

New peramiters of NAAC for Enhancement of Teacher EEducaton

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Introduction:

Teacher education system is an important vehicle to improve the quality of education. Therefore, teacher preparation needs to give more thinking into the different roles a teacher needs to meet the new challenges in the information society. In the current era, teacher plays role an advisor, a partner, or a facilitator to talk to. Teachers have to seek improved ways of teaching by developing new programme and instructional strategies. To put it again, teacher education programmes play a great role by providing essential components of teaching process to the teacher trainees who are directly responsible for producing future citizens to the nation.

Quality improvement is a survival practice for any organization in this globalization and privatization era for which the educational institutions cannot escape from this global phenomenon. To produce human resources with high quality, we need education of high quality. According to the demand of the global challenges, we need to improve the quality of education and develop educational standards that contain global issues.

The whole educational system needs to be re-structured itself to meet the requirements of the changing goals, new technology knowledge explosions to meet the social needs. Information explosion, changing nature of knowledge, increasing organizational complexity, competitive accountability, public demand for better service, advancement in technology and changes in governmental regulations which has compelled the teacher educators to think that education is no longer a stage for human development but a life- long activity. The

development of the country rests on the shoulders of teachers because they shape the youth in the classrooms of scholars and colleges. Thus the quality of teachers is directly dependent on the Quality of Teacher Education.

In India for improvement and for professional development in teacher education NCTE was established in 1996. In this paper, attempted to highlight the various organisations like NCTE and NAAC in enhancing the quality of teacher education programmes in India. Teacher education in India is coordinated and managed by several agencies. Chief among them are National Council for Teacher Education (NCTE) and National Assessment and Accreditation Council (NAAC).

National Council for Teacher Education (NCTE)

The National Council for Teacher Education (NCTE) is designed to ensure planned and coordinated development of teacher education and determination and maintenance of its standards. The Council lays down norms for specified categories of courses and guidelines.

These are used to grant recognition to teacher education institutions for offering TEPs. This process of granting recognition to TEI is to ensure the minimum level of infrastructure, academic facilities and the human resources of requisite qualifications.

For encouraging the TEIs to offer innovative programmes and courses in teacher education, NCTE has provided for necessary regulations to recognise such TEPs. The B.El.Ed of Delhi University and B.Ed. (Enriched) of Banasthali Vidyapith, Rajasthan, are instances of such TEPs recognised by the NCTE.

There are some efforts which have been introduced by NCTE to bring in and restore the quality in our TEPs. They are as follow-

* The recognised Institutions have to submit the performance appraisal report (PAR) annually. These PAR's are reviewed by the Regional Committees and take action for withdrawal of recognition in case of violation of norms by the institution. This is always done through the issue of a notice. A notice to the institution sends the right signal for

satisfactory performance of the institution in keeping the quality of teacher education.

* For purpose of bringing the quality of teacher education programme on par with similar programmes in other countries and to meet the essential stage specific requirements the Council develops and periodically revises the curriculum framework for teacher education. Based on this framework, the universities are expected to evolve their own detailed curriculum. It gives a broad frame of reference for local /regional initiatives to design curricula. National Curriculum Framework for Teacher Education (NCFTE) 2010 is the latest in this direction.

* The NCTE also provides professional support to TE institutions and Teacher Educators in several other ways. For instance, NCTE has brought out reference reading material on several educationists. Similarly a number of books on related aspects have also been brought out by NCTE. The Council also publishes two biannual professional journals titled 'Indian Journal of Teacher Education', and 'Teacher Support'.

* In order to empower teacher educators with technology and the associated pedagogic skills, NCTE has renewed its MoU with Intel Teach for undertaking the joint project XPDITTE (X-elerated Professional Development in the Integration of Technology in Teacher Education) for integrating technology in education.

* The Council is also assisting MHRD in the implementation of RTE Act– 2009 in several ways. As the designated Academic Authority for prescribing qualifications for elementary teachers, the Council in consultation with MHRD has set the qualifications for the teachers. Further, expert groups have developed guidelines for State Teacher Eligibility Test and Code of Professional Ethics for Teachers.

National Assessment and Accreditation Council (NAAC),1994 (Established by UGC)

Teaching being a profession and teacher being a professional, the system of assessment and accreditation of teacher education institutions

by an independent body such as National Assessment and Accreditation Council (NAAC) is being made an effective instrument for raising quality of teacher education programmes and for enabling institutions in using their physical and instructional infrastructure optimally and professionally.

