



FIRST CRITERION OF NAAC CURRICULAR-ASPECTS: A CASE STUDY ON TEACHER EDUCATION INSTITUTIONS (TEI's) IN KARNATAKA

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ABSTRACT

Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feed-back system and involvement of stakeholders in curriculum updating are also gauged. As an affiliated college the TEI's is expected to operationalize the curriculum in its own way. That is, the TEIs has to evolve ways of implementing the curriculum in consideration to its institutional goals, resource potential, local culture and conditions and its clientele. In short, every TEI's 'plans for meaningfully translating curriculum into activities', decide on the emphasis to be given to particular activities for ascertaining the understanding of the professional perspective among students. That is, this process of 'rendering prescribed curriculum' into institutionally appropriate practices or 'curriculum planning' makes every TEIs unique in its internal curriculum and this is an internal process within the institution. 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.

Keywords: TEI's: Teacher education institutions, Criterion I: Curricular aspects

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I. INTRODUCTION

“The mission of the National Assessment and Accreditation Council is to ensure that our higher education system is fully tuned towards creation of enlightened citizens who in turn will transform India into a prosperous, happy, strong and safer nation”.

**-Dr. APJ Abdul Kalam
Former President of India**

The Curricular Aspects are the main stay of any educational institution. However, the responsibilities of various TEIs in this regard vary depending on their academic and administrative standing. That is, an Affiliated College is essentially a teaching unit which depends on a larger body namely university for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing and assessment procedures is peripheral and these are “givens”; that is, these are essentially prescribed by the university to which the college is affiliated. Whereas, a University has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically, and ensure that the outcomes of its programmes are defined by its bodies. However, every college visualizes the way it is going to adopt the ‘prescribed’ curriculum and specifications in such a way that the actual practice is rendered suitable to the institutional goals as well as its resource potential and local conditions. This process reflects the TEI’s sensitivity to student diversity and the kinds of diverse supports or ‘enrichment’ provided to varied student learning needs. As an institution providing professional education every TEI’s would actively seek stakeholder participation in the process of curriculum planning and gain insights from their feedback which are considered in subsequent processes.

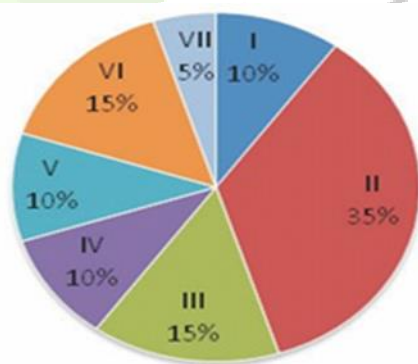
Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged. As an affiliated college the TEI’s is expected to operationalize the curriculum in its own way. That is, the TEI’s has to evolve ways of implementing the curriculum in consideration to its institutional goals, resource potential, local culture and conditions and its clientele. In short, every TEI’s ‘plans for meaningfully translating curriculum into activities’, decide on

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The NAAC has categorized the Teacher Education Institutions into three major types and assigned different weightages to these criteria. The criterion-wise differential weightages for the three types of Higher Education Institutions are detailed in the Table 1.

Table 1. Weightages of Seven Criteria used by NAAC for three types of Higher Education Institutions

No	Categories	Uni.	Au.	Aff. / Con
I	Curricular Aspects	150 (15%)	100 (10%)	50 (5%)
II	Teaching, Learning and Evaluation	250 (25%)	350 (35%)	450 (45%)
III	Research, Consultancy and Extension	200 (20%)	150 (10%)	100 (10%)
IV	Infrastructure and Learning Resources	100 (10%)	100 (10%)	100 (10%)
V	Student Support and Progression	100 (10%)	100 (10%)	100 (10%)
VI	Governance and Leadership	150 (15%)	150 (15%)	150 (15%)
VII	Innovative Practices	50 (5%)	50 (5%)	50 (5%)



Weightages for Autonomous Colleges and Department

I Criterion is further divided into six 'Key Aspects'. Key Aspects wise differential Weightages of I Criterion. The Key aspects identified under this criterion are:

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
1. Curricular Aspects	1.1*(U)Curriculum Design and Development	50	50	NA
	1.1.*(A)Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	40	30
	1.3 Curriculum Enrichment	30	40	30
	1.4 Feedback System	20	20	20
	TOTAL	150	150	100

II. OBJECTIVES OF THE STUDY:

- ✚ To conduct Case study of “Teacher education institutions (TEI’s)” in Karnataka in the context of I criterion of NAAC that is curricular aspects.
- ✚ To study in-depth the six key aspects of I criterion of NAAC by conducting Case Study of “Teacher education institutions (TEI’s)” in Karnataka.

