

Quality Concern and NAAC Accreditation in TEIs of Bihar and Jharkhand

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Abstract:

Quality concern is considered as an important issue for Teacher Education as it is considered to be the backbone of any state. It improves the quality of schooling by developing a direct organic link with school education system. The poor quality of education resulting in unsatisfactory learning outcomes is a matter of great concern. Quality-related deficiencies have inhibited the growth and development of both the system but quality teacher educators and ineffective pedagogy remain a major challenge relating to teacher education system.

In India, National Assessment and Accreditation Council (NAAC) and Quality Council of India (QCI) has been engaged in assessing the qualities of B.Ed. and D.El.Ed. programmes respectively. In Bihar and Jharkhand, 3-5 percent secondary TEIs had been accredited. But there exists a continued mismatch between institutional capacity and quality of teacher educators, innovative teaching and research opportunities in the resulting low quality of teacher education both the state. Hence, the issues relating to the quality assessment and accreditation of TEIs need to be urgently addressed.

Key words: Quality Concern and NAAC Accreditation in TEIs of Bihar and Jharkhand

INTRODUCTION

Teacher education system is considered to be the backbone of any state as it has direct organic link with school education system. The poor quality of education resulting in unsatisfactory learning outcomes is a matter of great concern. Quality-related deficiencies have inhibited the growth and development of both the system but quality teacher educators and ineffective pedagogy remain a major constrain relating to teacher education system. The poor is the quality of training poorer is the quality of school teachers.

The quality consciousness has started in India after the establishment of National Assessment and Accreditation Council (NAAC) during mid nineties. Thereafter, the concept of Assessment and Accreditation got introduced to our system of education especially in higher education including professional and teacher education. Prior to it is also endorsed by the National Council of Teacher Education (NCTE, 1996). While suggesting overhauling of the system of teacher education the NPE (1986/92) recommended for enriching of NCTE as a statutory body. Thus, NCTE was formally constituted in the year 1995 with the official mandate to take all necessary steps to improve the standards and quality in teacher education.

QUALITY CONCERNS IN TEIs:

The concept of accreditation of educational institutions is relatively new phenomenon in the country. The purpose of accreditation is to find out how far an institution is performing beyond the minimum stipulations for achieving quality and excellence. It is a process that improving the quality of education and ensuring the suitability and quality of the products of the educational process to fulfill the purposes expected from them. It is a quality certification given by the accreditation agency to an institution, a course or a programme.

This is done after carrying out appropriate criteria-based evaluation. Accreditation is an assurance of quality of both the institutional processes and outputs. Accreditation ensures accountability and efficiency with reference to the intrinsic and extrinsic functions of the institutions. It enables that the society has to find out the extent to which society's expectations from the educational system are met and imparts credibility to the system. It safeguards by ensuring quality and standards of the trained individuals from the educational institutions. Accreditation also assists the stakeholders, students, parents and employers in identifying, acknowledging and encouraging institutions and programmes, which fulfill 'the norms and standards and make proper use of services.

ASSESSMENT AND ACCREDITATION OF TEIs

Teacher at any stage is expected to bring out the best in the child and youth and help them to realize their maximum potentials i.e., physical, intellectual and spiritual. Teacher education system should ensure adequate supply of such professionally trained teachers to teach and guide those who study in schools and institutions of higher education. The main concern is therefore to build teacher's capability to translate curricular intents into appropriate learning experiences for children to enable them to acquire the desired knowledge, skills, attitudes and aptitudes. In order to achieve this, teacher education system should be situated in and driven by the special quality features of the teacher education enterprise. Teaching is a profession and teacher education is a process of professional preparation among teachers. A profession is characterized by an organized body of knowledge on which undertaking is based, an appropriate duration of formal and rigorous professional training along with practical experiences in that field. The knowledge base of teacher education is built by professionals through systematic observation, study,

reflection, practical experience, experimentation and the content modes. The processes of teacher education are shaped by reflective practices. This point is a crucial position in which teaching, training, research, development, experimentation, extension and dissemination occupying a teacher preparation programme and their inter-dependent relationships. All these, rigour of training, thrust on field practice/performance, attitude and skill development to define the quality contours of teacher education.

