

Synopsis of Ph. D. in Education

‘A study on NAAC Accreditation of Teacher Education Institutions of Gujarat’

1.1 INTRODUCTION

The Teacher Education is a pre-service professional programme, which is preparing the students for formal teaching in schools. The students of Teacher Education are known as teacher trainee, trainee teacher, teacher-pupil, pupil-teacher, to be teacher, prospective teacher, pro-teacher, pre-teacher and student-teacher. Teacher Education Programme (TEP) is a unique and highly demanded professional programme in Social Science discipline. It is a basic programme for preparation of teachers for schools, which is linked to both the School Education and the Higher Education (HE) systems. It provides human resources in form of teacher to schools for carrying out all transactions in teaching. The Teacher Education Institutions (TEIs) as Education Department of University and affiliated Colleges are transacting the TEP and preparing teachers for schools. It was earlier one year programme, which was modified to two years from the year 2015.

1.2 QUALITY IN TEACHER EDUCATION

The quality in education depends on the expectations of the society to bring desirable behavioural changes in the individuals. The quality in education focuses the path of quality in learning of the students, which illuminates their life. It leads to progress and development. The United Nations Organisation for Education, Science and Culture (UNESCO) supported quality in education. UNESCO (1996b) has given four pillars of education: (i) Learning to be, (ii) Learning to know, (iii) Learning to do and (iv) Learning to live together. According to Mukhopadhyay (2005) the quality could be drawn by assessment and stated that, “Interrelated issues for institutional assessment as: Parameters of Assessment, Tools of Assessment, Participants in Institutional Assessment, Quantitative vs. Qualitative Analysis and Use of Assessment Data.” The quality measurement and assessment in education occurs from internal and external sources. Government is measuring and assessing quality in education through inspection or core committee visit. By the procedure of quality assessment, the educational institution realizes about transaction of education and status of quality in them. They acknowledge the path towards quality improvement in education and better learning of students.

The Government of India (GOI) has formulated Committees, Commissions, Five Year Plans, and Policies in the field of education followed by initiatives i.e. University Education Commission (1948-49), Education Commission (1964-66), National Policy on Education (NPE, 1986), Programme of Action (POA, 1992), different Five Year Plans etc.

MHRD (1986) and MHRD (1992) suggested recommendations in the NPE (1986) and POA (1992) and prescribed the standards to be maintained in schools, in consultation with professional bodies; Indicated parameters related to the reorientation of the content and process of education; Suggested strategy in respect of teachers and Teacher Education with improvement in the status of teachers and substantial upgradation in the quality of Teacher Education; etc. The policy has given recommendation as to give statutory status and necessary resources to play its role to the National Council for Teacher Education to be lay down and maintain standards in institutions and courses. The University grants Commission (UGC) was also suggested for taking initiative to establish Assessment and Accreditation Council as autonomous body with its own criteria and methodology for Assessment and Accreditation (A &A).

1.3 NATIONAL COUNCIL FOR TEACHER EDUCATION

According to the GOI (1993), the National Council for Teacher Education (NCTE) came in existence since the year 1973 and became a statutory and autonomous body of Government of India in the year 1995 in pursuance of the NCTE act 1993. Under the umbrella of NCTE the TEP functions and transacts the curriculum in India. As an advisory body for the Central and State Governments on all matters pertaining to teacher education, the NCTE is functioning for the determination and maintenance of standard for Teacher Education and its courses. It has established norms and regulations for the TEIs. Its central office is at New Delhi. In the year 2003 the NCTE has established four Regional Committees and specified locations and Territorial jurisdictions to decentralise its administration. NCTE and National Council for Educational Research and Training (NCERT) have suggested curriculum for TEP. NCERT (2005) has reformed the curriculum for school education as National Curriculum Framework, 2005 (NCF, 2005). The NCTE (2009) has prescribed National Curriculum Framework for Teacher Education, 2009 (NCFTE, 2009). The NCFTE, 2009 has drawn vision of teacher and teacher education relating to a teacher's role, and

the philosophy, purpose and practice of teacher education. NCTE (2009) stated concluding statements in NCFTE, 2009.

Teacher education is pre-service and in-service programmes for elementary and secondary schooling varied in nature as general, integrated, subject specific, special education and distance mode. NCTE (2014b) listed 15 TEPs as well as their norms and regulations for functioning in India. Information about these TEPs is already uploaded along with their regulations on NCTE website.

1.4 STATUS OF TEP

In preparation of teachers, the TEP is preparing the student-teachers to carry out quality school education. During this programme, the student-teachers are learning historical, sociological, philosophical and psychological foundations of education along with pedagogy, skills, approaches, methods, techniques of teaching and school content. It provides learning experiences to Student-Teachers for inculcation of values in their future students. The Student-Teachers undergo various rigorous training by theory and practice in TEP, which provides platform to them to be prepared for quality school education. Possessing greater importance than the other programmes of education, the TEP is preparing student-teachers, who are the major inputs in school education. According to their learning in TEP, they carried out the teaching-learning process to bring excellence in education. The quality measurement, assessment and evaluation by institution itself along with outside sources provide status and guideline to proceed towards excellence.

The curriculum for TEP given by NCTE was accepted by universities and constructed University specific curriculum to transact in its affiliated Secondary TEIs (STEIs). The curriculum for TEP prepared according to the university, which varies to other universities. From the year 2015, NCTE has implemented two years Secondary Teacher Education Programme (STEP). Kothari and Shelat (2015) stated the course outline of TEP are like- philosophy and sociology of education, current problems and issues of secondary education, school management, principles and techniques of teaching. As combination of these courses differ from university to university. There are no provisions for training of the teachers for the subjects like art, craft and music while these subjects are very well taught in schools. Goel and Goel (2012) noted mismatches between the subject and pedagogy and the profiles of the learners and their education, and the TEP need to integrate life skills, info-savvy skills, techno-pedagogic skills,

human development climate and spiritual intelligence dimensions. There are variation in implementation of the TEP in various universities and their TEIs in terms of enrolment criteria, admission procedure, courses, weightage, practical lessons, practical assignments, evaluation system and duration of the TEP.

Practice teaching is a very significant aspect of TEP. The student-teachers learn theory of content, pedagogy, methods etc. in the TEP. Practice teaching provides opportunity to the students to implement their learning by real classroom experiences in to the schools. It is also an issue in the TEP. Mukhopadhyay (2007) noted as, “In most of the cases under the instruction of NCTE, trainee teachers practice thirty five to forty lessons on the same format without verifying the optimum number of lessons required by an average teacher trainee to achieve the peak of his teaching competence in that particular method. Lesson plans also only emphasize on Herbartian steps.” The number of TEIs increased, which affected directly on transaction of TEP in terms of input, process and output.

