STUDIES ON THE TEXTILE CURRICULA DEVELOPED FOR CORE DISCIPLINES IN THE UNIVERSITIES OF BANGLADESH

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ABSTRACT

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A base type was conducted on the Textile Curricula Developed for Core Disciplines in the Universities of Bangladesh to know its status and dimensions like curriculum components and its ratios as regards level of education and management types of organizations. The Methods and Materials used were direct survey through a questionnaire, Focus Group Discussion (FGD), and conducting case studies involving organizations and authorities. According to the results, the overall curriculum status was found to be only 52 on 100 index of the requirement as standardized by the respondents. The results obtained on the curriculum Status showed that the parallel distribution of the courses throughout the duration of the study was not well-adjusted indicating that the curricular status is not academically integrated. The present curriculum is teacher based at the mid stage level 2 and 3, the initial and final proportions being lower. It means very fewer interactions were made during preparation of the curriculum in a even non-modular approach system in some cases. The deviations were mainly found in the mid-semesters which may be due to the factor that it is still in an initial stage.

Key words: textile education, curricula, core discipline

INTRODUCTION

Curriculum is treated as a backbone of all education (Shields 1989; and Silberman 1996). Curriculum may briefly be defined as an academic tool which encompass from the initial step of need analysis of education, followed by its planning, implementation and evaluation steps. Each steps of curriculum consists several items which in combination make the education a success. The history of clothing industry i.e. textile sector is very rich for our country. Still we feel proud for our MOSLIN. But for technical deficiency we were been thrown out from this trend though one of the textile product 'Jute' was only the source of light in the dark hole. But due to the invention of different synthetic and artificial micro fibers the jute market started loosing. However, with the consciousness of the environment jute market is again going to be alive.

As the education systems, the textile industry is in a period of rapid and revolutionary modernization and automation in Bangladesh initially originated as a part of vocational education as described and recommended by various researchers from time to time (O'Connor and Trussell, 1987; and OECD 2006). The engineers graduated in Textile Engineering are equipped with the knowledge of the behavior of textile materials and the functions of machinery in textile and clothing technologies. Textile Engineering deals with the application of scientific and engineering principles to the design and control of all aspects of fiber, textile, and apparel processes, products, and machinery.

These include natural and man-made materials, interaction of materials with machines, safety and health, energy conservation, and waste and pollution control.

There are several Textile Institutes in Bangladesh. There are now 40 TVI under DOT, in different districts in Bangladesh. The eligibilities of the students are JSC i.e. class VIII pass. The syllabus & curriculum is controlled by BTEB.

Textile Institutes: Formerly these were named as Institute of Textile Engineering & Technology (ITET). The eligibility of the students are SSC. There are 6 (Six) textile institutes namely: Textile Institutes one each of Pabna, Noakhali (Begumgonj), Barisal, Chittagonj (Zorargonj), Tangail (Bazitpur Road), and Dinajpur. More four textile institutes are going to be establish within 2013 under the administration of Department of Textiles(DOT).

Textile Engineering College: The pioneer of this type is the Textile Engineering College at Tejgaon, Dhaka established in 1978, under the Ministry of Education. It has already been upgraded to Bangladesh University of Textiles (BUTEX) in 2010. Among the Textile Institutes under DOT the Textile Institutes of Chittagong (2006), Pabna (2007), Noakhali (2007) and Barisal (2010).

University Level Textile Education: There are several Universities which are also awarding B.Sc. in Textile Engineering degree. The detailed list of the Major Universities are given in the appendices.

Technical College, Dayalbagh Educational Institute, is presently running a number of one-year Certificate Programs for boys and girls which include- Dress Designing and Tailoring, Electrician, Fitter, Interior & Exterior Designing and Decoration, Modern Office Management and Secretarial Practice, Motor Vehicle Mechanic (Four-wheeler), Motor Vehicle Mechanic (Two-wheeler), Textile Designing and Printing, Textile Technology, Turner, Wireman. In these Programs, students learn by working with their own hands and in the