The important question before teacher education is that it is practiced what value addition it imparts to teachers academic learning vice-versa the actual needs of the classroom and the school system. In the case of primary/elementary education, for example, these are: teaching large classrooms, teaching in difficult contexts like multigrade classrooms, bi and multi lingual settings, schools in remote areas, teaching disadvantaged children, classroom management, working with parents, enlisting community support, implementing incentive schemes and so on. These complexities of the Indian classrooms apply appropriately to teacher education at other levels also. The fact that teacher education for different stages of education from pre-school to college involves stage- specific knowledge, understanding, skills, attitudes and values to be developed among the teachers and appropriate physical, academic and human resources to develop them, adds to this. In sum, the minimum basis to the teacher education enterprise is the quality of teacher performance in the classroom and this is what accreditation is primarily concerned with.

Accreditation in teacher education is justified on several counts. In the first place, presently there exist no benchmarking standards or criteria for institutions desirous of pursuing excellence; to compare themselves with their peers and accreditation will fill this gap. Institutions also feel the need for mutual sharing of their special and innovated features which functions as a motivating factor to strive to achieve

higher performance standards. It is common knowledge that the examination results by themselves do not provide a comprehensive picture of the institutional profile. The accreditation will promote the culture of self-appraisal and self-evaluation of performance by institutions, determined pursuit of standards of excellence set by themselves and mutual sharing of institutional experiences. It will also play a leadership role in the creation of a climate conducive for healthy competition among teacher education institutions to pursue quality and excellence and influence one another with their good practices.

The accreditation process makes exacting demands on institutions in terms of institutional context and educational effectiveness. Accreditation involves assessment and gradation of an institution with reference to different parameters and taking into account the multi-dimensional phenomenon of its functioning. The assessment process addresses both the intrinsic and extrinsic requirements of institutions, these being the functioning of the institution, relevance and utility of the output. It seeks to assess the extent to which institutions pursue excellence in their job of imparting quality education in a culture of positive competition. The most significant aspect of the whole process is self-appraisal by institutions themselves through self-study combined with unbiased, informed and transparent review by peers.

STATUS OF NCTE RECOGNIZED TEIs IN BIHAR AND JHARKHAND

In Bihar and Jharkhand there are about 07 categories of secondary teacher education institutions recognized by the uniform quality parameters and norms of the National Council for Teacher Education (NCTE). There are government teachers training colleges, B.Ed. departments in government colleges running under self finance scheme (SFS), constituent teachers

training college running under the university, B.Ed. departments in constituent unit of the university running under SFS, private teachers training colleges and private university running B.Ed. programme. There are few Central University running 2-year B.Ed. programme. NCTE has recognized 251 and 122 secondary teacher education institutions in Bihar and Jharkhand respectively following the norms of recognition. These norms, inter alia, provide conditions relating to financial resources, accommodation, library, laboratory, others physical infrastructure, qualified staff including teaching and non-teaching personnel. The NCTE has adopted three parameters for recognition: (i) Infrastructural and (ii) Instructional and (iii) Financial parameters. After fulfilling the infrastructural parameters NCTE constitutes 2 members visiting team for the inspection of infrastructural parameters. On the basis of satisfactory visiting team report the NCTE issue ‘Letter of Intent (LoI)’ to the concerned institution for further recognition process. Second time NCTE again constitutes visiting team for ensuring the availability and quality of teaching and non-teaching personnel. After fulfilling the each and every norms NCTE has issue the recognition order to the concerned teacher education institutions.

Table-1: Types of NCTE recognized Teacher Education Institutions in Bihar and Jharkhand

Sl No.	Types of Teacher Education Institutions	Bihar	Jharkhand
1.	Government Teachers Training Colleges	06	02
2.	SFS B.Ed. Department in Government Colleges	01	Nil
3..	Constituent TTC under University System	02	Nil
4.	SFS B.Ed. Departments in Constituent Colleges	18	21
5.	Private TEIs	224	97
6.	Private University	Nil	01
7.	Central University	Nil	01
	Total	251	122

NCTE (November, 2016)

Table-1 depicted the types and status teacher education institutions offering secondary teacher education (2-year B.Ed.) programme.