Thus, the student-teachers learning in the TEP is a matter of dilemma to implement their learning in real classroom situations. The Student-teachers are not getting enough practice of teaching. The TEIs are working in isolation and have no uniformity about the practical way of real teaching period. Variation found among the Universities and even amongst its TEIs. The variation is in enrollment, curriculum implementation, courses, practice teaching, physical facilities, evaluation etc., which lead to think over existence of quality in TEP.

1.5 TEACHER EDUCATION IN GUJARAT STATE

Gujarat is one of the progressive State of India, located on the western coast of India. The state is taking major steps towards development. It has developed key sectors like energy, industry, agriculture and education. It is one of the leading states in India in various fields of society including the field of Education. By following the National policies, the Gujarat state has formed its plans and initiatives in the field of education. The Knowledge Consortium of Gujarat (KCG) is one of the major initiatives of Gujarat State to facilitate interface among different Higher Education Institutions (HEIs). Gujarat has taken initiatives in the areas of education, research, extension, teaching and quality assurance. The extension under KCG was by programme of SANDHAN (All Gujarat Integrated Classroom), Universal Development of Income-generating Skills

through HE Agencies (UDISHA) and Saptdhara. It has strengthened libraries via Information and Library Network (INFLIBNET).

Gujarat has developed Elementary, Secondary, Higher Secondary and HE as well as Technological Education. The expansion of HE is considerable in Gujarat. UGC (2015) indicated 49 Universities in Gujarat. Sixteen Universities Gujarat State are transacting TEP. All of the sixteen universities have Departments of Education, while eight universities have affiliated colleges too in Gujarat state. The number of colleges affiliated to Universities of Gujarat increased in last few years in form of Self-financed (SF) Colleges.

1.6 QUALITY ASSURANCE IN TEACHER EDUCATION

The committees and commissions on HE as well as Teacher Education have gradually focused on quality in education. Various recommendations implemented towards quality improvement, where Quality Assurance was emphasized for acknowledgement of the status of quality and further steps for improvement and maintenance. UGC is responsible for coordination, determination and maintenance of standards and release of grants. There are various bodies for quality assurance in HE like National Board of Accreditation (NBA), All India Council for Technical Education (AICTE), Accreditation Council for Pharmacy Education (ACPE), National Assessment and Accreditation Council (NAAC) etc.

1.6.1 NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

In pursuance of recommendations of NPE (1986) the UGC has established National Assessment and Accreditation Council (NAAC) in the year 1994 as an autonomous body. It laid special emphasis on evaluating the quality of HE in India. It was established to assess and accredit institutions of HE in the country. The head quarter of NAAC is at Bangalore. It is decentralized by its five regional centers i.e. East, West, North, South and North-East. The list of States covered under Regional centers is given in the table no. 15.

The NAAC assessment laid focus on the institutional developments with reference to three aspects: Quality initiatives, Quality sustenance and Quality enhancement. NAAC has also assessed and accredited HEIs with the use of manual and provided quality inputs for quality improvement and maintenance. GOI (2013) has given key indicators in the Twelfth Five Year plan (2012-2017) i.e. Excellence, Expansion and Equity, where the excellence to be drawn by the Accreditation. The NAAC has been pushing colleges to set

up Internal Quality Assurance Cell (IQAC). It is a central cell and all endeavours of the institution have been takes place under the leadership of IQAC.

1.7 NCTE AND ASSESSMENT AND ACCREDITATION BY NAAC

The NCTE has accepted the NAAC Assessment and Accreditation (AA) for TEIs. NCTE is maintaining quality standards by monitoring as well as AA by NAAC. At initial stage of AA of HEIs including TEIs, the NAAC has introduced NAAC Regulation for Assessment and Accreditation of HEIs with Percentile Marking for Ten criteria and an overall average score in percentage till the year 1998.

Pillai (2004) stated that the NAAC-NCTE have identified the six criteria to serve as the basis for its assessment procedures for teacher education. Even Pillai and Rama (2004) mentioned about a six criteria framework for the Colleges of Education initially adopted by NAAC. The initial Criteria and weightage under Percentile Marking grading system for AA of HEIs by NAAC was revised in the year 1999 to seven criteria. The accreditation method of Percentile Marking for Ten criteria and an overall average score in percentage given by NAAC was revised in the year 1998. The revised accreditation method of percentile marking was a Five Star-grading system (A* to A*****) for seven criteria and score of 100 in percentage. It was applied by NAAC from 1999 to 15th March 2002. The star-grading system was revised in the year 2002 and decreased the range of the weightage with nine point scale. This accreditation method was percentile marking for seven criteria, and an overall average score in percentage with a Nine-point grading system.

The NCTE has continued the AA of TEIs by NAAC, which was strengthened in the year 2002. NCTE (2014a) indicated that both of the bodies- NCTE and NAAC- entered into a Memorandum of Understanding (MoU) on 16th August 2002 for executing the process of AA of all TEIs coming under the provision of the NCTE Act in the year 1993. The NCTE and NAAC had confirmed about to continue to undertake the initial existed methodology for accreditation of TEIs, till the revision came up. NAAC has assessed and accredited TEIs using parameters in consideration of the norms and standard of NCTE in India. According to the MoU, the NCTE and NAAC have prepared a separate Manual for Self-appraisal of TEP from First April 2007 with seven Criteria and weightage for AA of TEIs by NAAC. The Criteria and weightage for AA of TEIs is given in the table no.1.

Table 1

Criteria and weightage for AA of TEIs by NAAC given in the year 2007

Criteria		University Department of Education /RIE	IASE/ Autonomous College	Affiliated/ CTE/ Constituent College/ Department of Education of a Composite College
I	Curricular Aspects	150 (15 percent)	100 (10 percent)	50 (5 percent)
II	Teaching-Learning and Evaluation	250 (25 percent)	350 (35 percent)	450 (45 percent)
III	Research, Consultancy and Extension	200 (20 percent)	150 (15 percent)	100 (10 percent)
IV	Infrastructure and Learning Resources	100 (10 percent)	100 (10 percent)	100 (10 percent)
V	Student Support and Progression	100 (10 percent)	100 (10 percent)	100 (10 percent)
VI	Governance and Leadership	150 (15 percent)	150 (15 percent)	150 (15 percent)
VII	Innovative practices	50 (5 percent)	50 (5 percent)	50 (5 percent)
Total Score		1000	1000	1000

[Source: NAAC (2007a). Institutional Accreditation Manual for Self-appraisal of Teacher Education Institutions]

Apart from the separate manual, the grading system was common for all types of HEIs. The earlier Nine-point grading system given in the year 2002 for AA of all HEIs was revised to four point scale with Cumulative Grade Point Average (CGPA) system in the year 2007. The seven Criteria and weightage given by NAAC in the year 2007 was revised in the year 2012, where the four point scale with CGPA system given in the year 2007 was continued.