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process become competent to avail the employment opportunities. Many prominent dignitaries, during their visit to the Institute, have overseen the Programs and showered accolades. The *pilot project* of Textile Designing and Printing addresses the key objectives of the NMEICT as it aims to provide high quality vocational education with special emphasis on skill development, in Textile Designing and Printing, at affordable costs with technology enabled access that will not be limited by geographical constraints. An important aspect of the project is conversion of the lectures and practical sessions in regional languages. The regional languages chosen for the pilot project are TAMIL and HINDI whereas the original content has been developed in English. NMEICT is an important step of the Government of India through which the socio-economic conditions of under-privileged people of India can be enhanced. The Dayalbagh Educational Institute is one of the institutions selected to achieve the objectives of the Mission. Dayalbagh Educational Institute has already taken steps in the direction by establishing infrastructure for development and distribution of e-content. The major courses prioritized for education in different countries widely varies according to their specific needs as initially reported by many workers (Achilles *et al.* 1989; Ries 1997; Sharpe 1993 and Shields 1989). The courses as focused were:

B.A. Textile Design (Hons), B.Com. Garment Cost Accounting, B.Sc. Garment Manuf Tech, B.Sc. Garment Prod and Processing, B.Sc. Textile Design, Bachelor of Design (B.Des.) Textile Design, Computer Aided Textile and Garment Designing, Diploma in Dress Designing, Diploma in Garment Fabrication Tech, Diploma in Garment Manuf and Merchan, Diploma in Garment Tech, Diploma in Packaging Tech, Diploma in Textile Design, Diploma in Textile Manuf, Diploma in Textile Processing, Diploma in Traditional Textiles and Crafts, Diploma in Textile Technology, M. Phil. Costume Design.

M.Sc. Costume Design and Fashion, M.Sc. Textiles and Clothing, Pattern Cutting Master Course (PCMC), Post Diploma in Home Textile Management (PDHTM), Post Graduate Diploma in Dress Designing and Tailoring, Post Graduate Diploma in Textile Design, and Post Graduate Diploma in Textile Management. In the context of the above system the present research program was formulated with the following main objectives of identifying and specifying the textile curricular aspects at different levels in Bangladesh.

MATERIALS AND METHODS

The Methods and Materials used were direct survey through a questionnaire, Focus Group Discussion (FGD), and conducting case studies proofing individual institute. The research and questionnaire structure is given in Table 1. Sampling population: The sample population was Textile Engineering and Technology College and Universities. Respondent groups included Teachers/Instructors, Academic Admin and Students.

Questionnaire Guideline

Personal Information: 1. Name…Desig. Age… Gender—address - Qual…Experience--- Training on curriculum--- Training on education-

Research Questions	
1. Curriculum Content status	Systematic, Not need based, Following others and No regular document
2. Curriculum Implementation status	Teacher based, Department based, Authority based, Student based
3. Syllabus comparatively better	Core subjects, Supplementary subjects, Additional Subjects and Language
4. Courses need emergency improvement	Testing, Fabrics, Environment and Waste Management, Manufacturing
5. Lab need immediate renovation	Testing, Basic Science, Instrumentation and Mechanical workshop
6. Marking ratio for Testing discipline	Theory: Practical 60: 40, 40: 60, 70:30 and 35:65.

Universities studied: Bangladesh University of Textile, Maolana Bhasani Science and Technology University, Daffodil International University, Primeasia University, and Southeast University.

Respondents: Teachers, Students, Administration: Academic/Exam sections/Library, Stakeholders: Industrialists, Elites, Rtd Professors.

Steps of Curriculum interpretation: Need Analysis, Curriculum Planning, Curriculum Implementation, and Curriculum Evaluation.

RESULTS AND DISCUSSION

The major results of the research work conducted here are mentioned in both tabular and graphical forms after analysis. Side by side interpretations of the results are also described to find out focus recommendations. The results are presented sequentially as Curricular Status, its planning, implementation and evaluation.

Curricular Status

The main curriculum and syllabus of the Graduate Education are studied and reported in the forms of **Levels:** 1, 2, 3, and 4. each level consists 2 terms.

LEVEL: RESPONDENT Matrix

The LEVEL: RESPONDENT matrix of the present curriculum is presented here. In Table 1 and Fig. 1 and Fig. 2. The results given here showed large variations among the courses and its semester wise distributions. The integrations of the LEVEL: RESPONDENT matrix showed significant deviations from the standards of education philosophy (UK Universities). The results given in the Table 1 and Figs. 1 and 2 shows those Teachers (72.3%) were more satisfied with the present curriculum, the stake holders being lowest.

