NAAC VS QCI: LOGICAL BASIS FOR THIS CHANGE

Anjali Arora Soni

Abstract

Education has widely been accepted unanimously as an important instrument for bringing social and cultural change. More precisely, it is the passport to lead a quality life. The entire responsibility of providing education lies on the shoulders of teachers. Hence, ensuring quality among teachers becomes the important concern in the nation. Our Indian education system calls for the revolutionary changes to meet all these requirements. This paper is an attempt for finding out the logical basis for the shift from NAAC (National Assessment and Accreditation Council) to QCI (Quality Council of India) for providing better education as per international standards in our country.

EDUCATION- A PASSPORT FOR QUALITY LIFE

Education is the backbone of any development at national and international levels. It has widely accepted unanimously as an important instrument for bringing social and cultural change. It is also seen as the best for the following reasons:

1. For bringing Excellence in life
2. For polishing human talent
3. For building nations
4. For revitalizing the communities
5. For prosperity
6. For improving the quality
7. For cohesion
8. For the solidarity and union of the nations across the boundaries
9. For opening and widening our minds
10. For bringing economic prosperity
11. For the global peace
12. For creating opportunities for the masses
13. For the process of socialization
14. For bringing the equality at all levels
15. For removing disparities
16. For bringing innovations
17. For understanding one another
18. For universal communication
19. For reflection
20. For emancipation of the soul

The entire list is endless. More precisely, education is the passport to lead a **QUALITY LIFE.**

QUALITY EDUCATION BY THE TEACHERS

The entire responsibility of providing education lies on the shoulders of teachers alone. Above all, it's not the matter of providing education alone rather of the quality education.Quality education for all has emerged as one of the most desirable goals throughout the world. One of the six goals, outlined by the World Education-DakarFramework for Action (2000), is related to the improvement of "all aspects of quality education" in order to achieve the identified learning outcomes (UNESCO, 2000).

QUALITY OF TEACHER EDUCATION INSTITUTIONS

Quality of Education largely depends upon the quality of teachers prepared in teacher education institutions. Teacher is the backbone of not only the education system but of the entire nation and humanity. A good teacher on the one hand is a boon for the nation whereas bad teacher is a curse who spoils many of generations. Hence, ensuring quality among teachers becomes the important concern of all. The teacher's performance in the class depends largely on the teacher education programmes they receive during the institutions.

RESPONSIBILITY OF QUALITY TEACHER EDUCATION INSTITUTIONSIN INDIA

Asst. Prof., D. D. Jain College of Education, Ludhiana

The National Council for Teacher Education (NCTE), a statutory body is responsible forquality development of both pre-service and in-service teachers throughout the country.

AMENDMENTS TO MEET QUALITY CRISIS

Faced with a crisis of quality in the pre-service training of teachers, NCTE videsits notification (dated 28th April, 2017) introduced an amendment to its Regulation 8(3). According to this amendment, "an institution recognized by NCTE is now required to obtain accreditation from an agency identified by it once every 5 years. Additionally, it was decided, for the first time, to rank the top 100 TEIs (Teacher Education Institutions) in the country once every 2 years".

NCTE has taken these steps with a view to helpthe prospective student-teachers make informed choices about the TEI they should select to improve their chances of:

1. Acquiring the Attitude, Skill and Knowledge (ASK) required for becoming a good teacher.

2. Passing the teacher eligibility test-TET (a mandatory requirement to become a teacher in both government and private schools in India).

SHIFT FROM NAAC TO QCI

Until now, the agency designated by NCTE for accreditation was the National Assessment and Accreditation Council (NAAC). Between 2002 and 2017, NAAC could accredit only 1522 TEIs in the country. Given an estimated total of 16000 to 18000 TEIs that still need to be accredited, NCTE took a decision to discontinue the mandate given to NAAC and instead work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India (as per NCTE, 2017). NCTE has been working with QCI (since then) to design and operationalise a new accreditation and rankingframework.

REVIEW OF THE LITERATURE

According to Goel and Goel (2014), the Indian teacher education calls for revolutionary changes. Content, pedagogy and technology ought to be integrated. Teacher education act, norms and regulations ought to be revised at the earliest.

Bairathi (2013) concluded in these words "probably more important than just the financial requirements for education and the quantitative requirements are the qualitative requirements and the relevance of education to daily life, to our development and to our future and this is where the UGC, NCERT, NUEPA and the state councils come in a big way. They must see that the directions are correct. They must see that quality and direction are built into the system and permeates all levels of the system".

Khan (2012) found that most of the teachers are averse to innovative and modern methods of teaching and continue with traditional methods of "lecturing" and "dictating notes" from the examination point of view which only brings the evaluation system under scanner. All this calls for stringent and urgent steps to reform teacher education.

Nadan and Mishra (2010) concluded that professional development is must for every teacher in enabling teaching-learning context. Any individual who enters the teaching profession should know and understand the expectations, challenges and issues of the teaching profession in relation to the needs and demand of time and society. For this, proper knowledge and understanding of the presented reasons in relation to teaching as a profession and professional development of teachers is highly essential through the organization activities and programmes in teaching, training, research and extension perspectives.

Kaur (2010) concluded that the role and shape of teacher education is easy to visualize but difficult to accomplish. There is a gap between theory and practice, so we have to develop such type of teacher training programmes which can fulfil the requirement of present need of society and country which could further fulfil the larger goals of human empowerment in the wake of globalization in knowledge explosion.

THEORY OF CHANGE

The issue of learning outcomes for children in India has been highlighted as a chronic and severe risk to leveraging our demographic dividend.