In the year 2012, NAAC (2013) indicated minor modifications in the criteria and weightage for AA and given in the Manual for Self-Study Report Affiliated/ Constituent Colleges. The seven Criteria and weightage revised by NAAC in the year 2012 is given in the table no. 2.

Table 2

Criteria and weightage under CGPA grading system revised in the year 2012

Criteria		University Department of Education /RIE	IASE/ Autonomous College	Affiliated/ CTE/ Constituent College/ Department of Education of a Composite College
I	Curricular Aspects	150 (15 percent)	150 (15 percent)	100 (10 percent)
II	Teaching-Learning and Evaluation	200 (20 percent)	300 (30 percent)	350 (35 percent)
III	Research, Consultancy and Extension	250 (25 percent)	150 (15 percent)	150 (15 percent)
IV	Infrastructure and Learning Resources	100 (10 percent)	100 (10 percent)	100 (10 percent)
V	Student Support and Progression	100 (10 percent)	100 (10 percent)	100 (10 percent)
VI	Governance, Leadership and Management	100 (10 percent)	100 (10 percent)	100 (10 percent)
VII	Innovations and Best Practices	100 (10 percent)	100 (10 percent)	100 (10 percent)
Total Score		1000	1000	1000

[Source: NAAC (2013). Institutional Accreditation Manual for Self-Study Report Affiliated/Constituent Colleges]

The MoU signed in the year 2002 between NCTE and NAAC was revised on 14th August 2014. Both of the bodies agreed the MoU about AA of TEIs in India. The MoU was operative for a period of three years from the date of its commencement and signing. Both of the bodies have right to terminate the MoU at any time.

1.7.1 Eligibility of TEIs for Assessment and Accreditation by NAAC

NAAC has given eligibility criteria for AA of TEIs. The HEI or University offering TEP recognised by NCTE and having a standing of at least three years since establishment and with a record of two batches having graduated are eligible for undergoing the process of AA. The NAAC has described such TEI as 'Unit of Assessment'.

1.7.2 Criteria and weightage for Assessment and Accreditation

NAAC has pre-decided parameters in form of criteria and weightage for AA of HEIs including TEIs before the year 2007. NAAC has developed separate modified methodology for AA of TEIs as ‘Manual for Self-Appraisal of Teacher Education Institutions’, which was implemented from First April 2007. The methodology was modified to 4 point grading system with 7 criteria having total score of 1000. There are varied weightage for key aspects and criteria for different types of institutions under three categories.

1.7.3 Methodology for Assessment and Accreditation of TEIs

The ‘Unit of Assessment’ i.e. TEI has to follow the steps given in the Manual for Self-Appraisal of TEIs for AA by NAAC- online Submission of Letter of Intent (LoI); Preparation and submission of Self-Appraisal Report (SAR); Allotment of Peer Team; On site Peer Team visit; and Final decision by the executive committee of the NAAC

1.7.4 Criteria for Assessment and Accreditation

The NAAC has identified seven criteria of performance of TEIs to serve as the basis for assessment of TEIs. The criteria are distributed in the Manual for Self-Appraisal of TEIs. It contains common seven criteria and 36 key aspects for three types of TEIs. The weightage to seven criteria and their key aspects for affiliated TEIs given in its manual.

1.7.5 Grading System

According to the methodology of AA of TEIs, weightage was given to every Key Aspect. After assessment, the CGPA of an Institution with letter grade ‘A’, ‘B’, ‘C’ or ‘D’ is arrived at. The CGPA system is given in the table no. 08. If the overall CGPA is more than 1.50, the institution will get the ‘Accredited’ status. Institutions which secure a CGPA equal to or less than 1.50, are notionally categorised under the letter grade “D” (Performance descriptor: Unsatisfactory; Status: Not Accredited). Such institutions will also be intimated and notified by NAAC as “Assessed and found not qualified for Accreditation”.

1.8 NAAC ASSESSMENT AND ACCREDITATION IN GUJARAT

The HEIs of Gujarat state are under Western Region of NAAC. The Universities and HEIs of Gujarat are undergoing for quality assurance through NAAC. It has assessed and accredited HEIs of Gujarat and provided grades. Madhukar, Shanbhag, Patel, Ved and Mehta (2014) indicated that about nine, 208 and 70 Colleges assessed and accredited by NAAC with grade A, B and C respectively. Majority of the colleges were

graded with 'B'. Madhukar, Shanbhag, Patel, Ved and Mehta (2014) have given a list of Grade-wise Distribution of types of financial arrangement and Region-wise Colleges of Gujarat under CGPA System, which is given in the able no. 16. The numbers of accredited Government and Gran-In-Aid (G-GIA), SF, Urban and Rural colleges were 241, 46, 50 and 197. The more number of 'A' graded colleges were G-GIA and Urban.

2.0 REVIEW OF RELATED STUDIES

The researcher reviewed the related studies and came across to 33 research studies related to quality and accreditation. Majority of the reviewed studies were survey type research studies and used PTRs, grade sheets and questionnaires. Among all the reviewed studies, 12 studies conducted in form of State-wise analysis of accreditation by NAAC in India, where the researchers analysed PTRs and accreditation grade sheets. All the reviewed studies categorised in four research areas i.e. (1) Accreditation Process, (2) Perspective to Accreditation, (3) Analysis of Performance Analysis and Performance Scores of Institutions in terms of Quality and (4) Accreditation Impact.

The review of related studies indicated that the accreditation was considered important for quality improvement (Anzoise, 2006), which brought quality development in colleges (Joicy, 2011 and Chowdhury, 2012) and lead to shared best practices and benchmarks with peer institutions too (Snyder, 2015). Proper study of the methodology of AA gives appropriate direction to the institution (Gagare, 2014). The accreditation requires efforts from the institution in terms of perspective to quality, preparation, cooperation from stakeholders, positive attitude to accreditation process, solution of problems (Joicy, 2011; Rajasingh, 2009; Anzoise, 2006; and Ulmer, 2015) etc. Even the NAAC found ready to solve the queries of the accrediting institution (Pillai and Srinivas, 2006). In post Accreditation period, majority of the teachers and students found satisfied with the assessment (Chowdhury, 2012), the accredited institutions enhanced status and prestige (Shim, 2012) and better functioning of IQAC and creation of awareness about the need for improving quality (Chakrabarti, 2015).