Table 1. LEVEL: RESPONDENT Matrix in public Universities and Colleges

Respondent categories	Level-1	Level-2	Level-3	Level-4	Mean
Teachers	63	88	71	67	72.3
Students	32	37	49	56	43.5
Administration	47	61	54	66	57.0
Stakeholders	22	39	33	42	34.0
Mean	41.0	56.3	51.8	57.8	51.7

The overall curriculum status was found to be only 52 percent of the requirement as standardized by the respondents.
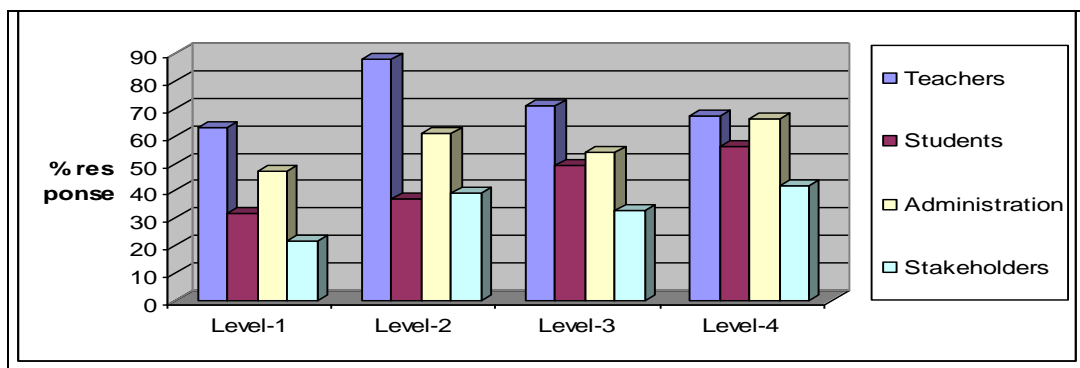

Fig. 1. LEVEL Matrix in public Universities and Colleges as per respondent groups

The level and respondent ratio of matrix on the present of the overall curriculum are presented in Fig. 1 showed large variations among the courses and its semester wise distributions. The integrations of the LEVEL: RESPONDENT matrix showed significant deviations from the standards of education philosophy (UK Universities). The results given in the Table 1 and Figs. 1 and 2 show that Teachers (72.3%) were more satisfied with the present curriculum, the stake holders being minimum. The results obtained on the Curriculum Status given here show that the parallel distribution of the courses throughout the duration of the study was not well-adjusted indicating that the curricular status is not academically integrated. The present curriculum is teacher based at the mid stage level 2 and 3, the initial and final proportions being lower. It means very fewer interactions were made during preparation of the curriculum in an even non-modular approach system in some cases. The deviations were mainly found in the mid semesters which may be due to the factor that it is still at initial stage.
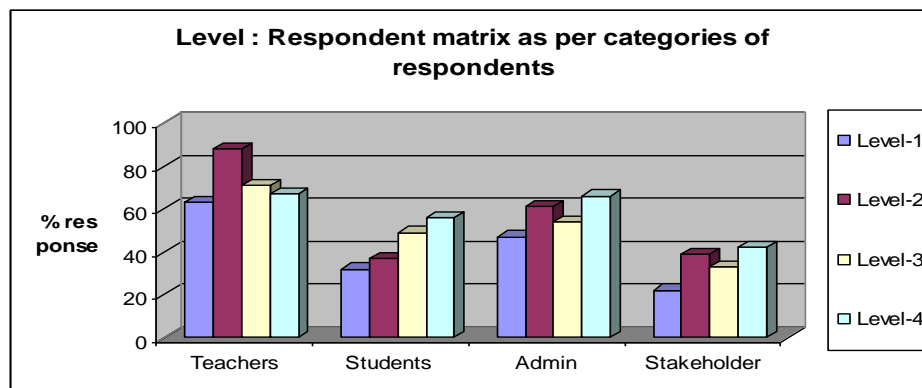

Fig. 2. Respondent Matrix in public Universities and Colleges as per levels of education

Level: Respondent matrix

The results given in the Table 2 and Fig. 3 and Fig. 4 on level: respondent score on the status of curriculum show similar trend but the scores were higher in case of private universities. The overall status found here was 61 percent as it was found to be 52 percent for public organizations.

