

# **“Quality Parameters of National Assessment and Accreditation Council (NAAC) & Teacher Education”**

**Dr.Mohan Lal (Assistant Professor)**

**Dr. B. R. Ambedkar College of Education, Opp. New Bus Stand (Kheri Markanda) Kurukshetra, Haryana-136118**

## ***Abstract:***

*India is a country where education has given prime importance since olden days. Education has its own significance to govern interests of the members in the society. Education plays vital role in shaping and all round development of the society. In this era competition higher education has got prime importance. The various institutions are come into existence to impart higher education in India. In India quality education is required as educational institutes are running various courses in higher education. In India the colleges and Universities are established to provide higher education. If the quality of such education is poor as compare to international institutions, no institute will sustain in the era of globalization. Therefore, an autonomous body must be there to assess the quality of higher education. The quality of higher education leads India towards global economic power. The institutions like NAAC though their various committees eying on educational intuitions to achieve goal of quality higher education in India. Therefore, role of NAAC is remarkable to promote quality higher education in India.*

**Keywords:** NAAC, IQAC, Quality Higher Education in India, Higher Education etc.

## **Introduction:**

India is world's second largest country in providing higher education. Quality higher education is need of the hour to sustain in this competitive era. Higher education is key to get success at international level. Traditional Gurukuls transformed and Colleges, Universities, IITs, IIMs come into existence to impart higher education in a country. The Quality human resource depends on the quality of higher education. To enhance and promote quality higher education the autonomous body called National Assessment and Accreditation Council (NAAC) established under University Grants Commission (UGC). The significant contribution of NAAC is quality assurance to promote higher education in the area of higher education is to implement new methods of accreditation having recognition at international level due to increasing international competitions. The vision and mission statements are guiding principles to function in the area of higher education. The benefits of assessment and accreditation by NAAC are also focused. The Internal Quality Assurance Cell (IQAC) is functioning smoothly to develop a system for conscious and consistent improvement in the overall performance of institutions. In the end the various means to enhance quality of higher education are also provided in this paper.

## **What is Quality?**

It may be defined in terms of excellence, perfection, standards and competencies for work, consistency and relevance. The quality of this knowledge society depends upon the quality of

education it fosters. It is this quality, which makes education socially and individually relevant, but if the quality of education is not assured then the education which is advocated as a solution to social problem, may itself become a problem. Quality products and quality service began with quality thinking. The post-accreditation period is a shift from quality assurance towards quality enhancement. Every stakeholder of higher education – the management of institution, the teachers, the students and IQAC have a role and have to play it well in enhancing the quality of our accredited institution.

### **Role of National Assessment and Accreditation Council (NAAC):**

The main role of NAAC is quality assurance in higher education. The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore. As education plays vital role to the society, the quality of education must be monitored. To understand the quality of the education NAAC play great role by accreditation process. Since ancient period many changes brought by change in circumstances and need of the society. The developments in science and technology, industrialization, globalization are the instances which compelled government to provide effective and quality education to educate, train, undertake research and provide good service to society.

It shall be the general duty of the Commission to take, in consultation with the Universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of University education and for the determination and maintenance of standards of teaching, examination and research in Universities, and for the purpose of performing its functions under this Act. University Grants Commission (UGC) under Section 12 of the UGC Act, 1956 established the National Assessment and Accreditation Council as an autonomous body on 16th September 1994. A significant contribution of NAAC in the area of higher education is to implement new methods of accreditation having recognition at international level. Further NAAC is providing policy framework to help government making mandatory provisions binding on various Universities, institutions at state level. The contribution of NAAC is really appreciable.

### **Vision and Mission**

#### **Vision:-**

To make quality the quality defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

#### **Mission:-**

- 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.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

### **Value Framework:-**

To promote cognizance developments and the role of higher education in society, NAAC (2004) has developed five core values:

1. Contributing to national development
2. Fostering global competencies among students
3. Inculcating a value system in students
4. Promoting the use of technology
5. Quest for excellence

### **Quality Parameters & Indicators of NAAC in Teacher Education:**

In the field of teacher education, in order to assess the quality of teacher education institutions, certain quality control indicators are to be considered. NAAC (2005) has identified following seven indicators to assess and control the quality in teacher education:-