The review of related studies revealed that the Peer Team found with shorter period for the AA process as well as hastily and dominating behaviour (Pillai and Srinivas, 2006); need for improvement in the NAAC's methodology (Pillai and Srinivas, 2006), and adequate training to peer team members (Anzoise 2006, and Pillai and Srinivas, 2006). The review indicted that the traveling allowance of Peer Team members was usually

borne by the colleges (Gagare, 2014) and raised reforms in accreditation and regulation of HEI also raised (Lynne, 2014), while the other side, the new methodology was found superior than the previous (Gagare, 2014). The teachers teaching was not tested (Gagare, 2014), and other side practice oriented teaching, use of gadgets for teaching and varied ways of teaching were emphasized (Chowdhury, 2012). Thus, the review of the related studies shows contradictory and mixed findings, which lead the researcher to carry out scientific investigation about AA of TEIs by NAAC.

2.1 IMPLICATION OF THE STUDY

The researcher came across to State-wise Analysis of NAAC Accreditation Reports conducted on AA of HEIs, where very few studies specifically focused on accreditation of TEIs as an aspect. Those studies exposed the analysis of criterion-wise and overall scores, commendations, recommendations and quality initiatives. Some studies focused on variable like gender, designation, experience, type of institution and area of institution. The review of the related studies implies that the researchers studied the perceptions of stakeholders in terms of AA process. The performance of the Peer Team in terms of training or providing grade was studied from the perspective of Stakeholders, while the reflections or opinions of the Stakeholders and Peer Team need to study in terms of AA.

The study conducted by Kaur and Sharma (2012) creates vagueness in terms of its recommendation for requirement of separate criteria for TEIs in India. Darji (2015) studied very scientifically, but it was only about the Innovative Practices in TEIs of Gujarat. The researcher found another two studies in Gujarat: one was conducted by on the inspection system of secondary schools (Desai, 1966), while second was as an analysis of all HEIs of Gujarat state conducted by Madhukar, Shanbhag, Patel, Ved and Mehta (2014), in terms of accreditation by NAAC and does not come across to any study on AA of TEI or TEP in Gujarat. It leads the researcher to do scientific investigation on the AA of TEIs in Gujarat.

2.2 RATIONALE

Education plays a major role in bringing desirable behavioural modifications in human beings and prepares them for efficient social endeavour. Quality in formal system of education gives major inputs to prepare individuals for efficient social interaction and endeavour. The teachers' efforts and behaviour depends on their learning in the TEP. The Student-teacher learns the foundations of education, pedagogy, activities and

receives real classroom experiences. They undergo through rigorous training by theory and practical, and prepare to teach in schools. Successful completion of the TEP by the student-teachers provides foundation to school education and leads to quality inputs and student-teachers' better performance for the teaching task. So, one might not neglect the importance of TEP for the well functioning of the education system, which leads to better functioning of society and nation. So, the researcher considered the importance of quality in TEP and raised interest to conduct research on it.

NAAC has prepared separate manual and guideline for assessment of TEIs in the year 2007. In the AA process the Peer Team of respective TEI has provided Key aspect-wise observations on actual practices followed by weightage, CGPA and grade. These PTRs are reports of the individual TEI, which expresses the status of quality in individual assessed TEI only. The overall picture of quality existence in all TEIs needs aggregate report of all TEIs.

The review of related studies indicated that the NAAC carried out 12 research studies in form of state-wise Analysis of the PTRs of HEIs on the basis of the observations in PTR. The researcher came across to only one research study on analysis of all HEIs of Gujarat state (Madhukar, Shanbhag, Patel, Ved and Mehta, 2014), but did not come across to any related study on analysis of TEIs. Thus, research study on observations in PTR as performance analysis and CGPA as performance status of all TEIs was not drawing out by NAAC neither in India nor in Gujarat and the researcher led to do scientific investigation on the AA of TEIs in Gujarat.

The TEIs followed the manual for AA and its process given by NAAC, which has been carried out by the Assessors of NAAC. The Assessors have done document verification, observation of TEIs, communication with stakeholders and to provide inputs with a suitable grade. The Stakeholders involved authority of TEI, principal, teaching faculty, supporting staff, student-teachers, parents, alumni and community. Satisfaction is essential in AA from both of the sides- Assessors and Stakeholders. The views and opinions of stakeholders about the AA process of TEIs lead to scientific investigation.

Thus, the researches in relation to quality and accreditation emphasized to conduct study on the performance of TEI in their AA. The PTRs of specific TEI are available, but they are in isolation as showing observations in PTR as performance analysis and CGPA as performance status of a single TEI only, which does not exhibit overall

performance analysis of observations and CGPA as performance status of all TEIs of State or Nation. Even, such work was not carried out by NAAC or individual researcher. The performance of TEIs from different areas and types of TEIs also draws attention of the researcher to compare and observe interaction among them. The role of assessors and stakeholders also raised questions in the mind of the researcher about AA. The comparison between areas, types and accreditation cycles of TEIs, and AA process including assessors' and stakeholders' role created interest and draws attention of the researcher to carry out research study.

3.0 METHODOLOGY

3.1 STATEMENT OF THE PROBLEM

‘A Study on NAAC Accreditation of Teacher Education Institutions of Gujarat’

3.2 OBJECTIVES OF THE STUDY

1. To study the overall Accreditation status of National Assessment and Accreditation Council (NAAC) accredited Teacher Education Institutions (TEIs) of Gujarat State
2. To analyse the observations of Peer Team Reports
3. To compare the Cumulative Grade Point Average (CGPA) on Seven Criteria for Urban and Rural area TEIs
4. To compare the Overall CGPA for Urban and Rural area TEIs
5. To compare the CGPA on Seven Criteria for Grant-in Aid and Self-financed TEIs
6. To compare the Overall CGPA for Grant-in Aid and Self-financed TEIs
7. To compare the CGPA on Seven Criteria for Cycle-1 and Cycle-2 TEIs
8. To compare the Overall CGPA for Cycle-1 and Cycle-2 TEIs
9. To compare the CGPA on Seven Criteria for Urban Grant-in-Aid and Urban Self-Financed TEIs
10. To compare the Overall CGPA for Urban Grant-in-Aid and Urban Self-Financed TEIs
11. To compare the CGPA on Seven Criteria for Rural Grant-in-Aid and Rural Self-Financed TEIs
12. To compare the Overall CGPA for Rural Grant-in-Aid and Rural Self-Financed TEIs

