



## ROLE OF NAAC IN QUALITY TEACHER EDUCATION

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### INTRODUCTION

Education is the major agency of social change. The social change is brought throughout all round development of the learners. The Learners are exposed to various kinds of education like formal, nonformula & informal. To secure effective education the role of teacher becomes significant. The effectiveness of teacher depends upon the quality of teacher education. The teacher education is being given at D.Ed., B.Ed. B.P.Ed , M.Ed & MPed levels. The teacher education given at D.Ed level is managed by various organizations of State Govt like SCERT, DIET State Council of Exams etc. Whereas the teacher education at B.Ed., B P Ed, M.Ed., M.P Ed level is managed by universities along with Directorate of higher education.

### QUALITY:

Quality as a process which suggest that, in order to achieve quality, the product / service must undergo certain processes and conform to the procedural requirements. Thus, quality is the outcome of systems & procedures laid down for the purpose. The quality as a culture recognizes the importance of organizational view of quality as a process of transformation where each entity is concerned & acknowledges the importance of quality. According to Barrow, the quality in higher education denotes a high evaluation accorded to an evaluative process, where it has been demonstrated that, through the process the student's educational development has enhanced not only have they achieved the particular objectives set for the course but in doing so, they have also fulfilled the general education aims of autonomy of critical, self-evaluation & of coming to a proper awareness of the ultimate contingency of all thought & action.

### IMPORTANCE OF QUALITY:

Every component of the Teacher Education , for example, teacher trainers / educators, Principals, Head of Departments, Members of Managements, Planners, Policy makers etc. are related with the quality. It is not just because of the UGC directives that, one should think of quality rather quality should be a bottom up approach & our teaching programmes & quality of our teacher education institutions. The quality has become important due to some of the reasons like competition, customer (student) satisfaction, maintaining standards, Accountability, improving employee morale and motivation, credibility, prestige & status, image and visibility etc.

**ASSESSING THE QUALITY WITH THE HELP OF DIFFERENT MODELS:**

Different models are used to assess the quality of higher education across the world including India, for example, Baldrige criteria in USA, ISO 9000-2000, capability maturity model, Six sigma, Total Quality Management (TQM), Total Quality care, ABET model, NSA Model, NAAC model, ICAR model, DEC model etc.

**NAAC model for Assessing the quality of TEI's:**

In India to check and enhance the quality of TEI's NAAC model of quality assessment is used. The core mission of higher education including teacher education is to educate, train, undertake research & provide services to the community. The Higher Education in India is the second largest system in the world. It has witnessed many fold increase in its institutional capacity since independence. From 1950 to 2012, the number of universities increased from 20 to 431, Colleges 500 to 20677 and teachers from 15 to 5.05 lakh , student enrolment from 1.0 lakh to 116.12 To protect the quality of higher education institutions the National Pollycy, mission propose the Accreditation unit. Based on this, UGC under section 12 CCC of UGC Act 1950, established the National Assessment and Accreditation Council (NAAC) as an Autonomous institution on 16th september 1994 with registered office at Bangalore.

**Role of NAAC in Quality Teacher Education:**

The Teacher Education Programs and Teacher Education Institutions occupy an Important place in the field of Indian higher Education. The Teacher Education Institutions have increased in numbers.

Following table gives present scenario of TEI in India upto Dec. 2013

**Table No 1 Present scenario of TEIs in India upto Dec 2013**

Sr No.	Reg. Committee of NCTE	Teacher Education Program							Total TEIs
		D.T. Ed	B Ed	M Ed	B P Ed	M P Ed	Others		
1	ERC	435	593	32	27	07	18	-----	1112
2	WRC	2019	1281	193	182	33	----	-----	3708
3	SRC	-----	-----	-----	-----	-----	-----	----	5963
4	NRC	----	2479	29	08	01	-----		2517
Total									13300

When the number of TETs have grown in numbers, then it becomes mandatory to assess the quality of their performance, the quality of the programs they implement, the quality of their infrastructure, extracurricular activities, research activates, feedback mechanisms, financial aspects, relations of TEI's with society, stakeholder's role of TEP's in national development etc. When we study the process of NAAC Assessment of TETIs, we come to know the role of NAAC in quality teacher education as follow

- 1) Vision : To make quality the defining element of higher education in India through a combination of self & external quality evaluation, promotion & sustenance initiatives.
- 2) Mission : To arrange for periodic Assessment & Accreditation of institutions of higher education units there of / specific academic programmes of projects.
- 3) To stimulate the academic environment for promotion of Quality of Teaching-Learning process & Research in HEIs
- 4) To encourage self-education, accountability autonomy, innovations in HEI.
- 5) To undertake quality related research studies, consultancy straining programmes.
- 6) to collaborate with other stakeholders of HEIs for quality evaluation, promotion & substance

**3. Value framework:**

To promote the following care values among the HEI of the country

- a) Contribution to National Development
- b. Fostering Global competencies among the students
- c) Inculcating the value system among the students
- d. Promoting use of Technology
- e) Quest for Excellence.

**Stages of NAAC Assessment & Accreditation**

The Assessment & Accreditation of TEI by NAAC goes through following stages.

- 1) Presenting the Letter of Intent (LOI)
- 2) Presenting the Institutional Eligibility for Quality Assessment (IEQA)
- 3) Presenting SSR/SAR/RAR
- 4) Peer Team visit to validate the SSR/SAR/RAR
- 5) Final decision by EC of NAAC

The NAAC has identified following seven criteria to serve as the basis for its assessment procedures. Each criteria has given proper weightage in the form of marks / points/ score as below.

**Table No 2 Range of CGPA & Grading**

Sr No	Rangf of CGPA	Letter Grade	Performance Descriptor
1	3.01 ---- 4.00	A	Very Good ( Accredited )
2	2.01 ---- 3.00	B	Good ( Accredited )
3	1.51 --- 2.00	C	Satisfactory ( Accredited )
4	1.50	D	Unsatisfactory (Not Accredited )

Thus, for the purpose of Accreditation every TEI has to obtain minimum C Grade (CGPA 1.51-2.00). The TEI securing the D Grade (CGPA) of 1.50 shall not be accredited and has to go for the same cycle of Assessment and Accreditation again, according to the guidelines of NAAC. It means to accredit, every TEI has to prove its quality with respect to the performance on seven criteria and their key aspects and prepare thoroughly.

**CONCLUSION :**

The teacher education system in India is extremely vast & diverse covering the TEI's at Elementary. Secondary, PG & Research programme. The TEI's are managed by several agencies like Govt. Dept., Universities, other public and private establishments. The recent developments in ICT, TLP,

complexities in social phenomena, population increment create challenges before TEI. Resistance to move with the pace of time, technology. Social & national demands, lack of awareness of challenges, competition, and sense of professionalism create a lot of imbalance on facilities, standards & quality of TEI's.

**REFERENCES**

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