NAAC VS QCI

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Abstract

The recent developments mainly globalization of education and the extensive use of educational technology have made the issue of quality measurement even more complex. The quality assurance systems have to constantly modify their procedure to address a growing variety of learning opportunities, which is stimulated by the use of information technologies. The relationship between the capacity to offer quality programmes and the scale of delivery of services is hard to establish. Therefore, global effort is needed to deal with the challenge to quality. To protect the quality of the Higher Education institutions, the National Policy Mission propose the accreditation unit. Based on this University Grant Commission (UGC) established the National Assessment and Accreditation Council (NAAC) as an autonomous institution on 16th September 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. The Mission of QCI is to lead nationwide quality movement in India by involving all stakeholders for emphasis on adherence to quality standards in all spheres of activities primarily for promoting and protecting interests of the nation and its citizens. In this paper, the main aims and objectives of NAAC and QCI related to teacher education institutions has been explained.

Teacher education is a continuous process, starting with pre-service teacher education, followed by in-service education and continuing education. The aim of teacher education is to create a pedagogically thinking teacher with adequate amounts of theoretical background knowledge and a reflectively-critical attitude toward the challenges encountered in the teaching profession. Technology pedagogy, the 21st century skills, and ethical approaches are very important for teacher education practices. The 21st century practices and ethical approaches regarding technological utilization are important and should be added in the teacher education program to prepare pre-service teachers. The ability to analyze and understand the classroom situations can be recognized as an essential aspect of teachers' professional competence. It is very important to prepare teachers with an education model that develops the pedagogical and psychological skills and supports them to effectively operate in a perspective of lifelong learning. Teacher quality and educating high-quality teachers have emerged as the fundamental problems to be solved by nations since the correlation between education and economy is becoming more apparent, and the principal factor in student achievement is teacher quality. .

NEED OF QUALITY MOVEMENT IN TEACHER EDUCATION IN INDIA

The British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). As teachers, principals, heads of departments and planners and policy makers in education, you may be having this question in your mind – why worry about quality? This is because of the following reasons:

1. **COMPETITION**: - We are entering a new regime, where competition among educational institutions for students and funds will be highly significant. In order to survive in such a situation, educational institutions need to worry about their quality.

2. **CUSTOMER SATISFACTION**: - Students, parents

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or sponsoring agencies as customers of the educational institutions are now highly conscious of their rights or getting value for their money and time spent.

3. **MAINTAINING STANDARDS**: - As educational institutions, we are always concerned about setting our own standard and maintaining it continuously year after year. In order to maintain the standard, we should consciously make efforts to improve quality of the educational transactions as well as the educational provisions and facilities.

4. *ACCOUNTABILITY*: Every institution is accountable to its stakeholders in terms of the funds (public or private) used on it.

5. **IMPROVE EMPLOYEE MORALE AND MOTIVATION**: Your concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities.

6. **CREDIBILITY, PRESTIGE AND STATUS**: If you are concerned about quality, continuously and not once in a while, it will bring in credibility to individuals and your institution because of consistency leading to prestige, status and brand value.

7. **IMAGE AND VISIBILITY**: Quality institutions have the capacity to attract better stakeholder support, like getting merited students from far and near, increased donations/ grants from philanthropists/ funding agencies and higher employer interest for easy placement of graduates.

INTRODUCTION OF NAAC

The core mission of higher education is to educate, train, undertake, research and provide service to the community. The higher education in India is the Second largest system in the world. To protect the quality of the Higher Education institutions, the National Policy Mission propose the accreditation unit. Based on this University Grants Commission (UGC) established the National Assessment and Accreditation Council (NAAC) as an autonomous institution on 16th September 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. NAAC is a member of the International

Network for Quality Assurance Agencies in Higher Education comprising of over 120 different national agencies engaged in Assessment, Accreditation and Academic Audit.

The accreditation process involves a preparation of a self-study report by the college and validation of this report by three to four members peer team consisting of vice-chancellors. Principals, Deans and Senior teachers, state. Based on the detailed criterior-wise evaluation considering several parameters and the key aspects the percentage institutional scores will be arrived at institutions scoring above 55% will only be accredited. In addition, an inn-depth analysis of the colleges; strengths, weaknesses, opportunities and areas of concerns will be presented to the college and discuss with the College authorities. The accreditation status is valid for a period of five years.

New Initiatives:

1. Quality sustenance and promotion by sensitizing institutions to concepts such as credit transfer, student mobility, mutual recognition.

2. Networking among accredited institutions in order to promote exchange of best practices.

3. Formation of Quality circles for follow-up of a accreditation outcomes.

4. State-wise analysis of accreditation results for policy initiatives.

5. Promoting the concept of lead colleges and cluster of colleges for quality initiatives.

6. Project grants for accredited institutions for quality innovations.

7. Financial support to accredited institution for conducting seminars/conferences/workshops on quality issues in Higher Education.