13. To compare the CGPA on Seven Criteria for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs
14. To compare the Overall CGPA for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs
15. To compare the CGPA on Seven Criteria for Self-Financed Urban and Self-Financed Rural TEIs
16. To compare the Overall CGPA for Self-Financed Urban and Self-Financed Rural TEIs
17. To study the relationship amongst the Seven Criteria based on CGPA for all TEIs
18. To study the relationship between Overall CGPA and CGPA on Seven Criteria for all TEIs
19. To study the relationship amongst the Seven Criteria based on CGPA for Urban TEIs
20. To study the relationship between Overall CGPA and CGPA on Seven Criteria for Urban TEIs
21. To study the relationship amongst the Seven Criteria based on CGPA for Rural TEIs
22. To study the relationship between Overall CGPA and CGPA on Seven Criteria for Rural TEIs
23. To study the relationship amongst the Seven Criteria based on CGPA for Grant-in-Aid TEIs
24. To study the relationship between Overall CGPA and CGPA on Seven Criteria for Grant-in-Aid TEIs
25. To study the relationship amongst the Seven Criteria based on CGPA for Self-financed TEIs
26. To study the relationship between Overall CGPA and CGPA on Seven Criteria for Self-financed TEIs
27. To study the relationship amongst the Seven Criteria based on CGPA for Cycle-1 accredited TEIs
28. To study the relationship between Overall CGPA and CGPA on Seven Criteria for Cycle-1 accredited TEIs
29. To study the relationship amongst the Seven Criteria based on CGPA for Cycle-2 accredited TEIs

30. To study the relationship between Overall CGPA and CGPA on Seven Criteria for Cycle-2 accredited TEIs
31. To study the opinions of the following Assessors of NAAC accredited TEIs about assessment and accreditation of TEIs
 - Chairperson of the Peer Team
 - Member Coordinator of the Peer Team
 - Member of the Peer Team
32. To study the opinions of the following Stakeholders of NAAC accredited TEIs about assessment and accreditation of TEIs
 - Principal
 - IQAC Coordinator
 - Teaching Faculty
 - Supporting Staff

3.3 HYPOTHESIS

The researcher has formulated Null Hypotheses (Ho) for objectives no. 3 to 30. The Hypotheses are given below.

- Ho₁ There will be no significant difference in the CGPA on Seven Criteria for Urban and Rural area TEIs
- Ho₂ There will be no significant difference in the Overall CGPA for Urban and Rural area TEIs
- Ho₃ There will be no significant difference in the CGPA on Seven Criteria for Grant-in Aid and Self-financed TEIs
- Ho₄ There will be no significant difference in the Overall CGPA for Grant-in Aid and Self-financed TEIs
- Ho₅ There will be no significant difference in the CGPA on Seven Criteria for Cycle-1 and Cycle-2 accredited TEIs
- Ho₆ There will be no significant difference in the Overall CGPA for Cycle-1 and Cycle-2 accredited TEIs
- Ho₇ There will be no significant difference in the CGPA on Seven Criteria for Urban Grant-in-Aid and Urban Self-Financed TEIs
- Ho₈ There will be no significant difference in the Overall CGPA for Urban Grant-in-Aid and Urban Self-Financed TEIs

- Ho₉ There will be no significant difference in the CGPA on Seven Criteria for Rural Grant-in-Aid and Rural Self-Financed TEIs
- Ho₁₀ There will be no significant difference in the Overall CGPA for Rural Grant-in-Aid and Rural Self-Financed TEIs
- Ho₁₁ There will be no significant difference in the CGPA on Seven Criteria for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs
- Ho₁₂ There will be no significant difference in the Overall CGPA for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs
- Ho₁₃ There will be no significant difference in the CGPA on Seven Criteria for Self-Financed Urban and Self-Financed Rural TEIs
- Ho₁₄ There will be no significant difference in the Overall CGPA for Self-Financed Urban and Self-Financed Rural TEIs
- Ho₁₅ There will be no significant relationship amongst the Seven Criteria based on CGPA for all TEIs
- Ho₁₆ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for all TEIs
- Ho₁₇ There will be no significant relationship amongst the Seven Criteria based on CGPA for Urban TEIs
- Ho₁₈ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Urban TEIs
- Ho₁₉ There will be no significant relationship amongst the Seven Criteria based on CGPA for Rural TEIs
- Ho₂₀ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Rural TEIs
- Ho₂₁ There will be no significant relationship amongst the Seven Criteria based on CGPA for Grant-in-Aid TEIs
- Ho₂₂ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Grant-in-Aid TEIs
- Ho₂₃ There will be no significant relationship amongst the Seven Criteria based on CGPA for Self-financed TEIs
- Ho₂₄ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Self-financed TEIs

Ho₂₅ There will be no significant relationship amongst the Seven Criteria based on CGPA for Cycle-1 accredited TEIs

Ho₂₆ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Cycle-1 accredited TEIs

Ho₂₇ There will be no significant relationship amongst the Seven Criteria based on CGPA for Cycle-2 accredited TEIs

Ho₂₈ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Cycle-2 accredited TEIs

3.4 EXPLANATION OF THE TERMS

The present study is in relation to the NAAC assessment and accreditation of TEIs followed the Manual for Self-appraisal of TEIs of Gujarat. NAAC has explained various terms in this manual. The researcher has explained the used terms in the present study.

3.4.1 Assessment

‘Assessment’ referred to the evaluation of practices of TEI by Peer Team based on seven criteria with key aspects in the manual for TEIs given by NAAC.

3.4.2 Accreditation

‘Accreditation’ referred Overall CGPA, Grade, and Accreditation Status given by NAAC in respective Score sheet of Quality Profile of assessed TEI.

3.4.3 Stakeholder

‘Stakeholders’ referred to Principals, IQAC Coordinators, Teaching faculty and Supporting Staff of accredited TEIs.

3.4.4 Assessor

‘Assessors’ referred to the expert and trained specialist by NAAC, who had visited and TEIs for AA and assessed by following NAAC prescribed manual.

3.4.5 Peer Team

Assessors referred to as ‘Peers’ being colleagues in the teaching profession, who formulated a team or a Panel of Experts, which is called ‘Peer Team’ for validation of the SAR of specific HEI and recommendations of assessment outcome to the NAAC.

3.5 DEFINITION OF THE TERM

3.5.1 CGPA

The term ‘CGPA’ referred to the Cumulative Grade Point Average provided by the Peer Team of TEI after statistical calculation based on the NAAC prescribed formula.

3.5.2 Performance of TEI

The term 'Performance of TEI' means observations of actual practices and activities of assessed TEI after verification of SAR.

3.6 DELIMITATION OF THE STUDY

The study was delimited to only NCTE recognised Secondary TEIs affiliated to Universities of the Gujarat state offering one year full time B. Ed. course for all subjects, which were assessed and accredited by NAAC during April 2007 to March 2015.

3.7 TYPE OF THE STUDY

The research was a survey type and correlation study about NAAC Accredited TEIs affiliated to different Universities of Gujarat State.

