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RESEARCH ARTICLE

A STUDY ON COMPARISON OF FOUR DIVISIONS WITH RESPECT TO INSTITUTIONAL INFORMATION AND FUNCTIONING ABOUT RESEARCH, CONSULTANCY & EXTENSION OF COLLEGES OF EDUCATION IN KARNATAKA

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ABSTRACT

Research culture can be ascribed as values and ideas that researchers use to handle research related problems. It is the combination of all the activities, all the thinking, all the collaboration and cooperation carried out to promote the research in faculty members. Higher Education Commission is providing research funding for research projects and publications in renowned research journals. Higher Education Commission provides teachers with training courses on research and research incentives to those who attend these courses. These efforts are made for developing research culture in universities and teacher education institutions. This research paper deals with III criterion of NAAC out of the seven criteria. It is a research study of colleges of education teaching department in which the researcher studied all the six key aspects under the III criterion -research, consultancy and extension. This criterion seeks information on the policies, practices and outcomes of the institutions with reference to research, consultancy and extension. The reason to choose this criterion is that NAAC provides 35% of weightage to it, for colleges of education. It throws light on the efforts and strengths of colleges of education to promote a research culture. Its quality of research and extension work is known all over the nation which distinguishes it from the other institutions in the country and makes it an ideal symbol for the other teacher education institutions. 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.

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INTRODUCTION

Teacher education is a backbone of the society. It is the quality of teacher education that decides the quality of teachers in the Country. The teacher education sector ensures quality of the educational process with the help of accreditation agencies established for the purpose. 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 teacher education institutions are detailed in the Table 1.

OBJECTIVES OF THE STUDY

To assess the differences between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)

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with respect to component of total quality management i.e. institutional information about Research, consultancy & extension, functioning about Research scores of colleges of education in Karnataka.

To assess the differences between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to component of total quality management i.e. institutional information about Research, consultancy & extension, functioning about Research, consultancy & extension scores of colleges of education in Karnataka

HYPOTHESES OF THE STUDY

Null Hypothesis: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Research, consultancy & extension of colleges of education in Karnataka

Null Hypothesis: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga

and Mysuru) with respect to functioning scores about research, consultancy & extension 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.

-) **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.
-) **TOOLS USED TO COLLECT DATA:** Teaching-learning and evaluation 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. The data were analyzed by the following statistical procedures.

ANALYSIS AND INTERPRETATION:

Hypothesis: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Research, consultancy & extension 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

The results of the above table reveal that, the mean \pm SD and median \pm IQR of institutional information scores about research, consultancy & extension of colleges of education in Karnataka are 157.26 \pm 16.42 and 152.00 \pm 13.75 respectively. In which, the mean of institutional information scores about research, consultancy & extension is higher in Mysuru division (164.83 \pm 15.00) as compared to lowest in Belagavi division (150.17 \pm 18.42) followed by Bangalore division (157.40 \pm 17.59) and Gulbarga division (155.50 \pm 12.02). The difference between four divisions is not found to be statistically significant ($H=2.8810$, $p>0.05$) 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 research, consultancy & extension is similar in four divisions. The mean and SD scores are also presented in the following figure.

Hypothesis: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about research, consultancy & extension 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. The results of the above table reveal that, the mean \pm SD and median \pm IQR of functioning scores about research, consultancy & extension of colleges of education in Karnataka are 150.53 \pm 17.39 and 151.00 \pm 14.25 respectively. In which, the mean of functioning scores about research, consultancy & extension is higher in Mysuru division (159.17 \pm 15.82) as compared to lowest in Belagavi division (144.17 \pm 19.67) followed by Bangalore division (150.00 \pm 18.55) and Gulbarga division (145.00 \pm 11.31). The difference between four divisions is not found to be statistically significant ($H=2.3380$, $p>0.05$) at 5% level of significance.