Table 2. LEVEL: RESPONDENT Matrix in Private Universities and Colleges

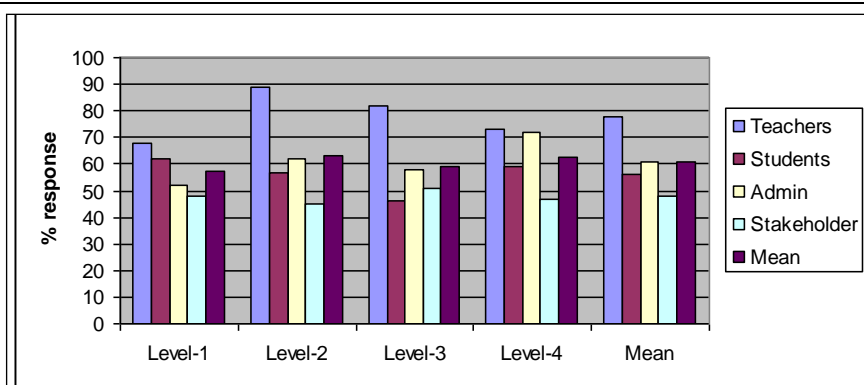| Respondent categories	Level-1	Level-2	Level-3	Level-4	Mean
Teachers	68	89	82	73	78.0
Students	62	57	46	59	56.0
Administration	52	62	58	72	61.0
Stakeholders	48	45	51	47	47.8
Mean	57.5	63.3	59.3	62.8	60.7

Fig. 3. Level: respondent score matrix as for private organizations

The results obtained on the courses and disciplinary subjects as to express the Curricular Status given in the Fig. 2 showed that the intra course subject distribution throughout the study was not well-linked as per its academic requirement is concerned. It revealed that the curricular status does not reflect its vertical comprehensiveness. It shows that very less methodological interactions were performed during preparation of the curriculum and the syllabus. The results obtained on the Comparative Curricular features given in the bar chart show that the course content as to curricular quality varied significantly among vocational, diploma and graduate levels, the diploma level being slightly better. This types researches were partially done with vocational education (Brodhead 1991 and Silberman 1996). Brodhead (1991) Image 2000: A Vision for Vocational Education. Vocational Education Journal 66:1. 22-25. but it was found to be very scarce as for graduate studies.
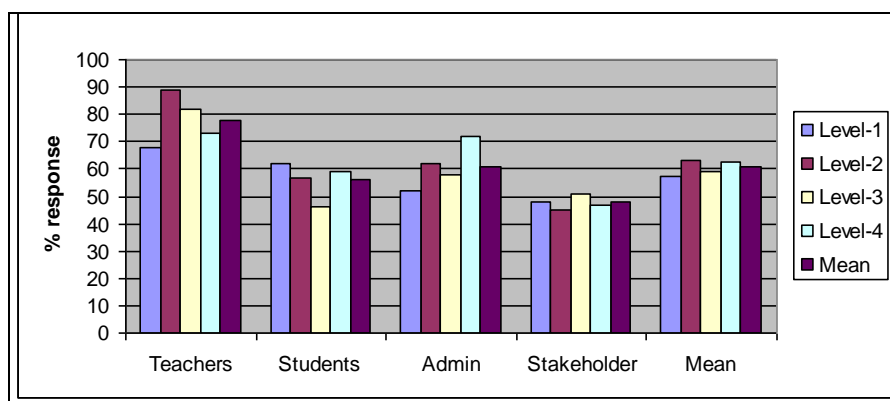

Fig. 4. Level: respondent score matrix as for private organizations

Among the courses the basic and language subjects were found to be weaker as regards students competency required for higher degree. The results show that all respondents were aware of the deficiencies of the curriculum and syllabus both on written papers and its implementation status. There are so many anomalies were also found in the optional/supplementary courses at the later and early semesters respectively as induced by the individual teachers.

CONCLUSION

The overall curriculum status was found to be only at half of the requirement as may be standardized. It is recommended that the status should be raised to above 70 to produce effective graduates. The curriculum should be made need based instead of teacher or local management based making it integrated throughout the whole semesters and parallel and vertical course and core subjects and supplementary courses, in a output based modular formats. Intensive interactions should be made during preparation of the curriculum avoiding inter-level and inter-semester deviations.

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