

A STUDY ON QUALITY MANAGEMENT OF INFRASTRUCTURE AND LEARNING-RESOURCES OF COLLEGES OF EDUCATION IN DIFFERENT DIVISIONS OF KARNATAKA*

Dr. DIVAKARA NAIK K. S.

PRINCIPAL

NUTANA COLLEGE OF EDUCATION, DAVANGERE - 577004

Email - drdivakaranaikks@gmail.com

Abstract: *The colleges of education has been upgrading its infrastructure in the last ten years by modernizing class-rooms and laboratories. A sincere effort is made to develop cost effective and sustainable infrastructure for effective teaching and learning. To fulfil the changing demand of modern academic era and to promote the effective teaching-learning process, colleges of education has always given emphasis on the creation and up-gradation of infrastructures. To create new infrastructure, college utilizes the funds provided by the State Government and different other funding agencies such as UGC etc. The funds are expended to renovate the college buildings, class-rooms, laboratories, library, time to time, wherever required. 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.*

Key Words: *CE: Colleges of education, UGC: University Grants commission.*

1. INTERDUCATION:

The colleges of education has adequate physical infrastructure as per NCTE norms to run the educational programmes efficiently. The colleges of education is taking effective measures for modernizing the way of teaching. For that purpose, ICT enabled teaching-learning has been introduced in almost all the departments. Digitally equipped seminar rooms have been prepared in some of the departments with LCD projectors, laptops, and computers. Every department is provided with internet connection for teachers and students. Colleges also utilizing funds to improvise the ICT enabled teaching process in a more effective way. For enhancement of laboratory quality, the funds provided by the agencies are utilized to purchase and maintain equipment. The teachers are always encouraged to take up research projects for up-gradation of existing infrastructure as well as for betterment of quality learning. All the college academic and administrative staff take adequate responsibility to properly maintain the infrastructure.

The physical infrastructure is designed to implement all components of the programme effectively and is strengthened regularly keeping in view, the requirements of staff and students. The theory and practice inputs of the programme require different types of physical infrastructure and furnishing. It is not merely the space available but the way in which activities envisaged in the programme can be implemented that decides the quality of the programme. For example, each of the methods course has its own requirements and the inputs in ICT need arrangement for equipment's and hardware to reach all students. Specially appointed trained staff maintains the physical infrastructure and the facilities of the institution. Schedule needed for maintenance is available and followed. Every input of teacher education requires unique facilities. The teaching learning material in the library; the ICT facility, Educational Technology Laboratory; Methods Laboratory; and Learning Resource Centre are some such facilities necessary for implementing a teacher education programme. Without their availability, certain hands-on experiences necessary for competency and skill development are difficult. Hence, a quality teacher education programme will have these facilities. Efforts will be made by the institutions to strengthen them with the latest technology and material and make them accessible to all staff and students. Having adequate and appropriate physical infrastructure makes it possible to arrange activities and experiences as planned in the curriculum. But what ensures quality is the sustained maintenance and upkeep. This is possible if the institution has specially trained manpower with a clear job chart, procedures which are simple and known to one and all, monitoring and supervisory arrangements to avoid exigencies and availability of resources. The teaching-learning material, ICT facilities, laboratories and learning resource centre necessary for implementing the programme are available in the institute. They are well maintained and strengthened from time to time by making available necessary finances and human resources. They are accessible and utilized by the staff and students on a regular basis.

2. 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 Infrastructure & learning resources, functioning about Infrastructure & learning resources scores of colleges of education in Karnataka.

2.1. HYPOTHESIS:

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

3. METHODOLOGY OF THE STUDY:

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

3.1. 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.

3.2. TOOLS USED TO COLLECT DATA:

Infrastructure & learning resources 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.

3.3. 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.