Though institutional variations are an encouraging sign, ensuring a common or minimal level of quality in every TEI is essential. It is a pertinent need to have a frame of reference against which each TEI can compare its functioning in ascertaining the quality reflection. It is a valid concern to ensure that all TEIs maintain certain level of quality in their functioning, and enhance it, if possible. NAAC has been playing an important role in not just quality assurance but also quality enhancement. For this, broadly NAAC's action plans are related to - quality promotion, quality evaluation and quality sustenance. This is evident in the process of assessment and accreditation adopted by NAAC. NAAC has clarified that the process of Assessment and Accreditation (A&A) is not an external regulatory mechanism or a superior outside judgment scheme rather it is the process by which an institution of higher learning periodically evaluates its activities and seeks an independent outside opinion its success in achieving its own educational objectives. The role of NAAC in this regard is seems to be a Friend, Philosopher and Guide.

Frequently used following terms and their context specific meanings

- ❖ Quality as “fitness for purpose” – ability to meet the stated purpose of education
- ❖ Quality Assurance as “ a process of continuous quality improvement”
- ❖ Assessment is “ a process of evaluation of performance of an institution of Higher Learning and/or its units, based on certain established criteria”

- ❖ Accreditation is “ certification of assessment given by the NAAC which is valid for a stated period of time and the recognition accorded to an institution that meets standards or satisfies criteria laid down by a competent agency”
- ❖ Criteria as “ predetermined standards for the functioning of an institution of Higher Education that form the basis of assessment and accreditation”

NAAC – Vision

- To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.
- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Key Operations of NAAC

- **Quality Promotion**
 - Encourage HEIs to undergo Assessment and Accreditation. Promotion by publication, Awareness programmes and Workshops with State/University co-operation
- **Quality Evaluation**
 - Conduct the Assessment by developing instrument, Training the peers, Facilitate the process and Appeals Mechanism

- **Quality Sustenance**

– Advocacy by Publications, IQAC, AQAR and sponsoring workshops/seminars

Role of NAAC:-

- ❖ To assess and accredit institutions of higher education in India 128 Universities and 2879 colleges were assessed and accredited (as on May 21, 2006)
- ❖ To promote Quality Assurance in Higher Education
 - More than 100 publications on quality assurance
 - Number of awareness programmes
 - Series of post-accreditation activities
 - Promotion of Internal Quality Assurance mechanism i.e. Internal Quality Assurance Cell (IQAC) in every accredited higher education institution
 - National and International collaboration activities

Assessment Methodology Four

stage approach

1. Identifying pre-determined criteria for assessment
2. Preparation and submission of self-study report (SSR) by the institution
3. On-site visit by the Peer Team for validation of SSR and for recommending the assessment outcome to NAAC
4. The final decision on accreditation by the Executive Committee of the NAAC

Quality indicators : NAAC model

Seven criteria developed by NAAC to measure excellence in University/Colleges are the main processes for developing the capabilities of an institution.

1. Curricular aspects
2. Teaching, learning, evaluation & research
3. Consultancy and extension
4. Infrastructure and learning resources
5. Student support and progression

6. Organization and management
7. Healthy practices
 - LIS forms part of Infrastructure and Learning resources.
 - Two different sets of indicators;
 - One for university level institutions (Universities, autonomous colleges, deemed to be universities)
 - Colleges (Affiliated/Constituent colleges)
 - Indicators are grouped into 4 main headings
 1. Management of LIS
 2. Collection and services
 3. Extent of use of service
 4. Best practices

Quality Enhancement Initiatives by NAAC

Assessment and Accreditation generate enabling inputs for the TEI to help it improve its programmes qualitatively. The process of assessment and accreditation can be best described as a process of informal review. Accreditation ensures accountability and efficiency with reference to the intrinsic and extrinsic functions of the institutions. It enables the society to find out the extent to which society's expectations from the educational system are met and imparts credibility to the system. The process of assessment and accreditation adopted by NAAC is in itself a quality enhancement mechanism.

1. Self-appraisal, which ought to be the first step in the process of assessment, has a tremendous contribution to make, in promoting objectivity, selfanalysis, reflection and professionalism on the part of TEIs.
2. The process of assessment and accreditation encourages the concerned teacher educators of the TEI to become professionally more competent and take up responsibility for their professional development. Thus, the TEI as well as its faculty benefit tremendously from the process of assessment and accreditation.

3. NAAC applied multi-pronged strategies at various levels—awareness programs to reach out to the academic community, publication programs for dissemination of information, workshops on development of instruments, training the experts for assessment, discussions with administrators to rope in their support for the TEIs, consultations with policy makers to ensure government support and so on. Involving people from various backgrounds and interests also helped to enhance the insights of the group process.

4. A lot of quality enhancement is facilitated as a result of institutional efforts to act on the assessment report. The post-accreditation reviews, feedback from the accredited institutions and the outcome of national consultations indicate that the first assessment report has been a useful document to initiate quality enhancement activities.

