching -learning & evaluation is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure:01: Comparison of four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about teaching -learning & evaluation of colleges of education in Karnataka



Hypothesis: There is no significant difference between four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about Teaching -learning & evaluation of colleges of education in Karnataka.

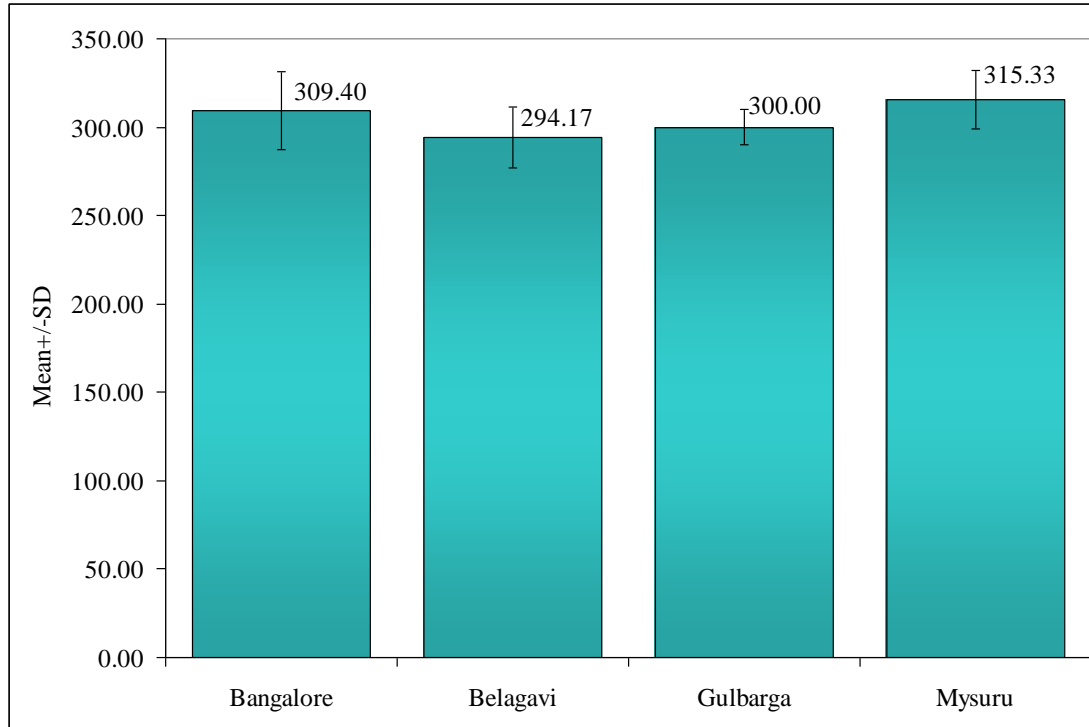
To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

Table: 02: Results of Kruskal Wallis ANOVA between four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about teaching -learning & evaluation of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	309.40	22.19	318.00	9.00
Belagavi	294.17	17.54	296.00	15.50
Gulbarga	300.00	9.90	300.00	7.00
Mysuru	315.33	16.60	315.50	10.00
Total	305.47	18.96	307.00	14.00
H-value	4.0050			
P-value	0.2610			

The results of the above table reveal that, the mean \pm SD and median \pm IQR of functioning scores about teaching -learning & evaluation of colleges of education in Karnataka are 305.47 \pm 18.96 and 307.00 \pm 14.00 respectively. In which, the mean of functioning scores about teaching -learning & evaluation is higher in Bangalore division (309.40 \pm 22.19) as compared to lowest in Belagavi division (294.17 \pm 17.54) followed by Mysuru division (315.33 \pm 16.60) and Gulbarga division (300.00 \pm 9.90). The difference between four divisions is not found to be statistically significant (H=4.0050, 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 teaching -learning & evaluation is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure:02: Comparison of four regions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about teaching -learning & evaluation of colleges of education in Karnataka



FINDINGS OF THE STUDY:

- ✚ The mean of institutional information scores about teaching -learning & evaluation is higher in Mysuru division (327.33 ± 13.63) as compared to lowest in Belagavi division (307.83 ± 15.30) followed by Bangalore division (318.00 ± 9.70) and Gulbarga division (328.00 ± 7.07). The difference between four divisions is not found to be statistically significant.
- ✚ The mean of functioning scores about teaching -learning & evaluation is higher in Bangalore division (309.40 ± 22.19) as compared to lowest in Belagavi division (294.17 ± 17.54) followed by Mysuru division (315.33 ± 16.60) and Gulbarga division (300.00 ± 9.90). The difference between four divisions is not found to be statistically significant.






CONCLUSIONS:

- ✚ The mean of institutional information scores about teaching -learning & evaluation is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)
- ✚ The mean of functioning scores about teaching -learning & evaluation is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)

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