<b>Parameters</b>	<b>Criteria of Assessment</b>
<b>Parameter-I.</b> Curriculum Designing and Planning	<ol style="list-style-type: none"> <li>1. Admission procedure</li> <li>2. Details of working and teaching days</li> <li>3. Student ability level</li> <li>4. Features of current syllabi and mechanisms for its monitoring and mid-course correction</li> <li>5. Developing new courses; gestation time and running new courses</li> <li>6. Curriculum design (Institutions. mission and goals, Feedback mechanism, Institution-school communication, Inter/multi-disciplinary components)</li> </ol>
<b>Parameter-II.</b> Curriculum Transaction and Evaluation	<ol style="list-style-type: none"> <li>1. Curriculum transaction, aspects, components and details.</li> <li>2. Faculty professional development and seminars, conferences, etc. for others.</li> <li>3. Faculty appraisal. techniques</li> <li>4. Focus on specific aspects: value education, civic responsibilities, personality development, community orientation,</li> </ol>

	<p>learn-to-learn, etc.</p> <p>5. Evaluation scheme: Theory - assignments and project work, Practice teaching, curricular activities, work experience, SUPW, tutorial, seminar, etc.</p> <p>6. Other teaching-learning innovations</p>
<b>Parameter-III.</b> Research Development and Extension	<p>1. Research related activities: research by faculty, research by scholars (M.Ed., M.Phil., Ph.D.), financial inputs for research and research projects (completed, in progress and outlay)</p> <p>2. Extension: Types of extension activities, support to Government Organizations and N.G.O.s, NSS and NCC</p> <p>3. Development: various material development activities</p>
<b>Parameter-IV.</b> Infrastructure and Learning Resources	<p>1. Infrastructure: existing and projected expansions (Financial inputs for future development especially academic growth, maintenance, utilization, upkeep of campus )</p> <p>2. Learning resources (Library and its facilities, Library annual budgets: books and periodicals, Reprographic, audio visual material and internet related facilities, Library stock, Computers . availability and use, Laboratories . availability, maintenance and Utilization</p>
<b>Parameter-V.</b> Student Support and progression	<p>1. System efficiency: results, NET and SLET related, annual exams</p> <p>2. Alumni association</p> <p>3. Feedback mechanism (from trainees)</p> <p>4. Financial help and types</p> <p>5. Guide and consultancy services and personal and academic counseling</p> <p>6. Placement services and its use.</p> <p>7. Admission. related facilities and their publicity</p> <p>8. Recreational / leisure time facilities especially indoor</p> <p>9. Activity clubs: cultural and literary</p>
<b>Parameter-VI.</b> Organization and Management	<p>1. Internal coordination and monitoring mechanism</p> <p>2. Steps for improvement of organization and management</p> <p>3. Academic calendar</p> <p>4. Faculty recruitment</p> <p>5. Professional development of non-teaching staff</p> <p>6. Fee structure</p> <p>7. Heads of expenditure and excess/deficit budget</p> <p>8. Internal audit</p> <p>9. Welfare programs and grievance redressal system</p> <p>10. Endowment and Reserve Funds</p> <p>11. Internal Quality check and TQM</p> <p>12. Modern managerial concepts and practices</p> <p>13. Twinning programs, student exchange programs and collaboration with SCERT, NCERT and NIEPA</p>
<b>Parameter-VII.</b> Innovative Practices	<p>Which includes total quality management, innovations, value based education, social responsibilities and citizenship roles,</p>

overall development and institutional ambience and initiatives.
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### **Grading and Certification:**

The major role of the peer team is to provide the institutional score and the detailed assessment report. The rest of the process is to be performed by NAAC as directed by the executive committee. If overall score is not less than 55%, the institution obtains the accredited status. Accredited institutions are graded on a five- point scale with the following scale values:

<b>GRADE</b>	<b>INSTITUTIONAL SCORE</b>
A++	95-100
A+	90-95
A	85-90
B++	80-85
B+	75-80
B	70-75
C++	65-70
C+	60-65
C	55-60

Institutions, which do not attain the minimum 55% points for accreditation, would also be intimated and notified indicating that the institution is “assessed and found not qualified for accreditation”. After EC’s decision, the institution is informed of the overall grade along with the criterion-wise scores and the information is included on the website.

### **Quality Initiatives by NAAC**

1. Quality Sustenance and Promotion by sensitizing institutions to the concepts such as credit transfer, student mobility and mutual recognition
2. Establishment of State Level Quality Assurance Co-ordination Committees (SLQACCs) in different States
3. Networking among accredited institutions in order to promote exchange of "Best/Innovative Practices”
4. Dissemination of Best/Innovative Practices through seminar/workshops and NAAC publications
5. Financial support to accredited institutions for conducting seminars/conferences/workshops etc. on quality issues in Higher Education
6. Establishment of Internal Quality Assurance Cells
7. State-wise analysis of Accreditation Reports for policy initiatives
8. Promoting the concept of Lead College and Cluster of Colleges for Quality initiatives
9. Research grants for faculty of accredited institutions to execute projects on different themes/case studies
10. Initiation of student involvement for quality enhancement
11. Developing international linkages for mutual recognition through accreditation