III. 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 48 assessed and accredited teacher education institutions in Karnataka state. For this purpose the 19 colleges of education were selected randomly from four divisions of Karnataka. All the selected teacher education institutions were recognized by NAAC and NCTE.
- **TOOLS USED TO COLLECT DATA:** In the present study the tools of data collection were:

(a) Questionnaire.

(b) Interview Schedule.

(c) Observation Proforma

(a) Questionnaire: Questionnaire included questions related to I criteria and its key aspects. It contained open-ended type of questions which were filled by members of the department who were directly or indirectly part of “Teacher education institutions (TEI’s)”

- Questionnaire for Head of the Department.
- Questionnaire for Teachers and Research Fellows.

Interview Schedule: Head and authoritative members of colleges of education institutions were interviewed to provide data related to “Teacher education institutions (TEI’s)”

Observations Performa: In present research observation of people is not required but observation of the environment is one of the best tools for collecting data. Researcher being a teacher of Teacher education institution. While conducting this research also used observation as a tool for data collection. This tool provided valuable background information about the environment of COE in Karnataka. During observation the researcher found that the overall functioning of the department is smooth. Planning and execution of the different programs go hand in hand. Researcher also observed that facilities are provided and efforts are made by the institution to promote a research culture.

- **PROCEDURE OF DATA COLLECTION:** After construction of suitable data gathering devices the next step of the researcher was to administer the tool and to collect the necessary and desired data. First of all, permission was sought from the Head of the institutions for collecting data through Questionnaire, Interview Schedule and other sources. Side by side Observation was also being done by the researcher as a part of procedure of data collection. The researcher procured data from all these sources through, in-depth and intensive study of “Teacher education institutions” in Karnataka.
- **DATA ANALYSIS:** After collecting the data, analysis of data was done. The researcher checked the questionnaires by following content analysis method. She sorted and reduced the collected information to manageable proportions followed by analysis of facts so as to bring out the major features that are search for trends, patterns and relationships, interpreted the results and converted data into statements and conclusions under the different Key Aspects.

VI.RESULTS AND DISCUSSION:

- ✚ Criterion I pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs.
- ✚ Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions.
- ✚ Holistic development of students is the main purpose of curriculum.

- # A progressive TEI would provide a wide range of such “value-added” courses for students to choose from according to their interests and inclinations as well as strengthen their understanding and internalization of the regular curricular inputs.
- # The process of revision and redesign of curriculum is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the students, teachers, Employers, Alumni and Heads of Practice Teaching Schools help in improving the inputs.
- # The quality of curriculum and the human infrastructure would make a quantum difference in the quality of graduates, which is the out-come of such inputs.
- # To promote academic excellence in the areas of student choice.
- # To provide adequate flexibility in the choice of subjects to the students.
- # 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.
- # The Assessment system has become more transparent and overall improvement in Academic effectiveness is visible.
- # To promote overall personality development of learners addressing all the educational domains through the curriculum.
- # To inculcate scientific temper, democratic, moral, social and spiritual values in the minds of learner.
- # To introduce greater flexibility in the curriculum by giving more freedom of choice to learners to design their own combination of studies.
- # Developing self-confidence and self-reliance to face various competitive and other professional examinations and thereby to provide greater opportunities for employment.
- # To facilitate students and teachers abreast of advanced knowledge in their respective fields as well as other soft skills and ICT components.
- # Curriculum is restructured to provide intensive training in communication skills, personality related skills, presentation skill, general management skills and career management skills.

VII. CONCLUSION:

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.

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