ASSESSMENT AND ACCREDITATION OF TEIs

The assessment and accreditation started with preparation of the Self-appraisal Report (SAR) by the teacher education institutions and its submission to NAAC. The self-appraisal report consists of an institutional profile and a self-analysis based on six criteria designed by the NAAC and NCTE. These criteria are: (i) Curriculum Design and Planning, (ii) Curriculum Transaction and Evaluation, (iii) Research, Development and Extension, (iv) Infrastructure and Learning Resources, (v) Student Support and Progression and (vi) Organization and Management. The SAR is just structured plan of self assessment of strengths, weaknesses, opportunities, and threats.

In the second stage, the NAAC constitutes a team of peer members and sends its peer to the concerned teacher education institution to validate the SAR. In Pre-visit meet, the peer team discusses their observations based on the SAR. A list of strengths, weaknesses and areas for further probing are identified. During the visit period of two to three days the peer team looks for evidences for validation of the SAR. In exit meeting, the peer team members make a collective judgment on the accreditation status of the concerned institution. A copy of the descriptive report is handed over to the head of the institution.

In third step the NAAC headquarter take final decision on grade point/CGPA based on the Self-appraisal Report and the Recommendations of the team of peers. The grading of the institution by the peer team and the descriptive report are

placed before the Executive Committee of NAAC. The Executive Committee of NAAC reviews the report and takes a decision about the grade of the institution. The grade is validated for a period of five years.

NEW GRADING SCHEME OF NAAC

Earlier the colleges and universities across the country were graded on four parameters: A, B, C and D (very good, good, satisfactory and unsatisfactory). But with the introduction of the new grading pattern, the educational institutions across the country will be graded in the scale of A++, A+, A, B++, B+, B, C, and D. With D being the lowest grade, institutions having this grade would be interpreted as "not accredited".

The highest point under the new system any institution can obtain is four and institutions having secured 3.76 points or more would qualify for the A++ grade. The point is awarded on the basis of various parameters dealing with academic and infrastructure facilities available at the institution.

A+ grade will be awarded to institutions having a score in the range of 3.51 to 3.75, while A will be awarded to those with a score line in the range of 3.01 to 3.50.

NAAC PARAMETERS FOR ASSESSMENT AND ACCREDITATION OF TEIs

The NAAC usually adopts the uniform assessment parameters for the assessment of teachers education institutions across the country. It requires information on how the curriculum design of the institution offers diversity and flexibility to the trainees. It also seeks information on the practices of the institution in initiating and redesigning teacher education courses that are relevant to the regional and national needs. The details observed into are: admission procedure, details of working and teaching days, student ability level and features of current

syllabi and mechanisms for its monitoring and mid-course correction, developing new courses, gestation time and running new courses, curriculum design; institutions' mission and goals; feedback mechanism; institution-school-communication and inter/multi-disciplinarily components.

The Curriculum Transaction and Evaluation criterion deals with the efforts of the institution in providing appropriate teaching-learning experiences through curriculum transaction to the trainees. It also looks at the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of the evaluation methodology of the institution. Besides this, it deals with educational innovation, attainment of specific goals and plans for institution's growth in the future. The details sought are: curriculum transaction, aspects, components and details; Faculty's professional development i.e., seminars and conferences, etc. and also for others; Faculty appraisal and techniques; focus on specific aspects: value education, civic responsibilities, personality development, community orientation, learn-to-learn, etc.; Evaluation scheme: Theory - assignments and project work, practice teaching, curricular activities, work experience, SUPW, tutorial, seminar, etc.; other teaching-learning innovations.

The Organization and Management criterion requires data on the policies and practices of the institution in the matter of planning, human resources, recruitment, training, performance, appraisal and finance management. The details sought are: internal co-ordination and monitoring mechanism; steps for improvement of the organization and management; academic calendar; faculty recruitment; professional development of non-teaching staff; fee structure; heads of expenditure and excess/deficit budget; internal audit; welfare programmes and grievance redressal system; endowment and Reserve Funds; internal Quality check and TQM; Modern managerial concepts and practices; Twinning programmes,

student exchange programmes and collaboration with SCERT, NCERT and NUEPA.

The self-appraisal report should conform to the criteria chosen for assessment. If the inputs from the institution under the six criteria are collated, it should give adequate details on all the features of an institution such as its policies, practices, programmes, resources and performance. This would facilitate the teacher education institution to appraise itself for its standing besides helping the assessors to make a proper assessment.