### **Role of the IQAC Quality Promotion:-**

U.G.C. 12th plan guideline focuses on access, equity, quality, promotion of talent, skill development and stand alone schemes. NAAC has been instilling a momentum of quality consciousness among Higher Educational Institutions. Maintaining the momentum of quality consciousness is crucial in Higher Education Institution. NAAC proposes that every accredited institution establish an Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institution's system and work towards realizing the goals of quality sustenance and enhancement. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. IQAC is meant for planning, guiding and monitoring Quality Assurance and Quality Enhancement activities of the college. Recognizing the importance of such institutional Quality System the U.G.C. has taken decision to provide financial assistance to colleges.

IQAC can play very crucial role in quality enhancement of accredited institution. Some of the functions expected of the IQAC are:

1. Development and application of quality parameters in various activities of the institution.
2. Dissemination of Information on quality aspects.
3. Organization of workshops, seminars and promotion of quality circles
4. Recording and monitoring quality measures of the institution.
5. Acting as an agency of the institution for quality related activities.
6. Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time

Thus, IQAC has to play very crucial role in the quality enhancement of accredited institution. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards.

### **Quality Management in Teacher Education:**

Though the concept of quality management has been introduced mostly to improve the quality of industrial product, its relevance in the field of academic institutions has also been realized by educators. Particularly in the field of teacher education, its effective implementation might ensure a better possibility of increased involvement of various stake holders, more team work, the process of redesign, competitive benchmarking, constant measurement of the outcomes, long range vision and team based problem solving and closer relationship with community (Kaun, 1996).

In any educational institution there are three aspects to be managed-academic, administrative and financial. Besides these there are the human and physical resources to be managed to their optimum level. In other words management of input-process product is of utmost concern of the system of teacher education. If every component is of good quality then the final product will be perceived as fulfilling the needs of the consumers.

Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teacher education programme. If the expectations of the schools, students, parents and the society are met, this indicates that the right type of teachers have been prepared by the teacher education institutions. And if the

teachers continue to improve themselves, then there is value addition in education. Such teachers will continue to meet the needs of the society. There is fitness of educational outcome and experience for use. There will be defect avoidance in education process of teachers in a quality teacher education institution.

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles are: Customer focus, Leadership, Involvement of people, Process approach, System approach to management, Continual improvement, Factual approach to decision making, Mutually beneficial supplier relationships. Various essential criteria and steps to be taken for an effective quality management program in teacher education Yadav et al. (2011) are as follows-

**A. Commitment of Management and Governing Body**

Management should be accountable and committed to their service, have adequate concern of various quality aspects and norms in the field of teacher education and not only profit making approach.

**B. Identification of Quality areas**

Areas to which quality improvement is required are necessary to identify. Teacher education institutions may consult various indicators identified by apex bodies like NAAC in this regard.

**C. Appointment of Quality Assurance Cells**

Teacher education institutions should have its own internal quality assurance cell to monitor various functions of the institution and suggest for the necessary improvements.

**D. Establishment of Various Steering Committees**

Various committees may be formed and the tasks may be distributed among them in view of the priority of quality areas.

**E. Design of Process and Objectives**

Objectives of each steering committee need to be formulated and operationalized in terms of achievable outcomes. Depending upon this, process of functioning of each committee may be decided.

**F. SWOT Analysis**

It is one of the most essential functions of various steering committees to identify strength-weakness-opportunity-threat in the related fields and to prepare the necessary plan of action in this regard.

**G. Awaring Quality Aspects**

Assurance of quality is a team work. Therefore, all concerned persons should be well informed about the quality criterion and various efforts planned and acted upon by the management to raise the quality standard of institution.

**Conclusion:**

An Internal Quality Assurance Cell has to play crucial role in protecting the quality of education service in India. The establishment of this cell is a mandatory task before every higher education institution that is planning to go for NAAC accreditation. Educational Institution, NAAC, AICTE, UGC and state and central governments has to impose certain kind of restrictions on every higher education institution in quality aspects of the service delivery which will place them in certain pressure in different quality dimensions. Now everybody has realized the importance of quality deliverables in this sector to protect the local institutions from the foreign institutions which has already entered into the country and received prominent response from the prospective students'. If our higher education institutions and regulatory bodies failed to maintain quality aspects in delivering the quality education service; those institutions definitely will disappear from the education map of India. Therefore sustaining quality in this crucial sector which will mould the future of our upcoming generations is a prime responsibility of our education system which will be possible only through continuous monitoring with the support of Internal Quality Assurance Cell of every Higher Education Institution.

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