4. ANALYSIS AND INTERPRETATION:

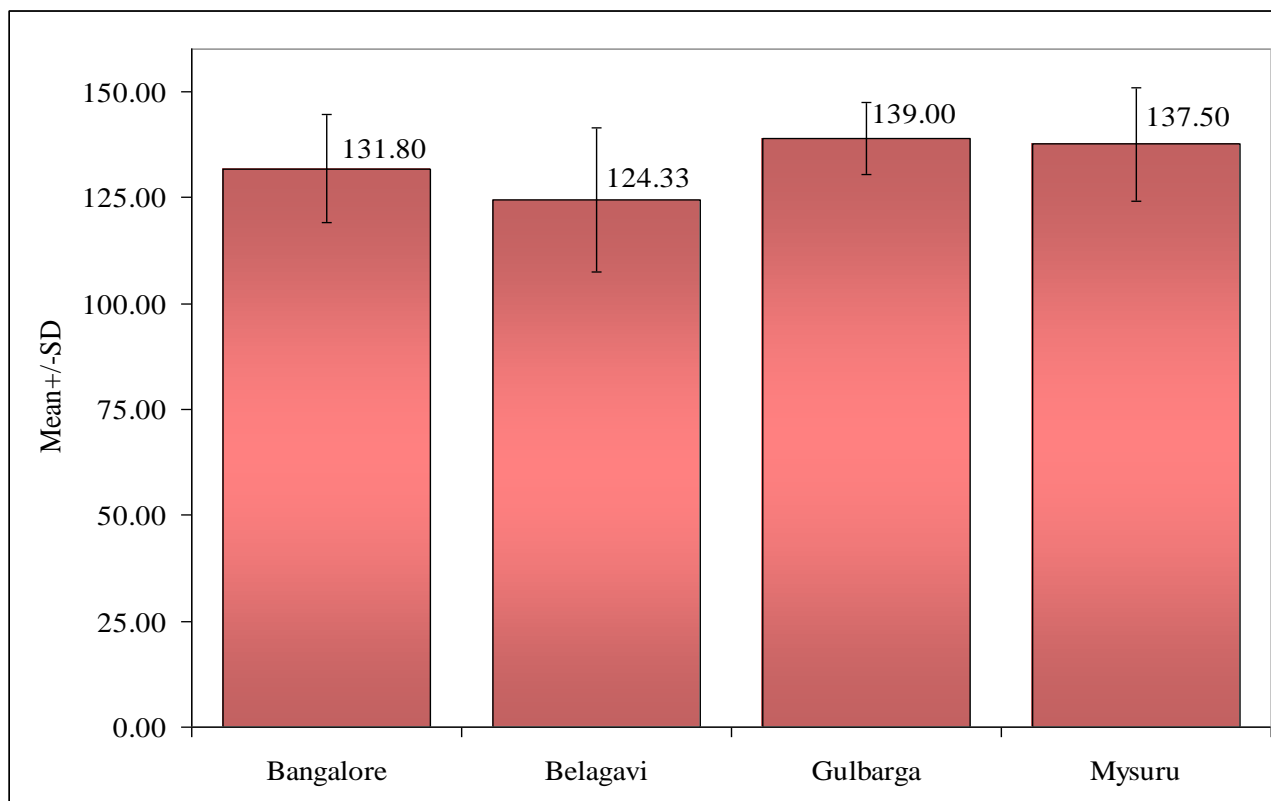
4.1. Hypothesis:01: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Infrastructure & learning resources of colleges of education in Karnataka To test the above null hypothesis, the non-parametric 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 Infrastructure & learning resources of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	131.80	12.68	135.00	3.00
Belagavi	124.33	16.94	124.50	18.00
Gulbarga	139.00	8.49	139.00	6.00
Mysuru	137.50	13.26	142.50	3.00
Total	132.00	14.26	139.00	9.25
H-value	4.1730			
P-value	0.2430			

The results of the above table reveal that, the mean±SD and median ± IQR of institutional information scores about Infrastructure & learning resources of colleges of education in Karnataka are 132.00±14.26 and 139.00±9.25 respectively. In which, the mean of institutional information scores about Infrastructure & learning resources is higher in Gulbarga division (139.00±8.49) as compared to lowest in Belagavi division (124.33±16.94) followed by Bangalore division (131.80±12.68) and Mysuru division (137.50±13.26). The difference between four divisions is not found to be statistically significant (H=4.1730, 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 Infrastructure & learning resources is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: 01: Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about Infrastructure & learning resources of colleges of education in Karnataka.