3.8 POPULATION FOR THE STUDY

Population for the present study constituted all 57 TEIs and their Assessors from 57 Peer Teams. The population of Assessors of TEIs constituted all Chairpersons, Member Coordinators and Members from 57 Peer Teams. The probable number of assessors was 171 (three multiplied by 57), but the total number of Assessors was 81 because of the repetition of the same Assessor in another TEI of Gujarat from April 2007 to March 2015. So, the population of Assessors was 81.

The population of all 57 TEIs constituted 57 Principals and 57 IQAC Coordinators from those accredited 57 TEIs. The population of the Teaching Faculty was six (excluding IQAC Coordinator) from each TEI, so it was 342, and the Supporting Staff was 57 from those accredited TEIs.

3.9 SAMPLE FOR THE STUDY

All 57 NAAC accredited TEIs of Gujarat were selected as sample to study the overall accreditation status; to compare the CGPA on Seven Criteria and Overall CGPA of different types of TEIs, and to study the relationship amongst Seven Criteria and Overall CGPA of TEIs. It included the document of the Quality Profile Grade sheet of all accredited 57 TEIs. All the 57 NAAC accredited TEIs of Gujarat were selected as sample to study the performance of TEIs in the form of observations provided by the

Peer Team in PTR for 36 key aspects under seven criteria, overall observations and recommendations. Random sampling was utilised to study the opinions of Assessors and stakeholders about AA. The sample of Assessors has constituted eight Chairpersons, ten Member Coordinators and 11 Members of the Peer Team. The stakeholders from sampled TEIs have constituted 15 Principals, 11 IQAC Coordinators, 31 Teaching Faculty and ten Supporting Staff members.

3.10 TOOLS AND TECHNIQUES FOR DATA COLLECTION

Four Questionnaires, three Opinionnaires and a five-point Scale were constructed for data collection.

3.10.1 Document

Peer Team of respective TEI has provided observations in Peer team Report in form of performance analysis of TEI about 36 key aspects under seven criteria along with Overall Analysis and Recommendations. Every Peer Team provided PTR along with a Grade sheet, which contained weightage, CGPA with statistical calculations and Grade allotted to TEI. The document analysis of the PTRs and Grade sheets were utilised to study Peer Teams' observations and accreditation Status of TEIs.

3.10.2 Questionnaire

The researcher constructed four separate questionnaires for Assessors, Principals-IQAC Coordinators, Teaching Faculty and Supporting staff in relation to their opinions about AA of their TEI. Questionnaires for the present study were constructed by following nine steps indicated by Mouly (1970) in his book entitled 'The Science of Educational Research'. All of the Questionnaires have sections like: Demographic Information of respondent, Information of accredited TEI as well as items in terms of Prior, During and After the AA of the TEI.

Questionnaire for Assessors contained 64 questions, including 26 open-ended and 38 close-ended questions. Questionnaire for Principals-IQAC Coordinators contained 42 questions, including 19 open-ended and 23 close-ended questions. Questionnaire for Teaching Faculty contained 36 questions, including 21 open-ended and 15 close-ended questions. Questionnaire for Supporting Staff contained 21 questions, including 12 open-ended and nine close-ended questions. The open-ended and close-ended questions were either put separately or clubbed together as a set of questions.

3.10.3 Opinionnaire

The researcher constructed three opinionnaires for Assessors, Principals-IQAC Coordinators and Teaching faculty. Opinionnaires were constructed by following nine steps indicated by Mouly (1970) in his book entitled 'The Science of Educational Research'. The opinionnaires have sections including items in terms of Prior, During and After the AA of the TEI. Opinionnaire for Assessors contained 18 statements in the, opinionnaire for Principals-IQAC Coordinators contained 16 statements and opinionnaire for Teaching Faculty contained seven statements.

3.10.4 Scale

Scale for Assessors, Principals-IQAC Coordinators and Teaching Faculty, was constructed by following steps indicated by Mouly (1970) in his book entitled "The Science of Educational Research". The researcher constructed a scale for receiving responses from respondents about the accreditation process conducted by NAAC.

Scale for Assessors, Principals-IQAC Coordinators and Teaching Faculty contained 102 items. The scale contained 36 items for a five-point scale and 66 open-ended items as suggestions for values of weightage and questions.

3.11 DATA COLLECTION

The data about Accreditation status included types of TEIs and accreditation results. The types of TEIs were Area, Financial Type and Accreditation Cycles. The accreditation results were weightage of scores, CGPA and grade letter of TEIs given in particular Grade sheet along with PTR of TEI.

The researcher visited the NAAC website and generated a list (NAAC, 2015a) of NAAC accredited HEIs and TEIs in Microsoft Office Excel format. The list was shown that the NAAC has assessed and accredited 435 HEIs of universities of Gujarat state till March 2015. The list of accredited HEIs was scrutinised and prepared a list of 57 accredited TEIs from April 2007 to March 2015 in Microsoft Excel. All 57 PTRs of the accredited TEIs were downloaded along with Grade sheets, where few of the PTRs were unavailable on the website.

The data of the same excel list was updated from the details of PTRs and Grade sheets, i.e., Financial type, Regional Area, Date of Peer Team Visit, Date of Accreditation, Accreditation valid up to, criterion-wise CGPA, overall CGPA, Grade and information about Assessors. The list was organised in separate sheets also like Name-wise,

University-wise, Date-wise and CGPA-wise. The excel list of all 57 accredited TEIs was updated, and prepared all data entitled 'Accreditation Data Excel File' (ADEF). Researcher has created map from Google map.

Data collection of observations provided by the Peer Team during AA of the TEIs was carried out from the PTRs. The Peer Team of respective TEI provided Key aspects-wise observations in PTR.

Data collection from Questionnaires has required an approach to Assessors. The addresses and contact numbers of Assessors were collected from the NAAC website. The latest information of addresses and contact numbers of all Assessors of 57 TEIs were obtained from visiting their workplace website or contacting other Assessors. The details of the Assessors for data collection were updated in an excel file by the researcher.

Concerning data collection from respondents, TEIs' addresses and contact numbers of TEIs were required. The list of existing TEIs from April 2007 to March 2015 was prepared with help of affiliating University diary of the year 2015 and the admission forms of the year 2015. Hard copies of Questionnaires, Opinionnaires and a Scale, along with a self-address envelope with postage charges, were sent by post to Assessors and TEIs (Principals, IQAC- Coordinators, Teaching Faculty and Supporting Staff). Few tools were given personally to respondents.

3.12 DATA ANALYSIS

The data were divided into sections according to the objectives of the present study. Data analysis was carried out by statistical calculations and content analysis.