The review of literature highlights that teacher quality is an important determinant of learning

outcomes. However, the average quality of teaching, a key determinant of learning outcomes, is far below any reasonable standard. Besides, it is widely acknowledged that the current regulatory framework for TEIs does not promote academic excellence; and, it provides very little information that can be used by prospective students to make informed choices while deciding which TEI to enrol in.

Together these make for a dangerous cocktail that provides very little impetus for reform.

NCTE EFFORTS FOR THIS CHANGE

NCTE, therefore, had taken a step ahead to correct all this by developing and deploying the "TeachR Framework" (2017).

Through the implementation of this framework, NCTE aims to unlock the potential of TEIs to provide better learning outcomes for their student teachers, and eventually for all students across India by laying out a framework for ranking and assessment of TEIs that privileges academic excellence above all else.

DISTINCTIVENESS OF THE NEW FRAMEWORK

The new framework is distinctive in its approach. It rebalances the emphasis between inputs such as land, building, teachers, and outputs such as learning outcomes by emphasizing the latter. It also recognizes the need to have a variety of teaching methods and therefore uses both qualitative and quantitative tools, while taking a long-term view to sustaining excellence through regular assessment and ranking.

STEP AHEAD FOR PROVIDING BETTER EDUCATION

Through the implementation of "TeachR", well-intentioned TEIs will have the right incentives to continuously strive to improve, and those engaged in malpractice will be forced to exit the sector. Potential student teachers will have the information they need to make an informed choice on the TEI they should seek to enrol in. As a result, TEIs will compete to provide better education to attract better teachers. Unleashing this virtuous cycle is at the heart of NCTE's efforts to drive change in the teacher education sector.

OVERVIEW OF THE FRAMEWORK

The "TeachR framework" for ranking and accreditation is designed to provide a thorough,
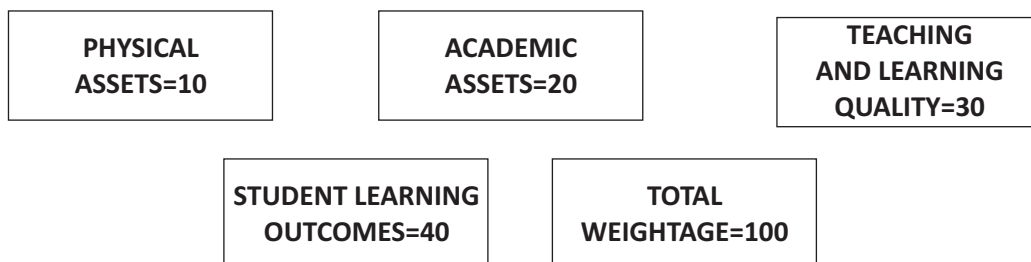
holistic assessment of TEIs. Beyond the physical assets and rudimentary academic assets in the original framework, it gives maximum weightages to teaching and learning quality as well as learning outcomes. This enables the creation of a fairer and more complete picture of TEI quality. The four pillars of the framework are described below:

1. **PHYSICAL ASSETS** Assesses the availability and optimal utilization of infrastructural facilities. Involves comprehensive on-site assessment of financial management, and infrastructure compliance. This will have a total score of 10 out of 100.

2. **ACADEMIC ASSETS** Evaluates the compatibility of the curriculum with the vision and scope of the institute and steps it is taking to promote research and consulting while offering quality academic support to their student teachers and teacher educators. Resources such as teaching and learning materials (TLMs), qualifications of faculty and research output will be considered. Additionally, teaching and learning materials used in classrooms, including unit plans, practice videos of student-teachers delivering classes used by the TEI will be uploaded on the sections designated for this on the National Teacher Platform (NTP) being developed by NCTE on behalf of the Ministry of Human Resource Development (MHRD)5 to understand the utilization of these TLMs. Moreover, to gauge the support given to students, there will be surveys run with current student-teachers and alumni of the previous year. There will also be a survey run with the schools hosting internships to assess the performance of student-teachers during their internship. This will have a total score of 20 out of 100.

3. **TEACHER AND LEARNING QUALITY** Involves assessment of efforts made by a TEI to promote effective teaching-learning practices. These will be evaluated through peer review of audio-video recordings of classroom practices in the TEI. This will have a total score of 30 out of 100.

4. **LEARNING OUTCOMES** Comprises the knowledge acquired by, and the larger impact

on, the pre-service teachers studying in a TEI. It will be assessed through a standardized online proctored test administered to a statistically valid sample of student teachers from each TEI. The test will assess their attitude, skills, and knowledge (ASK) and assign a score which will be used to assign marks to a TEI and to compare the alignment of these scores to the marks the TEIs student teachers get in the internal exams.

Besides the above two aspects, this section has three other components viz. the TET pass percentage over the last 2 years, placement percentage, and scores from the peer review of audio-video recordings of practice teaching by a statistically valid sample of student teachers. This section will have a total score of 40 out of 100.

Figure: Weightages Assigned to each Pillar

PHYSICAL ASSETS=10	ACADEMIC ASSETS=20	TEACHING AND LEARNING QUALITY=30
STUDENT LEARNING OUTCOMES=40	TOTAL WEIGHTAGE=100	

Source: NCTE "TeachR framework" (2017)

CONCLUDING REMARKS

The dare need of an hour is to focus on teachers and teacher education to ensure quality education throughout our country. Let's as a teacher do this promise to ourselves to not to ever compromise quality at the cost of quantity.

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