5. Hundreds of seminars and academic interactions were organized with various groups of academia at the national level, to discuss the methodology and implications of the NAAC's process. A wide range of promotional materials was prepared and distributed to teachers of teacher education. Such activities helped in mustering support for the NAAC's process and also increasing awareness among the teaching personnel.

6. Research on quality-related issues, expanding the database of experts, making the NAAC functioning ICT enabled, interaction with other professional bodies for collaborative assessment and strengthening of the publication programme were given a thrust. At the international level, the NAAC strengthened its interactions by professional visits to other quality assurance agencies, receiving delegations from other quality assurance agencies, participation in conferences, and holding membership in networks such as the International Network of Quality Assurance Agencies in Higher Education.

7. Many workshops and seminars on various aspects of quality enhancement have been supported during this phase. Identifying best practices and disseminating the same towards quality improvement have

been initiated. Promotion of stakeholder dialogue on quality-related issues has also been taken up during this phase. To begin with, interaction with students about quality-related issues was initiated.

Impact of NAAC

- ❖ Generated more interest and concerns about Quality Assurance among the stake holders of Higher Education
- Created better understanding of Quality Assurance among Higher Education Institutions (HEI's)
- ❖ Triggered Quality Assurance activities in many of the Higher Education Institutions
- ❖ Helped in creation of institutional database of the accredited institutions of Higher Education
- ❖ Helped other funding and regulatory agencies to take some of their decisions based on the assessment outcomes.

Benefits of NAAC Accreditation

- Helps the institution to know its strengths, weaknesses and opportunities through an informed review process.
- To identify internal areas of planning and resource allocation. Enhances collegiality on the campus.
- Outcome provides funding agencies objective data for Performance funding.
- Initiates institutions into innovative and modern methods of pedagogy.
- Gives institutions a new sense of direction and identity.
- Provides society with reliable information on quality of education offered.
- Employers have access to information on the quality of education offered to potential recruitees.
- Promotes intra and inter-institutional interactions.
- Provide students informed choice.
 - International Currency - For Students
 - For Institution

THE CHALLENGES FOR QUALITY ENHANCEMENT

Success of any strategy can be gauged by the impact it makes on the primary beneficiaries. The process of assessment and accreditation enabled by the NAAC ,NCTE MoU has not benefitted just the institution but has other secondary beneficiaries as well. However, there are challenges for quality enhancement.

1. Our existing notions related to quality assessment and the indicators used for the same is the first major challenge. We will need to go beyond the first generation indicators which are based on input parameters and move towards those which are applicable to a variety of situations with a wide range of diversity in each input parameter, and are, at the same time, sensitive to the specific needs and functions of each of those. It will need to be based on definitions of specific competencies associated with effective practice of teaching, and of the training experiences and processes that facilitate the development of these competencies. In other words, the focus of quality assessment will then shift from inputs to processes and outputs.

2. We will need to recognize that just like there could be different notions about 'good' classroom teaching and 'effective' professional practice by teacher, there could well be alternative philosophies, and divergent notions emerging from them, related to 'good' or 'effective' teacher education. This will call for flexibility in approaches to and methodology of quality assessment in teacher education. Quality guidelines

will then need to be so formulated as to enable alternative and creative designs for programmes of initial preparation and continuing professional development of teachers.

3. The systems of accreditation and maintenance of standards may need to broaden their domain, which is at present focused on teacher education programmes and institutions, and include within it teacher as well. A need is perhaps increasingly felt now for a system of

professional accreditation and renewal of accreditation of practicing teachers, in other words, a system of licensing practitioners. If there is greater clarity about competencies associated with effective teachers and a valid methodology of assessing them in aspirant teachers and practicing teachers, an accreditation system could then shift its focus from teacher education to teachers, in which case they could adopt greater flexibility in accommodating a range of alternative and creative designs for teacher education programmes and systems. For this to happen, new instruments, methodologies and systems for periodic assessment of teacher competencies need to be researched and developed.

OVERVIEW

The responsibility for ensuring quality in teacher education on continuing basis has to be shared by all the stakeholders including NCTE, Universities, State Education Departments, SCERTs, as well as NAAC etc. It is the State Governments and Universities who organize admissions and examinations of students in these institutions who can undertake a prescribed curriculum to continuously monitor the day to day functioning of these institutions and implementation of the processes by them as contained in the curriculum. Quality management and enhancement has to be accepted as a joint responsibility by all the stakeholders involved. If all the stakeholders join together and pool their resources, then the quality of teacher preparation in our country shall certainly improve and succeed in creating an impact on the school education system in the right direction.