Table 01: Weightages of Seven Criteria used by NAAC for three types of teacher education institutions

Criteria	University/ Department of Education/ RIE	IASE/ Autonomous College	Affiliated/CTE/Constituent College/ Department of Education of a Composite College
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 (15%)	100 (10%)
IV Infrastructure and Learning Resources	100 (10%)	100 (10%)	100 (10%)
V Student-Support and	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%)
Total Score	1000	1000	1000

Table 02. III Criterion is further divided into six 'Key Aspects'. Key Aspects wise differential Weightages of III Criterion. The Key aspects identified under this criterion are

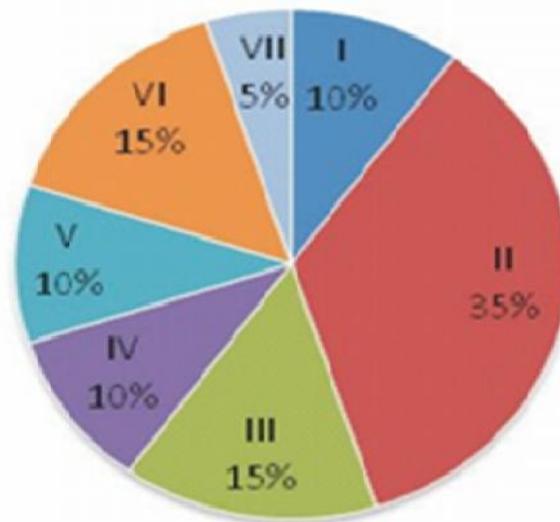
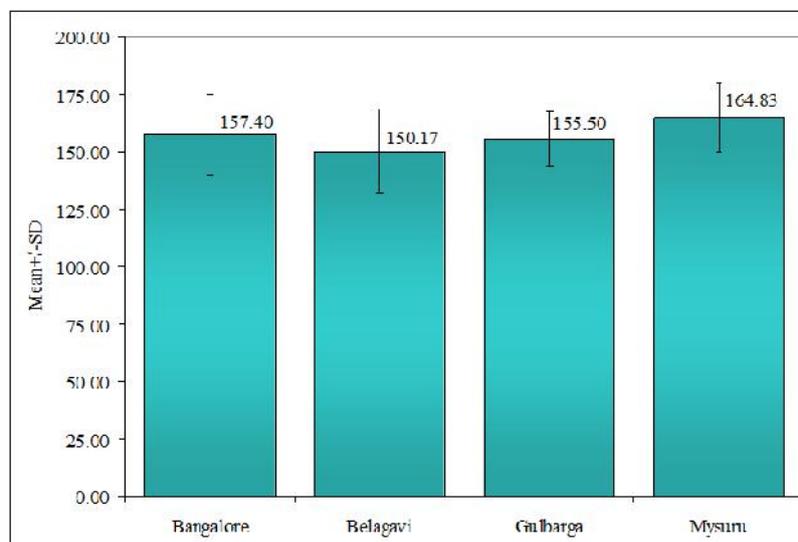
Key Aspects	Uni.	Au.	Aff. /Con
Promotion of Research	40	30	15
Research and Publication Output	90	50	25
Consultancy	20	10	05
Extension Activities	30	40	40
Collaborations	10	10	05
Best Practices in Research, Consultancy and Extension	10	10	10
Total	200	150	100

Table 03. Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about research, consultancy & extension of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	157.40	17.59	152.00	12.50
Belagavi	150.17	18.42	143.50	7.00
Gulbarga	155.50	12.02	155.50	8.50
Mysuru	164.83	15.00	167.00	9.50
Total	157.26	16.42	152.00	13.75
H-value	2.8810			
P-value	0.4100			

Table: 04 Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about Research, consultancy & extension of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	150.00	18.55	151.00	15.00
Belagavi	144.17	19.67	139.00	2.50
Gulbarga	145.00	11.31	145.00	8.00
Mysuru	159.17	15.82	162.50	9.50
Total	150.53	17.39	151.00	14.25
H-value	2.3380			
P-value	0.5050			