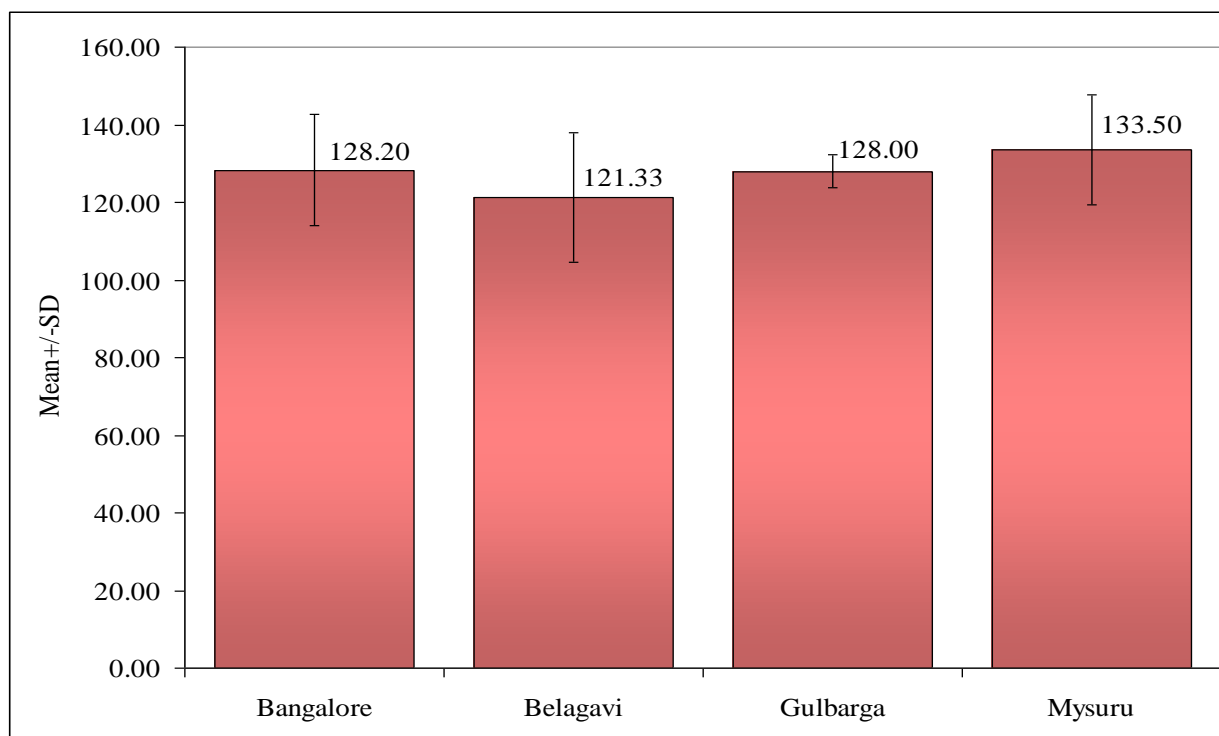
4.2. Hypothesis: 02: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about Infrastructure & learning resources of colleges of education in Karnataka. To test the above null hypothesis, the non-parametric Kruskal Wallis 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 Infrastructure & learning resources of colleges of education in Karnataka.

Divisions	Mean	SD	Median	IQR
Bangalore	128.20	14.32	135.00	11.00
Belagavi	121.33	16.67	122.50	16.50
Gulbarga	128.00	4.24	128.00	3.00
Mysuru	133.50	14.11	140.00	5.00
Total	127.68	14.28	131.00	11.25
H-value	3.0370			
P-value	0.3860			

The results of the above table reveal that, the mean±SD and median ± IQR of functioning scores about Infrastructure & learning resources of colleges of education in Karnataka are 127.68±14.28 and 131.00±11.25 respectively. In which, the mean of functioning scores about Infrastructure & learning resources is higher in Mysuru division (133.50±14.11) as compared to lowest in Belagavi division (121.33±16.67) followed by Bangalore division (128.20±14.32) and Gulbarga division (128.00±4.24). The difference between four divisions is not found to be statistically significant (H=3.0370, 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 Infrastructure & learning resources is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: 02: Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about Infrastructure & learning resources of colleges of education in Karnataka



5. FINDINGS:

- The mean of institutional information scores about Infrastructure & learning resources is higher in Gulbarga division (139.00 ± 8.49) as compared to lowest in Belagavi division (124.33 ± 16.94) followed by Bangalore division (131.80 ± 12.68) and Mysuru division (137.50 ± 13.26). The difference between four divisions is not found to be statistically significant.
- The mean of functioning scores about Infrastructure & learning resources is higher in Mysuru division (133.50 ± 14.11) as compared to lowest in Belagavi division (121.33 ± 16.67) followed by Bangalore division (128.20 ± 14.32) and Gulbarga division (128.00 ± 4.24). The difference between four divisions is not found to be statistically significant.

6. CONCLUSIONS:

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

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