8. Developing international linkages for mutual recognitions.

9. Collaborating with other national professional bodies for accreditation of specialized subjects.

10. NAAC Distance Education Council joint venture for accreditation of open Universities and Correspondence courses.

11. State-level coordination Committees for Accreditation.

12. National Consultative Committees on Accreditation in different disciplines.

13. Interaction with other agencies to develop a

National Qualifications framework.

14. Development of Date-base expertise and Infrastructure.

15. Training programmes for quality promotion and excellence in Higher Education.

16. NAAC-NCTE joint activity for self-appraisal and Accreditation of Teacher Education Institutions.

17. Post-Accreditation Review and Quality Sustenance in Accredited Institutions.

18. Accreditation and TQM in Collegiate Education: MOU with government of Karnataka.

19. CII-NAAC Higher Education Summits.

Benefits:

1. Helps the institutions to know strengths, weaknesses, opportunities through an informed review.

2. Identifies internal areas of planning and resource allocations.

3. Enhances Collegiality on the campus.

4. The outcome of the process provides the funding agencies with objectives and systematic database for performance funding.

5. Initiates institution into innovative and modem methods of pedagogy.

6. Given the institution a new sense of direction and identity.

7. Provides the society with reliable information on the quality of education offered by the institution.

8. Employers have access to information on standards in recruitment.

9. promotes intra-institutional and inter-institutional interactions.

Introduction of QCI

The Quality Council of India (QCI) is a pioneering experiment of the Government of India in setting up organizations in partnership with the Indian industry.

Honourable President of India (Dr. APJ Abdul Kalam) assigns mission for QCI "The National Well Being"

"My definition of national prosperity index is equal to GDP including quality of life for all coupled with value system. It is essential to ensure that all the citizens are empowered with good quality of life encompassing nutritious foods, good habitat, clean environment, affordable health care, quality education with value system and productive employment leading to the comprehensive qualitative development of the nation.

There is a strong urge in our society to come out of century old "Developing Country" brand name to "Developed Country" status. To become developed country, we must have competitive edge in the international market. Quality is very essential to achieve this. We must use competition as an opportunity to improve our quality and to transform a technology importer to technology exporter".

QCI must become an organization serving the one billion people of the country. My best wishes to all for success in the mission of promoting prosperity through quality" (excerpts from the speech of Dr. A. P. J. Abdul Kalam, Honourable President of India inaugurating the 2nd National Quality Conclave held on February 9, 2007 at New Delhi)

Background

Since 1992 a need had been felt for the establishment of an accreditation body in the country to establish internationally acceptable mechanism for recognition of conformity assessment results. As regards laboratories, an accreditation body under the Ministry of Science & Technology was already functioning. A committee which included various interested ministries and stakeholders including industries was established to make suitable recommendations. The work was coordinated by the then Department of Industries (Department of Industrial Policy and Promotion) and the recommendations were submitted to the Cabinet in 1996. Key recommendations included the Need for establishing an organization jointly by the Government and the industry and the need for the organization to be self-sustaining and be away from the government.

Accepting the recommendations, the Cabinet Committee decided to set up Quality Council of India as a non-profit autonomous society registered under Societies Registration Act XXI of 1860 to establish an accreditation structure in the country and to spread quality movement in India by undertaking a National Quality Campaign.

Mission Statement:

The Mission of QCI is to lead nationwide quality movement in India by involving all stakeholders for emphasis on adherence to quality standards in all spheres of activities primarily for promoting and

protecting interests of the nation and its citizens.

Main Objectives of QCI:

To achieve the Mission of QCI by playing a pivotal role in propagating, adoption and adherence to quality standards in all important spheres of activities including education, healthcare, environment protection, governance, social sectors, infrastructure sector and such other areas of organized activities that have significant bearing in improving the quality of life and well being of the citizens of India and without restricting its generality shall inter-alia include:

- To lead nationwide quality movement in the country through National Quality Campaign aimed at creating awareness amongst citizens, empowering them to demand quality in all spheres of activities, and promoting and protecting their well being by encouraging manufacturers and suppliers of goods and service providers for adoption of and adherence to quality standards and tools.

- To develop apropos capacities at the level of Governments, Institutions and enterprises for implementing & institutionalizing continuous quality improvement.

- To develop, establish & operate National Accreditation programmes in accordance with the relevant international standards & guides for the conformity assessment bodies certifying products, personnel, management systems, carrying out inspection and for the laboratories undertaking testing & calibration and such other areas of organized activities that have significant bearing in improving the quality of life and well being of the citizens of India.