**Figure: 01. Pie-Chart showing Weightages of Seven Criteria for Autonomous Colleges and Departments****Figure: 02 Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about research, consultancy & extension of colleges of education in Karnataka**

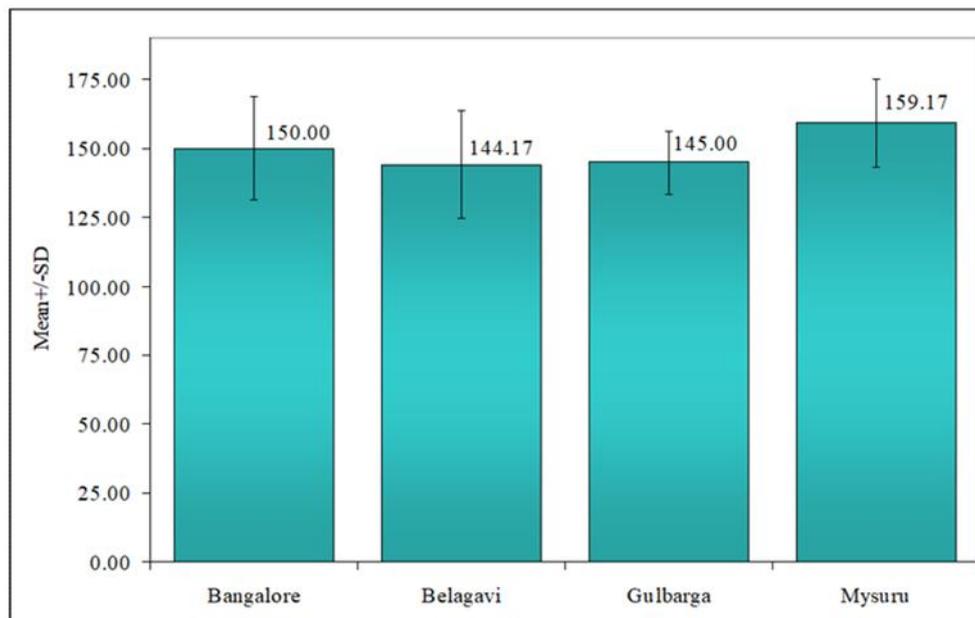


Figure 03. Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about research, consultancy & extension of colleges of education in Karnataka

Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of functioning scores about research, consultancy & extension is similar in four divisions. The mean and SD scores are also presented in the following figure.

VI.FINDINGS OF THE STUDY

-) The mean of institutional information scores about research, consultancy & extension is higher in Mysuru division (164.83±15.00) as compared to lowest in Belagavi division (150.17±18.42) followed by Bangalore division (157.40±17.59) and Gulbarga division (155.50±12.02). The difference between four divisions is not found to be statistically significant
-) The mean of functioning scores about research, consultancy & extension is higher in Mysuru division (159.17±15.82) as compared to lowest in Belagavi division (144.17±19.67) followed by Bangalore division (150.00±18.55) and Gulbarga division (145.00±11.31). The difference between four divisions is not found to be statistically significant

EDUCATIONAL IMPLICATIONS

- Ñ The present study helps to improve the research activities, consultancy & extension services in colleges of education.
- Ñ Research is an integral part of quality practice in teacher education. It helps the faculty to keep abreast of the current knowledge and developments in the field of teacher education.
- Ñ It deals with the facilities provided and efforts made by the institution to promote a research culture and their outcome.
- Ñ The institution supports professional development activities that engage its teachers in research in education.

- Ñ The institution encourages its students and faculty to be continuous learners.
- Ñ The institution encourages its faculty to provide consultancy services to the school sector and to be actively engaged in their respective fields of expertise.
- Ñ The curricular-extension interface has educational value especially in rural contexts.
- Ñ Sustainable practices in research, consultancy and extension leading to superior performance resulting in successful outcome in terms of generating knowledge which will be useful for the learner as well as the community.

Conclusion

-) The mean of institutional information scores about research, consultancy & extension is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)
-) The mean of functioning scores about research, consultancy & extension is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)

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