STATUS OF NAAC ACCREDITED TEIS IN BIHAR & JHARKHAND

Bihar and Jharkhand are sister state of united Bihar. Accreditation is important for TEIs, the student and prospective employers.

In Bihar, there are 251 secondary TEIs are recognized by the NCTE but only 3.5 percent secondary TEIs are NAAC accredited. Table-2 indicates that scanty of teacher education institutions are providing the quality teachers education in Bihar. Only two teacher educations have accredited 'A' grade. The data indicates approximately 1 percent of the teacher education offering the high quality teacher education and about 3 percent institutions offering moderate quality teacher education to the people of the state. One of the institutions of Bihar has been accredited 'C' grade with CGPA 1.64. It indicates the poor quality of the teacher education as per the quality concerns of the NAAC is concerned. The data also indicates that 96.5 percent of the teacher education institutions across the state have not aware about the quality concerns and assessment. The unawareness about the quality concerns leads to the incredibility, inelegance and humaneness of the institutions.

Table-2: Status of NACC accredited Teacher Education Institutions of Bihar

Sl. No.	Name of the Teacher Education Institution (TEIs)	NAAC Grade	CGPA	Cycle	Year of Accreditation
1.	St. Xavier's College of Education, Digha, Patna	B++ A A	- 3.11 3.02	Cycle1 Cycle 2 Cycle 3	2004 2010 2016
2.	Department of Education, Patna Women's College	A A	3.52	Cycle 1 Cycle 2	2011 2016
3.	Patna Training College, Patna University	B	2.67	Cycle 1	2016
4.	Hari Narain Institute of Teachers Education, Sasaram	B+	2.52	Cycle 1	2016
5.	Dr. Zakir Hussain TTC, Darbhanga	B		Cycle 1	2005
6.	Ganauri Ramkali Teachers Training College, Nawada	B	2.20	Cycle 1	2013
7.	Millat Teachers' Training College, Madhubani	B	2.12	Cycle 1	2011
8.	Mithila Teachers' Training College, Darbhanga	B	2.08	Cycle 1	2015
9.	Nalanda Teacher's Training College, Biharsharif, Nalanda	B	2.14	Cycle 1	2012
10.	Department of Teacher Education, TIHS, Patna	C	1.64	Cycle 1	2012

Source: NAAC (November, 2016)

Table-3: Status of NACC accredited Teacher Education Institutions of Jharkhand state

Sl. No.	Name of the Teacher Education Institution (TEIs)	NAAC Grade	CGPA	Cycle	Year of Accreditation
1.	Department of Education, Jamshedpur Women's College, Jamshedpur	A	3.02	Cycle 1	2011
2.	Department of Education, St. Xavier's College, Ranchi	B	2.63	Cycle 1	2013

Kumar Sanjeev, Sudhakar Prasad Singh- Quality Concern and NAAC Accreditation in TEIs of Bihar and Jharkhand

3.	DIPSER College of Education (For Women), Deoghar	B B	2.66	Cycle 1 Cycle 2	2007 2013
4.	Loyola College of Education, Jamshedpur	B+ B	- 2.86	Cycle 1 Cycle 2	2005 2010
5.	Manrakhan Mahto B.Ed. College, Ranchi	B	2.36	Cycle 1	2016
6.	Ursuline Women's Teachers' Training College, Lohardaga	B+ B B	- - 2.57	Cycle 1 Cycle 2 Cycle 3	2004 2009 2015
7.	Al-Iqra Teachers Training College, Dhanbad	B	2.49	Cycle 1	2016

Source: NAAC (2016)

Similarly, in Jharkhand, there are 122 secondary TEIs are recognized by the NCTE but only 8 percent secondary TEIs are NAAC accredited. Table-3 indicates that scanty of teacher education institutions are providing the quality teachers education in Jharkhand. Only one teacher an education has been accredited 'A' grade in 1st cycle with CGPA 3.266. The data indicates approximately 1 percent of the teacher education offering the high quality teacher education and nearly 5 percent institutions offering moderate quality teacher education to the people of the state. None of the institutions of Jharkhand has been accredited 'C' grade. The data also revealed that during consecutive cycles of accreditation the teacher education institutions have either tried to maintain their grades or loosening their CGPA resulting into their degradation in the further cycle of NAAC accreditation. The data also indicates that 92 percent of the teacher education institutions across the state have not aware about the quality concerns and assessment. The unawareness about the quality concerns leads to the incredibility, inelegance and humaneness of the institutions.