The Accreditation status of TEIs was analysed using Ascending-descending, Frequency distribution, Percentage calculation, and mean calculation with the help of formulas used in Microsoft Office Excel.

The Seven Criteria and Overall CGPA from Grade sheets of all TEIs were compared using t-test and correlation. The data about criterion-wise and Overall CGPA of every TEI prepared in the excel file were filtered in Urban and Rural area; Grant-in Aid (GIA) and Self-Financed (SF); and accreditation Cycle-1 and Cycle-2. The score of Seven Criteria and Overall CGPA from the filtered data were used to calculate Mean, Standard Deviation, Standard Error of Mean and t-value. The level of significance was found from the t-value of every calculation. The values of correlation were calculated

from the ADEF data of the scores of CGPA on Seven Criteria and Overall CGPA of all, Urban, Rural, GIA, SF, Cycle-1 and Cycle-2 of TEIs.

The key aspect-wise observations, Overall Analysis of SWOC and Recommendations for Quality Enhancement of all 57 TEIs were analysed using content analysis with frequency distribution and percentage calculation. The observations of every key aspect entered in Microsoft Excel file and frequencies and percent were calculated for common content of the observations. The frequencies were calculated minutely for particular observation. The number of TEIs was also put separately in tables for analysis of the different observations under a common point.

The responses from Questionnaires, Opinionnaires and Scale were typed respondent-wise in separate sheets for the Assessors, the Principal-IQAC Coordinator, Teaching Faculty and Supporting staff in excel format. All responses in the Questionnaires, Opinionnaires and Scales were analysed using content analysis, frequency distribution and percentage calculation with the help of Microsoft Excel and a trial version of SPSS. Percentages and frequencies were computed, and Chi-square was used in Opinionnaire and a five-point scale to study the differences in the various categories given. The responses were expected to be provided to single or multiple as close-ended or/and open-descriptive answers by respondents. The responses for common questions of other respondents were adjoined with responses from other types of respondents and analysed wherever required.

Responses of the 'Scale of Key Aspect-wise differential Weightage under each Criterion' were analysed using Criterion-wise Appropriateness of Key aspects; Criterion-wise suggestions for removal of the existed key aspects; Criterion-wise suggestions to add points as Key aspect; Criterion-wise Feedback and Suggestions; and Criterion-wise Suggestions of Weightage.

4.0 MAJOR FINDINGS

The findings of the study are presented objective wise. Major finding of the study are given below.

- The study revealed that the accreditation status about overall grade of all accredited TEIs in Gujarat was 'B' and all the TEIs have performed to the level of grade 'B' in six criteria and the third criterion required improvement because of overall grade 'C'.

- The study found that some (18.10 percent) TEIs from all existed TEIs in Gujarat were undergone through the NAAC assessment and accredited with grade, which included some (21.28 percent) Urban TEIs and some (15.52 percent) Rural TEIs.
- A few (5.26 percent) TEIs were found accredited with grade 'A', majority (80.70 percent) TEIs accredited with grade 'B' and some (14.04 percent) TEIs accredited with grade 'C'.
- The study revealed that majority (75.61 percent) GIA TEIs were undergone through the NAAC assessment and accredited with grade, which included majority (66.67 percent) Urban GIA TEIs and all (100 percent) Rural GIA TEIs.
- The Hemchandracharya North Gujarat University (HNGU), Patan assessed more TEIs than other Universities and had more 'A' and 'B' graded TEIs, while least 'C' graded TEIs. The study revealed that the least number of 'B' graded TEIs were from Kadi Sarva Vishwavidyalaya (KSV), Gandhinagar and Maharaja Krishnakumarsinhji Bhavnagar University (MKBU), Bhavnagar, while Gujarat University (GU), Ahmedabad had more 'C' graded TEIs. So, KSV, Gandhinagar; MKBU, Bhavnagar, and GU, Ahmedabad needed to improve quality and achieve a higher grade.
- No significant difference was found between the mean scores of CGPA on all seven criteria and overall CGPA for Urban and Rural TEIs. The Urban or Rural regions of TEIs have no impact on the CGPA of TEIs in all seven criteria and Overall CGPA.
- The significant difference was found between the mean scores of CGPA on the criteria Curricular Aspects; Research, Consultancy and Extension; Infrastructure and Learning Resources; Governance and Leadership; Innovative Practices; and overall CGPA for Cycle-1 and Cycle-2 TEIs, where the mean scores of Cycle-2 TEIs were significantly higher than the mean scores of Cycle-1 TEIs.
- No significant difference was found between the mean scores of CGPA on all seven criteria and overall CGPA for Urban and Rural TEIs. The Urban or Rural regions of TEIs have no impact on the CGPA of TEIs in all seven criteria and Overall CGPA.
- Very high positive and significant correlations were found between criterion Curricular Aspects with criterion Research, Consultancy and Extension (+0.83),

Governance and Leadership (+0.84) and Innovative Practices (+0.83) for Urban TEIs.

- Negligible and not significant correlation values were found between Research, Consultancy and Extension with Innovative Practices (+0.05); Student Support and Progression (+0.10); and Infrastructure and Learning Resources (+0.17) for Rural TEIs.
- Majority (94.54 percent) TEIs followed University prescribed curriculum.
- Majority (89.66 percent) of the Assessors responded that the time for verification of documents and preparation of the PTR was adequate, whereas few (10.34 percent) responded inadequately. Majority (86.21 percent) of the Assessors responded that they worked till late at night, whereas some (13.79 percent) responded that they did not work till late at night.
- The schedule became very hectic as the time overlapped with school visit, cultural programme, and meetings with the parent, students, alumni etc. It took a lot of time to check files, which resulted in overlapping works.
- There were so many repetitions in key Aspects. Repeated and overlapping key aspects should be removed.
- In relation to the number of Assessors the study indicated that most (47.37 percent) Assessors have visited all the TEIs due to repetition of same assessor in other TEIs. Most (55.56 percent) Assessors have visited and assessed TEIs once only, while many (44.44 percent) assessors have visited twice to nine times as Member of Peer Team or Member Coordinator or Chairperson.
- The analysis of the observations of the PTRs found that majority (94.54 percent) of the TEIs followed curriculum designed and prescribed by affiliating University. Most (54.39 percent) TEIs have involvement of Principal and/or Faculty in the Board of Studies (BOS) in curriculum development.
- The study found that most (56.14 percent) TEIs offered electives; many (38.60 percent) TEIs offered methods; and some (15.79 percent) TEIs have offered optional papers.
- Multiple strategies were found implemented in most (54.39 percent) TEIs for imparting teaching and practice teaching like different microteaching skills, Internship, off-campus, training for integration of ICT in teaching, use of Models,

participation in Information and Communication Technology (ICT) programmes, enrichment activities etc.