- To develop, establish and operate National Accreditation Programmes for various service sectors such as education, healthcare, environment protection, governance, social sectors, infrastructure sector, vocational training etc., to site a few, as may be required, based on national/international standards and guidelines and where such standards are not available, to develop accreditation standards to support accreditation programs.

- To build capacities in the areas of regulation, conformity assessment and accreditation to overcome TBT/SPS constraints.

- To encourage development & application of third party assessment model for use in government, regulators, organizations and society.

- To promote quality competitiveness of India's enterprises especially MSMEs through adoption of and adherence to quality management standards and quality tools.

- Promoting the establishment of quality improvement and benchmarking centre, as a repository of best international / national practices and their dissemination among the industry in all the sectors.

- To encourage industrial / applied research and development in the field of quality and dissemination of its result in relevant publication including and trade journals;

- To build capacities including development of appropriate quality accreditation mechanism for other emerging areas that have significant bearing in improving the quality of life and well being of the citizens of India such as food sector, oil & gas, forestry, agriculture /animal husbandry, warehouse, pharmacy etc. or as the need may arise from time to time.

- To facilitate effective functioning of a National Information & Enquiry Services on standards & quality including an appeal mechanism to deal with unresolved complaints.

- To develop and operate an appeal mechanism to deal with unresolved complaints;

QCI is governed by a Council comprising of 38 members including the Chairman and Secretary General. The Council has an equal representation of Government, Industry and other Stakeholders.

Acknowledging the widely held perception that some private teacher training institutes (TEIs) recognized by it were indulging in corrupt practices including selling B Ed degress, the National Council for Teacher Education (NCTE, set up in 1993), has decided to make systemic change by going digital to weed out corruption from affiliated colleges and within NCTE. It has asked all affiliating colleges to upload verifiable documents on its website and put all information in public domain.

With the April 28, 2017 notification on amended NCTE Act, 1993, NCTE under sub-section 2 of section 32 has made obtaining of accreditation mandatory

for teacher training institutions once in five years from an agency identified for 6 years period. Consequently, Quality Council of India (QCI) an autonomous agency under the Department of Industrial Policy and promotion was selected as the accreditation agency. Earlier it was done by NAAC (National Assessment and Accreditation Council) which has accredited only 1522 institutions between 2002 and 2017.

The data for TeachR (portal) will be collected through a self-evaluation form to be submitted by the TEI. Items which simply require verification of facts will be checked through on-ground assessments. Items which require qualitative analysis will be reviewed remotely by a peer review panel.

Institutions will be categorized as A, B, C, or D. Category A and B institutions comprise those fit to continue delivering teacher education. This category will be granted more autonomy over their function through a reduction in regulatory oversight. Category C and D institutions are those whose quality of education is found to be insufficient. While as C category TREIs will be granted one year to meet the necessary standards, Category D organizations will need to stop admitting new students immediately and shut down in an orderly manner. This new accreditation and ranking framework will be first implemented in Bihar as part of the compliance with the order of the Patna High Court. TEIs across the rest of country are therefore required to register on the TeachR platform immediately and submit the necessary details. The final ranking after upload on NTP for accreditation, on-site validation, audio-video recording, feedback and expert perception survey will be made public by March 31, 2018. The Centre mandated the Quality Council of India (QCI) to carry out assessment and accreditation of various diploma and certificate programmes in teacher education being offered by a large number of public and private institutions across the country.

CHALLENGES AHEAD IN TEACHER EDUCATION

The recent developments mainly globalization of education and the extensive use of educational technology have made the issue of quality measurement even more complex. The quality assurance systems have to constantly modify their procedure to address a growing variety of open and distance learning opportunities, which is stimulated by the use of information technologies. The review procedures developed for conventional system are hardly sufficient for electronic delivery methods, which has a wider reach.

A large number of institutions are offering distance education programmes. They use multimedia strategies, enrol higher number of students of heterogeneous backgrounds and differ considerably in their capacities to use electronic media and delivery infrastructure. The development has serious implications for quality assurance agencies.

A similar concern arises in the context of international students' mobility due to globalization of education. When student enrol in other countries of foreign universities offering programmes in the students home country, the study plans must be evaluated to establish equivalence of their degree programmes.

The emergence of private higher education institution is also a greater concern to maintain quality and standard. Privatization creates little problem but the commercialization of self financing institutions create lot of problems for maintaining quality as making profit is their main concern. They run the institution without well qualified staff, needed infrastructure, student facilities, research etc. In such type of institutions, the relationship between the capacity to offer quality programmes and the scale of delivery of services is hard to establish. Because of the internationalization of education, the solution to the major issues and problems concerning quality assurance should be sought through co-operation among institutions and countries. Therefore, global effort is needed to deal with the challenge to quality.

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