SWOC ANALYSIS OF NAAC ACCREDITED TEIs AND OTHER INSTITUTIONS

The SWOC refers to the Strength, Weakness, Opportunities and Challenges of an educational institution. It is the important issues needs to be identified, as it is a process where the management team identifies the internal and external factors that will affect the future performance of the institution. The SWOC analysis revealed that some best teacher education institutions would be given 'B' grade and some worst institutions would be given 'A' grade. It is due to the difference perception of the peer team of NAAC about the quality measures of the concerned institutions. For example, Patna Training College, a constituent teacher education unit of the Patna University has accredited grade 'B' with CGPA 2.67, but the institutional reputation has not been taken into account as its academic performance is exemplary during half a decade. The students across the state prefer this institution due to its historicity, credibility, elegance and humane nature. Institutional reputation and extension activities should be given extra weightage.

Similar is the cases of general undergraduate colleges. For example, the 'College of Commerce' has accredited 'A' grade in 2nd cycle and 'Science College' accredited 'B' grade but the Science College is on first priority for science students.

The data depicts that there exists a continued mismatch between institutional capacity and quality of teacher educators, innovative teaching and research opportunities in the resulting low quality of teacher education both the state.

CHALLENGES BEFORE THE NAAC:

- 1. Uniform Criteria for Universities and College:**
There cannot be uniform criteria for universities and colleges. Arts and Science colleges cannot be assessed

with same yardstick. Similarly, the Colleges of Teacher Education cannot be assessed on the quality parameters adopted for general colleges. Disproportionate weightage to research in undergraduate colleges. Penalty on public institutions for aspects not within their control, such as curriculum, infrastructure and governance. All visits should be announced, not a surprise one.

2. **Absence of Mechanism to recognize the contribution of teachers in classroom:** It doesn't have a mechanism to recognize the contribution of teachers in classroom, that is, good teaching which benefits students. It ends up promoting self-interest in the form of individual projects.
3. **Absence of Continuous Grade Review Mechanism:** In absence of continuous grade review mechanism in the NAAC, the majority of accredited institutions start their preparation for accreditation for 2nd cycle, one year before. This should be treated as malpractice.
4. **Strict provisions for Re-accreditation:** There exists strict provision of grade review mechanism in NAAC. Once an institution has not been satisfied with the grade awarded to them, there is not any easy mechanism for re-accreditation of the same institution. 98 percent of the cases of re-accreditation have been rejected by the NAAC. Only 1-2 percent actual complaint is heard and strictly reviewed by the committee, after the request to re-visit the complainant institution.

CONCLUSION:

The entire activities of self-evaluation, peer review, assessment and accreditation have to be seen as ingredients of a development oriented process for the teacher education institutions. It has to be viewed as a participatory process. The philosophy underlying the whole process is ameliorative and

enabling rather than punitive or judgmental, so that all constituencies of the teacher education institutions are empowered to maximize their resources, opportunities and capabilities. The accreditation process helps the institution to know its strengths, weaknesses, and opportunities through an informed review. It identifies internal areas of planning and resource allocation and it enhances collegiality on the campus. The outcome of the accreditation process provides the agencies with objective and systematic database of performance for funding.

In Bihar and Jharkhand NCTE has given recognition to the 251 and 122 secondary TEIs on different parameters, out of which 3-5 percent TEIs have been accredited by NAAC. More and more TEIs should be made aware about the quality assurance. Hence, the issues relating to the quality assessment and accreditation of TEIs need to be urgently addressed.

The assessment and accreditation of teacher education institutions in India is undoubtedly a welcoming step by the NAAC and NCTE in the direction of restoration of quality in teacher education programmes. It will be the greatest achievement if some awareness and openness is created in the functionaries of teacher education institutions about the very philosophy of assessment and accreditation. Once they realize the purpose of assessment and accreditation, they will drop their defensive attitude and will turn proactive to take all the necessary quality control measures to achieve excellence. But at the same time NAAC and NCTE should also made their assessment and accreditation procedure as objective, transparent, contextual, full proof, diagnostic, remedial and constructive that help the institution to grow in an atmosphere of mutual trust, confidence and cooperation.

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