- Majority (73.68 percent) TEIs were found having centralized admission committee of affiliating University for admission. Some (21.05 percent) TEIs have organised orientation/ induction programme in the beginning of the course.
- Majority (87.72 percent) TEIs have organised active learning and participatory activities.
- Majority (91.23 percent) TEIs have Best Practices in Teaching-Learning and Evaluation like- transparent admission process; Internet access; video-feedback in teaching skills; educational tour; Mock interviews; faculty engagement in Professional Development Programme (PDP); unit tests etc.
- Many (29.82 percent) TEIs have provided consultancy services to educational institutions.
- Many (49.12 percent) TEIs have specific inadequate, insufficient or not equipped infrastructural facilities.
- Many (36.84 percent) TEIs have decentralized administration.
- Majority (82.46 percent) TEIs have audited accounts.
- Some (14.04 percent) TEIs have activated or functioned their IQAC.
- The observations in PTRs in form of Strengths of accredited TEIs were- Good reputation/ image in the community, Ashram type of location, Strategic location in the city, Autonomy to the Principal, Committed and dedicated faculty, Good Stakeholders support etc.
- The Weaknesses given in the PTRs of accredited TEIs were- deficit budget, mission not transformed in programmes, lack of future perspective plan, lack of sufficient resource, insufficient space and furniture, absence of research culture, etc.
- The Opportunities of accredited TEIs were- passion of management, retention of faculty, introduction of smart classroom, promotion of research culture, setting bench mark for the quality, strong support to disadvantaged groups, supportive stakeholders etc.
- The Institutional Challenges of accredited TEIs given in PTRs were- use of positive and supportive management, retain the existed qualified faculty,

professional development of faculty, promotion of research and publication, introduction of Add-on courses, use of potential of alumni association etc.

- Peer Teams have provided Recommendations to TEIs i.e. precise articulation of vision and mission; introduction of need based Add-on and Value-added courses; development of research culture; automation of library; establishment of Placement cell; preparation of perspective plan etc.
- The comparison of the CGPA on Seven Criteria and Overall CGPA for TEIs were indicated that the Urban or Rural region of TEIs; Funding type Rural TEIs; Region-wise GIA TEIs; and Region-wise SF TEIs have no impact on CGPA of TEIs in all Seven Criteria and Overall CGPA.
- The study revealed that the SF TEIs stood higher than the GIA TEIs in Infrastructure and Learning Resources criterion.
- The CGPA of Urban SF and all SF were found higher than the Urban GIA and all GIA TEIs respectively in Infrastructure and Learning Resources criterion.
- The study indicated that the Cycle-2 accredited TEIs, Urban SF and all SF have higher impact on CGPA than the Cycle-1, Urban GIA and all GIA TEIs.
- The relationship amongst the seven criteria indicated positive and average to high correlation amongst CGPA of all seven criteria and overall CGPA of all accredited TEIs.
- The study shown positive and average to high correlation between Overall CGPA and CGPA on Seven criteria of all accredited TEIs.
- The study revealed that the criterion Curricular Aspects, Teaching-Learning and Evaluation, and Governance and Leadership are the key-factor criteria for the NAAC gradation for all accredited TEIs.
- The study found that the criteria Curricular Aspects; Teaching-Learning and Evaluation; Student Support and Progression; and Governance and Leadership are the key-factor criteria for the NAAC gradation for all Urban accredited TEIs.
- In relation to the opinions of the Assessors the study found that majority (96.6 percent) Assessors felt comfort of place in verification of the documents for AA.
- The study found that majority (86.2 percent) Assessors have worked to late night for AA work, while some (13.8 percent) Assessors denied. The assessors worked to late night because the grade and filling of different documents for submission to

Report to NAAC is quite comprehensive and time taking. They suggested three days for the visit.

- Majority (96.6 percent) Peer Team members were found consensus about allotment of CGPA and grade to TEI, while a few (3.40 percent) were not consensus.
- Most (58.6 percent) Assessors were highly satisfied about the Manual for AA prescribed by NAAC, while many (41.4 percent) Assessors were satisfied.
- The study about opinions of the Principals found that majority (93.3 percent) Principals responded presence of all Student-teachers in the meeting with Peer Team, while few (6.7) Principals responded that all the Student-teachers were not present.
- Many (36.4 percent) IQAC Coordinators were found highly satisfied, most (54.5 percent) found satisfied and few (9.1 percent) found dissatisfied about the time taken by Peer Team for meeting with them.
- Two days duration for entire AA process was found adequate by majority (87.1 percent) Teaching Faculty, while few (12.9 percent) responded inadequate.
- Majority (90.0 percent) Supporting staff responded that the Peer Team has taken adequate time for interaction with them, while few (10.0 percent) responded inadequacy about the time taken.
- From all the respondents majority (76.0 percent) have responded adequacy of two days duration for entire AA process, while some (24.0 percent) have responded inadequacy.
- About the appropriateness of Key Aspect 1.1: Curricular design and development in the Manual for AA the study revealed that most (52.3 percent) respondents opined absolutely appropriate, many (33.7 percent) respondents opined partly appropriate a few (1.20 percent) respondents were undecided, few (8.10 percent) respondents opined partly inappropriate and a few (4.7 percent) respondents opined absolutely inappropriate.
- The study indicated suggestion to remove the Key Aspect 1.1: Curricular design and development as opined by few (5.80 percent) respondents. The reason for its removal was due to following curriculum prescribed by University.

- Strengths of the AA process were objective, written well, transparent and wholistic and necessary for TEI, which acknowledges about professional status, bring quality improvement in TEI, and immediate follow-up of the assessment of performance.
- Challenges of the AA process for Assessors were short planning for visit preparation, travel under challenging terrains, search for translator, no time to relax and sleepless nights, difference between the reality and the claims, common benchmarks in TEI's performance, dealing with management and too many TEI to undertake Assessment and only one AA unit.
- Majority (68.97 percent) of the Assessors opined satisfied with the arrangement of Physical resources and field visits for verification to the SAR. Majority (68.97 percent) of the Assessors opined satisfied with the arrangement of Physical resources and field visits for verification to the SAR.
- The points suggested for adding as key aspects with Criterion-III: Research, Consultancy and Extension were signing MoU and working with the community.
- The points suggested for adding as key aspects with Criterion-VI: Governance and Leadership were advantages of institution from good governance based on organisational arrangement, and other activities/ programmes run by college/ management.
- The schedule for AA of TEI was found satisfactory, appropriate, well prepared, perfect, required and positive. It was supportive for quality improvement and convenient with TEI and Peer Team.

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